

**TRANSITIONAL
LIFE SKILLS
FOR TEENS**

**TEENS ~
POSITIVE THOUGHTS +
AFFIRMATIONS =
POSITIVE ACTIONS ►**

**Facilitator Reproducible
Activities for Groups
and Individuals**

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

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

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Facilitator Reproducible Activities for Groups and Individuals

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Teens ~ Positive Thoughts + Affirmations = Positive Actions

Purpose of the Workbook

To offer teens interesting and insightful sessions focusing on ways positive thoughts and affirmations lead to positive actions.

To provide teens with Take-Away Skills to apply to real life events and situations.

To present examples of positive life skills to teens ...

Set positive, attainable goals.

Define steps to reach each goal.

Consider possible outcomes.

Relate skills learned in sessions to real-life.

To set measureable goals for educational and treatment planning.

To define ways that skills gained in sessions are used in life.

Teens will be encouraged to focus on positive thoughts, affirmations, and actions:

Acknowledge that thoughts and words determine views of self, others, and the world.

Monitor and reframe thoughts.

Compose positive affirmations, always with accompanying actions.

See their words and graphics daily on their *My Affirmations and More* displays.

Identify and exemplify positive traits/qualities in self and others.

Become aware that they grow from their worst and best experiences.

Prove “It can be done.”

Use social media for positive purposes.

Cultivate enthusiasm for personal passions and for issues beyond self.

Recharge emotionally, intellectually, physically, spiritually, and socially.

Exercise emotional self-protection, empowerment, and creative resilience.

Experience the helper’s high.

View the past through the lens of learning.

Turn obstacles into opportunities.

Forge their futures with hope, vision, and action.

**To provide opportunities for teens to demonstrate
that workable affirmations are not just notions.**

Affirmations are ideas:

From the brain that believes,

To the hand that writes,

To the mouth that speaks,

To the person who puts them into action.

Teens will mold themselves into “Yay-Sayers” who say ...

“Yay” to whatever happens: “I’ll be strengthened by it.”

“Yay” to today’s challenges: “I’ll do my best.”

“Yay” to compassion: “I’ll help.”

“Yay” to the future: “Today’s actions make my tomorrows.”

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 motivate teens for upcoming sessions.

Cover Page for Each Chapter

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 skills, give and receive peer feedback, and demonstrate skills specific to each handout.

Chapters

1. **Affirmations**
2. **Traits/Qualities**
3. **Challenges**
4. **Thought Re-programming**
5. **Enthusiasm**
6. **Self-Determination**
7. **Positive Actions**
8. **Recap**

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.

Creative expression, games, skits, and other skill-building experiences are provided.

Reproducible Handouts

Facilitators may photocopy and distribute the handouts as they appear in this book, or they may personalize them 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 responses to elicit.
- 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 that new competencies have been applied to real life situations.**
- **show results.**
example: a teen writes a journal entry each night describing what went well.
- **allow self-reporting.**
example: a teen reports that stress level decreased from #5 to #2 after thought substitution.
- **are easily countable.**
example: a teen states aloud or says to self, a positive affirmation during times of stress in 5 out of 5 opportunities.
- **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 used to measure progress toward goals. These skills promote real life outcomes and behavioral changes.

Three Types of Take-Away Skills

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.

Frequency and Duration – a skill or healthy habit not necessarily tied to a condition or previous behavior.

I will *(describe the behavior)* _____ times per _____.

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

"An affirmation a day keeps our negative thought away? Affirmations are like mental vitamins – words with power. They provide the exquisite supplementary positive thoughts to enhance and balance the barrage of negative events and thoughts we experience daily. Affirmations affirm our soul and empower our mind in a most positive and tangible way."

~ Angie Karan Krezos

Chronology of Activities

Begin with Chapter 1, *Affirmations*.

Teens transform thoughts into affirmations with accompanying actions.

Teens begin their *My Affirmations and More* displays, and add items after each session.

When presenting Chapter 2, *Traits/Qualities*, introduce it with the handout A - Z Positive Traits, page 29.

The list on this page is a resource for other activities in the chapter.

All of the other handouts in this chapter may be presented in any order.

The Affirmations and More Display

Teens will post their positive thoughts and graphics on their own *My Affirmations and More* display. In a location of their choice they will have a constant reminder of their discoveries from this workbook.

Creativity

Encourage teens to use positive visualization, graphic representation, and creative expression.

Assure participants that putting thoughts and feelings onto the paper is most important.

Explain that lyrics or poems need not rhyme.

Stress that theatrical training is not needed to write and/or act in skits.

Actions

Affirmations are accompanied by actions.

Activity handouts in sessions incorporate individual and team action.

Actions outside sessions apply skills to real life.

Games elicit personal applications of concepts, not "right" or "wrong" answers.

Growth

Teens will expand their imaginations to believe in themselves so that they can achieve their goals.

Teens will go beyond their comfort zones.

Teens will want to use their hands to help others.

Teens will learn to allow their hearts to care.

Opportunities

Teens will be encouraged to complete a *Teen Opportunity Journal* as homework. See page viii.

Introduction for Teen Participants

Whether we realize it or not, we talk to ourselves, all the time, every day.

Our self-talk affects how we see ourselves, others, and the world.
Self-talk affects our emotions and actions.

It sometimes seems that thoughts just pop into our heads.

They might!

