

Message and Materials
Testing to Expand
Essentials for Parenting
Discussion

Scope

Parenting Role

- *We are interested in the things you do to support teens as they grow emotionally, mentally, physically and socially.*
- *The parenting role can be filled by a variety of caregivers, including:*
 - Biological Parents
 - Adoptive Parents
 - Step-Parents
 - Foster Parents
 - Grandparents
 - Extended Family Members
 - Others

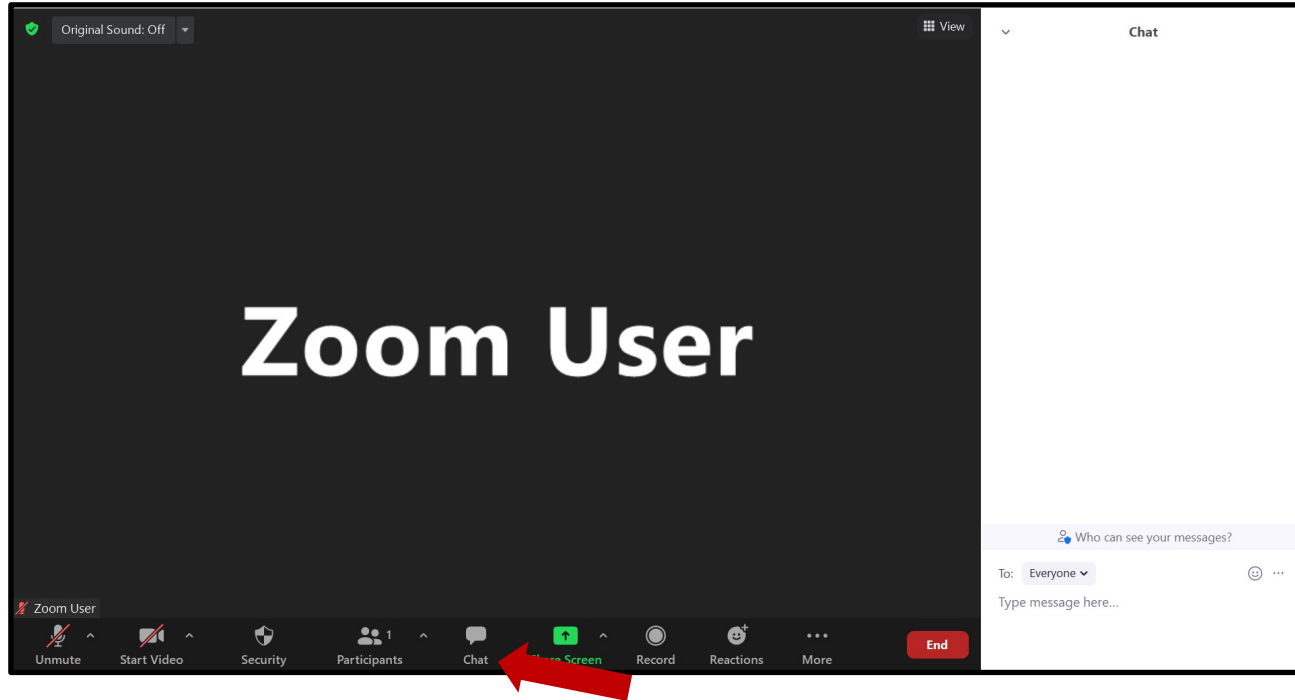
Teens

- *Specifically, we want to hear about your experiences with teens ages 11-17 years old*
- *Please speak about your experiences with all of the teens ages 11-17 that you are involved in parenting*

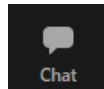
Study Information

- Your input is valuable!
- Participation is completely voluntary
 - You can skip any question you do not want to answer
- There is no known physical risk involved
- We will be audio-recording this conversation
 - We will share the recording with our partners, Banyan Communications, and a transcript of the call with CDC
 - The recording and transcript will not include any identifying information
- This is one of multiple discussions
- We will write a report about what we learn
 - Big picture from all our discussions
 - We will not include any names or other identifying information in any reports
- Reach out if you have questions:
 - Lesley Watson (watson-lesley@norc.org)
 - Janice Vick (jvick@banyancom.com)

Technology Questions



Any questions during the call? Send us a chat message by clicking on the “chat” button on the bottom bar of the Zoom screen. The chat box should pop up



Ground Rules

- Speak one at a time
- Speak clearly and loudly
- You can speak in any order
- There are no right or wrong answers
- You do not have to agree with others in the group
- Respect others
- What's said in the room stays in the room
- We'd like to hear from everyone
- Please put away or silence any distractions
- Mute yourself when you are not speaking

Please mute yourself when you aren't speaking.



If your mute button looks like this, you are unmuted and we can hear you.



If your mute button looks like this, you are muted and we cannot hear you.

Introductions

Please share:

- The name you would like us to call you today
- The first place you go when you need information to help you with your teen (e.g., a relative/friend, social media, book, website)

[Reviewer Note: The slides that follow show all materials that can be shown to focus groups. Any one focus group will only review and discuss a subset of these materials.]

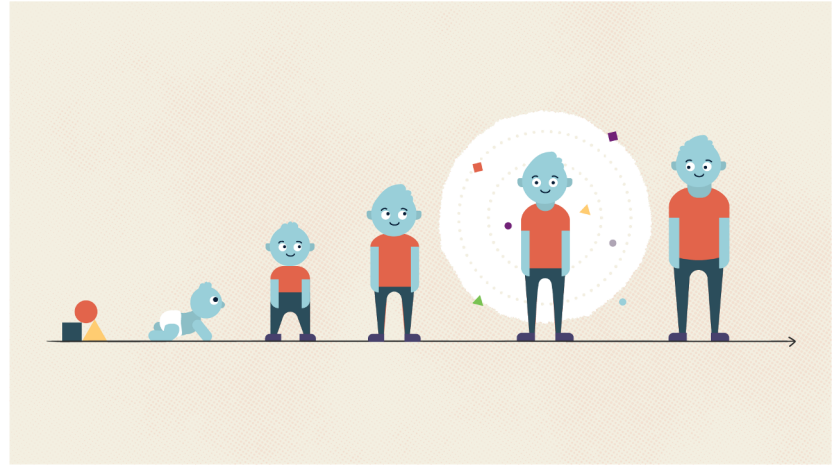
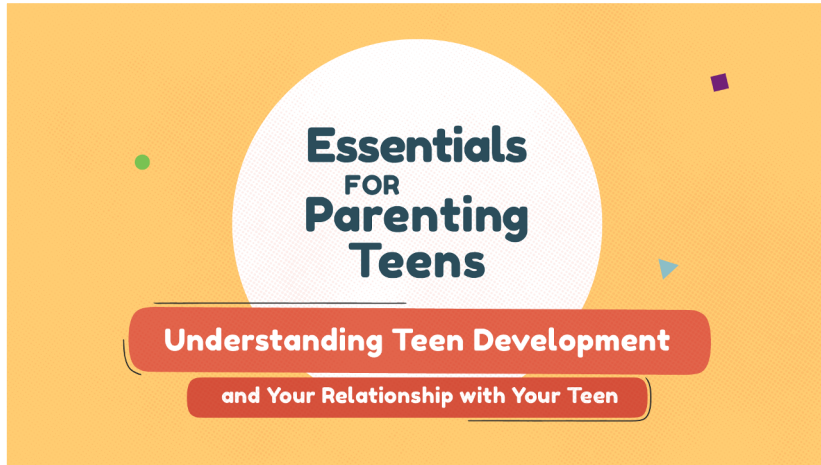
Sets 1-4 Storyboards and Activities

SET 1

Video Storyboard

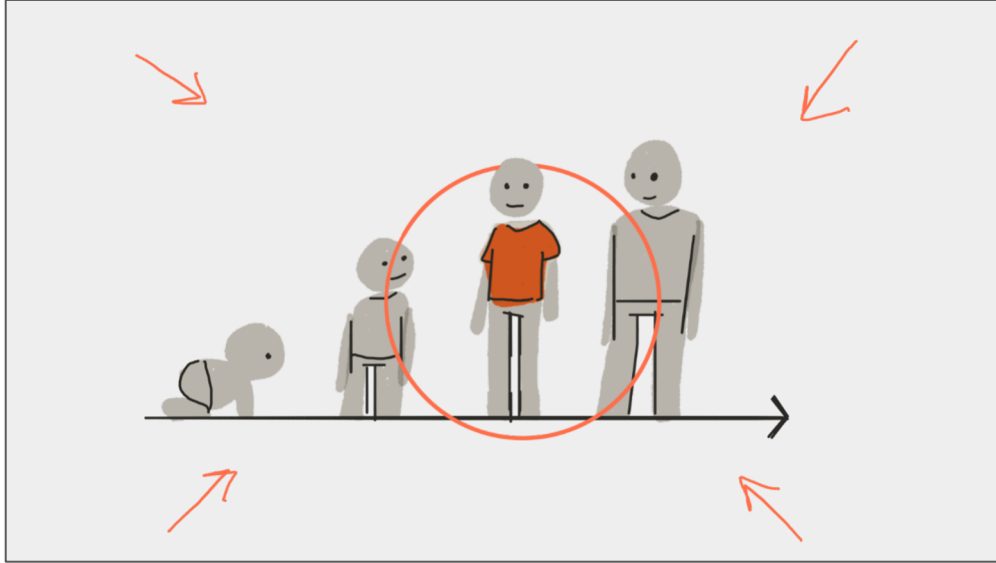
Video 1: Understanding Teen Development and Your Relationship with Your Teen

Style Sample



Video 1: Understanding Teen Development and Your Relationship with Your Teen

Keyframe 1.1



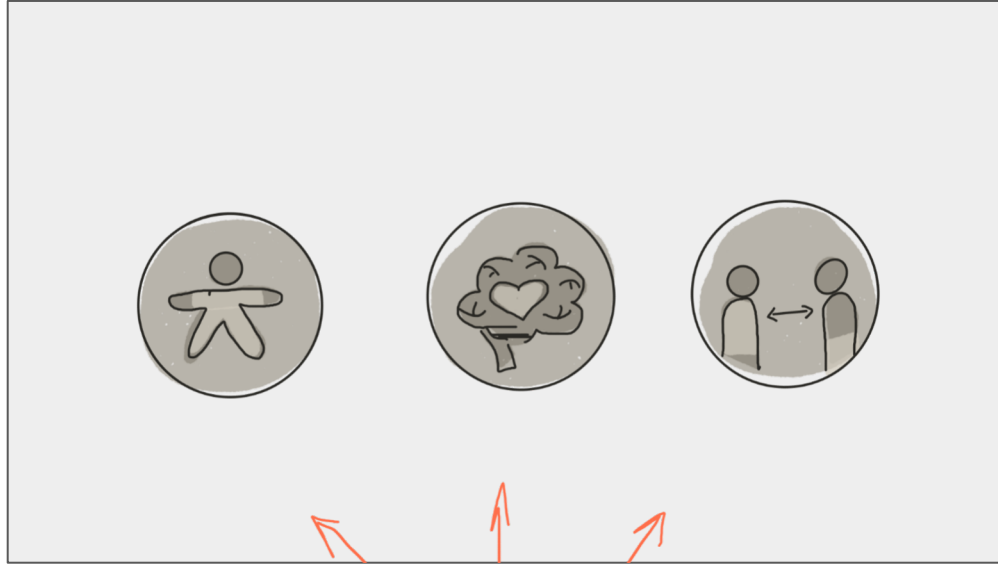
A chart rolls out showing the stages of life from birth, to adolescence, to adulthood. A circle animates around Adolescence.

VOICE OVER

[NARRATOR]
Between birth and adulthood,
no developmental stage
involves more changes than
the teen years.

Video 1: Understanding Teen Development and Your Relationship with Your Teen

Keyframe 1.2



The chart flips over to reveal three icons: Physical, Emotional, and Social.

VOICE OVER

[NARRATOR]

To better support your teen, it's helpful to understand what's happening to them—physically, emotionally, and socially—and what your relationship might look like.

Video 1: Understanding Teen Development and Your Relationship with Your Teen

Keyframe 1.3



Title card.

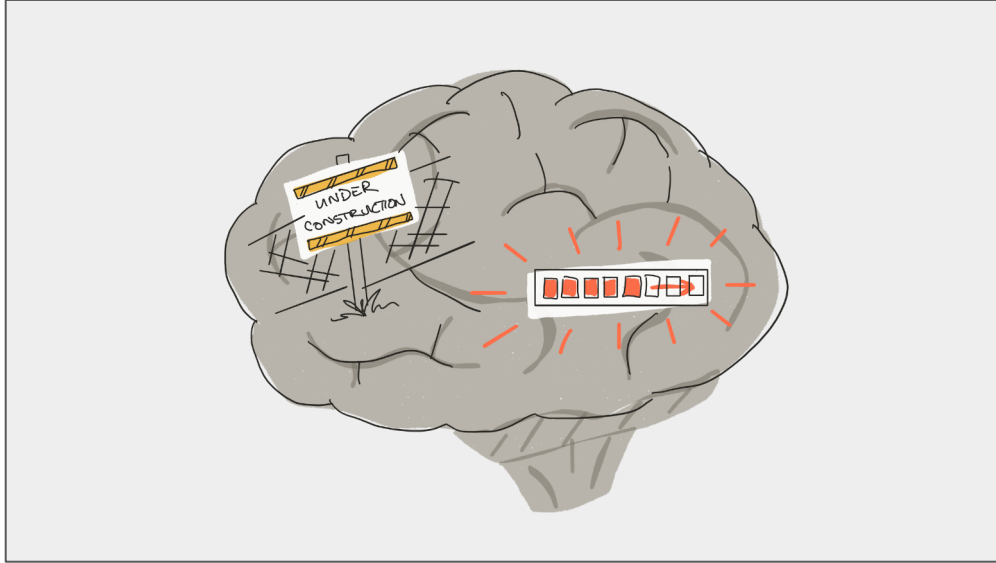
Text on-screen animates in to accompany the icons above the teen's head.

VOICE OVER

[NARRATOR]
During adolescence, roughly between the ages of 11 and 17, puberty reshapes your child's body and raises hormone levels.

Video 1: Understanding Teen Development and Your Relationship with Your Teen

Keyframe 1.4



Transition to a side view of the brain with an “Under Construction” sign near the prefrontal cortex and a “Overload” sign near the amygdala.

VOICE OVER

[NARRATOR]
Meanwhile, the rational, decision-making part of the brain is still developing. So, teens often rely mostly on the emotional section of the brain.

Video 1: Understanding Teen Development and Your Relationship with Your Teen

Keyframe 1.5



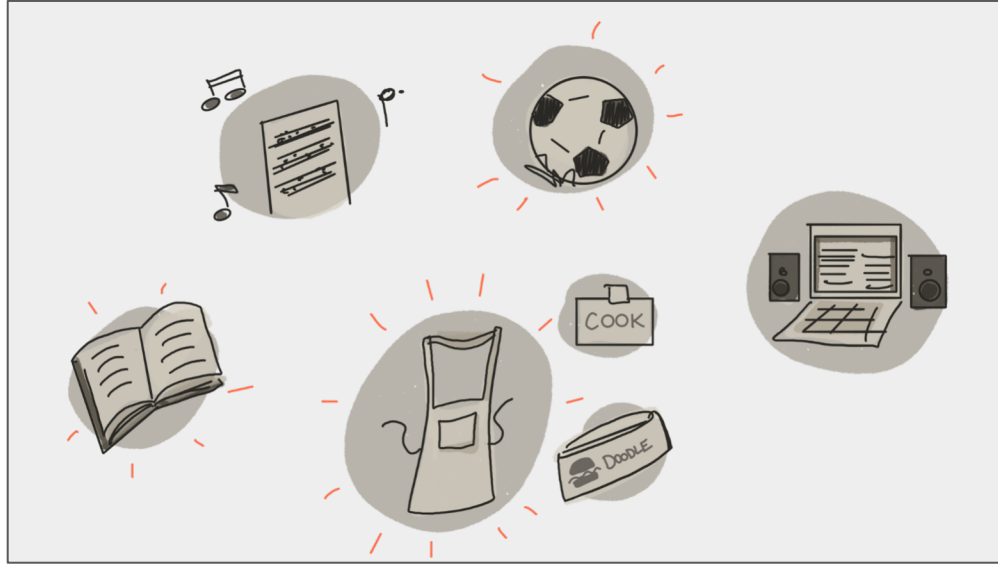
Transition to a couple teens playing video games. One of their phones lights up with a big heart icon as a call comes in.

VOICE OVER

[NARRATOR]
Socially, young people begin spending more time with friends. They may start dating and exploring romantic relationships.

