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# Session 4: Stepping Into.... Putting Concepts into Action

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Small Group Curriculum  
For teens

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## Objectives:

The purpose of this session is to increase skills of teens in learning how to ask for support; listening and responding to requests of others and learning how to deal with their own 'gremlins'. This session focuses on putting concepts learned into action. The following skill building will take place during this session:

- Communication skills (asking and responding)
- Identifying triggers
- Celebrating success

## Session Overview:

### Part 1:

- Welcome/Check-in (10 min)
- Activity 1: Hurdles/Challenges (10 min)
- Activity 2: Asking for Support (25 min)
- Activity 3: Listening & Responding to Requests (10 min)
- Activity 4: Taming the Gremlin (20 min)
- Activity 5: Putting it all Together (10 min)
- Activity 6: Post-Survey (5 min)

### Part 2:

- Activity 7: Graduation & Celebration (25 min)

## Welcome/Check-In: (10 minutes)

INSTRUCTIONS: Have name tags and markers available when youth arrive. Group guidelines that were created in session 1 should be hanging on the wall in a visible area. Give each youth nametag, and while waiting they can 'decorate' or color their own nametag. While youth are arriving, give each their binder (if they don't already have one). Remind youth of group guidelines and ask if they are still in agreement (and get agreement from those that were not present in previous sessions). If attendance or timeliness is an issue, address the importance for the group for everyone to be present when we begin.

- Pass out worksheets from session 3 for those who may have missed, and let them know that if they missed any sessions, not to stress out about it; and to move into this session and take out of it what they can.
- Quick re-cap of session 3 (Dream big, Make a Declaration and Network of Support).
- Short check-in: Any "ah-ha's" this past week? Did anyone complete last week's homework of reading their declaration each day and/or to someone else? Does anyone want to share a small step they took towards their dream?

## Materials

- Name tags
- Program flier
- 1.5 inch binder for each (with clear view cover and inside pockets)
- Personal journal
- 4x6 cards
- Pens/pencils
- Flip chart
- Colored markers (paper and dry erase)
- Group guidelines from Session 1
- Fishbowl container
- Whiffle and tennis balls
- Blue tape
- Water/snacks
- Declarations in frames
- Pocket guide of questions
- Cupcakes (or cake)/Candles

## Handouts/Worksheets

Copies of session 3 handouts for those that may have missed

M = Asking for Support

N = Listening & Responding to Requests

O = Taming your Gremlin

Pocket Question Guide

Post Survey for agency

TPC Assessment

Certificate of Attendance

Framed "Declaration" for each teen

## Activity 1: Hurdles & Challenges (10 min)

Note to facilitators: Have flip chart and markers ready to record brainstorming from teens. This section is to help teens realize that their will be road blocks they will run into as they work towards achieving their goals and dreams, so that they will be better prepared in how to deal with their setbacks.

- Begin by talking about every journey has challenges. Ask: How do you stay on your journey and what hurdles can you expect? What might get in the way? Or what might stop you in your tracks and keep you from moving forwards on your own path? Let's brainstorm some of these ideas; and know that they will be different for each of us.
- Record ideas and answers on flip chart. Acknowledge and encourage their responses.
- What we are going to do now is to focus on 3 specific hurdles and give you some tools that will help you stay on your path/journey.
- How to ask for support.
- Maintaining your own power and deflecting those who take it away.
- Recognizing and confronting your gremlins (we'll talk a little later about what are gremlins).

## Activity 2: Asking for Support (25 min)

## Worksheet M

"Let's look at the first hurdle: Asking for support." (Hand out Worksheet M). Last week we talked about how we ALL need support; we can't get through life without it. Now that you have identified your Network of Support, let's look at some different ways you can approach them. We are going to go through 4 different examples.

