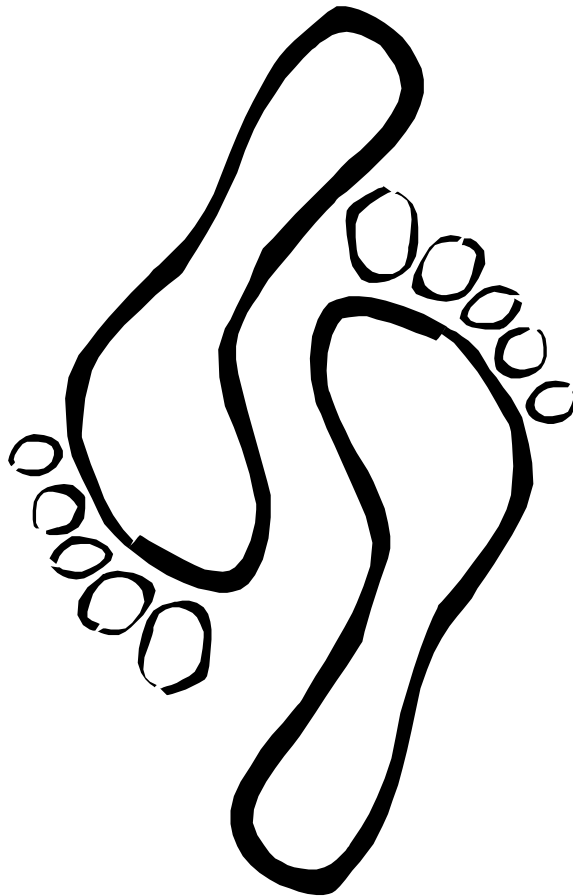


# Staying in STEPP\*.

A guide for nurturing social  
and emotional intelligence.

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\*Strengths, Talents, Ethics & values, Personality profile, Passions



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# Introduction

**How did this book come to be?** The idea for this book originated because we were concerned about the quality of life that teenagers are experiencing. We all know that the teenage years are an especially stressful time for adolescents as they struggle to establish their personal identities. They are being asked to make decisions that may have profound effects on their lives. Because we care about their futures and want them to be competitive, parents and professionals alike are providing these youngsters with challenging curricular and extracurricular opportunities. Unfortunately, minimal attention seems to be paid to the development of the emotional aspects of their lives.

Psychologists are appropriately concerned with the development of the whole individual. In their quest to understand what makes some of us happy and successful, these researchers have extended the boundaries of what it really means to be smart. Current thinking defines intelligent folks as those who understand who they are, and what they need to be successful. They make decisions based on their interests, talents and values. They learn how to be self-regulated as they manage their lives based on what matters most. (Gardner, 1983, 99; Goleman, 1995; Sternberg, 2000).

Where in the school curriculum do teenagers learn these skills? We know that youngsters have many demands made upon them, especially those who attend school outside of their country. For these students expectations are high and students work hard to meet these expectations. A downside of the benefits of these opportunities is the susceptibility of feeling stressed. High achievers are particularly susceptible to stress for many reasons. Their high ability and perception that they must achieve encourage them to bite off much more than they can chew (Baker, 1996; Buescher, 1985). Inadvertently, the adults in the lives of these children may have contributed to the problem by providing a plethora of opportunities for the students to develop their talents as a means to assure them a better than average chance to succeed in a competitive world. However, the adults may have neglected to model how to manage it all. In so doing parents and teachers alike may have become a part of the problem, not the solution (Nicols & Baum, 2000).

In short what kind of stress do adolescent international students experience? Do their high-test scores and busy lives come at an emotional cost? Is there a need for a curriculum addressing emotional intelligence?

## Needs Assessment

To answer these questions we conducted a research project throughout the United States, the American International Schools of Central and Eastern Europe, and in China, Malaysia and South America. In order to collect data that would help answer the questions above, we chose to conduct a series of Group Focus sessions with adolescents attending schools throughout the regions of the world where we traveled. In-depth interviews with students, guidance counselors, and administrators, workshop sessions with parents, and teachers provided additional information and insight into academic life in both the U.S. and in the international schools. This information helped us in drawing conclusions from student data.

**Sample Research Sites were carefully selected.** We sought to select schools that offered diversity in size, academic offerings, geographic features, and cultural and political aspects. Time, funds, and schools' availability influenced our selection.

**The Student Sample was deliberately varied as well.** More than 300 students ages 11-18 participated in the Group Focus sessions. A vast majority of the students were maintaining at least a B average and planned on attending university studies.

**A Focus Group Method was used to collect data.** Focus Group sessions lasting 40 – 90 minutes were held with 10-25 students per group. The Focus Group sessions consisted of three phases. Phase One required the students to complete a questionnaire regarding goals, grades, how they spend time, to what degree they experienced stress in their lives, what caused the stress, how they felt when stressed and how they handled stress. Phase Two was characterized by the group sharing and then multi-voting which items seemed to cause the most stress. Phase Three provided an opportunity for us to explore particular issues with the students and to then offer some initial advice about managing stress. The sessions closed with the students sending a message to parents and/or teachers describing one way these adults could help the students alleviate or better manage the stress these students experience.

## Stressors of Adolescents

General Issue	Specific examples
School	Tests, homework projects, public speaking, teachers
Relationships with Friends	Communications, peer pressure, being a good friend
Family Issues	Family quarrelling, lack of trust, siblings, health issues & multi-culture families
Expectations	Self, parents teachers, peers
Time	Never enough to sleep, work and play
Transitions	Moving, leaving friends, adjusting to new friends, schools, cultures and countries (more often found among American students in international schools.)

The children surveyed reported that the stress that they felt manifested itself in physical symptoms. In fact nearly 25% of the students interviewed reported some negative physical or physiological manifestations of stress. Included in these self reported symptoms were, acting hyper or high strung, headaches, insomnia, feelings of lethargy or sleepiness, shortness of breath, depression and sadness, rage, aggression, annoyance, anger, and shortness of temper. The students also reported relational issues that they attributed to stress related causes like unnecessary fights with parents, siblings and friends. They went on to describe some of the mental effects of stress including difficulty thinking, inability to focus or concentrate and lack of motivation. Finally students reported the spiritual effects of stress including being lack of motivation and interest, being burned out or being depressed.

As we interviewed the students we discovered that they did indeed have stress management strategies. Some were productive some less so, and some downright dangerous. Students reported limiting sleeping and eating to find time to manage their lives, or escaping by sleeping or listening to music, acting out aggressively by punching a pillow or a friend. Some students said that they often spoke with a friend or family member who was non judgmental or who was accepting rather than critical. Many students felt they had no adult in their lives with whom they could share their concerns and feelings. No adult to trust. Students often reported hiding stress in their lives from others so no one would judge them. They acknowledged withholding feelings from the adults in their lives.

In related interviews with parents, teachers, administrators, and counselors we discovered the following:

Parents, faculty and counselors are often not good predictors of children or students' stress levels or of the things that stress them. Parents, teachers, and counselors are often most concerned with grades and college entrance. Due to limited time available counselors tend to focus on college admission and career planning rather than addressing social and emotional needs of these students especially if there are no other glaring academic or emotional issues.

When schools did address time management as a seminar or retreat, the practice was not always integrated or reinforced by all classroom teachers. Because the strategies were not woven into the fabric of the school day, the skills learned did not transfer to classroom applications, or to the students or to the teachers, or to their lives.

The results of this research affirmed our fears that

:

1. Students have significant unresolved issues related to stress.
2. There are many schools that do not have a curriculum for stress management or life skills.
3. Many schools have no mechanism in place where students receive instruction in emotional intelligence.

And most importantly we were convinced that we needed to write this book.

## Where To Begin? What is it we want most for our children?

‘Begin with the end in mind.’  
Steven Covey  
The Seven Habits of Highly Effective People

When reflecting on what it is that we desire for our children to achieve, as teachers or parents we might have identified success, however one might define success. We might include happiness and fulfillment and personal self-actualization as measures of that success. For our children to succeed by any definition of success, ours or theirs, they will need basic understanding and knowledge. They will require skills and experience on how to manage their lives well. Simply focusing on the academic curriculum of the Three Rs (reading, writing and ‘rithmitic) is insufficient in paving their road to success. As evidenced by our study, these youngsters are in dire need of learning the basic skills of life that will allow them to manage the inevitable stressors in their lives. If we are going to improve the success and happiness of our children (and indeed of ourselves) we will need to include formal instruction and practice in emotional intelligence. These skills include communication, stress management, conflict management, time management, relationship building, and personal image management. These topics are areas that we as adults often see lacking in our own families, friends and colleagues. But the focus in schools is often on academics with high-stakes testing and competitive admissions to the universities. How did we come to teach so many things that have little relevance or bearing on that what matters most? How could it come to pass that we would lack the time to teach those things that we value most, while teaching what matters less and often little, if at all?

It may have come to pass because we forgot to think of the end. We focused on tests and scores, admissions and competition. We encouraged and coached and counseled, and in some cases threatened, bribed or intimidated to try to get our kids into good schools or the right career path. We forgot that in the end success would not be measured or improved by the knowledge or the skills we were teaching. While the basics are important, even more important is the skill of life.

This book then is designed for counselors, teachers, and parents—all those who love children and desire to help them develop life skills and the strategies to the cope with the many stressors in their lives. This guide is divided into six overarching topics (stress, personal alignment, time management skills, communications skills, relationships, and making transitions). Chapters Two through Seven focus on these items, and each chapter is divided into five sections beginning with **A Case Study** illustrative of the identified topic. Next appears **Chapter Goals**, which outline the concepts and skills selected for the chapter. The chapter continues with a section entitled **Essential Information**. This Essential Information section is designed to make the teacher / reader a “resident expert” in the specific topic being discussed. It is important to have read this information before proceeding further in the activities in each chapter. These activities are described in detail in the **Group Focus Sessions** at the end of each chapter. We

envision the teacher / facilitator using these activities by conducting weekly seminars or group focus sessions with groups of students as you address each topic. The Group Focus Session provides a format, background information, a series of activities to teach the skills and understandings. We also encourage the use of a student journal to allow for in-depth learning and reflection-opportunities learning for the students. Finally, **Additional Resources** for further exploration in this life skills curriculum are provided at the end of most chapters.

Although you can follow the topics in order or choose the ones most relevant to your students, the chapters do build on each other. Unless you have another compelling reason to go out of order, we encourage you to proceed through the book in the order it is presented.

We wish you luck and an enjoyable journey.

Bon voyage!!!



# **Chapter One:**

## **Conducting Group Focus Sessions, Multi-voting & Meet and Greet Activities.**

“More than 80% of my time is spent on academic counseling. Sometimes I feel guilty spending time just talking to the kids. My secretary is waiting for four more college recommendations, I have paperwork backing up, and I can’t schedule all the appointments I need to for academic college counseling.”

High School Guidance Counselor

A frequent complaint of counselors, teachers, and parents interviewed is that the time allotted to spend with youngsters is frequently focused on those things that are urgent but less important (see Chapter 4 Time Management). If we prioritize the time we spend with our children to allow for those urgent tasks such as paperwork, college recommendations, and other routine, urgent, business-like tasks, we run the risk of not having the time to learn who our children are, what they care about, what most interests them, and most important, how we can best assist them in this very stressful time in their lives.

In other words we must make the commitment of time if we are serious about nurturing the emotional development of our teenagers. We must state up front our purposes and strategies for implementing the curriculum within this guide; decide who will be responsible for teaching it; and when and where the sessions will take place. In this chapter we will review these goals and provide a structure for delivering the curriculum topics within the guide.

### **Book Objectives**

- To establish a safe environment where students have the opportunity to explore who they are and what challenges they face.
- To allow youngsters the opportunity to identify the stressors in their lives.
- To provide them with strategies to manage stress, both long-term and immediate.
- To introduce the life skills necessary to be successful and minimize stress.
  - Setting priorities and understanding self
    - Recognizing interests, talents and values
    - Meeting personal agendas and expectations
  - Time management
  - Communication skills
    - Image management
    - Conflict resolution
  - Managing relationships
  - Transition management: coping with change

## **Essential Information**

### **Group Focus Sessions**

#### **Who Is In Charge Of What It Is That Children Are Taught Anyway?**

The decision about who will be responsible for teaching the curriculum will depend on a variety of factors. One important consideration is who will have the time? Another is to determine to what degree the facilitator is attuned to the affective needs of teenagers. In secondary education our prowess with students' emotional needs takes second place to our expertise in one or more of the academic disciplines. However in this case, the facilitator must be interested in the student, first. He or she must be willing to get to know these adolescents by focusing on who they are rather than by judging them by what they can or have achieved. The following poem "Do you know me?" illustrates this point.

### **Do you know me?**

They say, "You did not learn your fifty prepositions  
Therefore you flunk English Composition!"  
But did you know: I read castle in the Attic in a day.  
The Indian in the Cupboard made my heart sing.  
And I can answer all the riddles Bilbo did to capture Gollum's ring.  
Did you know?  
They say, "Your book report did not follow the form I gave you.  
You get no credit!"  
But did you know: I am writing a book of my own.  
I didn't know if I could, but when I tried, the words just came and came.  
Mom taught me how to use the word processor.  
Now I can save my words and bring them back whenever I want to.  
Sometimes I change them because I don't always feel the same.  
Did you know?  
They say, "You don't join organized sports. You don't do anything.  
What's wrong with you?"  
But did you know: I wrote a song for my mom because I found her feeling bad.  
My dad smiled and took his guitar and put my song to music.  
We played it for my mom and she cried, but I don't think it was because she was sad.  
Did you know?  
THEY say, "I am teaching the scientific process here, and all you want to do is play.  
You get a D!"  
But did you know:  
I can name all the constellations and find them in the sky.  
Now I am learning all the Greek and Roman myths that go with each one.  
It's exciting!  
I have a million questions, but you get impatient when I'm always asking,  
"Why?" Why do you? Did you know?  
THEY say, "You did not do your homework review sheet. You will stay for detention.  
You do not keep your mind on the things that are important."  
But did you know: I can feel the minute I walk into a room if things aren't going well.  
I know when someone needs a hug, and I can give it too.  
I can clown and make you laugh or sit quietly and listen.  
And if you share a secret, even if I don't understand  
I would never tell. Did you know?  
Did you know that I can travel anywhere I want to in my mind.  
I can travel far away from you.  
And I do.  
Did you know?  
No?  
Because, you do not know me.

(Pamela Quinn, May 1988)

## **Do you know?**

Can you answer the following questions?

- Do you know what is important to your children?
- Do you know what your children care about?
- Do you know what interests your children?
- Do you know who your children are?

If you haven't recently asked and listened you don't begin to know. You can't begin to imagine. Some of us have done our jobs for many years. We are experienced, knowledgeable, skilled and "been there, done that". Some of us are new and perhaps better able to relate to new ideas. Some of us think we know it all. The reality is that assumptions are frequently wrong, and what we thought we knew we knew not at all.

**We don't know where we are,  
or who we are.**

**We don't know one another;  
don't know you;  
don't know what time it is.**

**We don't know, don't we?**

**Robert Frost  
(1874–1963)**

The facilitator must be willing to commit to discovering and learning who each of these youngsters are in the course of the journey and be knowledgeable about the many ways to ask our students and children about those things important and not important. Among them is active or empathic listening. (see Chapter 5 Communications). The technique of active listening works very well one-on-one (student-to-teacher or parent-to-child). But when it comes to classroom understandings, values, interests and goals, there is a significant danger that

comes from using active listening. The value placed by an individual listening to a group of individuals has a significant possibility of error by virtue of the relative significance placed on the comments of the speaker by the listener. In other words, you may hear what you want to hear, or what someone else wants you to hear, and miss the group feelings. By placing an arbitrary value on an individual or group you may miss the larger group feelings. It is not only a significant danger, but an easy, and a common mistake.

## **Group Focus Sessions provides the structure to help us get to know.**

To help you transition to a role of facilitator rather than teacher, information provider, or judgment-maker we suggest that the curriculum be offered in a seminar –like setting using a Group Focus format. A Group Focus Session is one of the techniques we can use to measure group understandings. Although a typical Group Focus has from six to ten users and frequently lasts a long as two hours, we have used Group Focus with great success in classrooms as large as 30 in as short a time as 40 minutes.

Typically, the counselor or teacher plays the role of the Group Focus facilitator although it doesn't have to be this way. Parents, other faculty members, teacher aides and even students can all serve as the Group Focus facilitators for particular sessions. The primary responsibility of the facilitator is to keep the group focused. Because one of the intentions of the group is to bring out spontaneous reactions and thoughts, the facilitator will have the opportunity to observe these reactions and statements first-hand. The Group Focus

participants should experience an unstructured, open, welcoming atmosphere that accepts ideas and statements. The reality is that the facilitator must follow a specific script common to all Group Focus Sessions. The rules are common, simple and universally accepted.

### **Group Focus Rules**

1. We stay on topic and task – but the group sets the agenda
2. There are established rules about sharing information (confidentiality)
3. Ideas are welcomed and all are accepted
4. Everyone gets to speak and need not wait to be recognized
5. The recorder will “record ideas” for recollection and clarity
6. Everyone gets to comment
7. No one is obligated to speak. Individuals may “pass” or opt to say nothing.
8. There is mutual respect by the facilitator and the participants
9. Appropriate humor is allowed
10. The group ideas will be summarized at the end of the session.

The facilitator must not only keep the group on track and “in focus” but also is charged with recording the flow of ideas, comments and feelings of the group. Sometimes groups can appoint a “recorder” who can keep track of the flow of the group using a flip chart, blackboard or overhead transparencies. The facilitator must be careful to never allow an individual to dominate or to opt out too easily. One of the purposes of the Group Focus Session is to gather group feelings. An individual who dominates may over-represent their point of view. On the other hand, the views of a shy or introverted participant may be underrepresented. A good facilitator is practiced at saying, “Susan, I notice you are very quiet and reflective today. What do you think about what we are saying here?” The facilitator then waits using empathic listening for an answer. The participant may pass and not speak, but must then say so.

After the session is over, the facilitator or the recorder is charged with collecting the data, and writing or delivering a short report summarizing the overall group thoughts. Sometimes the report can be punctuated with specific comments or quotes from participants to illustrate the overall thoughts of the group.

**Conducting the Group Sessions:** We suggest that these sessions be offered in a consistent time frame such as weekly, bi-weekly, or monthly. Too much time between sessions, however, will interfere with the group atmosphere and continuity of thought. Good times for Group Focus can include lunchtime “brown bag” sessions, advisory periods, activity periods and before or after school group sessions.

The optimal size of the group is six to ten. This number not only eases the facilitation process, but enhances the group’s ability to bond and establish a comfort zone. Larger groups can work well depending on the topic and the experience of the facilitator. The recommended setting is to have the entire group at a round table or in comfortable chairs seated in a circle. Each participant should be able to see everyone in the room. The recorder should have access to writing material like: sketch pads, markers, Legos™, index cards, flip charts. The group may also have a need for a tape player, TV, VCR, DVD or CD player.

We suggest beginning each session with a “ Meet And Greet” activity to make all feel welcomed and valued. We describe these activities later in on in this chapter. After the meet and greet activity is completed and the participants are seated, the Group Focus unfolds. The procedure for a Group Focus Session is simple. It begins with the introduction of a topic and why it is important (students should be able to relate to it personally). This provides group identification and ownership. Group members should get to make beginning comments about the topic to express their first thoughts. There is an active exploration of the topic or issue with a recorder capturing key ideas and concepts. The facilitator engages the group in an activity that allows them to explore the topic in an interactive way. Examples might include watching a movie clip, reading a few paragraphs of background information, or reading a poem. The group discussion begins and the facilitator attempts to keep the group focused and on task. At the end of the discussion a summary is given of the events or insights gained during the session. Finally the session ends by drawing conclusions, developing an action plan, or planning next steps. To further improve understanding of the Group Focus, the subject of the group may be given to the students as an opportunity for self-reflection By encouraging students to complete a journal entry using various forms of expression such as a poem, a drawing or a performance piece about the subject matter, they will reflect and personalize the insights gained during the session.

<b>Group Focus Summary</b>	
A Group Focus should be an informal, safe, semi-structured environment for students to better understand themselves, to share and explore their feelings and to develop appropriate strategies for success.	
Group Size	6-10 ideal (class size is acceptable)
Physical Setup	Round table or chairs in a circle
Materials	Flipchart, black or white board, transparencies, markers
Optional	TV, VCR, DVD, tape, cd players
Procedure	Introduction of Topic, Exploration, Summary
Follow Up	Action Planning, conclusions, next steps
In Depth Learning	Reflection in Journal, diary or graphic or performance art

**Introducing Group Participants To Group Focus Procedures:** Before beginning the topics within the Guide, it is important to use the first session to introduce the students to the Group Focus procedure and some of the strategies you will use over the course of the seminars. For this introductory session, allow the students to select a topic for discussion. Anything that is of concern to the participants within the group can serve as the focus for the session. A strategy called multi-voting is an excellent way for students' to share in the decision making process for determining the initial topic for discussion. Multi-voting, described in later in the chapter allows students to feel invested in the chosen topic. Because the students will be using multi-voting frequently during the Group Focus session, we suggest teaching it as a skill during this introductory session. The following are some topics students might discuss and then multi-vote.

<b>Some sample Group Focus topics to multi-vote.</b>	
Why school is or isn't important.	What is the most important thing to do with time?
Why people hate?	Why adults don't understand kids?
How should others perceive you?	What is the value of sports in high school?
Why people love?	What to do when someone is sad?
Should you help someone who doesn't want to be helped?	Why peer pressure works?

## **Meet and Greet Activities**

“I'm late, I'm late, for a very important date.”

White Rabbit from Lewis Carroll's Alice in Wonderland

No time to say hello, goodbye. I'm late. I'm late, for a very important date. Is this sounding familiar? Can we imagine a thing so rude as to ignore the arrival or departure of a person from our physical presence. In the morning when we arrive at work or at school are we greeted? Does someone say “Hello, good morning!” or “How are you?”

Do we say “Good morning!” to our classes?

Not just as a class, but as individuals?

Meet and greet is an activity that is successfully used by many teachers around the globe. It can be informal and unstructured, or it can be done with more style and structure. Is there anything more robbing of esteem than walking into a room of twenty or more individuals and not have the opportunity to acknowledge or be acknowledged.

The cynic in us may be asking, “Well, let's be realistic. “I have 20 to 30 individual students in my class. Can I really be expected to meet & greet them every day?”

What other message would we or you send? When we arrive at school, work, home or a gathering of others could we imagine entering without being greeted? Is our presence so insignificant as to warrant no reaction? Can we be valued less then if our physical presence is not acknowledged?

The answer to the question, Should we do a meet and greet every day? is an absolute unequivocal YES! Yes. If we are trying to teach confidence, competence, achievement, mastery, independence, and freedom then we had better meet & greet.

The meet and greet activity does not have to be a long time consuming program. It can be as simple as the teacher standing at the door or entrance to the class greeting the students by name as they enter. A simple, “Good morning”, “Hello!”, “How are you?”, is sufficient to acknowledge the individual value and worth of each student. The more structured and time-consuming activities described further in the this book provide slightly different opportunities to explore students' feelings, readiness to work or learn, and potential to participate in the activities of the day.



**Meet & Greet – Talking Leather!** One type of meet and greet activity is what we have named Talking Leather. To use this strategy we use a small piece of leather or fabric with a simple stick figure pictograph painted or drawn with colored marker or paints to symbolize “talking leather”. We use it much the same as the real talking leather shown on the next page. We then explain that many woodland and plains Native Americans did not have a written language until fairly late in their history. In order to preserve the history of the tribe, of their village and even of their own families, a pictograph history was sometimes recorded on a leather skin. The skin could be made from an animal that had been killed for food. It would be tanned and preserved. Then the tribesman would draw the history to be recorded directly on the leather using charcoal from the fire and paints made from natural dyes and colors from the environment. The leather skin was light in color, light in weight; and it would last for a long time. The Native Americans also used the skins to make beds and to build teepees or lodges. However it was this pictographic history of the tribe that was known as talking leather.

The history of the tribe was recorded by the elders of the tribe on talking leather, the written record. Talking leather was used to share the history and was used to tell in story fashion to children using the pictographs much the way a kindergarten teacher might use a storybook with very young children. From time to time an elder of the tribe would take the skin and it's recorded history of the tribe and visit other villages of the tribe. He would use the talking leather and the oral tradition to share the stories and to teach the children about their ancestors, their history and their traditions. The person who carried the leather was known as “Talking Leather”. The leather and the drawings translated and elaborated upon by the person who held it. Telling the story of the tribe.

We have modified the way talking leather is used to collect the comments and ideas of the group. After telling the story in the paragraph above, the teacher holding the leather would say something like:

“I have in my hand a piece of leather. I am the “Talking Leather”. It is my turn to talk. When I hold the leather, I am the only person who may speak. I may speak for as long as I hold the leather and everyone here should be respectful and attentive to what I have to say. Just as we will be respectful and attentive when it comes your turn to hold, and to become the “Talking Leather. When it comes your turn to hold the “Talking Leather”, you should thank the person who has passed the “Talking Leather” to you, and acknowledge what they have said before adding your own comments to the discussion.”

Of course the idea would be to provide each person standing or sitting in the circle of the group an opportunity to speak in turn and contribute their ideas in a guaranteed safe, respectful, and caring forum.

We have some ideas about specific types of questions or topics teachers can use to begin the talking leather discussion that will be shared in just another few pages, but as you as you learn to use the idea of talking leather you will find students more willing and able to share ideas in the group setting.



Talking Leather  
 A War Record circa 1880  
 From the Lakota Sioux of South Dakota  
 Depicting a Sioux victory over the Crow.



Photo taken of a piece in the Thaw Collection  
 Fenimore Museum, Cooperstown, New York, USA

**Here are sample ideas for use in this strategy for “meet and greet” activities.**

**Today would be a better day for me if \_\_\_\_\_.**

(Someone noticed how much work I did putting together this lesson.)

The person passed the “talking leather” would then respond.

“Well, Mr. Nicols, I certainly noticed how much work you did putting together this lesson. And I really like doing these types of activities.”

They would then continue with their own ...

Today would be a better day for me if \_\_\_\_\_.

**The thing I felt most about \_\_\_\_\_.**

(Insert a current event or issue for the student or children, dress code, rule, problem) The person passed the “talking leather” would then respond to the initial statement, and they would then continue with his own.

The thing I felt most about \_\_\_\_\_.

**I am feeling \_\_\_\_\_**  
**Because \_\_\_\_\_.**

(Insert an emotion or feeling that is true and relevant to you.)

The person passed the “talking leather” would then respond to the initial statement. And then continue with his/her own statement.

**I am feeling \_\_\_\_\_**  
**Because \_\_\_\_\_.**

**I wish \_\_\_\_\_.**

(Insert a wish that you might share)

The person passed the “talking leather” would then respond to the wish before adding his own wish.

**I wish \_\_\_\_\_.**

## Multi-voting

*Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education.*

*Franklin D. Roosevelt 1882 –1945*

Multi-voting is not democracy. It is democracy revisited, and revisited, and revisited. In an American democracy we elected George W. Bush President with a minority of the vote. Not just because of the Electoral College but because of a more complex issue, the lack of multi-voting. In 1999 during the presidential election there were many candidates but for the sake of this discussion lets narrow and simplify the field to just three.

George W. Bush – Republican  
Al Gore- Democrat  
Ralph Nader- Green

At the conclusion of the election, when the popular vote was counted George W. Bush was president with a minority of the vote. The Electoral College which he gathered a majority of the vote, is where the President is really elected. But suppose voters had been given the choice of only two candidates.

George W. Bush – Republican  
Al Gore – Democrat

Might we speculate that those tree hugging, environment loving, clean air sniffing Greens would vote for:

George W. Bush – Republican (Identified with big business big oil)

Or

Al Gore – Democrat (a easily identifiable environmental candidate)

If the United States practiced multi-voting history might well be different, and Al Gore would almost certainly be President.

Multi-voting is a simple process that allows voters to change their vote as the options narrow.

Suppose you were in a class where you were going to have a reception with dessert. The dessert selection committee has narrowed the selections available to ten choices. All of the choices are the same price and now you and the class are being asked to choose the favorite dessert from the following list.

### Dessert Possibilities:

Chocolate Ice Cream	Vanilla Ice Cream
Strawberries and Cream	Cheese Cake
Chocolate Brownies	Fortune Cookies
Lemon Meringue Pie	Candy Bar
Fresh Fruit Salad	Popcorn

### Traditional voting

“Ok class, we are now going to vote on our dessert selection. Everyone should pick her favorite dessert from the following list. Susan, you write down the votes as I count them.”

The votes are cast and counted and the tally looks like this....

Chocolate Ice Cream	2	Vanilla Ice Cream	3
Strawberries and Cream	3	Cheese Cake	3
Chocolate Brownies	5	Fortune Cookies	1
Lemon Meringue Pie	3	Candy Bar	2
Fresh Fruit Salad	6	Popcorn	1
Total Students			29

“Well class, fresh fruit Salad wins. Bon Appetite!”

You voted for lemon meringue pie but a larger number of the class votes for fresh fruit salad.

Are you happy? **NO!**

Do you feel included? **NO!**

Do you feel ownership in the selection? **NO!**

Do you want fruit salad? **NO!**

**No!** Not me, nor 23 other people!

Let's try it again but this time we will use a much better and slightly different democratic process called multi-voting.

## Multi-Voting

“OK class, we are now going to vote on our dessert selection. Everyone pick his or her six favorite desserts from the following list. No one may vote more than once for any one dessert. Susan, you write down the votes as I count them.”

*(Let's see, I would vote for, lemon meringue, chocolate brownies, cheesecake, candy bar, vanilla ice cream, strawberries & cream!)*

The votes are cast and tallied and the score sheet looks like this.....

### Vote #1

Chocolate Ice Cream 2 Vanilla Ice Cream 44

Strawberries and Cream 10 Cheese Cake 16

Chocolate Brownies 37 Fortune Cookies 4

Lemon Meringue Pie 35 Candy Bar 12

Fresh Fruit Salad 6 Popcorn 8

29 students X 6 votes = 174

“OK class, now we are going to narrow our choices to the top three desserts and you each get to vote twice.”

*(I am voting for the chocolate brownies and for the lemon meringue pie!)*

Votes are cast and tallied.....

### Vote #2

Vanilla Ice Cream 25

Chocolate Brownies 6

Lemon Meringue Pie 27

58 (29 students X 2 votes = 58 votes cast)

“OK class, now we are going to narrow our choices to the top two desserts and you each get to vote twice.”

*(Pie, pie, pie or maybe brownies !!!!)*

Votes are cast and tallied....

### Vote #3

Vanilla Ice Cream 24

Chocolate Brownies 18

Lemon Meringue Pie 16

58 votes, 29 Students

“OK class, now we are going to narrow our choices to the final dessert and you each get to vote once.”

Vote #4  
Vanilla Ice Cream 20  
Brownies 9  
29 votes, 29 students

“OK class, we will have vanilla ice cream for our dessert.”

*(Well, I didn't win but at least I have more of a feeling of inclusion, ownership, because at the beginning it was one of my choices, and I like vanilla ice cream too!)*

Of course, truth be told, I didn't get my second choice either, but there is more of a feeling of being on a winning side, and chances are the winner was a choice of all the students at one time or another. Using this kind of consensus building vote often looks different at the end of a multi-vote than it did with a single vote.

Do you remember which dessert won the first vote?

FRUIT CUP!

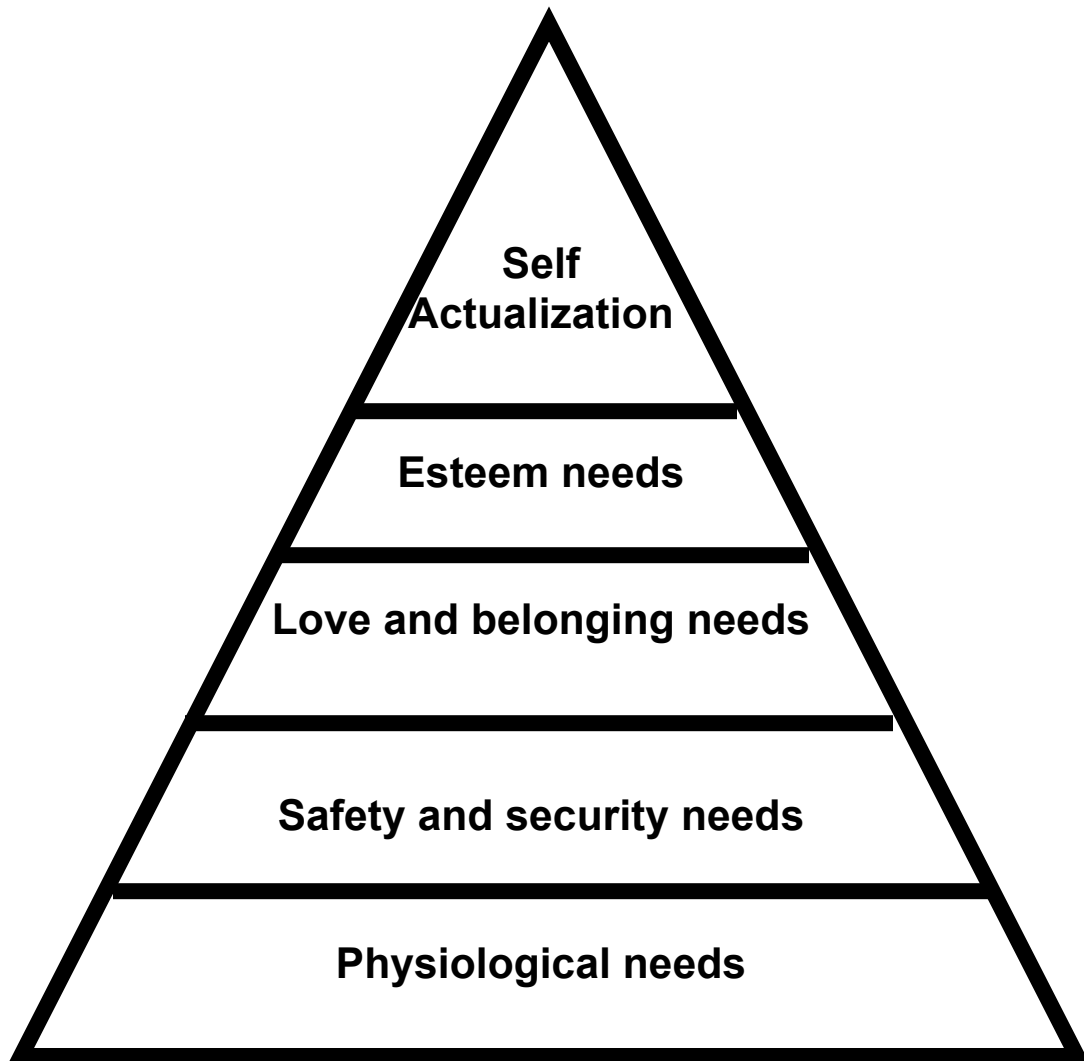
Yup, and it didn't even make it to the playoff vote or the finals!

To make it easier for you to try multi-voting to reach group consensus we have included a group focus blank page in the back of this chapter. We have a step-by-step formula to help you through your first few multi-votes. After the first few times that you try multi-voting will be a pro and you can vary the formula in any number of ways. Multi-voting is a good way to build inclusion, consensus, ownership and it has a win-win scenario. There are no losers.

Here are a few other final points on voting, multi-voting and secret ballots, presented in the context of a quick summary and review of the principles of belonging and self actualization by a familiar educational guru.

## **Needs**

Remembering the works of well known psychologist Abraham Maslow, who came up with the theory of the Hierarchy of Needs, we may recall that the feeling or sense of belonging is one of the four basic and deficit needs. If you don't get enough, you feel it. If you get enough, you don't notice it. Maslow believed that you don't feel hunger or thirst until you are hungry or thirsty. Maslow thought the same was true of belonging. However once you feel esteem you are always seeking more.





Whether you think that Maslow was on the right track or not, there is little doubt that everyone and especially children have a real sense of need to belong and to be loved and valued.

Children need to belong, and it is often that sense and need of belonging that makes them so susceptible to peer pressure. Sex, drugs, gangs, and other opportunities to belong can often be painful and negative experiences for children. If we are going to encourage our children to have less stress in their lives and to have a more fully-developed sense of who they are --confident and capable individuals, then we must be careful to protect their sense of belonging. Voting can either enhance or impede a student's feeling of self worth. "By the strength of my vote I can join or be excluded from a group of friends or desired friends. With my vote I can stand alone, or I can join others."

In order to get the greatest value from voting, we as a democratic, individual, idea- loving nation encourage the use of the secret ballot. It is a good idea . Within the privacy of a voting booth people are more inclined to vote their conscience knowing that their conscience will be secret. Many of us might be encouraged to vote differently if we were required to raise our hand in public to show our thoughts.  
"Viva la secret ballot!"

But a secret ballot may not work in a multi-vote. It may take too long and make the process unwieldy. Most of the time the multiple opportunities to vote that occur in multi-voting encourages honesty as everyone can agree some of the time and still belong. There are however, two things you can do to improve the process and get a more a honest vote tally.

The first thing to do is to consider having everyone vote at the same time.

"All right class we are going to vote for your three favorite desserts. At the count of three everyone who would vote for vanilla raise your hands.  
One, two, three.... OK Susan, count the votes."

Doing a simultaneous vote encourages honesty and discourages students from looking about the room to see how friends' or friend wanna-bes are voting.

Never use public or open voting for a discussion of issues that are strongly held, personal or potentially embarrassing. If you want to poll a group on these types of issues, always, always use a secret ballot type of voting process.

A second voting trick to use is the “Yes, No, Pass” option.



**Yes**



**No**



**Pass**

By simply showing a hand with the thumb up, thumb down or finger out we indicate our vote. This is a quick way to collect information from students about consensus. Do not use this option instead of a secret ballot or when it may be a close or sensitive issue being voted.

The “Yes, No, Pass” option works very well for quickly measuring the sentiment of the group. It is not an accurate measure for group feeling, nor is it good for discussion types of questions and issues. But it does provide an opportunity for the facilitator to determine how the group is reacting to the discussion or the conversation.

“So class how many of you are satisfied with the choice of vanilla ice cream as our dessert? On the count of three we are all going to vote using our right hands. Ready? One, two three.”

Once you have tried and practice multi-voting and “Yes, No, Pass” in a classroom, it will become a regular part of the student / teacher communications techniques. Students have asked in classes for the opportunity to multi-vote to measure class feelings. Students enjoy multi-voting. They enjoy being asked for their opinions and having their opinions valued.

Hmm, sounds like self esteem building to me!

Maslow would be proud!

# Chapter One Activity Sheet One

## Conducting a Group Focus, Focus Group.

**Group Size:**Class Size group 12- 25 students

**Time Needed:** 45 to 60 minutes

**Physical Set up:**Classroom setup prefer a circle or conference table

**Materials:** Recording material, whiteboard or flip chart, student journals Activity Sheet for Group Focus Session One & Multi voting Tally sheet for multi-voting.

**Goal:** Students will all share in a group discussion to identify the group or community issues around a selected topic.

**Procedure:Meet and Greet Activity:**

Select from talking leather activities in Chapter One  
Introduce a topic that is group and age appropriate to discuss with the entire group. This can be a topic such as the ones identified in the chapter or any other topic selected by the teacher some examples would include:  
Why adults don't understand kids.  
Why do people hate?  
Why does peer pressure work?  
Discuss the topic looking for as many different perspectives as the class or group can generate in twenty minutes.  
Multi-vote the top five ideas in rank order of importance as determined by the class.  
Have the students rank order the top five in personal order of importance.  
Have the students work in groups of three or four to explain their differences in rank order as compared to the class rank order.

**Follow-up:** Conclude by having one representative from each group share the most important observations of their small group.

**Reflection:**Journal entry.

*How I am different from the group.* Have students describe in their journal the differences or similarities they feel for the topic discussed with the group and speculate why.

# Chapter One Activity Sheet One

## Page 2

### Conducting a Group Focus, Focus Group.

**Setting The Agenda:** (Frame the topic, question or issue.)

**Goal:**

Self-awareness Knowing the issue and concerns  
Recognizing other points of view Others

**Strategy:**

Appoint a recorder

Begin discussion using a moderator

**Purpose & Recorder Observations:**

Define issues Assess feelings  
Express Concern Provide Examples  
Evolve to Action plan

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**Discussion - Conclusion - Action Plan – Next Steps**

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**Reflection Assignment: Journal entry, performance or graphic art, diary entry.**

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# Chapter One Activity Sheet Two

## Multi-voting

**Step #1** Identify and List the issues or topics to be voted on.

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**Step #2** Assign a number of votes per person. (About 60% of the number of issues)  
# votes /person \_\_\_\_\_. Voters write down their vote before voting begins.

**Step #3** Each person silently raises his or her hand to vote when the name of the issue is read. Vote is recorded next to the issue name listed above.

**Step #4** the list is narrowed to about 40% of the original list. (The top 40%)

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**Step #5** Assign a number of votes per person. (About 33% of the number of issues)  
# votes /person \_\_\_\_\_. Voters write down their vote before voting begins.

**Step #6** Each person silently raises his or her hand to vote when the name of the issue is read. Vote is recorded next to the issue name listed above.

**Step #7** List is narrowed down to the final top 3 choices.

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**Step #8** Everyone gets two choices, each person silently raises their hand to vote when the issue name is read. Vote is recorded next to the issue name listed above.

**Step #9** Everyone wins, or at least comes in second!

**Multi-voting, builds consensus, ownership, and inclusion. It demonstrates respect, and it is much easier to than it is to describe.**

## NOTES

## **Chapter Two: All you need to know about stress.**

### **Laurie – a case study in stress.**

Laurie was sick again. Why was she running this low-grade fever? She was tired. She had no energy. Could it be mononucleosis? Laurie had heard that lots of teenagers felt this way from mononucleosis. Could that be the reason she was feeling ill?

After a series of blood tests revealed nothing definitive, the doctor mentioned the possibility of stress. Laurie was not able to identify anything that could be triggering it. And she knew that fevers are not caused by stress, or so she thought. Soon she started to feel better and forgot all about her symptoms and her fever until the next marking period when Laurie's symptoms returned. After four months of this recurring ailment, her parents and doctor began to note a predictable pattern. It seemed that during this her senior year of high school, Laurie became ill every time a paper was due in her advanced English class.

Could this be? Could written assignments trigger these symptoms?

This deserved serious consideration, especially when her mom recounted the machinations she went through to complete the last assignment. Laurie was to write about Shakespeare, and after great difficulty deciding upon the right topic, she finally chose to write about the men who in Shakespeare's time played women and disguised themselves as men in the plot.

It was Laurie's pattern to choose the most difficult and obscure topic she could find or invent. To make matters even worse, Laurie lived in a university town and had access to the university library where she consulted highly advanced reference materials to support her thesis. Both these events—finding the topic and the resources—were rather challenging. Often she would procrastinate until the final moment came to sit down and write the paper. This repeated procedure was true for this paper as well.

With time almost running out and her stress levels increasing, Laurie felt fatigued and feverish. Laurie's grandmother had been an English teacher and an expert in classical literature. Grandmother offered to help. Laurie accepted the invitation and arrived at her grandmother's house feeling so stressed by this time that a minor provocation initiated a screaming temper tantrum. As Laurie explained, "The screaming and crying, as I began to understand, was a way for me to relieve my stress. But my grandmother didn't know that and offered to drive me home." Her stress level lowered after the crying and screaming, Laurie felt greatly relieved. She calmed down and was able to talk through her ideas with her grandmother. Then she spent the rest of the night completing the

paper. Completely drained the next day and still running a mild fever, she stayed home from school but managed to send the paper in.

Can stress cause such physiological symptoms? How did this pattern begin?

Why did writing a paper trigger such a stressful response?

What kinds of strategies could Laurie have used to circumvent this situation?

What is the relationship between perfectionism, procrastination, and stress?

This chapter will provide information and activities to help answer these and other questions you may have about stress.

## **Chapter Objectives**

- Gain an understanding the origins and effects of stress
- Identify stressors in their lives.
- Recognize how stress is manifested in self and others
- Manage stress by using stress busters
- Become familiar with stress prevention strategies

## **Essential Information**

### **Understanding Stress**

Did you hear that?

Shh, there are saber-toothed tigers in the neighborhood. Our heart starts beating faster and our palms start to sweat. We freeze seemingly unable to move. Should we fight or flee?

There have been saber-toothed tigers in the neighborhood for a long time. Well, not that long actually if you consider time since the beginning of our universe 4 (+or-) billion years ago and the much shorter history of life on our earth (1.2 billion years) and the comparatively very brief history of humankind.

In July 2002 fossil evidence was discovered in Chad in Central Africa that may be the oldest known hominid or near hominid species. That fossil skull is considered to be between 6 and 7 million years old. Although the time spans for Neanderthals and homosapiens have been extended back beyond most accepted fossil limits to accommodate the most recent genetic evidence, the divergence between Neanderthal and human lines begins around 500,000 years ago. If you believed that our early ancestors began to evolve 500,000 years ago. If you consider that a human generation might average at about 20 years, that would calculate out so that there would have been 25,000 generations of human kind. Most people would easily agree that human beings who looked like you and me have been around for at least 60,000 years. Using that



number of 60,000 years of human kind and 20 years per generation, we could extrapolate that there have been only about 3,000 generations of human kind that looked like us. Most remarkably it is only for the last 300 generations that we have lived outside of the cave (about 6,000 years). Books and the printed words have been available for a mere 30 generations (600 years), and electricity has been available to a limited few for only 5 generations (100 years), computer technology has been easily available for less than 3 generations, and computers have been available in some of the schools for only 1 generation.

<b>Years Ago</b>	<b># of Generations (20 years/ Generation)</b>	<b>Event</b>
6-7 Million Years	350,000	First Hominid Skull dated
500,000	25,000	Humans diverge from Neanderthals
60,000	3,000	Human beings looked like us
6,000	300	People moved out of caves
2000	100	Christ was born and died.
600	30	Printing Press was invented
500	25	Columbus Sails to the America's
100	5	Edison experiments with electricity
60	3	Computers are invented
10	<1	Computers in schools

Saber-toothed tigers went extinct about 11,000 years ago around the last ice age, but stress has been with us since before the beginning of human development.

- Stress was there in Chad in Central Africa 6 or 7 million years ago.
- Stress was there when Neanderthal and our early human ancestors competed for survival, and stress is still here with us today.
- Stress has been always present since before the beginning of our human evolution. But it is only the last two generations that have begun to explore and to try to understand the necessity of stress, the positive effects of stress, and the consequence of unmanaged or negative stress.
- Stress is omnipresent. It is neither good nor bad, it just is.
- Stress is present in the womb before birth and there is only one time in our lives when we will be absent from stress and that brief moment will be during the last moment of life— at death.

It is the stress of the build up of carbon dioxide that causes us to breathe. It is the stress of low blood sugar that causes hunger and inspires us to eat. It is the stress of emotion that causes our hearts to race when we feel love or fear. Stress is necessary, and important. Without stress there would be no great performances in athletics, on stage, or in our life.

Without stress there would be no life itself.

