

Do you agree or disagree with the following statements? All of the usually truer answers are circled.

1. **A** **(D)** **You will never see the parent you do not live with.**

Just because you do not live with a parent does not mean you will never see them—you will just see them less. Your parents will talk and decide when you will be able to see the parent you do not live with most of the time.

2. **(A)** **D** **It is not your fault your parents got divorced.**

Parents usually get divorced for many different reasons, but you are not one of the reasons. There is nothing you did that caused the divorce or separation. There is nothing you could have done to stop the divorce.

3. **A** **(D)** **I will always feel sad or mad about the divorce.**

You might feel sad or mad after the divorce, but these strong feelings will go away. Most teens feel a lot less sad or mad one year or less after the divorce happened.

4. **A** **(D)** **My parents did not try to stay married.**

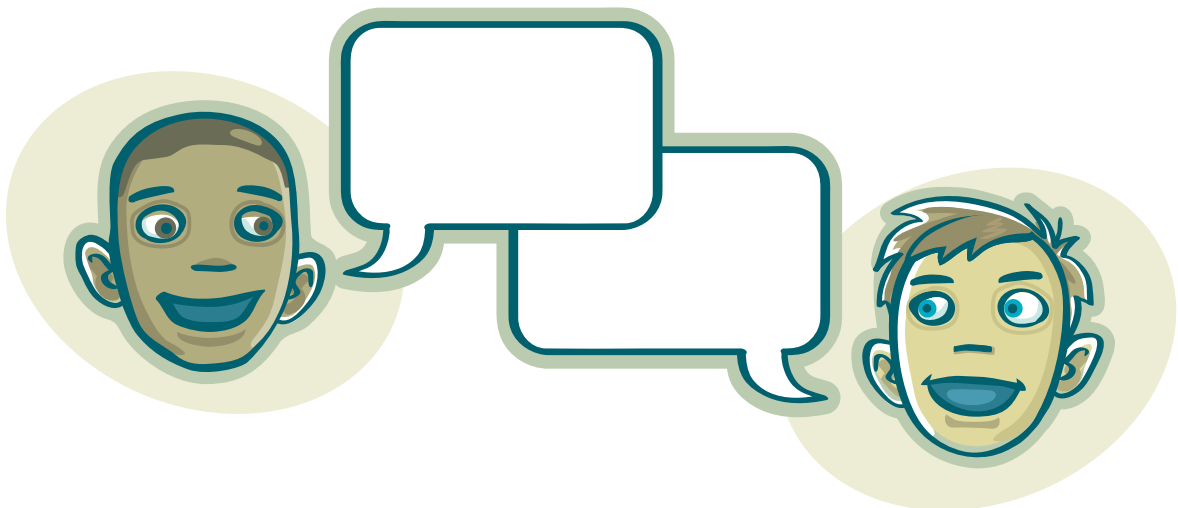
Most parents tried very hard to stay married, but it was too hard for them and they thought divorce was the best for your family. Just because your parents divorced or separated does not mean they did not try to stay married.

5. **(A)** **D** **There are a lot of teens in your class with divorced or separated parents.**

There are probably many other teens in your grade at your school whose parents are separated or divorced. If you go around and ask three peers if their parents are divorced, at least one of them will probably say their parents are divorced or separated.

Ask your partner the following questions about their own experiences and feelings regarding their parents' divorce or separation to find out what you have in common.

1. What are some changes that have happened in your life after the divorce or separation?
 2. What are some emotions that you felt after you heard about your parents' getting divorced or separated? How do you feel now?
- * If your partner feels comfortable, you can also ask him or her other questions that are not on this handout.



Deep Breathing Take Home Worksheet

Handout 1.4

1. Think of your word that helps you relax.
2. Find a comfortable place to sit or lie down.
3. During deep breathing, you should breathe in through your nose and out through your mouth.
4. Put one hand on your chest and the other hand on your stomach. Breathe in and out once. If you are doing the technique correctly, your stomach should rise while inhaling and fall while exhaling, and your chest should move very little.
5. Imagine that there is a balloon in your stomach, filling with air as you breathe in and deflating as you breathe out.

Keep track of how many times you use deep breathing each day in the chart below. You can write the actual numbers or use tally marks to keep track.

Day of the week	# of times used deep breathing
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	



Write down different responsibilities that you had before your parents' divorce or separation (pre-divorce) and after your parents' divorce or separation (post-divorce).

*Pre-divorce

1. _____

2. _____

3. _____

4. _____

5. _____

*Post-divorce

1. _____

2. _____

3. _____

4. _____

5. _____



1. Write down one activity in each category that you can do with your parent the next time you see him or her. It is okay if you cannot come up with three activities for each category, but try your best.
2. Fill out more examples of activities you can do with the parent you are missing in each category for homework, and circle three activities that you think you can do the most often with your parent. Bring this worksheet back for the next group session!

