

# Caregiver support workshops

Facilitator guide

**Draft | for technical advisory group review**

# Contents

Background	3
Parameters of the Caregiver Support Workshops	4
Intervention structure	5
Facilitator role and preparation	6
Workshop 1: Navigating caregiving in the adolescent years	7
Part 1.1: Opening	8
Part 1.2: Understanding adolescent changes	14
Part 1.3: Showing love and affection to your adolescent	22
Part 1.4: Fostering independence and setting limits	25
Part 1.5: Focusing on our own well-being	30
Part 1.6: Closing	33
Workshop 2: Nurturing the connection with your adolescent	35
Part 2.1: Opening	36
Part 2.2: Managing our stress	37
Part 2.3: Communicating respectfully	43
Part 2.4: Having difficult conversations	54
Part 2.5: Managing conflict	65
Part 2.6: Closing	68
Workshop 3: Supporting your adolescent's mental health	58
Part 3.1: Opening	70
Part 3.2: Improving self-compassion and getting help for caregivers	71
Part 3.3: Managing adolescent stress	77
Part 3.4: Showing adolescents compassion	82
Part 3.5: Identifying warning signs and getting help for adolescents	85
Part 3.6: Closing	89



## Background

This document includes a draft UNICEF Caregiver Support Workshop Facilitator Guide for pilot testing.

The Facilitator Guide is one of four documents that will make up the full training package:

Document	Detail
I. Facilitator Guide (Adolescent Intervention)	Intervention manual detailing sessions of adolescent intervention
II. Facilitator Guide (Caregiver Intervention) [this document]	Intervention manual detailing workshops that make up caregiver intervention
III. Supervisor Guide	Guidance for supervisors on setting up supportive supervision systems for facilitators of the adolescent or caregiver intervention

The overall aim of the caregiver support workshops is to:

- Increase knowledge and skills of caregivers of adolescents to improve adolescent mental health
- Improve the caregiver-adolescent relationship
- Improve caregiver mental health

The caregiver intervention is based on the following parameters:

- The workshops accompany an adolescent-directed programme (currently under development), which aims to promote positive mental health and prevent depression and anxiety. The caregiver and adolescent programmes can be implemented together or separately.
- The caregiver intervention is intended as a 'universal' version, meaning that it is designed to be relevant across settings. The final version will include a guide to support adaptation of this programme for different settings.
- The workshops are relevant and adaptable for parents and caregivers of both younger and older adolescents, although the expectation is that these interventions will require further adaptation for specific contexts.
- The caregiver workshops consists of evidence-based content drawn from previous evidence reviews.
- The package uses social learning theory, commonly used in parenting programmes (children learn from caregivers, caregivers learn from other caregivers).
- The delivery is based on adult learning principles, including participatory and experiential methods (discussion, reflection, practical activities and problem solving).
- The training is designed for in-person delivery with groups, and the group environment is a critical resource for participants to share knowledge and provide mutual support. However, we envisage that future iterations of the programme could use different delivery methods.
- Each workshop has a similar structure, with a mix of individual, paired and group-based activities. Each workshop consists of a mixture of reflection, information and skill-building content.
- The workshops are intended to be delivered by a facilitator or coach (lay health worker or front-line worker).
- Facilitators will receive regular support between workshops from an identified supervisor.
- Safeguarding is fundamental to the programme. Many of the topics discussed during this training may be painful or difficult for the participants. Details on how to manage and prepare for safeguarding of participants will be covered in the training. This will include consent forms for all participants (regardless of age), appropriate information sharing about expected content and where to turn for any help, and expectations in terms of facilitator training and ability to refer participants for any additional support needed.

## Intervention structure

The Caregiver Support Workshops are made up of the topics listed in Table 1, which are further divided into sessions. Within each workshop, there is a focus on both adolescent and caregiver mental health. Each part of the workshops contains a mix of activities to:

- Encourage connection between group members (Connect)
- Provide information to caregivers (Learn & Reflect)
- Practise new strategies (Tools & Techniques)
- Help participants use skills outside the group context (Taking This Forward)

**Table 1: Caregiver intervention topics**

WORKSHOP 1		WORKSHOP 2		WORKSHOP 3	
Topic 1: Navigating caregiving in the adolescent years		Topic 2: Nurturing the connection with your adolescent		Topic 3: Supporting your adolescent's mental health	
<b>Cross-cutting topic: Supporting your own mental health (included in each workshop)</b>					
Part	Timing	Part	Timing	Part	Timing
Part 1.1 Opening	20 minutes core, 20 minutes optional/ additional	Part 2.1 Opening	10 minutes core	Part 3.1 Opening	10 minutes core
Part 1.2 Understanding adolescent changes	20 minutes core, 40 minutes additional	Part 2.2: Managing our stress	15 minutes core, 30 minutes additional	Part 3.2 Improving self-compassion and getting help for caregivers	30 minutes core
Part 1.3 Showing love and affection	30 minutes core	Part 2.3 Communicating respectfully	80 minutes core, 10 minutes additional	Part 3.3 Managing adolescent stress	30 minutes core, 10 minutes additional
Part 1.4 Fostering independence and setting limits	40 minutes core	Part 2.4 Having difficult conversations	50 minutes core	Part 3.4 Showing adolescents compassion	30 minutes core
Part 1.5 Focusing on our own well-being	25 minutes core	Part 2.5 Managing conflict	30 minutes core	Part 3.5 Identifying warning signs and getting help for adolescents	15 minutes core, 10 minutes additional
Part 1.6: Closing	10 minutes core	Part 2.6 Closing	10 minutes core	Part 3.6 Closing	20 minutes core

---

## Facilitator role and preparation

As a facilitator, you should read through this document to ensure you understand the training and what is expected of you as workshop leader. You may also alter the suggested dialogue to suit your needs and style, making sure to keep the content specific. As you read through the document, note any questions or places you may need assistance and let your supervisor or training know.

You will work with a programme manager to implement the workshops. That person will handle logistics, such as marketing the programme, signing up participants, gathering consent forms and ensuring you have necessary supplies (e.g., flip charts, Post-it Notes, pens and paper).

Prior to the workshops, some activities require handouts to be photocopied or flip chart pages prepared with specific text. Work with your programme manager to decide who will take responsibility for this preparation.

## Document key

*Bulleted italics* are used to indicate dialogue a facilitator can use when speaking.

Plain text denotes background information and instructions to the facilitator.

Text in blue boxes includes objectives and key messages for different sections of each workshop.

Text in orange boxes includes examples, role plays and prompts for use during



# Workshop 1

## Navigating caregiving in the adolescent years

### Summary

Workshop 1 is made up of following parts:

- Part 1.1: Opening
- Part 1.2: Understanding adolescent changes
- Part 1.3: Showing love and affection
- Part 1.4: Setting limits and encouraging autonomy
- Part 1.5: Focusing on our own well-being
- Part 1.6: Taking this forward

### Materials

The following materials are needed to run the workshop:

- Facilitator Guide [this document]
- Flip chart and pens
- Post-it Notes (for participants)
- Picture or visual of a plant in a pot for story (for Learn & Reflect 1.1: The 'me' tree)
- Example of an already-drawn 'me' tree (for Learn & Reflect 1.1: The 'me' tree)
- Paper and pens for drawing (for participants)

## Part 1.1

### Opening

20 minutes core,  
20 minutes optional

#### Objectives

- Build rapport between facilitators and caregivers
- Introduce programme goals and structure
- Develop rules of engagement for the group
- Introduce topic of caregivers as important for adolescent well-being

#### Key messages

- The purpose of the overall programme is for caregivers to learn how to better support adolescents and their mental health, to improve caregiver-adolescent relationships, and to improve caregiver well-being .
- All caregivers in the group are parenting experts. There is a wealth of knowledge and experience in the room.
- The group has rules of engagement and discussions are confidential.
- Adolescents benefit from supportive caregivers.

#### Activities

- Connect 1.1: Introductions (10 minutes, optional)
- Connect 1.2: Expectations and concerns (10 minutes, core)
- Connect 1.3: Ground rules (10 minutes, optional)
- Learn & Reflect 1.1: The 'me' tree (10 minutes, core)

Connect 1.1:  
Introductions

Time	10 minutes
Objective	To welcome everyone to group and facilitate introductions
Activity type?	Connect
Core or optional/additional?	This activity is <b>optional</b> if the programme is being run with an established group.
If optional/additional, can it be done at home?	No



Ask everyone to arrange themselves in a circle, welcome them to the group, and facilitate introductions.

- *Welcome to everyone here today!*
- *We are here today to learn how to better support our adolescent children. This includes how to have better relationships with them and how to work on improving our own well-being .*
- *We are going to start with getting to know each other a bit better. Please introduce yourself, tell us your name and the name of your children.*
- *Share one thing that you loved doing and one thing that you hated doing as a teen.*

Begin with your own introduction and then guide the group members as they do a round of introductions.

- *Please look around at your fellow group members. These fellow caregivers are going to be your support team over the coming weeks as we share and learn about looking after adolescents.*
- *All of the people in this room are parenting experts – they are not new caregivers. They have been parenting and caregiving for a long time already. There is a wealth of knowledge and experience in this room.*
- *At the same time, we know the way we give care changes over time, as our children grow, and that caregiving always presents new challenges and successes.*
- *We are going to use these groups as an opportunity to grow as caregivers and to learn from each other.*

---

Connect 1.2:  
Expectation and concerns

Time	10 minutes
Objective	To share expectations and concerns about the workshop.
Activity type?	Connect
Core or optional/additional?	This activity is <b>core</b> as it provides an outline of what caregivers can expect from participating in the programme.
If optional/additional, can it be done at home?	N/A

- *Before we start thinking more about caregiving adolescents, let's think about this group and how it should function. We are going to spend time talking about what you expect from these groups and any concerns you might have.*
- *Talking about our children and how we look after them can be personal at times, and we need to show respect to our fellow team members.*
- *First, let's talk about hope or expectations and worries or concerns.*

Give each participant two sticky notes or cards in two different colours and ask participants to get into pairs with the person sitting next to them to answer the following questions:

### Questions

- What do you expect to get from this programme?
- Do you have any concerns about this programme and how it will work?

*In plenary, ask group to share expectations and concerns.*

If the group comes up with an expectation that is not going to be covered in the workshop, explain that is the case and offer to connect participants with additional support or resources. You may also refer to your supervisor for further support.

- *Our main aim over the course of these meetings is to think about how we can better support our adolescent children, and have better relationships with them.*
- *We are also going to think about ways to work on improving our own well-being as caregivers.*
- *Before we go ahead, I want to explain the structure of the three workshops.*
- *There are different topics that we are going to cover.*
  1. *Today's workshop is about what it means to be a caregiver of an adolescent, and the changes that happen.*
  2. *The second workshop is about nurturing your connection with your adolescent and building a stronger relationship.*
  3. *The final workshop is about supporting your adolescent's mental health and well-being .*
- *Across all three workshops we will also be talking about how you can look after your own mental health and cope with your own stress.*
- *In each workshop we will discuss what each of these things means, how we are currently managing as caregivers, and give each other ideas that we can try to use with our children.*
- *In our sessions we will also practise using some of these ideas to give us a better idea of how they work in practice.*

Connect 1.3:  
Ground rules

Time	10 minutes
Objective	To develop and agree on common ground rules for the session
Activity type?	Connect
Core or optional/additional?	This activity is <b>optional</b> if the programme is being run with an established group.
If optional/additional, can it be done at home?	No

- *Next, let's think a bit more about some common rules for the group. Are there any that you would suggest?*

Write the rules that everyone agrees to on a flip chart paper, keeping them framed as positive statements (see examples below).

**Examples of ground rules:**

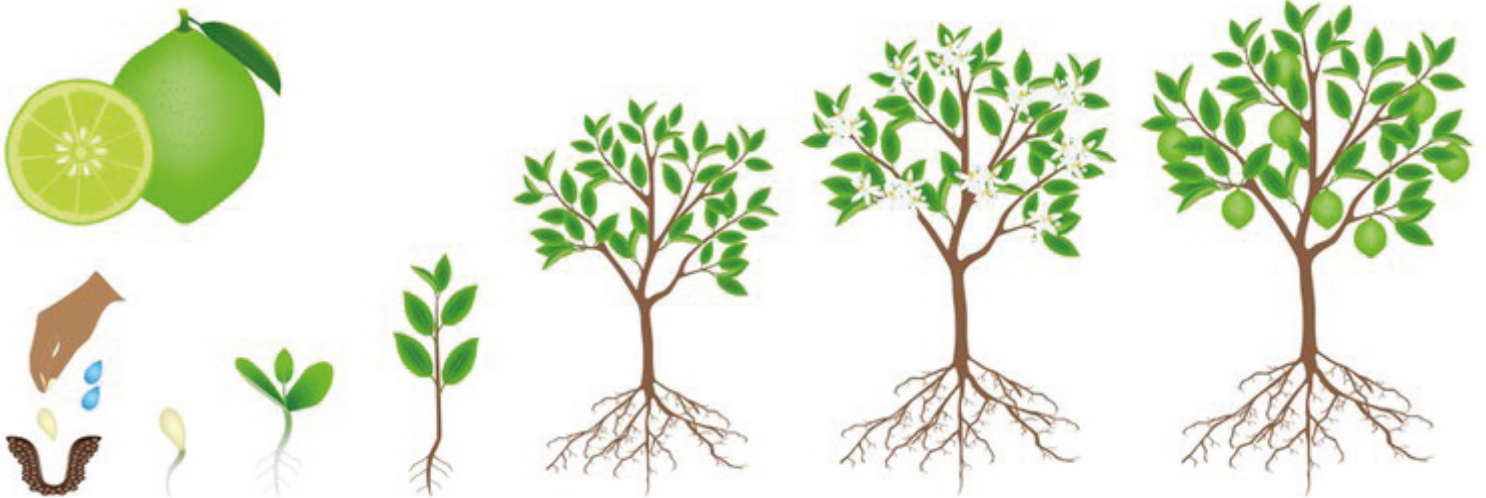
- We will keep everything that is said here confidential.
- We will respect other people's opinions.
- We will listen and pay attention to whomever is speaking.
- We will ask questions when we need to.
- We will observe social distancing and COVID-19 protocols (if appropriate).

