

Session⁴ The power of listening

Objectives

- To demonstrate the use and importance of listening.
- To show how listening to a young person can help to build their self-esteem.
- To introduce parents to the powerful strategy of active listening.

Session Plan

Page No.	Activity	Title	Time needed	Handouts
133	4.1	Welcome and warm-up	5 mins	
134	4.2	Download and feedback	20 mins	
135	4.3	Quiz feedback	10 mins	
136	4.4	Getting in touch <i>With small groups and whole group explore what it feels like to be listened to</i>	20mins	
		Break	10 mins	
137	4.5	Communicating and listening <i>With whole group lead DVD session on communicating and making connections</i>	10 mins	
138	4.6	How <i>not</i> to listen – and what works <i>With small groups and whole group role play inattentive listening and discuss why good listening is so important</i>	15 mins	
140	4.7	Active listening and strong feelings <i>With whole group introduce the idea of active listening</i>	15 mins	4-7
141	4.8	Takeaway tasks	5 mins	4-8a 4-8b 4-8c
143	4.9	Relaxation, feedback and closing circle	10 mins	

 Total time: 2 hours

“ A problem shared is a problem halved, so 'zip those lips'. ”



Checklist

- Refreshments (see page 19)
- Welcome sign in room/on door
- Chairs in circle
- Small low table in the centre of the circle (if wanted)
- Loo paper/towels etc.
- Sticky labels for name badges
- Felt tip pens
- Blu-tack
- Timer
- Pens or pencils
- Hole puncher
- Tissues
- Register
- Session plan written up on flipchart
- 'Names of parents and young people' flipchart stuck on wall
- At least one other facilitator or helper
- CD/MP3 player and music for relaxation (if wanted)
- Form 2



What you will need for Session 4

- Flipcharts written up in advance:
 - **Think of a time when you needed to talk to someone but they wouldn't listen to you:**
 - What happened?**
 - What did it feel like**
 - How did you know they weren't listening?**
 - **Think of a time when you *did* feel listened to:**
 - Who did the listening?**
 - How did it feel?**
 - How did you know the person was listening?**
 - What are *good* listening skills?**
- Copies of **Handouts 4-7, 4-8a, 4-8b** and **4-8c**
- DVD ***Teenagers in Trouble***
- DVD and monitor
- Copies of **Form 1** (if needed)

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Key points for parents

- When people don't listen to us properly we can feel angry or rejected, unimportant and unmotivated.
- When people take time to listen to us without interrupting we can feel valued and empowered.
- Young people need parents who can listen well. Their self-esteem rises when they feel noticed and heard.
- Normal good listening involves paying attention and giving some eye contact (although teenagers *hate* being stared at) and it can be used all the time.
- Active listening is only for use when there are strong feelings.
- Good listening takes lots of practising: most of us want to interrupt and get down to problem-solving.





Notes for facilitators

Session 4 brings us to one of the key strategies for demonstrating respect – *good listening*. Parents who can learn to listen well can make much better connections with their young people. As a result, not only are the young people happier and better motivated, but it's also far easier for the parents to negotiate and set boundaries with them. There is more respect all round: *young people who are listened to make better listeners*. After all, most people have two ears, two eyes and one mouth, and in building relationships ears and eyes can be more important than mouths.

Parents may say that their children used to talk to them a lot but now they're older they don't seem to want to talk to them any more and it's difficult to listen to someone who's never there. As we saw in Session 2, it is true that teenagers prefer to talk more to their peers or to retreat to their bedrooms – they may appear to ignore their parents. However, a Family and Parenting Institute (NFPI) study (2000) of adolescents' views revealed that *being listened to was the most important change they wanted in their families*. Parents therefore have to learn to be *available*, and also they need to take every opportunity to break old habits and practise good listening whenever their young people are around and being communicative.

One common problem is that when teenagers do want to talk they often choose inconvenient times, such as late at night when parents are tired or falling asleep. It can be hard to know what to do in this sort of situation – sometimes a session of good listening even late at night can help both sides to feel better so they then both sleep deeper and wake more refreshed. However, if it happens frequently it's up to the parent to address the situation with an 'I' statement (see Session 7) to make sure there are times in the rest of the week when they're available and not too busy, or to suggest a relaxed outing which would give them time to talk together.

Don't forget to invite everyone to *Take 3* now and then during the session.



