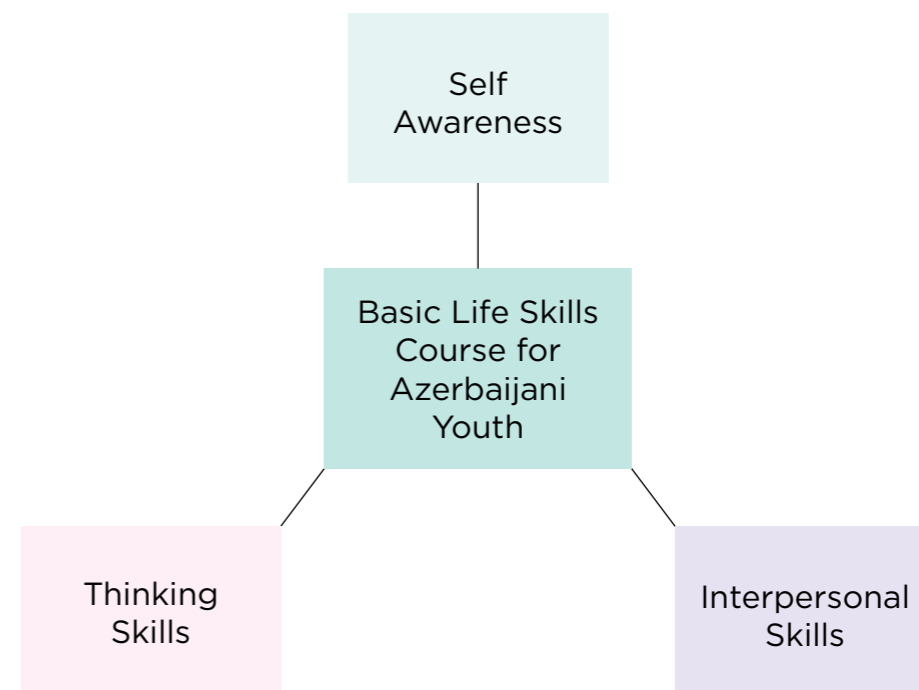


Basic Life Skills Course Student Workbook



**Basic Life Skills Course
Student Workbook**
**UNICEF Azerbaijan
Ministry of Youth and Sport**



**February 2019
Michelle May
Youth and Adolescent Consultant
UNICEF**

TABLE OF CONTENTS

Introduction... 5
Pre-evaluation... 6

Part 1: SELF-AWARENESS.....10
 Lesson 1: Stress Management.....11
 Lesson 2: Emotional Regulation..... 20
 Lesson 3: Positive Thinking 28
 Lesson 4: Self-Esteem.....38

PART 2: INTERPERSONAL SKILLS..... 46
 Lesson 5: Empathy..... 47
 Lesson 6: Listening Skills..... 55
 Lesson 7: Interpersonal Effectiveness.....64
 Lesson 8: Handling Disputes..... 74
 Lesson 9: Managing Relationships.....80
 Lesson 10: Confident Communication..... 89

PART 3: THINKING SKILLS.....102
 Lesson 11: Goal Setting.....103
 Lesson 12: Decision Making..... 114
 Lesson 13: Problem Solving.....124
 Lesson 14: Critical and Creative Thinking.....129
 Lesson 15: Executive Functioning Skills..... 138
 Lesson 16: Resilience..... 148

Course evaluation..... 154

INTRODUCTION

Dear Student,

Congratulations on enrolling in the Youth House’s Basic Life Skills Course!

Making the transition from adolescence to young adulthood is not easy. However there are skills and tools you can use to maximize your efforts and help you along as you strive to meet all of your personal goals.

Over the next several weeks you will attend 90-minute “Life Skills” classes. These classes are very different from most courses offered at school. The classes are highly interactive, practical and discussion based. The instructor is not there simply to lecture you. The facilitator guides the discussion, but will learn from you just as much as you will learn from the facilitator. The facilitator values your opinion and will want your input throughout the course duration. Along with that please respect the rights and opinions of your peers in the group.

The following topics will be covered:

Self-Awareness	Interpersonal Skills	Thinking Skills
1. Stress Management	5. Empathy	11. Goal Setting
2. Emotional Regulation	6. Listening Skills	12. Decision Making
3. Positive Thinking	7. Interpersonal Effectiveness	13. Problem Solving
4. Self Esteem	8. Handling Disputes	14. Critical and Creative Thinking
	9. Managing Relationships	15. Executive Functioning Skills
	10. Confident Communication	16. Resilience (bouncing back from adversity)

You will see that this workbook is filled with activities that require trying new things and self-reflection. You will probably find the activities fun, but also very useful. It is important to immediately put what you learn into practice. Because of that there are 2-3 exercises to do at home after each session. That may seem like a lot, but these skills are so valuable and useful, that you may find that you actually look forward to the home exercises.

Please bring this workbook to each of your sessions. You will keep this workbook at the end of this series and this workbook will remain a resource that you can access at any time.

Thank you for participating in the course.
 We look forward to meeting you.
 Sincerely,

Ministry of Youth and Sport of the Republic of Azerbaijan
 UNICEF Azerbaijan

PRE-EVALUATION:

Dear student,

Please complete the following pre-course self-assessment of your skills before taking the Basic Life Skills Course. You will take the same self-assessment at the in 8-weeks. You can use this to measure your progress between the start and the end of the course.

This rating scale is anonymous, so please respond candidly.

Please read the following statements and circle the description (strongly agree to strongly disagree) that suits you most.

1. I accept that challenges and setbacks are an unavoidable part of life and that things will change

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

2. I know stress management techniques to manage unhealthy levels of stress

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

3. I can reframe negative thoughts to positive or neutral

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

4. I feel confident that I can successfully handle stressful events and difficulties

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

5. Obstacles are life lessons and opportunities for self-growth and wisdom

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

2. I can stop myself from thinking negative things about myself

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

3. It is natural that other people will have different thoughts and opinions than me; I do not need to try to change the way that they think

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

4. My thoughts impact my emotions/feelings, which in turn, impact my actions/behaviors

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

9. I am able to set boundaries with people who do not treat me well

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

10. I seek out the company of people who are positive and treat me with respect

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

11. I know tricks to stop procrastination

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

12. I can observe my emotions, rather than overreact to strong feelings

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

13. I know the qualities of an active listener

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

14. I express my wants and needs in a confident, direct manner

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

15. I use mindfulness and/or breathing techniques

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

16. I treat people of other ethnicities, nationalities, religions and socioeconomic status with respect

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

17. I set effective goals

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

18. I can brainstorm and problem-solve in a methodical manner

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

19. I know the difference between fact and opinion

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

20. I can empathize with others, even if I have not experienced exactly what they have; I want to help those who need it.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

PART 1: SELF-AWARENESS



LESSON 1: STRESS MANAGEMENT



Lesson 1, Activity A: Stress Triggers

Circle any of the following items/situation that cause you stress:

Parental pressure

Looking for housing

Choosing a career

Lack of sleep

Family problems

Unemployment/looking for a job

An unsupportive friendship

An unhealthy romantic relationship

Disputes with colleagues

High expectations at work, home, etc.

Health challenges

Financial difficulties

Being criticized

Insensitive remarks

Comparing yourself to others

Being over-worked

Issues that impact the world and Azerbaijan, in particular

List any additional things, situations, or people that cause you stress:

Lesson 1, Activity B: Physical Signs of Stress

Physical signs of stress may include (circle those that apply to you):

You may feel hot

You may feel shaky

You may feel as though your thoughts are spinning out of control

Your head might start to hurt

You might feel jumpy or helpless or ready to burst

You may want to yell or cry

You may find that you've squeezed your hands into fists

Your heart may pound

You may clench your teeth and lock your jaw

You may have knots in your stomach

List any additional physical signs of stress that you have experienced:

Lesson 1, Activity C: Mindful Breathing¹

What did you notice while you were focusing on your breath?

Were you paying attention to your breath the whole time or did your attention wander? If it wandered, where did your thoughts go?

Your mind wandering is a natural and normal thing. Don't judge yourself harshly for having a wandering mind. Instead, just gently redirect your attention back to focusing on your counting or the sensation of breathing. breath.

Did you accept whatever came to your awareness? For example, if you noticed yourself being distracted by sounds coming from the hallway or another room did you just accept it ("I hear noise from the other class") or did you find yourself judging it in some way ("That noise is really annoying")?

¹ Questions adapted from: Dijk, Sheri Van. Don't Let Your Emotions Run Your Life for Teens: Dialectical Behavior Therapy Skills for Helping You Manage Mood Swings, Control Angry Outbursts, and (Instant Help Book for Teens), New Harbinger Publications (2011).

Or perhaps you noticed your attention wandered a lot; did you accept this ("I'm really having a hard time staying focused right now") or did you think negative thoughts and/or judge yourself for this ("I can't do this!")?

Write about how you might use this breathing technique to manage stress:

Lesson 1, Activity D: Mindful Activities you can do at home

Here are some other activities you can do mindfully. Circle any that you will commit to trying before the next life skills session:

- Reading a book
- Talking to a friend
- Watching TV or a movie
- Riding a bike
- Paying attention in class
- Updating your Facebook profile
- Playing a musical instrument
- Dancing
- Playing with a pet
- Doing your chores
- Doing your homework
- Taking a walk

Add your own ideas in the space below.

Note to student: If you have difficulty thinking of activities you can do mindfully, think about things you really enjoy doing. Starting to practice being in the present moment will be a bit easier if you start with activities that you naturally enjoy.

Lesson 1 HOME EXERCISE A: Breathing Tracker

There are actually lots of different ways to breathe. We normally do not consciously think about our breath. If we are conscious and deliberate, we can use our breath to slow down our thoughts and heartbeat. When we are upset our breathing is shallow and fast and our heart might be racing. When we want to calm down we can slow down our breath.

To calm down and cool down, you can close your mouth and take a slow, full breath in through your nose. This is the kind of breathe that fills up your lungs - and makes your belly expand. As you breathe in slowly count slowly to 3 in your head.

To breath out you, keep your mouth closed and let the air back through your nose. As you do, slowly count to 4 silently in your head. Your out-breath should be a little but longer than your in-breath.

Try doing more of these.

After each breathe pause for a 1 moment. And then start the next breath. Remember to go in through your nose (count slowly for them 1... 2... 3) and out, (1...2... 3...4..). If you need to open your mouth a little bit to let air out, that's okay. Just remember to close your mouth again for the in-breath.

Focus on your counting while you do this will help you clear your minds of thoughts. You can also focus on the sensation of breathing instead of counting. For example: notice how the breath feels as it enters and exist your nose.

Practice breathing at least 5 minutes at home every day this week. Try to do this in a place where you can close your eyes, be alone, and focus only on your breathing.

Complete the breathing tracker below as part of your homework. Put a check mark, or "X" after breathing each day. You may also write a few words about how you felt different after breathing that day.

Breathing Tracker

	Day 1:	Day 2:	Day 3:	Day 4:	Day 5:	Day 6:	Day 7:
Practice Complete? (Yes or No)							
How I felt after breathing:							

Lesson 1 HOME EXERCISE B: Practicing Mindfulness

Being in the present moment means focusing on only 1 thing at a time. E do this to stop thoughts and worry about the past and future. Here are some examples of ways you can be in the present moment:

- When doing homework or working on job applications, only focus on that
- When watching TV, only watch TV
- When talking to a friend, only talk to a friend (don't check your phone, etc.)
- When cooking or cleaning, focus just on that
- When supervising a child, only do that

If we do one thing at a time it will help:

- Reduce stress
- Enjoy and get the most out of positive events
- Do a better job on the task at hand
- Will show others that you are interacting with that you are truly interested in and value them

Here are four steps that can help you be in the present moment:

1. Focus on one thing at a time.
2. Notice when you get distracted or your mind wanders.
3. Re-focus on one thing at a time.
4. Repeat steps 2 and 3 as often as needed.

Keep in mind that this may sound east, but it can be very difficult. It takes practice so do not to get discouraged if it doesn't come easily.

Another tip, is to be aware of what tends distracts you. If you know what distracts you, you will be more likely to eliminate those distractions so that you can focus on the present moment. Some common distractions include:

- Worrying
- Cell phones
- TV
- People around you

Add more to this list of distractions: - _____

Pick an activity. Your activity can last a few minutes to an hour or more. It is recommended that you start with an activity that will take just a few minutes. During this activity, your job is to focus on that one activity.

Don't judge yourself or quit if you get distracted. Instead, simply re-focus your mind back on your activity. You will probably have to re-focus many times.

Remember that the more you practice the easier it will get!

Refer back to what you wrote in Lesson 1, Activity D in your workbook, and select at least 1 activity that you can do mindfully for at least 5 minutes each day. Remember that the goal is to focus solely on that activity, being truly present -

noticing your sensations of touch, smell, feel - without letting the mind wander to the past or present stress and worry.

Complete the "mindful" activity tracker below as part of your homework. Put a check mark, or "X" after breathing each day. Also, write a few words about how your stress level changed (or did not change) before and after the activity.

Mindfulness Tracker

	Day 1:	Day 2:	Day 3:	Day 4:	Day 5:	Day 6:	Day 7:
Activity:							
Minutes:							
Change in stress level:							
Other Comments							

LESSON 2: EMOTIONAL REGULATION



LESSON 2, ACTIVITY A: FEELING PREFERENCES

Which feelings/emotions feel good to you?

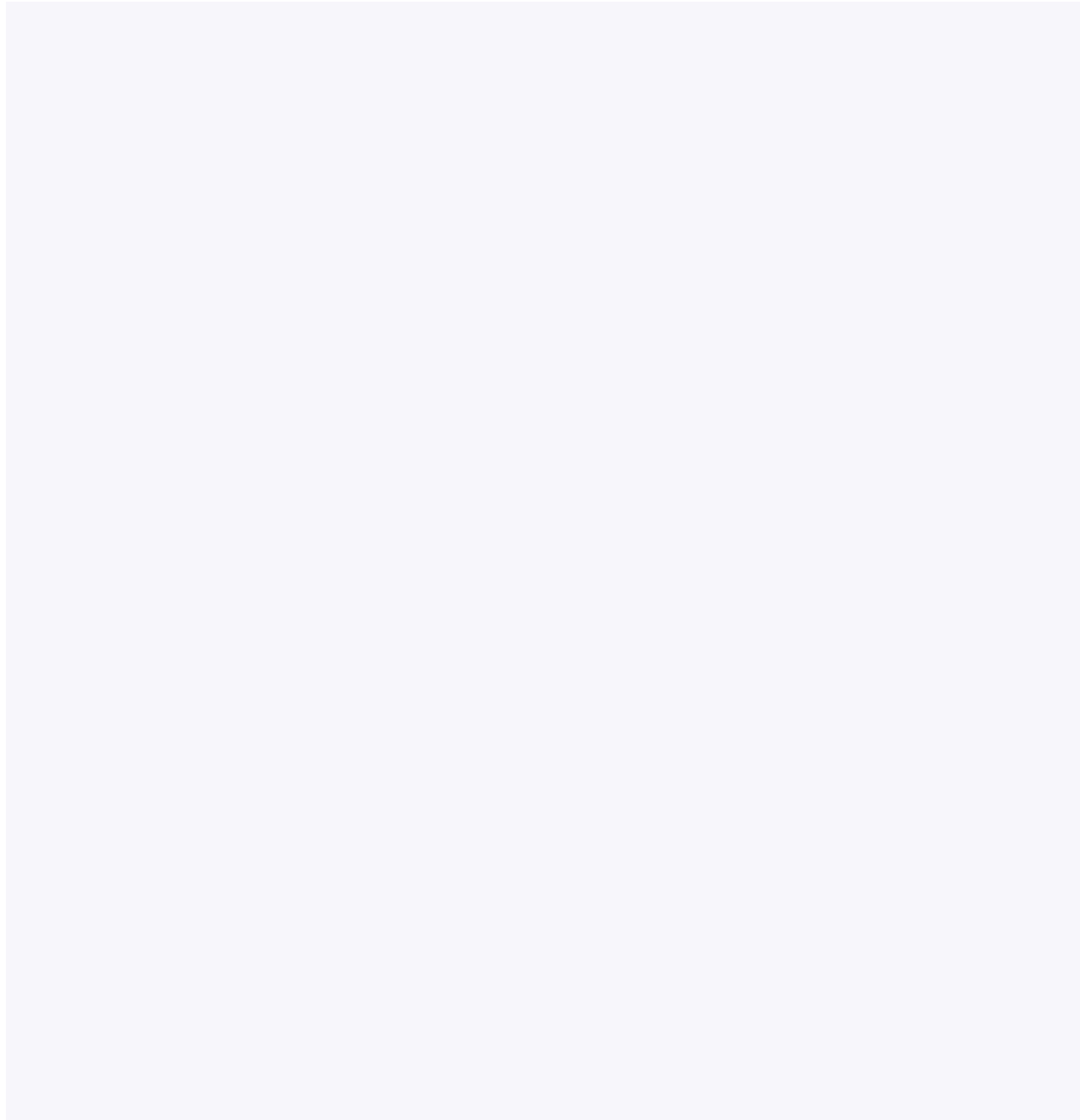
Blank space for writing answers to the question: Which feelings/emotions feel good to you?

Which feelings/emotions don't feel good to you?

