

**ADJUSTMENT PHASE FOR YOUTHS AND CAREGIVERS/PARENTS**  
**PROJECT TALC (TEENS AND PARENTS LEARNING TO COMMUNICATE)**

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**SESSION 6: (JOINT) HOW CAN WE IMPROVE COMMUNICATION - PART I (EFFECTIVE EXPRESSING)** (Day 3, Afternoon, 2 hours)

**OBJECTIVES:**

1. Participants will be able to describe how to express oneself in a constructive manner.
2. Participants will be able to demonstrate effective expression of feelings and wants.
3. Participants will be able to switch from expressing to listening and vice versa.

**RATIONALE:**

This session is the first of two on communication skills. We accept the assumption that the quality of the communication between the teenager and caregiver will contribute much to a supportive and positive atmosphere. In the next communication session the group will improve listening skills by learning how to express, listen and switch from one to the other.

In this session the objective is to improve expressing skills. Positive expressing skills are characterized by communicating how one feels, what one needs, what one wants from the other person, and how one will feel if the other person does what is requested. Frequently in the communication literature messages with these qualities are called "I" messages. "You" messages, by contrast, blame the other person. These messages typically contain put-downs, name calling, preaching, commanding, analyzing, and accusations. "You" messages usually result in negative feelings and attitudes in the listener to whom the comments were directed. By changing the balance between "I" messages and "you" messages we hope to enhance the supportive environment for the grieving adolescent.

In normal conversation people frequently back and forth from listening to expressing. This transition is important because focusing first on one mode and then on the other doesn't allow participants to see the flow of real life dialogue. People sometimes fear they are stuck in listening or expressing and cannot get out of it. Guidelines to facilitate switching are presented, and then there is an opportunity to integrate all three modes.

**SUMMARY OF EXERCISES:**

1. Introduce the session's topics, do a lottery and introduce participants. (15 minutes)
2. Demonstrate effective and ineffective expressing and present guidelines. (20 minutes)

3. Practice expressing through role playing. (25 minutes)
4. Present guidelines for switching and practice total conversations. (40 minutes)
5. Set goals for the next week and show appreciation to each other. (20 minutes)

MATERIALS:

Lottery tickets  
Lottery prize (individual prize)  
Newsprint and marking pens  
Goal Setting Chart  
Goal Summary Sheet  
Goal Cards  
Feeling Thermometer Chart  
Index cards and pencils  
Guidelines For Effective Expression  
Scripts: The Kitchen - Versions 1 & 2,  
                  The Girlfriend - Versions 1 & 2  
Role Play Options

NOTES TO THE FACILITATORS: Text in **bold** letters tells you what the purpose of each exercise is. Text in CAPITAL letters tells you what to do. Text in small letters tells you what to say. Once you become familiar with what to say, please put it in your own words. Do not read aloud the text in small letters - make it natural.

The times listed under the headings of each exercise are to help you keep on target and move the session along. Exercises may be lengthened or shortened at your discretion, as long as all the material is covered.

Exercise 1: What Is The Focus of This Session?

(15 minutes)

**[The purposes of this session are to increase group cohesion and to introduce today's topics. Modeling poor communication, a lottery, and positive introductions are the approaches used.]**

#THE FACILITATOR BEGINS.

Welcome back to our sessions on dealing with grief when a parent dies of AIDS.

THE TWO FACILITATORS STAGE A FIGHT. MAKE IT AS REALISTIC AS POSSIBLE. MAKE IT LOUD. MAKE IT HOTTER AS THE ARGUMENT GOES ON.

FACILITATOR 1 SPEAKS TO FACILITATOR 2

FACILITATOR 1: Where is the material for today's session?

FACILITATOR 2: What are you talking about?

FACILITATOR 1: I gave you some handouts to bring.

FACILITATOR 2: No, you didn't.

FACILITATOR 1: I certainly did. You are going to mess up the whole thing. I can't believe this. That's really stupid.

FACILITATOR 2: Don't call me names.

FACILITATOR 1: You are always making mistakes. Can't you get anything right? Working with you is a disaster!

FACILITATOR 2: Do you think I enjoy it?

FACILITATOR 1: I sure can't count on you.

THE END

THE FACILITATOR SAYS TO THE GROUP:

We are going to stop the act at this point.

How did you feel hearing me attack my partner?

HOLD UP THE FEELING THERMOMETER CHART AND OBTAIN READINGS.

How would you have felt if I had been yelling at you for some unfair reason?

OBTAIN RESPONSES.

How do you think we facilitators would have felt if this had been a real situation?