Medical experts tell us that unresolved, negative stress is a major contributor to all forms of disease. In the example of Laurie earlier in the book we learned that stress can even cause physical illness like fevers.

Without the appropriate management of stress we can expect to see more than 75% of illness directly related to that stress. Without improving our management of stress, heart disease will be a major killer of adults. Without more attention to the appropriate management of stress we will see an increase in suicide, gastrointestinal illness, diabetes, cancers and.....

Wait! That is exactly what we do have. We don't manage stress.

We do not practice appropriate strategies for management of stress. As adults, we are bad at stress management, and we are bad at modeling stress management for our children. They learn bad stress management from us! Most of the difficulties in our poor management of stress can be squarely placed on the cave step of our prehistoric ancestor for our physiological responses to stress were deeply engrained in our ancestors hundreds of thousands or millions of years, and thousands of generations ago. Our response to stress in this the third millennium of the modern era was based on necessary survival tactics applicable more than 60,000 years ago.

The strategies of our pre cave ancestors are no longer appropriate or necessary today. Worse still, we as a culture, as a society, and as individuals do poorly at managing stress. As parents and teachers we know our children and students learn from our example. We model, they imitate. We are teaching the skills and practice that will continue to leave a legacy of unnecessary disease and illness, a legacy of poorly managed relationships and communications, a legacy of unnecessary pain and suffering.

When human beings evolved into an increasingly complex organism, many traits were necessary to improve the probability of our survival as a species. This may have been good for the species. But, alas, nature is a cruel master concerned not about the individual but only about survival of the species. Many of the traits that would help to ensure that our genes and species would live another day predestined many of us as individuals to live many days less. What guaranteed the success of us as a species threatens us as individuals. The fight or flight response that helped us to fight off those tigers is no longer appropriate today for adults or for children. But the response is still there because our physiological response to stress is genetic. And there are other saber-

tooth tigers in our lives such as writing assignments, public speaking, pressures to achieve, etc.

We have to learn to apply our knowledge and our experience to our continuing evolution. We must find ways to manage stress to assure us of healthy and fulfilled lives. With some difficulty and challenge we can live and respond to “saber-tooth tigers” in our lives better than our ancestors did. Who knows we may even grow to become “the fittest to survive”? No apologies are due to Darwin!

To improve individual survival we must learn to not insist on responding to modern day stressors with prehistoric responses. We can read. We can reason. We can alter our response. Perhaps we should begin by understanding what the physiological response to stress looks like.

Thousands of generations ago we were both predator and prey. As predator we adapted to see and hear prey. As prey we adapted to avoid predators. Both adaptations developed to improve our survival as a species. Many of our physiological responses were programmed in us to help us prepare to fight or to flee. An instantaneous dumping of complex hormones and chemicals into the blood stream by the brain and the endocrine system at the first sign of trouble allowed the heart to beat more quickly, the muscles to prepare for action, the nose to smell, the ears to hear. This nearly instant response to the growl of a predator or the scent of prey allowed us to prepare for impending action. We could run to escape or run to catch. We could run faster. We did run faster. The rush of epinephrine or adrenalin into the brain allowed us to escape to avoid being eaten or enabled us to catch our lunch and be fed.

(An alternative hypothesis is that you are not here reading this because your ancestors were eaten!)

Either way, the epinephrine was used, and the body returned to a normal state of relative calm.

But today, thousands of generations from when this fight or flight type of response was necessary, when the brain experiences a stressor as simple as not completing a homework assignment, or being embarrassed in front of a friend, or not doing well on a test, the same hormonal response can occur. The stressor stimulates the brain causing epinephrine to be secreted by the adrenal glands. The heart beats faster. The blood pressure rises. We hear better and different sounds. We see with greater acuity. Our senses of taste and smell are heightened. Our muscles tense for action and every fiber of our body is poised and ready! We can run faster. But we don't.

Today, because there is no need to exert ourselves physically, we don't. The epinephrine and other stress hormones are not used as nature intended and as they were developed. Thus, the body does not return to a normal state of calm for a long time after the incident. Because the stress is not physically relieved it lingers. This heightened, elongated stress response repeated over a period of years results in an increase in health problems.

Medical experts tell us that stress is a major contributor to all forms of disease. To repeat, without the appropriate management of stress we can expect to see more than 75% of all illness directly related to stress. Without the appropriate management of stress we will continue to have heart disease as a major killer of adults. Without the appropriate management of stress we will see an increase in suicide, gastrointestinal illness, diabetes, cancers and....

## **Managing Stress, making the best of it!**

We need to learn to manage stress differently from our ancestors. It is quite truthfully and literally a matter of life and death!

*Know your enemy as you know yourself and you can fight a hundred battles with no danger of defeat. - Chinese proverb*

To manage stress in ourselves we must first learn to identify what it is and how it makes us feel. Knowing the physiological nature of stress can help to us identify the specific symptoms we may have even if those symptoms are not causing any problems. Know the enemy.

As explained in the previous section when we are stressed we can expect a number of things to happen almost instantly—within milliseconds:

- The heart beats more quickly to get ready to “fight or flee”
- Blood pressure increases to supply the brain with extra blood
- Vision changes as the pupils constrict to increase visual acuity
- The muscles tense to get ready to spring into action
- Hearing changes to allow you to hear deeper sounds more easily
- Digestion slows or stops to provide extra blood for the muscles of the body
- Blood is directed away from the of the skin to the body core
- Concentration is narrowed to allow you to focus on the perceived immediate threat
- The brain begins a faster thinking process involving less logic and more instinct

Each of the responses above was programmed to increase our survival probability assuming that there would be a physical response. If there is to be no physical response, each of the responses above can have negative health consequences.

How can we tell we are stressed? Check to see if any of these reactions sound familiar. Focus on what is causing the reaction.

- ✓ “I feel a pounding pulse in my chest. Sometimes my heart feels like it is beating so loud I think others might hear it.” The heart beats more quickly to get ready to “Fight or Flee”

- ✓ “I can feel the veins in my head filling. Sometimes you can see them pulse.” - Blood Pressure increases to supply the brain with extra blood.
- ✓ “It is harder to read without changing the light.” Vision changes as the pupils constrict to increase visual acuity.
- ✓ “My head aches and my back and neck muscles get sore and stiff.” The muscles tense to get ready to spring into action
- ✓ “I never heard what they said.” Hearing changes to allow you to hear deeper sounds more easily
- ✓ “I feel a knot in my stomach. Sometimes I get indigestion.” Digestion slows or stops to provide extra blood for the muscles of the body
- ✓ “I feel cold. Sometimes I shiver.” Blood is directed away from the surface of the skin to the body core
- ✓ “I just can’t focus. It seems like I can’t think.” Concentration is narrowed to allow you to focus on the perceived immediate threat
- ✓ “I guess I just didn’t think before I acted.” The brain begins a faster thinking process involving less logic and more instinct

Each of the symptoms described above can be directly linked to the physiological response of the body to a stressor. It is easy to see how the body’s response is linked to a survival response developed over thousands of generations. The first challenge was to recognize stress as an issue. The present challenge is to recognize a stress response in ourselves. There is actually a chain of predictable **conditions, behaviors, and consequences of responses** that occur in stressful situations.

**Conditions** are the things causing stress such as the environment, the events, the people, the places and locations in which we find ourselves—situations and circumstances as they occur around us. These stressful conditions inspire certain behaviors.

**Behaviors** are the response we have to our stressors. Behaviors include the biochemical and physiological changes we discussed above. They can also include our general perception and awareness, the emotions we feel, the way we sit or stand, the manner in which we convey feelings through body language or behavior. Some other behaviors that can be responses to stress include the change in the intake of food, alcohol or other drugs. Any and all of these behaviors result in consequences.

**Consequences of response** can be healthy or not depending on the appropriateness of the behavior. When the response is appropriate it is helpful and healthful. An inappropriate response is not helpful or healthful. An inappropriate but perfectly natural stress response can lead to stress related disorders and illness and even death.

Written as a formula the equation might look like this:

$$\text{Conditions} + \text{Behaviors} = \text{Consequences}$$

So,....

Our goal for health and happiness for long life, and success in whatever way we are going to define happiness and health will require us to change the condition, the behaviors or the consequences. All three are possible to change. The trick is how to do it. Often the best part of a trick is knowing the trick!

### **Conditions**

I can decide to reduce the amount of stress in my life by changing those conditions I find stressful.

### **Behavior**

I can decide to reduce the amount of stress in my life by changing my behavior in response to those conditions. I can do this by changing my perception of stressful events, by changing my attitude, or by altering my patterns of behavior, and by learning about managing stress.

### **Consequence**

Finally I can reduce the amount of stress in my life by managing the consequences of my behaviors by better understanding what my response to looks like. In that way I can recognize that the consequences are symptoms of stress. This understanding will lead to my changing conditions or behaviors. Once we know what our personal reactions to stress look like, we learn how to manage it by:

1. Avoiding situations that stress us.

2. Managing stress in situations we can't avoid.
3. Managing the consequences of stress we can't avoid.

If we are able to avoid stressful situations, we will have then avoided the resultant stress. Good Job! We need to do nothing else. If, on the other hand, we are not able to avoid stressful situations, we will need to learn to manage the stress. To this end we offer three stress management strategies. They are

1. Stress Busters – for the immediate alleviation of temporary and perhaps necessary or important feelings of stress.
2. Long Term Preventative - The appropriate long-range preventive and curative interventions to minimize or reduce levels of stress.
3. Interventions - When all else fails

## **Stress Busters to the Rescue!**

You have just gone into a test and instead of it being the multiple choice review of the Civil War that you are prepared to take, it is an essay test on the motivation of General Lee at Gettysburg.

Or

You get called into the principal's office and without shutting the door the principal immediately launches into a loud, inappropriate tirade of insulting remarks overheard by your friends and colleagues in the outer office.

What do you do? You can't run away, and if you pick up a spear and fight, well that would be good stress hormone management but it would create other problems like jail????

These kinds of situations call for stress busters. Stress busters are strategies intended to help manage immediate stress. They can reduce the short term effect of stress to help us get calmed and relaxed after some stressful experience. They can help improve focus and concentration. They should be used whenever we feel a stress responses and need or want to calm back down.

1. Focus on breathing. Deep deliberate breaths, taking care to fill your lungs. Hold breath as you count slowly to five. Gently exhale completely emptying your lungs. Repeat three times.
2. Neck exercises. Head tucks. Sitting straight up in a chair, with the back against the back rest, move the head slowly and steadily backwards as far back as you are able. Keep you chin tucked down and in as you do this. Do five repetitions. Neck Rolls. Still sitting straight up in your chair, after doing your head tucks, lift your chin and tilt your head backwards as though you were going to look at the

ceiling. With your head all the way back (your nose is pointing straight up) tilt your nose ½ an inch to the right and try to tilt your head even further back, then tilt your nose ½ an inch to the left and try to tilt your head even further back. Combine exercise 1 with exercise 2, repeat 10 times. Inhale before you begin each tilt and exhale with each tilt.

3. Disassociation. The human body cannot tell the difference between an event vividly imagined and one that is real. Do you remember awaking from a nightmare or a bad dream? You might have felt a pounding heart, true fear, sweaty and tired. That was the power of a vivid imagination. The same power can be used to practice a stress management technique called disassociation. It is a stress management skill learned by prisoners of war, athletes, long distance runners, people stranded on rafts, or anyone forced to engage in undesirable activities for any length of time. Disassociation can also be called daydreaming. When stressed and have a need to escape, you should try to: pick a favorite place or activity. Close your eyes and imagine yourself going there. Remember the fine details, the sights, the sounds, and the smells. Disassociation is sometimes also called visualization or mediation. You should practice trying disassociation alone or with a trusted friend. Try writing down descriptions of the perfect place, a relaxing place where you would be totally happy and peaceful. Imagine what you wish. You are stronger, smarter, healthier, more successful, less stressed whatever you wish. Disassociation and music work well together but be careful not to disassociate while you are taking a test, doing something physical that requires your attention or in the presence of people who need you to participate and pay attention. Don't use disassociation in class!
4. Music is a wonderful stress buster. But what music works best? The answer should be obvious. The music you like is the music you should use. Different music can work different miracles. The music you use for disassociation might be different than the music you might use to relax with friends. The answer is use the music you enjoy when trying to reduce stress.
5. Exercise is another ideal stress buster. When you exercise you do what nature and evolution intended when you were stressed. It is not necessary to fight or flee. It is perfectly OK to go for a walk, jog, stack wood, ride a bike, swim or do any other physical activity. To get the best effect you should try aerobic exercise though. That means you would be walking fast enough that talking would interfere with your pace. Twenty minutes of aerobic exercise is enough to burn up the most stubborn epinephrine rush, and this was what nature intended to do with that epinephrine.
6. Laughing & Crying – are among the best of the stress busters as well. In 1975 two doctors discovered natural chemicals in the body called endorphins. This natural chemical is released when you sleep, exercise, and do other things that make you feel good. There are more than twenty different types of endorphins have been discovered in the nervous system. The most effective, beta-endorphin gives a



euphoric effect to the brain and has been found to be composed of 31 amino acids. The word endorphin is abbreviated from “endogenous morphine”, which means morphine produced naturally in the body. It is a legal, natural, safe high. Endorphins are renowned worldwide as anti-stress hormones that help to relieve pain naturally. They are secreted by the nervous system to help manage stress or pain. They work to block the signal of pain to the nervous system. Endorphins can be released in extra amounts when you laugh and when you cry. It is thought that twenty minutes of laughing or twenty minutes of crying releases about the same amount of endorphins as two hours of sleep. If you want to manage stress with a boost of endorphins, try laughing or crying. In fact, even forced laughing like belly laughs can work to help release endorphins. When you laugh, your blood pressure and pulse momentarily increase, just as they do in exercise. Afterwards, again like with exercise they go back down. Laughter helps increase oxygen in your blood, stimulating circulation. A good belly laugh also helps strengthen your abdominal muscles. (a really neat way to exercise!) Researchers believe that laughter and humor can stimulate the immune system to better fight off disease. BUT an important thing to remember is that laughter and humor have to be constructive. Jokes and humor that are hurtful or that tear someone down do not have the positive benefits as laughter and humor done in good spirit.

## Long Term Preventative Techniques

Stress management techniques that we will introduce you to now and spend more time working with in other chapters of this book are healthy life long habits or on-going strategies that can prevent the occurrence of stress or at least keep it manageable.

**Walk & Talk** is a successful stress management technique because it allows an outlet for discussing troublesome situations before they get out of control. By using a physical activity to improve the opportunity, the quality, and the intimacy of verbal communication, we are able to have uninterrupted opportunity to share thoughts and feelings. The concept is simple. Unlike the exercise type of walking described as a stress buster where the objective is to walk fast enough to be unable to talk and to keep the pulse rate high enough to burn up epinephrine, the “walk & talk” routine requires walking slowly to encourage and facilitate talking. Teachers can use “walk & talk” very effectively while moving a class to or from recess, lunch, or an activity. Parents might use “walk & talk” effectively at a mall or on an outdoors nature trail. Friends might use the time together walking home from school or going anywhere the desire. The basic technique is simple. While walking begin the discussion on the topic of choice. It can be selected and introduced by either party. The box below outlines the structure for “walk & talk” experiences.

### The Seven Basic Rules Of “Walk & Talk”

1. Only two people do a “walk & talk.
2. Avoid eye contact.
3. Interruptions are allowed.
4. Tangential discussion is allowed.
5. Questions are allowed.
6. The conversation isn’t over until it is over.
7. But either party may request a delay of “walk & talk”.

The rules of Walk and Talk are very important. Only having two people engaged allows for conversational intimacy. The two may have this intimacy in a public place like a shopping mall, or an athletic field, but it is important to have only two participants in a “walk & talk”. Eye contact is avoided to keep emotional response and involvement to a minimum. Interruptions are allowed to give either party a respite from the potential seriousness of the conversation. Tangential discussion is permitted to allow for an in depth exploration of possible relevant but undiscovered issues. Questions provide for clarification of issues for either or both parties. Importantly, the conversation may need to be continued until both parties have arrived at personal end points. Hence the conversation isn’t over until it is over for both parties. Finally, either party may request a delay of the “walk & talk” to allow sensitive or delicate issues or tough challenges to be handled in manageable increments.

**Family or Class meetings** are wonderfully effective stress management tools if used correctly and appropriately. Used inappropriately they can have the exact reverse effect and cause significant stress. They can improve the quality of communications, clarify expectations and allow for participants to share in a safe and loving environment. Or they can encourage poor communications, confuse expectations and establish a climate of animosity dislike.

Groups do not have to be related to each other to have family or class meetings. They can be groups or clubs or gatherings of individuals who share common interests, issues and problems. They should also have mutual respect for members of the group. Not all family issues or decisions should be decided at family meetings. “Because I am the Dad/Mom and I said so!” Is still an important tactic for some decision making. For teachers it would be “Boss, Not Boss!” sometimes! Family and class meetings are appropriate when you want to increase consensus, build esteem, improve ownership and understand issues. The six considerations for family or class meetings are outlined in the box below.

#### **Six rules for Family Meetings**

1. The agenda should be announced, published or circulated before the meeting. Any member of the group can call the meeting or provide input for the agenda.
2. Each participant gets one vote.
3. There is no single veto or ruling authority.
4. Each participant gets equal time.
5. Each participant may speak without interruption, but clarifying questions may be asked after statements.
6. Goals should be identified after the meeting using the SMART goal system.

During a family or a class meeting it is important to allow equal opportunity. If you were to use a family meeting to discuss where to go on vacation or a class meeting to discuss where a field trip should be, necessary logical determinations should have been completed. Don't ask where do we go on vacation? Ask should we go camping, to the beach, or visit relatives if those are the three workable choices. Disneyland or Mars may not be the options you want to hear. The equal time, equal vote, and uninterrupted comment time allows to build ownership and esteem. Questions are allowed for clarification. Published agendas give participants time to think before the meeting to improve the quality of the thought, comment and participation. Finally the goals of the meeting should be S.M.A.R.T.

**SMART** goals are

- **Specific** – everyone has the same understanding.
- **Measurable** – everyone will know when we have met our goal.
- **Achievable** – everyone will be able to accomplish their specific task.
- **Relevant** – everyone will buy into our goal because it is Relevant to them.
- **Time limited** – everyone knows the due date!

**Time Management** When asked what stresses them the most, adults often report time management issues. There aren't enough minutes or hours in a day or days in a week. It is the same for children. Our stress management research showed time management issues for EVERY group of children interviewed. That shouldn't be a surprise. Children learn from adult models. We poorly manage time. Children learn poor time management. In *Chapter 3: All about Time* we will spend more time explaining how to help manage the very predictable 1,440 minutes available every single day—today, and again tomorrow, and so on. The reality is that we can't manage time. We need to manage the things that we do with our time and that will take a whole chapter. For now, let's commit to agreeing that we will learn to be a better manager of the things we do with our time. Improved time management allows us to accomplish more. Goal setting helps us to accomplish the things that we find most meaningful. More in Chapter 4!

**Understanding Your Personality Style.** In one of the schools where we were working with high school juniors, we helped them look at issues involving differences in style. We worked with the students to help them identify their individual personality profiles. We then did an analysis of how those styles related to other people in their lives. During the class a 17-year-old girl apparently had a revelation and blurted out, "Now I understand that my dad really does love me. He just doesn't show it with physical affection. He never hugs me but he does love me." At that moment this girl realized what some of us might never understand. What excites, frightens, emboldens, interests, bores, rouses curiosity or moves me may not be the same thing that excites, frightens, emboldens, interests, bores, rouses curiosity or moves you. We are different styles. Understanding styles helps us to minimize stress by changing expectations to reality. Expectations about what we need from the environment and what we can provide tend to be related to our individual personality types. Understanding this can seriously reduce stress in our lives. In a subsequent chapter we will discuss *Personality Talent Profiles* as a model for

understanding who we are. . We will explore how the knowledge of style will help us relate to others. It might just all be about understanding relationships.

### **Communications and Image Management,**

I know you think you know what I said, but did you know what you heard wasn't what I meant! Huh? Communications and understandings are a significant stress management tool. Miscommunication, misunderstandings add to the unnecessary complexity of life and the inappropriate raising of stress levels. In chapter Five on Communications we will spend significant time talking about and reviewing ways to reduce stress by improving communications. There, we will review how to deliver and receive "I Messages", how to be assertive but not aggressive, how to identify our communication styles. We will also explore the idea of image management. How do your dress, tone of voice, and the words we use project a personal image? We will determine whether or not we are sending out the message we intended. We will focus on how to project who we really are and provide strategies for putting ourselves in the right light so that no one ever says to us...

"What we've got here is a failure to communicate."  
Camp Commandant (Strother Martin)  
in the 1967 film Cool Hand Luke

## **The Creative Approach**

There are several ways that creativity can help us manage our stress. We will talk about two strategies here. The first is using creative problem solving strategies and the second is to have a creative outlet for self-expression and renewal.

### **Creative problem solving**

One cause of stress is failure to find solutions to events that are causing you problems. Problem solving is an important life skill. Unfortunately most people are not taught how to use their creativity to generate ideas for making decisions, confronting issues, and solving problems. In fact, we are often discouraged from using our divergent thinking skills to generate a plethora of ideas from which the best solution to the problem appears. Instead we are required to use our convergent thinking to find the one correct solution sought after. Tests are often designed to assess the knowledge and skills learned in a particular discipline and frown upon creative solutions like invented spelling or five possible answers to the math multiplication problem "25 X 32 = ?".

There are two kinds of thinking and they are not right and wrong. They are divergent and convergent thinking. The truth is that we need both kinds of thinking to solve problems, divergent thinking, which is for idea generation, and convergent thinking, which forces us to weigh possibilities and decide on the best appropriate solution.

A well-researched and highly used problem solving strategy is called *Creative Problem Solving* (CPS) (Treffinger, 2002). This strategy first used by Alex Osborn (1963) and

revised by Parnes and Treffinger (1981) is used primarily in business but has been successfully applied to both counseling and educational situations. The strategy consists of six steps:

**The Six Steps to Creative Problem Solving**

1. Mess finding
2. Fact Finding
3. Problem Finding
4. Idea Finding
5. Solution Finding
6. Acceptance Finding.

Each step begins using divergent thinking to generate many ideas and using convergent techniques to hone in on the best or most acceptable solution(s).

The most common technique for generating ideas is **brainstorming**. Experience and research have shown that brainstorming will happen best within small groups of 5 to 7 people. However brainstorming can be managed successfully with up to 20 participants. It follows the rules shown in the box below.

### Five rules for Brainstorming

1. Criticism is ruled out. Accept everything. Withhold criticism or evaluation of the ideas. (In other words defer judgment.)
2. Freewheeling is welcomed – the wilder the idea the better. New ideas often come out of silly comments made in an accepting environment.
3. Quantity wanted. The more ideas generated the higher the probability for original ideas.
4. Combination and improvements are sought.
5. Piggybacking on each other's ideas is desirable.

There are also problem focusing tools. One popular strategy is the Evaluation Matrix shown below. We will provide a section on how to use these tools in Chapter Eight.

Evaluation Matrix												
Options	Criteria								Keep	Stop	Start	

## **Creative Outlet**

Researchers define happiness as the ability to get into flow. People who engage in a creative outlet are said to have many flow experiences. Some people engage in creative activities because they find joy in the performance for its own sake. When people are actively engaged in creating, they become lost in the moment. Mihaly Csikszentmihalyi, a developmental psychologist who studies creativity and happiness, describes these kinds of experiences as creating a “state of flow” The secret is knowing which creative activity are so engaging for us that we forget about yesterday and have no concern about tomorrow. It might happen when we are dancing, playing the piano, riding a horse. For some the creative outlet may be sketching, photography, playing chess, or writing poetry. It might be experimenting in the science lab or writing a computer program. We need to find those things that for which we have a passion and allocate the time to pursue them on a regular basis. Finding time to do what we love can assure a balance in our lives. During stressful moments or days, taking an hour to pursue a passion will have a positive effect on reducing stress and reenergizing us to cope with the other stressors in our lives.



Samantha Abeel, a high school student with a talent in poetry has severe learning difficulties in mathematics. These difficulties have caused her high levels of stress over the course of her school years. The stress became so severe at times that Samantha became physically ill and dreaded going to school. Finally, she received some help in math but still found the subject very difficult. When she started to feel overwhelmed, she turned to her poetry as an outlet to relieve her stress. When writing, nothing else seemed to matter. In one of her poems, shown below, she describes her difficulty with math and her resilience in coping with this ongoing problem. Writing this piece helped her to express her feelings that in turn helped diminish some of the stress as well.

### **Self Portrait**

*To show you who I am  
I crawled inside a tree, became its root, bark and leaves,  
listened to its whispers in the wind.  
When fall came and painted the leaves red and gold  
I wanted to shake them across your lawn  
to transform the grass into a quilt , a gift spread at your feet,  
but their numbers eluded me,  
So I turned a piece of paper into my soul  
to send to you so that you might see  
how easily it can be crumpled and flattened out again.  
I wanted you to see my resilience,  
but I wasn't sure how to arrange the numbers in your address,  
So I danced with the Indians in the forest  
and collected the feathers that fell from the eagle's wings,  
each one a wish for my future,  
but I lost track of their numbers, gathered too many,  
and was unable to carry them home  
So I reaped the wind with my hair,  
relived its journey through my senses, and  
felt its whispered loneliness, like lakes in winter,  
but it was too far and you could not follow me.*

*Now I've written out their shadows like the wind collects its secrets  
to whisper into receptive ears, and I  
will leave them at your doorstep,  
a reminder of what others cannot see,  
a reminder of what I can and cannot be.*

*Abeel & Murphy  
(1993) Reach for the Moon: Duluth MN: Pfeifer-Hamilton Publishers. (218)*

## When all else fails!

All is not lost. There are still things to do. Stress, and the sometimes symptom of depression and its effects are a major health problem in the United States and indeed in all cultures. When it seem like nothing works that is the time to invest in the significant changes necessary to accomplish the specific stress management goals.

The two biggest significant changes we can make are to:

**Learn about the Burn Out Cycle** in the next chapter. There are predictable and specific things you can do to change the cycle and pattern of stressful response. Don't risk burning out, without knowing the alternatives.

**Seek Professional Intervention.** When stress has demonstrated itself, as unmanageable, professional help is most likely essential. Students need to confide in their parents or other caring adult who can help them to find the help they need. More and more teens are suffering from depression (Time, 2002) and require medical or psychological attention. There is significant evidence that the detrimental effects of stress cost time, productivity, money, and lives. Suicide continues as a major cause of death among young people. It is estimated that each year about 3 million teenagers in the United States contemplate suicide. One third of those ages 12 to 17 had actually tried suicide, and only about 1 in 3 had received professional help. In rare instances it is necessary to seek professional assistance in managing stressful situations. Professional counselors, physicians, spiritual leaders, and guidance counselors are good places to seek assistance for problems that are more than we can handle.

It is important that each of us become aware of the signs of depression listed below and recognize them in ourselves and others. In this way we can seek out professional advice.

### Signs of depression

- Depressed mood most of the day
  - Diminished interest or pleasure in most activities
  - Significant changes in body weight or appetite
    - Insomnia or hypersomnia
    - Increased or decreased activity
    - Fatigue or loss of energy
  - Feelings of worthlessness or excessive guilt
  - Diminished ability to think or concentrate
  - Recurrent thoughts of death or suicide,
    - attempt or plan to commit suicide
- (DSM IV; 1994)

# Chapter Two Activity Sheet One Identifying Stressors

**Group Size:**Seminar group—8-12 students

**Time Needed:** 45 to 60 minutes

**Physical Set up:**Circle or conference table

**Materials:** Recording material, whiteboard or flip chart, student journals, copies of Case Study of Laurie at the beginning of the chapter, copies of Essential Information: Exploring Stress pp29-33.

**Goal:** Students will identify stressors and understand that we all share similar stressors.

**Procedure:** **Meet and Greet Activity:**  
Select from Talking Leather activities in Chapter One  
Distribute copies of the case study and allow time for the students to read it. Have the group discuss the scenario focusing on Laurie's stressors and the identifiable patterns and possible causes.  
Have the group individually list in their journal the things in their journals that cause them stress. Share lists and use multi-voting technique described in Chapter One to find commonalties among the group.

**Follow-up:** Conclude by deciding which kinds of stressors would the group like to explore during their group focus sessions. Have them comment on how they felt about the day's session. Distribute *Exploring Stress* handout for students to read for the next session.

**Reflection:** Journal entry. Have students choose one of the following activities for their reflection activity:

- Write about an episode where you experienced stress. What triggered it? How did you manage or not manage it?
- Draw a cartoon defining what stress is for you

# Chapter Two Activity Sheet Two

## Manifestations of stress

**Group Size:**Seminar group—8-12 students

**Time Needed:** 45 to 60 minutes

**Physical Set up:**Circle or conference table

**Materials:** Recording material, whiteboard or flip chart, student journals, activity worksheet: Stress, who me? Exploring Stress handout.

**Goal:** Students will identify manifestations of stress, how they personally manifest stress and how to recognize it in others.

**Procedure:Meet and Greet Activity:**

Select from Talking Leather activities in Chapter One

Discuss major points of article. Focus on when is stress healthy and when does it become problematic?

Discuss the manifestations of stress as summarized on the Activity sheet, Stress, who me? on the next page. Key in on Laurie's (case study) manifestations of stress and how they linked to her stressors.

Have the students complete Activity sheet, Stress, Who me? On the next page and share their findings with a partner.

**Follow-up:** Conclude by having a few of the students work together to role play a scenario demonstrating the stressor and the manifestation.

**Reflection:**Journal entry.

Creating meaning through metaphor: "Stress is like\_\_\_\_\_. Suggest to the students that they can compare stress to an animal, weather event, geographic feature or anything students feel is appropriate. Explain the attributes of each and how they are similar. Create a visual to accompany the entry.

# Chapter Two Activity Sheet Two

## Manifestations of stress

### Activity Sheet: Stress, who me?

When you are stressed you can expect a number of things to happen almost instantly. Within milliseconds:

1. The heart beats more quickly to get ready to "Fight or Flee"
2. Blood Pressure increases to supply the brain with extra blood
3. Vision changes as the pupils constrict to increase visual acuity
4. The muscles tense to get ready to spring into action
5. Hearing changes to allow you to hear deeper sounds more easily
6. Digestion slows or stops to provide extra blood for the muscles of the body
7. Blood is directed away from the of the skin to the body core
8. Concentration is narrowed to allow you to focus on the perceived immediate threat
9. The brain begins a faster thinking process involving less logic and more instinct

**Stress in You:** When you are stressed what symptoms of stress do you feel or see in yourself? List five of them in the spaces below and then link each of the stressors you find to one of the numbers of those listed above.

# 1-9

from list above

1. \_\_\_\_\_ Linked to \_\_\_\_\_
2. \_\_\_\_\_ Linked to \_\_\_\_\_
3. \_\_\_\_\_ Linked to \_\_\_\_\_
4. \_\_\_\_\_ Linked to \_\_\_\_\_

**Stress in Others:** Do you see signs or symptoms of stress in other people? List three of them below. Link each of the stressors you find to the list above.

1. \_\_\_\_\_ Linked to \_\_\_\_\_
2. \_\_\_\_\_ Linked to \_\_\_\_\_
3. \_\_\_\_\_ Linked to \_\_\_\_\_

**Follow Up:** In your journal outline the relationship between the visible symptoms of stress and the physiological causes. Or do a skit showing the relationships you discovered and listed above.

# Chapter Two Activity Sheet Three

## Stress busters

**Group Size:**Seminar group—8-12 students

**Time Needed:** 45 to 60 minutes

**Physical Set up:**Circle or conference table

**Materials:** Recording material, whiteboard or flip chart, student journals, Stress busters to the rescue handout, activity worksheet: Stress busters.

**Goal:** Students will learn short term strategies for alleviating stress caused by specific situations.

**Procedure:****Meet and Greet Activity:**

Using Talking Leather technique, ask the following question:

A stress less moment for me is when I \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Distribute handout and Activity sheet. Describe each strategy and do the exercises as a group as outlined on the Activity sheet. Allow the students to comment on the strategies as they experiment with them.

**Follow-up:** Conclude by having the students decide on a particular strategy that they will try before the next session.

**Reflection:**Journal entry.

Comment on the usefulness of strategy. Describe the situation causing the stressful moment, what it felt like physically, and how the stress buster helped alleviate the tension of the moment.

# Chapter Two Activity Sheet Three

## Stress busters (page 1 of 2)

### Six Stress Busters to the Rescue!

These exercises are intended to help you manage immediate stress. They can reduce the short term effect of stress to help you get calmed and relaxed after some stressful experience. They can help improve focus and concentration.

- Focus on your breathing.
  - a) Deep deliberate breaths,
  - b) taking care to fill your lungs.
  - c) Hold breath as you count slowly to five.
  - d) Gently exhale completely emptying your lungs.
- Neck exercises.
  - a) Head tucks.
    - i) Sitting straight up in your chair
    - ii) move your head slowly and steadily backwards as far back as you can
    - iii) Keep your chin tucked down and in as you do this 5 X.
  - b) Neck Rolls.
    - i) Still sitting straight up in your chair, after doing your head tucks,
    - ii) lift your chin and tilt your head backwards look at the ceiling
    - iii) with your nose is pointing straight up tilt your nose ½ an inch to the right
    - iv) try to tilt your head even further back.,
    - v) then tilt your nose ½ an inch to the left and try to tilt your head even further back. Combine exercise 1 with exercise 2, repeat 10 times.
- Disassociation. Describe your favorite day dream.....

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- Music describe your favorite music, artist, style, selection. Why is it your favorite?

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# Chapter Two Activity Sheet Three

## Stress busters (page 2 of 2)

- Exercise is a perfect stress buster. What exercises do you enjoy and might you try when you are stressed?

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- Laughing & Crying – are among the best of the stress busters. What makes you laugh?

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- What makes you cry?

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- How do you feel after laughing or crying?

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- Why?

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### Do you know what a “Belly Laugh” is?

**Belly laugh** - n 1: a burst of deep loud hearty laughter [syn: guffaw] 2: a joke that seems extremely funny [syn: sidesplitter, howler, thigh-slapper, scream, wow, riot]Source: WordNet ® 1.6, © 1997 Princeton University

Try getting the entire class to join in a class Belly Laugh. The best kinds come from real laughter but even a pretend “burst of deep loud hearty laughter” will do the trick!



# Chapter Two Activity Sheet Four Visualization (page 1 of 3)

**Group Size:** Seminar group—8-12 students

**Time Needed:** 45 to 60 minutes

**Physical Set up:** Large carpeted space where each student can lie down on the floor in his or her own space. This should be a quiet space where there will be no interruptions.

**Materials:** Student journals, CD or tape player, relaxation music from nature, or selection of relaxing music, & visualization script on next page. Have each student bring a beach towel and a pillow if possible.

**Goal:** Students will participate in a visualization relaxation experience and learn its effect on the mind's ability to control stress.

**Procedure:** **Meet and Greet Activity:** One sentence summary of stress buster experience assignment from previous session.  
**Explain** to the students that the purpose of the session is to learn a strategy called visualization. Although it combines elements of breathing techniques and disassociation, this strategy is not meant to be a stress buster but rather a life long practice. People who use visualization on a daily basis do seem to remain calmer than those who don't. Visualization is a powerful strategy for relaxation. It can help us to fall asleep or to put our bodies in slow motion. In this almost dream-like state, blood pressure lowers, the mind lets go of thoughts, and tension seems to leave the body. After 10 minutes of this kind of relaxation, stress is diminished and people seem to have renewed energy.  
**Have the students** find a spot on the floor to place their towels. They are to lie down with their eyes closed and stay silent. Lower the lights. Turn on the music and read the visualization script on the next page.  
**After the experience** is completed have the students describe how they are feeling, their ease in visualizing what was described, and their comfort level with the experience.

**Follow-up:** Conclude with the reflection activity.

**Reflection:** Journal entry. - Write about the experience. Was it effective in terms of relaxation and stress reduction. Would it be possible to repeat this experience on your own? How would you do it?

## Chapter Two Activity Sheet Four Visualization (page 2 of 3)

### Teacher Instructions:

1. Have students find a comfortable spot on the floor to place their towels. They are to lie down with their eyes closed and stay silent. If some prefer they may sit, but comfort is very important.
2. Darken the room.
3. Teacher to slowly read the large type in the following script: (assumes nature sounds of running water or new age music as background sound) Script should be familiar to reader prior to the reading.

Relax and make yourself comfortable. You may lie on your back or your side, or stomach as you choose. Close your eyes and breathe deeply. Hold the breath for a count of five and slowly exhale. Repeat this slow breathing, drawing the air deeply into your lungs, holding it for a few seconds and then releasing your breath slowly. Now continuing to breathe at your own rate, inhaling deeply, briefly holding your breath then slowly exhaling, keeping your eyes closed join me on an imaginary excursion to this place I know and want to share with you.

(Start music of nature sounds like running water or new age artist like Enya.)

We are going to imagine the most beautiful meadow you have ever seen. The grass is green and lush, there are wild flowers of many colors and species scattered about the meadow and the air is cool, and clean and crisp. As we walk slowly through the meadow looking at the flowers, we hear the soft rush of bubbling water. It is a small stream. We could not see it before, as it lay hidden next to the blanket of grass and flowers. We decide to rest. First we sit by the side of the stream, but now we lie down. The grass is thick and cool to the touch, but invitingly soft. As we lie down, we close our eyes with the image of flowers, the stream, and nature filling our memory. Our eyes are closed, but the sun shines brightly. We can feel the warmth on our hand as we shield our eyelids with the back of our hand. The warmth is comforting and calming.

## Chapter Two Activity Sheet Four Visualization (page 3 of 3)

The bright sun is cooled by passing clouds and even with our eyes closed we can feel the shadows pass over head, as a gentle breeze pushes the clouds through a big, silent, clear blue sky.

We lie in the grass quietly, listening to the sounds of the stream, remembering the beauty we have discovered and joined.

Stay and enjoy the warmth of the sun, the coolness of the grass and the picture of beauty that you hold so clearly in your memory for a few minutes.

(After three to five minutes have passed.  
Turn the music down a little bit and continue reading:)

Keeping your eyes closed now, continuing your deep, relaxed, slow breathing, keep this feeling and imagine any place or event that you can think of that has made you or will make you happy.

(Briefly pause for 30- 60 seconds.)

Keeping your eyes closed, mentally enjoy the feeling of being there in that special place or doing that special event. I will leave you alone again for a few minutes to enjoy your own private place.

(After three to five minutes have passed.  
Turn the music down slowly while reading the last paragraph.)

Now, gently, slowly open your eyes, and quietly, silently return to your desks, and let us talk about our experiences.

(After the experience is completed have the students describe how they are feeling, their ease in visualizing what was described, and their comfort level with the experience.)

**Follow-up:** Conclude with the reflection activity.

**Reflection:** Journal entry. - Write about the experience. Was it effective in terms of relaxation and stress reduction. Would it be possible to repeat this experience on your own? How would you do it? What music might you select.

# Chapter Two Activity Sheet Five

## Long Term Stress Management (page 1 of 2)

**Group Size:**Seminar group 12-24 students

**Time Needed:** 45 to 60 minutes

**Physical Set up:** Chairs in circle

**Materials:** Recording material, whiteboard or flip chart, student journals, Essential Information handout  
“Long- Term Preventative Techniques” The handout is 6 pages long and is attached to this Activity Sheet.

**Goal:** Students will recognize, compare and contrast life skills and gain understandings necessary for managing stress over time.

**Procedure:**

Meet and Greet Activity: Pose question using Talking Leather Technique: “One good thing about these sessions is ...”

Distribute “Long-term Prevention Strategies” handout. Students on each team will explore these strategies using the jigsaw method described below. To begin the topic exploration, have students divide themselves into teams of six. After glancing at the six techniques mentioned, each team member will select one to explore. (For small groups, have the group divide into teams of three and select three strategies for round one, and then repeat the process for exploration of the second three techniques. Once each student has chosen one of the strategies, the students need to regroup by strategy. Allow 20 minutes for the exploration groups to discuss their strategy in terms of the questions below.

- What are the unique qualities about the strategy?
- Would this strategy have helped Laurie prevent her dilemma?
- What do you see as a benefit of using the strategy as a means for stress prevention?
- What do you see has a challenge to your using it?

When time is up return to the home team where each member shares the strategy by stating:

- A short description of the strategy
- How the strategy could be adapted or used by the students?
- What would be the benefits if the strategy were put into use?

# Chapter Two Activity Sheet Five

## Long Term Stress Management (page 2 of 2)

**Follow-up:** Close by asking the students which strategy or topic seemed most interesting to them. Inform them that they will be learning about all of them in the sessions to come.

**Journal entry suggestion:**

Choose a strategy and discuss it with three other people (friends or family) for their reaction. Summarize their opinions. Are you ready to choose a technique for yourself? If so, discuss your choice and your reasons for making that choice.

*Jigsaw is a cooperative learning strategy. Students on a team pick that aspect of the topic that interests them. They, then, join members from other teams who have the same interest and learn about the particular topic together. They explore the topic by answering focus questions provided by the teacher. When time is up they return to their home team and share their expertise by summarizing their findings. Each member of the home team will have explored a different area and have explained it to the other members of his home team. By the end of the session, all students will then be familiar with all of the topics.*

## Chapter TwoActivity 5

### Long Term Stress Management Handout (page 1 of 6)

**Walk & Talk** is a successful stress management technique because it allows an outlet for discussing troublesome situations before they get out of control. By using a physical activity to improve the opportunity, the quality, and the intimacy of verbal communication, we are able to have uninterrupted opportunity to share thoughts and feelings. The concept is simple. Unlike the exercise type of walking described as a stress buster where the objective is to walk fast enough to be unable to talk and to keep the pulse rate high enough to burn up epinephrine, the “walk & talk” routine requires walking slowly to encourage and facilitate talking. Teachers can use “walk & talk” very effectively while moving a class to or from recess, lunch, or an activity. Parents might use “walk & talk” effectively at a mall or on an outdoors nature trail. Friends might use the time together walking home from school or going anywhere the desire. The basic technique is simple. While walking begin the discussion on the topic of choice. It can be selected and introduced by either party. The box below outlines the structure for “walk & talk” experiences.

#### **The Seven Basic Rules Of “Walk & Talk”**

1. Only two people do a “walk & talk
2. Avoid eye contact
3. Interruptions are allowed.
4. Tangential discussion is allowed.
5. Questions are allowed.
6. The conversation isn’t over until it is over.
7. But either party may request a delay of “walk & talk”

The rules are very important. Only having two people engaged allows for conversational intimacy. The two may have this intimacy in a public place, but it is important to have only two participants in a “walk & talk”. Eye contact is avoided to keep emotional response and involvement to a minimum. Interruptions are allowed to give either party a respite from the potential seriousness of the conversation. Tangential discussion is permitted to allow for an in depth exploration of possible relevant but undiscovered issues. Questions provide for clarification of issues for either or both parties. The conversation may need to be continued until both parties have arrived at personal end points. Hence the conversation isn’t over until it is over for both parties. Finally, either party may request a delay of the “walk & talk” to allow sensitive or delicate issues or tough challenges to be handled in manageable increments.

## Chapter TwoActivity 5

### Long Term Stress Management Handout (page 2 of 6)

**Family or Class meetings** are wonderfully effective stress management tools if used correctly and appropriately. Used inappropriately they can have the exact reverse effect and cause significant stress. They can improve the quality of communications, clarify expectations and allow for participants to share in a safe and loving environment. Or they can encourage poor communications, confuse expectations and establish a climate of animosity dislike.

Groups do not have to be related to each other to have family or class meetings. They can be groups or clubs or gatherings of individuals who share common interests, issues and problems. They should also have mutual respect for members of the group. Not all family issues or decisions should be decided at family meetings. “Because I am the Dad/Mom and I said so!” Is still an important tactic for some decision making. For teachers it would be “Boss, Not Boss!” sometimes! Family and class meetings are appropriate when you want to increase consensus, build esteem, improve ownership and understand issues. The seven considerations for family or class meetings are outlined below.

#### **Six rules for Family Meetings**

1. The agenda should be announced, published or circulated before the meeting. Any member of the group can call the meeting or provide input for the agenda.
2. Each participant gets one vote.
3. There is no single veto or ruling authority.
4. Each participant gets equal time.
5. Each participant may speak without interruption.
6. Questions may be asked after statements are made.
7. Announced Goals of the meeting should be S.M.A.R.T. Goals.

During a family or a class meeting it is important to allow equal opportunity. If you were to use a family meeting to discuss where to go on vacation or a class meeting to discuss where a field trip should be, necessary logical determinations should have been completed. Don’t ask where do we go on vacation? Ask should we go camping, to the beach, or visit relatives if those are the three workable choices. Disneyland or Mars may not be the options you want to hear. The equal time, equal vote, and uninterrupted comment time allows to build ownership and esteem. Questions are allowed for clarification. Published agendas give participants time to think before the meeting to improve the quality of the thought, comment and participation. Finally the goals of the meeting should be S.M.A.R.T.

## Chapter TwoActivity 5

### Long Term Stress Management Handout (page 3 of 6)

**SMART** goals are

- **Specific** – everyone has the same understanding.
- **Measurable** – everyone will know when we have met our goal.
- **Achievable** – everyone will be able to accomplish their specific task.
- **Relevant** – everyone will buy into our goal because it is Relevant to them.
- **Time limited** – everyone knows the due date!



## Chapter TwoActivity 5

### Long Term Stress Management Handout (page 4 of 6)

**Time Management** When asked what stresses them the most, adults often report time management issues. There aren't enough minutes or hours in a day or days in a week. It is the same for children. Our stress management research showed that there were time management issues for EVERY group of children interviewed.

That shouldn't be a surprise. Children learn from adult models.

Adults poorly manage time. Children learn poor time management.

In *Chapter 4*: we will spend more time explaining how to help manage the very predictable 1,440 minutes available every single day—today, and again tomorrow, and so on. The reality is that we can't manage time. We need to manage the things that we do with our time and that will take a whole chapter.

For now, let's commit to agreeing that we will learn to be a better manager of the things we do with our time.

Improved time management allows us to accomplish more.

Goal setting helps us to accomplish the things that we find most meaningful.

## Chapter TwoActivity 5

### Long Term Stress Management Handout (page 5 of 6)

#### Understanding Your Personality Style

In one of the schools where we were working with high school juniors, we helped them look at issues involving differences in style. We worked with the students to help them identify their individual personality profiles. We then did an analysis of how those styles related to other people in their lives.

During the class a 17-year-old girl apparently had a revelation and blurted out,

“Now I understand that my dad really does love me. He just doesn’t show it with physical affection. He never hugs me but he does love me.”

At that moment this girl realized what some of us might never understand. What excites, frightens, emboldens, interests, bores, rouses curiosity or moves me may not be the same thing that excites, frightens, emboldens, interests, bores, rouses curiosity or moves you.

We are different styles.

Understanding styles helps us to minimize stress by changing expectations to reality. Expectations about what we need from the environment and what we can provide tend to be related to our individual personality types. Understanding this can seriously reduce stress in our lives.