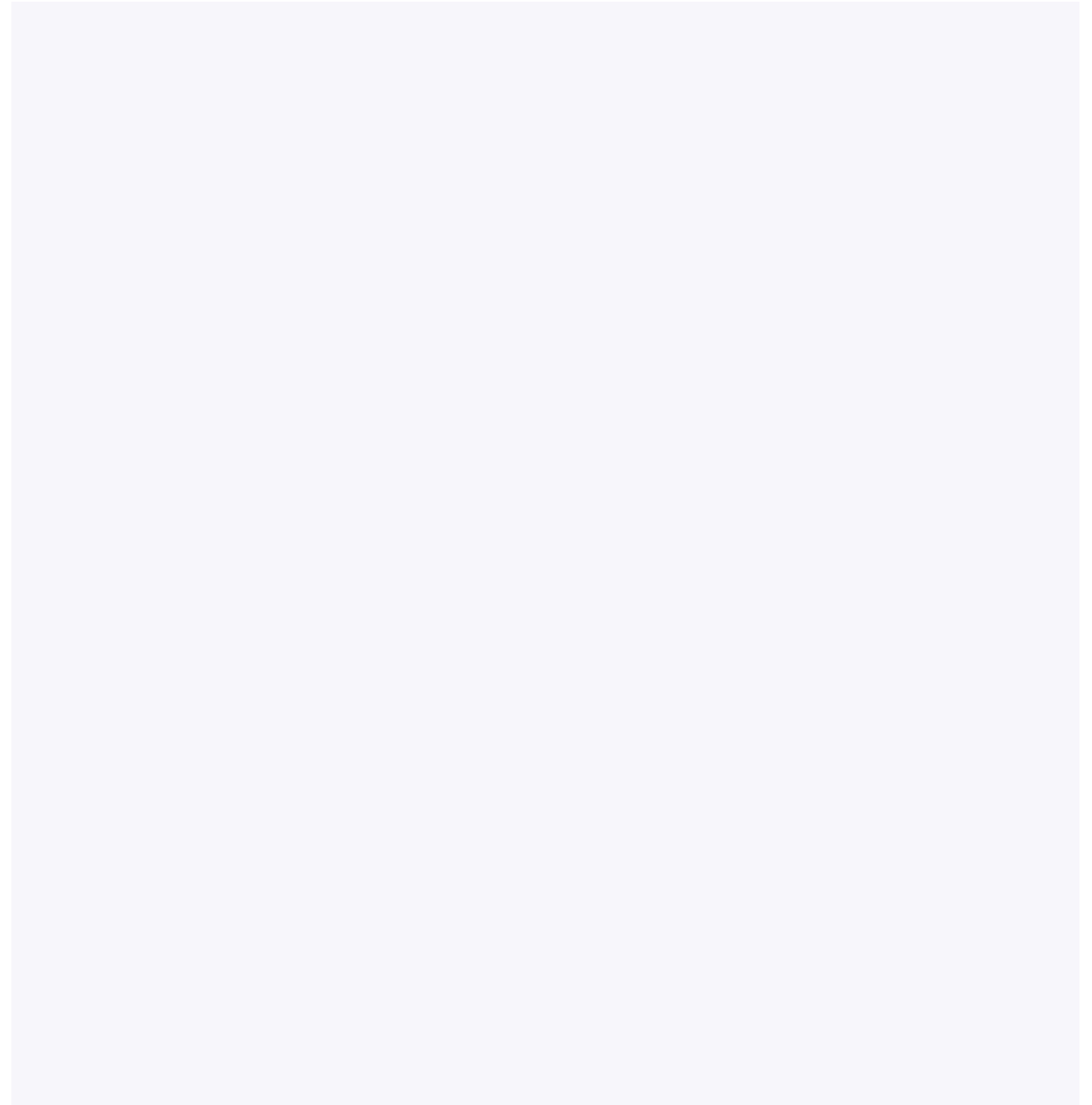
Blank space for writing answers to the question: Which feelings/emotions don't feel good to you?

Lesson 2 Activity B: STRESS WAVES

In the space below, draw a picture of what your stress waves look like. Label the waves. You can make the waves big or small as you imagined. Then, add words or draw pictures that represent the things that cause you stress.

**LESSON 2, ACTIVITY C: YOUR ANCHOR**

Draw a big anchor that represents the things you can do during times of stress storms/waves. Instead of drawing, you could also just write a list of the things that anchor you. You can use words, drawings, or both.



LESSON 2, HOMEWORK A: HEALTHY AND UNHEALTHY WAYS TO COPE WITH STRESS AND STRONG EMOTIONS

There are healthy and unhealthy ways to manage stress and strong emotions. Healthy ways are called “coping strategies”

The following are examples of healthy coping strategies. Circle those that you would like to use (or already use) when experiencing stressed and/ strong or emotions:

- Exercising, such as playing competitive or solitary sports
- Praying
- Singing or listening to upbeat positive music
- Cooking a meal with friends and family
- Taking time to have fun with friends
- Doing something artistic such as drawing or painting
- Listening to the radio
- Using your sense of humor
- Spend time in nature
- Planning ahead when there is a lot of work to do, and doing it in small amounts instead of waiting until the last minute
- Talking with friends and/or trusted adults, such as counselors, about your stress
- Asking for help from friends, family, and/or community agencies
- Reading a funny book or comics
- Taking an intentional break from electronic devices and the internet
- Practicing Mindfulness
- Doing the anchoring activity
- Visualizing thoughts as trains of a car

Add more healthy coping mechanisms that you use, or would like to use, in the space below:

Unhealthy ways that people might cope with stressful situations include the following:

- Taking out anger on other people
- Spending too much time on the Internet, playing video games, or watching television
- Overeating
- Avoiding what you have to do
- Isolating yourself
- Drinking to excess

Add any other unhealthy coping mechanisms below:

This week try to use healthy coping strategies -- and refrain from using unhealthy coping strategies.

LESSON 2, HOMEWORK B: EMOTIONAL REGULATION DIARY

Using all that you have learned the past 2 lessons, complete the following take as follows: Step 1) List the day of the week, Step 2) indicate a triggering situation that led to a negative emotion; Step 3) name the challenging emotion, 4) indicate the healthy coping skills used (for ideas refer to Lesson 2, Activity C and Homework A).

Day	Trigger/Situation	Challenging Emotion	Healthy coping skill(s) used

LESSON 2, HOMEWORK C: READING²

In this exercise, you will intentionally bring to mind a difficult situation, and then practice mindfulness to help you handle any difficult emotion that arises as a result.

Invite to mind some difficulty that’s happening in your life right now, one that isn’t too intense or overwhelming. For example, you may wish to think of a recent stressful homework assignment or a minor argument that you had with a friend.

Once you have something in mind, notice what difficult emotion(s) is associated with this difficulty for you. Then, try this:

1. Stop. Any time you are experiencing a difficult emotion, the first step to handling it is simply to recognize what is happening. For example, recognize “I’m stressed right now” or “I’m upset.” Instead of reacting out of frustration or anger, just stop what you are doing, or wait before doing whatever you were about to do.
2. Observe. What is going on inside of you right now? Check in with your body, just as it is, right now. How are you experiencing this emotion in your body and in your breath? Is there tightness in your chest? Is there a knot in your stomach? Is your breath rapid and shallow?

Recognize the emotion by its name, and offer it a friendly greeting. For example, “Hello, sadness. It’s okay to feel sad for now.” As best you can, allow it to be, just as it is. Check in with your thinking. Are you trying to think your way out of this problem? If so, just notice that by thinking “that’s just a thought.”
3. Breathe. For the next minute or so, try to focus on your breath. Every time your mind wanders to thoughts just think “that’s just a thought” and go back to focusing on counting your breaths, or focusing on the sensation of breathing – the air going in and out of your nose, or your stomach expanding and contracting.
4. Expand your awareness. Notice 1 of your 5 senses, one at a time: sound, smell. Invite them into your awareness. Take a break from your thoughts. When you are ready, bring your awareness back to the room.
5. Check in with your thoughts again. Where are they now? Are you more calm? If you are not, repeat the breathing exercise until you feel calm. When you are calm, as yourself: what are some things I can do to address the difficult emotion? Make a list and choose 1 or 2 actions to take.

² From: Vo, Dzung X. The Mindful Teen: Powerful Skills to Help You Handle Stress One Moment at a Time (The Instant Help Solutions Series). New Harbinger Publications – adapted from Bowen, Chawla, and Marlatt 2011)

LESSON 3: POSITIVE THINKING



LESSON 3, ACTIVITY A: JUDGMENTS/OPINIONS ARE NOT FACTS³

Facts are things that can be proven— the who, what, when and where of a situation. Opinions, or judgments, are beliefs or thoughts about the facts. Examples of judgments include: Lazy, Right, Wrong, Good, Bad, Should, Smart, Stupid, Pretty, Ugly, Fair, Unfair, etc.

PRACTICE NONJUDGEMENT

Practice focusing on the facts and not mistaking your opinions or emotions for the facts. Practice paying close attention to what you think and say, and record any judgments that you catch. Then brainstorm ways you can use a Non-Judgment instead.

Event	Negative judgement	Facts/nonjudgment
Example: <i>I forgot my homework at home</i>	<i>"I'm so stupid"</i>	<i>I forgot my homework. It was a mistake. Mistakes happen - it happens to everyone.</i>
You interviewed for a job but ultimately, they chose someone else		
You failed a test		
Your significant other broke up with you		
Your parents keep calling you lazy and other harsh names		
You want to find an apartment to move out on your own, but you don't even know where to begin looking		

³ Eich, Jean. Dialectical Behavior Therapy Skills Training with Adolescents: A Practical Workbook for Therapists, Teens & Parents. PESI Publishing & Media.

LESSON 2, ACTIVITY B: THOUGHT DISTORTIONS⁴ READ ALOUD**TWELVE TYPES OF “STINKING THINKING”**

1. *Mind Reading*: You assume you know what people thinking without having evidence or proof of their thoughts. For example: “I can tell by the way he looks at me, he thinks I’m an idiot” “She did not call me back -- No one likes me,”
2. *Future-Telling*: You predict the future – that things will get worse or that there’s danger ahead. “If I go, people will make fun of me,” “If I talk, I will say something stupid,” “I’m not going to ask her out – I will be single forever and die alone.”
3. *Catastrophizing*: You believe what might happen will be so awful and unbearable that you won’t be able to stand it. “If I fail this test then I will never get into university,” “If I do not get into university for next semester I will spend the rest of my life jobless and poor.”
4. *Labeling*: You assign general negative traits to yourself and others. “I’m disgusting.” “He’s horrible,” “She’s a loser.”
5. *Discounting Positives*: You claim that the positives traits/qualities that you have don’t matter. “That’s what I’m supposed to do, so it’s nothing great,” “Those successes were easy, so they don’t matter,” “I don’t believe her compliment – she was just pitying me.”
6. *Negative Filter*: You focus almost exclusively on the negatives and rarely notice the positives. “Look at all the terrible things on the news,” “I just got fired. I am a total failure and I have shamed my entire family.”
7. *Overgeneralizing*: You perceive the likelihood of a negative outcome based upon a single incident. “I fail all the time,” “If I ask him out he will definitely say no and I will be the laughing stock of the town.”
8. *All-or-None Thinking*: You view events or people in all-or-none/black-and-white terms. “I get rejected by every job I apply for,” “Nothing ever goes my way,” “She always gets every guy she wants to date – I never do.”
9. *Shoulds*: You interpret events in terms of how things should be instead of what is. “I should have a job by now; since I don’t, I’m a failure,” “I should have done more for my parents.”
10. *Personalizing*: You attribute a most of the blame to yourself for negative events and fail to see that certain situations are also caused by others. “My relationship ended because I wasn’t smart/funny/good looking enough.” “It was my fault my university work group got a bad grade.”
11. *Blaming*: You focus on the other person as the source of your negative feelings and refuse to take responsibility for changing yourself. “My girlfriend is to blame for the way I feel. She’s ruined my life” “My parents were abusive towards me, and caused all my problems, I will never recover from my childhood, thanks to them”(even if your parents were abusive, it is negative thinking to think you are doomed to never recover), “My teacher is the reason I flunked math.”
12. *Unfair Comparisons*: You interpret events in terms of standards that are unrealistic. “Others did better than I did on the test,” “I should look like that professional model on the billboards” (who has been photo-shopped), “People my age are more successful than I am.”

⁴ This list modified from the source: <https://static1.squarespace.com/static/533eb028e4b0ba34df9be688/t/57cdd56abebafb56981251e1/1473107306390/Cognitive+Distortions+-+For+Teens.pdf>

LESSON 2, ACTIVITY C: Reframing Negative Self Talk to Positive or Neutral

Distorted thinking is when our brain convinces us of things that are not actually true. We may tell ourselves these thoughts over and over again until we believe them. These thoughts are not true and they get in the way of accomplishing the things we want to.

Here are some types of “thought distortions” and examples that go along with them. As you read them, think about whether or not you’ve had these distorted thoughts, and how to reframe them to a positive or neutral (simply stating facts, no judgment). It may be helpful to consider:

- **What is the evidence that what I’m thinking is true?**
- **How is this thinking helpful?**
- **What would I say to a friend who was thinking this way?**

Thought Distortion:	Example of Negative Self Talk:	Reframe to Positive or Neutral Self Talk
Black and white thinking	“I’m not good at math” “I’ve already failed the first test – there is no way I can pass now.”	
Overgeneralization	“My parents are always yelling at me.” “I can never and will never do anything right.”	
Magnifying or minimizing	“This is the worst day ever.” “The test was easy – therefore, my A does not count”	
Blaming	“It’s Ms. Ibrahim’s fault I failed the test! It was too hard.” “How could my sister do this to me??!”	
Jumping to conclusions	“The teacher called on Mohammed and not me. The teacher must hate me.” “My best friend did not text me back since yesterday – he must hate me.”	

LESSON 2 HOME EXERCISE A: Practice Eliminating the Negative Thoughts

Practice turning each negative statement into a positive or neutral statement:

Example:

Negative: I definitely failed that exam. I’m never going to pass math.

Positive: I didn’t do as well as I hoped. I will try to study more for the next exam.

1. I looked like a fool when I raised my hand and forgot what I was going to say.

Positive or neutral:

2. When I look in the mirror I think I am ugly, and all I see are my faults – no one will ever want to date/marry me.

Positive or neutral:

3. I graduated from university but can’t find a job – I’ll end up living with my parents forever.

Positive or neutral:

4. I can’t believe I forgot to go to the job interview. I’m such an idiot.

Positive or neutral:

5. Other people have an easier time achieving success in their careers and family life. I’m such a loser.

Positive or neutral:

LESSON 3, HOME EXERCISE C

You have been relying on your irrational thoughts/thinking traps for a while, so don't be discouraged if it takes time for this new way of thinking to take hold. Just keep practicing your new rational thoughts; eventually they'll become your way of thinking. Over the next week, log your irrational thoughts/thinking traps. Then challenge them and replace with rational (positive or neutral) thoughts.

Before you begin, look at this completed example:

Day of the week	Event	Irrational Thought	Challenges* (*You may always use these 3 questions)	Rational thought
Monday	Teacher gave me 5 pages of challenging math problems	School is too hard. I'll never succeed. Why bother doing homework..	What is the evidence? How is this helpful? Would I say this to a friend?	Although math is hard, I can stand it. I have done it before. Saying math is hard is not helping. It only discourages me.

This week, you try:

Day of the week	Event	Irrational Thought	Challenges	Rational thought
Monday			What is the evidence? How is this helpful? Would I say this to a friend?	
Tuesday				

Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

Lesson 3 Home Exercise D: Negative Self Talk 5 minute Free Write

Use the space below to take 5 minutes to write about anything that comes to mind. The point here is to research whether your natural, every-day ongoing self-talk is excessively negative, positive or neutral. You can write about absolutely anything that you want. Don't worry about what you are writing (you will not need to share it with anyone).

Using your 5 minute free-write, go through and:

- Highlight the positive thoughts
- Circle the negative thoughts
- Underline neutral thoughts

In the space below practice turning some of your negative self talk to positive or neutral:

Negative Statement	Shift to Positive or Neutral

LESSON 4: SELF-ESTEEM



LESSON 4, ACTIVITY A: PERSONAL INVENTORY

What are five things you like about yourself?

Blank light blue rectangular area for writing answers.

When have you tried hardest or worked hardest?

Blank light blue rectangular area for writing answers.

Name something helpful you're done for someone else.

Blank light blue rectangular area for writing answers.

What are your strengths?

Blank light blue rectangular area for writing answers.

What nice things have you done for your parents or friends recently?

Blank light blue rectangular area for writing answers.

What are you proudest of in your life so far?

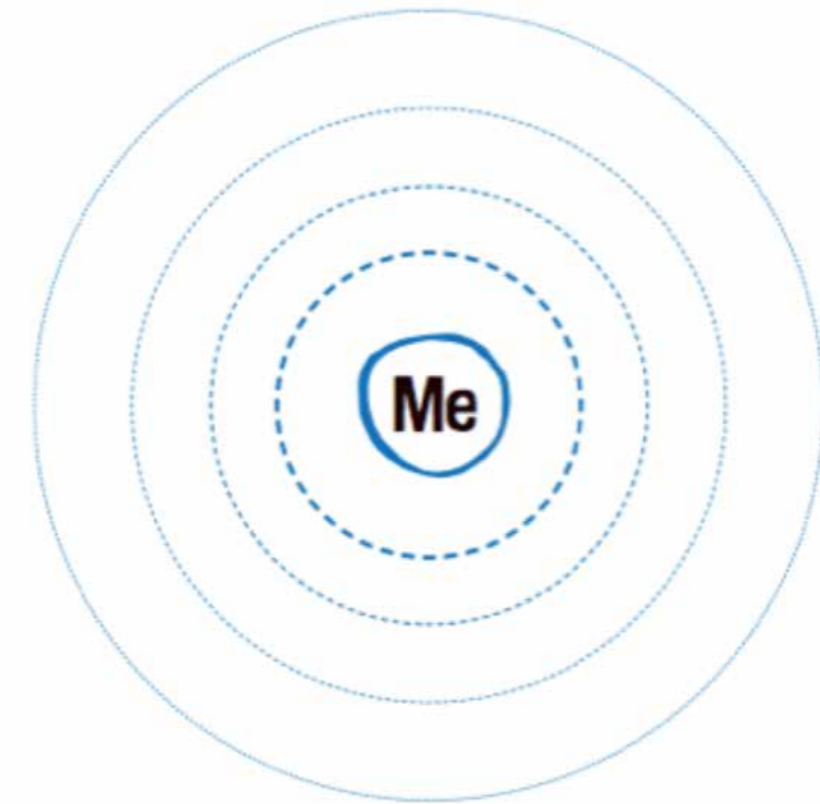
Blank light blue rectangular area for writing answers.

What are some inner qualities that you would like to change?

What areas you would like to improve in?

LESSON 4, ACTIVITY B: MY CONNECTIONS

On this handout, with crayons/colored pencils/markers write the name, or initials, or make a symbol of those closest to you. Those towards the center of the circle has the most influence/presence in your life - though they may not be the people who make you feel the best or who you prefer to be closest to. This includes those who may not be the best for your self-esteem. This will remain confidential, but please use initials, symbols or nicknames if you prefer.