Learn & reflect 1.1:  
The 'me' tree

Time	10 minutes
Objective	To encourage caregivers to reflect on adolescence and the factors that help adolescents to grow and thrive.
Activity type?	Learn and reflect
Core or optional/additional?	This activity is <b>core</b> as it provides the first opportunity to reflect on the lives of adolescents.
If optional/additional, can it be done at home?	N/A

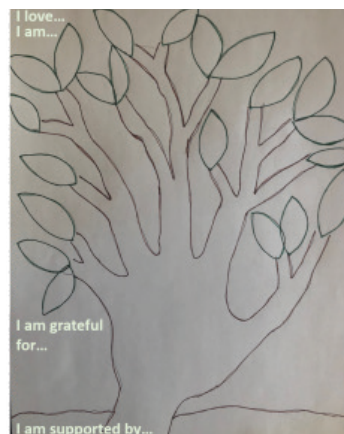
- *There are many different types of caregivers. Some of you might be mothers or fathers, siblings, grandparents or other family members, and some might not be biologically related to your adolescent children.*
- *Many people, no matter the connection, start their caregiving journey when children are babies or young children.*
- *Looking after a young child is like planting a new seed and helping it to grow.*

Show the group a picture of a growing plant. e.g.:



- Often, we first plant a new seed in a pot. The pot provides some support for the plant and keeps soil, water and nutrients the plant needs together, even with changing weather. We can easily move the pot from place to place as we need to. When the seed takes hold and starts to grow, it still needs to be watered and cared for, but the pot – which used to be the plant’s protector and supporter – becomes something that can constrain the plant and stop it from growing further.
- This is a bit like the change we experience as caregivers when children grow into adolescence. It is time to move the plant into another, bigger pot, where it can flourish. And in time, it will be necessary to move the plant into the soil, where it can finally start to grow into the tree it was meant to be.
- To understand how we can support our adolescents better to flourish and grow into the great trees that they will become, we first need to think about our own lives, both now and when we were younger.
- Today we are going to think about the things that helped you to grow into the adult that you are today. We are going to do this by creating a ‘me’ tree.
- Get a piece of paper and trace around your hand, leaving your fingertips open. Fill in leaves and branches at each finger. You can draw as many leaves as you want. Draw the ground or soil at the bottom.

Example:



- *Now, we are going to answer three questions. You can write or draw your responses on to your tree.*
- *First of all, look at the soil. This symbolizes where you were planted. Where did you live and grow up while you were an adolescent? What household and community?*
- *Second, think about the trunk of your tree. What positive things helped shape you during your adolescent years? This could be people, things in your environment, or experiences.*
- *Last, let's think about the leaves of the tree and how you have flourished. What are some positive words you would use to describe yourself? What are you good at? Don't be modest! If it is difficult to think of skill, you can also add things you enjoy doing (whether you think you're good at them or not).*

Ask the group if anyone wants to show their 'me' tree and encourages sharing. Take time to let at least two people speak.

- *Now I want you to think a little bit about your adolescent. If they were going to answer these three questions, what would they say? Let's think about their 'trunk' in particular, which refers to the things that shape them and help them grow. Get into pairs with the person sitting next to you and answer the following questions.*

### Questions

- What positive things are helping to shape your children during their adolescent years? This could be people, things in their environment, or experiences.
- What is your role in helping them to grow and thrive?

Ask the group if anyone wants to share before moving forward. Take time to let at least two people speak.

## Part 1.2: Understanding adolescent changes

20 minutes core,  
40 minutes additional

### Objectives

- Improve awareness of changes that adolescents experience.
- Improve awareness of risks and protective factors that influence adolescents' mental health as they grow up.
- Improve awareness on caregivers' need to adapt how they parent during adolescence.

### Key messages

- As adolescents grow, their experience shifts in the way they think, feel, and interact with others.
- Adolescents are exposed to both positive and negative influences in their environments. These affect how they feel and act.
- To support the changing needs of adolescents, caregivers need to adjust the way they approach caregiving.

### Activities

- Learn & Reflect 2: My adolescent (10 minutes, core)
- Learn & Reflect 3: Opportunities and strengths (10 minutes, additional)
- Learn & Reflect 4: Changing minds (10 minutes, core)
- Learn & Reflect 5: Gendered expectations (10 minutes, additional)
- Learn & Reflect 6: Changing worlds (10 minutes, additional)
- Learn & Reflect 7: Mapping our adolescents' lives (10 minutes, additional)

Learn & Reflect 1.2:  
My adolescent

Time	10 minutes
Objective	To encourage caregivers to reflect on their adolescent's existing strengths and how they have their adolescent may have changed as they have matured.
Activity type?	Learn and reflect
Core or optional/additional?	This activity is <b>core</b> as it provides an opportunity for caregivers to think about their own adolescent and highlights their strengths and positive characteristics.
If optional/additional, can it be done at home?	N/A

Now we are going to be talking about changes that happen in adolescence and how caregivers can best support these changes.

- *All of the caregivers in this room have firsthand knowledge and rich experience in raising a child. We can draw upon these different experiences today.*
- *Caregiving for an adolescent might be new for some, and others of you may have a lot of experience caring for adolescents. No matter our experience, we are here to learn from one another and also learn together.*
- *Let us go around and share:*
  1. *The name and age of your adolescent*
  2. *One of their strengths or something that makes you feel proud of them*

Facilitate the group taking turns to share.

- *It is great to hear about so many of the strengths and positive characteristics in your adolescents.*
- *Now we will think about your child and what changes you've noticed in them from childhood until now. How has your adolescent changed since they became a teen?*

### Prompts to discuss in pairs or a group

Think about the changes you have noticed in your adolescent's moods, interests, friendships, communication, concerns, and queries, as well as in your relationship with them.

Ask the group if anyone wants to share their responses and encourages sharing from at least two pairs.

---

#### Learn & Reflect 1.3: Opportunities and strengths

Time	10 minutes
Objective	To encourage caregivers to reflect on how adolescence is a period of positive changes.
Activity type?	Learn and reflect
Core or optional/additional?	This activity is <b>additional</b> and builds on the previous activity focused on positive aspects of adolescence.
If optional/additional, can it be done at home?	No

- *When people talk about adolescence, we often hear about how difficult it is and how there are a lot of new challenges and problems that come up.*
- *For example, adolescence is a time of taking risks, and we often hear about dangerous behaviours, such as experimenting with drugs, stealing, getting into fights,*

*or risky sexual activity.*

- *But it is important to remember that risks can also be positive, such as learning a new skill, playing a sport, being part of a performance, or getting involved in community service.*
- *Let's think more about flipping negative perceptions about adolescence.*
- *When you think about adolescence, what are some of the negative stereotypes that come to mind?*

Write 'Adolescents are...' at the top of a piece of flip chart paper and then draw a vertical line down the paper to create two columns. Title the left column 'negative perceptions' and the right column 'positive reframe'. As the group comes up with negative words associated with adolescents, write them in the left-hand column.

- *Now, let's flip it. How might each of these characteristics be an opportunity or strength?*

Write the group's responses in the right-hand column.

#### **Characteristics to include if not covered by the group:**

<b>Negative stereotype</b>	<b>Positive opportunity or strength</b>
Reckless	Bold, willing to take risks and try new things
Irrational	Innovative or creative thinking, out of the box thinking
Overly emotional	Passionate and expressive; having and showing emotions is not bad
Rebellious	Becoming independent or critical thinkers who act on their beliefs
Overly sensitive	Aware of other's/sothers' perspectives
Self-centred	Aware of their own needs and wants
Stubborn	Determined

- *I want us to challenge ourselves to see the changes in adolescence not only as normal and necessary in the transition to becoming adults, but also as a time of opportunities and strengths.*



Time	10 minutes
Objective	Improve caregiver knowledge about how adolescents change as they grow.
Activity type?	Learn and reflect
Core or optional/additional?	This activity is <b>core</b> as it provides important information for caregivers that is fundamental to the workshop.
If optional/additional, can it be done at home?	N/A

- *Now we are going to talk more about how adolescents change as they grow from children into adults.*
- *The physical changes that happen are often quite easy for us to see.*
- *But some of the changes that happen in their brains and minds are not as visible.*
- *In fact, the adolescent's brain changes as they mature. Also, the outside world begins to treat adolescents differently as they grow older.*
- *This leads to changes in the adolescent.*
- *First of all, their thinking changes.*
- *For example: They may start to care more about what others think of them. They may be sensitive about the things they are good at or not very good at.*
- *They begin to form their own opinions and want to make their own decisions about things. This might mean they disagree more with you or challenge different ideas.*
- *What are some changes you notice in the way your adolescent thinks, or the things they are thinking about?*

Ask the group to share their thoughts.

- *It's also common for adolescents' moods to change and fluctuate, and they experience emotions intensely. This might mean they have very strong emotional reactions to events or situations or that their moods shift easily. They might feel one way about something today and completely the opposite tomorrow.*
- *Does anyone have an example they would like to share? What do you notice about your adolescent's mood?*

Ask the group to share their thoughts.

- *What about relationships? During adolescence, relationships with friends and can become very important. They become interested in romantic and sexual relationships, as well. They might change who they spend time with or have more disagreements with their friends. Does anyone have an example they would like to share? What do you notice about your adolescent's relationships?*

Ask the group to share their thoughts.

- *These changes I have talked you through are expected and a normal part of adolescent development.*
- *However, it is also important to remember that adolescents develop at their own pace and with their own ways of adjusting and coping.*
- *Caregivers need to be aware of what their adolescents are experiencing. If we understand what is happening in their brains, we will have more realistic expectations of what our adolescents can do, how they behave, and what they can achieve.*

---

Learn & Reflect 1.5:  
How gender shapes the  
adolescent experience

Time	10 minutes
Objective	To encourage caregivers to reflect on how adolescents' gender influences their experiences.
Activity type?	Learn and reflect
Core or optional/additional?	This activity is <b>additional</b> but it introduces the concept of how gender expectations influence adolescent well-being and should be included where possible.
If optional/additional, can it be done at home?	No

- *It is important that we remember that gender can play an important role in an adolescent's development, or rather, how others react to their gender.*
- *The way in which we treat or think about people because of their gender can be harmful and can have a negative influence on adolescent mental health.*
- *We know that often caregivers have different expectations of their children based on gender.*
- *Girls often have limited opportunities and choices. For example, in many places, girls might not be able to study what they want to or do the types of jobs that interest them.*
- *Boys often experience pressure to behave according to stereotypes of masculinity. For example, they might be expected to be brave, strong, or aggressive and to enjoy competing with others.*
- *When you were an adolescent, did you feel like there were expectations or limitations you experienced because of your gender?*

Ask the group to share their thoughts.

- *Today, how might gender affect the experience of our children in adolescence? Let's get into groups to discuss.*

### Prompts to discuss in pairs or a group

- Do you have specific or different expectations of your adolescent because of their gender?
- Are these expectations helpful or harmful? Why?

- *Changing how people are treated because of their gender is something that needs to happen in the wider community, but home and families can also make a difference by not reinforcing harmful gender norms.*

#### Learn & Reflect 1.6: Adolescents' changing worlds

Time	10 minutes
Objective	To encourage caregivers to reflect on adolescence and the factors that help adolescents to grow and thrive.
Activity type?	Learn and reflect
Core or optional/additional?	This activity is <b>additional</b> . It builds on the previous activities intended to increase caregiver awareness of influences on adolescent mental health.
If optional/additional, can it be done at home?	Yes, with adaptation

- *We have talked about how adolescents have a lot of internal changes going on.*
- *In addition, they are exposed to many positive and negative influences in their environments.*
- *Think of a typical adolescent in your community. We are going to think about some of the negative and positive factors in their lives that might influence their well-being or mental health. Let's think across different levels – try to think of family, friends, school and community-related issues.*

Draw a stick figure with concentric circles on a piece of flip chart paper and label the circles 'family', 'friends', 'school' and 'community'. Draw a vertical line to divide the left and right sides of the page. Label the left 'negative' and the right 'positive'.

- *Please write down negative factors on your Post-it Notes first and then come up here and we will figure out where we can put them.*

### Prompts

- Abuse
- Neglect
- Poor health in the family
- Difficulty accessing services, including for adolescents with a disability
- Gender-based violence
- Exposure to crime
- Poverty
- Food insecurity
- Bullying
- Family conflict
- Substance use

- *Now let's think of some things that might protect a typical adolescent in our community and improve their mental health. Any ideas? ?*

### Prompts

- Safe home
- Loving family
- Supportive teachers
- Safe schools
- Connection to school
- Safe recreational activities
- Community support
- Inclusive communities

## Learn & Reflect 1.7: Mapping our adolescents' lives

Time	10 minutes
Objective	To encourage caregivers to reflect on positive and negative experiences that adolescents have in different environments.
Activity type?	Learn and reflect
Core or optional/additional?	This activity is <b>additional</b> . It builds on the previous activities intended to increase caregiver awareness of influences on adolescent mental health.
If optional/additional, can it be done at home?	Yes, with adaptation

- *Today we are going to get creative and draw a map of our adolescents' lives.*
- *You will need one or more large sheets of paper. Please get into groups of four.*
- *You are going to think about some of the places where adolescents spend time. This might be home, religious meeting places, markets, health services, schools, bars, arcades, gyms, parks or online. Let's think of any places where adolescents meet, places where they socialize, roads that they have to walk on and so on.*

- *For each place you draw, put a green check next to it if you think it is a source of support for adolescents that likely improves their mental health.*
- *Put a red check next to it if you think it is a place where they are exposed to negative influences that might make their mental health worse. Which places are the worst? Can you identify them?*
- *If a place has both positive and negative aspects to it, then mark it with an orange circle.*

Have participants complete their maps in groups and then share with the larger group.

- *What did everyone think of that? Did anyone learn about new supports or risks that they hadn't thought of before?*
- *Do you think your adolescents might have additional information to add to this map?*
- *Now I want you to stay in your groups and brainstorm a bit.*
- *Let's start with focusing on the risky areas. What have we learned in previous sessions that might help parents and adolescents to work together to avoid places like this?*
- *Similarly, what sources of support did you identify? What could we do to connect with these places and encourage our adolescents to connect with them?*
- *Please can each group come up and present their maps one by one.*

Encourage groups to present their maps one by one, but keep them to a time limit.

- *So to recap, adolescents are exposed to things through their day-to-day activities that are good and bad for their mental well-being.*
- *It is important that we as caregivers are aware of these.*
- *We will talk a bit later about how to find the balance between setting limits together with our adolescents and encouraging them to develop their independence.*
- *Now it's time for a break! I will collect your maps as you leave.*

Collect all maps and keep them somewhere safe for use in Workshop 3, Learn & Reflect 3.5.

## Part 1.3: Showing love and affection to your adolescent

30 minutes core

### Objective

- Increase awareness of an adolescent's need for love and affection from their caregivers

### Key messages

- Adolescents, just like younger children, have a deep need for love and affection from caregivers.
- Showing affection is a powerful way to help adolescents feel loved by their caregivers.