Video 1: Understanding Teen Development and Your Relationship with Your Teen

Keyframe 1.6



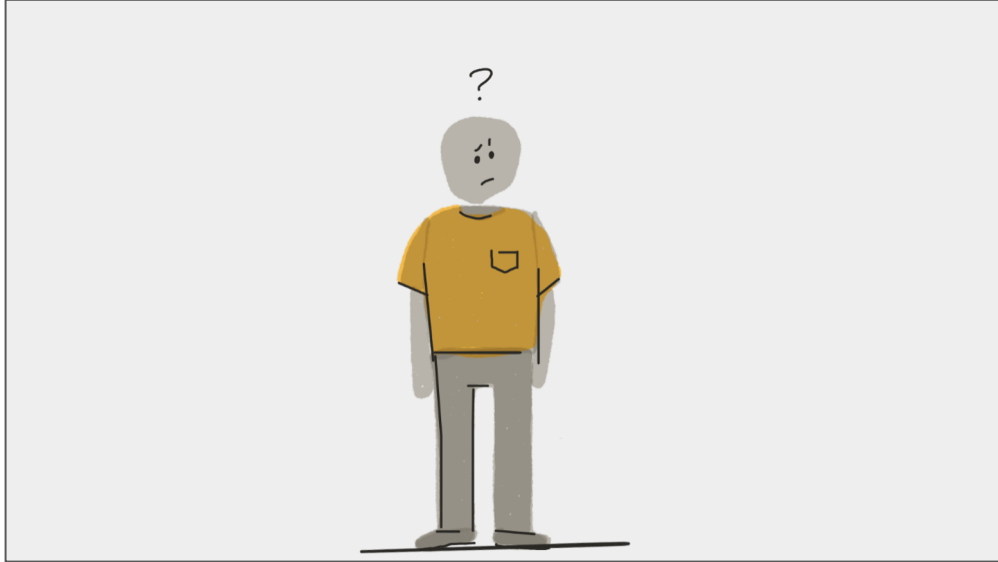
Cut to icons popping up, scattered about: A book, musical sheet music, tablet or computer, a basketball, a diner cap and apron with a name tag, etc.

VOICE OVER

[NARRATOR]
Teens often focus on school, extracurricular activities, part-time jobs, and other interests outside the home as they form their thoughts and opinions.

Video 1: Understanding Teen Development and Your Relationship with Your Teen

Keyframe 1.7



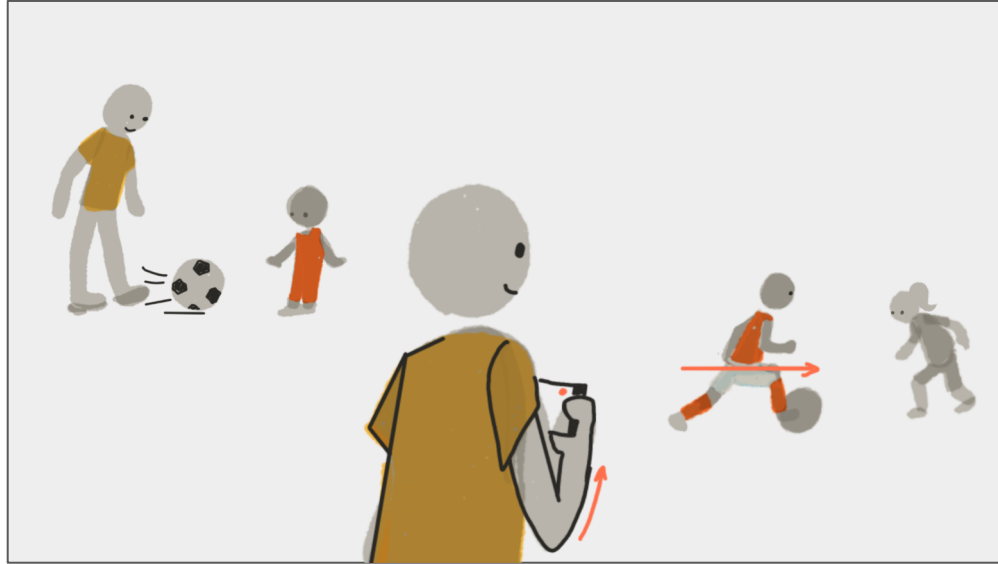
Transition to a parent/caregiver standing alone; their glum facial expression changes to inquisitive.

VOICE OVER

[NARRATOR]
Parents and caregivers may feel rejected or no longer needed when teens spend less time with them or are often away from home. However, your connection and relationship with your teen plays a critical role in helping your teen prepare to be an adult.

Video 1: Understanding Teen Development and Your Relationship with Your Teen

Keyframe 1.8



VOICE OVER

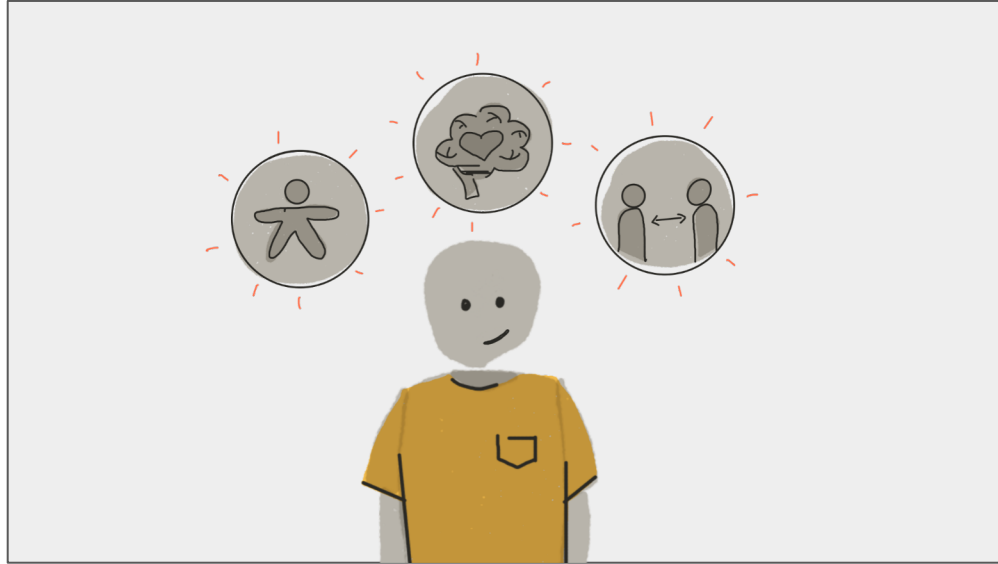
[NARRATOR]
It's natural to feel some uncertainty as you move from being a team captain directing your child's activities to a coach encouraging and cheering them on from the sidelines.

Transition to a parent/caregiver playing soccer with a young child.

Then, distance grows between the parent/caregiver and child as the child grows into an adolescent, dribbling the soccer ball on their own.

Video 1: Understanding Teen Development and Your Relationship with Your Teen

Keyframe 1.9



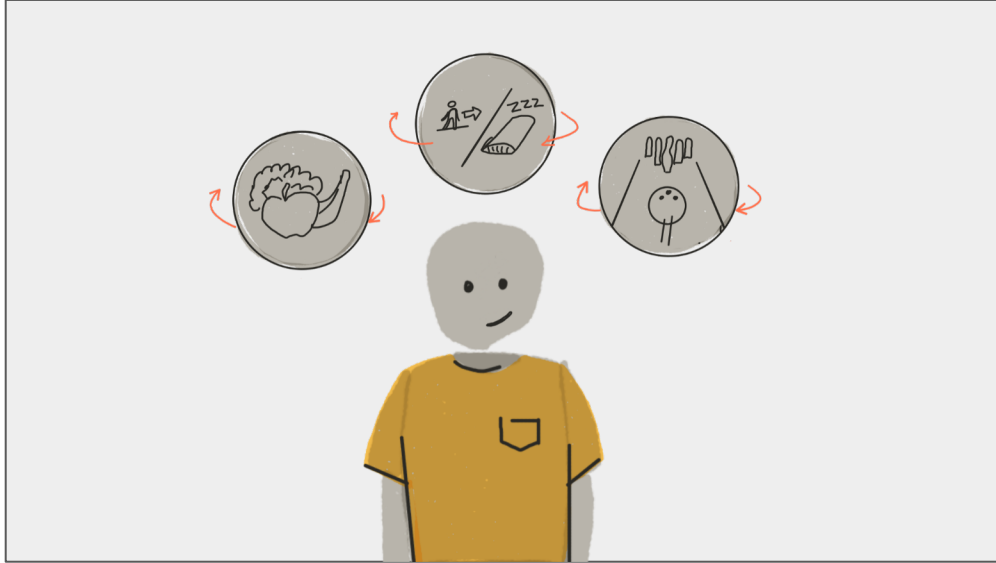
Zoom in on the parent/caregiver. The three icons from 1.2 appear above their head.

VOICE OVER

[NARRATOR]
That's why it's important to be aware of how you are doing. Remind yourself that taking care of your physical, emotional, and social needs will prepare you to cope with your teen's strong emotions and actions.

Video 1: Understanding Teen Development and Your Relationship with Your Teen

Keyframe 1.10



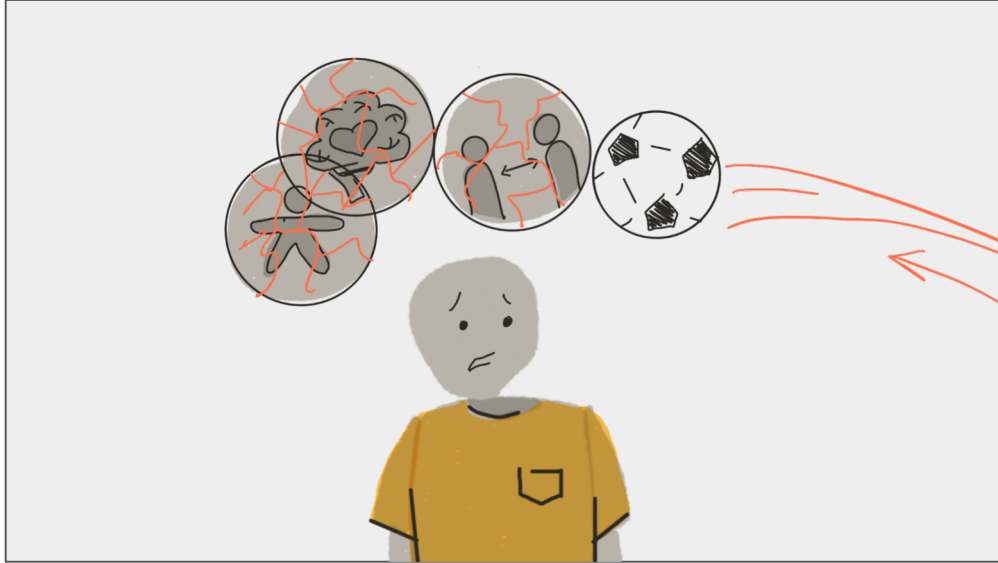
The three icons flip around to reveal: Fruits icon, walking icon, a bed, and a social icon.

VOICE OVER

[NARRATOR]
Eat, move, rest, and connect
with others so that your body
and mind feel good.

Video 1: Understanding Teen Development and Your Relationship with Your Teen

Keyframe 1.10b



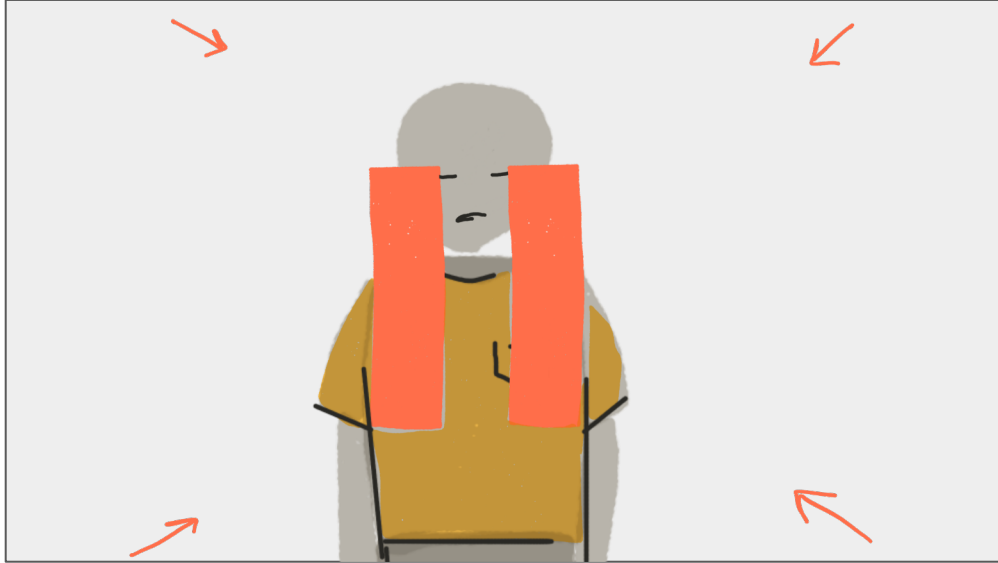
*A soccer ball flies in and knocks into the icons.
The parent/caregiver reacts.*

VOICE OVER

[NARRATOR]
**Pay attention to your
emotions.**

Video 1: Understanding Teen Development and Your Relationship with Your Teen

Keyframe 1.11



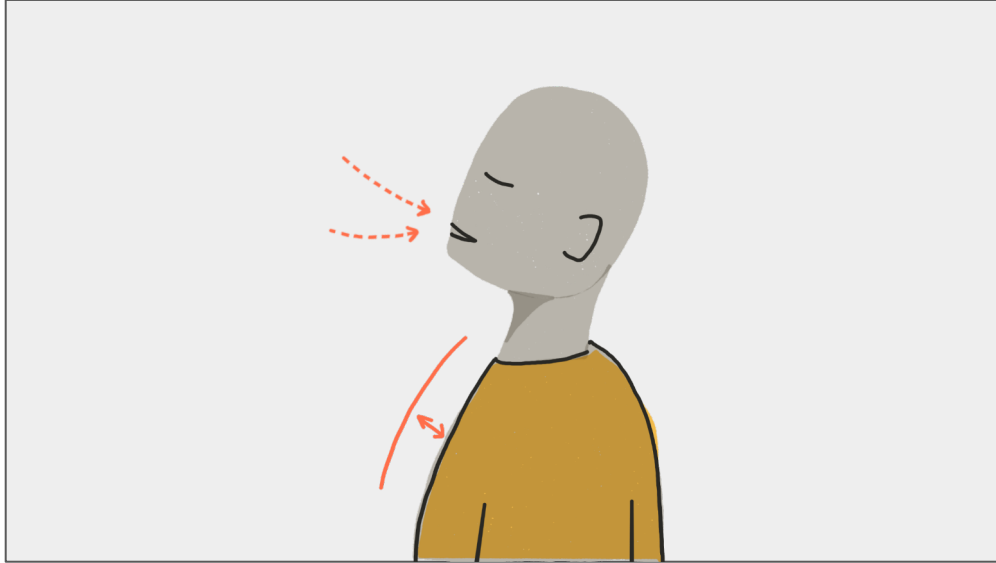
Cut in on the parent/caregiver as the icons disappear; focus on the parent/caregiver's stern facial expression as it edges on angry. A large PAUSE button pops up.

VOICE OVER

[NARRATOR]
If you find yourself reacting intensely or negatively, especially to something your teen has said or done, take a moment and pause.

Video 1: Understanding Teen Development and Your Relationship with Your Teen

Keyframe 1.12



The parent/caregiver turns around and takes a deep breath.

VOICE OVER

[NARRATOR]
Pausing is a powerful tool for calming down and managing your emotions so that you can respond well to your teen, make a positive connection, and support your teen's development.

Video 1: Understanding Teen Development and Your Relationship with Your Teen

Keyframe 1.13



Cut in more on the parent/caregiver's face as they take deep breaths.

Cut to a POV shot of water and soap running over their hands.

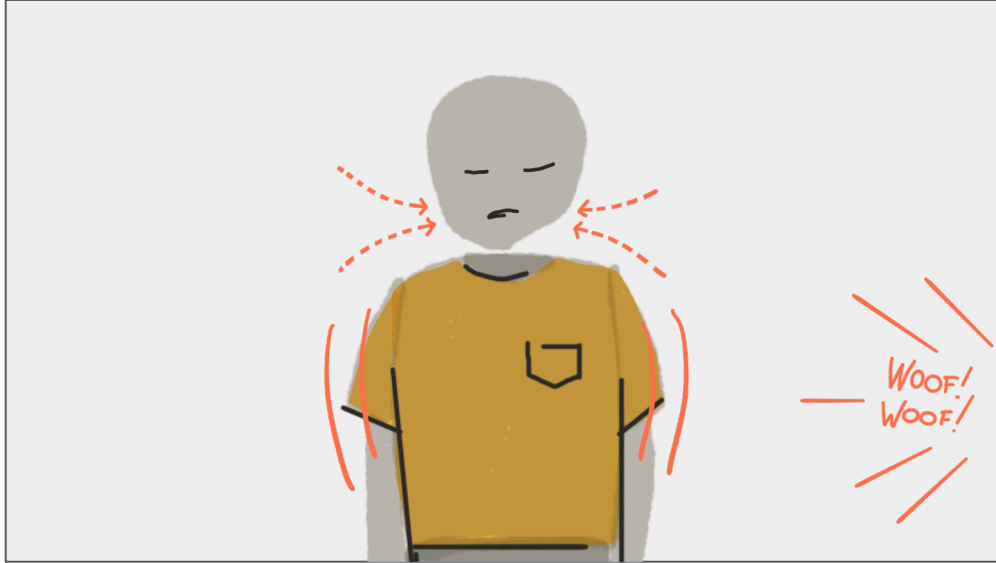
VOICE OVER

[NARRATOR]

Pausing can look different depending on what you need and where you and your teen are. You may pause and take a few deep breaths. You may need to take a break from an emotional situation. Try walking into another room and washing your hands, paying attention to the sensations of the soap and water on your hands.