Later we will discuss *Personality Talent Profiles* as a model for understanding who we are. . We will explore how the knowledge of style will help us relate to others. It might just all be about understanding relationships.

## **Chapter TwoActivity 5**

### **Long Term Stress Management Handout (page 6 of 6)**

#### **Communications and Image Management,**

I know you think you know what I said, but did you know what you heard wasn't what I meant! Huh? Communications and understandings are a significant stress management tool. Miscommunication, misunderstandings add to the unnecessary complexity of life and the inappropriate raising of stress levels. In chapter Five on Communications we will spend significant time talking about and reviewing ways to reduce stress by improving communications. There, we will review how to deliver and receive "I Messages", how to be assertive but not aggressive, how to identify our communication styles. We will also explore the idea of image management. How do your dress, tone of voice, and the words we use project a personal image? We will determine whether or not we are sending out the message we intended. We will focus on how to project who we really are and provide strategies for putting ourselves in the right light so that no one ever says to us...

"What we've got here is a failure to communicate."

Camp Commandant (Strother Martin) in the 1967 film Cool Hand Luke

# Chapter Two Activity Sheet Six

## The Creative Approach (Page 1 of 3)

**Group Size:**Seminar group—8-12 students

**Time Needed:** 45 to 60 minutes

**Physical Set up:**Circle or conference table

**Materials:** Recording material, whiteboard or flip chart, student journals, and handout for Session Six. Students should bring some tool for creative productions such as a sketchpad, camera, musical instrument, clay, or art materials. Handout.

**Goal:** Students will explore what it feels like to be in flow. They will identify their own creative outlets.

**Procedure:** **Meet and Greet Activity:** Divergent thinking activity. Ask students to brainstorm all the ways that this could be a better day. (Handout for Session Six, rules for brainstorming)

Discuss how the meet and greet activity engaged the students in divergent or creative thinking. Explain to them that this kind of thinking allows many ideas to be generated from which original solutions can emerge. This kind of thinking is essential for problem solving and is essential for stress management. Tell them that they will be exploring some of these more creative approaches in subsequent sessions.

Explain that engaging in creative activities has been found to increase happiness and reduce stress.

Discuss the idea of flow explained earlier in Chapter Two, Distribute handout. Ask the students to reread Samantha's story and have them read Samantha's poem.

Ask students if they can remember when they experienced being in flow? What were they doing? Do they have a creative outlet where they use their special talents?

# Chapter Two Activity Sheet Six

## The Creative Approach(Page 2 of 3)

### Procedure: Continued

Explain that for this session the students will be going outdoors. They are to find a spot that is aesthetically pleasing and to settle in by themselves with no one else in close proximity. They are to notice all around them, carefully looking, hearing the quiet sounds, smelling the subtle scents in the air, feeling the warmth or chill of the day. They should remain still for 10 minutes. Then they can take out the sketchpad, journal, camera, or other medium for creating. They should use this medium to express how they are feeling, what they are thinking, or any thing they feel needs expression. Allow fifteen minutes for this process.

**Follow-up:** Return to the classroom and have those students who are willing share their products or thoughts on the experience.

**Reflection:** Journal entry: Describe your experience and whether or not you achieved the state of flow. Discuss a variety of creative outlets you may try in the future.

# Chapter Two Activity Sheet Six

## The Creative Approach Handout (Page 3 of 3)

Samantha Abeel, a high school student with a talent in poetry has severe learning difficulties in mathematics. These difficulties have caused her high levels of stress over the course of her school years. The stress became so severe at times that Samantha became physically ill and dreaded going to school. Finally, she received some help in math but still found the subject very difficult. When she started to feel overwhelmed, she turned to her poetry as an outlet to relieve her stress. When writing, nothing else seemed to matter. In one of her poems, shown below, she describes her difficulty with math and her resilience in coping with this ongoing problem. Writing this piece helped her to express her feelings that in turn helped diminish some of the stress as well.

### Self Portrait

**Abeel & Murphy, (1993) *Reach for the Moon*: Duluth MN: Pfeifer-Hamilton Publishers.**

To show you who I am

*I crawled inside a tree, became its root, bark and leaves,  
listened to its whispers in the wind.*

*When fall came and painted the leaves red and gold*

*I wanted to shake them across your lawn*

*to transform the grass into a quilt , a gift spread at your feet,  
but their numbers eluded me,*

*So I turned a piece of paper into my soul*

*to send to you so that you might see*

*how easily it can be crumpled and flattened out again.*

*I wanted you to see my resilience,*

*but I wasn't sure how to arrange the numbers in your address,*

*So I danced with the Indians in the forest*

*and collected the feathers that fell from the eagle's wings,*

*each one a wish for my future,*

*but I lost track of their numbers, gathered too many,*

*and was unable to carry them home*

*So I reaped the wind with my hair,*

*relived its journey through my senses, and*

*felt its whispered loneliness, like lakes in winter,*

*but it was too far and you could not follow me.*

*Now I've written out their shadows like the wind collects its secrets*

*to whisper into receptive ears, and I*

*will leave them at your doorstep,*

*a reminder of what others cannot see, a reminder of what I can and cannot be.*

# Chapter Two Activity Sheet Seven

## What's next?

**Group Size:**Seminar group—8-12 students

**Time Needed:** 45 to 60 minutes

**Physical Set up:**Circle or conference table

**Materials:** Recording material, whiteboard or flip chart, student journals, Activity Sheet Activity sheet, Stress less Action Plan. (found on next page), and a computer with software programs to create professional-looking brochures, or art materials to create brochures.

**Goal:** To summarize new understandings about self and stress, and to recognize the symptoms of depression. To develop a personal plan for stress reduction.

**Procedure:** **Meet and Greet Activity:** Using Talking Leather Technique ask students to complete the thought “The most meaningful new idea I learned about stress and me over the past few sessions is ...”

Discuss with students what happens when stress is out of control and help is needed. Discuss recent findings about the increase of depression in teenagers. Have the students generate a list of warning signs as a booklet for other adolescents. Teacher should use the information found in Essential Information: “When all else fails”)

Have students design and produce a tri-fold brochure for others students describing the warning signs of depression.

Finally, have them complete Activity sheet: “A Stress less Action Plan.” Discuss their answers and reasons for their choices.

**Follow-up:** Conclude by discussing in an overview the topics to follow.

**Reflection:**Journal entry.

How have I changed my behavior in terms of stress management since we began these sessions?

# Chapter Two Activity Sheet Seven

## What's next? Activity Sheet - handout:

### A Stress less Action Plan.

Rank order the stress management strategies you use in <u>your</u> stress action Plan. If you don't use one of the strategies consider giving it a try. <i>1 is high 13 is low!</i>		Rank 1-13
<b>Apologies</b>	If you made a mistake admit it. Apologizing will makes you feel better. Be sure to be sincere and don't over do it. A little "I am sorry." Goes a long way.	
<b>Crying</b>	big girls do cry. So do smart big boys. Crying can help to release pent up feelings and emotions and make you feel much better because crying releases endorphins.	
<b>Hot water</b>	get out of it by getting into it. You don't need a hot tub to soothe your stress and tension away, try soaking in a nice warm bath. Just watch those stressors disappear.	
<b>Hugging</b>	physical contact is one of the best stress-releasing techniques ever invented. We see it used at funerals and at weddings for good reason. Even small amounts of human contact can make a big difference. Something as small as a comforting hand on the shoulder in a tense situation can help to relieve stress.	
<b>Humor</b>	Laughing is a great stress reliever. The best laughs come from when we laugh at ourselves or laugh from good well intentioned humor. Hurtful jokes humor and pranks are not good endorphin releasers.	
<b>Music</b>	Try listening to music. It is a great relaxer. The best music is the music you like. Play it loud if you want but do be sensitive to your family, friends and neighbors and your ear drums. If you are using headphones or have the volume too loud you can hurt your hearing. By the way, unwanted music can be stressful.	
<b>People</b>	try to start a tradition with people who are special to you. Every week spend time with people you love doing something you can share. Traditions and rituals are important.	
<b>Playing</b>	as we become adults we forget to play. Don't. Playing is a life long game that is good for you. Stick to the games you enjoy. Keep it simple, keep it fun.	
<b>Poetry</b>	Reading your favorite poem out loud when you are in a stressful situation is a good way to remind yourself what is important. Not only will it make you feel better you might be inspired right out of that stressful response. The only thing better than reading poetry is writing it. Capture your mood and you will better understand it.	
<b>Prayer or Meditation</b>	Try spending a few quiet moments in prayer if you are so inclined or in meditation. Choose a peaceful setting or use disassociation. The experience is relaxing and will help release those endorphins.	
<b>Shopping</b>	is a great stress relieving system. It reaffirms what is positive. Just be careful to not spend more than you can afford. But the good news is that you don't have to. Buying less expensive items works just as well as buying those expensive things.	
<b>Sleep</b>	is good for managing stress but too much is too much. Try napping when you get the opportunity some people swear by naps (especially as they get older). Trouble sleeping? Get a pair of earplugs, try a warm bath, a glass of warm milk or reading a dull book.	
<b>Vacations</b>	Can be true recreation. Consider the word recreation. RE – CREATION. You don't have to go far. You just need to do things that are recreational to you! Better than a trip. Try some true re-creation every day.	
<b>Circle you favorite three stress management action plans.</b> <b>Discuss - Why do you like them so much!</b>		



## Suggested Resources:

*Practical Stress Management : A Comprehensive Workbook For Managing Change And Promoting Health* by John A. Romas and Manoj Sharma..

This book has a comprehensive chapter on relaxation techniques and other topics related to health and stress.

*Our Family Meeting Book: Fun And Easy Ways To Manage Time, Build Communication, And Share Responsibility Week By Week*

by Elaine Hightower and Betsy Riley. This book helps families manage their time and priorities through short, weekly family meetings—a technique that therapists have recommended for years. Fifty-two agendas (one for each week of the year, though they may be used in any order) invite families to create traditions, solve problems, review goals, make long-range plans, applaud accomplishments, build children’s self-esteem and self-reliance, simplify and organize family matters, and promote important values: character development, mutual love and respect, and community responsibility and awareness

*Stress Can Really Get On Your Nerves* by Trevor Romain and Elizabeth Verdick More kids than ever feel worried, stressed out, and anxious every day. This book is a helping hand for kids and an eye-opener for adults. Reassuring words, silly jokes, and light-hearted cartoons let kids know they’re not the only worrywarts on the planet—and they can learn to manage their stress. A “What, Me Worry?” section describes the causes of stress and its physical and emotional effects. “How to Be a Panic Mechanic” gives kids ideas for dealing with stress and being stronger and more assertive.

**Notes:**

# **Chapter Three: Are you out of Alignment or Staying in STEPP?**

**Alexander –**

**A case study of expectations out of alignment.**

“Yes, I am planning for my future. I have given it a lot of thought. My first choice is Harvard University where I plan to major in business. Wharton School of Business at the University of Pennsylvania is my second choice. I am not sure about my back-up school yet. Because I know that this decision will be the most important decision in my life, I have given it considerable thought. I basically have no interest in business but my mother has convinced me that going to a school like Harvard and having a business major will open the doors of opportunity for me.”

So spoke Alexander, a bright, articulate young man who was finishing his junior year at a prestigious international school. His grades were excellent, and he was enjoying his International Baccalaureate Diploma Program. His favorite course was the Theory of Knowledge. “I just love philosophy, especially when we discuss the meaning of life as seen in literature, poetry and even in systems of government. Each topic we study is so stimulating to me,” he explained enthusiastically. “I would like nothing better than to become a philosophy professor someday!”

Unfortunately, Alexander’s enthusiasm did not spill over to his career plans. He was somewhat dispassionately determined that it was the right thing to do. His career plan would not be allowed to match that which he loved and felt passionate about. When asked if he discussed his future goals with his counselor, he explained that the counselor thought that going to a prestigious school was a good thing but he told Alexander he needed to “beef up” his resume.

“ My counselor told me that competitive universities require more than excellent grades and SAT scores. While the IB Diploma would give me a leg-up on many other candidates, I also needed to contribute some type of community service and make sure I had participated in enough sports. Boy did he stress me out with that dose of reality.”

Alexander went on to explain how he became stressed. He loved being part of the mock trial team but it conflicted with swimming, the only sport where he felt comfortable. “I just didn’t know what to do? I am still stressing on this one for next year. I am hoping some other options will come up where I can continue in the mock trial competition and still participate in some kind of sports. What kind of community service would do the trick? We had some options given to us at the school but none of them turned me on. I knew I needed to pick something. So I chose to be part of the environmental clean-up campaign here. It didn’t thrill me but it didn’t take much time or effort on my part. All these expectations!! Wow, I feel ill just thinking about this. I don’t think adults understand how stressed we can get!!!”

Yes, Alexander was stressed and was becoming depressed as well. His expectations and the expectations that others had for him were not aligned. His talents, interests, and values did not support the choices he was making. His life was not in alignment with what he truly wanted to do. Rather he seemed willing to give in to what he and others thought he should do as opposed to doing what we heard from his inner voice.

This chapter will focus on understanding who we are and how to set expectations that align and match to our **Strengths, Talents, Ethics** and values, **Personality** prototypes and our **Passions** and interests. We call this keeping in **STEPP**.

## Chapter Objectives

Students will

- understand “Alignment Theory”
- learn to identify their individual strengths, talents, and passions
- identify how individual personality styles we call talent prototypes
- develop a personal code of ethics and values
- evaluate expectations including, social, professional, personal, and academic
- recognize perfectionistic tendencies

## Essential Information

### Alignment Theory

We use the name Alignment Theory to explain and describe what seems to be at the core of making our lives work. Many psychologists talk about those conditions that promote self-actualization. They are asking questions such as what makes one successful, how do we make good choices, and what constitutes happiness. As we review some of these ideas, you will recognize a common thread that is woven into each—that is the most fulfilled individuals are those who understand who they are and arrange their lives accordingly. They have their goals, expectations, and activities in alignment with their own unique characteristics. In other words they are keeping in STEPP.

Bob Sternberg, a psychologist at Yale University has written extensively on what he calls successful intelligence. He has studied people who have achieved their goals and has identified several critical elements. 1) Successful people are aware of their strengths and talents. 2) Successful people choose careers that align to these talents. 3) Successful people find environments that value these talents. Howard Gardner, a psychologist from Harvard has argued similarly. He talks about different ways that people can be smart. Arguing against the idea that being smart only has to do with getting good grades in school especially in the areas of language arts and mathematics, Gardner posits that there are multiple intelligences, nine to be exact. Chief among them is what he calls the

personal intelligences that allow each of us to understand ourselves (intra personal) and to understand and influence others. Intra personal intelligence is a key ingredient in one's ability to make life-course decisions and has its origins in a person's emotional life. When we focus on intra personal intelligence we look at individual strengths of the individual and ask how these strengths can be mobilized to bring out the best in each person. People with particularly strong intra personal intelligence are prized in the business world because they can make optimal use of their talents, especially under rapidly changing conditions, and they know best how to mesh their talents with those of their coworkers.

Daniel Goleman, building on the work of Gardner, introduced the concept of Emotional Intelligence when he published his now famous and well-read book *Emotional Intelligence* in 1995. In his book Goleman describes five abilities that would contribute to our ability to be successful and to find and live our life's passions. Like Gardner, Goleman believes that the ability to manage our lives, to have healthy and fulfilling relationships, and to set and accomplish meaningful goals is far more important than intellectual intelligence.

The hallmarks of an emotionally intelligent being according to Goleman are:

- Being able to motivate one's self
- To persist in the face of failure
- To control impulses and delay gratification
- To regulate one's mood and keep distress from swamping the ability to think, to empathize and hope.
- Emotional aptitude is a meta-ability determining how well we can use the skills we have.

Goleman believed that if we were to be creatures with Emotional Intelligence we would:

1. Be self aware. We would know our own emotions and to be able to recognize feelings as they occurred. We would be able to discriminate between our feelings after having identified them. In addition we would be fully aware of our values and core beliefs and know the impact and effect of compromising these core components. The self-control component requires full mastery of being in control of one's emotions. We would be able manage our moods and handle our feelings as they relate to the current situation.
2. Be empathetic. We would be to sensitive to the others by recognizing their feelings. We would be able to tune into the verbal and non verbal cues, the body language and the hidden signals of others so that we could act in their best interest.
3. Be relationship managers. We would develop expertise at forming and maintaining relationships. We would be able to handle interpersonal interactions, manage and

resolve conflicts and be able to negotiate without compromising core beliefs or values.

4. Be self-motivated. We would be able to formulate and achieve our goals. We be capable of “gathering up” our feelings and directing them towards our goals, despite self doubt, inertia, and impulsiveness. We would formulate a vision based on a strong personal philosophy. In addition. we would be able to explain this vision with passion. Mastery of this vision will allow us to know who we are and what we are compelled to do with our lives. When our actions and words are consistent with this personal philosophy, we will feel a sense of authenticity. Lack of adherence to values will lead to feelings of stress and discomfort. (Lynn, 2002)

Finally, to present the elements of fulfillment we will revisit the work of Mihaly Csikszentmihalyi, a developmental psychologist from the University of Chicago who explored in detail the nature of happiness and living the good life. In his best selling book entitled *Flow*, Csikszentmihalyi (1990) introduced his theory of happiness. He found that the most satisfied people were the ones who engaged in difficult or complex experiences that tapped physical or mental abilities. It could involve mountain climbing, reading, solving a math problem, or playing a piano piece in a concert. He felt that these kinds of activities could lead to a state of flow. Flow, he described as a state of total absorption that people feel when they are so completely involved in an activity that they lose track of time, are unaware of fatigue, hunger distractions or anything but the activity itself. In a sense they are lost in the present. The joy they get from the experience is totally intrinsic, worries disappear, anxiety is diminished, and they are truly in the moment. In many ways, Csikszentmihalyi argues, “the secret to a happy life is to learn to get flow from as many of the things we have to do as possible.” (1996, 113).

What does this mean to us? In all cases leading a stress less but satisfying and productive life will entail knowing who we, our strengths, talents, ethics and values, passions and interests. Success will be achieved when we use this information to define life goals and to set realistic expectations.

Conversely, when goals and expectations are not in alignment with who we are, we feel considerable stress. Tony Gregorc, the person who describes the burn out cycle, helps us to explain the alignment theory. Gregorc thought that, when a people’s lives are not in alignment with personal values and interests, they are in danger of “burning out”. Gregorc’s Burn Out theory explains the process something like this.

First, individuals may find themselves in a situation that they don’t enjoy, that is not aligned with their values and interests, or in a place they don’t want to be. They begin to “**act out**”. Acting Out mean that we cause trouble in class, play hooky, or take extra time off, turn in papers late just to “act out”. If we are forced to continue in the situation, we may begin to demonstrate the second phase of the Burn Out Cycle, “**physical manifestations**”. Now the body is responding to the stress of being out of alignment by actually crying out physically. We may experience neck or back pain, stomach upset,

diarrhea, headaches, eyestrain--, a whole long list of physical ailments that are not imaginary but are indeed psychosomatic. That is they are related to our mental state. If we fail to pay attention to our body signals and continue out of alignment, our bodies rebel and we begin the final three phases of “**burning up, burning out, breaking down.**”

This is analogous to running a car without antifreeze in the radiator. Of course this is not good for the car! It is possible to start and run the car but then the engine warning light comes on warning us that it is too warm and that the engine is in danger of overheating. If we ignore the warning signals and continue to drive the car, we will burn up the engine, burn out the cylinders and break down. The result will be a very expensive engine rebuilding job.

The truth is simple and obvious. If we don't have antifreeze in the radiator, we should not drive the car until the situation is corrected. Likewise, if we are out of alignment with the things we value and want to do, we are in danger of “burning out”.

Of course it is possible to be a little out of alignment. But unlike a car radiator that is a little bit low, being out of alignment as a human being has more serious consequences. If you are a little out of alignment it is like having bad posture. Slouching in our chair won't hurt us today! But years of sitting slouched in a chair or at the computer workstation will cause back troubles that will cause pain and can lead to long term, permanent, painful disability.

If we are a little more out of alignment like the tires and wheels of a car the wear pattern on the tires can become obvious in just a short distance. Steering becomes more difficult, and car handling can be diminished to the point of even contributing to or causing an accident.

Finally if we are seriously out of alignment, like a train track after an earthquake, there is a train wreck waiting to happen. If circumstances are forcing us to do things in conflict or significantly out of our value system, then it is not a question whether there will be a personal disaster, it is a question of when.

Why would anyone choose to be out of alignment? The message is do what we value, value what we do. Setting life's goals according to who we are and what we value will lead to flow and to uncover the secret to having a happy life.

The secret to being in alignment is first being able to answer the question, “Who am I?” The information and activities will help us to do just that. Next, and most important, we must decide how seriously out of alignment we are. Is this a question of bad posture, poor wheel alignment or a train wreck waiting to happen? Then act. Gregorc can help us again with his theory for change. He believes that there are five strategies for change.

We can adapt to the situation. We can suggest to ourselves that “this isn’t that bad”. I can sit with poor posture for years before I will experience any significant pain. Maybe this is misalignment is worth it, and I can learn to live with the situation. “I don’t like the teacher’s style, but I can live with it for a year. It’s not my style but she is an interesting teacher.” This might work for posture and other minor mismatches. .

We can adopt the situation. This is where we try to make the misalignment fit by adjusting your thought process to “correct” the misalignment. “I never thought it would be important to study ancient history, but now I see how we might learn from it. I am even getting interested in this topic.”

Or, we can learn to cope. “Perhaps this class is terrible, but it only last 45 minutes. I can wait. I can daydream. I can spend less time on the assignments. I can party over the weekend.” This strategy lets us avoid the problem by distracting ourselves from it. This strategy can work for short periods of time where the goal is just to survive the problem. Drugs like alcohol are frequent coping methods used by adults. This is not truly coping, and usually serves to return the practitioner to the burn out cycle! These first three strategies work for minor misalignment but when the misalignment is serious or the first three strategies don’t work, then there are two remaining strategies to try.

We can work to change ourselves to align to the environment or the environment to make major changes. This is where we might seek counseling for ourselves or lead a “revolt” at work. Wake-up calls at this stage may come in terms of a court ruling ordering someone to stay away, or a court ruling determining custody. Changing self and environment are strategies that are useful in **correcting** serious misalignment, rather than living with it. “I am so sensitive. My friends hurt my feelings all the time. I am feeling depressed.” This situation can be remedied by seeing a counselor about “desensitizing” self and getting help to communicate more clearly to friends about your needs and about changing their behavior.

The final strategy is to “**drop out with Integrity**”. Quit, drop out of the environment, not because of we are unable to succeed but rather because what it offers us and what expects from us are severely out of alignment with who we are. Or in the words of Western singer Johnny Paycheck, “*Take this job and shove it!* “

Perhaps Kenny Rodgers said it best in the song the *Gambler*.

“You’ve got to know when to hold them.  
Know when to fold them.  
Know when to walk away.  
Know when to run.”

Students might decide that a particular school is not meeting their needs and choose another more in alignment with their talents. For instance, some highly creative students who feel too closed in by the International Baccalaureate curriculum offered by the school may choose to dropout of the program, not because the program lacks excellence but rather because it is not meeting the needs of the students. We learned of such a



student while visiting international schools in Eastern Europe. This highly creative young man had a passion and talent for film making. He had little motivation for his IB classes and as a result was doing poorly. Talking to the school counselor and his parents, it was decided that he would drop out of IB and accept a mentorship with a local filmmaker. This experience paved the way for his acceptance into a university with an excellent program in film.

Unfortunately, for many who do not think they have options that can reverse their burn out cycle the situation causes deep depression. For them dropping out with integrity means suicide. Let's work to be sure that we have developed strategies to keep us in alignment. The information in this book will give us techniques for dealing effectively with the stressors in our lives long before they engulf us.

# Personality Traits

We all know that we have different personality traits that make us unique human beings. Some of us seem to prefer order and predictability. We feel comfortable when we work on a schedule. A good day is when we can check everything off our “to do list”. While others of us are more spontaneous and become bored when things are too predictable. Is one better than the other? The answer of course is “it depends” on the situation. In the best of all worlds we would be able to spend the majority of our time in environments that allow us to produce in ways that align to our personal style. However, there will be times when we need to be flexible and accomplish tasks and adapt to the demands of the environment. The secret is balance of course. We need to set goals and expectations based on who we really are and know that there will be times when we need to shift gears. But those times should be in the minority.

For instance, for those of us who are “people” persons, committing to a position that requires hours of isolation while completing detailed paper work will most likely become highly stressful. Success at this kind of position will come at great cost both physically and emotionally. On the other hand, if the major requirements of the position were spending considerable time interacting with others in a creative environment, we would find much greater satisfaction and be much less stressed. Under the latter condition, our satisfaction will enable us to be flexible enough to adapt to tackle the more sequential, detailed tasks that may be necessary. In short, personality style affects our preferences for learning and creating, our expectations for relationships, our time management skills, our methods of communication, and even our adjustment to change. We will discuss these elements in this chapter and throughout the rest of the book.

Many experts have described their own version of personality styles and have created ways to assess them. Some theorists like to cluster traits into personality types based on the work Carl Jung did on the archetypes. Many of the types are similar to each other and offer some general ideas about common personality prototypes. Knowing your type--that is the kinds of traits that define you can help you understand how you react in your environment and the kinds of conditions you need to maximize your success and happiness potential while minimizing stress. We offer our own version here and have developed an assessment tool for determining your personality type(s).

In our model there are four prototypes that we define as talents: talent for management, talent for scholarship, talent for innovation, and talent for human relations. We all possess all four talents but to lesser degrees. This is an important consideration, however. For there will be times when we must use whatever amount of talent we have in a particular area to accomplish the demand. . As we said before, the secret is to choose environments and situations where we can apply our strongest talents. Understanding this simple truth of choice provides insight as to why each of us has our own particular reaction to any given situation. What stresses some of us, hardly bothers another at all.

# Talent Personality Prototypes

## **Talent for Management, champion for pragmatism.**

Talent in this area allows you to take charge. You love to organize things and people. Your room is probably neat, your clothes are usually hung up, and your appearance is important. You easily keep your notebooks in order and probably never lose your homework. Life works when you know what is expected and how you will be evaluated. You want to have clear, detailed directions. Time is also highly valued. You are on time and expect other to be as well. After all you know there is a time and place for everything. Yes you are the practical ones of the world. You are great with details and can even get “hung-up” on them at times. Some people may even call you obsessive compulsive. You don’t need a lot of people around and can amuse yourself. One or two friends at a time suit you well. You love having a plan and checking off your accomplishments as they are completed. You are happy when you know you have done a good job. You are stressed when you are not sure of the requirements, when there is too much chaos, and when no one seems in charge!

## **Talent for Scholarship, seeker of knowledge**

Talent in this area often allows you to become the class expert. You crave knowledge and satiate this hunger by reading, watching documentaries, and listening to interesting and informed people. In fact often you would rather read or hear about the adventure than actually having it. You have a gift for words and can express yourself eloquently. Getting good grades is easy for you, as you like to learn by reading and writing. You are very logical and enjoy verbal debate even though some may think you argue for the sake of arguing. You don’t much worry about the fashion scene and don’t want to waste your time with boring people. You are happiest when engaged in some sort of intellectual pursuit or allowed to give your opinion. Evaluating the world is a favorite pastime. You feel stressed when people are too “mushy” or when no one around you is smart based on your criteria.

## **Talent for Innovation, flair for adventure**

Talent in this area allows you to be an idea generator. You are never satisfied with the status quo and you would rather do it your way. In fact you won’t often take no for an answer. According to your philosophy, rules can be bent and exceptions should be made for the good of the cause. You are a “spur of the moment person” and value spontaneity. You don’t mind taking risks if there is a chance for fun and adventure. You can do many things at once and often have lots of projects going on simultaneously. Sometimes people fear you will never finish anything. You are happiest when you can be the life of the party or engaged in some risk-taking adventure or working on a creative project. You feel stressed by having to focus on details or by making commitments, and by having few or no options.

## **Talent for Human Relations, master of harmony**

Talent in this area allows you to get along with others. You love harmony and will try to assure that events move along with little or no conflict. You are a people person and

have many friends. Life is good when it gives you opportunities to be with your friends to study, to relax, or to provide social service. Because you are so sensitive, you can feel the emotions in the room as soon as you enter. This sensitivity often contributes to your talents in the arts such as poetry, drama, and musical composition. On the other hand, it can get you into trouble. You make take on the problems of others or have your feelings hurt by taking things much too personally. You are quite the colorful person in both how you dress and how you communicate. Because you have many friends, you are rarely alone. This is good for you because you hate being lonely. In fact you would rather study in the kitchen with people all around you. You are happiest when your relationships are going well, when the teacher allows you to work in groups or with a friend, and when the teacher compliments you. You are stressed when you have to be organized and on time, when there is dissension or conflict, and when you are not made to feel special.

## **Ethics: Virtues and values**

How can we speak of alignment and the potential for mismatch stress without addressing the issues of ethics, virtues and values? We were shocked in the first few years of the 21<sup>st</sup> century to discover that the global companies that we had trusted, and invested our retirement and life savings with had lied to us. They lied to the public, about earnings. They lied about their value and their investments. Many thousands of people lost their life savings. Hundreds of thousands had been duped. Millions had been taken advantage of!

How could it happen? How could those we had placed in a position of trust have failed us so seriously?

It is a question of ethics. It is a question of virtues. It is a question of values.

Larry was seventeen years old when, on a mid summers night before his senior year in high school, he went out with some of his high school friends to a beer party. After a few beers, Larry and about ten of his friends decided to “have some fun” by going into parked to cars to see what they could find that people might have left behind or in the glove box. Larry and his friends started by only entering cars that were unlocked. They stole, radios, tapes, CD’s and anything that they could put their hands on that wasn’t tied down. After a few minutes they found a car with an extensive CD collection, but the windows were up and the doors were locked. One of the boys, broke a rear window, and reached in to unlock the doors. Within minutes the CD’s were gone, and the windows of six more cars were soon and quickly broken. Lots more property had been stolen, and someone who heard the noise and commotion called the police.

As the police officer arrived on the scene the boys fled into the nearby woods. Larry was the first and the only boy that the officer could find. As the police officer returned to the police car with Larry, the other boys ran away into the night. Larry was alone.

The police read him his rights. Larry asked for his parents and an attorney. He refused to speak to the police without his attorney being present. When his attorney and his parents arrived, they asked Larry to tell the police the names of the others who were involved. He refused.

Most of the stolen property was found in the woods near the damaged cars. All together, about \$700 in property was still missing as stolen. Damage to the car windows amounted to more than \$6,000.

When he went to court, Larry pleaded guilty to stealing the property but denied damaging any of the cars. He also refused to tell the judge the names of any of the other boys involved in the incident. The judge found Larry guilty of the theft and said that Larry was “unrepentant” for his crime. He sentenced Larry to one year in jail. He ordered Larry to make restitution to pay for the damages he had caused. Larry’s parents paid the money.

Larry served nine months and got three months off for good behavior. While in jail Larry lost 45 pounds going from 175 to 130 pounds. Jail changed his life. When he was released from jail, he did not return to high school. He got a job working in a gas station and paid back the money his parents had paid on his behalf. He would never graduate from high school. Larry never told anyone who else was involved in the crime. His life was forever changed by his actions. For Larry it was a question of ethics, it was a question of virtues, it was a question of values.

Where did Larry learn his ethics, virtues and values? How do we teach ethics, virtues and values?

We teach by setting the stage, by modeling the behavior, and by encouraging children to explore their options. Ethical questions are almost never simple, virtue is often difficult, and values are individual.

To help understand Larry’s motives consider the chart he helped prepare on the next page:

## DECISION AND VALUES ANALYSIS MATRIX

<b>Decision</b>	<b>Valued Less</b>	<b>Valued More</b>	<b>Virtue / Value</b>
To go drinking with his friends	Paying attention to the rules, not breaking the drinking age law.	Being with his friends having a good time.	<b>Friendship</b>
To destroy property that did not belong to him	Other People's Property Rights	Going along with his friends.	<b>Friendship</b>
To not reveal his friends' names	Parent's & Attorney's wishes and recommendation to implicate others	Loyalty to his friends	<b>Loyalty</b>
To disregard judge's wishes	Judge's anger at being unrepentant	Not telling on his friends	<b>Loyalty</b>
To select being sentenced	A year of his life & High School Graduation	Not telling on his friends	<b>Loyalty</b>
Not to return to high school	Graduating from high school	Getting a job to pay his debt to his parents	<b>Keeping his promise</b>

The chain of events put into motion by Larry's his first decision to go drinking with his friends put him on an ethical values path of no return. Each of the choices after the first one was a "slippery slope" choice with a forced decision based on Larry's ethics, virtues and values. Or could there have been room for interpretation and negotiation? Could there have been a different outcome?

Our ethics, virtues, and values, come from many sources. We learn from our parents. We can be influenced by our religion. We are exposed to the values of our teachers, our friends, and heroes. Sports figures, movie stars, and music idols all contribute to the formation of our ethics, virtues, and values Without careful identification of our values and opportunities to evaluate them from a variety of perspectives they could inadvertently run amuck. After all are not loyalty and friendship important? Using Larry's chart to examine what values underlie our decisions can be useful. Having opportunities to then question our definition of the value, the implications of decisions made supposedly

guided by the value, and the understanding of the implications based on this perception is critical.

Involving students in moral dilemma exercises is an excellent strategy to create such awareness. The discussions arising within the exercise also help us to evolve to a higher level of moral development. The steps to conducting a moral dilemma are described below.

### **Steps to Conducting a Moral Dilemma Experience**

1. Present the dilemma to the students. (Sources for dilemmas can come from news articles, films, literature, or personal experiences.)
2. Ask students to clarify the issues and choices for action. Generate a list of position options.
3. Ask students to take a tentative position on the dilemma by raising their hands in support of one of the options generated. Have them write down two or three reasons for their choice.
4. Divide the class into groups by preferred choice. Have the group discuss their choices with each other and choose three compelling reasons to support their position.
5. A spokesperson from each group is asked to share the argument with the class. After each position is shared allow one question or concern per to be asked per group. The presenting group listens to the question but does not respond to these probes. This is not a debate.
6. After all positions are shared, class members have the opportunity to change their position by joining another group.
7. Upon completion the final group works together to examine the consequences and implications of their choice. They complete the scenario by either writing the ending, role-playing or creating a storyboard to tell the story of their version of the dilemma.

We will provide a detailed example of how to use a moral dilemma in the activity section of this chapter.

# Are You IN STEPP?

## Setting And Evaluating Expectations

Life is filled with all kinds of expectations. They become the measuring stick in determining our success in all areas of our lives. But whose standards are they? Our parents' expectations for us begin even before we are born. During the nine months of gestation they begin to have hopes and dreams about what our potential might be. We go to school, and our teachers add to the list of expectations as they carefully craft experiences that will help us reach their expectations.

Friends, siblings, counselors, employers—all people in our lives—contribute to our growing list of expectations. We live our lives trying to measure up to expectations. The question is whose expectations are they? Who owns them? Our expectations for ourselves are greatly influenced by those of others. The lines of demarcation become blurred when we ask whether the expectation is my expectation for me or whether it is what I think others want for me. This becomes a critical concern because our expectations influence the goals we set for ourselves as well as how we judge ourselves. If we think that our parents or colleagues will be disappointed if we don't earn an A in every course, we will set a goal for high achievement. If we expect to get into a prestigious school, we will strive to earn the highest grade. If we expect friendship to mean loyalty then we will judge our friends on how loyal they are to us. In short expectations color our world in both positive and negative ways.

When expectations align to our **Strengths, Talents, Ethics & values, Personality profiles** and **Passions**, they will provide healthy guidance. In short, we are **IN STEPP**? Please note where the acronym comes from. Focusing on expectations that arise more from wanting to please others in order to be loved or accepted, or that are based on some inaccurate perception of who we are will likely have harmful results. Falling prey to these kinds of expectations will not only creates high levels of stress but will cause us to relinquish control. We will no longer be “captains of our souls”.

To be “IN STEPP” will require us to examine the expectations that are guiding our actions at any given period of our lives. We have created an Expectations Management Matrix to help with this evaluation. Expectations are listed in the left column The next three columns ask critical questions that will guide the evaluation process with a discerning and objective eye: (a) Whose expectation is it? (b) Is the expectation realistic or possible to fulfill? (c) Is the expectation in STEPPP or aligned to strengths, talents, ethics, personality, and passions? The last column is action- oriented and leads to a decision about the appropriateness of the expectation.

Alexander (the story that started this chapter) completed the matrix provided below with advice and help from his guidance counselor. The counselor could see that Alexander was becoming more and more stressed every time Alexander talked about his future plans. She finally told him that he needed to reevaluate and perhaps to adjust his



expectations or he would become ill. They used the matrix provided below to help Alexander make his choices in **STEPP**.

## Expectation Matrix

What is the Expectation?	Whose Expectation is this?	Is it Realistic?	Is it in STEPP”?	Keep Cancel Modify
Be a business major at Harvard.	It is my Mother’s wish	Yes! I can be this. I think I can get into Harvard. My grades are excellent	I don’t like business. My interest and talents are in philosophy. I love the idea of teaching.	Modify: Perhaps I can research majors and careers that deal with the ethics of business and combine my passion with my mother’s dream for me.
Earn nothing less than an A	This is my expectation!	Yes. If I give up Mock trial court and the swim team I will be assured of a 4.0.	I really like Mock trial. Winning the contest, or submitting a good brief can be a portfolio entry for my college application. If I fall a short during a marking period, it probably won’t matter.	Cancel: the expectation
Earning a letter in some sport	College entrance requirement	No. I can not earn a letter in a sport.	I want to get into a competitive university that is in <b>STEPP</b> but sports are not where I excel.	Modify: How well rounded do I need to be? I can check with universities of choice to determine the criteria considered for admission.
Having a date for the Junior Prom	My personal expectation.	Yes, but who would go with me to the Prom.	I value friendships and do have many female friends who might like to go. It doesn’t have to be a romantic date.	Modify: Talk to Jen who is my study partner in chemistry about her plans. Maybe we can get a group of kids together who are not dating but who would like to attend the dance.

# **Perfecting Perfectionism:**

## **Beware of the “should, would & could ofs ”**

Perfectionism has been defined as a drive towards excellence. It can be both a positive or negative force in our lives. Healthy perfectionism is when we take pride in our work and strive to do our best. Unhealthy perfectionism is when we feel our accomplishments are never as good as they could be. Perfectionism occurs in all areas of our lives from personal appearance to academic achievement. The problem occurs when we are striving to be the perfect anything, thus creating an unrealistic expectation that can never be met. Why even Mary Poppins described herself as “**practically** perfect in every way.” Perfectionism is not simply the energy that we put forth to accomplish a goal but rather how we feel about the accomplishment and to what standard are we are comparing it. Perfectionist parents, media, competitions, and birth order, and pressures from teachers and peers all contribute to the problem (Adder-Elliott, 1991).

Perfectionism becomes unhealthy when it results in behaviors like the ones listed below:

### **Procrastination.**

Perfectionism can be a major cause of procrastination. Because perfectionists fear failure they often put off a task because they are afraid the outcome won't be perfect. The more they think about what could go wrong the more paralyzed they become and often they cannot seem to get started.

### **All or nothing thinking.**

Perfectionists often suffer from all or nothing thinking. Performance is either stellar or not. If there is an expectation for A, anything less, even A- is seen as a failure experience. The disappointment leads to negative feelings of self-worth and high levels of stress. The truth is that life isn't really just a test and that often as we travel through life we often get less than A on lots of our choices.

### **Eating disorders**

Perfectionism can relate to having the perfect image based on how it is viewed in the media, or by some defined criteria. Today when thin is in, any thing short of having a model's figure can be viewed as unacceptable. This can lead to eating disorders such as bulimia and anorexia.

### **Taking drugs.**

Sometimes people, more often males suffer from a malady known as the physique mystique. In order to be the perfect athlete, these individuals will work out incessantly and may turn to steroids to attain the perfect body.

**Workaholic syndrome.**

Self-worth is seen as being perfect at what you do. For teenagers that might mean being the perfect student. These teens study all the time, even if there is no need. They often have difficulty in knowing when they have finished and knowing when they are prepared to take a test or finish a project. Projects may remain unfinished because the perfectionist is busy improving the “almost finished” project. This obsession with perfectionism often leads these perfectionists to neglect other important aspects of their lives.

In short the unhealthy perfectionists are consumed by the:

“should-of,  
would-of, &  
could-of”.

They are also especially vulnerable to the unrealistic expectations conveyed by others. In other words, these expectations are out of **STEPP** and are causing undue stress.

In order to assure healthy perfectionism, we must again turn to evaluating our expectations in order to keep them under control and in **STEPP**. Talking about them and using the decision matrix to evaluate expectations that seem to keep us stuck or cause us undue stress are good starting points. However if the behaviors described above are extreme, counseling can become essential.

# Chapter Three Activity Sheet One

## Keeping in STEPP: Staying in alignment

**Group Size:**Seminar group—8-12 students

**Time Needed:** 45 to 60 minutes

**Physical Set up:**Circle or conference table

**Materials:** Recording material, whiteboard or flip chart, student journals, Overhead transparencies of theories of Sternberg, Gardner, Goleman, and Csikszentmihalyi, and handout “Case Study of Alexander” all attached to this Activity.

**Goal:** To understand the factors that contribute to happiness and success are in life. To understand stress may be caused by making choices that do not align to who we are and what we value.

**Procedure:** **Meet and Greet Activity:** Using Talking Leather Technique ask students to complete the thought “ Today would be a better day if.... Record their comments on whiteboard or chart paper.

Discuss students responses Ask them if they can see any underlying themes-- such as feeling pressured, not getting enough sleep, wishing they had more time for things they valued.

Using the transparency summaries, discuss what psychologists are saying about living a happy successful life.

Distribute Case Study of Alexander in terms of his choices and stressors. Divide class in groups based on each theorist discussed and have them simulate a meeting where these psychologists are called in to help Alexander. Each group will offer explanations and recommendations based on their theorists' point of view.

**Follow up:** Conclude by having group summarize session by creating a poster: five steps to leading a happy, successful life.

**Reflection:** Journal entry,

- Evaluate your life in terms of the five steps created by the group.
- Write about a moment in your life when you are the happiest in if flow. What does it feel like? Are you fully in the moment? What is your stress level when you are in flow?

## **Robert Sternberg**

is a psychologist at Yale University who has written extensively on what he calls successful intelligence. He has studied people who have achieved their goals and has identified three critical elements.

- Successful people are aware of their strengths and talents.
  
- Successful people choose careers that align to these talents.
  
- Successful people find environments that value these talents.

Chapter 3 - Group Focus Session One: Keeping in STEPP:  
Staying in alignment  
Overhead masters and handouts  
(1 of 11 pages)

## **Howard Gardner**

a psychologist from Harvard has talked about different ways that people can be smart. Arguing against the idea that being smart only has to do with getting good grades in school especially in the areas of language arts and mathematics, Gardner posits that there are multiple intelligences, nine to be exact.

- Chief among them is what he calls the personal intelligences
- Intra personal intelligence allows each of us to understand our own self. It is a key ingredient in one's ability to make life-course decisions by accentuating individual strengths.

Chapter 3 - Group Focus Session One: Keeping in STEPP:  
Staying in alignment  
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(2 of 11 pages)

## Howard Gardner

- Inter personal allows us to understand and influence others and allows us to know how to recognize and bring out the talents of others.
- People with particularly strong intra personal intelligence are prized in the business world because they can make optimal use of their talents, especially under rapidly changing conditions, and they know best how to mesh their talents with those of their coworkers.



## Daniel Goleman

- Introduced the concept of emotional Intelligence when he published his now famous and well-read book *Emotional Intelligence* in 1995.
- Believes that the ability to manage our lives, to have healthy and fulfilling relationships, and to set and accomplish meaningful goals is far more important than intellectual intelligence.
- If we have high levels of emotional Intelligence we would:

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## **Daniel Goleman**

Be self aware. We would know our own emotions and to be able to recognize feelings as they occurred. We would be able to discriminate between our feelings after having identified them. In addition we would be fully aware of our values and core beliefs and know the impact and effect of compromising these core components. The self-control component requires full mastery of being in control of one's emotions. We would be able manage our moods and handle our feelings as they relate to the current situation.

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## **Daniel Goleman**

➤ Be empathetic. We would be to sensitive to the others by recognizing their feelings. We would be able to tune into the verbal and non verbal cues, the body language and the hidden signals of others so that we could act in their best interest.

➤ Be relationship managers. We would develop expertise at forming and maintaining relationships. We would be able to handle interpersonal interactions, manage and resolve conflicts and be able to negotiate without compromising core beliefs or values.

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**Daniel Goleman**

- Be self-motivated. We would be able to formulate and achieve our goals. We be capable of “gathering up” our feelings and directing them towards our goals, despite self doubt, inertia, and impulsiveness. We would formulate a vision based on a strong personal philosophy. In addition. we would be able to explain this vision with passion. Mastery of this vision will allow us to know who we are and what we are compelled to do with our lives. When our actions and words are consistent with this personal philosophy, we will feel a sense of authenticity. Lack of adherence to values will lead to feelings of stress and discomfort. (Lynn, 2002)

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## Mihaly Csikszentmihalyi

Csikszentmihalyi is a developmental psychologist from the University of Chicago who explored in detail the nature of happiness and living the good life. His best selling book entitled *Flow*, (1990) introduced his theory of happiness.

Most satisfied people were the ones who engaged in difficult or complex experiences that tapped physical or mental abilities. It could involve mountain climbing, reading, solving a math problem, or playing a piano piece in a concert. He felt that these kinds of activities could lead to a state of flow.

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## Mihaly Csikszentmihalyi

- Flow is a state of total absorption that people feel when they are so completely involved in an activity that they lose track of time, are unaware of fatigue, hunger distractions or anything but the activity itself. In a sense they are lost in the present.
- The joy they get from the experience is totally intrinsic. Worries disappear and anxiety is diminished.
- “The secret to a happy life is to learn to get flow from as many of the things we have to do as possible.”  
Or learn to do what you love or love what you do.

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# **Group Focus Session One: Keeping in STEPP: Staying in alignment**

## **Handout**

(10 of 11 pages)

### **Alexander: A case study of expectations out of alignment.**

“Yes, I am planning for my future. I have given it a lot of thought. My first choice is Harvard University where I plan to major in business. Wharton School of Business at the University of Pennsylvania is my second choice. I am not sure about my back-up school yet. Because I know that this decision will be the most important decision in my life, I have given it considerable thought. I basically have no interest in business but my mother has convinced me that going to a school like Harvard and having a business major will open the doors of opportunity for me.”

So spoke Alexander, a bright, articulate young man who was finishing his junior year at a prestigious international school. His grades were excellent, and he was enjoying his International Baccalaureate Diploma Program. His favorite course was the Theory of Knowledge. “I just love philosophy, especially when we discuss the meaning of life as seen in literature, poetry and even in systems of government. Each topic we study is so stimulating to me,” he explained enthusiastically. “I would like nothing better than to become a philosophy professor someday!”