Activity 4.2

Download and feedback

You may be finding it difficult to contain the 'Download' sessions. One way of dealing with this is to express your concern that there isn't enough time to give everyone a long hearing *and* to get through the session material and then (as we suggested in Session 2) to ask the group for suggestions on how to make this fair. You could point out that you have a timer and one option would be to

time each person. By now the group may well be 'norming' (see the Introduction, page 13) and members may be beginning to show some caring for each other; they may be happy to be time-limited so that everyone has a turn.



Activity 4.4

Getting in touch

This activity is designed to raise people's awareness of the power of listening – how good listening can help to raise our self-esteem and enable us to process our feelings and feel better, whereas poor listening (or lack of listening) stops us from connecting with others, can damage relationships and often leaves us feeling angry or depressed.

In the first part of the activity it's important to emphasise to parents that we want them to remember a time when they needed to be heard by another *adult* (either when they were young, or more recently). We are not asking them to think of times when their *young people* won't listen to them.

In the general discussion these are some of the key points to highlight.

- The importance of listening well to young people – it's one way to start to connect better.
- The more we show respect to young people by listening to them, the more they will learn to do the same to us and to other people in their lives.
- One of the key ways of raising our adolescents' self-esteem is to practise our listening – which is what we're going on to do, this session and during the rest of the course.
- When researchers (NFPI, 2000) asked adolescents about changes they would like to see in their families, the most important thing to them was to be listened to.



Activity 4.5

Communicating and listening

Before starting the DVD clip, you could give parents slips of paper with specific aspects that you want them to look out for when watching the clip, e.g. 'Does this teenager seem confident?', 'Is there a good *connection* between the parent and the teenager?', 'Is this parent taking care of herself?', 'Is this parent choosing a good time to talk?' etc.



Activity 4.6

How *not* to listen – and what works

Before this activity parents will have watched an example of poor listening on the DVD clip. This activity allows them to experience inattentive listening for themselves through role play. This activity usually makes people laugh as well! It is designed to help parents discover what's required for good listening. Often, when parents are asked if they ever *listen* to their teenager, their response gives away a lot – it goes something like: 'Yes, we've sat and *talked* to him again and again but nothing seems to change ...'

When discussing *eye contact* you need to add a caution: teenagers *hate* being stared at, so parents need to give good attention but look away some of the time. Walking or driving side by side are often good times to communicate with young people.

When discussing *why parents find it hard to relax and listen*, remember that in Session 3 we saw that they often talk more than listen in the deeply held but misguided belief that they have to 'prune' their adolescent into the correct shape. They believe that the way to achieve this is to control them by talking at them, over and over again, rather than taking time to use their ears and eyes to listen and notice.

Most people find it very difficult to keep quiet and listen. One suggestion for parents is to carry a roll of sticky tape around and use it to seal up their lips if they just can't stop those words pouring out. Most parents think this is a joke, but those who've tried it say it helps – and it intrigues their children, which, in itself, can sometimes change a charged atmosphere. Of course, if parents do try this trick they need to explain to their young people why they're doing it and that, in itself, models respect: the young people will see that their parents are trying to improve things.



Activity 4.7

Active listening

Not only do parents need to keep quiet and listen more generally, but it also helps if they can learn *active listening*. It's called *active listening* because it involves making a conscious choice to behave differently, to stop and concentrate on the other person. It's also known as *reflective listening* because it involves holding up a mirror to the speaker's thoughts and feelings and reflecting back to them the essence of what they are communicating.

This activity is designed to introduce parents to the idea that when people have *strong* feelings the best thing to do is to listen to those feelings and give the speaker a space to talk things through without directing the interaction. Trying to cheer them up, shut them up,

console or distract them can be unhelpful. Active listening involves noticing what's going on behind a person's words so as to tune in to what they're *feeling*. Parents will often defend the importance of 'cheering the person up' and think it's risky to empathise because it might make the person 'feel worse'. It helps to illustrate with personal examples how sometimes we *have to be allowed* to 'feel worse' before we can begin to feel better. Consoling or distracting makes the situation worse anyway because it's like trying to screw down the lid of the pressure cooker when there's a powerful feeling trying to burst out. If the steam cannot escape, the pressure cooker will explode.

This will be a completely new and challenging idea for many in the group. Some parents may disagree with the point we're making and insist that it's better to cheer people up. One way to handle this is to speak honestly and personally – and passionately if that's the way you feel! – about a time when you had a strong feeling and someone tried to distract you from experiencing what you were feeling. With luck one or two parents will identify with you and others in the group may be more open to considering the idea.

When we are discussing active listening we need to bear in mind the question 'Whose problem are we dealing with?'. We live in a problem-solving society – when someone is upset we immediately want to help them sort it out. But we need to ask ourselves, are we trying to do this only to make *them* feel happier and problem-free? Or is our own agenda coming in here, because really we don't like it when people around us are distressed? Will it make *us* feel better to sort out someone else's problems? Is it perhaps too upsetting for *us* when people we care about are troubled? Do we care about them enough to *allow* them to have those feelings, and to really feel those feelings: to let them *be angry* if they're *feeling angry*, *be jealous* if they're *feeling jealous*, *be sad, fed up or depressed* if that's how they're *feeling*?

Effective active listening involves listening with the heart more than with the head. The magic of it is that it gives speakers the gift of time and space to be themselves, to get in touch with how they're feeling and to express it safely. Once someone has had a chance to talk about a problem, maybe to cry or roar with rage about it, their bodies will be calmer, their hearts more at peace, and their minds will be able to think more freely. At that point it will be easier for them to start problem-solving, with the listener's help if required. But very often they find that the problem has gone away or feels more manageable. There's a lot of sense in the old saying 'A problem shared is a problem halved'.

Key learning points to draw out from Handout 4-7

The old woman: This example illustrates how most of us try to distract or cheer people up (see notes above) and how this frequently fails to have the desired effect. We may do this because we don't know how to listen or we haven't time to listen (for example overworked nurses might unwittingly use the approach in the middle column), or we may do it because someone else's sadness, loneliness, low self-esteem, anger etc. may reactivate uncomfortable feelings of our own. This is especially true for parents: most parents prefer their children to be happy because they love them *but* also because their child's distress can kick off their own inner distress. Their unconscious resistance to feeling depressed, frustrated, sad etc. will automatically motivate them to invest in keeping their child happy in order to keep their own (and the family's) emotional boat afloat. This can put a lot of subtle and inappropriate pressure on the child to only reveal 'positive' feelings and to clamp down on any 'negative' feelings. In 'rescuing' the child, the parent is in fact asking the child to 'rescue' them and this is not healthy for the child or the parent-child relationship. This highlights yet again the need for self-care.

The young child: If a child's emotional maturity is to develop in a healthy way they need to learn to navigate the setbacks – or valleys – that are a normal part of human existence. Children who are always rescued find it hard to survive emotionally when they are older and a parent is no longer around to save them from difficult feelings. A loving parent therefore needs to allow their child to feel whatever feeling is uppermost, and to accompany them with empathy down into the valley, and then allow them to come up again in their own time. In this way children will learn that life has ups and downs and they can survive the 'downs', knowing that it's alright to have strong feelings when an upset happens and that an 'up' will follow it. Once the child has expressed the strong feeling and this has been allowed they usually feel seen, heard and understood (and therefore loved) and the problem often melts miraculously away. Sometimes it may be appropriate at that point (but not before) to move on to problem solving: *'So what shall we do about your one-armed dolly?'*

The partner: This example illustrates how we tend to rush into our own anxieties rather than listening to the other and this is how fights very often break out in a couple relationship. The listening partner here needs to stop and notice what is going on and then to make a decision: can they notice their own fears and reactivity and put these aside – up on the shelf – for the time being, so they can actively listen? Or are they too upset to listen at this time? If the latter is true, they need to say so, but to do it kindly before withdrawing: *'I can see you're upset but I'm not in a place to listen to you just now... can we talk later when the kids are in bed?'* This situation is easily transferable to the parent-teen relationship and you could ask for examples from the group or provide some yourself.

The teenage son: This example shows that active listening helps with all strong feelings and not just the 'negative' ones.

The good friend: This example shows once again how most of us unconsciously try to cheer up or 'rescue' in all our relationships, when active listening may sometimes be a more appropriate response.

Session 5 looks in more detail at active listening (especially with young people) – in this session we introduce this skill in a generalised way, thinking about how we listen to those around us when they've got strong feelings. There are more notes on active listening in Session 5, which you may wish to look at now. You might also choose to introduce **Visual handout 5-A** in this session.

Evaluation

Please find time to evaluate this session before the next session using **Form 2**.

1 Think about and make notes on:

- What worked well?
- What didn't work so well?
- Which parents are making good progress, and why?
- Which parents are struggling, and why?
- Other comments (e.g. parents requiring special attention or a telephone call)
- What did each facilitator or helper do particularly well?
- Were there things they could perhaps do better?
- How could the session be improved next time?

2 Check the register:

- Who didn't come?
- Who should chase them up? The facilitators, the programme co-ordinator or the referrer?
- If a parent is on a Parenting Order, should it be the person responsible for the Order? And who will liaise with that person?

3 Inter-agency co-operation:

- Within the bounds of confidentiality, would it be helpful to give some feedback to the referrer or check out anything with them?

Welcome and warm-up

Activity 4.1


1 While you wait for people to settle you could ask

'What's gone better this week?'

2 Stick the session plan up on the wall and introduce the topics for the session:

- feedback from the tasks
- the power of listening
- DVD on listening and communication
- how to listen well
- learning a new way of listening which can improve communication.

3 Warm up with a name game. All stand in a circle. You throw a beanbag to someone and say their name. That person does the same to someone else, and so on. Keep it going until everyone has been introduced. You can add in a second beanbag for extra laughs.

 5 mins



What you will need

- Session plan
- Beanbags – or a couple of small soft things to throw



Notes for facilitators

You can probably do without name labels by his session.

Download and feedback

Activity 4.2

1 Divide parents into two or three groups and provide a facilitator or helper for each group. In their groups ask parents to discuss these questions.

- What went better since last session?
- What did they do to look after themselves?
- How did they try to encourage a young person?
- What was the result?
- What happened when they tried 'connecting' or 'reconnecting'?

Explain that you will discuss the quizzes (**Handouts 3-7a** and **3-7b**) later so ask them to keep that feedback.

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2 Make sure each person has a chance to speak. Keep an eye on the clock and after 15 minutes, bring the whole group together and invite a few examples of what the parents have noticed.



20 mins




No handouts
required

Quiz feedback

Activity 4.3

1 **Handouts 3-7a** and **3-7b** from Session 3 were designed to help parents connect with their young people. Divide parents into twos or threes and invite them to explore how they got on. What did they notice about doing (or not doing) the quizzes?

2 Bring the whole group together and invite a few examples of parents' experiences of using the quizzes. Make a note of these on a flipchart.

 10 mins



What you will need

- Your own copies of **Handouts 3-7a** and **3-7b**
- Flipchart

Getting in touch

Activity
4.4

1 Put the first flipchart up:

Think of a time when you needed to talk to someone but they wouldn't listen to you:

- * What happened?
- * What did it feel like?
- * How did you know they weren't listening?

Invite parents to divide into twos and go through these questions with each other. They could talk about when they were younger, or something that happened more recently, perhaps with a partner, friend or relative, or an incident at work.

136 2 After a few minutes bring the whole group together and summarise parents' responses to the questions (especially *feelings*) on the flipchart. In particular, list any comments about eye contact, body language etc.

3 Put the second flipchart up:

Think of a time when you *did* feel listened to:


- * Who did the listening?
- * How did it feel?
- * How did you know the person was listening?
- * What are *good* listening skills?

Invite parents to divide into twos again (perhaps with a different person) and to chat about these questions as before.

4 After a few minutes bring the whole group together again and as before summarise parents' responses to the questions (especially *feelings*) on the flipchart. In particular, list any comments about how we can tell that someone is *really* listening. Ask what people noticed about these two opposite situations. Assuming that they will point out how good listening made them feel better and bad listening was a waste of time, ask whether it's likely that young people have similar responses.

Break

You could suggest that parents have their drinks while they are watching the DVD clip, especially if you think you might run over time.

 **20 mins**


What you will need

- Two flipcharts written up in advance:

Think of a time when you needed to talk to someone but they wouldn't listen to you:

- What happened?
- What did it feel like?
- How did you know they weren't listening?


Think of a time when you *did* feel listened to:

- Who did the listening?
- How did it feel?
- How did you know the person was listening?
- What are *good* listening skills?



Notes for facilitators

This activity is not about conversations with their young person, but with other adults.

 **10 mins**

Communicating and listening

**Activity
4.5**

- 1 With the whole group, play Scene 3 of the DVD. The scene shows Amy in her bedroom before school. She does not seem to be getting ready, and her mother, Mary, comes in and asks her what is going on. Amy does not respond, and this leads Mary to come out with a catalogue of questions: *'Are you being bullied? Is it something I've done? Is it Pete?'* Amy remains silent, causing her mother to become more and more exasperated. The scene ends with Mary asking: *'How can I get through to you?'* Amy shouts back: *'You fucking can't.'*

This scene highlights (among other things):

- there are good and bad times to talk
- parents need to recognise that adolescents have their own agendas
- the importance of keeping quiet and listening.


- 2 During any discussion that may arise, it helps to recap on what you have covered in the course so far:

- how it feels to be an adolescent
- the importance of self-care
- connecting and encouraging.

But in this session we also want to concentrate on listening skills. Here are some questions to prompt discussion:

- How well does Mary, the parent in the DVD, listen to Amy, her daughter?
- What messages will Amy be picking up from her body language?
- Is Mary picking up on Amy's body language?
- Is this the right time for Mary to sit down and listen to Amy?
- Does firing questions at a teenager help them to talk?

We will look at this some more in Session 5.

 **10 mins**


What you will need

- DVD **Teenagers in trouble**, Scene 3 Communication
- DVD player and monitor
- Blank flipchart

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How *not* to listen – and what works

Activity 4.6

1 In this activity parents will role play not listening properly to each other. Invite parents to sit in pairs with chairs turned slightly towards each other but not directly facing (at about 90 degrees). Each person takes a turn at talking for one minute. It's best to use a timer.

- Speaker: talks for one minute about something they really like (e.g. favourite TV programme or meal, or the holiday of their dreams).
- Listener: keeps quiet but must NOT look at the speaker – instead they can look at the ceiling/out of the window, check their nails, look at their watch, read or shuffle papers, fidget around, etc.



15 mins



What you will need

- Flipchart

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2 With the whole group invite feedback, asking parents how they found the experience first in the *listening role* and then in the *speaking role*. Discuss:

- the importance of body language and some eye contact
- what can it be like to try to talk to someone whose body language shows that they're not listening?
- if a parent is always busy how they think their young person feels about discussing something important with them
- why parents find it difficult to relax and listen
- why young people so often say 'You never listen to me'.

3 Ask the pairs to change roles and repeat the exercise.

4 Invite more feedback and discuss.

5 Still with the whole group, brainstorm on to a flipchart parents' thoughts on these questions:

What are GOOD listening skills? What would they look like and what would they involve? If good listening is taking place how does the listener feel? How does the speaker feel?



Notes for facilitators

If you have time, ask parents to discuss this question in pairs first.

How *not* to listen – and what works

In the discussion, make sure you include:

- *some* eye contact
- a friendly face
- not saying much
- open posture, turning towards the speaker
- stopping what you're doing – keeping still
- if necessary, getting down to the level of the young person (not towering over them)
- only using questions to clarify what the speaker's saying – *not* to divert on to listener's agenda
- *not* saying 'That happened to me too and I ...'.

Active listening and strong feelings

Activity
4.7

1 Introduce the topic of active listening by explaining that so far you have looked at everyday 'good listening'. Now you are going to explore a new strategy called *active listening*. It's 'active' because it's something we have to learn to do – we have to decide to use it, it's not something that 'just happens' naturally. Active listening is for times when people have strong feelings – these could be making them feel 'positive' (happy, excited, etc.) or 'negative' (angry, jealous, sad, etc.). Active listening involves *noticing* – it's like listening with our eyes. It also involves *empathy*, trying to understand what the other person's feeling, what's *behind* their words (listening with our *hearts*).



15 mins



What you will need

- ☐ Copies of **Handout 4-7**

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2 With the whole group, give each parent a copy of **Handout 4-7**. This activity works best if parents take turns reading the 'What the other person says' column, and facilitators read the 'Unhelpful responses' and 'Helpful responses'. In this way, parents can experience the impact of the different responses.

3 Still with the whole group, discuss **Handout 4-7**. Make the point that when we have *strong feelings* about something:

- it can be infuriating and/or deflating if the person we are talking to denies our feelings by telling us how we should be feeling, or won't give us space to vent our feelings
- we may not bother to try to speak to that person again because we don't feel we can trust them
- we want to be *heard*
- we want to feel *understood*
- we *don't want* them to solve our problem for us and tell us what to do, at least not while our feelings are still running high

If this is true for us, it's also especially true for young people who are struggling to deal with growing up and challenges at school, with relationships and all the things you talked about in Session 2. Point out that:

- young people need to find their own 'helpful' words to express their feelings – this will happen with practice
- the body language and tone of voice of the listener are just as important as using the right words.