When you are done, use any colors you like to do the following:

- Circle the names of those who treat you with respect and make you feel good about yourself.
- But check-marks over those who make you feel bad about yourself.
- Put a star next to those who you think could be mentors in helping you foster healthy self esteem.
- Put a line through those you think you will have to end relationships with.

LESSON 4, ACTIVITY C: MY BASIC NEEDS

The 4 columns below indicate general basic needs that impact our self esteem, stress level and overall mood.

Complete this table by yourself. First describe your current situation in all 4 areas listed. Second, indicate how you would like to improve in each area. Third, what is your ideal situation in this area (your long-term goal) and last, indicate small step or steps you will commit to taking to improve in this area this week.

	Nutrition	Exercise/ Activity	Social Connectivity	Sleep
My current situation in this area				
Ways that I'd like to improve in this area				
Long-term goal in this area (my hope is...)				
Steps I will commit to making in the next week (to make small steps towards doing better in this area)				

LESSON 4, HOME EXERCISE A:

Positive affirmations are positive things you can speak, read, write or think to yourself to counteract negative low self esteem. In many ways affirmations may seem a bit phony, but the truth is they can help “re-program” our brains to think differently than what we were taught to believe while growing up, and/or attending school. Read the following examples and circle the ones that you think could be beneficial.

As part of your home exercise this week, commit to either speaking (preferred), writing (preferred) or at least reading and/or thinking at least 5 affirmations for a total of 5 minutes a day this week.

Circle those that resonate with you:

Sometimes I make mistakes, but that’s okay.

I am an important person.

I am perfect and good enough, just the way I am.

I am thankful for many things in my life.

Everyone makes mistakes, including me. That’s how we learn.

All my challenges have made me who I am today.

I am a nice person. I try my best to be kind to others, when I have the energy.

I am unique and I love who I am.

I deserve love and respect.

I can’t change everything about my life immediately -- and that’s okay. I will make changes, step by step.

Add your own positive affirmations that are relevant to you:

LESSON 4, HOME EXERCISE B: SELF-CARE TRACKER

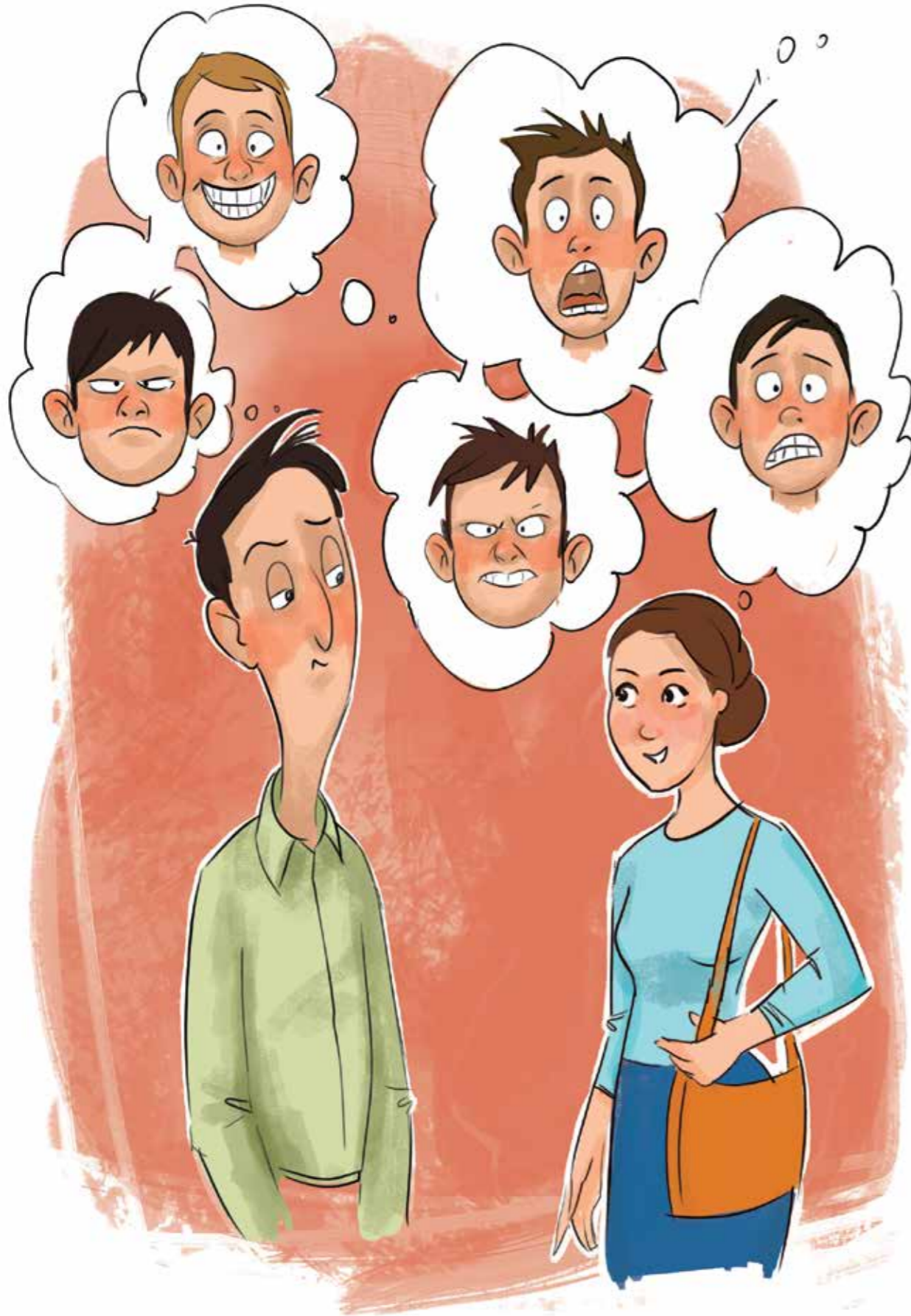
Every day this week, indicate an “x” if you did an associated self-care activity. In addition write a few words about what you did and how you felt for each instance.

Self-Care Tracker

	Day 1:	Day 2:	Day 3:	Day 4:	Day 5:	Day 6:	Day 7:
Read, wrote, or thought daily positive affirmations							
Practiced Mindful breathing/ or other Mindful activity							
Reached out to people who respect and value me							
Limited my time with people who make me feel bad about myself							
Limited my social media intake							
Reached out to people to partake in face to face interactions							
Took a walk or some other physical exercise or activity							

Made sure that I ate a balanced diet							
Steered clear of sugar							
Limited my intake of caffeine							
Chose to eat “whole” foods rather than processed foods							
Kept to a set sleep schedule							
Got 7-9 hours of sleep							
Did not bring phone or other electronic devices in to my room while sleeping							
Other (add your own):							
Other (add your own):							
Other (add your own):							

PART 2: INTERPERSONAL SKILLS



LESSON 5: EMPATHY



Session 5 Activity A: Others think differently and that’s okay

Part of perspective taking is to realize that others will think differently than you. This is what makes us interesting and unique. There is nothing wrong with thinking differently from each other – and it does not mean that we need to have conflict.

Partner up with someone you do not know. Together think of at least 5 different ideas or topics that you think **differently/have different perspectives** on. Pick 1 mild/easy topic (such as those cited in class), 2 medium sized topics, and 2 controversial topics that people usually have strong opinions about such as politics, religion, how people should live their life, etc. Remember, other people think differently AND THAT IS OKAY! Complete chart below:

Topic:	What you think:	What your partner thinks:
Easy Topic: For example, Pizza		
Medium topic: For example, teachers assign too much homework to students		
Medium topic: For example: Children should always listen to their parents		
Controversial topic that people have strong opinions about: For example: religion and state should be separate		
Controversial topic that people have strong opinions about: For example: Is the justice system fair? Should those who break the law be rehabilitated and given a second chance, or locked up in prison and “punished”?		

If there is time, please write your own observations about this activity. For example, how did you feel to disagree with someone:

Session 5 Activity B: Putting yourself in someone else's shoes

Empathy is the ability to consider and understand what someone else is going through. In other words, it's putting our selves in someone else's shoes.

Empathy is taking someone else's perspective and then attempting to understand what they are feeling. When you try to put yourself in someone else's shoes, it gives you a better understanding of what they might be feeling, thinking and acting.

Let's practice: Imagine you are in some of these situations: Identify how you would feel, how you would think, and what you might do.

1. Nuray is a new girl in town. She moved to Ganja from Georgia, and does not know anyone at her new university and town—aside from her boyfriend. The university system in Azerbaijan is very different from Georgia, and she finds that people speak Azerbaijani more than Russian, so she has difficulty communicating with people.

How might Nuray FEEL in this situation? (Dear student: please note that we are asking for FEELINGS – not thoughts or actions. A feeling is an emotion like sadness, anger, excitement, happiness, disappointment, relief etc.)

What might Nuray be thinking?

What might she do?

What type of support from others does Nuray need in this situation?

2. Yusif was rejected from the University he applied to, and now he is not sure what to do this year. His parents need help making ends meet, so he has gotten an entry-level job at a factory. This is not where Yusif imagine being after secondary school. His friends all got into University, and have since started to make fun of him for getting rejected from University. They also now leave him out of social activities and events.

How might Yusif be feeling?

What might he be thinking?

What might he do?

What type of support from others does Yusif need in this situation?

3. Zahra loves cars and as a result, wants to study auto mechanics. All of her friends are either going to University or studying things like cosmetology. Her parents keep asking her what's wrong with her than she would want to learn something that is for "boys." Her parents are pressuring her to either get married, or let them decide on her career path -- or risk being kicked out of the home.

How might Zahra feel?

What might Zahra be thinking?

What might Zahra do?

What type of support from others does Zahra need in this situation?

4. Ali just lost his job, and he and his wife had a new baby just 3 months ago. Ali wants to go to University to study something that pays more than his former entry-level blue-collar job, but he now feels obligated to take whatever job he can get, in order to provide for this family. His wife has encouraged him to follow his dreams of going to University, and offered to go to work to help make ends meet, so long as he can look after their new baby on certain days of the week.

How might Ali feel?

What might Ali be thinking?

What might Ali do?

What type of support from others does Ali need in this situation?

Lesson 5, Activity C: Read Aloud, the 5 Steps of Advanced Empathy

Five Steps to Practice Advanced Empathy

1. Make an active decision to see something from another person’s point of view. Most often we are so blinded by our own strong opinions and our need to be right that we never even attempt to see another’s perspective. “Let go” of your ego’s need to be right – and instead be curious as to someone else’s point of view (It does not mean that you need to agree with their point of view – but be curious!).

2. Become aware of your filters– Most of our biases are completely unconscious. When we listen to others we don’t realize that we’re listening with judgment. Our unconscious biases are like the water fish swim in. We don’t see the water because we have never seen anything other than the water. We take our stances on various issues very personally. We make these labels part of our identity.

These identity labels are normal. They make us feel safe because now we belong to a certain group of believers. Belonging to a group has traditionally been also a fundamental human need because it gives us a feeling of connection and community. It is useful until it stops us from being effective because we cannot see the other’s point of view. Many times, it gets in the way of empathy, by dividing the world into “black and white” “us versus them.”

We all have biases. A bias is nothing other than our view of the world (which most of us usually assume is the only “correct” way to see the world). However, we should become more aware of our biases and how it colors all of our perceptions.

3. See the whole human –See the person beyond their crisis, habits or current situation. Like you, they are a human-being. They may be a mother, daughter, sister, brother, father, son to someone – and their story is much wider than what you can see in brief snapshot.

Our human emotions can connect us to others because we have all felt these emotions in some form or another: fear, anger, love, sadness, joy, disappointment. They are personal to each of us-- and yet they are also universal.

4. Practice active listening– We will learn more about this in the next lesson, but active listening is key in promoting empathy. Active listening is listening while being present -- without giving advice or talking about yourself. This is the best way to understand the details of what someone is going through.

5. Check in to be sure you are understanding and perceiving their experience correctly. We will also dive deeper into this next time. Following active listening, check in to be sure that you understood what they said/are experiencing. Paraphrase and ask questions. Be open to being corrected. The point is to understand the other person – the purpose of true empathy is not expressing your own views, talking about yourself, judging someone or change that person’s views or behaviors.

LESSON 5, HOME EXERCISE A: EMPATHY TRACKER

Practice Empathy every day this week. Fill out the chart below, to track your progress.

Date	Individual you practiced empathy with	Universal Emotion that you connected with (fear, anger, love, sadness, joy, disappointment, etc.)	Please X if you withheld judging them for having a different perspective than you; add a few brief notes about this	Please X if you noticed how your own biases colored your ability to empathize; add a few brief notes about this

LESSON 5, HOME EXERCISE B: DEVELOPING EMPATHY

Empathic people are people who have a lot of empathy for others –they try to understand what someone is going through, put themselves in others shoes -- and as a result, treat others kindly – even when others are very different from them/ have different opinions and histories.

Who do you know who has lots of empathy? What have they done or said that impressed you to be particularly empathic

Can you think of something that you did recently that showed your concern about the feelings of someone else?

Why do you think that people who are empathic are well liked?

If you meet someone who is going through difficult time – but living a very different lifestyle than you, and from a different ethnic and/or religious group from you – how would you show them empathy?

LESSON 6: LISTENING SKILLS



SESSION 6, ACTIVITY A: “WE LISTEN TO...” READ ALOUD⁵

We’ve all been guilty of only half listening. With so many distractions in our environment, it’s easy to fall into “half-listening.”

The first step in combating this common habit is to understand the difference between real listening and half listening. Real listening is more than just being quiet while the other person is talking. It involves 4 things:

1. We listen to: understand what the other person is saying, without imposing your own judgments
2. We listen to: enjoy your interaction and appreciate that the person is sharing a part of himself or herself with you
3. We listen to: learn more about the other person, including the person’s thoughts, feelings, and opinions
4. We listen to: help -- which involves paying particular attention to ways in which you can assist the person or provide support

Listening to others with these 4 items in mind will result in more successful interactions with others!

⁵ This handout is adapted from: Skeen, Michelle. Communication Skills for Teens: How to Listen, Express, and Connect for Success (The Instant Help Solutions Series) New Harbinger Publications.

SESSION 6, ACTIVITY B: LISTENING BLOCKS, READ ALOUD⁶

Blocks to listening prevent you from hearing people. Everybody is prone to listening blocks, so don’t feel bad about having them; it’s human nature. But once you become aware of your listening patterns, you can more easily avoid the blocks to become a better listener. In this section you’ll learn about the twelve most common blocks to listening. You probably fall into some of them frequently, and those are likely to sound very familiar.

Comparing.

Comparing yourself to people who are talking to usually means that you are pre-occupied with yourself – and as a result, you’re not fully listening to them. Instead, you’re trying to figure out if you’re as smart, as good-looking, as funny, as ambitious, etc. Regardless of whether you’re making positive or negative comparisons, you’re not focused on hearing the other person. It’s easy to get caught up in how you measure up to others in particular settings or situations.

Mind reading.

This is very common. When you’re mind reading, you’re paying less attention to the actual words people are saying and too much attention to their tone of voice and body language in an effort to figure out their thoughts and feelings. For example, you may find yourself imagining what the other person is thinking about you instead of listening to what the person is saying.

Rehearsing.

It’s tempting – and very common -- to start thinking about your response to others while they’re still talking. But when you do that, you will miss out on important information that the other person is trying to communicate to you.

Filtering.

You know you’re filtering if you consistently pay attention to some things more than others. For example, you may be less interested in the content of what others are communicating than figuring out whether they’re in a good mood or a bad mood. Some people filter for material that’s critical of them, some for compliments, some for a particular topic that interests them, and so on. Filtering can also involve excluding some types of information, leading people to listen selectively, ignoring remarks that are of little or no interest to them.

Judging.

If you’re too quick to pass judgment on people, you won’t hear what they’re actually saying. Be careful not to judge people on their appearance, where they’re from, their history -- or what you’ve heard about them. Stay open to what the person is communicating, rather than dismissing them because you have preconceived notions about them.

⁶ This handout is adapted from: Skeen, Michelle. Communication Skills for Teens: How to Listen, Express, and Connect for Success (The Instant Help Solutions Series) New Harbinger Publications.

Daydreaming.

This is a particularly problematic listening block because when you're daydreaming, you're completely focused on other things, not the person in front of you. You don't hear a word they say.

Identifying.

This listening block can grow out of a desire to connect about a shared experience. But when you're too busy focusing on how your experience relates to what others are saying, it starts to become more about you and less about them.

Advising.

Like identifying, advising is often based on a desire to connect with others – or obtain their admiration -- by trying to solve their problems. Unfortunately, it can make others feel like you're too focused on trying to offer a solution and as though you aren't allowing them to finish communicating their entire experience or situation.

Arguing.

When you're focused on promoting or defending your opinions and beliefs, it's difficult to make genuine connections with others. Arguing alienates people because it sends a message that you're not open to understanding their point of view.

Being right.

This listening block is a huge obstacle to connecting with other people. It's hard to learn from others or grow in terms of your beliefs and feelings if you aren't open to other people's opinions.

Derailing.

This listening block involves quickly changing the topic to avoid criticism or talking about something that makes you anxious or upset. Sometimes people derail conversations by making jokes or distracting comments.

Placating.

You may do this in an effort to be liked, agreeing with everything the other person says or does. However, it's difficult to connect with others if you're focused on making sure they feel good. If you're placating, you aren't tuned in to or examining what the other person is saying.

LESSON 6, ACTIVITY C: IDENTIFYING YOUR LISTENING BLOCKS

Using the Listening Blocks listed in Lesson 7, Activity B on the page before this, select 6 listening blocks that you commonly present with.

Take some time to think about and identify your primary listening blocks and the people associated with them, then record this information in the chart below.

Also think about situations or places in which your listening blocks tend to come up most often. For example, you might find that at home with your parents you're more likely to argue, at school with teachers you're more into placating, and that while hanging out with friends you have a tendency to focus on trying to be right.

