Parenting 101

**Two people sitting at a desk

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Tools to Raise

A Healthy Teenager

**A picture containing sky, person, people, posing

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**By Robert Knapick, PhD**

A blackboard with writing on it

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By Dr. Robert Knapick

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# **Preface**

**Create a Foundation!**

Help… I lost the manual on how to raise a child! Children are difficult to understand and raise to adulthood because they are dynamic (always in a state of change) and not static (non-changing and predictable). I always tell parents that raising children is like herding cats. Every time you think you have control over your children, a new problem comes up. Most parents are playing catch up and find themselves putting out fires. Would it not be nice be ahead of the curve with answers be available before the problem come up? This book is designed to help parents make strategic decisions and choices that will provide a clear direction for their child to follow. This book attempts to provide a standard for raising children. One of the basic principles to establishing a base is to make sure that a parent understands Right and Wrong. This means that there are laws, rules, principles and beliefs that a child needs to follow. This book utilizes United States of America constitutional beliefs and laws, Jedeo-Christian foundational beliefs and the basics of right and wrong. I have chosen principles because they represent a standard of equality and personal growth with a solid core of value and beliefs. For me my moral compass is: “Love God, Love Yourself and Love Others.”. Children need a sense of right a wrong and this needs to come from the parents and not the playground.

From 1990 to 1999 I had a private school for students who were expelled from public and private schools. For 10 years, I was able to shape and form the lives of my students who had fallen through the cracks. The students were given guidance and directions to creating their future. Rules were kept simple, students were able to experience success and failure, mentors were used to provide direction and students learned how to be self-disciplined. In the end, all of the students who graduated from my school went on to higher education to become EMT’s, nurses, aero-space engineers, medical doctors, computer programmers, game developers, oceanographers, and much more. The school allowed students to govern and make rules, off campus activities were used to expose students to potential careers and much more. The curriculum was self-paced and provided many of the students with the ability to graduate early, because the traditional education program did not challenge them. I use several of my motivation techniques for change in this book on parenting.

Parents also need to be consistent, firm and direct. Children are looking for direction and need the parent to be the director in their life. This means that parents need to have a foundation to work from. As a parent you need to establish a moral compass to live by and guide your child. Without a firm base, the child will use the playground, social media and the television to establish their rules to live by and this is a bad thing. Since 1999, I have been working on Emergency Rooms dealing with mental health issues like depression, anxiety and suicidal/ homicidal ideations. Most of these patients are children between the ages 5 to 18. Since 2018, I have seen an increase in the correlation between cell phone issues and suicidal/homicidal attempts. And during the Covid19 Crisis. Due to the fact that children were not able to go to their go to’s to deal with stress. Meaning meet friends, go to the mall, go to to a friend’s house, go to school or see people without a bandit mask. The result was a sky rocking amount of suicide cases in the emergency room. When I would ask them why they drank bleach, tried to hang themselves or overdose, the answer would be… “I don’t know!”

Teens and children do not have the skill set to deal with pressures and stress and it is the parent’s job to make sure they have coping and survival skills necessary to avoid depression and panic attacks. The result was an increase in suicide attempts and aggressive outbursts towards parents and authority figures.

As a parent, it is your responsibility to set boundaries and establish effective coping skills to prevent negative influences on your child and research social skills necessary to help children to develop effective coping skills. I hope this book will assist you in the dauting and formidable task.

# **CHAPTER I**

# **A Guide for Direction**

Do you want a wise child who can make good choices in life and has self-control to deal with problems and temptations? As I tell all my patients, “All your parents want in your life is that you are alive, in good health, have no mental or physical problems that will hold you back from being successful in life. This means no physical addictions to drugs, no incurable diseases, criminal records or legal issues preventing you from securing your dream job and the mental ability to make good choices and the ability to practice common sense. To assist in providing you with the knowledge on how to raise your children, this book utilizes basic core beliefs and rules found in the Bible, on some of the first television shows about parents raising children and over 40 years’ experience working with families who have children with drug, school, violence, legal and metal health problems

# **What is your belief about Discipline?**

Every parent has a philosophy of child discipline governing what he or she does or does not do in relation to his or her child. It may be conscious or unconscious, but it still operates. Many child raising techniques are a result of experience and knowledge. Generally, a parent either disciplines like his or her parents disciplined him or her or reacts to his parents' style and uses an opposite approach. It is important that you understand what your philosophy of discipline is.

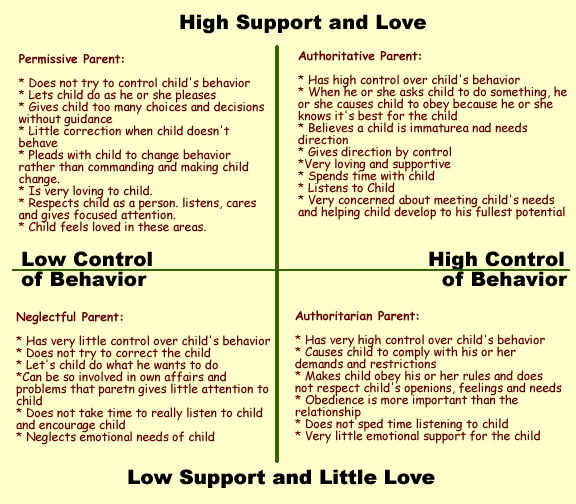
There are four general styles of discipline that parents can use. These four styles of discipline are based on two crucial factors:

**Control-** The amount of control the parents have over their child's behavior

**Loving Support-** The amount of loving support the parent gives to the child.

The Chart below has two lines. The vertical lines represent the amount of love and support that is given to the child. The horizontal line represents the amount of control the parent has over the child's behavior. Read over the various combinations of control and loving support. Which of the four possible styles represents your parenting style?

* Authoritative
* Neglectful
* Authoritarian
* Permissive



**The Authoritative Parent**

This book is designed to help you be an authoritative parent. To be an authoritative parent you must be a firm, effective disciplinarian and have high control over your child's behavior. But you must also be extremely loving and supportive to your children at the same time.

Parents need to be adults and demonstrate authority. Three factors that affect the need for Authority. 1) Children are born with no direction or consciousness of right or wrong 2) Children need to understand how to delay instant gratification, with the ability to work for delayed gratification and avoid self-gratification and 3) put a priority to love authority, self and others.

These concepts are harsh, but true. A child has a basic nature to do wrong and will do wrong when left to follow his or her own ways without firm consistent loving guidance. You have a choice as a parent, you can allow the playground to raise your child or you can be a loving and firm parent to provide a positive and helpful guidance.

### What is Childishness?

Children exercise the ability to be childish and are impulsive, hyper-active, and focused on instant gratification. Children have no remorse in doing wrong and need to learn to be responsible and accountable for their actions. This in where your role as a parent comes in. Remember, you are the parent and be sure you act as a parent and utilize adult behaviors. As a parent you are required to grow up and be a responsible and reliable adult.

Several of the children I counseled in the Emergency Room have no moral compass and some have attempted to kill parents, family members, teachers and children in their classroom. Many of these children are between the ages 5 and 11 years old. They have threatened others with knives, guns (loaded), hammers and poison. If you do not learn how to be a good parental role model, your child will establish morals found on the internet, in violent video games, movies and the playground. These morals do not find anything wrong with dregs, lying, stealing, cursing, fighting, killing and having no respect for authority. I see as many as 10 children a day that want to kill themselves or others. Some mimic computers games, follow the directions from negative peer groups, like gangs and social media on their iPhone. If the parent attempts to intervene, the child will become agitative and non-compliant. If this attitude is not corrected, the child’s behavior will result in property destruction, self-harm, harm to others, academic complications, a decline in physical health and dysfunctional family.

# **What is a child's role in the Family?**

# The parents are head of household need to provide direction for children. Children are to listen, honor and obey their parents. Parents are to provide direction for their children. This means that parents must act as mature and responsible adults. Children should restrain from instant gratification and fulfilling their needs at the expense of others. Parents must be responsible and self-disciplined or children will loose respect and not follow instructions.

When you look at the basic concepts of common sense living, it can be concluded that the role of the parent is to be of good moral values, self-disciplined, a role model and making sure a child follows his or her directions. Through my experience in working with parents, I find that many parents are unable to exercise authority over their children. Parents are unable set limits or establish rules for their children to live by. When I interview a child, I attempt to make sure the child is aware of the seriousness, reality and consequences of overdosing on a drug or harming another person. Many times, the parent justifies the actions of the child and refuses to allow the child to face the consequences of their actions. Because the child has been influenced by negative people, activities and social media, they refuse to listen to or follow directions from their parents. Parents and children need to understand that a child is under the age of 18 are under the authority of a parent. The parent is responsible for the child’s actions and behavior. If the child refuses or the parents are unable to control the child, Child Protective Services (CPS) will become the child’s guardian.

As a parent you need to exercise authority over your children.

1. Parents need to provide diligent discipline.
2. Parents begin discipline at an early age or the child will not do what is right. Parents pass down rules of right and wrong to their children
3. Parents need to focus on the importance of discipline in the development of a child who will grow to become a positive influence on society.

* If you withhold discipline from your child, you are disrespecting him.
* If you love your child, you will show him or her discipline and consistency.
* If you demand respect and the following of rules, your children will know right from wrong.
* If you are consistent in your words and rules, your child will know right from wrong.

A simple suggestion I give to parents is, “You need to get a new alphabet.” By stating this I am referring to the fact that many parents have alphabets that leave out the two letters in the middle, N and O.” No is a simple word and if it was used more often will avoid future complications. If a parent can learn to say no, problems like unwanted pregnancies, drug addictions, legal problems and mental health issues would not be as common place as it is today. A parent needs say No with authority, firmness and learn to be consistent. To not follow the direction of a parent will result in specific consequences.

**The Inner attitude of one exercising authority**

There are specific inner attitudes that are important in knowing how to exercise authority.

If you love those under your authority, you must exercise discipline parents to be patient, do not be angry when we discipline, use a soft tone of voice when disciplining others, and discipline with respect.

The inner attitude to discipline is to have an attitude of love, patients, a lack of angry, the use of a soft tone of voice and a sense of respect to your child.

# **What are the results if parents do not discipline their children?**

Consciously or unconsciously, every parent is exercising a philosophy of discipline that includes:

* What he or she believes about the basic nature of man.
* How he or she looks at childishness.
* What the child's role in the family is.
* Whether parents have the right to exercise authority over their children.
* If inner attitudes of authority should be exercised?

Your beliefs about these crucial issues determine your actions in child raising. Your ability to discipline your child will result in the outcome of how effective your child will be as an adult. The lack of discipline will result in a child with no boundaries.

Parents will acquire what they introduce if they don't correct their children. Some parents create foolish sons and daughters. Foolish means silly, being unwise, exhibiting folly. The word "folly" means weakness of mind or an unprofitable undertaking.

# **What are the positive results, if parents discipline their children?**

To be wise means to discern and judge soundly what is true or false and what is proper or improper. Wisdom includes discernment, sound judgment and discretion. Discipline promises several specific benefits in a home where the children are corrected and disciplined.

|  |  |
| --- | --- |
| **Benefit for the Child** | **Benefit for the Parent** |
| Foolishness and negative behavior are the heart of a child, but a child who has discipline will be successful and happy. | "Correct your children, and you will be rewarded by peace and happiness. |
| Train up your child in the way he or she shall become successful and when he or she is old, he or she will be happy, content and successful. | If your correct your children from the beginning, you will live a peaceful life. |
| Discipline and direction will give wisdom: but a child left to them self will bring shame to the family. | Your child will be successful and rewarded for positive behaviors |
| Discipline your children will instill hope. Don’t wait until it is too late. | Your child will be motivated to reach goals and develop a positive attitude. |

**Discipline’s foundation**

This book is designed to help you be an authoritative parent. To be an authoritative parent you must be a firm, effective disciplinarian and have high control over your child's behavior. But you must also be extremely loving and supportive to your children at the same time.

As you work with your child, please look at the weaknesses and determine what strengths need to replace those weaknesses. Through discipline you can mold you child, but just as working with clay we must not break the spirit of the child. If we apply too much pressure at the wrong time, the clay will fall apart and more work will be needed to put the clay back together. As we work with our children through discipline, we need to use the correct pattern of discipline. Ask yourself why you demand discipline. Through discipline you will have a child that knows right and wrong and will have the skills necessary to avoid being drawn into negative behavior.

**Becoming a Disciplined Parent**

This book is designed to help you be an authoritative parent. To be an authoritative parent you must be a firm, effective disciplinarian and have high control over your child's behavior. But you must also be extremely loving and supportive to your children at the same time.

**What is the difference between Discipline and Punishment?**

# **What is Discipline?**

Usually discipline is thought of in very negative concepts. Discipline, in the true sense of the word is positive, encouraging and even proof of love.

The root word of discipline is disciple. You are making disciples of your children. Discipline is defined as training that develops self-control. Discipline includes three levels:

* **Level One: Instruction**
* **Level Two: Training**
* **Level Three: Correction**

**Level One is Instruction**

Discipline, the foundation level, begins with instructing and teaching your children. However, the word discipline in the English language is evolving to eliminate the "Instruction" and just mean correction or training. Your job as a parent is that of a coach, who has experienced and was trained in life. So be your child’s coach as they try out for the game of life.

**Level Two is Training**

Training means to lead and direct the growth of the child. It includes helping the child form habits and develop proficiency in his instruction.

**Level Three is CORRECTION.**

Correction means to alter or adjust a child's behavior by taking action to cause him to follow previous instruction.

Therefore, correction follows instruction. A child needs correction when he knows your instructions and does not follow them. It is crucial to take action at this level or your child's sense of security and growth in self-control will be damaged. Being direct and assertive at this level is important. There are several specific methods of correction you can see.

### Contrasting Discipline and Punishment

### In the original language there was a difference in the meanings of the words discipline and punishment. Parents are instructed to discipline their children, but there are not instructions to punish their children.

As stated earlier, the root word for discipline is disciple and means learner. The definition of discipline involves instruction and training, as well as correcting. Discipline is to be motivated by love and concern.

In contrast, punishment implies getting even, retaliation, vengeance, and exacting a penalty.

Study the chart below and write a paragraph describing in your own words the difference between discipline and punishment.

|  |  |  |
| --- | --- | --- |
|  | **Punishment** | **Discipline** |
| Purpose | To inflict penalty for an offense | To train for correction and maturity |
| **Focus** | Past Misdeeds | Future correct deeds |
| **Attitude** | Hostility and frustration on the part of the parent | Love and concern on the part of the parent |
| **Resulting Emotion in the child** | Fear and Guilt | Security |

### Punishment and Discipline

A parent's inner attitude while disciplining is crucial. It is possible for a parent to use one method of correction and be either disciplining or punishing depending on the parent' inner attitude. Children are very sensitive to an adult's inner attitude towards them. In fact, a child can many times detect anger on the part of the parent when the parent does not know that he is angry. As parents, we all get angry sometimes because raising children is not an easy task and children have a way of trying parents. If your child has just disobeyed you need correction, and you are angry, what should you do? Knowing how to handle anger is a necessary skill so that parents can discipline their children and not punish their children. Try some of the following suggestions when you get angry:

* Don't lash out to correct immediately. Don't hit your child anywhere on his body. It is also dangerous to use spanking as a method of discipline when your anger is out of control. That can lead to child abuse and legal repercussions.
* Separate yourself from the child for a few minutes.
* Admit to yourself that you are angry and ask the Lord to help you deal with your anger and gain control.
* As the Lord to help you discern why you are angry. Sometimes it's at yourself because you let the situation go on so long without correction. Take action.
* When you are calm, go to your child and then take action to correct him.

**Shaping the child's will without breaking their spirit.**

**A Warning to Parents...**

Do not provoke your child to anger otherwise, you will create a child who cannot receive discipline and will become discouraged.

Parents understand the importance of disciplining and correcting children. But a warning stands out among these verses on child rearing. What does this mean? How can parents provoke children to anger?

"Provoke not your children to anger" means that there are things, which parents, can do that stimulate anger in their children. Some ways parents provoke their children include: yelling, embarrassing or ridiculing, ignoring child, disciplining or striking your child in anger, falsely accusing, teasing and more that you can think of.

Ask for self-discipline to help you identify areas in which you have provoked your child. Instead of encouraging your child you discourage them from listening you and following your directions. You need to understand how to identify the difference between the child's will and the child's spirit.

|  |  |  |
| --- | --- | --- |
|  | Child’s Will | Child’s Spirit |
| Definition | A child's ability to set his own goals, desires and actions, either in accordance with, or contrary to, the will of the parents. | An abstract part of a child that is aware of being a unique individual and has a need to be respected as a person. |
| Child’s Need | A child can choose either to be his own boss or do what he wants or submit to his parent's will. A child has a need to be molded and guided and given wisdom in his life. | A child has a need to be respected as a person and as a child. |
| Description | The strength of the child's will vary from being easily guided and compliant to exercising extreme self-will with a strong determination to be his own boss. A child's will can be astoundingly strong! | The spirit is tender, delicate, fragile, and sensitive. It can be easily broken. |
| Parent’s Responsibility | To shape and mode his child's will; to stop your child when h goes his own way and take action to correct your child. | To build your child's self-esteem, giving total respect to your child as a person. |

All the concepts that we have studied so far fall into two categories:

1. Parents need to correct and discipline their children and
2. Parents should not break their child's spirit and discourage them. In other words, shape your child's will without breaking his spirit.

In looking at the chart above, we notice that if we neglect one area it will adversely affect the other area. A parent who builds self-esteem, but does not discipline a child, cannot build their child's self-esteem to the fullest because lack of discipline tears down the esteem of a child. So, follow the Biblical imperatives to parents, with equal emphasis on both aspects of child rearing.

One of the most delicate skills in parenting is distinguishing between the child's will and his spirit. But how do we do this? First, by having good strong practical handles on disciplining and building self- esteem we can good understand between the two. Secondly, by continuing to analyze which aspects of the child you are dealing with in a conflict- the will or the spirit we come a new understanding of our child.

The result of my findings, proved to me that people who are dealing with negative thoughts or feelings can make changes that will put a smile on their face and enabled them to enjoy life. After counseling over 15,000 suicidal patients I treated in emergency rooms, I can say that if a person makes a commitment to refocus or make personal changes in his/her life, happiness can be achieved. they can be happy. So, it’s your choice, you can be happy or you can be sad. For me… I “Choose to Be Happy!”

When you meet someone at work are on a casual basis, your usual response is fine.”, which is a basic greeting. But, my response to their question, sometimes gets strange looks, because I say, “Great… I am on the right side of the dirt.” This response usually gets a puzzled response, but it is a true statement. While walking on a beach on July 17, 2017, I stepped on a seashell the size of your fingernail and was infected by “Flesh Eating Bacteria”. The result was a 6 week stay in a hospital with the doctor telling me that I might lose my toes. Within two days, the response from the doctor went to several toes, my foot, my leg and on the 5th day was told that I might lose my life because he could not stop the infection.

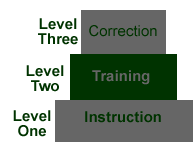
# **CHAPTER II: Are you Disciplining on all Three Levels?**

When you think of discipline, what is the first word or phrase that comes to your mind? Usually, one thinks of correction or a means of correction, such as spanking. Correction is a part of discipline, but not all of it. As we learned earlier, discipline has three levels and correction is only one of those levels. Study the chart below and think about how you approach discipline.

|  |  |  |
| --- | --- | --- |
|  | **Definition** | **Specific ways to accomplish this level of discipline** |
| **Level One**  **Instruction** | To impact knowledge or information; to furnish with direction by modeling, teaching, and commanding (giving orders). | * **Modeling by parent-** Parent lives the standards he sets and is an example. * **Informal Instruction-** Parent uses everyday occurrences and situations as opportunities to informally instruct and share his own values and standards * **Formal Instruction-** Setting aside specific times for the purpose of instructing and teaching children. |
| **Level Two**  **Training** | To help a child form habit and develop proficiency in areas in which he has been instructed. | * Doing things with the child and instructing him while you are doing them together. * Teaching a more complex task or concept, one step at a time. * Talking about an issue so that further depth of knowledge can be gained and misconceptions cleared up. * Determining child's abilities in relationship to the skill you are teaching him. * Rewards are a very effective method to use on the training level. * Rewards are a very effective method to use on the training level. |

|  |  |  |
| --- | --- | --- |
| **Level Three**  **Correction** | To alter or adjust a child's behavior by taking action to cause him to follow previous training and instruction. | Select one or more of the following methods of correction:   1. Direct, assertive, communication 2. Spanking (8 years and under) 3. Natural consequences 4. Logical consequences 5. Extinction |

Discipline begins on Level 1, progresses to Level 2 and when and if Level 3 is necessary, it is exercised. That's how children are taught and retain values for life. Each level is the foundation for the next.



**If you want action, Take action!**

When a parent wants his or her children to change their behavior, he or she usually tells the children what he wants. Sometimes parents talk and talk and never "DO" anything. Children respond to action, but most of the time they do not respond to words until they know you will take action, if necessary. The normal course of action goes like this: Child misbehaves...parent tells child to stop...child stalls... parent tells again to stop...child stalls... parent tells child a third time... child stalls... parent counts to ten... child stalls...parent yells... child stalls... parent gets angry... child stalls... parent takes-action... child changes.

If you want a change in your children's actions, you'll need to take action yourself. Once your children believe that you will act, you will not need to take that action as often. They will more readily obey your words.

This class is designed to help you be an authoritative parent. To be an authoritative parent you must be a firm, effective disciplinarian and have high control over your child's behavior. But you must also be extremely loving and supportive to your children at the same time.

**Actions parents can take when a child misbehaves...**

When parents need to discipline their children, one of several actions can be used:

* Communication
* Spanking
* Logical Consequences
* Natural Consequences
* Rewards
* Extinction

### Method 1: Direct Assertive Communication

### Always use communication as your first method of discipline

It is a preventative method and may solve the problem. Why should parents use communication first to solve problems?

Using communicating first gives the child the benefit of the doubt and treats him with respect.

Communication is necessary to evaluate whether the chid understood the instructions. A parent can find this out by asking, "What is our rule?" or "What did I ask you to do?" As the child reflects back your instruction, you gain insight into which level of discipline you are dealing with- instruction, training, or correction.

Sometimes communication can prevent misbehavior at the level of "talk". However, at times it will not be enough to solve the problems and a second method of correction will need to be used.

### What is communication?

Communication consists of sharing information and exchanging opinions or thoughts. As information is shared, each person understands the other.

There are three aspects of communication necessary to give the complete message.

* Nonverbal Communication= 55% of the message
* Tone of Voice= 38% of the message
* Actual Words= 7% of the message

It is amazing but true that we communicate much more by our tone of voice and nonverbal communication than by the words we use. So remember that your child will respond to all three aspects of communication as you correct him and that your tone of voice and nonverbal communication will reveal more about how you feel than your words will tell.

### What kind of communication do you want to relay while correcting?

When you are correcting your children, your communication needs to be clear, not vague, so the children can comply with your expectations.

* **Tone of Voice-** Use a firm tone of voice state that you mean what you say the very first time you ask your child to change his or her behavior. If you are angry, your tone of voice will be harsh, loud and angry. Loudness and harshness is not necessary to get a child to change his or her behavior. **However a FIRM tone of voice is necessary-** especially for a strong willed child.
* **Nonverbal Combination-** Practice using and being aware of your nonverbal communication when disciplining.
  + **Eye Contact-** Look directly into the child's eyes. Ask for eye contact, if necessary
  + **Body Posture-** Lean towards your child. Be close to your child (Do not communicate with a child who is walking away from you. Say, lovingly, "Come here.")
  + **Facial Expressions:** Relaxed and friendly.
* **Words-** Don't state wishes and desires when you need to make a command. Describe in detail what you want your child to do. Don't beg, plead or count, instead be direct. Do not use rhetorical questions: instead begin requests with words like: " I will not... I want... Our rule is... I need you to... Make you requests once, expecting a change in the child's behavior. Don't make the same request over and over. If the child does not respond to communication, state the action you will take, if necessary. You are moving from communication to a second method discipline. Don't make empty threats- take actions that you say you will. Don't give the child choices or consequences that you don't really mean. Using the eight principles above will help your child understand what you are asking them to do and what will happen if they do not comply.

**Method 2: Spanking**

### What are the legal rules about spanking?

Children suffering from malnourishment, broken bones, and head injuries are often obvious cases of child abuse. But what about spanking a child with a belt for misbehaving or popping them in the mouth for cursing?

The fact is that Texas allows for reasonable discipline. Section 9.61 of the Texas Penal Code says that a parent’s use of force, but not deadly force, against a child younger than 18 will be justified if the parents or guardian “reasonably believes the force is necessary to discipline a child or to safeguard or promote his welfare.”

So, what is “reasonable belief?” The law defines it as a “belief that would be held by an ordinary and prudent man in the same circumstance as the actor.”

## **AG Opinion: When is Discipline Abuse?**

The Texas Attorney General has offered some guidelines on its website to help parents and guardians identify potential abusive actions. and when it may be illegal to spank a child in Texas. They include:

* Striking a child above the waist
* Spanking with instruments other than a belt or brush, such as electrical or phone cords, yardsticks, ropes, shoes or wires
* Hitting a child in anger
* Punishment that causes injury, such as a bruise, welt, or swelling or requires medical attention

### Principles to remember about spanking

**Do not spank in anger.** When your anger is not controlled, never spank a child. **IT IS DANGEROUS!!!**

Generally, spanking is used more with toddlers and preschoolers, it should be completed by the age 8. **Teenagers should never be spanked.**

Use spanking when a young child openly defies your authority. When you tell your preschooler to come to you and he or she runs away from you, that is open defiance.

Don't be afraid to use spanking when it is the best method of correction, but DON'T use spanking for every misbehavior. Spanking is one method of correction, but there are several other methods available. Carefully select your method of correction for each situation.

Spanking is a procedure. Don't reach out and hit a child; it is disrespectful. Take the child in a private place and then follow the seven steps below.

1. Get alone with the child; do not publicly embarrass him or her.
2. Ask "what is our rule?" or "What did Daddy or Mommy say?" You are making sure the child understood your instruction before you correct him or her.
3. Ask "What did you do?" You are asking him or her to establish personal responsibility for his actions and confess. This is important.
4. Explain that you love him or her and equate love with correction. Say "I love you and want to help you learn how to do the right thing next time."
5. Spank the child. Give him or her a few (1 to 3) swift, but painful swats on the buttocks. The child's angry, mad cry should change to a softer giving-in cry.
6. Comfort the child immediately after spanking. Do not reject the child. Hold the child close and reassure him of your love. Only the parent who spanks is the one to do the comforting.
7. If necessary, have the child make restitution. (i.e.. say they are sorry or pick up the mess made by the child)

### Applying this method of discipline

Like most things, spanking can be used or abused, can have a good effect or a negative effect, can be carried out appropriately or inappropriately.

If you were abused physically as a child, there are still deep emotional pain and frustrations, seek professional help. A good professional counselor can help you gain the knowledge and strength to be sure you have a balance in your discipline. If your anger gets out of control when you are spanking, do not use this method of correction until there is healing and you are able to control your anger.

**Methods 3 and 4: Natural and Logical Consequences**

Would you like to learn a method of discipline...?

* that is extremely effective and that changes children's behavior?
* that gives the parent a lot of control?
* that can replace spanking as the major method of correction as children leave the preschool ages and begin school?
* that will eliminate power struggles- especially from strong willed children?
* that will develop responsibility in your children?
* that eliminates arguing and complaining?
* that is positive and builds a child's self esteem?

Logical consequences is a method of discipline that will give parents all of the benefits listed above. With this method of discipline, you will also learn how to use a related method- natural consequences. Natural consequences is used much less often, but is extremely effective when you need to use it.

### Natural Consequences

Using natural consequences means that the parent stays out of the way and lets nature run its course. Parents have a responsibility to shape and mold their child's will; however, some parents take too much responsibility for their children. At times children learn best when they experience the results of their poor choices (within limits of course).

Letting children learn the natural consequences of some of their behaviors helps them to learn to be more responsible. Children who are protected and don't learn that there are consequences to bad choices learn the hard way, when they are adults, that poor choices result in pain and suffering. Only, in adulthood, the pain is greater and there is more at stake.

Of course, if there is real danger of harm to the child or someone else, do not use natural consequences.

### Logical Consequences

In natural consequences there was a built-in consequence that naturally happened; the parent did not have to intervene, just allow the child to experience the pain of his choice. But in logical consequences the consequence is building by the parent. The parent intervenes and structures a plan of consequence that is not naturally there.

To use logical consequences, a parent plans a negative consequence for ht child that is logically related to the misbehavior. For example, a child writes on the wall with a crayon. The logical consequence is that the child cleans the marks off the wall him or herself. The consequence is negative because it's no fun cleaning marks off the wall; it takes time and effort that could be spent paling. The consequence is related to the child's misbehavior because the marks would not be there except the child put them there. The child sees a relationship between the consequence and his or her misbehavior.

There are a lot of advantages to using logical consequences. Here are a few:

* When a parent uses logical consequences, he has a lot of control over the child's behavior, but uses it for the child's good.
* It can be used with children of all ages, although it is mots effective with children ages five and older.
* It teaches children to be responsible.
* It weakens the power struggle between the parent and child.
* It is a method of child discipline that gets results.
* Logical consequences corrects misbehavior with very little talk- just action.

There is one problem, however,. Developing logical consequences is a skill that takes practice. You can learn how to use logical consequences by doing the following:

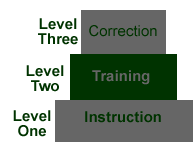
* Using logical consequences means... A parent plans a negative consequence for the child that is logically related to the misbehavior.
* If you are not angry, you will not be able to use logical consequences effectively.
* Communicate with the child first. Always begin with communication whenever you use any method of correction. Tell the child the logical consequence that will take place if the misbehavior happens again.
* The consequence must be negative to the child. What is negative to one child is not necessarily negative to another child. You need to know your child's likes and dislikes.
* The consequence must be logically related to the misbehavior. In other words, there must be a relationship between what the child did and the consequence that the parent plans.
* The child must have the freedom to make his own choice. Do not use logical consequences if you get mad if the child chooses the consequence; then you get mad if the child chooses the consequence; then you don't really want him to have a choice. A strong willed child will test you to see if he really does have a choice. You cannot interfere with the child's decision making. Give a child the freedom to "Blow It" in these circumstances, it will teach him or her responsibility. It is better that he or she learn to be responsible now rather than in adulthood. If he or she does not have a certain amount of responsibility at three , at eight or 15, he will not know how to handle responsibility in his or her adult life.
* Stay out of the way and let the consequence do the correcting. Let the child take the consequences of his action; do not rescue him. If you find that you are emotionally involved, think about he positive growth and responsible behavior that is developing in him or her.
* Be sure that the task involved is within the child's capabilities, and the consequences are reasonable. He or she may be capable, but not experienced in doing the task. If so, lovingly teach the child how to do the task while he or she is doing it.

Think about how you can creatively develop effective logical consequences for you child. Try this and see how effective it can be.

**Method 5: Rewards**

### Rewards and Levels of Discipline

### Remember the three levels of discipline?



As you mold and shape your child's behavior, you will be constantly moving from one level to another. Rewards are effective if used on the level of Training, rather than correction.

Training means helping a child form habits and develop proficiency in areas in which the child has been instructed. IT is helping him develop positive patterns and habits. The following are examples of training times when you can use rewards for children:

* using proper manners
* completing homework assignments
* doing chores without being reminded
* completing personal hygiene

There are times when children know what their parents have instructed them to do and are able to do it, but just don't want to. At that time a child needs correction. If a parent offers a child a reward for correct behavior when the child is being rebellious and wanted his own ways- that is bribery! Don't bribe a child to do good. But when they need training, help them learn by providing rewards as motivators. One area where it is sometimes unclear whether correction or training is needed is helping children to break bad habits. A habit is a behavior done unconsciously and without premeditation. Because habits are done unconsciously, they are difficult to break. Logical consequences is one way to help correct bad habits. A bad habit needs retraining, and rewards can also be used as strong, positive motivators.

### Types of Rewards

Basically, there are two types of rewards-

intrinsic rewards

extrinsic rewards

### Intrinsic Rewards

An intrinsic reward exists within the child when he does what is good and right. When your child is able to follow your instructions, he has a good feeling about himself, a sense of accomplishment and satisfaction. Self-respect is the best reward possible and is more satisfying than the extrinsic rewards.

**Extrinsic Rewards**

However, parents can influence behavior positively and encourage intrinsic rewards by careful use of extrinsic rewards. These rewards are external; they come from outside the child are given by others. Parents can give three kinds of extrinsic rewards:

* **Social rewards** (most important type of extrinsic reward) includes words of praise, approval or appreciation; hugs and affection; attention, looks of approval; smiles; a kiss, a wink.
* **Activities and special privileges** such as having a friend overnight; special time with Mother or Father; having a party or picnic; trip to a nearby park; getting stay up later; going to a ball game or zoo; no work for a day; or any activity selected by child as a fun one for him.
* **Tangible rewards** include ice-cream cone, gum or favorite food; cookies; chips; box of animal crackers; soda pop; toy, record, book or clothing child has been wanting; money.

Of the three types of extrinsic rewards that parents can give, the most important and lasting is social rewards. To be effective, through, social rewards must be sincere. They are not to be used to manipulate a child- they are to be sincere expressions of compliments and appreciation. Parents need to emphasize social rewards and realize that they are the most important type of extrinsic reward that could be given to a child.

When using rewards, remember the following principles:

* Combine tangible rewards, special activities and privileges with social rewards.
* Don't overuse rewards, giving out too many over long periods of time. Use them at times when the child is struggling to grow and needs encouragement and training to develop positive habits or patterns of behavior.
* Select rewards based on the interests of the child. A reward to one person may not be a reward to another.
* Give a variety of rewards. A reward can be overused and its effectiveness lost.
* Do not give large rewards for small tasks. Select a reward that is compatible with the effort the child makes.
* Use money as a reward as seldom as possible.
* Don't reward for daily routine duties, but you can reward for duties that are done without being reminded over a period of time- day, week or month, depending on the age of the child.
* When you begin to give a reward for a particular good behavior every time.
* After a behavior is established give rewards intermittently.

**How to use Rewards with your children.**

You can apply the preceding material by working through a simple three step plan for using rewards with your children.

### Step 1

Give social rewards liberally to your children. Social rewards cost nothing and there is no limit to their supply. Use them often. The strongest rewards we can give our children are words of appreciation, approval and praise. Even though our words are extremely powerful, there are other social rewards that are important to use. They include smiles, hugs, giving attention, looking interested, listening, looks of approval, etc. If you did not receive these warm expressions of love when you were a child, it will be harder to give these to your children. You may need to consciously work at these goals of giving social rewards if they have not been modeled for you when you were young.

### Step 2

Select four changes in behavior that your desire for one of your children. List four behaviors that you desire this child to have. Restate your desired behavior in a positive statement (i.e.. Don't be late would be Be on time.) When you have stated a positive statement to a behavior in specific terms. (I.e.. Be on time for school should be changed to Be ready for school by 7:30 am). Each time your child reaches the behavior you should find some way to acknowledge the accomplishment. One way to do this is to create a fun chart that charts your child's progress. When a predetermined number of accomplishments occur you can reward your child.

### Step 3

Give your children unscheduled rewards using coupons. Surprise your chid by rewarding good behavior, especially in areas where a child has put forth an effort or accomplished a desired behavior that you have been trying to teach him or her.

Repeat Steps 1-3 whenever your children need encouragement and motivation in the training stage. Rewards will encourage your child if not overused and if given sincerely, without trying to manipulate children.

**IV. Selecting the Best Method of Discipline**

### Extinction as a method of discipline

There is one additional method of discipline that you will learn- Extinction. No, we don't mean extinguishing or eliminating the child's misbehavior, by ignoring it. Extinction is the opposite of rewarding a behavior. There is no reward or reinforcement for the behavior at all- the child misbehaves, and the parent ignores it and doesn't give the child any attention for the misbehavior. Ignoring a behavior is, of course, many times not an effective method of discipline. But there are times when it can be extremely effective. The method of extinction or ignoring can sometimes be used with temper tantrums. The parent can walk out of the room and not even look at the temper tantrum. The child has lost his audience. Extinction or ignoring can also be used effectively when children interrupt you. When children interrupt you, if you reward them by giving them attention, they will continue to interrupt. It works! but if you ignore them, they will stop contending for your attention when you're busy because it won't work. Of course, you need to use communication first. You can say, "If I am talking to someone and you want me, just come and stand by me and within a minute I will see what you want. When you call me over and over, and try pt tell me something by interrupting me, I will not pay any attention to you." Then do just that; be sure you attend to them within a minute, especially preschoolers. If the misbehavior is a pattern, it will take several times of ignoring it before it will change. Expect to be tested!

### Six Methods of Child Discipline

When you are dealing with a specific misbehavior, cities important to select he best method of discipline to use in that particular situation. Let's learn how to do this by reviewing the methods of discipline that you have learned in the previous projects.

