

**TRANSITIONAL  
LIFE SKILLS  
FOR TEENS**

**TEENS ~  
MANAGING  
LIFE'S  
EXPECTATIONS ▶**

**Facilitator Reproducible  
Activities for Groups  
and Individuals**

**Ester R.A. Leutenberg  
Carol Butler Cooper, MS Ed, RN, C**

Illustrated by  
**Amy L. Brodsky, LISW-S**

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**Teens ~ Managing Life's Expectations**

Facilitator Reproducible Activities for Groups and Individuals

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## ***Teens ~ Managing Life's Expectations***

### **Purpose of the Workbook**

#### **Teens are bombarded by ...**

- Others' expectations of them
- Expectations of themselves
- Media messages
- Society's standards

### **Teens who complete this workbook are encouraged:**

#### **To manage expectations placed on them by ...**

- Care-givers
- Culture
- Media messages
- Partners
- Peers
- School staff and assignments
- Work and volunteer site supervisors

#### **To recognize, evaluate, and revise as needed ...**

Their own expectations of themselves and others.

#### **To discern ...**

When to try to live up to others' expectations, and when not to.  
Ways to uphold personal passions and plans.  
NEVER live down to others' degradations.

#### **Teens are encouraged to develop ...**

- Decision-making skills
- Empathy
- Faith in the face of doubt
- Goal-setting and prioritizing actions
- Gratitude
- Resilience
- Responsibility in conjunction with dreams
- Spirituality
- Strength from adversity
- Teamwork

#### **Teens are encouraged to realize ...**

*Excellence is the result of caring more than others think is wise, risking more than others think is safe, dreaming more than others think is practical, and expecting more than others think is possible.*

~ Ronnie Oldham

## Format of the Workbook

### Introduction for Teen Participants

Distribute the *Introduction for Teen Participants*, page vii, as an overview before the first activity. This page helps focus the teens for upcoming sessions.

### Table of Contents

The columns on the Table of Contents specify whether the topic emphasizes a teen’s expectations of self, the expectations the teen has of others, and/or the expectations others have of the teen. Chapter 8 emphasizes self-development. Each session encourages teens to develop and demonstrate a positive character trait.

### Cover Page for Each Chapter Suggestions

The cover page helps the facilitator to stimulate discussion about the quotation and to select topics. Distribute each chapter’s cover page before the chapter’s sessions. This preview provides an inspirational quotation and descriptions of each handout to spark interest. Teens may refer to the cover page list of each handout, and vote on which activity to do next.

### Take-Away Skills for Each Chapter Following Each Chapter Cover Page

*Conditions and Behavior, Frequency and Duration, and/or Accomplishment* statements for each activity may be used in educational and/or treatment planning. They may also be used to measure progress toward goals. These skills promote real life outcomes and behavioral changes. See page v, *Take-Away Skills*.

**Educational and Treatment Session Skills** are listed on the facilitator page on the reverse side of each handout. Teens will use oral, written, and creative expression; demonstrate skills specific to each handout; and volunteer to share ideas with peers.

### Chapters

- |                            |                                |                                  |
|----------------------------|--------------------------------|----------------------------------|
| 1. Self-Expectations       | 5. School Expectations         | 7. Media Expectations            |
| 2. Care-Giver Expectations | 6. Work/Volunteer Expectations | 8. Self-Development Expectations |
| 3. Peer Expectations       |                                | 9. Recap                         |
| 4. Partner Expectations    |                                |                                  |

### Versatility

An individual chapter may serve as a workshop. Sessions may be strategically selected to match the skills that would benefit specific teens. Most handouts are applicable to individual or group use. The Words of Wisdom box encourages teens to contemplate and compose their own words of wisdom after completing each handout.

### Reproducible Handouts

Facilitators may photocopy and distribute the handouts as they appear in this workbook, or they may be personalized with white out and/or add text as desired and then use as a master to photocopy.