### Activities

- Learn & Reflect 1.8: Love and acceptance (10 minutes, core)
- Tools & Techniques 1:1: Showing affection (20 minutes, core)

### Learn & Reflect 1.8: Love and acceptance

Time	10 minutes
Objective	To raise caregiver awareness about the importance of showing adolescents love and affection.
Activity type?	Learn and reflect
Core or optional/additional?	This activity is <b>core</b> . It provides context for the following activity on tools and techniques to show affection.
If optional/additional, can it be done at home?	N/A

- *As children enter adolescence, they gradually gain greater independence and peer relationships become increasingly important. But this does not necessarily mean that their need for love and acceptance from caregivers diminishes.*
- *When adolescents know that they are loved and accepted by their caregivers, this helps them better love and accept themselves.*
- *This can help their confidence, help them to talk positively about themselves, and recognize their strengths – all things that we are working with adolescents on to promote their well-being.*
- *Adolescents can find affection and positivity particularly rewarding during this period when self-doubt and insecurities are common.*
- *Showing affection can be a powerful way to help adolescents feel loved by their caregivers.*
- *Thinking back to your own adolescence, how did your caregivers show affection and express love to you? How did this make you feel?*

Encourage sharing from two or three participants, ensuring that they speak for just about three minutes each.

### Prompts

- Expressing their love with words verbally or written
- Providing for your needs
- Showing physical affection
- Spending quality time with you

- *Thanks so much for your ideas. Now we will talk a bit more about how we show affection to our teens and how we think it makes them feel.*

#### Tools & Techniques 1.1: Showing affection

Time	20 minutes
Objective	To build skills in showing affection to adolescents.
Activity type?	Tools & Techniques
Core or optional/additional?	This activity is <b>core</b> .
If optional/additional, can it be done at home?	N/A

- *Showing affection and love to your adolescent is a bit like watering a plant. It is something that we need to do consistently, not just every now and again.*
- *It is something we need to do when things are going well, but also when things are not going very well.*
- *Showing affection every day, even in small ways, means that our adolescents will have the best opportunity to flourish. So we need to find small ways every day to show affection to our teens.*
- *There are different ways we can do this, as we have seen from everyone's suggestions. None of these ways are wrong or right! The point is that there are different ways to show love and affection, and it's useful to think about what works best for you and your family.*
- *I want to take you through a few more suggestions that adolescents have shared.*
- *Now as we go through the list, I want you to think about whether these are things you do, and if these things would make your teen feel loved.*

## Is this something that might make your teen feel loved?

Tell them that they are loved?

Treat them in a caring way?

Set aside quality time to spend with them?

Talk with them about what is happening in their lives?

Show them physical affection (smiles, hugs and kisses)?

Praise or make positive remarks to child?

Provide them with basic necessities?

Buy them gifts or other material items (not necessities)?

Give them money in the form of allowances or savings?

Give them guidance and advice?

Demonstrate that you trust them?

Listening to their concerns and queries without judgement?judgment

Other things?actions

- *I want you to look at this list and each choose two things that you don't currently do but would like to start doing. Please get into your pairs.*

### Answer in pairs

- Why haven't you tried this way of showing affection before?
- Why would you like to try it, or why do you think it will work?
- How do you think you will approach trying it for the first time?

Encourage sharing or reflection from at least two pairs

- *It can be uncomfortable or difficult to show affection to adolescents if we are not used to doing it, but it can feel more comfortable with time and practice.*
- *Remember adolescence is a time of rapid change and that the needs and preferences of your teen might be changing often. For example, you might notice that one day they all of a sudden feel embarrassed holding hands or being hugged by you in public.*
- *Don't forget – if you are not sure how best to show them you love them, you can always ask them what they think and what they prefer!*



## Part 1.4: Fostering independence and setting limits

45 minutes core

### Objective

- Understand the role of caregivers in helping adolescents foster independence, and develop their decision-making and limit setting abilities.

### Key messages

- It is normal for caregivers to have mixed emotions about their adolescents becoming more independent, but it is part of a caregiver's role to support children through the process of growing up.
- Helping adolescents understand potential harms and providing them with opportunities to make decisions around setting limits can help them to gain important skills for their transition to a successful and thriving adulthood.

### Activities

- Learn & Reflect 1.9: Growing independence (15 minutes, core)
- Tools & Techniques 1.2: Setting limits (30 minutes, core)

### Learn & Reflect 1.9: Growing independence

Time	15 minutes
Objective	To help caregivers reflect on their own responses towards adolescent independence in decision making  To increase positive orientation towards this developmental task.
Activity type?	Learn and reflect
Core or optional/additional?	This activity is <b>core</b> .
If optional/additional, can it be done at home?	N/A
	<ul style="list-style-type: none"><li>— <i>So far, we have talked a lot about the changes that happen during adolescence today.</i></li><li>— <i>I want us now to focus on how adolescents become more independent as they get closer to adulthood.</i></li><li>— <i>As caregivers, we sometimes find it hard to figure out exactly how much we should encourage adolescents to do independently and how much we should still be doing for them.</i></li><li>— <i>We are going to talk a bit more about this now.</i></li><li>— <i>Let's start with what it feels like for caregivers when their adolescents start spending less time at home, making their own choices about clothing and hairstyles, buying items on their own, going to other people for advice, and having new and different opinions.</i></li></ul>

Puts up flip chart with 'positive' written on left side and 'negative' written on right side.

- *On one Post-it Note, I want you write a positive feeling that caregivers might have watching their children become more independent. Then on the other one, write a more negative emotion.*
- *Then come up and post them on the chart depending on where you see the feeling, from positive to negative. There may be some feelings that fall somewhere in the middle, too.*

*Wait for group members to post responses and then summarize negative, neutral, and positive emotions.*

- *So let's think about the negative side first... [read a summary of Post-it Notes]*
- *Some of these are more neutral, or in the middle... [read a summary of Post-it Notes]*
- *Now what about the positive? There are many positive feelings we can have while watching adolescents mature... [read a summary of Post-it Notes]*
- *We can see that this can really trigger a range of emotions! These types of emotional responses are natural and all caregivers experience them.*
- *What is important is to remember that developing independence and skills to make their own decisions and set their own limits has an important purpose – helping adolescents become successful and thriving now and in their adulthood.*
- *Now let's think about what limits and boundaries might help protect your adolescent's well-being.*
- *But let's not leave it there – let's also think about how to create opportunities for them to make decisions and set their own limits.*
- *While the adolescent brain is developing, adolescent decision-making often relies on the part of the brain that is more emotional and less rational. Adolescents can learn a lot from caregivers about how to assess what might be harmful or unsafe.*
- *Let's look at this list of activities. I am going to go through these one by one and for each of these we are going to discuss whether these decisions or activities carry any level of harm or risk for an adolescent. Based on that, we'll discuss whether caregivers need to set limits or give guidance around these.*

Activity or decision	What is the risk of harm? Why?	What limits or guidance do caregivers need to give?
Hairstyle choice		
Clothing choice		
What to have for dinner		
Friends they spend time with		

---

Playing video games

---

Social media use

---

Texting with a friend

---

Substance use

---

Sexual activity

---

Time studying or academics

---

Who they date

---

Watching TV or taking in other media

---

What/Which extracurricular activities they join

---

What they do on the weekend/weekends

---

- *Adolescents can benefit from caregiver guidance on activities and decisions where there is risk of harm.*
- *On the other hand, there are also low-risk activities that actually create good opportunities for adolescents to practise decision-making and independence.*
- *Over time as an adolescent's brain becomes more developed and they have gained better abilities to make their own decisions and set their own limits and boundaries, the need for caregivers to step in decreases.*

---

Tools & Techniques 1.2:  
Setting limits

Time	30 minutes
Objective	To help caregivers practise limit setting based on an adolescent's needs.
Activity type?	Learn and reflect
Core or optional/additional?	This activity is <b>core</b> .
If optional/additional, can it be done at home?	N/A

- *Now we are going to practise setting limits with our adolescents.*
- *We will get into pairs and do a role play, with each of you taking turns as a caregiver and an adolescent.*
- *There is no right or wrong way to make these decisions and set limits. I am going to talk you through one way you can approach it, and then we are going to practise.*

- *There are a few steps we can go through when we are thinking about this.*
- *The first step is to gather information about the situation and your adolescent's needs to determine whether any harms exist and limits are therefore needed to ensure your adolescent's safety and well-being.*
- *Next, you can discuss any harms with your adolescent and explain that in some cases adolescents might not be aware of the potential harms.*
- *Decide if you need to set a limit at all or if it's not necessary in this case.*
- *Next, ask your adolescent what kind of limit they think is reasonable to protect their safety and well-being. Involving them in the process is an important way to help them learn to set boundaries for themselves.*
- *Try to understand your adolescent's view and response about the idea of setting a limit. It is important that adolescents feel heard. Try to remain calm in your response, as well.*
- *Within the limit that you set, identify some opportunities where your adolescent can make some of decisions. It can be helpful to emphasize the things that they can do and not just what they cannot do. For example, you don't want them to stay overnight a friends' house, but they can help decide what time they come home.*
- *Where possible, role model adherence to the limit or boundary that was set. For example, if you are asking your adolescent to use their phone less, you could do the same yourself!*
- *Let's look at some scenarios in our role play. Get into pairs and choose who will be the caregiver first.*
- *Choose two scenarios from the list and use the steps I mentioned to practise setting limits.*

## Steps

Gather information	Ask for your adolescent's view
Discuss harms	Try to understand your adolescent's view
Decide if you need a limit	Identify some opportunities for adolescent decision-making

### Scenarios

- Your adolescent wants to go to a friend's birthday party on Friday night.
- Your adolescent wants to start learning hip-hop dancing and got a scholarship to participate in a five-day camp during the school holidays.
- Your adolescent has a big exam next week but wants to go with his friends to a soccer game on Saturday.
- Your adolescent joins to an online dating application.
- The school calls to inform you that your adolescent has missed three days of school in the last week.
- A few of your adolescent's friends come over and you notice that one of them has a joint or cannabis in his pocket.

- *Thanks everyone! I am now going to ask one of the groups to talk through the steps and role-play their situation in the front of the room. Any volunteers?*

Encourage one group to present and then provide them with feedback.

- *Thanks everyone. As we move forward, let's remember that part of our role as caregivers is to develop our adolescents' sense of independence and support them to make decisions and set limits for themselves.*

## Part 1.5: Focusing on our own well-being

25 minutes core

### Objective

- To introduce the concept of caregiver mental health and to support caregivers in selecting strategies they can use.

### Key messages

- Self-care refers to strategies that you can use to take care of yourself.
- Simple activities, such as breathing exercises, can help you reduce your emotional response to stressful events.

### Activities

- Tools & Techniques 3: Fill your cup (core, 15 minutes)
- Tools & Techniques 4: Breathing exercise (core, 10 minutes)

### Tools & Techniques 1.3: Fill your cup

Time	15 minutes
Objective	To introduce the concept of caregiver mental health and to support caregivers in selecting strategies to use.
Activity type?	Tools & techniques
Core or optional/additional?	This activity is <b>core</b> as it introduces caregiver mental health aspects to participants.
If optional/additional, can it be done at home?	N/A
	<ul style="list-style-type: none"> <li>— <i>Being a caregiver can be very demanding in any circumstances. It is a big responsibility to look after children and young people.</i></li> <li>— <i>On top of that, there are other stressors in our environments that can make caregiving even more difficult. These are big concerns that are often not in our control. Some examples of are not having enough money, not having a job, living in an area with a high rate of crime, or finding it difficult to access health services when we feel sick.</i></li> <li>— <i>In some cases, caregivers also have family stress, such as relationship conflict, divorce, or death of a loved one to worry about. Sometimes in addition to children, we also have to look after our own elderly parents.</i></li> <li>— <i>That is why it is important that we as caregivers also think about our own well-being and how we can look after ourselves.</i></li> <li>— <i>Often, when we are feeling stressed, overwhelmed, or down, we find that our feelings affect the way we look after our children. We might shout or snap at them without meaning to, we struggle to make time for them, or we might forget to do something for them that they need.</i></li> <li>— <i>Can anyone think of a time that this has happened to them?</i></li> </ul>

Encourage sharing from one or two people.

- *Now I want you to listen to me as I talk you through a short reflection.*
- *Close your eyes. Sit in a way that suits you. Relax your body and listen to my words.*
- *Is everyone comfortable?*
- *Think of yourself as a cup. Specifically, as a cup of water. Can you see yourself?*
- *A full cup of water symbolizes someone who is feeling energized, content, and confident in what they are doing.*
- *An empty cup of water symbolizes someone who is exhausted, drained, tired and even angry.*
- *Without opening your eyes, think about which of these you are at the moment? Are you a full cup or an empty cup? Or maybe somewhere in the middle?*
- *If you are feeling like a full cup, you can see how it would be easy to tip some water out to water your 'me' tree.*
- *If you are feeling like a half full cup or an empty cup you can see how it would be difficult to pour any water out.*
- *It is important that we as caregivers have ways to fill up our own cups.*
- *You can open your eyes.*
- *Now please pair up and talk through these questions with your partner.*

#### **Discuss in pairs or a group**

- What is something that you like to do to help you relax or to replenish your own cup?
- How often do you get to do this activity? When is the last time you were able to do it?
- What makes it more or less likely for you to spend time doing it?
- How can you make some time to do it in the next week before we next meet? What is a practical step you can take? What needs to happen?

Encourage sharing from at least two pairs.

---

Tools & Techniques 1.4:  
Breathing Exercise

Time	10 minutes
Objective	To teach caregivers a strategy for reducing their stress response through consciously focusing on breathing.
Activity type?	Tools and techniques
Core or optional/additional?	This activity is <b>core</b> .
If optional/additional, can it be done at home?	N/A

- *There are different things that we can do to help us look after our own well-being.*
- *In these workshops we are going to talk about some tools we can use. First, today and in the next session we will talk a bit about managing stress and caring for ourselves. Then, in the third workshop we will talk about self-compassion and how to reach out for help.*
- *Today I want to introduce one simple strategy that we can use in the moment when we are feeling overwhelmed.*
- *Breathing exercises, even though they are so simple, have amazing benefits for our mental and physical health if we do them regularly. There is a lot of information that shows that they can reduce sickness, help us to manage anxious feelings, improve sleep, and help us concentrate.*
- *Today I am going to show you a short breathing exercise to help us to relax. We can do this any time.*
- *It is called box breathing, because it has four parts. You can visualize a box.*

---

### Box breathing

---

First let's breathe out for four seconds.

