

# 5 PEAKS YOUTH SOLUTIONS

## BASECAMP

Mentor-Coach  
Training and Resource Manual



*Basecamp Mentor-Coach Training and Resource Manual*  
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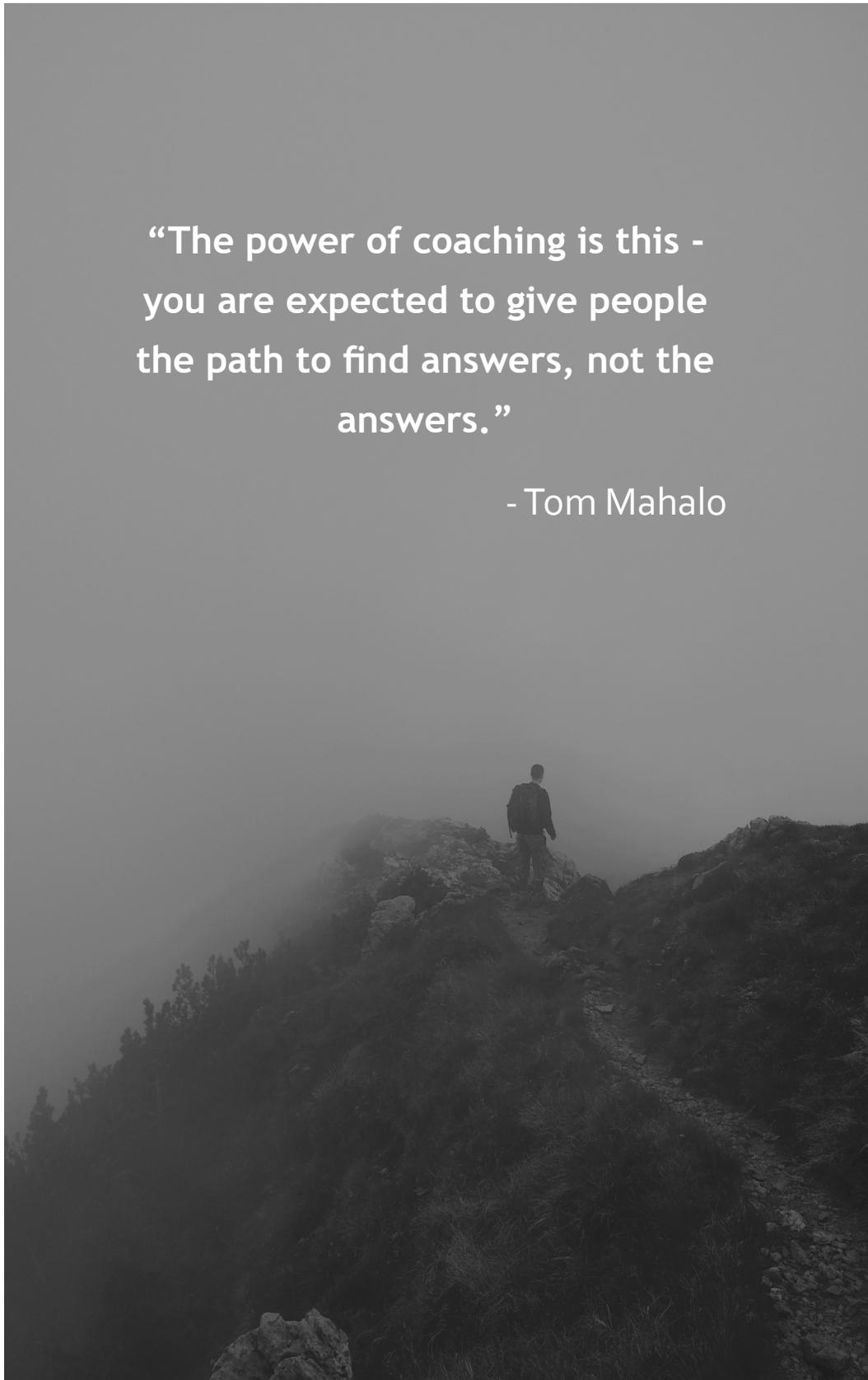
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“The power of coaching is this -  
you are expected to give people  
the path to find answers, not the  
answers.”

- Tom Mahalo



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Gratefully,

Jack C. Witt

Director, 5 Peaks Youth Solutions

## Introduction

American novelist and poet Nancy Willard wrote, "Answers are closed rooms; and questions are open doors that invite us in." One of the greatest challenges in a culture that seems to always move at speeds that surpass that of our Internet connections, is that we have lost the art of exploration. We don't (have, take, use, make, create, access) the time necessary to really understand the events and people around us, nor the person we are in those events and among those people.

The information age has spoiled us to having instant access to facts (Why do hedgehogs kneel to eat? What's the best recipe for an apple pie? How do you change the brake pads on a 2002 Ford Fusion?), but Siri, Alexa, Google, Jeeves, DuckDuckGo, Bing or Yahoo do not help us know how to live in terms of meaning, developing as people, or finding happiness. All those informational answers lead us to closed rooms. The deeper side of our lives is found at the end of a question.

The training material in this manual is designed to help you become a better asker so that the young people you are committed to help can recover the art of exploration and climb their way to new summits of social-emotional development, realization of goals, improved life skills, and enriched interpersonal relationships.

*"The deeper side of our lives is found at the end of a question."*

### **Beyond Mentoring**

Some of you mentor teenagers, perhaps at the request of a single mother who is looking for someone to fill a role as a father figure or big brother or sister to her shut-down child. This is called naturally occurring mentoring, evolving out of mutual connections in extended families, friend of friend circles, or common participation in a social group, church or synagogue. As important as these naturally occurring mentor relationships are, they often fall short of their expected aims because you felt the need to be a safe person for the teenager and the pressure to be a surrogate advisor for the parent who believes they had lost their voice in the life of their son or daughter. In many of those situations, the teenager reads it that way too.

Our goal is to intervene in the lives of teenagers through the role of a mentor coach; someone who is just disconnected enough from their parents to remove the surrogate advisor suspicion and someone who is skilled in the art of asking rather than advising. Coaching behavior and tools allow you to open doors in the lives of teenagers and be invited into the exploration process with them.

We believe that helpful domains of critical thought, intuitions, hunches, gut instincts, insights and unconscious reasoning go on in the lives of all humans but are typically unexplored and concealed under the surface layers of reactive emotions,

mood altering chemicals, and the distractions of non-stop external stimulus (i.e. your smartphone).

Through the intervention of skilled mentor coaches and exposure to peer-involved Socratic methods of critical thinking, our hope is to mute the external white noise and create the space necessary for these deeper domains of thought and reasoning to come into the students view and grasp of understanding.

### **The Ultimate Prize**

Multiple studies are being conducted around the world to answer the problem of poor or missing life-skills competencies among children and late adolescent youth. These life skills are universally recognized to include communication, problem-

solving, grit and resilience, emotional regulation, and conflict resolution among a few others. Some studies group these into thinking skills, social skills and emotional skills.

We are already seeing the impact of poor or missing life skills reading out in disruptive and antisocial behavior in educational classrooms, the workplace, in hostile social media interactions and at the shopping mall. These deficiencies are more than just inconvenient.



On one side, poor life skills add to the day to day chaos and emotional turmoil in a teen's life. On another side, these missing life skills are leaving many youth without the psychological defenses which are necessary

to keep them from making harmful decisions. Researchers are finding a clear and direct correlation between higher life and social skills and the strength of a teenager's "psychological push-backs for high risk behavior" including drug use and risky sexual activities.

Some of these core thinking skills are directly addressed in Basecamp's coach-mentor relationship and the peer-based Socratic circles. Our ultimate goal is to use that engagement and foundation of critical thinking skills to introduce students to the other social and emotional skills they will need for building and maintaining a fulfilling, satisfied and successful life.

The core thinking, social and emotional skills in our program are called anchor points. Leading Basecamp participants to understand and put these 20 anchor points into practice is the true measure of success for us and must be kept as the primary aim of our mentor-coaches.

## Is Coaching the only answer?

Some people have an objection to the coaching approach because they believe individuals (especially youth) still need to be instructed, advised, and given wise counsel. We believe that too! **In no way do we suggest that Basecamp's coaching approach is the independent solution for teenagers.**

What we do suggest is that unwanted instruction and unsolicited advice are the hidden problems in the old expression, "You can lead a horse to water, but you can't make it drink." Too often we make teaching and counsel available to people who do not perceive any need or possess any desire for what is being offered... they are not thirsty. What coaching does more effectively than anything else, is create thirst. You don't know what you don't know until you face the need to solve a problem.

Coaching asks students to identify where they want to go and leaves the responsibility for figuring out how to get there squarely on their plate. This functions as an effective process requiring them to think through what they are going through. Along the way they will discover the "how, what, when, where, why" gaps in their understanding and be more inclined to seek out the instruction, advice and wisdom they need.

### Let's get started!

We are excited that you have decided to be a part of the solution and join this mission and movement to bring truly life-transforming resources directly into the lives of teenagers. Please take the time to collect and reflect on the concepts and theories that are outlined in this training manual. We know you want to just get the training and tools and get going. We appreciate your passion and eagerness to jump in and help young people, but you will be a better mentor-coach by investing the time and focus to let this material filter through your mind and into your soul. The degree to which you have immersed yourself in these concepts will determine how naturally and effectively you can use them in one-to-one and group encounters.

#### Resources

Assessment of life-skills of adolescents in relation to selected variables  
Rajni Dhingraa, Kirti Singh Chauhan International Journal of Scientific and Research Publications, Volume 7, Issue 8, August 2017

A narrative systematic review of life skills education: effectiveness, research gaps and priorities Aishath Nasheeda, Haslinda Binti Abdullah, Steven Eric Krauss & Nobaya Binti Ahmed International Journal of Adolescence and Youth © 2018 by Informa UK Limited, <https://doi.org/10.1080/02673843.2018.1479278>

The Mentoring Effect - 2014 <https://www.mentoring.org/program-resources/mentor-resources-and-publications/the-mentoring-effect/>

## Notes on the Third Edition

I've discovered that changing the name of an organization is gigantic. It was necessary to move away from Elevate due to the crowded usage of that name which made trademarking impossible and contributed to regular confusion.

Despite the difficulty, I'm happy with the name 5 Peaks. I like that it retains our mountain climbing/exploration theme, but I'm mainly happy with the name giving us another way to define the things we aspire to introduce and build into the lives of children and teenagers.

We've held the belief that there are primary factors which contribute to an individual's overall wellness and personal sense of well-being. I think of these factors as thrive points; places of being that create contentment, hope, positive functioning and happiness. The name 5 Peaks aligns with the 5 thrive points that are foundational to our intervention. They are 1 - Building Healthy Relationships, 2 - Self-Managing Emotions, 3 - Getting Active, 4 - Staying Curious, and 5 - Being Helpful and Giving.

Our Basecamp group program gives significant help to students climbing those thrive point peaks. Your attention to and mastery of the methods we use to guide students into better well-being is essential to their personal climb.

We've re-filmed most of the training videos with the ambition of keeping the video content shorter and focused on the higher level ideas and concepts that drive this intervention. What that means is you'll need to give more attention to what I've written in the manual, and practice your coaching skills in the live practicum training.

I'll send you off on this learning journey with a quote from Von Goethe...

***"In the end we retain from our studies only that which we practically apply."***



## ONE: Program Overview

Let's start out by going over the wide-angle view of the 5 Peaks Basecamp process.

The 5 Peaks administration team on-boards schools or youth organizations by sorting out technology, coordinating logistics, securing parent permissions, collaborating on initial student selections, scheduling coaching teams, and giving orientations to site staff. All of this happens in the weeks leading up to the launch of Basecamp groups.

### ***Initial Group Preparations and Launch***

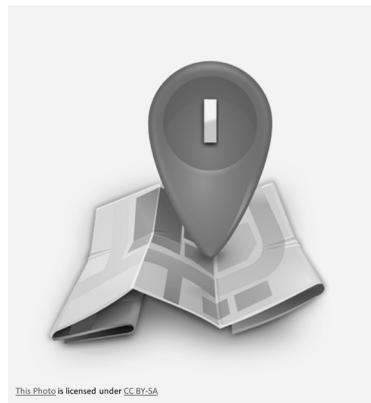
We've designed the groups to function with 8 to 10 students in each group led by 2 mentor coaches. In educational settings, the school administration selects the students for participation in Basecamp groups. As you spend more time on the same campus, you may be invited to give feedback in this selection.

The preparation and introduction of the group to the student participants is very important. Please refer to the guide called "**Preparing for the Initial Basecamp Groups**" in the Resources section of this manual for detailed steps.

The first 3-4 weeks are devoted to building group cohesion, defining the coaching relationship, establishing the function of the group, demonstrating the coaching process, and introducing the first Location Finder self-reported assessment.

### ***Location Finder Student Assessment***

Later in this training course we will spend one entire session exploring this assessment. For now, it's important for you to know that the students will be asked to complete this identical assessment two times through the 14-16 week program. You'll find that there's two occurrences of the Location Finder assessment in each of the student journals, in the event that you want to use a physical copy as opposed to the digital version.



Students complete the first Location Finder no later than week four of the group. Then within the last two weeks of the session, they'll do their second Location Finder assessment, answering the identical questions to the first one.

This is a self-assessment to identify their satisfaction level relative to 4 areas:

- Their connections**
- Their intellect**
- Their fitness**
- Their emotions**

One of our program goals is to help the students improve in their self-evaluation skills. The primary reason that most human beings run into and stay in the problems they experience, is the result of poor or missing introspection and self-evaluation.

The student's busy, chaotic, and cluttered lives don't allow times for reflection to assess and evaluate where they are. Using the mountain climbing metaphor we connect this assessment to the function of an expedition basecamp.

The initial assessment helps students understand where they are starting out in relation to their goals, and the second assessment helps them see their progress and establishes a new location from which they can set new goals or reset others that have not been attained.

The way in which you communicate the value of the Location Finder self-evaluation affects three things:

1. The mindset with which the students respond to each statement.
2. The quality of the data we collect to show the efficacy of our program
3. The value the students receive from seeing where they are and the progress they've made along the way.

Location Finders help students form a connection to the purpose of a Basecamp. How are you going to climb the mountain of this goal? How are you going to climb the mountain of this problem? Basecamp is where you plan and prepare. It's where you assess whether you have the right gear, supplies, and abilities to make this journey.

The application of the self-reported assessment is going to help increase the student's self-evaluation skills. It also helps point the students toward their self-determined goals because they're identifying where they want to experience change, where they want to grow, and what problems they want to solve.

### ***Regular weekly meetings and the DCE - Direct Coaching Experience***

The mentor-coaches will rehearse the things that are part of their agreements and how they choose to live together as a group... EVERY WEEK. They will also do a quick icebreaker or game.

The direct coaching experience or (DCE) begins as soon as the coaches determine that the group is ready in terms of sufficient trust and rapport. The mentor-coaches form the group into a circle. Two chairs are used in the middle of that circle. One is occupied by one of the mentor coaches, the other chair is occupied by one of the students being directly coached that week. We call this chair the "spot" or technically it's the DCE (Direct Coaching Experience).

Being in the DCE is a volunteer option. You're going to find that some of the more outgoing teens are going to jump right in and others will take longer to volunteer. It

does need to be held as a volunteer choice.

All the other students are just observers during this fifteen to twenty minute direct coaching. The coach sitting in the chair across from the student will start asking them questions and coaching them about the things they want to move toward in their goals or through the problems that they want to solve.

As this weekly DCE process goes on, the coaches will conduct a check-in with the students who were coached in previous weeks. This is a vital part of the group process where accountabilities for actions can be transformed into brief coaching exchanges to explore what went wrong and celebrate what went right. More of this is covered in the Group Coaching section of this manual.

### **Peer Advising - The Socratic Circle**

At the end of that fifteen to twenty minutes of the DCE one to one coaching, the mentor-coach will open it up to some peer coaching/advising.

What questions would you want to ask \_\_\_\_\_?

What advice would you want to give them?

The oldest, and most powerful process for creating and developing critical thinking is through the Socratic method. Built from the theory of knowledge taught by the Classical Greek philosopher Socrates, this method places the discovery of knowledge in the hands of the seeker rather than the teacher.



In Basecamp groups we conduct a version of the Socratic Circle where the probing exchange of questions and ideas on a particular subject happen inside a circle of students with the mentor-coach only guiding briefly and occasionally; and that guidance focuses on giving students questions, not answers. This method stimulates an inquiring/exploring mind by facilitating a discussion into the subject that is characterized by questions.

In this way we are introducing the students to an inquiring approach to conversation. You will want to periodically ask a student to rephrase something they are telling the DCE (Direct Coaching Experience) participant, as a question.

More information on Socratic Circles can be found here:

- Strategy Guide to Socratic Seminars - <https://www.readwritethink.org/professional-development/strategy-guides/Socratic-seminars>
- Socratic Teaching: <https://www.criticalthinking.org/pages/Socratic-teaching/606>

### **Individual and Group Action Steps**

Next the mentor-coaches will bring that peer coaching and advising to a conclusion by leading the DCE (Direct Coaching Experience) participant to an action step. Even though you haven't coached all of the students, you should still ask all the students to determine an action step for themselves on the goals they are working toward or the problems they are seeking to solve.

The coaches might say something like, "Were there things you noticed from the coaching process with \_\_\_\_\_ (name of DCE student), that you could apply to your goal or problem?" "What action could you take in the next couple of days that would move you one step closer to where you want to be?"

### **Front-loading Coaching Engagement and Back-loading Core Life Skills**

With the action step settled, the group will take a short break. When they come back together, the coach who has been in the support/group management role will introduce the Anchor Point.

This mentor-coach has been listening for things that the DCE student has been describing in response to the coaching questions. Remember that the effectiveness of understanding and assimilating a life skill is dependent on its direct connection to real situations; real pain... real problems. Another approach is to ask the other students what they see as the most helpful Anchor Point for the youth in the DCE. This approach invites a higher level of participation and sense of ownership in the group process.

We want to coach students to face the barrier to their progress or the gap in their experience and abilities. The success they have in finding ways to push through those barriers and bridge those gaps will make a world of difference in their transition into healthy, independent adulthood.

What fears did the DCE student identify? Where have they been getting stuck with negative messages in their head or focusing on blaming others? Helping students connect the stuck points and barriers they face to the solutions of managing emotions, learning from conflict, having people who help them or getting and staying focused, will enable them to better apply that skill, not just to their present situation, but to other similar problems and roadblocks.

The identification of an Anchor Point that is directly tied to the DCE content, is a

facilitated discussion. It has a reference point back to something specific from the direct coaching of the person in the DCE, but you want the group talking about that life skill and what it means to them.

This weekly process with direct coaching, engaging the Socratic circle and then tying that coaching content to an Anchor Point is achieving these objectives:

- Providing teens with adults who listen, respect them and believe in them.
- Teens experience applied life lessons or skills from a real place.
- Observation (of the student being coached) produces empathy and compound learning.
- Students gain critical thinking and problem-solving skills.
- The coaching process creates thirst and need to fill gaps of understanding or practice with knowledge and advice.

At the end of the program cycle we revisit the Location Finder assessment. By this final assessment we anticipate that the students will have seen improvement in the areas of their life on which they have focused evaluation, critical thinking and action steps.

We use the final week as a chance to celebrate the “wins” and share stories. This allows the students to see their own progress and feel like they're a part of a community that's moving forward where everyone is experiencing some gains in satisfaction and personal growth.

### ***Overview of the Critical Design Components in Basecamp***

The following items are not unique to Basecamp as individual pieces. Each part of our process is based on strong research science and shown to be effective in creating the conditions for personal development and growth. We have modified these concepts to fit the mindsets of teenagers and combined them into a unique process that is making significant progress among participants in our groups. Here is a summary of the critical components of the Basecamp design and their expected benefits:

#### **Accurate self-assessment**

- This is a developed skill that improves with practice and repetition. To develop better self-awareness we need to improve the means and frequency of healthy self-evaluation. The Basecamp self-assessment leads students down this path, helping them to see where they are, determine goals, and celebrate gains.

#### **Empowering, affirming adults who guide through coaching**

- Empowerment is not just freedom to choose. The expression of trust, permission to fail and confident belief that a skilled caring adult offers to teenagers is a gift that facilitates deep and sustained growth. Our adult coaching relationships provide that in group and individual encounters with students.

#### **Peer support**

- The influence of peers cannot be underestimated. We seek to form group cohesion where empathy, healthy support, peer-advising, and mutual accountability can develop over time. Through this approach we seek to channel and leverage pro-social peer influence to work for the benefit of the students.

#### **Working from what is rather than what we want**

- This principle is true to coaching methodology in general, but it is a critical component of Basecamp. If we start with ideals in thinking and behavior, and then try to get teenagers to move toward them, we will have lost before we started. Basecamp starts wherever the students start. We help them to see where they are and encourage them to set their own growth goals. By leaving the agenda in their hands, we tap into their centers of ownership, motivation and focus rather than asking them to accept ours.

#### **Scalability and Skill Sets**

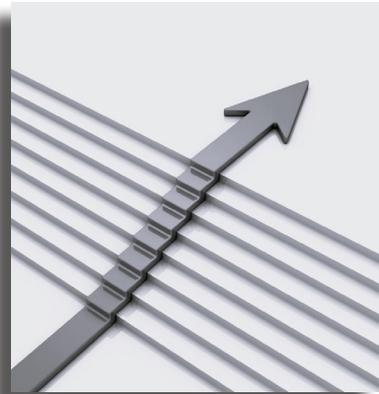
- The one-to-one ratio for most mentoring programs cannot be scaled up to reach all the students who need help. Additionally, the needs among the current populations of teens and preteens require specific skills to address their social-emotional growth. Our group process solves the problem of scale, and provides staff specifically trained as youth work specialists and coaching paraprofessionals.

#### **Leveraging real-life situations for adapting core life skills**

- The greatest need related to core life skills is not the lack of information. Curriculum based approaches, even those that use role play, are not effective in addressing the complex process of acquiring and adapting these skills. Basecamp uses the current content of a teenager's experience to facilitate that process. It will take longer and be far more circuitous than direct instruction, but it will be much more effective.



## TWO: The Coaching Process (Facilitating a DCE)



### Checking in

Once students are in the Spot or DCE, do a check-in with them about how they are doing. This should include an invitation to get “anything off their chest” or “shake off thoughts or feelings that are distracting them.” Often students will have had an argument with another student just before coming to the group, or maybe they were handed a bad grade by the teacher in their second period science class. They may have even had a really bad morning fight with their mom or foster parent that is still producing feelings of anger or resentment.

Any of those situations will interfere with the coaching process if there’s not an opportunity to say it out loud and set it aside. Sometimes that “on the chest” item will become the thing on which they want to be coached. Encourage them to follow that path if it is presenting a barrier to their larger goals or is a part of the larger problem they are trying to solve. Otherwise, encourage them to just say it, shake it off and then move on to the goal or problem they want to work on.

This check-in time will also include any follow-ups you need to do with actions they previously set for themselves. Don’t miss the coaching moment that is created by failed or uncompleted actions. Exploring those areas will get them miles closer to the true barriers, fears or perspectives that are stopping their forward progress.

### Starting the coaching conversation

One of the most difficult things to do in guiding a coaching conversation is keeping the student on track. When people get reflective, thoughts tend to link with unrelated thoughts and feelings often surface that can hijack their thought process altogether. In the first few minutes of the DCE it is vitally important to help them arrive at a clear coaching objective, and then keep them connected to that objective as you move through Seeing and Being questions toward an action.

After the check in, go right to the question: "What do you want to work on today?" Or another great opening question is "What's on your mind?" This puts the content of the coaching session in their hands, which will be challenging for you because you might already have 3 or 4 ideas you think they ought to work on today. Set those aside and let them set the agenda. If they don't own it, they won't do it. Don't waste time trying to get them to see what you see and work on what you think is best.

### The coaching objective (aka: The Bottom Line)

What you are looking for as you begin is coaching content or a direction that...

### 1. Identifies an outcome they want from the coaching session.

- What do they want to see improved, or what do they want to be able to do as a result of being coached? We consistently frame this into two trajectories:
  - ≡ What problem do they want to work through?
  - ≡ What goal do they want to work toward?

### 2. Is big and small -

- Big means that it’s something worthwhile and that is large enough to allow for some exploration. A student who says, “I want to go home and do nothing today” is not offering anything coach-able to you. Think about their coaching content or direction as a section of land. The State of Wisconsin is too much land to explore, and in the same kind of comparison, the room you’re sitting in is much too small. You will need to ask questions that help them identify something that is meaningful or important to them, and that provides sufficient room to explore their perceptions, expectations, previous actions, or desires.
- Small means that the coaching content is something that can be explored in a reasonable amount of time, and that provides the ability to create actions that can be taken now with measurable progress. A student who says, “I want to get a full-ride athletic scholarship to UCLA” should be affirmed for having great goals, but will need to be guided to a more immediate barrier or step-goal on which they can take action right away.

### 3. Is personally actionable.

- Students will regularly want to work on how to get someone else to do what they want them to do so they can have what they want. One of the most common phrases coaches of both teens and adults will need to make is, “Okay, so (she, he, they) aren’t here right now so we can’t do anything about their decisions or behavior... What can you do to make things better?”

I’ve provided a mock exchange between an adult and a teen to illustrate the way to coach through to a good coaching objective. Obviously, these conversations are never quite this tidy, but it does show the coaches actions that are necessary to guide the beginning of the coaching exchange.

**Here’s an example of how this part of the coaching session might go:**

**Coach:** "What do you want to work on today?"

≡ **Student:** "I want my mom to give me more freedom and not be so controlling."

**Coach:** "That's her behavior and we can't fix or change her, so what is there in your relationship with her that you would like to work on?"

≡ **Student:** "I just wish she would lighten up and let me do more things that I want to do."

**Coach:** "Is there something specific that you want to do that she is not letting you do?"

≡ **Student:** "Yeah, a few of my friends are going on a camping trip this summer and they invited me to go, but she said no to it as soon as I told her about it."

**Coach:** "What would you want to have happened in that situation?"

≡ **Student:** "I want her to let me go."

**Coach:** "When you think about getting your mom to let you go on this summer trip with friends, what will you need to address?"

≡ **Student:** "What do you mean address?"

**Coach:** "What are the barriers or problem spots that are between your mom's decision and where you want it to be?"

≡ **Student:** "I wish she would listen to me and trust me."

**Coach:** "Okay, so what do you think would help her hear you and create trust in this specific situation?"

≡ **Student:** "I need to convince her that it's not going to be a party trip and that I won't do anything stupid."

**Coach:** "What do you think happened that you couldn't convince her when you brought it up with her before?"

≡ **Student:** "She didn't even let me talk. She just said no and that was the end of it."

**Coach:** "Okay, but again, you and I can't change her behavior. What can we work on together that would help you convince her that this will not be a party trip and you won't do stupid things?"

≡ **Student:** "I don't know."

**Coach:** "You said you want her to listen to you and trust you right? What kinds of things would you need to say to her to get her attention and build her trust in your decisions?"

≡ **Student:** "I don't know."

**Coach:** "Well, would you want to work on that today?"

≡ **Student:** "Sure."

**Coach:** "So how would you, in one sentence say what you want to accomplish in this session?"

≡ **Student:** "I guess I need to figure out how to bring it up and what to

say to get her to hear me and hopefully let me go."

**Coach:** "Okay, that sounds good. So we are talking about coming up with a plan to bring up the subject of the camping trip and figuring out what to say so that she will hear you and hopefully let you go. Is that what you want to work on?"

≡ **Student:** "Yes."

**Coach:** "What would it mean to you if we were able to accomplish that today?"

#### Observations:

- Notice how the work of defining and scaling the coaching content all went on by asking questions.
- Notice how the coach's questions contained the same words/language that the student used in their answers.
- Notice the necessity of redirecting the student away from the actions of others and back onto what they could do.
- Notice the request for putting what they wanted into a simple sentence in their own words. This simple statement of their coaching objective is essential as a point to which you will have to redirect the student through the coaching exchange. Write down their coaching objective in your notes. It will be a reminder that protects the coaching conversations from the rabbit trails and blame-storming all of us are inclined to do. Think of it as an anchor that holds you in place when the winds of emotion, lack of focus and redirection are blowing into your coaching session. And blow they will.
- Notice in the last question the coach asks what this would mean to them if they could accomplish that coaching objective. After setting the coaching objective, it is important to ask the student, "What would it mean to you if you could walk away with that today?" You may get a response like "It would help a lot" or "That would be great," so be prepared to ask the AWE question (and what else) until they describe something that really means something to them. Take note of what they say, because you may need to offer an important reminder of this core motivation when they start working through barriers or start to waffle on their action step.

**Think of this coaching objective as an anchor that holds you in place when the winds of emotion, lack of focus and redirection are blowing into your coaching session.**

#### Objective-setting within the context of Basecamp's group process

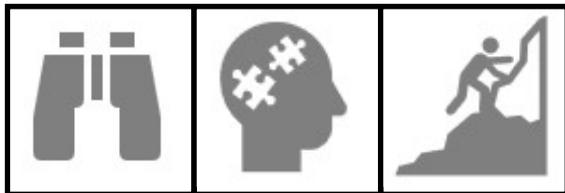
Due to the time limitations during the observed coaching process in the Basecamp

group, you may want to consider helping the student reach their coaching objective by:

- Reviewing their Basecamp goals and/or their assessment scores with them ahead of their scheduled time in the DCE.
- Using the "Wheel of Life" exercise (see "Coaching Tools" section in this manual)

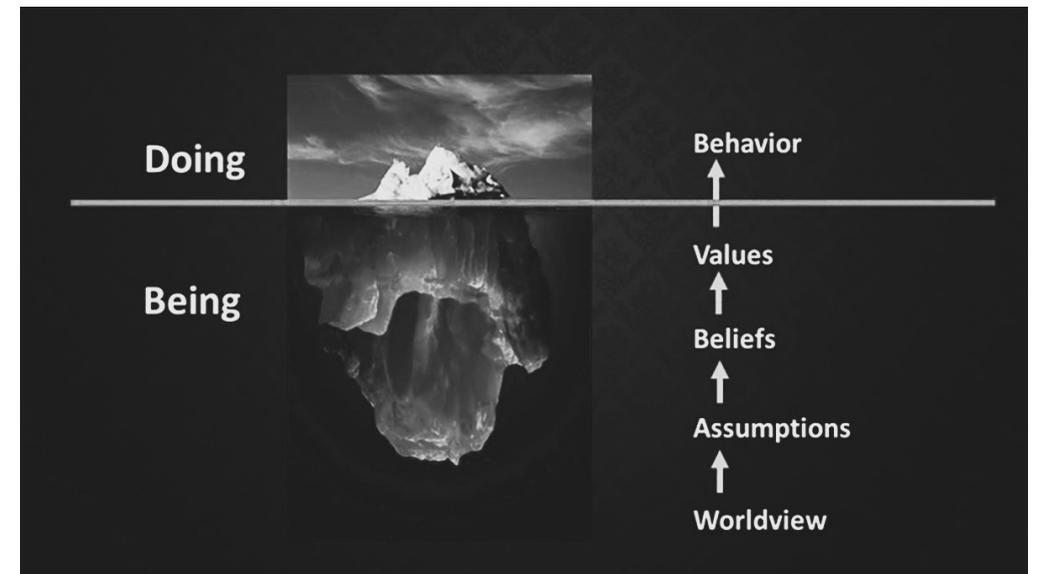
### Seeing, Being, and Acting

Once the coaching objective is set, your mission will be to keep three frameworks in mind as you use insightful questions and coach the student toward that outcome. We refer to these frameworks as **Seeing, Being, and Acting**.



1. **The first framework is Seeing.** Seeing is the process of discovery. Your curiosity and interest in the student will have you discovering things about them, and at the same time, they will be seeing themselves and their situations in a clearer and helpful way. Asking powerful questions is critical to coaching, and you cannot get your student to see or discover what they need to move forward without them. Ask about what they want, what is important to them in what they want, and what they think they would need to address in order to get what they want. Those are all great questions to help them in this seeing/discovery process.
  - As you coach them it's helpful to create check in points. Check-in questions help to cement the things the student is processing. A great check-in question in this discovery process would be to ask, "What are you learning about yourself right now?" This directs the attention away from people and situations and asks them to recognize characteristics about themselves and important connections between their assumptions, perceptions, beliefs, values and worldview.
2. **The Second framework is Being** - One of the core coaching principles is to "Coach the person, not the problem." You could easily help a student develop a diet plan in response to their coaching objective of losing 20 pounds by the end of the summer, but they would be better served by being helped to see their relationship to food and their motivations that are driven by self-image, conformance or social pressure. Those questions relate to the person. We are coaching wonderfully complex people, and merely helping them fix a problem doesn't honor that complexity or help them develop as people.

- Who the student is **being** is also hugely important to the actions they will need to take. We often overlook this step and go straight from Seeing to Acting. Actions that are taken just from seeing the problem more clearly or having a better understanding of where they are and where they want to go will be underdeveloped and only run on the limited fuel of intentions. You must help the teenager deal with themselves.
- Doing vs Being: Adults regularly try to manage teenager's behavior. This iceberg illustration shows that what a teen does (their behavior) is on the surface. It's what we see and what concerns us the most. It concerns us because some of their behaviors can have life-altering implications. So we try to manage and control what we see. But it's the unseen content of a student's **being** that is directly contributing to what they do.



- Their values, beliefs, assumptions and perceptions or worldview are the primary determinant of how they act. If you try to just manage the behaviors, you'll exhaust yourself and frustrate them. We have to pay attention to and find ways to address their **being**. This part of the coaching framework is vital to helping them with their social and emotional development. If their perception is that everyone is against them and no one truly understands who they are, they will display defiant, self-protective behaviors.

**"Ability is what you're capable of doing. Motivation determines what you do. Attitude determines how well you do it."**

- Lou Holtz

Seeking to manage the "get out of my face" attitude or argue that shutting everyone off is making things worse, will actually end up being the thing that makes things worse, because you haven't touched the below the surface perception that is driving the outward behaviors of defiance and isolation.