1. **Communication:** A preventative method in which opinions are thoughts are exchanged. As information is shared each person understands the other.
2. **Spanking:** Physical pain, applied appropriately.
3. **Logical Consequences:** Planning a negative consequence that is logically related to the misbehavior.
4. **Natural Consequences:** Staying out of the way and letting nature run its course.
5. **Rewards:** Strengthening or reinforcing actions so that they are more likely to be repeated in the future.
6. Extinction: Not rewarding a negative behavior so that it will be eliminated.

### Practice selecting methods for specific situations

When selecting the best method of discipline for your child. Consider the following:

Every child is unique and what works on one child does not always work on another child. So consider your child's individuality and unique responses in selecting a method of discipline.

Your goal is a change in behavior; use whatever method will get a change in behavior. If one method doesn't change the behavior, try another method until you find one that works.

Do not discard a method as ineffective until you have thoroughly studied and applied it. Sometimes parents think a method is failing to get results when they have not fully understood how to use it. Once you have understood each of the methods you can deal with misbehavior because you know you have several methods to select from and know that you can change your child's behavior when you act to do so.

**Chapter III**

**Consistency Through Enforcing Rules**

### What are the rules at your house?

This project will help you clarify your family rules and learn some basic principles for making effective rules. Begin by listing all of the rules you have for your child- spoken and unspoken. Rules may include bedtime, eating, chores, playtime and homework. Let your spouse list their rules and compare.

### General principles about rules

A rule is any demand by a parent on a child. There are two kinds of rules:

1. Long term rules are enforced over and over
2. Short term rules which are spontaneous commands.

An effective rule is...

* + **Definable:** It is clearly and precisely stated in detail. It is well defined in the child's mind.
  + **Reasonable:** IT is in line with the child's capabilities; he has the ability to do it.
  + **Enforced:** You make sure the child complies with the rule. Don't make rules unless you are going to enforce them.

Set a few rules that are important and be consistent in enforcing them. Don't have too many rules; it is difficult to enforce all of them it is discouraging to a child.

### Evaluating your family rules

Work with your spouse to list your family rules. Decide which rules benefit the child and which benefit the parents. Do your rules and expectations coincide with the capabilities of the age level of your child. Make sure that your rules are simple and easy to follow.

### When spouses disagree about rules

A child needs both parents enforcing the rules in the same way or he or she will feel insecure. God has created every person uniquely. Husband and wife have differing character traits and have been influenced by completely deferent childhood experiences. Therefore , it is normal and natural that they do not agree on all things. However, differing opinions about child rearing can cause confusion for the child. Most disagreements about rules are not caused by concern about cruelty or serious permanent damage to the child; usually it is just a matter of opinion. It is important to have peace, harmony, and security in the home. The pain of conflict and disunity causes insecurity in children. Work with your spouse to come to some type of agreement upon rules.

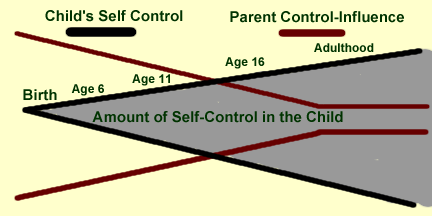
**Taking the "Chore" out of Chores**

Children love to play, but they don't always love to work! That is why getting children to do chores is sometimes a hassle. But giving children responsibility in the home develops a sense of self-respect, teamwork, responsibility for themselves and others and self-discipline. It is best not to pay children for doing daily routine chores. Children who are paid for regular chores can begin feeling that they should be paid for regular chores can begin feeling that they should be paid for everything they do and lose the concept of shared responsibility in the home. However, when children do chores all week without being reminded and are very responsible, they should be rewarded for their consistency. A small, weekly reward will encourage children and give them an incentive to remember their chores.

A second list of chores, however, can be optional and involve pay. Children then will have an opportunity to earn money if they desire. Post the list of optional chores, with the amount you will pay, in a prominent spot.

### How to develop self-control in your child

The goal of discipline is self-control in the child. As a parent, your aim is to help your child develop their own inner controls. A child's growth ideally should look like the chart below:



The shaded area between the solid lines represents the amount of self-control a child should have. He has very little at birth and needs to grow each year into more and more self-control.

The area between the red lines represents the parents' control and influence. During the toddler years the parents need to exercise more control because the child has very little inner control. Each year as the child grows toward adulthood, he should be exercising more self control. Parents could be exercising less parent control as the child grows in inner control. The reason a parent corrects and sets limits on his child is so that the child will learn self-control and develop the ability to do the right thing when Mom and Dad are not around. Parents need to begin very early developing self-control in their child because it is a process. It is not something that begins during the teenage years; it begins during the early preschool years.

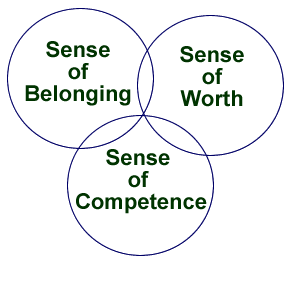
One of the greatest gifts we can give our children is to set limits on them, to develop inner control, preparing them for the time when they are on their own to make their own decisions and choose their own values in life. A child who has developed self-control will find it easier to give himself to the goals he desires as an adult. He can also give himself to God because the child has control of himself to give himself to his Creator.

Congratulations, you have completed Chapter Two. Now please complete the following homework assignments. Once you have completed the homework, you may progress to Chapter Three "Building Self-esteem in your Child".

**CHAPTER III " Building Your Child's Self Esteem”**

The first step to building your child's self-esteem is to build your own self-esteem. If your self-esteem is extremely low, it will be difficult, it not impossible, to build your child's self-esteem. Some people have a sense of being someone. They value who they are. They have a realistic view of their strengths and weaknesses. They feel good about being themselves. They also feel that other people love and value them. The mental picture that you have of yourself is called your self-image, self-esteem, or self-concept. A person may feel positive and good about him or her self... or he or she may dislike or even hate him or herself.

There are three dimensions of self-esteem as illustrated below:



* A sense of belonging means having a sense of security and identity with others who show love and accept and support me.
* A sense of worth means being affirmed as a person of value; being cherished and respected.
* A sense of competence means gaining a sense of achievement; being affirmed as an able person.

So a person with positive self-esteem will have a sense of belonging, worth and competence. Where does a person's self-image come from and how does it develop? The image we have of ourselves is built upon clusters of many memories. Very early in life we begin to form concepts and attitudes about our selves, others and the world. Our self concept is actually a cluster of attitudes about ourselves- some favorable and some unfavorable. Our mind never forgets an experience. We may not be conscious of it, but it is still there. When you were a young child, you were very impressionable. The way the adults in your life treated you had a great influence on what you thought of yourself. Your parents were like mirrors, reflecting to you who you were. You believed their evaluation of you.

### Evaluating your self-esteem

Your childhood is over and you are affecting someone else's feelings of competence, worth and belonging- your child's. But you can only give away what you have. As you grow in your self-image, you have added skills, abilities and attitudes you can build into your child to help him or her have a positive self-image. As you are more in touch with your feelings, you can help your child to be more in touch with his or her feelings. As you are more assertive and able to express your needs, you can teach your child to be more assertive and express his needs. As you learn what your special abilities and talents are and use them, you can teach your child to know his abilities and the joy of fulfillment as he exercises them. As you learn better methods of communication, you can teach your child to communicate in better ways. As you love yourself, you have more capability to love others. That is why the Bible says, "Love others as you love yourself." You can grow in your self-image.

### Personal Plans for Growth in Self-esteem

Are your ready to grow and develop a more positive self-image? Here are some steps to follow:

* Be a responsible adult is the first step to building your self-esteem.
* Remove guilt from your self-esteem through change and repentance.
* Develop a daily quiet time between yourself and your spirit. Learn to relax and let go.
* Be honest and open to those you love and respect.
* Work towards eliminating negative tendencies in your life.

Trying to accomplish all the goals you have explored in this chapter is unrealistic. Begin with just one area to work on. Write a prayer to God about that area and what you want to do. Select other areas from this chapter as you have opportunity. After you have worked through some of these areas, you can then work on developing a positive self-image.

### Building your child's self-esteem

### Your Child's Self-esteem

A child who has a good self-image has a sense of being "Somebody". Like anyone else who has a positive self-image, he values who he is. He has a realistic view of his strengths and weaknesses. He feels good about being himself, He also feels that other people love and value him. A child who has a poor self-image will feel like a "Nobody". A child with a poor self-image may dislike or even hate himself. He may not have a sense of belonging. He will be be hesitant to try new things for the fear of failure. A child's self-image is a child's own view of himself. Parents who want to know how their child feels about himself need to ask the child- not assume that they know. Within the child is the key to his self-esteem.

Children are extremely impressionable. Children are also very trusting. They believe whatever their parents tell them. So, when parents reflect positive character traits, strengths or abilities that they see in their child, the child believes that they possess these things. However, when a parent tells or act as though their child is incapable, irresponsible or not important enough to spend quality time with, the child believes the negatives that are reflected.

### Respecting your Child

The foundation for building self-esteem in your child begins with respect. Though childish and immature, children are people with feelings like we have. Children need to be respected. Respect means to consider worthy of high regard; to esteem. Every child is an individual with unique talents, temperament and personality. It is fascinating to explore what a child thinks and feels on many subjects. Children are good thinkers and delightfully fresh in their approach to life. A child who is respected will open up and share with you who he is. There are many areas in which a child needs respect.

* Respect your child's feelings
* Respect your child's unique qualities
* Respect your child's ideas and opinions
* Respect your child's ability to think and solve problems
* Respect your child during times you need to discipline him or her.

### What are you reflecting to your child?

Every parent reflects to his or her child his or her view of that child. When parents reflect negatives, the child believes in the negatives. And visa versa. What you reflect to your children is extremely powerful in influencing what they believe about themselves. The more you see and reflect positive character traits and abilities in your child, the more he will believe in himself and his abilities. Takes some time to look over the chart below to help you get out of looking at your child in a negative manner.

|  |  |
| --- | --- |
| **Why do parents give negative reflections to their child?** | How to get out of negative reflections |
| 1. Generally, parents learned from their parents how to be negative. People usually parent the way their parents parented or they take the opposite viewpoint as a reverse reaction to that style of parenting. | Learn new skills to change negative reflections into positive ones. This project focuses on how to get out of negative reflections. The next project will help teach you specific skills that will help you get into giving positive reflections. |
| 2. Sometimes, parents are frustrated and irritated with other problems, unrelated to their children. Even though they are disturbed by other problems, they take their anger out on the children. | A parent needs to get help for the problems that are frustrating him through   1. Talking the problem over with an intimate friend and seeking his or her advice 2. Using self-help books which apply to the specific problem 3. Seeking professional counseling when you cannot work it out yourself.   Also, explain to the child that you are uptight and on edge because of adult problems. Verbalize to the child that you are not angry with him or her. |
| 3. Parents do not take action to discipline their children and then get frustrated as they "put up" with the child's obnoxious behavior. Children usually get worse when they are not corrected for misbehavior because they feel insecure. They do not get their needs for security met when limits are not set. Because parents don't take the responsibility to correct their children, the children are not a "delight" but a burden | It is crucial to practice the concepts taught in Section II, "Ways to Discipline Your Child". You can enlist a friend or small group of friends to work through the projects at the same time you work through them. Then you will have friends to discuss the content with as well as the application. You will help each other learn. Seek counseling, if needed. |

Take some time to think over your negative statements you have made to your child from your child's point of view. As you look at your negative statements, pretend that each negative statement is being said to you. Think about what kind of feelings you would have if you were told these statement.

As you think about the negative statements, remember that the child believes what you say about them. When you feel that they are not capable, they believe that they are not capable and act out what they believe. Review the above chart and decide what actions you need to take.

You can build your child's self-esteem by changing negative reflections into positive reflections.

Why do parents give negative reflections to their children and how can parents get out of giving negative reflections? Study the chart above to find the answers to these two questions.

You can avoid giving negative reflections to your child by applying the following principles:

* State your needs to your child.
* When you are frustrated or angry with other problems, be honest with your child and tell him how you are feeling.
* Don't just talk to your child about his or her misbehavior, do something.
* Have realistic expectations of your child.
* Let go of you desire to control.
* Practice focusing on the positives.

There are appropriate times to deal with negatives. You do need to be genuine and honest with your child, But a child needs to be confronted with the same kind of love you would confront your close friend with sensitivity and at the appropriate time.

**Recognize and Affirm Positive Traits in Your Child**

Four ways to give positive reflections to children.

Reflecting positive qualities to your children is one of the strongest ways to build a positive self-image in your child. There are four specific ways that parents can mirror or reflect positives that they see in their child. They can...

* Affirm positive character traits
* Verbalize positive growth
* Visualize success
* Praise accomplishments, efforts and work

**Step One: Affirm positive character traits.**

Affirming your child's positive character traits means to look for the positive character traits in your child's life and then tell him the positive traits that you see. You can affirm positive character traits by using the following formula: "You were..." (name the specific trait) "...when you..." (Describe the specific incident).

Affirm specific positive traits with proof. Do not affirm or praise general character traits like "You're a good girl" or "You are such an angel". When a child is praised with blanket statements like these, his or her self-esteem is lessened because he or she cannot live up to statements of general character all the time. The child thinks of the exceptions and knows he or she is not always that way.

### Step Two: Verbalize Positive Growth

As you watch your child grow, identify areas where he or she is growing. Then point out those areas to him or her as you see him or her changing and growing in positive ways.

* Verbalize areas of physical growth and development.
* Verbalize areas of social growth.
* Verbalize areas of intellectual growth.
* Verbalize areas of character growth.

### Step Three: Visualize Success

Being a parent is like coaching, you teach your child skills, help them practice those skills, and then send them out to play the game, saying "You can do it."

Saying "You can do it!" is visualizing success for your child. You believe he can do it. If you don't, he or she won't believe in him or herself. He or she can fail by not believing he or she is capable and because initially you didn't believe in him or her.

### Step Four: Praise Accomplishments

Step One discussed affirming specific positive character traits. You can affirm a child's character by expressing to the child the "fact" of what you see in him or her, with "proof".

Affirming character traits is validating what is already there. Praising, however, does not involve character traits; it involves showing appreciation or enjoyment of a child's efforts, accomplishments or work. In giving praise, again it is important to be specific.

### Know Your Child and His or Her Uniqueness

To build your child's self-esteem, you must know your child's character, personality, likes and dislikes, thoughts and feelings. Only by knowing your child as a unique human being can you respond honestly and build him or her up in meaningful ways.

### I. Study your child

List the first three or four words that come to mind as you think of your child. Think about what their favorite toy is, what is your child good at, what do they want to be when they grow up, what is their favorite food, what are some positive and negative traits they have and who is your child's hero? Think about how your child is on the "inside". What are some dreams, desires and feelings that he or she has but may not share very much? Get to know your child.

### II. Interview your child

Another way to understand more about your child's world is to just have the child tell you some things about what he or she thinks or feels. Use some of the questions above to determine what types of questions to ask

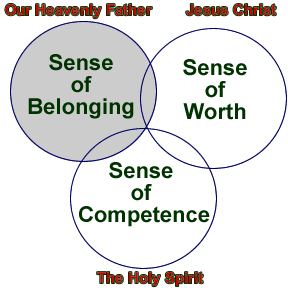
### III. The real meaning of being unique.

Every child who is born into this world is a totally unique individual. There will never be another child like him or her. He or she has his or her own unique characteristics, abilities and personality. When you had your child, you did not know him. You need to study him or her- their habits, likes, dislikes, personality, temperament, etc. As your child grows, you have the delightful privilege of discovering a whole new person. If your raise your child in the way that allows him or her to be strong, responsible and independent and when he or she is old, they will not depart from it.

The words "train up" mean to dedicate or give instruction to. In means in keeping with, in accordance to, in cooperation with. Way means a course of life, a mode of action or characteristics or bents. And go means by appointment, or according to.

### Develop Your Child's Sense of Belonging

If a child has a positive self-image, he or she will have a sense of belonging, competence and worth as illustrated below:



You cannot really separate one area from another. However, for the sake of gathering as many practical skills as possible, each of the next three projects will focus on one of these three dimensions of self-esteem.

### How to develop a sense of belonging in your children

Possessing a sense of belonging means having a sense security and identity with others who love you.

**Security** includes feeling safe, cared for, unworried, and sheltered.

**Identity** includes feelings of kingship, likeness, sameness and oneness.

In contrast, a child with a poor self-image feels insecure, which may include feeling unsafe, threatened, unsupported, alone, afraid, anxious, or fearful of new experiences. A child with a poor self-image also feels a lack of identity, which includes feelings of being different, discrepancies, inequality or distance between himself and those who love him.

### What can parents do to build a sense of belonging in their children?

The greatest influence on a child's sense of belonging comes from the child's relationship with his parents.

* Keep your priorities straight, so that you have time for your children.
* Spend quality time when you can give your child focused attention.
* Cherish your child; treat him special. Your child is a gift to you from God; do not take him or her for granted.
* Express love verbally to your child.
* Express love non-verbally to your child.
* Meet your child's needs.
* Model openness and honesty.
* Discipline your child.
* Share some of your feelings and struggles with your child when appropriate

Build relationship in your life that gives you a sense of belonging so that you experience it yourself and know the satisfaction it gives.

Develop your child's sense of belonging within the family.

Not only does a child need to feel safe and secure in his or her relationship with you, he also needs to feel secure in the family setting. There are several ways to accomplish that.

* Include all of your children in family communication.
* Never allow one child to verbally tear down a sibling.
* Give your children responsibilities at home.
* Don't show favoritism.
* Every child should have some possessions of his own.
* Children need a place of their own.

Developing your child's sense of belonging with others.

Your child needs to feel like the have some identity with other people. It is important that you show your child how to belong to others.

* Develop your child's sense of belonging with your friends
* Develop your child's sense of belong with his or her friends.
* Develop your child's sense of belonging in the neighborhood.
* Develop your child's sense of belonging with his or her relatives.
* Develop your child's sense of belonging in the Church.

### Practical applications for your family

There are three tests you need to make to determine how well your children feel about belonging to the family.

**First:**

Determine how well you and your child feel in the sense of belonging. Ask how often have you talked this week, how much time did you spend with your child, name the emotional need your child had this week and think of a time during the past week when you loved your child.

**Second:**

Evaluate your child's sense of belonging in the family. Determine what the role of your child is in the family, what are your child's needs, what do you like to do with your child, what does your child do for the family and how often do you talk with your children.

**Third:**

Evaluate how your children speak to each other. Listen in on their conversations with each other. Write down any disrespectful remarks that they make to each other. At this time do not try to correct them, just unobtrusively listen and record at least five remarks or statements that were disrespectful. At a later date have a family meeting to discuss these statements and make a rule that family members will not be disrespectful to one another. Decide what the consequence will be when another family member disrespects a sibling or parent.

### Helping your Child Feel Capable

Can you recall a time when you worked hard on a specific job and had an "I did it!" feeling when you were done? It's a good feeling. There is satisfaction and fulfillment in using your potential to achieve a goal.

That's what this program is all about- how to build that "I did it!" feeling, a sense of competence, in your children. Having a sense of competence means feeling adequate and capable; being able to achieve a desired goal. A child who has a sense of competence feels adequate, qualified, fit for the job, and that he has ample resources. In contrast a child who does not have a sense of competence feels inadequate and incapable; unable to achieve a desired goal. As you recall, a parent greatly influences and affects a child's self image. Parents are like mirrors. Children believe whatever kind of reflections their parents give them, positive or negative. A parent who reflects "You can do it!" will have a child who has confidence and believe that they have the capabilities to tackle life's challenges and frustrations. Parents who give mostly negative reflections do not believe in their children and those children do not believe in themselves. This doesn't mean that we overlook our children's negative characteristics or do not confront our children at all. It means we give mostly positive reflections to our children; then at the appropriate time and with great love we confront our children tenderly.

What can parents do to help their children feel capable?

* Believe that your child is capable.
* Give your child opportunities to explore and try out new skills and experiences.
* Verbally express encouragement to your children while they are exploring and trying out new skills and experiences.
* Affirm specific abilities, skills, and talents which you see in your child.
* Allow your child to make some decisions of his own and value those decisions.
* Encourage your child to be independent

### IV. Discipline and How It Affects Your Child's Self-Worth

### What is self-worth?

The third dimension of self-esteem is a sense of worthiness.

Worthiness is a feeling of "I am good, or I count". We feel worthy when we do as we should... Worthiness is related to a sense of not only being right but doing right. Self-control is important to worthiness.

### Who is responsible for a child "doing right"?

His parents! And who is responsible for developing a sense of self control in a child? His parents! It is a parent's responsibility to correct his child: "Discipline your child in his early years while there is hope. If you, don't you will ruin their life."

Children need parents to discipline them and this build their self-discipline. The children will have a feeling of self-respect which comes with doing the right thing. Parental discipline is a necessity, brought upon the child by the nature of his own growth and the environmental situation in which he lives. When the parents feel they must punish him for disobedience, the child's first inclination is to feel rejected, separated, and cut of from them... As the parent, consistently enforce their regulations, the child begins to learn to surrender this desired object to them and yield to their commands. When he does so, he is restored to their good graces and his separation anxiety is healed. He is again at peace with them. This is the essence of child training and emotional development.

If you love your children greatly, you will also discipline them. That is the greatest kind of love- to know your child's nature and immaturity level, and then correct him when he needs it, then correct him when he needs it. Love that will go so far that it includes correction, builds the child's sense of worth, It is the kind of love that builds a child's self-esteem. Discipline is proof of love. Without discipline child cannot feel that he belongs, and he cannot feel worthy.

### Three Stages of Discipline

When you assume the job of parenthood, you need to recognize that you have the job of correcting the sinful nature of your children. As you do this, a sense of worth develops in your child.

There are three stages of discipline:

* "Stand against"
* "Work with"
* “Withdraw from".

Put in a chart it might look like this:

## **The Three Stages of Discipline**

|  |  |  |
| --- | --- | --- |
| Stage One | Preschooler, up to age three or four | “Stand Against” Child |
| Stage Two | Children, ages 4-13 | “Work with” Child |
| Stage Three | Teenagers, ages 13-18 | “Withdraw from: Child |

### Stage One

Standing against or confronting children up to three or four. When preschoolers openly defy their parents' authority, the parent needs to firmly "stand against" the child's will. At this time parents need to firmly take action to win these battles between the child's will and the parent's. Every battle won at age two or three in a child will help you avoid hundreds of battles in the future.

### Stage Two

Working with children ages 4 - 13 years to help the child comply with the parent's will. "Working with" involves knowing your child and his uniqueness and trying methods that will work to help your child obey. The parent still causes the child to obey, but he verbally helps the child to understand reasons why he should obey. The child may not always understand the reasons, but the parent will state the reason.

### Stage Three

Stage 3 of discipline involves "withdrawing from" the child during the teenage years of 13-18. As the teenage years progress, the goal is to help the teenager become a fully functioning adult. Independence is the major developmental task of a teenager. Parents cooperate and work toward this developmental task by withdrawing during these years. This does not mean parents withdraw their love, attention and support from teenagers. Parents of teenagers should withdraw more and more of their decision-controlling powers.

Analyze these three stages of discipline and where your children fall in each of them

Review what you have learned so far by describing the parent's task at each stage. Take a look at your children and determine where each fit in the three stages. Then note what you are doing to cooperate with this stage of discipline.

***Discipline must be done with respect.***

As a parent, you need to discipline your child to develop his self-esteem, but you must discipline in love and respect. To do so, means that you view your child a person and understand their limits and abilities. When you talk to your child, you need to make sure that you show respect and love. If you are angry, explain your feelings and let your child know why you are angry. It is important that your child know that discipline is done out of love and respect.

**VI. Always Believe in Your Child**

When you were a child, who was the person who believed in you, had confidence in you and encouraged you the most. When someone loves and believes in us, we can believe in ourselves, despite circumstances that seem to tell us differently. We can develop our greatest potential because someone else believed that potential was there when we didn't believe in ourselves.

**Four Characteristics of real love.**

There are four important characteristics of real love:

* Be loyal to your child no matter what the cost.
* Always believe in your child.
* Always expect the best of your child.
* Always persevere, no matter how much your love is tested

When you practice all four of these characteristics of love, that is the basis of developing a positive self-concept in your child.

* Always endure patiently with your child and be loyal to him.
* Always believe in your child and give him credit.
* Always expect the best of your child.
* Always endure with your child.

### Practical applications

The kind of love that bears all things, believes all things, hopes all things and endures all things is a supernatural kind of love. It comes from God. There will be times in your parenting when you feel that you do not have the resources to continue let alone continue with practice. Ask your Heavenly Father for His love and He will give you love- even for those difficult times when you are too frustrated to "endure" to the end! It is through His Spirit that you can best love your children.

**CHAPTER IV: Navigating your life as a child and a teen**

**NAVIGATORS**

Welcome to NAVIGATORS is a unique and innovative program for teens and children who are searching for direction. As a person reaches crossroads in their life, decisions must be made. At these junctures a person must choose between positive and negative decisions. The consequences of those choices can limit a person’s success. NAVIGATORS provide a road map for teens that leads to success and happiness. The skills learned from this program go back to the 1960’s based on television programs like Leave it to Beaver or Make Room for Daddy.

Through a transforming process of rebuilding priorities NAVIGATORS is able to help teens and their families’ overcome difficulties that have caused harm to themselves and others. Destructive behaviors can be altered to reflect behaviors of success. Navigators provide a professional and discreet environment in which a teen and their family can receive help for their emotional and/or chemical dependency problems. Through weekly tracking mechanisms, the program’s success will be determined by tracking delinquent at risk behaviors like drug/alcohol usage, fighting, family conflicts, stealing, and illegal activities. Drug tests, parental interviews and client interviews will be used to monitor each participant’s progress. The goal will to help youth avoid delinquent behavior. The program will target youth identified as having behaviors that are self-destructive and behaviors that will prevent the client from achieving personal success.

NAVIGATORS consist of three activities: 1) Group Development (50 group sessions designed to provide teens with effective coping skills); 2) Weekend workshops for families to develop valuable tools designed to produce productive behaviors; and 3) An ongoing high adventure program designed to fill the void produced by change and to connect teens with activities that give them purpose.

NAVIGATORS focus on 10 areas of life that are important in changing a child into an adult. With the assistance of trained professionals’ youth and their families will have the opportunity to grow and overcome disappointments and wrong decisions. Groups, individual therapy and family activities are utilized to in the development of effective skills that will productive behaviors.

As the teen or child begins to change, it is important that the family understand that the environment also needs to change. Through weekend workshops, effective tools can be provided to the family to help keep the environment conducive to positive growth.

NAVIGATORS work with families to repair damages done and help bring the family back together in a healthy relationship. Group counseling is a major part of the program as it provides knowledge, motivation, teamwork and direction.

Individual, family and group counseling sessions are available for clients during the day and evening. Individual and family therapy as well as workshops are required to help assist the families of the at-risk youth. Our staff includes Licensed Professional Counselors, Licensed Marriage and Family Therapists and Licensed Chemical Dependency Counselors.

The staff is qualified to offer services for individuals who suffer from *substance abuse, emotional crisis, divorce, depression, anxiety, ADHD, identity crisis, and most other emotional issues.* Once the six-week program has been completed youth enter a step-down program (Extreme Life) that will offer group and individual counseling. During this phase of treatment, youth will participate in the High Adventure activities. If a youth falls back into at-risk behaviors, he or she must audit the six-week program.

Extreme Life or XL is the support group/aftercare program for Navigator members. Activities and projects are developed with the intention of giving teens a distraction from negative behaviors. These activities will build teamwork and responsibility. Parents and other family members are not left out. For this program to work, family members must attend weekly meetings and Monthly Family Workshops. Upon completion of the program teens and their families will continue the healing process by attending aftercare meetings. Several projects have been set up for youth to participate in that will allow them to feel accomplished and help them give back to society. Teens and their families will have an opportunity to experience outdoor adventures like camping, hiking, biking, scuba diving, sailing, photography, martial arts and film making. These activities will be coupled with training programs like first aid, wilderness survival, cooking, Earth Conservation, communications and much more.

Upon the completion of this program teens will have learned effective skills to overcome problems and difficulties they face daily, and a new home environment will be created that will foster personal success and growth.

Group topics include Role Models/ Family Skills/ Self Esteem/ Self Awareness/ Communication/ Problem Solving Skills/ Judgment Skills/ Moods and Attitudes/ Spirituality/ Drug Education

**NAVIGATORS**

**Providing Tools to Help Overcome Difficulties in Life!**



**Chapter V**

**NAVIGATORS: Teen Program**

Throughout life we are faced with difficult decisions and quite frequently we find ourselves lost, not knowing what direction to follow. This opens the door for problems to occur. The Staff at NAVIGATORS work with individuals and families to repair damages made over the years and chart new courses that will the individual reach their potential and happiness. Group counseling is a major part of the program as it provides knowledge, motivation, teamwork and direction. While on their journey group members focus on basic social and community skills that will assist them in their journey to success. Daily projects and goals must be met with outcomes that must be satisfactory to the group’s standards. Monthly team building activities will build teamwork and responsibility.

Ten subject areas have been identified as important topics that apply to successful individuals. In the beginning of the program each person will participate in group activities to identify their strengths and weaknesses. As group members progress through the program, he or she will develop into a leader. As a leader, he or she will act as mentor to other group members. The leaders will receive additional duties to help other individual’s progress through the program. The evaluation of each task will be made during leveling meetings and the group will provide feedback to each person. The primary counselor will assist in the evaluation of each task completed by group members and levels will be changed each week during the leveling meeting.

1. Table of Subjects

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Subject*** | ***One*** | ***Two*** | ***Three*** | ***Four*** | ***Five*** | ***Progress*** |
| 1. Role Models |  |  |  |  |  |  |
| 1. Family Skills |  |  |  |  |  |  |
| 1. Self Esteem |  |  |  |  |  |  |
| 1. Self-Awareness |  |  |  |  |  |  |
| 1. Communication |  |  |  |  |  |  |
| 1. Problem Solving |  |  |  |  |  |  |
| 1. Judgment Skills |  |  |  |  |  |  |
| 1. Moods and Attitudes |  |  |  |  |  |  |
| 1. Spirituality |  |  |  |  |  |  |
| 1. Drug Education |  |  |  |  |  |  |
| ***Total Points*** |  |  |  |  |  |  |

***Level I-*** 0 - 20 Points Trainee

***Level II-*** 11- 30 Points Apprentice

***Level III-*** 31 - 40 Points Leader

***Level IV-*** 41 - 49 Points Role Model

***Level V-*** 50 Points Master

1. ***Role Models-*** Role Models make us who we are and what we stand for. It is important to select positive Role Models. The Role Models we select will shape our goals for the future and help determine what type of person we will be.
2. Identify 5 Role Models.
3. List 5 characteristics that make each person a role model.
4. List 5 characteristics that make you a role model.
5. List 5 changes that will make you a better role model..
6. List 5 things you want to accomplish in your lifetime.
7. ***Family Process-*** Your Family plays an important role in determining who you are. You Family influences your personality, behavior and self-esteem. Though understanding how your Family has influenced your life, you will have control over your future.
8. Draw a picture of your Family.
9. Construct a Model of your family by using drawings, clay, or other art supplies.
10. List rituals, habits and communication patterns in your family.
11. List 5 to 10 positive attributes of your family.
12. List 5 to 10 changes you would like to change in your family.
13. ***Self Esteem-*** Your Self Esteem is important in determining who you are and how you behave under different situations. You have control over your self esteem, if you have an honest assessment of who you are.
14. Identify 10 things that have affected your Self Esteem.
15. List 10 positive and 10 negative things about yourself.
16. Interview 5 people and ask them who they think you are and what you stand for in life.
17. Identify 10 things that alter your Self Esteem.
18. Identify 5 things you can do to improve your Self Esteem.
19. ***Self Awareness-*** Self Awareness describes how you view yourself. Through understanding your strengths and your weaknesses, you can develop stategies to overcome your weaknesses and improve your strengths. Healthy Self Awareness allow people grow and reach their potentials has human beings.
20. List 5 strengths you posses.
21. List 5 weaknesses you have.
22. List 5 things you like about yourself.
23. List 5 things you want to do with your life.
24. List 5 ways you can improve your life.
25. ***Communication-*** Your Communication Skills are skills that allow you to interact with other people. Healthy Inter Personal Skills help establish healthy relationships and help other people understand who you are.
26. Identify 5 ways you communicate non-verbally.
27. List 5 differences in the way you talk to your friends vs. The way you talk to adults.
28. List 5 things you would like to change in the way you communicate with others.
29. List Your Bill of Human Rights.
30. List 5 things you can do to improve your communication skills.
31. ***Problem Solving-*** Effective Problem-Solving Skills allow people to get things they want in life. Problem Solving Skills include goal setting, time management and problem solving. A person with strong problem solving skills have reduced frustration and lead peaceful lives.
32. List 5 major problems you face each day.
33. List 10 goals you have for the next 5 years.
34. List 10 steps you need to take to reach your goals.
35. Define how you use your time on a daily basis and identify 5 changes that would make you more effective.
36. List 10 things you would like to do, within your lifetime.
37. ***Judgment Skills-*** Judgment Skills Keep us either in trouble or out of trouble. For every action their is a consequence (either positive or negative). The development of effective judgment skills allow you to live a productive life.
38. List 5 things you have done in your life, where you have used poor judgment and describe how they impacted your life.
39. List 5 things you can do to correct problems in your life.
40. Write an autobiography of your life describing 10 good and 10 bad judgments you have made.
41. List 5 future judgments you will have to make over the next 5 years that will effect your life.
42. Interview 2 people and ask them what good judgments you have made and what bad judgments you have made over your life.
43. ***Moods and Attitudes-*** In the heat of conflict, emotions affect our behavior. It is at that point where a person must decide to behave according to their mood or rational thinking. Moods typically cause negative situations and rational thinking produce positive consequences. Understanding moods and attitudes allows a person to improve their decision making skills that create constructive consequences.
44. List 10 moods or emotions you experience on a daily basis.
45. List the 10 most common emotions you experience during a conflict.
46. Write down consequences for acting out of emotions vs. rational thinking.
47. List 5 benefits for acting out of rational thinking.
48. List 5 to ways to act out of rational thinking vs. emotional thinking.
49. ***Spirituality***- Spirituality is an important part of your program. It establishes a guideline for you to follow. Through the progress of 12 step programming, you will help repair the damages (either by you or your family) have done to you and your family.
50. Write down 10 things drugs and other actions have done to harm your life.
51. List 5 ways the 12 steps will help heal your life.
52. List 5 reasons you don’t want to work on the 12 step program.
53. List 5 things you will need to do in order to complete the 12 steps.
54. List 10 things you have done to harm others while involved in drugs and other activities.
55. ***Drug Education-***  It is important to understand what drugs do your body and how they effect your life. Through Education, you are able to make better choices and develop effective statagies in dealing with drugs.
56. List 5 ways a person can become addicted to drugs.
57. List 5 ways a person can get Aids.
58. List 10 negative effects of Drug usage.
59. List 5 alternatives to drug usage.
60. List 5 reasons why people use drugs and how they can get off drugs

# I. Role Models

Role Models make us who we are and what we stand for. It is important to select positive Role Models. The Role Models we select will shape our goals for the future and help determine what type of person we will be.

1. Identify 5 Role Models
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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   5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. List 5 characteristics that make each person a role model.
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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3. List 5 characteristics that make you a role model.
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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4. List 5 changes that will make you a better role model.
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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5. List 5 things you want to accomplish in your lifetime.
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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   4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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# II. Family Process

Your Family plays an important role in determining who you are. You Family influences your personality, behavior and self-esteem. Though understanding how your Family has influenced your life, you will have control over your future.

1. Draw a picture of your Family.
2. Construct a Model of your family by using drawings, clay, or other art supplies.
3. List rituals, habits and communication patterns in your family.
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. List 5 to 10 positive attributes of your family.
   * + - 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
         9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. List 5 to 10 changes you would like to change in your family.

* + - * 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
        2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
        3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
        4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
        5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
        6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
        7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
        8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
        9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



***3. Self Esteem***

Your Self Esteem is important in determining who you are and how you behave under different situations. You have control over your self esteem, if you have an honest assessment of who you are.

1. Identify 10 things that have affected your Self Esteem.
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. List 10 positive and 10 negative things about yourself.
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Interview 5 people and ask them who they think you are and what you stand for in life.
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Identify 10 things that alter your Self Esteem.
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Identify 5 things you can do to improve your Self Esteem.
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



***4. Self-Awareness***

Self-Awareness describes how you view yourself. Through understanding your strengths and your weaknesses, you can develop strategies to overcome your weaknesses and improve your strengths. Healthy Self-Awareness allow people grow and reach their potentials has human beings.

1. List 5 strengths you possess.
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. List 5 weaknesses you have.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. List 5 things you like about yourself.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. List 5 things you want to do with your life.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. List 5 ways you can improve your life.

* 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
  5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



***5. Communication***

Your Communication Skills are skills that allow you to interact with other people. Healthy Inter Personal Skills help establish healthy relationships and help other people understand who you are.