Listening Block:	Person I have done this with	Situation/Setting

LESSON 6, ACTIVITY D: ACTIVE LISTENING, READ ALOUD*Steps of Active Listening:***Step 1. Paraphrasing**

Paraphrasing is using your own words to restate what someone else has said. This prevents miscommunication, false assumptions, and misunderstandings. It also makes conversations easier to remember. Here are a few ways to lead into a paraphrase: “So in other words...” “I get that you...” “What I hear you saying is...” “What happened was that...” “So you’re saying...”

Paraphrasing focuses your attention on the actual content of what others are saying. There are many advantages to paraphrasing. One is that it conveys that you’re really listening. You may be surprised at how much others appreciate being heard. Also, if others are upset or angry, paraphrasing is a good way to calm them down. And if what someone is saying is unclear, paraphrasing will prevent miscommunication and misinterpretation.

Step 2. Clarifying

Clarifying is an extension of paraphrasing. It involves asking questions until you have a clear understanding of what’s being said. This allows you to get more information to fill in any gaps in the communication. Clarifying sends the message that you’re engaged in communicating and that you care about what the person is saying.

Step 3. Feedback

The final piece of active listening is feedback. After you’ve paraphrased what you heard and asked clarifying questions, it’s your turn to add something new: your personal reaction. With feedback, you express what you think and feel about what you heard and your experience while listening. This is when you get a chance to present your point of view, but without arguing, advising, derailing, and so on.

*Qualities of Active Listening:***Listening with Empathy**

The key to listening with empathy is to imagine being in the other person’s shoes and feeling what he or she is feeling. This doesn’t mean you have to agree with the way another person handled a situation. In fact, you need to steer clear of focusing on how you would have felt or acted if you’d been in the same situation. Instead, take the perspective of the other person and try to understand what that person may be feeling and thinking.

Listen with Openness

Listening with openness means listening without judging or finding fault with what you hear. If you have a closed mind, you won’t be able to hear the other person’s message because you’ll be focused on how it’s inconsistent with your own thoughts, feelings, and beliefs.

Everybody has trouble listening openly. One way to foster this approach is to think of yourself as a scientist. Say to yourself, “I value the truth. I want to know what’s what, even if it means changing my opinion. My opinions are simply my

current theories about life, and they’re subject to revision as new information becomes available.” Be curious. It will help you remain open.

Listening with Awareness

Listening with awareness mean looking for consistency and congruence between what people say and how they act. Notice their body language, in the form of posture, gestures, and facial expressions. Pay attention to their tone of voice and how loudly or softly they’re speaking. Sometimes there’s an obvious mismatch. For example, maybe someone is telling you that but they’re lounging back on their couch, smiling, yawning and talking in a soft, relaxed tone. When something like this happens, you can ask for clarification or give feedback: “It seems to me that you’re not completely devastated – is that accurate?”

LESSON 6, HOME EXERCISE A: ACTIVE LISTENING TRACKER

Practice Active Listening every day this week. Fill out the chart below, to track your progress. Remember that this is PRATICE - no one is meant to do this perfectly so soon after the lesson.

Date	Individual you practiced active listening	Note how you practiced Step 1: Paraphrasing	Note how you practiced Step 2: Clarifying	Note how you practiced Step 3: Asking for Feedback

LESSON 6, HOME EXERCISE B: ADDRESSING YOUR LISTENING BLOCKS

Using the chart you completed during class “Lesson 7, Activity C: Identifying Your Listening Blocks,” transfer the information from that activity into the first 3 columns below. Then, in the last column, using what you learned and read about, indicate at least 2 ways you can addressing that listening block/improve:

Listening Block	Person I have done this with	Situation/Setting	Ways I can address this listening block/ways I can improve in this area

LESSON 7: INTERPERSONAL EFFECTIVENESS



LESSON 7 ACTIVITY A: INTERPERSONAL EFFECTIVENESS⁷

Five Points of Interpersonal Effectiveness

1. **Interpersonal Effectiveness skills are not about the outcome or “perfect results.”** Using Interpersonal Effectiveness skills is challenging because these skills involve other people and we cannot control what others do. We only have control over our part of the relationship. This means that when we use Interpersonal Effectiveness skills, we may not get the outcome we want. It is important not to be upset with yourself or others, if the end result is not what you hoped for.
2. **Interpersonal Effectiveness skills can be used for my relationship with myself.** Interpersonal skills can also be used as Intrapersonal skills. Intrapersonal means the way you communicate with yourself. The longest and closest relationship you will have in your life is the relationship that you have with yourself, so it is important to tend to this relationship.
3. **Interpersonal Effectiveness skills require respecting and valuing people who, on the surface, appear very different.** Using Interpersonal Effectiveness skills requires that you respect others who have very different life stories, histories and values than you. This includes people with different political views, religion, ethnicities, and gender identification. Interpersonal effectiveness requires that you accept that everyone is different – and there is not 1 rigid way to live life. This does not mean that you have to agree with every lifestyle you encounter, but you it does require that you let go of trying to control others, vilify them for being “different,” or lecturing others on how to live. Respecting others’ perspective (so long as they are not harming anyone or promoting violence), and non-violent communication are crucial skills in succeeding in the work, home and in your community.
4. **Everyone has their own unique needs and wants.** Everyone has needs and wants – this is a normal part of being human. You have the right to ask for what you need or want from others (even if they say no). Likewise, it is okay to say no to others so that you can meet your own needs and stay safe. You can assert yourself and still be a good person. Saying no can be difficult and scary, but it is your right. You may want to please people that you care about, but you do not have to please them all the time.
5. **It’s Ok to be different from others.** It’s Ok to have your own interests and likes, even if they are different from those of your family or friends. It is normal to want to fit in, but remember to be yourself, too.

⁷ Adapted from: Eich, Jean. Dialectical Behavior Therapy Skills Training with Adolescents: A Practical Workbook for Therapists, Teens & Parents, PESI Publishing & Media.

LESSON 7, ACTIVITY B: BOUNDARIES, READ ALOUD⁸

Boundaries are limits. Setting personal boundaries is a healthy way in which we communicate what is Ok and not Ok in relationships. You can establish boundaries in several different areas:

1. **Time:** *You only have so much time in a day, and it's important to be mindful about how you spend your time. You can assert a boundary with your time by saying no to things you do not want or need to do, or you can say yes to things you want to spend more time on.*
2. **Communication:** *You have the right to be spoken to with respect. People in our lives may say or do hurtful things (at times unintentionally). You can assert a boundary with communication by asking others not to use disrespectful language and to speak to you respectfully.*
3. **Personal Items:** *This includes money, your cell phone, clothes and any property. You can assert a boundary with your personal items by saying no when you are uncomfortable with giving or lending, or you can say yes when you are comfortable with giving or lending.*
4. **Physical Space:** *Personal space means the space around you and includes physical touch. You can assert a boundary with your physical space by asking people not to get too close or by saying yes or no to hugs or other forms of physical contact.*
5. **Personal Information:** *You have the right not to share things about yourself. You can assert a boundary with personal information by answering or not answering questions that make you uncomfortable and by being mindful about what personal information you share.*
6. **Social Media:** *You have the right to use or not use social media. If you choose to use social media, you can assert a boundary with how others communicate to you on the Internet and with what you post or what others post about you on social media.*

⁸ Eich, Jean. Dialectical Behavior Therapy Skills Training with Adolescents: A Practical Workbook for Therapists, Teens & Parents. PESI Publishing & Media.

LESSON 7 ACTIVITY C: KNOW YOUR BOUNDARIES⁹

This worksheet will help you learn about your own personal boundaries.

Time Boundaries

What do you want or are willing to spend your time on?

What things do you want or need to spend your time on?

Communication Boundaries

How do you want people to communicate with you?

What communication are you okay with from others?

What communication are you not okay with from others?

Personal Items

To whom are you okay giving or loaning things to?

To whom are you not okay giving or lending things to?

⁹ Eich, Jean. Dialectical Behavior Therapy Skills Training with Adolescents: A Practical Workbook for Therapists, Teens & Parents. PESI Publishing & Media.

Time Boundaries

What do you want or are willing to spend your time on?

What things do you want or need to spend your time on?

Communication Boundaries

How do you want people to communicate with you?

What communication are you okay with from others?

What communication are you not okay with from others?

Personal Items

To whom are you okay giving or loaning things to?

To whom are you not okay giving or lending things?

Personal Space

How much physical space do you want between yourself and others?

Who are you not Ok with touching you?

What kind of physical touch are you not Ok with?

Personal Information

With whom are you Ok sharing information?

With whom are you not Ok sharing information?

What are you Ok with sharing about yourself?

What information are you not Ok with sharing about yourself? (please do not share that info here, simply offer a few vague words such as 'relationships' 'intimacy' 'money')

Social Media

What social media are you Ok with? (e.g., Facebook, Twitter, SnapChat)

What are you Ok with posting on social media?

What are you Ok with others posting about you on social media?

LESSON 7, ACTIVITY D: WAYS TO SAY NO¹⁰

More Ways to Say No

<p>The simple No - be firm but polite</p>	<ul style="list-style-type: none"> • No, I don't want to • I'd rather not • I don't think so right now • That's not for me
<p>No with a reason - keep it short</p>	<ul style="list-style-type: none"> • No, that would be stealing • I don't want to get into trouble • I know too many people with a drinking problem • That sounds really dangerous to me
<p>No with a alternative - suggest something else to do</p>	<ul style="list-style-type: none"> • No, why don't we go play football instead? • Let's go see what the other girls are doing • I think it would be more fun to listen to music • Let's use the time to work on the youth-leadership project
<p>Walk away - leave but invite the person to come with you</p>	<ul style="list-style-type: none"> • I'm just going to leave. If you want to come, you can • I'll catch up with you later • I'm talking off. See you around • Got to go. Call me
<p>No with an excuse - explain why you can't</p>	<ul style="list-style-type: none"> • No, my dad would be extremely angry with me • No, I've got to be getting home • I'd die if my family found out • Sorry, I need to run an errand for my mother • It's getting late and I promised I'd help my sister

¹⁰ Handout from Peace Corps Leadership Life Skills Manual

LESSON 7, HOME EXERCISE A: SAYING NO

Attempt establishing boundaries this week by respectfully saying “no” 4 times between now and the next session – then fill out the chart below.

- In the first column indicate the situation (can be vague for confidentiality reasons).
- In the second column refer to Lesson 7, Activities B& C) to indicate what type of boundary you tried to establish.
- In the third column indicate the type of way you said no (refer to Lesson 7, Activity D).
- In the fourth column indicate what you actually said to say no (you can use a quote or paraphrase).

1. Situation	2. Type of Boundary I tried to establish	3. Way I said No (refer to Lesson 7, Activity D, Ways to Say No)	4. What I said

LESSON 7, HOME EXERCISE B: REFLECTION ON BOUNDARIES AND SAYING NO

After practicing, how much more comfortable do you feel responding with a “No” statement?

Which “No” statements are you most comfortable using?

What surprises you about your ability to say No to someone?

What type of situations do you think are most challenging if you want to say No?

Which boundaries are the most difficult to set?

Who is it most difficult to establish boundaries with and/or say no to? Why?

LESSON 8: HANDLING DISPUTES



Lesson 8, Activity A: Options for Handling Disputes

Note: Not all of these are effective ways of dealing with disputes

Option:	Why it might be good:	Why it might be bad:	Offer an example of when you have used this/ might use this option:	Is this a healthy way of handling a dispute?
Avoid conflict — <i>Simply withdraw from any conflict.</i>				
Smooth it over — <i>Pretend there's no conflict and everything is okay.</i>				
Win at allcosts — <i>Get what you want; the other person loses.</i>				
Compromise — <i>Give up something you want to get something else you want.</i>				
Win/win negotiation — <i>Use creative problem solving to give both people what they want or need.</i>				

Lesson 8, Activity B: Steps of Negotiation¹¹ Read Aloud

Steps to Win-Win Negotiation:

1. *Set the stage. Agree to try to work together to find a solution peacefully, and establish ground rules (e.g., no name-calling, blaming, yelling, or interrupting).*
2. *Gather perspectives. Each person describes the dispute from his or her perspective, without interruption. Use active listening skills and try to put yourself in the other person's shoes, to understand their perspective. Consider not only what the other person says they want something, but why they want what they want.*

For example, if someone insists that you pay for something they believe you broke, they may be doing so not because they really care about the object or the money, but because they feel that you don't respect them. Addressing the other person's need to feel respected may be key to resolving the conflict.

3. *Find common interests. Establish which facts and issues all participants agree on and determine why different issues are important to each person. Identify common interests, which can be as simple as a mutual desire to resolve the problem without resorting to violence or a shared need to save face.*
4. *Create options. Take time for both parties to collectively brainstorm possible solutions to the problem. Come up with a list of options without immediately judging them or feeling committed to them. Try to think of solutions where both people gain something—think win-win! Too often we assume that for one person to win, the other person has to lose. In reality, it is often possible to think creatively and come up with a solution that both people feel good about.*
5. *Evaluate and select an option. After a number of options are suggested, both parties discuss with each other his or her feelings about each of the proposed solutions. Participants will negotiate and often will need to compromise in order to reach a conclusion that is acceptable to both. They may need to agree to disagree about some issues to reach an understanding.*
6. *Create an agreement. Explicitly state you decided on agreement -- you may even want to write it down. If necessary, set up a time to check back to see how the agreement is working.*

LESSON 8, HOME EXERCISE A GROUP ROLE PLAY

Instructions: Following each step written below detail how your role-play group did the following at the end of the last class. If your group did not have time to finish the activity, work through the steps on your own before the next class. Refer to Lesson 8, Activity B for details of each step.

Steps to Win-Win Negotiation:

Set the stage.

Gather perspectives.

Find common interests.

Create options.

Evaluate and select an option.

Create an agreement.

¹¹ Steps are adapted From SafeYouth.org

LESSON 8, HOME EXERCISE B: APPLYING THE STEPS TO A REAL LIFE SITUATION

Describe a current or recent situation where you have a dispute or conflict with someone:

What are your feelings around the topic (why do you care about the issue at hand)?

What are the other person's feelings around the topic (why do they care about the issue)?

In what way might you have common ground/care about the same things regarding the topic?

What are you willing to compromise on? What will you give up in order to resolve the conflict?

Brainstorm some win-win negotiation options - remember these are situations where both parties give up part of what they want to get some of what they want:

What skills that you have learned in the Basic Life Skills course could you help you achieve a win-win compromise? These are skills that you may have learned weeks ago.

LESSON 9: MANAGING RELATIONSHIPS



LESSON 9, ACTIVITY A: WHAT I WANT VS. WHAT OTHERS EXPECT FROM ME

Directions:

1. Complete the first column of the chart below “What I **truly** want in this area. **Before completing this, suspend all belief in what others want for you, and only think about yourself.** Imagine if you could do anything – and no one expected you do to anything other than exactly what you want.
2. Complete the second column. Write what your parent(s) or family have implicitly or explicitly told you that they expect from you in each area.
3. Complete the third column. Write what society has traditionally expects from people your age, gender and socioeconomic status. Many times messages are delivered subtly through the media, television and advertising.

Area	1. What I truly want in this area	2. What my parent(s) want for me in this area	3. What society traditionally expects from people like me in this area
Education			
Career			
Where I live (geographic location)			
Housing			
Finances			

Marriage and/or romantic relationships			
Children/ becoming a parent			
Where I live (geographic location)			
Caring for my parents as they age/ helping financially and emotionally support them			
Other:			

The point of this exercise is to distinguish what you want vs. what others want from you. Sometimes it is hard to separate these factors, since sometimes there are such demands and pressure to be or act a certain way.

Keep these differences in mind, as we go through the next few lessons.

LESSON 9, HOME EXERCISE A: INDEPENDENCE AND SUPPORT¹²

It can be a difficult to find balance with independence and support in your relationships with your parents. This evaluation will help you figure out what you need to work toward this balance.

Independence—What things do you think you can do independently?

Home (examples: I can chose my own bedtime; I can be responsible for my own laundry)

School/University/Work (examples: I can keep track of my assignments; I can ask the professor for help if I need it)

Friends/Peers (examples: I can arrange plans with friends; I can set limits with peers if I need to)

Other Areas:

Support—How can your parents support you? What limits do your parents need to set?

Home (examples: My parents can help me with safety by checking on me at night; I am Ok with reminders to clean)

School/University/Work (examples: I'd like reminders of due dates for assignments and homework help)

¹² This worksheet adapted from Eich, Jean. Dialectical Behavior Therapy Skills Training with Adolescents: A Practical Workbook for Therapists, Teens & Parents. PESI Publishing & Media.

Friends/Peers (examples: My parents can meet my friends and know where I am going)

Other Areas:

LESSON 9, ACTIVITY C: BALANCING PRIORITIES AND DEMANDS¹³

Area	My Priority	Other's Demands
Maintaining my home/room		
How I spend my free time		
Who I spend time with		
My work and/or school/university obligations		
How I spend my money		

Based on what you wrote above, 1 of your home exercise activities will be to create a balance between your priorities and other demands in the above areas.

¹³ Eich, Jean. Dialectical Behavior Therapy Skills Training with Adolescents: A Practical Workbook for Therapists, Teens & Parents. PESI Publishing & Media.

LESSON 9, HOME EXERCISE A: WHAT I WANT VS. WHAT OTHERS EXPECT FROM ME

Directions:

1. Complete the first column of the chart, referring to Lesson 9, Activity A. Write what you truly want in each area.
2. Complete the second column. Write what small steps you can begin to take or consider taking in order to move in the direction of what you “want” in each area
3. Complete the third column. Write which people you will need to set boundaries with or perhaps say no to as you move toward your wants in each area

Area	1. What I want in this area	2. What small steps I can take to move in the direction of my ‘want’ in this area	3. People I may need to set boundaries with/ say no to as I move toward my ‘want’
Education			
Career			
Where I live (geographic location)			
Housing			
Finances			
Marriage and/or romantic relationships			

Children/ becoming a parent			
Caring for my parents as they age/ helping financially and emotionally support them			
Other:			

LESSON 9, HOME EXERCISE B: BALANCING PRIORITIES AND DEMANDS

Finding a balance between priorities and demands is really important. With this balance, you and others will get what you need in the relationship.