ENCOURAGE IDEAS ABOUT HOW THE FACILITATORS WOULD HAVE FELT.

In today's session we are going to work on expressing how you feel and what you want in a positive way - not the way I did.

I want to reassure you that we two facilitators like each other, enjoy working together, and wouldn't attack each other as we did in the little scene.

In a future session we will focus on effective listening but for today we are going to practice how to express ourselves.

We will also practice switching back and forth from listening to expressing.

A family that can express its needs directly has a better chance at being a good place for a mourning teenager to live.

I want you to introduce yourselves again.

Give your name and tell us one good thing that happened between you and your caregiver or you and your teenager in the last two weeks.

For example, "I am Sam, and my Aunt and I went out for pizza together. I liked it."

**#HAVE THE PARTICIPANTS INTRODUCE THEMSELVES AND DESCRIBE ONE GOOD THING THAT HAPPENED BETWEEN THEM**

EITHER THEIR CAREGIVER OR THEIR TEENAGER IN THE LAST TWO WEEKS.

I hope you had a good lunch, and I am glad to see you here, on time, and ready to go in a new direction.

To show my appreciation, I want to start with a lottery. This afternoon we will have one prize and everyone will put their name in the hat.

Put your name on the ticket.

#PASS OUT THE LOTTERY TICKETS. HAVE THEM WRITE THEIR NAMES ON THE TICKETS. COLLECT THEM, MIX THEM UP, DRAW A WINNER, AND GIVE OUT THE PRIZE.

Before we go any further I want to pass out your "Thanks" for today.

Remember to give them when you like what someone said or did, their style, or their presence.

#PASS OUT 20 "THANKS" TO EACH PERSON.

As I mentioned a few minutes ago, we are going to focus on building a strong family by effective communication.

Our attention today is strictly on expressing yourself.

We will begin with expressing your feelings and needs.

Exercise 2: What Is a Positive Way to Express Myself?  
(20 minutes)

**[The purposes of this exercise are to inform participants how to express oneself in a constructive way and to motivate them to use more positive expressing of feelings. Scripts, modeling, and guidelines are employed.]**

When you are upset with another person or want something from them, what do you do about letting the other person know what your needs are? How do you express yourself in a way that will help communication with another person?

Effective expression has three purposes.

#WRITE THE KEY WORDS ON NEWSPRINT.

The first is to help you know yourself.

What are your feelings, needs, and expectations of the other person?

The second is to realize that what you have to say is from your point of view.

It isn't the TRUTH in capital letters.

It reflects your values and perceptions.

And the third purpose is to communicate in a way that reduces the other person's responding in a hostile or defensive manner.

To begin with I recommend that you express your feelings directly.

But there is a way to express your feelings that helps build trust and, there are ways to express yourself that don't build trust.

Each of us has different ideas about expressing our feelings.

By feelings I am talking about anger, sadness, fear, tenderness, happiness, and I am talking about letting people know what you need.

All parents at some time or another have found themselves in situations where their children were doing something which hurt, disturbed, or annoyed them.

And all teenagers have been upset with their parents.

The purpose of using direct expression of feeling is to honestly express how you feel in a direct yet non-accusative and hostile manner.

If you are a caregiver, imagine that it is at the end of the day and you are very tired.

You are in your room lying down.

Your child comes in and wants you to do something with her.

You say "no" and five minutes later she comes in and wants something else.

Again you say "no."

A few minutes later she is back.

You think the kid is being a pest.

If you say to her, "Get lost. Stop being such a big pest" what message does the child receive?

**#ENCOURAGE RESPONSES. IF NO ONE SAYS IT, MAKE THE POINT THAT THE CHILD IS CRITICIZED, FEELS SHE IS BAD, IS CALLED A NAME.**

If you want to tell her how you really feel, you have to know your feelings.

What are you feeling?

Is she really a pest or are you tired and don't want to play with her?

If you said to her, "I am very tired now and I don't want to play," it would tell her that there is a reason why you don't want to play.

It wouldn't tell her that she is bad.

So, how do you communicate your feelings in a non-hostile way?

Start with "I feel..." rather than "You are...."

"I feel...." is an "I" message, and "You are..." is a "You" message.

Focus on how you feel rather than on the person's wrong doing.

This message is less destructive, less likely to lower the child's self-esteem, and less likely to make a bad situation worse - to keep it going.

When you make an "I" statement, you are saying, "This is my feeling - I own it."

When you make a "You" statement, you are pointing your finger at the other person, saying, "You made me feel the way I do. You are to blame."