1. Identify 5 ways you communicate non-verbally.
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. List 5 differences in the way you talk to your friends vs. The way you talk to adults.
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. List 5 things you would like to change in the way you communicate with others.
   * + 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
       2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
       3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
       4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
       5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. List Your Bill of Human Rights.
   * + 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
       2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
       3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
       4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
       5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



1. List 5 things you can do to improve your communication skills.
   * + 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
       2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
       3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
       4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
       5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



***6.Problem-Solving Skills***

Effective Problem-Solving Skills allow people to get things they want in life. Problem Solving Skills include goal setting, time management and problem solving. A person with strong problem-solving skills have reduced frustration and lead peaceful lives.

* + - 1. List 5 major problems you face each day.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. List 10 goals you have for the next 5 years.
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
12. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
13. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
14. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
15. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
16. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. List 10 steps you need to take to reach your goals.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



4. Define how you use your time daily and identify 5 changes that would make you more effective.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. List 10 things you would like to do, within your lifetime.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***7. Judgment Skills***

Judgment Skills keep us either in trouble or out of trouble. For every action their is a consequence (either positive or negative). The development of effective judgment skills, allow you to live a productive life.

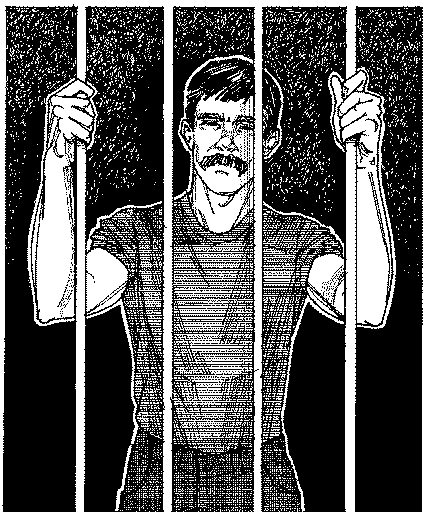
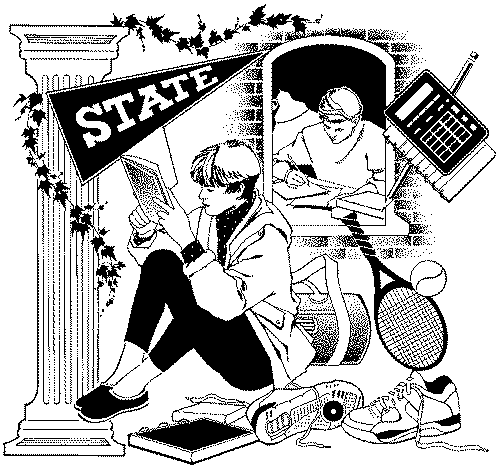
1. List 5 things you have done in your life, where you have used poor judgment and describe how they impacted your life.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. List 5 things you can do to correct problems in your life.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Write an autobiography of your life describing 10 good and 10 bad judgments you have made.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

vs. 

4. List 5 future judgments you will have to make over the next 5 years that will affect your life.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Interview 2 people and ask them what good judgments you have made and what bad judgments you have made over your life.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***8. Moods and Attitudes***

In the heat of conflict, emotions affect our behavior. It is at that point where a person must decide to behave according to their mood or rational thinking. Moods typically cause negative situations and rational thinking produce positive consequences. Understanding moods and attitudes allows a person to improve their decision-making skills that create constructive consequences.

1. List 10 moods and emotions you experience daily.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. List the 10 most common emotions you experience during a conflict.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A picture containing diagram

Description automatically generated

3. Write down consequences for acting out of emotions vs. rational thinking.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. List 5 benefits for acting out of rational thinking.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. List 5 to ways to act out of rational thinking vs. emotional thinking during a conflict.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***9. Spirituality***

Spirituality is an important part of your program. It establishes a guideline for you to follow. Through the progress of 12 step programming, you will help repair the damages (either by you or your family) have done to you and your family.

1. Write down 10 things drugs and other actions have done to harm your life.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
11. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. List 5 ways the 12 steps and God will help heal your life.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. List 5 reasons you don’t want to work on the 12 step program.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

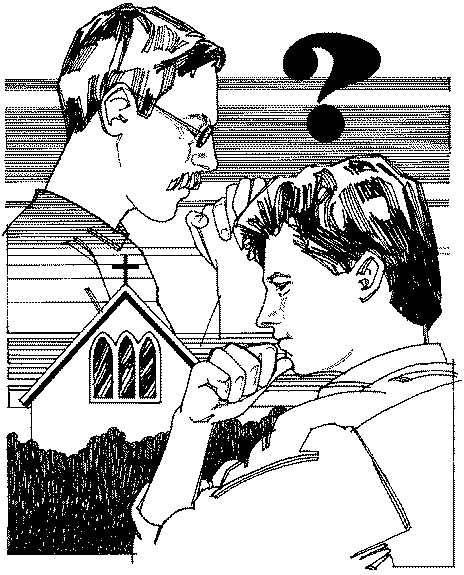


4. List 5 things you will need to do in order to complete the 12 steps.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. List 10 things you have done to harm others while involved in antisocial behaviors and other activities.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



***10. Drug Education***

It is important to understand what drugs do your body and how they affect your life. Through Education, you are able to make better choices and develop effective strategies in dealing with drugs.

1. List 5 ways a person can become addicted to drugs.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. List 5 ways a person can get Aids.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. List 10 negative effects of Drug usage.

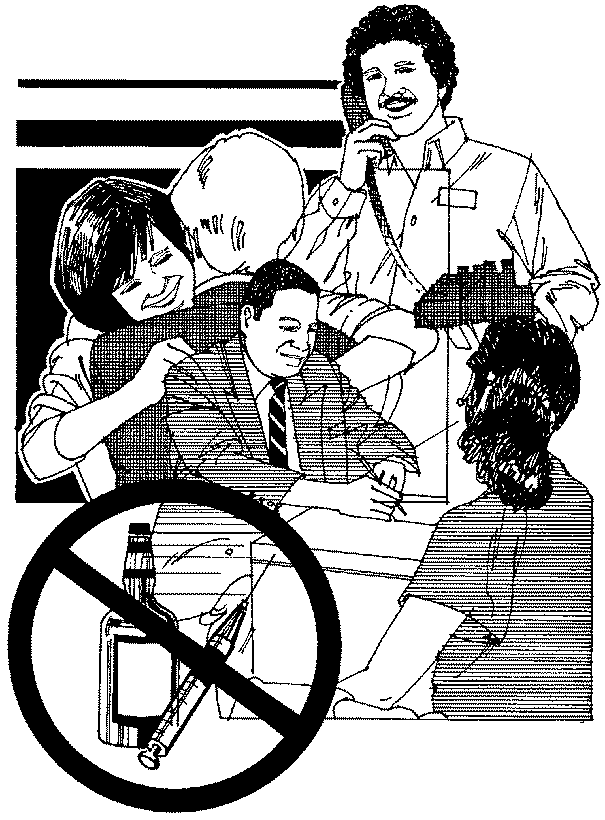
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6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. List 5 alternatives to drug usage.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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5. List 5 reasons why people use drugs and how they can get off drugs

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**Chapter VI: Extreme Life Program**

**At-risk-youth have limited access to** mental and physical challenges. NAVIGATORS provides programming that challenges youth to reach above mediocrity. Through the Boy Scout Co-ed Venturing Program, teens (14-20) are thrust into worlds never thought of by this sub-culture. NAVIGATORS combines hands on activities with a comprehensive social skills training program. The projected outcome is a program that produces mature self-reliant youth that discover alternatives to delinquent behaviors.

The Venturing program offered by NAVIGATORS provides youth with a vehicle to connect them with outdoor high adventure. During weekly meeting youth will plan project, programs, activities, trips and progress through the venturing training program designed to reach the coveted Ranger Award (similar to the rank of Eagle Scout). NAVIGATORS has a relationship with several state and local organizations, like Aquarena Springs and the Buffalo Bayou Foundation, that allow youth engage in worthy causes like the preservation on critical habitats and archeological sites. Through projects like this youth make an entry into a whole new world of opportunities. Meetings are managed and lead by youth and overseen by adult advisors. This along with projects and activities, make meetings productive and conducive to personal growth. Leadership skills and responsibility are outcomes of weekly meetings. Training for the Ranger Award includes 6 core courses with 4 electives. Courses require training, education, practical. application, and a presentation to the group. Courses include First Aid, Wilderness Survival, Communications, Camping, Hiking, and much more. The Venturing component of Navigators is appealing to at-risk-youth, while providing a healthy structure that is conducive to personal growth and not compatible with delinquent behaviors.

Hands on activities provide structure, motivation and an environment that is conducive to change. These activities, like building a robot or constructing a 200-gallon aquarium, help build character and self-esteem. During the construction phase of each project, crew members interview professionals and businesses that are in business constructing professional models. During the interviewing process crew members establish relationships that can help them career development. Through ownership of projects, crew members discover purpose and meaning to participation in projects. One project that was successful was taking a donated car and decorating it for the annual art car parade. Hands on activities provide crew members focus for their attention and a measurable outcome they can be proud of.

The social skills training is critical in the change process. At-risk-youth are equipped to thrive in a counterculture set of values, but fail in the main stream culture. In healthy family systems, children are equipped with proper social skills to become productive citizens by the age 9. Without these skills the youth will fail in school, jobs, relationships with authority figures and personal health. They will thrive in counter-culture activities like drug use, sexual promiscuity, delinquencies, and conflict with authority figures. Through an effective training manual youth can progress through 10 major social skills with 5 activities per social skill. The notebook provides structure and feedback on progress. This is helpful for parents and referral sources. Parental programs are mandatory and can be provided in workbook form, workshops, and classes. The social skill portions of this program provide at-risk youth with necessary tools to be successful in mainstream society.

The key to success for NAVIGATORS is its ability to motivate youth and providing them with tools for success. The venturing program gives structure to the program, with manuals and training programs developed by BSA. The social skills program provides essential tools to help youth communicate and function in mainstream society. The predicted outcome of the program is a group of at-risk youth that find they are being successful in mainstream society, without trying.

**Background:** NAVIGATORS program has come out of 20+ years’ experience working with at risk youth. Over the years, this program as been used in inpatient psychiatric facilities, day treatment programs, at-risk juvenile alternative education programs, private schools, residential treatment centers for CPS and Juvenile probation youth and in outpatient settings. In 1998 the Navigator Program was created and used as an adjunct for a residential program. It was used at the Northwest Rehab Center under an intensive outpatient treatment program servicing 34 at-risk youth. Later in 2000 it was used at The Good Shepherd Residential Center.

**Extreme Life Program**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Class** | **Dates** | **Cost** | **Date Completed** | Requirements Met |
| **I. First Aid** |  |  |  |  |
| Basic First Aid |  |  |  |  |
| O2 |  |  |  |  |
| AED |  |  |  |  |
| Wilderness First Aid |  |  |  |  |

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| **II. Communications** |  |  |  |  |
| 15 hours of Communication Class |  |  |  |  |
| 3 months involvement in communication club |  |  |  |  |
| 30 minute oral presentation |  |  |  |  |
| 2 books read on communications |  |  |  |  |
| 15 minute video presentation |  |  |  |  |
| 1,000 word pamphlet |  |  |  |  |
| Table top display |  |  |  |  |

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| **III. Cooking** |  |  |  |  |
| Plan a menu for 8 people for two nights |  |  |  |  |
| Cook three meals using at least two methods: fire/coals, charcoal, or stove |  |  |  |  |
| Demonstrate and explain safe food handling |  |  |  |  |
| Demonstrate using backpack style cooking |  |  |  |  |
| Prepare a meal with the four basic food groups for three people with no utensils |  |  |  |  |

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| **IV. Land Navigation** |  |  |  |  |
| Using a topographic Navigator map and demonstrate your knowledge in: index contour, vertical NAVIGATORS control station, hand surface heavy duty road, depression, railroad single track, train, ridge, stream, power transmission line, hard service, medium duty road, building, bridge, checked spot elevation, cemetery, marsh, campsite, water well or spring, map NAVIGATOR, intermittent stream, unimproved dirt road. |  |  |  |  |
| Explain contour lines |  |  |  |  |
| Navigate an orienteering course with six legs at least 2.5 miles |  |  |  |  |
| Learn to use a GPS |  |  |  |  |
| Teach navigation skills to another crew member |  |  |  |  |
| Leave No Trace |  |  |  |  |
| Recite and explain the principles of Leave No Trace |  |  |  |  |
| Participate in three separate camping trips using Leave No Trace |  |  |  |  |
| Make a table top display or presentation on Leave No Trace. |  |  |  |  |

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| **V. Wilderness Survival** |  |  |  |  |
| Write a Risk Management Plan |  |  |  |  |
| List the survival priorities and explain your use of each in survival situations. |  |  |  |  |
| Learn about and then make a table presentation on 1) Emergency signals; 2) Search and rescue patterns; 3) Evacuation procedures |  |  |  |  |
| Explain the following: Hypothermia, Frostbite, Sunburn, Heat Exhaustion, Heat Cramp, Heat Stroke |  |  |  |  |
| Explain dehydration and 4 methods of getting water |  |  |  |  |
| Demonstrate at least two different fire lays: one for cooking and one for warmth |  |  |  |  |
| Explain and demonstrate how you can gain knowledge of weather patterns and use a radio |  |  |  |  |
| Explain the different rope materials and thicknesses that are best for wilderness use and care for |  |  |  |  |
| Know the use of and demonstrate the following knots: sheetbend, fisherman’s knot, bowline, bowline on a bight, two half hitches, clove hitch, timber itch, tautline hitch, square lashing and sheer lashing. |  |  |  |  |
| Explain the usefulness and drawbacks to obtaining food in the wilderness and prepare and eat at least two meals in the outdoors |  |  |  |  |
| Make a list of items that you would include ina wilderness survival kit, hand it to crew members and explain how each item is to be used. |  |  |  |  |
| Set up a wilderness survival outpost camp and spend at leat two nights in your site. Demonstrate knots and lashings, know how to plan a wilderness shelter for three different environments. Prepare a presentation to other crew members about your shelter and invite them to visit. |  |  |  |  |

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| **VI. Conservation** |  |  |  |  |
| Plan, lead and carry out a significant conservation project. |  |  |  |  |
| Make a table top display of your conservation project |  |  |  |  |

Electives Choose 4 out of the 6 electives

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| **VII. Backpacking** |  |  |  |  |
| Develop a personal exercise plan |  |  |  |  |
| Try 3 types of backpacks: explain the parts of a backpack, learn the proper way to lift and wear your backpack, describe 4 ways to limit the weight |  |  |  |  |
| Pack your pack for three days, list 10 essential items; present yourself to an experienced backpacker |  |  |  |  |
| List 20 items for a group camp, cook a full meal on a backpack stove, demonstrate proper sanitation, carry a stove in your backpack |  |  |  |  |
| List 10 environmental considerations, consider no trace |  |  |  |  |
| Participate in three different treks, plan and lead with 5 people, use a commercially planned meal, check on permits, use a map, lead a shakedown |  |  |  |  |
| Learn about different clothing for all 4 seasons, footwear, poncho |  |  |  |  |

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| **VIII. Cycling and Mountain Biking** |  |  |  |  |
| Describe the difference between mountain biking and touring |  |  |  |  |
| Know Bike laws: safety rules and gear, give a presentation to your crew, first aid for head injury |  |  |  |  |
| Learn mountain biking rules for trails as stated by the International Biking Association, describe environmental considerations |  |  |  |  |
| Establish a maintenance checklist and keep a bike journal |  |  |  |  |
| Buy and build a bike tool and repair kit, show you know how to use it and repair a flat tire |  |  |  |  |
| Plan a bike trail or road maintenance project and write an article for the newspaper |  |  |  |  |
| Take eight separate cycling tours 20+ miles, road or 10+ miles mountain trail and keep a journal of events and things seen |  |  |  |  |
| Plan a 2 day troup 50+ miles |  |  |  |  |
| Make a table top display or make a where to go biking guide of your area (10+ rides) and make a presentation to your crew |  |  |  |  |

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| **IX. Ecology** |  |  |  |  |
| Explain the basic natural systems, cycles and changes over time and how they are evidenced ind a watershed near your |  |  |  |  |
| Describe at least 4 environmental studies where you live |  |  |  |  |
| Plan a field trip to each of the above areas. |  |  |  |  |
| Cary out an investigation on an ecological subject approved by your advisor. Document and make a presentation to your crew. |  |  |  |  |
| Teach others in your crew about how to carry out an ecological investigation |  |  |  |  |
| First Aid |  |  |  |  |
| Build a personal first aid kit, know how to use everything in it and teach another person how to use it. |  |  |  |  |
| Complete 25 hours in an emergency first aid course, plus the American Red Cross delayed response module or equivalent (Wilderness First Aid Course) |  |  |  |  |
| Complete a 45 hour course in emergency response |  |  |  |  |
| Complete an EMT basic course offered through a local hospital, college or first aid crew |  |  |  |  |
| Life Saver |  |  |  |  |
| Complete the BSA life guard requirements and hold a current certification or complete a 45 hour EMT basic course, or earn the American Red Cross life guard training certification. |  |  |  |  |
| Help build a crew first aid kit, know how to use it and teach another person how to use it. |  |  |  |  |

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| **X. Scuba Diving** |  |  |  |  |
| Become a certified Scuba Diver |  |  |  |  |
| Complete the Advanced Open Water Course |  |  |  |  |
| Complete the Stress Rescue Course |  |  |  |  |
| Make a presentation to your crew or club |  |  |  |  |
| Assist with a Discover Scuba |  |  |  |  |

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| **XI. Water Craft** |  |  |  |  |
| Explain the safety Afloat plan and demonstrate on a watercraft activity you know it. |  |  |  |  |
| Complete a basic boating safety course |  |  |  |  |
| Learn to demonstrate water rescue techniques and demonstrate you know the rules for avoiding hypothermia |  |  |  |  |
| Make a presentation to your crew or club on water safety |  |  |  |  |
| Learn the American Whitewater Affiliation Safety Code, demonstrate you know the code on a water craft activity, learn about the International Scale of River Difficulty, learn about six classification of rivers |  |  |  |  |
| Read and show the different aspects of a river on a whitewater river map |  |  |  |  |
| Show why different sections are classified the way they are on a white water map |  |  |  |  |
| Learn and explain the differenced in canoes and kayaks |  |  |  |  |
| Learn and use paddling techniques and maneuvers |  |  |  |  |
| Learn and demonstrate the BSA rules for boardsailing |  |  |  |  |
| Becaome a certified US Sailing small boat sailor |  |  |  |  |

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| **XII. Plants and Wildlife** |  |  |  |  |
| Write a paper or make a presentation on a plant or wildlife species |  |  |  |  |
| Observe, study and research different aspects of a specific area that contains several species of wildlife and plants |  |  |  |  |
| Make a presentation on interactions between species in the area |  |  |  |  |
| Study specific plant or wildlife species in several different areas and then make a presentation |  |  |  |  |
| Plan, lead and carry out a project approved by your advisor to benefit plants and wildlife |  |  |  |  |
| Make a table top display on your project to the crew or a club or submit an article about your project to your local news paper or station |  |  |  |  |

# **Navigator Subjects Explained**

# **1. Role Models**

Role Models are important because they increase one's self-esteem, help them to build morals and positive values, teach a set attainable goal, and provide direction in achieving their goals. Most importantly, role models provide examples for people to follow showing them that their dreams and goals can be fulfilled.

# **Who is a Role Model?**

True role models are those who possess the qualities that we would like to have and those who have affected us in a way that makes us want to be better people. To advocate for ourselves and our goals and take leadership on the issues that we believe in. We often don't recognize our true role models until we have noticed our own personal growth and progress . . .

Whether you like it or not we are all role models to others. Whatever you do or don't do, and how you do it, people notice.

You are a product of your environment, and by environment I mean the people you interact with. When you are young, you look to others for an example of how you should live your life. If you are lucky, you are surrounded by people of good character, and you learn and develop a similar set of behaviors and ethics.

We all learn from those who have 'been there' and so it gets passed on from one generation to the next. Perhaps you will be able to adapt and add something which is distinctly yours.

This learning is pretty much free, but you get to pay back later on down the line. In time you will be older and wiser, and others will observe and learn from you. It doesn't take long either. You could be an older brother, and your younger sibling will observe you and learn from you. Often this will happen without your consent or even your awareness.

And what gives weight to your actions that people would take you as a role model? Well, if you appear to be successful that is often enough. The more you achieve, the more people look to you as a template for success. If you achieve via hard work, creativity, or by cheating, it makes no matter. People will see your success and follow in your footsteps.

If you have done some things right and have some measure of success, your credibility will grow. Your power of influence will grow too. And like in the Spiderman movies, "With great power comes great responsibility." You will influence many people, more than you are aware of. If you take the left path or the right path, the high road or the low road, many people will follow you. Your actions will be multiplied by the people you influence. If you do well, you will have company, and if you mess up, you may have more than your own actions on your conscience.

The things others pick up on will not be what you expect either. Don't get stressed out about what they focus on, you can't control it anyways. Just try to live your life the best you can.

# **WHAT IS A MENTOR?**

The notion of mentoring is ancient. The original Mentor was described by Homer as the "wise and trusted counselor" whom Odysseus left in charge of his household during his travels. Athena, in the guise of Mentor, became the guardian and teacher of Odysseus' son Telemachus.

In modern times, the concept of mentoring has found application in virtually every forum of learning. In academics, mentor is often used synonymously with faculty adviser. A fundamental difference between mentoring and advising is more than advising; mentoring is a personal, as well as professional relationship. An adviser might or might not be a mentor, depending on the quality of the relationship. A mentoring relationship develops over an extended period, during which a student's needs and the nature of the relationship tend to change. A mentor will try to be aware of these changes and vary the degree and type of attention, help, advice, information, and encouragement that he or she provides.

In the broad sense intended here, a mentor is someone who takes a special interest in helping another person develop into a successful professional. Some students, particularly those working in large laboratories and institutions, find it difficult to develop a close relationship with their faculty adviser or laboratory director. They might have to find their mentor elsewhere—perhaps a fellow student, another faculty member, a wise friend, or another person with experience who offers continuing guidance and support.

In the realm of science and engineering, we might say that a good mentor seeks to help a student optimize an educational experience, to assist the student's socialization into a disciplinary culture, and to help the student find suitable employment. These obligations can extend well beyond formal schooling and continue into or through the student's career.

The Council of Graduate Schools (1995) cites Morris Zelditch's useful summary of a mentor's multiple roles: "Mentors are advisors, people with career experience willing to share their knowledge; supporters, people who give emotional and moral encouragement; tutors, people who give specific feedback on one's performance; masters, in the sense of employers to whom one is apprenticed; sponsors, sources of information about and aid in obtaining opportunities; models, of identity, of the kind of person one should be to be an academic."

In general, an effective mentoring relationship is characterized by mutual respect, trust, understanding, and empathy. Good mentors are able to share life experiences and wisdom, as well as technical expertise. They are good listeners, good observers, and good problem-solvers. They make an effort to know, accept, and respect the goals and interests of a student. In the end, they establish an environment in which the student's accomplishment is limited only by the extent of his or her talent.

# **The Mentoring Relationship**

The nature of a mentoring relationship varies with the level and activities of both student and mentor. In general, however, each relationship must be based on a common goal: to advance the educational and personal growth of the student. You as mentor can also benefit enormously.

There is no single formula for good mentoring; mentoring styles and activities are as varied as human relationships. Different students will require different amounts and kinds of attention, advice, information, and encouragement. Some students will feel comfortable approaching their mentors; others will be shy, intimidated, or reluctant to seek help. A good mentor is approachable and available.

Often students will not know what questions to ask, what information they need, or what their options are (especially when applying to graduate programs). A good mentor can lessen such confusion by getting to know students and being familiar with the kinds of suggestions and information that can be useful.

In long-term relationships, friendships form naturally; students can gradually become colleagues. At the same time, strive as a mentor to be aware of the distinction between friendship and favoritism. You might need to remind a student—and yourself—that you need a degree of objectivity in giving fair grades and evaluations. If you are unsure whether a relationship is "too personal," you are probably not alone. Consult with the department chair, your own mentor, or others you trust. You might have to increase the mentor-student distance.

Students, for their part, need to understand the professional pressures and time constraints faced by their mentors and not view them as merely a means—or impediment—to their goal. For many faculty, mentoring is not their primary responsibility; in fact, time spent with students can be time taken from their own research. Students are obliged to recognize the multiple demands on a mentor's time.

At the same time, effective mentoring need not always require large amounts of time. An experienced, perceptive mentor can provide great help in just a few minutes by making the right suggestion or asking the right question. This section seeks to describe the mentoring relationship by listing several aspects of good mentoring practice.

Careful listening. A good mentor is a good listener. Hear exactly what the student is trying to tell you—without first interpreting or judging. Pay attention to the "subtext" and undertones of the student's words, including tone, attitude, and body language. When you think you have understood a point, it might be helpful to repeat it to the student and ask whether you have understood correctly. Through careful listening, you convey your empathy for the student and your understanding of a student's challenges. When a student feels this empathy, the way is open for clear communication and more-effective mentoring.

Keeping in touch. The amount of attention that a mentor gives will vary widely. A student who is doing well might require only "check-ins" or brief meetings. Another student might have continuing difficulties and require several formal meetings a week; one or two students might occupy most of an adviser's mentoring time. Try through regular contact—daily, if possible—to keep all your students on the "radar screen" to anticipate problems before they become serious. Don't assume that the only students who need help are those who ask for it. Even a student who is doing well could need an occasional, serious conversation. One way to increase your awareness of important student issues and develop rapport is to work with student organizations and initiatives. This will also increase your accessibility to students.

Multiple mentors. No mentor can know everything a given student might need to learn in order to succeed. Everyone benefits from multiple mentors of diverse talents, ages, and personalities. No one benefits when a mentor is too "possessive" of a student.

Sometimes a mentoring team works best. For example, if you are a faculty member advising a physics student who would like to work in the private sector, you might encourage him or her to find mentors in industry as well. A non-Hispanic faculty member advising a Hispanic student might form an advising team that includes a Hispanic faculty member in a related discipline. Other appropriate mentors could include other students, more-advanced postdoctoral associates, and other faculty in the same or other fields. A good place to find additional mentors is in the disciplinary societies, where students can meet scientists, engineers, and students from their own or other institutions at different stages of development.

Coordinate activities with other mentors. For example, a group of mentors might be able to hire an outside speaker or consultant whom you could not afford on your own.

Building networks. You can be a powerful ally for students by helping them build their network of contacts and potential mentors. Advise them to begin with you, other faculty acquaintances, and off-campus people met through jobs, internships, or chapter meetings of professional societies. Building a professional network is a lifelong process that can be crucial in finding a satisfying position and career.

# **What People Think About Role Models**

I think mentors should be role models, But a role model who hasn't forgotten where s/he came from, how s/he got to where s/he is now and always looking back to see if s/he can help those that came from the very same place.

My mother influenced me to not set limits on what I could do. She had an A.A. in commercial art but she had to give up her idea of a career because my dad was a carpenter and we moved around a lot. I had a teacher in Junior High who inspired me to try to live up to my potential. What she did was pull me aside one day and pointed out to me that if I would apply myself a little harder I was capable of getting straight A's. I didn't take her advice right then, but it gave me quite a boost and started me to thinking and paying more attention. She had been a forest ranger before she was a teacher and she shared a lot of her experiences with her students. I was very impressed by her life. I was the new kid in school and she spent extra time with me to help me out. I was real shy and buried in books at that age. When she jumped on me for being lazy I definitely sat up and took notice. I believe the best roles models make us see the possibilities within ourselves.

Lately, I have been privileged to have some very young role models. I have been influenced by the vitality and passion that young women have in making their lives and the lives of others better. I find that there is so much to learn from our youth but unfortunately, we often forget that. Martha

I believe a person has many role models in their lives. Each role model teaches a person about themselves . A role model to me is someone who not only treats me as an equal but is honest, trusting, and most of all open-minded especially today. We live in a society that really doesn't allow one to be different. A role model Dares you and themselves to be different.

I think a good role model encourages me to believe I can get to where she is.

I have numerous role models, from my daughter, who reminds me what is important in life, to my boss and dear friend, who encourages me to think and use the power of my voice and the strength of my fist. My mother has always taught me that you can be anyone or anything you want to be and my sister showed me what courage really was.

I believe people who are role models know that they are, whether they like it or not. It is their behavior that people look up to. It is their leadership qualities that others want to see and model. It is the smile that they give to others. It is the look you get. All the above. (unattributed)

If you are out in the community, your community, you are being looked at. All the good things you do reflect yourself and your family. Who said life was fair? We are here to take care of one another and if it means modeling healthy behavior, then someone must do it. Go for it. This is taught to us by our parents, respected community person or other family member, etc.

To me I think a Good Role Model is a person who tells or influences you to make the right choice in life. Like for example my mother she always tells me “You’re not going to get nowhere in life until you prove it to yourself" whatever that means (huh). But if I didn't have anyone like my mother to remind me every day. . . I might be that lazy, oh lazy young lady rocking in my chair, doing nothing for myself but, getting old. But YES, my mother is the greatest role model for me. Why? The answer is that she believes in everyone has a dream like Dr. King said . . . My mother a fine role model for me and my sisters.

I think role models have changed over the generations. People used to describe their role models as being people they didn't know i.e. movie stars and athletes. Now, (evident by this discussion) people tend to find role models that are in some way, or another involved in their lives. I think this is great, and it emphasizes one of my favorite sayings, "It takes a village to raise a child." Nikki

I think the other piece about a role model that is important is that it is not just someone who you look up to or is successful, but someone who has had to go through similar struggles/ challenges as we.

I agree with everyone’s ideas about what a role model SHOULD be and what characteristics they SHOULD have, but to give someone the label of being a role model is telling them that you are, or you would like to use them as an example to young children and other people who "are not on the right track" and basically saying that you should "be like" or consider "following his/her footsteps". What I'm getting at is we need to take the other person’s feelings into consideration for example: I would never consider myself a role model for the simple fact that I have problems of my own and I feel pressured, and I'm not perfect; it just so happens that I stumbled upon the most wonderful opportunity, and was empowered to make my own decisions in life to set my goals. I found my passion and I plan to build my future around my goals. In conclusion I would just like to encourage people to not just slap a label on anyone.

Whether you like it or not the choice you make or stumble upon make you who you are. YOU are MAKING those choices, whether they are right or wrong and it doesn't look like they are steering you in the wrong directions. I always tell people, whether you like it or not people are looking at you, for better or worse. It’s hard, but somebody’s got to do it. And when you fall, they will be there to say "I told you so." Good lesson learned and you keep right on going.

Gena, I agree it's hard to label people a role model, but i just think of it as a friend we look up to or learn things from. Usually those are people who are a little older cuz they explain their insights so well, but then again my peers are also role models, like you Gena, cuz it reminds me that young people like myself go thru problems sometimes and still keep goin. i think that as long as someone is honest and doesn't pretend to know all the right things to say or do, then that's the best example!

Also, I must mention my Beautiful Mother as my personal and all time shero. Every time that I start to feel sorry for myself, I think of all the shit she's been thru and worked at, and put up with, and survived, and sacrificed, and accomplished. She had to come here to the U.S. only knowing my father and when my dad turned out to abuse alcohol and beat my mother, she had nowhere to go 'cuz he was the only person she knew and she was an "immigrant" so she just stuck it thru and slowly indigenized herself she learned to drive, saved money, established residency and finally left my dad with our support (me and my sisters). And even still, she had to deal with my sisters and mine attitudes while growing up - I just love her so much and try to show her that everyday a little more.

Points well taken! I guess it's just the Big word ROLE MODEL. I must admit as much as I hate to label people you girls are right. I know people are watching me whatever I do. I guess that's why I strive so hard to be the best at whatever I do, I more so liked the word Kaira used "Example." Basically, I think that Role Model sounds so demanding, and ‘example’ is making more of a statement like you can do it too (humbler I guess).

# **2. Family Skills**

### How do children learn right from wrong? How do we teach them to be the kind of people who enhance rather than diminish the quality of life in our society? How do we pass on to them a sense of morality, values, and social responsibility?

**Characteristics of Moral People**

Of all the parts of the family, no part is as important as raising children with good values. As a family, we may hope our children are good athletes, achieve in school, are artistically talented, or good looking, but nothing is as important as their moral behavior. If our children are not good, honest, self-disciplined, kind, hard-working people, then their humanity is diminished. But what does it mean to say our children are "good" people?

**The following characteristics help promote moral development:**

* honest and trustworthy
* faithful and loyal
* hard-working, responsible, and self-disciplined
* kind, with concern for their fellow human beings
* independent, able to resist the pressure of the crowd
* generous, giving, and selfless
* loving, empathetic, sensitive, and tolerant
* friendly, helpful, cheerful, and gentle
* concerned for justice, and respectful of legitimate authority, rules, and laws
* respectful of themselves and the rights of others
* respectful of life, property, nature, elders, and parents
* courteous, polite, having good manners
* fair in work and play
* merciful and forgiving, understanding the futility of holding a grudge
* service oriented, willing to contribute to family, friends, community, country, religious, organizations, and school
* courageous
* peaceful, calm, and serene
* Morality is Respect

Families need to respect children and require respect in return. Discipline must be respectful and model the restraint, gentleness, and fairness we expect of our children. As children get older, we need to ask for and consider their opinions when setting rules and consequences.

Children develop morality slowly, and in stages. These stages have their foundation in a secure attachment and basic trust, beginning in the preschool years and continuing to develop even in the adult years. These stages are the ones of right and wrong that we carry around in our heads as children, teens, and adults. Each stage has its own theory and idea of what is good and right and different reasons why people should be good. Each stage brings a person closer to mature moral development.

**Respect Kids and Require Respect in Return**Treating kids with respect means treating them like persons, being fair with them, relating to them at their level, and making some allowances for the immaturity of their developmental stage. It means giving kids the feeling that you're trying to consider their point of view.

Since morality is a two-way street, we can require respect in return from our children. We can insist on courtesy and expect consideration. We can require in firm, unmistakable ways, the special respect that is due us as parents and caretakers and the simple respect that is due every human being.

**Teach by Example**

One of the surest ways to help our children turn their moral reasoning into positive moral behavior is to teach by example. Teaching kids respect by respecting them is certainly one way to teach by example. But teaching by example goes beyond how we treat our children. It has to do with how we treat others as adults, how we treat and talk about others outside the family. It has to do with how we lead our lives. Think back to how your own parents influenced your moral development by the examples they set. We teach respect for all persons by the examples we set. Nothing else is more indelibly etched in our children’s' minds.

**Teach by Telling**  
Even though it is extremely important to teach by example, it is not enough. Children are surrounded by bad examples. They need our words as well as our actions. They need to see us leading good lives, but they also need to know why we do it. For our example to have maximum impact, they need to know the values and beliefs that lie behind it.

Children's books can be helpful in illustrating values. Moving stories that are told through television shows or movies can also open the conversation with children about morality. Worship, study, and celebration of your religious faith together as a family also can promote moral development.

**Help Children Learn to Think**  
It is not enough to set a good example and tell children what we think, important as those things are. We also have to teach them to think for themselves. One father describes how his parents did that: "Whenever I did something wrong, my parents didn't just demand that I stop my behavior. Instead, they almost always asked, 'How would you feel if someone did that to you?' That gave me a chance to reflect on whatever I did and how I'd like to have it done to me."

There are two very important moral lessons here. First, take the time to think. Second, put yourself in the other person's shoes. Neither of those things comes naturally to children. We can help their moral development by giving them constant encouragement to stop and think and to take the viewpoint of others into consideration. Children who think about and discuss moral issues make better headway through the stages of moral reasoning than children who don't.

**Help Children Take on Real Responsibilities**  
Have your children complete chores and jobs around the house, take responsibility for their own homework, or take care of a younger sister or brother, an ill family member, or animals. Volunteering, service projects, and giving to a charity provide an opportunity to give of self through responsible action.

**Balance Independence and Control**  
Children need limits with independence, roots, and wings. Finding the balance can be tricky. Too much parental control can lead children to rebel and make poor choices just to get some freedom. Too much freedom leads to children feeling overwhelmed - having too much power before they are ready for it. With an overabundance of freedom, children may get the idea that parents don't really care what they do or what kind of person they become.

**Love Children and Help Them Develop a Positive Self-Concept**  
Family love helps a child take in parental values and rules. Families who spend quality and quantity time with their children as well as love them abundantly have children who have higher levels of moral development.

**Foster Moral Development and a Happier Family**  
Helping children grow morally and making good families are really the same thing. When you're doing one, you'll be doing the other.

A close family gives children people to identify with, examples to learn from, values and traditions to uphold, and a support system to turn to in times of need. When children feel connected to the family, they've got a rudder that helps them hold to a course of responsible conduct in the face of pressure from peers.

# **Improving Your Family Relationship**

The purpose of this Improving Your Family Relationships Program is to provide you with the needed information and tools to increase your interpersonal abilities and competencies within your family unit. Since there are two or more people in a family unit, it is more likely that you will be successful in changing your family if you gain the support and participation of the other family members. In addition, it will be very important that you practice and apply each of the concepts and skills in this program on a regular basis in order to master them fully. Finally, other related programs are under development that primarily focus upon parenting and domestic violence and abuse and families affected by substance abuse and other addictive behaviors. If your family is affected by any of these problems, please also refer to the other mini self help programs with titles that relate to this program. This program will offer some information about other topics such as parenting but the focus is skill building for family members.