- The student's being also has to do with their self-image and values. Further on in this training you'll explore a section on change and learn about the role of the doer/elephant and the planner/rider. The discovery process of Seeing is the planner/rider's world and motivation, but the rider doesn't have the strength of the doer/elephant to get and keep moving on their steps of action. What kind of person do they want to be? What matters to them? What do they feel and care about? This is the world and motivation of the emotionally fueled doer/elephant. **Being** questions helps to draw the doer out.
  - Their **being** also has to do with their attitudes, personality and characteristics that are either helping them or hurting them. Do they have an attitude, perspective or thought pattern that will lead to their success, or one that is sabotaging them?
  - You could introduce the subject of positive or negative attitudes as a point of instruction if you want, but they won't connect with it by merely having it explained. They must face the liabilities of a negative attitude, limiting thoughts or unrealistic perspective by being asked what kind of person they will need to be to move toward what they want.
  - Who are they in this relationship or circumstance? How can they be (acting, deciding, behaving) in that relationship or circumstance that will lead to change and moving forward with their goals? Coach them into a place of **being** rather than just finding a solution to a problem.
  - Solutions to problems only create specific fixes. When the people and circumstances change, the power and application of the solution is diminished. If we can help students understand themselves and make decisions around who they want to or can be, they will be better prepared to deal with future situations where the settings and actors have changed.
- 3. The third framework is Acting** - the first two stages must lead to this point, otherwise all you've had is a great conversation. The student must arrive at actions that they make for themselves and that are directly connected to their coaching objective if they are going to make any progress.

We will deal specifically with the subject of actions in the next section.

## THREE: Co-Creating Actions



In the three frameworks: Seeing, Being, and Acting, we help the student see (discover, explore, figure out the why and where of their current situation). Then we focus them on who they want to or will need to be in order to make the changes (and have them stick). Lastly, we guide them to a place where they take action (decisions formed out of who they are and based on what they have discovered about themselves or their situations).

Many people see changes and get inspired by the idea - a specific way to move forward or simply seeing the possibility of change, but then stall out; failing to act on what they see. Effective coaching always leads to a point of action and an agreement around the accountability for that action. The execution of an idea is more important than the idea.

### Chunking

If we are going to help students realize wins in their life, we must get them to execute on their plans and form steps of action. It's most helpful if they can see this decision to act as a part of a process rather than a goal. Again, the mountain climbing metaphor can be helpful. Seeing each action as a series of steps that moves them to another level as they make the overall ascent to the summit, can help them avoid the once-and-done trap into which many teens (and adults) end up falling. Students in Basecamp regularly report being helped most by breaking down larger problems or goals into small steps. You can think of this as chunking: reducing larger items into individual, manageable pieces.

The larger goal of graduating from high school, breaking dependencies on certain relationships or quitting self-destructive habits can be overwhelming when looked at as a whole. Reducing that larger goal or problem into smaller, specific actions gives the student two vital gifts:

- A way to focus their attention and energy on clear doable steps that lead to solutions.
- The opportunity to experience small achievable wins (SAWs).

These gifts contribute directly to their sense of self-efficacy. They can make positive progress to attain their goals and improve their own social, emotional, mental and physiological wellness.

The action steps determined at the end of the coaching process should:

#### 1. Be stated in the positive

- "I will stop putting off my homework until I need to go to bed", versus, "I

will begin my homework by 5:30 so I can finish it before I'm too tired."

## 2. Keep the focus on things that are under the student's control

- "I'll clean my room when my mom asks me to" may be an improvement on current habits, but it still depends on the action of the mother. "I'll clean my room at 10:00 AM this Saturday" puts all of the control for that action in their hands.

## 3. Be confined to smaller items and limited to shorter time-frames

- "I want to get all "A's this semester" is too big of a goal and too long of a time-frame. Have them break that larger goal into actions that are smaller and able to be done within a week.
- You will need to break apart larger goals/actions into smaller steps. The smaller the step and time frame, the more likely the student will be to act on it and realize a desired result. We want to help them create small wins to increase their motivation and create confidence in their self-efficacy.

## 4. Be easily measured

- "I want to have a better relationship with my dad" is nice, but how do you measure that? "I will start two meaningful conversations with my dad this week."

## 5. Be clear and specific

- Coach: "How many assignments will you get done during the cram session you are planning for this weekend?" Student: "I'll do some of my math homework and most of my history assignments." Coach: "When are you going to have that conversation with your mom?" Student: "Pretty soon"
- Some is not a number and soon is not a time.
- Student: "I'll do 3 of my math assignments and all 5 of my history assignments." Student: "I'll talk to my mom Thursday night this week."

### ***Helping the student arrive at an action***

#### 1. Use a simple, direct, well-formed question

- What is your next step?
- What are you willing to do now?
- Now that you know that, what are you going to do about it?

- How are you going to accomplish that change?

## 2. Ask questions to help them think through possible roadblocks and unintended outcomes

We are not accustomed to thinking in concrete terms of the what, when and how of our personal actions. Most of us conceptualize the results of the action and not the specific steps it would take to get there. Give them time to sort these things out.

- An important part of setting action steps is considering desirable or undesirable and intended or unintended outcomes. Asking a student, "What could go wrong with this plan?" or "What could happen that would keep you from taking this step?" is a way of helping them think through the possibilities (both positive and negative) so they are not blindsided by idealistic notions.

## 3. Check for agreement and set up accountabilities

Be certain you hear agreement with the action step. If you don't, go back into the specifics and find out where they are experiencing resistance or reticence. Remember if they don't own it, they won't do it.

***"Well done  
is better than  
well said."***

*- Benjamin Franklin*

- The group process sets up a naturally occurring accountability (see more about managing that dynamic in the section on Group Coaching). There may be other coaching conversations or times where an individual accountability would be helpful. You are encouraged to set those up if it will benefit the student's progress, but please confine them to "Let's check in on that before the group gets started next week." We do not encourage exchanging phone numbers or social media handles with students.
- All of your individual interactions with students should be confined to the time that you are on-campus with them and always in common spaces with other students and your coaching partner. If the student reaches out to you through any digital means, please know that any digital exchanges with students must conform to our 5 Peaks guidance policy on outside-of-group communication with students (found on page 124 of this manual).

### ***Watching for Inaction Trap***

It is easy for students to get focused on the desired outcome and lose interest and energy around the incremental steps they need to take to experience it. Keep alert to the appearance of inaction traps and coach your student out of them.

Read the "trap" statements below and devise one or two powerful questions that would help the student navigate out of it.

- Trap: Wanting to know the outcome before they attempt the process
- Trap: Wanting this to be easy and immediate
- Trap: Replacing doing with dreaming
- Trap: Waiting for ideal conditions or other people's actions

"The only limit to your impact is your imagination and commitment."

- Tony Robbins

## FOUR: Insightful - Powerful Questions

The whole purpose of coaching is to connect and guide students to insights and solutions they discover and own for themselves. Daniel Harkavy in his book *Becoming a Coaching Leader* writes, ***"When you're coaching ... your whole objective is to make sure you grasp exactly what (your client) is going through, where (they) feel bound up, where (they) are having success... If you don't understand exactly what (they) are going through, if you don't grasp the meaning and the heart behind (their) words, there's a good chance you're going to help create action plans that will frustrate (them)..."***



This skill requires that you set your agenda for them aside and really listen to them. When you ask a question, watch the way they respond to it, listen for the exact words they use to answer, then formulate the next question to go deeper in discovery (Seeing), learn who they want to be in that situation (Being), or arrive at a point of action (Acting).

### ***The Power of Questions***

Powerful questions and listening skills allow the following to take place in coaching sessions:

- 1. Questions gather useful data – this takes asking the right question and then carefully listening to their answers**
- 2. Questions unlock the student's mind and stimulates insight**
- 3. Brain Science and Questions**
  - Questions trigger the release of Serotonin – relaxing the mind to problem-solve.
  - Questions trigger a mental reflex called **instinctive elaboration**. The mind creates a single, unconscious focus on finding an answer to what was asked.
- 4. Questions develop rapport and trust**
- 5. Questions help control the flow of the coaching session**
  - You are not directing where the session goes, but you can and must influence how it moves from **seeing to being to doing**.

## Formulating Great Questions

The standing expression is: “if you want better answers, ask better questions.” This applies to life in general, but it means everything to a coaching relationship. Pay attention to the power of your questions by:

### 1. Staying present with the student

### 2. Practicing focused listening

- Level one: Listening for the sake of yourself usually involves the question, “When will it be my turn to talk?” This level of listening relates content back onto yourself and being more attentive to what you are planning to say next.
- Level two: Listening from the perspective of the person speaking. This level focuses on what the student is saying and feeling. It has you seeking to experiencing what the student is saying from their point of view.
- Level three: Listening from the perspective of an outside observer looking in on the conversation. This (difficult) level of listening means that you are paying attention to the exchange and listening not just to their words but weighing how your words/questions are being experienced by them.

### 3. Letting go of your assumptions and opinions

4. **Honoring the student’s intelligence** - operating with a belief that given the right environment and guidance, students can think their way toward positive solutions.

5. **Being diligent in preparation** (reviewing Location Finder data and having an “idea” of the kinds of questions they would be helped by answering)

### 6. Asking questions that have impact

- **Clear without being confrontational.** Asking, “What else could you do?” is different and better than “Tell me more about your options.” One is an inquiry and the other is a command.
- **Thought out** (planned, but shape-able)
- **Following gut instinct** (learn to trust this, but not depend on it instead of preparing)
- **Based in sincere interest**
- **Avoiding leading or solution-leaning questions.** “Shouldn’t you have checked with your mom before you acted on this?” “Do you think that being kind to her would give you a better result?” These questions

communicate that there is an obvious right answer. Compliant students will agree and then disengage. Non-compliant students will push back or shut down and then disengage. Leading questions take the control out of their hands, dis-empower, and damage coaching rapport.

- **Showing curiosity.** Stay in this mode as long as you can. If you get lost in the steps the student takes in answering your questions, go back in your mind to what it was that made you initially curious and probe around that again.
- **Clear and Concise.** When you move from direct simple questions to long questions where you are explaining why something is important or how they can think about something it is commonly referred to as “Dressing up the question.” Get straight to the point and leave it there for them to ask for clarification or details.
- **Asked and answered before you move on to the next question.** This is called double-barrel questions. Double barrel questions happen when you ask one question and then before they have responded, you hit them with another question. “Let me ask that another way” should be reserved for times when it is obvious that the question didn’t land well, or student has no idea how to answer. Hang out in that awkward space (of silence) and resist the urge to pull the other question trigger. Ask one question at a time.
- **Watching and listening to see how the question landed.** Listen to the response and tone of voice, energy or perspective. Acknowledge any shift in these things and seize the moment to go deeper into the topic. If you hear a weak response from the student there’s a very real possibility that you need to reword the question and come at it from a different angle. Poor responses may be the result of poor questions, not a disengaged teenager.



## Five primary types of questions

1. **Investigating:** These are types of questions used to gather information. These questions are usually strung together in order to get to all vital information. They are best used when trying to have the students reflect back through specific periods of time.
  - Examples: “Try to remember clearly; what exactly happened?” “How did

that make you feel?" "Reflecting back, would you have done anything different?" "What would that be?"

**2. Exploration:** These are questions that need a specific answer and that will link to paths of self-discovery.

- Examples: "what is your exact feeling towards this situation?" "So, you said you can't do \_\_\_\_\_, what is there between here and there that you could do now?" "If you can't get what you need by the things you have been doing, what are two other specific ways you could approach that problem?"

**3. Purposeful:** These are questions that help create a plan or goal for the student. In these questions it is important to be creating questions that build a road that leads them to the goal. This includes details, dates, desires, and purpose.

- Examples: "You want to run a 5K... what are the first steps of preparation?" "How much time will you devote to that?" "What is the date and location for race?" "What is your purpose or goal for running this 5K?" "What is your next step?"

**4. Challenging:** These questions are used to motivate, create ownership and responsibility (challenging questions need to be used carefully).

- Examples: "Have you been 100% honest about your effort in this activity?" "What idea are you attached to that tells you can't move forward?" "Why do you think you continue to do that?" "What would you have to change right now in order to move forward?"

**5. Probing:** These are questions that probe into the specific behaviors of student. They are useful when searching for causes of behaviors or insights on why things are the way they are.

- Examples: "What would make you feel more secure?" "What would make you happy?" "How can you feel fulfilled in your current situation?"

### ***Coaching individuals who give Non-Answers***

Example: "I guess" "Not Really" "I don't know"

Some people are un-coach-able and it's important to remember this when engaging in coaching relationships. As a coach you never want to have to drag information out of your student. You are not a therapist; you are a coach and clients must want to be coached and become better. If the student is giving non-answers you can try:

- Switching the topic of the coaching session
- Asking questions like "how does that make you feel when..."

- Asking questions like "how do you handle it when..."
- Asking for details about their week and show interest in their interests. This may take you doing outside research on their interest and hobbies, so you can better relate to them. Student transparency will follow your efforts to actively build rapport and relatability.

### ***Offering Observations and Personal Disclosure***

Coaching is clearly a questions-based approach, but it does allow opportunities to make observations and share something personal about yourself. Here are the guidelines for these coaching actions.

#### **Making Observations**

##### **1. Observations must be initiated by asking permission**

- "I've got a thought about what we've been exploring here, would you want to hear it?" Permissions provide the student with a sense of control and lowers barriers to outside perspectives.

##### **2. Keep it short**

##### **3. Use them to clarify or make connections**

- "It seems like you are treating two things the same that I see as completely separate." "If I were in your shoes, I think I'd be more upset about this rather than that."

##### **4. Immediately follow your observation with an insightful/powerful question**

#### **Personal Disclosure**

##### **1. Used infrequently and purposefully**

- Sharing something personal in coaching should be purposefully tied to three objectives: building stronger rapport, eliciting more transparency from the student, or providing hope. If what you want to share doesn't fit one of these purposes it could end up being a distraction. Keep the focus on the student and share personal stories only if it helps them move toward their coaching objective.

##### **2. Keep it short**

##### **3. Immediately follow your personal disclosure with an insightful/powerful question**

### Top 30 powerful coaching questions

1. What's on your mind right now?
2. What could you do? What else could you do?
3. What have you done in the past in similar situations?
4. What did you mean when you said \_\_\_\_\_?
5. Help me with some background: what led up to this situation?
6. And what else? (The AWE question)
7. Are there obstacles to getting this done that we need to address?
8. What makes this hard to get done?
9. What is the real challenge here for you?
10. What do you need that you don't currently have to reach your goal?
11. What is your worst-case scenario here? What's the fear behind that?
12. What's been most meaningful to you in your life? How can you do more of that?
13. What do you want?
14. What makes that thing (or those things) valuable to you?
15. What would happen if you totally trusted yourself?
16. If you can't change this, how can you make your peace with it?
17. How can I help?
18. What good could come of this?
19. What factor would make the most difference for you right now?
20. If you are saying yes to this, what are you saying no to?
21. What do you need to know to make a great decision?
22. Who are you becoming through this (difficulty, decision, relationship)?
23. How will you remember to do that (positive action) everyday?
24. What has worked in the past when you needed to do something like this?
25. What part did you play in creating this situation?
26. What was most useful to you?
27. How would you like to move forward in this?
28. What is putting pressure or making it difficult for you to reach your goals?
29. What would it take to get to the bottom of your (feelings/beliefs/thoughts)?
30. What are you expecting to happen in this situation?

## FIVE: Using Metaphors and Coaching Tools

### Metaphors

Metaphors help teens (actually everyone) make sense of their world.

We use metaphors all the time. Most linguistic experts agree that metaphorical usage can average as often as once every 25 seconds.



We use overt metaphors like:

- ≡ Having a knot in my stomach
- ≡ Hitting a brick wall, or being hit by a truck
- ≡ Climbing a mountain, or navigating a minefield
- ≡ Spinning plates or feeling like I'm on a treadmill
- ≡ Turning a ship

We also use less overt metaphors like:

- ≡ Breaking things up
- ≡ Getting to a new or the next level
- ≡ Getting into a frame of mind
- ≡ Going too far
- ≡ Heading in different directions

We sometimes use archetype metaphors like:

- ≡ Mother/father
- ≡ Child
- ≡ Devil/God or Darkness/Light
- ≡ Wise old person or village idiot
- ≡ Criminal
- ≡ Hero

The significance of metaphors as a tool of communication cannot be minimized. In their book, **Metaphors We Live By**, Lakoff and Johnson state:

**“Metaphor is one of our most important tools for trying to comprehend partially what cannot be comprehended totally: our feelings, aesthetic experiences, moral practices, and spiritual awareness.”**

George Lakoff and Mark Johnson 2003 The University of Chicago Press

#### Metaphors are helpful in coaching because they can:

- Create rapid understandings of situations or experiences
- Help with self-disclosure
- Increase self-awareness
- Bypass intense emotions
- Shorten the length of explanations
- Introduce humor
- Help teens change their relationship to an issue
- Access unconscious thoughts, feelings
- Help create images of how they would want things to be

#### Using metaphors in coaching teens

Knowing how to interpret a metaphor you hear a teen use during coaching can make a huge difference in the way that student understands and perceives their experience. You can bypass an important coaching moment if you let a statement like “I just don’t know how long I can hang on with how I’m feeling” sit in a conversation without asking what that means to them. “What are you hanging onto?” “What is the specific feeling that is creating the strongest pull on your grip?” “What do you think would happen if you let go?”

It’s important to work on the skills that would help you identify the language they used and create questions to help the student view the situation using their own metaphor as a road-map to better understanding and perhaps even a way to formulate an action.

#### Clean Language

The best way to use metaphors is to listen carefully for those used by the student. Those are called Clean Language metaphors. They are better than those suggested by the coach, because those suggestions tend to impose a way of thinking onto the student’s imagination.

When you hear them use terms like, “It’s like...” have them describe that more fully and encourage them to use their imagination. Asking for details on the way they’ve compared or described something can unlock important insights on their perceptions, assumptions, and feelings.

#### Asking for or Suggesting Metaphors

Some students will need help creating metaphors for what they are feeling or experiencing. So here are a couple of ways to help them create a metaphor or make metaphor suggestions:

- Elicit them “...and that’s like what?” “what might that be...”
- Offer them “What this would look like for me is...”
- Suggest a metaphor and then ask them if it fits. If they say it doesn’t, ask them what they would change to make it fit.

#### Using Coaching Tools

Coaching tools help students organize their thoughts and use their imagination.

We’ve provided a few coaching tools in the Resources section of this manual. Here are a couple reasons you should regularly use tools in coaching teens and preteens.

#### Organization of thought



It’s easy for all of us to lose track of our thoughts or to have so many random, disconnected thoughts that it all jumbles into mental noise. Most of the mental noise we experience is the result of feelings and impressions that haven’t been defined in a way that allows us to track them (where did that come from?) or make sense of them (what does this have to do with that?).

Coaching provides a helpful process for organizing thoughts in a way that provides clarity and focus, but sometimes a student

will need a clearly structured approach to help them cut through the mental noise and see their self or their situation more clearly. That's where tools come in.

Tools like the **Wheel of Life** and **Core Motivation Types** are great for thought organizing. They serve as containers where one kind of thing can be separated from another. The visual image they create in the Wheel of Life can have a profound impact on the way they see their satisfaction level in different areas of their life. These tools are also great to engage the whole group by having them all do the Core Life Motivations tool while you are administering that with a specific student in the DCE.

### Prompting their Imagination

Volumes of research and information have been compiled on the significance of imagination. There's fairly uniform agreement that we are the only creatures on this planet that have imaginative capacity. Our brains are not just rational, logical organs that collect and process information. Reasoning involves a combination of logic, emotions, intentions, metaphors and imagination. This is why narrative is so important to memory and learning.

The capacity to follow a story in your mind is critical to the process of sense-making and creating meaning out of our experience. Imagination allows students to move around the concrete realities they face and have dismissed as unsolvable or unchangeable. It enables them to consider situations in a hopeful, empowered and empathetic way.

Tools like **You+15**, the **Empathy Tool**, **The Miracle Question** and to some degree, the **Outlook Cycle**, all engage the imagination of the student. As you engage their imagination, you open new ways for them to think about themselves, others and their future.

## SIX: Group Coaching

The typical design of life coaching is 1-on-1. Some coaching professionals have developed group coaching models, but these are typically made up of a few individuals that are in the same kind of work or similar professional roles; allowing the coach to guide the whole group at the same time based on the similarity of issues, challenges and professional goals.

What hasn't been done before is adapting life coaching to teenagers and engaging them in a group process. In Basecamp, we refer to this as observed coaching. The youth in the DCE receive the benefit of some 1-on-1 prep work before the group meeting, their time being individually coached inside of a group meeting, and some 1-to-1 aftercare or follow up as necessary. The other participants in the group receive the benefit of observing a peer being coached through personal goals, growth plans and life decisions. They identify common issues with a peer that is being coached and they see how a mentor-coach guides and interacts with someone else from an objective view.



While these individual and group benefits are effective and powerful, doing 1-on-1 coaching in a observed group process does create some unique challenges. This section of your training identifies these challenges and offers some ways to minimize them.

### The primary elements that make group coaching different than individual coaching

- **Benefit:** Participants get to see coaching as an objective function in addition to experiencing it while they take their turn being directly coached in the DCE.
- **Benefit:** Significantly increased accountability around the action steps discovered and determined by the DCE participants.
- **Benefit:** Deepened relationships and more developed empathy in the

group towards each other.

- **Challenge:** There is an added management of side-talk, random comments, and disengagement among the observers.
- **Challenge:** The attention of observers can limit the full participation of the youth in the DCE during their 1-on-1 coaching process.
- **Challenge:** The engagement of the observers can be difficult to maintain due to the focus being primarily on the DCE participants rather than on them.

### ***Keys to managing group dynamics***

1. **Provide a clear orientation at the beginning of EVERY group meeting.** Rehearsing the purpose of the group is vital to it functioning well.
2. **Clarify and reinforce the objective-** What the coaching session is and what it isn't.
3. **Emphasize support/consideration for those in the DCE.** Remind everyone that it takes transparency, vulnerability, and bravery to be in that seat.
4. **Remind the group they will have a time to interact, but that it follows the 1-to-1 coaching.**
5. **Emphasize confidentiality.** This is the key to true transparency, knowing that everyone is safe in the group to be themselves and let their guard down.

### ***Tips on dealing with highly emotional situations***

The combination of being emotionally exposed and the honest uncovering that happens in the coaching process can result in teenagers who break down and struggle to contain their emotions while in the DCE. Here are some ways to deal with this:

1. **Letting the emotions happen and being willing to sit in the tension of that moment.** This can be extremely heavy and uncomfortable for all involved but it teaches participants the following:
  - Going through difficulty not going around it
  - Feeling emotion and learning to process it with insight
2. **Be sure to separate your emotional response to them from the source of their**

**emotions.** It's very easy to sympathize rather than empathize. Sympathy evokes an identification of the student's sadness in the moment with a strong desire to bring comfort. Sympathetic response will typically be to recover the individual to a state of happiness as quickly as possible.

- By expressing sympathy and seeking to bring relief to them too soon, you disrupt the connection between the emotions they have from a deeper identification of the emotion and understanding of its source.
- Remember, this is self-discovery and sometimes they need to sit in the experience of those emotions so that the clear identification of the emotion itself (sorrow, anger, disappointment, regret) can be sorted out. People often have an emotional response to something and blanket-label what they are feeling as "mad or sad" which disallows a deeper level insight to those emotions.



**Note:** Understand that some people are naturally emotional, being able to understand this will help you redirect and engage everyone differently.

3. **Ease the focus away from resting entirely on the emotional person.** You can do this by engaging the whole group with "How many of you have felt exactly that same way? Why do you think this is so difficult for us to do (or that we feel these things so deeply)?" After doing this it's important to come back to the DCE participant and help them realize they are not the only one who experiences this.
4. **Redirecting if the source of their emotional response is very personal.** There are subjects that would be inappropriate for discussion inside the group. Suggest that "we really hit on something deep here that we should follow up in a more private setting, so let's set that up before we leave today, but for now let me ask you about \_\_\_\_\_"

### ***Tips on dealing with disruptions and unhelpful comments***

1. **Politely redirect the disruptive individual by engaging them more in the coaching process while maintaining control of the group.**
2. **If the disruption continues then coach or coaching staff will have to have a private meeting with individual and warn them that if the behavior continues he or she will be asked leave. Practice the principle of praising in public and correcting in private.**

### 3. The third warning constitutes individual being asked to leave the group.

#### Engaging the group in asking Spot/DCE participants questions

1. **Ultimately, it's about getting the observers to relate individually to the DCE participants.** As previously stated, questions like "how many of you have felt or experienced similar things" is an effective way to open up this kind of engagement.
2. **Purposefully drawing in students who don't seem engaged.** Ask them directly for their perspective. It gives their input a heightened sense of worth in the group.

#### Coaching the group on how to offer helpful suggestions for DCE participants

Most participants are going to have some experience concerning a topic or be dealing with a relatable issue. Group coaching naturally lends itself to hearing perspectives from the observers. Great coaching will effectively welcome input and questioning from the group, manage that input, and then know when to redirect focus back to the DCE participant. Here are a couple suggestions to do this well:

1. **Prompting suggestions from the group by suggesting they begin with statements like "I can relate..." or "I have experienced..."**
2. **Comments that are off-point can be ignored or re-purposed.**
  - You can ignore a student's input if it's just attention seeking or completely unhelpful by giving them an "I know what you're doing look" and simply turning to someone else in the group for a different response. You can also ask the person to clarify their comment and explain how it connects to the situation of the person in the DCE. You can also affirm them by saying, "That sounded like something pretty unique to your experience, so thank you for being willing to share that, but we are looking for questions, suggestions or the offer of advice that is helpful to \_\_\_\_\_ (name of the person in the DCE)."
3. **A critical skill is to develop your ability to rephrase, combine or reinterpret the comments, questions and advice from the group.**
  - Take random items and form them into a concise question that directs the attention back away from the group and onto the DCE participant. "So it sounds to me like your climbing friends are suggesting or asking \_\_\_\_\_  
\_\_\_\_\_. What do you think or feel about that?"

#### Creating a healthy and highly accountable environment

Letting the participants feel the weight of peer accountability is an important function of group coaching. It will happen in accountability follow ups that students will admit they did not complete their action step from the week before. It is important that you don't make excuses for them or allow others to let them off the hook of accountability by dismissively saying, "It's no big deal."

The student's action on their own decisions is a big deal for personal growth and the adaptation of skills that will contribute to their success. Talking about the things they believe they need to do and setting up good intentions will not integrate the interpersonal, behavioral skills into their personal competencies which can then be replicated in future life situations. The experience of action is the only way to make the necessary integration and adaptation of core life skills.



It will also happen that some in the group will cross the line of healthy, supportive accountability and engage in sharp criticism and shaming. There is a cultural bias that categorizes people as "losers" or mockingly describes their actions as a "fail." The environment of the group must be guarded against that kind of shaming language, so be sure to firmly confront it when students cross those lines.

You can do this within a coaching methodology by asking, "Can you identify what healthy accountability looks like versus words and actions that actually demotivate people and make them feel hopeless?" Find ways to affirm that we are working from a *growth mindset* so incomplete action steps are viewed as a *not yet* rather than a failure.

#### Empowering the group

1. **Remind the group that great solutions and answers for their lives exist "right here" among this group.**
2. **Affirm that they have the mental and emotional capacity to think things through, solve problems and figure out a way to move forward.** A coach's job is to convey confidence and trust in each individual student and in the whole

group that they are believed in and that your role is only to help them in that process of discovery.

3. **Ask the students, “How can we (coaches and group) help you complete your call of action?”** This will lend that extra push to complete what they have decided and agreed to do. This helps especially when participants are struggling with their call of action.

***“The experience of action is the only way to make the necessary integration and adaptation of core life skills.”***

#### **Affirm the contribution of a group member by:**

1. **Thanking them for sharing their perspective, wisdom and experience with the DCE participant.**
2. **Pointing out the value of their suggestion and ask them to describe what that idea would look like or what the next step would be.**
3. **Pointing out the value of their suggestion and build on it with targeted coaching questions back at the DCE participant.**
4. **Pointing out the value of their suggestion and use it to bridge into the anchor-points discussion.**

#### **Affirm the courage of the DCE participants by:**

1. **Being thankful and supportive of them.** Constantly reminding everyone involved how valuable transparency is and how this breaks down the wall of being closed off and alone.
2. **Repeating something specific back to them that they said which was “really powerful,” “a breakthrough realization,” or “one of the most important or significant things I’ve heard you say...”**
3. **Pointing out the support of the rest of the group by the way they engaged with them in solving a problem.**

**Guidelines and helps for Group Management (controlling the environment of a Basecamp group) can be found in your resource binder and at the end of the online video content for the Group Process section.**

## **SEVEN: Self-Assessments - Using the Location Finder**

We use a self-assessment tool in Basecamp to help the students locate themselves in relationship to a set of (life) climbing objectives. This assessment or “Location Finder” also serves as a reference point that coaches use through their 1-on-1 meetings and time in the DCE with individual students. The attention the students give to the completion of their self-assessment is very important to its usefulness through the coaching process, so be sure to help them understand why it is necessary and how to best approach it. It would be good to emphasize:

### **1. The imagery:**

This program is called Basecamp because we want to provide students with a way of thinking about their personal movement toward goals or through troubles using the metaphor of mountain climbing. Specifically, we want to have them imagine the way that preparing for and making a literal climb applies to the social-emotional and goal-based gains they are making in their actual life.

A basecamp in mountain climbing is a place of assessment, planning and preparation for multi-day climbs. Without time spent at a basecamp, mountain climbers put their safety at risk and decrease the chances of making the summit of their climb because they would not have prepared themselves or carefully planned the route of their ascent.



The self-assessment is designed to help locate where the students are in relation to their destination. It helps to create a starting point and later (through a followup assessment), a way to see where they’ve made progress or lost ground. It’s important to make sure the students understand that this Location Finder is defining their satisfaction level in their connections with others, their intellect, their fitness and their emotional wellbeing, not in comparison to the expectations of others.

You can also use the imagery of a map app to describe the purpose of the Location Finder. A digital map would be unable to tell them anything about the best routes

to use or the time it will take to get to their destination unless the user inputs an accurate starting point and preferred destination.

As a result of this self-assessment being completed digitally or in their journals during a school day, you will regularly face resistance from students when you introduce it because it requires reading and thinking. Admittedly, it can feel like a test. So that makes the job of conveying a good reason and the benefits of the Location Finder all the more important.

I've offered a couple of imagery examples here, but please think through other ways to illustrate the benefits to the students and raise their engagement with this instrument.

## 2. Honesty:

Self-assessments can be tricky because students have to attach a descriptive name or scaled number down that defines who you are. We are accustomed to presenting the best version of ourselves to others, so it's relatively easy for this to influence inflated or overly-positive self-descriptions and scores. Help the students realize that this is their personal assessment and it will be a personal document that is only viewed by their coach in 1-on-1 settings.

They must avoid being overly positive or overly negative. If you see a lot of 1's or 7's, coach them through a revision of their Location Finder. We want them to give the most accurate location they can of where they are as they begin this climb, and they should be encouraged to think about where they are in relation to an overall response for the past couple of weeks as opposed to just that day or that moment.

### **Core Components and Use of the Location Finder**

#### 1. Personal Locators:

The first section of the Locator asks the student to identify traits and behaviors that describe themselves. It is broken down into things they like about themselves and things they would like to change.

This section calls on them to use identifiers including personal strengths (energizers) and weaknesses (weights). It is important to use each part of the Locator as a comparison, so you can see possible issues that the students don't disclose. The scaled section of their personal assessment (connections, intellect, fitness and emotions) can be compared with related descriptions they check off on the



strengths/weakness section of their identifiers. We regularly see students score a high satisfaction level in the Connections section of the Locator and yet check "I don't have friends" or "I have secrets I can't tell anyone" on the identifiers section. Seeing drastic differences between these two sections of their Locator can provide an entry point for some great one-on-one coaching.

This section also asks students to identify role models and describe why they admire them. This allows coaches to understand who the students are aspiring to be and get a glimpse into their value system.

Connected to that is a place for students to identify their existing mentor coaching relationships. This will help you evaluate their current support system and needs.

## 2. Scaled Satisfaction Section of the Location Finder:

This section is the largest part of the location Finder. It asks students to supply a likert-based score in response to 40 statements. We use "I am..." "I feel..." "I can..." and "I have..." statements as opposed to questions so the self-assessment feels less like a test and at the same time giving an opportunity for students to evaluate themselves in terms of their behaviors and satisfaction/dissatisfaction on a scale of 1-7.

It's important to emphasize to students that most people are not 7's (satisfied all the time) and rarely are we at the bottom of that scale (not satisfied at all). You also want to have them think about their responses in terms of an average of the last couple of weeks as opposed to the specific day they are completing the Location Finder. You can ask them to respond to how satisfied they have been generally in those areas. Not just today but recently. We want to help them recognize where they are in relation to arrival at a place, rather than a picture of this particular moment.

The numerical data from this section of the Locator is important as a concrete measurement which allows the students to see their own growth and progress over time, and as a means of quantifying their progress for the evidence claims of this program.

The students score themselves through the scaled satisfaction section in 4 areas:

- Connections (social relationships)
- Intellect (academics, grades)
- Fitness (health, diet, exercise)
- Emotions (their feelings, moods and interpersonal interactions)

### 3. Location Finder Summary page

On the paper version of the Locator, the student collects scores from their personal assessment and locators content and uses that to complete the 6 sections on the summary page. The digital version makes these computations for them.

Total scores are recorded for connection, fitness, intellect and emotions. Their top few strengths and weaknesses are recorded in section B1 and B2 of the summary.