Unfortunately, Alexander’s enthusiasm did not spill over to his career plans. He was somewhat dispassionately determined that it was the right thing to do. His career plan would not be allowed to match that which he loved and felt passionate about. When asked if he discussed his future goals with his counselor, he explained that the counselor thought that going to a prestigious school was a good thing but he told Alexander he needed to “beef up” his resume.

“ My counselor told me that competitive universities require more than excellent grades and SAT scores. While the IB Diploma would give me a leg-up on many other candidates, I also needed to contribute some type of community service and make sure I had participated in enough sports. Boy did he stress me out with that dose of reality.”

Alexander went on to explain how he became stressed. He loved being part of the mock trial team but it conflicted with swimming, the only sport where he felt

## **Group Focus Session One: Keeping in STEPP: Staying in alignment**

### **Overhead masters and handouts**

(11 of 11 pages)

comfortable. “I just didn’t know what to do? I am still stressing on this one for next year. I am hoping some other options will come up where I can continue in the mock trial competition and still participate in some kind of sports. What kind of community service would do the trick? We had some options given to us at the school but none of them turned me on. I knew I needed to pick something. So I chose to be part of the environmental clean-up campaign here. It didn’t thrill me but it didn’t take much time or effort on my part. All these expectations!! Wow, I feel ill just thinking about this. I don’t think adults understand how stressed we can get!!!”

Yes, Alexander was stressed and was becoming depressed as well. His expectations and the expectations that others had for him were not aligned. His talents, interests, and values did not support the choices he was making. His life was not in alignment with what he truly wanted to do. Rather he seemed willing to give in to what he and others thought he should do as opposed to doing what we heard from his inner voice.



# Chapter Three Activity Sheet Two

## Who am I? Page 1 of 3

**Group Size:**Seminar group—8-12 students (Can be done with a whole class)

**Time Needed:** 45 to 60 minutes

**Physical Set up:**Circle or conference table

**Materials:** A selection of markers or colored pencils for the students, paper. (optional - material transparency and overhead projector). Facilitator should have designed a personal business card before beginning this lesson. The card may be designed on a transparency for ease in sharing with the class.

**Goal:**To recognize and articulate strengths, talents, and passions

**Procedure:** **Meet and greet activity:** Sharing talents. Students form a circle and make eye contact with the person opposite them. Each pair in turn will walk to the center of the circle, shake hands, and introduce themselves by giving their name and a positive personal attribute or talent.

“Hello, I am Susan and I would like you to know that I can be a great friend.”

The partner acknowledges the trait and then proceeds with the introduction.

“Yes, Susan I have noticed that about you. I am Hank and love to take friends hiking with me.”

Remind students that in order to be in **STEPP**, we first need to identify our strengths talents and passions/interests. Explain then that the meet and greet activity was to get us think about what our unique talents and traits are. Explain that today’s session will elaborate on this theme by creating a personal business card.

Introduce the activity as follows: Ask the students if they know that in some groups and societies like ours, business cards are very important as a means of quick introduction.

## Chapter Three Activity Sheet Two

### Who am I? Page 2 of 3

Ask them if they have seen a business card? (*Brainstorm what things go on business cards. name, address, picture, logo, maps, products and services.*)

Tell them that each of them will design their own business card today similar to the one you did for yourself. (Directions below)



The business card should have only your name and five or six symbols that represent things that show your strengths, talents, and interests. In other words the card should reveal information about who you are and what is important to you. Avoid the use of words for anything other than a name. Keep your artwork simple. Stick figures are perfectly acceptable. Your card might have your name and symbols like a book because you value education, a family tree because you value family, a ballet dancer because you are talented in the performing arts, a computer because you are interested in technology, and a newspaper because you are interested in current events especially concerning world peace. Share the business card you made in advance of the class. Tell the meaning of the symbols.

Coded above is Hank's business card. Starting in the lower left hand corner. And going clockwise around the card:

Hank is very punctual and even teaches time management.

He values his family.

He loves his dog.

He enjoys being in the outdoors, especially in the mountains.

Hank love white water canoeing and

He loves teaching and reading.

# Chapter Three Activity Sheet Two

## Who am I?

Page 3 of 3

Distribute materials and allow students time to develop their own business cards. If time runs out have them complete the card for homework and complete discussion at the next session.

As students are completing their cards ask them about their symbol system. Why did they choose those that they did? Do they think the card will change as they age and continue to mature?

**Follow-up:** Conclude by having students share the cards with the rest of the class or with smaller groups within the class. Ask them what they learned about each other that they were not aware of previously. Display the cards in the classroom.

**Reflection:**Journal entry suggestions:

- Write about what you learned about yourself from your business card.
- Reflect about your life. Are you making choices based on your strengths, talents, and passions?

# Chapter Three Activity Three

## What is your talent prototype profile?

**Group Size:**Seminar group—8-12 students

**Time Needed:** 45 to 60 minutes

**Physical Set up:**Circle or conference table

**Materials:** Overhead projector, transparencies of Talent Prototype Assessment (TPA), scoring circle, and type descriptions, handouts Activity Sheet: “Talent Prototype Assessment”, and Prototype Descriptions for each student, colored pens or pencils, at least four different colors.

**Goal:** Helping students to identify their talent prototype profile (personality style)

**Procedure:Meet and Greet Activity** Using Talking Leather strategy have students name a personality characteristic that they would use to describe the person to their left.

Explain that today’s session will focus on how we each have our own personality characteristics. These characteristics tell a lot about what we need or expect in our lives, how we communicate, the kinds of careers in which we will experience success and more.

Distribute Activity Sheet: **Talent Prototype Assessment** and explain directions using transparency. Allow for questions and then ask students to begin. This is not a timed test, but it should take the students about 5-8 minutes to complete.

Have them total their scores. Distribute scoring circle sheet and have them fill in according to their scores.

Have students describe their profiles from strongest to weakest. Explain that we are all four of the styles at one time or another. However when we can arrange our lives so that expectations and activities reflect our strengths, our lives will be more satisfying and less stressful.

Distribute Prototype descriptions and discuss.

## Chapter Three Activity Three

### What is your talent prototype profile?

**Follow-up:** Discuss with the students if they agreed with the descriptions about themselves and about those of their classmates. Have them predict what their parents' prototypes are and allow copies for them to use with their parents. A variation would be to allow parents to complete an assessment of their perceptions of their own children. Discuss possible conflicts when we have different styles than those in our lives. These will be discussed further in other chapters dealing with communications, relationships, and transitions.

**Reflection:**Journal entry suggestion(s)

- What did I learn about myself today? What questions to I have about my Talent prototype profile?
- What do I now understand about my relationships about my friends and family with respect to differing personality styles?

# Chapter Activity Sheet Activity Three

## Talent Prototype Assessment

Read the items on the next page and rank order your preferences. For instance in the question, what kind of TV show do you prefer: Documentary Show, Soap Opera, Situation Comedy, Quiz Show.

Your favorite will receive a 4, next favorite 3, next, 2 and the least favorite a 1.

You must rank each item.

### **SAMPLE**

1.	What kind of TV show would you prefer to watch?	XXX	XXX	XXX	XXX
		XXX	XXX	XXX	XXX
	a Documentary Show	4	XXX	XXX	XXX
	b Soap Opera	XXX	2	XXX	XXX
	c Situation Comedy	XXX	XXX	1	XXX
	d Quiz Show	XXX	XXX	XXX	3

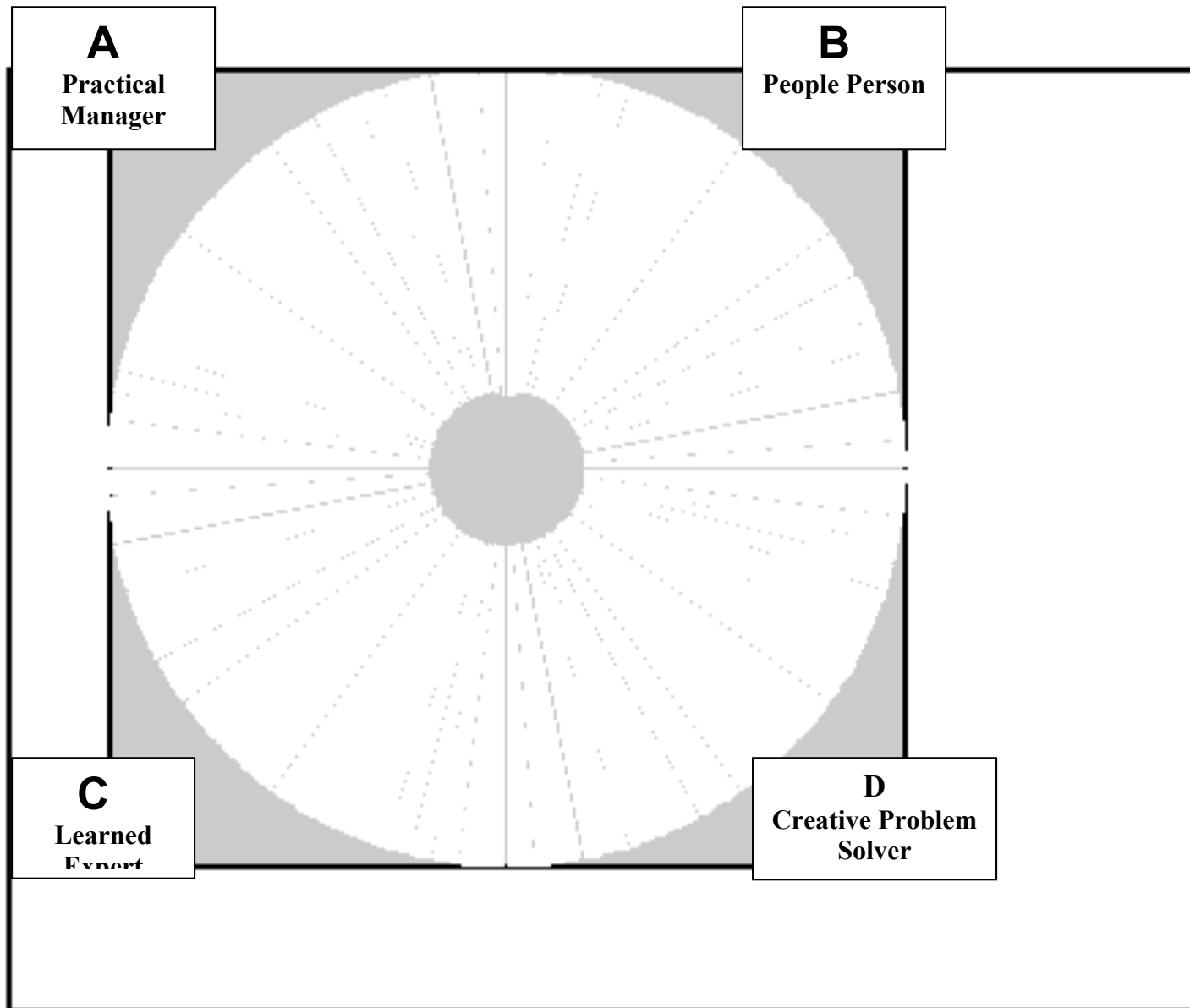
When you are ready to take the test turn to the next page.

<b>Personality Styles</b> Your favorite will receive a 4, next favorite 3, next, 2 and the least favorite a 1.		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
1.	If I received a graded homework assignment that said "Good Job" I would know that my efforts were	XXX	XXX	XXX	XXX
	a You have done a good job!		XXX	XXX	XXX
	b Great Job.	XXX	XXX	XXX	
	c Excellent Work.	XXX	XXX		XXX
	d Wow! Super! Fantastic!	XXX		XXX	XXX
2.	If I got the chance to stay at home for a day I would spend my time ....	XXX	XXX	XXX	XXX
	a Reading a good book or watching a good movie.	XXX	XXX		XXX
	b Playing video games.	XXX	XXX	XXX	
	c Organizing my CD or other collection.		XXX	XXX	XXX
	d Talking to my friends on the phone.	XXX		XXX	XXX
3.	Your family is going on a cruise. When you close your eyes and think of the cruise you see yourself...	XXX	XXX	XXX	XXX
	a Making new friends with other people on the cruise.	XXX		XXX	XXX
	b Relaxing on the deck by myself in the sun with a good book.	XXX	XXX		XXX
	c Planning a great adventure like parasailing on the ship.	XXX	XXX	XXX	
	d Checking the daily schedule to set your day's agenda to squeeze in as much as you can.		XXX	XXX	XXX
4.	A flaw in my personality might be...	XXX	XXX	XXX	XXX
	a I often go along with others just to avoid conflict.	XXX		XXX	XXX
	b I can be sarcastic.	XXX	XXX		XXX
	c I don't like to plan ahead. I want to keep my options open.	XXX	XXX	XXX	
	d I insist on keeping everything neat and tidy. Sometimes to a fault.		XXX	XXX	XXX
5.	I find that I most enjoy class work when	XXX	XXX	XXX	XXX
	a We get to choose the activity we want to do.	XXX	XXX	XXX	
	b When I have a hand's on experience with specific instructions.		XXX	XXX	XXX
	c When the topic relates to me personally.	XXX		XXX	XXX
	d When the teacher is knowledgeable and supports the content with research.	XXX	XXX		XXX
Total the answers down the column, then enter the sub total to the right.					

Personality Styles		A	B	C	D
<b>Enter the sub total numbers from the previous page in the space on the right.</b>					
6.	The statement that might best describe me....	XXX	XXX	XXX	XXX
a	Neatness counts.		XXX	XXX	XXX
b	I often leap before I look.	XXX	XXX	XXX	
c	Go with the flow.	XXX		XXX	XXX
d	I would rather read about it than do it.	XXX	XXX		XXX
7.	When working on a project I spend most of my time...	XXX XXX	XXX XXX	XXX XXX	XXX XXX
a	Researching the information before I actually develop the product.	XXX XXX	XXX XXX		XXX XXX
b	Trying to decide what to do first.	XXX	XXX	XXX	
c	Fine tuning it by adding details until it is perfect.		XXX XXX	XXX XXX	XXX XXX
d	Working together with a friend so we can fool around while we work.	XXX XXX		XXX XXX	XXX XXX
8.	When I am working in a cooperative group I contribute best by...	XXX XXX	XXX XXX	XXX XXX	XXX XXX
a	Helping everyone get along.	XXX		XXX	XXX
b	Researching the information for details.	XXX	XXX		XXX
c	Coming up with creative ideas that no one else would think of without me.	XXX XXX	XXX XXX	XXX XXX	
d	Attending to the details of the assignment.		XXX	XXX	XXX
9.	If I called my friend and they did not want to talk until they finished their homework. I would ...	XXX XXX	XXX XXX	XXX XXX	XXX XXX
a	Email him and they could answer later.	XXX	XXX		XXX
b	No big deal. I could find another person to talk to anyway.	XXX XXX	XXX XXX	XXX XXX	
c	Be impressed that they had their priorities right.		XXX XXX	XXX XXX	XXX XXX
d	Be insulted because I want to talk right then.	XXX		XXX	XXX
10.	If I had my choice of a project to do in Science Class on photosynthesis I would prefer to...	XXX XXX	XXX XXX	XXX XXX	XXX XXX
a	Make a chart or a diagram.		XXX	XXX	XXX
b	Do a research paper.	XXX	XXX		XXX
c	Draw a mural or do a skit.	XXX		XXX	XXX
d	Conduct an experiment and write up a report.	XXX	XXX	XXX	
Total answers down the column, be sure to add the numbers from the preceding page. Total to the right.					
<b>The total score should add up to 100 points. A + B + C + D = 100 points.</b>		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>



Now take your numerical score answers and color or shade in the pie chart below according your score. Use a different color or shade for each of the four quadrants. Each slice of the pie equals 1 point.



### What does it mean?

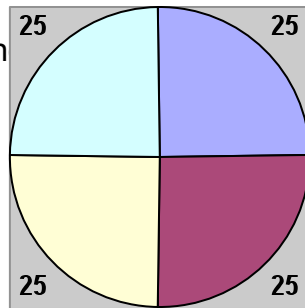
Look at your profile and see which talents are your strengths and describe you well. Decide which ones are nothing like you and make you feel stressed just reading about them. Some of you may be equally talented in all four. Some of you will have real strengths in two or three. Others of you are over the edge in one of the talent prototype areas. The following is a brief description of each. We will revisit these talents in the subsequent chapters where you will learn more about them. The next page shows some typical distributions.

# Typical Distributions

## Even Distribution

Management Human Relations

This Chart shows



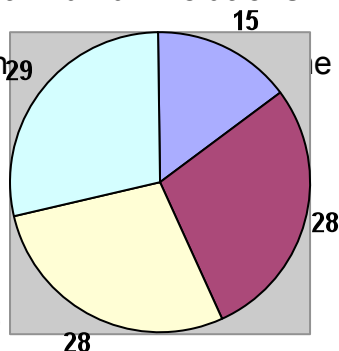
Distribution between the four Quadrants. This individual is balanced and has equal strengths in each of the four Personality Profile areas.

Scholarship Innovation

## Low Score

Management Human Relations

This Chart shows



the Quadrant, Human Relations.

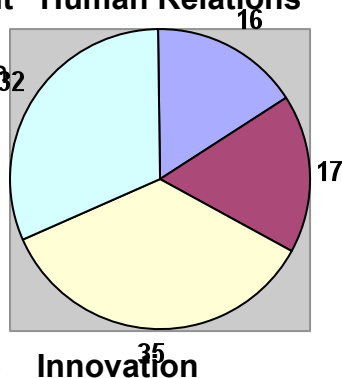
This individual is well balanced in each of the other areas. A low score is a score of 15 points or less.

Scholarship

## High Score

Management Human Relations

This Chart shows



two high scores and two scores that are close to the low cut off of 15 points. This individual has high scores in Management and Scholarship and Lower scores in Human Relations and Innovation. A high score is a score of 32 points or higher.

Scholarship Innovation

# Talent Prototype Descriptions

## **Talent for Management, champion for pragmatism.**

Talent in this area allows you to take charge. You love to organize things and people. Your room is probably neat, your clothes are usually hung up, and your appearance is important. You easily keep your notebooks in order and probably never lose your homework. Life works when you know what is expected and how you will be evaluated. You want to have clear and detailed directions. Time is also highly valued. You are on time and expect others to be as well. After all, you know there is a time and place for everything. These people are the practical ones of the world. You are great with details and can even get “hung-up” on them at times. Some people may even call you obsessive compulsive. You don’t need a lot of people around and can easily amuse yourself. One or two friends at a time suit you well. You love having a plan and checking off your accomplishments as they are completed. You are happy when you know you have done a good job. You are stressed when you are not sure of the requirements, when there is too much chaos, and when no one seems to be in charge! You might even wish you were in charge so things would be better!

## **Talent for Scholarship, seeker of knowledge**

Talent in this area often allows you to become the class expert. You crave knowledge and satiate this hunger by reading, watching documentaries, and listening to interesting and informed people. In fact often you would rather read or hear about the adventure than actually having it. You have a gift for words and can express yourself eloquently. Getting good grades is probably easy for you, as you like to learn by reading and writing. You are very logical and enjoy verbal debate even though some may think you argue for the sake of arguing. You don’t worry much about the fashion scene and don’t want to waste your time with boring people. You are happiest when engaged in some sort of intellectual pursuit or allowed to give your opinion. Evaluating the world is a favorite pastime. You feel stressed when people are too “mushy” or when no one around you is smart (based on your criteria).

# **Talent Prototype Descriptions**

## **Talent for Innovation, flair for adventure**

Talent in this area allows you to be an idea generator. You are never satisfied with the status quo and you would rather do it your way. In fact you won't often take no for an answer. According to your philosophy, rules can be bent and exceptions should be made for the good of the cause. You are a "spur of the moment person" and value spontaneity. You don't mind taking risks if there is a chance for fun and adventure. You can do many things at once and often have lots of projects going on simultaneously. Sometimes people fear you will never finish anything. You are happiest when you can be the life of the party or engaged in some risk-taking adventure or working on a creative project. You feel stressed by having to focus on details or by making commitments, and by having few or no options.

## **Talent for Human Relations, master of harmony**

Talent in this area allows you to get along with others. You love harmony and will try to assure that events move along with little or no conflict. You are a people person and have many friends. Life is good when it gives you opportunities to be with your friends to study, to relax, or to do service projects. Because you are so sensitive, you can feel the emotions in the room as soon as you enter. This sensitivity often contributes to your talents in the arts such as poetry, drama, and musical composition. On the other hand, this sensitivity can get you into trouble. You make take on the problems of others or have your feelings hurt by taking things much too personally. You are probably quite the colorful person in both how you dress and how you communicate. Because you have many friends, you are rarely alone. This is good for you because you hate being lonely. In fact you most likely would rather study in the kitchen with people all around you. You are happiest when your relationships are going well, when the teacher allows you to work in groups or with a friend, and when the teacher compliments you. You are stressed when you have to be organized and on time or when there is dissension or conflict, and when you are not made to feel special.

# Chapter Three Activity Four

## Ethics, Virtues, and Values

**Group Size:**Seminar group—8-12 students

**Time Needed:** 45 to 60 minutes

**Physical Set up:**Circle or conference table

**Materials:** Recording material, whiteboard or flip chart, student journals Activity sheets Ethics, Virtues and Values(1-3) use for overhead transparencies and student handouts.

**Goal:** Understand the importance of recognizing values, evaluating them in terms of consequences.

**Procedure:** **Meet and Greet Activity** Using transparency of *Invictus*, read poem. Focus on the last verse and have students comment on what they think it means,  
“I am the master of my fate, I am the captain of my soul. “

Discuss that today’s session will focus on what guides us when we are  
”the masters of our fate and the captains of our soul. “

Conduct moral dilemma experience (Activity Sheet 2). Larry’s Dilemma Present the dilemma Read Larry’s story up to the court scene and proceeding.

After the process is completed read the end of the story. Use the Decision and Values Analysis Matrix to describe the scenario. Then have each group complete the matrix using their scenario and with their resulting consequences. Share and discuss the results.

**Follow-up:** Conclude with revisiting *Invictus* and comment on new understandings of the lines with a focus on ethics, values, and virtues.

**Reflection:** Journal entry suggestion(s)  
• Distribute *The Catskill Eagle* and have students describe the lines focusing on the role of resilience when guided by a sense of who you are, your special gifts, and your personal code of ethics,

## Activity Sheet Ethics Values and Virtues (1)

### Invictus

Out of the night that covers me,  
Black as the Pit from pole to pole,  
I thank whatever gods may be  
For my unconquerable soul.

In the fell clutch of circumstance  
I have not winced nor cried aloud.  
Under the bludgeoning of chance  
My head is bloody, but unbowed.

Beyond this place of wrath and tears  
Looms but the Horror of the shade,  
And yet the menace of the years  
Finds, and shall find, me unafraid.

It matters not how strait the gate,  
How charged with punishments the scroll,

I am the master of my fate:  
I am the captain of my soul.

William Ernest Henley. 1849–1903

# Activity Sheet: Ethics Values and Virtues (2): Larry's Story

## Steps to Conducting a Moral Dilemma Experience

1. Present the dilemma to the students. (Sources for dilemmas can come from news articles, films, literature, or personal experiences.)
2. Ask students to clarify the issues and choices for action. Generate a list of position options.
3. Ask students to take a tentative position on the dilemma by raising their hands in support of one of the options generated. Have them write down two or three reasons for their choice.
4. Divide the class into groups by preferred choice. Have the group discuss their choices with each other and choose three compelling reasons to support their position.
5. A spokesperson from each group is asked to share the argument with the class. After each position is shared allow one question or concern per to be asked per group. The presenting group listens to the question but does not respond to these probes. This is not a debate.
6. After all positions are shared, class members have the opportunity to change their position by joining another group.
7. Upon completion the final group works together to examine the consequences and implications of their choice. They complete the scenario by either writing the ending, role-playing or creating a storyboard to tell the story of their version of the dilemma.

# The Scenario

Larry was seventeen years old when, on a mid summers night before his senior year in high school, he went out with some of his high school friends to a beer party. After a few beers, Larry and about ten of his friends decided to “have some fun” by going into parked cars to see what they could find that people might have left behind or in the glove box. Larry and his friends started by only entering cars that were unlocked. They stole, radios, tapes, CD’s and anything that they could put their hands on that wasn’t tied down. After a few minutes they found a car with an extensive CD collection, but the windows were up and the doors were locked. One of the boys, broke a rear window, and reached in to unlock the doors. Within minutes the CD’s were gone, and the windows of six more cars were broken. Lots more property had been stolen, and someone called the police.

As the police officer arrived on the scene the boys fled into the nearby woods. Larry was the first and the only boy that the officer could find. As the police officer returned to the police car with Larry, the other boys ran away into the night. Larry was alone.

The police read him his rights. Larry asked for his parents and an attorney. He refused to speak to the police without his attorney being present. When his attorney and his parents arrived, they asked Larry to tell the police the names of the others who were involved. He refused.

Most of the stolen property was found in the woods near the damaged cars. All together, about \$700 in property was still missing as stolen. Damage to the car windows amounted to \$6,000.

When he went to court, Larry pleaded guilty to stealing the property but denied damaging any of the cars. He also refused to tell the judge the names of any of the other boys involved in the incident. The judge found Larry guilty of the theft and said that Larry was “unrepentant” for his crime. He sentenced Larry to one year in jail. He ordered Larry to make restitution to pay for the damages he had caused. Larry’s parents paid the money.

Larry served nine months in jail. He got three months off for good behavior. After he was released from jail, he did not return to high school. He got a job working in a gas station and paid back the money his parents had paid for him. He would never graduate from high school. Larry never told anyone who else was involved in the crime. His life was forever changed by his actions. For Larry it was a question of ethics, it was a question of virtues, it was a question of values.



## VALUES ANALYSIS MATRIX

<b>Decision</b>	<b>Valued Less</b>	<b>Valued More</b>	<b>Virtue / Value</b>
To go drinking with his friends	Paying attention to the rules, not breaking the drinking age law.	Being with his friends having a good time.	<b>Friendship</b>
To destroy property that did not belong to him	Other People's Property Rights	Going along with his friends.	<b>Friendship</b>
To not reveal his friends' names	Parent's & Attorney's wishes and recommendation to implicate others	Loyalty to his friends	<b>Loyalty</b>
To disregard judge's wishes	Judge's anger at being unrepentant	Not telling on his friends	<b>Loyalty</b>
To select being sentenced	A year of his life & High School Graduation	Not telling on his friends	<b>Loyalty</b>
Not to return to high school	Graduating from high school	Getting a job to pay his debt to his parents	<b>Keeping his promise</b>

## DECISION MAKING AND VALUES ANALYSIS MATRIX

Decision	Valued Less	Valued More	Virtue / Value

## Activity Sheet Ethics Values and Virtues (3)

**Oh Nature, and O soul of man!**

Chapter 96 Moby-Dick

And there is a Catskill eagle in some men's souls.

That can alike dive down into the blackest gorges, and soar out of them again and become invisible in the sunny spaces.

And even if he forever flies within the gorge, that gorge is in the mountains; so that even in his lowest swoop the mountain eagle is still higher than the other birds upon the plain even though they soar.

***Herman Melville 1819-1891***

# Chapter Three Activity Five & Six In STEPP with Expectations

**Group Size:**Seminar group—8-12 students

**Time Needed:**        **two sessions** 45 to 60 minutes each

**Physical Set up:**Circle or conference table

**Materials:**            Recording material, whiteboard or flip chart, Overhead of Alex's Expectation Matrix, Blank Expectation Matrix, handout for each student—Case Study of Alex, Activity Sheet "Expectations", "Perfectionism" & student journals; video clip, choose one: *Breakfast Club* or *Broadcast News*.

**Goal:**                    Understand how to manage expectations and control perfectionism

**Procedure:**        **Meet and Greet Activity** Using Talking Leather strategy have students complete the statement:  
"The day would be perfect if...."

Explain to students that life is rarely perfect. And if we set our expectations too high we will feel a sense of disappointment. More importantly, our living up to some unrealistic expectations that others place on us or that we place on ourselves causes a great deal of stress.

Revisit Alex's story. Have students working in pairs identify the expectations Alex is trying to meet. Then decide whose expectations they are, his or those placed on him by others. Have groups share their conclusion.

Using the transparency of Alex's Expectation Matrix, demonstrate how to use the matrix to judge whether or not the expectation is in **STEPP**, realistic, or causing stress because it is unreasonable.

Distribute handout on Perfectionism and discuss healthy perfectionism vs. unhealthy perfectionism. View the beginning scene from *Breakfast Club* when the parents are dropping off the students or the beginning scenes from *Broadcast News* showing the characters when they were children. Using the Cinema Therapy Technique (explained in Chapter 5) discuss how expectations and perfectionistic tendencies did or did not affect the characters.

Have students complete the blank matrix by listing four expectations they are trying to meet.

**Follow up:** Conclude by discussing findings.

**Reflection:** Journal entry suggestion(s)

- Reflect upon whether or not you feel In **STEPP**.  
Comment on how your goals and daily activities are in alignment with your strengths, talents, ethics and values, personality prototype, and your passions. If you are out of alignment, what will you do about it?

# Perfectionism Handout

## **Procrastination.**

Perfectionism can be a major cause of procrastination. Because perfectionists fear failure they often put off a task because they are afraid it won't be perfect. The more they think about what could go wrong the more paralyzed they become and cannot seem to get started.

## **All or nothing thinking.**

Perfectionists often suffer from all or nothing thinking. Performance is either stellar or not. An expectation for A, anything less even A- is seen as a failure experience. The disappointment leads to negative feelings of self-worth and high levels of stress.

## **Eating disorders**

Perfectionism can relate to having the perfect image sometimes based on how it is viewed in the media. Today when thin is in, any thing short of having a model's figure is viewed as unacceptable. This can lead to eating disorders such as bulimia and anorexia.

## **Taking drugs.**

Sometimes males may suffer from the physique mystique. In order to be the perfect athlete they work out incessantly and may turn to steroids to attain the perfect body.

## **Work-a-holic syndrome.**

Self-worth is seen as being perfect at what you do. For teenagers that might mean being the perfect student. Thus they study all the time, even if they do not need to. They have difficulty in knowing when they have finished a project and knowing when they are prepared to take the test. This obsession with perfectionism often leads them to neglect other important aspects of their lives.

## Activity Sheet – Expectations

Directions: List an **Expectation** in the column on the left, next list **Whose expectation is this?** Then Yes or No – **Is it Realistic? Is it in STEPP?** with your alignment? Finally, decide, should you **Keep** the expectation, **Cancel** it, or **Modify** it?

What is the Expectation?	Whose Expectation is this?	Is it Realistic?	Is it “In STEPP”?	Keep Cancel Modify

## Suggested Resources

*Life Strategies for Teens* by Jay McGraw. *Life Strategies for Teens* is the first guide to teenage life that won't tell you what to do or who to be, but rather how to live life best. Employing the techniques from Dr. Philip C. McGraw's *Life Strategies*, his son, Jay provides teens with the Ten Laws of Life which make the journey to adulthood an easier and more fulfilling trip. Topics include popularity, peer pressure, ambition and ambivalence.

Simon & Schuster

*Talk with Teens* by Jean Sunde Peterson is a collection of fifty ready to use guided discussions to help students gain self-awareness and self esteem, make better decisions, anticipate and solve problems, cope with stress, and affirm themselves in all their complexity.

Free Spirit Publishing

*Interest-A-Lyzer Family of Instruments* by Joseph Renzulli is a manual for teachers or counselors. It introduces procedures for using a series of instruments that are designed to assess various aspects of student interests. The Interest-A-Lyzer Family of Instruments consists of six separate instruments each targeted toward particular age groups including middle and high school. There is one that taps interests in the arts as well.

Creative Learning Press

*Intelligences reframed: Multiple Intelligences for the 21<sup>st</sup> Century* by Howard Gardner. "A fascinating volume in which Howard Gardner deftly synthesizes the historical development of the measures and meanings of intelligence, wisely reflects on his own scholarly journey, and offers astute observations about the ways in which his theories and observations have been interpreted and misinterpreted, This is quintessential Gardner: lucid, discerning and path breaking." Sara Lawrence-Lightfoot.

*Flow* by Mihaly Csikszentmihalyi is an important discussion on what constitutes happiness in our indifferent universe. It discusses that the way to happiness lies not in mindless hedonism, but in mindful challenge.

Harper Collins



# Chapter Four: Time Management

## **Lee – a case study in managing time. “The impossible dream.”**

Lee was an 11<sup>th</sup> grade student in a suburban school with an excellent reputation for sending it's students on to good colleges. He is smart, popular and planning on going to one of those good colleges he had heard so much about. He will likely be accepted to his first choice school. His grades are excellent, he belongs to some of the school intramural sports teams, he is active in the drama club and works on the yearbook staff. Because of his 11<sup>th</sup> grade scheduled busy life and active lifestyle Lee had many routine things to do every day, and on many days he also had to schedule special tasks or chores to accomplish the long list of things he wanted to do. Like many of us Lee was having trouble balancing his personal and his school life.

Lee was solving his time management problems using the same technique that his parents used. You see, Lee knew everything there was to know about time management. Or so he thought. He had watched his parents who were both successful business people manage their lives using their time management systems. Both of his parents had good jobs. They both made a decent wage and seemed by every indicator that Lee could use to be happy. Both parents spent most of their time at their jobs doing whatever it was that adults do at work. They also each had their own computer at home, which they used to do office work in the evenings on holidays and during weekends. Both parents were respected and admired, by family, friends, and colleagues. By all appearances they were perfect role models of time and life management. Or so Lee thought.

Lee's parents like their parents before them and at least a few generations more had learned to accomplish Time Management by doing what comes natural. If they didn't have enough time to accomplish the required daily tasks in any one day, they would stay up late or get up early. Time Management was mostly finding the time to do all the things on the list of things to do.

“I have just given up. There is no way I am ever going to get more than five hours of sleep in a night!” - Lee

Sleep is often the only negotiable that many people use to learn to balance their schedule and to manage their time. Today we know that it is a serious mistake to try to regularly manage time by stealing from or decreasing our scheduled sleep time.

There is a proven relationship between sleep and health, and it is important to get enough sleep. Sleep is not and should not be a negotiable, especially for teens. Today we know that teens need more sleep than adults, and they often need to sleep later than adults. We also know that sleep deprived people do not think as clearly, function as well, and can be dangerous to themselves and others. There have been studies showing

the increased risk to health of people who are sleep deprived or for people who sleep too much. There is evidence that being deprived of eight hours of sleep impairs judgment and function about the same amount as 3-4 drinks of alcohol. Staying up all night to study for a test will have about the same effect on taking the test as having enough alcohol to make it illegal to drive in all 50 states! How could we possibly believe that sleep was where we would find the time?

Time Management is not using sleep schedules to get extra time!

## Chapter Objectives

- To identify the number one stressor of many adults and many talented teens.
- To explore the myth and the reality of time Management.
- To discover the story of a master of time & life management.
- To learn about the tyranny of the urgent.
- To identify three lessons of Time Management.
- To learn how to make S.M.A.R.T. Goals.
- To learn how to Prioritize.
- To learn how to get better at making better decisions.
- To become familiar with the most popular time management system
- To learn the value of planning.

## Essential Information

“Time, time, time what has become of me?  
As I look about all my possibilities.”  
Simon & Garfunkle

When asked to identify things that stress them adults almost always list time as one of the top three.

“There isn’t enough time to finish the work projects I have to do.”

“I don’t have time to spend with my family.”

“I don’t have the time to get organized.”

“I don’t have the time....

Children learn from adult modeled behavior. Is it then any surprise then, that children like adults almost always list time as a major stressor? Among the talented teens we interviewed, time or the lack of time always makes it to the top five list. It is an even more certain truth as children age to their teen years that time becomes even more limited. It is as if we have taught our children the worst skills imaginable. The issue that stresses most adults today will go on to stress our children, and their children and generations yet to come!

There is a fundamental truth we have been ignoring, and the ruse is up!

The simple reality and ultimate truth is that time is not manageable.

Time is a finite, limited, predictable but renewable resource. There are 1,440 minutes in a day, 7 days in a week and 52 weeks in a year. All the time management in the world will never change that.

So then it is not time that needs to be managed but rather our utilization of that resource. Time spent today is forever gone but tomorrow we get a new day and a new chance to manage our lives within the limited parameters of the minutes, hours and days in our years.

So then, how do we better manage our lives understanding the limits and renewal of the resource of time? How can we teach children to manage their time?

The answer is that if we wish to help children with time / life management skills, we as adults need to better model those things we would have children do. We need to model good time and life management skills to teach.

The single best teaching tool for time management is to model the desired behavior. Learn to be a time manager yourself. The best way for you as an adult to learn time management (after reading this book) is to take a time management course including the use of a tool that will help you organize your life. FranklinCovey™, Daytimer™, and At a Glance™, are three of the largest companies that manufacture time management planners and calendars. For a fee each of the companies listed above also offer time management programs. Enrolling in one of these or taking one of the many other time management courses, or retaking one of the courses is an excellent way to learn or to remind yourself of the things you can do to make yourself a better time / life manager. Consider using a system or a planner. Enroll in a course!

“But, I don’t have time to take a time management course.”

If that sounds like you, run do not walk to the nearest time management course!

In your case it may be a matter of urgency not just importance. But if you are having difficulty managing time you may not understand that yet. Continue reading!

Time management is so important that many companies insist that their top performers take time management courses to improve the efficiency of those managers. But time management is not just about improving your efficiency at work. The efficient utilization of time gives an individual the opportunity to maximize their potential to do what it is they will do with their time. The efficient utilization of time improves efficacy, productivity, and personal satisfaction. Learning to manage your time and thereby your life will so improve your life quality by whatever definition you choose as to make time management a high priority for completion. Schedule it now!

Stephen Covey author of the Seven Habits of Highly Successful People believes in time management.

### **7 Habits**

1. Be proactive. Take responsibility for your life.
2. Begin with the end in mind. Define your mission and goals in life.
3. Put first things first. Prioritize, and do the most important things first.
4. Think win-win. Have an everyone-can-win attitude.
5. Seek first to understand, then to be understood. Listen to people sincerely.
6. Synergize - work together to achieve more.
7. Sharpen the saw. Renew yourself regularly.

Of these seven habits, habits 1, 2, 3 and 7 or 57% of the seven habits involve the better use of time.

Enough of the argument?

Take a time management course!

Meanwhile, continue reading the self help time management tips that follow.

### **Time Management Tip #1 - Learn what Matters Most**

Because we don't know what is really important to us,  
Everything seems important.  
Because everything seems important,  
We have to do everything.  
Other people, unfortunately, see us as doing everything,  
So they expect Us to do everything.  
Doing everything keeps us so busy,  
We don't have time to think about, what is really important to us.  
From the FranklinCovey™  
time management course

"What Matters Most"

## **Ben's Story**

To help us understand what matters most we should consider the story of Benjamin Franklin. (I wonder where the name FranklinCovey™ came from? - duh!)

Think if you will who Ben Franklin was, but even more importantly, what was his legacy?

Benjamin Franklin was an author, a printer, an inventor, a father, a politician, the first American Ambassador to France. He invented bifocals, swim flippers, lightening rods, and the Franklin stove. He founded a public library, a hospital, an insurance company and a fire department. He helped write the Declaration of Independence and the Constitution. He wrote an autobiography in the middle of his life and shortly before his death in his 80's he completed his memoirs. Franklin was truly a renaissance man. He was one of the greatest citizens and thinkers the world has seen before or since. But Franklin was not always a great or successful man. At the age of 17 he ran away from home in Boston, estranged from his family because of an argument he had with his brother.

Franklin tried in business and failed, not once but twice. He was the father and single parent of an illegitimate son whose mother abandoned the child to Franklin unable and unwilling to live with Franklin and the child.

As a young adult Franklin was by almost any measure and especially his own measure a dismal failure. His life was confused, difficult and not at all satisfying to Franklin or to anyone else. He decided to change.

Benjamin Franklin sat down and made a list. The list was of twelve characteristics, values and virtues to which he aspired. He called his list "Virtues". The list of virtues looked like this.

### **Franklin's List of Virtues**

1. Temperance
2. Silence
3. Order
4. Resolution
5. Frugality
6. Industry
7. Sincerity
8. Justice
9. Moderation
10. Cleanliness
11. Tranquility
12. Chastity

When he completed his list of the virtues to which he aspired, Franklin wrote a brief sentence describing each of the virtues and what it meant to him. He did not want there to be any confusion about what each of these words meant. His definitions of his virtues then looked like this.....

#### **Franklin's List of Defined Virtues**

1. Temperance - eat not to dullness; drink not to elation.
2. Silence - Speak not but what may benefit others or yourself; avoid trifling conversation.
3. Order - Let all your things have their places; let each part of your business have its time.
4. Resolution - Resolve to perform what you ought; perform without fail what you resolve.
5. Frugality - Make no expense but to do good to others or yourself; that is, waste nothing.
6. Industry - Lose no time; be always employed in something useful; cut off all unnecessary actions.
7. Sincerity - Use no hurtful deceit; think innocently and justly; speak accordingly.
8. Justice - Wrong none by doing injuries; or omitting the benefits that are your duty.
9. Moderation - Avoid extremes; forbear resenting injuries so much as you think they deserve.
10. Cleanliness - Tolerate no uncleanliness in body, clothes, or habitation.
11. Tranquility - Be not disturbed at trifles or at accidents common or unavoidable.
12. Chastity - Rarely use venery but for health or offspring, never to dullness, weakness, or the injury of your own or another's peace or reputation.

Franklin then took his list to a respected friend who happened to be a Quaker. Franklin explained to his Quaker friend that he, Franklin was disappointed in the progress in his life to this point and that he intended to turn his life around. From now on Franklin would live his life according to his list of virtues. Each day he would read the list and each week he would focus on a different virtue. Repeating the process over and over again until he had become one with his virtues.

Franklin's Quaker friend asked him one question.

"Ben are you serious? Because you sure aren't these things now."

Franklin explained that he was indeed serious and that he knew he was far from these virtues now but he aspired to become one with the twelve virtues he had listed and described.

His Quaker friend went on then to say.

“Ben, if you are serious you need to add a thirteenth virtue. Humility. Because you don’t have any.”

Franklin thought about the advice of his friend and true to the recommendation added a thirteenth virtue.

### 13. Humility.

Franklin then went on to define humility for his own understanding, and true to his less than humble self Ben Franklin defined humility, thus.

### 13. Humility - Emulate Christ and Socrates in all things.

Now there is a truly humble man. He would just emulate Christ and Socrates in all things. True humility. Well, perhaps not really!

Not very humble; but true to his word and his intention, Franklin set about to reorder his life. Each day he would read his list and each week he would focus on a different aspect of his list repeating the process over and over and over again.

The rest is history. Franklin went on to become one of the most productive, successful and self-actualized people in all of history. He knew what mattered most. That was how he could set about being an author, a printer, an inventor, a father, a politician, the first American Ambassador to France, the inventor of bifocals, swim flippers, lightening rods, hundreds of other things and the Franklin stove and how he could found a public library, a hospital, an insurance company and a fire company and help to write the Declaration of Independence and the Constitution.

But did you know that is not the end of the story.

In his memoirs shortly before his death Franklin was reflecting on the story of his virtues (which he told in his auto biography written mid life) and he noted that he had come to feel a oneness with each of his 12 virtues. When he thought of the 13<sup>th</sup> virtue he realized that he simply was not humble.

Franklin had failed at his 13<sup>th</sup> virtue.

Or had he?

**Franklin's  
List of Virtues**

1. Temperance
2. Silence
3. Order
4. Resolution
5. Frugality
6. Industry
7. Sincerity
8. Justice
9. Moderation
10. Cleanliness
11. Tranquility
12. Chastity
13. Humility

Franklin failed at his 13<sup>th</sup> virtue. Why? Was the most difficult virtue on this list the last? Or was there another reason?

The answer was of course is simple. Franklin had not failed at his virtues. He had succeeded at each of his twelve virtues. He failed at a virtue that was not his, a virtue that had been given to him by someone else. Franklin failed at a virtue that he did not value. He failed at doing something someone else valued and suggested to him as a value.

How then might we learn from Franklin's example? Could we learn, what matters most to us? Perhaps the single most important lesson in life would be that we must learn what matters most to us!

Model what you would teach, because you teach first by modeling. Teach what you would live but remember the failure of Ben's Quaker friend. It is not possible to give someone a value they would not own.

The science of time management advanced little if at all from the time of Franklin to the present day when a tyranny was discovered by author Alec Mackenzie.

Mackenzie of Greenwich, NY is an internationally known speaker and writer on time management and is the president of his own consulting firm. He is the author of one of the most famous and valuable books on time management. The book is now in it's third edition. The two previous editions of "The Time Trap" were both best-sellers.

In the book Mackenzie discovered, recognized and then defined the tyranny. He is responsible for defining the tyranny of the urgent. He described it like this.



"Urgency engulfs the time manager; yet the most urgent task is not always the most important. The tyranny of the urgent lies in its distortion of priorities. One of the measures of a manager is the ability to distinguish the important from the urgent, to refuse to be tyrannized by the urgent, to refuse to manage by crisis."

<b>Time Management Tip #2</b> <b>Is it Important or Urgent, or both, or neither?</b>
---

In his book and in the quote above Mackenzie identifies what he believes to be the most important measure of a good time manager. It is the ability to distinguish the important from the urgent. How are you at this the most basic of time management tests? Lets try and see?

Can you define the word urgent?

The Merriam-Webster Unabridged, Online Dictionary definition may help.

**URGENT**

Main Entry: ur·gent

Pronunciation: 'r-j&nt

Function: *adjective*

Etymology: Middle English, from Middle French, from Latin *urgent-*, *urgens*, present participle of *urgere*

Date: 15th century

1 a : calling for immediate attention : [PRESSING](#) <*urgent* appeals> b : conveying a sense of [urgency](#)

The American Heritage® Dictionary of the English Language: Fourth Edition. 2000. offers a slightly different slant on the word,

**URGENT**

ADJECTIVE:

**1.** Compelling immediate action or attention; pressing. **2.** Insistent or importunate: *the urgent words "Hurry! Hurry!"* **3.** Conveying a sense of pressing importance: *an urgent message*.

And there in lies the problem. The word urgent and the feeling of urgency compels one to immediate attention or action. The issue that is urgent is immediate and pressing. There is a conveyed sense of pressing importance a sense of "urgency".

But, does urgent mean important?

Let's try the dictionaries again, first the American Heritage

### **IMPORTANT**

ADJECTIVE: **1.** Strongly affecting the course of events or the nature of things; significant: *an important message that must get through; close friends who are important to me.* **2.** Having or suggesting a consciousness of high position or authority; authoritative: *recited the decree with an important air.* **3.** Obsolete Importunate.

And then Merriam-Webster

### **IMPORTANT**

im·por·tant

Pronunciation: im-'por-tnt, *esp Southern and New England* -t&nt, -d&nt

Function: *adjective*

Etymology: Middle English *importante*, from Medieval Latin *important-*, *importans*, present participle of *importare* to signify, from Latin, to bring into

Date: 15th century

1 : marked by or indicative of significant worth or consequence : valuable in content or relationship

Herein then is the lesson!

Important is not Urgent of necessity.

Urgent is not Important of necessity.

To simplify the understanding try this definition. Urgent means do it now or it is gone. The pressing need may be no longer, but the opportunity may be lost.