Directions:

1. Refer back to Lesson 9, Activity C from the last lesson: Balancing Priorities and Demands.
2. Based on what you wrote in the “my priorities” and “other’s demands” columns, come up with a hypothetical balance between the two, and complete column 4 only.

For example, Ilgar’s priority is playing video games to unwind after spending the day at university. His mother expects (the ‘demand’) that he do his part in household chores. A balance between the two might be, if Ilgar spends part of his free time on video games and part of his time doing chores. That way, both he and his mom will get what they need -- and they will be less likely to get into fights.

1. Area	2. My Priority	3. Other’s Demands	4. Balance Between My Priorities and Others Demands
Maintaining my home/room			
How I spend my free time			
Who I spend time with			
My work and/or school/university obligations			
How I spend my money			

**LESSON 10:
CONFIDENT COMMUNICATION**



LESSON 10, ACTIVITY A: THREE COMMUNICATION STYLES

There are 3 general communication styles that most people have. Sometimes we have different styles in different settings, and with different people. Other times we have a combination of communication styles. The 3 main styles are as follows:

1. Assertive Communication Style

Being assertive:

- is being honest without being rude or hurtful.
- is about what you **really** want.
- allows others to feel safe and get what they want too.
- is being respectful of yourself and of others.
- does not intentionally hurt people.

Assertiveness is a kind of confidence. It is a way of behaving that helps people clearly communicate their needs, wants and feelings – yet without hurting or disrespecting anyone else. Assertiveness is a way to communicate what you think, feel, want and dream about.

This doesn't necessarily mean you will get more of what you want. It does mean you will feel good about the relationships you have, will have more control of your life and will feel more relaxed, content and confident about yourself.

Assertiveness could be seen as the balance between two other kinds of behavior – passiveness and aggression.

2. Passive Communication Style

When you act passively, you might:

- put yourself down - "I never know what to do"
- put other people's needs first - "You need it more than me"
- say "It doesn't really matter" when it does
- not say what you really want - "I don't know", "I don't care" (while thinking "I do")
- let others choose for you - "No, no, you decide"

Passive behavior can lead to feeling hurt, upset, nervous or angry. Your needs are not met and you can feel out of control, dependent and helpless.

Passive behaviors are not just what you say. They can also be what you do. Giving someone "the silent treatment" or talking badly about them behind their back may satisfy you at the time, but it doesn't let others know what you are feeling.

3. Aggressive Communication Style:

Aggression

When you act aggressively you might:

- meet your own needs at the expense of others - "If you don't do what I want, I'll..."
- tell people (sometimes everyone) what you feel, and hurt others in the process - "You're a stupid idiot"
- make choices for other people - "You have to do this, or else"
- hurt other people to get what you want – physically or verbally

Aggressive behavior can hurt people and does not respect the rights of others. If you try and control others you may lose them as friends and support.

Aggressive behaviors are not just what you say. They can also be what you do. Slamming doors, or giving someone a mean look may satisfy you at the time, but it doesn't effectively communicate to others what you are feeling.

LESSON 10, ACTIVITY B: CONFIDENT COMMUNICATION

When you find yourself struggling to express your feelings and desires, take a few minutes to write a three-part assertive statement that you could use in the situation. This will allow you to be clear and direct in your communication.

For each of the hypothetical situations listed below write an assertive statement using a 3-part formula:

1. I think...

2. I feel...

3. I want...

Don't use blaming or attacking language. When you describe the situation, state the facts—what happened or what was done—without adding judgments.

Don't make accusations that will put the other person on the defensive. Remember, the goal is to create an open and constructive dialogue. Be specific when you state what you want. This will help ensure you aren't misunderstood.

Situation 1: You move into a flat with a roommate, but that roommate is very messy and loud. Because of this you have not felt at home in your new flat.

I think...

I feel...

I want...

Situation 2: Your professor has told you that s/he does not think that you have what it takes to pass his/her course. But you think it is early in the semester, and that you can turn your grades around with some effort.

I think...

I feel...

I want...

Situation 3: A colleague of yours has quit her/his job. Your new supervisor has assigned you to take on your former colleagues work, on top of your already existing duties.

I think...

I feel...

I want...

Situation 4: Your boyfriend/girlfriend/spouse is really bad at communication. Whenever he/she gets upset she/he flees and goes home to his parents house for a few days and does not return your phone calls or texts. After a few days though, he/she always comes back and promises to "communicate better" next time - however this situation continues to repeat itself at least once a month.

I think...

I feel...

I want...

LESSON 10, ACTIVITY C: APOLOGIZING AND FORGIVENESS

It takes confidence and maturity to apologize. We all make mistakes and need to apologize from time to time. There is no shame in owning up for what you did – whether it was intentional or not. It is important that your apology be sincere.

Forgiving someone who has hurt you is also a sign of maturity and confidence. Forgiving is often for your own mental well-being. It can be draining to hold a grudge. This does not mean that you let people abuse you or continue to treat you badly. However sometimes, apologies are sincere and/or someone made a mistake/was having a bad day. Everyone can relate to that!

Directions:

With your group, imagine a situation where you hurt someone's feels and need to apologize. Using the form below express how you would verbally and nonverbally express an apology.

Things you could say to apologize:

Things you could do/nonverbal actions you could take to express regret/ that you are sorry:

How might you feel after apologizing?

Why is it important to apologize?

Likewise, imagine what it is like to decide to accept an apology and forgive someone else.

What you would say to express forgiveness:

Things you could do/nonverbal actions you could take to express that you forgive someone:

How might forgiving someone make you feel?

Why is it important to forgive?

HOME EXERCISE A: CONFIDENT COMMUNICATION

Some extra tips regarding Confident Communication:

- Value and respect both yourself and others.
- Think about what you want and think about whether or not it is fair and respectful.
- Discuss your needs and feelings clearly, openly and honestly using “I” statements.
- Stay calm, cool and collected while talking about needs and feelings.
- Be open to new ways of thinking about yourself, others and situations.
- Do not judge other people for having a different lifestyle or background than you. Not everyone needs to think and live alike!
- Give compliments to people and take them when you get them back.
- Be open to fair criticism and don’t be afraid to make fair criticism yourself.
- Acknowledge yours and others rights.
- Negotiate and make compromises.
- Problem-solve and collaborate with others.

Directions:

1. Think of 4 situations that have happened in the past few days – or will happen soon -- that gave you the opportunity to practice using an assertive statement using the 3-part formula discussed in class:

1. I think...
2. I feel...
3. I want...

Remember not to use blaming or attacking language. When you describe the situation, state the facts—what happened or what was done—without adding judgments.

Don’t make accusations that will put the other person on the defensive. Remember, the goal is to create an open and constructive dialogue. Be specific when you state what you want. This will help ensure you aren’t misunderstood.

Situation:

I think...

I want...

I need...

Situation:

I think...

I want...

I need...

Situation:

I think...

I want...

I need...

LESSON 10, HOME EXERCISE B (READING): APOLOGIZING¹⁴

An important part of confident communication is taking responsibility and apologizing.

We all mess up. We're human, and it's not always easy to get along with everyone all the time. Sometimes we hurt people's feelings without intending to. Sometimes, we're deliberately mean and we feel bad afterward.

An apology tells someone that we're sorry for the hurt we caused — even if we didn't do it on purpose. It's a way of saying we're aware of what we did and we'll try to do better in future.

Why Apologize?

Apologies are one of the tools we use to build good friendships and relationships. When you say "I'm sorry" (and really mean it), it's because you probably feel bad that something you did or said hurt another person. Saying you're sorry is more than just words. You're also saying that you respect the other person and you care about his or her feelings. Apologizing shows you have empathy.

After apologizing, you might feel a little better. The other person probably will, too. When you apologize in a caring way, you can feel good because you are trying to make things right again.

What Does an Apology Sound Like?

There are many ways to apologize. Here are some examples:

- "I'm sorry about the mean thing I said to you."
- "I'm sorry I lost your book."
- "I was mad, but I shouldn't have called you a name. I'm sorry."
- "I'm sorry I hurt your feelings."
- "I'm sorry I yelled at you."
- "I'm really sorry I pushed you when I was mad. That was wrong. I won't do it anymore."

When Should You Apologize?

If someone is upset because of something you did, you'll want to set things right. Here are some times when an apology can make the difference:

- If you hurt or tease someone, even if you didn't mean it.
- If you lose or break something that belonged to someone else.
- If you did something you knew was wrong — like telling a lie or breaking a rule on purpose.
- If you didn't do something you were supposed to do — like keeping a promise.

Does Apologizing Fix Everything?

Sometimes a heartfelt "I'm sorry" fixes everything right away. Other times, it might take a while for someone to get past feeling upset. You may need to give the other person some time. Even after you say you're sorry, you might still feel bad about what you said or did — but you can feel good about apologizing, fixing the mistake, or making up your mind to do better.

¹⁴ Reading from: <http://teenshealth.org/en/teens/apologies.html#>)

LESSON 10: ACTIVITY C: FORGIVENESS

When someone apologizes to you, you may welcome it and be ready to forgive whatever happened and move on. Or you might not feel like being friendly again right away. If a person keeps hurting you and apologizing without making an effort to change, you might not want to hang out with that person anymore.

Just because someone apologizes doesn't mean you have to be friends. When you feel ready to forgive someone you can complete the activity below.

Directions for this activity:

1. Read the 5 steps of Forgiveness below
2. Choose someone you want to forgive
3. Complete the form noting what you said or did for each of the 5 steps of forgiveness

The 5 Steps of Forgiveness:

1. *Acknowledge:* Acknowledge what happened – don't be in denial about what happened or block it from your memory. Acknowledge that what happened did not feel good to you. It might be a good idea to write your thoughts down on paper in a journal, or a separate piece of paper that you throw out after you are done.
2. *Experience:* Experience your feelings – rather than fight your feelings, experience them for a limited time in a safe environment. This means, process your emotions. Once you let the emotions happen they will naturally subside.
3. *Communicate:* Say you want to forgive – Express to the person that he/she made you feel sad or hurt; try your best to use "I statements" and speak in a calm manner.
4. *Forgive:* State that you don't want to carry the anger anymore (or frustration, guilt, resentment); let the person know that you have forgiven them.
5. *Release:* Let it go, but bear in mind that forgiving someone may not immediately ease your emotional hurt/pain. It also won't take away the memory of what happened. You may still feel sad or hurt for a while, but with time, it will pass. Be patient with yourself.

Note: Although someone has hurt us, if we forgive them it does not mean that we approve of their behavior – it is simply that we forgive so that we can avoid harming ourselves – and so that we can move on to healthier emotions.

For you to try:

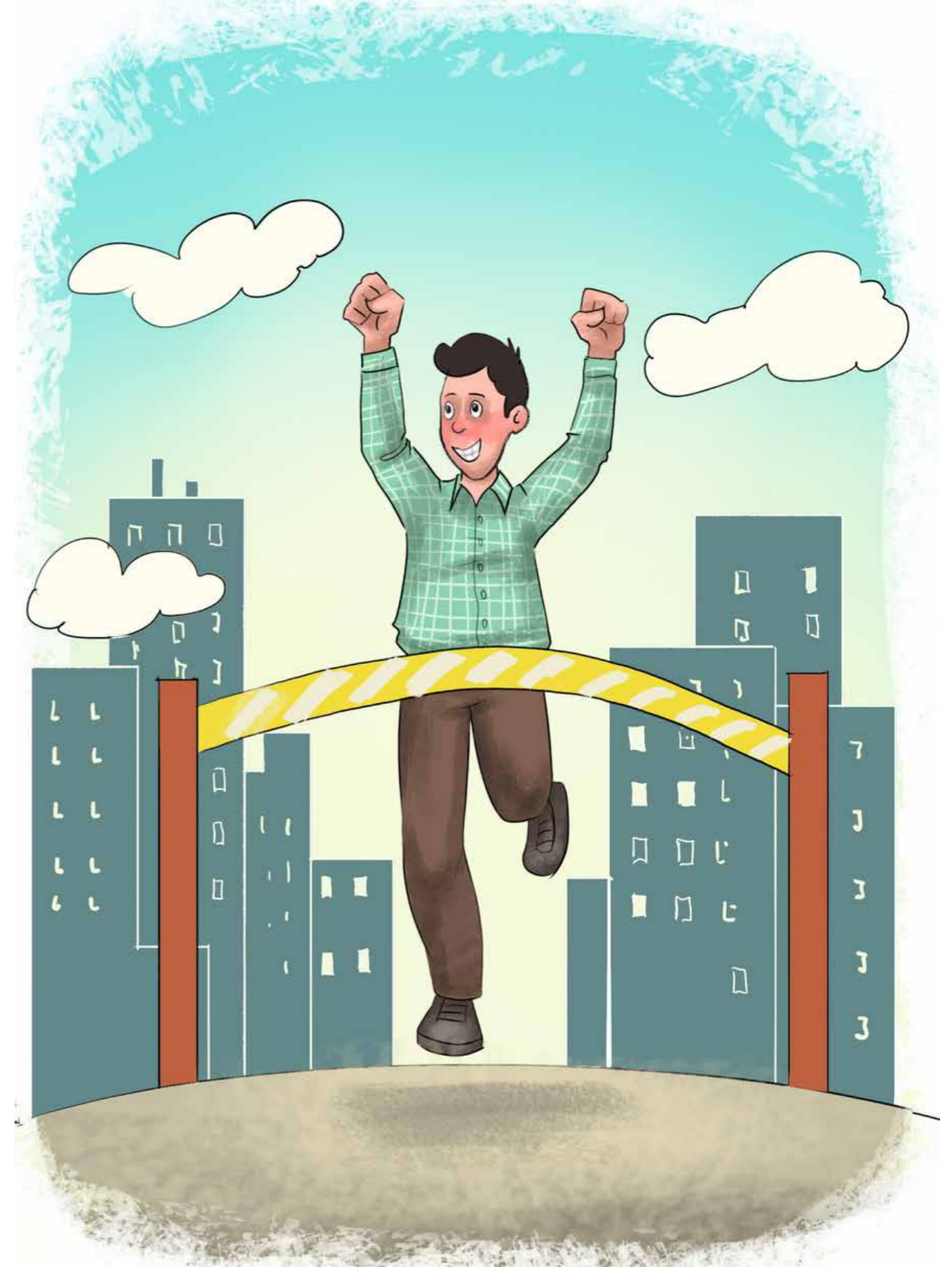
Imagine a situation and person you would like to forgive. You do not need to actually approach the person if you do not want to. It may even be someone who you are not in contact with, or someone who is deceased. The main point is for you to forgive, and let go, so you can move on with your life without harboring anger and/or resentment. Complete the following table detailing what you would say and do to work through the 5 steps of forgiveness.

Acknowledge:
Experience:
Communicate:
Forgive:
Release/Let it go:

PART 3: THINKING SKILLS



LESSON 11: GOAL SETTING



LESSON 11, ACTIVITY A: MY DREAMS AND GOALS

What do I want?	What am I willing to do or give up to get what I want?
<i>In the next month:</i>	
<i>In the next year?</i>	
<i>In 5 years?</i>	

LESSON 11, ACTIVITY B: SMART GOALS¹⁵

		Example 1	Example 2	Example 3
S	Specific - what will happen?	Improve my English writing skills	Weave a new blanket	Become an internet expert
M	Measureable—How much will happen?	Earn 10 more points on the English exam	Weave it by myself	Take computer lessons 2 times per week
A	Achievable - ambitious but possible.	So I can travel abroad	So I can have my own business	So I can get a job as a technology specialist
R	Realistic - important to you.	I like speaking other languages	I want to work for myself	I enjoy using the computer
T	Time-bound - When will the goal be finished?	By the end of this term/semester	Within 2 months	By next year

¹⁵ Adapted from: Baruch-Feldman, Caren. The Grit Guide for Teens: A Workbook to Help You Build Perseverance, Self-Control, and a Growth Mindset. New Harbinger Publications.

LESSON 11, ACTIVITY C: PRACTICE SETTING SMART GOALS¹⁶

Fix these GOALS and make them SMART. Fill in the blanks to make a SMART Goal:

1. I am going to move out of my parents' house and into my own apartment

Specific: I will do what? _____

Measureable: How? _____

Achievable? Pick one: Yes / No

Time-bound: By when?

2. I am going to get a new car

Specific: I will do what? _____

Measureable: How? _____

Achievable? Pick one: Yes / No

Time-bound: By when?

3. I will start a business as a tailor/seamstress

Specific: I will do what? _____

Measureable: How? _____

Achievable? Pick one: Yes / No

Time-bound: By when?

4. I would like to marry my girlfriend

Specific: I will do what? _____

Measureable: How? _____

Achievable? Pick one: Yes / No

Time-bound: By when?

¹⁶ Adapted from: Baruch-Feldman, Caren. The Grit Guide for Teens: A Workbook to Help You Build Perseverance, Self-Control, and a Growth Mindset. New Harbinger Publications.

LESSON 11, ACTIVITY D: SETTING A SMART GOAL FOR YOURSELF

For the following activity, focus on a goal you have already been working on in here, or an entirely new goal. Within that in mind, think of one SMART goal.

You may refer to the following examples to help get you started/give you a few ideas:

SMART Goal	<i>Example 1: I will do better with making friends as I begin attending university in a new town</i>	<i>Example 2: I want to do better academically at school/university</i>
S – specific (or significant)	I will talk to 1 new person during university orientation	I will record my homework in the notes section of my phone
M – measureable (or meaningful)	This is meaningful because I want to make new friends in university. If I talk to 1 new person it will help me overcome my fear.	This is meaningful because I cannot forget to do my homework. I will record (measure) my homework assignment in the calendar of my phone
A—attainable (or action-oriented)	This is attainable because it is just 1 person.	This is attainable because I always have and use my phone
R – relevant (or rewarding)	I’m doing this for the reward of being more connected with others.	This is relevant because I hate being unorganized and unprepared.
T – Time bound (or trackable)	I will do this during the first hour of university orientation.	I will set a reminder for myself each day and will show my phone to a friend or family member at the end of each week.