Session 5 will look in more detail at using active listening with young people.



Notes for facilitators

If there are non-readers in the group, you can ask for a few volunteers to read out the 'What's said' column, or else do all the reading yourself.

Takeaway tasks

Activity 4.8

- 1 Give each parent a copy of **Handout 4-8a** which lists the tasks for the session, **Handout 4-8b** which can be used for making notes (Task 3), and **Handout 4-8c** which is the quiz (Task 4).

Point out the importance of trying something new and being able to comment on how it went at the next session. It helps if parents can write down some ideas for their tasks now – if they have a plan it's more likely to happen.

Task 1: Listening – noticing other people

Invite parents to notice and remember before the next session:

- How people listen to other people – on the bus, in the street, in the family
- When they're talking to someone, is that person *really* listening to them and looking at them? Do they get interrupted a lot?


Task 2: Listening – noticing your own listening

Invite parents to notice how well they manage to listen between this session and the next one and to practise improving this important skill. Ask them to:

- try listening better to their young people
- notice how many times they listen well and don't interrupt
- notice why it's sometimes hard to do this
- notice if anything different happens when they listen well.

Task 3: Remembering

Invite parents to use **Handout 4-8b** to write notes on Tasks 1 and 2 (or alternatively get someone to help them write notes). This will make it easier for them to report back at the next session.

 5 mins



What you will need

- ☐ Copies of **Handouts 4-8a, 4-8b and 4-8c**



Notes for facilitators

It works well if **Handout 4-8c** is photocopied on to the back of **Handout 4-8b**.

Takeaway tasks

Task 4: Quiz

Handout 4-8c is a quiz for them to do at home, possibly with the help of their young people.

Task 5: Self-care

Invite parents to continue to look after themselves, perhaps trying just one small thing for the first time each day. They could also practise *Take 3* breathing several times a day.

Remind parents to congratulate themselves for *trying* something new – ask them how they could encourage themselves. Even if they try something and it doesn't seem to work too well, they should reward themselves for remembering to try.

Relaxation, feedback and closing circle

Activity 4.9

Relaxation exercise (5 minutes)

Invite parents to sit comfortably with feet flat on the floor, hands in laps, eyes closed. Play soft music if appropriate. Choose a relaxation exercise or read these words quietly and calmly.

I know you're not listening to me ...

- When you're busy doing something else
- When you've got an answer for my problem before I've finished telling you what my problem is
- When you cut me off before I've finished speaking
- When you finish my sentences for me
- When you jump in to criticise me
- When you're longing to tell me something
- When you're communicating with someone else
- When you're watching television, reading, or listening to the radio

When these things happen I feel you don't care about me

I know you are listening to me ...

- When you stop what you're doing to listen to me
- When you let me talk without interrupting
- When you turn towards me and give me some eye contact
- When you really try to understand me even if I'm not making much sense
- When you don't try to solve my problems for me
- When you refrain from criticising me even if you don't like what I'm telling you
- When you give me time to explore for myself what I'm thinking and feeling
- When you respect me enough to let me come to my own decisions, even if you disagree with them
- When you control your desire to give me good advice

When you do these things I know that you love me



10 mins



What you will need

- Session plan
- Flipchart
- Music for relaxation exercise (optional)
- Copies of **Form 1** (if needed)



Relaxation, feedback and closing circle

Activity
4.9

Feedback and closing circle (10 minutes)

1 Make sure all parents can see the session plan and encourage them to think about their feelings and perhaps give some qualitative as well as 'factual' feedback on the session. You can:

- ask parents to give their feedback in **Form 1**, individually or in pairs (don't forget to write the session number on the forms)

or

- ask for feedback from the group as a whole and write it on flipchart or record it on a copy of **Form 1**

or

- ask parents to write any positives or negatives on different coloured Post-It notes and stick them up on a flipchart.

2 Invite parents to say:

- one thing they love about one of their children
- in one word, how they are feeling now (remind them to look at their 'F' words (**Handout 2-7b**) if they are struggling to find words to describe their feelings).

3 Close the session:

- remind parents of the time and date of the next session
- remind them of the takeaway tasks and how they will be asked to report back in the next session
- thank them for coming.

4 Finish, ending promptly to model clear boundary setting.