A ringing phone is urgent not important. If I don't answer it now the call will be gone.

Ah, you say. But the phone call may be important! And we won't know unless we answer the call!

Exactly!

And there in is the tyranny of the urgency as first defined by Mackenzie. If you are not able to distinguish the urgent from the important your life can be, and will be driven by crisis. You will be forced to go from one urgent crisis to another with little or no hope of understanding what is most important, and less chance to be able to accomplish what is important to you!

So, if we would manage time, first we must understand that there is no such thing as time management, then we must learn to distinguish the important from the urgent.

Theories of Time	
Time is Absolute Isaac Newton	Time is Relative Albert Einstein

Time is an exact, absolute that continues, exists, and is without regard to individuals or human beings, according to Newton. But Einstein believed time to be relative to the observer. Regardless of your understanding of Newton to Einstein, we could agree with Newton that for us time is finite and easily measured and allocated into seconds, minutes, hours, days and years. And, we could agree with Einstein that none of us has enough time. Yet each of us has all that there is!

Today, we will have 1,440 minutes. Tomorrow we will get a new allocation. There is nothing we can do to get more or less. All we can hope to do is to manage our absolute, relative finite resource as best we can to accomplish what we will.

A well kept secret of time management courses and programs is that we cannot manage time. We can only manage what it is we would do with the time we have allocated to us. Time management courses are not actually about time management but about life and event management and about scheduling our absolute relative time allocation.

So then what should we do to better manage our lives in time we have allocated.

### **The Three Lessons of Time Management**

1. Do what is important.
2. Refuse to manage by crisis.
3. Understand the value of this one finite moment. One of the 1,440 you will be given today.

Franklin was one of the world's best time managers. He accomplished much more than so many of his colleagues and friends and so much more than he imagined as a young man. He began his mastery of time management by learning what was important to him, and he lived his life in the 18<sup>th</sup> Century in the middle of the American Revolution long before computers and desk top managers according to his values. Franklin's success and accomplishments in life can be attributed to his time management and to his understanding of his values and living his life accordingly. How then do we teach time management to our children?

We begin by living a life that models good time management. If you would manage time you must begin by understanding what it is that is important for we must prioritize our most precious limited but renewable resource, time.

## Prioritization

In the chapter three we spoke of the Great Mismatch and the misalignment of people who are out of **STEPP**. (**S**trengths, **T**alents, **E**thics & values, **P**ersonality profile, **P**assion) In our research and travels, and we suspect that you would agree there are many adults and children who are out of **STEPP**. Unhappy in their work, doing things they would rather not do, most often their talents lie elsewhere. Sometimes these frustrated people have perhaps begun to question their ethics, and often they have to hide their true personality. Perhaps most sad many are no longer passionate about their lives.

Given the chance to correctly align or to match people to their **S**trengths, **T**alents, **E**thics & values, **P**ersonality profile, and **P**assions we must begin by understanding what it is we most value. This is the most important lesson from that Franklin learned, that Franklin taught.

## Decision Making

Once we have come to understand what it is that we value, and how it is that we have prioritized, then the decision making process comes much more easily. By understanding the finite resource of time, and what it is that matters most to us, we are more easily able to schedule the limited resource to meet our own **STEPPs**.

Try this simple test two question test. Don't answer for yourself, but for what you perceive to be the average adult with a family:

Decision Making Test		
1. Most people with families would probably say, "The most important thing in my life is my family. I would do anything for them."	True	False
2. I spend enough time with my family.	True	False

How do you think most people answer?

The most typical answers are

1. True
2. False

How did you do? Did you correctly guess what it was that most people said?

Now, how would you answer this next question?

**Decision Making Test****part 2**

3. What is wrong with the most common answers to the first two questions in the Decision Making Test?

- a) If 1, Family is most important, than the answer to 2 should also be True.
- b) If 2, is True than number 1 must be False.
- c) If 2 is False than 1 can't be True if you are living your life in **STEPP**.
- d) If this isn't clear to you, you need to spend more time reviewing important & urgent.
- e) All of the above.

So what is the right answer to Quiz question 3?

Yup, you got it. e. All of the above is the correct answer.

The difficulty is that often we find ourselves out of **STEPP**.

Making a living, getting good grades, keeping up with the neighbors, checking off all the things on our to do list, all come at a price, and that price is time. To help manage that price we compromise. Sometimes, all too often we sacrifice what is important for what is urgent. We must never confuse the two.

It is not only important to understand this. It is urgent!

## Planning- Daily, Intermediate, and Long Term

In the introduction of the book we introduced the quote from Steven Covey author of The Seven Habits of Highly Effective People. "Begin with the end in mind." Is that how we should plan our lives as well?

The answer is a simple and absolute yes. In the three lessons of time management we learned that we should:

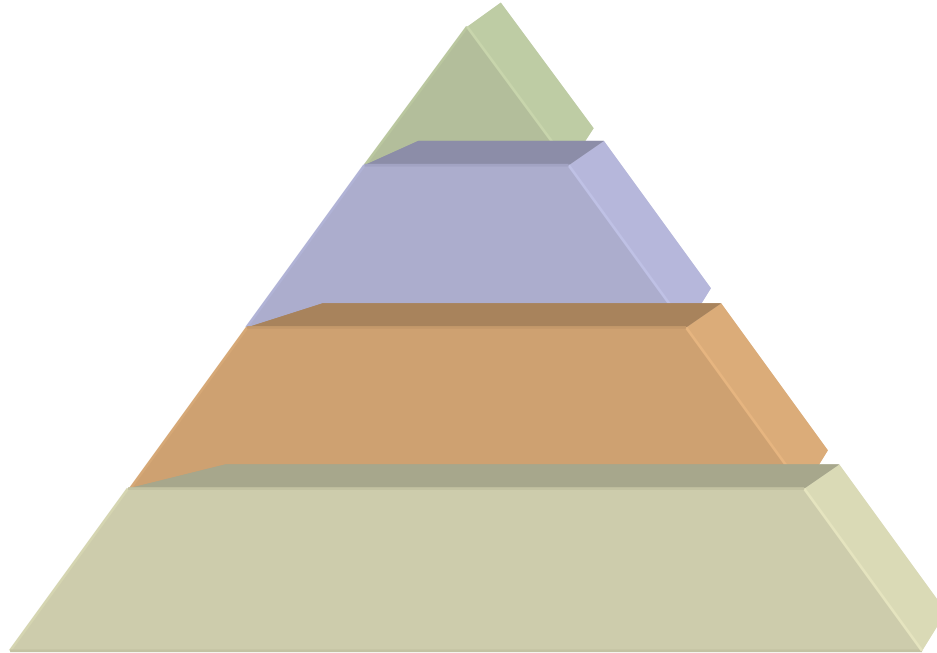
- 1. Do what is important.
- 2. Refuse to manage by crisis.
- 3. Understand the value of our finite resource of 1,440 minutes.

In order to become effective users of time we must plan, and to plan we must begin with the big picture or the end in mind. There are more unfinished books the libraries of the world. There are more trips untaken around the world than all the cruise ships together could carry. There are as many incomplete plans, dashed hopes, and unfinished dreams as there are sands on the beaches of the world. The culprit? Poor planning.

If we begin with the end in mind and do planning using a planning pyramid, the probability of finishing your book, taking your trip or living your dream is greatly increased.

To begin using a planning pyramid we begin with the foundation of **STEPP**. Since our **S**trengths, **T**alents, **E**thics and values **P**ersonality profile and **P**assions are how we choose to live our lives. **STEPPs** are the foundation of our Planning Pyramid.

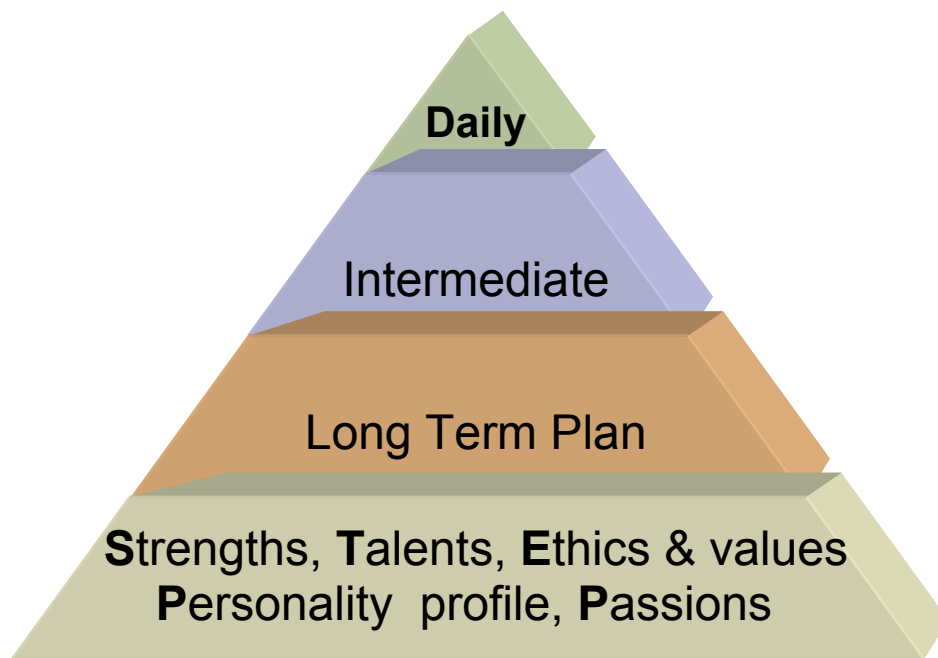
## Planning Pyramid



### Strengths, Talents, Ethics & values Personality profile, Passions

Having built the foundation of the Planning Pyramid with our **S**trengths, **T**alents, **E**thics values **P**ersonality profile, **P**assions We next focus our energy on what we would do to support being in **STEPP**. If we value family, we spend time with family, if we value scholarship we are studious, if we value friends, art, nature, we live our lives consistent with our **STEPP**'s. Knowing the **STEPP**'s of the Pyramid we next add our **Long Term Plan**. This could be that family trip to Europe, travel around the world, the greatest novel ever, or whatever it is that keeps us in **STEPP**.

## Planning Pyramid



Knowing our **Long Term Plan** allows us to more easily accomplish the **Intermediate and Daily** plans since writing the book will require that we complete Intermediate steps such as outlining chapters, or saving money for the trip around the world, and finally the Daily activities such as buying paper and putting words down, or searching for the best airline ticket prices.

## The Systems

There are several excellent time management systems available on the market. They come in paper manufactured by familiar names such as FranklinCovey™, Day Timer™, Day Runner, At a Glance™, and others. They are available as electronic computer friendly systems made by Microsoft™, yahoo™, America On Line™, Palm Pilot™, and others. All the systems have the basic components of time management built in. They begin with a simple calendar and from there tools are included to

- List what tasks need to be done,
- Prioritize what order tasks need to be completed
- Schedule the time necessary to accomplish the tasks

Implied in each of the systems is a basic understanding of some sort of variation of a values clarification similar to the **STEPPs** process.

It is extremely important to know what it is that matters most. For if you do not know what it is you would do there can be no beginning, and without the beginning there can be no end in sight, no goal accomplished. Ultimately the function of time management is to give

us more time to accomplish the goals we would choose to complete. Which brings us to.....

## Goal Setting

In the previous chapters we identified the system of using **SMART** goals. To remind you,

...

**SMART** goals are

- **Specific** – everyone has the same understanding.
- **Measurable** – everyone will know when we have met our goal.
- **Achievable** – everyone will be able to accomplish their task.
- **Relevant** – everyone will buy into our goal because it is Relevant.
- **Time limited** – everyone knows the due date!

Smart goals are important whether you are setting them for yourself or for a group. The issue of course goes beyond the simple utilization of the S.M.A.R.T. acronym to the careful selection of one's life's goals. An individual's goals in life are likely to change depending on the time, place, circumstance and the nature of the individual. At age six many children would like to be firefighters, by the time they are nine some have changed to become veterinarians and at fourteen perhaps the goal in life is to leave the parent's home with little else mattering.

So to it is throughout life. As adults our life goals continue to change and to evolve. Early in our careers we are beset with career aspirations, wealth building, family matters and the other goals of the young adults. As we mature preserving the status quo becomes more important so that we might preserve what we have. Finally in retirement we may even become conservative hoarders worrying about having the means to continue our life style. With the changes in life cycles from child to mature adult, there is one important constant to remember. It is the only constant upon which we may depend.

The only thing constant in life is change!

But, change is not always welcome or pleasant. Like the trees growing in the sunlight in a forest we must have roots as anchors to ground us for that moment of time when the passing storms of change would threaten our very survival. As individuals our roots should run deep. The soil in which the seed of our life goals was planted is our childhood. With time, given nourishment and encouragement, and allowed to grow in healthy conditions our life goals can provide the foundation for the roots that will help us to survive the most violent of storms and the most challenging winds of change.

“Change your opinions, keep to your principles;  
change your leaves, keep intact your roots.”  
Victor Hugo 1802 1885

Do we provide children with the conditions to encourage the kind of growth that will allow them to change their opinions and their leaves while keeping intact their principles and



their roots? Do we provide the growth opportunity to have roots strong enough to survive the passing but sure winds of change? Are we keeping our children in **STEPP**? If we help them with goal setting opportunities, including long term, intermediate and daily planning opportunities consistent with their **STEPPs** we will be providing the deep rich soil to allow them to change their leaves while keeping intact their roots to better accomplish what they will.

We should never regret the time we spend building the foundation of our planning pyramid for it is in that foundation that the roots of life are planted!

# Group Focus Chapter Four Session One: One More Hour

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**Group Size:**Class

**Time Needed:**One Class Period 45 – 60 minutes

**Physical Set up:** Use a meet and greet activity from talking leather or, have students gathered in a circle, ask the question: If you could do one special thing today what would it be? Facilitator begins the comment by saying something like:  
“If I could I would like to read a chapter in a book I just started.”  
They then make eye contact with the person on their right and nod their head. Person to the right acknowledges special request,  
“Gee, Hank, I hope you get to read the chapter in your book. If I could do something special today I would like to spend more time playing with my new puppy.”  
The process is then repeated around the room. With each person acknowledging the preceding wish and adding their own.

**Materials:**Recording Material, Blackboard, whiteboard or flip chart

**Procedure:** Identify a recorder.  
Explain to the students that slowly over that last few days the earth has been slowly decreasing the speed of its’ rotation around the sun. Beginning today and forever more there will no longer be 24 hours in a day but now there will be 25 hours in each day. Clocks will need to be redesigned, schedules will have to change. For the rest of our lives we will have one extra hour each day. What will you do with the hour. Go around the room and answer the question....  
“If I had one more hour everyday for the rest of my life I would spend more time.....  
During the sharing have the recorder record the comments and suggested activities for our extra daily hour.

Look at the Activities as a group.

- Are they expansions of things we are already doing? (more reading, exercise, more work, more play....)
- Are they new things we would like to do but are not now doing? (write poetry, go for long walks, enjoy nature...)

# Group Focus Chapter Four Session One: One More Hour

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- Are they things we have neglected? (get more sleep, spend more time with family or friends...)
- Are they consistent with being in **STEPP**?
- Place a **S,T,E,P,P** next to each item listed by the group if that word applies. Place an **X** next to any activities that are not in STEPP.
- **Strengths, Talents, Ethics & values, Personality profile, Passions**

**Follow up:** Ask class for summary, observations and conclusions

**In Depth Learning:** Have students record reflections in Journal. Can they match the things they would do with their extra hour each day to their own personal **STEPP**? Be prepared to share with the larger group in a later session.

# Group Focus Chapter Four Session Two: Ben's Story

**Group Size:**Class

**Time Needed:**One Class Period 45 – 60 minutes

**Physical Set up:**Normal Classroom setting groups of three preferred.

**Materials:** Recording Material, Blackboard, whiteboard or flip chart, Student Journals

**Procedure:** Meet & Greet: Tell students you are going to read them a story about a man named BEN. Ask them to guess all the Ben's they can in 30 seconds. Reveal that it is Ben Franklin. Ask them to list all the facts they can about Ben Franklin in 30 seconds.

Read Ben's Story from handout.

Ask students if they agree with the author's conclusion? "Franklin had not failed at his virtues. He had succeeded at each of his twelve virtues. He failed at a virtue that was not his, a virtue that had been given to him by someone else. Franklin failed at a virtue that he did not value. He failed at doing something someone else valued and tried to suggest to him as a value."

Distribute Activity sheet.

With two partners ask each student to discuss and list and then define their own virtues.

Discuss Franklin's Dilemma on the activity sheet. Students are given an opportunity to have another's value suggested for them. Not always is a suggested value a guaranteed failure. Often a value must be experienced and tried before being discarded. Franklin tried to be humble for much of his life before finally giving up on humility shortly before his death.

**Follow up:**Ask class for summary, observations and conclusions

**In Depth Learning:** Have students copy their activity sheet Virtues & Definitions into their Journal. Record any relevant observations especially about Franklin's Dilemma.

# Group Focus Chapter FourSession Two: Ben's Story

Think if you will who Ben Franklin was, but even more importantly, what was his legacy?

Benjamin Franklin was an author, a printer, an inventor, a father, a politician, the first American Ambassador to France. He invented bifocals, swim flippers, lightening rods, and the Franklin stove. He founded a public library, a hospital, an insurance company and a fire department. He helped write the Declaration of Independence and the Constitution. He wrote an autobiography in the middle of his life and shortly before his death in his 80's he completed his memoirs. Franklin was truly a renaissance man. He was one of the greatest citizens and thinkers the world has seen before or since. But Franklin was not always a great or successful man. At the age of 17 he ran away from home in Boston, estranged from his family because of an argument he had with his brother.

Franklin tried in business and failed, not once but twice. He was the father and single parent of an illegitimate son whose mother abandoned the child to Franklin unable and unwilling to live with Franklin and the child.

As a young adult Franklin was by almost any measure and especially his own measure a dismal failure. His life was confused, difficult and not at all satisfying to Franklin or to anyone else. He decided to change.

Benjamin Franklin sat down and made a list. The list was of twelve characteristics, values and virtues to which he aspired. He called his list "Virtues". The list of virtues looked like this.

- Franklin's  
List of Virtues**
1. Temperance
  2. Silence
  3. Order
  4. Resolution
  5. Frugality
  6. Industry
  7. Sincerity
  8. Justice
  9. Moderation
  10. Cleanliness
  11. Tranquility
  12. Chastity

When he completed his list of the virtues to which he aspired, Franklin wrote a brief sentence describing each of the virtues and what it meant to him. He did not want there

to be any confusion about what each of these words meant. His definitions of his virtues then looked like this....

#### **Franklin's List of Defined Virtues**

1. Temperance - eat not to dullness; drink not to elation.
2. Silence - Speak not but what may benefit others or yourself; avoid trifling conversation.
3. Order - Let all your things have their places; let each part of your business have its time.
4. Resolution -Resolve to perform what you ought; perform without fail what you resolve.
5. Frugality -Make no expense but to do good to others or yourself; that is, waste nothing.
6. Industry - Lose no time; be always employed in something useful; cut off all unnecessary actions.
7. Sincerity -Use no hurtful deceit; think innocently and justly; speak accordingly.
8. Justice - Wrong none by doing injuries; or omitting the benefits that are your duty.
9. Moderation - Avoid extremes; forbear resenting injuries so much as you think they deserve.
10. Cleanliness - Tolerate no uncleanliness in body, clothes, or habitation.
11. Tranquility - Be not disturbed at trifles or at accidents common or unavoidable.
12. Chastity - Rarely use venery but for health or offspring, never to dullness, weakness, or the injury of your own or another's peace or reputation.

Franklin then took his list to a respected friend who happened to be a Quaker. Franklin explained to his Quaker friend that he, Franklin was disappointed in the progress in his life to this point and that he intended to turn his life around. From now on Franklin would live his life according to his list of virtues. Each day he would read the list and each week he would focus on a different virtue. Repeating the process over and over again until he had become one with his virtues.

Franklin's Quaker friend asked him one question.

"Ben are you serious? Because you sure aren't these things now."

Franklin explained that he was indeed serious and that he knew he was far from these virtues now but he aspired to become one with the twelve virtues he had listed and described.

His Quaker friend went on then to say.

“Ben, if you are serious you need to add a thirteenth virtue. Humility. Because you don’t have any.”

Franklin thought about the advice of his friend and true to the recommendation added a thirteenth virtue.

### 13. Humility.

Franklin then went on to define humility for his own understanding, and true to his less than humble self Ben Franklin defined humility, thus.

### 13. Humility - Emulate Christ and Socrates in all things.

Now there is a truly humble man. He would just emulate Christ and Socrates in all things. True humility. Well, perhaps not really!

Not very humble; but true to his word and his intention, Franklin set about to reorder his life. Each day he would read his list and each week he would focus on a different aspect of his list repeating the process over and over and over again.

The rest is history. Franklin went on to become one of the most productive, successful and self-actualized people in all of history. He knew what mattered most. That was how he could set about being an author, a printer, an inventor, a father, a politician, the first American Ambassador to France, the inventor of bifocals, swim flippers, lightening rods, hundreds of other things and the Franklin stove and how he could found a public library, a hospital, an insurance company and a fire company and help to write the Declaration of Independence and the Constitution.

But did you know that is not the end of the story.

In his memoirs shortly before his death Franklin was reflecting on the story of his virtues (which he told in his auto biography written mid life) and he noted that he had come to feel a oneness with each of his 12 virtues. When he thought of the 13<sup>th</sup> virtue he realized that he simply was not humble.

Franklin had failed at his 13<sup>th</sup> virtue. Or had he? Franklin failed at his 13<sup>th</sup> virtue. Why? Was the most difficult virtue on this list the last? Or was there another reason?

The answer was of course is simple. Franklin had not failed at his virtues. He had succeeded at each of his twelve virtues. He failed at a virtue that was not his, a virtue that had been given to him by someone else. Franklin failed at a virtue that he did not value. He failed at doing something someone else valued and suggested to him as a value.





# Chapter FourSession Three:

## Setting Priorities

**Group Size:**Class

**Time Needed:**One Class Period 45 – 60 minutes

**Physical Set up:**Normal Classroom setting, Circle or horseshoe recommended

**Materials:**Recording Material, Blackboard, whiteboard or flip chart

**Procedure:** Meet & Greet: Ask for volunteers to share recorded reflections from Journal Activity from Session One: One More Hour.

Facilitator asks students to identify an adult with whom they are familiar. It can be any adult they choose but they must be a person familiar to the student. Adults selected might include family and friends, teachers, faculty or acquaintances. Students are not to identify the person that they select.

Ask students to brainstorm a list of daily, weekly, monthly activities for their person on Activity sheet chart, then estimate the time spent in each of the activities. When students have completed their estimates ask them to identify the top three things that are apparent priorities based entirely on the activities they have identified. Share with a partner. Can they identify an alternative hypothesis for the person?

Ask students to repeat the task for themselves. They should list their daily, weekly, monthly tasks. Based on their list can the student partner correctly identify their priorities.

Discuss the following questions with the larger group.

1. Do your activities reflect your **STEPPs**?
2. Why or why not?
3. What are the stress issues related to not being in **STEPP**?  
If you are not in **STEPP**, what can you do to be in **STEPP**?

**Follow up:**Ask class for summary, observations and conclusions

**In Depth Learning:** Have students develop a 3 step action plan in their journal to help themselves or others be more in **STEPP**

## Chapter Four Session Three: Setting Priorities Activity Sheet

For an adult you know, brainstorm a list of Daily, weekly, monthly tasks, (do not include sleep). In the column to the right of the activity put the total time spent in each activity each day, week or month.

Daily Tasks	Time	Weekly Tasks	Time	Monthly Tasks	Time

Based **ONLY** on the chart above identify this person's top three priorities.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Share the chart you developed with a partner and see if you and the partner can develop another explanation for this person's top three priorities. I.e.: Person works 60 hour weeks not because they value work but because they value making money to support their family.

Now brainstorm a list of Daily, weekly, monthly tasks, for yourself. Do not include sleep. In the column to the right of the activity put the total time spent in each activity each day, week or month.

Daily Tasks	Time	Weekly Tasks	Time	Monthly Tasks	Time

Based on the chart above ask your partner to identify your top three priorities.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Does this chart correctly identify your priorities? Why or why not? Are you in **STEPP**?  
**List 3 specific things in your journal you or the adult you identified above could do to increase being in STEPP.**

# Chapter FourSession Four

## Time Quadrant Activity Sheet

**Group Size:**Class

**Physical Set up:**Normal Classroom setting

**Materials:** Activity Sheet for Session Four, Recording Material, Blackboard, whiteboard or flip chart or overhead w/ Time Quadrant pre drawn.

**Procedure:** Meet & Greet: Ask for volunteers to share recorded reflections from Journal Activity from Session four: Setting Priorities.  
Distribute Time Quadrant handout.  
Facilitator asks students to define the words Urgent and Important.  
Be sure facilitator is familiar with Essential Information in Chapter four!

Together students and class should begin to identify daily, weekly, and monthly tasks that they do and to list them on the Time Quadrant. Facilitator should very careful to challenge any item listed as important with the following question!

“Is this truly important or is it just urgent?”

Discuss the meaning of each of the four Titles of Quadrants:

Q-1 Do it now or else

Q-2 In **STEPP**

Q-3 Do it now or else, who cares....

Q-4 Procrastination

Point out to students that when people wish to procrastinate they most often spend time doing Q-4 Activities. (watching TV, mindless surfing the net, long telephone conversations).

Point out that successful people who are in flow are most often in Q-2 where they can be in **STEPP**.

**Follow up:**Ask class for summary, observations and conclusions

**In Depth Learning:** Have students reflect on this activity in their journal with the specific instruction to list job's or careers that spend most of the time in each Quadrant. Also identify the health effect of spending inordinate amounts of time in each quadrant. Q-1 – High Stress, Q-3 – High Stress, Q-4 Unhealthy “Couch Potato”, Q-4 – in Flow w/ quality time and time for exercise and rest and relaxation.

# Chapter FourSession Four

## Time Quadrant Activity Sheet

Urgent means

---

Important means

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<b>I M P O R T A N T</b>	<b>URGENT</b>	<b>NOT URGENT</b>
	<b>Q-1</b> Do it now or else.....	<b>Q-2</b> In <b>STEPP</b>
<b>N O T  I M P O R T A N T</b>	<b>Q-3</b> Do it now or else, who cares.....	<b>Q-4</b> Procrastination

**Directions:**

List all of the things you typically do in a week. List each thing only once and in only one quadrant. Where do you spend most of your time?

# Chapter FourSession Five

## Too Much on My Plate?

**Group Size:**Class

**Time Needed:**One Class Period

**Physical Set up:**Normal Classroom setting

**Materials:** One Paper plate / Student or 2 Activity Sheets for Session Five, Recording Material, Blackboard, whiteboard or flip chart or overhead w/ time Quadrant and Plate pre drawn. Postit Notes™ desired but not necessary.

**Procedure:** Meet & Greet: ask everyone in circle to give a job or a health consequence from living in one of the Four Quadrants. Ask recorder to record ideas on flip chart or board. (from Journal Activity Session Four).

Distribute first Plate Handout & Postit Notes™

Facilitator asks students working individually to write as many daily, weekly or monthly tasks as they can brainstorm on Postit Notes™ to be placed on paper plate. Plate should be covered w/ notes. If notes are not used then students may write directly on plate or on Activity Sheet #1.

Next redefine the words Urgent and Important. Distribute Activity Sheet #2. Be sure facilitator is familiar with Essential Information in Chapter four!

Have students replace Postit Notes™ on second plate divided into Quadrants as on Activity sheet #2 by placing notes in appropriate Quadrants.

If students would like to have more time in their lives, ask the question where should they get this time?

**Follow up:**Discuss w/ group the effect of spending more time in Q-2 (Less time in Q-1 & Q-3). Where do you get time to spend in Q-2? Take it from Q-4.

**In Depth Learning:** Have students review with an adult in their lives the lesson of the Time Quadrant. Suggest that they may be able to positively influence someone they love or care about. Remind students that a good way to learn something is to teach it.

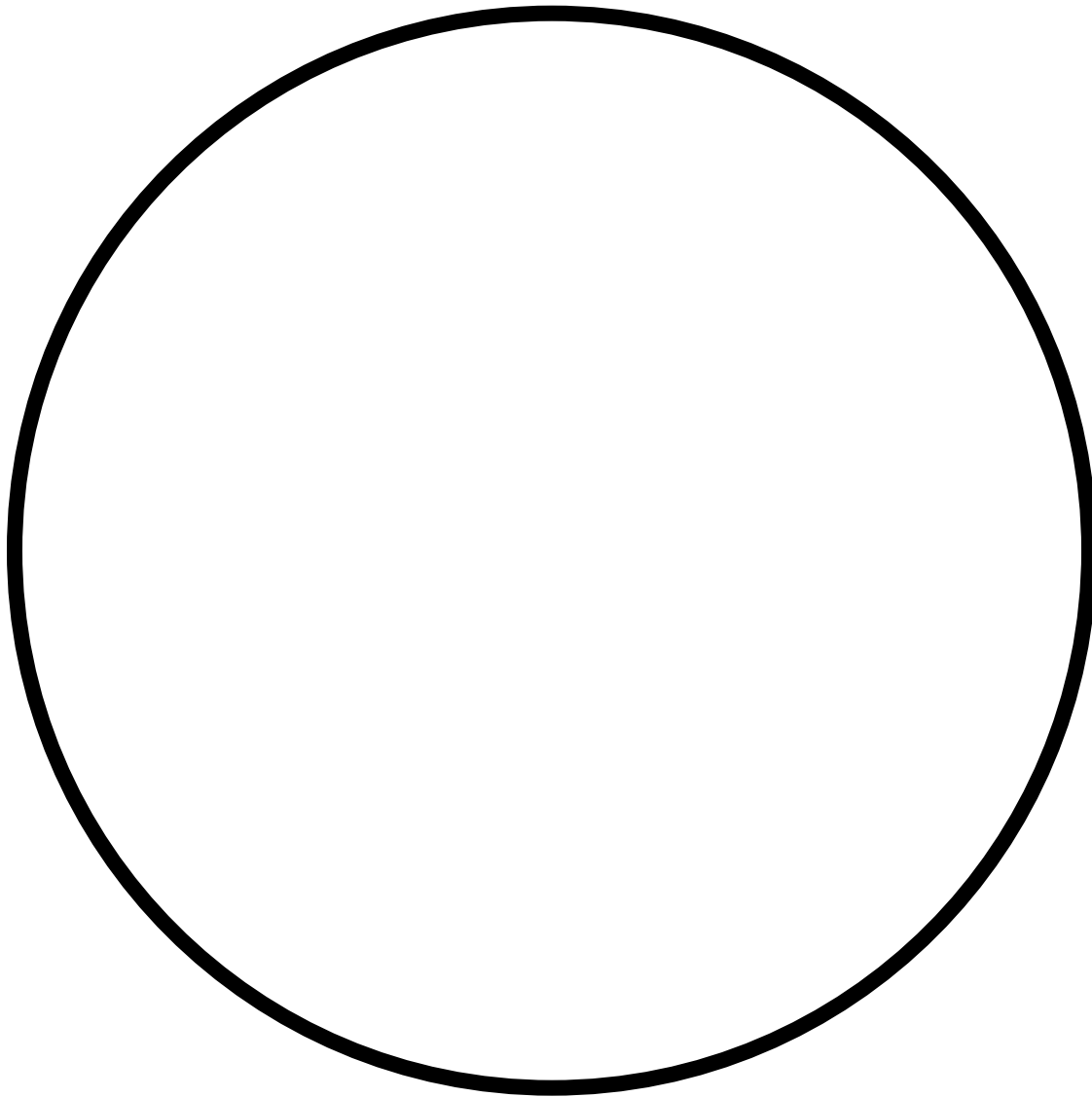
## Chapter FourSession Five

### Too Much on My Plate? (1 of 2)

## How much is on your plate?

List the things you do in a typical day, week and month.

Write each task on a yellow sticky note and place it on your plate.



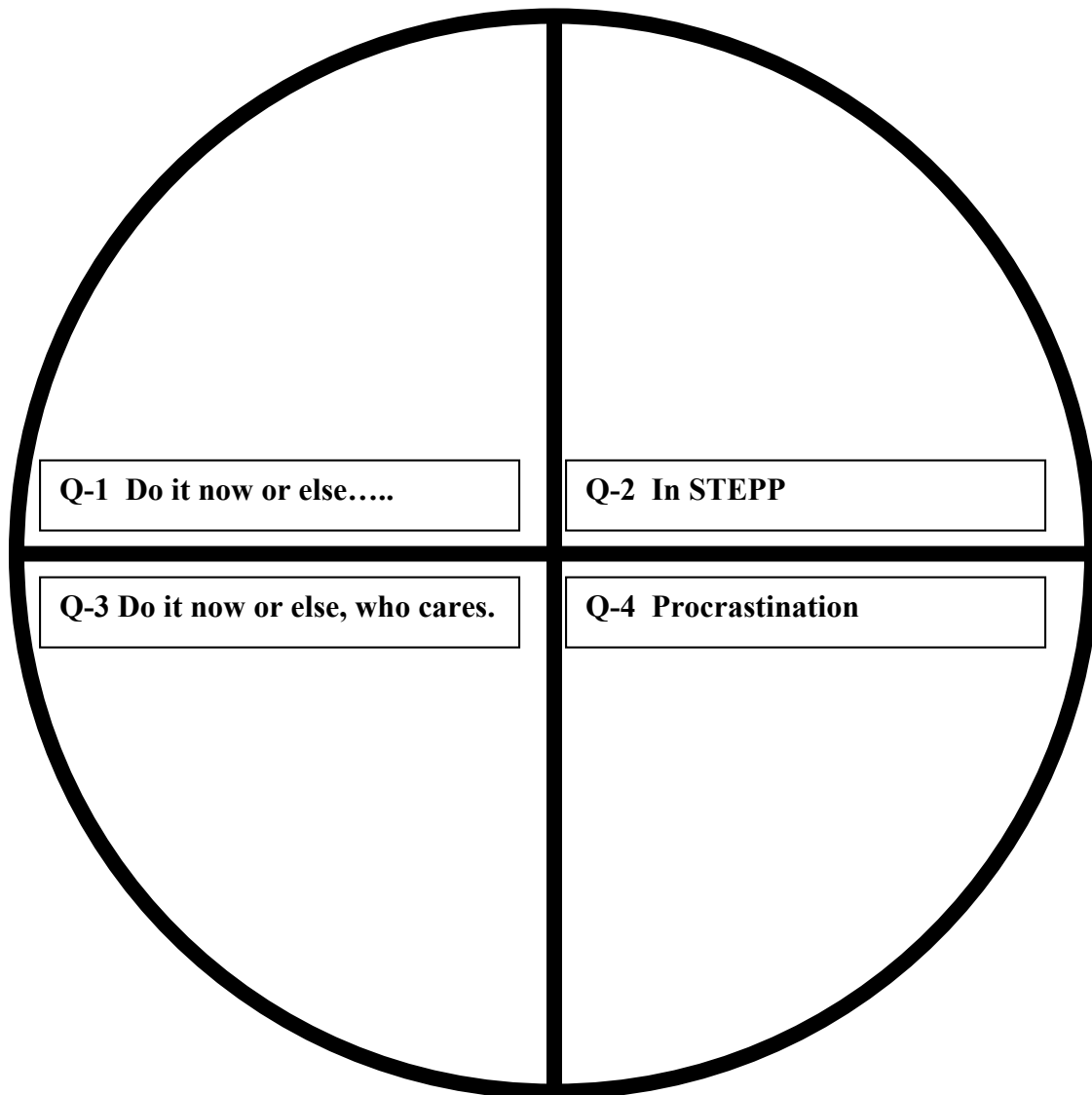
Do you want to find more time?

## Chapter FourSession Five

### Too Much on My Plate? (2 of 2)

## How much is on your plate?

Now divide the plate into four quadrants like the one below.  
Place each yellow sticky note in the proper quadrant on your plate.



## Do you want to find more time?

In which Quadrant should you try to spend the most time? \_\_\_\_\_  
From which Quadrant can you most easily take time? \_\_\_\_\_

# Chapter Four

## Session Six

### Scamper?

**Group Size:**Class

**Physical Set up:**Normal Classroom setting – Teams of four students.

**Materials:** Activity sheets for each student (2 per student), Blackboard, whiteboard or flip chart or overhead w/ time Scamper Table drawn or copied.

**Procedure:** Meet & Greet: ask everyone team groups to share the story of adult sharing of the time Quadrant. Assignment from Session Five. Have each group of four select one story to share with the larger group.

Review Scamper Problem Solving Technique by reviewing Activity Sheet #1. Do one sample problem on Activity Sheet #1.

Have class Brainstorm problem to solve.

Multi vote the same number of top problems as you have groups of four students. This way each team can work on a different problem.

Assign or allow groups to select preferred problem.

Distribute Activity Sheet #2 and asks groups to SCAMPER the problem for 15 to 20 minutes.

Ask each group to report best three SCAMPER solutions.

**Follow up:** Remind group that Scamper is intended to generate many more possible solutions to problems by considering different strategies. Ask how they think SCAMPER might be effectively used for other problems.

**In Depth Learning:** Have students apply a SCAMPER solution to one personal but real problem in their lives and record their observations in their journal's. Students should also record what SCAMPER stands for in their journal.



# Chapter FourSession Six

## Scamper? (1 of 2)

SCAMPER is a problem solving technique that helps work through stressors by identifying situations that are generated by asking specific questions about the problem. Each letter in **SCAMPER** represents a strategy for changing a situation or problem. The idea is to consider many different possible!

For instance if you are overscheduled or have too much on your plate you can experiment by coming up with solutions based on the following:

**S...** Substitute (What similarities exist; what could be substituted for one of the activities that you have on your plate that will cause less stress?)

**C...** Combine (Might something be combined or brought together to lessen your responsibilities and find you more time?)

**A...** Adjust or adapt (What changes or adjustment can be made to your daily schedule to provide you with more time?)

**M...** Magnify, Minify, Modify (What could happen if you could change the situation to match these conditions?)

**P...** Put to other uses (In what other ways might parts be used? Could your paper in one class be expanded to meet the requirements of another?)

**E...** Eliminate, Elaborate (What could be removed or enhanced? Could you eliminate an extra-curricular activity especially one that causes undo stress or takes time?)

**R...** Reverse, rearrange (What effects would come from changing the sequence?)

<b>Problem Statement:</b>						
<hr/>						
<hr/>						
<hr/>						
<b>Substitute</b>	<b>Combine</b>	<b>Adjust Adapt</b>	<b>Magnify Minify Modify</b>	<b>Put to other uses</b>	<b>Eliminate Elaborate</b>	<b>Reverse Rearrange</b>

# Chapter FourSession Six

## Scamper? (2 of 2)

<b>Problem Statement:</b> <hr/> <hr/> <hr/> <hr/>	
<b>S</b>	Substitute
<b>C</b>	Combine
<b>A</b>	Adjust or Adapt
<b>M</b>	Magnify, Minify, Modify
<b>P</b>	Put to other uses
<b>E</b>	Eliminate, Elaborate
<b>R</b>	Reverse, rearrange

## **Chapter Five: Effective communications: Did you hear what I said? Zara's Story a case study in misunderstandings.**

Zara is a smart, talented, beautiful teenage American international student who had just moved from Africa to Eastern Europe. We met her in Eastern Europe. She was one of a group of students who worked with us to identify the issues and recommendations that would eventually become this book. It was our third day working with the students when Zara requested a private meeting to discuss an issue she was having with her friends and classmates.

Zara was the constant target of teasing and joking about all manner of topics. Her friends were constantly teasing her about her fashion, her grades, her comments in and out of class. She was exhausted both mentally and physically by the tension and stress this was causing her and here we were working with international students in her school on stress. A logical match, but what could we do?

We visited with Zara and discovered quickly that Zara was not just a talented and beautiful and smart student she is also a consummate actor. Zara could easily hide her emotions and her true feelings. She hid them so well in fact that even her true and best friends failed to see that the teasing that they were doing was hurting Zara who was far more sensitive than anyone knew or was ever likely to discover. Her friends were not only hurting her, they were completely unaware of the pain they caused for Zara and would likely never know, unless, unless Zara told them!

Zara had two significant communications problems. The first was that she did a poor job managing her image. People thought she was tougher than she was. They were led to believe by Zara that this teasing and insulting behavior meant nothing and was completely ineffectual when in fact it meant a great deal and wounded her deeply. Zara was such a good actor that even her best friends couldn't see past her role.

Her second problem was that Zara would have to learn to improve her communication to be sure that people would understand what she wanted and needed to have understood. But she didn't have the tools to communicate the message she wanted delivered.

In working on this chapter we had the chance to test our suggestions and Zara had the chance to communicate, to improve her image and to learn to tell people what she wanted them to know. We helped Zara with the lesson and she helped us. Perhaps more than she could understand. Today, Zara is indeed an accomplished actor and at the tender age of 14 she has already acted in a major film production filmed in Eastern Europe. She and her acting ability were discovered when the film company came to her school looking for extra's.

Today Zara is an actor playing the role she chooses, no longer a victim of misunderstanding, miscommunication, poor telling or poor listening! Her lesson is one we learned from and would like to share with you! Thank you Zara!

## Chapter Objectives

- To learn about listening
- To learn about styles of Communication and how it relates to our Personality s
- To learn to use the technique of Active Listening
- To learn about the theory of Transactional Analysis and “I” Messages
- To better manage our own Image and discover how others may see us.
- To put listening, communicating, and image management together to become master communicators!

## Essential Information

### After you left

There was something  
I had to say to you.  
I was elated to find you  
listening.  
Waiting for me to say it  
but I didn't.  
I just watched you sitting there  
And wondered if you already knew  
Although now I wish I told  
You anyway.  
Because I am not sure you heard  
What I didn't say.  
By Marjorie Kirschenbaum

## HUH?

I know you think you know what I said, but did you know that what you heard wasn't what I meant?

Huh?

Exactly!

What are you talking about?

That is precisely the point!

In the Classic Paul Newman Movie “cool Hand Luke” the actor Martin Strother delivers the famous line “What we have here, is failure.... To communicate.”

The number one problem in our work lives, in our personal and professional relationships, the number one problem we have with other people is failure to communicate. The issue isn't failure to talk, or that the words fail us. The issue is often that we fail to send the message we had hoped, or that the message that was sent went un-received or miss communicated.

I know you think you know what I said, but did you know that what you heard wasn't what I meant.

The words are spoken. The ears hear, the brain understands because the sound waves are converted to electrical energy, then the translation is made to recognized sounds and words and then the message is delivered or it is missed.

What happened?

The problem is that human communication is the most subtle, complex and fraught with potential error communications possible of all the animal kingdom. The subtle communications of color and scent that occur among other species is less complex than even the simplest communications of our species.

Honey bee's use dance to tell direction, distance and the type of pollen sources, and they use pheromone scents to identify the role and the rank in their complex be society of Queens, drones, nurse bees, guard bees and worker bees.

A dog shows its' underbelly is as sign of submission and the pack understands who is in charge and who is submissive. Who is the alpha dog, who is the beta dog and who is the zeta dog.

Gorillas use body language and voice volume, tone, and pitch to demonstrate and claim dominance and superiority. Some species of monkeys and many species of birds use body color to signal sexual receptiveness and availability.

As humans beings we use all of these signs, signals, cues, clues and more to communicate. Often we unaware of the more subtle message we may be sending, and certainly we are more often unaware of the message being received by another person who must decode the complex, subtle coded message we are sending.

Attached is a listening test that has been used by one of the authors for many years. It is a fairly common listening test and you may have seen it or taken it before. If you have seen it please do not reveal the answers if you are taking the test with someone else.

## **Listening Test**

The test is simple and takes less than a few minutes. It requires two or more people to take the test. Since this is a listening test one person is required to read the test aloud

Test Directions:

One person is assigned as the reader, the second person or as many others as can hear the test may take the test at the same time. Participants may use pencil and paper and may make notes. The ***bold italics*** is the only thing that is read to the participants. The other instructions are for the tester.

1. Don't overcomplicate this test.
2. The reader should read the test as written. Do not read ahead. Do not repeat the test.
3. Clearly but quickly read the information below.
4. Answer the Multiple choice question on the next page.

Ready, set, go.....

***Pretend that you are a bus driver.***

***It is your job to drive the Main Street Bus.***

***One day you get on the bus and you start to count.***

***At the first stop 5 people get on your bus.***

***At the next stop 3 people get on and 2 people get off the bus.***

***At the next stop 2 people get off the bus.***

***At the next stop 3 people get on and 1 person gets off the bus.***

Finished.

Time is up!

No reading forward - yet. No going back.

Ready?

Turn the page!

No Going Back!

Question:

***What color are the eyes of the bus driver?***

- a. Blue***
- b. Green***
- c. Brown***
- d. Other color not listed.***
- e. Information was not provided.***

So how did you do?

Did you get it right?

No going back.

OK, for those of you who got it wrong we will give you one more chance. Ready?

***Pretend that you are a bus driver.***

***It is your job to drive the Main Street Bus.***

***One day you get on the bus and you start to count.***

***At the first stop 5 people get on your bus.***

***At the next stop 3 people get on and 2 people get off the bus.***

***At the next stop 2 people get off the bus.***

***At the next stop 3 people get on and 1 person gets off the bus.***

Ok here is the question.

Question:

***What color are the eyes of the bus driver?***

- a. Blue***
- b. Green***
- c. Brown***
- d. Other color not listed.***
- e. Information was not provided.***

What!

Some of you still don't have the answer! Ok, here it is one last time.....

Ready?

***Pretend that you are a bus driver.***

***It is your job to drive the Main Street Bus.***

***One day you get on the bus and you start to count.***

***At the first stop 5 people get on your bus.***

***At the next stop 3 people get on and 2 people get off the bus.***

***At the next stop 2 people get off the bus.***

***At the next stop 3 people get on and 1 person gets off the bus.***

Ok here is the question.

Question:

***What color are the eyes of the bus driver?***

***a. Blue***

***b. Green***

***c. Brown***

***d. Other color not listed.***

***e. Information was not provided.***

According to research by the authors. 87% of the people taking this test for the first time will incorrectly answer the question. If the question is delivered by a person reading out loud , rather than being read by the person being tested the number of those correctly answering is even lower.

The second time people are given the test on the same day immediately following the preceding test 50% will still answer incorrectly.

The third time people are given the test on the same day immediately following the preceding test 20% will still answer incorrectly.

The fourth time people are given the test on the same day immediately following the preceding test 98% will answer the question correctly.

So how did you do?

The correct answer is on the next page.

Are you sure you got it right?

Go ahead. Reread the problem. Three or four times if you have a need.

Are you sure you have you gotten it right? Congratulations!

Now. Lets discuss why people so often answer incorrectly.



The answer to the Bus Driver question is one of the underlined choices.

***What color are the eyes of the bus driver?***

***a. Blue***

***b. Green***

***c. Brown***

***d. Other color not listed.***

***e. Information was not provided.***

You are the bus driver. What color are your eyes? The answer should be ***a,b,c,or d.***

What went wrong?