Most of us are capable of being functional at certain times and not others. We often have been raised to believe that having family problems is a multigenerational way of life and that nothing can change the family dysfunction that we have known in the past. We have come to accept that family dysfunction is the "norm" rather than the exception. Nothing could be further from the truth. However, it takes considerable time and effort to overcome family dysfunction. When we do, we have made changes that future generations will know and appreciate. The choice is ours. Do nothing and languish in the family dysfunction or begin work on improving our selves and our family so that we do not continue to pass on the problems from one generation to another.

Our educational system does not teach us how to be positive functional family members and it does not provide us with the skills we need to get our needs met in a family system while we are growing up or when we grow up and start our own family units. As you go through this program, you will come to realize that there are a multitude of family development skills that can be learned and used to help you to improve your family unit and the way that it operates on a daily basis.

We never know when we will be required to utilize our family relationship skills to obtain positive change in our families and to obtain the happiness that we so richly deserve. If you would like to learn more about family interaction and intervention strategies and methods after you complete this program, please feel free to email me at jagvw@earthlink.net and to visit my web site at url: www.helptochange.com where we have additional family skill programs for sale in our Self Help Bookstore and where you can obtain additional assistance in becoming more positive and functional in your family life. As you may know, I have a Doctoral Degree with an emphasis in marriage and family therapy and I am here waiting to assist you to find the happiness and fulfillment that you and your family so richly deserve. I hope that you enjoy this interesting program!

As you go through this program please make every attempt to apply the information that is provided to your daily life. To increase your relationship skills in your family, practice is absolutely the key to success!  
  
**So, You Are Thinking About Your Family Relationships**

How do we go about the process of thinking about our family relationships? By now, you most likely know what is wrong with your family relationships or have some idea about that. What you likely do not know is what is right about your family relationships, what a healthy family relationship is like and what to do about the problems you are currently having.

In order to understand healthy family relationships, a review of how we find and develop our primary relationships is meaningful. How did we develop our relationship skills and how did we choose the relationship that we now have?

**FINDING AND DEVELOPING HEALTHY RELATIONSHIPS**

How do we find and develop our relationships. A list of important variables in our relationship development skills and capabilities are listed below:

Becoming capable of healthy relationships: It is a cliché but very true that the relationships we form can't be any healthier emotionally than the people in those relationships, namely, ourselves and our relationship partners. It is also true that we tend to attract, and be attracted to, others who are at about our own levels of emotional health. Therefore, before we become capable of participation in a good relationship, we must be functioning in a healthy way as individuals on our own. This means using the tools presented throughout treatment and in support groups and allowing time to work on and change our dysfunctional and unhealthy lifestyle patterns. This is why newly divorced or widowed people often receive the advice that they should avoid making major relationship decisions or commitments for at least their first year after losing their partner/spouse; it takes most people that long to become stable enough to make healthy choices.

Selecting and screening partners and friends: There is nothing wrong with being cautious and picky or with screening people out when we feel they aren't right for us. Many people who have relationship problems were themselves raised in dysfunctional environments in which they may not have learned that they have the right to say no: It is important to remember that no one is obligated to go out with anyone else, or become romantically or sexually involved, or

even to become friends, just because the other person wants this or is in need. While actively pursuing relationships after losing a partner/spouse, we are likely to meet many people who are truly needy but who are not able to be in healthy relationships. It is important to be able to choose not to get into relationships when we feel it is unhealthy, unsafe, or inappropriate. Also, sometimes a relationship may seem to start out well, then later we may have experiences with others that change our feelings about being in relationships with them. Again, we have the right at that time to screen people out, to decide to end those relationships, or to reduce our level of involvement in them. Your relationships should allow you to be who you are!

Controlling the pace and stages in relationship development: Rome wasn't built in a day, and neither was any healthy relationship. A common pattern in unhealthy relationships is a rapid progression to high levels of emotional and/or sexual intimacy. This is not safe, because it takes time to get to know another person well enough to tell how stable and dependable he or she is (see "Risk management" below). By contrast, a healthy relationship develops at a slow enough pace that both partners are able to get to know one another at deeper and deeper levels of intimacy and trust as the levels of openness and vulnerability in the relationship increase.

Risk management: This is the art of being neither too reckless nor too cautious as a relationship develops, so that we don't get hurt too badly too often, but we don't deny ourselves the chance to experience good relationships.

There are two key principles here:

* Don't risk more than you're willing to lose-Don't take a chance by making yourself physically or emotionally vulnerable unless you can accept the odds that the other person will let you down and the consequences if he or she does so.
* Don't risk much more than the other person is risking- If you are making yourself very open emotionally, sharing your feelings, dreams, and fears, and the other person is withholding this type of disclosure, something is out of balance. An imbalance of vulnerability creates an unhealthy imbalance of power in a relationship.

Watching for the repetition of our unhealthy patterns: Many of us find, reviewing our life histories, that we have certain patterns of behavior that have caused us problems over and over. In relationships, these can be patterns such as being drawn to certain types of people who hurt us or engaging in certain types of relationship-destroying behavior of our own. It is wise to first review our own pasts to identify such patterns, then to watch for their coming up again and to get the feedback of others we trust to help us do this watching. If we see the old patterns being replayed, we have two choices: We can either do something different (cut the relationship short or keep it at a different level from past patterns, or choose to change our own behaviors as the relationship develops) or we can do the same thing again and probably get the same results we have gotten in the past. We may also see ourselves acting out a past pattern or patterns that our parents or caretakers acted out in their family relationships. Recreating your parents past is a likely thing to have happen if you don't become aware of it now and not let it happen to you.

Warning signs-knowing when to back away: These are some near universal signs that a developing relationship is unhealthy or becoming that way. One of the skills in finding and developing healthy relationships is identifying these signs and distancing oneself or getting completely out of the relationship or getting help for your relationship, as you are now doing. You have to decide what action you need to take and what is the most appropriate:

* You and the other person want significantly different types of relationship (e.g., you want a nonromantic friendship and he or she wants to become lovers), and neither of you is willing to change your goals for the relationship. This can also take the form of your not wanting to have sex and your partner/spouse demanding to have sex all the time without considering your wants and needs. No one person should control that aspect of the relationship.
* The other person becomes abusive, intrusive, manipulative, demanding, or controlling. This includes physical and sexual coercion, pressure, or violence; open or implied threats; guilt-inducing statements such as anything starting with "If you care about me" or similar words; demands or pressure to account for time or activities; demands or pressure to cut back or give up other family or friendship relationships or other activities. There is a book that I think all people should read entitled "The Emotionally Abusive Relationship" by Robin Norwood and it outlines all forms of emotional abuse in a relationship.
* The other person becomes consistently needy, and you find yourself frequently rescuing him or her, solving his or her problems, or otherwise "fixing" the person. In a family, we are willing to do this for our children but not all the time for our partner/spouse. The partner/spouse who continually overspends money likely has a spending problem, for example, and would benefit from participating in Spenders Anonymous meetings which is a 12 step program like Alcoholics Anonymous.
* You become aware that the other person is being dishonest, secretive, or unethical (by your standards) and is unwilling to discuss this and/or change these behaviors. It is hard to maintain a family unit when anyone in the family is being dishonest and secretive and evidencing a lack of integrity. With teens, some secretiveness is expected but that does not mean that you should close your eyes and not check for things that should not be in their rooms or in their cars. It is better to be vigilant than sorry!
* You consistently notice that friends or family whom you consider to be healthy and to have good judgment perceive the other person as unhealthy or unsafe. If you have teen children and you are concerned about one of their friends make it your business to meet the other teens parents and make it your business to monitor their activities and to expect that they will have to have a positive and healthy peer group. Part of the way that you can judge how your teen is doing is by the friends that they keep. The same is true for your partner/spouse. A pathological dependency on someone outside of the family unit can lead to a triangle in which the relationship can be compromised and perhaps ended.
* You find yourself feeling pressured or unsafe, or find yourself doing things you don't really want to do in the relationship out of a feeling of obligation or pity. This includes situations in which you feel pressure to violate your values or standards for fear of losing the relationship. It is best to let it go and wait for someone with whom you can be yourself and still be in a relationship. It is also better to voice your objections than to give in passively.

**MAINTAINING HEALTHY RELATIONSHIPS**

For those of us who are in family relationships that we wish to make or keep healthy, or for use in future relationships, these skills are important after relationships are formed.

**1. Communication skills:**This is the most important area in most relationships. We learn to talk automatically as children, but we don't learn good communication skills automatically unless our parents or care givers model them for us. These are covered in detail in other sections of this mini self-help program. Good communication skills include:

* Active listening and feedback skills
* Staying positive
* Being clear and specific
* Staying on the subject
* Avoiding "“you”r" statements, mind-reading, and attacks

**2. Acceptance and being supportive:** We often find that when a partner or friend tells us about a problem, we feel obligated to solve it. This can lead to the following problems:

* 1. The listener being uncomfortable and changing the subject
  2. Cutting off the person speaking and giving advice
  3. Minimizing, comparing, or belittling the problem

What people usually want from their friends or partners is not a solution, but support. In a healthy relationship, partners practice listening, offering understanding and support, and letting the other person find his or her own solution. This is also much easier than trying to solve another person's problems for him or her.

Balancing togetherness and individuation: In a healthy relationship, there are three categories of time and activities: yours, mine, and ours. Partners in friendship or love do some things together and others on their own; they have some mutual friends and some friends they don't share.

Being interdependent: We all want to feel needed, but none of us has the strength or resources to adequately manage more than one life at a time. In a healthy relationship, partners need one another but can function alone, and there is a balance of needs. In other words, I need my partner in this way, and he or she needs me in that way. The same is true when it comes to parenting children. Each child and each adult have needs which must be respected and met. Children’s needs do not necessarily come at the expense of the need meeting of their parents every time!

Balancing work and play: In a healthy relationship, work and play are both important, and partners share some of both. Work is necessary for both partners to contribute to the relationship (work can be anything from a paid job to maintaining a household), and shared play is necessary to keep love and enjoyment of one another active. Every family member must achieve this balance in their lives.

Handling conflicts: Every relationship includes conflict. Having conflict does not mean a relationship is unhealthy. In healthy relationships, people accept that conflict is natural and find ways to resolve it so that both partners are satisfied with the results over time, and they remember that although they are in conflict they care about each other more than they care about the conflict. This means that in a healthy relationship, partners can disagree, argue, and work out conflicts in a loving and respectful way. This is also addressed in detail in separate presentations. All family members need to be able to work out conflict between each other and with other people. How the partner/spouse/parent handle conflict is how conflict resolution will be modeled to the rest of the members of the family group. Some specific conflict resolution skills are:

a. Checking for miscommunication and clarifying when it is found

b. Working to see the other's point of view

c. Seeking compromises acceptable to both partners

d. Practicing putting the relationship ahead of winning the conflict

e. Using time-outs to allow tempers to cool when necessary

f. Making appointments to discuss touchy topics at times when both partners are prepared to do so 

g. Working on one area of conflict at a time

**DEALING WITH SPECIFIC PROBLEMS**

Some types of problems occur in many relationships. Here are some of these specific problems which I encounter in relationship and family counseling:

Misunderstandings and disappointments: If you have chosen a partner who is dependable and honest, problems of this type will probably result from poor communication and wishful thinking. The primary solutions in a healthy relationship are to practice good communication skills and to examine our own thinking about our partners to make sure our expectations are reasonable and based on real experience with those partners rather than on our untested ideas or impressions about them, especially when a relationship is new and we don't know each other very well yet.

Violations of rights or boundaries: Again, if you have chosen a healthy partner, these will usually result from poor communication and differing expectations. Two partners may have grown up with different beliefs about rights, roles, and boundaries between partners. And again, the healthy relationship solutions are good communication and frequent self-examination of motives, expectations, and beliefs.

**3. Jealousy and possessiveness:** This is an unhealthy pattern but is present to some degree in nearly every relationship, even comparatively healthy ones. It is typically based on insecurity and fear of abandonment. The healthy solution is for partners in a relationship to address these underlying concerns, as well as the jealous and possessive behavior, and resolve both in a way both are satisfied with.

Children: We and our partners will always have different experiences, beliefs, and expectations about proper child rearing because of having grown up in different families. in a healthy relationship, these differences are openly addressed, preferably before having children, and resolved by finding compromises acceptable to both partners.

**4. Money:** Again, we and our partners are likely to have learned different habits and views about managing money, and in a healthy relationship will discuss this openly and reach a compromise acceptable to both partners. If either or both partners lack skills or experience in managing money, information and training are available from community agencies.

**5. Change in general:** Changes are always stressful, and because we and our partners are different people, we see and experience these changes differently. This sometimes leads to honest differences of opinion about how to handle them. Because people are less patient and tolerant when under more stress, and because change is stressful, this can trigger emotional conflicts. in a healthy relationship, partners work at their conflict resolution skills, use them to manage conflict resulting from change, and anticipate problems when they know major changes are coming in their situation.

The next consideration for your initiating this mini self help program is to determine if your are ready to undertake a program of personal change. On the following pages is a measure of readiness to undertake personal change. Please complete this measure and have your partner/significant other/spouse also complete this measure as well. You will be amazed at what you learn!

**Recognizing and Exercising Your Basic Rights In Your Relationships**

As adult human beings we all have certain basic rights. Often, though, we have either forgotten them or else as children we were never taught to believe in them. Developing family relationship skills involves recognizing that you, just as much as anyone else, have a right to all of the things listed under the Personal Bill of Rights, beginning on this page. Being in family relationships also involves taking responsibility to exercise these rights in situations where they are threatened or infringed upon. Read through the Personal/Spousal/Family Bill of Rights, reflecting on your willingness to believe in and exercise each one. In addition, look at these rights and consider which ones you may be violating in your present relationship with your partner/significant other/spouse.

**Personal/Spousal Family Member Bill of Rights**

1. I have the right to ask for what I want and so does my partner/spouse.

2. I have the right to say no to requests or demands I can't meet and so does my partner/spouse.

3. I have the right to express all my feelings, positive or negative in an appropriate way and so does my partner/spouse.

4. I have the right to change my mind and so does my partner/spouse.

5. I have the right to make mistakes and not have to be perfect and so does my partner/spouse.

6. I have the right to follow my own values and standards and so does my partner/spouse.

7. I have the right to say no to anything when I feel I am not ready, it is unsafe, or it violates my values and so does my partner/spouse.

8. I have the right to determine my own priorities and so does my partner/spouse.

9. I have the right not to be responsible for others' behavior, actions, feelings, or problems and so does my partner/spouse.

10. I have the right to expect honesty from others and so does my partner/spouse.

11. I have the right to be angry at someone I love in a constructive manner and so does my partner/spouse.

12. I have the right to be uniquely myself and so does my partner/spouse.

13. I have the right to feel scared and say "I'm afraid" and so does my partner/spouse.

14. I have the right to say, "1 don't know" and so does my partner/spouse.

15. I have the right not to give excuses or reasons for my behavior and so does my partner/spouse.

16. I have the right to make decisions based on my feelings and so does my partner/spouse.

17. I have the right to my own needs for personal space and time and so does my partner/spouse.

18. I have the right to be playful and frivolous and so does my partner/spouse.

19. I have the right to be healthier than those around me and so does my partner/spouse.

20. I have the right to be in a non-abusive environment and so does my partner/spouse.

21. I have the right to make friends and be comfortable around people and so does my partner/spouse.

22. I have the right to change and grow and so does my partner/spouse.

23. I have the right to have my needs and wants respected by others and so does my partner/spouse.

24. I have the right to be treated with dignity and respect and so does my partner/spouse.

25. I have the right to be happy and so does my partner/spouse.

Photocopy the above list and post it in a conspicuous place. By taking time to carefully read through the list every day, you will eventually learn to accept that you and your partner/spouse are entitled to each one of the rights enumerated. It is important to support these rights within your family unit whenever possible.

**CONCLUSION**

Now that you have obtained some needed information about relationships and about patterns in healthy relationships and problems in relationships, it is time to begin to assess your family relationships and the role that you play in them. This assessment is designed to get you to think about your family relationships. It is also recommended that your partner/significant other/spouse also complete these evaluation measures, which are designed to provide you both with additional information about yourself and your participation in your family relationships.

Most business relationships are based upon contracts, which serve to structure the nature and actions of the relationship and the individuals who participate in them. The family contract listed below is designed to provide an understanding of the basic expectations that each family member should have of each other while they are working on the family relationships. The contract serves as a basis for the understanding and development of the change that can occur through participation in the Improving Your Family Relationships mini self help program. This contract is not intended to be an exhaustive review of all possible situations and behaviors but is rather a guide for family members to follow during their participation in this program.

* 1. **Family Member Therapy Relationship Contract:**

**MY COMMITMENT TO MY FAMILY RELATIONSHIPS IS AS FOLLOWS:**

1. I am invested in and care about this family and my family relationships and I will make an honest effort to improve it and to continue it.

2. I admit that part of the responsibility for our family relationship difficulties is mine.

3. I will make an effort to improve the relationship and will follow the instructions that this Improving Your Family Relationships Program provides to me.

4. I am willing to compromise on some things while I am following this Program.

5. I will not abuse my partner or any other family member in any way while I am in this Program and I agree that my partner can tell me when abuse is believed to be occurring and I will stop those activities immediately and will believe my partner.

6. I will not carry on an affair of any type outside of my primary relationship.

7. I will focus on our relationship as it is now and not bring up problems from the past.

8. I will take the time needed to work together on our relationship and to do the exercises and homework given by Dr. Garlock in this self help Program.

9. 1 will suspend judgment of our relationship while I am completing this Program and until I've made a sincere effort to change it.

* 1. **DYSFUNCTIONAL FAMILY ROLES**

There are several family roles that a person can take on when a family is unhealthy. Each of these roles can contribute to family dysfunction and should be avoided or dealt with when identified. While this mini self help program only deals with certain specific family roles, we wanted to provide you with some basic information about all of these roles so that you would be aware of them. These roles are based upon the pioneering work of Dr. Virginia Satir.

**THE ENABLER**

The Enabler tries to keep everyone 'fixed'. He/ She constantly helps others to continue in their irresponsibility by rescuing or saving then in some way. This person winds up getting sick or having depression or a nervous breakdown because they cannot control everyone all of the time and they are stressed out!

**THE ADDICTED ONE**

This is usually the individual who has become addicted to drugs, alcohol, or some other form of destructive behavior that causes the family to become dysfunctional. As a result, of this person's disease each person in the family develops a family role to "help" deal with the family dysfunction. If there is a current substance abuse problem in your family immediate professional assistance is needed.

**THE ADJUSTER**

The Adjuster agrees with everyone and adapts to every situation. They are extremely flexible and spontaneous. The person with this role finds it easy to leave home when there is stress. Of course, the Adjuster cannot adjust everyone and everything in the family.

**THE SCAPEGOAT**

The Scapegoat diverts attention fran the family by getting into trouble. The person in this role often uses drugs/alcohol and spends time with people who are also having trouble with inappropriate behavior. This is the person who most often bring families into treatment. The Scapegoat is the "problem" who brings the family in for the solution. Most often it will be a child and most often it is an adolescent who is acting out to get parental attention and to try and become equal or greater than their parents.

**THE LOST CHILD**

The Lost Child hides out, tries not to make waves, draws attention by non-presence. The person in this role is extremely unhappy and withdrawn. Even when he/she is around others he /she feels like he/she is alone.

**THE MASCOT**

The Mascot lessens tension in the family by being funny or cute. The person who is experiencing this role often has inappropriate affect. They will laugh when they feel sad, etc. The Mascot takes the focus off of the family problems by being a clown or an entertainer or by being "cute" and immature.

**THE COMPUTER**

The Computer is the family member who is very intellectual and does not have much contact with their emotions. They prefer to think their way through various situations and have little tolerance for tears and emotions. They can develop a problem when they are stressed and do not have a problem that can be solved by reasoning or thought alone.

**THE HERO**

The Hero tries to make the family look good by achieving success in school or work. This person often feels like he must achieve or be successful for the family. Rarely do they live their life for themselves. By bringing worth to the family they take the focus off of the problems of the family. They often feel sad, anxious and try to be perfect, which of course, they can't.

**THE PLACATER**

The Placater tries to reduce conflict in the family by smoothing things over. The person in this role is constantly on an emotional rollercoaster. They are either pleasing others or exploding because they are tired of pleasing others. You never really know where they stand and neither do they. They attempt to be a "peace maker" and become depressed when they are unable to be successful in this role.

**THE LITTLE PRINCE(S)**

The Little Prince(s) often takes on the role of the opposite sex spouse. This child ends up fulfilling the needs of the opposite sex spouse and does not really have a chance at living out his childhood. There is a potential role reversal and sexual abuse and emotional incest can occur if the parent they are replacing is dysfunctional and unable to fulfill their role and their responsibilities.

**THE BLAMER**

The Blamer always blames someone else for anything that goes wrong. No matter what it is that happens, they are not responsible for it. They have a negative tone and emotional style and they are always critical and defeatist in just about every situation. They wear you out!

These roles are very noticeable to others and you may also notice them yourself. If you do, I would recommend that you attempt to change them through an awareness of the roles and what impact they have on others. It is possible for family members to help each other to make family members consciously aware of these roles and when they are in use. It must be done in a noncritical or judgmental way to avoid upsetting the family member who has the role characteristics.

**INDEPENDENCE VS. CONTROL.**

The amount of independence granted to children can range from extreme independence (children having few or no rules) to extreme control (children allowed to make few or no decisions).

Extreme independence in a family allows the children to do almost whatever they want to do. Parents reason that the children will learn from their mistakes and grow from the experiences. Few restrictions are imposed, and little enforcement is provided for these restrictions. If you were raised in an extremely independent child-rearing family, it is quite possible that you are somewhat uncomfortable when it comes to setting limits or enforcing family rules.

Extreme control in a family allows few decisions to be made without the approval of the "head of the house." Children are expected to do exactly what they are told, even when no logical reason is given. There are many restrictions and high enforcement of the rules. If you were raised in an extremely controlling family, perhaps you experience great discomfort or anger whenever someone doesn't agree with you or behaves contrary to your ideas, advice, or rules.

Most people were raised in families in which the family atmosphere is somewhere between extremely warm and extremely hostile. Perhaps there was some hostility, but most of the time warmth was shown. Likewise, few people were raised on either extreme of independence or control. Most children are gradually granted more independence as they get older.

**CONSIDERATIONS:** You and your partner might find it difficult agreeing or cooperating on how to raise you children. You learned from different teachers! Now is the time for both of you to objectively appraise the benefits and drawbacks of your own upbringing, and purposely create the type of family atmosphere that is best for your family.

Your children need stability and consistency in their family life. When they are presented with dissimilar messages from you and your partner it may be quite difficult for them to develop a consistent value system. Although you both may not at present agree on certain techniques of child rearing, you must come to some agreement for the children's sake. Although compromise and cooperation may be difficult at first, you will find that the harmony they eventually produce will enhance your relationship and your family stability.

First, make compromises. Families function more smoothly when each partner practices the give-and-take process of cooperation. The will of one spouse should not impose on the rights of the other partner. Selfish desires of one partner may often lead to long-lasting hurts and resentments on the part of the other. Many compromises may not immediately feel good to the individual, but the cooperation and agreement lead to a more stable relationship.

Second, be consistent. When you agree upon how you will handle certain issues, tell the children about the process you went through to come to your decisions. That is, let them know that the rules of the house have been formulated by both you and your partner. When issues come up you may be tempted to go back to your old ways of dealing with them, but stay consistent for the family's sake. In the long run your children will respect the newfound strength of family unity.

Third, be patient. Change takes time. Your children will do their best to test the parent they see as the more lenient. At first expect a certain amount of protest when family rules are changed or added. But over time the children will realize that you and your spouse are together when it comes to discipline. Remember, a parent is a child's most influential teacher.

**III. Taking Personal Inventory:  Improving Your Self Esteem**

**Murphey's Law Sates:**A memorandum is written not to inform the reader but to protect the writer.

**David Copperfield:**

Passion is Everything…

**Navigators’ states:**Improving your SELF ESTEEM is a key to success

Self-esteem means the evaluation you give yourself regarding your worth as a person. In general, people who regard themselves favorably cope and perform better in all types of stressful situations. Gradually and systematically raising self-esteem, then, is a significant way to help us cope with stress. It is good to set realistic goals. A deep rooted belief that one is quite capable, worthy, and "good enough" (despite some real imperfections) is a realistic goal. Feel perfect, all powerful, or boastful is not a realistic goal. Actually, boasting reflects a need to win the approval of others, High self-esteem people are already secure in their own sense of worth, and do not need to boast.

**SELF ESTEEM PRINCIPLES**

High self-esteem people are confident in their ability in principle to learn and do what is necessary to achieve a satisfying life. They don't need to feel totally capable now or all knowing now. Instead, they believe in their ability to rise to most challenges. They allow challenges to occur and rise to the challenges as they need to. They understand that they will do their best and that their best is good enough!

"Building self-esteem is like running a marathon-Keep building and you will cross the finish line to positive self-esteem and self-worth"

**SELF ESTEEM MODEL**

We are not always sure which comes first: self-esteem or satisfactory activity. Undoubtedly, they act in a cycle upon each other. In our model we will simply choose to start with satisfactory activity.

1. Satisfactory Activity   
2. Sense of "I Can Do What is Necessary"  
3. High Self Esteem

**1. SATISFACTORY ACTIVITY**

This does not imply honors, awards or achievements, although these can be happy results of competent behavior. Neither does it imply that something must necessarily be done perfectly. Rather, it is making sound judgments, or acting competently, lovingly, appropriately, etc. This occurs at distinct points in life and does not necessarily or directly lead to self-esteem. For instance, a person who is very successful in business may or may not have high self-esteem. This requires the maintenance of self-maturity and the development of resiliency in confronting the challenges we all face in life. Wasting time is the wasting of your most precious resource.

**2. SENSE OF "I CAN DO WHAT IS NECESSARY"**

This is an assertive attitude that you have the necessary skills and/or knowledge to handle a situation that comes your way. I mean that you are confident that you have made the necessary arrangements to provide time, energy, and space to handle the given task. How will you know if you can do it until you try?

**3. HIGH SELF-ESTEEM**

This is the feeling of a job done right and to your fullest ability. It is compared only to yourself and not to anyone or anything. This if a feeling of doing your best at a given task. At no time should you attempt to compare yourself to other people. If you did your best, you could feel proud of being number one.

You Are a Winner…

**WAYS TO IMPROVE YOUR SELF-ESTEEM**

**Exercise and meditation**

Improve your ability to communicate be improving your vocabulary, communication skills, and grammar.

Enjoy hobbies, which remind yourself of your unique worth.

List as many strengths as you can think of under the same categories of physical, mental, emotional, spiritual and social. Every strength count, no matter how small it seems.

Do something for others. The psychologist, Frankle, who survived the concentration camps of World War II, states that people find meaning in their lives through touching others in a spiritual manner

List your strengths and weaknesses under the same categories of physical, mental, emotional, spiritual, and social. Accept what you are good at and what can't be changed, and change what you feel you'd like to. For example, if you tend to be impatient, resolve to develop patience. Carry an index card around with positive affirmations, such as:  
  
"I AM PATIENT; I HAVE UNDERSTANDING WHEN PEOPLE BEHAVE INCOMPETENTLY."

"I CALMLY EXPLAIN TO PEOPLE WHAT I EXPECT OF THEM BEFORE I GET ANGRY."

"I VIEW UNDESIRABLE EVENTS AS INCONVENIENT,

NEVER AWFUL OR CATASTROPHIC."

Read this card throughout the day, and/or put it on your mirror.

"Pass on your success to others so they can share in your accomplishments"

"Conquering stress is like conquering a mountain"… One Step at a Time.

**DAILY SELF ESTEEM AFFIRMATIONS**

1. I LIKE MYSELF.

2. I LIKE MYSELF WITHOUT COMPARING MYSELF TO OTHERS.

3. ALL PEOPLE ARE OF GREAT WORTH, INCLUDING ME.

4. I HAVE DECIDED THAT I AM WORTHWHILE.

5. I AM CONFIDENT, SELF-ASSURED, AND TRANQUIL.

6. I BELIEVE IN MY RICH POTENTIAL TO GROW.

7. I VALUE MY ABILITY TO WORK.

8. I RESPECT MYSELF BECAUSE I GENERALLY DO MY BEST.

9. I AM AS COMFORTABLE WITH MY STRENGTHS AS I AM WITH MY WEAKNESSES.

10. I ACCEPT MYSELF AND ENJOY STRIVING TO BETTER MYSELF.

11. I HAVE UNWAVERING FAITH IN MY ABILITY TO PROGRESS.

12. I AM WORTHY OF LOVE AND RESPECT FROM MYSELF.

13. I AM WORTHY OF LOVE AND RESPECT FROM OTHERS.

14. GIVEN THE TIME AND THE DESIRE, I CAN DO ANY REASONABLE TASK I CHOOSE.

15. I FEEL COMFORTABLE IN SOCIAL AND BUSINESS SITUATIONS.

16. I HAVE A CHEERFUL DISPOSITION. I CAN LAUGH AT MY MISTAKES.

17. I DESERVE REGULAR TIME TO RELAX.

18. SECURE IN MYSELF, I CAN CARE ABOUT AND TOUCH OTHERS.

19. I DELIGHT IN MY ACHIEVEMENTS, NO MATTER HOW SMALL.

20. I ENJOY MAKING OTHERS FEEL HAPPY AND LOVED.

Reading these daily affirmations should be repeated daily for two weeks or more. It is helpful to visualize the affirmations upon waking and before going to bed. Try placing the affirmations on a cassette tape, allowing time between affirmations to visualize each as though it is already true. During the day you might work on one or two affirmations. Place them on index cards and refer to it often. During the day write out affirmation 10 times.

**IV. Self-Awareness**

**What Self-Awareness Really Is**

**and How to Cultivate It**

Although most people believe that they are self-aware, true self-awareness is a rare quality. In this piece, the author describes a recent large-scale investigation that shed light on some of the biggest roadblocks, myths, and truths about what self-awareness really is.

Self-awareness seems to have become the latest management buzzword — and for good reason. Research suggests that when we see ourselves clearly, we are more confident and more creative. We make [sounder decisions](https://www.jstor.org/stable/20152338?seq=1#page_scan_tab_contents), build stronger relationships, and communicate more effectively. We’re less likely to [lie, cheat, and steal](https://guilfordjournals.com/doi/abs/10.1521/jscp.23.4.475.40307). We are [better workers](https://www.ncbi.nlm.nih.gov/pubmed/9109286) who get more promotions. And we’re more-effective leaders with more-satisfied employees and more-profitable companies.

Self-Awareness is an attainable skill, but, I am surprised by the striking gap between the science and the practice of self-awareness. All things considered; it is very difficult for people improving this critical skill.

**About Our Research**

The major components of our research included: Analyzing the results of nearly 800 existing scientific studies to ...

It is difficult to overcome roadblocks, myths, and truths about [what self-awareness is and what it takes to improve it](https://hbr.org/2019/06/how-to-move-from-self-awareness-to-self-improvement). Most people believe they are self-aware but, self-awareness is a truly rare quality. It is estimated that only 10%–15% of the people we studied fit the criteria.

**There Are Two Types of Self-Awareness**

For years, researchers have been used varying definitions of self-awareness. Is it the ability to monitor our inner world, is it as a temporary state of self-consciousness, or is it a way to describe the difference between how we see ourselves and how others see us?

Before we could focus on how to improve self-awareness, we needed to blend these findings and create an overarching definition.

There are two broad categories of self-awareness. The first, is internal self-awareness, represents how clearly, we see our own values, passions, aspirations, fit with our environment, reactions (including thoughts, feelings, behaviors, strengths, and weaknesses), and impact on others. Internal self-awareness is associated with higher self-consciousness and relationship satisfaction, personal and social control, and happiness. The negative side of awareness includes anxiety, stress, and depression.

The second category, *external self-awareness*, means understanding how other people view us. People who know how others see them are more skilled at showing empathy and taking others’ perspectives. For a team captain who see themselves as their fellow teammates do, their teammates tend to have a better relationship with them, feel more satisfied with them, and see them as more effective in general.

It’s easy to assume that internal self-awareness vs. external self-awareness would mean being better that the other. But there is virtually no relationship between them. So, one needs to identify that following four leadership archetypes, each with a different set of opportunities to improve:

**The Four Self-Awareness Archetypes**

This 2X2 maps internal self-awareness (how well you know yourself) against external self-awareness (how well you understand how others see you

**High -------Internal Self-Awareness---- Low**

|  |  |
| --- | --- |
| **Introspectors**  They’re clear on who they are but don’t challenge their own vies or search for blind spots by getting feedback from others. This can harm their relationships and limit their success. | **Aware**  They know who they are, what they want to accomplish, and seek out and value others’ openions. This is where leaders begin to fully realize the true benefits of self-awareness. |
| **Seekers**  They don’t yet know who they are, what they stand for, or how their team’s see them. As a result, the might feel stuck or frustrated with their performance and relationships. | **Pleasers**  They can be so focused on appearing a certain way to others that they could nbe overlooking what matters to them. Over time, they tend to make choices that aren;’t I service of their own success and fulfillment. |

LOW---------EXTERNAL SELF-AWRENESS----------HIGH

When it comes to internal and external self-awareness, it’s tempting to value one over the other. But leaders must actively work on both seeing themselves clearly *and* getting feedback to understand how others see them. The highly self-aware people we interviewed were actively focused on balancing the scale.

Take Jeremiah, a marketing manager. Early in his career, he focused primarily on internal self-awareness — for example, deciding to leave his career in accounting to pursue his passion for marketing. But when he had the chance to get candid feedback during a company training, he realized that he wasn’t focused enough on how he was showing up. Jeremiah has since placed an equal importance on both types of self-awareness, which he believes has helped him reach a new level of success and fulfillment.

The bottom line is that self-awareness isn’t one truth. It’s a delicate balance of two distinct, even competing, viewpoints.

**Experience and Power Hinder Self-Awareness**

Contrary to popular belief, studies have shown that people do not always learn from experience, that expertise does not help people root out false information, and that seeing ourselves as highly experienced can keep us from doing our homework, seeking disconfirming evidence, and questioning our assumptions.

And just as experience can lead to a false sense of confidence about our performance, it can also make us overconfident about our level of self-knowledge. For example, one study found that more-experienced managers were less accurate in assessing their leadership effectiveness compared with less experienced managers.

Similarly, the more power a leader holds, the more likely they are to overestimate their skills and abilities. One study of more than 3,600 leaders across a variety of roles and industries found that, relative to lower-level leaders, higher-level leaders more significantly overvalued their skills (compared with others’ perceptions). In fact, this pattern existed for 19 out of the 20 competencies the researchers measured, including emotional self-awareness, accurate self-assessment, empathy, trustworthiness, and leadership performance.

**Even though most people *believe* they are self-aware, only 10-15% of the people we studied actually fit the criteria.**

Researchers have proposed two primary explanations for this phenomenon. First, by virtue of their level, senior leaders simply have fewer people above them who can provide candid feedback. Second, the more power a leader wields, the less comfortable people will be to give them constructive feedback, for fear it will hurt their careers. Business professor James O’Toole has [added](https://www.scu.edu/ethics/focus-areas/business-ethics/resources/speaking-truth-to-power-the-role-of-the-executive/) that, as one’s power grows, one’s willingness to listen shrinks, either because they think they know more than their employees or because seeking feedback will come at a cost.

But this doesn’t have to be the case. One analysis showed that the most successful leaders, as rated by 360-degree reviews of leadership effectiveness, counteract this tendency by seeking frequent critical feedback (from bosses, peers, employees, their board, and so on). They become more self-aware in the process and come to be seen as more effective by others.

Likewise, in our interviews, we found that people who improved their external self-awareness did so by seeking out feedback from *loving critics*— that is, people who have their best interests in mind *and* are willing to tell them the truth. To ensure they don’t overreact or overcorrect based on one person’s opinion, they also gut-check difficult or surprising feedback with others.

**Introspection Doesn’t Always Improve Self-Awareness**

It is also widely assumed that introspection — examining the causes of our own thoughts, feelings, and behaviors — improves self-awareness. After all, what better way to know ourselves than by reflecting on why we are the way we are?

Yet one of the most surprising findings of our research is that people who introspect are *less* self-aware and report worse job satisfaction and well-being. Other research has [shown](https://www.sbp-journal.com/index.php/sbp/article/view/1219) similar patterns.

The problem with introspection isn’t that it is categorically ineffective — it’s that most people are doing it incorrectly. To understand this, let’s look at arguably the most common introspective question: “Why?” We ask this when trying to understand our emotions (*Why do I like employee A so much more than employee B?*), or our behavior (*Why did I fly off the handle with that employee?*), or our attitudes (*Why am I so against this deal?*).

As it turns out, “why” is a surprisingly ineffective self-awareness question. Research has shown that we simply [do not](https://deepblue.lib.umich.edu/handle/2027.42/92167) have access to many of the unconscious thoughts, feelings, and motives we’re searching for. And because so much is trapped outside of our conscious awareness, we tend to [invent](https://deepblue.lib.umich.edu/handle/2027.42/92167) answers that *feel* true but are often wrong. For example, after an uncharacteristic outburst at an employee, a new manager may jump to the conclusion that it happened because she isn’t cut out for management, when the real reason was a bad case of low blood sugar.