Can I have two volunteers to do a little scene - one the mother and the other the daughter?

In this scene the mother goes into the kitchen to make dinner and finds that the sink is all full of dirty dishes from breakfast.

Before the mother can make dinner, the dishes must be cleaned up.

#SELECT TWO VOLUNTEERS. DECIDE WHO WILL PLAY EACH ROLE, SUGGESTING THAT A CAREGIVER/PARENT PLAY THE DAUGHTER AND A TEENAGER PLAY THE MOTHER. GIVE THEM THE SCRIPT. HAVE THEM READ THE FIRST VERSION ALOUD TO THE GROUP. STOP AFTER VERSION ONE.

THE DISHES - VERSION ONE

MOTHER: Lucia, you are so irresponsible and lazy! The dishes weren't cleaned up after breakfast. Why not?

DAUGHTER: You don't always do yours right away.

MOTHER: That's different. I often have to go out. I have lots of things to do. When I come back home, I spend half my day picking up after a bunch of messy kids.

DAUGHTER: I haven't been messy.

MOTHER: You are just as bad as the others, and you know it!

DAUGHTER: You expect everyone to be perfect.

MOTHER: Well, you certainly have a long way to go.

DAUGHTER: Why don't you just shut up and leave me alone. I can't stand listening to you.

STOP

THE DISHES - VERSION TWO

MOTHER: Lucia, when I get ready to prepare dinner and see that the breakfast dishes have still not been cleaned up. I feel so discouraged and hurt. Then I start feeling resentful, and I can barely force myself to make dinner.

DAUGHTER: I don't always have the time to do my dishes before I go to school. I guess I should try to wake up earlier or maybe we can trade and I'll do some other job around the apartment on days when I'm too late to wash the dishes before school.

THE END

Make a note of how you felt during that scene.

Now let's hear the second version.

Please consider the differences between the two.

#HAVE THE SAME VOLUNTEERS READ THE SECOND VERSION. WHEN THEY ARE FINISHED, GIVE OUT STROKES. THEN ASK THE GROUP HOW THEY WOULD HAVE FELT IF THEY HAD BEEN THE DAUGHTER.

If you were the daughter, how would you feel about each of the mother's responses?

#ENCOURAGE RESPONSES. HELP THE GROUP LIST THE EFFECTS OF "YOU" MESSAGES ON A TEENAGER. IF THE POINTS BELOW ARE NOT MADE, YOU MAKE THEM.

1. Teenagers often withdraw from parents who moralize and preach or who lecture and instruct.
2. "You" messages deny teenagers a chance to change behavior out of consideration for their parent's needs.
3. Critical, blaming messages reduce a teenager's self-esteem.
4. Teenagers feel rejected and even unloved when they hear messages that communicate how "bad" they are - or "stupid" or "inconsiderate" or "thoughtless."
5. "You" messages sometimes cause reactions against the parents - putting down the parent, slamming doors, and keeping an angry silence.

So, you can see the advantages of telling the other person directly how you feel.

I want to give you some guidelines which summarize how to express yourself directly.

#HAND OUT THE GUIDELINES ON EXPRESSING FEELINGS DIRECTLY.

### GUIDELINES ON EXPRESSING ONESELF DIRECTLY

1. MAKE IT CLEAR THAT IT IS YOUR POINT OF VIEW.

**"The way I see things is....."**

2. SAY HOW YOU FEEL.

**"I feel....."**

3. SAY WHAT MAKES YOU FEEL THAT WAY.

**"I feel..... because I need....."**

4. BE SPECIFIC ABOUT WHAT YOU WOULD LIKE THE OTHER PERSON TO DO.

**"I want you to....."**

5. CHECK OUT YOUR UNDERSTANDING OF THE OTHER PERSON'S POSITION.

**"It sounds like you feel really ....."**

**#MAKE SOME BRIEF COMMENTS ON THE GUIDELINES.**

The first guideline says, "Make it clear it is your point of view."

Be an expert on your self.

Don't try to guess at what your partner's motives are.

Make it clear what you feel, experience and want.

The second guideline reminds you to state how you feel.

Feelings take the discussion to a deeper level.

The other person may still be defensive but less so than if you kept your feelings to your self.

The third guideline - showing why you feel that way - lets you and the other person know what your needs are.

The fourth guideline says, "Be Specific."

"I like going shopping with you on Saturdays. I feel good that there is something we can do together."

Put the interpersonal message at the end of your statement.

What you want from the other person is the most important part of the message.

You could leave out all the rest because it is essentially negative.