Surveys of individuals who incorrectly answered more than twice say things like:

“I thought it was going to be a math question.”

“I was busy counting and missed the beginning statement.”

“I was trying to figure out what the question was so I didn’t listen to the beginning.”

Each of the statements suggests the problem although all of them deny the answer. When you preconceive an answer to a question before the question is completed you weren’t listening. When you began to think about what it is you will say as someone else is speaking, you aren’t listening. When you begin to formulate your response you stop listening.

The answer is easy and the most common problem in communication. People were not listening.

A Chinese symbol for “To Listen” is shown to the right.

It is wise beyond the art.

The left side of the symbol represents an ear.

The right side represents the individual – you.

The eyes and undivided attention are next and

finally there is the heart.

## **“TO LISTEN”**



We will remind you of this again but to listen you must use Both ears, you should watch and maintain eye contact, Provided undivided attention, and finally be empathetic.

Most people enter and engage in conversation planning their response. Most people would not know what color their eyes are.

# Active Listening

Active listening is a skill taught to teachers and police officers, counselors and ministers, rabbis and priests. It is a skill we would all do better having learned, practiced and living. To begin being an active listener you must first understand the four rules of active listening.

## The Four Rules of Active Listening

1. Seek to understand before you seek to be understood.
2. Be non judgmental
3. Give your undivided attention to the speaker
4. Use silence effectively

Let's briefly explore the rules of active listening.

1. Seek to understand before you seek to be understood. When you seek to understand rather than be understood your modus operandi will be to listen. Often when we enter into conversation we have an agenda idea of being better understood. You can be better understood, if first you better understand. With age and maturity, and experience comes silence. It is often a wise person who says nothing at the beginning of a conversation or listening experience. Collect information before you disseminate it. Know it before you say it.

2. Be non judgmental. Empathetic listening demonstrates a high degree of emotional intelligence. There is a reason kids do not usually speak with adults about drugs, sex, and rock and roll. The kids already know what the adults have to say. Once a child knows your judgment, there is little reason to ask the question unless the intention is to argue. If you would speak to anyone about issues important to them, avoid sharing your judgment until it is necessary. Empathetic behavior is an indicator of emotional intelligence as we described earlier in chapter three. We will further discuss emotional intelligence as we continue.

3. Give your undivided attention to the speaker. The Chinese symbol that we used to describe listening used the eyes and undivided attention. Absolutely important is dedicating your undivided attention to the speaker if you are to succeed as an Active Listener. Eye contact is less important. In most listening situations people use eye contact to affirm listening. The speaker maintains eye contact to be sure the listener or listeners are paying attention. From their body language the speaker can tell if he is speaking too softly, or loudly, too quickly or slowly or if the vocabulary or the language is inappropriate. Listeners can also send messages to speakers using body language. Applause is the reason many performers perform. Positive feedback is an endorphin releaser for the giver and the sender. Eye contact can be a form of positive feedback. BUT, eye contact can also be a form of aggression, of trying to show dominance, of forcing submissive behavior. All primates use eye contact to varying degrees. Be careful how you use it when listening. If you want to provide undivided attention to a child as an adult a better way to show your attention is to do a walk and talk as we discussed in

Chapter Two for Long Term Prevention of Stress. Because Walk and Talk is such an important strategy that works so well for Active Listening let's briefly review the rules for it here.

#### Walk & Talk Rules

- Only two people do a Walk & Talk
- Avoid eye contact
- Interruptions are allowed.
- Tangential discussion is allowed.
- Questions are allowed.
- The conversation isn't over until it is over.
- But either party may request a delay of Walk & Talk

4. Use silence effectively. The final rule for Active or Empathic listening is to effectively use silence. To often a truly revealing moment is never brought to fruition because of an untimely interruption. Some of the finest police interrogators, counselors, teachers and parents learn more by maintaining silence than by asking questions. As an Active or Empathic listener silence is a very valuable tool. DO NOT interrupt unless absolutely necessary (or on a Walk & Talk). Silence can be painful. It is more painful for a speaker than for a listener. If someone is speaking and you want them to continue, do not interrupt, do provide positive feedback using body language, eye contact, and non word sounds like "umh, huh". Silence is indeed golden especially when used to gather information as a listener.

Because Active Listening is such a powerful tool, and because it is so easily learned we have included an activity sheet for your use at the end of this chapter.

## Styles of communications

There are three styles of communication

Passive

Assertive

Aggressive

Passive communicators are those who would avoid confrontation and problems. They tend to be more easily manipulated by others and they frequently lack self-confidence and give in easily to others in disagreements.

Assertive communicators will usually face their problems directly. They tend to be respected and have a reputation for stating their point of view or opinion. Others usually know what these people are thinking. Frequently they will be seen as exude self-confidence.

Aggressive communicators are those who would prefer to take advantage of other people, they have little respect for others and sometimes for themselves and they tend to be openly hostile.

The challenge for us as communicators is to try to be Assertive while respecting the rights of Passive communicators and protecting ourselves from Aggressive communicators.

## **Who is most stressed?**

**Draw a line matching the stress level to the style of the communicator.**

**Passive  
Communicator**

**Some  
Stress**

**Assertive  
Communicator**

**Low  
Stress**

**Aggressive  
Communicator**

**Most  
Stress**

**The answer is at the bottom of the page.**

Stress Levels are directly opposite the style of the communicator.  
All lines should be horizontal.

# Adult Communication

“I” Messages to improve Adult to Adult Communication

PPPPPPP

AAAAAAA

CCCCCCC

When you \_\_\_\_\_  
(behavior)

\_\_\_\_\_ happens  
(effect)

and I feel \_\_\_\_\_  
(feeling)

## Improving Communications

In the 1960's a man named Eric Berne came up with a theory about communications called transactional analysis or TA for short. This theory was further described in a book called "I'm OK You're OK." By Thomas Harris. In his book Harris described the theory of studying communications which Berne called Transactions using a model called "Parent, Adult, Child" communications. Parent, Adult and Child do not have their usual meanings in this context. A basic understanding of TA can help us evaluate our communications and improve communications by being better able to deliver adult communications or "I" messages.

A very simple explanation of TA follows.

Berne theory of TA as refined by Harris suggested that communications can be divided into three basic types.

### 1. The Child Ego State-

This the basic way all children enter the world. Within this state are three dimensions.

- a. The free child who is fun loving, inquisitive and wanting to be liked.
- b. the rebellious child
- c. the manipulative child

2. The Parent Ego State –this is based on our childish understanding of parental rules and understandings. This state has two parts.

- a. The Critical Parent
- b. The Loving and Parent

3. The Adult Ego State- this is the rational part of us. The Adult Ego State functions by gathering information and making decisions based on fact. This is an objective and unemotional state. It is not a state based on years of life lived or on maturity. Children can function in the Adult Ego State.

The theory is that we have each of these states present within each of us all the time. As we communicate to others we are communicating to someone who is also in one of these states. Some communications can work well between states, and some work less well.

An example might be a person who is acting angry. Most likely anger is from the “Child” state. If you want to address anger, you could begin the response to anger as a “Loving Parent” to quickly establish the communication, and then switch to an “Adult” communication to complete the response.

Here is an example of how that communication might work:

C: (Angry and rebellious)

I hate Mrs. Smith. She is always giving us more homework than any other teacher! She thinks that we have no other classes to do work in.

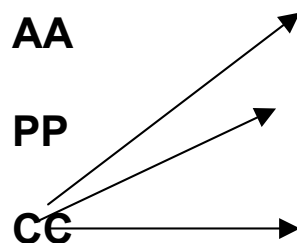
P: (Loving, caring and empathetic) I know how you feel. I wish we could take more time off to play this weekend. But....

A: Mrs. Smith does teach calculus and it is the most difficult class I ever took. Mrs. Smith probably gives us extra work because the material is sometimes difficult.

If we were to diagram the transactions above the communication might look like this.

**Transaction 1,**

**12**



C: (Angry and rebellious but not sure where the communication is going)

I hate Mrs. Smith. She is always giving us more homework than any other teacher. She thinks that we have no other classes to do work in. I never have time for myself.

### Transaction 2,

12  
AA

PP

CC



P: (Loving, caring and empathetic) I know how you feel. I wish we could take more time off to do what is important to us too, but....

### Transaction 3

12  
AA

PP

CC

A: Mrs. Smith does teach calculus and it is the most difficult class I ever took. Mrs. Smith probably gives us extra work because the material is sometimes difficult.

This type of Transactional Analysis (communication study) is an excellent way of dealing with anger and other difficult situations. Sometimes it can be confusing trying to remember who (APC) you are communicating with when dealing with others so a safe rule to follow is if you are ever unsure is to use an adult to adult communication. It is almost never wrong. Even if the other person is acting in their parent state an adult acting like an adult is tough to argue with.

Sometimes other people's behavior is problematic for us. Depending on the type of communicator we are, (Passive, Assertive, Aggressive) we can choose to continue allowing the problem, manage the problem, or be aggressive towards the other person. We have already learned that the two styles of communication that cause us stress are being passive, and being aggressive. Since we want to manage our stress and since we understand Transactional Analysis lets try some adult to adult communications. This specialized form of communication is called an "I" message. "I" messages are used in Adult to Adult communications to help manage problematic behavior, to clearly communicate and to minimize problems.

"I" messages are adult to adult communication. They are not intended as smart comebacks, or witty replies. It is wise to not use "I" messages when someone is in a child

state, or when they are emotional or upset. Adult to Adult implies that each party will think logically and act rationally.

“I” messages are a very powerful communication tool modeled on TA and taken a step further. There is a basic assumption that most communicators will be adults and will want to be adult communicators. Logic and reason are powerful persuaders. When you use this tool stand back for significant behavior change and communication improvement.

The basics of “I” messages are simple. An “I” message comes in three parts. As you learn to use “I” messages practice! When you practice doing “I” messages use the script provided until you get good. It will be possible to vary the order of delivery of the three parts of the “I” message but not as a beginning “I” messenger.

Use the force of the “I” message, but use the script too!



# “I” messages

\_\_\_\_\_1\_\_\_\_\_ \_\_\_\_\_2\_\_\_\_\_ \_\_\_\_\_3\_\_\_\_\_.  
Behavior, Event, Feeling.

1. A behavior that causes problems is inserted here. The behavior must be specific and incontrovertible. If there is disagreement about if the behavior actually occurred or if the right parties are not in the discussion the effect of the “I” message will be minimized.

## Behavior Examples

When you ate my lunch.  
When you gave me eight hours of calculus homework  
When you call me a nerd

2. An event specifically related to the problematic behavior is inserted here. The event should be something that is easily identified and would be agreed to by both communicators. It is very important that the behavior and the event immediately linked.

## Event Examples

I had nothing to eat.  
I had no time for myself on Saturday  
Other people heard it

3. A feeling word that is non-threatening to the person being given the “I” message.

## Good Feeling WordsBad Feeling Words

HungryAngry  
OverwhelmedUpset  
EmbarrassedLike I want to get even

Got the idea??

Now let’s put the “I” messages together.

Bill, when you ate my lunch, I had nothing to eat and I was hungry.

Mrs. Smith, when you gave me eight hours of calculus homework I had no time for myself on Saturday and I was overwhelmed.

Karen, when you called me a nerd, other people heard it and I was embarrassed.

So what do Bill, Mrs. Smith and Karen say now that the “I” message has been delivered? If they are adults, remember that this is not as a result of age or maturity but in an adult TA state, and if you have correctly delivered the message they will see the problem from your perspective.

They may or may not change but, now there will be room for continued discussion like....

“Gee, I am sorry I ate your lunch. I won’t do it again.”

Or

“It really took you eight hours to do your calculus homework?”

or

“But you are a nerd.”

Ah, so then what about when the person you are dealing with is not acting like an adult? Karen is not acting logically or in an Adult state. So what do you do?

You repeat the “I” Message exactly as first delivered.

Karen, when you called me a nerd, other people heard it and I was embarrassed.

You give Karen another chance to act in an Adult State. In fact you give her up to three chances to act like an adult. If she is not insistent on acting like a child, most likely she will respond as an adult by the third time, which seems to be the charm.

But if she doesn’t.

Then either the fault lies in the message or possibly in the receiver not being in an adult state. You can wait for an adult state or move on to conflict management coming to a chapter near you soon, (chapter 6) or you can let it go.

It is, after all, the adult thing to do.

A few “I” Message reminders and tips:

Use the script when practicing “I” Messages.

Practice delivering “I” Messages. Practice on a partner.

Use the person’s name to begin the message. People like hearing their names.

Deliver “I” Messages one to one, never in public.

Never deliver an “I” Message when you are angry.

And finally “I” Messages do not have to be done by any particular person. They can be delivered by any person; observing the problematic behavior, who would like to improve the communication.

Consider this “I” message for Karen.

“Karen, I was in calculus class when you called Barbara a nerd. I overheard you say that and I was embarrassed.”

We used the classic Behavior – Event - Feeling “I” message text broken down like this:

Behavior - You called Barbara a nerd

Event - I over heard it

Feeling - I was embarrassed.

“I” messages are very powerful tools. Use them wisely. They work!

P.S.- The most effective “I” message is a positive one. We know that positive reinforcement works much better than negative reinforcement. Try to catch people doing things right, and let them know they were observed. Congratulate them and watch the behavior continue to change for the better.

Try this one-

“Karen, I noticed you went a whole week without calling Barbara any names. Class is much less stressful now and I am very proud of you!

Behavior – A week without calling names

Event – Class is less stressful now

Feeling - I am proud

Positive “I” Messages are the most powerful “I” Messages known to Humankind!

.

# 10 Tips to improve your assertion skills

We noted earlier that Passive and Aggressive people are the most stressed, and that Assertive people are the most admired, confident and respected. How then could we become more assertive?

## Ten Tips to Improve your assertion Skills

1. It is OK to say "no". You do not have to not have to offer excuses or to justify your behavior to most people.
2. It is OK to make mistakes. In fact it is good to make mistakes. If you are not making mistakes you may not be taking appropriate risks. There are jobs, hobbies and lifestyles that expect you to take risks to develop new ideas or solutions. Making mistakes is OK. Just don't make the same mistake more than once if you can help it!
3. Ultimately you are the final and absolute judge of your own behavior. Live your life as you would in accordance with your STEPPs.
4. When you have given your answer and someone asks you the same question again, Calmly repeat yourself over and over and over and over and over and over and over.....again.
5. When asserting yourself keep your language clear, simple and focused. Don't say things like, "No thank you, I don't think I will have any of that." That comment invites the host to say "Are you sure?" Just say "No thank you!".
6. There is an assertion technique called Fogging. It involves you acknowledging criticism & verifying feelings. You begin by agreeing with the person.  
"Well, I certainly think eight hours of homework is too much also. It is important that you have time for yourself, so what I am willing to do is to assign two hours of homework every night of the week. That way you will get all the calculus information you need to pass the final exam."  
And ten hours of calculus homework!!!!
7. Appropriate Assertion is a learned behavior. Practice assertion skills in school, at work and at home. Roleplay the times and circumstances where others might take advantage of your less assertive nature. Practice does not make perfect. Practice makes permanent. By practicing at home you will be able to say assertive things when appropriate. Practice saying exactly what you want to communicate. Use the words, the tone, the inflection, the volume. Role playing is a powerful assertion management tool!
8. Having many unfinished tasks hanging over your head can be distracting and lead to passivity. Seek closure on unfinished business. Decide when you can the first time. Don't drag things out. When you know the answer give it. When you have decided, ACT!
9. When giving an "I" Message, delivering bad news or just protecting your rights, give the problems to the owner. Don't complain about calculus homework to the French teacher.
10. When appropriate seek a support group of similar minded friends or acquaintances. Joining in a support network helps to reaffirm positive self-images and your connection with a larger community. Support groups prove that you are normal after all and may even help to alleviate stress.

# Image Management

“Political image is like mixing cement. When it’s wet, you can move it around and shape it, but at some point it hardens and there’s almost nothing you can do to reshape it.”

Walter F. Mondale (b. 1928), U.S. Democratic politician.

Quoted in Independent on Sunday (London, May 12, 1991)

Let us hope that political image is not like personal image. For if we believe as Walter Mondale does that there is almost nothing we can do to reshape a hardened image then the concept of image management is a lost cause once the cement of time has shaped an image. But if we believe as did an ancient Greek philosopher that

“Change alone is unchanging.”  
Heraclitus (c. 535–c. 475 B.C.)

Then we could become anything we would desire to be. If only we knew what we were and what it is we would desire to become.

Such is the stuff of Image Management and of the Johari Window. The Johari Window was named after the first names of its discoverers, Joseph Luft and Harry Ingham. It is one of the most useful models for describing the process of human interaction and perception of self. In the Johari window a four paneled “window,” as shown below, divides personal awareness into four different types, as represented by its four quadrants: open, hidden, blind, and unknown. The theory would further suggest that the lines dividing the four panes are like window shades, which can move as an interaction between people progresses. In the Johari model each person is represented by their own window containing the following four elements of knowledge.

<b>JOHARI WINDOW</b>	<b>Known to Self</b>	<b>Not Known to Self</b>
<b>Known to Others</b>	<b>Q-1</b> Open	<b>Q-2</b> Blind
<b>Not Known to Others</b>	<b>Q-3</b> Hidden	<b>Q-4</b> Unknown

<b>JOHARI WINDOW</b>	<b>Known to Self</b>	<b>Not Known to Self</b>
<b>Known to Others</b>	<b>Q-1</b> Open	<b>Q-2</b> Blind
<b>Not Known to Others</b>	<b>Q-3</b> Hidden	<b>Q-4</b> Unknown

In the window above Q-1 the “Open” window represents things that are known by the individual and by others. This may include things like factual information and feelings, motives, behaviors, wants, desires, needs and

<b>JOHARI WINDOW</b>	<b>Known to Self</b>	<b>Not Known to Self</b>
<b>Known to Others</b>	<b>Q-1</b> Open	<b>Q-2</b> Blind
<b>Not Known to Others</b>	<b>Q-3</b> Hidden	<b>Q-4</b> Unknown

Q-2 or the "blind" quadrant represents things that others may know about an individual but that are unknown by the person themselves. It can be simple things such as dandruff on my shoulder or more complex things. For example, perhaps you notice that a person uses the word “irregardless” or “inflammable”. There were no such words. They meant to say regardless or flammable but this person’s use of English is poor and you choose to not say anything, since you don’t want to embarrass them. However you may now draw the correct or incorrect conclusion that this person is uneducated or even stupid. Now there is a major issue here. How can one find this information about themselves? That others already know, but choose not to say?

Not a simple question? But there is a simple answer. More on that later.

<b>JOHARI WINDOW</b>	<b>Known to Self</b>	<b>Not Known to Self</b>
<b>Known to Others</b>	<b>Q-1</b> Open	<b>Q-2</b> Blind
<b>Not Known to Others</b>	<b>Q-3</b> Hidden	<b>Q-4</b> Unknown

The Q-3 represents the "hidden" quadrant. These are things that the individual knows about themselves, but that they choose not to share with others. As levels of trust increase between individuals the size of this window and the information shared changes and the things that remain hidden are reduced. The process of revealing intimate details by choice is called "self disclosure". Not all self disclosure is healthy. Sometimes secrets regarding problems, sexual behavior and mental health may be better left unspoken. There is a saying in organized crime and in police work.

"The only way two people can keep a secret is if one of them is dead."

Be careful what secrets you choose to share, and with whom you choose to share them! Keeping secrets can be healthy and wise. It is a way to manage your image and identity. Keeping secrets is an indication of self control (one of the emotional intelligences) and personal security. However, keeping secrets takes an emotional toll as there is energy and effort expended to not inadvertently "spilling the beans". Not only is it important to be careful what secrets we share, it is important to be careful of the secrets we choose to keep!

<b>JOHARI WINDOW</b>	<b>Known to Self</b>	<b>Not Known to Self</b>
<b>Known to Others</b>	<b>Q-1</b> Open	<b>Q-2</b> Blind
<b>Not Known to Others</b>	<b>Q-3</b> Hidden	<b>Q-4</b> Unknown

The final Quadrant Q-4 represents things that are unknown to both the individual and to others. This quadrant may include how people will react in previously un experienced situations and circumstances. It may also be found when two people are trying to solve a new, complex or novel problem.

As people build their self-confidence, trust and self esteem it becomes increasingly safe and interesting to ask others to comment on our own blind, hidden and unknown Quadrants.

When Q-1 matches Q-2, Q-3, and Q-4 perceptions, we are doing a good job of image management!

But a final word or two of caution.

To reveal to another what they would choose to not know can be traumatic and even dangerous. There are reasons why people choose to store things in their hidden Quadrant or are unable to see things in their blind and unknown quadrants.

Be careful what you ask to know, and don't share what isn't asked to be learned.

The normal human psyche has many normal and natural defense mechanisms to help people cope with those who would remake us in another image or have us know what we would choose to not learn.

We can always

- ignore the comment,
- deny the statements or
- explain away their process as a misunderstanding.

It is inappropriate, unethical, and just plain wrong for a casual user to get someone to attempt to understand something beyond their normal capacity or desire to understand about themselves. Sometimes ignorance is indeed bliss. There may be a reason that things placed into Q-2,3,4! Consider that it may not be your role, obligation or place to force others to know what they would choose to not know.



Using the Johari window model for an understanding of Self Image and Image management let's adjust the window model just a little!





From this:

<b>JOHARI WINDOW</b>	<b>Known to Self</b>	<b>Not Known to Self</b>
<b>Known to Others</b>	<b>Q-1</b> Open	<b>Q-2</b> Blind
<b>Not Known to Others</b>	<b>Q-3</b> Hidden	<b>Q-4</b> Unknown

To this:

<b>IMAGE MANAGEMENT</b>	<b>Reality</b>	<b>Perception</b>
<b>Self</b>	<b>Q-1</b> How we really are.	<b>Q-2</b> How we think we are seen by others.
<b>Others</b>	<b>Q-3</b> How we are seen by others	<b>Q-4</b> How we would like to be seen by others.

So then we might think of this image management model like this.....

IMAGE MANAGEMENT	Reality	Perception
Self	Q-1 	Q-2 
Others	Q-3 	Q-4 

The Reality (Q-1) is that we are somewhat nerdy, our perception is that others see us as great athletes (Q-2), while in reality other see us as some what dishonest (Q-3), and we would like to be seen as royalty (Q-4). This may not be an issue unless we want the image and the perception to match. If we are nerds and are satisfied being nerds then there is no issue. If however we are nerds and the desire is to be seen as royalty then there is a need for image management.

“Consciousness is the perception of what passes in a man’s own mind. Can another man perceive that I am conscious of any thing, when I perceive it not myself? No man’s knowledge here can go beyond his experience.”  
British philosopher John Locke (1632–1704)

The challenge in image management is to match the conscious with the experience, to marry the perception and the reality, or at least to marry the perception of others with our perceived desire of our own image.

How?

Begin by asking?

By asking what!

If a person had spilled mustard on the front of their dress would you tell them?  
If they had a thread pulling from their pocket or sleeve, would you say anything?  
If someone had a fleck of spinach on their tooth, you let them know?

Of course you might. If you were a friend, or even if you were just being nice.

You wouldn't want to walk around with mustard on the front of your shirt. So in the spirit of friendship and empathy you should probably tell someone when they have a potentially embarrassing and correctible situation.

Of course there are limits, and there are rules. If you were emotionally intelligent you certainly would not make the situation worse by calling public attention to the embarrassment. You would be nonjudgmental, sensitive, caring, private and motivated by concern.

There are some things that probably would be better unsaid, or words spoken by another. Men should tell other men about unzipped fly's, women could tell women about unbuttoned unintentional breast exposures, and things of the like, but when it comes to it, men or women would usually prefer to be told of those embarrassments by either sex, rather than suffer the potential awkward embarrassment of continued further exposure!

Would you agree? Do you suppose your student's agree? Wouldn't this be a great topic for a Group Focus / multi vote? Don't worry it is!

So you would tell me it I had mustard on my shirt. Would you tell me if I was doing something else that was a problem or potentially embarrassing to me or to you?

Would you tell me if I misused language?

Would you say something if I had bad breath?

Would you mention a problem I caused for other people?

What would be your motivation?

If you are motivated out of dislike, anger, or cruelty forget it. I don't want to hear about it. But, if your motivation is out of love, concern, empathy or friendship, bring it on! Like most people I may well be unaware of my blind window (Johari Q-2). Moving it into the window where I can see is something I would value and appreciate. But how?

Consider using a technique called Filmtherapy. Many teachers and parents use bibliotherapy. They will ask a student or a child to read a book to identify with and better understand a specific character. Then using the character for a focus of discussion we can identify specific traits, habits, and characteristics that we would like to further discuss with the child. Filmtherapy is very similar except we use a film watched together to illustrate and make the necessary points.

## A four step plan for using Filmtherapy to improve and enhance Emotional Intelligence.

Steps		
<b>1</b>	Plan	<ul style="list-style-type: none"> <li>a) Select a film:</li> <li>b) Consider the subject matter &amp; content</li> <li>c) Is the film age appropriate?</li> <li>d) Is language appropriate to audience?</li> <li>e) Are the issues relevant to student topic discussion?</li> <li>f) Watch or re-watch the film yourself to become very familiar with the topic @ hand.</li> </ul>
<b>2</b>	Set the Stage	<ul style="list-style-type: none"> <li>a) Introduce the topic to the students.</li> <li>b) Introduce the film and subject matter to the students.</li> <li>c) Identify the main characters to the students and ask them to look for previously identified traits.</li> <li>d) Introduce focus questions before the film.</li> <li>e) Use comments during the film sparingly! Many people including one of the authors finds this VERY annoying!</li> <li>f) Suggest that questions and comments be noted during the film.</li> </ul>
<b>3</b>	Present	<ul style="list-style-type: none"> <li>a) Present the film.</li> <li>b) Uninterrupted!</li> <li>c) Show opening titles to closing credits!</li> </ul>
<b>4</b>	Conclude	<ul style="list-style-type: none"> <li>a) Discuss as appropriate</li> <li>b) Clarify questions and comments.</li> <li>c) Review key concepts.</li> <li>d) Discuss and accept emotional responses.</li> <li>e) Invite student insights and observations.</li> <li>f) Draw conclusions.</li> </ul>

We have selected and recommend two films and placed activity sheets in the back of the book for their use.

We encourage you to use the films “Breakfast Club & Stand by Me” for image management sessions with your students. The film Breakfast Club is for mature high school audiences and may be inappropriate for some considering the strong language and frank sexual discussion and innuendo. Stand by Me, is more appropriate for Junior High school but does include some inappropriate language and discussion of sex. So let’s discuss those issues.

Do you suppose if we are going to teach students to be Emotionally Intelligent Image Managers we will need to discuss strong and occasional inappropriate language? We (the authors) posed this question to a talented group of middle and high school students

prior to using the two above described films. The students told us that they understood that there were times and places where they heard language such as would be heard in the film and that they (the students) were smart enough to know when and where such language was inappropriate. They went on to tell us the reasons that children and sometimes adults use such language. The discussion was extraordinary! It provided keen insightful observations to children's understandings of their world. Now there are some who might suggest that this school might have been more mature, sophisticated, or accepting of this type of behavior. So, we had the same discussion with children in several other urban, suburban and rural school districts all over the United States, and much and not to anyone's surprise, the children had exactly the same reaction.

There is a reason people use strong language, and sex in films, books, stories, and in life. The children knew it, they know it, and they understand. The real issue may well be if the teacher, the administration, the school, or the parents know it.

That we will leave for you to determine!

The age and maturity of the students, the relationship of the school to the community, and the teacher to the administration are all issues best decided by the individual.

If you are uncomfortable using a film that may be thought by your community to be inappropriate, I am sorry! Sorry for your discomfort, and sorry for your community. There was a time and I guess there are still places where books and films are censored.

I would prefer to live in a community and a time where the appropriateness of the subject book or film can be determined by the reader or by the viewer. Of course there are topics and subjects better never discussed in some classrooms and there are those who might find age and circumstance limiting factors. In that case you have two options.

It is possible to get edited versions of the films mentioned above, indeed of almost any film. The easiest way to get an edited copy of a film is to record it from a network broadcast. The censors will manage the community standards for you.

The second alternative is to find other films. There are many films that may be used to teach Emotional Intelligence that will not offer the challenge perceived by some in the two examples cited. In any case try film therapy you will like it!

And, watch a copy of Stand By Me & Breakfast Club. They should both be mandatory viewing for all Junior and High School teachers.

# Chapter Five Activity One

## Sound Ball

**Group Size:**Class Size group 12- 25 students

**Time Needed:** 5 to 10 minutes

**Physical Set up:**Standing in a circle, no obstructions.....

**Materials:** An invisible sound ball. You have one in your pocket.

**Goal:** To improve communication and to encourage participation in a discussion or activity without feeling silly or overly inhibited, to improve eye contact and teach and improve non-verbal communications skills.

**Procedure:** Have group stand in a circle. Shoulder to shoulder where everyone can see everyone else.  
Class today we are going to do an activity called the “Sound Ball”. I have a “Sound Ball” right here in my pocket. *(Take out the sound ball. It is big so hold it with two hands!)*  
I am going to throw the “Sound Ball” to someone in the circle. I will make eye contact with them so they know I am going to throw the ball and then, when I throw the “Sound Ball” they should catch it. After they have caught the “Sound Ball” they should change the sound and throw it to someone else. We will send the “Sound Ball” around the circle and see if everyone understands how to play.  
Ready?  
*(Throw the “Sound Ball”. Woosh. The person catching the ball should catch Woosh. After catching the “Sound Ball” they may make up any sound they wish and throw it to another person in the circle. Ping....Ping, Flop....Flop, and so on.)*  
Wow! You guys are really good. Let’s complicate the game.  
*(Introduce a second or even a third “Sound Ball”)*  
Now let’s return to our seats and.....

**Follow-up:** Sound ball can be used as a meet and greet activity and it is also a potential review for simple facts. Throw the math equation “ $27 \div 9 =$ ”. The person catching would say 3 and throw another math fact. Or... “1492” etc,....we will use sound ball in later activities.

**Reflection:** Have class debrief first Soundball session by talking about body language and clues for throwing the ball (eye contact).

# Chapter FiveSession Two

## Active or Empathic listening.

**Group Size:**Class

**Time needed:** one class period 45-60 minutes

**Physical Set up:** Normal classroom w/ desk or table in front of the room to simulate a guidance office.

**Materials:** Overhead with the 4 rules of active listening or black board or whiteboard or flip chart with rules written out. Should not be displayed until introduction is complete.

**Goal:** To model and practice active listening skills.

**Procedure:** Use a meet and greet activity. (Perhaps sound ball)

Presenter should be very familiar with the essential information section of this chapter and understand Active Listening and the 4 rules.

Presenter asks for a volunteer to role play a communications lesson with them. Volunteer is instructed to play the role of a student going to the guidance counselor to seek information about going to vocational technical school after graduating from high school to learn to do computer repair. This person should be sincere in their desire to get information.

Presenter invites volunteer into “office” for a scheduled meeting and immediately models very bad listening skills.

1. Have solution available before hearing the problem. “Boy have I got a good idea for you! Let me tell you about this ....”
2. Act judgmental – “why would you want to do anything that silly? You shouldn’t do that! Boy is that dumb.”
3. Be interrupted by ringing phone, knock at the door, eating lunch, reading magazine, checking email.....
4. Do not allow volunteer to finish sentences. Interrupt thought process and never allow silence.

# Chapter Five Session Two Active or Empathic listening.

**Procedure:** After 3-5 minutes of role play, interrupt session, thank volunteer and ask class what they thought about the “counseling session”.

Brainstorm problems on the board or flipchart.

Introduce concept of Active Listening using overhead. Compare the brainstormed list to overhead rules. How many rules were violated? How many times?

**Follow up:** Assign students to work groups of three. One student is to play the speaker, one the listener, and one the observer. Have the same students practice one session of poor active listening, and switching roles one session of good active listening skills.

The observer should keep notes of the experience and be prepared to share observations with the larger class group.

Have observers report on their notes, recording the best and the worst of listening skills.

Multi vote the top three best and the bottom three worst listening skills.

**In Depth Learning:** Note in your journal one time in life that you observed real life poor or good listening skills. Reflect which listening skill will be hardest for you to practice.



# **The 4 Rules of Active Listening**

**1. Seek to understand before you seek to be understood.**

**2. Be non judgmental**

**3. Give your undivided attention to the speaker**

**4. Use Silence effectively**

5. Chapter Five Session Two Active or Empathic listening.

# Chapter Five Session Three Would you tell me?

**Group Size:**Class

**Time needed:** one class period 45-60 minutes

**Physical Set up:** Normal classroom.

**Materials:** Overhead to display transparency for this activity or, black board, whiteboard or flip chart to write it out.

**Goal:** To learn about Passive, Assertive and Aggressive Communications styles.

**Procedure:** Presenter should be familiar with essential information in this chapter. Use a meet and greet activity. "My most embarrassing moment (that I will tell you about)." Ask for volunteers to follow your example to reveal an embarrassing moment. Begin by sharing a moment of your own. I.e. the time you forgot your wallet, or were overheard by someone you were speaking about....

Brief class discussion about the types of things that embarrass us and why we are embarrassed.

Post the activity sheet transparency for this session and follow the directions contained on it.

1. Would you tell me?
2. Who would you tell?
3. Why?
4. Would you want to know?

Administer the Passive – Assertive – Aggressive test to class and discuss as a group.

**Follow up:** Divide class into groups of four or five students. Have student groups discuss the results of the class survey, Would you tell me? Ask each group to identify a reporter to report the group findings of the things they observed in their discussion. Specifically they should discuss, why class attitude is the way it is. Is the class satisfied with the attitude of class survey? Would they like to change anything and why? How could we change these attitudes?

**In Depth Learning:** In your journal, reflect on today's activity. Did you agree with the class majority attitude? Why or why not? Are you P, A or A?

## Chapter 5

## Would you tell me?

Step #1 Identify and List the things that people do unaware that they doing that are likely to cause them embarrassment if observed by others.

Unzipped Zipper \_\_\_\_\_

Mustard on shirt \_\_\_\_\_

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Step #2 Take a class vote on who you would warn about these issues.

A Friend \_\_\_\_\_

A Stranger \_\_\_\_\_

A Best Friend \_\_\_\_\_

Someone you dislike \_\_\_\_\_

Step #3 Discuss the logic in who you would warn and why.

Would you like to know?    Y \_\_\_\_\_ N \_\_\_\_\_

## **Who is most stressed?**

**Draw a line matching the stress level to the style of the communicator.**

**Passive  
Communicator**

**Some  
Stress**

**Assertive  
Communicator**

**Low  
Stress**

**Aggressive  
Communicator**

**Most  
Stress**

**The answer is at the bottom of the page.**

Stress Levels are directly opposite the style of the communicator.  
All lines should be horizontal.

# Chapter FiveSession Four

## I messages.

**Group Size:**Class, then work groups of three

**Time needed:** one class period 45-60 minutes

**Physical Set up:** Classroom Set up.

**Materials:** Overhead to display transparency for this activity or, black board, whiteboard or flip chart to write it out.

**Goal:** To learn how to deliver "I" messages.

**Procedure:** Presenter must be familiar with essential information in this chapter. Depending on the maturity and sophistication of the class consider presenting information on Transactional Analysis. You can skip TA however and go right into "I" messages.

Meet and greet: "I wish I could tell someone when they cause this problem for me."  
Presenter should start, with something like... I wish I could tell my department chair that they cause a problem for me when they ask for my lesson plans on short notice." Each person should contribute a problem.

Distribute the handouts for I messages following this page. Have students read handout in class. Then divide into small work groups. Practice designing "I" messages either individually or in the group.

**Follow up:** Each student in turn should plan, practice and deliver an "I" message with the class helping evaluate how effective the message would be.

**In Depth Learning:** Write the "I" message that would be appropriate for you to give to the person who caused the problem you identified in today's meet and greet activity.

Presenters example

"Dr. Baum, when you ask me to turn in next months lesson plans with less than 48 notice, I don't have a chance to do a good job and I feel rushed."

# Chapter FiveSession Four

## “I” messages

\_\_\_\_\_1\_\_\_\_\_ \_\_\_\_\_2\_\_\_\_\_ \_\_\_\_\_3\_\_\_\_\_.  
Behavior, Event, Feeling.

1. A behavior that causes problems is inserted here. The behavior must be specific and incontrovertible. If there is disagreement about if the behavior actually occurred or if the right parties are not in the discussion the effect of the “I” message will be minimized.

### Behavior Examples

When you ate my lunch.  
When you gave me eight hours of calculus homework  
When you call me a nerd

2. An event specifically related to the problematic behavior is inserted here. The event should be something that is easily identified and would be agreed to by both communicators. It is very important that the behavior and the event immediately linked.

### Event Examples

I had nothing to eat.  
I had no time for myself on Saturday  
Other people heard it

3. A feeling word that is non-threatening to the person being given the “I” message.

### Good Feeling WordsBad Feeling Words

HungryAngry  
OverwhelmedUpset  
EmbarrassedLike I want to get even

Got the idea??

Now let’s put the “I” messages together.

Bill, when you ate my lunch, I had nothing to eat and I was hungry.

Mrs. Smith, when you gave me eight hours of calculus homework I had no time for myself on Saturday and I was overwhelmed.

Karen, when you called me a nerd, other people heard it and I was embarrassed.

# Chapter FiveSession Four

## “I” messages

So what do Bill, Mrs. Smith and Karen say now that the “I” message has been delivered? If they are adults, remember that this is not as a result of age or maturity but in an adult TA state, and if you have correctly delivered the message they will see the problem from your perspective.

They may or may not change but, now there will be room for continued discussion like....

“Gee, I am sorry I ate your lunch. I won’t do it again.”

Or

“It really took you eight hours to do your calculus homework?”

or

“But you are a nerd.”

Ah, so then what about when the person you are dealing with is not acting like an adult? Karen is not acting logically or in an Adult state. So what do you do?

You repeat the “I” Message exactly as first delivered.

Karen, when you called me a nerd, other people heard it and I was embarrassed.

You give Karen another chance to act in an Adult State. In fact you give her up to three chances to act like an adult. If she is not insistent on acting like a child, most likely she will respond as an adult by the third time, which seems to be the charm.

But if she doesn’t.

Then either the fault lies in the message or possibly in the receiver not being in an adult state. You can wait for an adult state or move on to conflict management coming to a chapter near you soon, (chapter 6) or you can let it go.

It is, after all, the adult thing to do.

A few “I” Message reminders and tips:

Use the script when practicing “I” Messages.

Practice delivering “I” Messages. Practice on a partner.

Use the person’s name to begin the message. People like hearing their names.

Deliver “I” Messages one to one, never in public.

Never deliver an “I” Message when you are angry.

# Chapter FiveSession Four

## “I” messages

And finally “I” Messages do not have to be done by any particular person. They can be delivered by any person; observing the problematic behavior, who would like to improve the communication.

Consider this “I” message for Karen.

“Karen, I was in calculus class when you called Barbara a nerd. I overheard you say that and I was embarrassed.”

We used the classic Behavior – Event - Feeling “I” message text broken down like this:  
Behavior - You called Barbara a nerd

Event - I over heard it

Feeling - I was embarrassed.

“I” messages are very powerful tools. Use them wisely. They work!

P.S.- The most effective “I” message is a positive one. We know that positive reinforcement works much better than negative reinforcement. Try to catch people doing things right, and let them know they were observed. Congratulate them and watch the behavior continue to change for the better.

Try this one-

“Karen, I noticed you went a whole week without calling Barbara any names. Class is much less stressful now and I am very proud of you!

Behavior – A week without calling names

Event – Class is less stressful now

Feeling - I am proud

Positive “I” Messages are the most powerful “I” Messages know to Humankind!

.



## Chapter Five Session Four

### “I” messages

**When you** \_\_\_\_\_  
*Behavior*

\_\_\_\_\_ **Happens**  
*Event*

**and I feel** \_\_\_\_\_.  
*Feeling.*

Remember that positive “I” messages work better than negative “I” messages.

# Chapter FiveSession Four

## Positively Assertive!

**Group Size:**Class, then work groups of three

**Time needed:** one class period 45-60 minutes

**Physical Set up:** Classroom Set up.

**Materials:** Handout.

**Goal:** To learn how to increase assertive behavior.

**Procedure:** Presenter must be familiar with essential information in this chapter. Review with students the difference between Passive, Assertive and Aggressive behavior.

Discuss the difficulty in delivering uncomfortable messages to others. (Mustard on shirt, unzipped zipper, some “I” messages.)

Distribute the attached Handout. Divide class into workgroups of three. The three should review the handout for ten minutes being sure they understand each of the ten recommendations.

Bring class together and answer unresolved issues.

Return class work groups. Divide each group into Observer / moderator, Requestor, and Assertive Trainee.

Observer is to make notes about the process, Requestor is to make request from the list, and Assertive Trainee is to respond. Do three exercises, then rotate positions and do three more, rotate positions and do three more, completing nine of the ten situations.

Bring class together and observe what happened?

**Follow up:** What was the most difficult situation observed? Did the trainee ever act passive or aggressive? Describe.

**In Depth Learning:** Write in your journal the assertive response to the unfinished situation on the handout.

# Chapter FiveSession Four

## Positively Assertive!

### Ten Tips to Improve your assertion Skills

1. It is OK to say "no". You do not have to not have to offer excuses or to justify your behavior to most people.
2. It is OK to make mistakes. In fact it is good to make mistakes. If you are not making mistakes you may not be taking appropriate risks. There are jobs hobbies and lifestyles that expect you to take risks to develop new ideas or solutions. Making mistakes is OK. Just don't make the same mistake more than once if you can help it!
3. Ultimately you are the final and absolute judge of your own behavior. Live your life as you would in accordance with your STEPPs.
4. When you have given your answer and someone asks you the same question again, Calmly repeat yourself over and over and over and over and over and over and over.....again.
5. When asserting yourself keep your language clear, simple and focused. Don't say things like, "No thank you, I don't think I will have any of that." That comment invites the host to say "Are you sure?" Just say "No thank you!"
6. There is an assertion technique called Fogging. It involves you acknowledging criticism & verifying feelings. You begin by agreeing with the person.  
"Well, I certainly think eight hours of homework is too much also. It is important that you have time for yourself, so what I am willing to do is to assign two hours of homework every night of the week. That way you will get all the calculus information you need to pass the final exam."  
And ten hours of calculus homework!!!!
7. Appropriate Assertion is a learned behavior. Practice assertion skills in school, at work and at home. Role-play the times and circumstances where others might take advantage of your less assertive nature. Practice does not make perfect. Practice makes permanent. By practicing at home you will be able to say assertive things when appropriate. Practice saying exactly what you want to communicate. Use the words, the tone, the inflection, the volume. Role playing is a powerful assertion management tool!
8. Having many unfinished tasks hanging over your head can be distracting and lead to passivity. Seek closure on unfinished business. Decide when you can the first time. Don't drag things out. When you know the answer give it. When you have decided, ACT!
9. When giving an "I" Message, delivering bad news or just protecting your rights, give the problems to the owner. Don't complain about calculus homework to the French teacher.
10. When appropriate seek a support group of similar minded friends or acquaintances. Joining in a support network helps to reaffirm positive self-images and your connection with a larger community. Support groups prove that you are normal after all and may even help to alleviate stress.

# Chapter FiveSession Four

## Positively Assertive!

**Directions:** Requestor is to make request from the list, and Assertive Trainee is to respond, Observer is to make notes about the process. Do three requests, then switch roles and do three more, switch roles and do three more, completing nine of the ten situations.

<b>Requestor</b> Do not take no for an answer! You should be aggressive!		<b>Observer</b> What is going on? Make notes about what you see.	<b>Assertive Trainee</b> Assertive not passive or aggressive. But DO NOT give in!
1	Ask your friend to go to a movie tonight. They really don't want to go but you insist.		
2	You didn't do your homework. Ask to copy theirs.		
3	Your parents say you can't go out unless you are with your friend. They can't go you need them to lie.		
4	They have a GREAT lunch you have a peanut butter sandwich and an apple. Get them to switch.		
5	You owe this person \$10 for three weeks. You want to borrow \$5 more now.		
6	You smoke, they don't. Try to convince them how cool it is.		
7	All the guys & gals are going out tonight. Parents think it is a school project but it is really a party.		
8	On the phone with your friend and even though tomorrow is an important test you want to talk now.		
9	She (he) doesn't want to go steady. But you are insisting that now is the time.		
10	They want to go to the movies but you already bought tickets to the game.		

# Chapter FiveSession Six

## Image Management using Film therapy

**Group Size:**Class

**Time needed:** One class period to introduce the concept of Image management , enough time to watch and discuss a selected movie and then one additional class period 45-60 minutes

**Physical Set up:** Classroom Set up, AV setup to watch selected movie.

**Materials:** Overhead to display transparencies for this activity or, black board, whiteboard or flip chart to write them out. OH is strongly recommended as this is a complex session with significant amounts of detail to share.

**Goal:** To consider Image management and learn how I am seen by my peers.

**Procedure:** Presenter must be very familiar with essential information in this chapter, especially Johari Window.

Select appropriate video to watch. Examples are provided for Stand by Me. & The Breakfast Club.

Follow directions very carefully. This is the most complicated session in this book but can also be one of the most rewarding for the students.

**Follow up:** Complete Assessments as explained, return individual tests to appropriate students.

**In Depth Learning:** In journal have students reflect on the differences between the Image that they believed they projected to the image that was observed by their peers. Will they work to change their image or are they satisfied that it is correct.

# Chapter FiveSession Six

## Image Management using Film therapy

Stand by Me.&Breakfast Club.

These activity sheets provide some of the most interesting and fun activities we have ever done or observed in a class. The directions are also among the most complicated ever given to any group of teachers anywhere! It is important to follow these directions EXACTLY. Do not improvise until you have tried it once by our standard. If you need help with this instruction get a student to give you assistance!

To begin the activity follow the directions given previously for Filmtherapy utilization. For the sake of this lesson we have done much of the work and will quickly review below using the film Stand By Me.