The students are then asked to write out a one sentence simple goal for at least one area based on the scaled satisfaction section of the Location Finder. One of the benefits we consistently hear from students about their time in Basecamp is the help they received breaking down larger goals or problems into smaller steps. This Location Finder is designed to help in the first steps of that benefit. It narrows the landscape of the teen's life down to four primary areas, and then after seeing their satisfaction or dissatisfaction levels in concrete (numerical) results, they are able to focus mental and emotional attention on one or two primary objectives.

This initial goal will likely need some adjustment as they move through the coaching process. Most students will use vague language that can be hard to connect to any practical actions for getting from where they are to where they want to be. That's why they need you.

You can coach them to begin making those connections and many times they end up focusing on a completely different goal altogether, but at the start, just let their initial responses be what they are for now.

### *How the Location Finder is used in Basecamp*

#### 1. Pre-session review and evaluation:

Reviewing a student's self-assessment is the first step in being able to clearly understand and evaluate your student before "the DCE" or first observed, group coaching session. It is advisable to set up a quick 1-on-1 meeting to go over their Location Finder prior to their scheduled time in the DCE.

Familiarize yourself with their Locator results before meeting with them and then during that 1-on-1 dig into that content by asking what they mean by the use of certain words or what they think of the way they rated their personal satisfaction.

Discovering possible issues, behaviors and perspectives from a student's Location Finder is a key component to being able to enter into a coaching relationship. Your ability to ask powerful questions comes from this pre-coaching review.

As you formulate questions and ways to approach the DCE it is important that you record them in your coaching notes, so you can recall and use them in your direct coaching exchange. Remember that organization and preparation is key for a great coaching session.

#### 2. The DCE - observed coaching in the group

Goals are the only thing a coach can reveal in the DCE coaching from the student's Location Finder results. If the student reveals specific scores or discloses content from their strengths/weakness identifiers, it must be their choice to do so.

The coach will use their review notes from the student's Location Finder to engage in a specific kind of question or to keep the coaching content on the path that is relevant to where the student is and where they want to go.

### *The importance and use of coaching notes*

Basecamp coaching notes are designed so each coach would have a guide and vital reminders for each student they are coaching. Coaching notes include specific information like weaknesses, strengths, blind spots, behaviors and perceptions that can affect their progress both positively and negatively.

Personal notes are exactly that. Individual notes for coaches that help them better assess their students, develop questions, and provide reminders for future sessions. The more prepared you are as a coach the better your coaching sessions will be.

These coaching notes include:

- "Who I am" descriptions: In the beginning stage of the groups, each student is asked to give a 2-minute description of who they are. It is

important to go back and put a summary of their key words and description in this section of your coaching notes. The words, metaphors or phrases people select to describe themselves provides important insight into their perceptions. It also helps inform coaches who the students say they are in front of others as compared to the identifiers they selected in their Locator.

- Notes from the DCE coaching session: Includes comments, questions and suggestions from peers.
- Call of action: At the end of a coaching session, we should have a call of action where the student is asked to identify the next steps to move forward on what they have discovered and decided to do. This is a vital part of coaching for your student, so you will need to record these action steps on your coaching notes. You will use these calls of action to grow the relationship and trust as a coach. It also supports new healthy behavior on the journey of becoming the person they want to be. Coaches will have a follow up later in the week with the student to check on their progress and support them along the way. It is important that the coach does not become the only person holding the student accountable. The peers in the session lend support and ideas concerning the call of action. This usually takes place the following week in the group recap.
- Recap from last week: This section is used to provide a quick review for follow up individually or among the group from the student's previous week's call of action. This can also allow the group to stay connected, promoting accountability and the ability for the student to express what they learned to the whole group concerning the call of action.
- Co-Coaching: There are great benefits to co-coaching in Basecamp. Two people looking at the same student's Location Finder can identify key elements that one person may miss. The greatest benefit can be experienced in relationship to the group process and coaching notes. The coach sitting opposite the student in the DCE should have session notes to help them remember questions and stay on course, but it is distracting for a coach to try to write down the content of the student's discovery, identification of barriers, or their decisions concerning action steps. The co-coach can take these detailed notes making the record of the group sessions accurate and freeing the active coach (the one leading the session) to be 100% present to the students and the process.

*The following pages hold the Location Finder as it appears in the physical copy of Basecamp guides if those are provided for the students. The sample here is from the High School guides. Some of the questions and vocabulary have been modified for the Middle School guides to better fit the reading level and life situations of students in that age group.*

## Locator

**Knowing where you are currently is vital to getting where you want to go.**

**Take this opportunity to update your energizers and weights. After you are done with this section, compare your responses now with where you were when you did your first Location Finder.**

**Are you getting stronger?**

**Things you like about yourself – What are personal strengths... things that give you energy?**

*(Check off all the strengths that apply to you and then list your top three positives in the section labeled B-1 on your Basecamp summary page)*

- |   |   |   |   |
|---|---|---|---|
| <input type="radio"/> I have great friendships          | <input type="radio"/> I keep in good physical shape | <input type="radio"/> I am pretty chill | <input type="radio"/> I care about people               |
| <input type="radio"/> I am kind                         | <input type="radio"/> I like to win                 | <input type="radio"/> I work hard       | <input type="radio"/> I finish what I am supposed to do |
| <input type="radio"/> I act like myself around people   | <input type="radio"/> I am confident                | <input type="radio"/> I love people     | <input type="radio"/> I am honest                       |
| <input type="radio"/> I think of what other people need | <input type="radio"/> I am focused                  | <input type="radio"/> I am a leader     | <input type="radio"/> I communicate well                |
|   | <input type="radio"/> I am creative                 | <input type="radio"/> I am positive     | <input type="radio"/> I deal well with stress           |
|   |   | <input type="radio"/> I am outgoing     |   |

**Things you would like to change about yourself – What are your greatest weights in your climb?**

*(Check off all of the weaknesses that apply to you and then list your top 3 change priorities in the section labeled B-2 on your Basecamp summary page)*

- |   |  |   |   |
|---|--|---|---|
| <input type="radio"/> I don't have friends                      | <input type="radio"/> I don't have a good relationship with my parents | <input type="radio"/> I give up easily                        | <input type="radio"/> I don't care about people |
| <input type="radio"/> I am not very hopeful                     | <input type="radio"/> I deal with ongoing anxiety                      | <input type="radio"/> I get depressed                         | <input type="radio"/> I'm not focused           |
| <input type="radio"/> I act different in different groups       | <input type="radio"/> I am okay with losing                            | <input type="radio"/> I have bad grades                       | <input type="radio"/> I'm selfish               |
| <input type="radio"/> I talk about people behind their backs    | <input type="radio"/> I'm not confident                                | <input type="radio"/> I'm insecure                            | <input type="radio"/> I drink and party         |
| <input type="radio"/> I try to please others rather than myself | <input type="radio"/> I'm scared I will fail                           | <input type="radio"/> I have secrets that I can't tell anyone | <input type="radio"/> I get angry easily        |

### Location Finder Connections

**Rating scale:**

Never	Hardly ever	Rarely	Half the time	Often	Most the time	Always
						
1	2	3	4	5	6	7
Not Satisfied at all	Not Satisfied most of the time	Not Satisfied some of the time	Meh In the middle	Satisfied some of the time	Satisfied most of the time	Satisfied all the time

1. I am a part of a community that supports and encourages my beliefs. \_\_\_\_\_
2. I am satisfied with the amount of time I spend with people who are important in my life. \_\_\_\_\_
3. I feel good about the relationships I have with family members. \_\_\_\_\_
4. I am happy with my friendships. \_\_\_\_\_
5. I am satisfied with the level of honesty I have with my family. \_\_\_\_\_
6. I feel good about the amount of trust and openness I have with my friends. \_\_\_\_\_
7. I believe I can trust and rely on my friends when I need them. \_\_\_\_\_
8. I'm happy with my ability to resolve conflicts I have with others. \_\_\_\_\_
9. I am satisfied with how I'm dealing with people who harass or bully me. \_\_\_\_\_
10. I am usually able to look past people's faults and forgive them. \_\_\_\_\_

**Total:** \_\_\_\_\_

### Location Finder Intellect

**Rating scale:**

Never	Hardly ever	Rarely	Half the time	Often	Most the time	Always
						
1	2	3	4	5	6	7
Not Satisfied at all	Not Satisfied most of the time	Not Satisfied some of the time	Meh In the middle	Satisfied some of the time	Satisfied most of the time	Satisfied all the time

1. I am happy with my grades. \_\_\_\_\_
2. I think through my decisions and commitments carefully. \_\_\_\_\_
3. I feel that my time on social media and video gaming does not hurt my school performance. \_\_\_\_\_
4. I am satisfied with the way my decisions regarding drugs and alcohol impact my learning, or sports performance. \_\_\_\_\_
5. I am satisfied with the way I pay attention, participate and complete homework for my classes. \_\_\_\_\_
6. I am always on time for school and other commitments. \_\_\_\_\_
7. I organize my time and plan ahead to make sure I allow enough time to get everything done. \_\_\_\_\_
8. My personal spaces including backpack and bedroom are all organized and I can find the things I need quickly. \_\_\_\_\_
9. I am able to think or talk myself through problems to solutions. \_\_\_\_\_
10. I am able to communicate what I am thinking in a way that others understand. \_\_\_\_\_

**Total:** \_\_\_\_\_

### Location Finder Fitness

**Rating scale:**

Never	Hardly ever	Rarely	Half the time	Often	Most the time	Always
						
1	2	3	4	5	6	7
Not Satisfied at all	Not Satisfied most of the time	Not Satisfied some of the time	Meh In the middle	Satisfied some of the time	Satisfied most of the time	Satisfied all the time

1. I am satisfied with the amount of exercise I get everyday. \_\_\_\_\_
2. I get enough rest to feel focused and ready to go everyday. \_\_\_\_\_
3. I decide what is right for my body weight and appearance, not friends or social media. \_\_\_\_\_
4. I feel that the way I think or my decisions about sex are healthy for me physically and emotionally. \_\_\_\_\_
5. I have positive feelings about food (what I eat, why I eat and how much I eat). \_\_\_\_\_
6. I feel healthy and physically strong enough to do what I need or want to do. \_\_\_\_\_
7. I know how to use physical exercise to manage some of my emotions. \_\_\_\_\_
8. I can see the difference between how I feel physically and my emotional moods. \_\_\_\_\_
9. I participate in events that keep me active and contribute to my happiness. \_\_\_\_\_
10. I am aware of changes in my physical body and seek help when I am not feeling right. \_\_\_\_\_

**Total:** \_\_\_\_\_

### Location Finder Emotions

**Rating scale:**

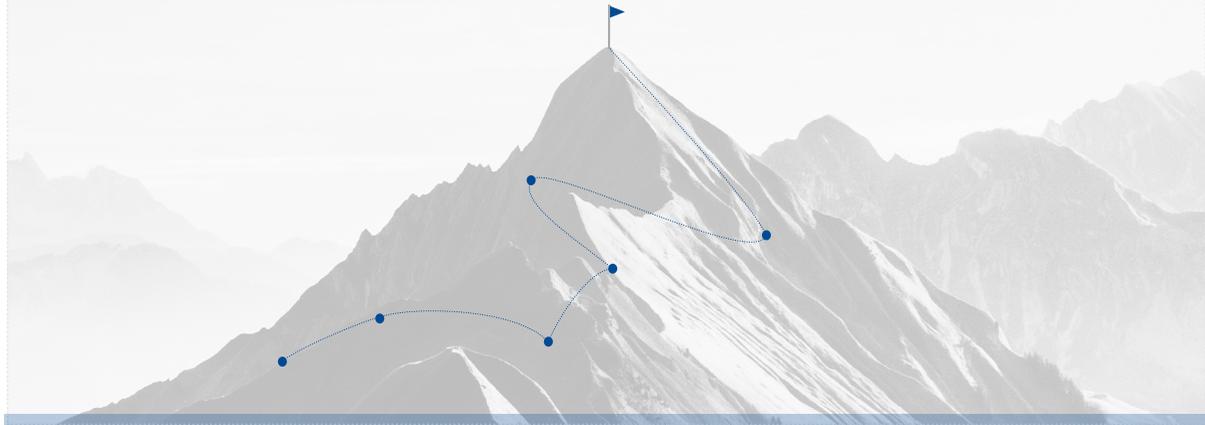
Never	Hardly ever	Rarely	Half the time	Often	Most the time	Always
						
1	2	3	4	5	6	7
Not Satisfied at all	Not Satisfied most of the time	Not Satisfied some of the time	Meh In the middle	Satisfied some of the time	Satisfied most of the time	Satisfied all the time

1. I avoid using alcohol, drugs or other harmful behaviors to deal with my emotions. \_\_\_\_\_
2. I can usually sort out my feelings and push through difficulties. \_\_\_\_\_
3. I can handle conflicts in a healthy way with family and friends. \_\_\_\_\_
4. I know how to end an unhealthy relationship when I need to. \_\_\_\_\_
5. I can find reasons to be grateful for the good things in my life. \_\_\_\_\_
6. I am dealing well with life changes, planned or unplanned that have happened over the past few years in my life. \_\_\_\_\_
7. I can usually identify what I'm feeling and what is causing that feeling. \_\_\_\_\_
8. I know the signs of depression and feel comfortable seeking the help I need. \_\_\_\_\_
9. I can usually tell how other people are feeling and try to imagine how I would feel if I was in their situation. \_\_\_\_\_
10. When I am feeling emotionally out of control, I seek help and support from people I trust. \_\_\_\_\_

**Total:** \_\_\_\_\_

# Location Finder

## Summary Page



### Personal Strengths *energizers B-1*

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### Personal Weaknesses *weights B-2*

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#### Connection

My relationships now:

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What I want:

#### Intellect

My school performance now:

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What I want:

#### Fitness

My health now:

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What I want:

#### The Feels

My emotions now:

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What I want:

# Anchoring Up

Look back on your last Locator and compare it to this one:

What is the biggest change you see in yourself?

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What is the one action you took that makes you feel the most proud?

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What do you wish you would have done?

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Take a quick look at the list of Anchor Points on chart below and list the one skill you think will be the most helpful to you through the next few weeks.

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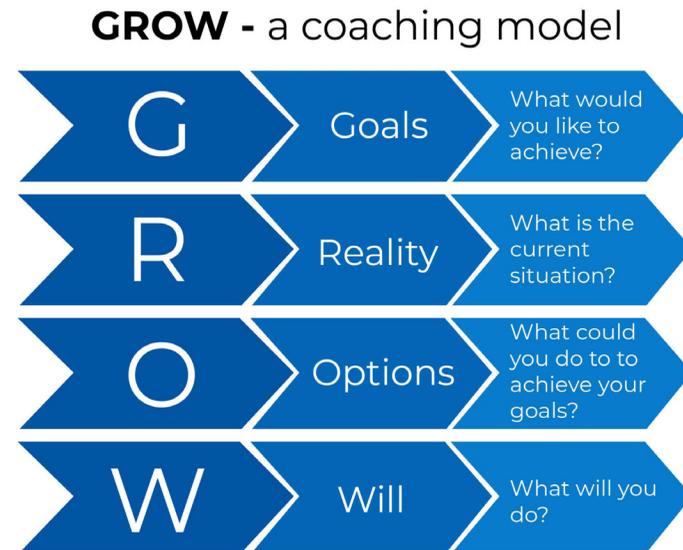


<b>Becoming</b>	Having Courage to be ME	Controlling My Emotions	Managing Self-Talk	Facing My Fears	Resetting and Trying Again
<b>Connecting</b>	Listening and Communicating	Having People Who Help Me	Handling Conflicts	Creating Boundaries	Being Kind and Understanding
<b>Doing</b>	Creating Good Plans	Getting Organized	Finding My Focus	Taking Small Action Steps	Managing Time and Energy



## The GROW Model

John Whitmore's GROW model is one of the better performance coaching models available. The steps are outlined in the graphic below. It has the main components of the primary type of coaching we use in Basecamp (Seeing, Being and Acting) with less emphasis on the *being* framework.

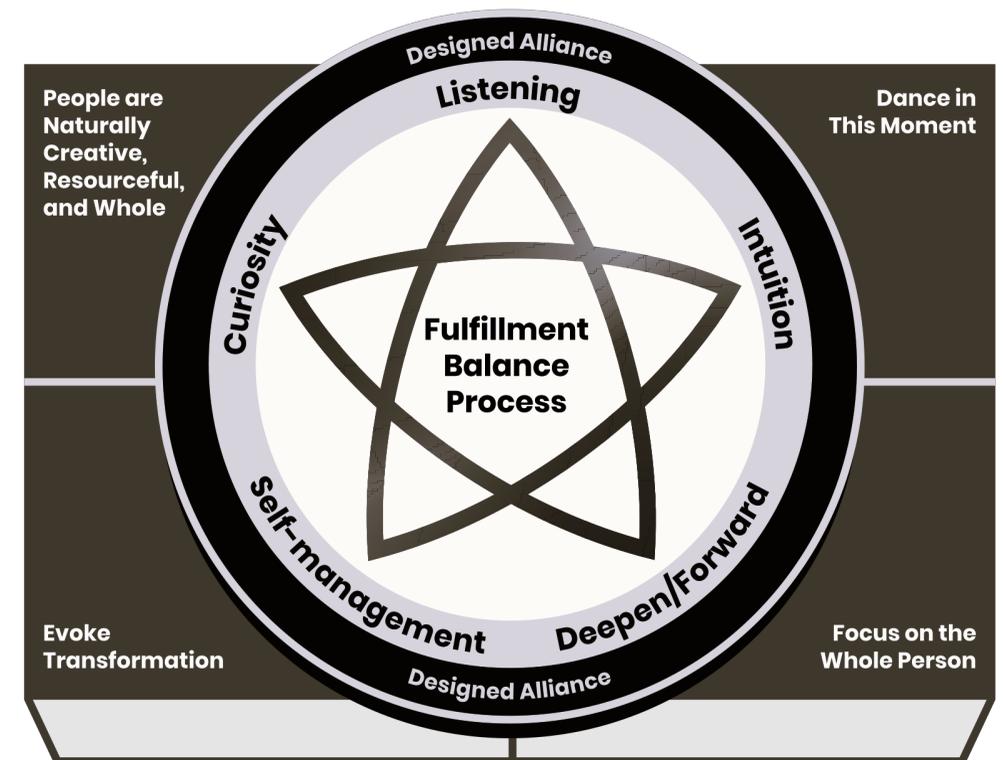


## Co-Active Coaching

The developmental coaching model we follow in Basecamp is mostly aligned with Co-Active Coaching. It means "being in action... together." The primary elements of Co-Active coaching are:

- Developing a connection - Investing in the relationship, building rapport and trust as a first priority.
- Listening and Communicating Effectively - Hearing the students deeply and adapting language that reflects their motivations, perceptions, and personality.
- Keeping the end in sight - Exploring their goals, maintaining focus on that objective and holding belief in their ability to attain what they want.
- Asking Powerful/Insightful Questions - Questions to help the student learn and reflect on their situations, and mainly about themselves.
- Building Self-awareness and Self-esteem - Understanding what is important and valuable to the student and focusing on how they are succeeding/progressing and building confidence in their abilities to move forward.

- Recognizing their whole life - Helping students learn to manage all aspects of their life effectively, offering practical, non-judgmental support.
- Acknowledging or Validating - Noticing and affirming their strengths, capabilities and accomplishments.
- Identifying Limiting Beliefs - Helping students recognize the self-imposed limitations they carry and to grow beyond self-sabotaging thoughts and beliefs.
- Holding them Accountable - Helping students follow through on actions or assignments
- Debriefing their Learning - Checking in on what the student is learning about their self and gauging the effectiveness of the coaching interactions.
- Celebrating - Recognizing big and small wins and acknowledging the work the students have done and what they have accomplished.





- Powerful, insightful questions change the entire nature of that exchange. Someone is taking an interest in me, who I am, what I want. They are asking me what I think and how I see things in my life. The easiest way for you to cause someone to disengage from a conversation is to dominate the exchange and make it completely about you. ***If we want to engage students in meaningful conversations, we have to make the conversation primarily about them and give them room to describe their life, challenges, strengths and goals as they see them.***
- As the student responds to the questions and begins to reach their own conclusions and decisions about their life, they are creating ownership of the decision-making process. In a way, they are giving advice to themselves which is much harder to dismiss, and it includes a higher level of personal accountability since it is their definition of the situation and their best idea on how to move through it.
- In his book ***Coaching Questions***, Tony Stoltzfus writes, “...questions hold the power to cause us to think, create answers we believe in, and motivate us to act on our ideas. Asking moves us beyond the passive acceptance of what others say, or staying stuck in our present circumstances, to aggressively apply our creative ability to the problem.” We have traditionally subscribed to the idea that teens have empty heads that just need to be filled with information. ***We have not trusted their development as pre-adults who can be coached and guided into creative problem solving.*** We have to change our approach if we want to change the outcomes.



### Guiding -vs- Directing

The word guide has so many varied meanings in our culture. Are you a tour guide pointing out important things and giving tidbits of information about them? Are you a hunting guide taking groups into areas of the forest where they are sure to find opportunities to shoot at furry creatures? Are you a spiritual guide who leads people through soul-cleansing exercises while they sit uncomfortably on a grass mat and listen to their inner voice?

Guidance as a coach looks more like an air-traffic controller than anything else. As you ask powerful, insightful questions the student will encounter numerous thoughts, memories, and feelings. If they are not helped to identify and follow those that are solutions oriented or at least on the trajectory of their goals, the important thoughts, memories and feelings will get lost in the crowded skies of their mind and imagination.

Air traffic controllers don't question the destination of the aircraft, the motivation for landing at O'Hare versus Midway, or inquire about the in-flight beverages being served on the plane. They are concerned that the pilots find clear air-traffic lanes that will allow them to safely and efficiently reach their destination.



The student will often give 3 or 4, (sometimes conflicting) responses to your question. ***Guiding as a coach will require that you insightfully identify the one response that is nearest to their flight plan (the problem they are trying to solve, or goal they have set), and then say, "So, what else can you tell me about that..."***

Keeping people on track through this process of self-discovery, rather than leading them to the conclusions you see as best for them is one of the most difficult skills to master in life coaching. You can master it; you will just need to stay in the right guidance role and notice when you have started describing the points of interests, telling them how to aim, or quoting Mahatma Gandhi.

### Role-Modeling -vs- Controlling

The coach serves in a passive role as a general principle. We let the student determine the objectives. We ask questions as opposed to teaching or giving advice. We provide accountability, but allow them to move at their own pace. One of the passive roles that we don't often consider is modeling behaviors for the students.

Many of the teens you will encounter have had good parental role models in terms of responsibility, work ethic, and perhaps community engagement. The gap we find most often in the experience of teens today is found in healthy models of interpersonal interaction. If there have been behavioral problems in the parent-teen relationship it is most common for parents to assume the role of strict disciplinarian to attempt some control, or at the other extreme, they have taken hands off and resorted to avoidance;

***"Children have never been very good at listening to their elders, but they have never failed to imitate them."***

James Baldwin

merely counting down the days until the youth is out of their home.

**When you show interest without judgment, care without control and listen without bias you are not only opening the doors to effective coaching, you are modeling interpersonal behaviors that will help that teen for the rest of their lives.** This role modeling will passively teach them to discern the difference between people who are kind because they are genuinely interested in their lives and wellbeing, versus those who are kind because they are seeking to manipulate them.

Here’s a short list of the kinds of interpersonal modeling you offer as a coach. Jot down the name of the person in your life who modeled that healthy behavior for you and think for a minute how you can do the same for the teens you will mentor:

- Staying calm when they were agitated \_\_\_\_\_
- Not reacting when others were accusing or defiant \_\_\_\_\_
- Expressing genuine empathy through eye contact and reassuring body language \_\_\_\_\_
- Listening without conveying judgment \_\_\_\_\_
- Conveying belief in who you were and what you said \_\_\_\_\_
- Patient persistence to really “get you” \_\_\_\_\_

The beauty of Basecamp’s design is that we bring this modeling to an entirely new level through our hybrid group coaching.

When a teen is being coached the modeled behaviors of the coach are obscured behind their self-focus. They are thinking about themselves and paying attention to the inward thoughts, feelings, and messages they are being asked to process... and rightfully so. They are still catching this passive modeling of healthy interpersonal behavior, but it is a slower intake when they are actively being coached.

**“(In Coaching) You are performing a modeling role that is informing and shaping interpersonal behaviors for each of the students looking on.”**

Our group design allows the other 7 to 9 teens in the group to observe this process from an objective position. They will notice both the behaviors of their peer and those modeled by the coach. This brings the intake of modeled behaviors onto a fast-track for those observing the coaching experienced by one of their peers.

You will need to remind yourself about this opportunity before every group meeting. **You are not only performing a vital role to actively help the teen right in front of you. You are performing a modeling role that is informing and shaping interpersonal behaviors for each of the students looking on.**

### Showing Respect -vs- Demanding Respect

Many of the teens you will coach are stuck in a reactive posture against authority figures (parents, teachers, athletic coaches, or supervisors where they work) who demand respect from them. They resent this expectation because, in many cases, they have lists of reasons why those people don’t deserve their respect.

As much as teens are hypersensitive to being judged themselves, they are typically very free to judge the actions of adults for their inconsistency, hypocrisy, favoritism, self-centeredness, or arrogance. We will not fix this incongruence as it is a deeply ingrained factor of human behavior. Many adults live with this judging others while complaining about being judged incongruence.

**What we can do is give teens the gift of unearned respect. We do this by treating them as unique, valuable, and important individuals.** Use the table below to complete the following exercise.

- Think of the ways that others have acted disrespectfully toward you and list them on the lines identified as “Taking.” (Withdrawing respect by their actions) Then in the space just below identified as “Giving” write down the way that the opposite behavior can be expressed toward a teen.

Taking	
Giving	

The idea here is that not all respect is earned. The primary level of respect is for who the person is a unique human being. Our role as coaches is to live in the affirmation of that primary truth. Instead of demanding respect, we give it. The rewards for showing respect will show up nearly immediately with teens. They are accustomed to being dismissed as immature, not ready for independence, lacking the experience and wisdom they need to make their own decisions.

You may agree that in the case of most 14-year-olds, all of these things are true.

They likely are. But that teen will never learn how to solve problems, weigh outcomes, think critically, or make adult-sized decisions about their life if they are treated like a foolish child.

McRae suggests that behavior follows self-image. This means that the way teens are treated can become a kind of self-fulfilling prophecy. Being treated like a foolish child will imprint on the self-image of the teen and they will behave foolishly and remain in childish reasoning.

### Bias Check

You might be experiencing a bias reaction right about now. Part of the cultural baggage of the parenting and social behaviors toward children over the past 20 years is found in the descriptions of the “trophy generation”, “coddled kids” or “entitled teens.” There is a lot of evidence that the universal reward, give-your-child-high-self-esteem-no-matter-what movement has produced unintended consequences. The children we sought to unconditionally affirm end up being ill-equipped to deal with criticism, correction and competition as adults. It can therefore, be extraordinarily difficult to show respect to a 15-year-old who believes they deserve it even though they have a crappy attitude toward adults and act like they own the world.

We have to get back to the essentials when showing respect or we will get caught in those bias traps. They are a unique human being. They are an individual. They have potential. To acknowledge those things is to show respect. ***Using their name, showing interest in who they are and what they like to do, thanking them and acknowledging their bravery for being willing to be a part of something like this... are all ways to show respect to teens.***

### Empowered Decision-making

One of the key ways that teens are disrespected is by being cut out of decisions or not being asked their opinions about adult matters, because many adults don't believe they have anything worthwhile to contribute. Whether or not they do have anything worthwhile to offer is not important; the demonstration of trust, regard and inclusion is vitally important. This is what we offer students in a mentor-coaching relationship. We treat them as individuals who have the ability to think their way through their own problems and are capable of finding solutions and answers that will move them forward in life.

### Facilitating -vs- Decision-Making

When children are old enough to express their desires through communication (pointing and words) parents start offering choices. At some point the child will favor

# RESPECT

the selection of things the parents know will not be beneficial to them (e.g., always choosing ice cream over broccoli). When children reach their teens, they usually don't exhibit much better choice-making, so parents persist in overriding teenager choices and making decisions for them. The greatest limitation to this persistence is that the teen is disallowed from the processes required to develop the critical skills of adult decision-making.

In Basecamp, the life-coach assumes the role of a facilitator. ***A facilitator provides indirect, unobtrusive assistance to the teen so that they are able to develop their own conclusions, weigh out the content of decisions with their own reasoning, and arrive at steps of action that they are more likely to trust and follow.*** They will need assistance to stay on track and ensure that they are mentally wrestling with facts over fantasy, but they do not need us deciding what is best for them. Think of it this way, the decision that your student needs to make is like eating at a Chinese restaurant. Your job as the coach is not to get them to order a plate of steamed broccoli off the menu. It is your job to make sure that they are sitting at Panda Express, not Taco Bell.

### Empowering -vs- Limiting

As much as teens exhibit self-confidence and large egos, we know that insecurity tends to run their internal life. While they are struggling for their independence from parents and pushing away from the restraints of authority, they still require the role of adults to empower them. This empowerment is primarily demonstrated by being given permission to believe in themselves and be treated as competent and able persons. Coaching fills this role very well.

They are accustomed to having their ideas challenged by parents who make fear-based statements. Those statements are then reinterpreted by the teen as questioning their judgment or questioning their adequacy.

You get to stand in the role of the adult who takes a believing interest in their ideas and validates their capacity to think, use wisdom, solve problems, and figure stuff out for themselves.





- Integrity \_\_\_\_\_  
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- Patient \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Active listener \_\_\_\_\_  
 \_\_\_\_\_  
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- Strategic \_\_\_\_\_  
 \_\_\_\_\_  
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- Respectful \_\_\_\_\_  
 \_\_\_\_\_  
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- Self-regulating \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Trustworthy \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## 2. Personal Weaknesses

- Weaknesses are harder to identify for most of us, especially those weaknesses that others notice, but slip out of our field of view. This is where self-awareness becomes essential. It's important to grow in our ability to read the way that people act and react in response to how we are with them. This includes our words, tone of voice, and body language.
- Any blind spots in this area of self-awareness must be recognized and improved because they stand as huge roadblocks to the kind of connection coaching requires. ***It is also important to admit how difficult it is to see ourselves accurately in terms of how others perceive us. The answer to that dilemma is to invite this kind of input from someone who can do so***

***without judgment or bias.*** Do yourself and those you are seeking to help a big favor and seek out this kind of objective input. It will also help you to develop a positive frame of mind around receiving input so that you are able to receive it without becoming resentful or overly self-critical.

- Other weaknesses fall into the category of patterns in your personality that trigger in high stress or awkward situations. Some people become too talkative when they are nervous, or display discomfort by bouncing their leg, or shifting constantly in their chair. Recognizing and controlling these patterns will keep the person you are coaching from reacting to you and shutting down.

## 3. Hot Buttons and Triggers

This falls into the arena of personality patterns, but instead of being triggered by nerves or discomfort, they are reactions that happen as the result of experiencing behavior in others that you find personally offensive or highly irritating. We all have them. This can be know-it-all's, people who are disrespectful, overly negative, or chronic complainers; whatever it is they do, it just gets under your skin.

Some of you may have a low tolerance for people who seem lazy. Others will have a hard time being accepting and affirming toward people who act stuck-up and arrogant.

***"...Ultimately it is your hot button that's being pushed; it's your trigger that's getting pulled."***

- Whatever it is, you must recognize that ultimately it is your hot button that's being pushed; it's your trigger that's getting pulled. An intolerance is a weakness that will compromise your ability to effectively coach. Bring these things up with trusted advisors/friends and develop an improvement plan to deal with them before you get pushed or pulled.

## 4. Preconceptions and Biases

These are mostly hidden from us as well. At least they are so deeply ingrained in our psyche that they are difficult to see, but we all have them. Preconceptions are dangerous to coaching relationships because they contain assumptions or conclusions that can prevent us from hearing and understanding the student we are coaching.

- If you have a preconception that aspirations to enter a professional athletic career are a waste of time because of the microscopically small percentage of people who succeed in getting there, that bias will impact the way that you relate to the dreams of a student who identifies that as a long-term goal. We must be able to fortify their beliefs and aspirations and that will require identifying preconceptions and setting them aside sufficiently to provide sincere guidance toward their goal.

## 5. How did you get where you are?

Each of us has a story, and in that story, we can usually define what worked and didn't work; what moved us toward our goals and the things that set us back. While our coaching is principle based and we want to introduce the students to skills, tools and concepts that will contribute to their success, we must maintain an awareness that everyone's journey will be unique to them. The fact that you entered your career straight out of high school and picked up classes at the community college in the evening to complete your degree, and that this worked out really well for you is just a part of your unique story.

*"You can't live someone else's expectations in life. It's a recipe for disaster."*

- Bear Grylls

- Keep your eye on the anchor-points (life-skills) and realize that the specific way that you got where you are is not the model we are coaching others to follow. Placing too much weight on your experience and guiding clients toward that path violates the primary objective of coaching which is to have them identify where they want to go, choose the path they think is best to get there and own the outcomes of those choices.

### *Understanding your role as a coach*

Young adults need the gift of guidance. Today's teens are much less receptive to being told something than in previous generations. We can complain about that and try to figure out who's responsible for this situation (educators, parents, the government, the Kardashians, social media, the culture...), but it won't change how things are.

Young people are experiencing a world that is much broader, open and immediately accessible than what has ever existed. Their way of thinking about choices, values, lifestyles, significance, and purpose is radically different than those held by the generation just before them. What this means is the way that we relate to them and help them must radically adjust.

#### 1. Actively shifting from being a teaching adult to a guiding adult

Schools, churches, and training programs have held tightly to the education model where students sit in classrooms, listen to lectures and then demonstrate their grasp on a given subject matter by writing reports and passing tests. That is simply not working as effectively as it once did.

Fortunately, this shift is being experienced alongside the growth and development of the coaching model of personal guidance. Once regarded as junk theory by behavioral scientists, coaching methods have gained regard and serious attention based on years of proven and effective results across a broad spectrum of personal, professional, and relational platforms.

