

## Facilitator Guide



### PURPOSE AND SUMMARY OF MODULE 6: UNDERSTANDING AND COMMUNICATING WITH YOUR TEENAGER



Module 6 focuses on understanding and communicating with the teenage child. The module focuses on trends, cultural differences, communication styles, and strategies. Throughout this module, participants will learn about how their children will change as they get older and how to communicate and understand their children as they go through these changes. Participants will explore the importance of instilling familial values and beliefs and how to encourage these important values and beliefs as their children grow. Strategies will be shared about how to support cultural differences while still supporting their children's independence, as this can become more challenging as teens assimilate into the U.S. culture and interact with their peers. The goals of this module are to prepare participants for the changes coming as their children enter adolescence and to smooth the transition into this sometimes-difficult time for parents and teens. Frustration and confusion may be reduced when there is understanding of how children develop and how this development can affect behavior.

### PREPARING YOUR TRAINING TOOLS



#### Weeks before the training:

- Review the Module Preparation Facilitation Checklist from Module 1: Facilitators Overview of Migrant Parent Modules.
- Preview the entire module at least twice before the training.
- Prepare all materials listed on the activity plans before the training.

#### Days before the training:

Print necessary parent handouts for the meeting from the module.

#### Hour before the training:

- Set up LCD projector and screen, computer, and speaker. TEST SOUND BEFORE SESSION BEGINS.
- Place parent handouts on tables or hand them out as participants enter the room.
- Set up chairs so participants have room to move, write, and talk with each other during the training.

## INTERACTION STRATEGIES



The following comments/questions and actions are for facilitating deeper understanding and creating opportunities for personal reflection, practice, and implementation of the information in the module. Follow the outline to facilitate these interactions.

As you preview the material, use the spaces provided to take notes in preparation for the training. Taking notes on these slides will help you to personally connect to the material and allow you to use your own personal stories to facilitate conversation. Modeling sharing and having a personal connection to the material motivates participants to connect and feel safe to share.

Remember to preview the module at least twice and to read all handouts and activity plans before the training.

Comments are listed by slide title so that the facilitator may pause the module and complete the interaction (conversation, reflection, or activity). Once participant discussion has ended, the facilitator may continue with the module presentation.



**Slide title:** Understanding and Communicating with Your Teenager

**Facilitator action:**

Welcome participants to the training.

Share the style of the training (online module with interactive activities and conversations).

Let participants know that you can pause the module at any moment to clarify, discuss, or listen again.

**Facilitator notes from module preview:**



**Slide title:** Cultural Connections

**Facilitator action:**

Pause the module from advancing. Explain to participants that we are starting the module with this important piece on Culture.

As a facilitator, you will want to prepare your own answers to these questions prior to facilitating the module. Having your own answers to share may make it easier for families to share.

Engage participants in an open discussion regarding the questions on the screen.

Set the tone during this discussion that culture is an important piece to this topic and that their input and thoughts regarding this topic will be honored and encouraged throughout the module.

**Facilitator notes from module preview:**



**Slide title:** Activity (1)

**Facilitator action:**

Pause the module from advancing and provide all participants with the What's Going on in the Teenage Brain handout. Follow the instructions on the Group Read About the Brain activity sheet.

As the facilitator, be sure you have read the article and have prepared some thoughts to share with the group to get the discussion going.

Try and clarify any questions or thoughts regarding the article.

**Note to facilitator:** *It's important the parents do not feel overwhelmed by the science behind this brain information. What is critical is that they take away key pieces of important information; these pieces are highlighted for you in the notes.*

**Facilitator notes from module preview:**

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**Slide title:** Make it personal!

**Facilitator action:**

Pause the module from advancing and invite participants to think about the questions on the slide.

How did you change and grow as you became a teen?

Will my child make the same decisions I did as a teen?

Do I want them to make the same decisions I did?

Be sure to validate feelings as these can be emotional topics for families.

Encourage participants to write down their thinking so they can discuss with their families/spouses later.

**Facilitator notes from module preview:**



**Slide title:** Scenarios: What is important to a teen versus a parent?

**Facilitator action:**

Pause the module from advancing. Distribute the A Day in the Life handout. Provide one copy to each participant. The scenarios will be read in the module and the questions will be on the slide, but some parents may want to follow along.