Video 1: Understanding Teen Development and Your Relationship with Your Teen

Keyframe 1.14



Cut back to close-up of the parent/caregiver. A dog barks in the background, but they continue breathing with their eyes closed; the sound of the water overtakes the barking, which fades away.

VOICE OVER

[NARRATOR]

Know that you do not have to deal with every situation that comes up with your teen the moment it happens. Pausing may mean putting something on hold until you are calm and have time to talk and connect with your teen.

Video 1: Understanding Teen Development and Your Relationship with Your Teen

Keyframe 1.15



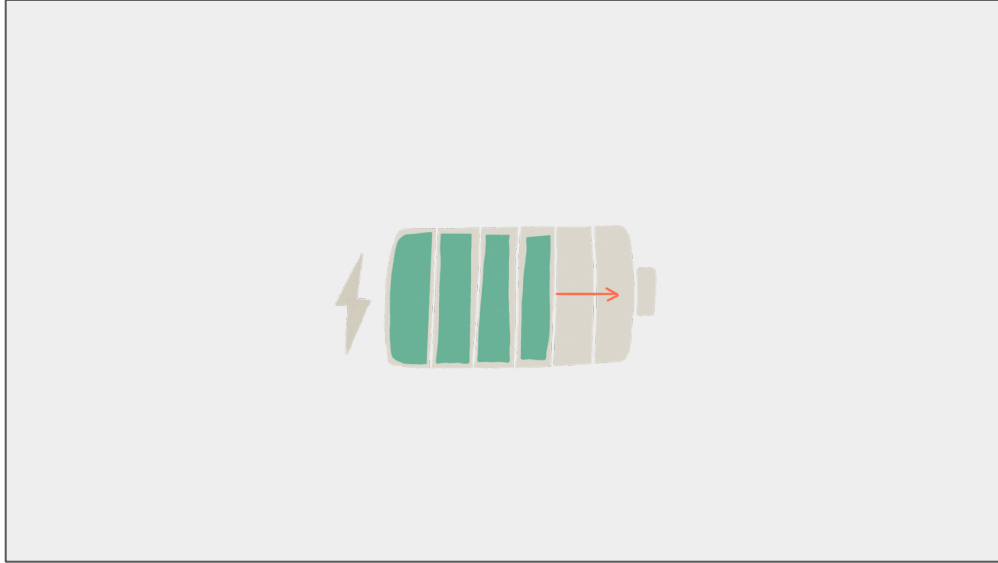
Cut to a wide of the parent/caregiver carrying a bowling bag, entering a bowling lane where an adult friend greets them.

VOICE OVER

[NARRATOR]
Talking and connecting with other adults can do wonders for your parenting. Make time for your adult relationships and activities outside your caregiving responsibilities.

Video 1: Understanding Teen Development and Your Relationship with Your Teen

Keyframe 1.16




VOICE OVER

[NARRATOR]
Focusing on your health and happiness recharges your parenting batteries and serves as an excellent example to your developing teen.

Cut back to close-up of the parent/caregiver smiling, with the three icons (Physical, Emotional, and Social) overhead. The three icons transition into a battery level gauge, with indicator moving from low to charged.

Video 1: Understanding Teen Development and Your Relationship with Your Teen

Keyframe 1.17



End card.

VOICE OVER

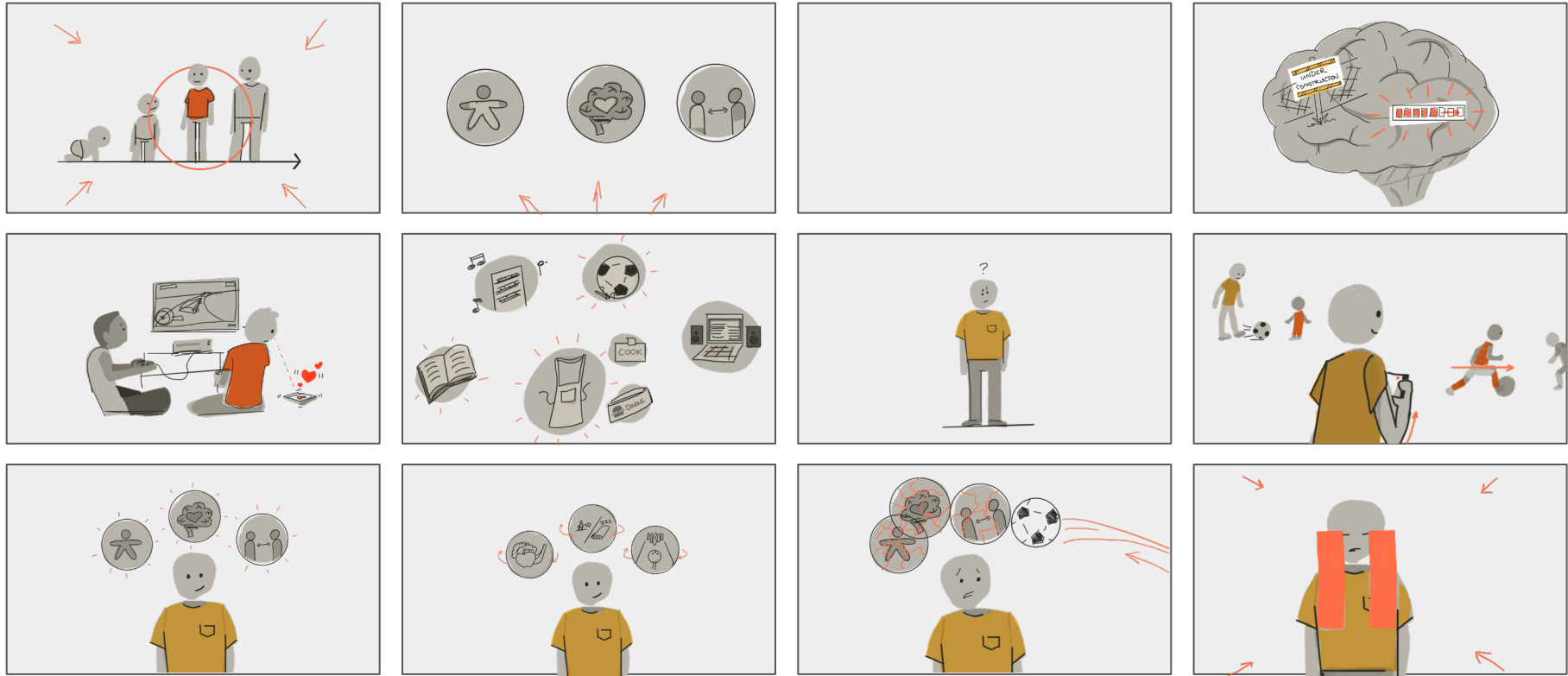
[NARRATOR]
Learn more Essentials for
Parenting Teens:
cdc.gov/parents/essentials.

End card animates in.

CALL TO ACTION: Link to Essentials for Parenting website.

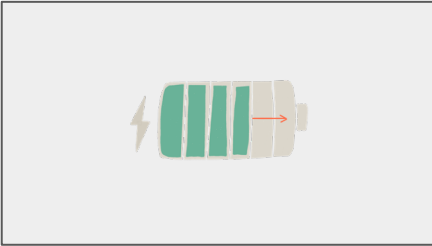
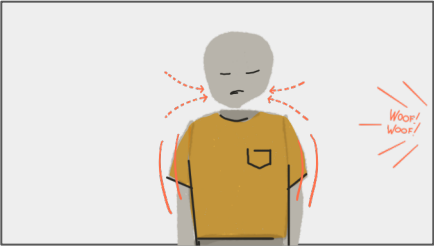
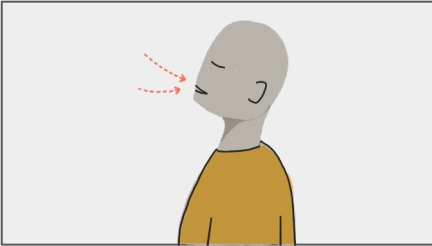
Video 1: Understanding Teen Development and Your Relationship with Your Teen

Storyboard

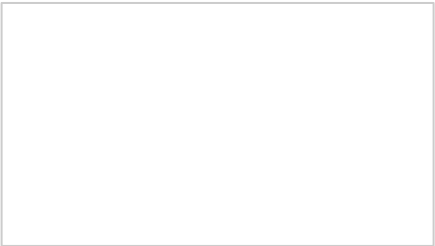
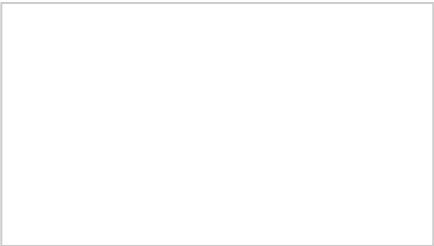
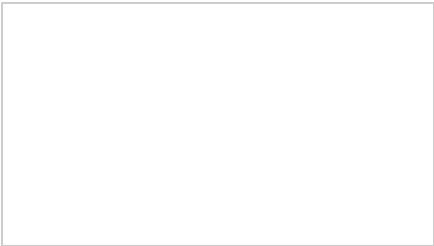
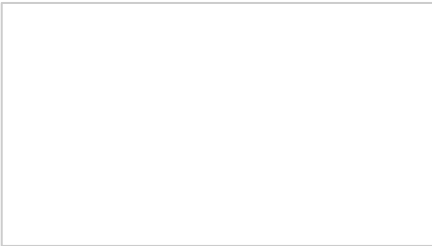
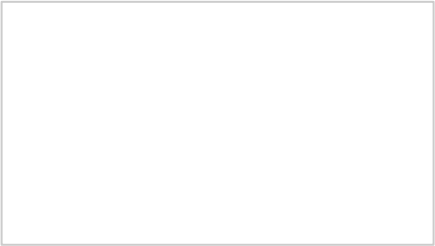
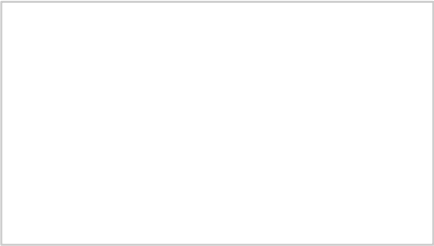


Video 1: Understanding Teen Development and Your Relationship with Your Teen

Storyboard



End card.



SET 1

Activity

After watching the *Understanding Teen Development and Your Relationship with Your Teen* video and reading the information on the website, you may be interested in trying one or more of the following activities. Feel free to print this PDF and write on it, type notes in your phone, or just take a few moments to quietly reflect on the questions.

Activity 1: Understanding Teen Development and Your Relationship with Your Teen



Remember what things were like when you were a teen.

- What physical changes do you remember experiencing?
- How did you behave as a teenager?
- Who were your friends, and how did you spend your time?
- Who were the trusted adults, parents, or caregivers in your life?

Activity 1: Understanding Teen Development and Your Relationship with Your Teen



Remember the useful things you learned as a teen that you might like to share with your teen now that you are a parent or caregiver.

- Are there lessons you learned when you were a teen that made a positive impact on your life? What did you learn from your experiences or the people in your life?
- What experiences or lessons would you like to share with your teen? For example, a relative or caregiver may have taught you the importance of showing up on time for school, work, and other appointments. Is this a value that's still important to you as an adult? How could you share this value with your teen?
- Are there any experiences or lessons you wish a parent, caregiver, or another trusted adult in your life had shared with you when you were a teen?

Activity 1: Understanding Teen Development and Your Relationship with Your Teen



Consider what activities or practices you do now and what you might try in the future to take care of your physical, emotional, and social needs. Caring for yourself will help you have energy and space to support your teen.

- What are things that you like to do that make you feel good? How often are you able to do those things?
- What ideas would you like to try to improve your physical, emotional, or social needs? For example, are you eating foods that give you energy? Are you interested in trying new activities?
- Who are the important adults in your life? Think of a spouse or partner, close friend, parent, family member, coworker, counselor, church member, or neighbor. How does each person help you take care of yourself so you can take care of your teen?

Activity 1: Understanding Teen Development and Your Relationship with Your Teen



Think about and practice pausing, taking some time to manage your emotions before responding (instead of reacting) in an emotional or intense situation.

- Can you remember a time when someone lost their temper with you? How did you feel? How could pausing have changed that experience?
- Why is it important to take some time to be present, aware, and calm before responding to your teen? How will this benefit your relationship with your teen and your confidence as a parent or caregiver?
- Can you think of situations when it would be helpful to pause and get calm?
- What could pausing realistically look like when talking with your teen?
 - Imagine they have walked into the room while you are watching a TV show and said something that sets you off emotionally. How could you pause before responding (instead of reacting)?

(continued on next slide)

Activity 1: Understanding Teen Development and Your Relationship with Your Teen

(continued)



Think about and practice pausing, taking some time to manage your emotions before responding (instead of reacting) in an emotional or intense situation.

- Which suggestions described below for pausing seem most useful for you and your teen? How could you try one or more of these ideas for pausing?
 - Stand or sit still and take 3 to 5 deep breaths.
 - Count to 10 before saying anything.
 - Look away or close your eyes and relax the space between your eyebrows and forehead.
 - Leave the room and walk around the house or go outside.
 - Go to the kitchen or bathroom sink and wash your hands. Focus on the feel of the water and soap on your skin to bring you back into the present moment.
 - Slowly sip a glass of water or eat some food.
- How can you remember that taking a moment to pause is an option?

Activity 1: Understanding Teen Development and Your Relationship with Your Teen

Remember that pausing is not always an easy or simple thing to do, especially when emotions are involved.

You will still get frustrated or angry with your teen, and you might lose your temper, but you can apologize to them.

Be kind to yourself and keep trying.

SET 2

Video Storyboard

Video 2: Emotion Coaching Teens

Style Sample



Video 2: Emotion Coaching Teens

Keyframe 1.1



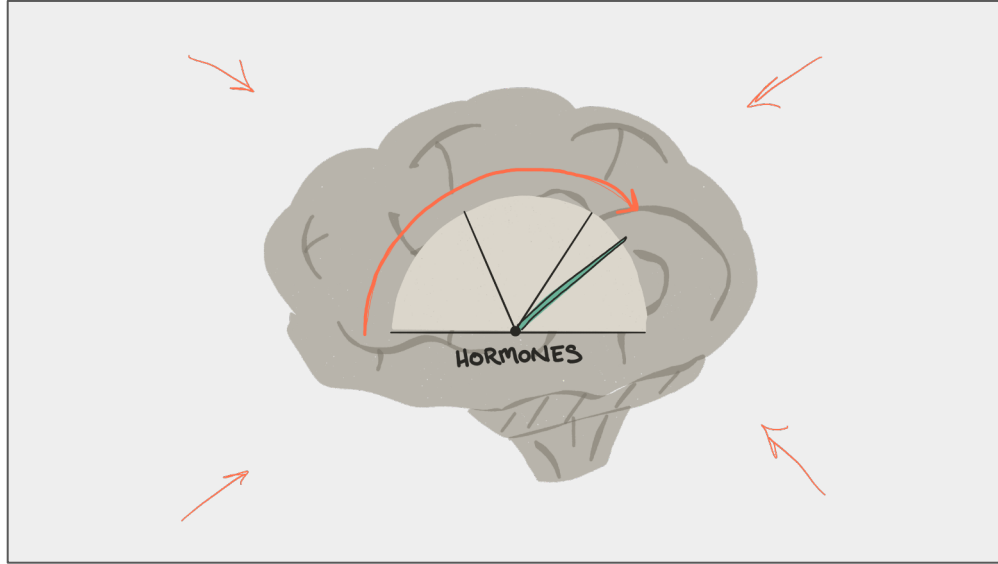
A parent/caregiver stands with their arms crossed, looking puzzled at their teen who cycles through emotions: Excited/celebratory, then stunned/confused, then calm/content.

VOICE OVER

[NARRATOR]
Some days it feels like your teen experiences many different emotions in a short time, and some at the same time.

Video 2: Emotion Coaching Teens

Keyframe 1.2



Zoom into the teen's mind, a hormone gauge with the needle rapidly moving towards "high" range.