1. Asking for advice: (e.g. I'm stuck, tell me what to do. What would you do if you were me?) Sometimes it is difficult for us to ask someone else what to do, especially since we might sometimes have a hard time asking for help, and this is similar.
    - Give examples
    - Ask teens to write on the worksheet an example from their own life, that they would like to ask for advice, but haven't yet.
    - Ask if there is a volunteer who can share an example of what they would like support with, and the group can brainstorm ideas of how to ask for support
  2. Asking for a discussion: This is often used to expand and explore ideas and choices, to give you some ideas or to help you think of your situation in a different way. (e.g. This is what I've been trying to figure out \_\_\_\_\_. Can we talk about this for a few minutes to come up with some more ideas to consider or think about?) **This can also be called "a coaching conversation for possibilities". A coach can provide a safe place for this discussion. Coaching is a thought-provoking conversation of inquiry where the person making the request can explore his or her own resourcefulness and creativity. Through listening, questions, and presence, a coach can facilitate the teen discovering choices for their future.**
    - Give examples
    - Ask teens to write on the worksheet an example from their own life, in which they would like to ask for advice, but haven't yet.
    - Ask if there is a volunteer who can share an example
  3. Making a declaration (e.g. I want to tell you what I've decided. (Note: you may not be asking for support outright, however you will more than likely get it **or** get advice you may not want to hear.) It's important to know that you may get feedback even if you do not want it. (Responses could be..... "I think that's awesome!" or "What can I do to help?" "No, don't do that" or "What I would do if I were you is....." Or "You should.....")
    - Give examples
    - Ask teens to write on the worksheet an example from their own life, in which they would like to ask for advice, but haven't yet.
    - Ask if there is a volunteer who can share an example
  4. Asking for a referral. (e.g. Your support person may not have the answer to a question, but they can help point you in the right direction).
    - Give example: (I'm considering going to nursing school and would like to find someone to talk to. Do you know anyone or have any suggestions? )
    - Ask teens to write on the worksheet an example from their own life, in which they would like to ask for advice, but haven't yet.
- \*\*\*As time allows they can fill in their own examples on their worksheet now or at a later time on their own.

Now that you've learned how to ask for support, how do you respond when someone gives you advice? (even if you haven't asked for it). You may have asked someone for advice or well-meaning people will often offer you advice even when you don't ask. What do you do with it? Ultimately you will want to do your own spaghetti test on the advice, but you don't have to do that the moment the advice is given. What may immediately pop into your head is:

“Yes, that's exactly what I'm going to do.” **or** “That's the dumbest thing I ever heard!”

• An easy way to respond to advice is to learn to say: “Thank-you” **or** (if it was helpful) “Thank you, that was helpful.” No matter what. It's up to you to decide if the advice rings true to you and your core values, however you don't need to make up your mind that instant.

- “Thank you” is enough.
- Demo: Go around the room and have each student practice saying “Thank You” to a situation.

### Activity 3: Listening & Responding to Requests (10 min)

### Worksheet N

Facilitators have ready the worksheets, post-it and markers ready as well as the whiffle/Velcro balls. Explain to the youth: “The second hurdle is related to maintaining your own power and deflecting those who might try to take it away from you. An example is when someone requests something of you. When this happens, you have choices. It could be a friend, a parent, a teacher, a stranger or other family member. OPTIONAL to ask: Who else might ask things of you? (PASS OUT WORKSHEET N). This next worksheet has three different areas we will cover.

#### 1. Column 1: Clarify the Request

This first column is all about understanding what is being requested of you. ASK: Have you heard what they said or what you think you heard? A key to this column is to repeat it back to them.

- Give examples (engaging teens in discussion for ideas): Who, what, how, by when, etc.....

#### 2. Column 2: Check in with yourself

This column is to help you consider your options based on YOUR core values/plans/dreams (spaghetti test)

- Give examples, and talk about how this request fits in or conflicts with what you want from your life? Could yes and no both apply? Ask yourself, what does my gut say?