Consequently, the problem with asking *why* isn’t just how wrong we are, but how [confident](https://www.sciencedirect.com/science/article/abs/pii/S0065260108603111) we are that we are right. The human mind rarely operates in a rational fashion, and our judgments are seldom free from bias. We tend to pounce on whatever “insights” we find without questioning their validity or value, we ignore contradictory evidence, and we force our thoughts to conform to our initial explanations.

**The problem with introspection isn’t that it is ineffective—it’s that most people are doing it incorrectly.**

Another negative consequence of asking *why* — especially when trying to explain an undesired outcome — is that it [invites](https://www.ncbi.nlm.nih.gov/pubmed/16137257) unproductive negative thoughts. In our research, we’ve found that people who are very introspective are also more likely to get caught in ruminative patterns. For example, if an employee who receives a bad performance review asks *Why did I get such a bad rating?*, they’re likely to land on an explanation focused on their fears, shortcomings, or insecurities, rather than a rational assessment of their strengths and weaknesses. (For this reason, frequent self-analyzers are more [depressed](https://www.ncbi.nlm.nih.gov/pubmed/9108698) and [anxious](https://onlinelibrary.wiley.com/doi/10.1111/1467-6494.05005/abstract) and experience poorer [well-being](https://www.sbp-journal.com/index.php/sbp/article/view/1219).)

So if *why* isn’t the right introspective question, is there a better one? My research team scoured hundreds of pages of interview transcripts with highly self-aware people to see if they approached introspection differently. Indeed, there was a clear pattern: Although the word “why” appeared fewer than 150 times, the word “what” appeared more than 1,000 times.

Therefore, to increase productive self-insight and decrease unproductive rumination, we should [ask *what*, not *why*](https://www.youtube.com/watch?v=tGdsOXZpyWE). “What” questions help us stay objective, future-focused, and empowered to act on our new insights.

For example, consider Jose, an entertainment industry veteran we interviewed, who hated his job. Where many would have gotten stuck thinking “Why do I feel so terrible?,” he asked, “What are the situations that make me feel terrible, and what do they have in common?” He realized that he’d never be happy in that career, and it gave him the courage to pursue a new and far more fulfilling one in wealth management.

Similarly, Robin, a customer service leader who was new to her job, needed to understand a piece of negative feedback she’d gotten from an employee. Instead of asking “Why did you say this about me?” Robin inquired, “What are the steps I need to take in the future to do a better job?” This helped them move to solutions rather than focusing on the

A final case is Paul, who told us about learning that the business he’d recently purchased was no longer profitable. At first, all he could ask himself was “Why wasn’t I able to turn things around?” But he quickly realized that he didn’t have the time or energy to beat himself up — he had to figure out what to do next. He started asking, “What do I need to do to move forward in a way that minimizes the impact to our customers and employees?” He created a plan and was able to find creative ways to do as much good for others as possible while winding down the business. When all that was over, he challenged himself to articulate what he learned from the experience - his answer both helped him avoid similar mistakes in the future and helped others learn from them, too.

These qualitative findings have been bolstered by others’ quantitative research. In one study, psychologists J. Gregory Hixon and William Swann gave a group of undergraduate’s negative feedback on a test of their “sociability, likability and interest­ingness.” Some were given time to think about *why* they were the kind of person they were, while others were asked to think about *what* kind of person they were. When the researchers had them evaluate the accuracy of the feedback, the “why” students spent their energy rationalizing and denying what they’d learned, and the “what” students were more open to this new information and how they might learn from it. Hixon and Swann’s rather bold conclusion was that “Thinking about why one is the way one is may be no better than not thinking about oneself at all.”

All of this brings us to conclude: Leaders who focus on building both internal and external self-awareness, who seek honest feedback from loving critics, and who ask *what* instead of *why* can learn to see themselves more clearly - and reap the many rewards that increased self-knowledge delivers. And no matter how much progress we make, there’s always more to learn. That’s one of the things that makes the journey to self-awareness so exciting.

**V. Communication**

If you have a hard time communicating to your peers or authority figures, you need to know there are specific things to do that can improve your communication skills:

* + - 1. **Use your Ears and Listen to what people are saying!**

If you do not understand what people are trying ot tell you please clarify your assumptions want to know that they are being heard. Really listen to what the other person is saying, instead of formulating your response. Ask for clarification to avoid misunderstandings. At that moment, the person speaking to you should be the most important person in your life. Another important point is to have one conversation at a time. This means that if you are speaking to someone on the phone, do not respond to an email, or send a text at the same time. The other person will know that she doesn’t have your undivided attention.

**2.  Who you are talking to matter**s. It is okay to use acronyms and informal language when you are communicating with a buddy, but if you are emailing or texting your boss, “Hey,” “TTYL” or any informal language, has no place in your message. You cannot assume that the other person knows what the acronym means. Some acronyms have different meanings to different people, do you want to be misunderstood? Effective communicators target their message based on who they are speaking to, so try to keep the other person in mind, when you are trying to get your message across.

**3.  Body language matters**. This is important for face-to-face meetings and video conferencing. Make sure that you appear accessible, so have open body language. This means that you should not cross your arms. And keep eye contact so that the other person knows that you are paying attention.

**4.  Check your message before you hit send**. Spell and grammar checkers are lifesavers, but they are not foolproof. Double check what you have written, to make sure that your words are communicating the intended message.

**5.  Be brief, yet specific**. For written and verbal communication, practice being brief yet specific enough, that you provide enough information for the other person to understand what you are trying to say. And if you are responding to an email, make sure that you read the entire email before crafting your response. With enough practice, you will learn not to ramble, or give way too much information.

**6.  Write things down**. Take notes while you are talking to another person or when you are in a meeting, and do not rely on your memory. Send a follow-up email to make sure that you understand what was being said during the conversation.

**7.  Sometimes it’s better to pick up the phone**. If you find that you have a lot to say, instead of sending an email, call the person instead. Email is great, but sometimes it is easier to communicate what you have to say verbally.

**8.  Think before you speak**. Always pause before you speak, not saying the first thing that comes to mind. Take a moment and pay close attention to what you say and how you say it. This one habit will allow you to avoid embarrassments.

**9.  Treat everyone equally**. Do not talk down to anyone, treating everyone with respect. Treat others as your equal.

**10.  Maintain a positive attitude and smile**. Even when you are speaking on the phone, smile because your positive attitude will shine through and the other person will know it. When you smile often and exude a positive attitude, people will respond positively to you.

Communicating effectively is a teachable skill, therefore following a few of the tips outlined above, will enable you to hone up on your communication skills.

* 1. **Problem Solving**

Whether your child can't find their math homework or has forgotten their lunch, good problem-solving skills are the key to helping them manage their life.

A 2010 study published in Behavior Research and Therapy found that kids who lack problem-solving skills may be at a higher risk of depression and suicidality.1﻿ Additionally, the researchers found that teaching a child problem-solving skill can improve mental health.

You can begin teaching basic problem-solving skills during preschool and help your child sharpen their skills into high school and beyond.

## **Why Problem-Solving Skills Matter**

Kids face a variety of problems every day, ranging from academic difficulties to problems on the sports field. Yet few of them have a formula for solving those problems.

Kids who lack problem-solving skills may avoid taking action when faced with a problem.

Rather than put their energy into solving the problem, they may invest their time in avoiding the issue.2﻿ That's why many kids fall behind in school or struggle to maintain friendships.

Other kids who lack problem-solving skills spring into action without recognizing their choices. A child may hit a peer who cuts in front of them in line because they are not sure what else to do.3﻿

Or, they may walk out of class when they are being teased because they can't think of any other ways to make it stop. Those impulsive choices may create even bigger problems in the long run.

## **The 5 Steps of Problem-Solving**

Kids who feel overwhelmed or hopeless often won't attempt to address a problem. But when you give them a clear formula for solving problems, they'll feel more confident in their ability to try. Here are the steps to problem-solving:4﻿

1. **Identify the problem**. Just stating the problem out loud can make a big difference for kids who are feeling stuck. Help your child state the problem, such as, "You don't have anyone to play with at recess," or "You aren't sure if you should take the advanced math class."
2. **Develop at least five possible solutions**. Brainstorm possible ways to solve the problem. Emphasize that all the solutions don't necessarily need to be good ideas (at least not at this point). Help your child develop solutions if they are struggling to come up with ideas. Even a silly answer or far-fetched idea is a possible solution. The key is to help them see that with a little creativity, they can find many different potential solutions.
3. **Identify the pros and cons of each solution**. Help your child identify potential positive and negative consequences for each potential solution they identified.
4. **Pick a solution.** Once your child has evaluated the possible positive and negative outcomes, encourage them to pick a solution.
5. **Test it out**. Tell them to try a solution and see what happens. If it doesn't work out, they can always try another solution from the list that they developed in step two.

## **Practice Solving Problems**

When problems arise, don’t rush to solve your child’s problems for them. Instead, help them walk through the problem-solving steps.5 Offer guidance when they need assistance, but encourage them to solve problems on their own. If they are unable to come up with a solution, step in and help them think of some.6 But don't automatically tell them what to do.

When you encounter behavioral issues, use a problem-solving approach.6 Sit down together and say, "You've been having difficulty getting your homework done lately. Let's problem-solve this together." You might still need to offer a consequence for misbehavior, but make it clear that you're invested in looking for a solution so they can do better next time.

Use a problem-solving approach to help your child become more independent.

If they forgot to pack their soccer cleats for practice, ask, "What can we do to make sure this doesn't happen again?" Let them try to develop some solutions on their own.

Kids often develop creative solutions. So they might say, "I'll write a note and stick it on my door so I'll remember to pack them before I leave," or "I'll pack my bag the night before and I'll keep a checklist to remind me what needs to go in my bag."

Provide plenty of [praise](https://www.verywellfamily.com/how-to-use-praise-to-promote-good-behavior-1094892) when your child practices their problem-solving skills.

[Life Skills to Teach Your Kids](https://www.verywellfamily.com/teaching-children-life-skills-early-4144959)

## **Allow for Natural Consequences**

Natural consequences may also teach problem-solving skills. So when it's appropriate, allow your child to face the natural consequences of their action.7 Just make sure it's safe to do so.

For example, let your teenager spend all of their money during the first 10 minutes you're at an amusement park if that's what they want. Then, let them go for the rest of the day without any spending money.

This can lead to a discussion about problem-solving to help them make a better choice next time. Consider these natural consequences as a teachable moment to help work together on problem-solving.

* 1. **Judgement Skills**

Sound judgment and decision making is a skill reserved for leaders - false. Sound judgment and decision making is a purely logical activity - false.

The ability to pass sound judgments and make good decisions is a universal skill that will benefit you regardless of your role, department, or industry. Whether you are an emergency room doctor or a social media intern, your ability to collect information, determine its relevance, conclude, and make a decision on the course of action, impacts many others, not just yourself. Therefore, honing your skills in this area is critical to your success.

## **WHAT IS SOUND JUDGMENT AND DECISION MAKING?**

Sound judgment and decision-making can be defined as one's ability to objectively assess situations or circumstances using all the relevant information and apply experience to conclude or make a decision.

## **WHAT IMPACTS SOUND JUDGMENT AND DECISION-MAKING?**

Whether we are aware of it or not, there are many factors that can either compromise or elevate our ability to make a judgment or decision. These things include:

* **Emotion:**Unfortunately, emotions often get a bad reputation in business, especially when it comes to decision making. In reality, our emotions can tell us a great deal about a situation or decision. While it may not be right to make a decision solely off a feeling or emotion, it is valid for it to come into your consideration set.
* **Experience:** The more time and exposure you have to different situations, people, and approaches, the more grounded you will become in your own ability to pass judgments or make decisions. Experience is a great teacher of judgment and decision making, but it is surely not the only one.
* **Preference:**I like to work on a Mac over a PC. This is my personal preference. While I have several reasons why some of our preferences cannot be easily explained or rationalized. They just are. They are a part of who we are and will inevitably impact our judgments and decisions, though it is up to us to what degree they do.
* **Environment:**Your environment can include both your physical and mental location. Imagine an emergency, a true emergency, and all around you is chaos. Some people naturally have or have honed the ability to minimize the chaos around them, but others may need to step out or away from that situation to think straight and decide. Your environment plays a critical role in your ability to make good judgments.

Do you have the skills needed to thrive in the workplace of today and tomorrow? Find out if you do in this guide!

## **HOW TO MAKE SOUND JUDGMENTS AND DECISIONS**

While there are clearly external and internal factors at play in any situation, whether it be an emergency or every day, there are actions you can take in the moment to ensure the judgments and decisions you make are sound. These actions include:

1. **Crowdsource Information**  
   While the final decision may lay squarely on your shoulders, and your shoulders alone, that doesn’t mean you are an island. Often in business, the decisions you make will impact those around you. Those it will impact may very well have ideas, questions, or concerns that would not otherwise enter your consideration. By tapping into those around you, from those impacted, to your leader, to trusted friends and colleagues, you can crowdsource information and then decide how it fits into your decision-making process.
2. **Communicate**  
   When we are stressed or feel burdened with a decision, it can be easy to withdraw and isolate ourselves. In isolation we can lose sight of our blindspots and pass judgments or make decisions without the full picture. Therefore, communicate with those around you. Ideally, someone you can have an honest two-way dialogue with and whose judgment you trust and even admire. This may be a [one to one coach](https://www.niagarainstitute.com/blog/what-is-one-to-one-coaching) or mentor, a leader (does not have to be your own), or an individual contributor.
3. **Practice Mindfulness**  
   While communicating with others is one piece of the puzzle, taking stock of your own knowledge, feelings, and gaps is another. That’s where mindfulness comes in. As the Mayo Clinic explains, “mindfulness is a type of meditation in which you focus on being intensely aware of what you're sensing and feeling in the moment, without interpretation or judgment.” So, while you attempt to come to a judgment or make a decision, take the time you need to listen to yourself. By slowing down and [practicing mindfulness](https://www.niagarainstitute.com/blog/benefits-mindfulness-workplace), you may find you already have the answer you have been scrambling around trying to find.
4. **Challenge Yourself with Training and Development Opportunities**  
   Beyond what you can do in the moment, enrolling in training programs or searching out development opportunities, such as one to one coaching or shadowing someone in a different role or department, gaining knowledge leads to better judgment and decision making. These are opportunities to practice the skills you have, learn new ones, and be exposed to other ways of thinking about a given situation. By investing in your professional development in this area before a situation even arises will go a long way when one does.

**CONCLUSION: JUDGMENT AND DECISION-MAKING ARE PURELY LOGICAL**

In a study published by the Centers for Disease Control and Prevention (CDC) on judgment and decision-making under stress, researchers noted that:

“There is an assumption that the best decisions are rational based on logic and factual information. Researchers have tended to look at reason and emotion separately. A value has been placed on decisions made with reason: "it is careless but common to suggest that when we make bad decisions, they are based on emotion, but when we arrive at good decisions, they are based solely on reason" (Lazarus and Lazarus, 1994). Hammond posited that different situations demand different forms of cognitive activity, some calling for increased analytical cognition, and others calling for increased reliance on intuition.”

This highlights that you will not always be able to pass a judgment or make a decision without emotion, experience, preference, or environment impacting your abilities, for worse or for better. Though what you can do is take actions such as communicating, practicing mindfulness, and developing your skills with training programs, to ensure that when you are faced with a decision to make, you can do so with the greatest possible confidence.

# **Six ways to improve personal judgement**

### The ability to make decisions using imperfect data to create least-bad solutions is one of the many areas where human brain power is more elastic than computers.   Therefore, the ability to make the right decisions and exercise good judgement is one of our ten essential skills for the next decade.

In this article, we explore how to improve your judgement in business situations where leaders are expected to make decisions, and to view this as a distinct skill set from problem-solving which looks at correcting something that is not behaving as it should, deviating from the norm or that has gone wrong.

Decision making is a case of choosing between different alternatives.  Divergent thinking techniques can be helpful in generating creative ideas, while convergent thinking can assist in structuring and evaluating potential solutions.

Leaders need to be able to rationalise where and when to use both individual and group decision-making methods, be able to understand bias and to discern which data is important to avoid information overload. And critically, leaders need to be able to decide and not become paralyzed by the competing arguments within any given situation.

So how can busy professionals improve their personal judgement to become better decision makers?

The leadership development team at Melius have identified six ways to improve personal judgement:

1.       Be aware of personal bias. Recognize where your unconscious preferences and motivations influence how you make decisions.

2.       Consider opposite points of view. Good judgement is about making the best decision rather than ensuring your viewpoint wins out.

3.       Accept your mistakes. Good leaders are self-aware, able to take responsibility for mistakes and to take negative feedback when required.

4.       Learn from experience. Bank what works and avoid repeating what didn’t.

5.       Avoid flip-flopping. Use instinct where necessary to decide and start to take action.

6.       Automate repeat and routine decisions to free your mind for more important decisions.

Melius upskills individuals and teams looking to develop their decision making, problem solving and judgement skills in pursuit of improved business performance. Get in touch with Melius to find out more about how this approach can benefit your business.

* 1. Moods and Attitudes

Key points

* Emotional ups and downs, or moods, are a normal and important part of adolescent development.
* Teenagers experience many strong and changing emotions because adolescence is a time of big changes.
* You can help teenagers manage emotional ups and downs by listening, talking and staying connected.
* When moods interfere with everyday life, this could be a sign of a more serious mental health problem.
* If you’re concerned about your child, talk with your child and seek help from your GP.

### On this page:

* [About teenage moods](https://raisingchildren.net.au/pre-teens/mental-health-physical-health/about-mental-health/ups-downs#about-teenage-moods-nav-title)
* [Emotional ups and downs: why they happen](https://raisingchildren.net.au/pre-teens/mental-health-physical-health/about-mental-health/ups-downs#emotional-ups-and-downs-why-they-happen-nav-title)
* [Helping teenagers have more ups than downs](https://raisingchildren.net.au/pre-teens/mental-health-physical-health/about-mental-health/ups-downs#helping-teenagers-have-more-ups-than-downs-nav-title)
* [Helping teenagers manage emotional ups and downs](https://raisingchildren.net.au/pre-teens/mental-health-physical-health/about-mental-health/ups-downs#helping-teenagers-manage-emotional-ups-and-downs-nav-title)
* [More than moods: when teenagers feel down all the time](https://raisingchildren.net.au/pre-teens/mental-health-physical-health/about-mental-health/ups-downs#more-than-moods-when-teenagers-feel-down-all-the-time-nav-title)

## About teenage moods

Moods, or emotional ups and downs, are a**normal part of life for young people**, just as they are for adults.

It’s normal for teenagers to feel cheerful and excited some days, and down, flat, low or sad at other times. It’s also normal for teenagers to want more privacy or time on their own. In the teenage years, these emotional ups and downs can happen more often than they used to, and they can be more extreme.

Your child’s emotional ups and downs might happen for many reasons – physical, emotional, social and psychological – and not for any one reason in particular. Often you won’t be able to pin down why your child feels up or down – and neither will your child.

## Moods are a sign that your child is experiencing more complex, mature emotions and trying to understand and manage them. This is an important part of teenage development. You have a big role to play in helping your child with this part of their journey into adulthood. Emotional ups and downs: why they happen

**Physical factors**  
Young people go through many [physical changes during adolescence](https://raisingchildren.net.au/pre-teens/development/puberty-sexual-development/physical-changes-in-puberty).

Their bodies are changing, which might make them self-conscious or embarrassed – or just make them want more privacy and time to themselves. Children who seem to be developing earlier or later than friends might feel emotional about these physical changes.

Another physical factor is your child’s need for [sleep](https://raisingchildren.net.au/teens/healthy-lifestyle/sleep/sleep-teens). Teenagers need about 8-10 hours sleep and the amount of sleep teenagers get is likely to affect their mood.

Regular, nutritious meals and enough physical activity are good for your child’s physical health and can help with emotional ups and downs.

**Brain factors**  
The brain goes through many changes in the teenage years.

For example, brain changes cause your child’s body to make sex hormones. These hormones trigger physical changes, as well as sexual and romantic feelings. These new feelings can be powerful and sometimes confusing for your child.

Also, [your child’s brain](https://raisingchildren.net.au/pre-teens/development/understanding-your-pre-teen/brain-development-teens) will keep changing into their early 20s. The section of the brain that’s the last to develop, the prefrontal cortex, is closely connected to the areas responsible for regulating and controlling emotions. This means your child might find it harder to control some of their stronger emotions, and it might seem that they react more emotionally to situations than they used to. They’re still learning to process and express their emotions in a grown-up way.

**Social and emotional factors**  
New thoughts, new emotions, new friends and new responsibilities can all affect how your child is feeling.

Your child is learning how to solve more problems on their own as they move towards [independence](https://raisingchildren.net.au/pre-teens/development/social-emotional-development/independence-in-teens). Your child is also living in their own head more than they used to and is busy thinking about challenges like friendships, school and family relationships.

Stressful family situations can affect your child’s mood too.

## Helping teenagers have more ups than downs

There are a couple of things you can do to help your child have more ups than downs.

The first is **recognizing the things your child already enjoys**. These might be playing a favorite sport, spending time with old friends, listening to or playing music, drawing, creating their own digital content and so on. Keeping up with these activities will help your child feel secure and grounded and give your child a base for exploring new interests.

You can also **help your child find new activities** that challenge them and that help them set new goals and meet new friends. These might be learning a new musical instrument or joining a new social group. Rather than choosing these activities for your child, you could try listening to your child talk about what they like and dislike for clues to new interests.

## Helping teenagers manage emotional ups and downs

You can’t stop your child from feeling flat or low. But there are many things you can do to help your child manage the ups and downs.

**Helping your child accept ups and downs**  
It can help your child a lot to know that it’s normal to have emotional ups and downs. One of the best ways to do this is to let your child know that sometimes you feel flat too.

It’s also important for your child to know that you’ll be there for them when they’re feeling flat or having a tough time. It can help just to say, ‘I can see you’re having a difficult day’.

**Staying connected with your child**  
[Staying connected](https://raisingchildren.net.au/pre-teens/communicating-relationships/family-relationships/staying-connected-you-your-teen) and [actively listening](https://raisingchildren.net.au/pre-teens/communicating-relationships/communicating/active-listening) to what’s going on in your child’s life will help you pick up more easily on the triggers for their emotional ups and downs. Sometimes casual, everyday activities like driving your child somewhere or watching TV together are the best times for your child to share things with you.

**Giving your child space**  
Young people are developing independence and tackling new things. While your child is doing this, try to give your child space or time alone to think about new emotions and new experiences. Let your child know you’ll be there if they want to talk.

**Holding off on solutions**  
If there’s a problem, discussing solutions with your child can be great, but your child needs to contribute to the solutions and feel that they ‘own’ them. Your child is also more likely to try the solution if they feel it has come from them.

Also, problem-solving is a valuable life skill, which your child will get better at by practising. By putting time and energy into developing your child’s [problem-solving skills](https://raisingchildren.net.au/pre-teens/behaviour/encouraging-good-behaviour/problem-solving-steps), you’re sending the message that you value your child’s input into decisions that affect their life.

**Working together on coping strategies**  
Learning to cope with and manage emotional ups and downs independently is one of the big jobs of adolescence. And you can help your child develop this important life skill.

One way to do this is by making a list of ‘mood busters’ with your child. These are things that your child can do to feel better. For example:

* listening to an upbeat or favourite song
* going for a brisk walk
* patting the dog
* getting a hug from you.

It’s good for your child to have a few options on the list, so they can try different things to see what works best.

**Being a role model**  
You’re still your child’s [most important role model](https://raisingchildren.net.au/pre-teens/behaviour/encouraging-good-behaviour/being-a-role-model). Your child will look to you to see how you cope in tough times. Think about how your child sees you working through problems and using coping strategies.

## More than moods: when teenagers feel down all the time

Sometimes, continually feeling down or flat can be a sign of something more serious.

Young people can feel down for minutes, hours, days or much longer. If your child seems down, flat, irritable or sad for two or more weeks, or if you notice moods are stopping your child from getting on with their usual daily activities, this could be a sign of a more serious [mental health problem](https://raisingchildren.net.au/pre-teens/mental-health-physical-health/about-mental-health/teen-mental-health).

If you’re concerned about your child’s emotions and behaviour, it’s important to talk with your child and to **seek help from a mental health professional**. Your GP can help you find the right person.

Most teenagers with mental health problems recover well if they get treatment, particularly if they’re treated early.

* 1. **Spirituality**

**What Is Spirituality?**

[**Spirituality Home**](https://www.takingcharge.csh.umn.edu/spirituality)

[What is spirituality?](https://www.takingcharge.csh.umn.edu/what-spirituality)

[Why spirituality is important](https://www.takingcharge.csh.umn.edu/why-spirituality-important)

[Seven spiritual needs](https://www.takingcharge.csh.umn.edu/enhance-your-wellbeing/purpose/spirituality/seven-spiritual-needs)

[Develop spirituality](https://www.takingcharge.csh.umn.edu/develop-your-spiritual-resources)

Spirituality is a broad concept with room for many perspectives. In general, it includes a sense of connection to something bigger than ourselves, and it typically involves a search for meaning in life. As such, it is a universal human experience—something that touches us all. People may describe a spiritual experience as *sacred* or *transcendent*or simply a deep sense of aliveness and interconnectedness.

Some may find that their spiritual life is intricately linked to their association with a church, temple, mosque, or synagogue. Others may pray or find comfort in a personal relationship with God or a higher power. Still others seek meaning through their connections to nature or art. Like your sense of purpose, your personal definition of spirituality may change throughout your life, adapting to your own experiences and relationships.

**Spiritual questions**

For many, spirituality is connected to large questions about life and identity, such as:

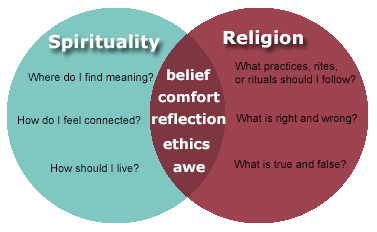
1. Am I a good person?
2. What is the meaning of my suffering?
3. What is my connection to the world around me?
4. Do things happen for a reason?
5. How can I live my life in the best way possible?

**Experts’ definitions of spirituality**

* Christina Puchalski, MD, Director of the George Washington Institute for Spirituality and Health, contends that "spirituality is the aspect of humanity that refers to the way individuals seek and express meaning and purpose and the way they experience their connectedness to the moment, to self, to others, to nature, and to the significant or sacred."
  + According to Mario Beauregard and Denyse O’Leary, researchers and authors of *The Spiritual Brain*, “spirituality means any experience that is thought to bring the experiencer into contact with the divine (in other words, not just any experience that feels meaningful).”
* Nurses Ruth Beckmann Murray and Judith Proctor Zenter write that “the spiritual dimension tries to be in harmony with the universe, and strives for answers about the infinite, and comes into focus when the person faces emotional stress, physical illness, or death.”

**Relationship between religion and spirituality**

While spirituality may incorporate elements of religion, it is generally a broader concept. Religion and spirituality are not the same thing, nor are they entirely distinct from one another. The best way to understand this is to think of two overlapping circles like this:



* In spirituality, the questions are: where do I personally find meaning, connection, and value?
* In religion, the questions are: what is true and right?

Where the circles overlap is the individual experience, which affects the way you think, feel, and behave.

**Spirituality versus emotional health**

You will notice as you read on that many practices recommended for cultivating spirituality are similar to those recommended for improving emotional wellbeing. This is because there is a connection between the two—emotional and spiritual wellbeing influence one another and overlap, as do all aspects of wellbeing.

1. Spirituality is about seeking a meaningful connection with something bigger than yourself, *which can result in positive emotions, such as peace, awe, contentment, gratitude, and acceptance.*
2. Emotional health is about cultivating a positive state of mind*, which can broaden your outlook to recognize and incorporate a connection to something larger than yourself*.

Thus, emotions and spirituality are distinct but linked, deeply integrated with one another.

“You do not need to know precisely what is happening, or exactly where it is all going. What you need is to recognize the possibilities and challenges offered by the present moement and to embrace them with courage, faith and hope.

Thomas Merton

**A reflective tool for exploring spirituality**

Like other reflective practices, mindfulness can be a tool to discover how spirituality manifests in your life. Mindfulness teaches you to be aware of what is happening in your body and mind in the present moment and open to it with curiosity and kindness. This allows you to explore beliefs, perspectives, and experiences in a new way that might lead to new insights around spiritual questions.

The Earl E Bakken Center for Spirituality & Healing (the producer of this website) offers a wealth of workshops, classes, guided meditation sessions, and retreats on mindfulness, many of which are fully online and free.

* 1. **Drug Abuse Drug Abuse and Addiction**

**What is an Addiction?**

An addiction is any object, activity, thought and/or substance that has formed a relationship with an individual in a manner that requires continual use, interaction and/or contact with.

Healthy addictions include exercise, breathing air, eating, sleeping, drinking liquids and relationships. As a human being these activities are necessary for life. But each of these addictions can become unhealthy if not used in moderation and with self-control.

Any activity can become unhealthy. For example, breathing is a normal activity, but if can be abused an can even lead to an addiction.

**Abuse:** Some individuals abuse this activity by hyperventilating and passing out to receive a HIGH.

**Addiction:**This activity can lead to an addiction because the individual is driven to achieve the same high over and over. Overuse can lead to an anxiety disorder and other addictions to achieve the same type of HIGH.

Most addictions start with a psychological need and may grow into a physical dependency of the two the psychological addiction is the hardest to break.

**Psychological Addiction**

The brain is very powerful and can make us do many things. In Psych. 101, we learned that the human being has natural drives. These drives include eating, drinking, breathing, and mating. These drives are made up in each and every human being. Some people are able to control these drives through mind control. Some Yoga experts are able to control their breathing in a manner that allows them to hold their breath for up to 5 minutes. In the opposite end of the spectrum, we find that some individuals find themselves suppressing the hunger drive to the point that it is unhealthy and may even lead to death. The psychological addiction is at a point in which the individual has created a normal predictable set of activities that cause a physical reaction by the individual. Example: At noon, we have a psychological addiction to eating, which might cause one's stomach to growl or mouth to water.

In many cases, the psychological addiction is not harmful, but when the activity causes the individual to degrade or lessen their quality of live. The individual has created an unhealthy addiction. Using illegal drugs is unhealthy because our society has deemed them dangerous and unhealthy. Relationships can become unhealthy when one or more individuals has the risk of being harmed or the relationship interferes with one's personal growth. To determine if you are in the abuse stage, ask yourself, "By engaging in this activity am I interfering with my personal growth and have I made any positive changes in my live since last year. Can I discontinue this activity for 30 days without creating a high level of anxiety?" Your answer is No, then you have an unhealthy addiction.

**Physical Dependency**

Physical dependency is easily identified. The questions is, "If you stopped engaging in this activity are there any physical discomforts in your body?" This may be increased anxiety, stomach problems, pains in your joints, difficulty breathing or any other physical abnormality. Most physical addictions are caused by the body adjusting to a normal level with the activity and/or substance in the body. When the activity or substance is not present, the body will react in a negative manner. If an addicted person stops using Heroin, he or she will have an physical reaction that will last approximately 2 weeks. Symptoms will the like the flue. If a person is addicted to barbiturates, he or she can cause repertory failure, which will lead to death. So, if you have a physical addiction, you should see a medical specialist before you attempt to discontinue the activity or substance. Of the two the psychological addiction is the hardest to kick.

**Denial**

By this time, you are thinking up reasons, why you are not abusing and/or addicted to drugs, relationships, shopping, eating and/or any unhealthy activity. I am not saying you are. The only person that can is you. So, please be honest with yourself

# **Substances of Abuse**

[Alcohol](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Alcohol.htm)

[Prescription Drugs](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Prescription%20Drugs.htm)

[Amphetamines](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Methamphetamines.htm)

[Narcotics](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Heroin.htm)

[Hallucinogen](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/hallucinogens.htm)

[Inhalents](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Inhalents.htm)

[Cocaine](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Cocaine.htm)

[Club Drugs](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Club%20Drugs.htm)

[Marijuana](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Marijuana.htm)

[Smoking](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Smoking.htm)

[Medical Effects of Drugs](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Medical%20Effects%20of%20Drug%20Use.htm)

[Nationwide Trends](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Nationwide%20trends.htm)

[Treatments](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Treatments.htm)

***Chapter III: Dealing with Stress***

***A.: "Making A Plan"****An Overview of Stress Management*

Murphey's Law States: Anything that can go wrong will go wrong.

Road to Success States: Anything that can go wrong will go wrong, so be prepared…

**What is Stress?**

"A Road to Success" will help you deal with negative stress. The fist step to dealing with negative stress is to understand stress. Stress is the "Wear and Tear" our bodies experience as we adjust to our continually changing environment; it has physical and emotional effects on us and can create positive or negative feelings, which will be covered in Module 3. As a positive influence, stress can help compel us to action; it can result in a new awareness and an exciting new perspective. As a negative influence, it can result in feelings of distrust, rejection, anger, and depression, which in turn can lead to health problems such as headaches, upset stomach, rashes, insomnia, ulcers, high blood pressure, heart disease, and stroke. With the death of a loved one, the birth of a child, a job promotion, or a new relationship, we experience stress as we readjust our lives. In so adjusting to different circumstances, stress will help or hinder us depending on how we react to it.

**How Can I Eliminate Stress from My Life?**  
As we have seen, positive stress adds anticipation and excitement to life, and we all thrive under a certain amount of stress. Deadlines, competitions, confrontations, and even our frustrations and sorrows add depth and enrichment to our lives. Our goal is not to eliminate stress but to learn how to manage it and how to use it to help us. Insufficient stress acts as a depressant and may leave us feeling bored or dejected; on the other hand, excessive stress may leave us feeling "tied up in knots." What we need to do is find the optimal level of stress, which will individually motivate but not overwhelm each of us.

**How Can I Tell What is Optimal Stress for Me?**  
There is no single level of stress that is optimal for all people. We are all individual creatures with unique requirements. As such, what is distressing to one may be a joy to another. And even when we agree that a particular event is distressing, we are likely to differ in our physiological and psychological responses to it.

The person who loves to arbitrate disputes and moves from job site to job site would be stressed in a job, which was stable and routine, whereas the person who thrives under stable conditions would very likely be stressed on a job where duties were highly varied. Also, our personal stress requirements and the amount which we can tolerate before we become distressed changes with our ages.

It has been found that most illness is related to unrelieved stress. If you are experiencing stress symptoms, you have gone beyond your optimal stress level; you need to reduce the stress in your life and/or improve your ability to manage it.

1. **How Can I Manage Stress Better?**  
   Identifying unrelieved stress and being aware of its effect on our lives is not sufficient for reducing its harmful effects. Just as there are many sources of stress, there are many possibilities for its management. However, all require work toward change: changing the source of stress and/or changing your reaction to it. How do you proceed? The following modules will help you through this process, which can be summarized by the following 6 goals for Stress Management.

**1. Become aware of your stressors and your emotional and physical reactions.**  
Notice your distress. Don't ignore it. Don't gloss over your problems. Determine what events distress you. What are you telling yourself about meaning of these events?   
Determine how your body responds to the stress. Do you become nervous or physically upset? If so, what specific ways?

1. **Recognize what you can change.**

* Can you change your stressors by avoiding or eliminating them completely?
* Can you reduce their intensity (manage them over a period instead of on a daily or weekly basis)?
* Can you shorten your exposure to stress (take a break, leave the physical premises)?
* Can you devote the time and energy necessary to making a change (goal setting, time management techniques, and delayed gratification strategies may be helpful here)?

1. **Reduce the intensity of your emotional reactions to stress.**  
   The stress reaction is triggered by your perception of danger...physical danger and/or emotional danger.

Are you viewing your stressors in exaggerated terms and/or taking a difficult situation and making it a disaster?

Are you expecting to please everyone? 

Are you overreacting and viewing things as critical and

urgent?

Do you feel you must always prevail in every situation?   
Work at adopting more moderate views; try to see the stress as something you can cope with rather than something that overpowers you. 

Try to temper your excess emotions. Put the situation in perspective. Do not labor on the negative aspects and the "what if’s."

1. **Learn to moderate your physical reactions to stress.**  
   Slow, deep breathing will bring your heart rate and respiration back to normal.

Relaxation techniques can reduce muscle tension. Electronic biofeedback can help you gain voluntary control over such things as muscle tension, heart rate, and blood pressure.  
Medications, when prescribed by a physician, can help in the short term in moderating your physical reactions. However, they alone are not the answer. Learning to moderate these reactions on your own is a preferable long-term solution.

1. **Build your physical reserves.**  
   Exercise for cardiovascular fitness three to four times a week (moderate, prolonged rhythmic exercise is best, such as walking, swimming, cycling, or jogging).

Eat well-balanced, nutritious meals.   
Maintain your ideal weight.   
Avoid nicotine, excessive caffeine, and other stimulants.   
Mix leisure with work. Take breaks and get away when you can.   
Get enough sleep. Be as consistent with your sleep schedule as possible.