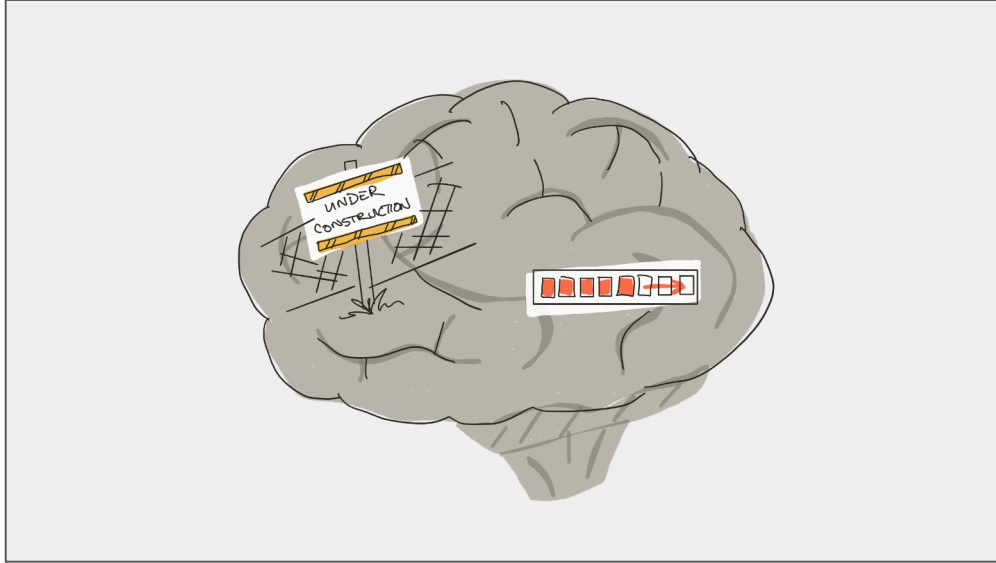
VOICE OVER

[NARRATOR]

The changes you're seeing on the outside may reflect what's happening inside your teen's brain and body. Puberty is a time of many physical changes, including increases in hormones.

Video 2: Emotion Coaching Teens

Keyframe 1.3



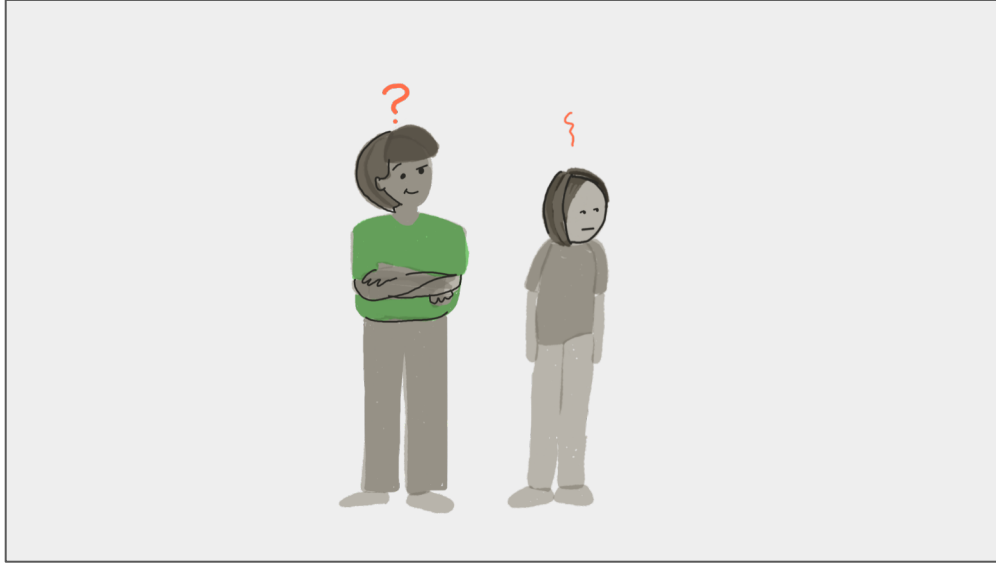
The gauge transitions into the side view of a brain with an “Under Construction” sign near the prefrontal cortex and a “Overload” sign near the amygdala.

VOICE OVER

[NARRATOR]
Plus, the rational part of the brain is still developing, leaving teens to rely on their emotional center.

Video 2: Emotion Coaching Teens

Keyframe 1.4



Return to the imagery of 1.1 – Parent/caregiver stands with their arms crossed looking puzzled at their teen who is calm/content; then is surprised by something off-screen, which changes their emotion to glee!

VOICE OVER

[NARRATOR]
All these changes can lead to feeling very strong emotions—for both you and your teen!

Video 2: Emotion Coaching Teens

Keyframe 1.5



Title Card

*TITLE CARD animates on-screen:
Essentials for Parenting Teens:
Emotion Coaching Teens*

VOICE OVER

[beat]

Video 2: Emotion Coaching Teens

Keyframe 1.6



Coach from a place of calm.

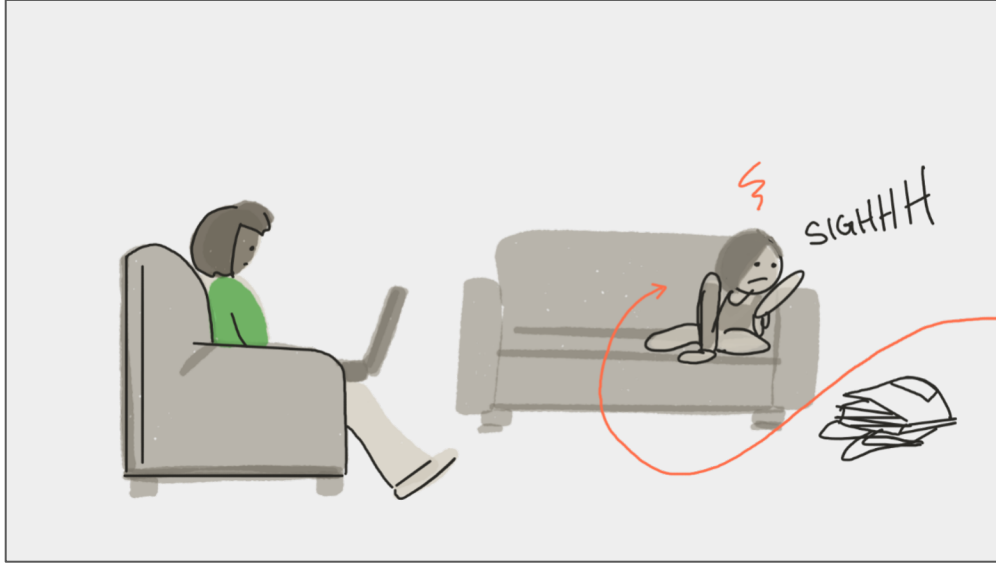
Text on-screen.

VOICE OVER

[NARRATOR]
The first tip for emotion coaching your teen is to make sure you're feeling safe and calm.

Video 2: Emotion Coaching Teens

Keyframe 1.7



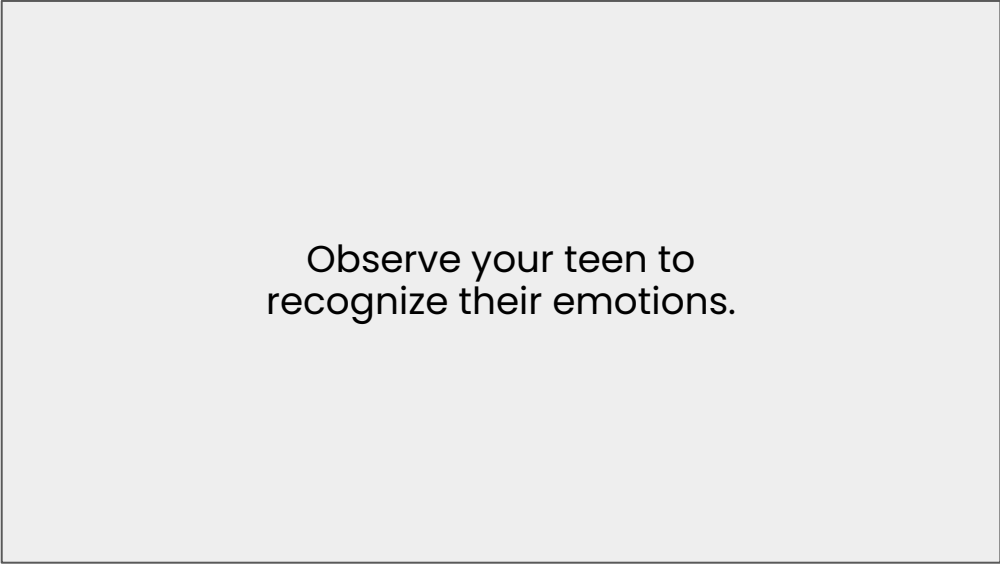
The parent/caregiver is sitting in the living room working on their laptop; their teen enters from outside, plops down on a chair, and lets out a long, "Sigh."

VOICE OVER

[TEENAGER]
[Sighhhhhhhhhh.]

Video 2: Emotion Coaching Teens

Keyframe 1.8



Observe your teen to
recognize their emotions.

Text on-screen.

VOICE OVER

[NARRATOR]
**Observe your teen often to
learn what they look like and
how they act when they're
experiencing different
emotions.**

Video 2: Emotion Coaching Teens

Keyframe 1.9



Zoom in on the teen, slouched on the living room chair with a dejected facial expression and posture.

VOICE OVER

[NARRATOR]
Pay attention to your teen's facial expressions, tone of voice, posture, and other body language and behavior.

Video 2: Emotion Coaching Teens

Keyframe 1.10a

Pause and become aware of your emotions.

Decide if this is an opportunity
to emotion-coach.

TEXT ON-SCREEN

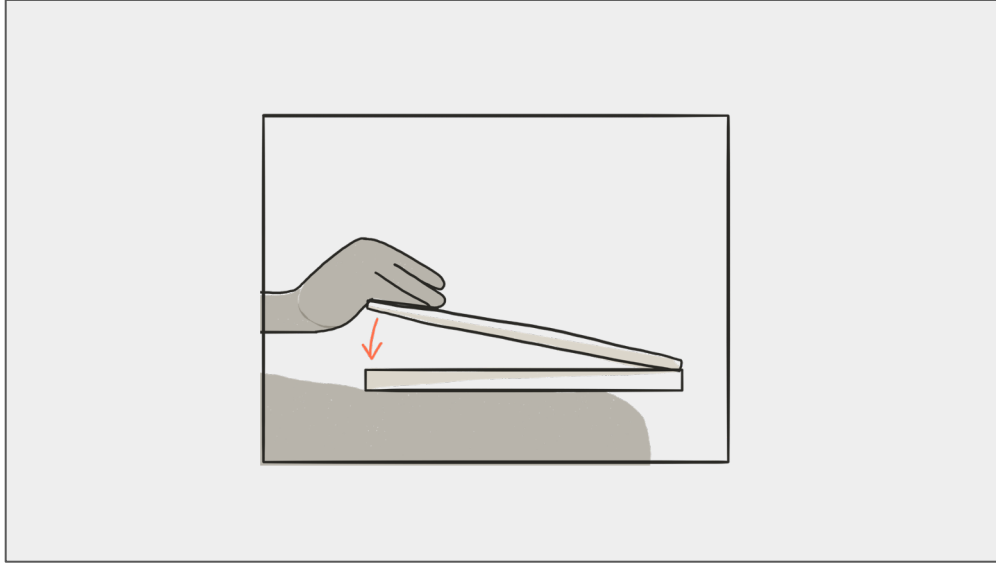
VOICE OVER

[NARRATOR]

**It's not always the right time
for emotion coaching. When
you see your teen expressing
emotions,
pause and become aware of
your emotions.**

Video 2: Emotion Coaching Teens

Keyframe 1.10b



Quick shot of the parent/caregiver sets down their laptop and takes a deep breath.

VOICE OVER

[NARRATOR]
**Are you calm and able to
focus on your teen without
any distractions or other
things going on?**

Video 2: Emotion Coaching Teens

Keyframe 1.11



Connect with your teen

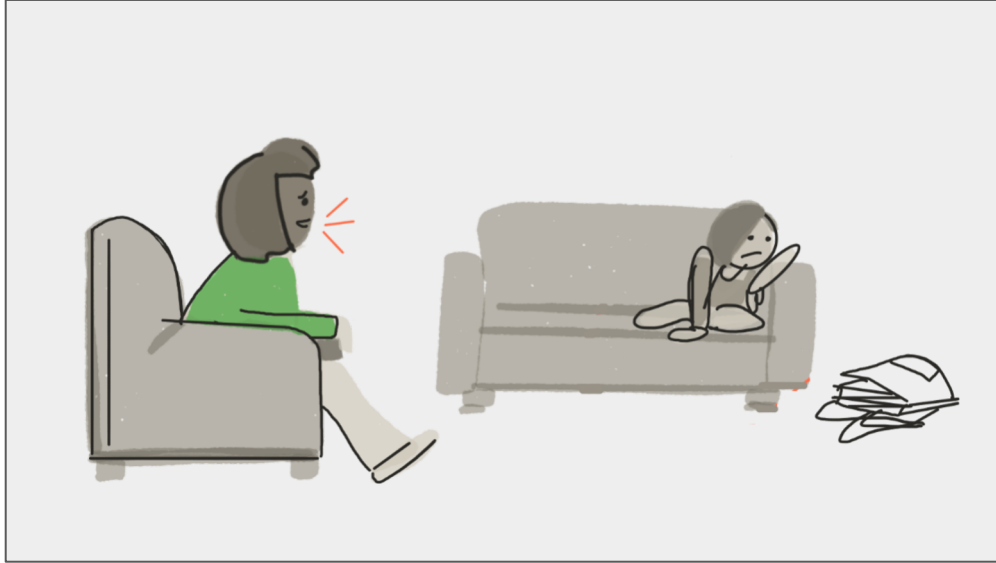
TEXT ON-SCREEN.

VOICE OVER

[NARRATOR]
If you're calm and able to focus, this may be a good time to emotion coach. Every "coaching session" is an opportunity to connect with your teen.

Video 2: Emotion Coaching Teens

Keyframe 1.12



The parent/caregiver closes their laptop and acknowledges the teen.

VOICE OVER

[PARENT/CAREGIVER]
That was an awfully deep
sigh. What's on your mind?

Video 2: Emotion Coaching Teens

Keyframe 1.13



Stay on teen's face with worried expression.

VOICE OVER

[TEENAGER]
I flunked another quiz. I'm
never going to pass social
studies.

Video 2: Emotion Coaching Teens

Keyframe 1.14



Listen, empathize, and avoid judgment.

TEXT ON-SCREEN.

VOICE OVER

[NARRATOR]
Listen to your teen and empathize with what they're going through. Be careful to approach the situation with curiosity and not judgment.

Video 2: Emotion Coaching Teens

Keyframe 1.15



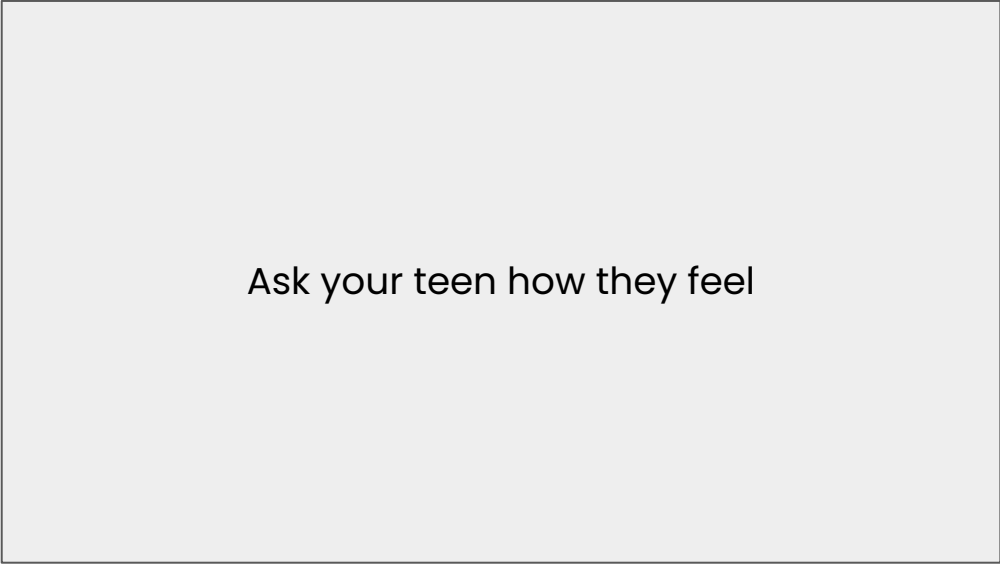
The parent/caregiver and teen are both in frame as the parent/caregiver continues the conversation.

VOICE OVER

[PARENT/CAREGIVER]
Sounds so stressful.

Video 2: Emotion Coaching Teens

Keyframe 1.16



Ask your teen how they feel

TEXT ON-SCREEN.

The parent/caregiver talks to the teen in an understanding, approachable tone. (Possible color shift to show that there has been a change in approach.)

VOICE OVER

[NARRATOR]

Ask your teen to describe how they are feeling and what's going on for them. Resist the urge to tell them how they should feel or dismiss, minimize, or ignore the emotions.

Video 2: Emotion Coaching Teens

Keyframe 1.17



The teen's emotions flare up and the parent/caregiver asks questions.