Hold the air in your lungs for four.

---

Hold your lungs empty for four.

Exhale for four.

---

Inhale for four.

Repeat three times.

---

As caregivers, we will feel many moments of pressure or stress, but taking a few seconds to focus on our breathing can be a simple yet powerful way to help us remain calm for ourselves and something we can also model to our adolescents.



## Part 1.6: Closing

10 minutes core

### Objective

- To encourage caregivers to use new strategies at home.

### Key message

- The tools and techniques that we have discussed can be introduced and used between workshops, namely showing affection, setting limits and introducing self-care into your week.

### Activity

- Closing

Taking This Forward 1.1:  
Taking Workshop 1 forward

Time	10 minutes
Objective	To encourage caregivers to use new strategies at home.
Activity type?	Taking this forward
Core or optional/additional?	This activity is <b>core</b> .
If optional/additional, can it be done at home?	N/A

- *Thanks to everyone for all of your participation today.*
- *To recap we covered the following today:*
  1. We all met and got to know each other a little better!
  2. We discussed how adolescents change as they get older.
  3. We thought about adolescents' mental health and well-being, the things in their lives that protect it, and as those that might damage it.
  4. We talked about how sharing affection and affirming adolescents are key actions we can take as caregivers, and that there are many different ways we can do this.
  5. We talked about finding a balance between setting limits for our adolescents and encouraging their independence.
- *Before we close, I want us to take an opportunity to give each other some affection, too. You have had time to share today and get to know each other a little bit. Look to the person you have paired up with today. What praise or compliment could you give them?*
- *Finally, let's think back to what you said you liked about your adolescent earlier. How could you turn that into a compliment for them? What would you say? Share with your partner.*

- *There are two things I would like you to do before we next meet.*
- *First, I would encourage you to find an opportunity to give this compliment to your adolescent sometime before we next meet, as a way of showing them affection.*
- *Second, I want you to try to find out from your adolescent what makes them feel loved. Try to do this or something that shows them affection or love accordingly throughout the week, at least once a day.*
- *Does anyone want to ask anything or comment on anything before we close?*
- *I look forward to us walking this journey together.*
- *Thanks so much for your participation today.*



## Workshop 2

# Nurturing the connection with your adolescent

### Summary

Workshop 2 is made up of following parts:

- Part 2.1: Opening
- Part 2.2: Managing our stress
- Part 2.3: Respectful communication
- Part 2.4: Having difficult conversations
- Part 2.5: Managing conflict
- Part 2.6: Closing

### Materials

The following materials are needed to run the workshop:

- Flip chart paper
- Printout of a scale image showing 0 to 100 (for Learn & Reflect 2.1)
- Pens and cards
- Post-it Notes (be sure to have two different colours of Post-its for Learn & Reflect 2.5; pink and blue are suggested, but other colours are OK, too)
- Timeline handouts for participants (for Tools & Techniques 2.2)
- Printouts of measurement scale – one per participant (for Learn & Reflect 2.6)

## Part 2.1: Opening

10 minutes core

### Objective

- Reflect on what was discussed in first workshop
- Reflect on the compliment activity from the first workshop

### Key message

- We previously covered the changes adolescents experience, and how we need to adapt as caregivers to provide them with love and support.

### Activity

- Connect 2.1: Feedback on compliment activity (core, 10 minutes)

Connect 2.1:  
Feedback on compliment  
activity

(10 minutes core)

Time	10 minutes
Objective	To reflect on what was discussed in first workshop and to resume group connections with each other.
Activity type?	Taking this forward
Core or optional/additional?	This activity is <b>core</b> .
If optional/additional, can it be done at home?	N/A

- *Welcome back to the group today.*
- *In the past session we talked about the many changes adolescents experience and the types of things they are experiencing both internally and in the outside world.*
- *We also talked about how important it is to show our adolescents affection, even though we might do it a bit differently from how we did it when they were younger.*
- *We also spent some time talking how to balance interactions in this new world we find ourselves in: how to set limits with adolescents, as well as find ways to help them build their independence.*
- *Last time we also said we would try and give a compliment to our adolescents. Let's go around and let each other know how we are feeling today. If you had an opportunity to give the feedback, please tell us how it went.*

Give each participant a turn to speak, but making sure they keep it short to stay within time.

## Part 2.2: Managing our stress

15 minutes core,  
30 minutes additional

### Objectives

- To increase awareness of stress and how it affects us
- To introduce strategies for self-care that can be integrated into daily routines

### Key messages

- Everyone experiences stress in their lives from different sources.
- Caregiving can be an additional source of stress on top of other worries.
- There are different strategies we can use to help us to deal with stress.

### Activities

- Learn & Reflect 2.1: Pressure scale (5 minutes, core)
- Learn & Reflect 2.2: Sources of stress (10 minutes, additional)
- Tools & Techniques 2.1: Belly breathing (10 minutes, core)
- Tools & Techniques 2.2: Healthy routines (15 minutes, additional)

- *Today, we are going to pick up where we left off last time. We ended the last session thinking about your own mental well-being as a caregiver.*
- *In today's workshop we are going to start thinking about your own well-being, and then we will move on to our relationships with our adolescents.*
- *It is much easier for us to develop nurturing relationships with our adolescents if we are doing well and feeling good ourselves.*
- *Even with all the joy it can bring, being a parent or caregiver can also be very stressful.*
- *There are actions that we take to alleviate the stress in our lives. Today we are going to speak about some of the strategies that we can use.*

Learn & Reflect 2.1:  
Pressure scale

Time	5 minutes
Objective	To introduce the concept of caregiver stress
Activity type?	Learn & Reflect
Core or optional/additional?	This activity is <b>core</b> , as it introduces the concept of caregiver stress.
If optional/additional, can it be done at home?	N/A

- *I want to start this discussion today with a quick activity – the pressure scale.*
- *This is a scale showing levels of pressure or stress.*
- *There is 0 on the left and 100 on the right.*

Example:



- *I want you to look at this and think about what level of pressure you currently feel.*
- *You can mark it with a pen on your card.*
- *You don't have to share your pressure scale with anyone, but it's good to stop and think about the level of stress you are dealing with.*

---

## Learn & Reflect 2.2: Sources of stress

Time	10 minutes
Objective	To help caregivers to identify the sources of stress in their lives and how they manifest
Activity type?	Learn & Reflect
Core or optional/additional?	This activity is <b>additional</b> . It builds on the previous activities intended to help caregivers understand stress.
If optional/additional, can it be done at home?	Yes, with adaptation.

- *Let's think a bit more about stress. I have three questions for the group. Please write your responses on your sticky notes. I will ask you to come up and post them here after we have answered all three questions.*
- *First of all, what does it mean to be stressed?*
- *What are some of the reasons that we, as caregivers, might find ourselves feeling stressed?*
- *What are some of the signs of stress? How do you feel when you are stressed?*

Divide a page of flip chart paper into three sections and ask participants to post their Post-its in relevant section.

Summarize participant responses for each question. After each question, ask for comments from the group.

### Prompts

- Tense muscles, headaches, a tight jaw, teeth-grinding
- Racing heartrate
- Trouble sleeping
- Low energy, tiredness or exhaustion
- Difficulty concentrating
- Loss of motivation
- Feeling overwhelmed

## Tools & Techniques 2.1: Belly breathing

Time	10 minutes
Objective	To teach caregivers a strategy for reducing their stress response through consciously focusing on breathing.
Activity type?	Tools & Techniques
Core or optional/additional?	This activity is <b>core</b> .
If optional/additional, can it be done at home?	N/A

- *In the last session we talked about how breathing exercises are a simple way to reduce our feelings of stress, and then we practised one type.*
- *We can either do breathing exercises in the moment when we are feeling stressed, or we can do them during quiet times to help us to relax.*
- *Today I want to teach you a different type of exercise that you can try called belly breathing.*

### Breathing exercise

- Lie on your back on a flat surface or sit in a chair with your knees bent and your head, neck and shoulders relaxed.
- Place one hand on your upper chest and the other on your belly, just below your rib cage.
- Breathe in deeply and slowly through your nose, towards your lower belly. The hand on your chest should remain still, while the one on your belly should rise.
- Tighten your abdominal muscles and pull them inward as you breathe out.
- Repeat five times.

- *Thanks everyone. This is actually an activity that you can do over five or ten minutes to lower your heart rate and blood pressure. I hope you are feeling a bit more relaxed.*
- *Have another look at your pressure scale.*
- *Would you say it has gone down a bit?*

Encourage sharing from participants.

- *As caregivers, we can't avoid stress. But we can find ways, such as breathing exercises, to help us remain calm and decrease our tension. Practising these types of techniques helps us model self-care and emotional regulation to our adolescents.*

## Tools & Techniques 2.2: Healthy routines

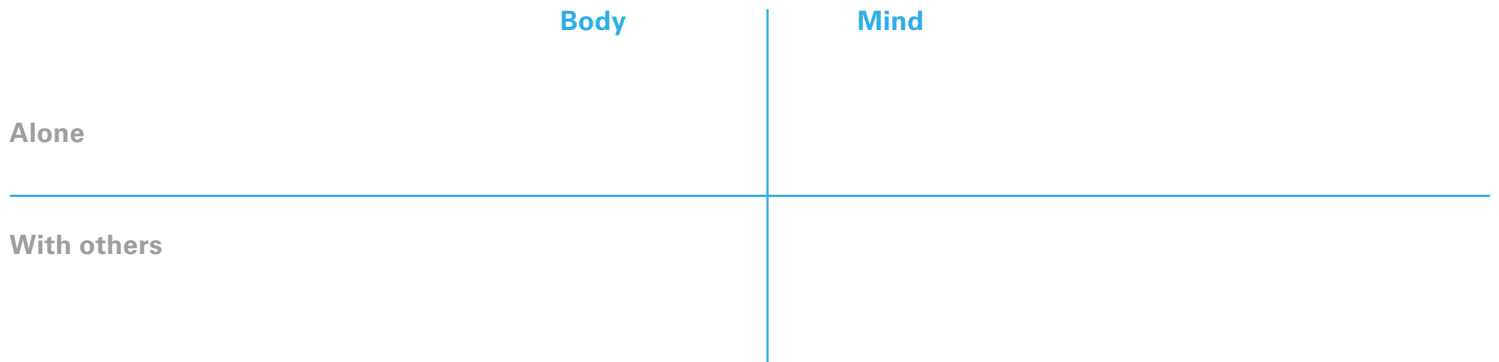
Time	15 minutes
Objective	To support caregivers to integrate self-care into their daily routines.
Activity type?	Tools & Techniques
Core or optional/additional?	This is an additional activity. It builds on the previous stress management activity, but supports caregivers to identify daily opportunities to integrate stress management strategies into their lives.
If optional/additional, can it be done at home?	Yes, with adaptation.

- *Now I want to talk about another change we can make, and that is to think about our daily routines and how we can make sure we have time for self-care in our days.*
- *In the first workshop, I asked you about something that you enjoy doing to fill your cup.*
- *This means something that you do to look after yourself and give yourself energy.*
- *There are different types of self-care activities.*
- *Some people like doing physical activities, such as exercise or walking. Others prefer activities that engage their minds, such as talking to others, praying or reading.*
- *Some people like doing activities with other people and get energy from being around others.*
- *Other people prefer to be alone and renew their energy in that way.*
- *Of course, some people like all four of these options or combinations of these.*
- *I am going to draw a quadrant up here on the flip chart.*
- *Please write on your sticky notes two or three ways that you like to fill your cup. Write one idea per note.*



- Then come up here and stick your notes where you think they go. Is it a physical activity or more of a thinking activity? Or somewhere in the middle?
- Is it an activity you like to do alone or with others?

Divide a piece of flip chart paper into four quadrants by drawing one horizontal line and one vertical line. Create two top labels for 'body' and 'mind' and two left-hand labels for 'alone' and 'with others'. (This can be prepared ahead of time, if you'd like.)



Summarize all the ways that people like to engage in self-care.

- Now I want to think about your daily lives. How much are you able to fit these activities that fill your cup into your daily lives?
- Each of you has a basic timeline showing what your day looks like. Please take a few minutes to fill it in, to show what a typical day in your life looks like.

Time of day	Typical activities
Morning	
Wake up time	
Early morning	
Later morning	
Midday/lunch time	
Early afternoon	
Late afternoon	
Evening	
Bedtime	

- *When during your typical day do you fit in self-care activities? Can you add this to your activities column?*
- *How much time do you spend filling your own cup each day? How much time each week?*
- *How can you try to make space for one or two of the strategies you identified earlier on the Post-it Notes into your typical day?*

Encourage sharing and group discussion.

## Part 2.3: Communicating respectfully

80 minutes core,  
10 minutes additional

### Objectives

- To increase awareness of the importance of respectful communication as a way to strengthen relationships with adolescents
- To improve caregivers' listening skills
- To improve caregivers' ability to use calm, constructive ways to express their own feelings

### Key messages

- Making sure caregivers are able to communicate respectfully with their adolescents is very important, especially in difficult situations.
- Caregivers should listen to adolescents and validate what they are expressing, even when caregivers find it hard to relate or understand.
- Caregivers should avoid using blame when they communicate difficult feelings and needs to adolescents.

### Activities

- Learn & Reflect 2.3: Communicating with adolescents (10 minutes, core)
- Tools & Techniques 2.3: Listening and validating feelings (15 minutes, core)
- Tools & Techniques 2.4: Practising listening (15 minutes, core)
- Learn & Reflect 2.4: Understanding the power of words (10 minutes, core)
- Learn & Reflect 2.5: Expressing our feelings (10 minutes, additional)
- Tools & Techniques 2.5: Using 'I' messages (30 minutes, core)

Learn & Reflect 2.3:  
Communicating with  
adolescents

Time	10 minutes
Objective	To introduce listening as a key skill for caregivers
Activity type?	Learn & Reflect
Core or optional/additional?	This activity is <b>core</b> .
If optional/additional, can it be done at home?	N/A

- *Now we are going to take our minds back to our adolescents again.*
- *As you know, the brain changes during adolescence.*

- *As we discussed in the first workshop, what often happens is that caregivers and adolescents drift apart. They communicate less and have more conflict.*
- *Today we are going to think about how we can keep up the communication, and even improve it, despite challenges.*
- *There are some ideas and strategies that I am going to suggest that may be of help to you. But I also want to hear from you!*
- *Communication is something we all do all day long. But often, how we as adults communicate with our children is different from how we communicate with other adults.*
- *With our children, we often lecture them, give them instructions, give them advice. We don't always listen all that closely.*
- *How does that compare with how you communicate with other adults or your friends?*

Encourage responses from caregivers. .