#### 3. Column 3: Response Options

This last column to consider your options on how to respond. We find it helpful to based your options on your Core Values

- Using tennis and whiffle balls: Give examples of:
  - Yes
  - Commit only to consider later
  - Make a counter offer
  - No
- Pick a request that was made of you recently.
- Pick one example from your own life and fill out the 3 columns.
- Discuss if time permits

### Activity 4: Taming the Gremlin (20 min)

### Worksheet O

This next part is all about Taming your Gremlins. Pass out worksheet O.

- First, we have to understand them. Then we need to name them, and after that, we can tame them!  
Who and what is a Gremlin?
- **Gremlins are the negative voices in your head...we all have them!**

When you slip out of your comfort zone, the Gremlins start talking to you. They want you to stay where you are, where its “safe” and “familiar”

Gremlins:

- Are the narrator in your head
- Are the source of your negative thoughts
- Taunt you with fears, creating a horror movie about your future
- Block your ability to grow and learn

Here are some examples:

- “Who are you to think you are that ....(fill in the blank) or
  - ....you can do THAT?

- .... you deserve THAT?
- .... you can be successful at THAT?
- Before you can Tame your Gremlins, you have to name them!
- Gremlins come in many forms, but all of them are negative.
- Guilt, shame, low self-esteem, lack of confidence, etc.

On Worksheet O, circle the gremlins you have come in contact with in the last month. Add any that you don't see on this sheet.

- ASK: Does anyone feel comfortable sharing what you circled? (Share if time permits)

How to deal with your Gremlins (here are points to make)

- The first step in dealing with your Gremlins is to notice them.
- Learn to recognize when your Gremlins are talking to you.
- You become the observer by simply noticing and becoming aware of the voice. At that point you have a choice - to listen to your gremlin or to focus your awareness on moving forward
- Once you become aware, you have a *choice!*
- The best indication of a Gremlin appearing is a negative thought.

TIME PERMITTING : Facilitators can “role play” gremlins with an example from a teen.

What are some of your mantras? What do your gremlins say to you? Share if time permits

- “Be patient with yourself while you are learning to listen for them. It takes practice.”

- Making friends with your Gremlins

Realize that your Gremlins are really your friends. They have value!!

- By letting you know that you are venturing out of your comfort zone, they are really telling you it's an opportunity to stretch and grow and become all that you dreamed you can be.
- Remember our exercise at the beginning? Feeling unbalanced on one foot? The Gremlin wants to stop you from taking that small step that will balance you out. It wants to stop you from reaching your dreams.
- But you can tell the Gremlin....”thank you” for reminding me that I'm stretching and growing and on the right path and tell it “I can take it from here!”

## Activity 5: Putting it all Together (10 min)

## Pocket Question Guide

You now have tools to safely move forward despite your Gremlins. Come back to your binder and review your worksheets. Remind yourself of how far you have come already and that you have:

- Outlined the characteristics you most admire and want to have
- Explored and defined your core values
- Learned your strengths and weaknesses
- Defined your network of support
- Put dreams in motion by making a declaration
- Identified hurdles and how to address them

Use this to keep you moving forward towards your dreams. Remember: If you are not growing, you are stagnant.

COACHING: We have one last little tool for you. (Facilitators hand out the pocket coaching questions guide; AKA Your Pocket Coach).

- As we stated earlier, learn to pay attention to your emotions, gut feelings, and hurdles. When something starts to bother you, remember you do have choices.
- Here are some simple questions you can ask yourself that might help guide you back to your core values and help you make the choice that will be most helpful to you. (See actual pocket guide for the questions).
- Keep it in your wallet or purse.
- Not every question will be appropriate for every situation. Find the one(s) that fit and make your choices based on the answers you come up with. What is true to you?

Time permitting read the questions (from The Pocket Question Guide) going around the table.

## Activity 6: Post-Survey (5 minutes)

## Post-Survey

Now that we are completing our last session with you, we want you to complete a short questionnaire asking you some of the same questions we asked when we began this group. Please answer honestly; any and all feedback is important and helpful for us to make this group a good experience for you. (HAND OUT THE POST-ASSESSMENT SURVEY AND PENS).