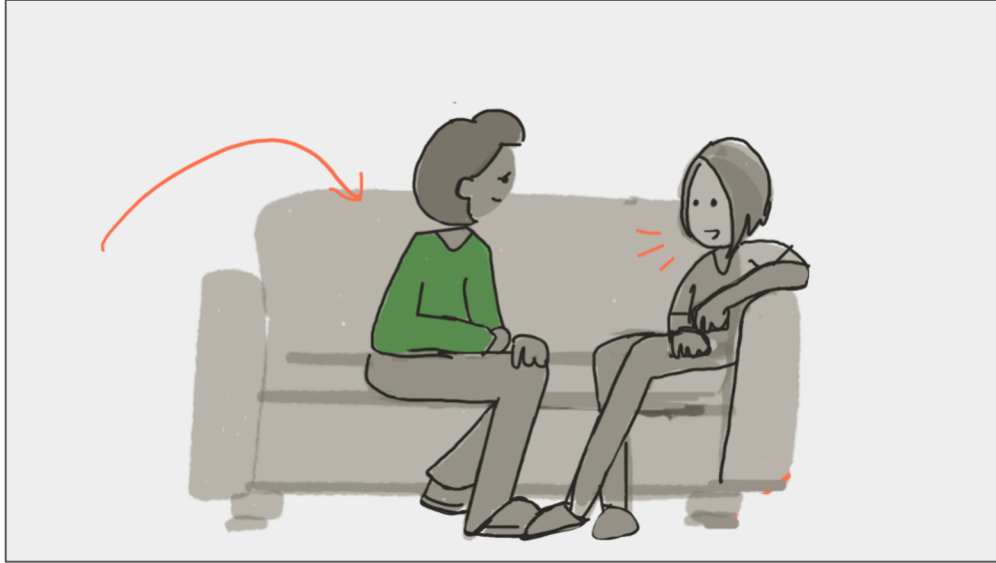
VOICE OVER

[TEENAGER]
You have no idea what kind
of pressure I'm under!

[PARENT/CAREGIVER]
Can you tell me more about
that?

Video 2: Emotion Coaching Teens

Keyframe 1.18



The start of the healthy conversation continues in the background as the narrator continues speaking. The conversation looks amicable and both the parent/caregiver and teen are present in the conversation.

VOICE OVER

[NARRATOR]

The goal of emotion coaching is not to make the emotions go away. Emotion coaching is helping your teen become aware of their emotions so they can manage them.

Video 2: Emotion Coaching Teens

Keyframe 1.19

Only problem-solve if
your teen asks for your help.

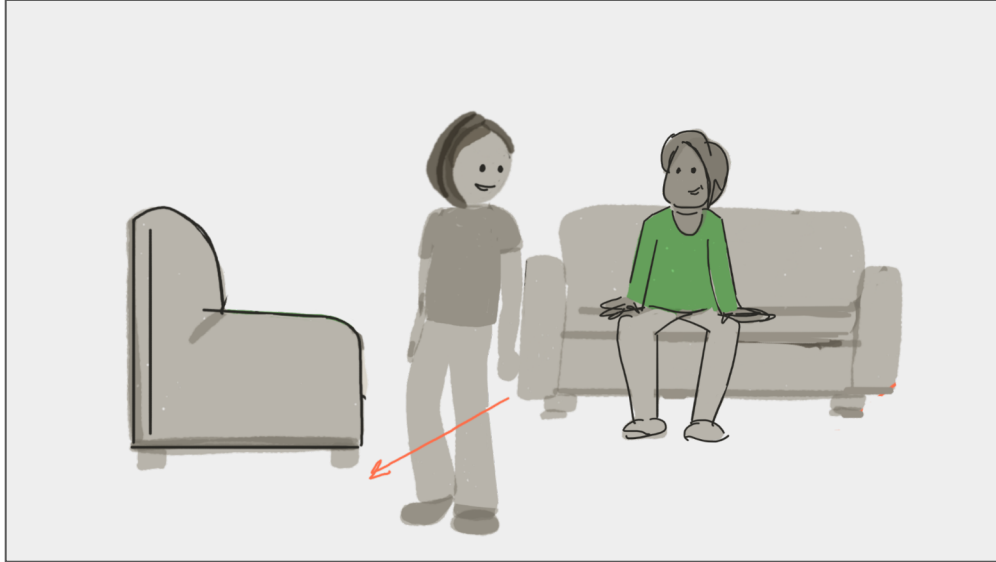
TEXT ON-SCREEN.

VOICE OVER

[NARRATOR]
While it may be tempting to jump to problem-solving, offer solutions, or give advice, it's not your job to fix things. Just let your teen know you're available to talk or problem-solve when they think it might be helpful.

Video 2: Emotion Coaching Teens

Keyframe 1.20



The teen stands up from the living room chair and begins to walk out of the room.

VOICE OVER

[TEENAGER]
**I'm going to my room to play
video games for a while.**

Video 2: Emotion Coaching Teens

Keyframe 1.21



Cut to close-up of the parent/caregiver with a confident/satisfied facial expression as they reopen their laptop.

VOICE OVER

[PARENT/CAREGIVER]
**Okay. Sounds good. I'm
around if you need me.**

Video 2: Emotion Coaching Teens

Keyframe 1.22



End card.

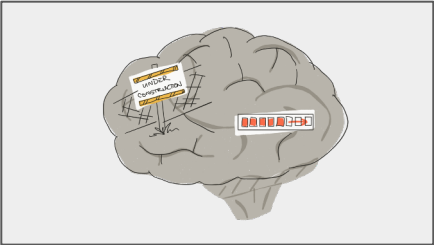
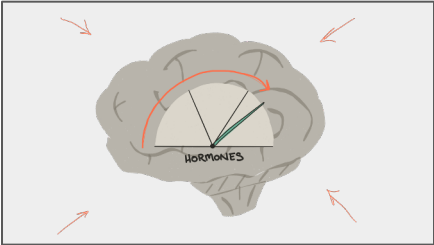
*CALL TO ACTION:
Link to Essentials for Parenting website.*

VOICE OVER

[NARRATOR]
**Learn more Essentials for
Parenting Teens:
cdc.gov/parents/essentials.**

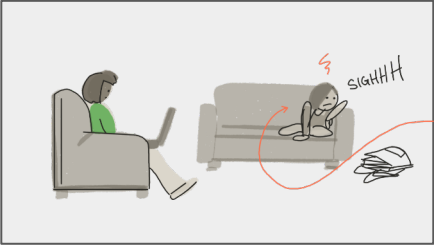
Video 2: Emotion Coaching Teens

Storyboard



Title card.

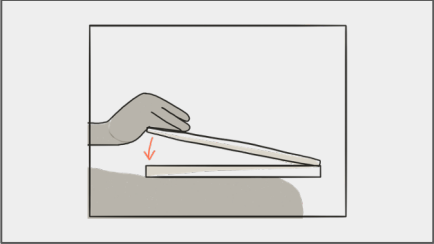
Text on-screen.



Text on-screen.



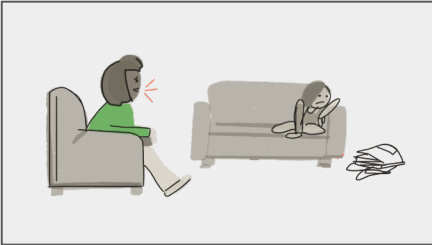
Text on-screen.



Text on-screen.

Video 2: Emotion Coaching Teens

Storyboard



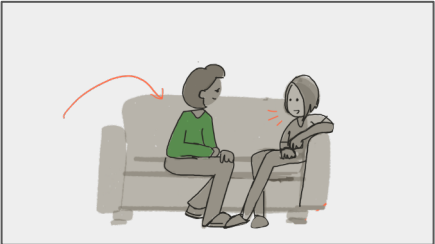
Text on-screen.



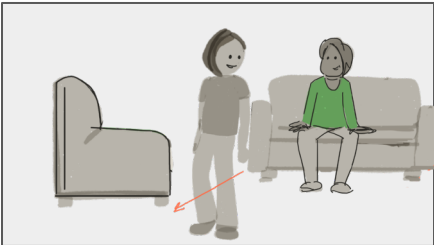
Text on-screen.



Text on-screen.



Text on-screen.



End card.

SET 2

Activity

After watching *Emotion Coaching Teens* and reading the information on the website, you may be interested in trying one or more of the following activities. Feel free to print this PDF and write on it, type notes in your phone, or just take a few moments to reflect on the questions quietly.

Activity 2: Emotion Coaching Teens



Observe your emotions.

Notice your facial expressions and body language.

- How do you express happiness, sadness, anger, and fear?
- How do these emotions affect your voice, either in tone or volume?
- Is it easy or hard for you to tell when you're experiencing emotions?
- What emotions are the hardest for you to become aware of?

Activity 2: Emotion Coaching Teens



Observe your teen when they are experiencing emotions.

Notice their facial expressions and body language.

- How do they express happiness, sadness, anger, and fear?
- How do these emotions affect their voice, either in tone or volume?
- Do your teen's emotions change quickly? Do they sometimes experience several different emotions at the same time?
- Is it easy or hard for you to tell when your teen is experiencing emotions? What emotions are the hardest for you to become aware of in your teen?

Activity 2: Emotion Coaching Teens



Notice how you respond to your teen's emotions.

- Do you have reactions to your teen's emotions?
- What kinds of reactions do you have to the different emotions?

Activity 2: Emotion Coaching Teens



Start building your own list of words that you and your teen can use to describe your emotions.

- You may want to look up different words online using a search engine like Google or an online dictionary or thesaurus. These reference books are also available for free at your local library or may be included in one of your teen's school books.
- Does your teen use slang terms, such as "sick" or "awesome," to describe their feelings? These words may mean something different to them than they mean to you. Include them and your different definitions in the shared word list.
- This activity may be an easy and fun way to get to know your teen and what they're feeling. The goal is to find words that clearly describe what you and your teen are feeling so you can better communicate with each other.

Activity 2: Emotion Coaching Teens



Think back to a time when you and your teen disagreed or had an emotionally charged conversation.

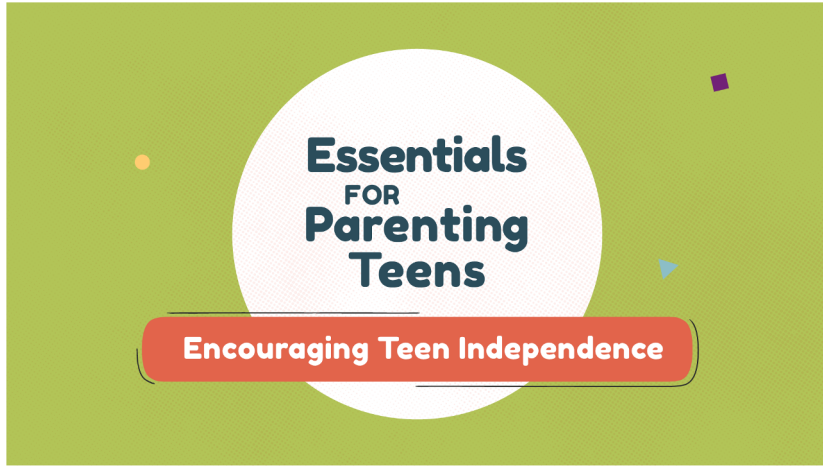
- Describe the setting, the body language, and the emotions you observed in your teen and yourself.
- Did you have reactions to your teen's emotions? What kind of reactions?
- Were you able to take a moment and pause before responding to your teen?
- Would pauses have helped you respond better?
- Given how you were feeling, would this situation have been a good opportunity for emotion coaching?

SET 3

Video Storyboard

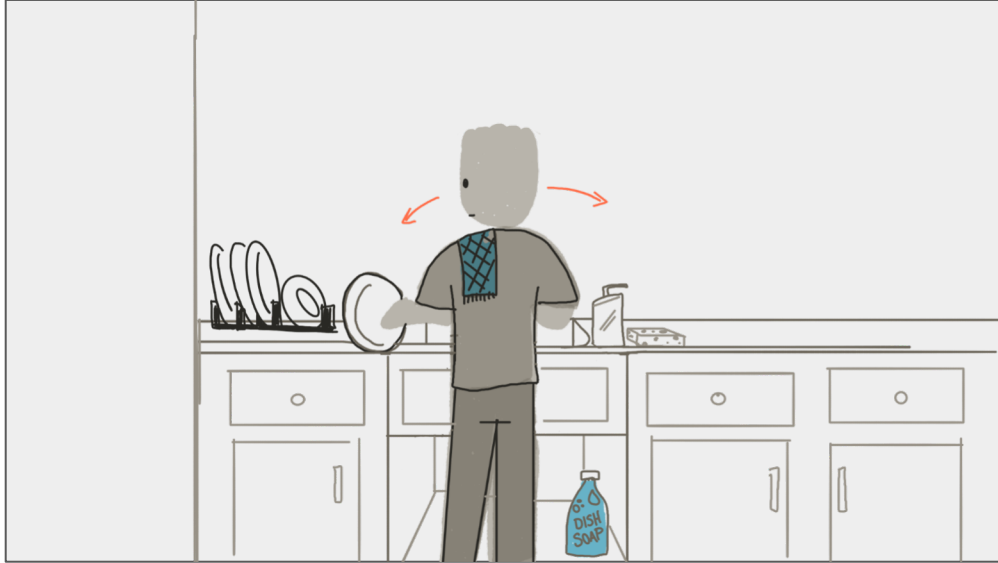
Video 3: Encouraging Teen Independence

Style Sample



Video 3: Encouraging Teen Independence

Keyframe 1.1



Open to the scene of a teen washing dishes.

VOICE OVER

[NARRATOR]
In the teen years, young people develop and practice skills they will need as adults.

Video 3: Encouraging Teen Independence

Keyframe 1.2



VOICE OVER

[NARRATOR]

Their job is to become more independent, and your job is to help them learn how to make good decisions for themselves.

The teen stops and looks around inquisitively for the dishwashing soap.

A parent/caregiver ("p/c") steps into the frame (on queue with "and your job is to...") and points to the bottle of soap under the sink.

Video 3: Encouraging Teen Independence

Keyframe 1.3



Title card.

Title Card animates in:
ENCOURAGING TEEN INDEPENDENCE

VOICE OVER

[NARRATOR]
Here are some ideas for
helping your teen become
more independent, both at
home and in the outside
world.

Video 3: Encouraging Teen Independence

Keyframe 1.4



A quick series of vignettes showing:
1. a teen going out the door to meet a friend,
2. sitting on the couch alone with headphones on,
3. and then shutting their bedroom door.

VOICE OVER

[NARRATOR]
Try not to get discouraged
when they start spending
more time alone, behind a
closed door at home.

Video 3: Encouraging Teen Independence

Keyframe 1.5



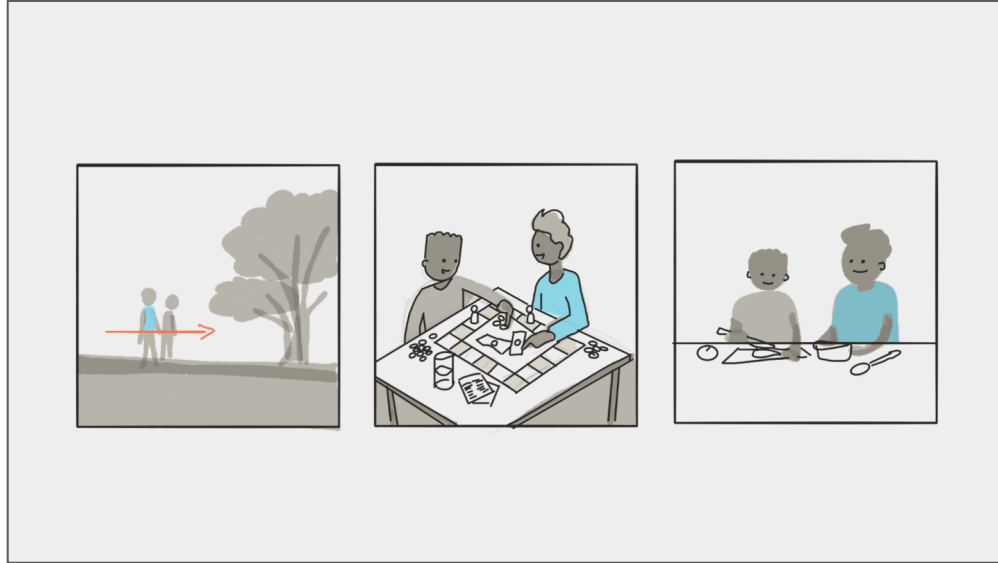
Close-up of a phone screen in the parent/caregiver's hand as they send a text asking about one-on-one time.

VOICE OVER

[NARRATOR]
Make sure to respect their privacy. And when the moment is right, ask your teen for some one-on-one time. Texting may be the number-one way you communicate with your teen in quick bursts throughout the day. But texts shouldn't be the only way you communicate with each other.

Video 3: Encouraging Teen Independence

Keyframe 1.6



A quick series of vignettes showing:
1. a teen and p/c walking outside together,
2. a family playing a board game together
3. and a teen and p/c cooking dinner together.

VOICE OVER

[NARRATOR]
Many parents and teens connect by doing activities they enjoy together—taking walks, playing games, or preparing and eating meals.

Video 3: Encouraging Teen Independence

Keyframe 1.7



Cut to the p/c and teen sitting at the kitchen table plating their food.

VOICE OVER

[NARRATOR]
Get-togethers create opportunities to connect. You can see how things are going for the other person and do something fun together.

Video 3: Encouraging Teen Independence

Keyframe 1.8a



Cut to a wide shot of the p/c and teen putting their mobile devices away to eat and talk.

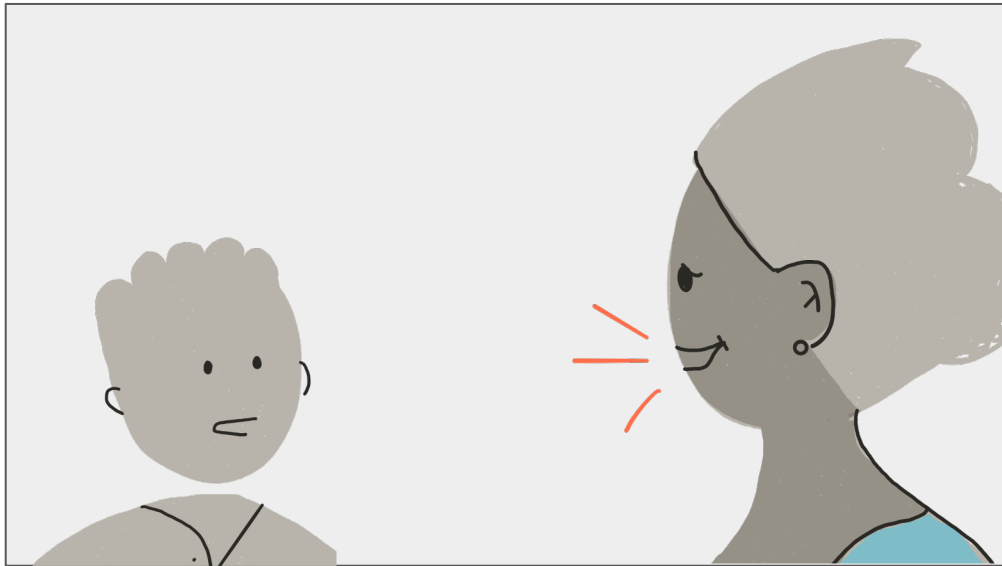
VOICE OVER

[PARENT/CAREGIVER]
Let's start this "no screens" dinner. How was dress rehearsal for the play today?

[TEEN]
Great! I think everyone's ready for opening night. By the way, Aesha's having a party for the cast after the first performance. Is it okay if I go?

Video 3: Encouraging Teen Independence

Keyframe 1.8b



Continue alternating close-ups as each character speaks.

VOICE OVER

[PARENT/CAREGIVER]
The play doesn't end until 10,
and your curfew's 11. What's
your plan?

[TEEN]
Mattie can drive me to Aesha's
house for the party and bring
me home afterward. Maybe I
can come home at one since
it's a special occasion?

[PARENT/CAREGIVER]
Let's keep talking. What else do
you know about this party?

Video 3: Encouraging Teen Independence

Keyframe 1.9a

Ask questions and let them take the lead
on solving problems for themselves.

Color shift to text on-screen

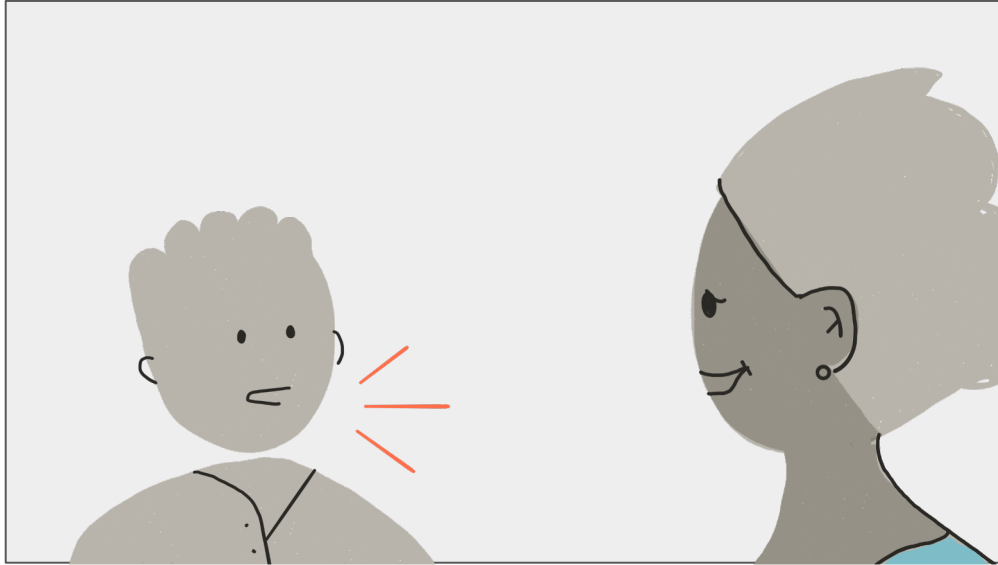
VOICE OVER

[NARRATOR]

As your child gets older and gains more experience and skills, involve them more in decision-making. For example, you may start by letting your teen decide what food they'll take to school for lunch. Over time, they may get involved in planning meals and eventually picking up items at the store. Ask questions and let them take the lead on solving problems for themselves.

Video 3: Encouraging Teen Independence

Keyframe 1.9b



Continue alternating close-ups as each character speaks.

VOICE OVER

[TEEN]

Aesha's parents are going to be there.

[PARENT/CAREGIVER]

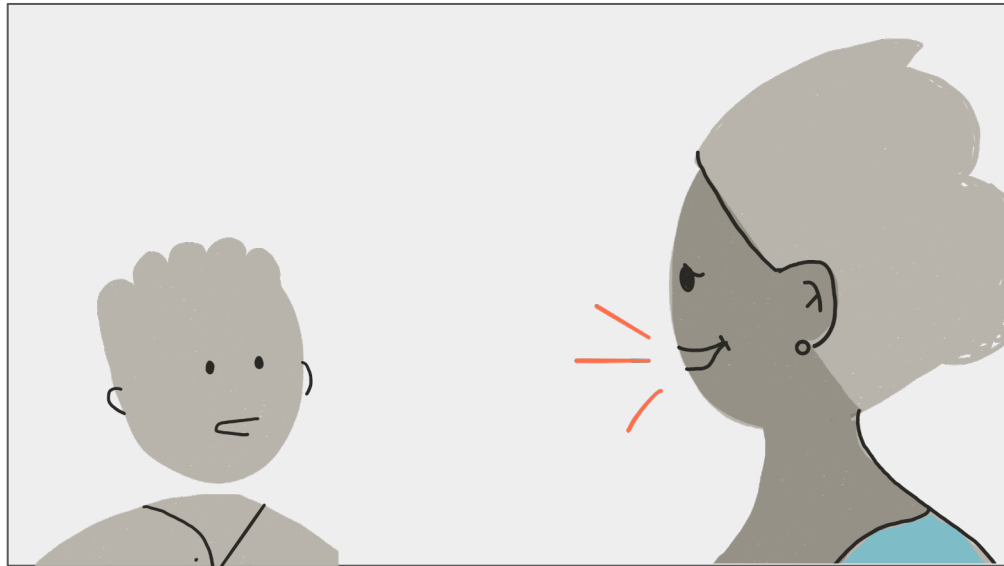
That's good. What about Sunday? Do you have homework? Don't you have another performance?

[TEEN]

I'll finish my homework tomorrow, but I do have another performance on Sunday afternoon.

Video 3: Encouraging Teen Independence

Keyframe 1.9c



Continue alternating close-ups as each character speaks.

VOICE OVER

[PARENT/CAREGIVER]
What about getting enough sleep?

[TEEN]
Yeah, maybe midnight would be better.

[PARENT/CAREGIVER]
Midnight seems like a good decision. What other things have you thought about?

Video 3: Encouraging Teen Independence

Keyframe 1.10

Clear, open communication about your expectations helps your teen decide what to do and how to stay safe when they are away from home.

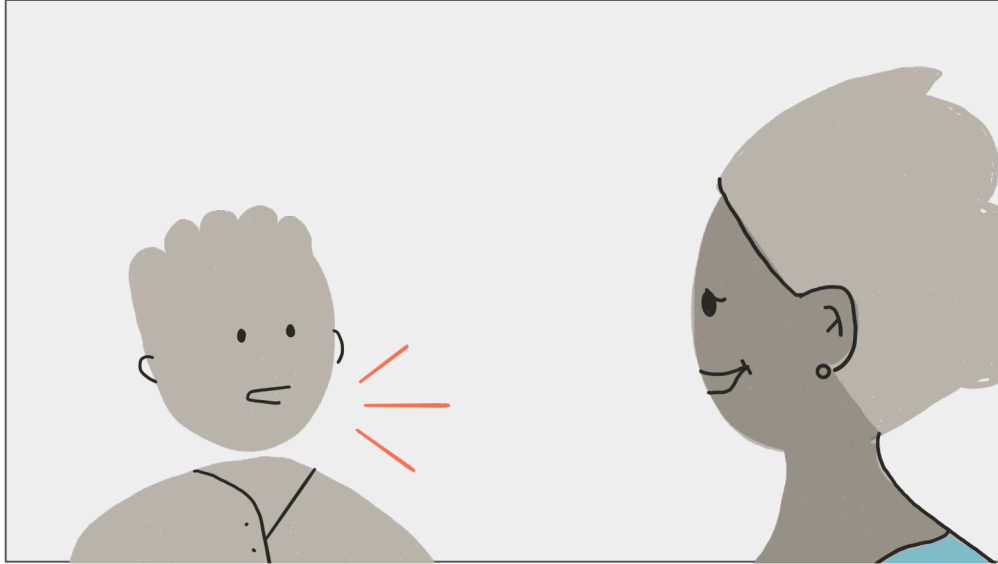
Color shift; Text on-screen.

VOICE OVER

[NARRATOR]
Clear, open communication about your expectations helps your teen decide what to do and how to stay safe when they are away from home.

Video 3: Encouraging Teen Independence

Keyframe 1.11a



Continue alternating close-ups as each character speaks.

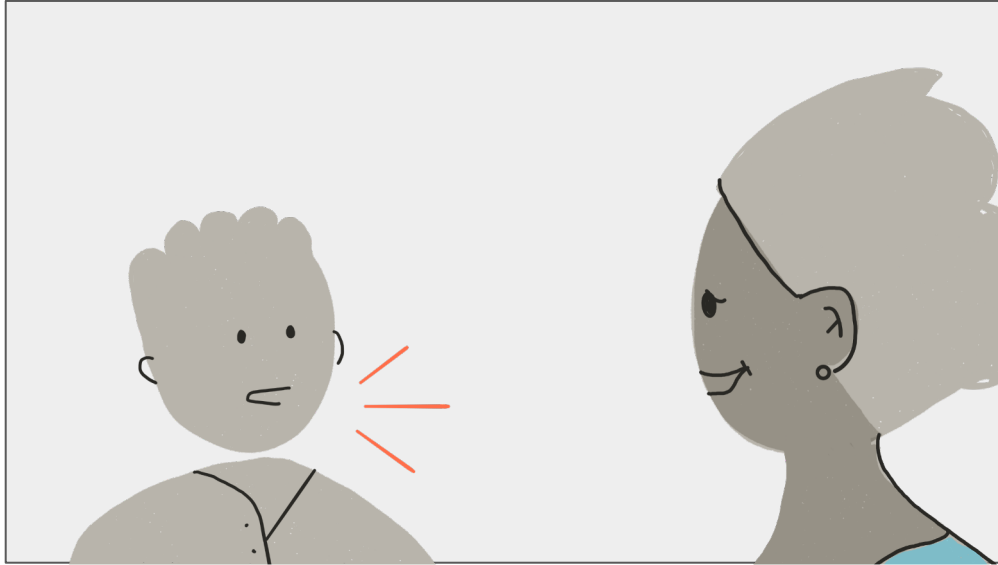
VOICE OVER

[TEEN]
I'll text you when I get to
Aesha's house.

[PARENT/CAREGIVER]
And what happens if you don't
make it home by midnight?

Video 3: Encouraging Teen Independence

Keyframe 1.11b



Continue alternating close-ups as each character speaks.

VOICE OVER

[TEEN]

I'll text or call you to let you know what's going on. And, yes, I know I'll have to deal with being tired and still get everything done if I get home late.

[PARENT/CAREGIVER]

Sounds like we have a plan.

Video 3: Encouraging Teen Independence

Keyframe 1.12

Talking about reasonable expectations with your teen can help them think for themselves and make good decisions.

Color shift; text on-screen.

VOICE OVER

[NARRATOR]
Talking about reasonable expectations with your teen can help them think for themselves and make good decisions.

Video 3: Encouraging Teen Independence

Keyframe 1.13



Cut to a wide shot of the p/c and teen continuing to talk.

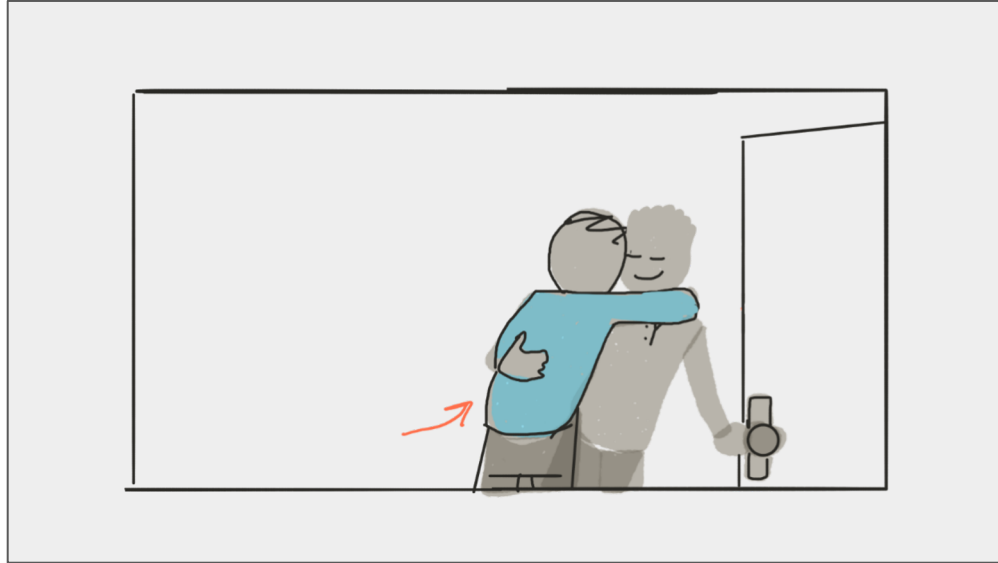
VOICE OVER

[NARRATOR]

Be fair and consistent when talking about expectations. The process isn't always easy, especially when your teen challenges you or doesn't make the decision you want them to make. Just remember to listen, pause before responding, and take their ideas seriously. With practice, your teen will learn to confidently make good decisions for themselves.

Video 3: Encouraging Teen Independence

Keyframe 1.14



Cut to a repeat shot of the teen going out the door to meet a friend; but this time the teen hugs the p/c before leaving.

VOICE OVER

[NARRATOR]
Finally, even though you're helping your teen gain more independence, always make sure they know you're there when needed.

Video 3: Encouraging Teen Independence

Keyframe 1.15



End card.

End card.

CALL TO ACTION:



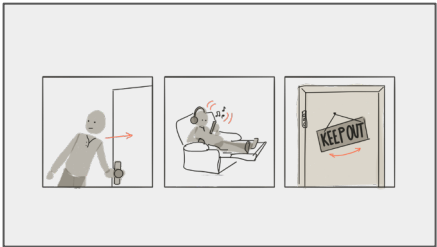


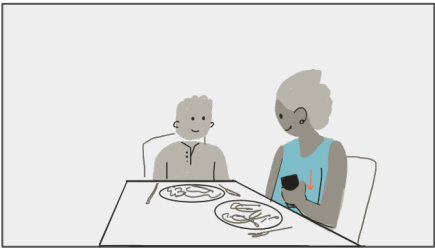
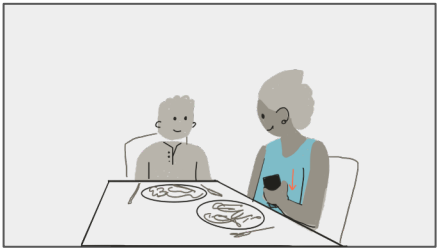
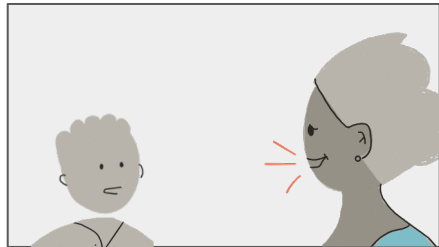
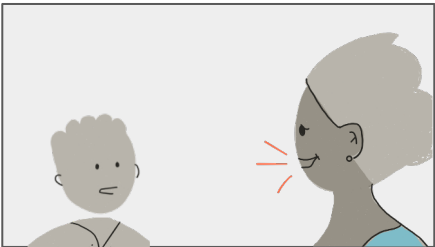
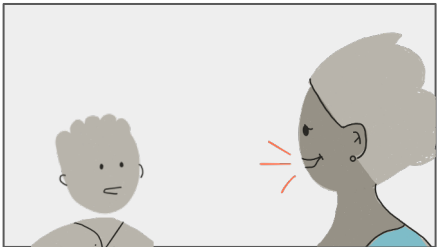
Link to Essentials for Parenting website.

VOICE OVER

[NARRATOR]
**Learn more Essentials for
Parenting Teens:
cdc.gov/parents/essentials.**

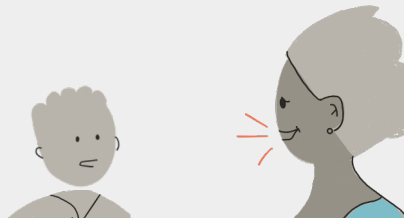
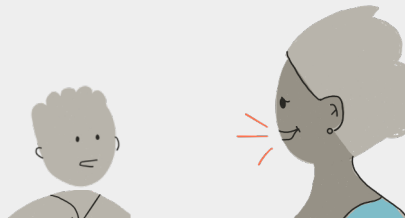
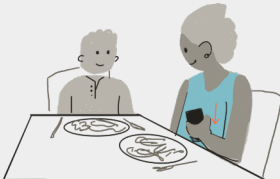

Video 3: Encouraging Teen Independence

Storyboard

		<p>Title card.</p>	
			
	<p>Text on-screen.</p>		

Video 3: Encouraging Teen Independence

Storyboard

Text on-screen.			Text on-screen.
Text on-screen.			End card.

SET 3

Activity

After watching the *Encouraging Teen Independence* video and reading the information on the website, you may want to try one or more of the following activities. Feel free to print this PDF and write on it, type notes in your phone, or take a few moments to quietly reflect on the questions.

Activity 3: Encouraging Teen Independence



Plan times to connect and communicate with your teen every week.

- Find times to get together. What activities do you enjoy doing together? Are you already going on walks around the neighborhood or eating dinner together? Would those be good times to connect, have fun, and talk to each other?
- Be specific and realistic. With your teen, decide when, where, and how often you will do something together. Consider your other commitments and plan your time together on days when you have more free time. For example, don't try to get together on days with sports practices or other obligations. Things will always come up, but you can set yourself up for success by avoiding busy spots on your calendars.

(continued on next slide)

Activity 3: Encouraging Teen Independence

(continued)



Plan times to connect and communicate with your teen every week.

- How can you make sure everyone feels heard? Does it make sense to have certain agreements for these get-togethers, such as no phones, computers, or other distractions?
- Are there decisions that you can make together that would give your teen a chance to express their opinions?

Activity 3: Encouraging Teen Independence



Help your teen explore interests and activities outside the home.

- What classes or subjects does your teen enjoy at school?
- Are there any interests or hobbies that get your teen talking and excited?
- Is there a new skill, exercise, or activity that your teen would like to try?
- Would your teen like to try a hobby or activity that's popular with their friends? For example, would your teen be interested in playing music, joining a drama club, or making art? Maybe you could offer to take them to watch a friend's show.

SET 4

Video Storyboard

Video 4: Praising Your Teen

Style Sample



Video 4: Praising Your Teen

Keyframe 1.1



Scene of a parent/caregiver and a toddler sitting on the edge of the child's bed; the child leans into their parent/caregiver, who reciprocates with a warm embrace.

VOICE OVER

[NARRATOR]
**Can you remember what it
felt like the first time you
held your child in your arms?**

Video 4: Praising Your Teen

Keyframe 1.2



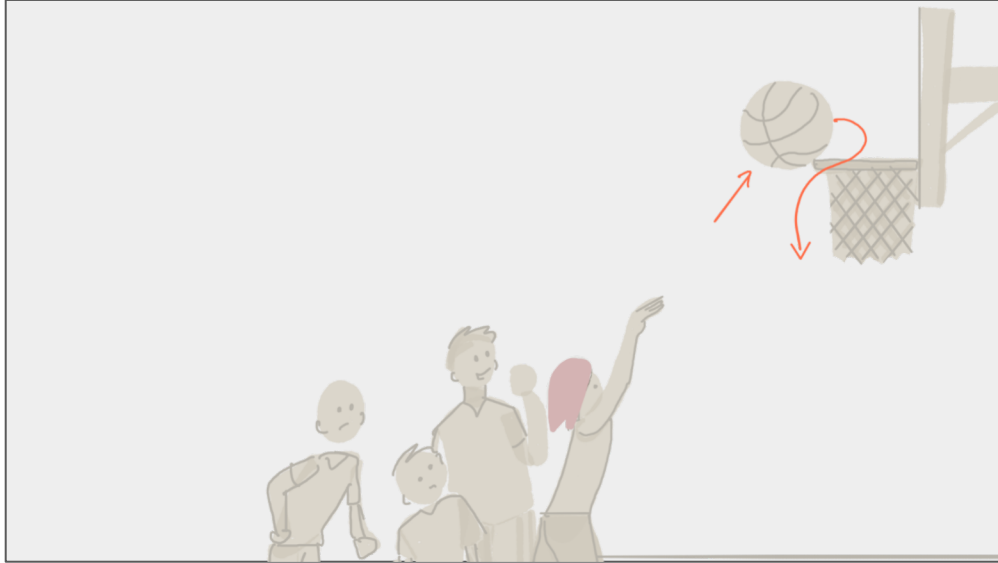
VOICE OVER

[NARRATOR]
How did it feel when you
dropped them off at school
for the first time?

*Transition to a close-up of a page in a family photo album;
We see a baby photo alongside adoption papers stamped "approved",
a toddler birthday photo, a photo of the kid holding a "First Day of
School" sign, and a photo of the teen with their basketball team.*

Video 4: Praising Your Teen

Keyframe 1.3



Zoom in on the photo of the basketball team. Transition to scene on a basketball court.

Our main characters (a parent/caregiver and teen) play a 2-on-2 pickup game with another parent/teen duo. The teen dribbles the basketball, lays up...then the ball rolls off the rim, missing the basket.

VOICE OVER

[NARRATOR]
Taking care of children is a tough job. Families experience highs and lows at every stage of life.

[AUDIBLE GROAN FROM CROWD]
“Ohhhhhh!”

Video 4: Praising Your Teen

Keyframe 1.4



Title card.

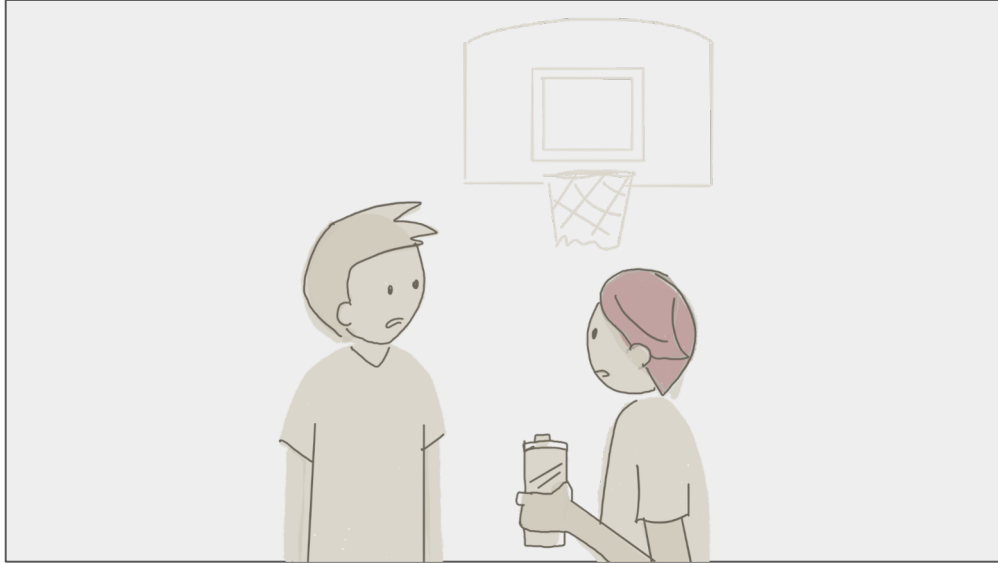
TITLE CARD animates in.

VOICE OVER

[NARRATOR]
That's why it's important to
celebrate the major
milestones and the everyday
positive moments
happening in your teen's life.

Video 4: Praising Your Teen

Keyframe 1.5



Cut to a wide shot of the parent/caregiver and teen taking a break on the sidelines.

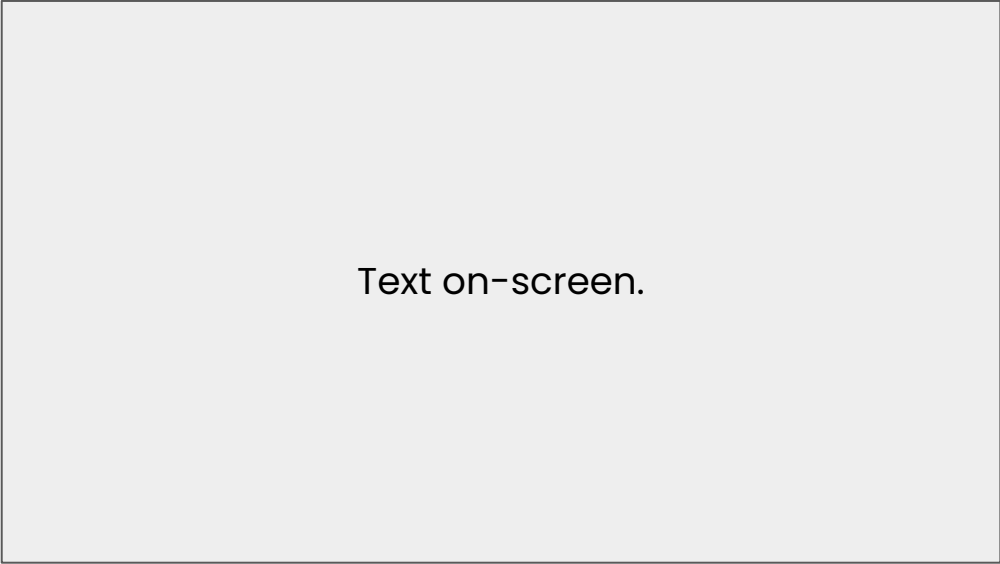
VOICE OVER

[PARENT/CAREGIVER]
Nice try.

[TEEN]
Don't you mean air ball? The ball totally missed the basket.

Video 4: Praising Your Teen

Keyframe 1.6



Text on-screen.

Color shift; text on-screen.

VOICE OVER

[NARRATOR]
Always be on the lookout for opportunities to praise your teen's accomplishments. Try describing what you like about their behavior.

Video 4: Praising Your Teen

Keyframe 1.7a



Parent/caregiver and teen continue to talk on the sidelines.

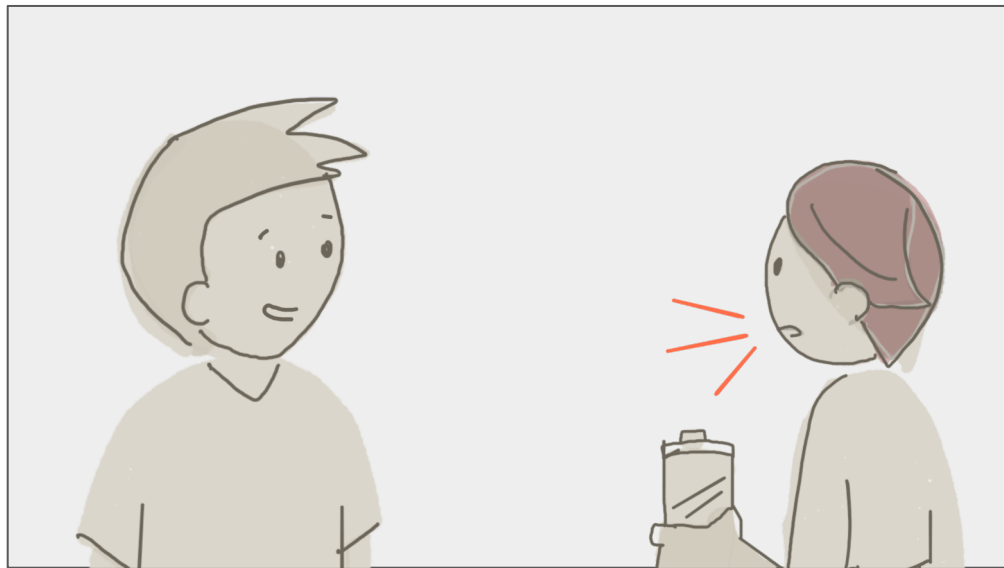
VOICE OVER

[PARENT/CAREGIVER]
I saw you steal the ball from Julian and easily make that shot. Pretty impressive.

[TEEN]
But I didn't score.

Video 4: Praising Your Teen

Keyframe 1.7b



Parent/caregiver nods in response to this. Parent/caregiver gives teen a fist bump and they head back into the game.

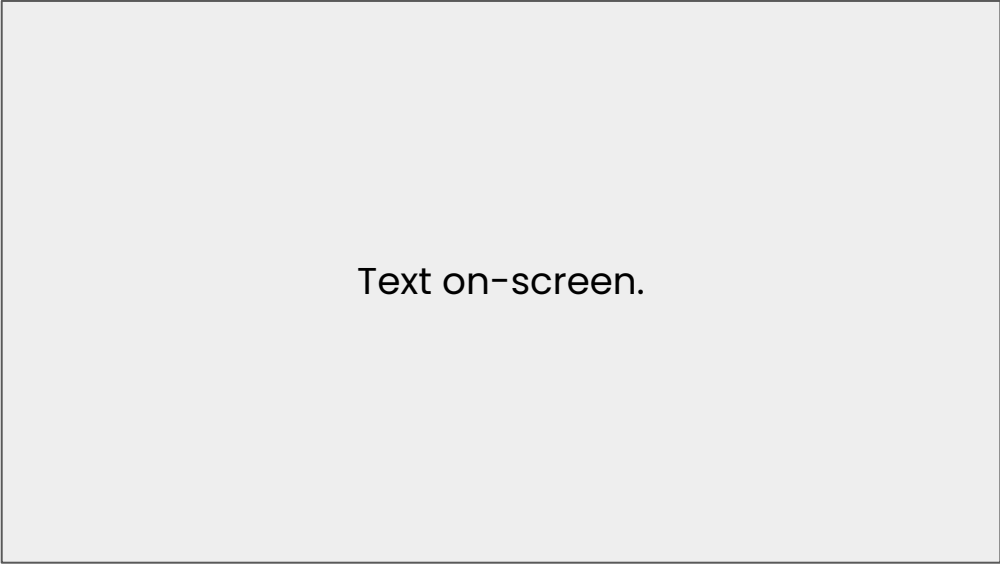
VOICE OVER

[PARENT/CAREGIVER]
Yeah, and you never would have tried that move two years ago. All the practice you've been putting in? It shows up in your confidence on the court.

[TEEN]
I do feel more comfortable out there. Heh. And Eli looked surprised when I snatched the ball.

Video 4: Praising Your Teen

Keyframe 1.8



Text on-screen.

Color shift; text on-screen

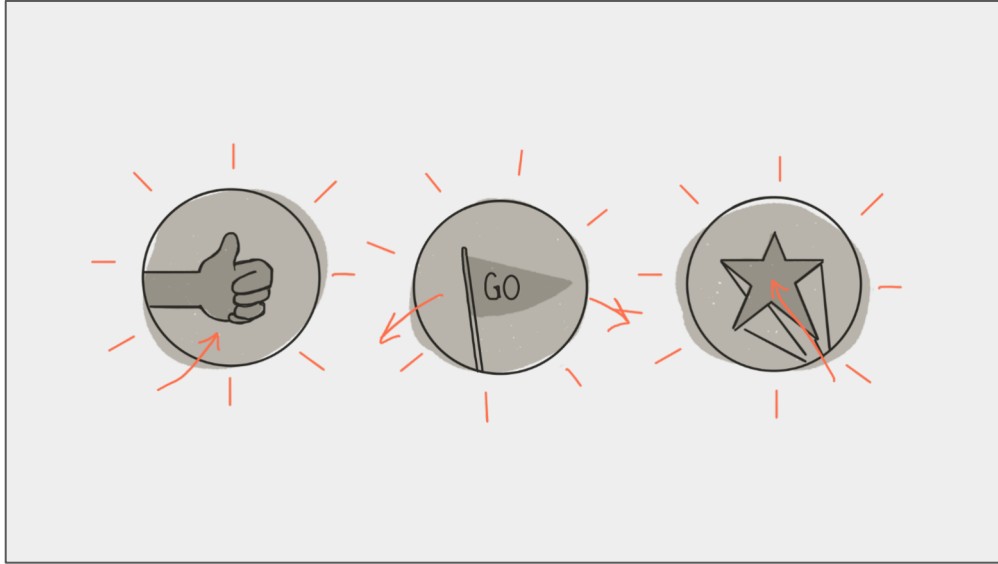
VOICE OVER

[NARRATOR]

The point of recognizing your teen's positive behavior is to connect with your teen and let them know that you see them. Remind them—and yourself—how far you've both come.

Video 4: Praising Your Teen

Keyframe 1.9



Color shift; text on-screen.

3-5 Icons/vignettes pop up showing different examples of positive affirmations.

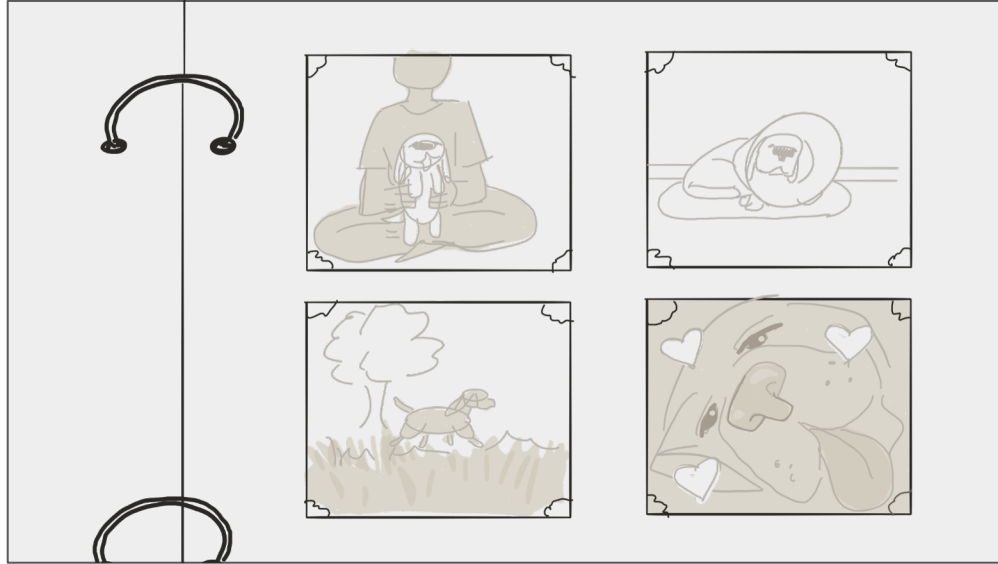
VOICE OVER

[NARRATOR]

Give teens credit for the things that they're doing right that are within their ability. Cheer on their efforts rather than any outcomes. The positive attention they get from you may make them want to repeat those good behaviors. And your feedback will help them feel more confident when making their own decisions in the future.

Video 4: Praising Your Teen

Keyframe 1.10a



Cut back to close-up of the family photo album from the beginning of the video. The page turns to see a series of photos of a puppy growing into an adult dog.

VOICE OVER

[TEEN]

Remember when Jade was a puppy and ate the neighbor's cat food?

[PARENT/CAREGIVER]

The poor thing was so sick to her stomach that day. The vet told us she'd be okay. You were so good about keeping a close eye on her. I've always appreciated how kind you are with animals.

Video 4: Praising Your Teen

Keyframe 1.10b



Transition to a wide shot of the parent/caregiver and teen sitting on couch looking at the album.

VOICE OVER

[TEEN]
I liked seeing her get better.
Feeding and walking her was a
lot of work in the beginning. I
like taking care of her.

Video 4: Praising Your Teen

Keyframe 1.11



Continue wide shot of parent/caregiver and teen reminiscing on the couch over the photo album.

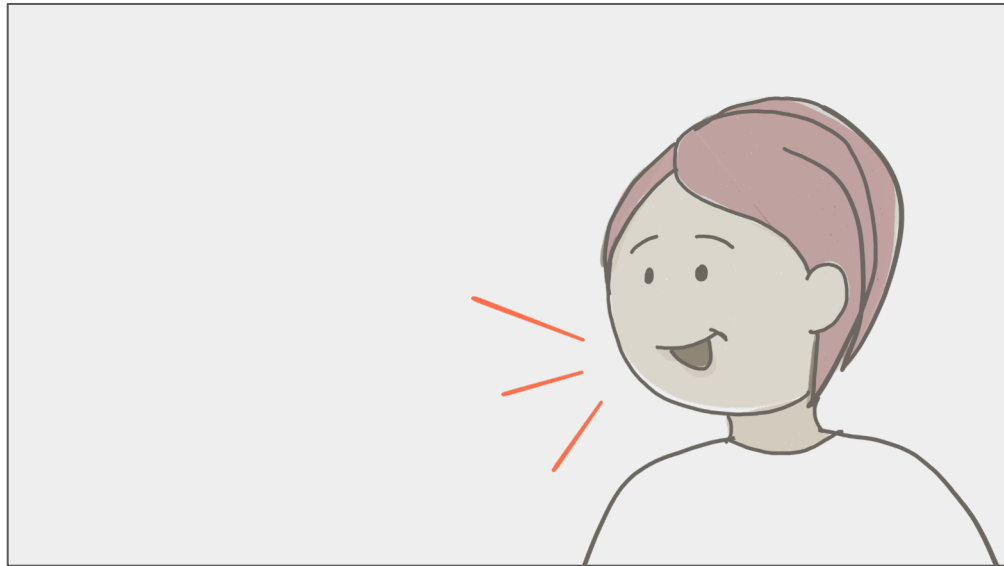
VOICE OVER

[NARRATOR]

Our lives are so busy. It's easy to focus only on the hard parts of raising a teen and forget to marvel at all their amazing growth.

Video 4: Praising Your Teen

Keyframe 1.12



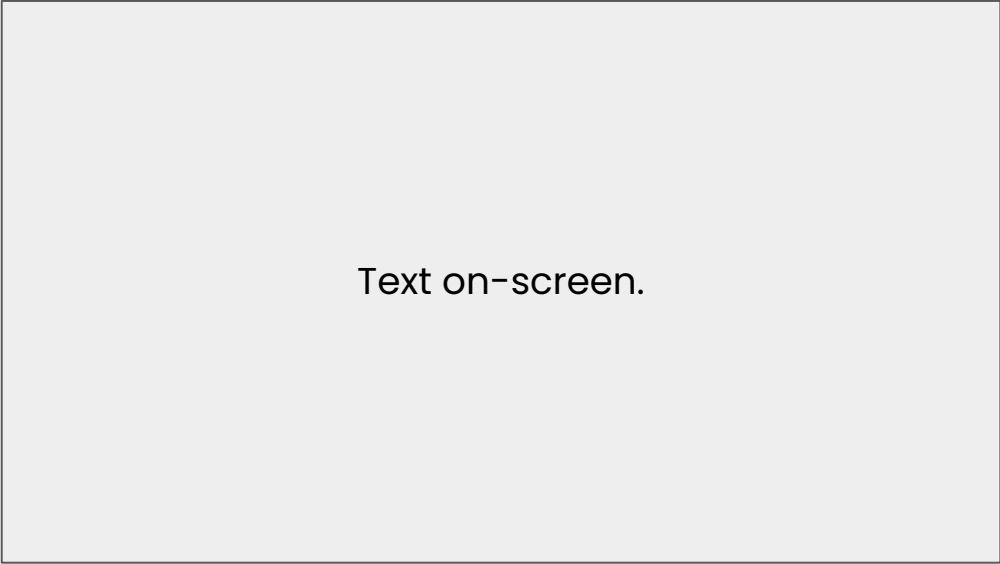
Zoom in on the teen's face as they talk excitedly.

VOICE OVER

[NARRATOR]
You get to watch them
become more independent
and more creative. They'll try
new things and share
valuable ideas and opinions.

Video 4: Praising Your Teen

Keyframe 1.13



Text on-screen.

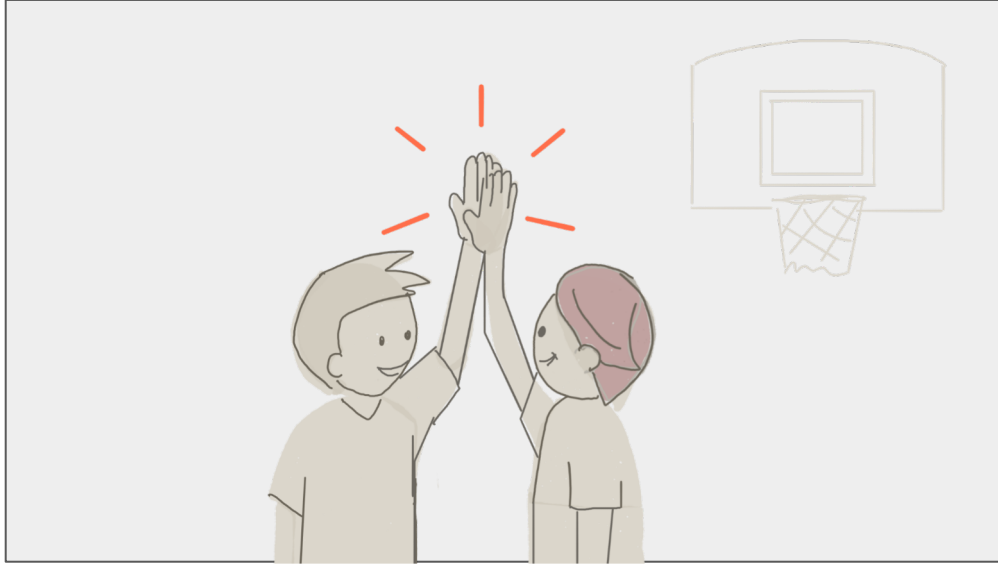
Color shift; text on-screen.

VOICE OVER

[NARRATOR]
**Parents and caregivers who
practice connecting with
their child emotionally
experience stronger bonds.**

Video 4: Praising Your Teen

Keyframe 1.14



Cut back to a wide shot of the p/c and teen high-fiving.

VOICE OVER

[NARRATOR]

You can connect with them using encouraging words and showing them physical signs of praise, such as hugs, pats on the back, or high fives.

Video 4: Praising Your Teen

Keyframe 1.15



Cut back to a wide shot of the p/c and teen talking on the couch.

VOICE OVER

[NARRATOR]
Reaching out to your teen through praise and being available to them makes them want to talk to you and share more with you. It may open the door to some wonderful conversations.

Video 4: Praising Your Teen

Keyframe 1.16



End card.

End card.

CALL TO ACTION:

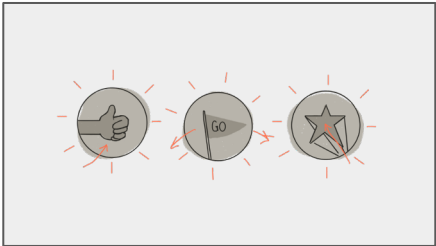
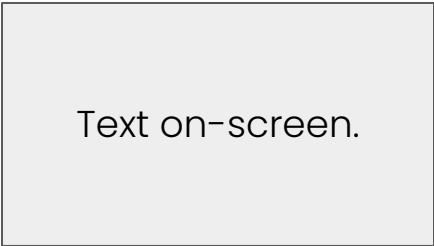
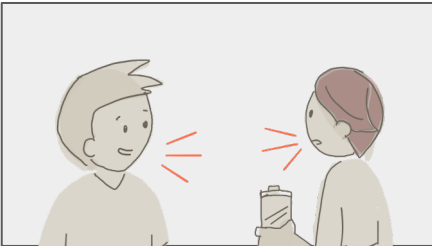
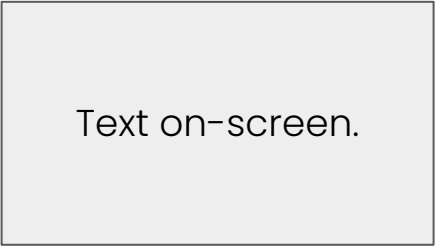
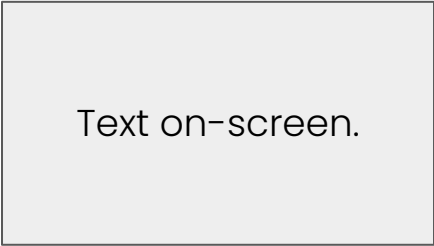
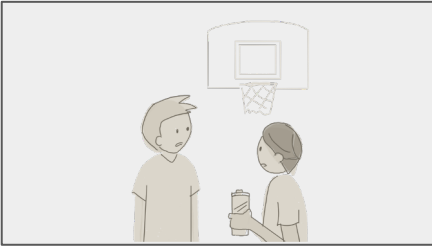
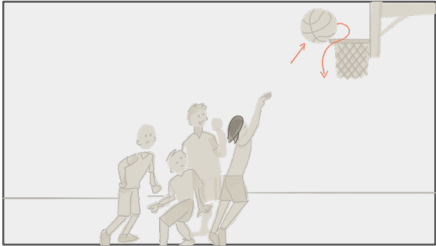
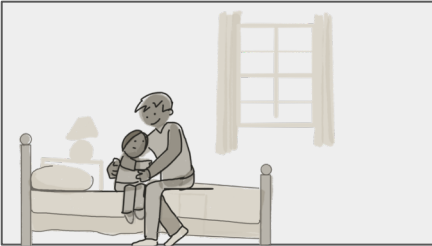
Link to Essentials for Parenting website.

VOICE OVER

[NARRATOR]
Learn more Essentials for
Parenting Teens:
cdc.gov/parents/essentials.

Video 4: Praising Your Teen

Storyboard



Video 4: Praising Your Teen

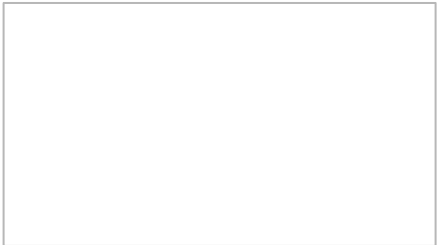
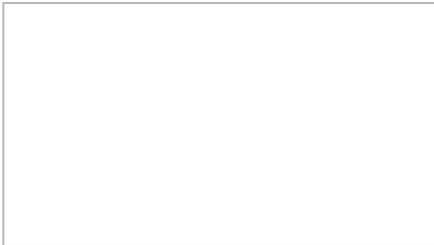
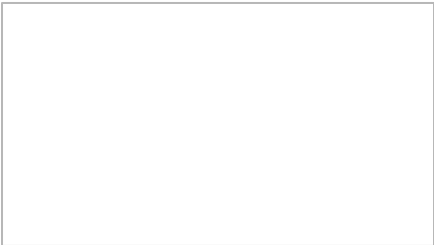
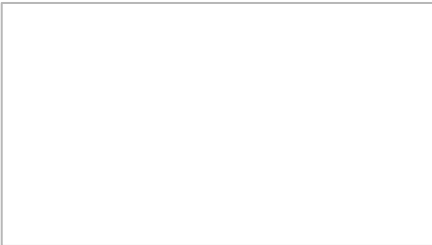
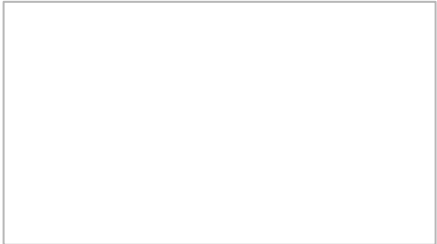
Storyboard



Text on-screen.



End card.



SET 4

Activity

After watching the *Praising Your Teen* video and reading the information on the website, you may want to try one or more of the following activities. Feel free to print this PDF and write on it, type notes in your phone, or just take a few moments to quietly reflect on the questions.

Activity 4: Praising Your Teen



“Catch” your teen doing something well. Look for opportunities to praise your teen for their positive behavior.

- What behaviors would you like to encourage in your teen? Describe those positive behaviors with lots of detail.
- What words can you use to praise your teen for positive behavior? Remember that encouragement works best when you tell your teen exactly what they are doing to get your attention. For example, instead of saying, “Good job!” try “Good job memorizing your lines for the play!” Be specific.
- What gestures or physical signs can you use to express that you are proud of your teen’s efforts? Hugs, pats on the back, high fives, smiles or a thumbs up.
- Sometimes it’s easier to notice and say something when your teen is behaving in a negative way. How can you look for opportunities to become aware of and encourage their positive behaviors?

Activity 4: Praising Your Teen



All parents and caregivers want good things for their children. Since the teen years are a time when your child is developing and practicing the skills they will use as adults, it may be an interesting exercise to spend some time imagining your child as an adult.

- What positive behaviors or qualities would you like your adult child to have?
- What might get in the way of those wishes coming true?
- What might help those wishes come true?

For example, you may wish your child would grow up to be an adult who enjoys good physical health. One thing that might get in the way is a jam-packed schedule. One thing that might help that wish come true is talking to your teen about the importance of sleep and making sure you both get plenty of rest in your daily lives.

Activity 4: Praising Your Teen



Think about the type of relationship you want to have with your child when they are adults. Your actions now build a strong foundation for the way you will connect and communicate with each other in the future.

- What do you want your relationship to look like with your adult child?
- How is that relationship similar to the one you have now with your teen child?
How is it different?
- What things can you work on together now to improve your connection and communication skills with each other?

END

Thank you!