What you want the other person to do is constructive and positive.

The fifth guideline is to "Check out your understanding of the other person's position."

This is the same thing as being in the other person's shoes - conveying empathy.

Empathy helps the other person become less defensive.

Make sure you do understand the other person before trying to give an empathic statement.

Express your feelings, wishes and expectation early - before you have experienced a great deal of frustration and anger.

Has everyone got the idea?

**#CLARIFY ANY CONFUSION THAT MAY ARISE. INDICATE THAT AFTER LOOKING AT ANOTHER EXAMPLE, EVERYONE WILL HAVE A CHANCE TO PRACTICE.**

I need two volunteers to do another scene with two versions.

One person will play the parent or new caregiver, and the other volunteer will play the teenage boy.

**#SELECT THE VOLUNTEERS AND DECIDE WHO WILL READ EACH PART. HAVE THEM START WITH THE FIRST VERSION AND THEN STOP TO CHECK ON FEELINGS. MOVE ON TO READING THE SECOND VERSION TO THE GROUP.**

#### THE GIRLFRIEND - VERSION 1

TEEN GUY: I have to tell you how I feel about last night.

CAREGIVER: About what?

TEEN GUY: That really burned me up.

CAREGIVER: What did?

TEEN GUY: I brought my new girlfriend over here. Maybe I didn't hear you right. You started kidding around about sex. "Keep out of the bedroom" you said. In front of her you asked me if I had a "you-know-what" in my pocket. I felt really embarrassed. I wanted you to like her and treat her with respect.

CAREGIVER: I was just teasing you. I didn't realize you were so sensitive.

TEEN GUY: Well, I am. I want her to like me. After last night she probably thinks I'm some

kind of fool. I still feel really pissed.

CAREGIVER: I'm sorry. I'm not used to having teenagers around. What do you want me to do?

TEEN GUY: If I ever bring her over here again, I want you to be nice to her. Treat her like an adult. Don't go acting like she's a slut. If you could do that, it would make me happy.

THE END

Before we do the second version, take a moment and recognize how you are feeling right now.

Don't tell us now, but try to remember the feeling later.

Next our two players will repeat the same scene with a different approach.

THE GIRLFRIEND - VERSION 2

TEEN GUY: You really pissed me off last night.

CAREGIVER: How come?

TEEN GUY: What kind of garbage was that - the way you talked to my girlfriend?

CAREGIVER: Don't get out of hand. If you can't talk to me right, then just leave.

TEEN GUY: No, you listen to me. You got a big mouth. I don't appreciate asking me in front of my new girl if I'm carrying a condom.

CAREGIVER: I didn't say that.

TEEN GUY: You asked me if I had a "you-know-what" in my pocket. What's that supposed to mean? And you were making hints about doing it in the bedroom. You think she's a pig or something? I like this girl. I treat her with respect. You better do the same.

CAREGIVER: Hey, don't tell me what I have to do.

THE END

That was great!

#GIVE THE PLAYERS "THANKS" AND HOLD UP THE FEELING THERMOMETER CHART.

First I want to find out how the caregiver or parent and the guy felt in the two versions.

#ELICIT FEEDBACK FROM THE PLAYERS FIRST.

Now for all the rest of us, which version showed more of the characteristics of direct expression of feelings and why?

#ENCOURAGE SHARING OF OBSERVATIONS AND PREFERENCES. NEITHER VERSION IS "PERFECT" BUT THE FIRST VERSION IS A BETTER EXAMPLE - NOT SIMPLY BECAUSE THE GUY APPEARED LESS OPENLY ANGRY, BUT BECAUSE HE MADE FEWER "YOU" STATEMENTS, EXPRESSED NEEDS AND WANTS MORE CLEARLY, AND INDICATED HOW HE WOULD FEEL IF THE CAREGIVER/PARENT DID WHAT HE WANTED. MAKE THE POINT THAT THE CAREGIVER/PARENT AND TEENAGER ARE STILL LIVING WITH EACH OTHER FOR SOME TIME; SO, A COMMUNICATION STYLE THAT BUILDS THE RELATIONSHIP IS BETTER.

That was a good discussion.

We have seen two examples of a direct expression of feelings and needs: the mother and daughter and cleaning the kitchen; and then the caregiver/parent and teenage guy talking about the girlfriend.

It's time to try your own hand at expressing feelings directly.

Exercise 3: How Can I Improve Expressing My Feelings Directly?  
(25 minutes)

**[The purpose of this exercise is to improve the skill of expressing feelings directly. Role playing and coaching are used.]**

We are going to do two role plays, and everyone will have a chance.