OPTIONAL BREAK

## Activity 6: Graduation & Celebration (15 min)

CONGRATULATIONS!!!

- Present cake or cupcakes (optional to have lit candles if location permits)
- Pass out cake/cupcakes, making sure to have napkins, folks, paper plates, etc. and something to drink
- Present each teen with a framed copy of their signed “Declaration”
- Pass out to each teen a “Certificate of Attendance” Award for this group

Spend a few minutes debriefing, using the following questions as a guide:

- What was easy for you today (or during the program)?
- What was hard for you today?
- Name one thing that you realized or that surprised you today.
- What are you taking away from all this? What did you find useful today that will support you?

Optional idea to have a short questionnaire asking the teens questions they can answer while finishing eating such as:

- What was most helpful to you from these sessions?
- Did anything change for you because of these sessions?
- If “yes” – what changed and in what way?
- How did you feel when you started this program?
- How do you feel now?
- What would you tell your friends if they said they were interested in signing j for this program?

Close with a quote from Marianne Williamson:

*“Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves, “Who am I to be brilliant, gorgeous, talented, fabulous?” Actually, who are you not to be? You are a child of God. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do. We were born to make manifest the glory of God that is within us. It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.”*

# Worksheet M

## Hurdle # 1 - How to Ask for Support

Be very clear on what you are asking for.....

Moving forward, pay attention to the method(s) that gives you the results you desire.

1: Asking for Advice- e.g. I'm stuck, tell me what to do. What would you do if you were me?

Example from my life: \_\_\_\_\_

\_\_\_\_\_

2. Asking for a Discussion- To expand and explore ideas and choices

E.g. I've been trying to figure out \_\_\_\_\_. Can we talk about this for a few minutes to come up with some more ideas to consider or think about?

Example from my life: \_\_\_\_\_

\_\_\_\_\_

3. To make a Declaration- e.g. I want to tell you what I've decided. (Be prepared for feedback whether you want it or not)

Example from my life: \_\_\_\_\_

\_\_\_\_\_

4. Other- Your support person may not have the answer to a question, but they can help point you in the right direction.

E.g. I'm considering going to nursing school and would like to find someone to talk to. Do you know anyone or have any suggestions?

Example from my life: \_\_\_\_\_

\_\_\_\_\_

**Hurdle # 2 – Learning to Listen and Respond to Requests**

<p style="text-align: center;"><b>Clarify Request</b></p> <p style="text-align: center;">Be clear on what is being asked of you.</p>	<p style="text-align: center;"><b>Check in with Yourself</b></p> <p style="text-align: center;">Consider your options in this situation based on <u>YOUR</u> core values/plans/dreams.</p>	<p style="text-align: center;"><b>Response Options</b></p> <ul style="list-style-type: none"> <li>- Yes</li> <li>- Commit only to consider it later</li> <li>- Make a counter offer</li> <li>- No</li> </ul>
<p>Requestor will be satisfied if...</p> <p>What</p> <p>How</p> <p>By when</p>		
<p>Requestor will be satisfied if...</p> <p>What</p> <p>How</p> <p>By when</p>		

## Worksheet 0

### Hurdle # 3 - TAMING YOUR GREMLINS

#### 1. Who and What is the Gremlin:

- The narrator in your head
- The source of your negative thoughts
- Taunts you with fears, creating a horror movie about your future
- Blocks our ability to grow and learn

**Your Gremlin wants to hold you back, make you to feel bad and keep you from moving forward!**

2. Name your Gremlin: Circle any of the emotions/feelings below that you may have felt in the past month. Feel free to list additional examples below the list.

	Guilt	Frustration	Not good enough	Ridicule	Unlovable
Worry	Powerless	Not smart enough	Confusion	Fear of _____	
	Don't fit in	Ignored	Not enough money	Angry	I'll never be good at _____
Offended	Rejected	Resentment	Judged	Doubt	
	Jealousy	It's their fault	Unimportant	Scared	Pressured

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#### 3. Dealing With Your Gremlins or How to Get The Gremlins Out of Your Way!