### Information on the Reverse Side of Each Handout for the Facilitator

- I. Purpose** - The goals for the teens in each session.
- II. Skills** - Behavioral objectives and competencies for the session.
- III. Possible Activities** - Ways to present topics and elicit responses.
- IV. Enrichment Activities** - Additional learning experiences, ways to conclude or follow up.

## Take-Away Skills

### Take-Away Skills ...

- **Follow each chapter cover page for each of the reproducible activity handouts in each chapter.**
- **Describe the behaviors that teens are expected to demonstrate when they are away from the session.**
- **Demonstrate how new competencies can apply to real life situations.**
- **Show results.**  
*example: a teen lives up to a positive self-expectation within the next week.*
- **Allow self-reporting.**  
*example: a teen states "I suggested a compromise in 5 out of 5 opportunities."*
- **Are easily countable.**  
*example: I made a list of a person's positive and negative qualities.*
- **Answer these questions:**
  - Did the desired behavior occur?
  - What is the evidence?
  - To what extent?

### **Conditions and Behavior (1), Frequency and Duration (2), and/or Accomplishment (3) statements**

for each activity may be used in educational and/or treatment planning, and also to measure progress toward goals. These skills promote real life outcomes and behavioral changes.

### Three Types of Take-Away Skills

1. **Conditions and Behavior** – a skill or healthy habit to replace a previous less effective behavior or habit.
  - Now, I ... (*less effective or undesired behavior*)  
when I ... (*when do I do this?*).  
Instead I will ... (*more effective or desired new behavior*) in \_\_\_\_ out of \_\_\_\_ opportunities.
2. **Frequency and Duration** – a skill or healthy habit not necessarily tied to a condition or previous behavior.
  - I will (*describe the behavior*) \_\_\_\_ times per \_\_\_\_.
3. **Accomplishment** – an outcome that is a one-time accomplishment.
  - I will (*describe the accomplishment*) by \_\_\_\_\_ (*date*).

Teens, and teen facilitators using this workbook, strive for skills that are developed during sessions to transfer into real life skills.

Monthly, photocopy the Teen Opportunity Journal, page viii, for each participant.

## How to Present the Activity Handouts

**Throughout this workbook, the term Care-Giver refers to parents, extended family members, foster parents, group home staff, or anyone in a care-giving role**

### Preparation

Familiarize yourself with the handout and the suggestions for the facilitator on the reverse side. Decide on format when choices are given and photocopy accordingly. Follow suggestions to cut out boxes, write on the board, etc.

### Words of Wisdom

Each page begins with a quotation titled Words of Wisdom. A volunteer reads the Words of Wisdom aloud as an introduction to the page, unless otherwise stated. Discussion is generally saved for later as it could undermine the insight teens will gain from the activity. Each page ends with teens writing their own Words of Wisdom to personalize concepts learned.

### Group Guidelines

Encourage teens to develop expectations for themselves and others during sessions.

*Examples:*

Confidentiality – what is said in group stays in group.

Honesty – truth leads to insight.

Sharing – teens may volunteer to disclose.

Facilitators can decide if and when to encourage peer feedback. Often, teens will share more freely if they are aware that there will not be any comments later.

### Free Expression

Encourage teens to use graphic, verbal, and non-verbal communication.

Assure participants:

Putting thoughts and feelings onto the paper is most important.

Perfect grammar, spelling and/or artistic talent are not required.

Lyrics or poems do not need to rhyme.

Theatrical training is not needed to write or act in a skit.

### Opportunities

Encourage the teens to use the *Teen Opportunity Journal*, page viii, as homework. They will fill in the dates of the month in the top left box and each day note whether they had opportunities to reach their goals.

## Introduction for Teen Participants

**You may feel overwhelmed by the expectations of ...**

Care-Givers  
Media messages  
Partners  
Peers  
School staff  
Work and volunteer site supervisors

**And your own expectations of yourself and others.**

**As you experience the activities in this workbook, you'll develop skills to manage these expectations:**

**Expectations influence how you think, feel, and act.**

You can decide when to try, or not try, to live up to someone's expectations, and to decide how to handle unreasonable expectations!