Now, Try writing your own SMART goal:

SMART Goal	Goal:
S – specific (or significant)	

M - measureable (or meaningful)	
A—attainable (or action-oriented)	
R - relevant (or rewarding)	
T - Time bound (or trackable)	

HOME EXERCISE A: MORE SMART GOALS

During the end of the last lesson you created a SMART goal for yourself. However we can create SMART goals in many parts of our lives - social, health, financial, academic and occupational (work). Work through creating SMART goals for yourself in the following domains:

SMART Goal	Goal 1:	Goal 2:	Goal 3:	Goal 4:	Goal 5:
S - specific (or significant)					
M - measureable (or meaningful)					
A—attainable (or action-oriented)					
R - relevant (or rewarding)					
S - specific (or significant)					

HOME EXERCISE B: MY 4 MONTH (SHORT TERM) TARGET GOAL¹⁷

There are several things to keep in mind when making an action plan. Remember that we learned how to make goals that are SMART – specific, measurable, achievable, realistic, and time-bound. That’s the first requirement.

Besides a good goal, it’s important to know what you need for your journey and what you already have. This home exercise will allow give you practice with these ideas.

Look at the target on the next page and think about a specific goal you have for the next 4 months. This should be something you really want to achieve but that can be accomplished in a short period of time.

It might be making or building something for your home, improving your grades at school, or finding a new job.

Then think about what you would need to achieve that goal successfully within 4 months. Try to identify ways to increase the likelihood you will reach your goal. Think about what you can learn, what skills you need, and who can help you.

WRITE YOUR SHORT TERM GOAL IN THE CENTER (BULL’S EYE/TARGET). WRITE WHAT YOU NEED ON THE RINGS IN ORDER THAT YOU NEED THEM. THINGS YOU NEED TO DO FIRST ARE FURTHER FROM THE BULL’S EYE (CENTR OF THE TARGET). FOR EXAMPLE, FIRST YOU MAY NEED TO ENLIST SUPPLIES OR HELP (OUTTER RINGS, THEN GET ORGANIZED (OUTER TO MIDDLE RINGS), BEFORE HONING IN ON THE ACTIONS YOU NEED TO TAKE (MIDDLE RINGS) AND SKILLS YOU NEED TO PRACTICE.

For example, to make or build something for your home ...

- Things to Learn: how to calculate materials needed, where to get supplies, etc.
- Skills to Practice: how to use tools, making accurate measurements, etc.
- People Who Can Help: my father who is a carpenter, my grandfather, etc.

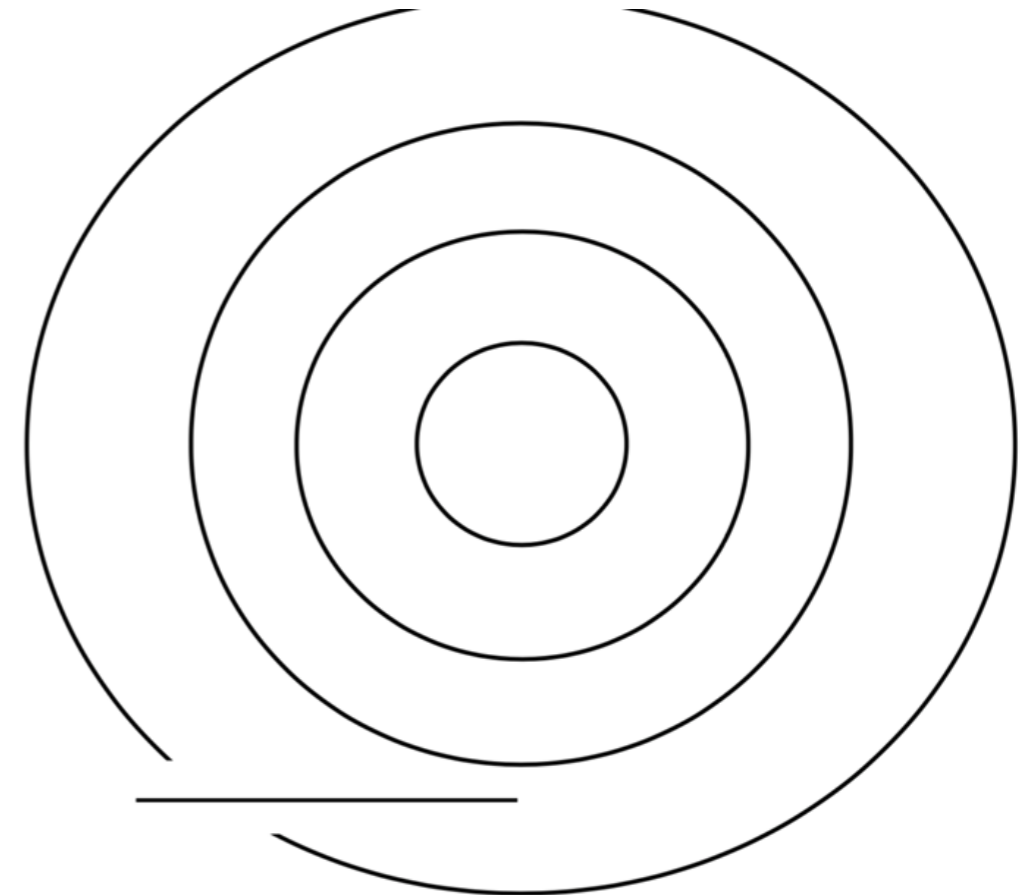
Another example: improving your grade at school:

- Things to Learn: correct use of past tense in a foreign language, multiplication tables in math
- Skills to Practice: verb conjugation, multiplying numbers in situations of daily living People
- Who Can Help: my older sister who is good at math and English.

Now, illustrate what you need to consider/do on the target on the next page:

SHORT TERM GOAL:

WRITE YOUR SHORT TERM GOAL IN THE CENTER (BULL’S EYE/TARGET). WRITE WHAT YOU NEED ON THE RINGS IN ORDER THAT YOU NEED THEM. THINGS YOU NEED TO DO FIRST ARE FURTHER FROM THE BULL’S EYE (CENTR OF THE TARGET). FOR EXAMPLE, FIRST YOU MAY NEED TO ENLIST SUPPLIES OR HELP (OUTTER RINGS, THEN GET ORGANIZED (OUTER TO MIDDLE RINGS), BEFORE HONING IN ON THE ACTIONS YOU NEED TO TAKE (MIDDLE RINGS) AND SKILLS YOU NEED TO PRACTICE.



¹⁷ This activity is adapted from the Peace Corps Life Skills for Leadership Manual

HOME EXERCISE C: LONG TERM GOAL ROADMAP¹⁸

Choose just one that you would really like to have in your future. It can be something intellectual, emotional, social, physical, or spiritual but choose something that you would be very happy to have and that you can imagine achieving in 1 or 2 years.

Imagine that you are going on a journey to achieve the thing you have chosen, which will be at your final destination. What would your own map to that destination look like?

PLEASE LOOK AT THE MAP ON THE NEXT PAGE AND DO THE FOLLOWING:

Write a word or draw a symbol on one edge of your paper to represent that thing in your future that you would like to achieve.

Write 'Today' on the top left of the map - near the start. At the bottom right write 1 year or 2 years - the time it will take for you to achieve your goal.

Next, think about all the things that would have to happen for you to 'travel to' or reach your future goal.

What would be the challenges? (e.g., Not having the education, not having support of parents, not having money, etc.) How could you represent those challenges on your map? Would you represent the challenges as rivers, difficult mountain passes, or dangerous roads? Draw or write those on the map.

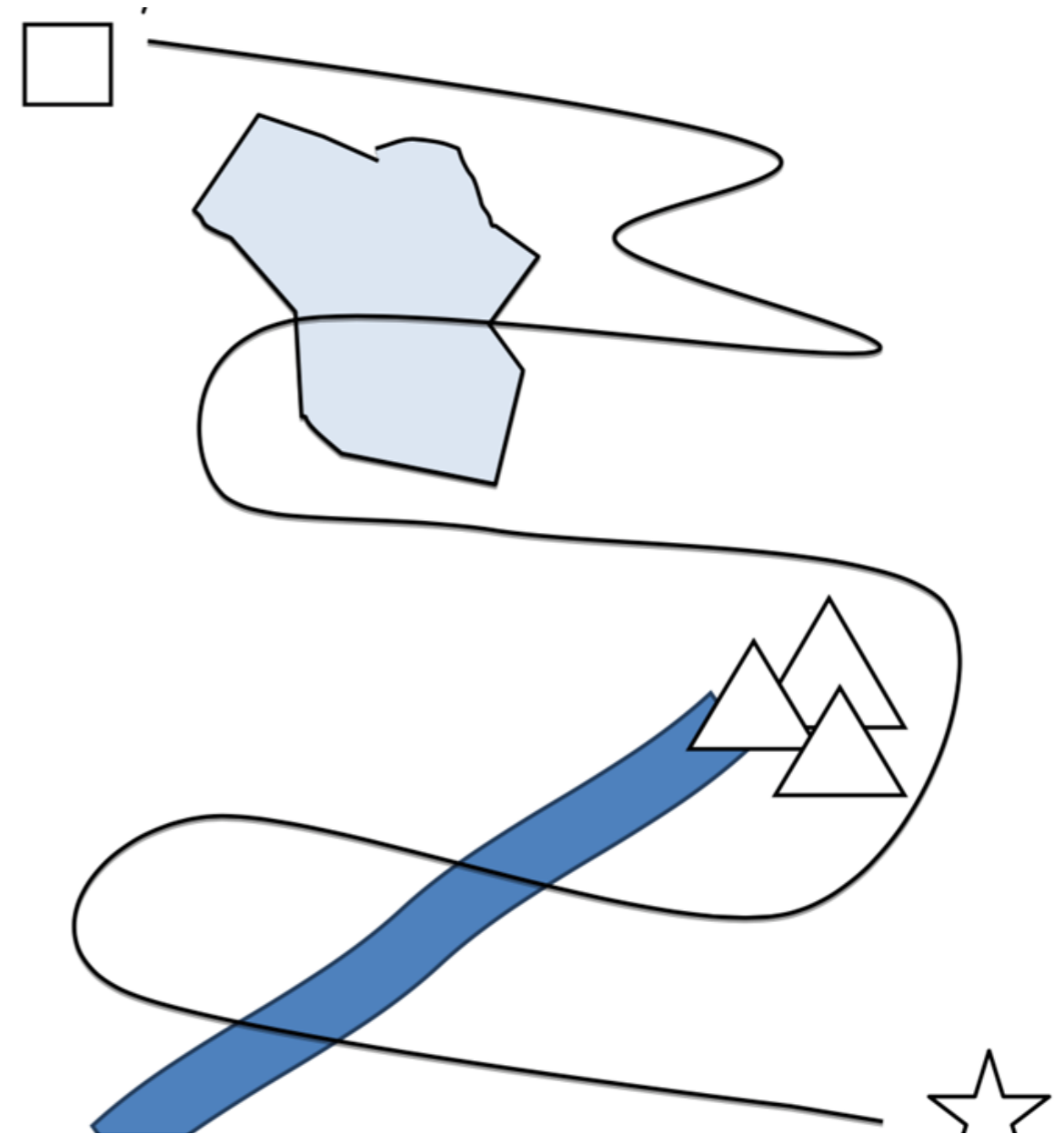
Think, too, about what would make it easy to undertake such a journey. (e.g., Having knowledge, decision-making skills, friends who can help, etc.) How would you represent the things that might help you? Would they be sign-posts, fellow travelers, or a bridge over a river? Draw or write those on the map.

Of course, no one knows what the future will hold and what challenges you will really face as you try to reach your goal. But, if you have given it some thought ahead of time, you might be more prepared when an upset or challenge occurs.

ONCE YOU ARE DONE WITH YOUR MAP ANSWER THE FOLLOWING:

What are the advantages of having a plan for one's future?

What might be some of the limitations to having a plan for the future?



¹⁸ This activity is adapted from the Peace Corps Life Skills for Leadership Manual

LESSON 12: DECISION MAKING

LESSON 12, ACTIVITY A¹⁹ : DECISION MAKING

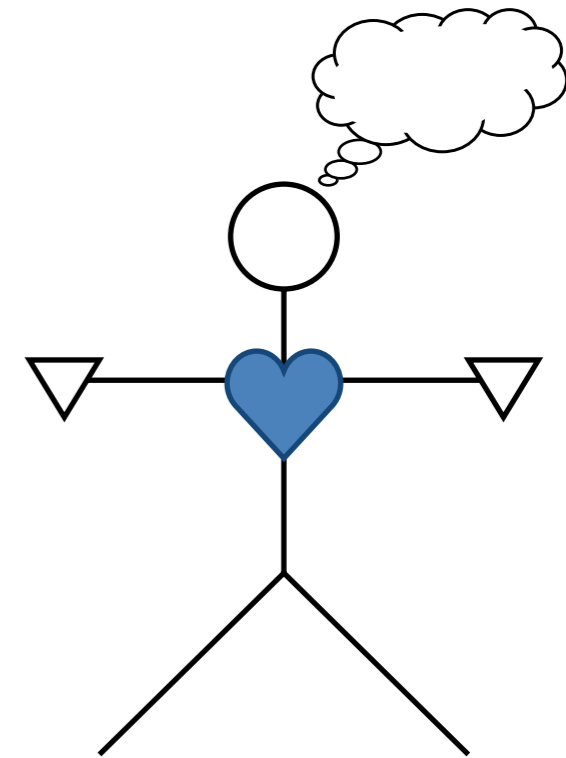


Hopes (Goals)

Head (Intellectuals)

Hands (Social)

Heart (Emotional)



¹⁹ Image from Peace Corps Life Skills for Leadership Manual

LESSON 12, ACTIVITY B: PAUSE READ ALOUD

Each letter of the word ‘PAUSE’ stands for a step in the decision-making process:

- P is for Pause – ask yourself: what is the decision? Sometimes we don’t realize that there is a decision to be made. Slow down. It might be difficult to realize that we can take charge and be in control.
- A is for Ask yourself – what are the options? List as many choices as possible. Try to notice those choices you can make and those where you have no control. That said, be creative and let your mind come up with inventive ideas.
- U is for Understand the consequences. Try to guess what will happen as a result of each choice. This is a mental activity that may be difficult since we are not usually used to considering the consequences – however but you will get better at this with practice.
- “S is for Select an option – use your Head, Heart, Hands, Hope. Check in with yourself on all levels; consider them all. How do the options fit logically, emotionally, socially, and in terms of your goals?
- E is for Evaluate the outcome. Make a plan to review your decision and make sure it’s still what you want. Often we think a decision will be final; that there is no going back. Fortunately, most decisions can be changed and often, over time, new options present themselves as solutions that we had not seen before.

LESSON 12, ACTIVITY C: PRACTICE WITH PAUSE²¹

Pause

What is the decision?

Ask

What are the options?

Understand

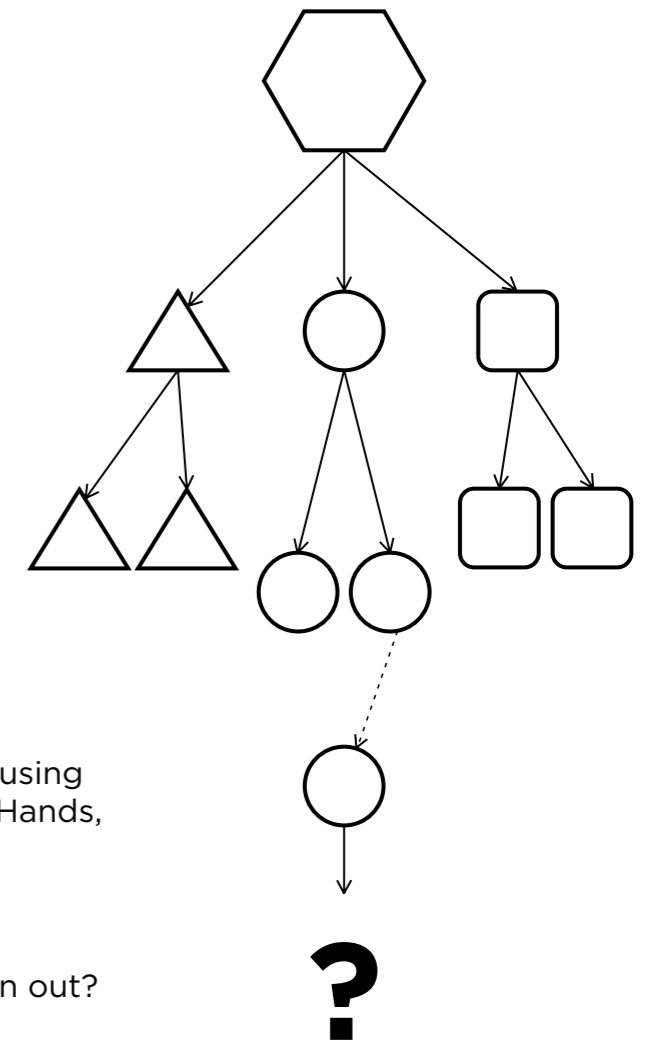
What are the consequences?

Select

Choose an option using your Head, Heart, Hands, Hope

Evaluate

How well did it turn out?



Use the above graphic for reference, while working on the following hypothetical situations that require decision-making:

1. Hani is walking home from school with his two friends, Raouf and Ashraff. As they get close to the corner shop, Raouf and Ashraff start talking about stealing some snacks. They tell Hani that he should distract the shopkeeper. In another few minutes they will be outside the shop.
2. Mina and Safa are best friends. Safa always seems to have the latest gossip about other people. Mina thinks it’s interesting to hear this information but sometimes Safa says things that are mean and hurtful. The other day Safa was very critical about another good friend of Mina’s. Mina is beginning to think that Safa doesn’t want her to have any other friends.

²⁰ PAUSE was adapted from the Peace Corps Life Skills for Leadership Manual

²¹ Image from Peace Corps Life Skills for Leadership Manual

3. Mohamed’s mother is expecting him to come directly home after going to the store for her. Passing by the football field, Mohamed sees all of his friends having fun playing a game. They call to him to join them. It wouldn’t matter if he played for a few minutes, would it?

4. Natick has little money left in his daily budget, and rent is due in a few days. He’s rather go out with his friends and drink cheap vodka than think about looking for a job.

5. Ilgar is being pressured by his parents to apply to medical schools. Ilgar is intelligent, but is not interested in becoming a doctor. Instead he wants to study art, however he has never told his parents this. For now, he is playing along with his parents’ wishes, and is procrastinating on telling them that his life goals are different from his parents.