### Step One Plan

- a) Select a film: - Done – Stand by Me. Directed by Rob Reiner, USA, 1986, -English  
**Four friends go on a camping trip, hoping to find the body of a missing teenager instead they find out surprising things about themselves. Based on a Stephen King short story “The Body”. Set in 1959. Language has been described as “four-letter eighties”. You will appreciate this movie much more if you are or at least try to be a teenager again yourself. Excellent ratings!**
- b) Consider the subject matter & content **Four middle school aged children on a voyage of discovery. A little gender specific because the cast is all boys. Coach the girls!**
- c) Is the film age appropriate? **Yes!**
- d) Is language appropriate to audience? **Yes, but we will need to discuss why children and adults use this type of language.**
- e) Are the issues relevant to student topic discussion? **Absolutely!**
- f) Watch or re-watch the film yourself to become very familiar with the topic @ hand.  
**I can hardly wait to see it again!**

### Step 2 -Set the Stage

- a) Introduce the topic to the students.  
**For the next four days we are going to be doing a lesson on image management. This lesson will cover the differences between how people see themselves and....**
- b) Introduce the film and subject matter to the students.  
**We are going to watch a classic film called Stand by Me. It is about.....**
- c) Identify the main characters to the students and ask them to look for previously identified traits.  
**I want you to especially observe these four characters and see if you can see why I named them Gordie – the sensitive one, Chris – the tough guy, Teddy-flamboyant, and Vern – the sillycat.**

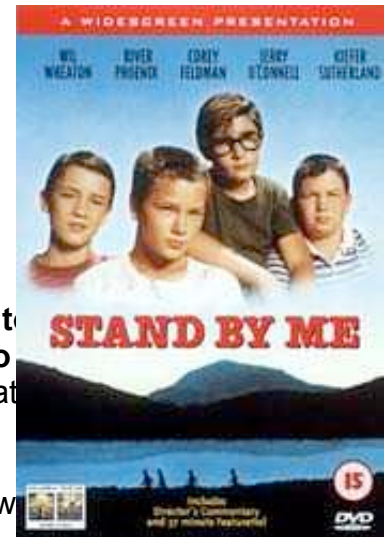
- d) Introduce focus questions before the film.  
**I also want you to see if you can see tough characteristics in Vern, and silly characteristics in Chris. In fact I think they all have the four traits I observed in as individual traits in each main character.**
- e) Use comments during the film sparingly! Many people including one of the authors finds this VERY annoying!  
**SHHH no talking during the film!**
- f) Suggest that questions and comments be noted during the film.  
**I would like you to keep a pencil and paper handy for writing notes during the film so we can discuss important points when it is over or during our class intermissions.**

### Step 3 Present the Film

- a) Present the film.  
**The film is 1 Hour 25 minutes long. This lesson should be completed over 4 or 5 days.**
- b) Uninterrupted! **SHHH no talking during the film!**
- c) Show opening titles to closing credits!  
**Not doing this would be like not crediting the artist, the sculptor, the painter, the actors and**

### Step 4 Conclude

- a) Discuss as appropriate **This part is up to you!**
- b) Clarify questions and comments. **This part is up to you!**
- c) Review key concepts. **This part is up to you!**
- d) Discuss and accept emotional responses. **This part is up to you!**
- e) Invite student insights and observations. **This part is up to you!**
- f) Draw conclusions. Now class, lets see if we can relate what image management.



Do you think the main characters were seen by their friends the way they wanted to be seen?

Do you think they all shared different characteristics of Tough, Sensitive, Silly, Flamboyant?

Can you give me some examples?

Ok, Let's try to use these characters as a model for measuring ourselves and each other. (Distribute the Activity Sheet 3-11 Stand By Me.)

Lets Discuss Image Management-

(Discuss what Image Management is using this concept of

Image- Our Desire, Others Perception, Our Perception and the Reality

Discuss our modified Johari Window....

<b>Q-1</b> How we really are.	<b>Q-2</b> How we think we are seen by others.
<b>Q-3</b> How we are seen by others	<b>Q-4</b> How we would like to be seen by others.

It is best to have students seated in a circle. You will see the need for this later but for now,

discuss the possibility that we project an image to others is different than the image we may believe.

Have students record their name on the top left of the page!

**IMPORTANT!!!!** All students should use only pencils, or the same colored pens for this exercise! It is important that the work be done anonymously and confidentially. The only person who should know the scores should be the owner of the paper.

Explain to the students that you would like them to evaluate themselves and each other on four of the characteristics displayed by the four main characters! You do not want them to compare themselves to the characters, but to the characteristics!

Sensitive  
Tough  
Flamboyant  
Silly

Make sure that they understand these vocabulary words.

Next, explain that if any one of the character terms describes that student exactly that character should get all 10 points. If the students think that they resemble any two of the character terms they would share the 10 points. Remember, the students have only 10 points to assign to all of the characters. Suggest that the students rate themselves on a scale of 1-10 for the four main characters in the film.

Students should **ONLY** use the far right hand column to record their self-assessment.

Use yourself as an example! You might assign 3 points to Sensitive, 4 points to Tough, 2 points to Flamboyant, and 1 point to Silly! Showing your diverse character!

And remind the students to only write in the far right hand column.



An owner completed paper might look like the example below!

**Example of owner completed Self Assessment.**

	Friend # 4	Friend # 3	Friend # 2	Friend # 1	Others see you	Self Image Self Assessme nt
<b>Gordie</b> "Sensitive"	<b>Owner of paper does not write in this space!!!</b>					<b>3</b>
<b>Chris</b> "Tough Guy"						<b>4</b>
<b>Vern</b> "Silly-cat"						<b>1</b>
<b>Teddy</b> "Flamboyant"						<b>2</b>
	10 Points Total	10 Points Total	10 Points Total	10 Points Total	10 Points Total	10 Points Total

**Fold here 4.....3.....2.....1**

Next, and this is complicated.

Have the owner fold the paper where it says **Fold here.....1**

The visible part of the table will now look like this.

	<b>Friend # 4</b>	<b>Friend # 3</b>	<b>Friend # 2</b>	<b>Friend # 1</b>
<b>Gordie</b> "Sensitive"				
<b>Chris</b> "Tough Guy"				
<b>Vern</b> "Silly-cat"				
<b>Teddy</b> "Flamboyant"				
	10 Points Total	10 Points Total	10 Points Total	10 Points Total

**Fold here** 4.....3.....2.....1

Now here comes the really complicated part of this assignment!

Have the students who are seated in a circle if possible (now you will see why we asked for this!)

Have the students pass their papers two people to the right, now, one more person to the right, now two to the left, finally three to the right.

Are you confused?

Good! So will they be. The intent is to have the students be unable to remember who has their paper. If you just have them pass papers to friends, or if they remember who has which paper which time the effect can be minimized. To the extent you are able devise a system to keep the students from knowing who has their paper for which session.

Now everyone has someone else's paper. Have the person who now possess the paper, look at the name and grade the owner of the paper based on their understanding of how this person seems. It won't matter if this is a long time friend or a new classmate, since the topic of discussion is image!

After the person finishes grading the paper it should look something like this....

	<b>Friend # 4</b>	<b>Friend # 3</b>	<b>Friend # 2</b>	<b>Friend # 1</b>
<b>Gordie</b> "Sensitive"				<b>4</b>
<b>Chris</b> "Tough Guy"				<b>4</b>
<b>Vern</b> "Silly-cat"				<b>1</b>
<b>Teddy</b> "Flamboyant"				<b>1</b>
	10 Points Total	10 Points Total	10 Points Total	10 Points Total

**Fold here 4.....3.....2.....1**

Now have them fold it on the 2<sup>nd</sup> fold line.

The paper will look like this.....

	<b>Friend # 4</b>	<b>Friend # 3</b>	<b>Friend # 2</b>
<b>Gordie</b> "Sensitive"			
<b>Chris</b> "Tough Guy"			
<b>Vern</b> "Silly-cat"			
<b>Teddy</b> "Flamboyant"			
	10 Points Total	10 Points Total	10 Points Total

**Fold here 4.....3.....2**

Repeat the passing confusion you established until an new person has possession of the paper, and repeat this process until the paper has been graded by 4 class room friends. Each time the answers of the previous recorder is protected from being seen by anyone.

Then with a great deal of ceremony, pass the paper two people to either the right or left and in one very confusing moment, ask that the paper be returned to the owner.

A completed paper should being returned to the owner might look like this....

	<b>Friend # 4</b>	<b>Friend # 3</b>	<b>Friend # 2</b>	<b>Friend # 1</b>	<b>Others see you</b>	<b>Self Image Self Assessme nt</b>
<b>Gordie</b> "Sensitive"	1	2	3	4		3
<b>Chris</b> "Tough Guy"	2	4	2	4		4
<b>Vern</b> "Silly-cat"	3	4	3	1		1
<b>Teddy</b> "Flamboyant"	4	4	2	1		2
	10 Points Total	10 Points Total	10 Points Total	10 Points Total	10 Points Total	10 Points Total

**Fold here** 4.....3.....2.....1

With the owner in possession of their own paper. Give the following instructions.

Add the scores of your four friends together and record the score in the top half of the box "Others see you"

Then divide that number by four to get your real score. For example  $10 \div 4 = 2.5$

	Friend # 4	Friend # 3	Friend # 2	Friend # 1	Others see you	Self Image Self Assessme nt
<b>Gordie</b> "Sensitive"	1	2	3	4	10 2.5	3
<b>Chris</b> "Tough Guy"	2	2	2	4	10 2.5	4
<b>Vern</b> "Silly-cat"	3	2	3	1	9 2.25	1
<b>Teddy</b> "Flamboyant"	4	4	2	1	11 2.75	2
	10 Points Total	10 Points Total	10 Points Total	10 Points Total	10 Points Total	10 Points Total

Evaluating the hypothetical example above. Hmmm, Mr. Nicols sees himself as 40% tough, while his four raters saw him as only 25% tough. Mr. Nicols sees himself as 10% silly and his raters saw him as 22.5% silly. So.....

I must appear less tough and more silly to others than I thought I did!!!!

There in lies the very interesting discussion. More importantly, the discussion of what do I do with that information!

More to follow!





See the chapter on Communication!

But for now, try activity Sheets  
Activity Sheet

## Activity Sheet 5

Name \_\_\_\_\_

### Stand by me. – Image Management. How do you see me?

<b>Q-1</b> How we really are.	<b>Q-2</b> How we think we are seen by others.	<b>Image-</b> Our Desire, Others Perception, Our Perception and the Reality	<b>Q-1</b> 	<b>Q-2</b> 
<b>Q-3</b> How we are seen by others	<b>Q-4</b> How we would like to be seen by others.		<b>Q-3</b> 	<b>Q-4</b> 

Frequently the image we project to others is different than the image that others may perceive. Using the film **“Stand By Me”** as a model please rate yourself on a scale of 1-10 for the four main characters in the film.

Use the far Right hand column to record your self-assessment.

You should only write in the far right hand column.

If any one of the characters is 100% you, that character gets all 10 points. If you think you resemble any two of the characters they would share the 10 points. Remember, you have only 10 points to assign to all of the characters.

You should write only in the far right hand column.





	Friend # 4	Friend # 3	Friend # 2	Friend # 1	Others see you	Self Image Self Assessment
<b>Gordie</b> “Sensitive”						
<b>Chris</b> “Tough Guy”						
<b>Vern</b> “Silly-cat”						
<b>Teddy</b> “Flamboyant”						
	10 Points Total	10 Points Total	10 Points Total	10 Points Total	10 Points Total	10 Points Total

**Fold here** 4.....3.....2.....1

## Activity Sheet 5

Name \_\_\_\_\_

### The Breakfast Club- Image Management. How do you see me?

<b>Q-1</b> How we really are.	<b>Q-2</b> How we think we are seen by others.	<b>Image-</b> Our Desire, Others Perception, Our Perception and the Reality	<b>Q-1</b> 	<b>Q-2</b> 
<b>Q-3</b> How we are seen by others	<b>Q-4</b> How we would like to be seen by others.		<b>Q-3</b> 	<b>Q-4</b> 

Frequently the image we project to others is different than the image that others may perceive. Using the film **"The Breakfast Club"** as a model please rate yourself on a scale of 1-10 for the five main characters in the film.

Use the far Right hand column to record your self-assessment.

You should only write in the far right hand column.

If any one of the characters is 100% you, that character gets all 10 points. If you think you resemble any two of the characters they would share the 10 points. Remember, you have only 10 points to assign to all of the characters.

You should write only in the far right hand column.

	Friend # 4	Friend # 3	Friend # 2	Friend # 1	Others see you	Self Image Self Assessment
<b>Criminal</b>						
<b>Basket Case</b>						
<b>Nerd</b>						
<b>Prom Queen</b>						
<b>Jock</b>						
	10 Points Total	10 Points Total	10 Points Total	10 Points Total	10 Points Total	10 Points Total

Fold here...4.....3.....2.....1

**Notes:**



## Chapter Six: Managing relationships

### Katrina, a case study, in understanding.

“My Dad is always on my case. I don’t think he has any confidence in my ability to make decisions. He thinks I am way too emotional. When we have a conversation it is always about what I am not doing. It is things like, how I can improve my grades, which are really ok. He never gives me a hug or tells me he loves me. I think I am a big disappointment to him. My Dad always insists on knowing what my schedule is, exactly when I will be home and when I plan on getting my homework and other chores done. “

After she finished speaking, she just sat quietly thinking about other relationships in her life. Katrina’s mother was just the opposite of her Dad. “I think my mother tries to make up for my father. She wants to be my best friend. She wants me to confide in her and invite her to go shopping or the movies with my friends. “In her own way she is driving me nuts too.”

“I think there must be something the matter with my relationships,” the eighth grade girl confessed. “My best friend is letting me down. She doesn’t seem to want to hang out with me anymore. I used to call her at the last moment to see if she wanted to go to the game, or to a movie. She used to be ready for anything that seemed like fun. Now she says we have to plan ahead because she has lots of things to do. Jennifer is completely ignoring me. She spends more time with her other friends who are on the debating team then she spends with me. She says that she has more in common with them and she explained that they are all bonding right now. She said that the debating coach wants the group to spend lots of time together. I really miss her. I have other friends but Jen and I are so close. I thought that Jen liked to do things at the spur of the moment and was always ready for a new adventure. I am feeling lonely and bored. I think my best friend is my dog. At least she is always ready to play.”

Katrina was becoming stressed about some of the important relationships in her life. Relationships are essential in life. All of us need them. We will have many different relationships over the course of our lives. Their intensity of these relationships and the roles we will play in each of them change over time.

As children, our parents are our teachers show us the way to establish relationships by setting examples and guidelines to keep us safe. As we mature into adulthood, we find that our relationship with our parents becomes more like a friendship. We seem to be fellow travelers on life’s journey sharing adventures, concerns, wonderful joys and inevitable sorrows. Much later in life we may find the roles changing again as we might need to become care takers of our parents. During the inevitable course of our lives we will have other authority figures such as parents, like our teachers and then bosses, and those in charge of our safety and well being. Colleagues, neighbors and others with whom we will interact on a social level will comprise another layer of complex strata of relationships.

Then there will be those with whom we will have more intimate relationships. Family and close friends and perhaps a life's partner or significant other or spouse will play key roles in helping us relate to the world around us. Those intimate relationships fulfill our need for nurturance and love.

As Daniel Goleman explained (Chapter Three) having healthy relationships is essential to an emotionally satisfying life. Researchers studying happiness and fulfillment have identified an absolute need to have loving, positive relationships.

Some of us seem to be born with natural talents and skills in the area human relationships. Others of us may need more practice in the skills and the art of relationship management.

Often, having difficulties in relationships is due to a mismatch in the expectations and failure in communications. Depending on who we are we may have different expectations about what should happen within any relationship. When our expectations are not met we may become disappointed. Then, failure to communicate to the other person exactly what we need from, think about, want from, or feel about the relationship further exacerbates tensions.

Finally when issues evolve in relationships, as they always do, not having the skills to negotiate through conflict or to manage our anger can leave us without those relationships that can enrich our lives.

In this chapter we will touch upon some of the elements of relationship management. These skills and understandings will help us take a more proactive stance in creating positive and healthy relationships.

## **Chapter Objectives**

- Understand how our view of relationships is influenced by our personality profiles style
- Identify our relationship needs, thoughts, desires and feelings
- Learn to use conflicts management in relationships.
- Recognize that anger is an emotional feeling over which we have no control, but our response to anger is completely manageable.

# Essential Information

## Defining expectations for relationships

In Chapter Three when we talked about expectations that were out of alignment, we described the impact of expectations and how they can help us set goals or how they can impede our happiness. We also have expectations for relationships. These expectations will vary according to how we define a relationship, what we need from it, and what we are willing to give to it. These factors are influenced greatly by our personalities. Let's revisit the Talent Prototypes also described in Chapter Three. By studying the matrix below we can understand how each of us may view relationships differently. What we expect from a relationship and how well the expectation is met may well determine our satisfaction with the many relationships in our lives.

In each of the matrices that follow we should first isolate a particular relationship: friend, teacher boss, or parent

Descriptions are then provided that will illustrate what we expect from the relationship, what we can contribute to it, and then how we may react if the expectations are not met.

**Talent for Management - Relationship Expectations**

Relationships are based on having others in your life who you can count on. You expect them to be reliable and objective. You may have lots of acquaintances but will tend to be close with only a select few, those who you can trust. You may have extremely high expectations for the appropriate behavior from your relationships, but you will need to be careful about how realistic you are and what you expect.

<b>Relationship role</b>	<b>Expectations</b>	<b>Contributions to the relationship</b>	<b>Consequences when expectations aren't met</b>
<b>Friend</b> Friends are those people with whom you like to spend time and do things.	To be loyal  To be honest.  To keep promises.  To be reliable.	Be loyal.  Schedule time for the relationship.  Remember special days and provide cards or some practical gift.	May become angry.  May withdraw from the relationship.  May keep hurt private.  May not forgive easily.
<b>Teacher or boss</b> You are comfortable with authority and appreciate their guidance and direction.	To be prepared.  To provide detailed directions.  To be fair.  To be consistent.  To be clear about expectations.	Follow the procedures and policies.  Entrust decision-making to authority.  Produce neat, and excellent work.	Ask numerous questions about process & expectations.  Underachieve by avoiding the task or finding alternative activities.
<b>Parent</b> You see parents as your caregivers and provider of what you need in life.	To establish rules and responsibilities.  To be consistent.  To explain when things need improvement.  To keep things on schedule.  To be a role model for behavior	Be responsible  Follow family rules  Be polite and respectful of others	Feel disappointed or unloved  Demand to know the details of an event and the expectations

**Talent for Scholarship - Relationship Expectations**

The primary basis for relationships involves intellectual stimulation. You like to have people around with whom you can discuss ideas and issues. You are great in relationships with people who you respect. You can be critical, blunt, or sarcastic so people in your lives have to understand that and from time to time call you on it.

Relationship role	Expectations	Contributions to the relationship	Consequences when expectations aren't met
<b>Friend</b> Friendships are based on a mutual respect for one another's intellectual strengths.  You are comfortable being by yourself and just having a few friends.  People in this talent prototype may say their best friends are books.	To be interesting and knowledgeable.  To enjoy debating for the sake of the argument.  To appreciate witticism.  To enjoy logical pursuits as opposed to emotional reactions	Give intellectual advice.  Share information and research about topics of interest.  Play games that invite strategizing or thinking.  Debate issues and challenge ideas.  Avoid public displays of affection and emotionally mushy talk.	Can become sarcastic and overly opinionated   Withdraw.
<b>Teacher or boss</b> You are comfortable with authority as long as you respect their wisdom and expertise.	To be knowledgeable.  To provide an outline or the overview of expectations.  To cite and provide appropriate sources for information or goals.	Performance that reflects analysis, synthesis and evaluation.  Engage in discussions and debates.  Challenge ideas.	Lose respect for the authority figure.  Become impatient and sarcastic.  Underachieve
<b>Parent</b> You see parents as a source of knowledge. You respect their wisdom. Love and caring are conveyed by spending time talking about ideas and arguing about issues. You don't like the "touchy, feely, mushy stuff."	To be interested in discussing ideas and to engage in friendly arguments and debates.  To evaluate information.  To spar over topics of mutual interest	Respect the wisdom of parents. Enjoy spending time watching documentaries, attending lectures, and participating in cultural events.  Engaging in lively conversations.	Turn others for advice. Find other intellectual outlets.  Become sarcastic and disrespectful.

**Talent for Human Relations - Relationship Expectations**

You love to be in all kinds of relationships--the more the merrier. In fact you tend to want people around you much of the time or you may feel lonely. You will thrive as long as the relationship makes you feel special. Your desire to be loved and needed may result in forming some unhealthy relationships. So be careful!!

Relationship role	Expectations	Contributions to the relationship	Consequences when expectations aren't met
<b>Friend</b> Friends are those people with whom you like can share your feelings and just "hang out".	To be kind and sensitive to feelings.  To compliment you and show that you are loved and needed.  To be available for conversations whenever.  To be willing to just hang out together.	Understanding and sympathetic to problems.  Do things to let others know they are special.  Provide hugs when needed.	Become depressed.  Overreact to some situations by becoming moody.
<b>Teacher or boss</b> You are comfortable with authority when those in charge make you feel special and appreciated.	<b>To compliment you when you are doing a good job.</b>  To allow you to work with others.  To be flexible and understanding.	Be pleasant  Have a positive attitude  Help to make the environment harmonious	Take it personally and feel that something is wrong with you  Cry  Withdraw
<b>Parents</b> You see parents as your friends with whom you can share feelings and maybe even secrets.	To be understanding.  To provide lots of positive reinforcement by giving compliments and lots of hugs.  To pay attention to your mood.	Be sensitive to the emotional climate.  Offer hugs when Mom or Dad feel sad.  Be sensitive to family members' needs.	Feel unloved.  Become moody and depressed.  Turn to friends as allies because they are the ones who really understand you.

<b>Talent for Innovation - Relationship Expectations</b> Relationships for you are based on creative opportunities. You want people around you who want to have fun, be spontaneous & enjoy taking risks. You seek out others who have similar interests and are willing to seize the moment. Because you love spontaneity you are reluctant to make commitments. This can sometimes get you into trouble with the relationships in your life.			
<b>Relationship role</b>	<b>Expectations</b>	<b>Contributions to the relationship</b>	<b>Consequences when expectations aren't met</b>
<b>Friend</b> Friends are those people with whom you like to have adventures or may even at times enjoy competing with you.	To be open to new ideas.  To keep options open.  To take risks.  To have a good sense of humor.  To party and have fun.	Be empathetic.  Help come up with creative solutions to problems.  Be spontaneous.  Be the best adventure buddy.	Break commitments.  Ignore friends or find new ones.  Become competitive.
<b>Teacher or boss</b> You can get along with authority if you have some control over your environment and if the authority figures value your creative approaches to issues and problems.	To provide options.  To offer guidelines rather than rigid rules  To respect creative ways of doing things.	Offer creative solutions to problems  Provide humor and freshness to the environment  Be receptive to change	Use energy to get around rules and regulations.  "Do it my way"  Underachieve
<b>Parent</b> You see parents as "guides on the side." You know that they will be there when you need them but should allow you to make mistakes as long as you learn from them.	To provide guidelines not rigid rules.  To be empathetic.  To be flexible and spontaneous.  To value individuality and innovation.	Offer humor to the situation.  Be understanding to family issues.  Generate creative solutions.  Be receptive to spontaneity and adventure.	Get around the rules.  Rebel.  Become deceptive and untrustworthy.

Consider Katrina's description of her relationship with her Dad. She was feeling unloved because her father was always giving her constructive feedback and establishing rules. He felt he was doing what fathers should do. Indeed he was most likely viewing his role as a parent from a Talent for Management perspective.

Katrina was also uncomfortable with her relationship with her mother. Her mother viewed parenting from a Talent for Human Relations perspective. She thought being a pal to her daughter would result in trust and show Katrina that she approved of her and her friends.

Katrina, however, viewed the world through the lens of a Talent for Innovation and needed to have more independence. Too many rules and too much parent involvement triggered her anger. She was disappointed in her best friend, Jen, because Jen could no longer be spontaneous and available for their adventures as she was involved with the debating club. While, some of her personality was similar to Katrina's, Jen also had considerable strength in Talent for Scholarship prototype as shown by her love of debating. Jen was also never completely comfortable with Katrina's insistence on spontaneity.

The answer to having good relationships is not just to choose relationships with people of the same style! In truth, we often choose to have relationships with those people who are our opposites. This joining of opposites can be the basis for a great relationship as our different strengths may help us balance each other. Although sometimes we are attracted by our differences, once in the relationship, we may expect the other to be just like us. We expect the other person to think the way we do and behave according to our expectations. These glorious differences that should be celebrated that brought us together can then become the biggest hurdles to the relationship. Instead of allowing the differences to become obstacles and threats to the relationships we should communicate these expectations.

For a relationship to work we need to understand what we think about the relationship, and we need to communicate that understanding to the others in the relationships. Understanding what we need and want in a relationship will allow us to make appropriate choices.

Finally, how we feel about a relationship should guide us in measuring its satisfaction and whether or not it needs some repair work. In a sense we need conflict resolution and clear communication about the differences in our expectations. To survive in any healthy relationship, we need to find solutions where there is good compromise, give and take and understanding.

Good relationships are based on having something in common with the person. We are all complex individuals with many wants and needs. No one friend or parent or person can fulfill all of our wants and needs. We need to have a variety of relationships in our lives that help us satisfy the need we all have to belong and to feel loved and appreciated.



# Conflict resolution

Relationships will never be totally free from problems. Conflicts will arise. Our differences in expectations, communication styles, and individual needs will guarantee that we will have conflict with others and even with our selves.

Even if we live alone, apart from other people, the potential for conflict may be reduced but not completely eliminated. Internal conflict can still be a major problem for hermits. The confusion that people feel about their lives, their choices, their relationships can all still all be significant. When we add other people to the mix of our lives the potential for conflict increases exponentially. The ability to manage this conflict becomes essential in maintaining our relationships. Conflict resolution skills are similar for individuals and for pairs or groups of people. All conflict can be better managed by many of the things we have already discussed. Let's review some of them.

Begin with a clear understanding and appreciation for **STEPP**-- your own and those of others. Not everyone has the same Strengths, Talents, Ethics & Values, Personality and Passion as you do. Understanding the different motivators of different people can minimize conflict, or at least improve an understanding of the reasons for the conflict.

Be a good listener. If you are going to be involved in a conflict let's at least be sure that it is in reality a conflict and not just a misunderstanding. Being an active listener will reduce the conflicts caused by lack of understanding. We discussed being an active listener in the Communications chapter but a quick review is provided below.

## The Four Rules of Active Listening

1. Seek to understand before you seek to be understood.
2. Be non judgmental
3. Give your undivided attention to the speaker
4. Use silence effectively

It will also be important to review the three communications styles we discussed in the previous chapter-- passive, assertive, and aggressive. And remember that passive communicators are those who tend to avoid confrontation and problems. Passive people are those who may be more easily manipulated by other people. They often lack self-confidence and may give in more easily to others in disagreements. Recall that aggressive communicators are those who would prefer to take advantage of other people. They have little respect for others and sometimes for themselves. They tend to be openly hostile. Finally, there is the type of communicator we would recommend for those who would like to live a less stressful life. Assertive communicators will usually face their problems directly. They tend to be respected and have a reputation for stating their point of view or opinion. Others usually know what these people are thinking. Frequently they will be seen as exude self-confidence.

Depending on our style we will react differently to conflict as shown in the box below.

## Conflict Styles and Behaviors

Type of Conflict	Communications Styles & Behaviors		
	Passive	Aggressive	Assertive
<b>Disputes about facts.</b>	Not represent facts that are known. Silence, Give in to other point of view.	Raise Voice, physical posturing, direct sustained eye contact. Insist on being right.	Get and give reliable information. The issue is the truth not who wins or loses.
<b>Agree on goal but disagree about how to get there.</b>	Silence, Give in to other point of view.	Raise Voice, physical posturing, direct sustained eye contact. Insist on being right.	Discuss differing views. Suggest new approaches. Be open to alternative solutions and recommendations.
<b>Disagree about Goal.</b>	Silence, Give in to other point of view. Works less hard, sometimes tries to sabotage the end process this is called passive aggressive behavior.	Raise Voice, physical posturing, direct sustained eye contact. Insist on being right uses dogma and flag waving as arguments.	Consider the larger goal. Refocus on what is most important. Think about what will happen if conflict is not negotiated. If agreement cannot be reached consider the value of the goal vs. the value of the relationship or the value to the group.
<b>Relationship and Value Differences</b>	Silence, Give in to other point of view. Stays in bad relationships.	Raise Voice, physical posturing, direct sustained eye contact. Bullying behavior. In worst case uses violence.	This is the most difficult conflict to manage. Prepare very carefully. Consider refocusing on the issue in the relationship or the value differences. Consider changes in relationship after considering all of the worst-case scenarios.

Careful examination of the ways we might engage in conflict reveals that healthy conflict management will rely on our ability to adopt the assertive role. Practicing this position through role play and self-talk can help the passive or aggressive communicators to change their style. Once we choose to take an assertive stance we will need to understand the ten rules of successful conflict management.

# 10 Rules for Managing a Conflict

**1. Carefully consider the reason for the conflict and the facts of the conflict.** Since the purpose of a conflict is to resolve an issue and should not be to win or to cause the other party to lose, that is a contest, conflicts should not be undertaken lightly or without significant or real reasons.

**2. Carefully state the reason for the conflict from your perspective.** As we learned in the communications section conflict is often the result of a miss or missed communication. If the communication can be clear, perhaps the conflict can be avoided.

**3. Discuss the ground rules for the conflict.** Before the conflict begins you should agree on basic ground rules. Who if anyone else might be present? Generally speaking individual conflicts should be done one to one. How long will we spend discussing this issue? What is the purpose of the conflict discussion? Is there some larger goal?

**4. Avoid judgments and explore feelings.** If you have already made up your mind then perhaps this is not a conflict management or negotiation session. Be open-minded. If you have non-negotiable issues it is harder to have a negotiated settlement. Consider discussing and exploring the feelings surrounding the conflict. Often conflict is not about the topic being discussed but contains hidden agenda items. Is this conflict and topic the issue, or is there a larger problem?

**5. Encourage open communications.** Conflict management requires active participation. Beware of passive communicators who may choose to avoid conflict as a conflict management strategy. If the issue is conflict resolution the solution is not silence. Draw the other person out by assuring that you will listen nonjudgmentally as you strive to understand other person's point of view.

**6. Be open to and consider all suggested alternatives.** Frequently an excellent conflict management tool is a resolution previously unconsidered. Consider as many alternatives as you reasonably can.

**7. Consider using Creative Problem solving techniques.** Review the creative problem solving techniques such as **SCAMPER** contained in Chapter Four.

## **8. Develop a course of action using SMART goals**

**SMART** goals are

**Specific** – everyone has the same understanding.

**Measurable** – everyone will know when we have met our goal.

**Achievable** – everyone will be able to accomplish their task.

**Relevant** – everyone will buy into our goal because it is relevant

**Time limited** – everyone knows the due date!.

**9. Agree to a specific date for follow up and conflict check in.** This can be done twice. Once under the **SMART** goals section of number nine of the ten rules for conflict and once more some time later to that the conflict management has been successful.

**10. The role of conflict management is not to win or lose.** Conflicts are not won or lost. That is a contest! Conflicts are not contests they are something larger. They may be the search for the truth, the best alternative, or even better relationship management. All solutions are on a trial basis. “Let’s see what happens if we try to settle the issue in this way.” When you touch base during the trial, evaluate carefully how the solution is working or not working for each party. If all is well, Bravo!!! If not go back and start the process again with new facts or new insights.

While in the process of negotiation there are ground rules that are essential to the success of the process. We have identified five rules for your consideration.

## 5 Rules for Conflict Clean Up!

**1. Avoid assigning blame.** Since this was not a contest there should not be a winner nor should there be losers. Blame begins the next conflict.

**2. Don't apologize for issues, facts or events that are not your responsibility.**

Apologies for events and circumstances out of our control are inappropriate. Own only those events and circumstances over which you have control.

**3. Do take responsibility for things you did or said that you regret.** Owning your mistakes and owning up to them shows maturity and is an admired trait. Assertive people acknowledge their errors and correct them when they can.

**4. Clearly state goals, responsibilities and assignments of the agreement. Use SMART Goals.**

**SMART** goals are

**Specific** – everyone has the same understanding.

**Measurable** – everyone will know when we have met our goal.

**Achievable** – everyone will be able to accomplish their specific task.

**Relevant** – everyone will buy into our goal because it is Relevant to them.

**Time limited** – everyone knows the due date!

**5. If it is appropriate discuss how to avoid similar conflicts next time.** The end of this conflict is the time to defuse the next conflict. If possible avoid conflict. Our time and energy might be better spent on collaboration. Conflict uses resources that are at best limited and finite. The best conflict management is not conflict avoidance, but not having conflicts!

# Anger Management

Anger is a healthy and natural emotion, if it is managed. Unmanaged, it can damage or minimize your credibility at best and lead to violence at worst. Anger is an emotional response to any number of potential situations and may be a normal response to physical or mental pain. It is one of the highly evolved physiological survival responses that we have developed that uses neuro-pathways in the brain that work faster than logical thought. Anger is faster than logic. Anger is not wrong or right. It just is. Anger may just be, but it clearly needs to be managed.

The first step in anger management will be to understand what causes anger. Because anger is an emotional survival response that dates back thousands of generations it was designed to protect us. Anger was and is a survival response that helped improve the survival of the species. Times have changed, so must our response to anger.

We may begin to understand anger if we think of the times in our life that we have been angered. Anger is a chemical / electrical signal in the body to which we should pay attention. It can be caused by physical pain or by what we perceive to be powerful emotional stimuli, threats or issues. It is very important to understand the cause of the anger and then to manage and demonstrate the anger in ways that are productive.

Unmanaged anger can lead to defensive behavior, aggression, or violence in aggressive individuals. Anger can lead to feelings of powerlessness and helplessness in passive people. The best anger management tool is clear communications by an appropriately assertive person.

Anger management is not about anger avoidance but about making anger productive. To make angry emotions productive we should learn to speak of anger, what it is that angers us, and what alternatives we might use to respond to anger. The emotional feeling of anger is never a deliberate choice but our response to anger is always a choice.

<b>Anger Management Response Chart</b>	
<b>Because Anger Just Is.</b>	
<b>Productive Behavior Helps People or Is Positive</b>	<b>Non- Productive Behavior Hurts People or Is Negative</b>
Political or social action Competitiveness Correcting injustices Passion about causes Creativity & art	Being moody Excessive Introversion Insulting behavior Manipulation Violence

What you tend to do when you are angry can be powerful, taking this energy and using it in positive ways is one strategy worth considering.

# Group Focus Chapter Six

## Session One: Expectations for relationships

**Group Size:**Seminar group Seminar group—8-12 students

**Time Needed:** 45 to 60 minutes

**Physical Set up:**Circle or at a conference table

**Materials:** Handout and overhead transparencies for the relationship prototype matrices Activity sheet for each student; whiteboard or flip chart or overhead

**Procedure:** Meet & Greet: Using Sound Ball technique have each person throws a relationship role like friend, significant other, teacher and the person catches it by naming someone in his or her life who fulfills that role, then throws out another relationship role.

Have class brainstorm relationships in their lives and record them on the flip chart or board. Categorize them into groups such as family members, friends, authority figures, teammates, and classmates. Ask the class to discuss the categories and evaluate which ones were most stressful for them.

Have them describe what the problems are.

Introduce the concept of personality expectations and relationships described in Essential Information

Distribute matrices handouts and discuss each using the overhead projector and appropriate transparencies. Allow for discussion in which the students to identify their prototype and provide examples of how these expectations are true for them.

Distribute Activity Sheet #1 and ask the students to list two people from each category. Complete the other columns in terms of what the person contributes to the relationship and what they don't. Use the third column to identify personality prototype.

**Follow up:** Ask each student to share any new insights gained.

**In Depth Learning:** Journal entry: Have students write a note as if it were a message in a bottle that the person would find some day.

**Sample:** To my parents:

We have more things on our mind than you think... and less time then we think. Don't try to understand. Just understand.



**Group Focus Chapter Six    Session One:**  
**Transparency masters & handouts**

<b>Talent for Management - Relationship Expectations</b> Relationships are based on having others in your life who you can count on. You expect them to be reliable and objective. You may have lots of acquaintances but will tend to be close with only a select few, those who you can trust. You may have extremely high expectations for the appropriate behavior from your relationships, but you will need to be careful about how realistic you are and what you expect.			
<b>Relationship role</b>	<b>Expectations</b>	<b>Contributions to the relationship</b>	<b>Consequences when expectations aren't met</b>
<b>Friend</b> Friends are those people with whom you like to spend time and do things.	To be loyal  To be honest.  To keep promises.  To be reliable.	Be loyal.  Schedule time for the relationship.  Remember special days and provide cards or some practical gift.	May become angry.  May withdraw from the relationship.  May keep hurt private.  May not forgive easily.
<b>Teacher or boss</b> You are comfortable with authority and appreciate their guidance and direction.	To be prepared.  To provide detailed directions.  To be fair.  To be consistent.  To be clear about expectations.	Follow the procedures and policies.  Entrust decision-making to authority.  Produce neat, and excellent work.	Ask numerous questions about process & expectations.  Underachieve by avoiding the task or finding alternative activities.
<b>Parent</b> You see parents as your caregivers and provider of what you need in life.	To establish rules and responsibilities.  To be consistent.  To explain when things need improvement.  To keep things on schedule.  To be a role model for behavior	Be responsible  Follow family rules  Be polite and respectful of others	Feel disappointed or unloved  Demand to know the details of an event and the expectations

**Group Focus Chapter Six    Session One:**  
**Transparency masters & handouts**

<b>Talent for Scholarship - Relationship Expectations</b> The primary basis for relationships involves intellectual stimulation. You like to have people around with whom you can discuss ideas and issues. You are great in relationships with people who you respect. You can be critical, blunt, or sarcastic so people in your lives have to understand that and from time to time call you on it.			
<b>Relationship role</b>	<b>Expectations</b>	<b>Contributions to the relationship</b>	<b>Consequences when expectations aren't met</b>
<b>Friend</b> Friendships are based on a mutual respect for one another's intellectual strengths.  You are comfortable being by yourself and just having a few friends.  People in this talent prototype may say their best friends are books.	To be interesting and knowledgeable.  To enjoy debating for the sake of the argument.  To appreciate witticism.  To enjoy logical pursuits as opposed to emotional reactions	Give intellectual advice. Share information and research about topics of interest. Play games that invite strategizing or thinking. Debate issues and challenge ideas. Avoid public displays of affection and emotionally mushy talk.	Can become sarcastic and overly opinionated   Withdraw.
<b>Teacher or boss</b> You are comfortable with authority as long as you respect their wisdom and expertise.	To be knowledgeable.  To provide an outline or the overview of expectations.  To cite and provide appropriate sources for information or goals.	Performance that reflects analysis, synthesis and evaluation.  Engage in discussions and debates.  Challenge ideas.	Lose respect for the authority figure.  Become impatient and sarcastic.  Underachieve
<b>Parent</b> You see parents as a source of knowledge. You respect their wisdom. Love and caring are conveyed by spending time talking about ideas and arguing about issues. You don't like the "touchy, feely, mushy stuff."	To be interested in discussing ideas and to engage in friendly arguments and debates.  To evaluate information.  To spar over topics of mutual interest	Respect the wisdom of parents. Enjoy spending time watching documentaries, attending lectures, and participating in cultural events.  Engaging in lively conversations.	Turn others for advice. Find other intellectual outlets.  Become sarcastic and disrespectful.

**Group Focus Chapter Six    Session One:**  
**Transparency masters & handouts**

<b>Talent for Human Relations - Relationship Expectations</b> You love to be in all kinds of relationships--the more the merrier. In fact you tend to want people around you much of the time or you may feel lonely. You will thrive as long as the relationship makes you feel special. Your desire to be loved and needed may result in forming some unhealthy relationships. So be careful!!			
<b>Relationship role</b>	<b>Expectations</b>	<b>Contributions to the relationship</b>	<b>Consequences when expectations aren't met</b>
<b>Friend</b> Friends are those people with whom you like can share your feelings and just "hang out".	To be kind and sensitive to feelings.  To compliment you and show that you are loved and needed.  To be available for conversations whenever.  To be willing to just hang out together.	Understanding and sympathetic to problems.  Do things to let others know they are special.  Provide hugs when needed.	Become depressed.  Overreact to some situations by becoming moody.
<b>Teacher or boss</b> You are comfortable with authority when those in charge make you feel special and appreciated.	<b>To compliment you when you are doing a good job.</b>  To allow you to work with others.  To be flexible and understanding.	Be pleasant  Have a positive attitude  Help to make the environment harmonious	Take it personally and feel that something is wrong with you  Cry  Withdraw
<b>Parents</b> You see parents as your friends with whom you can share feelings and maybe even secrets.	To be understanding.  To provide lots of positive reinforcement by giving compliments and lots of hugs.  To pay attention to your mood.	Be sensitive to the emotional climate.  Offer hugs when Mom or Dad feel sad.  Be sensitive to family members' needs.	Feel unloved.  Become moody and depressed.  Turn to friends as allies because they are the ones who really understand you.

**Group Focus Chapter Six    Session One:**  
**Transparency masters & handouts**

<b>Talent for Innovation - Relationship Expectations</b> Relationships for you are based on creative opportunities. You want people around you who want to have fun, be spontaneous & enjoy taking risks. You seek out others who have similar interests and are willing to seize the moment. Because you love spontaneity you are reluctant to make commitments. This can sometimes get you into trouble with the relationships in your life.			
<b>Relationship role</b>	<b>Expectations</b>	<b>Contributions to the relationship</b>	<b>Consequences when expectations aren't met</b>
<b>Friend</b> Friends are those people with whom you like to have adventures or may even at times enjoy competing with you.	To be open to new ideas.  To keep options open.  To take risks.  To have a good sense of humor.  To party and have fun.	Be empathetic.  Help come up with creative solutions to problems.  Be spontaneous.  Be the best adventure buddy.	Break commitments.  Ignore friends or find new ones.  Become competitive.
<b>Teacher or boss</b> You can get along with authority if you have some control over your environment and if the authority figures value your creative approaches to issues and problems.	To provide options.  To offer guidelines rather than rigid rules  To respect creative ways of doing things.	Offer creative solutions to problems  Provide humor and freshness to the environment  Be receptive to change	Use energy to get around rules and regulations.  "Do it my way"  Underachieve
<b>Parent</b> You see parents as "guides on the side." You know that they will be there when you need them but should allow you to make mistakes as long as you learn from them.	To provide guidelines not rigid rules.  To be empathetic.  To be flexible and spontaneous.  To value individuality and innovation.	Offer humor to the situation.  Be understanding to family issues.  Generate creative solutions.  Be receptive to spontaneity and adventure.	Get around the rules.  Rebel.  Become deceptive and untrustworthy.

# Group Focus Chapter Six      Session One:

## Activity Sheet      Evaluating relationships

<b>Role</b>	<b>How do they contribute to the relationship?</b>	<b>What are your expectations?</b>	<b>Rate the relationship Poor, Fair, Good, Great</b>	<b>Can style differences explain your rating? Describe</b>
<b>Friend</b>				
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>Teacher / Boss</b>				
<b>1</b>				
<b>2</b>				
<b>Parent</b>				
<b>1</b>				
<b>2</b>				
<b>Other</b>				
<b>1</b>				
<b>2</b>				

# Group Focus Chapter Six

## Session Two: Needs & Wants

**Group Size:**Seminar group Seminar group—8-12 students

**Time Needed:** 45 to 60 minutes

**Physical Set up:**Circle or at a conference table

**Materials:** Student journals, markers and construction paper.

**Procedure:** Meet & Greet:  
Using “talking leather” strategy have students complete the following statement the best relationship I ever had was with \_\_\_\_\_ because ...  
Introduce the concept of the importance of communicating what we need and want in a relationship and what we can give to a relationship. Understanding our own mind in regards to relationships makes it much easier to tell others.

Distribute construction paper and markers. Have the students complete two classified advertisements. The first will be a situation wanted ad describing what you can contribute to a relationship. The second would be a person wanted where you describe what you need from the relationship. See the samples below. Add decorations or visuals that convey something about who you are.

Situation Wanted: (What I can offer)  
Are you looking for a special relationship in your life? I can be a good friend. I am known as a great listener and will be available by phone whenever you need to talk. If you need a shoulder to cry on mine is there for the asking. If you need a friend who is sensitive and caring, try giving me a call at.

Person Wanted (What I need)  
I need someone who wants to skateboard, scuba dive, and run in marathons. I need someone who has a good sense of humor and sees life as opportunities for fun and adventure. I need a special friend who can be spontaneous and inventive. If you are the one call me at.....

**Follow up:** Ask each student to share any new insights gained in their journal.

**In Depth Learning:** See follow-up entry

# Group Focus Chapter Six Session Three:

## Resolving Conflict

**Group Size:**Seminar group Seminar group—8-12 students

**Time Needed:** 45 to 60 minutes

**Physical Set up:**Circle or at a conference table

**Materials:** Flip chart with 10 steps to conflict resolution bulleted, handout for students: Katrina, a case study and Steps to Conflict Resolution, student journals

**Procedure:** Meet & Greet:  
Using “talking leather” strategy have students complete the following statement “I wish I could resolve the following ongoing conflict in my life ...

Tell students that by learning the skill of conflict management that they can resolve the issues described during the meet and greet. Distribute the handout and review the steps to Conflict Management.

Distribute Case study of Katrina and have the students analyze the conflicts she is feeling with three relationships in her life. Choose three pairs of students to role play resolving each of the conflicts. The other students should comment on the process and provide feedback on how well the groups followed the ground rules.

**Follow up:** Ask each student to choose a relationship conflict in his or her life. Consider the relationship used in Message in the Bottle journal entry or the one mentioned in the session’s Meet and Greet activity. Have them volunteer to use the strategies learned to resolve the conflict.

**In Depth Learning:** Journal entry: Have the students respond to the following: Describe what happen when you entered the negotiation. How did the steps for conflict resolution work for you? Complete the action plan. Bring it to the next session to discuss with classmates.

## **Group Focus Chapter Six Session Three: Resolving Conflict Handouts**

### **Katrina, a case study, in understanding.**

“My Dad is always on my case. I don’t think he has any confidence in my ability to make decisions. He thinks I am way too emotional. When we have a conversation it is always about what I am not doing. It is things like, how I can improve my grades, which are really ok. He never gives me a hug or tells me he loves me. I think I am a big disappointment to him. My Dad always insists on knowing what my schedule is, exactly when I will be home and when I plan on getting my homework and other chores done. “

After she finished speaking, she just sat quietly thinking about other relationships in her life. Katrina’s mother was just the opposite of her Dad. “I think my mother tries to make up for my father. She wants to be my best friend. She wants me to confide in her and invite her to go shopping or the movies with my friends. “In her own way she is driving me nuts too.”

“I think there must be something the matter with my relationships,” the eighth grade girl confessed. “My best friend is letting me down. She doesn’t seem to want to hang out with me anymore. I used to call her at the last moment to see if she wanted to go to the game, or to a movie. She used to be ready for anything that seemed like fun. Now she says we have to plan ahead because she has lots of things to do. Jennifer is completely ignoring me. She spends more time with her other friends who are on the debating team then she spends with me. She says that she has more in common with them and she explained that they are all bonding right now. She said that the debating coach wants the group to spend lots of time together. I really miss her. I have other friends but Jen and I are so close. I thought that Jen liked to do things at the spur of the moment and was always ready for a new adventure. I am feeling lonely and bored. I think my best friend is my dog. At least she is always ready to play.”



# 10 Rules for Managing a Conflict

**1. Carefully consider the reason for the conflict and the facts of the conflict.** Since the purpose of a conflict is to resolve an issue and should not be to win or to cause the other party to lose, that is a contest, conflicts should not be undertaken lightly or without significant or real reasons.

**2. Carefully state the reason for the conflict from your perspective.** As we learned in the communications section conflict is often the result of a miss or missed communication. If the communication can be clear, perhaps the conflict can be avoided.