You may find that you receive what you expect from yourself and others.

**You may have heard ...**

"Don't get your hopes up, then you won't be disappointed"  
THIS IS NOT NECESSARILY TRUE!"

**Expectation is HOPE that ...**

When you're disappointed, things will improve in time.  
When things are good, they'll stay good.  
Whatever happens, you'll manage the challenge.

**You may decide to make these Words of Wisdom apply to you ...**

*Excellence is the result of caring more than others think is wise, risking more than others think is safe, dreaming more than others think is practical, and expecting more than others think is possible.*

~ Ronnie Oldham



# Teen Opportunity Journal

Name \_\_\_\_\_ Month \_\_\_\_\_

My Goal \_\_\_\_\_

Each day you will have an opportunity to reach your goal. Fill in the dates of the month in the left box under each day of the week, and in the right box, check whether you took the opportunity to reach your goal. Toward the bottom of the page, or on the back, make notes for yourself of your successes.

## MONTHLY CALENDAR

SUNDAY		MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY		SATURDAY	
DATE	SUCCESS	DATE	SUCCESS	DATE	SUCCESS	DATE	SUCCESS	DATE	SUCCESS	DATE	SUCCESS	DATE	SUCCESS

<i>Date</i>	<i>Notes</i>

## TABLE OF CONTENTS

<b>CHAPTER 1 - Self-Expectations</b>	<b>Page</b>	<b>Teen's Expectations of Self</b>	<b>Expectations Teen Has of Others</b>	<b>Expectations Others Have of Teen</b>
Outgrow Your Expectations	17	✓		
Perfectly All Right	19	✓		
Self-Fulfilling Prophecy	21	✓		
Beliefs Impact Destiny	23	✓		
You're Right	25	✓		
Guess My Habit	27	✓		
Comparisons: Insides and Outsides	29	✓		

<b>CHAPTER 2 - Care-Giver Expectations</b>	<b>Page</b>	<b>Teen's Expectations of Self</b>	<b>Expectations Teen Has of Others</b>	<b>Expectations Others Have of Teen</b>
Let the Future In	35	✓		✓
Different Expectations	37	✓		✓
I Would Like	39		✓	
A Pollster	41			✓
The Person I Needed	43	✓		
Family Expectations	45			✓

<b>CHAPTER 3 - Peer Expectations</b>	<b>Page</b>	<b>Teen's Expectations of Self</b>	<b>Expectations Teen Has of Others</b>	<b>Expectations Others Have of Teen</b>
Fitting In	49		✓	✓
Your Expectations and Mine	51		✓	✓
Friends	53	✓	✓	
Fear and Freedom	55	✓		✓

<b>CHAPTER 4 - Dating Expectations</b>	<b>Page</b>	<b>Teen's Expectations of Self</b>	<b>Expectations Teen Has of Others</b>	<b>Expectations Others Have of Teen</b>
Partner Poetry	59	✓		✓
Masks	61			✓
Expectations ... Really?	63		✓	✓
Walking Away	65		✓	
Pop Culture's Influences on Teen Couples	67		✓	✓

(Chapters 5, 6, and 7 continued on the next page)

TABLE OF CONTENTS *(continued)*

<b>CHAPTER 5 - School Expectations</b>	<b>Page</b>	<b>Teen’s Expectations of Self</b>	<b>Expectations Teen Has of Others</b>	<b>Expectations Others Have of Teen</b>
Teachers Open the Door	73		✓	✓
Your Own Expectations	75	✓		
Create a Classroom Climate	77	✓		
Manage Defeat AND Victory	79	✓		
A Slice of Society	81	✓		✓
What Can You Do for Your School?	83	✓		
Be Part of the Solution	85	✓	✓	✓

<b>CHAPTER 6 - Work/Volunteer Expectations</b>	<b>Page</b>	<b>Teen’s Expectations of Self</b>	<b>Expectations Teen Has of Others</b>	<b>Expectations Others Have of Teen</b>
Too Busy	91	✓		
People Skills	93	✓		
A Particular Type of Work	95	✓	✓	
Work Pressures	97			✓

<b>CHAPTER 7 - Media Expectations</b>	<b>Page</b>	<b>Teen’s Expectations of Self</b>	<b>Expectations Teen Has of Others</b>	<b>Expectations Others Have of Teen</b>
My Virtual Voice	101	✓		
Guess the Media Motives	103		✓	
I’d Like to Teach ...	105	✓		
Downtime	107	✓		✓

*(Chapters 8 and 9 continued on the next page)*

TABLE OF CONTENTS *(continued)*

<b>CHAPTER 8 - Self-Development Expectations</b>	<b>Page</b>	<b>Teen's Expectations of Self</b>	<b>Expectations Teen Has of Others</b>	<b>Expectations Others Have of Teen</b>
Empathy	113	✓		
Spiritual Feats	115	✓		
Difficulties → Strengths	117	✓		
Faith and Doubt	119	✓		
Gratigories (Categories of Gratitude)	121	✓		
Dreams = Responsibilities	123	✓		
Decisions	125	✓		
Goals and Priorities	127	✓		
Teamwork	129	✓		

<b>CHAPTER 9 - Recap</b>	<b>Page</b>	<b>Teen's Expectations of Self</b>	<b>Expectations Teen Has of Others</b>	<b>Expectations Others Have of Teen</b>
Expectations Journal: My Expectations of Myself	133	✓		
Expectations Journal: Other People's Expectations of Me	134			✓
Expectations Journal: My Expectations of Other People	135		✓	

**Our Deepest Gratitude to**  
***the following professionals who make us look good!***

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<b>Reviewer &amp; Teen Teacher</b>	–	Niki Tilicki, M.A.Ed.



# SELF=EXPECTATIONS

1

How often in life we complete a task that was beyond the capabilities of the persons we were when we started it.

~ Robert Brault

Refer to the columns on the Table of Contents, page ix, that specify each topic's emphasis:

- a teen's expectations of self
- the expectations the teen has of others, and/or
- the expectations others have of the teen.

## **Outgrow Your Expectations** ..... page 17 ►

*Teens identify how expectations that are too high or too low interfere with progress. Teens create dreams that surpass performance-based self-judgment.*

## **Perfectly All Right** ..... page 19 ►

*Teens develop expectations that they are works in progress. Teens identify self-critical thoughts, determine what helps their growth, and describe their personal potential.*

## **SELF-FULFILLING PROPHECY** ..... page 21 ►

*Teens expect positive thoughts, feelings, and actions, and reject negative qualities they will not tolerate within themselves. Teens note how the self-fulfilling prophecy can work in both negative and positive ways.*

## **Beliefs Impact Destiny** ..... page 23 ►

*Teens monitor expectations about self, recognizing how expectations effect who they become. Teens focus on personal qualities rather than outcomes beyond their control.*

## **You're Right** ..... page 25 ►

*Teens expect to take actions that develop positive habits. Teens decide on a desired change, identify the habit that most interferes with that change, list actions that promote the change, and guess peers' habits based on action clues.*

## **GUESS MY HABIT** ..... page 27 ►

*Teens give examples to show how thoughts and affirmations affect actions. Teens learn to use process-oriented thoughts, affirmations, and actions, versus outcome-oriented thoughts, affirmations, and actions.*

## **Comparisons: Insides and Outsides** ..... page 29 ►

*Teens counteract the expectations of some comparisons while identifying admirable qualities to emulate. Teens identify unrealistic expectations and commit to personal growth.*

## Take-Away Skills

**Conditions and Behavior (1), Frequency and Duration (2), and/or Accomplishment (3) statements for each activity may be used in educational and/or treatment planning, and also used to measure progress toward goals. These Take-Away skills promote real life outcomes and behavioral changes.**

### EXAMPLES

1. **Conditions and Behavior** – a skill or healthy habit to replace a previous less effective behavior or habit.
  - Now, I ... *(less effective or undesired behavior)* when I ... *(when do I do this?)*.  
 Instead I will ... *(more effective or desired new behavior)* in \_\_\_\_ out of \_\_\_\_ opportunities.
2. **Frequency and Duration** – a skill or healthy habit not necessarily tied to a condition or previous behavior.
  - I will *(describe the behavior)* \_\_\_\_\_ times per \_\_\_\_\_.
3. **Accomplishment** – an outcome that is a one-time accomplishment.
  - I will *(describe the accomplishment)* by \_\_\_\_\_ *(date)*.

## CHAPTER 1 - Self-Expectations

### Take-Away Skills Examples

<b>Outgrow Your Expectations</b> .....	<b>17</b>
Conditions and Behavior	
• Now, I ... <i>don't try out for a team because I expect I'll be rejected</i> when I ... <i>want to play a sport.</i> Instead I will ... <i>learn the basics and enjoy the game, whether I make the</i> <i>team or not, in 5 out of 5 opportunities.</i>	
<b>Perfectly All Right.</b> .....	<b>19</b>
Conditions and Behavior	
• Now, I ... <i>beat myself up when don't meet a goal</i> when I ... <i>expect to not do well.</i> Instead I will ... <i>tell myself "I have made progress" in 5 out of 5 opportunities.</i>	
<b>Self-Fulfilling Prophecy</b> .....	<b>21</b>
Accomplishment	
• <i>I will do something positive based on a confident self-expectation within</i> <i>the next week.</i>	

*(Take-Away Skills Examples continued on the next page)*

## CHAPTER 1 - Self-Expectations

*Take-Away Skills Examples (Continued)*

<b>Beliefs Impact Destiny</b> .....	<b>23</b>
<ul style="list-style-type: none"> <li>• Now, I ... <i>expect and allow negative ideas about myself to affect my actions when I ... say "I'm cool when I take drugs."</i></li> <li>    Instead I will ... <i>say "I'm a smarter person when I'm clean and sober."</i></li> </ul>	
<b>You're Right!</b> .....	<b>25</b>
<p>Conditions and Behavior</p> <ul style="list-style-type: none"> <li>• Now, I ... <i>say "I have a bad temper and can't help myself" when I ... expect to punch a wall,</i></li> <li>    Instead I will ... <i>say "I can talk about my feelings after I've calmed down" in 5 out of 5 opportunities.</i></li> </ul>	
<b>Guess My Habit</b> .....	<b>27</b>
<p>Frequency and Duration</p> <ul style="list-style-type: none"> <li>• <i>Every day for two weeks I will take one action to develop a certain positive habit.</i></li> </ul>	
<b>Comparisons: Insides and Outsides</b> .....	<b>29</b>
<p>Conditions and Behavior</p> <ul style="list-style-type: none"> <li>• Now, I ... <i>compare self to others.</i></li> <li>    when I ... <i>expect to feel "less than,"</i></li> <li>    Instead I will ... <i>speak about my own progress in 5 out of 5 opportunities.</i></li> </ul>	





