



# Lesson Plan

## *Positive Parenting & Decision-Making*

### Overview

This lesson provides information about building stronger relationships with youth by using positive parenting techniques, the science behind teen decision-making, and introduces the idea of building resiliency through understanding ACEs (Adverse Childhood Experiences Study).

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#### Objective

Teens will be able to apply stronger decision-making techniques to real world problems. Adults will gain positive parenting skills including both techniques and a basic knowledge of ACEs.

#### Prior Knowledge Needed

none

#### Assessment Tools

Pre Assessment. Discussion. Answers to questions around room.

#### Preparation

- Articles printed & copied
  - Article "Teens and Decision Making: What Brain Science Reveals"
  - Article "Got Your ACE Score"
- Video prepared to play - DVD & TV
- Chart paper & markers for note taking
- Get Nalaxone Now brought up on computer
- Snacks set up
- Optional: Agenda printed or written on board
- Prepare the room with either chart paper that people can write on or add sticky notes to. One Sheet per question (8 questions).
- Poster supplies: 11x17 paper and markers
- Handouts ready:



## What you will do

**Introductions.** This class is designed to include information for both teens and parents. Following a short video, teens will work together to answer some questions and then create a poster sharing information with others. Adults will work together to answer questions and then discuss.

**Video.** [https://youtu.be/2jp\\_wROPEY4](https://youtu.be/2jp_wROPEY4)

10:34 min video 'Parent Discussion on Drug Abuse and Addiction with NIDA director'

***Instructor:** If there are several students, this activity will work better if they are broken into small groups first and assigned a question to discuss then write notes on their chart paper that corresponds to their question.*

*For fewer students, have them read and reply to any of the questions they would like.*

*Choose the best option for your class, and introduce the activity that best applies.*

### Adult Questions

Read ACEs Article

- How do you encourage positive behaviors in your teenager on a daily basis?
- What are some examples of how you negotiate emotional conflicts with your teenager and work toward a solution?
- How do you set limits for your teen? How about for more serious problem behavior such as drug use?
- Do you monitor your teenager to assure that he or she doesn't spend too much unsupervised time with peers? If yes, how?
- What are some ways we can reduce Adverse Childhood Experiences and build resiliency in our homes and community?

### Teen Questions

Read Article "Teens and Decision Making: What Brain Science Reveals"

Answer the questions (together or individually as appropriate for group size):

- The decision-making process is strongly affected by rewards and peers. How might this impact us in both positive and negative ways?
- Peer pressure can challenge us to take beneficial risks, or it can drive us to make decisions we regret. How can you prepare yourself to resist negative peer pressure yet remain open to positive influences?
- How do you think peer interaction through social media and texting may impact decision making, and what positive and negative consequences could result?

**Discussion/Posters. Adults:** Discussion about ACEs and resiliency.

**Teens:** create a poster (together or independently) about making healthier, more positive decisions.

**Prepare for break.** Let people know that if they attended another class they have already completed the GetNalaxoneNow training and are welcome to go home. Invite them to the next class!

**Break.** 10 minutes. This is a good time to make sure computers are set up and ready to go.

**GetNalaxoneNow Training Online**

Ask if any questions came up over the break. Introduce the Get Nalaxone Now Training. Help everyone get logged in (recommendation: have it pulled up on the large screen and demonstrate how to log on). Walk around and answer questions during the online session.

**Closing.** At the end of session, answer any questions and thank everyone for attending. Introduce the other upcoming classes and website.

### Agenda & Time Line

5 minutes	Welcome and Introductions
15 minutes	Video & Break Into Groups
15 minutes	Read articles. Answer questions (hung up around the room)
30 minutes	ACEs Discussion (adults) Create Posters (teens)
10 minutes	Break
40 minutes	Get Nalaxone Now Training
5 minutes	Closing and Goodnight

## ALTERNATIVE OR ADDITIONAL LESSON

NIH National Institute on Drug Abuse has several question and answer example videos that correspond to the question topics communication, encouragement, negotiation, setting limits, and supervision. These also correlate to the Family Checkup positive parenting guide. Pull up each question, watch the example video, discuss key components as a class, watch the practice skill video, then practice in person.

<https://www.drugabuse.gov/family-checkup>

<https://www.drugabuse.gov/family-checkup/question-1-communication>

<https://www.drugabuse.gov/family-checkup/question-2-encouragement>

<https://www.drugabuse.gov/family-checkup/question-3-negotiation>

<https://www.drugabuse.gov/family-checkup/question-4-setting-limits>

<https://www.drugabuse.gov/family-checkup/question-5-supervision>