When you are not expressing your feelings in the role play, be a helpful listener.

But the focus is on the person expressing, not on the person listening.

You are going to work in groups of three.

One person will play the caregiver, one the teenager, and the third person will be the coach.

The coach has the guidelines in front of her or him.

The coach can remind a player of a guideline that may be missed or can make a suggestion.

At the end of the scene, the coach gives the person expressing some feedback.

**#HAVE THE PARTICIPANTS GET IN GROUPS OF THREE.**

You will switch roles later, so decide who will play each part in the first role play.

**#WAIT FOR THE SMALL GROUPS TO SELECT THE ROLES THEY WILL PLAY.**

Here are your instructions.

(TO THE CAREGIVER) - You start off by telling the teenager how you feel about his or her being alone in the apartment with a girl or boy friend.

You are worried about the teenager having sex too young, having sex without a condom, and getting HIV/AIDS.

(TO THE TEENAGER) - There's no good place to be alone with your boy or girl friend.

You want to be able to have your boyfriend or girlfriend up to the apartment where you can have some privacy.

You think you know how to protect yourself from getting infected with HIV - the virus that can lead to AIDS.

(TO THE COACH) - Primarily pay attention to the expressor.

When the expressor has stopped talking, switch roles.

OK, go ahead and start the role play.

**#AFTER THREE MINUTES OR TWO EXPRESSIVE STATEMENTS,  
STOP THE ROLE PLAY AND ASK THE COACH TO GIVE ONE  
MINUTE OF FEEDBACK.**

(TO THE COACH) Give some feedback now.

Say one thing that you liked and one thing you would have done differently.

**AFTER THE FEEDBACK FROM THE COACH, HAVE THREE MINUTES  
OF DISCUSSION WITHIN THE TRIOS.**

This time the person who played the caregiver will play the coach.

The person who played the teenager will play the caregiver, and the coach will play the teenager.

Here are your instructions.

(TO THE TEENAGER) - On Saturday nights you want to be able to stay out until 2 am.

You start the conversation off by telling your caregiver how you feel about having to be in by a certain time.

(TO THE CAREGIVER) - You want to be a responsible caregiver and set some reasonable limits.

There is too much danger out there for kids to be wandering around until all hours of the night - no matter which night of the week it is.

(TO THE COACH) - You can make suggestions during the role play, and at the end of it you give the person expressing him or herself some feedback.

Make sure you follow the guidelines.

Go ahead and do the role play.

**#ALLOW THREE MINUTES FOR THE ROLE PLAY. STOP THE ROLE PLAY IF THE EXPRESSOR HAS MADE TWO STATEMENTS AND HAVE THE COACH GIVE ONE MINUTE OF FEEDBACK. AND HAVE THREE MINUTES OF DISCUSSION WITHIN THE TRIOS. THEN BRING THE GROUPS BACK TOGETHER AGAIN.**

How did the role play go?

**#HOLD UP THE FEELING THERMOMETER CHART.**

How do you feel right now?

What was easy and what was hard to do?

**#ENCOURAGE SHARING AND DISCUSSION. KEEP REFERRING POINTS AND COMMENTS TO THE GUIDELINES. IN OTHER WORDS WORK OFF THE GUIDELINES.**

Next we are going to add switching and practice talking about a typical a situation.

Exercise 4: How Can I Put It All Together?  
(40 minutes)

**[The purposes of this exercise are to clarify switching and to practice a conversation that contains switching, listening and expressing. Guidelines and role playing are the methods used.]**

Conversations have three parts:

1. one person expresses him or herself;
2. the other person listens (we'll talk more about the ways one can listen effectively a couple of sessions down the road);
3. and then they switch.

The pattern goes on and on as long as the two of them keep talking.

Everyone probably knows what it means to express and to listen. But what does switching mean?

Switching is when the person who had been expressing switches to listening; and the person who had been listening switches to expressing.

When is a good time to switch? Here are three examples:

1. After the person talking has finished sharing what was on his/her mind, he/she will want to get feedback from the other person.
2. When the person listening feels that he/she has really understood what the person talking has been sharing and now has something to say that might solve the problem or change the other person's point of view.
3. When the listener's thoughts and feelings are so upsetting that they are getting in the way of being able to listen.

A short and simple rule is when you want to talk, switch to expressing; when you want feedback, switch to listening.

It helps to agree on the switch, so that you don't hear an irritated "Let me finish!"

Any questions?

#ANSWER QUESTIONS.

Now we are going to put it all together and have a conversation in which there is good listening and good expressing.

First, I want you to get in pairs.

#DIVIDE THE GROUP INTO PAIRS. HAVE PAIRS BE FROM DIFFERENT FAMILIES.

#NOTE: GROUP LEADERS MAY WISH TO USE AN AUDIENCE STYLE APPROACH TO THIS EXERCISE INSTEAD OF THE PAIR APPROACH.

Pretend that one of you is the teenager and the other is the caregiver.

#WAIT A MOMENT WHILE THE PAIR CHOOSES ROLES.

Decide who will start off expressing.

#PAUSE WHILE THE PAIRS DECIDE WHO WILL LISTEN AND WHO WILL EXPRESS.

Next the person expressing can think of something they want to talk about or they can choose from a list of situations.

So that everyone has a chance to practice we will divide the group in half.

#DIVIDE THE GROUP IN HALF. ONE FACILITATOR GOES WITH EACH GROUP.

After each role play, the other participants give feedback: what one thing they liked and one thing they would have done differently.

Let's get started with one pair at a time.

#HAVE THE PAIRS ROLE PLAY ONE AT A TIME. FOUR MINUTES FOR THE ROLE PLAY AND ONE MINUTE FOR FEEDBACK FROM OBSERVERS.

#IF THE EXPRESSOR CANNOT THINK OF SOMETHING TO START OFF WITH, PROVIDE THEM WITH THE FOLLOWING OPTIONS.

### ROLE PLAY OPTIONS

1. CAREGIVER FEELS THAT THE NEW TEENAGER IS HAVING A BAD INFLUENCE ON THE YOUNGER KIDS IN THE FAMILY. THE YOUNGER KIDS SAY THE YOUTH USES MARIJUANA.
2. YOUTH DOESN'T LIKE THE CAREGIVER'S PARTNER BECAUSE IT LOOKS LIKE THE PARTNER FAVORS HIS/HER CHILDREN WHEN IT COMES TO HOUSEHOLD JOBS.
3. CAREGIVER IS UPSET BECAUSE YOUTH DOES NOT ALWAYS ATTEND SCHOOL - SKIPS.
4. YOUTH FEELS THAT HE/SHE CAN'T STUDY WITH CAREGIVER AND PARTNER YELLING AT EACH OTHER.
5. CAREGIVER DOESN'T THINK THE YOUTH IS FOLLOWING THE RULE OF NOT HAVING KIDS IN THE HOUSE DURING THE AFTERNOON WHEN CAREGIVER IS WORKING.
6. YOUTH THINKS THE CURFEW IS TOO EARLY. WANTS TO BE IN BY MIDNIGHT ON WEEKDAYS.
7. CAREGIVER WANTS YOUTH TO ATTEND CHURCH WITH HIM/HER.
8. YOUTH THINKS THE CAREGIVER IS PARANOID WHEN IT COMES TO SEX. ALWAYS THINKING THE YOUTH IS DOING IT.
9. CAREGIVER DOESN'T FEEL THE YOUTH EXPRESSES ENOUGH APPRECIATION OF ALL THE THINGS THE CAREGIVER DOES FOR THE YOUTH: SHELTER, CLEANING, FOOD, CLEAN CLOTHES, ETC.
10. YOUTH WANTS THE CAREGIVER TO STOP REFERRING TO HIS/HER

MOTHER AS A TRAMP.

11. CAREGIVER WANTS THE YOUTH TO KNOW THAT SHE APPRECIATES THE WAY THE YOUTH TRIES TO FIT IN WITH THE FAMILY.
12. THE YOUTH LIKES THE WAY THE CAREGIVER INVOLVES HIM/HER IN MAKING DECISIONS ABOUT THE FAMILY.

#DO EACH ROLE PLAY AND GIVE FEEDBACK.

That was very good!

Now let's see how everyone did.

#BRING THE TWO GROUPS BACK TOGETHER.

How did that go?

What was easy and what was hard?

#ENCOURAGE SHARING.

We are near the end of today's session and will work on setting goals next.

Exercise 5: What Are My Goals for Next Week?  
(20 minutes)

**[The purposes of this exercise are to reinforce transferring skills learned in the sessions to real life experiences, to increase self esteem, and to build group cohesion. Goal setting and group appreciation are used.]**

We need to set some goals for the next week that you make a commitment to achieving.

Setting goals to do out there where you live helps make the sessions "get real."

Remember that there are four qualities of a good goal.

#SHOW THE GOAL SETTING CHART.

A good goal is realistic, clear, not too much or too little, and easy to see if completed.