- *It is important that we respect our adolescents enough to listen to them and really hear them and what they are saying.*
- *There is a saying that the reason we have two ears and one mouth is because we should spend twice as much time listening than speaking.*
- *Let's think about what it feels like when you sense someone is really listening to you and understands what you are saying.*
- *Let's say you come home after a really long day. You try to tell your family about it but no one listens. How does it feel?*
- *I will write your responses up here.*

Writes responses on a new piece of flip chart paper.

#### Prompts

- |                                  |  |
|----------------------------------|--|
| — You feel alone                 | — You feel the person doesn't care for you |
| — You feel bad                   | — Little problems become big ones          |
| — You feel distant               |  |
| — You may feel angry and ignored |  |

- *Now imagine someone is there who really listens to what you have to say. How do you think that would make you feel?*

### Prompts

- You feel they care and are interested in you
- You feel like talking more with them
- They know what you want and need
- You can figure out how to solve your own problems

#### Tools & Techniques 2.3: Listening and validating feelings

Time	15 minutes
Objective	Practise listening skills through the use of role play
Activity type?	Tools & Techniques
Core or optional/additional?	This activity is <b>core</b> .
If optional/additional, can it be done at home?	N/A

- *Let's talk more about listening to our adolescents.*
- *Does anyone want to share any tips or advice that they have about being a good listener for adolescents?*

Encourages caregivers to share how they currently manage being good listeners.

- *Now I am going ask you to imagine a situation and ask volunteers to role-play in the front of the room.*
- *Imagine you come home in the middle of the day and you find your adolescent there when she or he is supposed to be at school.*
- *I'm going to give you two options of responses. I am going to need four volunteers, two for each scenario.*

Selects caregivers to play each role and give them the script to read or details of a basic scenario to act out.

### Scenario 1

- Caregiver comes home in the middle of the day and finds adolescent at home when she/he is supposed to be at school.
- Caregiver becomes very angry and does not wait to find out why.
- Adolescent tells caregiver she/he hates school and won't be returning.
- Caregiver gets increasingly angry, using threats and insults.

## Scenario 2

- Caregiver comes home in the middle of the day and finds adolescent at home when she/he is supposed to be at school.
- Caregiver asks why she/he is there.
- Adolescent explains that she/he failed a test and that she/he feels stupid.
- Caregiver listens and says the adolescent sounds discouraged.
- Adolescent says she/he wants to drop out of school.
- Caregiver says she/he understand why the adolescent feels frustrated and tries to encourage her/him to move past the test result.

Provide positive feedback on how role plays were done.

- *Now let's talk about this.*
- *Of course, as caregivers, our first response is thinking that the caregiver's child should not be home from school in the middle of the day.*
- *But let's think about these two different reactions that our caregivers gave.*
  - *How did the caregiver's reaction differ in each scenario?*
  - *How do you think the child in the first scenario felt when the scene was over?*
  - *What do you think she/he will end up doing?*
  - *What about the adolescent's feelings in the second scenario?*
  - *What do you think she/he will end up doing?*
- *In both of these scenarios, the caregiver thought that she/he was doing the best thing. But only in the second scenario did she/he really listen to her/his child so that the caregiver could understand and get to the bottom of what was happening.*
- *Sometimes it is hard for us as caregivers to stop and listen. Sometimes we feel like we know better. We might not understand why our adolescents act in a particular way and then get frustrated at them, but we need to ask and listen with as much of an open mind as possible so that they'll feel comfortable explaining what's going on for them. If you stop and listen, you will be surprised at how much your adolescents end up telling you.*
- *Listening to adolescents can help you to be more connected to them and what they need.*

Tools & Techniques 2.4:  
Practising listening

Time	15 minutes
Objective	To practise listening to and identifying adolescents' emotions from what they have said.
Activity type?	Tools & Techniques
Core or optional/additional?	This activity is <b>core</b> .
If optional/additional, can it be done at home?	N/A

— *Now it is your turn to practise. I want you to keep three things in mind when listening:*

**Steps**

- 1 LISTEN to what your adolescent has to say. Try to withhold your judgment and just focus on hearing what your adolescent is saying.
- 2 Try to NAME the feeling the child is expressing. Try not to make assumptions about why they feel the way they do or what is at the root of the problem.
- 3 REPEAT what the child has said using your own words.

— *While these steps might seem awkward at first, with practice they can become a natural part of how we listen to others.*

— *Now I am going to give you a list of scenarios. We are going to start with practising naming the feelings that adolescents are likely experiencing in each scenario.*

**Discuss in pairs or a group:**

SITUATIONS	EMOTIONS (you sound like/you must/could be feeling...)
1. XX, 18, comes running into the kitchen, shouting, "Hey, I just found out that I got accepted at that training college for next year!"	
2. XX, 15, is staring at a book in her lap, not turning a page. As you look over at her, she says, "Why are all our school books from other countries? What about stories from here?"	
3. XX, 16, is complaining about spending money. "How come you don't give me any spending money? Other kids get it. I have hardly anything. It isn't fair."	
4. XX, 14, is just sitting there messing with his food, not eating anything. He says, "I wonder how come XX asked me if I was gay?"	

- 
5. XX, 17, comes in the door and tells you that her sports team won today. Then she says quietly, "I scored the winning goal."

---

  6. XX, 15, comes in quickly and bolts the door. He says, "A guy down the block just got stabbed. I'm not going out there again."

---

  7. XX, 14, comes back from school sits down and says, "XX has just stopped speaking to me and I don't know why."

---

  8. XX, 18, says that she/he has no idea what to do after school finishes at the end of the year and how she/he is going to earn money to help the family.
- 

#### Examples of feeling words:

- happy, pleased, frustrated, guilty, proud, frightened, scared, embarrassed, resentful, sad, affectionate, bothered, worried, bored, discouraged, excited, angry, mad, upset, hurt.

- *Great. Now for the next step, let's think about how we would respond to the situation.*
- *What would you say to your adolescent in that situation? This time, say both the feeling word and put into your own words what the teenager has told you.*
- *We are going to do it using a very simple formula that is easy to remember.*
- *All you have to do is to say either "You seem [name emotion] because [name the reason using your own words to reflect back what your adolescent told you]."*
- *Or you can say "Sounds like you're feeling [name emotion] because [name reason]. Is that correct?"*
- *Keep it simple and don't try to add anything extra at this stage. We are using this as a way of prompting the adolescent to talk more. Let's go around the group.*

Run through the eight scenarios in the larger group and select caregivers to participate. All responders should use the format above.

- *It can be challenging to listen well when you or your adolescent is feeling upset or emotional. How do you think your own emotions might affect your ability to respond like this?*
- *Has anyone tried something like this before? Or another similar strategy? What was your experience?*



Time	10 minutes
Objective	To introduce importance of the way in which caregivers express themselves to adolescents
Activity type?	Learn & Reflect
Core or optional/additional?	This activity is <b>core</b> .
If optional/additional, can it be done at home?	N/A

- *Next we are going to think about the other side of communication, how we express ourselves.*
- *Words are powerful, and the way we use them is important.*
- *Everyone is going to take a few minutes alone to think of two different experiences that they have had.*
- *One is going to be a time when someone used negative words with you, or about you, to describe you or something that you did.*
- *The other will be a time when someone used positive words with you or spoke to you in a way that was positive.*
- *Let me give you five minutes to think about it, and then we will share with each other.*

After five minutes have passed, address the group with the following questions.

- *Now I am going to ask three people to share their negative stories. Who would like to volunteer?*
- *Now I am going to ask three people to share their positive stories. Who would like to volunteer?*
- *Now I am going to ask the others, what was it like to hear your fellow caregivers' stories? How did these words affect you?*
- *Last question for now: How do we think hearing positive or negative words can influence our adolescents?*

Give time to discuss reflection question before moving onto the next section.

Time	10 minutes
Objective	To encourage caregivers to reflect on how they currently express negative feelings or thoughts to others.
Activity type?	Learn & Reflect
Core or optional/additional?	This is an <b>additional</b> activity that builds on the previous activity focused on how caregivers express themselves.
If optional/additional, can it be done at home?	Yes, with adaptation

- *As caregivers, there are certain things we would like our adolescents to do, whether at home, in the community or at school.*
- *Sometimes, we can feel frustrated or even angry with them when they do not meet our expectations or they have different opinions.*
- *Let's start by getting into pairs. Please pair up with someone you haven't paired with previously, if possible.*
- *I want you to think about two different questions together. Please write your answers to the first question on the blue Post-it Note and the second on the pink one.*
- *Here is the first question: When you are upset with another person about something, how do you let them know?*

Give participants a minute to write down their answer.

- *OK, and here's the second question: What is a way to let people know that you are upset that doesn't make the situation worse?*

Give participants another minute to write down their answer. Flip to the next empty flip chart page so participants can use it to share their Post-it Notes.

- *Now let's hear from the groups. Please come up one by one, let us know what you wrote and place your note on the flip chart.*

Give time for participants to come up to the chart.

- *Great. Many of us have different ideas about expressing our feelings.*
- *You all have some really nice ideas about how to communicate in a way that doesn't make things worse.*

Summarize the contents of Post-its.

- *How is this issue important for caregiving?*
- *All caregivers at some time or another have found themselves in situations where their children were doing something that hurt, disturbed, or annoyed them. And all adolescents have been upset with their caregivers.*
- *We want to find a way to communicate about these situations that is direct and honest but is also not unnecessarily hostile.*

Time	20 minutes
Objective	To give caregivers a different way to phrase how they are feeling to be less conflictual or provocative with adolescents.
Activity type?	Tools & Techniques
Core or optional/additional?	This is a <b>core</b> activity.
If optional/additional, can it be done at home?	N/A

- *I want to introduce the idea of 'I' messages to you.*
- *This means that instead of accusing or attacking another person when we are upset about something, we frame our feelings as coming from us.*
- *For example, instead of saying something like, "You never listen to me", you say, "I feel like no one listens to me".*
- *This can reduce conflict in a discussion, as the other person does not feel blamed.*
- *Let's start by doing a short role play. Can I have two volunteers to do a little scene – one will be caregiver and the other the daughter or son?*
- *In this scene, the caregiver goes into the kitchen to make dinner and finds that the sink is full of dirty dishes from breakfast. Before she/he can make dinner, the dishes must be cleaned up.*

### Scenario 1

The caregiver responds by blaming the adolescent and calling her/him irresponsible and lazy.

- *What did we notice about the way the caregiver communicated?*
- *Let's try a different way.*

### Scenario 2

The caregiver responds calmly and explains how it makes her/him feel to come home after a long day and find the dishes still dirty. Remember to use an 'I' message.

- *Do you think that worked better? Why?*
- *A good formula we can use with 'I' messages is this one on the flip chart:*

I feel [name feeling] when you [name action] because...

Please can you [name different action you'd like the other person to take]?

OR

When I see... I feel... Because...

Please can you [name different action you'd like the other person to take]?

- *Ok let's practise!*
- *We are going to get into our pairs again. I need someone to be the caregiver and someone the child.*
- *The caregiver will use the 'you' statements below to kick off, and then the person who is playing the adolescent can make up how they would respond.*

---

CAREGIVER:  
I can't believe you forgot your jacket at school again. You need to grow up!

ADOLESCENT:

---

CAREGIVER:  
Why are you still watching TV? You don't listen to me!

ADOLESCENT:

---

CAREGIVER:  
You kids really don't appreciate me and everything I do for you.

ADOLESCENT:

---

CAREGIVER:  
You just came into my room without knocking? Why can't I have some privacy!

ADOLESCENT:

---

CAREGIVER:  
You always argue with me. Sometimes you just need to listen to what I am telling you to do!

ADOLESCENT:

---

CAREGIVER:  
Why did your aunt tell me she saw you in town yesterday? You lied to me!

ADOLESCENT:

- 
- *OK, now let's try these same situations again. This time I want you to try to formulate 'I' messages from the caregiver and write out how you think the adolescent would respond.*

'You' message	New 'I' message and potential adolescent responses	
CAREGIVER: I can't believe you forgot your bag at school again. You need to grow up!	CAREGIVER:	ADOLESCENT:
CAREGIVER: Why are you still watching TV? You don't listen to me!	CAREGIVER:	ADOLESCENT:
CAREGIVER: You kids really don't appreciate me and everything I do for you.	CAREGIVER:	ADOLESCENT:
CAREGIVER: You just came into my room without knocking? Why can't I have some privacy!	CAREGIVER:	ADOLESCENT:
CAREGIVER: You always argue with me. Sometimes you just need to listen to what I am telling you to do!	CAREGIVER:	ADOLESCENT:
CAREGIVER: Why did your aunt tell me she saw you in town yesterday? You lied to me!	CAREGIVER:	ADOLESCENT:

Conclude with a short group discussion.

- *How did everyone find that?*
- *Has anyone tried this before?*
- *Does anyone want to add anything before we have a break?*

## Part 2.4: Having difficult conversations

50 minutes core

### Objectives

- To support caregivers to prepare for difficult conversations with their adolescents
- To develop skills in communicating with adolescents on difficult topics

### Key messages

- Although it can be hard to discuss difficult or sensitive topics like sex, sexual orientation, substance use, body image, it is important for caregivers to be able to communicate with adolescents around these topics.
- There are ways that caregivers can approach these discussions to make them easier.

### Activities

- Learn & Reflect 2.6: Measuring our comfort levels (15 minutes, core)
- Learn & Reflect 2.7: Preparing for conversations (10 minutes, core)
- Tools & Techniques 2.6: Practicing conversations (25 minutes, core)

### Learn & Reflect 2.6: Measuring our comfort levels

Time	15 minutes
Objective	To introduce the topic of sensitive topics and encourage caregivers to reflect on why they can be difficult to discuss with adolescents
Activity type?	Learn & Reflect
Core or optional/additional?	This is a <b>core</b> activity.
If optional/additional, can it be done at home?	N/A

- *Some things are just difficult to speak about. No matter how experienced we feel as caregivers or how much we have been through and experienced in our own lives, there are topics that we would rather avoid and conversations that we hope we never have to have!*
- *Let's measure your discomfort. We are going to use this measure to indicate how comfortable or uncomfortable we feel. Everyone has their own that they can use.*

Be sure each participant has a level of comfort measure in front of them.