## 2. Becoming Coaching-Guides

- What Basecamp has done is adapted the model of coaching from adults to teenagers, developed it into a hybrid group process and under-girded the model with a specific set of principle-based life skills that are indirectly integrated into the coaching relationship. The greatest temptation faced by most people who want to help teenagers is to assume the role of advisor-teachers as opposed to coaching-guides.
- The target population for this program is especially prone to elicit this advisor-teacher role because it can appear that adolescents are empty-minded, confused, lacking direction and have cornered the phrase, "I don't know." It's relatively easy to assume that they just need to be taught, pointed in the right direction, given the keys of understanding.
- Your role depends on actively resisting this advisor-teacher temptation and holding a firm commitment to stay squarely on the coaching-guidance path. The answers teenagers need to successfully move forward into



fully functioning, confident, productive adults will not entirely come from within them, but these answers must be discovered by them. If they are to own the objectives (desired outcomes for their lives) and fully participate in the decision-making necessary to pursue them, they must be coached toward that ownership and guided through those decisions.

- We talk about the importance of empowering young people and yet one of the most dis-empowering actions adults do is take thinking, contemplation, weighing, and problem-solving out of the hands of teenagers. We want to tell them, so they will know what they need to know, but this dis-empowers them and leads them away from self-discovery. We can do much better than this and Basecamp has the system to do it, but it relies on trained, capable, and effective coaches.

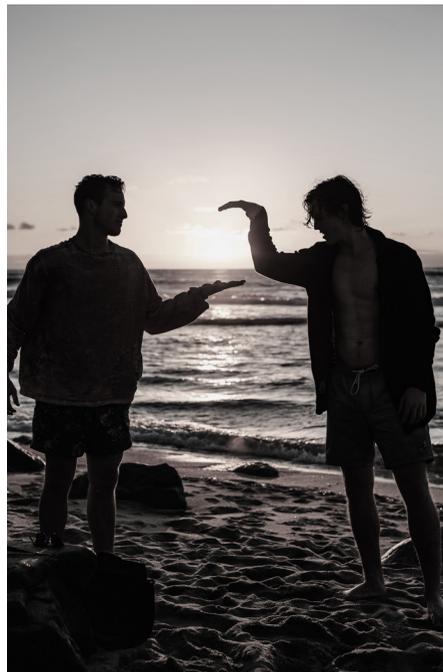
### *Personal Impact*

Coaches can have a tremendous impact on their students. It's important to remember how you carry yourself in each coaching session. When you engage in a coaching relationship you must be aware of the following:

- **Energy:** This is critical in every coaching session. If you come in tired and low on energy your session will yield the same effect. People rely on

coaches for vision, energy and hope. Coaching is about giving all three of those in healthy amounts. Also, you will find that the coaching tools that require imagination will feel awkward. These tools will go much better if your energy and positivity are up when you introduce them.

- **Tone:** If your tone is sharp and judgmental the student will close off from in fear of being judged. Talking down to students is ineffective, demeaning and negative. As a coach you must remain positive, caring and encouraging in order for these youth to reach their goals.
- **Patience and Contentment with tension:** We are leading these students to self- discovery. Often students are slow to discover their answer and that can set up the temptation for us to *feed* the answer rather than letting them figure it out. This will create a tension that you will want to resolve (quiet, awkward, non-responsive moments), but you will serve them best by enduring the tension, leaving the pressure on them, and waiting for them to respond.



## ELEVEN: Working with Traumatized Youth

### Essential Understanding About Trauma:

Traumatic responses in young people can manifest not just in extreme behaviors, but they are also extreme in the diversity of ways these adaptations are expressed. Some youth may become instantly aggressive or angry while others may just shut down, stop communicating, and become completely withdrawn.

The outward behaviors will vary on the spectrum between these extremes, but the neurophysiological processes that are happening inside of them are primarily reacting to their perception of threat.

By seeing their behaviors as a self-protective reaction related to harm, neglect, or violence they've experienced earlier in life, we are better able to empathize, understand, and connect with them.

#### 1. Exposure or Experience?

It is that element of experience that is at the heart of understanding trauma. We often think of what a person was exposed to as the key contributing factor in trauma. We focus on physical or sexual abuse or neglect and try to imagine how we might feel if we had the same experience.

That perspective can lead us to minimize how a person has or is reacting by making comparisons. Someone might say, "I grew up with a drunk, angry father like she did, so I don't know why she's so hypersensitive to someone yelling... It doesn't bother me..." By only thinking about trauma in terms of the kinds of things the teen was exposed to, we leave the door open to this kind of comparison and minimization.



"The key point in understanding trauma is not the exposure to a stressful event in and of itself, but rather the individual's experience of that event. A stressful event becomes traumatic when the demands of the situation overwhelm the individual's ability to cope with the situation."

K. Hallett & J. Donelan – Trauma Treatment Toolbox for Teens

There are dozens of factors that contribute to that coping ability including genetics, family and support systems, past experiences, and vulnerabilities unique to the

disposition and personality of that specific child. The important questions to ask are, “How did that child experience that event or situation? What coping abilities did they have or not have when exposed to those conditions?”

We could spend time investigating what is happening in the human brain when someone is going through a dangerous event, whether real or perceived. There are volumes of information about the sympathetic nervous system which produces an instinctive, unconscious response to the perception of danger or threat. While that may be interesting, that understanding doesn't help us all that much in the face of the sudden, out of the blue reaction of a 12-year-old who seems to have completely lost his mind.

What does help is to keep in mind that we are dealing with the suffering soul of a teen or preteen who is acting out of triggered emotions without any idea why. All they know is that they suddenly feel unsafe, vulnerable, or threatened.

## 2. The Pervasiveness of Traumatic Experience

There is a school of thought that divides trauma into big T and little t trauma.

- Big “T” involves sudden severe events including serious injury, sexual violence, the violent death of a loved one, or life-threatening experiences.
- Little “t” might involve non-life-threatening injuries, emotional abuse, death of a pet, bullying, harassment, or the loss of significant relationships.

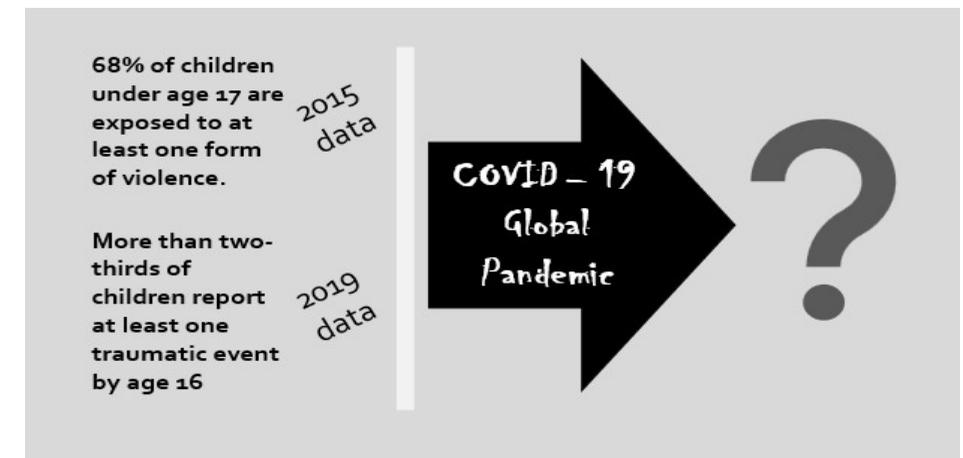
One can make too much of the impact of trauma by seeing everything through that lens, but the larger issue is the inclination to minimize the rate of occurrence and psychological ramifications of childhood trauma. Whether it's the result of a single major traumatic event like the sudden, violent death of a loved one, or a series of ongoing distressing situations, like being bullied through an entire school year.

### Trauma Data

A 2015 study estimated that over the course of a year, 68% of children under age seventeen are exposed to at least one form of violence.

The Substance Abuse and Mental Health Services Administration report reveals that more than two-thirds of children report at least one traumatic event by age sixteen.

These numbers do not account for the impact of COVID-19 and the attending stresses, disruptions and pressures a global pandemic placed on children and their families.



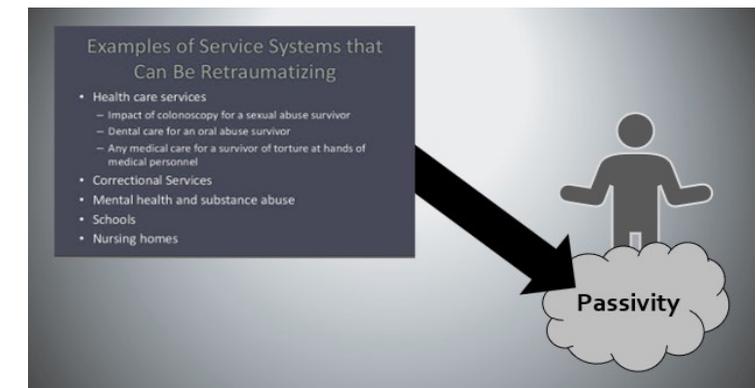
Minimizing the impact of little “t” incidents not only creates unhelpful biases in you as the helping professional, but it can also convey to teens that they shouldn't be reacting the way they are to what they've experienced. This can create adverse coping behaviors in the teens such as bottling up emotions or attempting to manage symptoms without support.

Research shows that failing to address the emotional suffering caused by any traumatic event may lead to cumulative damage in children over time.

## 3. The Need is too Great for Passivity

Much of the trauma-informed literature has focused on cautions around re-traumatizing actions created by educators, social workers, or anyone in a child-related role of authority. That emphasis, while important to follow in terms of awareness, has pushed many adults into passive, accommodating roles rather than actively participating in steps toward a child's growth and healing.

Taking an insulative approach, where you do everything you can to protect a teenager and let them ride out their extreme emotions without any attempt to redirect them, doesn't offer any real solutions to traumatized youth.



## Your Informed Experience

A significant part of your ability to help traumatized teens will come from the repeated experience of working with them. You will learn to see the visual cues that indicate that you need to give that teen some space and just support them as they live through this trauma reaction. You will also see the moments when a teen needs to be redirected away from the triggered emotion and focused on the present and the future.

The main point is that they need help, and you may be in the best relational position to show genuine empathy, but that empathy must be followed with a now and later-pointing question... “Ok, those feelings are legit, and it sucks that you are getting hit with all of this right now. The thing that can help you the most right now is answering this question: Where do you go from here?”

Our social systems recognize specific teens as “unaccompanied minors.” If we become too passive and cautious, we can neglect the opportunity to accompany these suffering teens toward social-emotional growth and healing.

### 4. Trauma or Defiance?

How do you know if what the teen is manifesting is a trauma reaction or just exhibiting defiant teenage behavior? At the end of the day, it doesn't matter. The same kind of healthy approach that you should take with traumatized youth will work just as well with defiant teens.

The youth we serve are in programs like ours because they have legitimate needs. Their ways of coping with the difficulties they face are mostly reactive, producing antisocial, defiant, unreasonable, and mercurial behaviors. For some teens, those coping mechanisms were formed through the crisis of traumatic experiences including abuse, neglect, and real threats to their safety.

For other teens, their unproductive coping mechanisms are simply connected to their developmental stage as they face the bewildering confusion of adolescence combined with an intense drive for autonomy and the freedom to do as they please. The behaviors in either situation cannot be reliable clues to differentiate between a trauma response or teenage defiance, so it's more helpful to keep your focus on needs the teen is experiencing and seek to address those rather than responding to the behaviors.



## 5. What to do to help

The outward behavior of a trauma-reacting teen is disruptive and grabs our attention, so we tend to focus on the extreme behaviors and seek to control what the teen is doing. What pushes most adults back on our heels is when they see an intensity of response that doesn't at all match the intensity of the stressor or triggering event. It doesn't make sense to us, and the reality is, in most cases it doesn't make sense to the teen who is manifesting that behavior either.

### General settings where traumatic reactions may manifest

First, let's identify the things you can attempt in general (non-reactive) settings with teens, specifically in Basecamp group environments. As you look through this list, you'll immediately see things that you can't completely control, but it does help to keep these things in your awareness as you interact with teens.

- A. **As much as you can, maintain the usual routine. This helps the teen feel some control over their lives because they can find safety in predictability. You may feel the pressure to keep teens entertained due to their “10-seconds to boring” attention span, but consistency and predictability are vital for their wellbeing.**
- B. **Increase the display of emotional support and encouragement**
- C. **Be mindful of difficult times or triggers. Consider what kind of settings, meetings or encounters hold the “predictive potential” of triggering a particular emotion or reaction.**

### Types of common trauma triggers:

- ≡ Loud, chaotic environments – sensory overload
- ≡ Threatening gestures
- ≡ Certain odors (specifically related to the trauma experience)
- ≡ Physical touch
- ≡ Feeling vulnerable or rejected
- ≡ Sounds (alarms, sirens... even music related to the traumatic event or loss)
- ≡ Confinement or feeling trapped
- ≡ Unclear/Uncertain expectations
- ≡ Loneliness
- ≡ Change in routine -without notice
- ≡ Authority figures who set limits through demands (rather than providing choices)

- ≡ Situations that are perceived as unfair or unjust
- ≡ Witnessing an altercation of violence between others
- ≡ Spaces that remind them of the trauma experience (lighting, bathrooms, unsupervised areas)
- ≡ The onset of certain feelings in response to common – unconnected activities (getting in trouble, failing a test, being called stupid etc.)

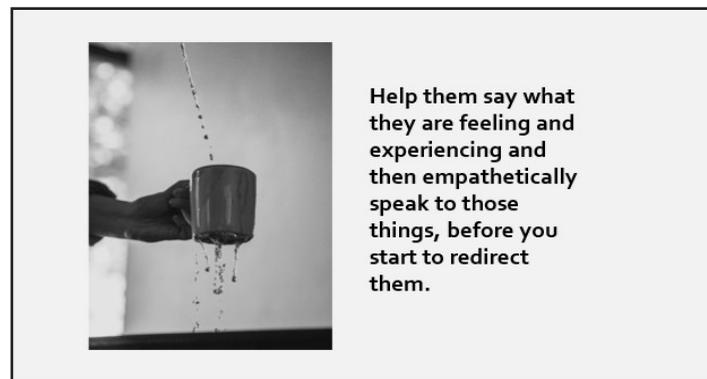
Just a quick read through of this list explains why we see the volume of trauma-triggered behaviors that we are. For many teens, most of the experiences on this list looks like any normal school day.

Again, there's no way that you can know if a specific song is associated with a teen's trauma experience, so you won't be able to address all of the possibilities. Keeping these things in mind, however, will help you prevent some reactions and at least not be caught off guard when you see them manifest.

### ***Responding to extreme reactive incidents***

Next let's go over some proven suggestions to use in extreme reactive incidents where you are interacting with a teen who is manifesting trauma triggered, self-protective behaviors.

- A. Address them with a non-aggressive pose.
- B. If they are acting out, don't be afraid to gently correct the behavior, but make sure you provide space and time to unpack what happened.
- C. Redirect them by focusing on solutions that offer safety and teen-selected options.
- D. Give simple straightforward information to the child's questions or concerns.
- E. Focus on building trust.



- F. If they are talking, pay attention to what they are saying and speak to those things.
  - Drain down the emotional cup
- G. If they are not talking, model feeling words to help them communicate.
- H. Focus on the present.
- I. Be patient.
- J. Do your best to not take their reactions personally.

### ***Recommended Perspectives and Actions***

*(Use the following areas to take notes on the recommendations offered by Dr. McKellar)*

Question: Is there ever a time when a child's trauma regarding a coaching topic is so significant that trying to set a forward-reaching goal would be inappropriate?

Question: When a student is clearly associating us with a negative figure in their life, how do we appropriately take that into consideration?

Question: How do you respond in a situation where a student starts opening up about explicit and traumatic memories in front of their peers who may in turn be traumatized by those memories?

Question: How do you approach conversations with students, especially at continuation schools, when they connect through trauma-sharing with their peers and it's all they want to talk about?

Would it be good to report a cause for concern in cases of kids feeling deeply affected and even traumatized by the stories of their peers' trauma?

How do you approach students who identify with labels, such as a mental illness, out of a need for group sympathy or acceptance?

What would be your advice to your younger self when you were first getting into the field and encountering traumatized children in a therapeutic setting?

How would you respond to a teen who talks about their trauma event and treats it like it's normal, even to the point of asking you why you feel bad when you express sorrow for what they've experienced?

When we must refer a student to a counselor or therapist, how can we better ensure that it is a smooth transition where the teen feels covered and safe?

How do we help students with extreme anxiety to practice coping methods and how do we guide them as they navigate through their anxiety?

How do you practice leaving all of the traumatic situations and student experiences you hear about day by day behind you so that it isn't coming home with you?

How do you have conversations with teens when they report having black-out where they have no memory of their actions or self-control over what they did?

## The Bottom Line

To an increasing degree, professionals who work with teens must make the assumption that what they experience in teen behaviors is likely to be a trauma reaction.

That regard, I'm sure you would agree, is difficult to do when you face the frustration and confusion over what the teenager you are helping is doing and saying or refusing to do and say. But they are suffering.

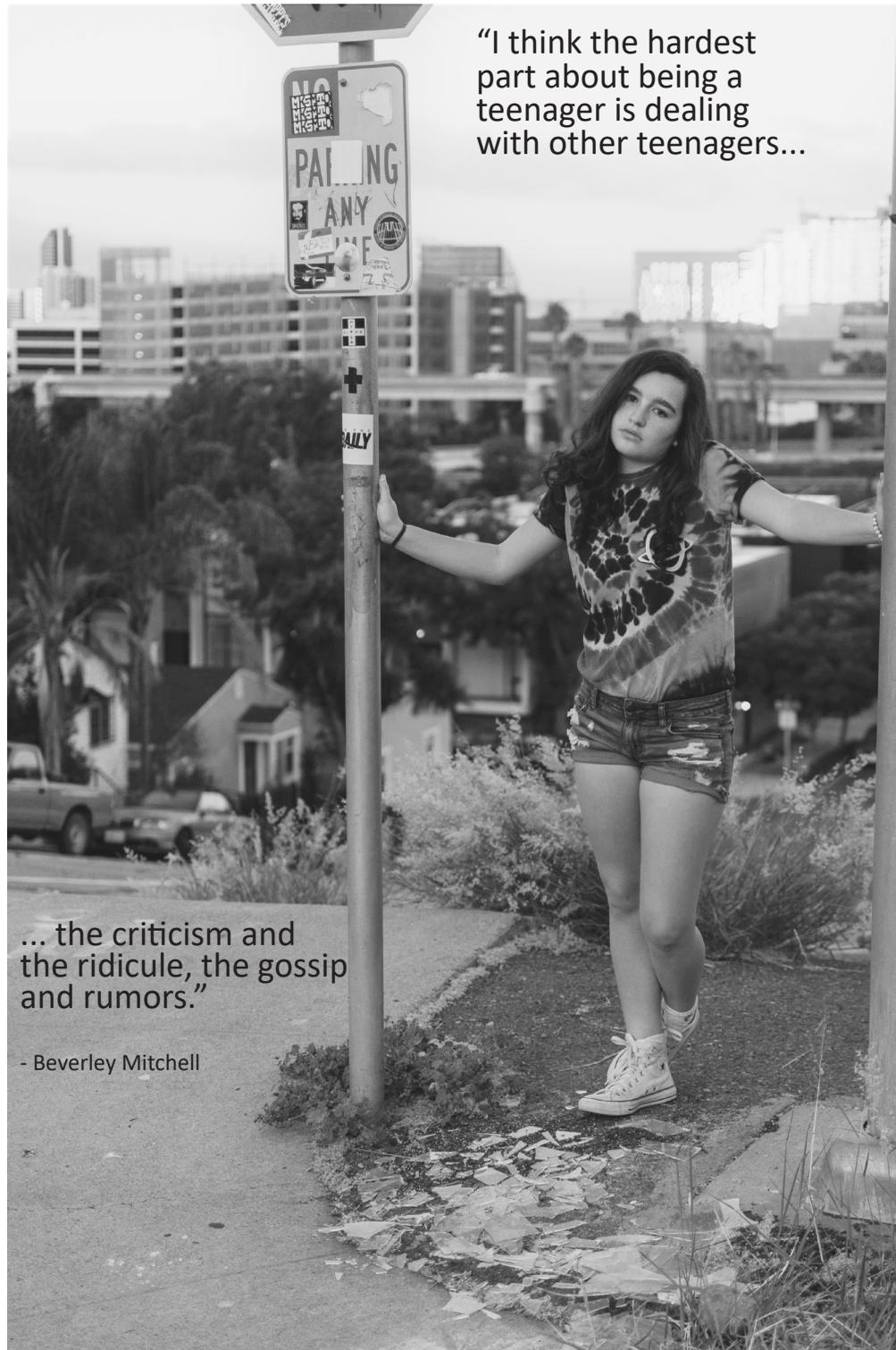
You will need to see through that shut-down or raging defiant behavior to that suffering child. That perspective can allow you the space you need to adjust your expectations to that understanding and modify your approach to the way their neurophysiology is reacting to the perception of threat and danger.

"We must learn to regard people less in the light of what they do or omit to do, and more in the light of what they suffer."

Dietrich Bonhoeffer - Letters and Papers from Prison

The goal in our work with trauma-affected teens is to help them find new abilities to discern between truly threatening and non-threatening situations, and to rest and trust in new places of safety, security, and identity. Every new ability they gain and every forward step they take will allow them to move further away from past traumas and live free of the reactive instincts associated with that past.





"I think the hardest part about being a teenager is dealing with other teenagers..."

... the criticism and the ridicule, the gossip and rumors."

- Beverley Mitchell

## TWELVE: Youth Mindsets

To effectively coach a teenager you must work at a growing understanding of the world in which they live.

There are all sorts of projections, concerns and conclusions regarding the post millennial generation. The extreme warnings about the mental and emotional state of today's teens should not be overlooked. Recent studies (2019 Journal of Abnormal Psychology) indicate that 20% of teens suffer with serious mental illness. Depression, anxiety, hopelessness and suicide all increased by alarming percentages among 12-25 year-olds.



On the other hand, there are promising trends which should also not be disregarded. Many risky behaviors including cigarette smoking, alcohol use, teen pregnancy, and teen DUI have all declined sharply from previous generations.

The fact is that all generations include some trends that cause concern and others that offer great hope and promise. What is uniform in the teens you coach will be the neurological and social-emotional developmental stages through which they are maturing.

Let's start with the teen brain and then move on to examine some unique cultural elements that affect teen mindsets.

### *The Teen Brain*

With the advancements in neurotechnology we have a better understanding of how developmental stages and differing external conditions affect specific regions of the human brain. Some have suggested that we have always known that the teenage brain was a confusing place to be and now we have the science to prove it. Here are 4 quick observations that help explain some of the thinking patterns and behavior tendencies among teenagers:



#### **1. Reliance on limbic processing**

Due to the increase in brain matter, the teen brain becomes more interconnected and gains processing power. "Adolescents start to have the computational and decision-making skills of an adult - if given time and access to information, but in the heat of the moment, their decision-making can be overly influenced by emotions, because their brains rely more on the limbic system (the emotional seat of the brain)

than the more rational prefrontal cortex." Sheryl Feinstein, author of "Inside the Teenage Brain: Parenting a Work in Progress." This is how it is possible for a teenager to do something risky or unsafe when they clearly know better.

- The key point in this for coaching is in the statement "...if given time and access to information." Coaching can create the space for better decision making and help teens access different reasoning capabilities.

## 2. Emotional Intensity

This is one of the "I-didn't-need-science-to-tell-me-this" points about the teenage brain. Puberty is the beginning of major changes in the limbic system, that part of the brain that not only helps regulate heart rate and blood sugar levels, but also is critical to the formation of memories and emotions. Part of the limbic system, the amygdala, is thought to connect sensory information to emotional responses.

Without the disruption of childhood trauma, older teens gain some equilibrium and have an easier time interpreting other people and situational stimuli, but until then, they often misread teachers and parents. This means that you can be as careful as possible in the way you talk to a teenager and they will still react in tears or anger because they will have misunderstood what you said.

- The key point for us in coaching is that by giving less direct advice we can minimize the misreading opportunities and assist the development of reasoning equilibrium by guiding them to explore other ways to interpret situations or the actions of others.

## 3. The power of peers

Teenagers are experiencing a new ability in abstract reasoning where they can see themselves through the eyes of someone else. This is a vital ability in the development of self-awareness, but it also makes teenagers vulnerable to fixating on the approval of others. Neurologists have found that peer approval is highly rewarding to the teenage brain which explains the increase of high-risk behavior within teen social groups.

- The coaching key is to use powerful questions and encourage the use of creativity and imagination to access and steer abstract reasoning to better conclusions. By bringing peer influences into the coaching process in Basecamp, we can create brain rewards for positive seeing, being and acting.

## 4. Preoccupation with Self

The hormone changes at puberty spurs the production of more receptors for oxytocin. This increased sensitivity has been linked to a teens' feeling of self-consciousness; making an adolescent truly feel like everyone is watching him or her. According to researchers, these feelings peak around 15 years old. They begin asking

themselves: "What kind of person do I want to be and what type of place do I want the world to be?"



Until their brains develop enough to handle and interpret this self-consciousness, their answers to these questions and the general framework of their thinking can be very self-centered.

- The coaching key for us is to help youth explore this new awareness without getting hung up on what appears to be self-obsession or narcissism. That exploration happens through the posing of questions, rather than giving them answers.

## Culture and Technology

The personal attention teenagers receive from adults is relatively low. (Highland Spring Group reports that parents have less than 35 minutes a day in face to face interactions with their children). This in conjunction with the growing importance of their peer relationships is perhaps what is leading teens to find their information, affirmation and inspiration from social media. This cultural force is also influencing the standards of beauty, success, morality, values and personal significance with which they will compare themselves. Social media, like it or not, is teaching our teenagers about life more than any other avenue.



- Coaching Angle- Help them discover through their own self-observation the negative effects social media has on their life personally and how they can take action towards countering these effects. Do this by first by asking the right questions:
- What do you think are the negatives around social media? How has that affected you personally?
- Ask them to give the positives as well. In order for teenagers to properly be coached they need to know you're on their side and that you want to partner with them. You're not a cynic; you are their coach. There are tons of amazing aspects to social media. The goal is to help them discover the

negative effects and course correct, not stop them from using social media.

- Help them explore *seeing* and *being* questions related to screen time.

On average teenagers spend up to 9 hours daily browsing through social media. Not surprisingly, 42% of them feel that social media has a direct impact on how they feel about themselves. Research is also showing the impact that social media is having on the brain.

You may want to explore this area further since it is central to the lives of students. The links below connect you to the content developed by Dr. Caroline Leaf on this subject.

<https://www.youtube.com/watch?v=zJ KCu-9zCDo>

### ***How a Teen's worldview affects their Mindset***

It's important to understand the perspective teens have about themselves and the world around them before we start offering guidance. This is the critical work of asking "Seeing" or exploration questions in coaching. You are not just trying to get the teen to understand their outlook and perspectives. You are getting glimpses into that worldview that helps you better understand them.

The following statements were collected from Gen Z students in a dialogue about what matters to them and what they want in life:

***"I want to be liked by everyone and have influence. I want to be more confident about how I look and who I am. Most importantly I just want good friends around me that know and understand me and make me feel better about myself. I use social media so that people see me and so I can see them. I will like or comment just so they will comment on my stuff. I don't know exactly what I am supposed to do when I graduate. I could use a good mentor."***

As I've already stated in other sections of this training, your personal agenda must be set aside if you want to authentically and effectively coach teens. I won't argue that your list of recommended changes would likely improve their life significantly, but I will argue that your list doesn't have a hope of success if it is misaligned with how they see their world. It would be helpful to separate common adult perspectives on what teenagers need from the perspective of a teenager. Here's a list that might help.

### **From an adult perspective, teenagers need:**

- ≡ A positive peer group
- ≡ Better skills to resolve conflicts
- ≡ Ability to face fears

- ≡ Decisiveness
- ≡ Better or more realistic self-image
- ≡ Ability to delay gratification
- ≡ More ambition

### **Personal needs from a teenage perspective:**

- ≡ Connections and relationships - "Having people that know my heart. They know me for who I am, and they ask questions about me."
- ≡ Influence - "Being able to say something, wear something or act a certain way and have people notice." (Comment or like)
- ≡ A mentor "Having some sort of a mentor in my life, but the right one though".
- ≡ Goals and steps with accountability
- ≡ Individual affirmation - "They notice me, not just the group."
- ≡ Self-confidence - "...not feeling like you're being judged, most importantly in your outward appearance."
- Coaching Angle: Focus on asking questions that would offer insight to the way that they honestly see themselves and the world around them. Most adults immediately try to correct or improve a teen's perspective as opposed to staying curious about what's involved with how they see things.

Stay curious and non-judgmental so you can help them define and explore their worldview. Often just getting people to say out loud what they feel or perceive can be an "ah-ha" moment for them, and it allows you to coach them from where they are rather than where you think they should be.





Change tends to follow major life shifts, but the degree of change is dependent on:

- A person's overall outlook
- The presence of change reinforcers
- Openness and Self-Awareness

## THIRTEEN: Understanding Change Behaviors

For decades now, our primary mechanism for promoting personal change in others has centered around knowledge. We even have an expression that states: "Knowledge is power!" The truth is people typically don't change as a result of information or better understanding. Knowledge does not change behavior. Everyone knows overweight doctors who smoke cigarettes, or marriage counselors who get divorced. We also assume that people resist change, but that is not necessarily true either; we are changing all the time.

Coaching offers the opportunity to significantly influence the process of change in others, but it is important that you know the pivot points and true motivators of change. Once you do, you can recognize the signs of internal sticking spots in the student you are coaching and then guide them through to forward movement.

Before we dig into some specifics concerning change, let's wrap our minds around a very important truth: Real, lasting and significant change usually follows

***"The truth is people typically don't change as a result of information or better understandings. Knowledge does not change behavior."***

some major life shift, trauma or disappointment. The loss of a job, end of a relationship, or even a major failure seem to act as catalysts for significant personal change in a way that nothing else can or does.

Motivational speakers use the expression "A person will change when the pain of staying the same becomes greater than the pain of change." There is some truth to that because most personal crises involve pain, but it is the occurrence of some change (loss, disappointment) around a person that seems to regularly get the wheels of personal change set in motion.

Some people have even adopted the saying, "Don't waste a crisis" as a way of helping people and organizations seize the fuel of crisis for activating change. This opportunity is especially available to teenagers who are experiencing a regular encounter with loss, disappointment and trauma as their relationships, emotions and biology undergo seismic crises and shifts.

### ***Recognizing Fixed and Growth Mindsets***

Current research is demonstrating how significant an individual's primary mindset is in determining how they move through challenges, cope with change and recover from setbacks.

<h3>Fixed Mindset</h3> <p><b>Intelligence is static</b> Leads to a desire to LOOK SMART and therefore a tendency to:</p> <ul style="list-style-type: none"> <li> Avoid Challenges</li> <li> Give Up Easily Due To Obstacles</li> <li> See Effort As Fruitless</li> <li> Ignore Useful Feedback</li> <li> Be Threatened by Others' Success</li> </ul>	<h3>Growth Mindset</h3> <p><b>Intelligence can be developed</b> Leads to a desire to LEARN and therefore a tendency to:</p> <ul style="list-style-type: none"> <li> Embrace Challenges</li> <li> Persist Despite Obstacles</li> <li> See Effort As Path To Mastery</li> <li> Learn From Criticism</li> <li> Be Inspired By Others' Success</li> </ul>
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When you find a student that is operating out of a fixed mindset it is important to start questioning in a way that reveals this to them. Questions that identify the possibilities are very helpful in dislodging a student from a fixed mindset and opening them to see setbacks as opportunities for growth.

This framework of understanding is not intended to be something you point out to the students. It helps you identify where a student may be hanging up in a fixed mindset so you can formulate powerful questions and use coaching tools to bring that awareness into view for the student's seeing and being.

### Change Talk versus Sustain Talk

Researchers who study change behavior have noted that resistance to change is strongest when the helper makes the argument for change. If you hear sustain talk like, "I think things are fine just like they are" you may be tempted to offer reasons for change, but those reasons (even really good ones) will be met with mountains of resistance.

Change talk like, "I really need to learn how to control my anger" must originate in the teen and then be supported by the helper. When the student expresses change talk they are working at convincing themselves of the need for change. Coach them in response to change talk and you'll help reinforce that movement forward.

### The Conflict of Planner & Doer (Rider & Elephant)

The primary reason people don't change is related to a conflict where the head and heart disagree. Inside everyone is a planner and a doer. Lasting change happens when people can manage agreement between these two primary expressions of their being.

- When the doer acts without a plan the result is (usually chaos), but mostly short bursts of action that don't add up to lasting change.
- When the planner plots a course and the doer is inactive, that result is delay, excuses, good intentions, and regular re-planning.

Planner = Rider (Problems)	Doer = Elephant (Problems)
Can't keep the elephant on the same road long enough to reach any one destination	Gets bored with plans and responds impulsively to whatever momentarily interests them
The rider sees too many problems and spends too much time trying to fix them in his/her mind	Lacks focus and finds longer range plans/ goals demotivating
Is reflective, deliberate, analyzes things and pays attention to the future.	Is more instinctive, runs from pain, pursues pleasure
Wants goals and clear routes to get there that the Elephant ignores	Wants quick pay-offs – instant gratification that the rider avoids
Will lose the direction battle every time the Elephant wants something different	When change efforts fail... it's usually this guy's fault

Planner = Rider (Needs)	Doer = Elephant (Needs)
A positive "solutions" focus	To "feel" needs not just "know about them"
Definitions and structure to plans	Short term wins
A source of energy besides their finite reserves of self-control.	To tap into deep instincts of love, loyalty, compassion and sympathy

Great coaching will require you to identify who is running the show in the student and then guide them into the most effective ways to motivate the rider or guide the elephant. Here are some suggestions to identify this internal conflict and ideas to help you formulate questions that will help the student find the agreement they need to make lasting change.