# Outgrow Your Expectations

**WORDS OF WISDOM**

*Let your dreams outgrow the shoes of your expectations.*

~ Ryunosuke Satoro

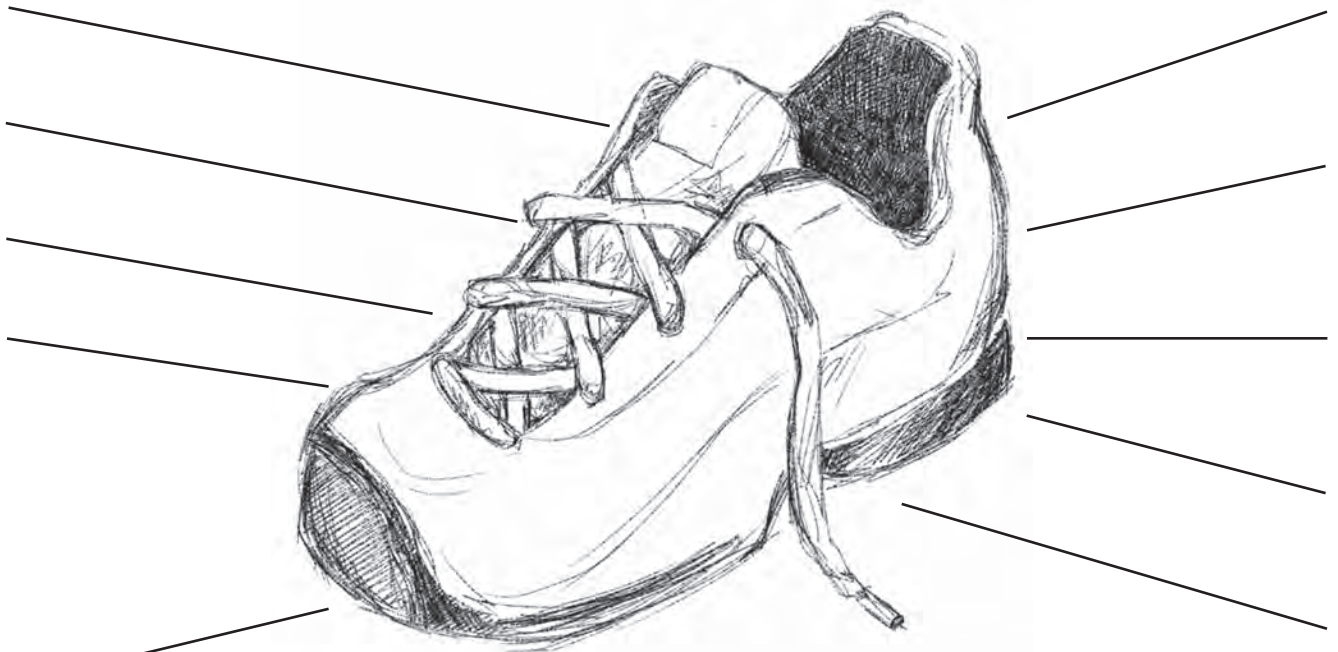
**False expectations that are too high or too low may keep you from trying.**  
If you expect perfection, you may avoid challenges, saying, "I must be the best."  
If you expect too little of yourself, you may avoid challenges, saying, "I can't."  
Dreams investigate possibilities without worry about performance.

**Label the shoe with your false expectation(s).**

*Ex: I won't do it unless I can do it perfectly.*

**Surround the shoe with your dream(s).**

*Ex: I'll try something new regardless of how perfectly I am able to do.*



How are your false expectations holding you back?

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How can your dreams lead to new opportunities?

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**MY OWN WORDS OF WISDOM**

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## **Outgrow Your Expectations**

### **FOR THE FACILITATOR**

#### **I. Purpose**

To focus on possibilities versus performance.

#### **II. Skills**

Identify how false expectations that are too high or too low hinder progress.  
Create dreams that surpass performance-based self-judgment.  
Compose personal Words of Wisdom related to the topic.

#### **III. Possible Activities**

- a. A volunteer draws a large shoe on the board.
- b. Copy the Words of Wisdom onto the board.
- c. Teens share their perceptions about the ‘words of wisdom’ quotation.
- d. Distribute the *Outgrow Your Expectations* handout.
- e. A volunteer reads the information and directions aloud.
- f. Teens complete the page.
- g. Volunteers take turns writing their false expectations and dreams on the board diagram.

##### **Possibilities**

False Expectations

*Everyone must like me.*

*I always make the wrong decision.*

*I must win every game. Or ... I'll lose every game.*

Dreams

*I'll be friendly and see what happens.*

*I'll make a positive decision and go for it!*

*I'll play because I love the game.*

How false expectations hold us back

*Fear, concern about performance, and self-criticism, and prevent healthy risks.*

How dreams lead to new opportunities

*Imagination, creativity, and healthy risks lead to growth.*

- h. Teens write their own Words of Wisdom in the bottom box.

#### **IV. Enrichment Activities**

Volunteers share their Words of Wisdom.