**3. Discuss the ground rules for the conflict.** Before the conflict begins you should agree on basic ground rules. Who if anyone else might be present? Generally speaking individual conflicts should be done one to one. How long will we spend discussing this issue? What is the purpose of the conflict discussion? Is there some larger goal?

**4. Avoid judgments and explore feelings.** If you have already made up your mind then perhaps this is not a conflict management or negotiation session. Be open-minded. If you have non-negotiable issues it is harder to have a negotiated settlement. Consider discussing and exploring the feelings surrounding the conflict. Often conflict is not about the topic being discussed but contains hidden agenda items. Is this conflict and topic the issue, or is there a larger problem?

**5. Encourage open communications.** Conflict management requires active participation. Beware of passive communicators who may choose to avoid conflict as a conflict management strategy. If the issue is conflict resolution the solution is not silence. Draw the other person out by assuring that you will listen non judgmentally as you strive to understand other person's point of view.

**6. Be open to and consider all suggested alternatives.** Frequently an excellent conflict management tool is a resolution previously unconsidered. Consider as many alternatives as you reasonably can.

**7. Consider using Creative Problem solving techniques.** Review the creative problem solving techniques such as **SCAMPER** contained in Chapter Four.

## **8. Develop a course of action using SMART goals**

**SMART** goals are

**Specific** – everyone has the same understanding.

**Measurable** – everyone will know when we have met our goal.

**Achievable** – everyone will be able to accomplish their task.

**Relevant** – everyone will buy into our goal because it is relevant

**Time limited** – everyone knows the due date.

**9. Agree to a specific date for follow up and conflict check in.** This can be done twice. Once under the **SMART** goals section of number nine of the ten rules for conflict and once more some time later to that the conflict management has been successful.

**10. The role of conflict management is not to win or lose.** Conflicts are not won or lost. That is a contest! Conflicts are not contests they are something larger. They may be the search for the truth, the best alternative, or even better relationship management. All solutions are on a trial basis. “Let’s see what happens if we try to settle the issue in this way.” When you touch base during the trial, evaluate carefully how the solution is working or not working for each party. If all is well, Bravo!!! If not go back and start the process again with new facts or new insights.

# Ground rules for conflict clean up!

**1. Avoid assigning blame.** Since this was not a contest there should not be a winner nor should there be losers. Blame begins the next conflict.

**2. Don't apologize for issues, facts or events that are not your responsibility.** Apologies for events and circumstances out of our control are inappropriate. Own only those events and circumstances over which you have control.

**3. Do take responsibility for things you did or said that you regret.** Owning your mistakes and owning up to them shows maturity and is an admired trait. Assertive people acknowledge their errors and correct them when they can.

**4. Clearly state goals, responsibilities and assignments of the agreement. Use SMART Goals.**

**SMART** goals are

**Specific** – everyone has the same understanding.

**Measurable** – everyone will know when we have met our goal.

**Achievable** – everyone will be able to accomplish their task.

**Relevant** – everyone will buy into our goal because it is Relevant

**Time limited** – everyone knows the due date!

**5. If it is appropriate discuss how to avoid similar conflicts next time.** The end of this conflict is the time to defuse the next conflict. If possible avoid conflict. Our time and energy might be better spent on collaboration. Conflict uses resources that are at best limited and finite. The best conflict management is not conflict avoidance, but not having conflicts!

# Group Focus Chapter Six Session Four: Managing Anger

**Group Size:**Seminar group Seminar group—8-12 students

**Time Needed:** 45 to 60 minutes

**Physical Set up:**Circle or at a conference table

**Materials:** Overhead projector, transparency of Anger Management Choices, a story about anger igniting positive action such as the story of Martin Luther King or Rosa Parks, SCAMPER worksheet for each student, student journals

**Procedure:** Meet & Greet:  
Using “talking leather” strategy have students complete the following statement “I get angry when ...

Tell students that anger can be negative or positive energy. Use the transparency to explore the idea. Tell them that the purpose of this session will be to use creative thinking to convert anger into positive action.

Read or tell a story where anger resulted in positive action. Or find another example of anger motivating positive action.





Example: Janet wrote a grant to implement a creative idea in a local school. The project, rather original in its approach had such fine results that it was widely published. However in all the publicity there was no mention of Janet’s name or contribution. She was furious ready to disengage from the project when she thought of another idea. She would write her own article for publication. That article is one of the most cited in that particular field. If she weren’t so angry she may never have been motivated enough to author it.

Distribute Activity sheet, Forced Connections. Students draw or situation in column two. Generate ideas how the picture provide a solution for the anger situation. See sample sheet to use as a demonstration

**Follow up:** Share creative ideas with the group. Ask if any of the ideas were worth pursuing either individually or as a group.

**In Depth Learning:** Journal entry: Describe how you feel when you are angry.  
Distinguish between the idea of feeling angry and acting angry.  
Brainstorm ways to positively express anger.

**Chapter 6, session 4 – Managing anger - Sample worksheet:**

<b>Draw or cut out and paste a picture of a different common object in each box below.</b>	<b>Write the target problem in each box below.</b>	<b>Combine the two ideas to create a novel solution</b>
	My friends didn't invite me to their party	Write them a letter to tell them how I feel.  Write a letter to the editor of a teen magazine about how it feels to be left out.
	My friends didn't invite me to the party	I can use my energy to find homes for stray animals. It is a passion of mine. I could get my friends to sponsor events to raise money for the animals.
	My friends didn't invite me to the party	
	My friends didn't invite me to the party	

**Chapter 6, session 4 – Managing anger Worksheet:**

<b>Draw or cut out and paste a picture of a different common object in each box below.</b>	<b>Write the target problem in each box below.</b>	<b>Combine the two ideas to create a novel solution</b>

# Anger Management Response Chart Because Anger Just Is.

Productive Behavior	Non- Productive Behavior
Helps People or Is Positive	Hurts People or Is Negative
Political & Social action	Being moody
Competitiveness	Excessive Introversion
Correcting injustices	Insulting behavior
Passion about causes	Manipulation
Creativity & art	Violence

## Suggested Resources

*When Kids Drive Kids Crazy: How To Get Along With Your Friends And Enemies* by Eda LeShan

This wise compassionate and straightforward book can be helpful for all adolescents, The author addresses peer relationships through a multitude of anecdotes which make anger-producing situations and strategies for their resolution understandable to young readers.

*Talking with Teens about feelings, family, relationships, and the future* by Jean Sunde Peterson.

This outstanding book is designed to create meaningful discussion groups where teens can talk about issues most important to them.

Free Spirit Publishing

*Make yourself heard: Teen Power Politics* by Sara Jane Boyers “Whether old enough to vote or not young reader of Teen Power Politics will be motivated to speak up and get involved in issues that affect their lives.

The Milbrook Press



# Chapter Seven: Transitions: Easing the way

## Tara's story

### A case study: "To move or not to move..."

"What am I to do? I don't want to move. I didn't think they were serious. Everything is perfect here. "

Tara had just hung up the phone after a call from her parents who couldn't wait to share the news that they just accepted a job overseas. The family would be moving in August. Tara's father, Jim had lived overseas as a child and was thrilled that his children would have the opportunity to experience the same type of adventures as he had. Jim and his wife Lisa were sure the children would be as excited as they were. After all, they had explored the possibility with them previously.

But when Jim and Lisa shared the news with their children there was nothing but silence on the other end of the phone. Finally, Tara blurted out, "Dad, do we have to go? This is my freshman year in high school. I just can't leave my friends". She was sobbing now. "I will be on the junior varsity basketball team and on the newspaper as well. How can you do this to me? It is so unfair!!!" Tara, crying and too devastated to continue, handed the phone to her brother Evan, whose curiosity was now piqued.

"Where are we going?" he asked? "Wow!! Africa." His fifth grade enthusiasm came across the phone wires loud and clear. Questions poured forth fast and furiously. "Where is Eritrea? What can we do there? Are there elephants? Do the kids play sports? What language do they speak there? What kind of school is it?"

"Shut up!" Evan. Tara grabbed the phone. Then, after angrily declaring that she would not be going with them, she hung up the phone.

Jim and Lisa were distressed. They were surprised by Tara's reaction and had hoped the whole family would embrace the impending change. When the confused and concerned parents arrived home, Evan had already looked up the country on the internet to learn all he could about it. Tara, on the other hand, had locked herself in her room and refused to speak. After about forty-five minutes, she appeared. Her eyes red from crying, she demanded an explanation. "How can you do this to me? How can you expect me to have any kind of a social life. I like it here! Who needs to have an adventure? We will be half a world away. I am not going! "

What the family would have to come to grips with now was the difference in perception, reaction and need for change. Change is inevitable and our willingness to embrace it varies from person to person.

Evan clearly shared the excitement of his parents. But for Tara change was frightening. In this chapter we will explore the stages of making transitions that will help us get from the old to the new or from the familiar to the unknown. The stages of change may sound familiar as we have been living them even if we haven't ever thought about it.

#### **Seven Stages of Change**

1. Recognition & Reaction
2. Planning
3. Leaving the old
4. Initial excitement
5. The shock of reality
6. Settling in
7. Recognition & Reaction

No matter what kind of transition we are experiencing whether it is from changing jobs, to entering new relationships, or moving to another country we all must go through each of these stages.

## **Chapter Objectives**

Students will:

- Understand the process of change
- Recognize individual differences in learning to supporting change
- Use Creative Problem Solving to help plan for change
- Learn how to support others who may be in transition

## **Essential Information**

### **Psychology of Change**

"None of us knows what the next change is going to be, what unexpected opportunity is just around the corner, waiting to change all the tenor of our lives."

--Kathleen Norris

Life is unpredictable. Change is always just around the corner, and, in truth, change is often responsible for our personal growth. For some people, change is a desirable aspect of life. It is sought after and embraced. For others, change is not welcome. It is uncomfortable and should be avoided at all costs. . For most of us, change is a little of both of these. It may be sad because we need to leave something we enjoy or love behind. It may be fearful, because we need to face the unknown, and it is also exciting because it opens up new possibilities, adventures and relationships.

### **Stage one: Recognition and Reaction**

Recognizing that change will be occurring and noticing our reaction to it initiates the transition process. Some people recognize the need for change earlier than others. We may see the signs and notice the handwriting on the wall well ahead of others. Others of us may not recognize or react until the change is imminent. In either case, when change is apparent or sometimes obvious, we all form a reaction to the pending change. Then, we have three options. We can embrace the change, accept it somewhat passively, or reject it. The first two reactions will lead to the planning stage. However, if we reject or disagree with the change, we can become temporarily stalled. We might question the need for the change, become angry about it, feel highly stressed by the thought of it, or in some cases, experience feelings of depression. Changes like losing a job or getting a divorce can be so intimidating that short term counseling may be needed to help with acceptance of change and to the planning process.

### **Stage two: Planning**

Before we can continue the journey to the next adventure or change we will need to formulate a goal and an action plan. If it is entering a new relationship, we often discuss with our partner the goals we have for the relationships, describe our expectations, or try to be clear in our own minds what it is we are looking for. If we are looking for a new relationship we may generate alternatives about how to meet new people. When anticipating a major move, we need to think about where we will live, what we need to take with us, and what needs to be done before we can leave.

The planning stage can help to minimize and diminish fears and concerns about the unknown by identifying the concrete steps that will help us with the transition. Setting short term goals and envisioning the perfect scenario that could occur as a result of the change may help us to feel better about it.

### **Stage Three: Leaving the old and the familiar**

This is often the most difficult part of the transition process. It can be both stressful and sad to leave the familiar environments and routines or to let go of cherished keepsakes, pets, or a way of life especially when the experiences have been positive. For many the most difficult is to say goodbye to the people whom we have come to know, love, respect, and depend on. There are things we can do to reduce the effect of the separation. We may need to be sure that we have time to visit with each of those special people and to set up ways to keep in touch. Setting a date for a reunion or a phone call in the near future may reduce feelings of finality. Creating photograph collages with special memories that may be given as parting gifts can help to keep memories in the forefront to

reduce anxiety. Remembering that we are all only a phone call or e-mail away may even help to reduce the initial stress of leaving others behind.

#### **Stage Four: Initial excitement**

Whenever we start a new journey there are moments of anticipation or exhilaration. We may even experience an adrenalin rush, where we can feel the physical effects of the body's anticipation of the change. Whether we've moved to a new place, or we just start a new relationship, or we start a new job, the initial entry, while stressful, can also be positively exciting. This stage is helpful to put the past behind and embrace the excitement and newness of what is to come. Taking it all in, meeting new people, and looking at possibilities may seem exciting and sometimes even almost overwhelming. Sometimes this new period has been called the "honeymoon" period where the newness the change gives us a false sense of reality. True or false this period of initial excitement is an important bridge from the past to the future. This security and eager anticipation helps to energize us to cross over into our new situation.

#### **Initial Excitement**



**Old**

**New**

#### **Stage Five: The Shock of Reality**

However wonderful the initial excitement, when the dust settles and reality sets in we can often feel a let down. We realize that we are in a new and different place. We are not sure of the culture, the expectations, or how we will fit in. During this stage we begin to fill in the blanks. We familiarize ourselves with the routines, the environment and the people who potentially will enrich our lives if we allow it. As Spenser Johnson (1998) says in his book about dealing with change, "Who Moved My Cheese"? during the search for new endings (or cheese) we must free ourselves of the fear, envision the goal, and leave the past behind. We may need to find mentors or guides who can provide information and advice about the culture or context. . We will need to explore un traveled paths and leave ourselves open to new experiences, although some days may be difficult especially at the onset or in the beginning of the change. Taking a one day at a time philosophy, we should allow ourselves to set a specific goal for the day, focus on one positive event that occurred that day, and let go of the past. "Movement in a new direction helps you find new cheese". During this time we try to make the strange familiar by seeking out others who have our similar interests, goals, or talents. We should seek out opportunities

that pique our interests. But most important we **DO NOT EVALUATE THE NEW SITUATION FOR AT LEAST SIX MONTHS** when the final stage sets in.

### **Stage Six: Settling In**

When we reach this stage we are now living the change as a normal part of life. We feel as though we have become an accepted and valued member of the community or relationship. We can now focus on how we can contribute to the environment and to make a difference in self actualization and elevate our selves on Maslow's hierarchy of needs scale. We may even realize that what we may have been holding onto about a former life was an exaggerated illusion and not the reality of that life at all. Finally we realize that while in this situation we should take advantage of what this new change offers as the next change is just around the corner, and it all begins again!

#### **Seven Stages of Change**

1. Recognition & Reaction
2. Planning
3. Leaving the old
4. Initial excitement
5. The shock of reality
6. Settling in
7. Recognition & Reaction

## **The Personalities of Change**

While we pass through a series of stages as we transition from old situations to new, the reaction and individual ease with which that happens varies greatly. Why did Evan embrace the change while Tara resisted? You may have guessed by now that it often has to do with their personality prototype.

Evan has a strong Talent for Innovation. Often his primary motivator is risk taking and adventuring. Of course he would look forward to this type of upcoming change. On the other hand, Tara's strongest talent prototype is in Human Relations. Leaving her friends was causing her high levels of stress. She will need to be assured of ways she can stay in touch with her friends. Her parents will have to explore and support her with ways to make new friends, and to maintain her existing friends. They might find her a pen pal in the new school to start an e-mail friendship. Thus when she arrives in her new home in Africa she will already have an existing friend. Each personality prototype style has an attitude about change, how they can contribute to the change process and what kind of support they will need during transitions. Consider the following four charts and notice the patterns. Consider how this applies to your personality prototype!

## The Many Personalities of Change!

<b>Talent for Management: Champion for Pragmatism</b> <b>Generally cautious about change!</b>			
How we view change.	What support we require during transitions.	How we help during transitions.	How we can hinder the process.
<p>Generally opposed to change.</p> <p>"If it ain't broke, don't fix it!"</p>	<p>Proof of the need.</p> <p>Understanding the efficacy of the recommendations. Schedule for the transition.</p> <p>Need all the details worked out ahead of time.</p> <p>Need to proceed slowly.</p>	<p>We can organize things during the transition</p> <p>We can keep records and receipts.</p> <p>We will follow through.</p> <p>.</p>	<p>Perfectionism.</p> <p>Over committing.</p> <p>We can get confused if we are presented with too many options.</p>

<b>Talent for Scholarship: Seeker of knowledge</b> <b>Change is okay under the right circumstances</b>			
How we view change.	What support we require during transitions.	How we help during transitions.	How we can hinder the process.
<p>Will support change if there is a logical reason for it.</p> <p>If people have researched it first and found good reasons for it, we will support it. So we often say things like "Yes, but...."</p>	<p>Carefully researched plans that are logical.</p> <p>We need to be provided with the big picture. What is the vision at the end of the tunnel?</p> <p>We need to understand the benefits of the change and how the change will help us grow intellectually?</p>	<p>We will research the aspects of the change like finding facts about the new location.</p> <p>We can evaluate plans objectively.</p> <p>We will be able to share the big picture.</p> <p>Act as the voice of reason. if others are upset or arguing.</p>	<p>We can become bossy and act like we know it all.</p> <p>We can make sarcastic comments we are feeling overwhelmed.</p> <p>We may become disinterested especially about mundane matters.</p>

## The Many Personalities of Change!

<b>Talent for Human Relations, Master of Harmony</b> <b>Enjoy change especially if we are all in it together</b>			
<b>How we view change.</b>	<b>What support we require during transitions.</b>	<b>How we help during transitions.</b>	<b>How we can hinder the process.</b>
<p>Enjoy Change, but only when it feels right.</p> <p>“I have a gut feeling about this”</p>	<p>People to support us.</p> <p>We need to be assured that our friends will be included or involved in someway.</p> <p>We need to feel included in the decision-making.</p>	<p>We can act as a cheerleader.</p> <p>We can take the pulse of others around us to see how they are feeling about the change.</p> <p>We can provide a hug when needed.</p>	<p>We might protect others from responsibility,</p> <p>If we are sad or overwhelmed we can appear unfocused.</p> <p>We might not attend to the schedule or detailed directions.</p> <p>We must learn to be “in the box” thinker.</p>

<b>Talent for Innovation, Flair for Adventure</b> <b>Lovers of change</b>			
<b>How we view change.</b>	<b>What support we require during transitions.</b>	<b>How we help during transitions.</b>	<b>How we can hinder the process.</b>
<p>Change is necessary. We love the process."</p> <p>“Go for it.”</p>	<p>We need to have some choice in the process..</p> <p>Don’t bother use with details.</p> <p>We need to have fun or see opportunities for fun in the process.</p>	<p>We can come up with the most creative solutions and be very convincing if necessary..</p> <p>We have lots of charisma and a great sense of humor to help with the process.</p>	<p>Be careful, we can exploit others if stressed.</p> <p>We can be unpredictable and take risks.</p> <p>We don’t take no for an answer and can sidestep rules.</p>

## Using Creative Problems Solving to help with Transitions

In Chapter 2 we introduced Creative Problem Solving (CPS) as a strategy for dealing with stress. We feel it is particularly appropriate for use in helping with the transition process. Change and transitions can be situations which may be fearful, require significant planning, and may be in need of new and original solutions. As you may recall, CPS offers a logical approach for transforming fuzzy ideas and uncomfortable situations into well-thought out solutions for the problem at hand. Tara's family used this approach at a family meeting to help Tara sort out her feelings and eventually help Tara feel good about the transition.

Before we describe Tara's use of the process, review the steps to CPS in the box below.

### **The Six Steps to Creative Problem Solving**

1. Mess finding
2. Fact Finding
3. Problem Finding
4. Idea Finding
5. Solution Finding
6. Acceptance Finding.

### **1. Mess Finding**

"I'm in a mess. I think I have a problem. My parents want to take me out of school and move to Asmara, Eritrea, in Africa. I don't want to go." For those of you who are wondering, Asmara, Eritrea is located in the horn of Africa, on the east side of Africa near the Red Sea!

### **2. Fact Finding**

A problem cannot be solved until you are sure of what the issue really is. Thus, the next step needed is getting all the facts. Appropriately, this step is called Fact Finding. It involves making a list of what you already know about the problem or situation and what information you still need to know. Asking the "5 Ws" will help you find more facts Parnes (1981) suggests asking the following questions.

- Who is or should be involved
- What is or is not happening?
- When will this occur?
- Where ?



- Why does this need to happen?
- How will it occur?

Tara generated these ideas:

- The whole family will be there
- We will be leaving in the summer.
- We are going for a two years
- I will be going to a school with other students who are living outside of their native or home country
- The classes are small
- My family would like us to have an adventure together
- I will need to leave my friends behind
- I will miss the many neat social activities at my high school
- We need to give away our family dog
- Africa is a neat place that I have always wondered about going to visit.
- We won't have some of the luxuries we have here at home in the U.S.

### 3. Problem Finding

Seeking out facts will enable you to tease out the real problem that is causing the stress or angst. Problem Finding. At this stage we should be looking for alternate problem statements that target the issue and provide multiple solutions. It is helpful to begin by generating these statements by using the phrase “in what ways might I (or we)

**IWWMI....**

Tara thought these best expressed her issues.:

- **IWWMI** enjoy the adventure and stay in touch with my friends?
- **IWWMI** use the next two years to learn and grow?
- **IWWMI** convince my parents to let me stay home?

Which of these statements really reflects the issue best. Can we combine them?

Tara decided it was the first question and decided to work with that possible problem.

**IWWMI** enjoy the adventure and stay in touch with my friends?

### 4. Idea Finding

Once the problem is clearly stated as a question, we enter the stage called Idea Finding. In this stage we brainstorm to come up with as many ideas as possible. The use of familiar tools like visualization, SCAMPER and other brainstorming tools may be helpful here. (see Chapter 4)

Sara thought about these ideas. Evan and her parents added some ideas as well.

**IWWMI** enjoy the adventure and stay in touch with my friends?

- Get a guide for Eastern Africa to locate the adventure possibilities.
- Make sure there is e-mail access to get in touch with friends.
- Find out who else will be at the school and start corresponding now.
- Select a friend from home and start double entry journals to vicariously experience the adventure of each other.
- Get a digital camera to share adventures by email.
- Plan a vacation at home in the summer with a special friend from both Africa and from my home settings.
- Send a message to your friends when they are having a special event to be read to let them know you are there in spirit.
- Try to focus on the new adventure for the first three months and not make a judgment about how I am feeling..

### **5. Solution Finding**

At this stage we choose four or five of the suggestions that appeal to us. Sometimes you might want to combine some. Use the matrix that follows to list these ideas. Then generate the criteria by which you will evaluate the ideas.

Some criteria that you might include:

- Is this idea possible?
- Is it reasonable in terms of cost?
- Will it solve the problem?
- Will it take too much time?

You can evaluate each idea on a scale of 1-5 where 1 is negative and 5 positive. Or rate each idea according to Good , Fair, of Poor on each of the selected criteria. Once you have assigned the ratings decide on an action plan. Which ideas you will put into action now, discard, or hold until later.

### **6. Acceptance Finding**

Once we have decided on which idea we are going to implement, we are ready for the final phase called Acceptance Finding. This phase is really an action plan. It states the goal, breaks down the plan into steps, identifies resources you might need, and sets a deadline. Once this timeline is established you are on your way to implementing your creative solutions to alleviate what was causing you stress.

Tara rated her ideas and decided to arrange to ask her friend at home to keep the double entry journal and to also find a pen pal in her new school in Africa so she could learn about the school and to have a new friend before she actually arrived!

Finally, Tara created an action plan like the one shown below to help her accomplish her creative plan.

**Action Plan: - Deadline May 4**

**“Make new friends but keep the old ones too!”**

<b>Task</b>	<b>Date</b>	<b>Parties involved</b>
I will ask Debby to be my journal partner tomorrow to do a double entry journal to keep me and my other friends up to date.	April 21	Me
We will set up a file on the internet for the double entry journal.	April 22	Debby, Dad, and me
I will check e-mail accessibility in my new school.	April 23	Dad and the Director of the new school
I will write to director of the new school to get a pen pal	May 1	Me
I will begin correspondence	May 4	Me

# Group Focus Chapter Seven

## Session One: Describing Transitions

**Group Size:**Seminar group Seminar group—8-12 students

**Time Needed:** 45 to 60 minutes

**Physical Set up:**Circle or at a conference table

**Materials:** Case study of Tara handout for everyone, flip chart, markers, computer program with graphics, student journals.

**Procedure:** Meet & Greet:  
Using “sound ball strategy”. Have students in circle throw a word describing how they might feel when they learn that they need to move. Student catches the thrown emotion and then throws their own to another class member.

Introduce the session by stating the goal:  
To learn how to manage transitions.

Distribute the case study of Tara. Have students read it and then discuss their own stories of transition.

Have students brainstorm **benefits** of change and **challenges** of change. Record their responses on chart paper headed using two columns. Allow for discussion to focus on the question “ Do the benefits out weigh the challenges?”

Have students identify ten strategies that they have found to be effective when making a transition. Develop them into a pamphlet to help others with change.

**Follow up:** Collect stories of transitions from peers. Consider publishing an article with stories of success.

**In Depth Learning:** Journal entry: Describe your last move or major transition make special note of how you felt when you learned about the transition. Compare your reaction to those of Tara and Evan.

## **Tara's story**

### **A case study: "To move or not to move..."**

"What am I to do? I don't want to move. I didn't think they were serious. Everything is perfect here. "

Tara had just hung up the phone after a call from her parents who couldn't wait to share the news that they just accepted a job overseas. The family would be moving in August. Tara's father, Jim had lived overseas as a child and was thrilled that his children would have the opportunity to experience the same type of adventures as he had. Jim and his wife Lisa were sure the children would be as excited as they were. After all, they had explored the possibility with them previously.

But when Jim and Lisa shared the news with their children there was nothing but silence on the other end of the phone. Finally, Tara blurted out, "Dad, do we have to go? This is my freshman year in high school. I just can't leave my friends". She was sobbing now. "I will be on the junior varsity basketball team and on the newspaper as well. How can you do this to me? It is so unfair!!!" Tara, crying and too devastated to continue, handed the phone to her brother Evan, whose curiosity was now piqued.

"Where are we going?" he asked? "Wow!! Africa." His fifth grade enthusiasm came across the phone wires loud and clear. Questions poured forth fast and furiously. "Where is Eritrea? What can we do there? Are there elephants? Do the kids play sports? What language do they speak there? What kind of school is it?"

"Shut up!" Evan. Tara grabbed the phone. Then, after angrily declaring that she would not be going with them, she hung up the phone.

Jim and Lisa were distressed. They were surprised by Tara's reaction and had hoped the whole family would embrace the impending change. When the confused and concerned parents arrived home, Evan had already looked up the country on the internet to learn all he could about it. Tara, on the other hand, had locked herself in her room and refused to speak. After about forty-five minutes, she appeared. Her eyes red from crying, she demanded an explanation. "How can you do this to me? How can you expect me to have any kind of a social life. I like it here! Who needs to have an adventure? We will be half a world away. I am not going! "

What the family would have to come to grips with now was the difference in perception, reaction and need for change. Change is inevitable and our willingness to embrace it varies from person to person.

Evan clearly shared the excitement of his parents. But for Tara change was frightening.

# Group Focus Chapter Seven

## Session Two: Stages of Transition

**Group Size:**Seminar group Seminar group—8-12 students

**Time Needed:** 45 to 60 minutes

**Physical Set up:**Circle or at a conference table

**Materials:** One copy of the book Who Moved My Cheese by Spencer Johnson.  
Handout of Stages of Transitions, drawing paper and markers

**Procedure:** Meet & Greet:  
Review journal entries by asking students to share their discussion of how they related to Evan's and Tara's reactions to change.

Inform students that today's session will focus on one's role in the change process and the stages of transition.

Read Who Moved My Cheese to the students. Have them identify key issues in the change process as illustrated by the four characters. Ask them if they can relate to the characters and their response to change. Discuss.

Distribute Stages of Transition handout. Discuss each stage. Have students discuss their experiences at each stage. Have them generate a cartoon or poem illustrating one of the six stages.

**Follow up:** Share cartoons or poems.

**In Depth Learning:** Journal entry: Describe what kind of support you need for each stage of the transition process.

# **Group Focus Chapter Seven**

## **Session Two: Stages of Transition Handout**

### **STAGES OF TRANSITION**

#### **Stage one: Recognition and Reaction**

Recognizing that change will be occurring and noticing our reaction to it initiates the transition process. Some people recognize the need for change earlier than others. We may see the signs and notice the handwriting on the wall well ahead of others. Others of us may not recognize or react until the change is imminent. In either case, when change is apparent or sometimes obvious, we all form a reaction to the pending change. Then, we have three options. We can embrace the change, accept it somewhat passively, or reject it. The first two reactions will lead to the planning stage. However, if we reject or disagree with the change, we can become temporarily stalled. We might question the need for the change, become angry about it, feel highly stressed by the thought of it, or in some cases, experience feelings of depression. Changes like losing a job or getting a divorce can be so intimidating that short term counseling may be needed to help with acceptance of change and to the planning process.

#### **Stage two: Planning**

Before we can continue the journey to the next adventure or change we will need to formulate a goal and an action plan. If it is entering a new relationship, we often discuss with our partner the goals we have for the relationships, describe our expectations, or try to be clear in our own minds what it is we are looking for. If we are looking for a new relationship we may generate alternatives about how to meet new people. When anticipating a major move, we need to think about where we will live, what we need to take with us, and what needs to be done before we can leave.

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be given as parting gifts can help to keep memories in the forefront to reduce anxiety. Remembering that we are all only a phone call or e-mail away may even help to reduce the initial stress of leaving others behind.

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#### **Initial Excitement**



**Old**

**New**

#### **Stage Five: The Shock of Reality**

However wonderful the initial excitement, when the dust settles and reality sets in we can often feel a let down. We realize that we are in a new and different place. We are not sure of the culture, the expectations, or how we will fit in. During this stage we begin to fill in the blanks. We familiarize ourselves with the routines, the environment and the people who potentially will enrich our lives if we allow it. As Spenser Johnson (1998) says in his book about dealing with change, "Who Moved My Cheese"? during the search for new endings (or cheese) we must free ourselves of the fear, envision the goal, and leave the past behind. We may need to find mentors or guides who can provide information and advice about the culture or context. . We will need to explore untraveled paths and leave ourselves open to new experiences, although some days may be difficult especially at the onset or in the beginning of the change. Taking a one day at a time philosophy, we should allow ourselves to set a specific goal for the day, focus on one positive event that occurred that day, and let go of the past. "Movement in a new direction



helps you find new cheese”. During this time we try to make the strange familiar by seeking out others who have our similar interests, goals, or talents. We should seek out opportunities that pique our interests. But most important we **DO NOT EVALUATE THE NEW SITUATION FOR AT LEAST SIX MONTHS** when the final stage sets in.

### **Stage Six: Settling In**

When we reach this stage we are now living the change as a normal part of life. We feel as though we have become an accepted and valued member of the community or relationship. We can now focus on how we can contribute to the environment and to make a difference in self actualization and elevate our selves on Maslow’s hierarchy of needs scale. We may even realize that what we may have been holding onto about a former life was an exaggerated illusion and not the reality of that life at all. Finally we realize that while in this situation we should take advantage of what this new change offers as the next change is just around the corner, and it all begins again!

# Group Focus Chapter Seven

## Session Three: Supporting Transitions

**Group Size:**Seminar group Seminar group—8-12 students

**Time Needed:** 45 to 60 minutes

**Physical Set up:**Circle or at a conference table

**Materials:** Overhead projector, Handout and transparency of the Personalities of Change matrices, Activity Sheet  
Student journals

**Procedure:** Meet & Greet:  
Share journal entry from previous session relating to support needed during transitions.

Record student responses and inform students that their personalities influence the kind of support they will need during the change process. Have students analyze their responses according to the prototype matrices. Discuss whether the matrices reflect their needs according to their talent prototype.

Tell the students that they are they have been chosen to be members of the Ambassadors Club in school. The charge for the committee is to find ways to support change for those who will be leaving the school and those who will be arriving.

Distribute the activity sheet, “Different Strokes for Different Folks” and have students work in pairs. They must first decide which of the strategies listed align to transition needs according to prototype. Then add additional ideas until all types of needs are met.

**Follow up:** Share ideas and discuss any insights gained during activity

**In Depth Learning:** Journal entry: Do you think there should by a student Ambassador’s Committee in your school. Why or why not.

## Group Focus Chapter Seven Session Three: The Many Personalities of Change!

Talent for Management: Champion for Pragmatism <b>Generally cautious about change!</b>			
How we view change.	What support we require during transitions.	How we help during transitions.	How we can hinder the process.
<p>Generally opposed to change.</p> <p>"If it ain't broke, don't fix it!"</p>	<p>Proof of the need.</p> <p>Understanding the efficacy of the recommendations.</p> <p>Schedule for the transition.</p> <p>Need all the details worked out ahead of time.</p> <p>Need to proceed slowly.</p>	<p>We can organize things during the transition</p> <p>We can keep records and receipts.</p> <p>We will follow through.</p>	<p>Perfectionism.</p> <p>Over committing.</p> <p>We can get confused if we are presented with too many options.</p>

Talent for Scholarship: Seeker of knowledge Change is okay under the right circumstances			
How we view change.	What support we require during transitions.	How we help during transitions.	How we can hinder the process.
<p>Will support change if there is a logical reason for it.</p> <p>If people have researched it first and found good reasons for it, we will support it.</p> <p>So we often say things like "Yes, but...."</p>	<p>Carefully researched plans that are logical.</p> <p>We need to be provided with the big picture. What is the vision at the end of the tunnel?</p> <p>We need to understand the benefits of the change and how the change will help us</p>	<p>We will research the aspects of the change like finding facts about the new location.</p> <p>We can evaluate plans objectively.</p> <p>We will be able to share the big picture.</p> <p>Act as the voice of reason. if others are</p>	<p>We can become bossy and act like we know it all.</p> <p>We can make sarcastic comments we are feeling overwhelmed.</p> <p>We may become disinterested especially about mundane matters.</p>

	grow intellectually?	are upset or arguing.	
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## The Many Personalities of Change!

### Talent for Human Relations, Master of Harmony

Enjoy change especially if we are all in it together

How we view change.	What support we require during transitions.	How we help during transitions.	How we can hinder the process.
<p>Enjoy Change, but only when it feels right.</p> <p>“I have a gut feeling about this”</p>	<p>People to support us.</p> <p>We need to be assured that our friends will be included or involved in someway.</p> <p>We need to feel included in the decision-making.</p>	<p>We can act as a cheerleader.</p> <p>We can take the pulse of others around us to see how they are feeling about the change.</p> <p>We can provide a hug when needed.</p>	<p>We might protect others from responsibility,</p> <p>If we are sad or overwhelmed we can appear unfocused.</p> <p>We might not attend to the schedule or detailed directions.</p> <p>We must learn to be “in the box” thinker.</p>

### Talent for Innovation, Flair for Adventure

Lovers of change

How we view change.	What support we require during transitions.	How we help during transitions.	How we can hinder the process.
<p>Change is necessary. We love the process."</p> <p>“Go for it.”</p>	<p>We need to have some choice in the process..</p> <p>Don't bother use with details.</p> <p>We need to have fun or see opportunities for fun in the process.</p>	<p>We can come up with the most creative solutions and be very convincing if necessary..</p> <p>We have lots of charisma and a great sense of humor to help with the process.</p>	<p>Be careful, we can exploit others if stressed.</p> <p>We can be unpredictable and take risks.</p> <p>We don't take no for an answer and can sidestep rules.</p>

# Group Focus Chapter Seven Session Three:

## Different Strokes for Different Folks Activity Sheet

### Different Strokes for Different Folks: A Table of Possibilities

Strategy	Talent for Management	Talent for Scholarship	Talent for Human Relations	Talent for Innovation
Websites available for international schools within the region				
Before I leave to do list				
School memory boxes				
Column in the school newspaper for "foreign correspondents I.e.: former students who wish to stay in touch.				
Creating a list for the region of where seniors will be attending university so they can get discover othes attending the same institution				
Welcome committee and peer mentor program				

# Group Focus Chapter Seven

## Session Four: CPS for Action Planning

**Group Size:**Seminar group Seminar group—8-12 students

**Time Needed:** two 45 to 60 minutes

**Physical Set up:**Circle or at a conference table

**Materials:** Flip chart, markers, handout on CPS, Activity Sheet- CPS, student journals.

**Procedure:** Meet & Greet:  
Using “talking leather” strategy address the question, transitions are positive when ...

Introduce session by stating the goal:  
To create a support system for students in transition.

Distribute CPS handout and discuss the steps.

Review Tara’s procedure.  
Divide group into teams of three and distribute the Activity Sheet.

Each triad of students is to deal with the MESS—  
“Students in support of Transitions: What can we do.”

Go through the process to develop a plan.

**Follow up:**Share team plans. Decide if any should be implemented.

**In Depth Learning:** JUST DO IT!!!

# Focus Groups

## Group Focus Chapter Seven

### Session Four: CPS for Action Planning Handout

#### The Six Steps to Creative Problem Solving

1. Mess finding
2. Fact Finding
3. Problem Finding
4. Idea Finding
5. Solution Finding
6. Acceptance Finding.

#### 1. Mess Finding

"I'm in a mess. I think I have a problem. My parents want to take me out of school and move to Asmara, Eritrea, in Africa. I don't want to go." For those of you who are wondering, Asmara, Eritrea is located in the horn of Africa, on the east side of Africa near the Red Sea!

#### 2. Fact Finding

A problem cannot be solved until you are sure of what the issue really is. Thus, the next step needed is getting all the facts. Appropriately, this step is called Fact Finding. It involves making a list of what you already know about the problem or situation and what information you still need to know. Asking the "5 Ws" will help you find more facts

Parnes (1981) suggests asking the following questions.

- Who is or should be involved
- What is or is not happening?
- When will this occur?
- Where ?
- Why does this need to happen?
- How will it occur?

Tara generated these ideas:

- The whole family will be there
- We will be leaving in the summer.
- We are going for a two years

- I will be going to a school with other students who are living outside of their native or home country
- The classes are small
- My family would like us to have an adventure together
- I will need to leave my friends behind
- I will miss the many neat social activities at my high school
- We need to give away our family dog
- Africa is a neat place that I have always wondered about going to visit.
- We won't have some of the luxuries we have here at home in the U.S.

### 3. Problem Finding

Seeking out facts will enable you to tease out the real problem that is causing the stress or angst. Problem Finding. At this stage we should be looking for alternate problem statements that target the issue and provide multiple solutions. It is helpful to begin by generating these statements by using the phrase "in what ways might I (or we)

**IWWMI**....

Tara thought these best expressed her issues.:

- **IWWMI** enjoy the adventure and stay in touch with my friends?
- **IWWMI** use the next two years to learn and grow?
- **IWWMI** convince my parents to let me stay home?

Which of these statements really reflects the issue best. Can we combine them?

Tara decided it was the first question and decided to work with that possible problem.

**IWWMI** enjoy the adventure and stay in touch with my friends?

### 4. Idea Finding

Once the problem is clearly stated as a question, we enter the stage called Idea Finding. In this stage we brainstorm to come up with as many ideas as possible. The use of familiar tools like visualization, SCAMPER and other brainstorming tools may be helpful here. (see Chapter 4)

Sara thought about these ideas. Evan and her parents added some ideas as well.



**IWWMI** enjoy the adventure and stay in touch with my friends?

- Get a guide for Eastern Africa to locate the adventure possibilities.
- Make sure there is e-mail access to get in touch with friends.
- Find out who else will be at the school and start corresponding now.
- Select a friend from home and start double entry journals to vicariously experience the adventure of each other.
- Get a digital camera to share adventures by email.
- Plan a vacation at home in the summer with a special friend from both Africa and from my home settings.
- Send a message to your friends when they are having a special event to be read to let them know you are there in spirit.
- Try to focus on the new adventure for the first three months and not make a judgment about how I am feeling.

## **5. Solution Finding**

At this stage we choose four or five of the suggestions that appeal to us. Sometimes you might want to combine some. Use the matrix that follows to list these ideas. Then generate the criteria by which you will evaluate the ideas.

Some criteria that you might include:

- Is this idea possible?
- Is it reasonable in terms of cost?
- Will it solve the problem?
- Will it take too much time?

You can evaluate each idea on a scale of 1-5 where 1 is negative and 5 positive. Or rate each idea according to Good, Fair, or Poor on each of the selected criteria. Once you have assigned the ratings decide on an action plan. Which ideas you will put into action now, discard, or hold until later.

## **6. Acceptance Finding**

Once we have decided on which idea we are going to implement, we are ready for the final phase called Acceptance Finding. This phase is really an action plan. It states the goal, breaks down the plan into steps, identifies resources you might need, and sets a deadline. Once this timeline is established you are on your way to implementing your creative solutions to alleviate what was causing you stress.

Tara rated her ideas and decided to arrange to ask her friend at home to keep the double entry journal and to also find a pen pal in her new school in Africa so she could learn about the school and to have a new friend before she actually arrived!

Finally, Tara created an action plan like the one shown below to help her accomplish her creative plan.

**Action Plan: - Deadline May 4**

**“Make new friends but keep the old ones too!”**

<b>Task</b>	<b>Date</b>	<b>Parties involved</b>
I will ask Debby to be my journal partner tomorrow to do a double entry journal to keep me and my other friends up to date.	April 21	Me
We will set up a file on the internet for the double entry journal.	April 22	Debby, Dad, and me
I will check e-mail accessibility in my new school.	April 23	Dad and the Director of the new school
I will write to director of the new school to get a pen pal	May 1	Me
I will begin correspondence	May 4	Me

## **General Problem:**

**Fact-finding:** What do I know about the problem? What are some important facts?

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**Problem-finding:** think of different ways the problem could be defined. Ask “What is the REAL problem?” Begin each statement with:  
“In What Ways Might We... **IWWMW**...”

**IWWMW...**

**IWWMW...**

**IWWMW...**

**Idea-finding:** Use your wildest imagination to think of ideas and clever solutions

Idea 1:

Idea 2:

Idea 3:

Idea 4:

**Solution-finding: Pick two or three of the ideas that most stand out?**  
**Use the matrix on the next page to evaluate them.**

Criteria 1:

Criteria 2:

Criteria 3:

Criteria 4:

Evaluation Matrix												
Options	Criteria								<u>Keep</u>	Stop	Start	

**Acceptance finding:** Choose an idea and create an action plan.

Remember to use **SMART** goals.

**Action Plan: - Deadline** \_\_\_\_\_

**Idea statement** \_\_\_\_\_

Task	Date	Parties involved

## Suggested Resources

*CPS for Teens* by Patricia Elwell, Prufrock Press This book features activities that broaden teen students' understanding of the problem solving process and how to apply it to real world issues.

*Third Culture Kids* by David Pollock and Ruth Ban Rosen is a well written and powerful book about children growing up outside of their own culture. The insights are sound and research based; the advice is practical and has far reaching potential. Rich with personal stories, this book offers a richness of understanding. Included in the book is a chapter on transitions.

*Strangers at Home: Essays on the Effects of Living Overseas and Coming "home" to a Strange Land* by Carolyn D. Smith (Editor)

This book is a rich source of advice for people who pursue internationally mobile lifestyles. It offers stories and vignettes descriptive of issues and benefits of living overseas.

*Traveling Childhood: Readings for Internationally Mobile Parents and Children* by Karen McCluskey (Editor). Through case studies this book tries to present the emotions, difficulties and the joys of parenting internationally. A passionate and emotional experience as parents children and educators share their insights.

## About the Authors

**Henry J. Nicols, M.S.** is a former high school Social Studies teacher, Military Police Officer, Police Officer, Hostage Negotiator, Police Chief, Director of Security, Director of Management Training and Corporate Development, for a healthcare network in upstate New York, USA. He received a B.A. degree in Secondary Education from the State University College in Oneonta, NY, and earned his M. S. degree in Creative Studies from the State University College in Buffalo, New York.

Hank is an educational consultant for the Center for Talent Development, in New Rochelle, New York, USA and an adjunct professor at the College of New Rochelle and State University of New York College at Buffalo where he teaches courses on emotional intelligence and fostering student self-regulation. He consults both nationally and internationally on topics such as stress management, communications, time management, ethics and violence prevention and intervention as well as crisis management.

Hank is a founding member and past President of the Delaware Otsego Critical Incident Stress Debriefing Team serving emergency responders, police and fire officers in New York State.

Hank is a co-director of the International Center for Talent Development a consulting organization that specializes in presenting workshops, educational programs, keynote presentations and seminars around the world. Additional information is available at [internationalcenterfortalentdevelopment.com](http://internationalcenterfortalentdevelopment.com)

Hank is a founder and director of the Henry Nicols Foundation, a not for profit AIDS education & support group named for his son Henry.

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**Susan Baum, Ph.D.** is a professor at the College of New Rochelle where she teaches graduate courses in elementary education and the education of gifted and talented students. She received a BS degree in elementary and special education from Syracuse University and a M. A. degree in learning disabilities from Montclair State College. She earned doctorate at the University of Connecticut in the education of gifted and talented. Dr. Baum has had over 30 years experience in the public schools as a classroom teacher, special education teacher, teacher of the gifted, learning disabilities specialist and an educational consultant.

Susan's professional activities include consulting both nationally and internationally, writing and researching in many areas of education including, differentiated curriculum and instruction, emotional needs of children, gifted education, gifted learning disabled students, primary-aged gifted youngsters, gifted underachieving students, and economically disadvantaged students. Recently her focus has been using talent development with all students. She has had many publications in these areas including the following books: *Creativity 1,2,3*; *Chi square, pie charts and me*; and *To be gifted and learning disabled: From identification to practical intervention strategies*. She is co-editor and author of several chapters in a new book entitled *Nurturing the gifts and talents of primary grade students* and is one of three authors who has just completed a book, *Multiple Intelligences in the Elementary Classroom: Pathways to thoughtful practice*, in collaboration with Howard Gardner.

Susan serves on the Board of Directors of the National Association for Gifted Students and is the current secretary for the organization. In addition, she is the past president and founder of the Association for the Education of Gifted Underachieving Students (AEGUS).

Susan is a co-director of the International Center for Talent Development a consulting organization that specializes in presenting workshops, educational programs, keynote presentations and seminars around the world. Additional information is available at [internationalcenterfortalentdevelopment.com](http://internationalcenterfortalentdevelopment.com)

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## Conclusion

As you may remember the idea for this book originated because we (the authors) were concerned about the quality of life of teenagers. We hope that this book and the lessons and exercises contained here in will help make those teenage years a little less stressful time and that we may help those same adolescents to better establish their personal identities.

As we ask the children of today and the leaders of the future to make decisions that may have a profound effect on their lives and ultimately ours we hope that in some small measure the lessons contained in this book will have helped the adults who influence the children of today to better make those decisions and to learn to better manage and resolve the conflict in their lives and the conflict yet to come in all of our lives.

It is because we care about the future and want what is best for our children and our selves that we offer these observations. We hope that these lessons will help you to stay in **S.T.E.P.P.** allowing yourself and the children in your life a better life, lived with your own Strengths, Talents, Ethics and Values, Personality and Passions. May you have less stress, better communications, better relationships, easier transitions and less and better managed conflicts.

We are counting on you to teach them and on them to deliver!

Hank Nicols & Susan Baum