This morning we practiced helping someone who is grieving over the loss of a parent.

Teenagers worked on talking about times spent with the deceased parent, saying goodbye to the parent, and identifying things that would help them.

Parents and caregivers learned about how children and teenagers react to grief, what are the things to do and not to do when helping a teenager grieve, and how to assist a child or teenager.

It is not easy being a caregiver, so caregivers need to keep in mind how to get support for themselves.

Maybe you want to exchange phone numbers with someone in here.

What goals can you see in the morning session on grief?

Some examples of an individual's goals are as follows:

1. describe to a friend something that my mother and I did.

2. write a long letter to my mom.
3. visit her grave.
4. explain to my caregiver/parent three things that would help me in my new home.
5. explain to a friend what normal grieving is and how it differs with age.

Some family goals might be as follows:

1. take a day trip to get our thoughts off the death.
2. spend a half hour at the dinner table talking about mom on at least 5 different times.
3. go around the table each night at dinner and have each person say one sentence about how he or she feels.
4. go around the dinner table each night and find out what would make each family member happy.

This afternoon we learned how to expression oneself effectively.

If I were setting a goal related to expressing myself, I might try to keep a record during the week of how many times I told other family members how I felt.

Can you think of an example of a goal about expressing feelings?

#SEE IF PARTICIPANTS CAN GENERATE THEIR OWN LISTS.  
PROMPT AS NEEDED. GIVE OUT "THANKS."

Here are some examples of goals about the direct expression of feelings.

1. twice a week at the dinner table everyone describes how they feel and what they want and need.
2. pick someone you have some feelings about but haven't talked to them about it yet. Indicate how you feel, what you need and want, and what you will feel if they do as you asked.
3. practice direct expression through role playing with a friend.

Take a few minutes and decide on what your goal is going to be.

This is something you agree to work on between sessions.

You could work on a family goal or an individual goal.

**#ALLOW THREE MINUTES FOR SELECTING A GOAL.**

Now let's hear what goals you chose.

**#HAVE EACH PERSON STATE A FAMILY OR INDIVIDUAL GOAL. IF IT IS A FAMILY GOAL, MAKE SURE THE PERSON IS GOING TO BE ACTIVE IN ACCOMPLISHING THE GOAL. KEEP REFERRING TO THE GOAL SETTING CHART. GIVE OUT "THANKS." REVISE GOALS AS NEEDED.**

Now that your goal is clear, please write it down on your goal card.

**#GIVE OUT NEW GOAL CARDS IF THEY ARE NEEDED. KEEP A RECORD OF THE GOALS ON THE GOAL SUMMARY SHEET.**

Those are very good goals.

At the beginning of the next session we will check out what happened in achieving your goals.

Now it is time to show our appreciation to each other.

Get up, go around, and let people know you liked what they said or did, their style, their presence, or whatever good quality you can find.

Give out "Thanks" if you have any left.

**#ENCOURAGE SHOWING APPRECIATION. MODEL IT THROUGH WORDS, GESTURES, "THANKS," SMILES AND SO ON. MAKE SURE NO ONE IS LEFT OUT AND THAT EVERYONE IS APPRECIATED.**

The next session is on \_\_\_\_\_ (day and date) at \_\_\_\_\_ (time and place).

I look forward to seeing you next week.

THE END OF SESSION 8 ON EXPRESSING

THE DISHES - VERSION ONE

MOTHER: Lucia, you are so irresponsible and lazy! The dishes weren't cleaned up after breakfast. Why not?

DAUGHTER: You don't always do yours right away.

MOTHER: That's different. I often have to go out. I have lots of things to do. When I come back home, I spend half my day picking up after a bunch of messy kids.

DAUGHTER: I haven't been messy.

MOTHER: You are just as bad as the others, and you know it!

DAUGHTER: You expect everyone to be perfect.

MOTHER: Well, you certainly have a long way to go.

DAUGHTER: Why don't you just shut up and leave me alone. I can't stand listening to you.

**STOP**

THE DISHES - VERSION TWO

MOTHER: Lucia, when I get ready to prepare dinner and see that the breakfast dishes have still not been cleaned up. I feel so discouraged and hurt. Then I start feeling resentful, and I can barely force myself to make dinner.

DAUGHTER: I don't always have the time to do my dishes before I go to school. I guess I should try to wake up earlier or maybe we can trade and I'll do some other job around the apartment on days when I'm too late to wash the dishes before school.