**6. Maintain your emotional reserves.**  
Develop some mutually supportive friendships/relationships.   
Pursue realistic goals, which are meaningful to you, rather than goals others have for you that you do not share.  
Expect some frustrations, failures, and sorrows.  
Always be kind and gentle with yourself -- be a friend to yourself.

**C. "Assessing Your Life"   
What Stresses You?**

**Murphey's Law States:**It is impossible to make anything fool proof because fools are so ingenious.

**Road to Success States:**Preparation for Life's Pitfalls, is 90% of the Journey

Stress is your body's response to any unusual demand (such as a threat, a challenge, etc.). Whether the demand is real or imagined, outside the body or within, your body will react to it with a number of common characteristics, called the stress response, or just plain stress. In general, lifesaving body functions speed up, and nonessential functions slow down.

**What Triggers Stress in Your Life?**  
The unusual demand, which causes you to adapt or change, is called a stressor. We said that a stressor may be real or imagined. For instance, the boss passes Joe in the hall without giving his customary greeting. Joe worries that he has done something wrong. In reality, the boss is preoccupied with an argument with his wife. In this case, it isn't a real disturbance, but Joe's perception, which results in the classic response called stress. Let's consider some of the common stressors. As we do, ask yourself which of these disturb you, and which can you control.

**Work or School**  
Work and/or school have specific demands on your life that may create stressful situations. If you get up in the morning and dread going to work, that sets the tone for your thoughts and feelings and actions throughout the day. We have choices about how we look at our work and the other activities that we choose to pursue. If you get up in the morning and the first thought in your head is, "This sucks, I really don't want to go there today" then that will produce stress for you as you go through your day. Our thoughts lead to our feelings which lead to our actions. Do you live to work or work to live? That is an important question that you need to answer because it will dictate how you think and feel, and act related to your work and other life activities.

Some of these demands include:

* Unreasonable deadlines, competition, work overload
* Boredom, lack of fulfillment in work and life
* Performance grading, fear of failing, fear of new demands
* Unclear or constantly changing tasks
* Superiors that are non-supportive or habitually critical

Life is Stressful…   
Don't let Work, Money or Others Rule Your Life

**Family**  
Family members have the best intentions, but they do contribute to our stress level. Due to poor communication skills and unrealistic demands, family members cause us to be stressed and feel pressure on our lives. Having a teenager whom you are worried about and your not knowing that to do to improve your communication and problem solving is a common stressor faced by parents of teens. Being a parent, spouse and child, all at one time, can be stressful as we try to fulfill the requirements of each role "all in one day"!

* Parents
* Spouse
* Upheavals, friction
* In-Laws
* Ex-spouses
* Raising children

**What Pressure?**  
The pressure you feel when you are coming to a deadline or the completion of a goal is self-imposed. It is your choice to take on this pressure. Due to the lack of good communication skills, most pressures are the result of not clarifying expectations. Communication skills will be covered in Module 4. Also, our thoughts dictate our feelings and our actions. If we choose to think that we may fail or may not be successful, we can make that thought come true. We have expectations for ourselves and others and it is important to understand that our own expectations for ourselves and for others can be the biggest source of stress that we are facing. Monitor your thoughts and pay attention to what you are thinking because your thoughts direct your feelings and your actions.

**Economic and Social**  
If you have the right perspective on life you will not allow economic nor social stress to control your life. Money, social status and relationships effect how we feel about ourselves. How we think about our money situation dictates how we may feel and act. Everyone can use more money. That is a fact of life. How we think and feel and act about it are choices that we make! Is your glass half empty or half full? That is an important question for you to ponder as you manage your economic stressors!  
Finally, we are constantly under pressure to have the "right clothes, cars, friends, etc. because THEY told us to get them. Who are they? Is it our parents, families, Madison Avenue advertisers? Get "THEM" out of your head so that you can take over your life and live it the way you want to without having to keep up with the Jones's! If you want to keep up with them, you will need to understand that it is for appearances and possibly a role that you are playing that does not have to consume your life and your health and your resources.

Some of our economic and social stressors include:

* + Increased pressure, from others, or self, to achieve and gain material wealth
  + Personal health
  + Being overweight or underweight
  + Exposure to conflicting values on TV, in the newspapers and magazines, etc.
  + Inflation, depression, low salary
  + Increased mobility
  + Changing or uncertain male?female roles
  + Decline in organized religion, leading to unclear values
  + Personality shortcoming
  + Personal image

Sometimes we ask for things we don't need.

In short, almost any life situation that requires change or adaptation can be considered a stressor. Even pleasant events, like promotions, vacations, or marriage, are stressors if they require many adjustments. It is your choice to decide what issues or concerns that you have that will become stressors and which ones will not. You decide what you want to take on and what you do not want to have to take on in your life. It's your choice! Make careful and considerate choices today!

Stress is not necessarily bad. In fact, it has been called the spice of life that helps us grow and develop. A life with no stress is not only impossible, but would be quite boring. After all, who wants a life of "no runs, no hits and no errors"?

There are different kinds of stressors that we encounter. "Eustress" is a positive type of stressor in that it requires that we "play at the top of our game" and it allows us to use our creativity and to perform at an optimal level.

Consummating a major deal at work or getting a promotion can be types of eustress that provide us with fulfillment and happiness and a sense of accomplishment and well being even if the situation was a stressful one for us. "Distress" is a negative type of stress in that it signals us that we are feeling overwhelmed and having cognitive, emotional and physical reactions that may interfere with our normal functioning and require that we intervene to prevent additional problems from occurring. We all know when we feel distressed and we must resolve the presenting stressor(s) so that we can return to a comfortable level of functioning without the impact of additional stress. Our thoughts dictate our feelings which dictate our actions. "Stress" is a normal part of life and we are successfully managing stressors that arise in our lives on a daily basis. Since we are already handling some of our stress successfully, we only have to concentrate on those stressors which exceed our coping capacities. This program is designed to assist you to focus upon any type of stressor that you might encounter whether it be a typical daily stressor or one that exceeds our coping capacities. Stress has been present ever since the world began and we can manage our stress in the ways that millions have managed their stress.

"Whenever I pursued my dreams I discovered something astonishing-I discovered myself.

My secret has been to consider nothing impossible. Then to treat possibilities as probabilities."

-David Copperfield-

**When is Stress Harmful?**

In days of old, our ancestors quickly resolved stress by fighting or running away or by physically working it out. In today's world, it is very hard for us to fight or run away from those stresses when it has to do with traffic or things beyond our control. If we do decide to take matters into our own hands we find ourselves out of a job because we put our foot through the computer. Today is not like yesteryear, when we could put our sword through whatever problem we might have been experiencing. Even when we do overcome a particular problem, there seems to be ten more produced at times. And before one stressor is resolved, another may present itself. So stress becomes prolonged and builds up. Our ability to cope can soon becomes exhausted.

Your health is in your hands.

Without a physical release or a break, the wear and tear of stress can result in physical or emotional illness, especially where we are most vulnerable. The following are some illnesses that have been associated with excess stress:

|  |  |  |  |
| --- | --- | --- | --- |
| Heart Disease | Asthma | Diarrhea | Arthritis |
| High Blood Pressure | Constipation | Colitis | Hay Fever |
| Ulcers | Diabetes | Depression | Obesity |
| Headaches | Insomnia | Anxiety | Backaches |
| Itchiness | Ulcers | Rashes | Alcoholism |

Some of these illnesses are known as psychosomatic illnesses, meaning the mind (psyche) influences the body (soma). A psychosomatic illness is not just imaginary, or in the head. Rather, it is a real illness in which the mind either causes the illness, aggravates the symptoms, or slows recovery. Have your ever told someone, "You make me sick"? You were probably right about that. However, we have choices about how we react to situations. We can choose not to make ourselves sick or, for that matter, any thing else that is unhealthy for us. Americans spend 6 billion dollars each year for head ache relief. We are letting our thoughts rule our feelings and our actions in unhealthy ways. It is often not the stressor itself that makes us sick but rather our decision to think, feel and act in certain unhealthy ways that cause us to get sick. Think about how you might allow your thoughts and feelings and actions to make you sick. More people are admitted to the hospital with stress related disorders than with any other type of problem. One final thought-Most experts believe that 50 - 75% of all illnesses are psychosomatic.

Even though stress is something observed in the body, doctors know that the mind and body can not be separated. What effects one affects the other. For example, some people develop a habit of worrying. Prolonged, unreasonable worry and anxiety can trigger and maintain the stress response. Muscle tension from stress can in turn make the person feel even more anxious. Now an unhealthy psychosomatic cycle can be formed. A person may become depressed, and seek comfort in drugs, as his physical health slips away more and more stress are created.

Health and performance peak when the amount of stress is optimal (Eustress). Psychosomatic illnesses, however, occur more frequently when there is too much or too little stress. For example, the pressure from work overload is an obvious stressor. However, job boredom is also a stressor. You may feel frustrated when you are not fulfilling your potential or when you are not able to use your skills.

What is the optimal amount of stress? This is different for each of us. Some thrive on challenges and long hours, others like a slower pace. Each of us must find the level of stress that is best for us.

**Warning Signs Of Stress (These are the main ones we encounter)**  
  
Here are some warning signs that may suggest an unsuitable amount of stress in a person's life:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Tense Muscles** | **Unclear Thinking** | **Irritability** | **Edginess** | **Poor Concentration** |
| **Racing Thoughts** | **Inability to Relax** | **Crying** | **Pounding heart** | **Depression** |
| **Loss on Intersts** | **Nightmares** | **Hyperventilation** | **Worrying** | **Pounding Heart** |
| **Loss of Appetite** | **Too much Caffeine** | **Itching** | **Hives** | **Quick to Anger** |
| **Gaining Weight** | **Loosing Weight** | **Alcohol Abuse** | **Drug Abuse** | **Loss of Joy** |

**Do You Have Any Warning Signs?**

Warning signs are critical and should not be taken lightly. Without taking control of your stress level, you are at risk of a heart attack, high blood pressure, and chronic health problems. We recommend that you get a complete physical each year including blood panels so that you can monitor your health on a yearly basis. We have a simple rule of thumb: The greater the degree of stress that you are experiencing, the greater the increase in self-help and self-care activities that you should incorporate in your daily living. If you are in tune with your body, you will be able limit the impact stress has on your body. This will allow you to apply stress management techniques and take control of the stress in your life. Once you are in control of stress, you can experience what is called the Spice of Life.

**The Holmes Stress Scale** is presented on the next page. It is part of your stress assessment. Please complete it and then review your score to determine your total points on the scale. Then, make a list of your identified stressors and write the points for each one next to that particular stressor. Then, look at the stressors and rank order them in order of importance and priority. Then ask yourself the following questions:

1. What identified stressor(s) can I work on and change that have a higher probability of getting resolved and reducing my over all stress level?

2. What identified stressor(s) can I ask someone to assist me with that have a higher probability of getting resolved and reducing my over all stress level?

3. What stressor(s) depend on some actions being taken by others and can I request that the action be taken so that the stressor(s) will have a higher probability of getting resolved and reducing my over all stress level?

4. What stressor(s) are immediate and which ones are capable of being postponed until I have a higher probability of being successfully resolved at some future time?

5. What stressor(s) are out of my control that I should be aware of but not try and continue to worry and fret about them to the detriment of my mental health and well being and daily functioning?

6. What stressor(s) are long term and I have to develop a plan to cope with them over the long haul?

7. What stressor can I start work on today that has a high probability of improving today or soon?

8. What stressor(s) can I turn over to my Higher Power in order to let it go so I can go on with my life?

9. What stressor(s) will probably be all right if I do nothing about it?

10. What stressor(s) are wasting my time and I can write it on a piece of paper and throw it away and finally be done with it?

11. Has stress become my life or can I reclaim my life or can I decide to live a quality life in spite of the stress that I am encountering.

"Before there can be wonders there must be wonder."  
-David Copperfied-  
  
**Holmes Stress Scale**  
List points for events, which you experienced within the past six months or are experiencing.

Points ...........***Event Scale of Impact***

100\_\_\_\_\_\_ DEATH OF SPOUSE   
73\_\_\_\_\_\_ DIVORCE   
65 \_\_\_\_\_\_ MARITAL SEPARATION   
63\_\_\_\_\_\_ JAIL TERM   
63\_\_\_\_\_\_ DEATH OF CLOSE FAMILY MEMBER  
53 \_\_\_\_\_\_ PERSONAL INJURY OR ILLNESS  
50\_\_\_\_\_\_ MARRIAGE  
47\_\_\_\_\_\_ FIRED AT WORK   
45\_\_\_\_\_\_ MARITAL RECONCILIATION   
45\_\_\_\_\_\_ RETIREMENT   
44\_\_\_\_\_\_ CHANGE IN HEALTH OF FAMILY MEMBER  
40\_\_\_\_\_\_ PREGNANCY   
39\_\_\_\_\_\_ SEX DIFFICULTIES   
39\_\_\_\_\_\_ GAIN OF NEW FAMILY MEMBER   
39\_\_\_\_\_\_ BUSINESS READJUSTMEN

39\_\_\_\_\_\_ CHANGE IN FINANCIAL STATE  
37\_\_\_\_\_\_ DEATH OF A CLOSE FRIEND   
36\_\_\_\_\_\_ CHANGE TO DIFFERENT LINE OF WORK   
35\_\_\_\_\_\_ CHANGE IN # OF ARGUMENTS IN FAMILY   
31\_\_\_\_\_\_ MORTGAGE OVER $30,000   
30\_\_\_\_\_\_ FORECLOSURE OF MORTGAGE OR LOAN   
29\_\_\_\_\_\_ CHANGE IN RESPONSIBILITIES AT WORK   
29\_\_\_\_\_\_ TROUBLE WITH In-laws  
28\_\_\_\_\_\_ OUTSTANDING PERSONAL ACHIEVEMENT   
26\_\_\_\_\_\_ SPOUSE BEGINS OR STOPS WORK   
26\_\_\_\_\_\_ BEGIN OR END SCHOOL   
25\_\_\_\_\_\_ CHANGE IN LIVING CONDITIONS   
24\_\_\_\_\_\_ REVISION OF PERSONAL HABITS   
23\_\_\_\_\_\_ TROUBLE WITH BOSS   
20\_\_\_\_\_\_ CHANGE IN WORK HOURS OR CONDITIONS   
20\_\_\_\_\_\_ CHANGE IN RESIDENCE   
20\_\_\_\_\_\_ CHANGE IN SCHOOLS   
19\_\_\_\_\_\_ CHANGE IN RECREATION   
19\_\_\_\_\_\_ CHANGE IN CHURCH ACTIVITIES   
18\_\_\_\_\_\_ CHANGE IN SOCIAL ACTIVITIES   
17\_\_\_\_\_\_ MORTGAGE OR LOAN LESS THAN $10,000   
17\_\_\_\_\_\_ CHANGE IN SLEEPING HABITS   
15\_\_\_\_\_\_ CHANGE IN # OF FAMILY OUTINGS   
15\_\_\_\_\_\_ CHANGE IN EATING HABITS   
13\_\_\_\_\_\_ VACATION   
12\_\_\_\_\_\_ MINOR VIOLATIONS OF THE LAW   
11\_\_\_\_\_\_ MAJOR HOLIDAYS

XX\_\_\_\_\_\_ TOTAL POINTS

Persons who have total points of 300 or more have an 80% higher chance of developing a major illness that those below 300. That does not mean that you should panic or think that you are going to have a heart attack or some type of physical crisis. What it does mean is that you have encountered significant stressors and you are attempting to cope with them. The higher the score that you obtain, the greater the self-care and support you should obtain. You have been coping with stress for years. A higher score means that you need to immediately attempt to eliminate some of your identified stressors and focus upon increased self-care and support.

* 1. **Equipping Yourself for Your Journey:  
     Assertion Training**

Murphey's Law states:  
"If everything seems to be going well, you have obviously overlooked something. "

A Road to Success States:  
"Mistakes are a part of life…   
Be responsible for yours and everything will be okay."

**Assertion Training**

**THE MAIN GOAL OF ASSERTIVENESS TRAINING IS:**

TO BE ABLE TO EXPRESS YOUR RIGHTS AND TO STAND UP FOR YOUR PERSONAL RIGHTS WHEN YOU CHOOSE TO OR NEED TO.

Once you have accepted this goal and completed this program module you will have developed a belief in your rights and recognize when they are being infringed upon. One issue to be clear of is that this is a choice and you are the only person that can declare when you believe that your rights are being violated and that you need to stand up for your rights. You then must be able to discriminate between appropriate assertive behavior and submissive or aggressive behavior. Once this has occurred, you then should begin developing and practicing specific assertive skills that you can use in the various situations that you encounter in daily living activities. Many programs of this nature fall short of fulfilling their purpose because they do not have the participant practice their assertiveness skills. It is very important that you become aware of when and how you are practicing assertiveness and why. Also, practice being assertive as much as possible in selected situations and then discuss how you felt with someone who is supportive of your assertiveness skill development.

Before you are introduced to the concept of assertiveness and what constitutes assertive behavior, you first need to know what assertive behavior is not. If you asked five people for a definition of assertiveness you would get five different answers. We all believe that we know what assertiveness is and is not but the authors have found that the definition varies from person to person. Because of the differing views on assertiveness, it is important for you to come up with your own working definition of what assertiveness is and what it is not.

It is the experience of the authors that people can be assertive in some situations and not others. This variance in assertive behaviors is caused by variables which include who the person is that you are speaking to, what you want to accomplish, whether or not you are angry about the situation you are trying to assert yourself about, what your goal is for the assertive interaction and fears about how the other person will respond or may be hurt by your assertiveness, to name a few.

**Non-Assertive Behavior**

The failure to stand up for ones rights, either by failing to express a feeling or preference or by allowing another person to infringe upon your rights. The non-assertive individual will be reluctant to express their thoughts and feelings and will become hurt and angry but would rather be hurt and/or angry then risk a potential confrontation with the other individual. Nonassertive behavior basically results in the other individual being taken better care of by the nonassertive individual. The nonassertive individual accepts their lot in life but usually has a negative emotional payoff for it. Taking better care of others than ourselves causes us to develop a self view that can become low self esteem and low self-worth.

**Aggressive Behavior Is:**

Standing up for one's rights in such a way as to violate the rights of others. We often know when someone is being aggressive by their voice tone, confrontative body language and their intimidating manner. They act like this because it has gotten them what they wanted in the past and they are sure it will work again and again. The aggressive individual winds up alienating others and often does not know why others do not like them but no one will ever tell them why! There are times to be assertive but aggressiveness can bring aggressive behavior in return and this ends up in all types of problems for all involved.

**Assertive Behavior is:**

Standing up for one's rights without denying the rights of others through a direct, honest, and appropriate expression of one's thoughts and feelings. This does not mean that you will always get what you want. It does mean that you have assertively interacted and that you represented yourself well in the interaction that occurred irrespective of the outcome of the interaction. We all appreciate open and honest people who communicate in a fair and mutually beneficial and satisfying manner. Assertive behavior allows you to get your point across without your having to become angry or upset. If you never ask, you will never know if you could have gotten what you want in a particular situation.

Assertive Behavior is a learned skill and goes against many social norms. In order for a person to learn this new behavior, he or she will need to define specific boundaries for him or her self. This is accomplished through first understanding what your rights are. Below is a list of your personal rights. If any of these rights have been violated, you have the right to speak out.

**YOUR BILL OF RIGHTS**

As a Human Being I have the right:

**1. TO BE CONSIDERED AS A MATURE ADULT.**

**2. TO MAKE MY NEEDS BE EQUALLY IMPORTANT TO THE NEEDS OF OTHERS.**

**3. TO MAKE MISTAKES AND TO BE RESPONSIBLE FOR THEM.**

**4. TO MAKE MY OWN DECISIONS.**

**5. TO SAY "NO" (WITHOUT FEELING GUILTY).**

**6. TO EXPRESS MY OPINION.**

**7. TO FEEL AND EXPRESS ANGER, AS WELL AS OTHER EMOTIONS.**

**8. TO BE LISTENED TO.**

**9. TO SAY "I DON'T KNOW" OR "I DON'T UNDERSTAND".**

**10. TO FEEL POSITIVE TOWARD MYSELF AND MY ACCOMPLISHMENTS.**

Each of these rights is the foundation upon which an individual should live their life. In many cases, we find our own rights being violated. At times, the violation is unintentional and other times it is not. Whatever the reason, we find ourselves in a "one down" position if our personal rights are being violated. It is also important to understand that we must also not violate the rights of others if we want our rights to be respected as well. If you are in any relationships where your rights are being violated, you will want to consider how to stop the violation of your rights in a manner that respects all parties involved. At times, it may become necessary to discontinue certain relationships if your rights continue to be violated. How we take care of ourselves indicates to others how we want them to interact with us. It is important to note the old saying, "Give and inch and they will take a mile". The authors believe that individuals who desire healthy reciprocal relationships must have good personal boundaries that do not permit their own exploitation and manipulation. We also believe that it is important to "practice what you preach" when it comes to relationships with others.  
  
In the past we did not have a definition for these rights, we only felt bad or uncomfortable when they were violated. Now that you have an understanding of these rights, it is your responsibility to stand up for them. If you don't stand up for your rights, "WHO WILL?" You must make a personal decision to honor yourself and to protect yourself by standing up for your personal rights. Why would you grant other people rights that you do not grant to your self. We must have fairness and equality in all of our relationships in order for us to maintain good personal boundaries and positive self esteem.

Sometimes we must be solitary to reflect upon our own rights....

You can practice being assertive while having fun! 

**ASSERTIVE SKILLS**

Now that you have been introduced to your personal rights, you need to know to gain control over your rights without infringing on the rights of others. Assertive Skills (taken from the book Your Perfect Right) are needed to help you gain important information about the person or person's you are communicating with. Once you have been introduced to these important assertiveness techniques, you can practice specific techniques of assertiveness.

The three skills needed are:

1. Free Information  
2. Self-Disclosure  
3. Open Questions

**FREE INFORMATION** is a listening skill. By using this skill, you can listen to what the person is saying or attempting to say. For this skill you will need to look past the specific words and listen to what the person means by their statements. You will need to listen intently to what the person is saying. Once you understand what the person is saying or trying to say you will have something to talk about with them. A value technique to use with this skill is the counseling skill called "Restatement". Using this skill will require that you listen to the person's entire verbalization and then you restate it as follows: "What I hear you saying is .............". This gives the person who is talking the opportunity to learn that you fully understand what they are saying. It is flattering to most people to have someone really listen to them.

**SELF DISCLOSURE** is an exposure skill. With this skill you are able to disclose specific information about yourself. Once a person has provided you with information about them self, you can disclose different things about yourself. By using these two skills, good communication can occur. It is important not to disclose more than the individual that you are talking with. Self-disclosure is an important part of communication if it is used in conjunction with self-disclosure by the other party.

**OPEN QUESTIONS** are questions that are not usually answered with a "yes" or "no", but instead encourages the other person to elaborate on something they said. Questions like "How", "Where", and "What" are good ways to allow a person to open up you to you. These questions are important because they allow you to learn new information that may be important in your future interactions with that person.

We can communicate assertively and enjoy doing it!  
  
**ASSERTIVE TECHNIQUES**

The following assertive techniques (taken from the book Your Perfect Right) are only a selection of the many assertive techniques you will learn. If you would like to learn more about assertiveness techniques, you can purchase this book at any bookstore.

As you begin to use assertiveness on a regular basis you will find that you will develop your own techniques.

1. Broken Record  
2. Fogging  
3. Negative Assertion  
4. Positive Self? Assertion  
5. Escalating Assertion  
6. Workable Compromise

**BROKEN RECORD-** This is one of the first techniques you will learn in beginning your assertive behavior. In a nutshell, it is calm persistent repetition. An important part of being verbally assertive is to be persistent and keep saying what you want over and over again without getting angry, irritated, or loud. It is sometimes the case that people are so focused on themselves that they cannot hear what we are saying. The broken record allows you to be more effective in stating your point.

**FOGGING-** This tool is needed when you are being accused of having a negative behavior. When criticized, you can assertively cope by offering no resistance or hard psychological striking comments to the critical statements thrown at you. Agree with the truth, then agree with the odds, and finally agree with the principles. Once you have done this you can then state your personal opinion. By agreeing initially, you affirm the person's right to have an opinion without agreeing with it. After all, they believe that they are right and maybe they are. This is the path of least resistance because you do not confront the person directly but rather allow them to have their say and then you can state your opinion. Agreeing with a person's statements allows the other person to have their say while allowing you to listen to their complaint or concern. Then, you can state your own opinion and you have listened courteously to them, and they are more likely to reciprocate.

**NEGATIVE ASSERTION-** This skill allows a person to overcome hostile or constructive criticisms of their faults. This is done by agreeing with the critical statements that are being made without being apologetic about them. We all have faults and we will have them pointed out to us by others, situationally speaking.

**POSITIVE SELF-ASSERTION-** This skill allows a person to state positive accomplishments to others. A person must state positive and appropriate statements about their self. It is appropriate to state our strengths to others in an objective and fair manner. We need to be able to state positive things about ourselves and others.

To ride a bike, you have to be assertive in your riding habits!

**ESCALATING ASSERTION-** This skill involves starting with a minimally assertive statement and becoming more and more assertive as needed in a particular situation. You can usually accomplish your goal with a minimal amount of effort and this approach has a smaller possibility of getting a negative reaction from the other person. When the other person fails to respond and ignores your assertion, you gradually escalate the assertion and become increasingly firm in your statements. You can start out at one level of assertiveness and increase it in your statements until you accomplish your goals.

**WORKABLE COMPROMISE-** In using your verbal skills, it is practical, whenever you feel that yourself? respect is not in question, to offer a workable compromise to the other person. You can always bargain for your material goals unless the compromise affects your personal feelings of self? respect. If the end goal involves a matter of yourself? worth, however, there can be no compromise. Compromise is a good skill to learn because most of the situations we encounter in life will benefit from the consideration or implementation of compromise in the solution. We use many skills cooperatively interacting with others!

**NON-VERBAL COMPONENTS OF ASSERTION**

Words alone do not make a person assertive. In fact, one study concluded that 75% of what a person retains in a conversation is through non-verbal communication. It is for that reason that you need to understand how to be assertive non-verbally. The three areas of body language that relate to basic nonverbal assertiveness are:

1. Eye Contact  
2. Facial Expressions  
3. Body Stance

**EYE CONTACT-** This refers to how well you maintain eye contact with the person you are communicating with. The goal is to:

* + - 1. Look the other person in the eyes.
      2. Don't shift eyes away from a person when making an assertive statement.
      3. Maintain eye contact following an assertive statement.
      4. Don't lower eyes when you express negative feelings or say "no".
      5. Accept compliments with full eye contact.

**FACIAL EXPRESSIONS-** It is very important that your facial expressions compliment your assertive words. If the two are not complimentary, your impact with the other person will be lessened. The goal is to:

1. Keep face firm when you are expressing negative feelings.

2. Let your face mirror your emotions.

3. Smile when you feel like smiling.

4. Use as many facial muscles as you can when expressing your emotions.

**BODY STANCE-** It is very important that your body posture and stance be in an assertive mode when making an assertive statement. If you are slouched over or you do not project with your body your message will be diluted. Here are some tips about body stance:

1. Stand up with your backbone straight.

2. When making an assertive statement lean slightly forward.

3. Use your hands to make your point.

4. Pull your shoulders back.

Your Journey Through Live leads You Down Many Unusual Paths.

**REFRAMING FOR SUCCESS**

When asked about past negative situations or behaviors, it is necessary to reframe the situation for a person can see your perspective of the situation. When framing a sentence or response the process would be to put together various words resulting in the conveyance of an idea or thought. In reframing, the same idea or thought is arrived at by use of a different context. The meaning of any behavior or event in life, depends on the "frame" in which that event is perceived, i.e., how we personally view the event and its meaning to our lives. When we change the "frame", we change the meaning. It is often necessary to reframe events in more positive terms to avoid negative thoughts and actions.

The process of reframing is not new. Often fables and fairy tales include behaviors or events that change meanings when the "frame" around them changes. The ability to reframe for ourselves can offer flexibility and insights to our existence. It can help an individual adopt a new attitude toward life events when a new attitude will serve that individual best. It can prevent rigid perceptions and help us see ourselves as others often do. When starting reframing activities, it is important to start with a situation that has a high probability of success. Start out with simple situations and then move to more complex situations.

In conclusion, the main goal for assertive behavior is to allow you to express your opinions and needs to others without violating the needs of others. Though assertiveness you will be in control of your life and have a positive outlook on life because you are able to solve your own problems successfully.

One's Man's Disadvantage Is Another Man's Advantage.....

* 1. **Mapping Your Journey: Goal Setting**

Murphey's Law States:  
The only perfect science is hindsight.

A Road to Success States:  
Meeting your long-range goal is not as important as the success of meeting your short-range goals.

**GOAL SETTING**

How many times have you set a goal and then you were let down when you did not reach that goal? An example of this is that proverbial New Year’s Resolution. How many times have you broken that goal to lose 10 lbs. or make $10,000.00 more? There are two main reasons why you possibly were not able to make your goals 1) the goals were unrealistic or 2) the goals took too long to achieve. In either case, you were disappointed by the failure to achieve the goals that you had set. You are likely very successful in other areas of your life except for this type of activity. Maybe you lose your motivation when the results of your efforts are not immediate. Not achieving a goal is not necessarily a failure. Goals involve thoughts and feelings and actions that are coordinated together with the end purpose of achieving the goal.

There are three types of goals 1) short range goals, 2) medium range goals, and 3) long range goals. Do not ever attempt to only have a long-range goal. You must have steps in order to reach the long-range goal. The steps are the short and medium range goals.

It takes a lot of steps in order to meet the goal!

**SHORT RANGE GOALS**

Short range goals are those goals which can be reached in a 24 hour to one week period. The primary way to obtain short range goals is to list 1 or 2 things you must finish within a 24-hour period to obtain the medium or long range goal. Do not overload yourself and make sure the short-range goals you have set can all be completed in the allotted period without overtime. If you completed 2 goals each day for an entire year you would have been able to complete over 700 tasks. If you cannot reach a long-range goal with over 700 completed tasks, your long range goal is truly unrealistic.

**MEDIUM RANGE GOALS**

Medium range goals are those goals that can be reached within a one week to twelve-month period of time. This goal is based on the combination of the short-range goals into an overall goal. Short range goals are milestones in your progress. An example of a medium range goal is making 200 calls within a month period of time. The medium range goals are the primary foundation on which success is made. The medium range goals are designed to provide you with stability that cannot be taken away from you.

**LONG RANGE GOALS**

Long rang goals are LIFE GOALS. They are goals that are designed to improve your status in life. They are the only goals that have the option to change. It may take you several years to reach your long range goals. Long range goals are those goals that keep the spice of life going. Your long-range goal might be to own your own home, have a Ph.D. in a field of your choice, or it may to be in very good health. These goals may never be met. It is not important that you meet these goals, it is only important that they exist so that you can have dreams to work toward. Without dreams, life can become very boring and monotonous. Never become obsessed with reaching these goals. There should only be three or four long range goals in your life at any one time.

**REACHING YOUR GOALS**

The first step in reaching your goals is to list a several long range goals. This is your one time you can dream and wish for the stars. You can wish for a 36 foot sailboat, a college degree, a home, a $50,000.00 income, or any other dream you might have. List your Long-Range Goals:

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

The goal is achieved through hard work and perseverance!  
  
LIFE GOALS

Now choose three to four of your long range goals you wish to work on and use the following outline for each goal.

LIFE GOAL I:   
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LIFE GOAL II:   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LIFE GOAL III:   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Everyone has a goal in life and can attain it if they try!

**LIFE GOAL OUTLINE**

Long Range Goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I. Medium Range Goal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summary of Short Range Goals:   
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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
II. Medium Range Goal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summary of Short Range Goals:   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

III. Medium Range Goal:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summary of Short-Range Goals:   
\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Medium Range Goals are in relation to the Long Range Goals and the Short Range Goals are in relation to the Medium Range Goals. As one Medium Range Goal is met the next Medium Range Goal begins. This outline can be used for any project or projects you are working on. Start goal setting today so that you can begin the process of personal change.

Sometimes we need help in achieving our goals!

**REWARDS: THE BUILDING BLOCKS TO SUCCESS**

It is very important that you experience success every day. Be sure to pat yourself on the back when you complete a goal. That means that when you complete the allotted short range goals in a days period of time, you should be proud of yourself for completing another step in reaching your long range goal. After you reach a medium range goal you should reward yourself. This means that when you reach the goal of making 200 contacts in a month, you should not delay the celebration. When you reach your long-range goals you need to have a party and invite friends to rejoice in your celebration.

Without the rewards for achieving milestones, your life will never seem fulfilled, and you will become depressed. There will be many times that the excitement of the celebration will help you get through another day. Rewards can include vacations, trips, a night on the town, or even monetary rewards (bonuses). Remember you are the boss, and you need to reward your employee (yourself) for a good day’s work. If you do not reward yourself, no one else will.

Rewards come in so many shapes and forms and experiences!

* 1. **Setting Your Course: Time Management**

Murphey's Law States:  
The legibility of a copy is inversely proportional to its importance.

A Road to Success States:  
The Past is History, The Future is a Mystery and   
the Present is a Blessing…

**COMING TO PEACEFUL TERMS WITH THE CLOCK:**

Who controls your life, you or the clock? Does the clock tell you when to get up, eat, meet deadlines, and go to bed? Do you feel there isn't enough time to do everything you want? In worrying about getting everything done, do you try to do several things at once, without concentrating fully on any? Do you pace yourself, so that you don't need to frantically rush at the last minute?

Several years ago, I lived on a deadline from 7:00 a.m. to 11:00 p.m. Every minute seemed pressed, and I felt that no one could live without me. Then one day I looked at my life and realized that when I got sick and had to miss a day of work, the world did not fall apart. I found that if I organized my day I could get anything accomplished. I put new priorities on life and decided to organize my thoughts and write them down. In the fall of 1987, I left the real world and lived in the Bahamas for three months to write and understand how much control I do have over my life. In the Bahamas I found that there was a world that had no deadlines and no time schedules. At times it was hard to determine what time of the year is was. I remember eating lunch with a friend one day and saying, "Gee, did you know that it's Thanksgiving?" When I came back to the real world, I realized that the clock is there to help us and not to keep us in prison.

No matter how hard you try, you cannot ever get 25 hours in a day. If you use your time wisely, you will find that every day will seem complete and fulfilling. If you overload yourself and squander it, you will always feel in a hurry and depressed because you never complete anything. By wisely managing your time, you can minimize stress.

Expert Alan Lakein, presents these simple, but powerful ideas to wisely manage time, so that we can work smarter, not harder:

1. **LIST GOALS AND SET PRIORITIES THAT YOU CAN KEEP**
2. **MAKE A DAILY TO DO LIST AND THEN DO IT**
3. **HANDLE ONE PIECE OF PAPER AT A TIME**
4. **DO IT NOW, NOT TOMORROW**
5. **MAKE TIME TO PLAY**

Set your own priorities and find the time to achieve them!

**LIST GOALS AND SET PRIORITIES**

Too many people get so bogged down doing unimportant tasks that they lose sight of the things that really want to do. They just run out to time. Unless goals (things you really want to do) are written down, they usually don't get done. It is too easy to become absorbed with unimportant, routine tasks which immediately confront us unless goals are constantly before us. Seeing is believing!

Make sure that when you list your goals, you have priorities set on which goals are to be done first. In a list of 10 goals for a day the priority is that the first three goals be completed before the other goals are begun on.

**MAKE A DAILY TO DO LIST**

At the beginning of the week, it is wise to plan events for each day of the week. Lakein advises that you look at the things you want to accomplish. Set priorities by labeling high priority goals "A", things less important "B", and things that can wait "C". During the day, get the "A's" done first. Most people spend 80% of their time working on "B's" and "C's". Before starting each day, go over your daily "To Do" list, making any necessary changes.

Constantly ask yourself, "What is the best use of my time right now?" Lakein advises to delegate as much as possible. Be aware of ways to use your time better. For example, if you must wait, try to read, or do something on your "To Do" list. Plan enough time to accomplish your desired tasks. Over scheduling creates stress, so allow ample time, plus a little more.

A rainbow awaits us when we have a plan that works for daily living!

**HANDLE EACH PIECE OF PAPER ONCE**

Some people waste time shuffling papers, stacking and restacking them. Don't pick up a piece of paper until you are ready to do something with it. Don't put it down until you have done something with it.

If you have piles of papers, take a day to go through them with the goal of getting rid of them as soon as possible. Only necessary papers are needed for goal completion. If you are a clutterer by nature, go to the following web site: www.clutterless.org and join the free organization for clutterers.

Get off junk mailing lists. Throw out junk mail. Or at least save it up until you have time to look at it all at once. Junk is just that-junk!

**DO IT NOW**

Procrastination increases anxiety. Problems generally don't go away; they just get worse if we procrastinate. Take care of necessary tasks now, so that you can relax without guilt. If an important task seems overwhelming, and you don't feel you can find enough time to do it, break it up into smaller tasks. That can be done gradually. You'll find it's not so overwhelming as you gather momentum.