### Watch for the signs of indecision

This can be the result of too many options. Utilize clarifying coaching questions to help narrow their options:

- "Out of the few things you could do in this situation, which two feel the best to you?"
- **≡ Notice that this narrows the options while tapping into their emotional connection to them.**
- "Which one of these choices would help you the most in the soonest amount of time?"

- ≡ Notice that this a narrowing question and one that feeds into the strength of the elephant.

### Watch for signs of emotional exhaustion

This can be the result of trying a few things in succession that haven't provided any progress or wins. Often what looks like laziness is more the result of emotional exhaustion. Their elephant has been running around aimlessly or their rider has practiced will-power as long as they could and tapped out.



### Utilize sequence questions to guide them toward sustainable solutions:

- “Was there one of the things you tried to do that worked even just a little bit?” “What do you think made that work, if even just for a short time?” “What one thing you can modify or add to this small thing that would make it better or last longer?”

- ≡ Notice that this is a guiding question and engages the rider by seeking a longer-term benefit.

- “What would success look like for you in this situation?” “As you think about that definition of success (description of a win), what one thing can you try that would have the best chance of being successful at that?”

- ≡ Notice that these questions lead them toward a possibility rather than staying focused on what hasn't worked, and it engages the rider who needs definitions to the plan.

- “Have you seen other people succeed at what you are trying to do?” “What did they do that you could try?” “If you don't know right now, what would you think about making a discovery conversation your action step for this week?”

- ≡ Notice this question points to a possibility instead of the problem. It engages the rider who is looking for solutions and the Elephant who needs a quick win.

### Watch for the signs of confusion

Most of us live in an ongoing battle between the rider and elephant (I want that chocolate dessert, but I shouldn't eat that chocolate dessert... I want that new pair of jeans, but I should actually pay my cell phone bill this month...) The level of this conflict in teenagers is very different because they don't have the necessary life experiences to fortify the rider's objections.

They have louder cautioning voices around them than they have within them. They are missing the internal convictions or settled values that the rider relies on to pull at the reins of the 6-ton beast. The external pressures will produce an unsettledness with the decisions they have made or are currently making that will look less like a conflict of priorities or values and more like confusion. Utilize defining or forecasting questions to activate and engage the rider:

- “Put yourself in a time machine and set the date for one year from now. What do you imagine the results of this decision will look like then?” “Imagine you are 30 years old (past college, maybe married, working in your career) and found a way to contact your younger self (to you right now at this age and facing your current decisions), what advice would older you give younger you?”

- ≡ Notice that these questions have them look into the future, but solely from their own eyes – no outside opinions. The use of imagination fires up the elephant, but the future looking view is going to call the rider to attention and have them listening internally for self-provided values.

- “There are all kinds of people. Some are rude, some are generous, others take big risks, and some are just helpful no matter who they meet. What kind of person you want to be (perhaps remind them of their role models?” “In what way are your current choices in agreement with the kind of person you want to be or in disagreement?”

- ≡ Notice this question calls on them to identify a positive or desired aspect of their self-image. This engages the elephant's instincts around meaning while calling the rider to internally define who they are and what they value.

ASK YOURSELF  
 IF WHAT YOU  
 ARE DOING TODAY  
 IS GETTING YOU  
 CLOSER TO WHERE  
 YOU WANT TO  
 BE TOMORROW.

## FOURTEEN: A Solutions Focus

Many of the recommended processes for change organizationally and personally begin with an identification of the problems, shortfalls, or deficiencies. Some change theorists even suggest that you create a crisis so that it stimulates people out of complacency and prompts them toward change.

Appreciative Inquiry is a change method that focuses on positive aspects or potential opportunities. In coaching, we apply the principle of appreciative inquiry to search for and bring out the best in students. This is one of the reasons we ask for them to identify their strengths or energizers in the Location Finder assessment. We ask for the weaknesses and weights too, but that is primarily about the promotion of a balanced self-awareness.

As a coach you need to be more interested in what is good, positive and working in each student and help them to build on and use those things to solve their own problems or move toward their goals.

### Finding the Bright Spots

In the early 1990's Jerry Sternin was deployed by a world hunger organization to address what appeared to be an unsolvable problem of high malnutrition and child mortality in Vietnam.

***“Whether you think  
 you can or you think  
 you can’t, you’re right”***

***Henry Ford***

Instead of looking for and treating the malnourished children, as other organizations had done previously, he found the homes where children were unusually healthy and well-nourished and studied what those mothers did. He then had these moms teach and prepare meals with groups of other moms. He called this approach "positive deviance."

Within 6 months 65% of the children in that area were better nourished and stayed that way. Over time this approach reached 2.2 million people in 265 villages.

### ***Appreciative Inquiry Coaching***

An Appreciate Inquiry approach to coaching can provide significant help to certain students, especially those that tend to battle negative self-talk and easily get down on themselves.

The core components to this coaching approach are:

- 1. Discovery – appreciating what gives life to the students and helping them**

### develop an appreciative view of themselves.

- “Who are or have been your role models? What attributes of these role models do you admire and most appreciate?”
- “What are the 5 most positive things in your life?”
- “List five adjectives that describe you at your best.”
- “What situations tend to bring out your best?”

### 2. Dream – exploring their longings and desires for a successful future

- “What would you like to contribute to the world?”

≡ Positive attitudes, actions and connections are major influencers in producing long-term change. Young people are vulnerable to negative emotions as they often feel they cannot do much about their circumstances or control much in their environment. Keeping a positive vision in front of them will help to counteract that perception and open them to undiscovered options.

### 3. Design – Directing students to put their attention on designing the way to move into that future and taking action on the pieces of that design

- Buildings, roadways, the layout of neighborhoods and shopping centers are all created out of a design. Helping the students to see what could be present in their future as a result of what they design and act on now, can engage them creatively and energize them to moving forward.

### 4. Destiny – helping students recognize and celebrate their dream and to live fully and well

- Even though this sounds like an outcome celebration, we want to help students acknowledge, appreciate and celebrate that they moved forward and acted on the intentions of their design, even if its in small, incremental steps. Celebrate that they are living true to themselves and moving toward their dream.

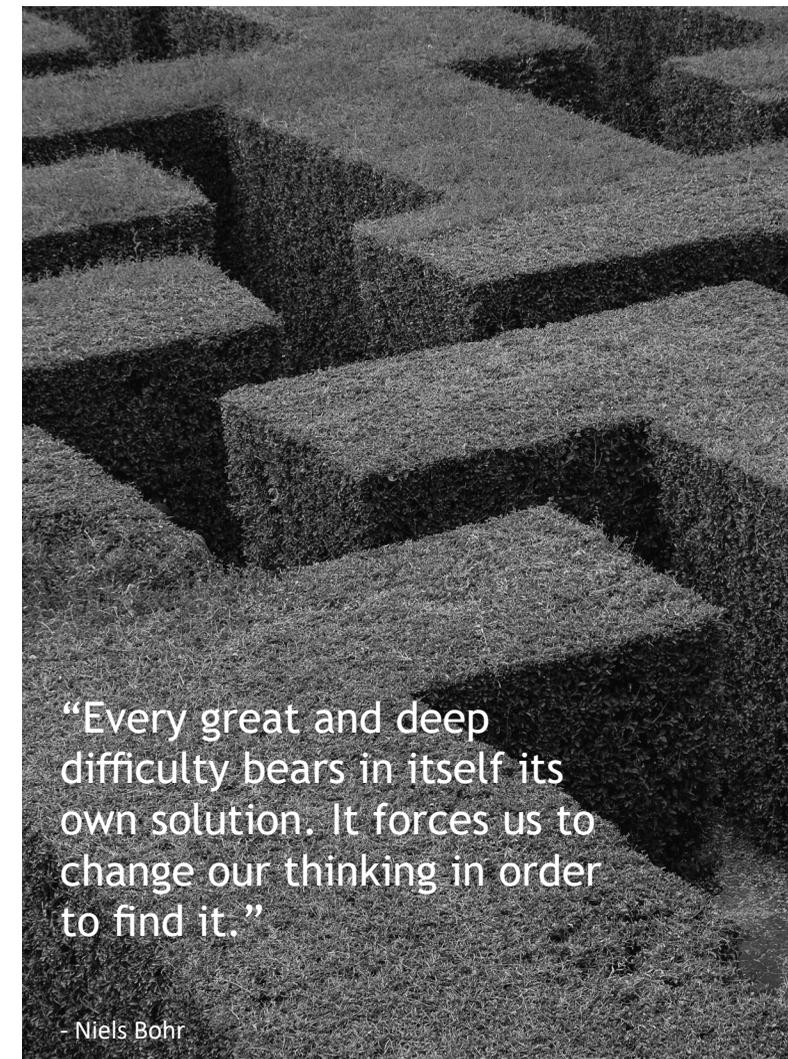
### ***Solutions Focused Therapy***

This approach to psychotherapy developed in the late 1960’s is the clearest

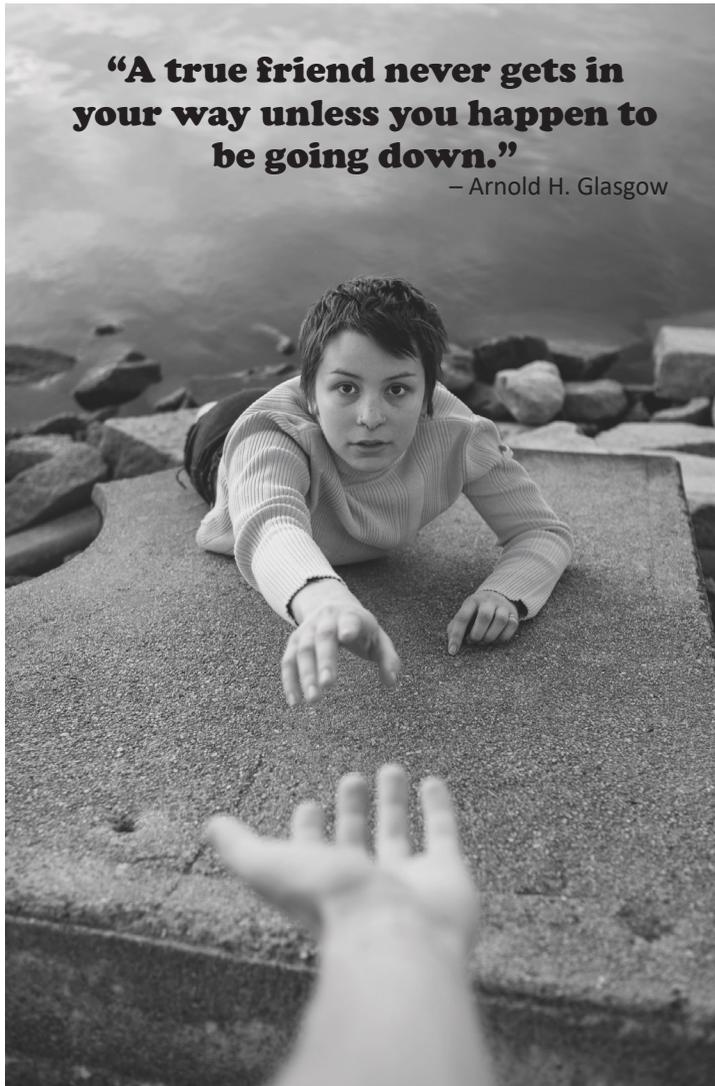
crossover between therapeutic practice and coaching methodology. It assumes that the therapist’s role is not to clarify the reality of the situation but to better it in some way. It also accepts what the client has to offer and turns it to positive use.

A solutions based approach that identifies what is already working and valuable in the life of the student fits very well in our coaching method and specifically with a group coaching process.

In coaching we hold to the idea that if, something is working, do more of it. If it’s not working, don’t do it again and do something else. This encourages a growth mindset that allows experimentation and learning as a way of moving toward new and powerful solutions.







## **FIFTEEN: Keeping Students Safe**

This section provides an overview on very important matters related to the students that are under our care and guidance. You must know the place and restrictions of a coaching relationship and the kinds of things you should be bringing to the attention of 5 Peaks administration and school staff.

### ***Coaching versus Therapy - know the differences***

- ≡ Therapists work with clients that need professional help to work towards healing, recovery, and issue resolution.
- ≡ **Coaches work with clients who want a detached partner to help them develop and enhance their lives.**
- ≡ Therapists are experts in medical and behavioral sciences trained to treat diagnosable conditions.
- ≡ **Coaches see the potential in their clients and are trained to support them as they pursue specific desired outcomes.**
- ≡ Therapists are required to keep their personal feelings and thoughts removed.
- ≡ **Coaches keep the focus on the client, but can use personal disclosure as a tool to challenge their clients.**

### **Clearly understand your role and its limitations**

#### **1. You are not trying to fix the students**

- Coaching looks forward to possibilities and actions. We are not trying to figure out why they are where they are, or the reason they act as they do. We are helping them see, be and act in ways that will enable forward movement.

#### **2. You must not misrepresent what kind of help you are offering them**

- Coaching offers them an effective tool (for self-discovery and accountability) and an effective process (for self-awareness and personal actions). Representing coaching as the ultimate solution or the best and only way for them to get help is inappropriate and inaccurate.

#### **3. You should not take the student’s responsibility away from them**

- Coaching is about empowering the student with the confidence and belief that they can find their own solutions and solve their own problems. We

guide people to those places and leave the whole weight of what they see and want in their hands.

#### 4. You must keep the student's confidentiality

- This is primarily about maintaining the integrity of the coaching relationship. We are required to report anything that triggers concern over their personal safety and/or the safety of others.

#### **Reporting Concerns**

We provide Cause for Concern Report Forms (CCRF) to all Five Peaks coaching staff. The purpose of these forms is to ensure that circumstances of concern are being brought to the attention of school or organizational staff and 5 Peaks Youth Solutions Supervisors. Our goal is to maintain robust communication with school counselors so student needs are not falling through the cracks. The CCRF includes reporting on the following areas:

- ≡ Abuse
- ≡ Neglect
- ≡ Extreme or Alarming Behavior
- ≡ At-risk of self-harm
- ≡ At-risk of harming others
- ≡ At-risk of being harmed
- ≡ Excessive isolation
- ≡ Violent or threatening language
- ≡ Evidence of self-harm
- ≡ Repeat occurrence of previously reported concern

#### **CCRF and Mandated Reporting**

Some of the items on the CCRF fall into the conditions requiring a Mandated Report to Child Protective Services. Filing a CCRF does not replace that requirement. If you see or suspect physical abuse, sexual abuse, or neglect, you must report that observation or concern directly to CPS. The CCRF ensures that all personnel responsible for the protection and safety of children are informed about potential threats and actions against students, and any violence or harm students may potentially bring against others.

- The CCRF is to be completed and signed by the person making the report. Copies of the completed report are to be made and delivered to the recognized point of contact (POC) at the school or organization and to 5 Peaks supervisors. It is your job to know who that point of contact is and

submit the report directly to them.

#### **Mandated Reporting**

As paraprofessionals working on school campuses or alongside community-based programs, you assume the same obligations and requirements as educators in relation to mandated reporting. The laws regarding mandated reporting can change and they vary from state to state, so we provide the full text of those statutes for you in a separate document from this manual.

**In general terms, the requirements with which you must comply are as follows:**

- A mandated reporter must make a child abuse report "whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect..."
- Proof of abuse is not required; that will be determined through investigation by child welfare professionals and/or law enforcement.
- The responsibility for reporting rests solely with the mandated reporter. Reporting suspected abuse to an employer, supervisor, school principal, school counselor, coworker, or other person is not a substitute for reporting to a child protective agency and does not fulfill the obligation to report.

**Reporting requirements fall into three primary categories:**

- Physical Abuse - a physical injury inflicted by other than accidental means on a child, or intentionally injuring a child.
- Sexual Abuse - sexual assault or sexual exploitation.
- Neglect - the negligent treatment or the maltreatment of a child by his/her caregiver that results in harm or could be harmful. The term includes both acts (e.g., locking a toddler in a hot car) and omissions (e.g., not providing food) on the part of the responsible person.

Again, the full text of current Mandated Reporting statutes will be provided in a separate document along with specific training.

#### **Concerns over reporting mandates**

Mentor-coaches are regularly concerned about how Mandated reporting and/or the submission of a CCRF might impact the trust of their coaching relationships with the students.

- It is essential that you are giving reminders at the beginning of EVERY Basecamp group about the limits of confidentiality. They must understand that this confidentiality ends at the point that you discern that they may be in danger of harming themselves or others. You will find that for the most part the students understand and at a deeper level appreciate the care expressed in those actions.

Another concern coaches have in relation to Mandated Reporting and filing CCRF's is feeling confident that what they suspect or observe warrants these actions.

- This is another great reason we have two coaches engaged with each Basecamp group. You can consult with your coaching partner to verify that the things you are noticing are being perceived in the same way or somewhat differently by them.

### ***Making Recommendations for Mental Health Services***

You will find a list of indicators and conditions below that would warrant cause for concern and prompt the action of referring a student to a helping professional. As in the case of reporting a threat, counseling staff in the hosting organization should be consulted and involved in the recommendation process. This means that you should not casually suggest that a student "get some counseling," however, you should also not minimize the signals you detect and do nothing.

Consult with your coaching partner and if both of you share the same concern, complete a CCRF, check the box on page one indicating "Recommendation for Mental Health Services," complete the section on page two, sign the form and submit a copy to school or organization POC and submit original document to your 5 Peaks supervisor.

Indications that a student should be recommended for mental health services:

- They are highly emotional or needy in most sessions
- They are constantly in some crisis and reactionary mode
- You have a sense that the student's issues are beyond what can be addressed through a coaching relationship
- The student stays in a continual stuck place and cannot move forward on even the most basic goals
- The student continually refers to a traumatic event or some occurrence of abuse in their past
- You discover that the student is participating in addictive behaviors that are sabotaging their efforts

### **Other indicators:**

- Changes in sleep patterns
- Unexpected weeping or excessive moodiness
- Eating habits that result in noticeable weight loss or gain
- Expressions of hopelessness or worthlessness
- Paranoia and excessive secrecy
- Self-mutilation, or mention of hurting himself or herself
- Obsessive body-image concerns
- Excessive isolation
- Abandonment of friends and social groups





## GROUP RESOURCES

### Preparations for the Initial Basecamp Group

#### Defining the Coaching Relationship

#### Concluding Basecamp Groups

#### Guidance on Out-of-Group Contact with Students

### ***Preparation for Initial Basecamp Group***

#### **Prep Work:**

- Review the Location Finder section of coach training materials.
- Work on ways to illustrate the "why" of self-evaluation and describe the benefits.
- Prep forms or digital platform for gathering initial student demographics
- Decide which coach will lead which section of the initial group meetings.

#### **Over the first 3 weeks of the group you will have 7 primary objectives:**

- 1. Introducing yourself and the DTR - Defining the (coaching) relationship - including 4 myths, What a coach won't do, and the mentor-coach to student agreement. I would suggest following the outline for this I've provided in the next section.**
- 2. Leading group in defining the 4 Agreements (Group rules)**
  - This is a process of having the students set their agreements on what is okay and not okay during Basecamp meetings. You should guide the categories (How we speak to and treat each other, what we do with what is shared in these groups, How I will participate in group meetings, what happens when we break an agreement?) You can change the categories or add to them, but I would not suggest making this list more than 4 items.
  - These are written down and stated as a reminder during the orientation at the start of EVERY group meeting.
- 3. Providing a couple demonstrations of the coaching process (coach coaching coach)**
  - To demystify the future meetings and explain coaching in concrete terms, it would be helpful for both coaches to take a turn coaching each other. Do this at least 2 times and make sure that if you are the one being coached, that you offer a coaching objective that is real and not made up. It need not be super disclosing or personal, but it does need to be something real.
- 4. Introduction and providing the "why" for the Location Finder**
  - The success of data collection through the Location Finder is dependent on how clearly you can communicate the purpose or "why" of the assessment. Review the guidance and ideas offered in that section of the training

manual and put energy and thought into communicating this step in the Basecamp process to the students.

## 5. Initial data collection and coaches observations

- Collect the primary demographic information about the students. Scan the entries to make sure they have completed them and spelled their name (yes, their name) correctly. Begin posting attendance and evaluating the participation of each student. These initial 3-4 weeks is the best time to document your initial impression/observations of each student. The weeks will get away from you, so completing this early and accurately will keep you from trying to recover these observations from memory.

## 6. Lead activities that build trust and rapport among the students and with you

- Be purposeful in the selection of icebreakers and activities during these weeks. You will want to use games like Common/Uncommon that help the students know more about each other and you. Prioritize activities that will promote safe self-disclosure and contribute to building a sense of community.

## 7. Identification and prep of 1st two DCE (Direct Coaching Experience) participants

- It should become obvious right away which of the students would be more outgoing and socially comfortable to recruit for the first couple of DCE's. Identify them and start working with them on potential coaching objectives that they would want to pursue when they are in the Spot/DCE.

## ***DTR - Defining the (Coaching) Relationship***

It is important when engaging with a new group or individual student that you clarify expectations, make agreements, and define the process as clearly as possible. There are three parts to doing this well.

### 1. Address the 4 common myths of coaching

- **Myth One:** Working with a coach means that something is wrong with me.

Truth: Coaching offers skills and tools to benefit everyone. Leaders in business and entertainment, along with people from all walks of life who simply want to grow personally and make progress toward their goals regularly use coaches to help them.

- **Myth Two:** Being coached (or in a coaching group) will add a lot of work on top of what I already have to do.

Truth: The work of coaching is done in the time you spend being coached or in the group process. The greatest value you get from coaching is actually slowing things down to focus on smaller pieces of your life and that happens in the weekly meetings.

- **Myth Three:** A coach is really a spy for my parents or schoolteachers who want to know what is happening in my life or are (behind the scenes) using the coaches to get me to do what they want me to do.

Truth: What you talk about in the coaching process is completely your choice. The content of what you say is confidential to the coach and the group. The coaches never report back to school staff or parents with this one exception: If they get any indications from what you say or do in the coaching group or one-to-one conversations that you are in danger of hurting yourself or harming others, they will let someone know who is in a role of authority at the school.

- **Myth Four:** Everyone will know I'm in a coaching/mentoring group.

Truth: That is your choice to tell others. 5 Peaks Basecamp coaches will not make that known to anyone else. And besides that, being in Basecamp is a great opportunity that not everyone else gets to do. You should be proud to be included in this kind of group.

### 2. The Power of a Coaching Relationship: It's what your coach won't do that really helps you

- Your coaches won't... Tell you what to do. They are much more interested in what you want to do and helping you find a way forward to do that.

So, that means that it would be helpful if you are super honest and trust your own thinking and imagination through the coaching process. Questions (the primary language spoken by your coaches) are the best way to get you thinking differently and deeply about your life, problems and dreams.

- Your coaches won't... Correct you or judge what you say. When it comes to the control of your life, you ultimately have to figure out what is right for you and wrong for you. Someone telling you what that is, is not always very helpful.

So, that means that it would be helpful for you to move away from thinking about your decisions as right or wrong, good or bad, and try to think about them as "is this useful, somewhat useful or un-useful?" Thinking this way will help you see how your decisions fit together with other decisions and the results from doing one thing versus doing another.

- Your coaches won't... Point out your failures. We live in a culture that loves to point out how people blow it. There are hundreds of YouTube channels that are created to show video clips of failures... every kind imaginable. You don't need someone pointing out yours.

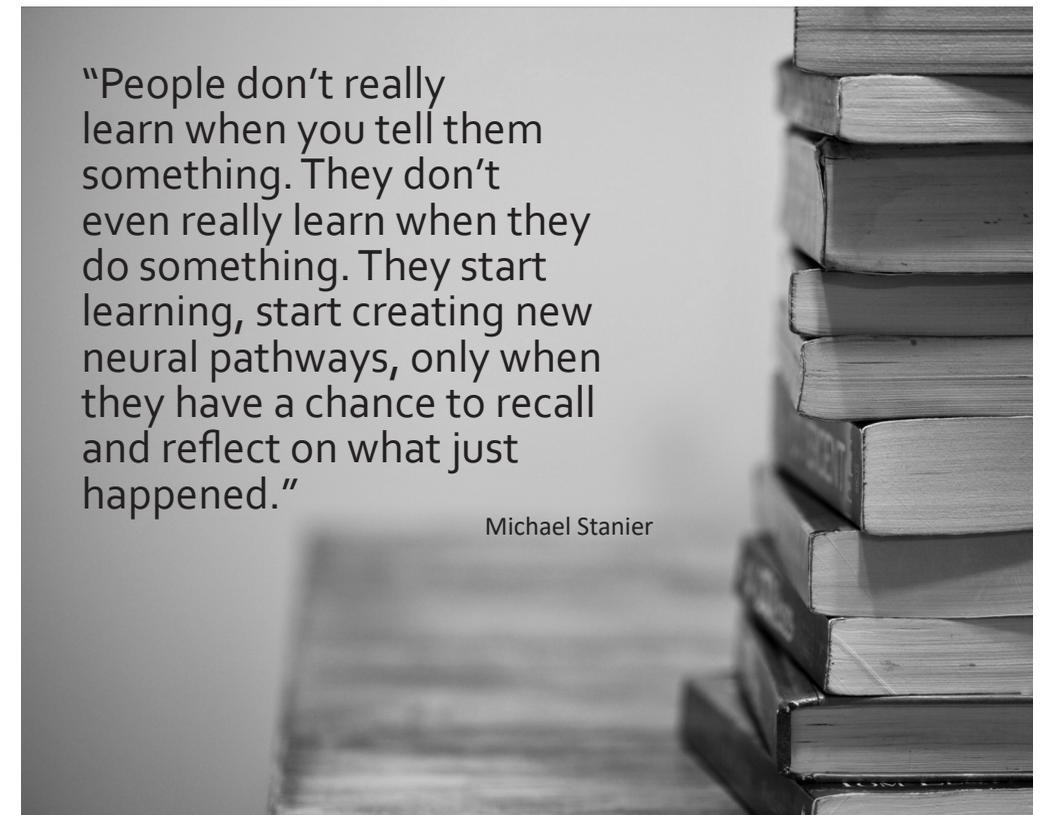
So, that means it would be helpful for you to see successes (things you chose to do and acted on), and failures (things you avoided or tried without success) as part of your learning journey. Our culture says you either win or lose, but in Basecamp we see it as you either win or you learn.

### 3. The coaching agreement:

- Our commitment to you
  - We will respect you and treat you like a smart, capable person on the path to adulthood.
  - We will make your coaching journey about you and not try to get you to go somewhere you don't want to go.
  - We will focus on the actions you decide to take and help you get over, around or through the barriers you face in doing them.
  - We will hold what you share with us in confidence.
- The commitment we ask from you
  - Show up - make the weekly meetings important so you get out of them

as much as you can and be on time.

- Participate - in your own coaching process and by being engaged when others are going through theirs.
- Show respect - for the coaches and others in the group in your words and actions.
- Take action - don't waste this opportunity by talking about doing things you have decided are best or useful to you and then doing nothing about them. Your Choices. Your Climb. Your Life.



## ***Guidance policy on outside-of-group communication with students***

It is likely that teens will form a bond with you as the mentor-coach that will prompt their request to communicate with you privately or outside of the weekly group meetings. This may be for simple accountability check-ins or for further coaching conversations. You should know that you are not required or encouraged to share any of your personal information with the students and should proceed cautiously if you deem it beneficial for the student that you have contact with them through texting or emails.

While we encourage your engagement with students one-on-one on campus before or after group meetings, we do not permit 5 Peaks employees to have in-person contact/meetings with students apart from the weekly groups and never off campus.

- In pre or post group communication with students you can stand in a corner of the room or just outside the doorway to allow for the student's privacy, but you must always make sure that you are visible to your coaching partner. You are not permitted to go with students into other rooms or outdoor areas where you are away from your coaching partner's line of sight.

If student needs or circumstances require communication with a student through texting or emails, please be advised of the following conditions to that communication:

- Always add your coaching partner as a group text or cc'd on your emails. If the student initiates the contact, refer to your partner's inclusion in your reply and add them to the text or email string. If the student complains about this, explain to them that this is for their protection as well as yours and is common practice, so they don't have to worry about their private conversations in regard to the other coach.
- If they refuse to communicate with this arrangement, you can suggest that they talk with you just before or after the group, or that the personal nature of their conversation might be better to share with the school counselor or therapist.
- If the only option they will accept is in private, un-monitored communication you should let them know that you are not permitted to do so and if you did you would lose your job (which you would).
- Check in with your coaching partner to get their perspective on the tone and nature of digital exchanges after they have read them. Your desire to help the student can impair your ability to see the signs where the mentor-coaching relationship may be morphing into something less helpful for them.

## ***Concluding Basecamp Groups***

**Objective:** There are 6 goals for this last Basecamp meeting:

1. **Celebrate the completion of the journey**
2. **Collect any unfinished Location Finder data**
3. **Provide short, but detailed affirmations to each student**
4. **Have the students reflect on personal gains through the semester**
5. **Gather Afterthoughts responses**
6. **Show appreciation to school staff**

**Suggestions on group content and format:**

- Bring something like cupcakes or a special food treat for the students to mark their completion of the group process. You can submit receipts for these items to your supervisor for reimbursement.
- Take special care to ensure that all students have completed the final Location Finder assessment. Focus on their growth by having them compare how they identified themselves in the first versus the second assessment.
- Give short, but meaningful affirmations to each student on the one or two areas you saw them grow, change, take a step of courage or act in a way that was true to what they said they valued.
- Guide the students through a reflection on where they have made progress toward their goals or moved toward solving problems in their life. You may have to remind them of what they did and how those actions turned out. Also, explore how they functioned as a group. What did they learn about each other? Do they see each other differently now? How would they describe the connection they have with each other?
- Gather testimonies by distributing copies of Basecamp Afterthoughts or having them log into the digital portal and respond to the questions there. You can also lead a discussion with two or three of the Afterthoughts questions. Having them share their written responses with the group can be a both humorous and meaningful time.
- Distribute the participation awards (hoodies, backpacks, etc.)
- Finalize the digital files including your coaching notes, attendance, and student participation ratings.

- On your way out, stop in the reception or counselor’s office and express your appreciation for being welcomed on the campus and entrusted to meet with the students through the past semester. If school staff share any stories or comments about the changes they’ve seen in the students, please write that information down, listing their name and school, and pass those along to your coaching supervisor.



## SEVENTEEN: Coaching Tools

This resource section offers a handful of great tools to use when you are coaching students. It would be good to familiarize yourself with each tool and what it holds the potential to do or unlock in the life of a student. If you have not done so already, please familiarize yourself with the training section on **Using Metaphors and Coaching Tools** in this manual to better understand the purpose and functionality of coaching tools.

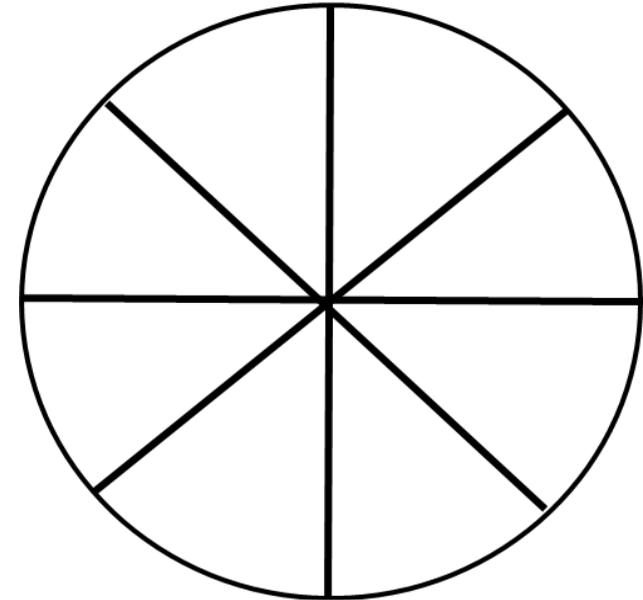
### *Wheel of Life*

The Basecamp assessment does a great job of helping the students evaluate their satisfaction levels across four areas of their life. If you are dealing with a student who is struggling with identifying something to work on in through coaching, you can lead them in the use of this wheel to help them sort between lesser and greater concerns or levels of satisfaction. It provides a quick overview of their life and assessment of satisfaction across eight areas.

Here’s how it works:

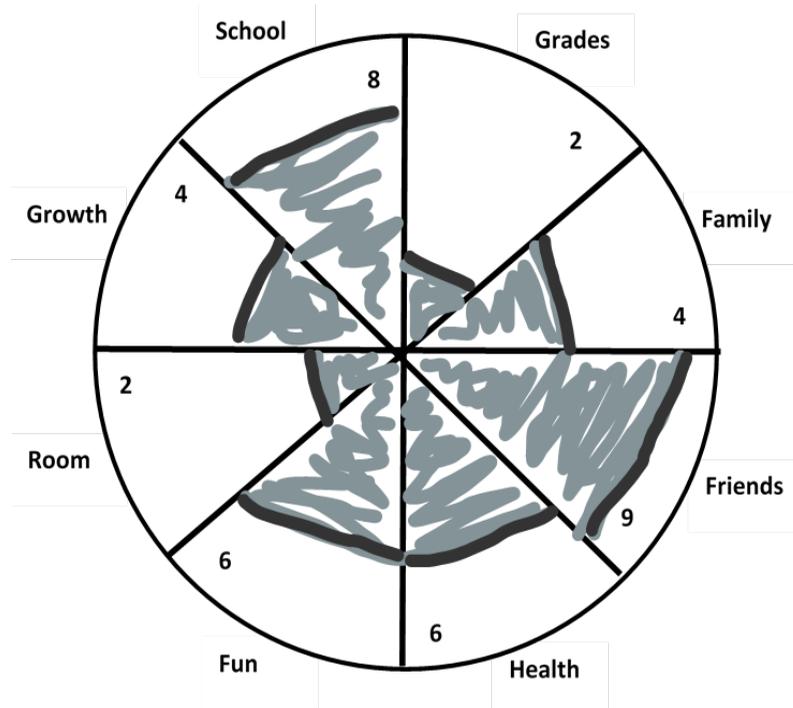
Construction:

1. Have the student draw a large circle on a blank piece of paper and then divide it with four lines that split the circle into eight sections (it should look like a pie)



2. Have them label each section as an area of their life that is important to them.
3. Suggested areas might be:
  - School – overall experience in class and among friends

- Grades
  - Family – this can be all immediate family, but they can make one slice parents and another siblings
  - Friends
  - Health – strength, exercise, diet
  - Fun – social activities, adventures
  - Room – cleanliness/organization/décor
  - Growth – how they are changing/improving
4. Next have them rate each section in terms of their current satisfaction level on a scale of 1 to 10 (10 being the highest level of satisfaction).
  5. Then have them shade in the portion of each slice that represents the number's percentage of each area.