- The first step is to become the observer by simply *noticing* and becoming *aware of that voice*. Once you become aware, you have a **choice!**
- Pay attention to your thoughts and continue to notice when the Gremlins are speaking to you.

#### 4. Become Friends with Your Gremlins

Realize that your Gremlins are really your **friends**. They have value !!

By letting you know that you are venturing out of your comfort zone, they are really telling you it's an opportunity to stretch and grow and become all that you dreamed you could be. Tell them "Thank you" for this reminder.

*As taken from: Taming Your Gremlin, Rick Carson*



## Pocket Guide Questions

The pocket guide (AKA Your Pocket Coach) was formatted, printed and laminated to be folded to the size of a business card that opens (two business cards side by side). The ‘front side’ contained the quote below. The “inside” had the 12 questions listed below.

### FRONT SIDE:

*From this day  
forward I commit to  
Dream Big.*

*Each day I will take  
at least one small  
step towards reaching  
my dreams.*

### INSIDE:

1. If I were guaranteed not to fail, what would I do differently?
2. What is most important to me right now?
3. What is one small step I can take right now?
4. What is stopping me from taking action?
5. To whom can I go to for support?
6. Does this choice honor my core values?
7. Am I standing in my own power or giving it away?
8. Will this choice add to my life force or rob me of energy?
9. What would I tell a friend to do in my situation?
10. Do I need to step back to stop and think about this for a moment?
11. What is under my control? What isn't?
12. Does this choice move me toward my dreams?

# Touch Point Connection's Post-Survey

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Please circle the number that best represents your answer for each question.*

1. I know what success means to me.

<b>Strongly Disagree</b> <b>1</b>	<b>Disagree</b> <b>2</b>	<b>Not Sure</b> <b>3</b>	<b>Agree</b> <b>4</b>	<b>Strongly Agree</b> <b>5</b>
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2. I have people in my life who actively support me in achieving my goals.

<b>Strongly Disagree</b> <b>1</b>	<b>Disagree</b> <b>2</b>	<b>Not Sure</b> <b>3</b>	<b>Agree</b> <b>4</b>	<b>Strongly Agree</b> <b>5</b>
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3. I feel confident I can create success in my life.

<b>Strongly Disagree</b> <b>1</b>	<b>Disagree</b> <b>2</b>	<b>Not Sure</b> <b>3</b>	<b>Agree</b> <b>4</b>	<b>Strongly Agree</b> <b>5</b>
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4. When I have to make a decision, I feel I have choices.

<b>Strongly Disagree</b> <b>1</b>	<b>Disagree</b> <b>2</b>	<b>Not Sure</b> <b>3</b>	<b>Agree</b> <b>4</b>	<b>Strongly Agree</b> <b>5</b>
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5. I have specific goals that I would like to achieve.

<b>Strongly Disagree</b> <b>1</b>	<b>Disagree</b> <b>2</b>	<b>Not Sure</b> <b>3</b>	<b>Agree</b> <b>4</b>	<b>Strongly Agree</b> <b>5</b>
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6. One goal I would like to accomplish in the next year is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. I will do whatever it takes to get passing grades this year..

<b>Strongly Disagree</b> <b>1</b>	<b>Disagree</b> <b>2</b>	<b>Not Sure</b> <b>3</b>	<b>Agree</b> <b>4</b>	<b>Strongly Agree</b> <b>5</b>
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## Touch Point Connection Assessment

Please help us out by answering a few questions about your experience with our program.

1. What was most helpful to you from these sessions? \_\_\_\_\_

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2. Did anything change for you because of these sessions? If “yes” – what changed and in what way? \_\_\_\_\_

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3. How did you feel when you started this program? \_\_\_\_\_

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4. How do you feel now? \_\_\_\_\_

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5. What would you tell your friends if they said they were interested in signing up for this program? \_\_\_\_\_

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**Thank you for your feedback!**