*Physical activities

1.

2.

3.

*Creative/artistic activities

1.

2.

3.

*Social activities

1.

2.

3.

*Other activities

1.

2.

3.

- Identify what is stressing you out.**
- Think about how you respond to stress.**
- Talk to someone** (friend, parent, teacher, etc.).
- Take responsibility for the way you respond to stress.**
- Don't do drugs or alcohol when you are stressed out.**
These things will only make it worse.
- Exercise regularly.**
Exercise relaxes your tensed muscles and increases your energy.
- Eat a balanced diet.**
- Get rest.**
Lack of sleep makes it harder to handle stress.
- Set goals for yourself.**
It helps if you break big tasks down into small steps.
- Laugh and think positively.**
Talk to people who make you laugh to reduce your stress.
- LEARN TO RELAX!**
And remember—one part of your life you can completely control is your attitude.

Teen versus Adult Responsibilities

Handout 3.2



Now that we have developed a list, write down the different teen and adult responsibilities on the lines below.

Teen

Adult

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What are some adult responsibilities that you have had to take on or that you are afraid of having to take on in the future?



Carefully read both situations. Each situation is about something that parents should not talk about with their teenagers. Write down what you would say to your parent or parents if they were trying to talk to you about things that were too personal. Be prepared to share your answers with the group.

- 1. Ann’s mom is talking to her about not having enough money to pay the bills for this month.**

What could Ann say to her mom?

- 2. José’s dad is talking to him about all of the things that José’s mother did that made him mad when they were together.**

What could José say to his dad?

Read the following two scenarios and look at the difference between using "I" statements and "you" statements.

1. **Your brother or sister has gone into your room without your permission. You say to him or her:**

"I" message:

"I feel angry when you go into my room without asking."

"You" message:

"You make me so angry!"

2. **Your dad missed his time to see you over the weekend. You tell your dad:**

"I" message:

"I am disappointed that you did not come to see me this weekend."

"You" message:

"You ruined my whole weekend."

How are the "I" and "you" conversations going to be different?

Changes in Feelings

Handout 4.2



Pretend you are writing a letter to your parents. Compare how you felt right when the divorce or separation happened to how you feel right now. Think about how your feelings have changed or stayed the same.

How you felt right after your parents' divorce or separation:

How you feel right now:

Scenario: Joseph is at his mom's house, and he is supposed to leave for his dad's house at 6:30, but his dad called and wants to pick him up three hours early to go to a baseball game. Joseph's mom has told him no, because he has not finished mowing the lawn and that is on his list of chores to complete before leaving. Joseph becomes very frustrated with the situation. These are examples of how Joseph could negotiate with his mom:

1. State what you want

Example: Think of what you want to say to your parent about what you want. Remember to use "I" statements. An example could be "I would like to go with dad early even though I am not done mowing the lawn."

2. Describe your feelings

Example: Before you talk to your parent, think about naming all of the emotions or feelings that you want to tell them you feel, like angry, upset, disappointed, or frustrated. An example could be "I am frustrated that you will not let me leave early to go to the game."

3. Give reasons for your wants and feelings

Example: Talk to your parent about why you want something and feel the way that you do. An example could be "Mom, I have not been able to go with dad to a baseball game in a long time, and I am frustrated that you will not let me leave early."

4. Reverse perspectives

Example: Think about how your parent is feeling and why they are feeling that way. Let them know that you understand that they have their own reasons for disagreeing with you. An example could be "Mom, I know that you are also frustrated that I am leaving early because I did not finish mowing the lawn."

5. Create some solutions

Example: With your parent, come up with some solutions to help fix the problem. Work with one another to find practical solutions to the current problem. An example could be "Mom, I could have dad bring me back after the game or come back earlier a different day to finish mowing the lawn."

6. Reach an agreement

Example: Have you and your parent agree on your solutions. Tell your parent that it is important to you that you reach some solutions that you both can agree on, and stick to those solutions.



Read the following sentence about badmouthing. Then write about your own personal experiences with your parents' badmouthing or saying mean things about each other. If you have not experienced this, write about how you think you would react in that situation.

Badmouthing: Parents may still feel angry or frustrated with the other parent after their divorce or separation and they may want to tell you about their problems or frustrations with the other parent.

Write about your personal experiences with badmouthing and how it made you feel.



Scenario:

Hannah is at her mom’s house. Hannah just came back from her dad’s house after visiting him for the weekend. Right away, Hannah’s mom becomes very emotional and asks her several questions about her dad’s personal life, such as asking her details about her dad’s new girlfriend. Hannah is not sure how to answer her mom’s questions and starts to think that she is not being fair to her dad by telling her mom about details of his personal life.