6. Aida has been spending a lot of time with a couple of new friends. They look for mischief and finding trouble – but are a lo of fun – and popular. Most of their “adventures” have been fun and harmless, but the other day they had something that could have been drugs. That scared Aida but she also didn’t want them to make fun of her for being worried about it, or worse yet dump her as a friend.

LESSON 12, ACTIVITY D: Real Life PAUSE for Better Decisions²²

Pause

What is the decision?

Ask

What are the options?

Understand

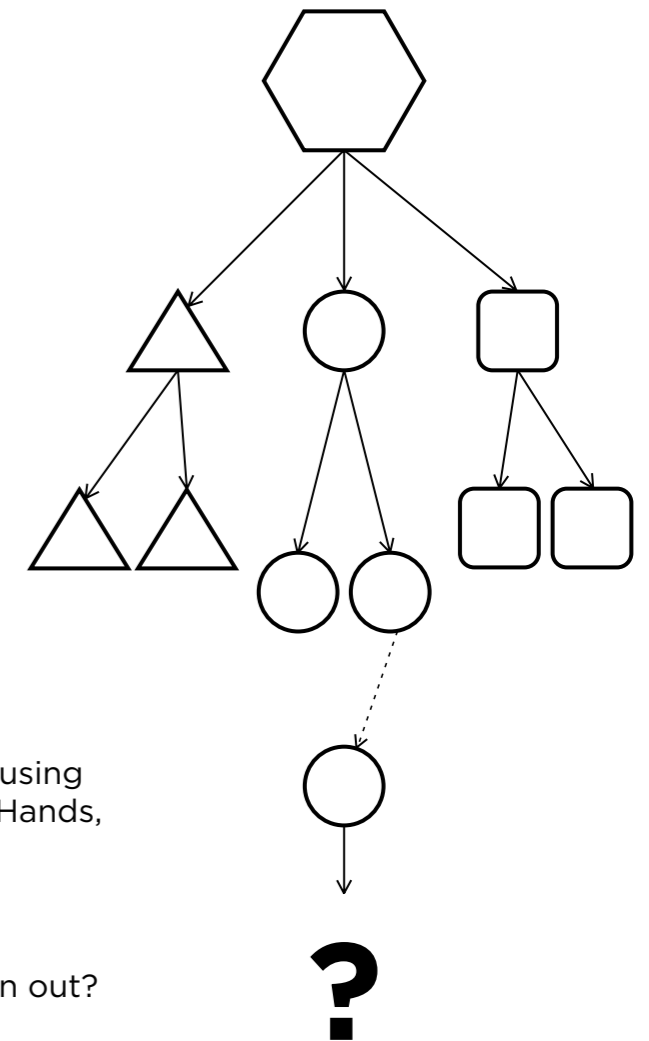
What are the consequences?

Select

Choose an option using your Head, Heart, Hands, Hope

Evaluate

How well did it turn out?



Note: Graphic is same used in last activity.

On a separate piece of paper write down a real life decision you have made, need to make or have thought about. This will be something that you share with a partner.

²² Image from Peace Corps Life Skills for Leadership Manual

LESSON 12, HOME EXERCISE A: USING PAUSE AT HOME

This week, try using PAUSE to make a decision. Use it for a small decision and a medium to large decision. Fill out the following forms - one for the small decision, and another for the medium-large decision.

PAUSE FOR A SMALL DECISION

P is for Pause - ask yourself: what is the decision you need to make? Sometimes we don't realize that there is a decision to be made. Slow down. It might be difficult to realize that we can take charge and be in control.

What is the decision you need to make?

A is for Ask yourself - what are the options? List as many choices as possible. Try to notice those choices you can make and those where you have no control. That said, be creative and let your mind come up with inventive ideas.

What are your options? Be creative and list as many as possible:

U is for Understand the consequences. Try to guess what will happen as a result of each choice/option. This is a mental activity that may be difficult since we are not usually used to considering the consequences - however but you will get better at this with practice.

What will be the result of each of your options?

S is for Select an option - use your Head, Heart, Hands, Hope. Check in with yourself on all levels; consider them all. How do the options fit logically, emotionally, socially, and in terms of your goals?

Select an option -

Consider your Head

Heart

Social hopes (hands)

Goals (hope)

E is for Evaluate the outcome. Make a plan to review your decision and make sure it's still what you want. Often we think a decision will be final; that there is no going back. Fortunately, most decisions can be changed and often, over time, new options present themselves as solutions that we had not seen before.

Evaluate the outcome of your choice

HOME EXERCISE B: PAUSE FOR A MEDIUM TO LARGE DECISION

P is for Pause – ask yourself: what is the decision you need to make? Sometimes we don't realize that there is a decision to be made. Slow down. It might be difficult to realize that we can take charge and be in control.

What is the decision you need to make?

A is for Ask yourself – what are the options? List as many choices as possible. Try to notice those choices you can make and those where you have no control. That said, be creative and let your mind come up with inventive ideas.

What are your options? Be creative and list as many as possible:

U is for Understand the consequences. Try to guess what will happen as a result of each choice/option. This is a mental activity that may be difficult since we are not usually used to considering the consequences – however but you will get better at this with practice.

What will be the result of each of your options?

S is for Select an option – use your Head, Heart, Hands, Hope. Check in with yourself on all levels; consider them all. How do the options fit logically, emotionally, socially, and in terms of your goals?

Select an option –

Consider your Head

Heart

Social hopes (hands)

Goals (hope)

E is for Evaluate the outcome. Make a plan to review your decision and make sure it's still what you want. Often we think a decision will be final; that there is no going back.

Fortunately, most decisions can be changed and often, over time, new options present themselves as solutions that we had not seen before.

Evaluate the outcome of your choice

LESSON 13: PROBLEM SOLVING



LESSON 13, ACTIVITY A: PRACTICING THE STEPS OF PROBLEM SOLVING

1. **Define the problem** – The way a person defines the problem helps determine the kind of result you are going to get. What’s considered a problem by one person might not be a problem to another.
2. **Include others** – Think about whom else the problem affects, who can help you or who has information about the problem.
3. **Describe the best possible outcome** – What would you like to happen?
4. **List options** – What are possible strategies, things you can do, to achieve the best possible outcome? Often there are several paths one could take.
5. **Weigh the pros and cons** – Take the top 2 or 3 options and break them down into the pluses and minuses of each option; what’s good and easy – what’s not good (or less good) and more difficult.
6. **Decide which option to take** –What are the consequences?” You may want to intentionally choose an option based on your Head, Heart, Hands, or Hopes.

Using the scenario presented in class, complete the following with your group:

1. Define the problem:

2. Include others

3. Describe the best possible outcome

4. List options

5. Weight the pros and cons

6. Decide which option to take

LESSON 13, ACTIVITY B: REAL LIFE PROBLEM SOLVING

1. **Define the problem** – The way a person defines the problem helps determine the kind of result you are going to get. What’s considered a problem by one person might not be a problem to another.
2. **Include others** – Think about whom else the problem affects, who can help you or who has information about the problem.
3. **Describe the best possible outcome** – What would you like to happen?
4. **List options** – What are possible strategies, things you can do, to achieve the best possible outcome? Often there are several paths one could take.
5. **Weigh the pros and cons** – Take the top 2 or 3 options and break them down into the pluses and minuses of each option; what’s good and easy – what’s not good (or less good) and more difficult.
6. **Decide which option to take** –What are the consequences?” You may want to intentionally choose an option based on your Head, Heart, Hands, or Hopes

1. Define the problem:
2. Include others
3. Describe the best possible outcome
4. List options
5. Weight the pros and cons
6. Decide which option to take

LESSON 13, HOMEWORK A: Problem solving a community issue

This week, use the Problem Solving Steps to deal with a problem within your community or family. We will review this at the start of the next lesson

1. **Define the problem** – The way a person defines the problem helps determine the kind of result you are going to get. What’s considered a problem by one person might not be a problem to another.
2. **Include others** – Think about whom else the problem affects, who can help you or who has information about the problem.
3. **Describe the best possible outcome** – What would you like to happen?
4. **List options** – What are possible strategies, things you can do, to achieve the best possible outcome? Often there are several paths one could take.
5. **Weigh the pros and cons** – Take the top 2 or 3 options and break them down into the pluses and minuses of each option; what’s good and easy – what’s not good (or less good) and more difficult.
6. **Decide which option to take** –What are the consequences?” You may want to intentionally choose an option based on your Head, Heart, Hands, or Hopes

1. Define the problem:
2. Include others
3. Describe the best possible outcome
4. List options
5. Weight the pros and cons
6. Decide which option to take

LESSON 13, HOMEWORK B: Problem solving a personal problem

This week, use the Problem Solving Steps to deal with a personal problem. You will not have to reveal any details of this in the next lesson. If your problem is confidential, work it out on a separate piece of paper that you leave at home or in a safe place.

1. **Define the problem** - The way a person defines the problem helps determine the kind of result you are going to get. What's considered a problem by one person might not be a problem to another.
2. **Include others** - Think about whom else the problem affects, who can help you or who has information about the problem.
3. **Describe the best possible outcome** - What would you like to happen?
4. **List options** - What are possible strategies, things you can do, to achieve the best possible outcome? Often there are several paths one could take.
5. **Weigh the pros and cons** - Take the top 2 or 3 options and break them down into the pluses and minuses of each option; what's good and easy - what's not good (or less good) and more difficult.
6. **Decide which option to take** - "What are the consequences?" You may want to intentionally choose an option based on your Head, Heart, Hands, or Hopes

1. Define the problem:

2. Include others

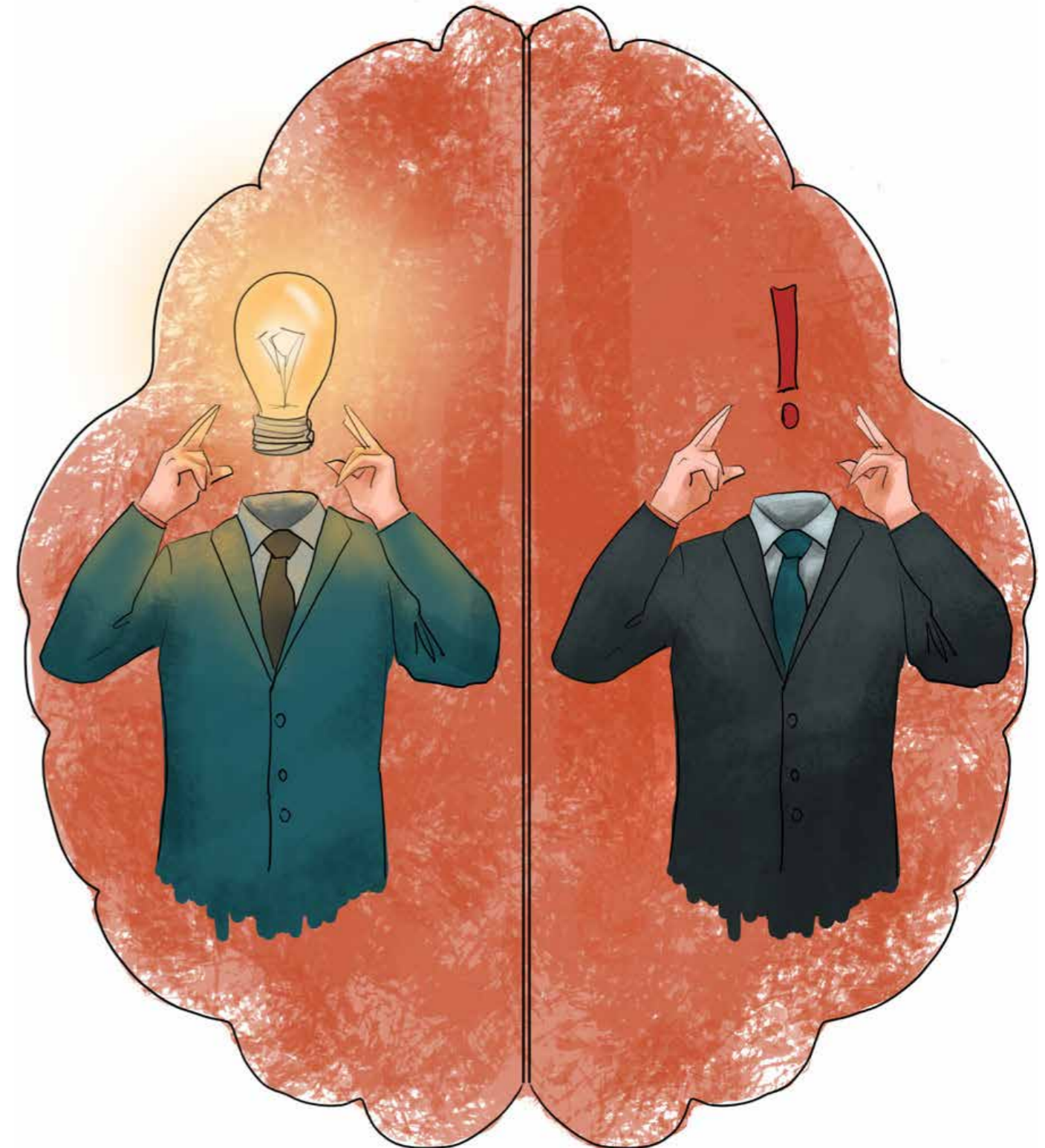
3. Describe the best possible outcome

4. List options

5. Weight the pros and cons

6. Decide which option to take

LESSON 14: CRITICAL AND CREATIVE THINKING



LESSON 14, ACTIVITY A: FACT OR OPINION?

As the facilitator reads items from newspapers, magazines and the internet. Write notes, placing key words/phrases in the fact or opinion columns below.

Remember, facts can be proven/seen in black and white. Opinions are the beliefs of people. It does not mean that we should disrespect their opinion - we should respect that their opinion is their perspective, though it may be different than ours.

Fact:	Opinion:

LESSON 14, ACTIVITY B: BRAINSTORMING READ ALOUD

American advertising executive, Alex Osborn, created a system for creative-problem solving in 1939. At the time, he was frustrated by his employees' inability to develop creative ideas individually for ad campaigns. He began hosting group-thinking sessions and discovered a significant improvement in the quality and quantity of ideas produced by employees.

The 4 general qualities of effective brainstorming are:

- 1. Go for quantity:** This rule is a means that the more ideas the better. It is also believed that the more ideas you come up with the higher the chance that a few of those ideas will be of high quality - and that one of those high quality options will be the most effective solution to a problem.
- 2. Withhold criticism:** In brainstorming, criticism of ideas should be put 'on hold'. Instead. Participants should focus on extending or adding to ideas, and wait to criticize later, when selecting an option to take. By suspending judgment, participants will feel free to generate unusual ideas.
- 3. Welcome "wild" ideas:** To get a good long list of suggestions, wild ideas are encouraged. They can be generated by looking from new perspectives and suspending rigid ways of looking at the world.
- 4. Combine and improve ideas:** Part of increasing quantity of ideas, and coming up with "unconventional" (wild) solutions is to be open to combining and improving some of the ideas already mentioned in the brainstorming process.

LESSON 14, ACTIVITY C: FLEXIBLE THINKING

Many times in life, things you don't expect to happen will happen. When this occurs, it helps if you're ready to be flexible, and bend as a tree would in the wind.

Directions: Write how you could improvise what you'd do in each of the following situations. The first one has been done for you, as an example.

Situation: You've planned a birthday party with enough food for 6 people, but 10 people show up.

Example of flexible/creative responses: Think of a dish I can prepare quickly using anything I have in my cupboards

Order some food "to go" at the local kebab shop

Ask some of the guests to run to the store quickly to pick up some more munchies/snacks

Order pizza for delivery

Tell everyone sorry, but there will not be much to eat

Situation 1: You have to be at your new job in a half hour, but the clothes you need to wear are dirty.

Flexible/creative responses (you may list several options, but underline the option you think is the best):

Situation 2: You have not balanced your banking in sometime. When you finally go to the bank to deposit your last work check, the banker tells you that you only have 10 Manat and they cannot give you access to the Manat from your work check until Monday (6 days away).

Flexible/creative responses (you may list several options, but underline the option you think is the best):

Situation 3: You realize that you "double booked" yourself with social engagements on Friday night, with 2 different sets of friends who do not know each other. You'd hate to cancel on either group.

Flexible/creative responses (you may list several options, but underline the option you think is the best):

Situation 3: You realize that you "double booked" yourself with social engagements on Friday night, with 2 different sets of friends who do not know each other. You'd hate to cancel on either group.

Flexible/creative responses (you may list several options, but underline the option you think is the best):

Situation 5: You invited a friend from your hometown 5 hours away to come visit you in your new city, Baku, where you have a new apartment - but have yet to purchase furniture because you spent most of your money paying for the deposit for the apartment. You are not sure where they will sleep - since until now you have been sleeping on the floor. You only have 100 Manat in your bank account.

Flexible/creative responses (you may list several options, but underline the option you think is the best):

Blank space for writing flexible/creative responses.

LESSON 14, HOME EXERCISE A: FACT VS. OPINION

As you go through your week, take a moment each day to reflect on information that was presented to you - either in conversation with a friend or family member, the Internet, and/or other media, such as billboards, advertising on public transportation, newspapers or magazines, and note what is fact, vs. what is opinion. Try to come up with at least one example, every day this week. Write a few key words about what that fact or opinion is, in the space under the columns labeled "fact" and/or "opinion."

Date:	Source:	Fact:	Opinion:

LESSON 14, HOME EXERCISE B: FLEXIBLE THINKING

This week, practice using the steps of brainstorming to come up with creative and flexible solutions to issues you face. Remember, the 4 general qualities of effective brainstorming that we discussed in class:

1. **Go for quantity:** This rule is a means that the more ideas the better. It is also believed that the more ideas you come up with the higher the chance that a few of those ideas will be of high quality – and that one of those high quality options will be the most effective solution to a problem.
2. **Withhold criticism:** In brainstorming, criticism of ideas should be put ‘on hold’. Instead, participants should focus on extending or adding to ideas, and wait to criticize later, when selecting an option to take. By suspending judgment, participants will feel free to generate unusual ideas.
3. **Welcome “wild” ideas:** To get a good long list of suggestions, wild ideas are encouraged. They can be generated by looking from new perspectives and suspending rigid ways of looking at the world.
4. **Combine and improve ideas:** Part of increasing quantity of ideas, and coming up with “unconventional” (wild) solutions is to be open to combining and improving some of the ideas already mentioned in the brainstorming process.