- Remember that the red face means extremely uncomfortable and the green face represents completely comfortable.
- Now look at your measure. I want you to tell me how comfortable or uncomfortable you feel when I tell you that your next topic is going to be:

Write the following topics on a piece of flip chart paper one by one and get responses from participants who volunteer or shout out their colour or number:

**Topics**

— Sex (including disability and sex)	— Drugs
— Violence between peers	— Academic difficulties
— Masturbation	— Self-harm
— LGBTQ+ and sexual identity topics	— Gender and gender stereotypes
— Alcohol	

- *It seems like some of these topics make people very uncomfortable. Can you think of any other topics that you find difficult to discuss?*

*Add participants' suggestions to the flip chart.*

- *Why do you think some of these topics make us feel so uncomfortable?*
- *Let's choose two topics that are important for adolescents to know about: sex and sexual health and drugs and alcohol. Now I want us to get into groups of four for this discussion.*
- *Half of the groups will focus on the first question. The other half will focus on the second.*
- *First, we will think about our own teenage years and these issues.*

### Topic 1: Sex and sexual health

- Did your caregivers ever talk about sex with you? If so, how?
- Did they handle it differently for girls and boys?
- Looking back, could your own caregivers have handled things differently? How?

### Topic 2: Drugs and alcohol

- Did your caregivers ever talk about drugs and alcohol with you? If so, how?
- Looking back, could your own caregivers have handled things differently? How?

- *Can I get some feedback from the groups who did Topic 1?*
- *Can I get some feedback from the groups who did Topic 2?*
- *Now, last question. Let's think about this as a group. Is there information or anything your parents could have done that might have made things easier for you? Or what did they do that you think worked really well? I'll write responses up here on the flip chart.*

Write responses on the flip chart for everyone to see.

#### Learn & Reflect 2.7: Preparing for conversations

Time	15 minutes
Objective	To give caregivers steps to follow to navigate discussions on difficult topics.
Activity type?	Learn & Reflect
Core or optional/additional?	This is a <b>core</b> activity.
If optional/additional, can it be done at home?	N/A

- *It might feel awkward to discuss these issues, but having difficult conversations with our adolescents is part of our role as caregivers.*



- *These conversations can guide them towards making good decisions and acting responsibly – especially during this time when they are drawn to taking risks and doing new things. Being able to speak about difficult topics is also good for our relationship and connection with adolescents.*
- *These conversations can guide them towards making good decisions and being responsible. Especially during this time when they are drawn to taking risks and doing new things. Being able to speak about difficult topics is also good for our relationship and connection with adolescents.*
- *Today we are going to think about two things to help us in our role as a caregiver:*
  - *What we can do in preparation for difficult conversations*
  - *How we can best react and respond during difficult conversations*
- *As an example, let's think about an issue that worries caregivers. Does anyone have a specific issue they would like to suggest?*
- *If not, then I will choose the issue of self-harm. Does everyone know what self-harm is?*
- *Self-harm is when people hurt themselves as a way of dealing with difficult feelings, painful memories or overwhelming situations and experiences.*
- *Let's picture a scenario where a caregiver has heard that some young adolescents at their child's school are engaging in self-harm. What are the steps that she/he can go through to address this issue with her/his child?*
- *Let's start with the things the caregiver can do before the conversation.*
- *There are two things I want to highlight.*
- *First, she/he can prepare. Second, she/he can think about how to find the right place and time for the conversation.*
- *What does it mean to prepare?*
- *The caregiver in this situation will find it much easier to have difficult conversations if she/he has thought about the issues ahead of time. What could this caregiver do to prepare? How have you done it before?*

Write responses on a new piece of flip chart paper. If s/he has thought about the issues ahead of time. What could this caregiver do to prepare? How have you done it before?

### Prompts

- Find out as much as you can about the issue ahead of time.
- Look for information about self-harm on the internet.
- Speak with a school counsellor or someone else at the school to get more information.

- *What does it mean to think about the right time and place for a conversation?*
- *The caregiver will need to think of a good time to bring up the topic and how she/he can bring it up in a way that is conversational, as opposed to interrogation. When and how could the caregiver to bring this up? How have you done it before?*

### Prompts

- When they are alone and no one will disturb them
- Linking it to a story or incident that they have heard about
- Linking it to a TV show or movie that they are watching

- *Now, let's think about how to handle things during the conversation itself.*
- *I want to talk about three things the caregiver can do. First, listen. Second, be honest. Third, allow space.*
- *We have talked a lot about listening today already.*
- *In this situation it means the caregivers need will need to let adolescents guide the conversation and give them space and time to say what they think. How could a caregiver show good listening skills? How have you done this in the past?*

### Prompts

- Stay calm
- Try not to be judgmental
- Allow for silences in the conversation instead of trying to speak all of the time
- Reflect their feelings when appropriate
- Repeat what they are saying back to them

- *What do we mean when we say "be honest"?*
- *The caregiver will need to be honest about what she/he knows or thinks about the issue. What kind of things would she/he need to say? How have you done this in the past?*

### Prompts

- Be honest about not knowing know much about self-harm
- Say that it worries her/him because she/he doesn't understand it
- Say that she/he is not sure how to get help but that she/he is going to find out
- Share her/his own experiences as a teen, whether they were the same or different

- What do we mean when we say “allow space”?
- The caregiver needs to remember that not every complex issue needs to be solved in one discussion. Her/his adolescent might not want to talk about this issue at that exact moment. The child may need time and privacy to gather their thoughts and think about what she/he wants to say.

### Prompts

- Say that she/he sees that the adolescent doesn’t want to discuss it but that the child is free to think about it and then discuss it with the caregiver at another time
- Say that the caregiver is happy to speak about it at any other time

- Another thing to remember is that sometimes conversations are initiated by an adolescent, not by you.
- Sometimes you might even be shocked by what they tell you. What do you think you should do in that situation?

### Prompts

- Try to make sure that your first response is positive
- Thank them for trusting you
- Try to control your emotions during the conversation
- Let your emotions out later when your adolescent is not around
- Set a new time to talk later that day if you need time to process

## Tools & Techniques 2.6: Practising conversations

Time	15 minutes
Objective	To provide opportunity to practise steps to navigate difficult conversations.
Activity type?	Tools & Techniques
Core or optional/additional?	This is a <b>core</b> activity.
If optional/additional, can it be done at home?	N/A

- *OK, so we have talked about a lot of things to do before the conversation: prepare, communicate, inquire. And things to do during the conversation: listen, be honest, allow space.*
- *Now we are going to practise with different scenarios. In the first, the caregiver is going to go to the adolescent with an issue (so some preparation is possible). In the*

*other, the adolescent is going to come to the caregiver with an issue (so the caregiver is not able to prepare).*

- *Let's break into groups and each group can select a scenario to role-play.*

Break groups up.

- *Here are your scenarios. Try to think about each of the steps and how you can use them in building up your scene. Role-play this discussion between an adolescent before and after application of the strategies discussed above to compare the outcomes.*

### **Scenario 1**

- XX is a 14-year-old boy has started at a new school. He is becoming much more interested in boy/girls and spending a lot more time socializing with boys/girls than he did a few years ago. XX, caregiver, decides that it is time that she spoke to him more explicitly about sexual activity and consent.

### **Scenario 2**

- XX, 15 comes home from school crying. She does not want to tell her caregiver what the problem is. Finally, that evening she tells her caregiver that she is pregnant.

### **Scenario 2**

- XX, 15 has started experimenting with substances and it has now become a daily occurrence. Someone saw XX using substances with their friend and has informed XX's caregiver about it. XX is aware that someone has told their caregiver. XX arrives home and their caregiver is there waiting for them.

Steps needed:

Scenario 1: prepare, communicate, inquire, listen, be honest, allow space

Scenarios 2: listen, be honest, allow space

Scenario 3: communicate, inquire, listen, be honest and seek additional support/information.

Ask groups to come to the front and act out each scene.

Example scripts for Scenario 3:  
Conversation before application of strategies:

Caregiver	Hey, we need to talk. Where did you just come from?
Adolescent	What do you mean? I just got back from school. Where do you think I was?
Caregiver	Are you sure about that? You know I can tell when you are lying.
Adolescent	Why would I be lying? Where do you think I came from?
Caregiver	You have been skipping school to drink and smoke with those no-good friends of yours, haven't you?
Adolescent	Who told you this nonsense? I told you already, I just came back from school.
Caregiver	Don't you dare lie to me. Someone told me they saw you drinking and smoking, and now I know that you have been up to no good.
Adolescent	Whatever. I don't want talk about it. You wouldn't really believe me anyway so what's the point?
Caregiver	You are going get into so much trouble for this, wait till your father/ mother comes home. You will be grounded and punished for this. I am taking your phone away.
Adolescent	Do whatever you want, I don't care. You don't even know or care about what I am going through. All my friends drink and smoke. I am old enough to make my own decisions. It is my life; I'll do what I want.
Caregiver	How dare you talk back to me?. Is this how you talk to your parent?
Adolescent	I hate it here, I am leaving.
Caregiver	I don't know what to do with this kiid.
Adolescent	Storms out of the house.

Conversation applying strategies:

Caregiver	Hi, how was school today?
Adolescent	It was fine... just the same.
Caregiver	I have been noticing that something seems different about you these days. I wanted to ask if everything is OK?.
Adolescent	Yes, I said I am fine. Why are you asking?
Caregiver	Please come and sit with me for a minute, there. There is something I wanted to talk to you about.
Adolescent	Do we have to? AlrightAll right...fine....

Caregiver	I know that this might be a difficult thing to talk about, so I understand if you might feel uncomfortable about it. But nonetheless, we still need to talk about it.
Adolescent	What is it about? Say it already.
Caregiver	OkOK, just hear me out, and we'll take it from there...
Adolescent	Okay... OK...sure.
Caregiver	So, I have come to find out from someone that you have been smoking and drinking with your friends lately.
Adolescent	Who told you that... no? No, I haven't.
Caregiver	Don't worry about who told me, the. The point is that I know that you have been smoking and drinking, so please let's talk about that. Can you tell me what's going on? I am just trying to understand the situation from your point of view.
Adolescent	Ahh.....(.... [pause]. Alright] All right, but don't be mad about this, OK?
Caregiver	Don't worry about that,. I am just to here to listen and support you because I care.
Adolescent	It is nothing...it. It is just that we sometimes hangout and have a drink or smoke here and there - everyone. Everyone is doing it. I am not even doing it as often as my friends.
Caregiver	I see. So, how do you feel about all this?
Adolescent	You know what, I actually don't like it. But I just do it to blend in with everyone and that makes me feel good. It is just for fun, so please don't make a big deal out of it.
Caregiver	I understand why you would want to smoke and drink to fit in with your friends and have fun. But, do you know that smoking and drinking can be harmful to you?
Adolescent	I know it is not healthy, but I am not doing it that much.... I know I can control it.
Caregiver	Maybe you can, but it can be very easy for these things to get out of hand and cause a lot of problems for you. Not just to your health, but also youyour performance at school and your relationships with others -- even with your family.
Adolescent	I also do it because it also helps me feel relaxed. Is that wrong?
Caregiver	Can you tell me more about that – are? Are you stressed about something in particular? Is there anything that's bothering you lately?
Adolescent	Well... I don't know. I guess there are a few things. I am stressed because of my studies and assignments. I had some problems with my friends last month and now they don't speak to me anymore. That's why I started hanging out with this new group of friends...but, they are way cooler than the others anyway.
Caregiver	I see. Sometimes when one is stressed about things, they may choose to use substances as a way to cope with it... and it seems like you are doing the same. But there can be other helpful ways to cope with stress that are less harmful to you.
Adolescent	I guess you are right... but. But what can I do?
Caregiver	Why don't we talk to your mother (or father)), as well, and we can try to figure things out together?

Adolescent	No, please don't tell him/her.
Caregiver	It is okay,OK. I am here to support you and we can talk like we did just now. Someone like the school counsellor is someone who can also help support you on this and find ways to better manage stress as well. What do you think about that?
Adolescent	I guess that might be okOK. But... can I ask you something else? Now that we are talking about all of this, I do miss my old friends. I just don't know how to make things back to the way they used to be with them. Since I have been hanging out with these new friends, I haven't really talked to them.
Caregiver	I can see why you might feel that way. I would, too. Why don't you ask them over for dinner on the weekend? Maybe you can all watch movies or do something like you used to? That could be one way to start talking to them again.
Adolescent	I think they would like that, and so would I. You are right,. I think I should talk to them.
Caregiver	All right then. I am really glad we had this conversation. Please feel free to come talk to me anytimeany time something is happening - you. You know I am always here for you.
Adolescent	I am glad too. Thank you, mother/father. I do feel a lot better.

Select a group to share both versions of their role play, or alternatively utilize Scenario 3 example that is provided.

- *Thanks very much for both of your scenes. Well-acted!*
- *Let's discuss what we just saw. What did everyone think of how the caregiver handled the scenario?*

### Prompts

- What did you notice about the two conversations?
- What kind of preparation did each caregiver do?
- What did you think of how Caregiver 1 brought up the topic?
- How did Caregiver 2 manage the news?
- How did each one handle the situation? What were the strengths and weaknesses?
- Is there anything else any of them could have done?
- What challenges might you face in utilizing these strategies and what might help to overcome these challenges?

- *Let's recap what we covered today.*
- *There are actions we can take to make difficult conversations a bit more manageable for us. We can prepare ahead of time, we can keep up communication with our adolescent, and we can think about the best timing to initiate a discussion. During a talk, we need to remember to listen to what adolescents are saying, be honest about how we feel and why, and sometimes give complex issues time and space without trying to solve them immediately.*
- *Does anyone want to add anything before we move on?*



## Part 2.5: Managing conflict

30 minutes core

### Objective

- Improve skills for managing conflict with adolescents

### Key messages

- Conflict is a normal part of relationships, but the way we approach it has an important impact
- There are some basic steps we can take to manage conflicts within our relationships with our adolescents

### Activities

- Learn & Reflect 2.8: Understanding conflict (10 minutes, core)
- Tools & Techniques 2.7: Practising conflict management (20 minutes, core)

Learn & Reflect 2.8:  
Understanding conflict

Time	10 minutes
Objective	To encourage reflection on the importance of de-escalating conflict.
Activity type?	Learn & Reflect
Core or optional/additional?	This is a <b>core</b> activity.
If optional/additional, can it be done at home?	N/A

- *Conflict between caregivers and adolescents is a normal part of growing up. Adolescents usually want to become independent, have the freedom to make their own decisions, and prepare themselves for being on their own.*
- *Caregivers want to protect their teenagers from harm and do what they think is best for them.*
- *Sometimes there is an area of disagreement between you and your adolescent that does not go away and can't be solved.*
- *Or sometimes, the communication skills that we have talked about previously are not enough.*
- *Adolescents are no longer little children. We need an approach that involves both adolescents and caregivers working on a solution together.*
- *Let's start with an example that goes back to a scenario we discussed in the last section.*

### Example

XX, who is 15 years old, got caught smoking and drinking. XX denied doing these things and YY accused him of lying. They had an argument and YY took XX's phone away. XX storms out of the house.