Has anything like this ever happened to you? **Yes** **No (check one)**
What would you do or say in this situation?



Read the following two scenarios that show examples of parents' competing for loyalty. Then with your partner, write down some ideas for pros and cons about parents competing for your loyalty. Be prepared to share your answers with the group.

Scenario 1: Jackson now lives with his dad most of the time since his parents got a divorce a few months ago. Jackson was upset that his mom would not buy him a new baseball glove because he just got a new one last year. Jackson told his dad that his mom would not buy him a new glove, so Jackson's dad told him that not only would he buy Jackson a new and expensive glove, but that he would also buy him the most expensive new bat, helmet, catching gear, and batting gloves. Jackson's dad thinks that buying Jackson whatever he wants will help him become the "favorite" parent.

Scenario 2: Keisha spends most of her time with her mom after her parents separated. Keisha was supposed to finish all of her chores before her mom came home from work, but instead she decided to just watch TV because she knows that her mom will not punish her. After her parents' separation, Keisha's mom has given her a lot more freedom and has not disciplined Keisha for not following the rules. Because her mom feels guilty about the separation, her mom wants Keisha to still like her and wants Keisha to think that she is the "cool" parent by not punishing her.

PROS

CONS



1. List the names of friends, family, and others close to you.
2. Circle the names of the people you think you can trust to talk to about your parents' divorce or separation.

Friends

1.

2.

3.

4.

5.

6.

Family

1.

2.

3.

4.

5.

6.

Others (teachers, coaches, church)

1.

2.

3.

4.

5.

6.



With your partner, write down different ideas for each discussion question. Be prepared to share your answers with the group when you are finished.

How do you know who you can talk to about your parents' divorce or separation?

1.

2.

3.

4.

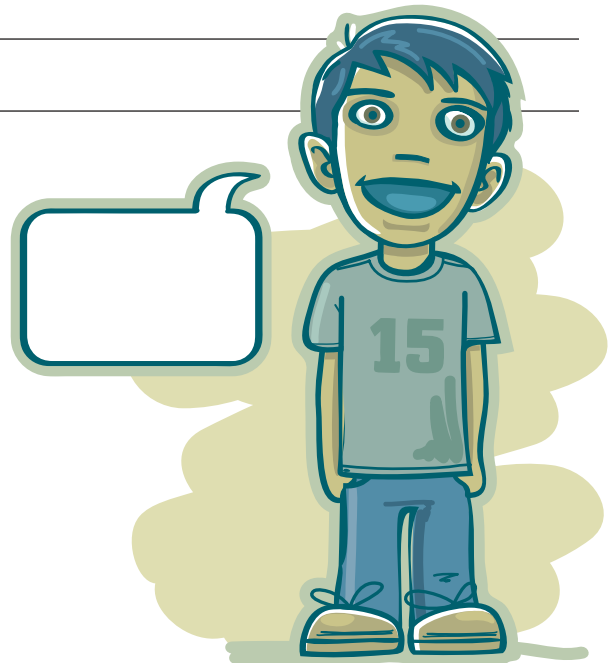
How do you know when it is a good time to talk to other people about your parents' divorce or separation?

1.

2.

3.

4.





Interview your friends about the different things they do to make themselves feel better when they are upset. Write their answers below. Then, go do an activity that you both like to do together! Be prepared to share your answers with the group and what you did during the next session.

If you do not feel comfortable talking to a friend, write down what you think some of your friends would say, and what activities you think you could do with them that could make you feel better.

Thinking, Feeling, and Doing Model: First Thoughts

Handout 7.1



The diagram illustrates the Thinking, Feeling, and Doing Model. It consists of five main components arranged in a flowchart:

- Situation:** A large rounded rectangle at the top with horizontal lines for writing. A dark blue circle labeled "Situation" is on its left side.
- Thoughts:** A large rounded rectangle in the middle with horizontal lines for writing. A dark blue circle labeled "Thoughts" is on its right side. A solid line connects the bottom of the Situation box to the top of the Thoughts box.
- Feelings:** A rounded rectangle on the bottom left with horizontal lines for writing. A dark blue circle labeled "Feelings" is on its left side. A dashed line connects the bottom of the Thoughts box to the top of the Feelings box.
- Behavior:** A rounded rectangle on the bottom right with horizontal lines for writing. A dark blue circle labeled "Behavior" is on its right side. A solid line connects the bottom of the Thoughts box to the top of the Behavior box.
- Outcome:** A rounded rectangle at the bottom with horizontal lines for writing. A dark blue circle labeled "Outcome" is on its left side. A solid line connects the bottom of the Behavior box to the top of the Outcome box.