THE END

GUIDELINES ON EXPRESSING ONESELF DIRECTLY

1. MAKE IT CLEAR THAT IT IS YOUR POINT OF VIEW.

**"The way I see things is....."**

2. SAY HOW YOU FEEL.

**"I feel....."**

3. SAY WHAT MAKES YOU FEEL THAT WAY.

**"I feel..... because I need....."**

4. BE SPECIFIC ABOUT WHAT YOU WOULD LIKE THE OTHER PERSON TO DO.

**"I want you to....."**

5. CHECK OUT YOUR UNDERSTANDING OF THE OTHER PERSON'S POSITION.

**"It sounds like you feel really ....."**

THE GIRLFRIEND - VERSION 1

TEEN GUY: I have to tell you how I feel about last night.

CAREGIVER: About what?

TEEN GUY: That really burned me up.

CAREGIVER: What did?

TEEN GUY: I brought my new girlfriend over here. Maybe I didn't hear you right. You started kidding around about sex. "Keep out of the bedroom" you said. In front of her you asked me if I had a "you-know-what" in my pocket. I felt really embarrassed. I wanted you to like her and treat her with respect.

CAREGIVER: I was just teasing you. I didn't realize you were so sensitive.

TEEN GUY: Well, I am. I want her to like me. After last night she probably thinks I'm some kind of fool. I still feel really pissed.

CAREGIVER: I'm sorry. I'm not used to having teenagers around. What do you want me to do?

TEEN GUY: If I ever bring her over here again, I want you to be nice to her. Treat her like an adult. Don't go acting like she's a hoe. If you could do that, it would make me happy.

THE END

THE GIRLFRIEND - VERSION 2

TEEN GUY: You really pissed me off last night.

CAREGIVER: How come?

TEEN GUY: What kind of garbage was that - the way you talked to my girlfriend?

CAREGIVER: Don't get out of hand. If you can't talk to me right, then just leave.

TEEN GUY: No, you listen to me. You got a big mouth. I don't appreciate asking me in front of my new girl if I'm carrying a condom.

CAREGIVER: I didn't say that.

TEEN GUY: You asked me if I had a "you-know-what" in my pocket. What's that supposed to mean? And you were making hints about doing it in the bedroom. You think she's a hoe or something? I like this girl. I treat her with respect. You better do the same.

CAREGIVER: Hey, don't tell me what I have to do.

THE END

## ROLE PLAY OPTIONS

1. CAREGIVER FEELS THAT THE NEW TEENAGER IS HAVING A BAD INFLUENCE ON THE YOUNGER KIDS IN THE FAMILY. THE YOUNGER KIDS SAY THE YOUTH USES MARIJUANA.
2. YOUTH DOESN'T LIKE THE CAREGIVER'S PARTNER BECAUSE IT LOOKS LIKE THE PARTNER FAVORS HIS/HER CHILDREN WHEN IT COMES TO HOUSEHOLD JOBS.
3. CAREGIVER IS UPSET BECAUSE YOUTH DOES NOT ALWAYS ATTEND SCHOOL - SKIPS.
4. YOUTH FEELS THAT HE/SHE CAN'T STUDY WITH CAREGIVER AND PARTNER YELLING AT EACH OTHER.
5. CAREGIVER DOESN'T THINK THE YOUTH IS FOLLOWING THE RULE OF NOT HAVING KIDS IN THE HOUSE DURING THE AFTERNOON WHEN CAREGIVER IS WORKING.
6. YOUTH THINKS THE CURFEW IS TOO EARLY. WANTS TO BE IN BY MIDNIGHT ON WEEKDAYS.
7. CAREGIVER WANTS YOUTH TO ATTEND CHURCH WITH HIM/HER.
8. YOUTH THINKS THE CAREGIVER IS PARANOID WHEN IT COMES TO SEX. ALWAYS THINKING THE YOUTH IS DOING IT.
9. CAREGIVER DOESN'T FEEL THE YOUTH EXPRESSES ENOUGH APPRECIATION OF ALL THE THINGS THE CAREGIVER DOES FOR THE YOUTH: SHELTER, CLEANING, FOOD, CLEAN CLOTHES, ETC.
10. YOUTH WANTS THE CAREGIVER TO STOP REFERRING TO HIS/HER MOTHER AS A TRAMP.
11. CAREGIVER WANTS THE YOUTH TO KNOW THAT SHE APPRECIATES THE WAY THE YOUTH TRIES TO FIT IN WITH THE FAMILY.
12. THE YOUTH LIKES THE WAY THE CAREGIVER INVOLVES HIM/HER IN MAKING DECISIONS ABOUT THE FAMILY.