- *First of all, let's take a step back and identify what the conflict is about. Can you clearly identify the problem?*
- *Now let's talk about some of the ways that the caregiver could manage this situation.*
- *One important question she/he could ask herself/himself is: Am I going to press the brake or am I going to press the accelerator? Meaning, is she/he going to make the conflict worse or try to get it under control? This is a decision that is within the caregiver's control. Pressing the accelerator could mean actually escalating a conflict through aggressive behaviour or communication.*
- *The caregiver needs to think about how she/he is feeling and what her/his needs are.*
- *She/he needs to communicate her/his needs and feelings clearly to the adolescent. What kind of I message could the caregiver use?*
- *She/he needs to let the adolescent express feelings, too.*
- *The adolescent needs to take responsibility if she/he has made a mistake.*
- *The caregiver needs to work with the adolescent to find a way forward together*
- *What would be a way to satisfy both of their needs?*

Ask the group for suggestions and write them on a new piece of flip chart paper.

#### Tools & Techniques 2.7: Practising conflict management

Time	20 minutes
Objective	To encourage reflection on the importance of de-escalating conflict.
Activity type?	Learn & Reflect
Core or optional/additional?	This is a <b>core</b> activity.
If optional/additional, can it be done at home?	N/A

- *Now, we have two scenarios. We will divide into pairs and then half of you will do Scenario 1 and half will do Scenario 2.*

### **Scenario 1**

XX, 16 spends every night playing music at her/his friend's house. She/he comes home late and wakes everyone up.

### **Scenario 2**

YY, 18, doesn't want to study nursing next year like her/his parents want her/him to. She/he wants to go to university to study chemistry but it is very far away from the family's hometown.

- *Can you work through the steps we talked about in your pairs with one person as caregiver and one as adolescent?*

### **Steps**

- 1 Understand the source of the conflict
- 2 Try to de-escalate it
- 3 Think about each person's needs and feelings
- 4 Communicate with each other
- 5 Brainstorm solutions

- *I'd like one pair from each scenario to share with us.*
- *What was the conversation like?*
- *What was the actual reason for the conflict?*
- *Were you able to de-escalate the conflict? How?*
- *What was the caregiver likely to have been feeling? What was the adolescent feeling?*
- *What sorts of ways forward did you brainstorm?*
- *What did it feel like to compromise?*
- *Before we close, let's recap. Conflict is a normal part of relationships, but the way we approach it has an important impact. When conflict arises, we should try to take our foot off the accelerator by using some of these basic steps to manage conflicts with our adolescents.*
- *Would anyone like to share or comment on anything before we close?*

## Part 2.6: Closing

10 minutes core

### Objective

- To encourage caregivers to use new strategies at home.

### Key message

- The tools and techniques that we have discussed can be introduced and used between workshops, namely showing affection, setting limits and introducing self-care into your week.

### Activity

- Taking This Forward 2.1: Taking Workshop 2 forward

Taking This Forward 2.1:  
Taking Workshop 2 forward

Time	10 minutes
Objective	To encourage caregivers to use new strategies at home.
Activity type?	Taking This Forward
Core or optional/additional?	This is a <b>core</b> activity.
If optional/additional, can it be done at home?	N/A

- *Thanks to everyone for all of your participation today.*
- *To recap we covered the following today:*
  - *We talked more about stress in our own lives, what causes it, and different ways we can try to manage it.*
  - *We talked more about using respectful communication as a way to strengthen our relationships with our adolescents. Specifically, this involves listening to adolescents and validating how they feel. It also involves using calm and constructive ways to express our feelings with our adolescents.*
  - *We also discussed how we can prepare for and respond during difficult conversations. That we don't always have to have all the answers, but that it is important to have the conversations anyway.*
  - *Finally, we discussed taking our foot off the accelerator during conflicts with our adolescents and ways we can manage conflict better.*

- *Let's take our opportunity to give each other some affection again. Look to the person you have paired up with most today. What praise or compliment could you give them?*
- *There are two things I would like you to do before we next meet.*
- *First, please use the next few days to figure out how you can make sure that your self-care activity fits into your day, or even your week, and that you keep it up regularly.*
- *Second, think about a topic that you have been wanting to address with your adolescent but have felt hesitant about because it is a difficult subject. Which of the preparation steps could you take towards having this discussion with them?*
- *Does anyone want to ask anything or comment before we close?*
- *Thanks so much for your participation today.*



## Workshop 3

# Supporting your adolescent's mental health

### Summary

Workshop 3 is made up of following parts:

- Part 3.1: Opening
- Part 3.2: Improving self-compassion and getting help for caregivers
- Part 3.3: Managing adolescent stress
- Part 3.4: Encouraging adolescent self-compassion
- Part 3.5: Identifying warning signs and getting help for adolescents
- Part 3.6: Closing

### Materials

The following materials are needed to run the workshop:

- Flip chart prepared with template (for Learn & Reflect 3.2)
- Paper for participants to write on (for Tools & Techniques 3.2)
- Maps from Workshop 1 (for Learn & Reflect 3.5)
- Resource cards for each participant containing details of local people or organizations that can assist with adolescents who are struggling (for Learn & Reflect 3.5)
- Post-it Notes for participants (for Taking This Forward 3.1)

## Part 3.1: Opening

10 minutes core

### Objectives

- To reflect on what was discussed in first workshop
- To reflect on the compliment activity from the first workshop

### Key message

- We previously covered the changes adolescents experience, and how we need to adapt as caregivers to provide them with love and support.

### Activity

- Connect 3.1: Feedback on self-care and difficult conversations activities (core, 10 minutes)

Connect 3.1: Feedback on self-care and difficult conversations activities

Time	10 minutes
Objective	To get feedback on self-care and difficult conversations activities from Workshop 2 and set the scene for Workshop 3.
Activity type?	Connect
Core or optional/additional?	This is a <b>core</b> activity.
If optional/additional, can it be done at home?	N/A
	<ul style="list-style-type: none"><li>— <i>Welcome back to the group today.</i></li><li>— <i>In the past session we talked about stress in our own lives, what causes it, and different ways we can try to manage it.</i></li><li>— <i>We talked more about using respectful communication as a way to strengthen our relationships with our adolescents. Specifically, this involves listening to adolescents and validating how they feel. It also involves using calm and constructive ways to express our feelings with our adolescents.</i></li><li>— <i>We also discussed how we can prepare for and respond during difficult conversations – that we don't always have to have all the answers, but that it is important to have the conversations anyway.</i></li><li>— <i>Finally, we discussed taking our foot off the accelerator during conflicts with our adolescents and ways we can manage conflict better.</i></li><li>— <i>Last time we also said we would try to integrate some self-care activities into our daily lives. Let's go around and let each other know how we are feeling today, and if we had an opportunity to do this, how it went.</i></li></ul>

Gives each participant a turn to talk, but keep it short to stick with this section's time limit.

- *We also talked about doing some prep work towards having a difficult conversation with our adolescents. Does anyone want to share anything about that? How was it?*

*Encourage sharing from one or two participants.*

- *In the first workshop, we talked about what adolescents need. Then in the second workshop, we talked about strengthening our relationship with adolescents. Today, we are going to focus on how we can support adolescents specifically with their own mental health. We are also going to spend some time thinking about our own mental health.*



## Part 3.2: Improving self-compassion and getting help for caregivers

30 minutes core

### Objectives

- To introduce the concept of compassion, and how it is relevant to caregivers themselves
- To raise awareness of when it can be beneficial for caregivers to seek additional help or support.

### Key messages

- Everyone has negative feelings sometimes and it is OK to be patient and kind with ourselves when we have them.
- Often, caregivers need additional support, and there are ways that they can get help.

### Activities

- Tools & Techniques 3.1: Self compassion (20 minutes, core)
- Learn & Reflect 3.1: Getting help (10 minutes, core)

### Tools & Techniques 3.1: Self compassion

Time	20 minutes
Objective	To encourage reflection on the importance of de-escalating conflict caregivers to practise self-compassion.
Activity type?	Tools & Techniques
Core or optional/additional?	This is a <b>core</b> activity.
If optional/additional, can it be done at home?	N/A

- *Let's start with thinking about our own mental health.*
- *Imagine you had a friend who was feeling bad about making a big mistake. What would you say? How would you respond? What tone of voice would you use? What actions might you take?*
- *Next, imagine you had made a big mistake that you really regretted. How would you speak to yourself about it? What would you say? What tone of voice would you use?*
- *Is there is a difference in your response?*
- *Does anyone want to share?*
- *Often, we don't treat ourselves as well as we treat our friends and families.*
- *I want to talk to you today about three steps we can take to be kinder to ourselves. We are also going to use these same three steps later when we talk about our adolescents, but let's practise on ourselves first:*

1. Notice.
2. Say it's OK.
3. Be kind.

- *First, we notice. When you are feeling upset about something, it's OK to stop and notice it.*
- *Sometimes we struggle with accepting that we are having negative feelings, and we try to stop them from coming up. We try not to acknowledge them.*
- *Or we let a negative feeling completely take over and cloud our minds.*
- *Now we say it's OK, because it actually is OK to have negative feelings. Everyone has them from time to time.*
- *There is often a good reason why you are having them in response to something negative that has happened. You are not alone.*
- *It's important to be kind and patient with yourself. Give yourself time to process how you are feeling.*
- *Think about what kind of advice a loving friend or family member would give you now. Maybe they would say: "Forgive yourself. You have a lot going on right now." Or maybe something like, "You have been so patient for such a long time; it's OK to feel impatient right now."*
- *Let's try and apply these to a situation.*

### Scenario

XX is a single caregiver of three children – two adolescents and a younger child. XX constantly feels like between working and managing the household, she/he does not have enough time for her/his children. She/he wants to spend more time helping her/his middle child, YY, with her homework as the child is in the first year of high school and has been finding school difficult. However, the caregiver has not been able to make the time over the past few weeks. YY comes home from school very upset and says that she/he has failed a science test.

- *Some questions for the group:*
- *Notice: What emotions is the caregiver likely feeling right now?*
- *Say it's OK: Is this a common experience that caregivers have? Has anyone else experienced something similar?*
- *Be kind: What self-talk can the caregiver use to be kinder to herself/himself?*

### Prompts

- I'm trying my best.
- Trying to make ends meet and raise three children alone is very difficult.
- Other parents find this hard; too. I'm not alone.
- This is not the last test that my child will take. There will be other opportunities to help her/him.
- Things have been very difficult lately, and I need to take some time out to look after myself.

- *Now I want you to try to think about something in your own lives. Can you think of something that you feel bad about or that makes you have negative feelings?*
- *Is it something you are happy to share with a partner? Please get into pairs and apply the three-step formula: Notice, say it's OK, be kind.*

Encourage sharing from one or two people after the activity.

- *Try to remember to use this formula moving forward. It can help to manage negative emotions when you have them, but it also helps you recognize when you are having a hard time and when you might need additional help.*

### Learn & Reflect 3.1: Getting help

Time	10 minutes
Objective	To provide information to caregivers about when to seek help.
Activity type?	Learn & Reflect
Core or optional/additional?	This is a <b>core</b> activity.
If optional/additional, can it be done at home?	—

- *Just as adolescents sometimes need help and support, so do we as adults and caregivers. Sometimes asking for help from others isn't easy, especially if we are feeling tired or hopeless or if we are struggling to cope.*
- *Sometimes it might feel like there is no one who can really help us or that nothing will really make a difference, and so we just keep suffering in silence or trying harder to do everything by ourselves.*

- *But the truth is, we cannot do everything alone. We sometimes need other people to support us, guide or encourage us, or assist us with the challenges we might be experiencing.*
- *It isn't always easy, but reaching out to someone you trust and asking for assistance is an important part of taking care of yourself.*
- *It is OK to ask for help!*
- *Now I want you to get into your pairs.*

**Discuss in pairs.**

- What is something that you have been struggling with or that you would like to ask for help with?
  - Who could you reach out to – whether that's people you know personally or resources within your community?
  - What can you say to them?
- 
- *How did everyone find that? Would anyone like to share?*

## Part 3.3: Managing adolescent stress

30 minutes core and  
10 minutes additional

### Objectives

- To increase understanding of sources of stress for adolescents and how they differ from those for adults
- To support adolescents in using healthy coping mechanisms

### Key messages

- Adolescents experience stress from a range of sources, some of which are the same as adults and some that are different
- It is important to recognize and validate adolescents' experiences of stress
- Adolescents can be supported to use healthier coping mechanisms

### Activities

- Learn & Reflect 3.2: Stress during adolescence (additional, 10 minutes)
- Learn & Reflect 3.3: Sources of stress for adolescents (core, 15 minutes)
- Tools & Techniques 3.2: Coping with stress (core, 15 minutes)

Learn & Reflect 3.2:  
Stress during adolescence

Time	10 minutes
Objective	To encourage caregivers to reflect on their own experiences of stress during their adolescence.
Activity type?	Learn & Reflect
Core or optional/additional?	This activity is <b>additional</b> and can be included when caregivers need additional time to reflect on their own sources of stress during adolescence.
If optional/additional, can it be done at home?	Yes

- *We have spoken a lot about stress for ourselves as caregivers. Now we are going to shift focus and think about stress for adolescents.*
- *Let's start by thinking about your own adolescent years.*
- *I want you to think about something that was a major cause of stress for you as an adolescent.*
- *What is something that kept you up at night?*
- *Maybe it was a failed exam, a break up, or being bullied.*
- *Has everyone thought of something? Maybe it is difficult to remember as it might seem like a small issue now, but it was a big issue for you when you were young.*

- You can think of anything that you like, and you don't need to share with the group
- Now I want you to write a letter to yourself as an adolescent. You can use this template on the flip chart.

Turn flip chart to prepared page with the letter template.

**Letter template**

Dear [your name]

I know that you are feeling...

Sometimes we feel this way because...

Feeling stress is normal and we all feel this way sometimes. It is important that you...

As an adult this is/is not something that is a source of stress for me anymore. The reason for this is...

- How was that experience for everyone?
- Does anyone want to tell us if they are still experiencing the same sources of stress as they did as an adolescent?
- Or have those worries been replaced with new ones?
- What kind of advice would you give yourself now if you could go back in time? I'll write your responses up here.