Observations:

1. Looking at your wheel, what jumps out at you?
2. If you were to choose one wedge and then do one action to increase your

satisfaction number by just one point (moving a 3 to 4), what would that be?

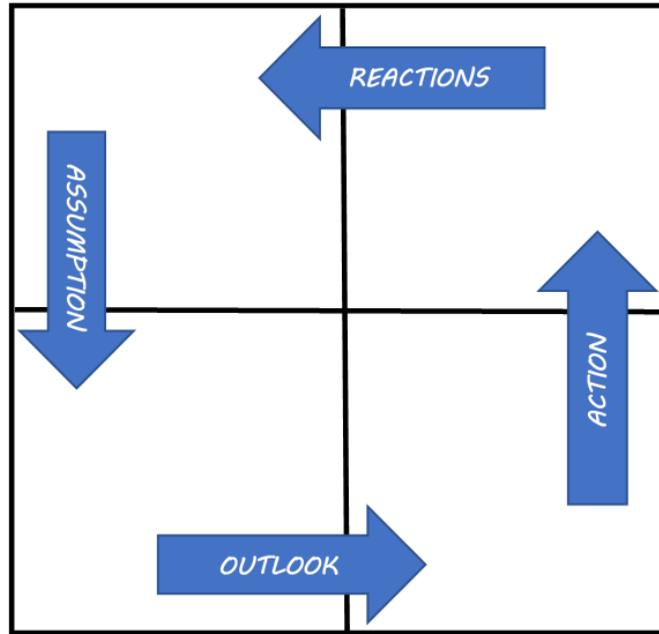
3. Would you want to work today on the steps to take that one action?

## Outlook Cycle

This chart helps the student to understand how their assumptions are self-confirming and keeps them in stuck in traps of un-useful actions or inaction.

Construction:

1. Have the student draw out a box split into four equal sections.
2. Next have them label each section as illustrated with arrows pointing from one box to the next in a counter-clockwise direction.



3. Explain what an assumption is: An unproven belief or opinion that is regarded as true. Have them identify the belief they have about a person or circumstance in the problem they are trying to work through.
4. Then explain how an assumption moves through the process of becoming an outlook (a specific way that we see a person, problem, situation, task or opportunity). Have them describe the outlook they have as a result of their opinion.
5. Next explain how an outlook then shapes the way we act and how that action often produces reactions that confirm the assumption was true. Have them write down the actions they take based on their outlook, and then in the last box, have them identify what the reactions would be on the people or **situation**

as a result of their actions.

6. The connection between the outlooks/reactions and how that tends to confirm or reinforce their original assumption may be difficult for them to see at first so walking them through the examples below would help.

Observations:

- Negative Assumption Example:
  - ≡ A student assumes that her parents would reject her interest in a new romantic relationship.
  - ≡ That assumption forms an outlook where she sees her parents as unreasonable, overprotective and impossible to please.
  - ≡ Her outlook shapes her actions where she hides her new relationship and lives with a behavior of lies and secrecy.
  - ≡ Her actions draw her parents' suspicion and when they discover the hidden relationship they react in fear and resistance to it.
  - ≡ That reaction confirms her assumption.

That is an example of a negative assumption. What you can do next is walk the student through the process if they start out with a positive assumption.

- Positive Assumption Example:
  - ≡ Student assumes that being honest and admitting a mistake he made at work would be better received than his manager finding out about it afterward.
  - ≡ That assumption forms an outlook that his manager would appreciate the honesty and possibly give him another chance.
  - ≡ Working from that outlook, the student takes action to go directly to the manager and admit what happened.
  - ≡ The manager expresses displeasure at the mistake but appreciates the honesty and decides to let him keep his job.
  - ≡ The manager's positive reaction confirms his assumption.

Tool Guidance:

- Have the student take a negative assumption from their current experience, think about and write down the possible outlook that would result from the assumption. Then have them write down the actions that could come from that outlook. Help them think through what confirming reactions might come from those actions.

- Next have the student take a positive assumption and follow the same process through to the reaction that would confirm the positive assumption as true.
- This is a great tool to develop critical thinking and insights into the importance of watching their assumptions and outlook on people, problems, situations, tasks or opportunities.

### ***Core Motivation Types***

(Developed by John Andrew Williams)

This list of 9 paragraphs describe motivation types. Having the student read through the paragraphs and underline the statements that best describe them can provide helpful insights into why they make the choices they do or why they react to people or circumstances the way they do.

#### **1. The Perfectionist**

I like things to be perfect. If I really care about something, I will spend a lot of time working to make it right. I can be extremely organized about things I care about. If only people knew how hard I can be on myself at times! It's as if I have a voice in my head that constantly judges how well I am doing. I don't like errors, and I hate making mistakes. Sometimes I get stressed out at how much I have to do, and I feel like I have to do it right. Others think that I can be too serious. I guess I do like to get things done right, but I like to have a good time like everyone else.

#### **2. The Helper**

I love being able to give to others, and I treasure relationships. At times, I do get worn out and don't pay enough attention to what I really need. At moments like this, I wish I was better at saying 'no' in order to have more time for myself. I love feeling needed and appreciated, especially when someone goes out of their way to thank me. On the other hand, when some people think that I'm trying to control the situation, it hurts my feelings. All I'm trying to do is help!

#### **3. The Doer**

I want to be the best I can be at what I do. I am very goal driven. I believe that people are what they achieve, and I have achieved a lot. I get frustrated when others waste time or mess it up. Some people call me competitive, and although I admit that I am, I also do well on teams. I tend to care a lot about my reputation and how others see me. When I have a goal I care about, I can focus and get it done. Why do anything if you can't be the best at it?

#### **4. The Artist**

I love feeling my emotions. Many people consider me creative and artistic. I feel most alive when I express myself and when others understand me. I like to think of myself as unique and different from everyone else. But sometimes I feel misunderstood and lonely. Some say that I am dramatic, but I am only expressing how I feel. I want a deep connection with others. I am after what is true, real, and beautiful. Feelings are extremely important to me. I am what I feel. I don't mind feeling sad. It's a human emotion like any other, and emotions do pass. What's most important to me is that I know what I feel, even if I don't know what to do about it.

## 5. The Thinker

I love being the expert. I like knowing as much as I can about a subject before I have to do anything. I hate it when others say I'm factually wrong when I think I'm right. Often times I would prefer not to answer questions than risk being wrong. I am more than willing to argue my point, and I will reconsider my ideas if the facts don't support what I think. I love going to my room, where I have a space where no one will make demands on my energy or time. I like my alone time. I like to think about past experiences when no one else is around. It helps me sort myself out. I don't like to depend too much on others. In groups, I am more than willing to speak up and say what I want. I enjoy living a simple, straightforward life.

## 6. The Friend

I have a good imagination, and I tend to think up worst-case scenarios. That's good because I'm always prepared for the worst. Issues with authority also play a big role in my life. I go from completely going along with those in charge to being a rebel, depending on what I think about them. When someone tells me a new idea, I can usually see what could go wrong with it. I like to think something through before I trust it. Once I trust a person and believe in an idea, I am a strong ally. People tend to think I'm witty and smart. I have a funny, if unusual, sense of humor.

## 7. The Optimist

I want to have the best. I like it when life moves fast and I have a lot of options open. I try to always avoid negative emotion. I run away from being bored, feeling trapped, or being sad. If something does get me down, I'll quickly think of something else. My mind moves 90 miles an hour. I will sometimes get really into a hobby I hardly know about. Then when I get bored with it, I'll drop it. I guess I have a lot of things I've started but don't quite finish. I am good at making connections between things that are completely different. I'm an optimist who believes that life is to be enjoyed. Sometimes I have trouble deciding between two positive choices. Which one will be better? Can I have both?

## 8. The Defender

I love a good challenge. I love being in control of things that I care about. I am a blunt and honest person who seeks out truth and justice. I respect those in power who treat others fairly. It angers me when people try to manipulate me or act unfairly to others. I like to be in control. Sometimes people accuse me of being bossy, but I'm only trying to make sure everything is okay. I don't like others knowing my flaws or weaknesses. And I have little patience for weakness in others, unless they are trying to make it better. It's a tough world out there. Someone's got to be in control, and I won't hesitate to help those who are not being treated fairly.

## 9. The Peacemaker

I like it best when everything is peaceful. I try to avoid conflict and keep everyone happy. In groups, I tend to go along with what others want. Sometimes I find

myself agreeing with someone or something when I don't want to. I sometimes get frustrated with myself, but I don't like to disappoint people. I don't like it when others are angry at each other, and I hate it when people are angry at me. Sometimes people tend to take advantage of my kind nature, but I can stand up for myself when needed. I can usually see all sides to a situation because each side has its pluses and minuses. Sometimes I have trouble knowing what it is I really want. I just want life to be comfortable and peaceful.

### Observations:

- Emphasize that having a better understanding of who you are helps with self-awareness. That awareness will help you know where strengths in your personality move you forward and where they could be limiting you.
- After the student has identified their primary motivation (this will likely end up being a combination of two that seem to fit), have them think through what positive attributes will come through this expression of their personality.
- Then have them identify a couple of negatives that could come through this expression of their personality.

Example: A positive for a perfectionist is that they will get things done right and stick with things until they are satisfied with how they are done. A negative is that they might be too hard on themselves and have a hard time accepting the flaws in others.

- Follow these observations with powerful questions that will help the student see how their personality is impacting their thoughts and actions in current situations or in the pursuit of their goals.

## **You+15**

This tool requires some stretching of the imagination as it guides them into the future to have a conversation with their future self. This is a great way to promote self-advising and have the students connect current decisions to future outcomes. Suggest the use of the tool as something helpful for the current problem or goal the student is working toward.

Have the student close their eyes and see themselves sitting in their bedroom at home. Now have them imagine walking out of their room through the hallway and out the front door. There in the street just in front of their house is a glass elevator hovering just a few inches off the road. When they approach it the doors automatically slide open and they step inside. They notice the doors closing again and hear the sound they make as they slide closed. On one of the glass walls is a control device that has the word “now” at the top and numbers from 1 to 30 in a clockwise circle. In the center is a blue dial with an arrow pointing to the word “now.” Have them imagine turning that dial to the number 15 and push a small red button on the right side of the control.

As soon as they push the button the elevator rattles slightly and begins to silently rise into the sky. They can see the roofs of the houses in their neighborhood and the cars on the street getting smaller and smaller until everything disappears as the elevator passes through a cloud. Once the elevator breaks through the top of the cloud, it slows to a stop and they are in the city and neighborhood in which they will be living 15 years in the future.

Have them imagine what kind of city it is (open spaces rural or high rise urban) and notice the surroundings (near a beach, in the mountains). Then have them picture their future home. Have them notice the style of home and color it is painted. Next have them imagine walking up to the entrance and knocking on the door. They hear steps inside and the door swings open and they are greeted by their 15 year older self.

Have them make up a nick-name for their future self. He/She grabs you into a big hug and says how glad they are to see you. He/She invites you in and you notice the way the home is decorated, the colors and the kinds of furniture. You sit down in a couple comfortable chairs and you start asking the future you questions. (As the student imagines the answers to the questions, have them write the responses down) “What do you do for a living?” “What does a typical day look like for you?” “What is most important to you in your life?” “What are your favorite things to do?”

You tell your future self about your current problem and ask for their advice. After you finish asking the questions you get up to leave. Just before you get to the front door the future you grabs your shoulder and says, “I’ve been hoping you’d come to see me because I have a message I’ve been wanting to give you.” He/She leans in and whispers something in your ear (have them write down that message).

You hug again and walk out of the door back toward the glass elevator. You step into the elevator and after the doors close you turn the dial back to “now” and press the red button. The elevator sinks back into the clouds and in a few seconds you start seeing the roofs of homes in your neighborhood. The elevator slows to a stop just above the road and the doors slide open. You step out and walk back up to your house, through the hallway and enter your bedroom.

Have them open their eyes.

### **Observations:**

- Ask them about the things they imagined doing or having in the future and how that image impacts some of their current goals.
- Ask them about the things that were important to their future self (try to use the nick name they gave their future self) and in what way those values are the same or different than the things they value now.
- Ask them about the advice their future self gave them on their current problem or goal. Even though that advice is coming from their own imagination, in what way does it sound or feel different coming from a 15 year older them?
- Give them permission to not share the message they heard from their future self if they are uncomfortable doing so. Either way, ask them what that message meant to them and why they think it was important for them to hear that now.

## ***The Empathy Tool***

This tool is useful for teens who tend to look at the actions of others in a judgmental or overly critical perspective.

- 1. Ask them if they would be okay with trying out a coaching tool.**
- 2. Prep them that for this tool to work they will have to use their imagination.**
  - Tell them that this is a shift in roles because coaching is usually all about them, but for a few minutes you want to put some of the focus on you.
  - Ask if that would be okay.
- 3. Ask them to try to imagine what your life looks like**
  - What do you think is important to me?
  - What do you imagine I am most hopeful about?
  - What do you think gives me the greatest joy?
  - What do you think I'm afraid of?
  - What do you imagine I would worry about?
  - What do you think is my deepest concern?
- 4. Don't give a lot of feedback while they are giving you their answers, nodding and saying okay are good enough. Get through their "I don't know..." answers and resistance to answering by encouraging them to use their imagination.**
- 5. After they've answered the last question, affirm that they are better at this than they probably thought. You can let them know that there were a couple of their answers that were really close to what you are experiencing.**
- 6. Now ask them to apply that same kind of imagination toward the experience of the person they are complaining about or about whom they are critical.**
  - Ask the same questions in the same order about the person (friend, schoolteacher, foster parent, police officer, etc...)
- 7. After they've answered those questions, describe that what they've been doing is empathizing (seeing how the world looks for just a moment through the eyes and feeling the happiness or pain that they feel.)**
  - Ask them "How does that view of them change the way you see them?" "In what way does this empathy help explain the way they acted?"

- 8. Move forward with more coaching questions that help them to see how their hopes, worries, or fears affect their mood or actions.**
  - Would they want to be understood before others judged how they were acting?
  - How can they give that understanding to others?







## EIGHTEEN: Introduction to the Anchor Points

The following pages hold the contents and descriptions of the core life skills that are at the foundation of Basecamp. We call them anchor points to align with the mountain climbing metaphor which provides a framework of thinking for our program. You'll find the primary anchor points printed just as they are seen in student guides. We want you to understand the concepts as they are being presented to the students along with the kinds of questions and tips that encourage their adaptation and application.

### Grasp, Grow & Give

On the page after the anchor point taken from the student guide, you will find that each of the anchor points are broken down into three segments; Grasp, Grow and Give.



#### Grasp

In the first segment (Grasp) I've provided you with greater details and reference information that would be helpful to you in your personal grasp of that life skill. This allows you to dig a bit deeper into the concepts and research behind each one.

#### Grow

The second section on that page is called Grow. To communicate life skills authentically requires that we're assimilating those behaviors actively and currently in your own lives as coaches. As I developed the program and discussed the anchor points with educators and organizational leaders, on all but two occasions the 30-50 something-year-old person would look in the list of the anchor points and say, "I need that..." or "I know a lot of our staff could use these skills."

The reality is these skills are important for all human beings. Although we want to see them transmitted and assimilated into the lives of teenagers for their betterment and future, these life skills are desirable attributes relevant to your lives as adults. The best way to transmit these skills is to keep them alive and active in the life of the transmitter.

***"To communicate life skills authentically requires that we're assimilating those behaviors actively and currently in our own lives as coaches."***

you to be able to convey these ideas with authenticity, so this category exists as an encouragement for you to be growing in those skills for yourself.

This category poses questions for you. Where are you seeing yourself growing and developing greater competency in managing your self-talk, in learning from your conflicts, or in confronting your fears. We want you to be healthy coaches and we want

### Give

The last category on the pages following each anchor point is called Give. This is simply a set of ideas and suggestions for powerful coaching questions that will help introduce and explore these ideas with the student(s) you are coaching.

### Dialogue Box

With each of the anchor points you will also find a dialog box which asks for three contributions from you. I was mentored by somebody for number of years who told me that you really can't demonstrate your understanding of a particular concept unless you could communicate it in three different ways. I've come to agree with that as true. You can hear somebody use a phrase to describe something and then parrot that information back, but you probably haven't fleshed that idea out. It likely hasn't gotten it into your bones.

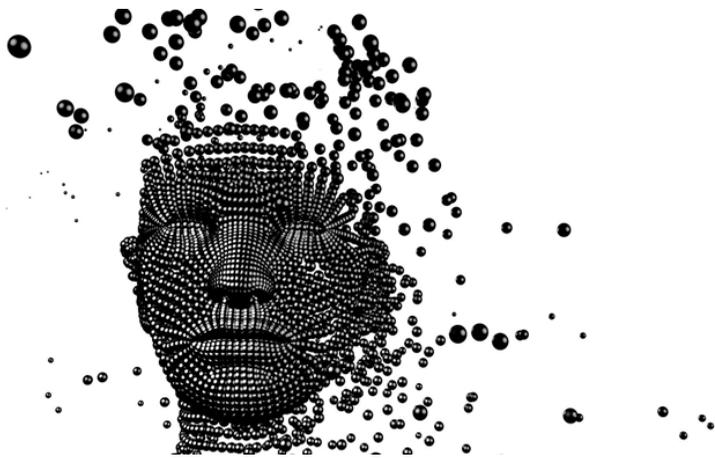
So, the first section asks for you to describe the concept in two sentences using your own words. The second section asks for you to describe how this anchor point would help a student succeed. The last section asks you to think of a metaphor to describe the life-skill. This is an abstract way of talking about something where you take a known thing and use it to define or describe unknown things. Completing this dialogue is a way to address that 3-part explanation of a concept that insures that you really understand it.

This section is a part of your training homework so complete it and be prepared to share these things with your training facilitator or in the group. Have fun!

## Climbing Gear: Becoming

There is a big difference between being comfortable with who you are and being unwilling to address parts of your personality that need improvement and change. Knowing who you are in your primary hardwiring is vital to stepping into a secure personal identity.

The anchor points in this section will help you move upward in becoming a stronger, healthier and more capable you.



## Having Courage to be ME

**It takes courage to stop wearing a fake mask to gain approval from others or hide your insecurities, but it's the only way to get confident in your own skin and have honest relationships.**

Everyone feels the pressure to put on a face we show to others that is different than who we really are. Identity masks usually serve two purposes: One is to hide our insecurities; the other is to get people to like us.

Becoming strong in your personal identity and honest about your insecurities is the only sure way to see masks for what they are and put them away for good. This anchor point is especially important to move forward and grow into the kind of person you want to be rather than what others want or expect you to be.

### Questions for Reflection:

- In what areas of my life am I most insecure and projecting an image of how I want others to see me?
- Whose approval am I seeking the most in my life? Why does their approval matter so much to me?
- What is my go-to mask? (e.g., making a joke when things get personal, acting unbothered when something hurts)
- On a scale of 1 to 10, rate how much pressure you feel to dress and act a certain way to be accepted.
- Consider what your masks are hiding and what you fear will happen if you don't wear them.
- Reflect on whether you feel safe to show your authentic self to others and why or why not.

### Practical Strategies:

- Identify a mask that you consciously put on and what you can do to stop using it.
- Identify a mask that you put on without thinking about it. Why do you think that happens?
- What is one thing you can do this week to act more like your authentic self?
- Try one action to show your authentic self this week. You'll have to ignore how people responded, but pay attention to how that action made you feel about yourself.

**GRASP**

I had originally called this category “stop wearing masks.” I changed it only because we wanted these anchor points to be stated as a positive expression. The idea of mask-wearing, though, is still central to having the courage to be you.



Are you being who you are, or are you putting on a mask; wearing a false identity in order to gain people’s approval or to hide insecurities you have in your life? This has to do with self-awareness, but self-awareness is an intersection between internal self-awareness and external self-awareness. It is just as you become internally self-aware (which allows us to see our own values, thoughts and emotions), that you also gain some ability to see how others regard you, and that external perception, if not cultivated in a healthy way, can send you into mask-wearing for the rest of your life.

The inability to be confident and courageous in being who you are will have you conforming to the pressure of other people’s expectations or hiding your insecurities behind made-up images that you present to others. It is vital to our internal health that we develop a clear sense of who we are in relationship to our thoughts, values, and being, and then grow in our personal courage to live true to who we are even under the expectations and observing eyes of others.

<https://www.psychalive.org/finding-yourself/>

<https://www.healthassured.org/blog/building-a-healthy-self-identity/>

**GROW**

To grow in the courage to be you requires some self-assessment on your part. Where are you faking it? In what areas of your life are you most insecure and projecting an image of yourself, rather than living in a true representation of who you are? Who are the people from whom you need and want the most approval? Are you compromising expressions of your true self in order to gain their approval? What is your go-to mask? Is it being funny when things get too personal, or putting on a stoic face when you’re feeling vulnerable?



Seeing this mask-wearing behavior in your own life will help you grow in this anchor point for yourself and give you a more authentic voice as you guide and help students understand this for themselves.

**GIVE**

In order to give students the ability to grow in their competency as a person who is more self-confident and self-assured you need to go back to the *being* questions.



- Who are you being and are you being true to that?

You can also ask them questions about the relationship between things:

- What is the relationship between your fear or insecurity and the way you feel judged by other people?

**You could also ask risk questions:**

- What would you be putting at risk if you were totally honest about who you are?
- What do you lose if you stop pretending?

Guiding them in the exploration of the “what if” will refocus the lens they are using to see themselves and help them develop the courage to live truer or more honestly to who they really are.

What: (Define this anchor point in two sentences using your own words)

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How: (Describe how this anchor point would help a student succeed)

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Image or Object: (Identify an object/image that would help someone understand this anchor point)

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## Controlling My Emotions

**You are a person who feels all kinds of emotions, but you are not trapped in or defined by what you feel. It's important to know what causes your feelings and understand how to deal with them in a healthy way.**

Emotions are an important part of what makes us humans, but emotions without a way to control them, can lead to big troubles. This anchor point helps you to see what you are feeling, know what is creating that feeling and to get honest about how your emotions are helping or hurting your climb.

Emotional regulation is the ability to experience an emotion and manage it in a healthy and productive way. Developing this skill requires you to see that you have control over your emotions: You can be angry and not react. You can be sad and not give over to hopelessness. You can be happy and remain happy when things don't go the way that you want.

### Questions for Reflection:

- Name your most common negative emotion. How often do you feel this way? (Very little, depends on the day, a lot)
- Name your most common positive emotion. How often do you feel this way? (Very little, depends on the day, a lot)
- What do you think would happen if you shared how you feel with someone you trust? Do you think you should?

### Practical Strategies:

- Internalize before you externalize: Look inward for other contributing factors before you hold others responsible for the way that you feel.
- Allow yourself to feel what you feel. Don't try to dismiss, suppress, or ignore your emotions. Consider the true cause of the emotion and create action steps from there.
- Use the wheel of emotion to identify and understand your emotions.
- Next time a big emotion comes up, ask:
  - What core emotion am I feeling?
  - What led up to this feeling?
  - What am I believing about myself?
  - What would help me the most to calm down?

## GRASP

Many people feel they don't have control over their emotions. They feel like they are a slave to them. Things happen, they feel a certain way, and that feeling cannot be altered. Something happens, I get angry and that anger then controls the way I relate to a person or to a situation. There can even be a sense of entitlement given to that emotion. I am angry and there's a reason that I'm angry, and because I have a reason for my anger, I have a right to express that anger. Whether that's throwing something, or screaming at someone, or shutting down; whatever it is, we use the reason that caused the emotion as the legitimacy for the action.



That seems reasonable to a teenager's mind. Sadly, there are a lot of adults who have not learned how to regulate those emotions by putting them back into the larger context. It is often the case that our emotions are reacting to incomplete information. Our self-focused emotions do not typically leave enough room for developing understanding of the situation or empathy for others.

Emotional regulation is the ability to experience an emotion and manage that emotion, rather than always giving expression to that emotion. We don't want to deny the reality of our emotions, but we do want to create the awareness that I'm still in control of what I do with them.

Developing the skill of regulating emotions will require that we see ourselves as having greater control over our emotions than what we may have believed in the past. I can be angry and not react. I can be sad and not give over to hopelessness. I can be happy and persist in that happiness even when things don't go the way that I want.

<https://www.psychologytoday.com/us/blog/mindful-anger/201902/manage-your-anger-give-it-name>

[https://www.moodcafe.co.uk/media/15343/ER\\_handout\\_Final\\_16\\_June\\_2016%20pdf.pdf](https://www.moodcafe.co.uk/media/15343/ER_handout_Final_16_June_2016%20pdf.pdf)

## GROW

To grow in emotional self-regulation takes two deliberate steps. One is to internalize before you externalize. Most of the content of the way we feel is based on a collision of multiple streams of thoughts, events, conversations and inward impressions that we have yet to understand or define. Where frustration levels, anger, impatience, fears, or sadness are surfacing in your life you must first contextualize them back into the inward content of your life.



The mistake most of us make is to feel something and immediately look for the outward source that is making us feel that way. Look inward for the other contributing factors before you go hunting for something or someone to hold

responsible for the way you feel.

The second step is to feel what you feel. Don't try to dismiss, suppress or ignore it. Allowing yourself to feel that pain, sadness, anger or frustration provides a better pathway to consider the true causes of the emotion and then manage how or if it should be expressed.

Suppressed emotions usually collect with other unresolved thoughts and feelings until some external trigger sets us off in an uncontrolled, eruptive reaction. Emotional intelligence, at its foundational level, is the capacity to name and manage one's own emotional content. Your ability to control your emotions is a vital skill in making others feel safe and comfortable with you, so this is something to give time and attention to develop into a stronger competency.

**GIVE**

To give this life skill away to a student will require spending more time on discovery (seeing) around the things they are currently feeling or a recent reaction they had to a person or event.



What other thoughts or feelings were going on inside you before this happened? To what degree do you think your overall mood is adding pressure to these feelings? It sounds like you felt like responding the way you did was your only option at the time and I totally understand that, but now that you are a few days past it, what other options do you see now?

You called the way you feel \_\_\_\_\_ (mad, sad, pissed, lonely), what other three words would you use to describe that feeling?  
 If you couldn't call what you feel \_\_\_\_\_, what would you call it?  
 What would it take to get to the bottom of your feelings about this?  
 Help me with some background, what led up to this situation or the way you are feeling?

What: (Define this anchor point in two sentences using your own words) <hr/> <hr/>
How: (Describe how this anchor point would help a student succeed) <hr/> <hr/>
Image or Object: (Identify an object/image that would help someone understand this anchor point) <hr/> <hr/>



**Managing Self-Talk**

**Each of us experiences 40 to 50,000 thoughts a day, and 80% of them are negative. What would your life look like if you could turn just half of those into positive thoughts?**

Every moment of every day we are hearing messages in our heads that are directly impacting our growth and success, either for good or bad. Most of us don't notice them. We let these unnoticed thoughts bounce through our minds without seeing how they are affecting our climb. "I'm so stupid... this will never work... I should just give up... I can't live without \_\_\_\_\_."

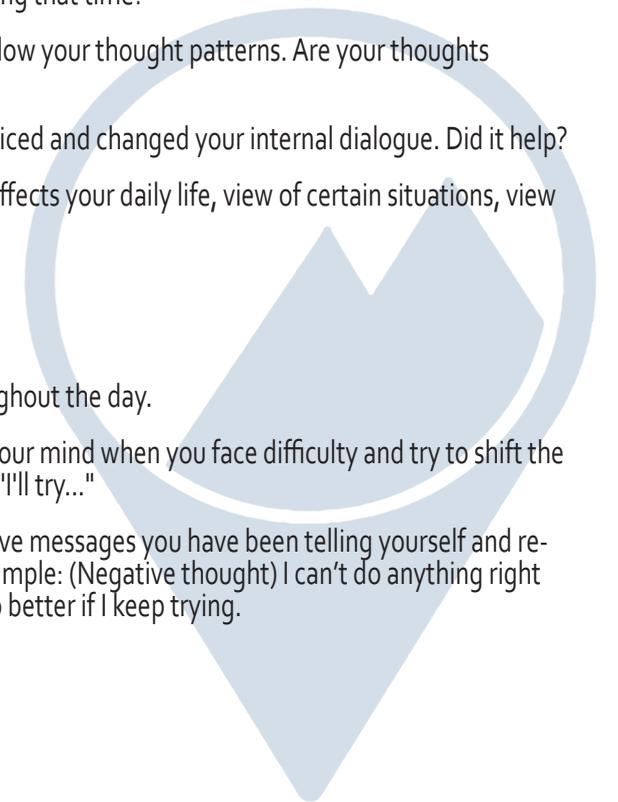
Catching these thoughts and then turning them into positive messages will improve your attitude and give you the hope and energy you need to move forward with your goals. This anchor point helps you to start noticing and changing these thoughts so they support who you want to be and where you want to go.

**Questions for Reflection:**

- Sit very still with your eyes closed for a couple of minutes. What are the words or sentences that you hear inside your thoughts?
- Think back on the last problem you had. Do you remember the words or sentences that were most often in your thoughts during that time?
- Reflect on the feelings that usually follow your thought patterns. Are your thoughts helping or hurting you?
- Try to remember a time when you noticed and changed your internal dialogue. Did it help?
- Consider how your internal dialogue affects your daily life, view of certain situations, view of others, and relationships.

**Practical Strategies:**

- Practice noticing your thoughts throughout the day.
- Identify the messages that repeat in your mind when you face difficulty and try to shift the focus of them to start with "I can..." or "I'll try..."
- Look at the two most common negative messages you have been telling yourself and re-frame them as positive messages. Example: (Negative thought) I can't do anything right (re-framed as positive) I can always do better if I keep trying.



**GRASP**

Self-talk touches on common connection points with several other anchor points because of the way this internal dialogue shapes how we feel about ourselves and contributes to our perspectives. The way that we see the world and the way that we interpret circumstances and the actions of other people is significantly impacted by our internal dialogue.



Paying attention to self-talk is a way of tracking and assessing whether that internal message is good or bad. This allows the opportunity to find ways to shift away from negative and useless self-talk. Noticing and shifting negative self-talk is significant to our ability to live full, self-confident and healthy lives. The stream of thoughts (40-50,000 per day) must be interrupted because they occur in such lightning fast form that they often go on without examination. We must slow that process down so we can pay attention to how our mood, our energy, creativity, or optimism are being undermined.

An internal message that you're not worth anything, you'll never change, or the situation will never improve, can sabotage your best efforts and it can happen without you even being aware that it's happening. In order to recognize this self-talk and have the opportunity to change it, you have to do slow it down, become more self-aware and actively shift the message.

<https://www.healthline.com/health/mental-health/self-talk#takeaway>

<https://www.mindful.org/4-common-types-self-talk/>

<https://nickwignall.com/negative-self-talk/>

**GROW**

To grow in your ability to manage your self-talk requires that you as a coach are collecting that data. What's going on in your own thoughts? What are you telling yourself about your ability to help teenagers? What was going on in your head when you shifted so quickly from a positive attitude toward a situation to a negative one?



Where can you modify the message so that you are staying more hopeful, more energized and more focused on the things that you really want?

**GIVE**

To give this away is going to require some powerful questions around self-awareness and helping the student to pay attention to what is taking place in their internal world. Coaching finds that empty space where they are not looking at their phone, gaming or listening to music.



That empty space is necessary for them to be able to notice and collect the thoughts that are streaming their mind at lightning speed.

Here are some helpful questions to explore the messages of their inner voice:

- What were you telling yourself before you froze up in fear and decided not to do what you wanted to do?
- What's the most common internal playlist of statements that you think about through the course of the day?
- What are the messages that repeat themselves in your mind when you face a difficulty?
- What alternate message can you create so that you have a playlist of replacements for those negative thoughts?

What: (Define this anchor point in two sentences using your own words)

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How: (Describe how this anchor point would help a student succeed)

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Image or Object: (Identify an object/image that would help someone understand this anchor point)

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## Facing My Fears

**There are protective fears and false or perceived fears. The solution to both is the same: face them down.**

**F**ear can be a helpful emotion that keeps you from going places or doing things that could harm you. Protective fears keep you safe and alive. There are other kinds of fear that come from bad things we imagine will happen in the future. These are what you might call limiting fears. They keep you standing still when you need to be moving.

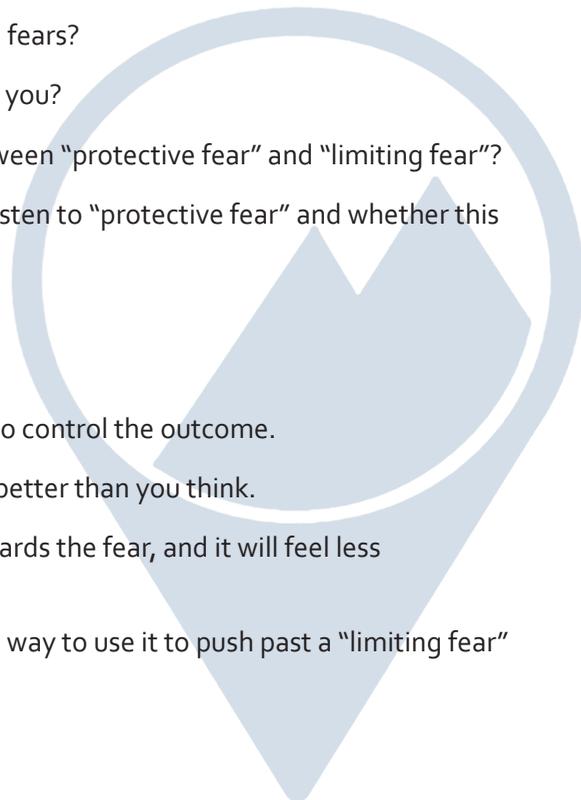
**T**his kind of fear will stop you from doing the things you need to do to grow into the person you want to become. These fears produce anxiety and keep you from trying anything new or making a hard decision. It has been said that the only way out of limiting fears is to go through them. This anchor point helps you to face limiting emotions so that you can push them out of your way and get moving forward.

### Questions for Reflection:

- What are some fears that could stop you from trying something new?
- Do you think those fears are helpful? Why or why not?
- What would help you conquer these fears?
- When in the past has fear protected you?
- How can you tell the difference between “protective fear” and “limiting fear”?
- Reflect on how easy it is for you to listen to “protective fear” and whether this generation has more to fear.

### Practical Strategies:

- Let go of perfection and the desire to control the outcome.
- Try! See what happens. It might go better than you think.
- Move forward. Take small steps towards the fear, and it will feel less overwhelming.
- Identify a coping strategy and find a way to use it to push past a “limiting fear” this week.



### GRASP

Out of all the emotions we experience as human beings, the emotion of fear has the greatest power to stop us in our tracks and immobilize our forward progress. It is interesting to note that as we have become more informed, we have become more fearful. Perhaps the access to every bit of information all the time is not serving us well when it comes to overcoming threats that are real and perceived.



If you look at all the counsel and advice offered concerning fear one pattern emerges: Don't sit still. Fears tend to shrink and often disappear in the wake of purposeful activity. This activity may be taking small steps to do the thing that scares you (exposure therapy). It may also be the activity of following the worst-case scenarios of your fears and posing reasonable options to address them. “What if \_\_\_\_\_ happens... then I could do \_\_\_\_\_.” Activity in confronting fear may also be joining a support group or seeking therapy to deal with the deeper source of that fear.

Here's what the experts who study human behavior tell us: Regardless of how and where that fear shows up in your life, don't sit still and do nothing. That void space will be quickly filled with catastrophizing thoughts, imaginations of disaster and anxiety that floods your emotions and reads out in your physical body. You cannot wish it, ignore it or mentally brush it away; you must act it away. Like the kid with his head under the covers terrified of the monster he knows is there under his bed, your fear will stay put and enlarge until you get up, turn on the lights and search for the monster yourself.

<https://www.psychologytoday.com/us/blog/fighting-fear/201206/strategy-confronting-fears>

<https://www.mentalhealth.org.uk/publications/overcome-fear-anxiety>

### GROW

Everyone's path of growth to move beyond fears is different. What worked for one person may not work at all for you because the nature, origin or expression of fear is different for you than it was for them. The most important thing for you to do is understand your fears and then proactively and progressively address them.



This is especially important as mentor-coaches who are leading young people. Our experience in Basecamp groups is that this life skill (confronting fear) is one of the most commonly visited anchor points in the DCE discussions. The pro-action of dealing with fear is what we have referenced in the grasp section above. Don't wait for fear to leave; act it away.

Progressively dealing with fear means to realize that, like most other steps of growth, your fears will not be vanquished or overcome by one effort on a single day. Confront it with action and then watch for it to resurface in another way or in some

unguarded moment a few hours later. New habits of thought, pushing back into the activities you are frightened to do, or following more trails of “what if?” thinking, will need to be applied and reapplied until that emotion has been tamed and its influence restricted.

**GIVE**

To confront fear, students need help primarily in critical thinking capacities. Their prefrontal cortex is developing rational thinking abilities, but that development will need some assistance. Coaching questions that call for the student to conceptualize, apply information, analyze, combine information and evaluate will help them significantly in this development and in pushing through the emotional energy of fear.



- “People have told you to just push through this fear... what if you tried to visualize what that might look like and how you would do it?”
- “What do you factually know about (name the activity they fear doing)?”  
“How would you gain more facts on what actually happens when you (name the situation or activity they fear)?”
- “To what degree is the reward of doing \_\_\_\_\_ greater than the risks?” “What has worked for you in the past when you needed to move through fear?”

What: (Define this anchor point in two sentences using your own words)

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How: (Describe how this anchor point would help a student succeed)

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Image or Object: (Identify an object/image that would help someone understand this anchor point)

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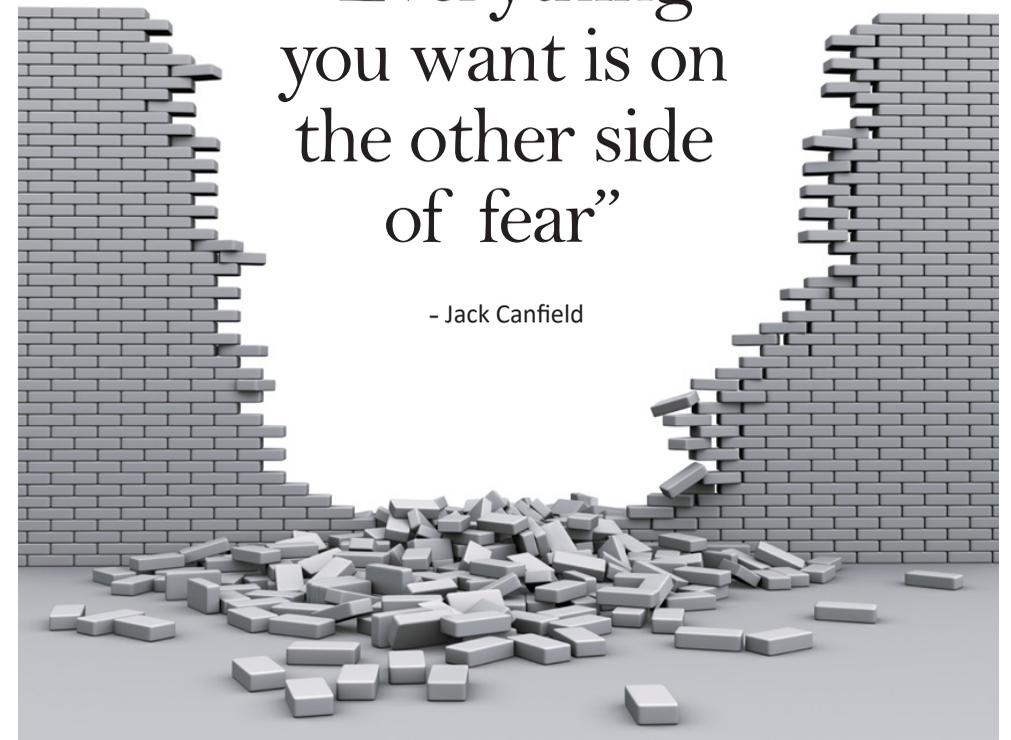
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“Everything you want is on the other side of fear”

- Jack Canfield





## Resetting and Trying Again

**It's important to understand that failure is part of the process. We get better when we learn from our mistakes and use them as a catalyst to do better next time.**

Every person who has been successful has also experienced repeated failing. The biggest difference between a successful person and an unsuccessful person is that the successful person would not give up when they failed. Successful people have a growth mindset. They don't look at events as success or failure. They focus on trying and practicing to get better.

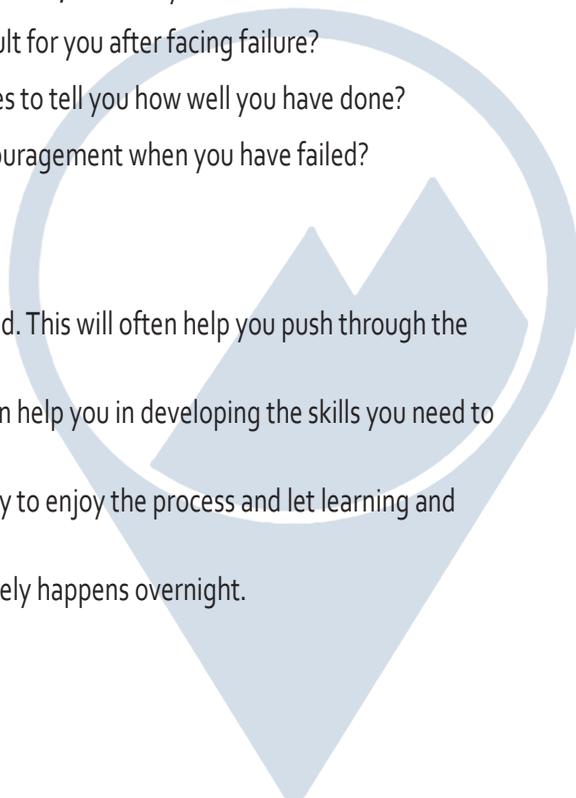
A growth mindset allows you to still learn even through the hard places of setbacks and failing. The fact is no one gets it right on the first try and failures are part of the process. Your story is still being written today and it is far from complete. The thing you failed to do yesterday is just a page in that story. Keep moving forward. Learn all you can from it. Grow from it.

### Questions for Reflection:

- What is your definition of failure? How do you know if you have failed?
- What is your definition of success? How do you know if you have succeeded?
- Do you want to change those definitions? If so, how can you do that?
- What makes trying again the most difficult for you after facing failure?
- How influenced are you by external voices to tell you how well you have done?
- What would help you push through discouragement when you have failed?

### Practical Strategies:

- Remind yourself why you want to succeed. This will often help you push through the discomfort to get what you're desiring.
- Don't be afraid to ask for help! Others can help you in developing the skills you need to succeed.
- Set your mind to be flexible this week. Try to enjoy the process and let learning and improving at something be fun.
- Keep reminding yourself that success rarely happens overnight.



## GRASP

It is interesting to see how cultural influencers promote ideals of success and then have to rely on therapists, social workers, parents and educators to correct the damage those ideals have created. We celebrate arrival at success to a degree that seems to disallow the recognition of those who are trying. This has combined in recent years with the growth of social media where people present only the best, filtered and sometimes photo-shopped versions of themselves.



The result is a flawed or false comparison that leaves many people feeling defined by failure and unable to rebound or grow through setbacks. The concept of a fixed or growth mindset is a way to understand how people see themselves in relationship to learning and performance. Fixed mindset people want to be recognized as smart, great at tasks and capable...now - just as they are. An experience with criticism or a poor grade can disrupt that self-image, leading them to give up and define themselves by that failure. "I'm not good at math" is the conclusion someone may have made after getting a D in High School algebra. That conclusion stops the learning process and limits their willingness to try higher levels of education or employment that have anything to do with mathematics.

A growth mindset allows that individual to see where they could improve with more focus, help from a tutor, better study habits or asking for an opportunity to retake an exam. They tend to see setbacks as plans that didn't work and solvable problems that will take a second, third or perhaps even a fourteenth attempt to get right. Understanding your own mindset about failure (which may also include cultural, family, and religious values on that subject) need to be examined and adjusted if you find they are oriented toward conclusions about yourself rather than landmarks on an unfinished journey.

<https://www.wanderlustworker.com/the-importance-of-failure-5-valuable-lessons-from-failing/>

[https://www.ted.com/playlists/418/the\\_benefits\\_of\\_failure/](https://www.ted.com/playlists/418/the_benefits_of_failure/)

<https://www.lifehack.org/articles/lifestyle/its-all-about-how-you-fail.html>

## GROW

Your personal growth in this life-skill starts with an accurate assessment of the primary way you approach failing. Do you have a fixed or growth mindset? Watch your blanket assessment because a fixed mindset can compartmentalize to affect specific areas of learning, performance or trying new things. To grow through failing you will need to keep three primary things in focus:



Keep your eye on the why. Many people give up after failing because they lost sight of why they want to succeed. Some of the things you are learning or getting better at today are linked to the future you want for yourself.

Failing is often the result of isolated independence. Setbacks can be interpreted as evidence that the task is too difficult or that you are not capable, but there is a third interpretation available to you: You haven't asked for help.

Flexibility is a prerequisite to the school of life. Most of the injuries people encounter from a weekend softball game at the park come from straining muscles that have not been adequately stretched and warmed up. Reminding yourself that life is a trial and error system, and that you will need to practice and improve over time before you can arrive at any place of competency, are mental stretching exercises that will keep you in the game for all nine innings.

### GIVE

To give this life skill to students will require a discovery focus on how they see themselves in relationship to success and failure. Guide them to explore how they have recovered, and potentially could recover from setbacks and places of failing.



- “Would you define failing as starting over or getting better?”
- “What would happen if you decided to be defined by who you are rather than what you do?”
- “What do you think the outcome would be if you had an honest conversation about failing with your friends?”
- “What good do you think could come from failing at something you tried to do?”
- “What would happen in this situation if you totally believed in yourself?”
- “How would it change your outlook if you expected that success at \_\_\_\_\_ will take time, practice, getting help and even failing at it along the way?”

What: (Define this anchor point in two sentences using your own words)

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How: (Describe how this anchor point would help a student succeed)

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Image or Object: (Identify an object/image that would help someone understand this anchor point)

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## Climbing Gear: Connections

**We are relational beings. Some of us require less social interactions than others, but none of us can thrive in life and well-being without people. Living with people is definitely messy. You can get through the messiness to gain the true value of deep connections with others by using the help of some people-skills.**



**The anchor points in this section can help you with developing the skills to improve the kind and quality of relationships that you need and want in your life.**



## Listening & Communicating

**Improving your ability to listen well and clearly speak what you think and feel, is key to your success in life and relationships.**

I think I've said what I wanted to say clearly and I'm sure that what I've heard someone else say is what they meant to say. Most of the time you are guessing that other people heard what you meant to say and you are guessing that you have heard what they meant to say to you. These guesses lead to most of the problems we have in relationships with other people.

Communication (where both sides hear and speak clearly) is key to your success. The focus of this anchor point is working at some simple skills that will help you speak what you think or feel and hear the thoughts and feelings of others. Growing your communication skills will impact your whole life, so don't neglect building up this anchor point.

### Questions for Reflection:

- Think honestly about your communication. On a 1-5 scale how would you rate it?
- Think honestly about your listening skill. On a 1-5 scale how would you rate it?
- What is the hardest part about communication for you?
- What skills do you need to learn to communicate better?
- Who in your life do you think communicates the best? How can you learn from them?
- What part of communicating are you good at? How can you grow that?

### Practical Strategies:

- Practice repeating what you hear other people say to you. Saying back what you hear people say is one of the best ways to honor people and confirm that what you heard is what they said.
- Try asking two questions about what someone says to you, before you say what you think or talk about something else.
- Identify one communication action and practice it. How did the person you spoke with respond?
- Watch a conversation around you. What made the communication helpful or unhelpful?
- Identify one listening action and practice it. How did the person you practiced on respond?

## GRASP

Many people are so concerned about being heard that they lose sight of being understood along with the part of communication that seeks to understand what others are trying to say. Steven Covey writes in *7 Habits of Highly Effective People* that we should seek first to understand, then to be understood. Reversing the order of that seeking is what contributes to most of our misunderstandings in communication and subsequently our interpersonal conflicts.



Saying what's on your mind won't always result in your thoughts and especially your feelings being understood. Communication must be layered with statements and questions. You might find yourself getting irritated if someone tries to interrupt before you have said all that you want to say. That may be a result of their impatience and a desire to be heard as well, but it also may be indicating that you haven't left enough space in the conversation for questions or clarifications to happen. I've talked with people who seemed to have no punctuation marks in their verbal communication. Like the wind instrument players who learn circular breathing allowing them to play one continuous tone without interruption, over-talkers will seldom pause even for a breath.

It is important to read and accurately interpret the body language of the person with whom you are communicating and adjust the way you are speaking or the room you must create for responses and questions. Think about that last statement in terms of its implication for digital communication. You can't read what you can't see, so you must be that much more careful to ensure that you are understanding them and that they are understanding you.

<https://professional.dce.harvard.edu/blog/eight-things-you-can-do-to-improve-your-communication-skills/>

<https://www.betterup.com/blog/effective-strategies-to-improve-your-communication-skills>

## GROW

One of the training techniques that we use is to listen to a question asked by a coach and then ask them, "How can you ask that as a powerful question?" Powerful doesn't mean forceful or loud. It means that the question is asked in a way that will elicit as deep and meaningful of a response as possible.



Much of our communication is okay, but how can you say what you want to say or ask what you want to ask in a more powerful way? An okay question is: "What do you want to change?" A powerful version of that question is: "If you could change just one thing, what would it be?"

Pay attention to your ordinary conversations and look for ways to deepen your

understanding of what other people are saying by listening well and asking clarifying questions. Then say what you want to say with your eye on the goal of being understood. That will require getting below facts and information to give voice to your emotions and the values or motivations that support that information.

**GIVE**

We have communicated in the training that one of the greatest gifts you offer the students is being an adult who models curious, non-judgmental, believing and encouraging interest in their lives. Helping students acquire the skill of effective communication is much more about your actions and behavior than what you could tell them about communication. Here are three important behaviors to the transmission of this life skill:



- Making admissions. It would be important to periodically retract a question saying, “that wasn’t a very good way to ask that...” or “that wouldn’t really be helpful to you, so let me ask it this way...”
- Thoughtful pauses. You can appear to be locked and loaded with the next question you have to follow up on their response. That may seem effective to you, but it would be good to model sitting for a few seconds with their response and thinking of a way to form your question. This is part of making space in these coaching sessions and it conveys that good communication is thoughtful and patient communication.
- Asking permission to make an observation. Coaching is about questions, but from time to time you will need to make an observation about what the student is talking through. We never do this without asking permission. This request models respect and a way of getting things across to others without being stopped by the barriers they throw up to uninvited advice.

What: (Define this anchor point in two sentences using your own words)

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How: (Describe how this anchor point would help a student succeed)

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Image or Object: (Identify an object/image that would help someone understand this anchor point)

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**Having People Who Help Me**

**“Show me your friends and I’ll show you your future.” When you have supportive friends, you can easily find the help and encouragement you need for success in life.**

The strongest pressure on your identity comes from your relationships. Friends and family can bring out both the best and worst in us. Be honest about your need for their support, love, help and advice. But you also have to be honest enough to admit where some of your friends or family are creating a negative influence and holding you back from the growth and progress you want to make.

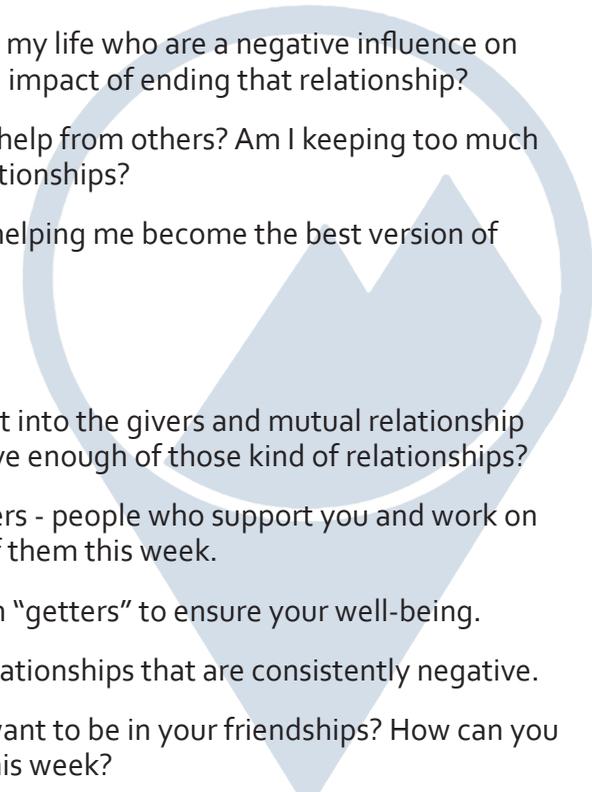
Grabbing this anchor point is difficult because of the way relationships impact your identity. Making decisions about how much influence a friend has or how close you should keep them is super important to becoming a healthy person and having healthy friendships.

**Questions for Reflection:**

- Do I have more friends in my life who are “getters” (people who always need or ask things from me) or more friends who are “givers” (people who are always helping me)?
- Do I have one or more friends in my life who are a negative influence on me? What would be the positive impact of ending that relationship?
- How easy is it for me to receive help from others? Am I keeping too much distance from those kind of relationships?
- Are the relationships in my life helping me become the best version of myself? Why or why not?

**Practical Strategies:**

- Try to identify the people who fit into the givers and mutual relationship category in your life. Do you have enough of those kind of relationships?
- Identify the people who are givers - people who support you and work on spending more time with one of them this week.
- Practice setting boundaries with “getters” to ensure your well-being.
- Consider how you might end relationships that are consistently negative.
- What kind of influence do you want to be in your friendships? How can you be more of that kind of friend this week?



**GRASP**

As an adult this is pretty easy to see. This life skill is an evaluative process; it is a judgment process. This is where you start looking at relationships and how those relationships are impacting you either positively or negatively. It's easy to see, it's just not that easy to manage because our relationships are very complex.



For a student this complexity is magnified because their sense of self is often overwhelmingly determined by their associations. These friendships include the social awareness of how they look to others and how they fit in or don't fit in. That makes students more willing to compromise on better selection-wisdom and make choices to keep certain relationships a part of their life that are not serving them very well.

This evaluation of impact and usefulness, to judge the weight of expectations and negative pressure, is a skill that must be learned if we and the student we are guiding are going to be properly supported in healthy behaviors and property defended from unhealthy ones.

<https://www.simonalexanderong.com/2013/10/how-your-circle-of-friends-influence-who-you-become/>

**GROW**

To grow in this life skill, you as an adult need to be asking yourself the question: "Are my relationships helping me be better?" This is a good assessment to take from time to time. It helps you consider the balance between relationships that fall into three categories: relationships that are giving, relationships that are receiving, and relationships that are mutual.



Giving relationships are primarily arranged around people in your life who rely on you for care. They may be family or friends, but whoever they are, they are in situations in their life where they're not able to give much and yet they need a lot. You feel like you have a sense of responsibility and a level of care for those people. You sit in the giving seat. You are the one reaching out. You are the one initiating. You are the one who is providing. It is healthy for you to have giving relationships in your life.

It is also healthy, however, that you have receiving relationships. These are the people that you rely on. They are people who do not expect much from you and are in your life to offer advice or counsel. They provide an objective sounding board, or function as a resource of encouragement. You need giving relationships and you need receiving relationships.

The third kind of relationships you need in your life are mutual. In the giving

relationships you stand as they sit, and in the receiving relationships others stand while you sit. Mutual relationships are where you sit together. There is a true equilibrium in the exchange of gifts and energy, time and care. You need these mutual relationships as well.

So how is that balance in your life currently? Assessing that from time to time and then working on filling in the gaps of missing relationships so there is a better overall balance is important. Doing that along with that evaluative assessment of ending relationships that are harmful to you is critical to making forward progress as a person growing in this life skill.

**GIVE**

Giving this life skill to a student will require a focus on the *seeing* part of coaching. Helping them explore relationships and the meaning and significance of those relationships is a great way to coach students and fortify this skill. It would be helpful not ask questions around whether a relationship is good or bad, right or wrong. Go back to those more practical terms of coaching questions: "Is this relationship useful, un-useful or neutral?"



That can sound manipulative in a relationship, so you might have to do some explaining around it, but having them weigh that out with some kind of evaluation is critical to their development of this ability. When we ask if it's good or bad, right or wrong, there's a black and white sound to it. Asking if they think a relationship is good for them anticipates a negative response and functions as a leading question. A better question is: "How useful is this friendship?"

What: (Define this anchor point in two sentences using your own words)

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How: (Describe how this anchor point would help a student succeed)

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Image or Object: (Identify an object/image that would help someone understand this anchor point)

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## Handling Conflicts

**Conflict with others is normal and can be helpful. It creates an opportunity to learn and gain skills needed for dealing with future problems.**

Conflict is a normal part of our lives. There is no way to get around it. The only thing that really helps us to get better at fixing conflicts is gaining the skills to deal with conflict in a good and helpful way. The skills in this anchor point are hugely important in helping you learn from conflict and get better at fixing it.

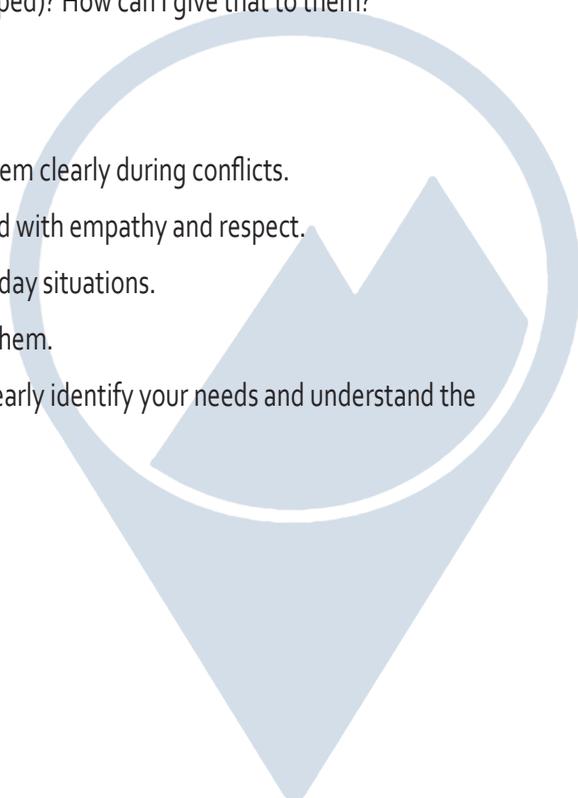
There are two primary responses to conflict: one is to run away and avoid it, the other is to run toward it and fix it. The most important thing you can gain from conflict is to learn about yourself and learn something about other people. Learning from conflicts allows you to get new skills to get along with people, no matter who was right or wrong.

### Questions for Reflection:

- What do I need from the other person (e.g., being listened to, respected, treated with kindness, helped)? How can I tell them what I need?
- What does the other person need from me that they are not getting (e.g., being listened to, respected, treated with kindness, helped)? How can I give that to them?

### Practical Strategies:

- Identify your needs and communicate them clearly during conflicts.
- Listen to the needs of others and respond with empathy and respect.
- Practice conflict resolution skills in everyday situations.
- Reflect on past conflicts and learn from them.
- Conflicts reveal unmet needs. Seek to clearly identify your needs and understand the needs of others when you face a conflict.



## GRASP

Research has shown that most of the conflict we experience comes from unmet needs. Sometimes that is as simple as a person not being listened to and understood. At other times that unmet need is mixed into multiple layers that include recognition, respect, opportunity, affection and inclusion. When humans stop seeking to understand and (to the best of their ability) meet the needs of others, conflict will be present.



The default position for many people is to get so focused on the role that others are playing in preventing or depriving them access to what they need, that they forget their personal responsibility and disregard the needs that those people are experiencing. When you see the evidence of conflict in your life, the best and first place to look is inwardly to identify what it is you really need from this situation or person. Once you have that, you can better isolate and separate the ill-feelings and emotions that cause the most chaos and disruptions in conflict interactions.

The next most valuable skill in conflict is to recognize and stop the process of vilification. When hurt or anger (both stemming from unmet needs) turns to blame, most of us are just a couple quick steps away from vilification. This is where, usually through blame-storming conversations with sympathizing others, we build a case against the person; enlarging and exaggerating the terrible things they are doing. Once vilified, people are easy to dehumanize where we no longer care what happens to them. We just want them to go away, disappear, or worse; get what they deserve. Healthy conflict (yes there is such a thing), will require some self-discipline to hold yourself back from vilification and find an empathetic lens through which you see others as ordinary people who have unmet needs of their own.

<https://www.edcc.edu/counseling/documents/Conflict.pdf>

[http://www.oregoncampuscompact.org/uploads/1/3/0/4/13042698/8\\_steps\\_for\\_cr.pdf](http://www.oregoncampuscompact.org/uploads/1/3/0/4/13042698/8_steps_for_cr.pdf)

## GROW

Your personal growth in this life skill relies on deepening your social and emotional intelligence. Emotional intelligence is the ability to notice and accurately name the emotional content of our own lives. Instead of reacting outwardly to every problem or moment of tension among others, a person with high emotional intelligence will be aware of the inward status of their lives and the sources of frustration, fears, and insecurities that frequently have nothing to do with the problems and people who are in front of them right now. Self-awareness is the crown of emotional intelligence and you will need to work regularly through private reflection and gaining perspective from trusted helpers to broaden and sharpen this inward view of your life.



Social intelligence or awareness is the other half of emotional intelligence. Building skills to notice and name the emotional content in the lives of others is important

to healthy relationships in general, but it is vital to your growth in learning from conflict. This is not labeling, “she is just narcissistic... he is co-dependent and needs to grow up.” Noticing and naming is a humanizing effort to see who the person is and what is driving their behavior. Their needs are likely being masked behind behaviors that are regularly getting reactions from people rather than empathy.

**GIVE**

We call this anchor point “Learning from Conflict” because no one will be able to prevent or avoid it entirely. While there are many skills a student can gain to help them lessen the amount of conflict they are experiencing, coaching allows a great way to guide them through some after-conflict forensics to sort through who they were in the most recent conflict and define who they want to be in the next one.



- “What did you learn about the other person’s needs through this argument?”
- “How would you need to fight next time to get a better understanding of those needs in someone else?”
- “What did you learn about yourself through this conflict?”
- “What was going on in you that had nothing to do with this other person, but made it difficult for you to control your reaction to them?”
- “What is left unresolved from this conflict?”
- “Was there anything useful that resulted from the fight?”
- “How will you need to move forward from this?”
- “What kind of a person do you want to be when you experience trouble with people?”

What: (Define this anchor point in two sentences using your own words)

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How: (Describe how this anchor point would help a student succeed)

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Image or Object: (Identify an object/image that would help someone understand this anchor point)

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**Creating Boundaries**

**Making decisions about your life from a place of respecting and caring for your body, mind, and emotions and that aligns with your personal ideals and values.**

Often self-respect is expressed as personal pride, but pride can be demeaning to others; coming off as stuck up. Respecting someone is about honoring them and treating them well. We do this for people we care about, so can we do this for ourselves? Do I respect myself enough to care about what I consume in food or chemicals? Do I respect myself enough to guard my soul from users and manipulators? Do I respect myself enough to resist the pressure to fit in with people who don't care about themselves much less me?

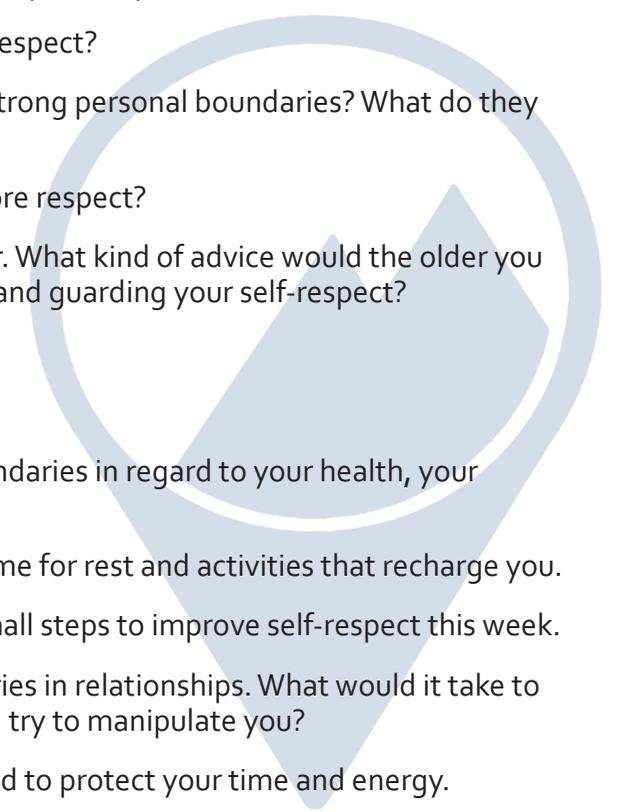
Self-respect is an important anchor point that you can use to elevate yourself out of bad relationships and self-destructive habits.

**Questions for Reflection:**

- How would you define self-respect?
- What do you think is the most important part of self-care?
- What is your belief about self-respect?
- Who do you know that keeps strong personal boundaries? What do they do to keep them in place?
- How can you show yourself more respect?
- Imagine yourself 10 years older. What kind of advice would the older you give about setting boundaries and guarding your self-respect?

**Practical Strategies:**

- Write down your personal boundaries in regard to your health, your energy, and your emotions.
- Practice self-care by making time for rest and activities that recharge you.
- Identify where you can take small steps to improve self-respect this week.
- Set and communicate boundaries in relationships. What would it take to cut off people who use you and try to manipulate you?
- Practice saying no when needed to protect your time and energy.



**GRASP**

Attention to ME that leads to self-absorption or arrogance is undesirable. However, there is a necessary counterbalance that builds and cultivates self-respect so that we can properly care for ourselves.



Paying attention to who we are and what we need is important to healthy development as a person. Self-care is not just for people in helping professions like nurses, police officers or social service work. Self-care has to do with understanding what we need and that requires placing a value on ourselves in order to protect ourselves from harm or from harmful people.

We need to have regard for our own needs so that we don't end up giving away so much of ourselves that we compromise our own health and well-being. Cultivating a healthy, balanced self-respect is vital for what should be naturally occurring walls that set boundaries against manipulative relationships, harmful practices and risky behaviors.

Self-respect sets the primary framework and definitions that determine how I evaluate the way that people are treating me. If I don't think I deserve much, if I don't value myself very highly, then the degrading treatment from other people will not seem odd, unexpected, or unreasonable. This is a vital life-skill competency for any human being to be able to live independently, confidently and securely. That way of life requires strong boundaries.

<https://www.psychologytoday.com/us/articles/199911/self-esteem-vs-self-respect>

<https://www.pickthebrain.com/blog/self-respect/>

<https://psychcentral.com/blog/how-to-regain-your-self-respect-once-its-lost/>

**GROW**

To grow in self-respect involves questioning the areas where you are selling yourself short and undervaluing your importance. Growing self-respect isn't done with positive affirmation messages as we look at ourselves in the mirror every morning. Growing our self-respect is done primarily by recalibrating our comparison scales.



The danger of self-awareness is that it is often developed in contrast to who we are in relationship to other people; making comparison inevitable. If the measuring device we use to evaluate the abilities, worth and significance of others is broken, it will regularly overestimate the value of others and underestimate our own. Self-respect boundaries are grown by a taking a more careful inventory of the internal messaging that we are speaking to ourselves. This will relate to self-talk which we explore in that anchor point, but for now it would be helpful to consider the presence and impact that your internal messages are having on your sense of worth and value.

**GIVE**

Giving this skill to a student is going to require genuine affirmations of who they are and asking powerful questions concerning the way they are evaluating things. What is the size or weight of the value that they're putting on one thing versus another?



You can ask a student to imagine putting themselves on a scale: This is not a physical scale of how much you weigh, it is a scale that determines your personal value.

Let's say that your importance and significance as a human being is like gold, and you stack up that quantity of gold on a scale, how does that compare to another person's expectations? To what degree is the weight you are giving their opinions or their role in that situation more than the weight that you were giving to your own health or your own safety? If there is an imbalance there, what kinds of things can you do to adjust that weight? If you can't take weight away from this relationship because it's so important to you, how can you add weight to your own self-worth?



What: (Define this anchor point in two sentences using your own words)

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How: (Describe how this anchor point would help a student succeed)

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Image or Object: (Identify an object/image that would help someone understand this anchor point)

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## Being Kind and Understanding

Healthy relationships grow as people give honor and respect to each other. When people feel respected, it usually changes how they respond back to you.

People are imperfect. They mess up, give up, act stupid and selfishly. Sometimes we use these reasons to give up on them or treat them badly. The problem with making this your regular way of treating people is that we don't really know what they are experiencing or what struggles they face.

The truth is, other people likely don't know what you're dealing with and are misunderstanding your actions as stupid, selfish or messed up. Empathy allows us to understand and be kind to imperfect people... in the same way you need people to be kind and understanding with you.

### Questions for Reflection:

- Am I treating others the way I would want them to treat me?
- How has disrespecting people hurt or changed my relationship with them?
- Reflect on a time when you misunderstood what someone did and reacted badly toward them. What did you feel when you found out the truth of their situation?
- Have you been misunderstood when you were facing difficulties no one knew about?
- Reflect on ways you judged or criticized people before you got to know them. What would have helped to avoid that mistake?

### Practical Strategies:

- Practice empathy by considering how others feel in a situation.
- Take responsibility for your actions and apologize when needed.
- Make a habit of treating others with kindness and respect.
- Identify one person that you've criticized and think of one way to try to understand them and know them better.

### GRASP

Our culture tells us that respect is earned, but that's not entirely true. Family systems function on the respect for parents and grandparents that is based purely on the relationship of the child within that family and not on the history of respect-earning activities.



The most elementary form of respect is to acknowledge and interact with others as they are, for who they are; a living human who has inherent worth, dignity and value. The people with whom you interact everyday have arrived at this place in life through a complex road-map that includes formative childhood and educational experiences, family and ethnic cultural influences, and life-events (both celebrative and traumatic), all of which contribute to the person they are. This includes their thought processes, feelings, perceptions and biases.

Here's our challenge: We are often dealing with people, not as they are and for who they are, but through the lens of criticism and judgment. It can seem unfair to be asked to show kindness and understanding to others, because we've experienced our own judgment and criticism. However, we can't wait for the right actions of others before we choose to act rightly toward them.

Kindness and understanding means that I seek to know them beyond the surface of their actions. If you want to find a reason to treat someone disrespectfully, you won't have to look too long or very deeply. Best advice is to not look for that reason and decide to be the kind of person who treats people with empathy.

<https://www.inc.com/lolly-daskal/9-important-ways-that-will-make-you-treat-people-better.html>

<https://www.psychologytoday.com/us/blog/dignity/201304/what-is-the-real-meaning-dignity-0>

### GROW

To grow personally in this skill, you will need to resist reason-making and make an important decision about who you want to be.

Reason-making is the process we all go through to justify prejudice, disrespecting others, or even isolated acts of unkindness. We create these justifications by judging their actions and behaviors in a way that dismisses them as people and at the same time dismisses our poor treatment of them.



They are \_\_\_\_\_, so I'm okay with treating them like \_\_\_\_\_. The best way to resist reason-making is to increase your awareness so you can detect when you are doing it. Personal reflection is a great practice for this as well as giving trusted helpers permission to question the way you are characterizing a person or treating them.

If the question of being kind and understanding toward someone always falls on

the side of whether they deserve it, you will have trouble living in this life-skill to any degree at all. Everyone is flawed and imperfect, so searching for evidence of undeserving behavior will be like searching for ants at a picnic. If there are people (picnics) in the equation, flaws (ants) will be there.

I love this quote by Dietrich Bonhoeffer, "We must learn to regard people less in the light of what they do or omit to do, and more in the light of what they suffer."

**GIVE**

This is a tough sell to a teenage culture that is taught to be outspoken and celebrate criticism. Our society openly promotes a no-holds-barred, disrespectful criticism of unpopular politicians, marginalized celebrities, and virtually anyone who falls out of favor with popular culture. These same critics appear surprised and at a loss to understand the rampant occurrences of bullying reaching down into elementary school children.



This life skill becomes a *being* question for students. Try to use powerful questions to create a separation between the behavior of others and their "being" choice to treat people with kindness, respect and understanding.

- "What do you need to see in people in order to treat them with kindness?"
- "How important is it to you that you are treated with respect even when you mess up?"
- "Who do you want to be in your relationships with others?"
- "What expectations will you need to adjust in order to be that kind of person?"

What: (Define this anchor point in two sentences using your own words)

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How: (Describe how this anchor point would help a student succeed)

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Image or Object: (Identify an object/image that would help someone understand this anchor point)

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## Climbing Gear: Doing

We talk a lot about social and emotional skills that lead to a better life and higher sense well-being, but cognitive skills also contribute to your sense of contentment, purpose and happiness. Thinking skills fall into the category of executive functioning. By executive we mean higher level mental skills that help the brain perform its thinking tasks.



Good news, thinking skills are learned and don't have much to do with high intelligence. You can learn how to organize, plan, focus and shift from one thing to another and gain the brain processing benefits for yourself.



## Creating Good Plans

**Creating good plans involves thoroughly considering all factors before committing to any task or project. Effective planning ensures that you can manage your responsibilities, achieve your goals, and maintain balance in your life.**

We often make decisions from emotion. Salespeople rely on you making decisions with your feelings as opposed to your brain. Emotion-based decisions will usually lead zero forward progress on your goals or solving your problems. To make better decisions, you need the planning part of your brain working well.

This anchor point helps you grow in using wisdom for decisions which will actually take you somewhere. Good planning helps you identify the steps you need to take day to move forward, and it provides a place of hope that things can and will get better if you stay on course.

### Questions for Reflection:

- Reflect back on times when you started with a plan and forgot about it. How long did it take to finish what you wanted to do? Did you finish it?
- Reflect back to identify where the things you planned to do got derailed. Understanding your distraction tendencies will help you plan around the pitfalls.
- What helps you decide to commit to something or not? What motivates you?
- Do you tend to plan too big and get overwhelmed or plan too small and lose motivation?
- What do you think is a doable timeline for making plans. Plans for a day, a week, a month, eight weeks?

### Practical Strategies:

- Evaluate Capacity: Before making new plans, assess your available time, energy, and resources.
- Practice prioritizing. This is a thinking skill that determines the value or importance of one thing above another.
- Learn to Say No: Avoid getting off track by saying no to things that don't align with what you've planned to do.
- Smart plans use tools like calendars, and to-do lists to organize tasks and deadlines.
- Seek Balance: Ensure that your plans include time for rest, recreation, and other tasks that need attention.

## GRASP

Planning is a crucial aspect of achieving goals and managing your time effectively. By creating a structured approach to tasks and objectives, planning allows you to anticipate challenges, allocate resources, and establish clear priorities. This mental foresight minimizes wasted effort and ensures that energy is directed toward meaningful activities, making the path to success more efficient and less stressful. Planning helps to clarify what needs to be done, when, and how, turning abstract ideas into actionable steps.



However, despite its many benefits, planning is not without its challenges. One common pitfall is over-planning, where you become so focused on creating the perfect plan that you end up failing to take action at all. This can lead to analysis paralysis, where the fear of making mistakes or encountering unforeseen issues prevents progress. Another issue is the tendency to be overly rigid, sticking to a plan even when circumstances change, which can lead to missed opportunities and frustration. A lack of flexibility in planning can result in inefficiency, as well as a sense of being trapped by one's own decisions.

On the psychological side, planning offers significant benefits, including reduced anxiety and increased confidence. Knowing that there is a clear path forward can alleviate the stress of uncertainty, providing a sense of control over the future. Plans can create a strong sense of motivation, helping you feel empowered to take forward-moving steps. The success of doing what you planned fosters a sense of accomplishment and builds self-efficacy. Overall, planning is not just a tool for managing tasks, but also a means of enhancing mental well-being and resilience.

<https://www.erincondren.com/inspiration-center-benefits-of-using-a-planner#:~:text=Planning%20Promotes%20Mindfulness.&text=By%20planning%20your%20days%2C%20you,enhanced%20overall%20sense%20of%20fulfillment.>

<https://www.thinkingdirections.com/whats-the-value-of-planning/#:~:text=Planning%20pays%20off%20before%20you,take%20advantage%20of%20advantageous%20opportunities.>

## GROW

Its helpful to assess how your personality aligns with planning. Some people are motivated by the pressure of imminent deadlines and have adapted to this mode of working though tasks for so long, that they can't/won't be motivated to make any advance plans at all.



Others over-plan and fill their minds with stress that comes from worries about unmanageable eventualities.

The most important thing to consider in this life skill is determining how the benefits of planning can be best adapted and used in relation to the weaknesses in your temperament. Growth in this skill is more than just learning how to use a planning app or checklists. It requires addressing the unchecked excesses we offer ourselves

in procrastination or in perfectionism. Planning will become much more beneficial when you sort out the kind of person you are and your instinctive behaviors toward structured obligations, timelines, and restrictions.

**GIVE**

To develop this life-skill with teenagers will require more focused attention on the seeing or discovery process of coaching. Recognition of their avoidance behavior is necessary to reveal their behaviors around plans, and the most impactful recognition is self-discovered. Guide the student toward the places where that discovery is possible by using powerful questions and using tools like You+15 or working through the Core Motivations list.



- “By putting off this (decision/action) what do you think you are avoiding?”
- “What are the feelings you experience when you think about taking on a large project?”
- Would you consider yourself to be more of an action/doer kind of person or a thinker planner kind of person? What are the benefits of being that way? What are the weaknesses of being that way?
- “What would be the first 2 small steps you would need to take to move forward on this (action/project/decision)?”
- “What would work for you in terms of a plan to take one step toward the thing you are avoiding this week?”

What: (Define this anchor point in two sentences using your own words)

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How: (Describe how this anchor point would help a student succeed)

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Image or Object: (Identify an object/image that would help someone understand this anchor point)

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**Getting Organized**

Getting organized involves arranging your tasks, space, and time in a structured and efficient manner. It helps you manage your responsibilities more effectively, reduces stress, and increases productivity.

Getting organized isn't just about cleaning up your space; it's about cleaning up your mind. Organization reduces stress and boosts your mental health. When everything has its place, you feel in control and less overwhelmed. It's like your brain can finally take a deep breath, knowing you can find what you need when you need it.

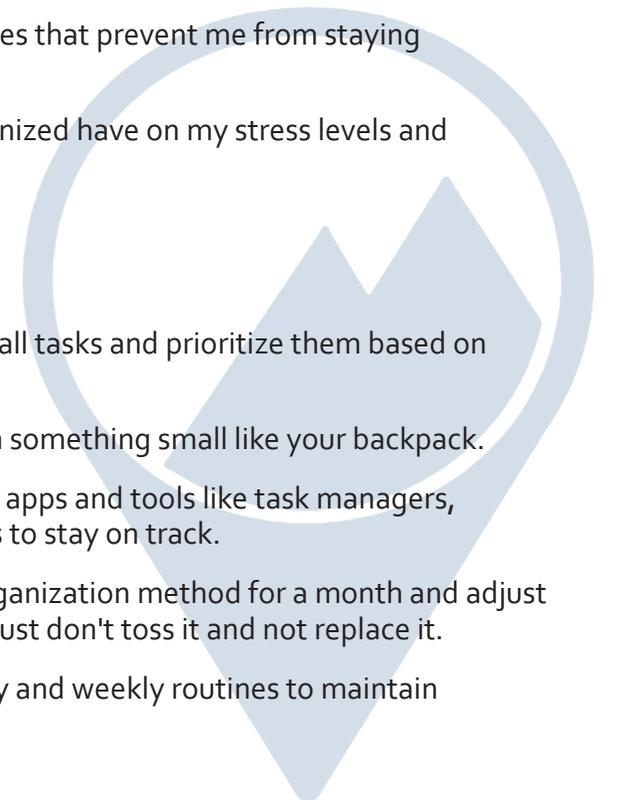
Less clutter around you means less stress inside you. You can think more clearly, focus better, and tackle your schoolwork or whatever you're into with ease. So, if you're looking to improve your life, start organizing, and you'll be amazed at how it changes everything.

**Questions for Reflection:**

- On a scale of 1-5, how organized do I feel in my daily life?
- What areas of my life could benefit from better organization?
- What are some common obstacles that prevent me from staying organized?
- What impact does being disorganized have on my stress levels and anxiety?

**Practical Strategies:**

- Create a To-Do List: Write down all tasks and prioritize them based on importance and deadlines.
- De-clutter Your Space: Start with something small like your backpack.
- Use Organizational Tools: Utilize apps and tools like task managers, reminders, and note-taking apps to stay on track.
- Review and Adjust: Follow an organization method for a month and adjust it if its not working to help you. Just don't toss it and not replace it.
- Establish Routines: Develop daily and weekly routines to maintain consistency and structure.



### GRASP

Personal organization is fundamental to achieving a balanced and productive life. By keeping your physical and digital spaces orderly, personal organization allows you to focus more on what truly matters. It reduces the mental clutter that can arise from disorganization, leading to greater clarity in decision-making and increased efficiency.



Following a method for personal organization increases these benefits by providing a consistent approach to managing tasks and responsibilities. Adhering to a method ensures that nothing falls through the cracks, and it provides a clear road map for daily activities. This structured approach not only enhances productivity but also instills a sense of discipline and routine, which can be particularly beneficial to your state of mind and emotions.

The benefits of personal organization, particularly when following a method, are substantial. A well-organized life fosters a sense of control and reduces anxiety, as you are less likely to feel overwhelmed by the chaos of daily demands. Knowing that you have a reliable system in place to manage your tasks and responsibilities can boost your confidence and free up mental space for creativity and problem-solving.

Consistent organization cultivates habits that contribute to long-term success, reinforcing positive behaviors and making it easier to maintain a balanced and fulfilling lifestyle.

<https://www.workplaceoptions.com/blog/mental-health-benefits-of-staying-organized/>

<https://www.usemotion.com/blog/benefits-of-being-organized>

### GROW

If my desk is a reflection of my mental state, I'm in trouble. The truth is when I'm working on a project I tend to make messes. It's the same for me in the kitchen, my workshop or my office. My pattern is to clean up and reorganize between projects or when I need to shift from one major focus to another. That works for me. What works for you?



Your growth in the life skill of personal organization is going to be advanced by consistently following a specific method. Some people are method resistant. They want to live their life on their own terms and make decisions on how they feel at the moment and on what they want to do. That kind of personal allowance is nice, but it's not sustainable. There are parts of your humanity that crave freedom and no-rules living, but that is the side of us that regularly gets us in trouble. The other side of your human nature holds the need for structure and order.

What method do you use to bring order and organization to your health, your plans, your money and your job? What methods do you use to bring order to your home?

The less you follow some kind of road map on the ordinary parts of your life like chores, and finances, the more chaotic and undisciplined your life will become. Find a method, follow it, and then make minor adjustments to fit who you are. Just make sure it's not the no-rules version of who you are.

### GIVE

The students you are coaching are largely the product of a culture that has a decreasing interest in order and rule-following. We have become so enamored by our personal freedoms that organized structures seem archaic and repressive.



The best approach to helping them gain this life skill of getting organized is to listen for their description of their life being all over the place, unmanageable and stressed. Ask them to describe what it would look like if it wasn't that way and help them explore what kinds of things, routines, and practices would have made it that way.

- "Describe a time when you felt the most together and peaceful"
- "What do you think helped to create that?"
- "What practices have you followed in the past that helped you feel more put together?"
- "How important do you think it is to live in an uncluttered environment?"
- "What affect do you think disorganization has on your mind and emotions?"

What: (Define this anchor point in two sentences using your own words)

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How: (Describe how this anchor point would help a student)

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Image or Object: (Identify an object/image that would help someone understand this anchor point)

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## Finding My Focus

**Finding focus means directing and keeping your attention and efforts on one thing at a time. It involves the mind discipline of minimizing distractions and maintaining concentration.**

**D**istractions are everywhere and they constantly pull your attention away from one thing, and then from that thing to another thing. Focusing is about finishing what you started and keeping your attention on tasks until they are done.

**T**hink about it: when you stay focused on a project or homework, you'll complete it more quickly instead of dragging it out for hours, and you'll do a better job. Focus helps you get things done and leaves you with a great feeling of accomplishment. When you train your brain to concentrate for longer periods, you'll unlock your creativity, solve problems faster, and get better at the things you do.

### Questions for Reflection:

- What distractions always come up that prevent me from focusing?
- How can I minimize or eliminate these distractions?
- What methods or routines would help me maintain focus on my tasks?
- How could I prioritize my tasks to ensure I am working on what matters most?

### Practical Strategies:

- **Eliminate Distractions:** Identify common distractions (e.g., social media, noise) and find ways to reduce or remove them.
- **Use Time Management Techniques:** Techniques like the Pomodoro Technique (working in focused intervals with breaks) can help maintain concentration.
- **Establish a Routine:** Create a consistent daily schedule that includes dedicated time for focused work.
- **Practice Mindfulness:** Techniques like meditation can improve your ability to stay present and focused.
- **Take Breaks:** Regular breaks can help recharge your mind and maintain productivity over long periods.
- **Create a Conducive Environment:** Make sure the place where you do homework is organized and free from unnecessary distractions.

## GRASP

Focus is a critical aspect of executive functioning, which refers to the set of mental skills that enable individuals to manage their thoughts, actions, and emotions in order to help their brain function at its best. This level of concentration ensures that one's efforts are aligned with their objectives, reducing the likelihood of distraction and enhancing productivity. When individuals are focused, they can better allocate their cognitive resources, leading to more efficient problem-solving and decision-making.



Executive functioning also involves the ability to regulate emotions and control impulses, both of which are bolstered by strong focus. When a person is focused, they are less likely to be swayed by immediate temptations or emotional reactions, allowing them to stay on track toward long-term goals. This ability to delay gratification and maintain attention on the task at hand is essential for success.

Focus is integral to the development of other executive functions, such as working memory and cognitive flexibility. A focused mind is better equipped to hold and manipulate information, which is necessary for planning, strategizing, and adapting to new situations. This interconnectedness of focus and executive functioning underscores its value not just as a standalone skill, but as a cornerstone of overall cognitive development. In essence, cultivating focus enhances one's ability to think critically, manage complex tasks, and achieve goals, making it a vital component of success in all areas of life.

<https://www.psychologytoday.com/us/basics/attention>

<https://www.betterup.com/blog/15-ways-to-improve-your-focus-and-concentration-skills>

## GROW

A lot of these "Doing" skills hold similar challenges as we try to develop and grow them in our lives. The cognitive functions of your mind are in regular conflict with impulses and emotions. Remember how we explored brain development from infancy to adulthood? This development starts with impulse/instinct, then moving to the emotional seat of the brain, with the last stage being the rational/logical part of the brain.



Growing in your ability to focus will require depriving the impulses and emotions that surface while feeding the rational mind with what it needs to function well in problem-solving and critical thinking. Concentration is vital to a well-functioning mind. It's something your brain is designed to do. What's necessary is giving your mind the opportunity and free space to do it.

It would be helpful identify and address the things that you let disrupt your focus. Try practices like reading without music pumping into your ears, shutting your phone off rather than tuning it upside down on the table next to you when you are working

on projects, or finding a remote spot at the library rather than trying to concentrate over the noise and commotion of your favorite coffee shop.

**GIVE**

To guide students in this life skill will require attention on two primary things: The control of their environment and recognizing distractions as they happen.



- “Describe the space you use when you're doing homework. What does it look like? What does it sound like?”
- "What is one thing you could do or change to improve your ability to focus?"
- “What would you say is the biggest distraction for you when you try to read or study?”
- “What have you tried to do in the past to get rid of that distraction?”

What: (Define this anchor point in two sentences using your own words)

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How: (Describe how this anchor point would help a student succeed)

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Image or Object: (Identify an object/image that would help someone understand this anchor point)

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**Taking Small Action Steps**

**The ability to set a plan into motion means starting something now and adjusting the plan as you go.**

**M**ovement is not only good for your body, it is good for your soul. You must do the actions needed to get the things you want. Unless you take the actions that move toward your dreams, there will be no results for you to enjoy.

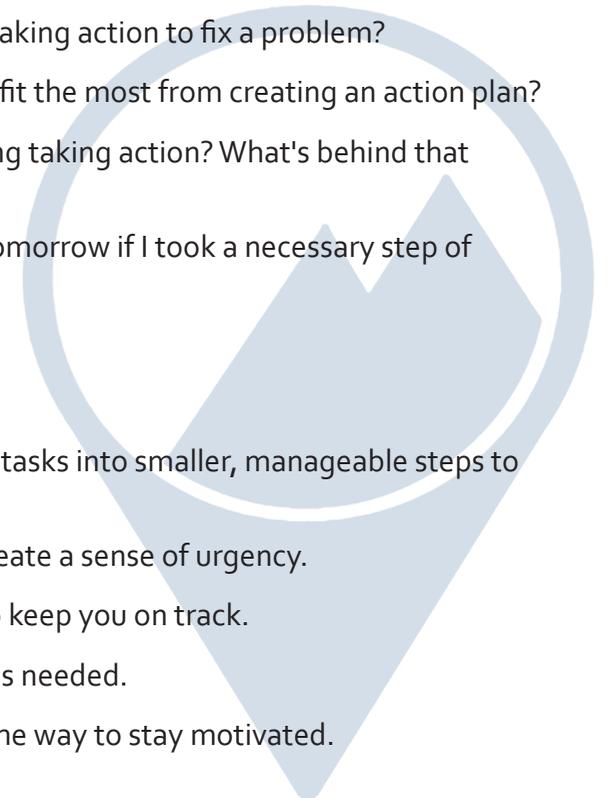
**W**hen you take ACTION, from the smallest thing like writing a To-Do list in the morning, you set into motion other things that will change your immediate future. If you keep up those actions day after day it can become a habit and the results will be huge. Effort=Results. You can dream and imagine what the future will be, but if you want to see that future happen, you will have to take specific steps toward it.

**Questions for Reflection:**

- What is the hardest part for me about taking a step of action on a plan?
- Who in my life could keep me accountable to take those actions?
- What would be the best part of taking action to fix a problem?
- What area of my life would benefit the most from creating an action plan?
- What area of my life am I avoiding taking action? What's behind that avoidance?
- How would I feel about myself tomorrow if I took a necessary step of action today?

**Practical Strategies:**

- Break Down Tasks: Divide larger tasks into smaller, manageable steps to avoid feeling overwhelmed.
- Set deadlines for each step to create a sense of urgency.
- Find an accountability partner to keep you on track.
- Reflect on and adjust your plan as needed.
- Celebrate small victories along the way to stay motivated.



**GRASP**

Real things do not appear from nothing. Sometimes it seems that our thinking about movement in life is more magical than rational. We hold to this invisible aspiration of hope, but that is not all we do. We still need to move, act, and decide.



Everything in life is held in a sequence. What is happening today is connected to yesterday and the day before that. The things that will happen tomorrow are tied to the events, decisions and actions that will happen today. It not always a 1 +1 equation, however. People get discouraged because they made 17 sales calls on Monday, and by Thursday they still don't have any appointments. This unpredictability in the action-results sequence is what keeps some people engaged in more waiting than doing. But the potential of action is based on setting things in motion (particularly ourselves) and trusting that over time and through various layers of cause and effect, the reward of those actions will appear.

Besides fear, one of the greatest contributors to inaction is perfectionism. Some people won't start something until they know that every part of the plan is in place and every possible outcome has been addressed. Perfectionists will tinker with ideas until days and weeks have passed and all of the passion and energy for doing what they have been planning has quietly seeped out of their soul. They are left with a complicated plan and no fuel or drive to take the first step. Start doing something now and change it as necessary on the fly. It is a more risky way to live, but remember: Real things do not appear from nothing.

<https://addicted2success.com/success-advice/4-easy-ways-to-develop-a-bias-for-action-right-now/>

**GROW**

Some of you will have to address your aversion to risk or a bias toward perfectionism to grow in his life skill. You can spend a lot of time and money in therapy to work on that or you can try venturing into the law of action by taking a couple small steps that will pay off pretty quickly.



First is to reduce options. Researchers have found that many people experience choice paralysis when there are more than three options in front of them. Work at eliminating the options and then put yourself on a deadline to not just select, but act on one of them within a certain time frame.

Second is to choose to do something that makes you uncomfortable. Comfort seems to always be our goal, but it is often our worst enemy. Don't plan to do something where you feel completely safe because you will not adapt out of your safe-keeping mindset and learn new skills. And you won't experience what it feels like to still be okay while you are in the tension of risk.

Third is limit your time to overthink. Planning is good and necessary. However, over-planning can end up being an avoidance tactic. Limit planning to one day or a set number of hours. Those hours will be more productive because of the constraint of time, and it will force you to move ahead with an action without having all the information or details worked out. Some experts recommend making decisions with 70% of the information you wish you had. Whatever you do, just limit the opportunity to overthink and get moving.

**GIVE**

We want students to see (explore, discover), be (consider who they are and who they want/need to be in specific situations) and finally do (take small, measurable action steps toward what they see and who they want to be).



Guiding students to this life skill will lean heavily on the way you help them define and set up the accountabilities for their actions.

- “What one action could you take today to move forward on what you want?”
- “How will you keep yourself focused or motivated to take this step?”
- “Are there obstacles to getting this done that we need to address?”
- “What could make this plan fail?”
- “What will you need to do to stay focused and keep moving forward if you don't get the result you want right now?”

What: (Define this anchor point in two sentences using your own words)

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How: (Describe how this anchor point would help a student succeed)

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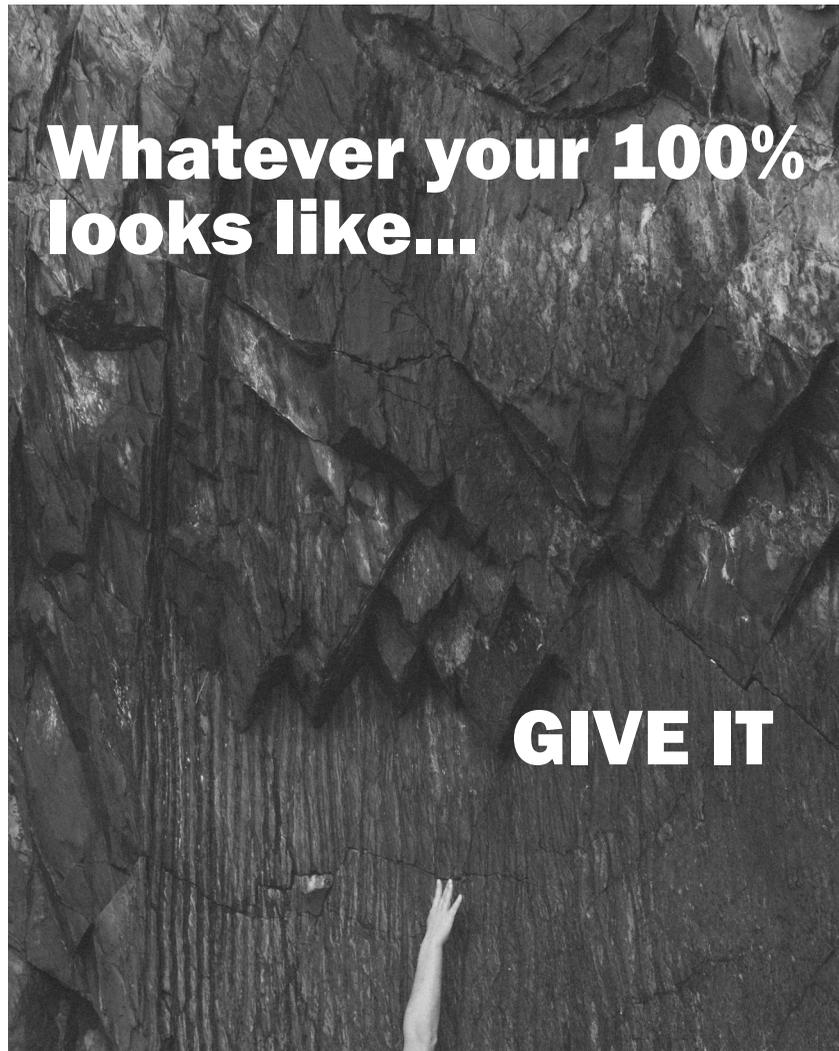
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Image or Object: (Identify an object/image that would help someone understand this anchor point)

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## Managing Time and Energy

**You've got a finite amount of time and energy to use every day, and if you don't use it wisely, you might run out when you really need it.**

**U**nderstanding what your brain needs and managing your time and energy can really help you avoid stress and burnout. When you're constantly stressed or overworked, it becomes harder to remember things, stay focused, and make good decisions, which can mess up your grades and well-being.

**I**f you recognize when you need a break, take care of yourself, and set aside time to chill, you'll protect your mental health and keep your brain strong enough to handle whatever comes your way. Managing your time and energy well isn't just about doing better in school—it's about feeling good and living a balanced life too.

### Questions for Reflection:

- Why is it important to think through what I choose to spend my time and energy on every day?
- Do I tend to over-commit or under-commit? What is the reason behind that?
- How can I better understand what my capacity (time, energy, ability) is?
- How can I use my awareness of my capacity to help me determine what I should or should not do?

### Practical Strategies:

- Reflect on your past commitments and identify patterns of over-committing or under-committing.
- Make a habit of evaluating your capacity before making new commitments.
- Set realistic goals and create a step-by-step plan to achieve them.
- Learn to say no when necessary to avoid over-committing.
- Prioritize tasks and give 100% of your energy to what's most important.

## GRASP

There are two opposite sides to commitment: Over-committing and under-committing. People who regularly over-commit themselves must take an honest look at the internal factors driving those decisions. A desire to please others, to be acknowledged and the need to be needed, can all influence decisions that lead to overcommitment.



Increasing self-awareness will help in deeply evaluating the motivations behind our commitment decisions. Beyond motivation, we can also find ourselves embracing an idealistic belief that we can do more or at least fit more into our lives than is humanly possible. Reason and wisdom need to be applied to assess the real restraints of time and energy for what we are committing to do.

Under-committing mostly results from not wanting to be tied down or obligated to anything. As much as any of us like being free-spirited and unrestrained, the absence of structures and obligations that come with commitments doesn't serve us very well in the long run. In order to maximize potential, reach any kind of goal, and even experience the full enjoyment of life, human beings need the boundaries and expectations that rise from commitments.

Decision-making relative to commitments must be done within the constraints of our finite resources of time and energy. What you commit to do directly impacts what you have left to give to other areas of your life. Be wise in how you use what you have so the most important areas get the best part of who you are.

<https://www.franksonnenbergonline.com/blog/do-you-take-your-commitments-seriously/>

<https://www.healthlinkbc.ca/health-topics/av2103>

## GROW

We would do well to ask ourselves if adding a new activity or saying yes to another invitation is filling in some other need for acceptance or self-worth. Do you stop or quit one commitment in the same decision to start another? Wisdom calls for us to weigh out these choices as a series of trades rather than a growing pile of activities that we can only do partially. Some of you will need to adapt your thinking about quitting commitments and regard this as something other than giving up. Perhaps this is not the right timing and you will return to it at a later - better time.



Where will you find the courage to eliminate existing commitments that lack the importance of those you know you need to make now? What valuable commitments are you avoiding because you are resisting a new obligation, or because you are out of margin in time and energy due to lesser value activities?

## GIVE

To help students develop in this life skill you will need to ask powerful questions that probe into their motivations, but be careful to avoid why questions that convey a right/wrong judgment of their decisions. Try using questions that make distinctions between one thing or another.



- “What is the difference between \_\_\_\_\_ activity and \_\_\_\_\_?”
- “What value would you place on \_\_\_\_\_?”
- “What do you imagine would happen if you said you couldn't do \_\_\_\_\_ any longer?” “What would you lose?” “What would you gain?”
- “What are you getting personally out of doing \_\_\_\_\_?”
- “What do you think is behind your hesitancy to commit to \_\_\_\_\_?”
- “What were/are the major influences on your decision to do or not do \_\_\_\_\_?”

What: (Define this anchor point in two sentences using your own words)

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How: (Describe how this anchor point would help a student succeed)

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Image or Object: (Identify an object/image that would help someone understand this anchor point)

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