Don't worry about perfectionism, or about failing. Just start one step at a time.

What about the "C's" that never seem to get done?

Sometimes, it relieves stress and worry to take a few hours each week to devote to low priority items. By reducing the number of things to worry about, you might feel better able to concentrate on the "A's". But this should only be done occasionally. Get in the habit of spending most of your time on the things you want to do. Time cannot be stopped…

**MAKE TIME TO PLAY**

All work and no play make Jack a dull boy. This is so true! A person needs to have rewards in life. If all a person does is work and work, he or she will become dull and unaware of natural highs. In listing your priorities, it is important that

**PLAY is on that list of priorities.**

This means that vacations, weekends to the lake or beach, trips to the movies, eating out, and other relaxing activities need to be in your budget of time. It is helpful to put these play times following the accomplishment of a goal, in order to reward you for your hard work. Make Peace with Time…

**Take time to plan recreational activities!**

**IRRATIONAL BELIEF'S**

Irrational beliefs interfere with our ability to engage in goal-oriented behavior. We all have irrational beliefs, but we do not have to act on them. We have choices about our thoughts and feelings and actions. Take charge of your thoughts today!

**Irrational beliefs include:**

1. It is a dire necessity that we be loved by everyone, and everyone just approve of almost everything we do.

2. We must be perfectly competent, adequate, intelligent and achieving in all things in order to consider ourselves worthwhile.

3. Certain people are evil or inept and should be blamed and punished.

4. It is a terrible, awful catastrophe when things don't go the way they should.

5. Unhappiness is caused by external events, and we have little ability to control or change our feelings about those events.

6. If something is or may be dangerous or fearsome, we should be terrible concerned about it and should constantly dwell on it.

7. It is easier to avoid life's difficulties and responsibilities than face them.

8. The influence of the past must affect our present behavior and cannot be overcome.

9. There is a perfect solution to a problem.

10. Maximum pleasure comes from always relaxing and enjoying yourself.

11. When others disapprove of us, it always means we are wrong.

12. Our worth as human beings depends on how much we achieve or produce.

Our beliefs lead to our actions! We can control our irrational beliefs so that we can have joy in daily living!  
  
**Turn irrational beliefs into rational beliefs**

You do not have to continue to have irrational beliefs if you do not want to. The steps to change irrational beliefs are not complicated and can be utilized whenever you need them.

These steps are as follows:

1. Write down your irrational beliefs one at a time.

2. Pick one to start working on that will be somewhat easy to achieve.

3. Write down the irrational belief and the rational belief across from it.

4. Decide what thoughts and feelings and actions you will need to change in order to start the thought  
change process.

5. Make a written contract with yourself to change the irrational belief along with the rewards to make it worthwhile to do so.

6. Put changing the irrational belief on the top of your "To Do" list.

7. Whenever you have the irrational belief substitute the rational belief in it's place.

8. Monitor your thinking to reduce the occurrences of negative thinking and beliefs.

9. Be vigilant about the times and places that the negative belief occurs the most.

10. Do a thought stopping technique where you place a rubber band around your wrist and you pop your wrist with the rubber band to produce pain which is paired with the negative belief occurrence.

11. Give yourself a reward for time periods when the negative belief does not occur or when you manage it successfully.

12. If you relapse with the negative belief, continue to monitor it and replace it with a positive belief and   
use thought stopping to discontinue the negative belief as often as is possible.

You will be amazed how easy it is to take control of irrational beliefs and to modify them. You will feel better when you can control your irrational beliefs so that they do not direct your behavior.

Social Unification practices follow the same steps as the Essential (basic) Unification Practice. Therefore, before reading and trying the instructions for practicing Unification socially, first learn the basic technique. After you are comfortable with the Essential Unification Practice, feel free to study and try any variations which interest you. The variations are listed below:   
  
I. In a SPECIFIC RELATIONSHIP

Although generally, Unification practice is done with no one else physically nearby, it is not necessarily "un-social." If you wish, you may use Step 1 of Unification to focus love energy on a significant relationship. In this case, your practice is very much a "social" event, even though the other person is not physically present. People have reported that doing Unification socially has dramatically improved the quality of their relationships. (To read more about the effects of Unification practice on a specific relationship, click here.)   
  
  
Unification practice in a specific relationship can be done in pairs by two friends, or by partners in a mated intimacy. In this form of practice, each person uses the other as the love-object of the Unification practice (for as long as the process of loving remains object-oriented). You meditate on each other positively, and connect lovingly in the ether.   
  
Several variations of Unification practice in a specific relationship are described below:   
  
1. Practice independently. Human relationship lives in the mind, heart and soul -- it is not essentially bodily. Therefore, to love and relate through the mind and heart -- even in the absence of physical proximity -- is true relationship. SO . . .   
  
You don't have to make a date with the other person to successfully practice Unification in a specific relationship. (That is, both people do not need to practice simultaneously in time, or be physically together.) You can work your Unification practice into your individual lives as it fits best, and still achieve the benefits. In fact, the other person doesn't have to practice Unification at all -- or even know that you are doing it. (See the Related Questions at the end of this section.)   
  
2. Synchronize your practice. You may find it helpful if you can arrange to practice AT THE SAME TIME (in the same room, or in separate rooms, or even in separate cities). The power of resonance is enhanced by simultaneous meditation. It may be further enhanced by physical proximity. And it may be enhanced still further by eye contact, when appropriate (see below).   
  
3. Practice Unification using the conductive process of eye contact. (For information on the appropriate use of EYE CONTACT in Unification, click here.)   
  
**II. In a GROUP**

In group practice, the Unification process is enhanced by the energy of relationship and the force of shared intention. But the outcome in both group practice and individual practice is the same: Loving opens up a radiant space in which the true and present nature of love –- that is, God -- becomes increasingly apparent.   
  
Paradoxically, in group practice, Divine presence gradually outshines the sense of love as an interpersonal activity. Ultimately, we experience love as a Unity, and not as an exchange of any kind.   
  
  
Unification practice in a group can be done by any number of people in one of three ways:   
  
1. Group meditation WITHOUT EYE CONTACT. Unification can be practiced as a form of group meditation, conducted silently, with eyes closed.   
  
2. Group meditation IN PAIRS WITH OR WITHOUT EYE CONTACT. The group can be divided into pairs. Then Unification can be practiced in pairs, with eyes closed or open. (For information on appropriate use of eye contact in Unification, click here.)   
  
3. Group meditation IN CIRCLES WITH EYE CONTACT. Open-eyed Unification practice can be done by the group. However, as a rule, this form of practice should be employed only when all the interpersonal relationships in the group are harmonious and well worked out.   
  
In this eye-contact version of Unification practice, the participants arrange themselves in a circle and tune in to the resonance of Being. This is done with prayerful intention AS WELL as eye, mind, and heart contact. (For information on appropriate use of eye contact in Unification, click here.)   
  
People take turns sitting in the center of the circle. The person in the center spends a little while in open-eyed communion with everyone in the surrounding circle, switching from person to person until the circle has been completed. Each exchange may last from thirty seconds to a few minutes; however you wish to set it up. Then, another person takes the position in the center. This process continues until each participant has had a turn in the center.   
  
III. In DAILY LIFE  
  
A "secret-but-social" Unification process can be done in ways that are not at all formal -- and which, as the word "secret" suggests, are not even noticeable to observers. This way, the Unification process can be integrated into daily interactions of everyday life to a significant extent -- and without making anyone self-conscious.   
  
"Loving in secret" is the essential way to bring the practice of Unification into everyday life. It is also a way to make use of the resonance power of the social practice of Unification under circumstances that would otherwise make that difficult or impossible. (For example, if none of your friends are willing to consciously join you in this process; or, if you are not confident about doing the process with one or more others.)   
  
An experience   
  
"While visiting with my mom, I found that she was troubled by things that I couldn't help her with on an ordinary level, with any personal advice or direct feedback. Still, I wanted to help her in some way, so I gave her a "bubble bath" by extending my love silently to her, as a spherical hug of love and energy around her. We had a good conversation and she seemed relaxed even while telling me her troubles and eventually we went on to other subjects.   
  
"Later she wrote to me that she'd enjoyed our "warm fuzzy" time together, and I was overjoyed to see that although she had been keenly feeling her troubles during our visit, what stood out to her was the feeling of warmth within our visit. That was certainly due to the bubble of love, that bath of attention and energy and care that she felt, and not from anything else that I did or said.   
  
"Her letter was such a beautiful confirmation of the value of pure love, and how much less important it is to have the right answer, compared to loving itself." 

* 1. **Drug Abuse and Addiction**

**What is an Addiction?**

An addiction is any object, activity, thought and/or substance that has formed a relationship with an individual in a manner that requires continual use, interaction and/or contact with.

Healthy addictions include exercise, breathing air, eating, sleeping, drinking liquids and relationships. As a human being these activities are necessary for life. But each of these addictions can become unhealthy if not used in moderation and with self-control.

Any activity can become unhealthy. For example, breathing is a normal activity, but if can be abused an can even lead to an addiction.

**Abuse:** Some individuals abuse this activity by hyperventilating and passing out to receive a HIGH.

**Addiction:**This activity can lead to an addiction because the individual is driven to achieve the same high over and over. Overuse can lead to an anxiety disorder and other addictions to achieve the same type of HIGH.

Most addictions start with a psychological need and may grow into a physical dependency of the two the psychological addiction is the hardest to break.

**Psychological Addiction**

The brain is very powerful and can make us do many things. In Psych. 101, we learned that the human being has natural drives. These drives include eating, drinking, breathing, and mating. These drives are made up in each and every human being. Some people are able to control these drives through mind control. Some Yoga experts are able to control their breathing in a manner that allows them to hold their breath for up to 5 minutes. In the opposite end of the spectrum, we find that some individuals find themselves suppressing the hunger drive to the point that it is unhealthy and may even lead to death. The psychological addiction is at a point in which the individual has created a normal predictable set of activities that cause a physical reaction by the individual. Example: At noon, we have a psychological addiction to eating, which might cause one's stomach to growl or mouth to water.

In many cases, the psychological addiction is not harmful, but when the activity causes the individual to degrade or lessen their quality of live. The individual has created an unhealthy addiction. Using illegal drugs is unhealthy because our society has deemed them dangerous and unhealthy. Relationships can become unhealthy when one or more individuals has the risk of being harmed or the relationship interferes with one's personal growth. To determine if you are in the abuse stage, ask yourself, "By engaging in this activity am I interfering with my personal growth and have I made any positive changes in my live since last year. Can I discontinue this activity for 30 days without creating a high level of anxiety?" Your answer is No, then you have an unhealthy addiction.

**Physical Dependency**

Physical dependency is easily identified. The questions is, "If you stopped engaging in this activity are there any physical discomforts in your body?" This may be increased anxiety, stomach problems, pains in your joints, difficulty breathing or any other physical abnormality. Most physical addictions are caused by the body adjusting to a normal level with the activity and/or substance in the body. When the activity or substance is not present, the body will react in a negative manner. If an addicted person stops using Heroin, he or she will have an physical reaction that will last approximately 2 weeks. Symptoms will the simular to the flue. If a person is addicted to barbituates, he or she can cause repitory failure, which will lead to death. So, if you have a physical addiction, you should see a medical specialist before you attempt to discontinue the activity or substance.

Of the two the psychological addiction is the hardest to kick.

**Denial**

By this time, you are thinking up reasons, why you are not abusing and/or addicted to drugs, relationships, shopping, eating and/or any unhealthy activity. I am not saying you are. The only person that can is you. So, please be honest with yourself

# **Substances of Abuse**

[Alcohol](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Alcohol.htm)

[Prescription Drugs](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Prescription%20Drugs.htm)

[Amphetamines](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Methamphetamines.htm)

[Narcotics](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Heroin.htm)

[Hallucinogen](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/hallucinogens.htm)

[Inhalents](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Inhalents.htm)

[Cocaine](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Cocaine.htm)

[Club Drugs](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Club%20Drugs.htm)

[Marijuana](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Marijuana.htm)

[Smoking](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Smoking.htm)

[Medical Effects of Drugs](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Medical%20Effects%20of%20Drug%20Use.htm)

[Nationwide Trends](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Nationwide%20trends.htm)

[Treatments](file:///Users/scubabob/Documents/0%20Dr%20Knapick%20Books/Addictions/Treatments.htm)

# **Family Issues**

**The Family Disease**by Betty Reddy

For family members, alcoholism causes a progressive inability to predict their own behavior because of the growing pre-occupation with and reaction to another person’s drinking.  Generally speaking, if a person wonder whether alcoholism is the problem, it probably is. Family members need to hear that the emotions they feel are a normal reaction to alcoholism. Frequently, they experience a free-floating but persistent fear. They are afraid of the alcoholic’s reactions and are prepared to   
settle for ‘peace at any price’. They worry about bills, accidents and job losses (the alcoholic’s and, in some cases, their own). As they attempt to deal with the unpredictable irrational behavior of the drinker, they become confused and increasingly guilty and pre-occupied. 

As their lives become compulsively centered on trying to get the alcoholic to stop drinking through unsuccessful attempts to manipulate and control, most of their actions only enable the alcoholic to continue the drinking. Family members are caught in a cycle of repetitive non-helpful behaviors that leaves them frustrated, angry and alone. They feel helpless and hopeless.

**Did you Know?**

**Al-Anon** is for anyone whose life has been affected by a problem drinker, including a co-worker.

**Alateen** is specially for teenagers affected by someone else’s drinking.

Although part of Al-Anon, Alateen is an anonymous self-help fellowship based on the shared experience, strength and hope of its teenage members.

* Al-Anon Adult Children of Alcoholics is a self-help group for the adult child and follows the same guidelines as Al-Anon.
* Al-Anon membership is free and non-professional.
* Al-Anon complements professional therapy.
* Al-Anon is a spiritual program, not a religious one.
* Al-Anon, a non-denominational program is compatible with all religious beliefs.
* Al-Anon is an international fellowship, celebrating its 50th year of existence in 2001.
* In South African there are over 120 groups.

Other Facts:

* Alcoholism can often be identified through family members.
* Alcoholism is one of the most preventable illnesses; yet 7 out of 10 adults drink alcohol. Of these, one out of seven is an alcoholic.
* Statistics tell us for every alcoholic, 16 people are directly affected.
* Nearly 17% of children under 14 and 20% of children under 18 live with a parent (or responsible adult) who drinks heavily or has an alcohol problem.
* Many children of alcoholics behave in socially unacceptable ways.
* More than 50 % of juvenile delinquents come from alcoholic homes.
* In more than 50 % of all divorces in the USA, excessive drinking is cited as a major factor (regret no statistics from South Africa).
* Members of Alcoholic families use ten times as much sick leave as members of non-alcoholic families.
* Adults who consume more than one to two alcoholic drinks per day are at risk for many health problems, including several types of cancer, digestive diseases, cardiovascular diseases, addiction-related mental disorders, accidents and injuries.
* 60 % of hospitalised patients suffer from alcohol related illnesses.
* Drinking during pregnancy has been associated not only with Fetal Alcohol Syndrome (FAS) but with offspring learning and behavioral problems into adolescence.
* The gap between alcohol use by boys and girls has closed. Girls consume alcohol and binge drink at rates equal to boys.
* Adolescent females who drink exhibit higher levels of estradiol (an estrogen) and testosterone than non-drinking girls. High levels of estrogen may contribute to increased risk for specific diseases, including breast cancer, and high levels of testosterone are associated with an increased risk of substance use.
* Girls, aged 12-16, who were current drinkers were four times more likely than their non-drinking counterparts to suffer depression.
* 40% of children who start drinking before the age of 15 will become alcoholics at some point in their lives. If the onset of drinking is delayed by 5 years, a child's riks of serious alcohol problems is decreased by 50%.
* In 1997, nearly 10% of the interviewed teenagers reported driving one or more times while drinking. 33% reported having ridden in a car driven by someone who had been drinking alcohol.   
  (http://alcoholism.miningco.com/library/blthefamily.htm)   
  Fatal crashes involving a single vehicle at night are three times more likely than other fatal crashes to be alcohol-related.

90 Days to Good Health

90 Days to

Good Health

Created by

Dr. R0bet Knapick, LMFT

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**90 Days to Good Health**

Your goal is to change your habits. This means that you will be replacing negative behaviors with positive behaviors.

# How Long Does it Actually Take to Form a New Habit? (Backed by Science)

Maxwell Maltz was a plastic surgeon in the 1950s when he began noticing a strange pattern among his patients.

When Dr. Maltz would perform an operation — like a nose job, for example — he found that it would take the patient about 90 days to get used to seeing their new face. Similarly, when a patient had an arm or a leg amputated, Maltz noticed that the patient would sense a phantom limb for about 90 days before adjusting to the new situation.

These experiences prompted Maltz to think about his own adjustment period to changes and new behaviors, and he noticed that it also took himself about 90 days to form a new habit. Maltz wrote about these experiences and said, “These, and many other commonly observed phenomena tend to show that it requires a minimum of about 90 days for an old mental image to dissolve and a new one to jell.”

In 1960, Maltz published that quote and his other thoughts on behavior change in a book called [Psycho-Cybernetics](http://www.amazon.com/gp/product/0671700758/ref=as_li_ss_tl?ie=UTF8&camp=1789&creative=390957&creativeASIN=0671700758&linkCode=as2&tag=jamesclear-20). The book went on to become a blockbuster hit, selling more than 30 million copies.

The fact is it takes a minimum of 90 days to change or create a habit. The key to your success is that you will need to create a starting point and begin doing something daily for at least 90 days to kick-start your new habit. Once you have completed this program for 90 days you will need to tailor it to your personality and lifestyle. This program will help you step into a new habit, which should take you an additional 1-3 months.

**Progress**

**Personal Issues:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Emotional**  **Rating: 1= No Problems to 10= Very Bad** | | **Physical**  **Rating: 1= No Problems to 10= Very Bad** | |
| Rating | Emotion | Rating | Emotion |
|  | Depressed |  | Chronic Pain |
|  | Anxiety |  | Sleeping |
|  | Mood Swings |  | Headaches/ Dizziness |
|  | Sadness |  | Breathing |
|  | Obsessive Compulsive |  | Eating |
|  | Auditory Hallucinations |  | Alcohol or Drug Use |
|  | Relationship Problems |  | Dry Mouth |
|  | Low Self Esteem |  | Itching |
|  | Grief Issues |  | Stomach Problems |
|  | Anger Issues |  | Blood Pressure/ Heart Rate |
|  | Stress |  | Vision |
|  | Other: |  | Other: |

**Overall Progress: (Circle)**

1- - - - 2- - - - 3- - - - 4- - - - 5- - - - -6- - - - 7- - - - 8- - - - 9- - - - -10

**Very Good Good Very Bad**

**Goals**

**Goals-** Accomplishing goals are extremely important in your overall mental health. The key to goal setting is to make sure that your goals are realistic and attainable. Once you have set your long-range goals you need to make sure you have medium range goals that will take a few weeks or months to achieve on your journey towards your Long Range Goals. Each Medium Range Goal have a long list of Short-Range Goals that take anywhere from 10 minutes to a few hours. The key to success is to make sure you keep moving in a positive direction. To do this you will need to make a long list of things to do and prioritize your list daily. Take the three top priorities and make sure you complete them during the day. Upon completion, you can say that you have had a successful day. This may take anywhere from a few minutes to a few hours. No matter how long it takes, pat yourself on the back for a job well done. The rest of the day is yours to complete more tasks or just relax. You can walk away saying you were successful today.

Long Range Goals:

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |

Medium Range Goals:

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

Short Range Goals:

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

**Affirmations**

Affirmations are important to your mental and physical health. Affirmations are used to make sure you have a positive attitude, reduce stress, depression, and anxiety. Stress, depression and anxiety results in a variety of physical and psychological problems ranging from MDD, ADHD, OCD, Anxiety Disorders, Psychotic Disorders, chronic pain, gastrointestinal issues, cardiac problems, respiratory conditions, immune deficiencies, skin problems, joint issues and much more. In order to improve and change your self-esteem you will need to repeat the following affirmations 1-3 times a day (Morning/ Noon/ Night) for 90 days.

 Affirmations can help you work through your self-doubts and lead you to a more passionate life.  Affirmations allow you to retrain your brain, rewire thought processes, and help you replace limiting beliefs with new, empowered beliefs.

They are statements that will activate your brain to focus on and attain the goals and desires you set for yourself.

 These expressions often are descriptive of the feelings or behaviors you would like to possess in any given situation.  They may remind you about your value or the importance of your desires.  Affirmations are handy in moments when you might be having some negative self-talk, or when you are second-guessing your desire to pursue your passion.

 In those moments of doubt, you may want to use an affirmation like, “I am enough, worthy, and deserving of following my passion.  I am strengthened by doing the things I love to do.  I am now living my purpose.  My passion guides me in all that I do.”

You’ll want to believe this even if it’s a challenge in the beginning.  Look for evidence, past and present, that demonstrates your life experience supporting these statements.  You are reaffirming the statement and making it your personal truth every time you say it out loud.

There are affirmations that will enable you to overcome guilt that you may feel when you indulge in your passion.  We all have a right to pursue our passion, there is nothing wrong with living your dream.  You deserve to spend time on you, to realize your desires, and experience life with enthusiasm and joy.  When you are happy your life begins to reflect the positive momentum.

When you are having one of those days where you feel guilty for enjoying your favorite hobby or past-time you can say, “I am actively involved in my hobbies with joy and enthusiasm.  It gives me energy and strength.  It renews my spirit.  I live in a limitless world.  I am growing, expanding, and evolving.  Everything I do, I choose to do.  I am worthy.  I value myself. I make wise use of my time and energy.”

Repeat the affirmations with feeling and understanding, don’t just say the words, experience the feelings that go with the words, and think of them as energy for your soul.

When you use affirmations, you are giving your mind permission to replace negative thoughts with positive ones.  Affirmations not only help you discover your passion, but also enable you to live a more passionate life.  This positive dialogue will become second nature in time as it edges out negative emotions such as doubt and fear.  Being passionate is an avenue of expressing love for yourself.

Embrace your passion and remember that living your dream is good for your mind, body, and soul.  
When you are happy, content, fulfilled, and satisfied everyone around you will marvel at your self-confidence!  And you will wonder what took so long to discover life’s magic!

People that embrace and pursue their passion are said to be some of the most content, peaceful, and joyous people on the planet.

Morning Affirmations

“Today is an Incredible Day!”

[](http://www.bing.com/images/search?q=SUCCESS&FORM=HDRSC2#view=detail&id=E73585C3F2DFEAFA1449F323BEE5C6956D8AD4AF&selectedIndex=53)“**Success…Prosperity… and Abundance,** in many different forms have naturally formed their way into my life today. I gratefully enjoy their manifestations throughout my day and happily share these blessings of abundance with many others in order to bring happiness to their day as well”

 “I am Happy”

“I am Wealthy”

“I am Secure”

“I am Worthy”

“I am Positive”

“I am Blessed”

“I am Grateful”

“I am Beautiful”

“I am Confident”

“I am Courageous”

“I am Excited About Today”

**Afternoon Affirmations**

1. I am the architect of my life; I build its foundation and choose its contents.
2. Today, I am brimming with energy and overflowing with joy.
3. My body is healthy; my mind is brilliant; my soul is tranquil.
4. I am superior to negative thoughts and low actions.
5. I have been given endless talents which I begin to utilize today.
6. I forgive those who have harmed me in my past and peacefully detach from them.
7. A river of compassion washes away my anger and replaces it with love.
8. I am guided in my every step by Spirit who leads me towards what I must know and do.
9. My relationship with my partner is becoming stronger, deeper, and more stable each day.
10. I possess the qualities needed to be extremely successful.



**Evening Affirmations**

1. I create wealth easily and effortlessly
2. I am passionate about building resources that allow me to fulfill my dreams.
3. Everything I touch is a success.
4. I experience the excitement of growth daily.
5. All my relations are harmonious.
6. I am happy with myself. I relax and enjoy my life.
7. I am becoming more and more confident.
8. I make positive healthy choices
9. I nourish my mind, body and soul
10. I have abundant energy, vitality and well-being.



**Gratitude**

**What Is Gratitude?**

Gratitude has two key components: First, It’s an affirmation of goodness. We affirm that there are good things in the world, gifts and benefits we’ve received. Second, We recognize that the sources of this goodness are outside of ourselves. … We acknowledge that other people—or even higher powers, if you’re of a spiritual mindset—gave us many gifts, big and small, to help us achieve the goodness in our lives.

It as a relationship-strengthening emotion, because it requires us to see how we’ve been supported and affirmed by other people.

Because gratitude encourages us not only to appreciate gifts but to repay them (or pay them forward), it is the moral memory of mankind.

**Why Practice Gratitude?**

Over the past decade, hundreds of studies have documented the social, physical, and psychological benefits of gratitude. The research suggests these benefits are available to most anyone who practices gratitude, even during adversity, such as elderly people confronting death, women with breast cancer, and people coping with a chronic muscular disease. Here are some of the top research-based reasons for practicing gratitude.

Gratitude brings us happiness: Practicing gratitude has proven to be one of the most reliable methods for increasing happiness and life satisfaction; it also boosts feelings of optimism, joy, pleasure, enthusiasm, and other positive emotions.

**On the flip side, gratitude also reduces anxiety and depression.**

Gratitude is good for our bodies: gratitude strengthens the immune system, lowers blood pressure, reduces symptoms of illness, and makes us less bothered by aches and pains. It also encourages us to exercise more and take better care of our health.

Grateful people sleep better: They get more hours of sleep each night, spend less time awake before falling asleep, and feel more refreshed upon awakening. If you want to sleep more soundly, count blessings, not sheep.

Gratitude makes us more resilient: It has been found to help people recover from traumatic events, including Vietnam War veterans with PTSD.

Gratitude strengthens relationships: It makes us feel closer and more committed to friends and romantic partners. When partners feel and express gratitude for each other, they each become more satisfied with their relationship. Gratitude may also encourage a more equitable division of labor between partners.

Gratitude promotes forgiveness—even between ex-spouses after a divorce.

Gratitude makes us “pay it forward”: Grateful people are more helpful, altruistic, and compassionate.

Gratitude is good for kids: When 10-19 year old’s practice gratitude, they report greater life satisfaction and more positive emotion, and they feel more connected to their community.

Gratitude is good for schools: Studies suggest it makes students feel better about their school; it also makes teachers feel more satisfied and accomplished, and less emotionally exhausted, possibly reducing teacher burnout.

**How to Cultivate Gratitude?**

Are you a natural pessimist? Take heart: The benefits of gratitude aren’t only available to people with a naturally grateful disposition. Instead, feeling grateful is a skill we can develop with practice, reaping its rewards along the way. Here are some of the most effective ways to cultivate gratitude, according to research.

Keep a gratitude journal, recording three to five things for which you’re grateful every day or week. Because some evidence suggests that how we keep a gratitude journal—for instance, how often we write in it—can influence its impact.

Write a “gratitude letter” to an important person in your life whom you’ve never properly thanked. Research suggests gratitude letters provide strong and long-lasting happiness boosts, especially when they’re delivered in person.

**Savor the good in your life**—don’t just gloss over the beauty and pleasures that come your way. Focus on intentions: When you receive a gift, or when something good happens to you in general, consider how someone tried on purpose to bring that goodness into your life, even at a cost to themselves. Research suggests this goes a long way toward cultivating “an attitude of gratitude,“ among children and adults alike.

**Recognize the positive:** As yourself about three good things that happen to you each day—a way to help them appreciate the gifts big and small that come your way.

**Get metaphysical:** Research suggests that thinking hard about our own mortality makes us more grateful for life; another study found that praying more often increases gratitude.

#### **Here are sixty things to be grateful for in our lives:**

1. **Your parents**- for giving birth to you. Because if there is no them, there will not be you.
2. **Your family** – for being your closest kin in the world.
3. **Your friends** – for being your companions in life.
4. **Sense of sight** – for letting you see the colors of life.
5. **Sense of hearing**- for letting you hear trickle of rain, the voices of your loved ones, and the harmonious chords of music.
6. **Sense of touch**- for letting you feel the texture of your clothes, the breeze of the wind, the hands of your loved ones.
7. **Sense of smell** – for letting you smell scented candles, perfumes, and beautiful flowers in your garden.
8. **Sense of taste** – for letting you savor the sweetness of fruits, the saltiness of seawater, the sourness of pickles, the bitterness of bitter gourd, and the spiciness of chili.
9. **Your speech** – for giving you the outlet to express yourself.
10. **Your heart** – for pumping blood to all the parts of your body every second since you were born; for giving you the ability to feel.
11. **Your lungs** – for letting you breathe so you can live.
12. **Your immune system** – for fighting viruses that enter your body. For keeping you in the pink of your health so you can do the things you love.
13. **Your hands** – so you can type on your computer, flip the pages of books, and hold the hands of your loved ones.
14. **Your legs**- for letting you walk, run, swim, play the sports you love, and curl up in the comfort of your seat.
15. **Your mind**- for the ability to think, to store memories, and to create new solutions.
16. **Your good health** – for enabling you to do what you want to do and for what you’re about to do in the future.
17. **Your school**- for providing a environment conducive to learning and growing.
18. **Your teachers** – for their dedication and for passing down knowledge to you.
19. **Tears** – for helping you express your deepest emotions.
20. **Disappointment**- so you know the things that matter to you most.
21. **Fears** – so you know your opportunities for growth.
22. **Pain** – for you to become a stronger person.
23. **Sadness** – for you to appreciate the spectrum of human emotions.
24. **Happiness** – for you to soak in the beauty of life.
25. **The Sun**- for bringing in light and beauty to this world.
26. **Sunset** – for a beautiful sight to end the day.
27. **Moon and Stars**- for brightening up our night sky.
28. **Sunrise**- for a beautiful sight to start the morning.
29. **Rain** – for cooling you when it gets too warm and for making it comfy to sleep in on weekends.
30. **Snow** – for making winter even more beautiful.
31. **Rainbows** – for a beautiful sight to look forward to after rain.
32. **Oxygen**- for making life possible.
33. **The earth** – for creating the environment for life to begin.
34. **Mother nature**- for covering our world in beauty.
35. **Animals** – for adding to the diversity of life.
36. **Internet**- for connecting you and me despite the physical space between us.
37. **Transport**- for making it easier to commute from one place to another.
38. **Mobile phones** – for making it easy to stay in touch with others.
39. **Computers** – for making our lives more effective and efficient.
40. **Technology** – for making impossible things possible.
41. **Movies** – for providing a source of entertainment.
42. **Books** – for adding wisdom into your life.
43. **Blogs** – for connecting you with other like-minded people.
44. **Shoes** – for protecting your feet when you are out.
45. **Time** – for a system to organize yourself and keep track of activities.
46. **Your job** – for giving you a source of living and for being a medium where you can add value to the world.
47. **Music**- for lifting your spirits when you’re down and for filling your life with more love.
48. **Your bed**- for you to sleep comfortably in every night.
49. **Your home**- for a place you can call home.
50. **Your soul mate** – for being the one who understands everything you’re going through.
51. **Your best friends** – for being there for you whenever you need them.
52. **Your enemies** – for helping you uncover your blind spots so you can become a better person.
53. **Kind strangers** – for brightening up your days when you least expect it.
54. **Your mistakes**- for helping you to improve and become better.
55. **Heartbreaks**- for helping you mature and become a better person.
56. **Laughter**- for serenading your life with joy.
57. **Love**- for letting you feel what it means to truly be alive.
58. **Life’s challenges**- for helping you grow and become who you are.
59. **Life**- for giving you the chance to experience all that you’re experiencing, and will be experiencing in time to come.
60. **YOU**

**Write 10 things you must be mindful and grateful for:**

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**Personal Rights/ Assertiveness**

Setting boundaries is a healthy thing in relationships. Like any relationship, friendships need physical and emotional boundaries. Without them, friends can feel uncomfortable or even unsafe. Usually, boundaries happen naturally in a friendship. Things such as when to call or hang out can be determined just by spending some time together. Other things, like physical closeness, might need to be communicated in some way. Here are some thoughts on setting boundaries in a friendship.

**Boundaries That Exist for All Friendships**

While every friendship is different, there are certain things you must never do or say when you are friends with someone. These include:

* No physically abusive behavior.
* No emotional game playing.
* No [verbally abusive](http://friendship.about.com/u/ua/Toxic_Friends/I-Experienced-Emotional-Abuse-From-A-Friend.htm) behavior.
* Being [gently honest](http://friendship.about.com/od/Keeping-Friendships-Strong/a/How-To-Be-Honest-With-Friends.htm) with a friend versus bluntly hurting their feelings.
* No [gossiping](http://friendship.about.com/od/Keeping-Friendships-Strong/a/How-Gossip-Hurts-A-Friendship.htm) behind your friend's back.
* No backstabbing or using a friend for your own gain.

When you get past some of the universal boundaries, then it's time to decide what you personally feel comfortable with. Setting boundaries with friends is one thing, but making sure your friends respect them is something else. While some boundaries might be easy to enforce (such as zero tolerance for physical or emotional abuse), others may fall into a gray area. Everyone has a different idea of what's comfortable to them, so be sure to clarify what your boundaries are. As your read your personal rights, make note of your comfort level and boundaries are.

**Benefits of Setting Boundaries**

Boundaries are meant to keep both friends feeling [safe](http://friendship.about.com/od/Meeting-New-Friends/tp/Safety-Tips-When-Meeting-New-Friends.htm) and comfortable in a relationship. They are not meant to be rigid or cause tension, so if you're feeling that the boundaries you set are [pushing your friend away](http://friendship.about.com/od/Conflicts_With_Friends/a/When-Your-Friend-Pulls-Away-From-You.htm), then it's time to consider a compromise. The main benefit of boundaries is that you can relax in the friendship and be yourself.

A person writing on a chalkboard

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Time to set your boundaries!

I KNOW MY BOUNDARIES!!!

AND ONE DAY I MIGHT JUST

ENFORCE THEM!

IF YOU DON’T STAND UP FOR YOUR RIGHTS, NO ONE ELSE WILL!

**As a Human Being I have the right:**

1. **to be considered as a mature adult.**
2. **to make my needs be equally important to the needs of others.**
3. **to make mistakes and to be responsible for them.**
4. **to make my own decisions.**
5. **to say "no" (without feeling guilty).**
6. **to express my opinion.**
7. **to feel and express anger, as well as other emotions.**
8. **to be listened to.**
9. **to SAY, "I don't know" or "I don't understand".**
10. **to feel positive toward myself and my accomplishments.**

Website

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**The main goal of Assertiveness Training is:**

***to be able to express your rights and to stand up for your personal rights when you choose to or need to.***

Once you have accepted this goal and completed this program module you will have developed a belief in your rights and recognize when they are being infringed upon. One issue to be clear of is that this is a choice and you are the only person that can declare when you believe that your rights are being violated and that you need to stand up for your rights. You then must be able to discriminate between appropriate assertive behavior and submissive or aggressive behavior. Once this has occurred, you then should begin developing and practicing specific assertive skills that you can use in the various situations that you encounter in daily living activities. Many programs of this nature fall short of fulfilling their purpose because they do not have the participant practice their assertiveness skills. It is very important that you become aware of when and how you are practicing assertiveness and why. Also, practice being assertive as much as possible in selected situations and then discuss how you felt with someone who is supportive of your assertiveness skill development.

Before you are introduced to the concept of assertiveness and what constitutes assertive behavior, you first need to know what assertive behavior is not. If you asked five people for a definition of assertiveness you would get five different answers. We all believe that we know what assertiveness is and is not but the author has found that the definition varies from person to person. Because of the differing views on assertiveness, it is important for you to come up with your own working definition of what assertiveness is and what it is not.

It is the experience of the author that people can be assertive in some situations and not others. This variance in assertive behaviors is caused by variables which include who the person is that you are speaking to, what you want to accomplish, whether you are angry about the situation you are trying to assert yourself about, what your goal is for the assertive interaction and fears about how the other person will respond or may be hurt by your assertiveness, to name a few.

#### **Non-Assertive Behavior**

The failure to stand up for one’s rights, either by failing to express a feeling or preference or by allowing another person to infringe upon your rights. The non-assertive individual will be reluctant to express their thoughts and feelings and will become hurt and angry but would rather be hurt and/or angry then risk a potential confrontation with the other individual. Non-assertive behavior basically results in the other individual being taken better care of by the non-assertive individual. The non-assertive individual accepts their lot in life but usually has a negative emotional payoff for it. Taking better care of others than ourselves causes us to develop a self-view that can become low self-esteem and low self-worth.

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**Aggressive Behavior Is:**

This includes standing up for one's rights in such a way as to violate the rights of others. We often know when someone is being aggressive due to their voice tone, confrontative body language and their intimidating manner. They act like this because it has gotten them what they wanted in the past and they are sure it will work again and again. The aggressive individual winds up alienating others and often does not know why others do not like them but no one will ever tell them why! There are times to be assertive, but aggressiveness can bring aggressive behavior in return, and this ends up in all types of problems for all involved.