Restart the module once handouts have been distributed.

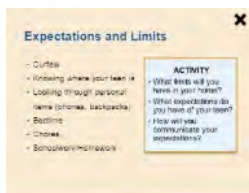
Follow the prompts and questions provided in the module to lead the group in a discussion about the scenario at the end of each slide.

Be sure to document multiple answers and gather input from participants. Be prepared ahead of time with some thoughtful answers to get the conversation going.

Follow the activity up with questions. Here are some examples:

- *Can you relate to these stories?*
- *Are these similar things happening in your home?*
- *How can you learn from what is happening here?*
- *Do you see how you might change things in your home based on these scenarios?*

**Facilitator notes from module preview:**



**Slide title:** Expectations and Limits

**Facilitator action:**

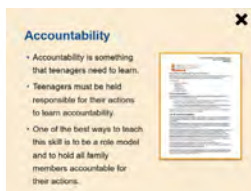
Pause the module from advancing and invite participants to discuss the questions posed in the activity box on the slide with a partner.

Participants can use the Expectations and Limits handout, which lists these topics and questions, to take notes.

Be sure to **encourage** families to take note of their own thoughts—and perhaps those of the group as well—so they can return home and consider what limits and expectations they will impose.

**Facilitator notes from module preview:**

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**Slide title:** Accountability

**Facilitator action:**

Pause the module and distribute Next Stop Adulthood: Tips for Parents handout.

Have participants read the handout. When they are done, ask them if what they read would work for their children.

**Facilitator notes from module preview:**



**Slide title:** Activity (2)

**Facilitator action:**

Pause the module from advancing and share the prompts for the What are my child's strengths? activity.

As we have been learning about teens and the challenges they face, it is important that participants reflect on the positive aspects of their teens. These strengths will help them be strong adults one day and should be recognized and celebrated by families.

Ask the group to share if they feel comfortable.

**Facilitator notes from module preview:**



**Slide title:** Role-Play Scenario

**Facilitator action:**

Pause the module from advancing and follow the instructions on Role Play Scenarios activity sheet.

Distribute the Role Play Scenarios handout and ask participants to find a partner to discuss the various scenarios with.

Choose one scenario to do with the group as an example before having participants work in pairs.

**Facilitator notes from module preview:**



**Slide title:** Take-Home Activity

**Facilitator action:**

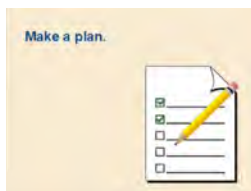
As you wrap up the module, refer to the take-home activity for families to complete with their teens.

This activity will lead participants to a better understanding of what is important to their teens, just as they identified what was important to themselves earlier in the module.

Comparing those two lists will help participants recognize some areas they may need to talk about and will help them see where their teens are coming from.

If you are having additional meetings, encourage participants to return to your next meeting with some insight from this activity.

**Facilitator notes from module preview:**



**Slide title:** Make a plan.

**Facilitator action:**

This activity can be used at the end of the module. It can also be used at the end of the meeting if only part of the module was presented.

Invite participants to use the Action Planning handout to write down one or two things they want to try at home.

Encourage them to keep the handout and make notes after they try something new.

If participants are comfortable, they can share what they want to try at home with the group.

If you will meet with this group again, ask them to bring the handout back so they can share.

**Facilitator notes from module preview:**

## PLANNING FOR ACTIVITIES

Each activity slide has an Activity Guide sheet. Review this guide to plan for each activity prior to the training.

The Activity Guide sheet for this complete module includes the following:

**Activity: Group Read About the Brain**

**Activity: Role-Play Scenarios**

**Activity: What are my child's strengths?**

## WRAP-UP

Ask participants to complete an evaluation form after you have completed the meeting's online module.

Invite families to use the Action Planning handout to write down one or two new ideas they are going to try between now and the next meeting.

Allow families and participants to continue discussing and sharing their thoughts about the module.

Remind participants that all changes take time and any small change is powerful.

Let participants know you will ask about how they have experienced any new strategy the next time you come together.