Fill out the following table this week, applying brainstorming, and creative/flexible thinking to your own common dilemmas that you encounter:

Day:	Situation:	Possible Solutions	Best Solution (in my opinion)

LESSON 15: EXECUTIVE FUNCTIONING SKILLS



LESSON 15, ACTIVITY A: HAVE TO VS. WANT TO

Things I MUST do every day or else there will be serious consequences

Things I WANT to do -- with no consequence attached to it

Example: Homework

Example: Meet my friends out at a cafe

It is also crucial to create a "to do" list. The next time you create one, be sure to separate your to-do list into the above 2 categories.

When it comes to executing tasks, do a Have to first, and then reward yourself with a "want to" for just 5 minutes, and then get back to ta have to. Repeat this process until you are done with every "have to."

Now answer the following:

What are the "want to" things that I spend too much time on, that I could do only on occasion, instead of every day?

What are some of the "Need to/or must-do things that I need to start prioritizing and devoting more time to?"

LESSON 15, ACTIVITY B: BREAKING DOWN A TASK²³

Breaking down a project involves figuring out what the steps are. The first step is usually the most important and sometimes the hardest to get started on.

Try to figure out the very first thing you'd need to do to get started on each of the following projects.

Example: Painting a Room

Step 1: Determine what color you want the room to be.

Situation 1: Cleaning Your Bedroom

Step 1:

Situation 2: Getting enough groceries for the week

Step 1:

Situation 3: Finding an Apartment to Rent

Step 1:

Situation 4: Writing a Book Report

Step 1:

Situation 5: Washing the Dishes

Step 1:

²³ Adapted from: Hansen, Sharon A.. The Executive Functioning Workbook for Teens: Help for Unprepared, Late, and Scattered Teens. New Harbinger Publications.

LESSON 15, ACTIVITY C: PRACTICING THE POMODORO TECHNIQUE

Directions: The facilitator will now let you practice the technique by setting a timer for 5 minutes (a "mini-pomodoro"). In that time you will read and do as much of the following reading/questions as you can.

- Do not get internally or externally distracted.
- Wait for the facilitator to say "go!"
- Don't stop working until s/he says to stop.
- If you are done before the instructor says, "stop" then re-read and double check your work for spelling and grammar and/or write more.

Here are 5 research-based scientific strategies for self-control. They are listed in order of effectiveness, meaning it is better to use one of the first strategies, rather than the last.

1. Situation Selection: The best strategy for self-control is to put yourself in situations or settings that favor and encourage your long-term goals and avoid places where you will be tempted. For example, if you know that it will be hard to accomplish a health or religion goal by going to a party where there will be drinking -- then don't go to the party.

Describe here, 3 ways that you can apply this strategy to your life:

- 1.
- 2.
- 3.

2. Situation Modification: Sometimes you can't avoid temptation altogether, but you can change a situation. If, for example, you want to study more or apply for more jobs, but you find the Internet distracting, turn off the Wi-Fi or use an app that disconnects you from distracting social media websites like Facebook, Instagram, etc.

Describe here, 3 ways that you can apply this strategy to your life:

- 1.
- 2.
- 3.

3. Selective Attention: If you are unable to avoid or change a situation, focus your attention in a way that will help you resist temptation, rather than undermine self-control. For example, if you are working on a health goal of eating fewer sweets, when your family sits down for dinner, respectfully excuse yourself when desert is served.

Describe here, 3 ways that you can apply this strategy to your life:

- 1.
- 2.
- 3.

4. *Cognitive Change: Reframe the temptation. For example, instead of seeing cigarettes as cool, think about having black lungs and wrinkly skin. Instead of blowing up at your little brother, think about how you will be the one who gets in trouble for losing your temper.*

Describe here, 3 ways that you can apply this strategy to your life:

- 1.
- 2.
- 3.

5. *Response Modulation: Resisting temptation by using willpower. This is the least effective strategy, because at the moment of temptation it takes a lot of effort to resist.*

Describe here, 3 ways that you can apply this strategy to your life:

- 1.
- 2.
- 3.

Which one of the above techniques do you think is most effective? Why?

Which one of the above techniques do you think is least effective? Why?

LESSON 15, HOME EXERCISE A: BREAKING DOWN GOALS

The trouble with goal setting is that often we focus on what we want – the finished product – so, for instance to get a job, get into university, or start a family.

In order to sustain our motivation we need to set small, achievable tasks – rather than just big goals.

When we focus on the “end product/goal” rather than all the small daily steps you need to take to get there do not recognize the value of the small steps. When the goal is too far away, and we are not celebrating and rewarding the smaller daily steps on the way to the larger goal –our motivation decreases. So, what we need to do is set something that we will call a “Stepping Stone” rather than only a large “end goal.”

There is nothing wrong with setting an end goal, but you have to reward all the stepping stones/tasks that you do on a daily basis or else you will get bored or feel overwhelmed by how far away your end goal might seem

End Goals are the end point – where we want to be. For instance, I want to earn a B+ in English (when currently I have a D). Another example is I want to get in to a particular University after school. An adult’s example of a process goal might be ‘to lose 50 pounds.’

Stepping Stones are the tasks you must do each day to achieve an end goal. If you want to get an A on the test some of your Stepping Stones would include doing your homework, doing the assigned reading and showing up to class. Steppingstones do not need to be flashy and big – they are simple, basic things that are feasible in our daily lives.

Try these examples. Think of at least 5 Stepping Stones (tasks) for every end goal listed. Remember to define what are the DAILY tasks you will need to do over a long period of time in order to achieve the End Goal.

STEPPING STONES	END GOAL
	Move out of my parents house and into my own apartment

	Move to a new city or country
	Figure out which career I want to pursue

	Find a significant other (girlfriend/boyfriend) who is healthy, well-adjusted and kind
--	--

LESSON 15, HOME EXERCISE B: YOUR PERSONAL END GOAL AND STEPPING STONES

In the table below place your end goals in one column, and the daily things you will need to do (Stepping stones) in the other column. Remember: the stepping-stones may seem to be small and ordinary tasks, compared to your larger goal – but that is the way it should be. Your goals can be about anything – work, finances, health, family, relationships, school, making more friends, etc.

STEPPING STONES	END GOAL

LESSON 15, HOME EXERCISE C: PRACTICE THE POMODORO TECHNIQUE

In the last lesson we discussed the Pomodoro Technique, to help us with focus and productivity. Here is a brief review of the information covered:

In 1992, then student (now business person) Francesco Cirillo crafted the Pomodoro Technique, as a personal system to get more work done. It is called the “Pomodoro” Technique because he used a simple inexpensive kitchen timer that was in the shape of a tomato (in Italian, pomodoro means tomato).

The systems works like this:

- 1. Decide on a task.*
- 2. Set the timer (traditionally for 25 minutes).*
- 3. Work on the task during that time.*
- 4. End work when the timer rings and put a checkmark on a piece of paper.*
- 5. If you have fewer than 4 checkmarks, take a short break (3–5 minutes), then go back to step 2.*
- 6. After 4 pomodoros, take a longer break (15–30 minutes). Reset your checkmark count to 0, and then go to step 1 to begin the process again.*

A “pomodoro” is the interval of time spent working. After task completion, any time remaining on the timer is devoted to over-working – you cannot stop working early!

A goal of the technique is to reduce the impact of internal and external interruptions on focus. When interrupted during a Pomodoro, you must ignore the distraction – or risk start over!

We will modify the technique slightly. Although 25 minutes is recommended, let’s try 15 minutes, with a 3 minute break after each 15 minute interval.

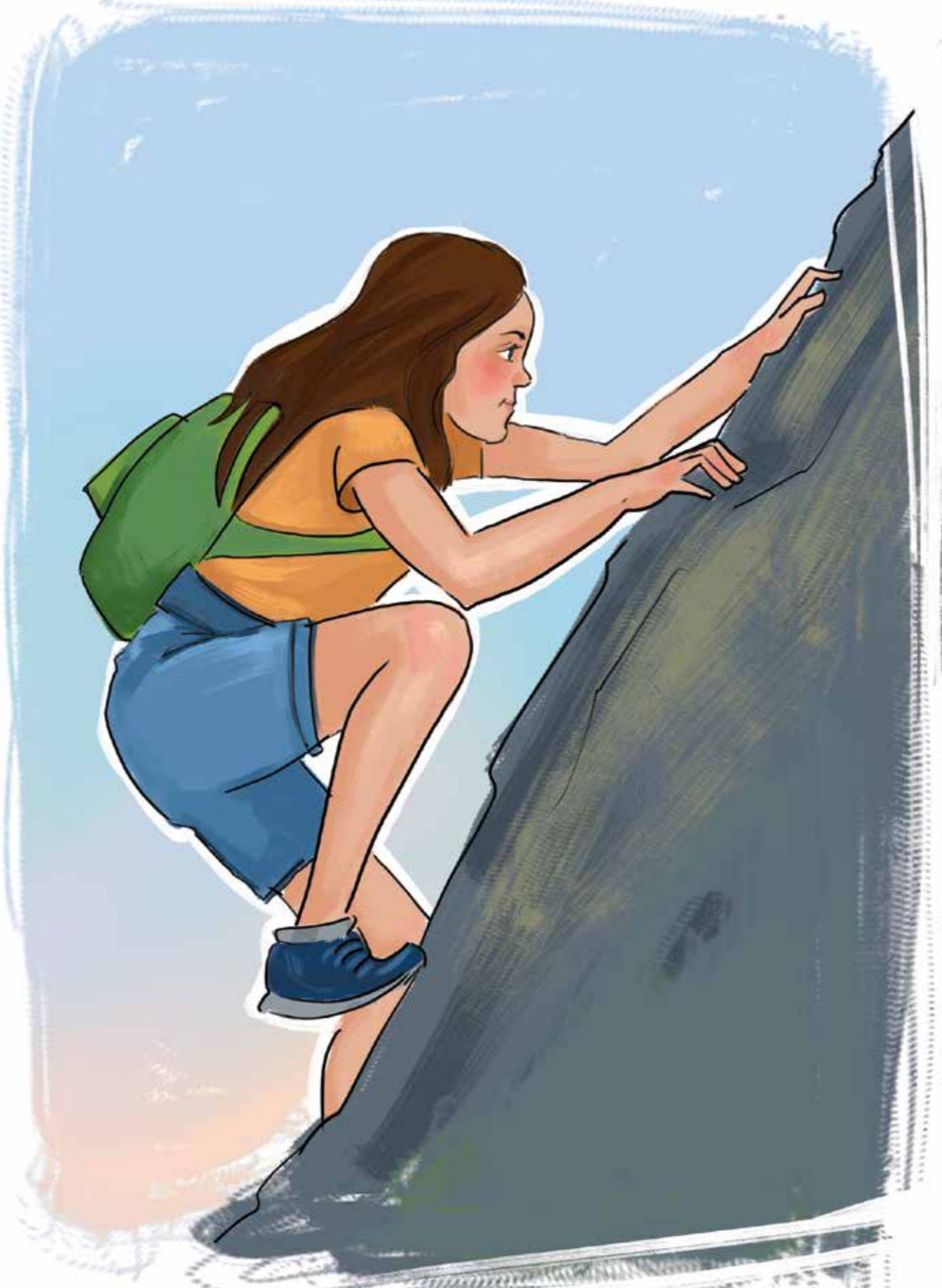
You will need a kitchen or phone timer.

Indicate the task you will be working on here:

Use the following chart to put a “check” every time you complete 15 minutes of work.

15 Minutes of Work	3 Minute Break	15 Minutes of Work	3 Minute Break	15 Minutes of Work	3 Minute Break	15 Minutes of Work	15 Minutes of Work	Start the Process Over (if you can)

LESSON 16: RESILIENCE



Lesson 16, Activity A: SHORT AND LONG TERM THINKING²⁴

Here are examples of short-term and long-term thinking and how our inner thoughts and dialogue impact our motivation and ability to complete tasks and achieve goals.

Directions:

- With your group, review these examples
- Based on what you learned from the examples, as a group create:
 - 1 example illustrating short term thinking that undermines perseverance and motivation AND
 - 1 example of long term thinking that promotes perseverance and motivation
- As a group, plan a 2-minute role-play of the above to perform in front of the class.

Type of goal:	Short term thinking that undermines perseverance and motivation	Long term thinking that promotes perseverance and motivation
Academic/Vocational	<i>These college courses are too hard - I quit</i>	<i>This course is difficult, but I'm going to break the task down into mini-tasks. Also, this is challenging because I am learning something valuable.</i>
Social relationships	<i>I'm not going to go to my colleague's birthday party. I won't know anyone there and I'll feel like a loser.</i>	<i>I won't meet new people unless I try new things - and it is likely that some of my other colleagues will be at the party.</i>
Health	<i>I'm too tired to exercise - I'm not going to the gym.</i>	<i>I always feel better after I exercise. And, I promised myself.</i>
Extracurricular	<i>This intellectual game is too hard -everyone is smarter than me -- I am going to give up.</i>	<i>No one gets better unless they keep trying, so I will keep trying.</i>
Emotional	<i>Arghhh! (Yelling when someone gets on your nerves.)</i>	<i>Take a deep breath and count to 10 - screaming will not help matters.</i>

²⁴ Adapted from: Baruch-Feldman, Caren. The Grit Guide for Teens: A Workbook to Help You Build Perseverance, Self-Control, and a Growth Mindset. New Harbinger Publications.

Do you notice that the thinking that undermines motivation and perseverance is dominated by a focus on what feels good in the moment (short term thinking that promotes fleeing and/or giving up, rather than being challenged), while thinking that promotes perseverance is dominated by a focus on what will feel good in the long term (working through it even though it is difficult)?

Now create a brief situation with your group that you will role play for 2 minutes in front of the class:

Type of goal:	Short term thinking that undermines perseverance and motivation	Long term thinking that promotes perseverance and motivation

LESSON 16, ACTIVITY B: QUALITIES OF RESILIENCE²⁵

Resilience is the ability to bounce back, adapt, and/or move forward in spite of life's obstacles and setbacks.

Directions:

1. The facilitator will assign one of the following 5 points to you. With your group (or individually) read your assigned point
2. Reflect on which specific skills you learned in this 8 week course that speak to the point you read
3. Write down as many specific skills you learned in this course regarding that point, in the space provided
4. Reflect on examples of how you have already integrated those specific skills into your life
5. Write down as many examples as you can think of, in the space provided
6. You will share your findings in a whole class activity may name skills, offer examples and say anything else about the overall course that you like

5. The ability to analyze the problem or situation rationally -

Sometimes we need to step back from the problem to be able to view it from the outside. Feelings can be overwhelming and stop us from seeing the problem clearly. Stepping back and thinking about the problem more clearly will keep strong feelings from clouding our judgment.

Skills we learned in this course related to this point:

Examples of how I already applied these specific skills in my daily life:

6. The ability to work toward solving the problem -

Developing the ability to see problems as opportunities will help us work through difficult situations. Problems can sometimes cause us to feel out-of-control and hopeless. What we feel, however, is caused by what we are NOT doing. Actively working toward solving our problem provides us with a sense of hope and control over the outcomes.

²⁵ Adapted from: Baruch-Feldman, Caren. The Grit Guide for Teens: A Workbook to Help You Build Perseverance, Self-Control, and a Growth Mindset. New Harbinger Publications.

Skills we learned in this course related to this point:

Examples of how I already applied these specific skills in my daily life:

7. The ability to be able to see beyond the problem -

Problems and obstacles can present themselves like a brick wall that we can't seem to see beyond. This is a wall that can be torn down if we maintain a sense of the future and the realization that the problem will not last forever. Setting goals for the future will help us to see past the problem while working toward solutions.

Skills we learned in this course related to this point:

Examples of how I already applied these specific skills in my daily life:

8. The ability to seek help from those who are able to help us and avoid those don't treat us well -

Talking with a caring and nurturing mentor, relative, or friend who can help us sort through feelings and thoughts, and help us see the problem from various perspectives is helpful. But remember, we need to avoid people who do not treat us well, may actually cause the problem to be worse.

Skills we learned in this course related to this point:

Examples of how I already applied these specific skills in my daily life:

9. The ability to be optimistic-

Optimism is the sense that we will eventually work through our problem or disappointment and it will be OK. Reframing our thoughts to neutral (stating the facts) or positive will help us remain on course!

Skills we learned in this course related to this point:

Examples of how I already applied these specific skills in my daily life:

We can all develop stronger resilience - no matter what obstacles we face.

COURSE EVALUATION:

Dear student, Please complete the following as an evaluation of your skills after taking the 8-week Basic Life Skills Course. Please read the following statements and circle the description (strongly agree to strongly disagree) that suits you most.

This rating scale is anonymous, so please respond candidly.

1. I accept that challenges and setbacks are an unavoidable part of life and that things will change

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

2. I know stress management techniques to manage unhealthy levels of stress

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

3. I can reframe negative thoughts to positive or neutral

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

4. I feel confident that I can successfully handle stressful events and difficulties

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

5. Obstacles are life lessons and opportunities for self-growth and wisdom

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

10. I can stop myself from thinking negative things about myself

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

11. It is natural that other people will have different thoughts and opinions than me; I do not need to try to change the way that they think

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

12. My thoughts impact my emotions/feelings, which in turn, impact my actions/behaviors

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

9. I am able to set boundaries with people who do not treat me well

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

20. I seek out the company of people who are positive and treat me with respect

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

21. I know tricks to stop procrastination

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

22. I can observe my emotions, rather than overreact to strong feelings

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

23. I know the qualities of an active listener

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

24. I express my wants and needs in a confident, direct manner

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

25. I use mindfulness and/or breathing techniques

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

26. I treat people of other ethnicities, nationalities, religions and socioeconomic status with respect

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

27. I set effective goals

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

28. I can brainstorm and problem-solve in a methodical manner

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

29. I know the difference between fact and opinion

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

20. I can empathize with others, even if I have not experienced exactly what they have; I want to help those who need it.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------