Thinking, Feeling, and Doing Model: Replacement Thoughts

Handout 7.2



The diagram illustrates the Thinking, Feeling, and Doing Model. It consists of five main components arranged in a flow:

- Situation:** A large rounded rectangle at the top with horizontal lines for writing. A dark blue circle labeled "Situation" is attached to its left side.
- Replacement Thoughts:** A second large rounded rectangle below the Situation box, also with horizontal lines. A dark blue arrow-shaped box labeled "Replacement Thoughts" is attached to its right side. A solid vertical line connects the bottom of the Situation box to the top of this box.
- Feelings and Behavior:** Two rounded rectangles below the Replacement Thoughts box, each with horizontal lines. A dashed line connects the bottom of the Replacement Thoughts box to the top of both of these boxes. A dark blue circle labeled "Feelings" is attached to the left side of the first box, and a dark blue circle labeled "Behavior" is attached to the right side of the second box.
- Outcome:** A final rounded rectangle at the bottom with horizontal lines. A dark blue circle labeled "Outcome" is attached to its left side. A solid vertical line connects the bottom of the Behavior box to the top of this box.



1. For each situation, check the box next to the more healthy thought.
2. To help you decide, ask yourself: Is the thought true? *and* Is the thought helpful?

1. You got a bad grade on a test.

- "I am not smart. I knew I did badly."
- "That test was hard; I'll try to do better next time."

2. Your friend is not hanging out with you as much.

- "My friend is probably just busy."
- "My friend does not want to be my friend anymore."

3. Your dad will not let you call your mom when you want to.

- "I can ask him what other time is better to call her."
- "My dad is always so mean and never lets me call my mom."

4. Your dog ran away from home.

- "I'm never going to see my dog again."
- "I might find my dog if I start looking for him or her."

5. Your brother or sister is always following you around.

- "He or she is following me because he or she looks up to me."
- "He or she is just following me to annoy me on purpose."

Upsetting Thought Log

Handout 7.4



Please fill out this sheet when upsetting situations occur throughout the week. Bring this sheet back to the next session to discuss it with the group.

Situation: _____ **Date:** _____ **Time:** _____

Who _____

What _____

When _____

Where _____

Upsetting thought: What was going through my mind just before I started to feel upset?

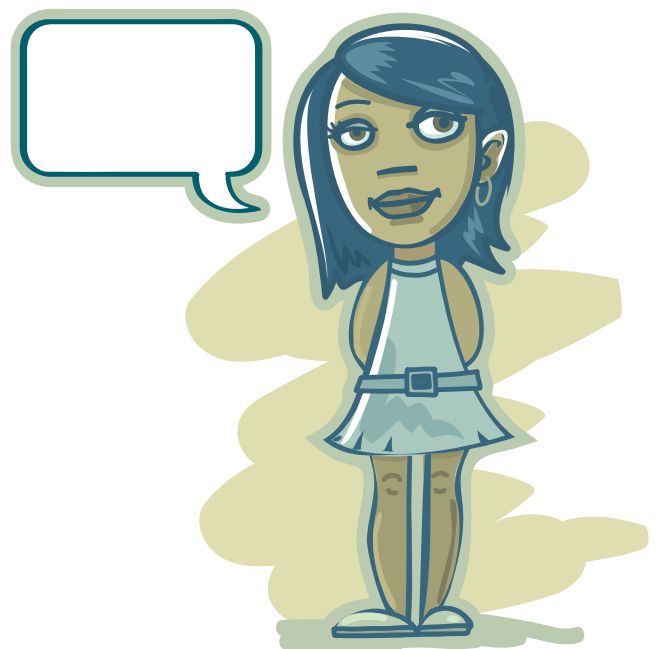
Feelings: _____

Thought testing: Is it true? Yes No Is it helpful? Yes No

Replacement thought (more true and helpful thought):

New feelings: _____

- 1. Interview your partner about a time when they talked with someone about either their parents' divorce or separation or any other problem.**
- 2. Discuss with your partner how talking with that person helped them work through their problem.**
- 3. Share your ideas and thoughts with the group.**





- 1. Write about one good memory that you have of your family.**
- 2. Fold up your paper and put your memory in the memory jar!**

Certificate of Completion

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Teen First Divorce Program

is hereby awarded to

This certificate acknowledges that, through hard work and dedication, the participant has successfully completed the Teen First Divorce Program on

_____ Teen First Facilitator



Write one negative thought that you might have about your parents having new partners.

Negative thought:

Pretend that you are a detective investigating a case and you need to find evidence for and evidence against the negative thought. In the columns below, write down evidence for the negative thought (that shows it is true) and evidence against the negative thought (that shows it is not true).

Evidence for:

Evidence against:

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Is the negative thought true?

Y N

Is it helpful?

Y N

With help from the group, write a replacement thought that is more true and more helpful.

Replacement thought:
