

## DISCUSSION GUIDE

### *Active Parenting of Teens* Video 3: Responsibility and Discipline

#### The Purpose of this Video

This “Video Library” version of the award-winning Active Parenting of Teens group discussion program is designed for parents to view either on their own or in a facilitator-led group. The following questions can be used to assist in facilitating group discussion. Most of the questions are designed to aid parents in applying the information in the video to their own lives. Ask as many questions as time allows, and feel free to modify these questions to best suit your audience.

Experience has shown that parents who read the accompanying *Active Parenting of Teens (3rd Edition) Parent’s Guide* will best be able to utilize the skills presented in the video.\* However, when this is not possible, passing out the enclosed review brochures will help. (Permission is granted to photocopy the brochures and this Discussion Guide.)

#### Leading a Group Discussion

##### Introduction:

Introduce the video by asking a few questions, such as:

- Who has had any success using ideas from last week’s video about winning cooperation with Active Communication?
- The video we will see today is about teaching our teens responsibility through the use of effective discipline skills. Why do you think responsibility is such an important character trait to develop in our teens?
- How do you feel about the way your own parents disciplined you?
- What do you think are some of the keys to effective discipline?

##### Video and Discussion:

Play the video and follow with questions such as these:

1. What did you learn or relearn from this video?
2. What did you take away from the story about the *Titanic*?
3. Why is it important to treat your teens respectfully, especially when disciplining them?
4. One of the discipline skills presented was called an “I” message. Let’s construct one together for a parent-owned problem. For example, your teen talks to you disrespectfully.  
“I have a problem with (you talking disrespectfully to me.) I feel (angry) because (like you, I want to be treated respectfully). I would like you to (talk to me more respectfully).”
5. What logical consequence could you use if the “I” message is not effective? Remember there are two types:  
Either/Or Choice: “Either (talk to me respectfully) or (I’m not going to feel like taking you to the mall. You decide.)”  
When/Then Choice: “When you (talk to me respectfully) then (I will resume doing you favors).”
7. Who has a problem that you own with one of your teens? Let’s use it to practice coming up with a logical consequence. (Take a few examples as time allows, allowing the group to brainstorm.)
8. What were some of the guidelines for using logical consequences presented in the video?
9. The Family Meeting for this week is to use the FLAC Method to solve a problem. What do the four letters of FLAC stand for? (Feelings, Limits, Alternatives, Consequences)
10. What do you think about this method of discipline? Give it a try this week and see what you think then.
11. And finally, for our Family Enrichment Activity: When should you use a positive “I” message with your teen?

##### Closing:

Next week, we’ll be learning about ways to encourage—and avoid discouraging—your teen, and we’ll learn about five goals of teen behavior and how that can help you parent your teen. I look forward to seeing you then.

\* *Active Parenting of Teens (3rd Edition) Parent’s Guides* may be ordered by calling 800-825-0060 or at [www.activeparenting.com](http://www.activeparenting.com).