Write responses on flip chart.

---

Learn & Reflect 3.3:  
Sources of stress for adolescents

Time	15 minutes
Objective	To develop caregivers' awareness of sources of stress for adolescents and how they might manifest, as well as caregivers' role in supporting adolescents through stressful times.
Activity type?	Learn & Reflect
Core or optional/additional?	This is a <b>core</b> activity.
If optional/additional, can it be done at home?	—

- Sometimes it's tempting to think that adolescents don't have any stress. After all, they don't have as many responsibilities as us, do they?
- In reality, adolescents, like adults, can experience high levels of stress.

- *Can anyone suggest what they think some sources of stress might be? I will write them up on the flip chart.*
- *What keeps adolescents awake at night?*

### Prompts

- |  |  |
|--|--|
| — Worries about school and academics             | — Unsafe living environment or neighbourhood     |
| — Negative thoughts or feelings about themselves | — Separation or divorce of parents               |
| — Changes in their bodies                        | — Chronic illness in the family                  |
| — Climate change                                 | — Unfair treatment based on gender or disability |
| — Feeling excluded because of a disability       | — Death of a loved one                           |
| — Problems with friends or peers                 | — Moving or changing schools                     |
| — Romantic or sexual relationships               | — Family financial problems                      |

- *If you recall, we previously said that adolescents' brains are still developing.*
- *This means young people don't always have good coping skills to deal with stress and they aren't always able to make the best decisions about how to manage stress.*
- *Some adolescents might even become overloaded with stress.*
- *This can lead to more serious problems, such as anxiety, withdrawal, aggression, physical illness, self-harm, suicidal thoughts, or drug or alcohol use.*
- *Now I want you think about how you might be able to tell if adolescents are experiencing stress. Does anyone want to suggest any signs that they think adolescents might show?*

### Prompts

- |   |                                       |
|---|---------------------------------------|
| — Tense muscles, headaches, tight jaw, teeth-grinding | — Angry outbursts                     |
| — Racing heartrate                                    | — Feeling irritable                   |
| — Trouble sleeping                                    | — Wanting to stay at home or be alone |
| — Low energy, tiredness or exhaustion                 | — Dryness in mouth                    |
| — Difficulty concentrating                            | — Feeling overwhelmed                 |
| — Loss of motivation                                  |                                       |

- *Now let's think about what a caregiver's role is in helping an adolescent manage their stress.*
- *Does anyone have any ideas?*
- *How do you help your adolescents manage their stress?*

*Encourage the group to share.*

### Prompts

- Acknowledge your adolescent's stress.
- Listen to them and what they have to say, even when things can't be changed.  
Work out what's causing the stress.
- Help them to see which are priority issues to worry about and which are not.
- Help them make practical changes to avoid actions or events that make them feel stressed.
- Help them prepare for upcoming stressful events.
- Help them figure out healthy ways to cope with stress, such as exercise or ways to relax.
- Be a good role model showing how you deal with stress as an adult, such as using breathing exercises.

### Tools & Techniques 3.2: Coping with stress

Time	20 minutes
Objective	To support caregivers to generate support strategies that they can use with their adolescent to help them to cope with stress.
Activity type?	Tools & Techniques
Core or optional/additional?	This is a <b>core</b> activity.
If optional/additional, can it be done at home?	N/A

- *Now we are going to work in pairs.*
- *Caregivers can play an important role in helping adolescents manage their stress, particularly when it is becoming too much for them. But it is also important that we remember there are lots of different ways to cope and no one way is always right in every situation.*



- *Have you heard of 'fight, flight, or freeze'?*
- *These are different ways that our minds and bodies respond when we are in a difficult situation. Sometimes we want to run away. Sometimes we want to fight. And sometimes we stay frozen.*
- *There are times when each of these is the best thing to do.*
- *When is it best to run from danger?*
- *When is it best to fight?*
- *When is it best to freeze?*
  
- *Let's think about ways that your own adolescent copes with stress. Let's write them down.*

### When my adolescent feels stressed, they...

- *Now list some of the things your adolescent actually does when they feel stressed – whether that is calling up a friend, watching TV, sleeping, or something harmful such as using substances.*
- *When you're done with your list, take a moment to think through the positives and negatives to each of these ways of coping.*
- *Now rewrite your list based on what you think are helpful things they could do to cope with stress. Write down the words, 'When my adolescent feels stressed, they can...' and then fill in your ideas.*
- *How can you encourage your adolescent to do these things? Share with your partner.*
- *Can someone from each pair share one idea each?*

Encourage sharing.

- *Sometimes stress and other negative feelings can be overwhelming for young people.*
- *This can cause them to have negative thoughts about themselves and their circumstances.*
- *We have talked a lot in this programme about how to turn negatives into positives.*
- *We are going to move on now to thinking about how we can encourage adolescents to think positively about themselves. This is a very important part of well-being.*

## Part 3.4: Showing adolescents compassion

30 minutes core

### Objective

- To increase understanding of importance of showing compassion towards adolescents as a means to address negative self-talk in adolescents

### Key messages

- Stress can be overwhelming for adolescents and can lead to negative self-talk
- Caregivers can help them by showing compassion

### Activities

- Learn & Reflect 3.4: Compassion for adolescents (10 minutes)
- Tools & techniques 3.3: Practicing showing compassion (20 minutes)

Learn & Reflect 3.4:  
Compassion for adolescents

Time	10 minutes
Objective	To encourage caregivers to reflect on the importance of showing compassion to their adolescents
Activity type?	Learn & Reflect
Core or optional/additional?	This is a <b>core</b> activity.
If optional/additional, can it be done at home?	N/A

- *Earlier, we talked about being kind to ourselves. Now we are going to think about being kind to our adolescents.*
- *It is important that we as caregivers practise compassion for both ourselves and our children.*
- *Please go into your pairs and answer this question.*

### Discuss in pairs

What are some ways we can show compassion for our adolescents?

Give pairs a few minutes together and then encourage sharing, remaining cognizant of time.

- *Thanks for those responses. These are some lovely ideas!*
- *Now let's role-play in our pairs. When we think of compassion for adolescents, we'll use the same three-step formula we spoke for ourselves: Notice, say it's OK, be kind.*
- *It is important that we are aware and notice when our child is frustrated or upset with herself/himself about something.*
- *As caregivers we need to notice when this is happening. What are some of the signs we could look for?*

Encourage responses from one or two participants.

- *Say it's OK: Let your adolescent know that everyone feels like this sometimes. Validate their feelings and let them know it's OK to feel like this.*
- *Share examples from your own life or other people or situations to emphasize your point.*
- *Does anyone have any examples of when they have tried this?*

Encourage responses from one or two participants.

- *And last, be kind and patient with your adolescent and encourage them to be kind to themselves.*
- *If helpful, speak to them about what they could do differently next time.*
- *Does anyone have any examples of when they have tried this?*

Encourage responses from one or two participants.

---

Tools & Techniques 3.3:  
Practicing showing  
compassion

Time	20 minutes
Objective	To practise showing compassion.
Activity type?	Tools & Techniques
Core or optional/additional?	This is a <b>core</b> activity.
If optional/additional, can it be done at home?	N/A

- *Now we are going to look at a specific situation in your pairs and then role-play it in front of the group.*

## Scenario

XX is a 16-year-old. She/he has recently moved schools and has found it hard to make friends. She/he has been spending time with two classmates who seem nice. Last week she/he heard them making plans to go to a party over the weekend and they didn't invite her/him. Today at school they didn't even mention it and pretended like nothing had happened. XX came home very upset saying that no one liked her/him and that she/he would never make any friends.

- *Share with your partner: How can this young person's caregiver respond? Remember the three-point plan: Notice, say it's OK, be kind.*
- *Next, select who will play caregiver and adolescent and think about what you might say.*
- *Would anyone like to come up here and share their scene with the others?*

Encourage a pair to come up and role-play the scenario.

- *What does everyone think?*
- *What else could the caregiver have said and done? Any other ideas?*
- *Stress can be overwhelming for adolescents and can lead to negative self-talk. It's our job as caregivers to notice when they are being hard on themselves, say it's OK, be kind to them and encourage them to be kind to themselves.*

## Part 3.5: Identifying warning signs and getting help for adolescents

15 minutes core,  
10 minutes additional

### Objective

- To improve awareness of signs that adolescents require additional mental health support.

### Key messages

- It is important to be aware of warning signs that show that adolescents need additional support.
- There are different sources of support that can help adolescents in these circumstances.

### Activities

- Learn & Reflect 3.5: When to seek help (15 minutes, core)
- Learn & Reflect 3.6: Alcohol and substance use (10 minutes, additional)

Learn & Reflect 3.5:  
When to seek help

Time	15 minutes
Objective	To help caregivers notice when their child may need additional mental health support.
Activity type?	Learn & Reflect
Core or optional/additional?	This is a <b>core</b> activity.
If optional/additional, can it be done at home?	N/A

- *It is hard not to worry about our adolescents when there are so many things going on in their lives.*
- *Adolescents enjoy exploring and sometimes find themselves in places or situations that could potentially harm them.*
- *Early risk-taking behaviours, such as drug and alcohol use and other high-risk activities can sometimes be a serious health hazard.*
- *Even when they young people are with well-meaning friends, there might be dangers that exist in our communities.*
- *In addition, we as parents don't know when our adolescents are just being typical adolescents or when they might need extra help.*
- *Let's start by thinking about when we need to worry about an adolescent. What are the warning signs that they might need extra help? Can anyone suggest any?*

## Prompts

- Excessive sleeping (more than usual) or the opposite, insomnia
- Loss of interest in favourite hobbies
- Sudden loss of interest in schoolwork or drop in academic performance
- Sharp changes in personality, such as excess anger
- Problems with concentration, memory, or ability to think clearly
- Feeling sad, empty, hopeless, or worthless
- Excessive worry
- Irritability or restlessness
- Not wanting to be around people or take part in activities
- Extreme panic
- Dressing changes, perhaps to cover up self-injuries
- Signs of drug or alcohol use
- Signs of self-harm, such as cut marks
- Expressing suicidal ideation

- *When we notice these signs, it is time to take action. It is possible that our adolescents might be developing a more serious problem. But often if we intervene early, it can have a huge impact on their well-being, both now and into the future.*
- *What are some of the ways we could take action?*
- *The problem a lot of caregivers experience is not knowing where to get help. We don't always know what services are available to help our children.*
- *Do you remember the maps you drew in Workshop 1?*
- *I have kept them and will give them back to you now.*
- *Have a look at where your group had placed ticks. How could we use these places or people to get help?*
- *I also have a resource card for you. This card contains details of people or organizations in your area that can assist when you are concerned about your adolescents.*
- *Let's talk through some of these, where they are located and what they do.*

Learn & Reflect 3.6:  
Being vigilant to signs of  
drug and alcohol use

Time	10 minutes
Objective	To provide caregivers with information about when their child may need additional support for drug or alcohol use.
Activity type?	Learn & Reflect
Core or optional/additional?	This activity is <b>additional</b> and should be added when caregivers need more information on alcohol and drug use specifically.
If optional/additional, can it be done at home?	Yes with adaptation

- *Now let's talk specifically about alcohol and drugs.*
- *Sometimes it can be quite common for adolescents to get involved in drug and alcohol use before caregivers notice any signs.*
- *In your pairs we will discuss three questions about how caregivers can manage these situations. It is possible that you don't know all the answers but that's OK. We are going to talk each of them through as a group.*

**Discuss in pairs or a group**

- What are the specific signs of early substance use that goes unnoticed?
- How do you respond if you find your adolescent is into substance?
- How to get additional help information as related to substance use?

*Give participants a few minutes to discuss and then encourage sharing from two or three pairs, using the points below but remaining cognizant of time.*

**Prompts:**

Q1:

The specific signs can be divided into headings such as signs related to physical, emotional, family settings, school and other problems.

- **Physical:** Tiredness, red or bloodshot eyes, restlessness, fluctuation in appetite and sleep patterns, unusual smells on breath, body and clothes (smell of marijuana)
- **Emotional:** Mood swings, anger, irritability, depression, decreased interest, sadness
- **Family:** Breaking family rules and withdrawal
- **School:** Refusal, truancy, change in friend preferences or peer circle, and deterioration in academic performance or sports performances
- **Others:** Change in social behaviours, presence of medicine containers, drug paraphernalia (e.g., rolling papers, foils, cards, foils, pipes)
- It is important to realize that most or all the signs discussed can be signs of other problems, but substance use is a possibility.

Q2.

- Knowing your adolescent is using substances can be a challenging experience. Using the skills learned through the workshops – showing love and affection and having difficult conversations – is key. It is important for caregivers to be supportive and try to connect with their adolescent to better understand what is happening.

Q3.

- Additional help for adolescent substance use depends on what is available in your community. Discussing with local experts, such as a school nurse, coach, trained counsellor, or teacher, should help you find trained professionals in your area.
- In certain situations where there is unexplained change in behaviour, injury, fainting, falls or confusion, visiting your local emergency health provider can provide immediate care and help make referral linkages.
- Additional resources and modules:  
<https://www.samhsa.gov/sites/default/files/TTHY-Mini-Broch-Bleed-2020.pdf>



## Part 3.6: Closing

20 minutes core,

### Objective

- To set up a system for mutual support beyond the workshops.

### Key message

- This group of participants can provide mutual support for each other moving forward.

### Activity

- Taking This Forward 3.1: Taking what we learned forward

Taking It Forward 3.1:  
Taking what we learned  
forward

Time	20 minutes
Objective	To set up a sustainability mechanisms and close the series of workshops.
Activity type?	Taking This Forward
Core or optional/additional?	This is a core activity.
If optional/additional, can it be done at home?	N/A

- *First, I would like to hear from all of you. What is one thing you will take forward from these sessions? Please write it on a Post-it Note and come and stick it on the board.*

Wait for participants to finish sticking notes.

- *Would anyone like to comment on or share anything about what they posted?*

Encourage sharing from five or six group members.

- *Before we close, let's think about how we can take these lessons into the future.*
- *Looking at our maps, what are some resources in our community to continue supporting us?*
- *What can we do to continue supporting each other after the programme?*

### Prompts

- Staying in contact
- Continuing to meet regularly
- Setting up WhatsApp groups
- Organize a reunion in the coming months

Discuss how to operationalize the suggestions provided by participants.

- *I want to thank everyone who has participated in these groups over the past several weeks.*
- *We have learned a lot from each other.*
- *Best of luck with your ongoing journey as parents!*