**Assertive Behavior is:**

****It also includes standing up for one's rights without denying the rights of others through a direct, honest, and appropriate expression of one's thoughts and feelings. This does not mean that you will always get what you want. It does mean that you have assertively interacted and that you represented yourself well in the interaction that occurred irrespective of the outcome of the interaction. We all appreciate open and honest people who communicate in a fair and mutually beneficial and satisfying manner. Assertive behavior allows you to get your point across without your having to become angry or upset. If you never ask, you will never know if you could have gotten what you want in a particular situation.

Assertive Behavior is a learned skill and goes against many social norms. For a person to learn this new behavior, he or she will need to define specific boundaries for him or herself. This is accomplished through first understanding what your rights are. Below is a list of your personal rights. If any of these rights have been violated, you have the right to speak out.

****

**To be Assertive will provide you with**

****

**ASSERTIVE TECHNIQUES**

The following assertive techniques (taken from the book *Your Perfect Right by Alberto Alberni*) are only a selection of the many assertive techniques you will learn. If you would like to learn more about assertiveness techniques, you can purchase this book at any bookstore.

As you begin to use assertiveness on a regular basis you will find that you will develop your own techniques.

**1. Broken Record**

**2. Fogging**

**3. Negative Assertion**

**4. Positive Self‑Assertion**

**5. Escalating Assertion**

**6. Workable Compromise**

**BROKEN RECORD‑** This is one of the first techniques you will learn in beginning your assertive behavior. In a nut shell, it is calm persistent repetition. An important part of being verbally assertive is to be persistent and keep saying what you want over and over again without getting angry, irritated, or loud. It is sometimes the case that people are so focused on themselves that they cannot hear what we are saying. The broken record allows you to be more effective in stating your point.

**FOGGING‑** This tool is needed when you are being accused of having a negative behavior. When criticized, you can assertively cope by offering no resistance or hard psychological striking comments to the critical statements thrown at you. Agree with the truth, then agree with the odds, and finally agree with the principles. Once you have done this you can then state your personal opinion. By agreeing initially, you affirm the person’s right to have an opinion without agreeing with it. After all, they believe that they are right and maybe they are. This is the path of least resistance because you do not confront the person directly but rather allow them to have their say and then you can state your opinion. Agreeing with a person’s statements allows the other person to have their say while allowing you to listen to their complaint or concern. Then, you can state your own opinion and you have listened courteously to them and they are more likely to reciprocate.

**NEGATIVE ASSERTION‑** This skill allows a person to overcome hostile or constructive criticisms of their faults. This is done by agreeing with the critical statements that are being made without being apologetic about them. We all have faults and we will have them pointed out to us by others, situationally speaking.

**POSITIVE SELF‑ASSERTION‑** This skill allows a person to state positive accomplishments to others. A person must state positive and appropriate statements about themselves. It is appropriate to state our strengths to others in an objective and fair manner. We need to be able to state positive things about ourselves and others.

**ESCALATING ASSERTION‑** This skill involves starting with a minimally assertive statement and becoming more and more assertive as needed in a particular situation. You can usually accomplish your goal with a minimal amount of effort and this approach has a smaller possibility of getting a negative reaction from the other person. When the other person fails to respond and ignores your assertion, you gradually escalate the assertion and become increasingly firm in your statements. You can start out at one level of assertiveness and increase it in your statements until you accomplish your goals.

**WORKABLE COMPROMISE‑** In using your verbal skills it is practical, whenever you feel that your self‑respect is not in question, to offer a workable compromise to the other person. You can always bargain for your material goals unless the compromise affects your personal feelings of self‑respect. If the end goal involves a matter of your self‑worth, however, there can be no compromise. Compromise is a good skill to learn because most of the situations we encounter in life will benefit from the consideration or implementation of compromise in the solution that is reached.

**Tapping/ EFT**

EFT stands for Emotional Freedom Techniques, a single algorithm tapping technique which is a simplified form of the ancient Chinese system of acupuncture, combined with many brilliant facets of Neuro-Linguistic Programming. (NLP). This means that we use the same set of points for every issue no matter what the problem may be. EFT was distilled by Gary Craig from a more complex system called TFT created by Dr Roger Callahan. EFT is simple and it can be taught easily. It is extremely effective when it becomes part of a person’s lifestyle. This is very empowering, since most other techniques achieve results exclusively through visits to the practitioner, for instance the acupuncturist doesn’t send you home with a bag of needles, and the chiropractor doesn’t adjust you at home.

**Here is the Short Cut Method:**

1. We begin with a SET UP Statement, which is designed to get any unconscious resistance out of the way, so that you get the best results with each round of tapping. The Set Up Statement is a template which can be adapted but generally looks like this; Even though I have this “problem” I deeply and completely accept myself. You replace the word “problem” with a word or phrase that identifies the issue you are focusing on at the moment. While speaking the statement out loud (preferably) but it’s OK to just think the words to yourself you tap lightly on the “Karate Chop Point” on the side of either hand. It is recommended that you repeat the statement three times.
2. After you have spoken the statement aloud three times while tapping on your karate chop, you then move to the other main tapping points and do a “round of tapping” or more.
3. A ‘Round’ of tapping refers to tapping through a complete cycle of points on the body while repeating a reminder phrase. (The Reminder Phrase is derived from the SET UP Statement and is intended to keep your attention on the issue or problem you started out with. The reminder phrase is a word or two which relates to the issue and you say it aloud as you tap on each point. This was found useful as the mind has a tendency to avoid problems or to be distracted away from the issue at hand.) In this example the statement says Even though I have “this problem”. I deeply and completely accept myself, so the reminder phrase can be simply “this problem”. One of the benefits of EFT is that no one needs to know what the problem is, as you can tap on “this problem” and you get the benefit without disclosing the details.
4. You may begin by tapping lightly on the Crown point, CP or on the eyebrow point, the crown point is at the top of the head on a line between the ears, and is my starting point of choice.
5. The eyebrow point, EB is just beside the bridge of the nose on either side just where the curve of the brow is.
6. Next is the side of the eye or SE point which is in the little ‘v’ shaped indentation at the outside edge of your eye, on the orbital bone.
7. The next point is under the eye, UE, which is on the orbital bone directly below the center of either eye.
8. The next point is under the nose, UN, which is in the middle over the gum line.
9. The Chin Point, CP, is next in the middle on the gum line at the base of the teeth.
10. The first point we use on the abdomen is called the Collarbone Point, CB, and can be tricky to find but is very important and useful. It is on either side of the center just below the ball of the collarbone where it joins to the sternum. The two points are about an inch apart, just below the notch of the neck and are the K-22 points in Shiatsu.
11. The underarm point UA, is located on the ribs an inch or two below the shoulder joint, you may use the fingertips to find it, as this point can often be sensitive to pressure.
12. The last point, which many practitioners do not use but we feel is essential, is the Liver Point LP, this point is on a rib an inch below the nipple for men and is often under the brassiere for women. It can also be found as a sensitive area and inch or two either side of the sternum.

That is a Round of Tapping, beginning with a set up statement and followed by a reminder phrase at each point. You may continue with the same statement by going back to the top of the head and repeating the cycle. If you find that you have more tapping to do on the same issue, it is recommended that you change the set up statement to “Even though I still have some of this problem”, or “Even though I have this remaining problem”, and then do the next round using “this remaining problem”

There are other points on the hand which can be used anytime, either with the other points or instead of them. The hand points are easy for weakened or injured clients and are excellent for tapping discretely.

Diagram

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**THE KEY TO HEALTHY LIVING IS TO EAT A HEALTHY DIET AND EXERCISE.**

If a person has a healthy eating and workout program, he or she will tend to be in better mental health. It is important that a person who is trying to limit stress in their life look at the physical side of their health also. For this reason a person must look at what he or she eats and how active their life is.

The key to healthy living is keeping life simple and planning out your life’s activities. If a person sits back and waits for a healthy life, he or she will soon be disappointed. A healthy lifestyle takes time and effort. The first area a person must look at is their diet. We advise that you have a physical exam prior to undertaking any diet program or exercise program.

#### **THE HEALTHY DIET**

The idea of going on a diet makes most people hungry, because a diet translates into starvation. Diet is defined as a list of foods we eat on a regular basis. The fact is everyone is on a "DIET". The problem is we have a choice to eat a healthy diet versus an unhealthy diet. Example:

**Typical Fast-Food Lunch:**

Cheeseburger, French Fries, and Malt

**Typical Healthy Diet Lunch:**

Grilled Chicken Breast, Crisp Salad, Steamed Green

Beans and a Glass of Iced Tea.

Sensible eating habits are essential in managing weight. Think of eating as necessary for good health and not dieting. We cannot expect to be healthy unless we eat healthy. When we eat well, we tend to look, feel, and perform better.

**RULES FOR A HEALTHY DIET**

#### A. EAT A BALANCED MEAL

Foods balanced from the FOUR basic food groups supply all essential nutrients. Each day an adult should balance food selections from the FOUR BASIC FOOD GROUPS.

FOOD GROUP DAILY SERVINGS: EXAMPLE OF 1 SERVING

MEAT 2 2 OZ. OF FISH OR POULTRY

2 EGGS OR 1 CUP OF BEANS

MILK 2 1 GLASS OF MILK OR 1 CUP

OF YOGURT

FRUIT/VEGETABLE 4 OR 1 ORANGE, BANANA, OR PEACH

1/2 CUP OF GREEN BEANS

BREAD/GRAIN 4 OR 1 SLICE OF WHOLE GRAIN BREAD

1 CUP OF COLD CEREAL

1/2 CUP OF COOKED PASTA

**B. REDUCE CARBOHYDRATES, SUGARS, AND SALTS**

In considering nutrition needs in America, the U.S. Senate Select Committee on Nutrition and Human Needs announced the following guidelines to reduce psychosomatic illnesses and generally improve the quality of life:

* + - 1. Increase Complex Carbohydrates

Eat more fruit, fresh vegetables and whole grains

1. Reduce Salt and Sugar

Replace commercially processed food with homemade or fresh foods

3. Reduce Saturated Fat and use less fatty meats

Cholesterol. use more fish and poultry

#### C. HEALTHY DIET LIFE RULES

1. Start the first meal being the largest and the last meal the smallest.

2. Build in snacks and snack times using fresh fruit and vegetables.

3. Drink two glasses of water 20 minutes before each meal to allow your stomach to feel full.

4. Don't eat past 8:00 p.m.

5. Don't eat or limit: FRIED FOODS, RED MEAT WITH FAT, FATS, SALT, SUGARS, YELLOW VEGETABLES, NUTS, BEANS, AND OVER COOKED FOODS.

6. Eat more: FRESH UNCOOKED OR STEAMED FOODS, BAKE OR BROIL MEATS, INCREASE YOUR CONSUMPTION OF FIBER, USE WHOLE GRAIN PRODUCTS, AND DRINK MORE WATER.

7. Limit your diet selection to 60 GRAMS OF CARBOHYDRATES PER DAY.

8. EXERCISE FOR TWENTY MINUTES PER DAY

9. Organize each day to limit your stress levels.

10. ENJOY being on a HEALTHY DIET vs. an UNHEALTHY DIET through enjoying a variety of healthy fresh foods.

**HEALTHY WORKOUT PLAN**

In order to use this program effectively you must commit 20 minutes per day to exercise. One type of exercise to use is jumping rope. This kids game can be your key to losing those unwanted pounds as well as improving your health and making you feel well. The time you devote to jumping rope, riding a bike, playing racquetball, or what ever you choose will only help you to stay in good health. Jumping rope is an excellent way of exercising. Choosing aerobic exercises increased the fat burning process. Aerobic means that your heart rate is held at an increased level for a sustained period of time. This needs to be for a period of approximately 20 minutes per day. By doing this on a daily basis it will pay off by melting pounds and inches from your body as well as:

1) Increase your thinking ability

2) Reduce Stress

3) Improve your stamina

4) Increase your-self esteem

**Work on Stretching**

Stretching or Yoga is something you can do in the comfort of your home. Think of this activity as a way to become more limber. The beginner classes are simple and take as little as 20 min. a day. If you get tired or feel fatigued, simple hit pause on your computer. The website where you can find videos for beginners to advanced poses is: [www.doyogawithme.com](http://www.doyogawithme.com). The website content is free and if you want to create a library of videos, you can order them through the site. It takes a little as 20 minutes a day for you to tone your body and be relaxed.

**III. A HEALTHY SCHEDULE**

It is important to manage your time wisely in order to make time to jump and eat healthy. It is for this reason a daily planner or PDA is a part of a healthy schedule package. The daily planner can be attached to your day timer, your notebook, your dashboard, refrigerator, or your briefcase. This daily planner is designed to be used every day. You can also use your PDA for this purpose. You need to check off:

[ ]‑ Glass of Water

[ ]‑ Healthy Breakfast

[ ]‑ Morning Goals

[ ]‑ Glass of Water

[ ]‑ Healthy Lunch

[ ]‑ Afternoon Goals

[ ]‑ Two Glasses of Water

[ ]‑ Healthy Dinner before 8:00 P.M.

[ ]‑ 20 Minutes of Jumping Rope or Bike Riding

#### A. A GLASS OF WATER BEFORE EACH MEAL

The purpose of drinking a glass of water before each meal is to expand your stomach to signal to your brain it is full. It is best to drink the water 20 minutes before each meal, because it takes your stomach nerve 20 minutes to signal your brain it is full. Healthy living requires that we drink 6-8 glasses of water per day in order to hydrate our bodies, to flush toxins out of the body, and to maintain the health of the kidneys. We recommend drinking distilled water if possible.

#### B. HEALTHY MEALS

All meals need to be thought of as HEALTHY. Do not think of it as being on a diet. Use the rules for a healthy diet. If you slip and eat fried foods or junk foods, put an X in the box next to the meal. Please be honest because you only hurt yourself if you are not honest.

**Relaxation**

Relaxing is all about getting your mind off the stresses of life. Anything that will accomplish this can be helpful in making you feel calm and at peace. Here are some easy ways to feel more relaxed in your daily life.

**1. MEDITATE**

Meditation can be a great way to relax, especially if you are under a lot of stress. Research has shown that meditation can be helpful in lowering heart rate and blood pressure, and even improving cognitive performance.

And meditation is pretty simple to do: just find a comfortable place, close your eyes, relax your muscles, and focus on ONE thing, whether it's your breathing, an object (a flower, or a painting) — or even a picture in your mind — perhaps you are sitting on a beach in the Caribbean. You can do this for as little as 10 minutes to experience benefits. The key is staying focused and not letting any distractions or thoughts enter your mind — being mindful is key. If you have a bit more time, take a yoga or tai chi class — both incorporate mediations, along with physical movements.

**2. DRINK GREEN TEA, AVOID CAFFEINATED BEVERAGES**

Green tea is very soothing — it contains theanine, an amino acid that gives flavor to green tea and also promotes relaxation. It is also thought that theanine is a caffeine antagonist, meaning it counters the stimulating effects of caffeine. So, drink green tea, and avoid caffeinated beverages, since caffeine can worsen the stress response.

**3. CONSUME SEROTONIN-BOOSTING FOODS**

Many of us crave indulgent carbohydrates like cookies, candy, ice cream, pretzels, and other sweet and starchy foods when we're stressed, anxious, or tense. These foods can have a soothing effect in some women, and it may have something to do with low serotonin levels during these mood states. Serotonin is a brain chemical responsible for feelings of calmness and relaxation. It's thought that consuming these carbohydrates helps boost serotonin levels, which results in feelings of contentedness and relaxation. So, enjoy these treats if they provide some instant satisfaction, but do watch your portion sizes! I recommend 100 calorie portions — 4 Hershey Kisses, or a small handful of pretzels. You may want to pre-portion out pretzels, for example, and take them with you as a snack when you leave the house. The 100 calorie packs work well too.

**4. CREATE A RELAXATION ROOM AT HOME**

Many spas have relaxation rooms to sit in before and after treatments, and it's a great thing to create at home too. A relaxation room doesn't have to be a "room" per se — it can be a space in your bedroom, for example, but the key is having an area or room at home, solely devoted to relaxing. You can have a really comfortable chair or daybed, with dim lights, or candles nearby — whatever it is that you enjoy and find relaxing. This will give you an opportunity to decompress, with very little stimulus — this is key. Forget the blackberry, cell phone and laptop — this is a time to kick back and relax. You might want to read a book or magazine, but the idea is to clear your mind of distractions and stressors.

**5. LISTEN TO YOUR FAVORITE MUSIC**

Listening to soothing music can be very relaxing — and slow tempos in particular can induce a calm state of mind. (It can also slow down breathing and heart rate, lower blood pressure, and relax tense muscles too). This can be particularly beneficial when you're getting ready for a tough day at work, or if you're in your car stuck in traffic, or, if you're lying-in bed trying to free your mind of stressful thoughts. Interestingly, music therapy has been shown to be helpful in decreasing anxiety associated with medical procedures: one recent study found that heart rate and blood pressure decreased significantly among individuals who listened to music during a colonoscopy (the control group did not experience any changes). The music intervention group also required less sedation during the procedure.

**6. ENJOY AN AROMATHERAPY MASSAGE**

Getting a massage is a great way to free yourself of tension and relax, and adding aromatherapy oils such as chamomile or lavender can be particularly beneficial: one recent study found that emergency room nurses experienced reduced stress levels with aromatherapy massage: The study, published in the Journal of Clinical Nursing, found that 54 percent of the emergency room staff in summer and 65 percent in winter suffered moderate to extreme anxiety. However, this fell to 8 percent, regardless of the season, once staff received 15-minute aromatherapy massages while listening to music. If you don't have a lot of spare time, you can get aromatherapy oils and massage tools to use at home.

**7. INDULGE IN A HOT BATH**

Heat relaxes muscles — and taking a long bath can be soothing for the mind as well. Stock up on your favorite bath salts and soaps, get a bath pillow, and decorate the room with candles. You can even create an in-home spa, by incorporating spa treatments like facials.

**8. ENGAGE IN MODERATE EXERCISE DAILY**

Exercise helps to boost endorphins and reduce stress — and research shows that 20 minutes each day is all that is needed to experience benefits

**Aroma Therapy**

**What is Aromatherapy?**

Aromatherapy is the practice of using the natural oils extracted from flowers, bark, stems, leaves, roots or other parts of a plant to enhance psychological and physical well-being.

The inhaled aroma from these "essential" oils is widely believed to stimulate brain function. Essential oils can also be absorbed through the skin, where they travel through the bloodstream and can promote whole-body healing. A form of alternative medicine, aromatherapy is gaining momentum. It is used for a variety of applications, including pain relief, mood enhancement and increased cognitive function.

There are a wide number of essential oils available, each with its own healing properties.

**Most Popular Essential Oils**

Each essential oil comes with its own therapeutic benefits. Lavender is a stress reliever; peppermint is a natural energy booster. With so many essential oils available, it is sometimes difficult to learn which oil is best for your specific needs. We have compiled a list of some of the most common essential oils and what the benefits are of each.

**BERGAMOT**

Bergamot is a citrus-scented essential oil extracted from the Citrus Beragamia tree, a native of Southeast Asia, but can now be found primarily in Italy and along the Ivory Coast. It is a popular aromatherapy oil and widely used in perfumes and colognes.

Extraction and Application: Bergamot is extracted by pressing the oil from the rind of the fruit. Bergamot can be used as incense or in a vaporizer. It can also be diluted with bath water or blended with massage oils.

**Aromatherapy Uses:** Bergamot is used to treat stress, depression, anxiety, anorexia, and a number of infections including skin infections like psoriasis and eczema. It is used to stimulate the liver, digestive system and spleen, and provide an overall lift to those suffering from a general malaise.

**Caution:** If applied directly to the skin in its pure form, Bergamot can potentially burn the skin – especially in sunlight. It is advised to stay out of the sun when using this oil.

**CEDARWOOD**

Cedarwood is a woody-scented essential oil that comes from the Juniperus Virginiana tree native to North America. It has been around for thousands of years, dating back to the ancient Egyptians, and is thought to be one of the first essential oils ever extracted.

**Extraction and Application:** Using steam distillation, the oil is extracted from cedar woodchips. Cedarwood aromatherapy oil is yellow in color and can be applied via vapor inhalation, as a massage oil blend or mixed with facial creams.

**Aromatherapy Uses:** Cedarwood oil is often used as a calming agent to help alleviate stress and anxiety. It provides a spiritual lift. It also plays a role in aiding respiratory problems as well as skin issues. Use Cedarwood to help ease urinary tract infections, too.

**Caution:** In its highly concentrated state, Cedarwood can irritate the skin if applied directly to it. It also should not be used during pregnancy.

**CHAMOMILE**

Chamomile, widely known for its soothing characteristics (particularly in tea), is extracted as an essential oil from the leaves of the flowering plant of the same name. There are two types of Chamomile plants, the Roman Chamomile and German Chamomile. The aromatherapy oil can be extracted from both varieties, but healing properties are slightly different.

**Extraction and Application:** Chamomile oil is extracted from the flowering leaves via steam distillation. Both varieties of Chamomile can be blended with massage oils, used in steam or vapor therapy or mixed with lotions and creams. The Roman variety of Chamomile can also be used in mouthwash as an analgesic.

**Aromatherapy Uses:** Many of the following properties are consistent in both Roman and German Chamomile, unless noted otherwise. Chamomile is a powerful calming agent, as well as antibiotic, antiseptic, antidepressant and overall mood lifter. The German variety is often better suited to battle inflammation, specifically urinary tract and digestive inflammation. Both also have analgesic properties and can help to eliminate acne.

**Caution:** Avoid during pregnancy and if allergies to Ragweed are present.

**EUCALYPTUS**

Eucalyptus oil comes from the Eucalyptus tree, native to Australia. It has a powerful scent and is easily recognizable. As an essential oil, Eucalyptus is an effective agent against respiratory diseases. It also has the ability to enhance concentration.

**Extraction and Application:** Eucalyptus oil is steam distilled from the leaves and twigs of some Eucalyptus trees (there are more than 500 varieties).

**Aromatherapy Uses:** As mentioned above, Eucalyptus is a powerful treatment against respiratory issues. In addition it is used as an antiseptic, antispasmodic, decongestant, diuretic and stimulant. It also has cooling properties, which gives it deodorizing characteristics; therefore, it helps fight migraines and fevers. This cooling capability also helps with muscle aches and pains.

**Caution:** Women who are pregnant or breast-feeding should avoid using Eucalyptus, as should individuals who suffer from epilepsy. Ingested in large doses can be fatal.

**JASMINE**

Sweet-smelling Jasmine is extracted from the Jasminum grandiflorum, an evergreen with origins in China. Jasmine is an expensive oil that has powerful healing properties; it aids with everything from depression to childbirth. It is known most for its relaxing properties.

**Extraction and Application:** Extracting Jasmine is a little different from other essential oils, which are primarily steam distilled. Jasmine is obtained via solvent extraction, which means it results in a concrete substance rather than oil. It then must go through an extensive process whereby the flowers are placed over fats to absorb the fragrance. This process takes a number of days and yields a small amount of oil. Hence the reason Jasmine is one of the most expensive essential oils. Add some drops of Jasmine to your bath or to the vaporizer, or blend it with your favorite massage oil.

**Aromatherapy Uses:** Jasmine has been known to ease depression and childbirth, in addition to enhance libido. It’s great for respiratory problems, addiction issues, and reducing tension and stress.

**Caution:** Overall, Jasmine is a fairly safe essential oil as its non-toxic. It can cause an allergic reaction, however. Pregnant women should avoid Jasmine.

**LAVENDER**

Lavender is one of the most popular essential oils on the market – and for good reason. It smells great and is an effective stress-relieving oil. The name stems from the Latin word “lavera,” meaning “to wash.” In addition to stress-relieving properties, Lavender is a healing aid against colds, flu and migraine.

**Extraction and Application:** Lavender is extracted from the flowers of the plant and steam distilled. Lavender can be used several different ways. Given the origin of its name, it’s a wonderful essential oil to use in a bath. Many massage therapists use it to help relax their clients. Add a few drops to a diffuser or even your pillow before bedtime to get a good night’s sleep.

**Aromatherapy Uses:** In addition to stress-relief, Lavender has the following therapeutic properties: antiseptic, antidepressant, anti-inflammatory decongestant, deodorant, diuretic and sedative.

**Caution:** Discontinue use if you suffer an allergic reaction when using Lavender.

**LEMON**

It comes as no surprise that lemon is a favorite essential oil. Lemon is widely appreciated for its “clean” smell,” but has numerous therapeutic qualities as well. It improves concentration, aids in digestion and eases symptoms of acne and arthritis.

**Extraction and Application:** Lemon comes from the Citrus limonum. The oil is extracted from the fruit’s peeling via cold expression. Lemon oil is a terrific fragrance for the house, given its lemony-fresh scent. Add a few drops of lemon oil to the vaporizer or diffuser for enhanced energy. Or apply it via a carrier lotion during massage. Want to boost your immune system? Add some drops to your bathwater.

**Aromatherapy Uses:** Lemon oil is a multifaceted essential oil. It helps with everything from skin irritation to digestion to circulation problems. It is a natural immunity booster and can even help reduce cellulite! Lemon oil helps to alleviate headaches and fever, and is a quick mood enhancer.

**Caution:** While lemon oil isn’t toxic, it can cause allergic reactions such as rash. It’s not wise to use lemon oil in the sun.

**MARJORAM**

Got a hyperactive child? Try adding a few drops of Marjoram to his or her bath or vaporizer. One of this essential oil’s therapeutic properties is to calm hyperactivity and relieve anxiety. Marjoram was a popular plant used by the Greeks in medicines and also helps with digestion issues such as constipation and cramps.

**Extraction and Application:** Marjoram oil is steam distilled once it’s extracted from the leaves and flowers of the herb. Use Marjoram in vapor therapy to ease symptoms of asthma or sinusitis. Add a few drops in bath water to increase circulation or relieve insomnia. Blend with massage oil to alleviate headaches and tension.

**Aromatherapy Uses:** Marjoram aids in anxiety and stress relief, combats fatigue and depression and alleviates respiratory and circulatory issues.

**Caution:** Although it is non-toxic, Marjoram is not recommended while pregnant.

**PATCHOULI**

A widely known essential oil, Patchouli is often associated with hippies or “earthy” types who are thought to use it for its mood-lifting properties. Patchouli comes from the plant Pogostemon cablin and actually has powerful skincare properties.

**Extraction and Application:** This thick essential oil is steam-distilled after it’s extracted from young leaves. Add a few drops of Patchouli to your bath or humidifier to alleviate depression and anxiety. Blend with massage lotion to combat skin infections and to facilitate healing of wounds.

**Aromatherapy Uses:** Patchouli serves as a powerful skin care agent; it even promotes skin cell growth when applied directly to the skin. Patchouli helps to relieve anxiety, depression, fatigue, curb addiction, reduce cellulite and bloating.

Caution: Although non-toxic, it’s best to use Patchouli in small doses given its strength.

**PEPPERMINT**

All you need is a whiff of peppermint to put the pep back in your step. Peppermint has a cooling, refreshing effect and is widely used to enhance mental alertness. Peppermint is a perennial herb that boasts natural energy-boosting properties.

**Extraction and Application:** Peppermint oil is extracted before the herb flowers and is then steam-distilled. It is used in vaporizers, massage oils and lotions, baths, even mouthwash.

**Aromatherapy Uses:** Peppermint oil has a number of therapeutic properties. It is a cooling agent that enhances mood, sharpens focus, combats irritation and redness, alleviates symptoms of congestion, and aids in digestion.

**Caution:** Although non-toxic, the menthol component in Peppermint can bother some individuals. It is also a skin irritant and should be kept away from the eyes. Keep away from small children and do not use while pregnant.

**ROSE**

Women should keep Rose oil handy as it’s a powerful aromatherapy treatment for issues targeted mainly at females. Roses are some of the first plants to be distilled for their essential oil. Rose oil is pricier than other aromatherapy oils given the number of roses necessary to distill it.

**Extraction and Application:** Rose oil is extracted from fresh rose petals and then steam distilled. Extracting rose oil is a delicate process.

**Aromatherapy Uses:** Rose oil is an ideal essential oil to have on hand. It helps with a number of illnesses and conditions, such as depression, anxiety and digestion issues. It is also helps with circulation, heart problems and respiratory conditions like asthma. It is a protector of the heart and is also good for your skin.

**Caution:** Avoid during pregnancy.

**ROSEMARY**

Rosemary oil is a wonderful mental stimulant. Feel yourself getting foggy? Add a few drops of Rosemary oil to your humidifier or bath water for a natural lift and memory booster. This essential oil packs a powerful punch when it comes to aromatherapy uses. Throughout history the herb has been thought of as sacred.

**Extraction and Application:** Rosemary oil is extracted from the flowering part of the herb and then steam distilled. Add some Rosemary oil to your humidifier to enhance memory, relieve congestion and sinusitis issues. Blend it with massage lotions and oils to help stiff, aching muscles, arthritis, liver and gallbladder congestion and digestive disorders. Rosemary oil in shampoos is excellent for stimulating the scalp, and thus hair growth.

**Aromatherapy Uses:** Widely known as a mental stimulant, the antidepressant properties of Rosemary oil make it ideal for enhanced memory, focus and overall brain performance. It also acts as an analgesic, soothing aching, cramping muscles, headaches and migraines. As an antiseptic it helps with digestive and liver infections. It is great for skin issues as well.

**Caution:** Avoid Rosemary oil if you have been diagnosed with epilepsy or high blood pressure. Pregnant women should also avoid this essential oil.

**SANDALWOOD**

An evergreen, Sandalwood is easily recognized by its woody fragrance. It is an expensive oil given the length of time it takes for a tree to reach maturity, the best time to extract and distill the essential oil. It has numerous aromatherapy benefits.

**Extraction and Application:** Sandalwood oil is extracted and distilled from the wood chips of a mature tree. Sandalwood oil can be applied several ways: blended with massage oil and lotions, added to a vaporizer, used as incense, even gargled (diluted).

**Aromatherapy Uses:** Sandalwood oil can help mucous membranes of the urinary tract and chest wall. It helps to alleviate chest pain. It is also used as a relaxing agent for tension relief. Many practitioners of yoga use Sandalwood for its calming and sexual properties. It is a hydration aid for the skin, as well as an anti-inflammatory.

**TEA TREE**

If you have but just one essential oil in your possession, it should be Tea Tree oil. Tea Tree oil is one of the most popular and effective essential oils for aromatherapy use. It is widely known to boost the immune system and fight infections.

**Extraction and Application:** Tea Tree stems from the Cypress-like Melaleuca alternifolia tree. It is extracted from the tree’s leaves and steam distilled. Tea Tree oil can be inhaled (via humidifier or steam inhalation) and/or applied to the skin various different ways. Blend Tea Tree oil with a lotion, oil or cream to massage it into the skin. Add a few drops into your bathwater or apply it directly to your skin (using precaution, of course). Tea Tree oil is also found in shampoos, lotions and mouthwash because its healing properties are so powerful.

**Aromatherapy Uses:** Tea Tree’s healing properties are abundant. Not only is it a natural immune booster, but it also fights all three kinds of infection. It works to heal skin conditions, burns and cuts, and also works as an insecticide. In addition, it helps to soothe and treat cold sores, respiratory conditions, muscle aches, the flu, Athlete’s foot and dandruff. Its uses are vast and its healing power is quick.

**Caution:** Tea Tree oil is not toxic, but avoid using it internally or around the eyes and nose. It is also not recommended for serious cuts.

**YLANG-YLANG**

Ylang-Ylang is recognizable because of its strong fragrance. Its sweet aroma is excellent for reducing stress and as an aphrodisiac.

**Extraction and Application:** Ylang-Ylang is extracted from the flowers of a tropical tree and steam-distilled. Much like other essential oils, Ylang-Ylang can be used in a vaporizer or blended with other lotions for massage purposes. Add some drops into a bath, especially if you’re looking for a little romance.

**Aromatherapy Uses:** While its calming properties are its most powerful, Ylang-Ylang oil is also used to soothe headaches, nausea, skin conditions, stimulate hair growth, reduce high blood pressure and fight intestinal problems.

**Caution:** While it is a non-toxic oil, overuse can lead to headache

**Videos**

**Stress**

Nat Geo Stress <https://youtu.be/eYG0ZuTv5rs>

Stress and the Body <https://youtu.be/1B0PGFnYnv4>

**Wayne Dyer**

**Wayne Dyer The Secrete: The Law of Attraction** [**https://youtu.be/pTr8UsJ\_yvc**](https://youtu.be/pTr8UsJ_yvc)

**Wayne Dyer Power of Intention** [**https://youtu.be/JzU4cF8frWs**](https://youtu.be/JzU4cF8frWs)

**Wayne Dyer You Create Your own Reality- The Tao** [**https://youtu.be/\_c3307Ia7Nw**](https://youtu.be/_c3307Ia7Nw)

**Wayne Dyer The Shift** [**https://youtu.be/yfT8Ts6wPFs**](https://youtu.be/yfT8Ts6wPFs)

**Wayne Dyer Improve your life using the wisdom of the ages** [**https://youtu.be/MhHgMfcCnsQ**](https://youtu.be/MhHgMfcCnsQ)

**Wayne Dyer Mastering the Art of Manifesting** [**https://youtu.be/zNrEFpkgWQo**](https://youtu.be/zNrEFpkgWQo)

**LIVING TOUR**

Wayne Dyer 10 Principles/ The Power of Intention <https://youtu.be/xip3YjSTZlU>

Wayne Dyer How to Get what you Really Want <https://youtu.be/zb9Z2qzylDY>

Wayne Dyer The Awakened Life <https://youtu.be/BoQ03gWUhVo>

Wayne Dyer Wishes Fulfilled <https://video.search.yahoo.com/yhs/search;_ylt=A86.J3cgv.NYDUgACoQPxQt.?p=Wayne+Dyer+Wishes+Fulfilled&fr=yhs-iry-fullyhosted_011&fr2=piv-web&hspart=iry&hsimp=yhs-fullyhosted_011&type=mcy_laudermd_16_41#id=2&vid=be3974d0751bb51485d74e40326261e8&action=view>

Wayne Dyer Power of Intention pt 1 <https://youtu.be/JzU4cF8frWs> pt 2 <https://youtu.be/bDD3o9MB7sM>

Wayne Dyer Special Keynote with Dr. Wayne Dyer <https://youtu.be/A5x4BwNku_A>

Wayne Dyer Gratitude <https://youtu.be/LvMJ_vGURJg>

**Louise Hay-** You can heal your life <https://youtu.be/Wx0dvxuXfpA>

**Louise Hay Affirmations**

<https://youtu.be/pBLbxwh1tLc>

**EFT**

EFT Tapping Intro Video (Gold Standard) <https://youtu.be/5r4kVp1yf5E>

EFT Basic Technique (Gold Standard) <https://youtu.be/1wG2FA4vfLQ>

Clinical EFT Tapping (EFT Universe) <https://youtu.be/9jTNHHTxG40>

EFT for Emotional Pain <https://youtu.be/S5l70B3BA8c>

**Aroma Therapy Basics**

Stress Aroma Therapy <https://youtu.be/c371TuUTPRw>

Aroma Therapy for Depression and Bi-Polar <https://youtu.be/y4KRDnvaaPM> <https://youtu.be/rKyuhvgYa-0>

Aroma Therapy 101 <https://youtu.be/L20GH600XMI>

Essential Oils for health <https://youtu.be/iMvWIAZ21KU>

**Relaxation/ Meditation**

Guided Meditation <https://youtu.be/Jyy0ra2WcQQ>

<https://youtu.be/43TQpfBYvXY>

rain <https://youtu.be/oJjc4XreJSQ>

Anxiety <https://youtu.be/1vx8iUvfyCY>

Confidence <https://youtu.be/--V2GuvBHOU>

Release Worry (Sleep) <https://youtu.be/jcdBCam2pnU>

Calm Mind <https://youtu.be/tOQaVSX-N4c>

**Greg Braden**

3 minute healing <https://youtu.be/VLPahLakP_Q> The seven Essene Mirrors

**Beyond The Secret** <https://youtu.be/r3z0Qez0rE8>

**90 Days to Good Health Week \_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Emotional Issues**  **Rating: 1= No Problems to 10= Very Bad** | | **Physical Issues**  **Rating: 1= No Problems to 10= Very Bad** | |
| Rating  M T W T F S S | Emotion | Rating  M T W T F S S | Physical |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Depressed | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Chronic Pain |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Anxiety | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Sleeping |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Mood Swings | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Headaches |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Sadness | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Breathing |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | OCD | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Eating |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Hallucinations | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Alcohol/Drug Use |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Conflicts w/friends | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Dry Mouth |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Low Self Esteem | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Itching |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Grief Issues | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Stomach Issues |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Anger Issues | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Blood Pressure |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Stress | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Vision |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Over all Progress | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | | Overall Progress |

**Instructions:** Please Complete the Emotional and Physical Issues daily. For the next 21 Days complete each of the below tasks marking X when you have completed the task.

|  |  |  |
| --- | --- | --- |
| **Task** | **Reviewed or Completed**  M T W T F S S | **Comments** |
| My Long-Range Goals | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | |  |
| My Short-Range Goals | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | |  |
| Affirmations | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | |  |
| Gratitude and Thanksgiving | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | |  |
| Personal Rights | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | |  |
| Tapping | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | |  |
| Diet and Exercise | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | |  |
| Relaxation | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | |  |
| Aroma Therapy | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  | |  |

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