But we decide...

Which thoughts we rent head space to.
Which thoughts we evict.

It may sound simple...

But, we can change our thoughts and change our lives.

Yet, it isn't always easy because ...

We might believe put-downs from others.
We might have put ourselves down for so long that it has become a habit.
We might be unaware of the messages that bombard us.
We might not monitor our thoughts and therefore they run wild.

You can put into practice an equation.

Positive Thoughts + Affirmations = Positive Actions

The activities in this workbook will help you ...

Decide what you want to believe about yourself.
Picture your beliefs.
Develop positive traits.
Navigate obstacles.
Re-program your negative thoughts.
Live life enthusiastically.
Determine your future.
Take possible actions.

***Make your self-talk believable, positive, and powerful.
And then ... make it real!***

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 top left box and check whether you had an opportunity to reach your goal WITHOUT Success (O) or whether you took the opportunity to reach your goal WITH Success (S).

MONTHLY CALENDAR

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
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Date	Notes

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Reviewer & Teen Counselor	–	Eileen Jonaitis, M.A.Ed.



Either Way, You're Right!

Whether you think you can, or whether you think you can't — you're right.

~ Henry Ford

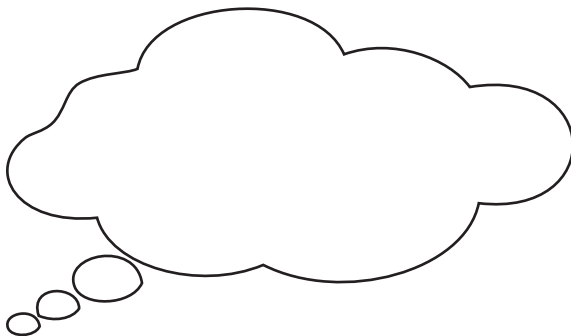
What you think, turns into self-talk or affirmations.
Affirmations can be positive or negative.

Place the letters for each affirmation into the corresponding person's thought bubble.

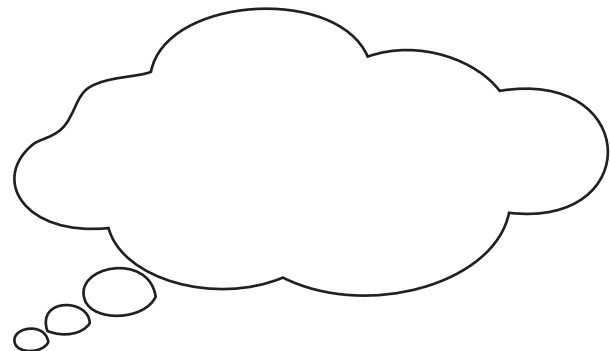
- A. I can't do it.
- B. I learn from my mistakes.
- C. I will never be good enough.
- D. I am willing to try.
- E. I mess up every time.
- F. I make my own luck.

- G. I always do the wrong thing.
- H. I don't expect life to always be fair.
- I. I'm unlucky.
- J. I can do it!
- K. It's not fair.
- L. My best is good enough.

LIKELY TO NOT TRY OR TO GIVE-UP



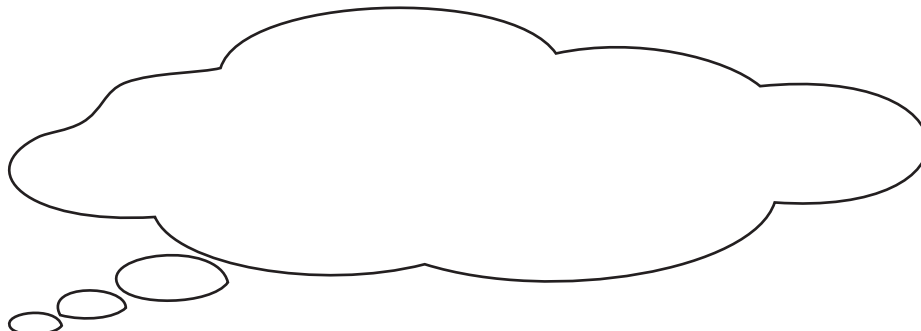
LIKELY TO DO MY BEST



Think about the aspect of life that matters most to you.

Create your own affirmation.

LIKELY TO DO MY BEST



Either Way, You're Right!

FOR THE FACILITATOR

I. Purpose

To recognize that thoughts can become either positive or negative affirmations.
To acknowledge the power of positive thoughts and affirmations.

II. Skills

Discuss the power of positive and negative thoughts conveyed by a quotation.
Give examples of how thoughts have affected own performance.
Differentiate between negative and positive affirmations by completing the following:
Placing six negative affirmations into the “LIKELY TO NOT TRY OR TO GIVE-UP” thought bubble.
Placing six positive affirmations in the “LIKELY TO DO MY BEST” thought bubble.
Compose a positive affirmation for the aspect of life that matters most to the teen.

III. Possible Activities

- Distribute the *Either Way, You're Right!* handout.
- Volunteers read the quotation and directions aloud.
- Teens discuss the quotation and give examples of how their thoughts influenced their performance.
- Teens complete the activity and share their responses.

Answer key

LIKELY TO NOT TRY OR TO GIVE-UP

A C E G I K

LIKELY TO DO MY BEST

B D F H J L

- Ask, “Do any of the statements sound like people you know?”
- Ask, “How does hearing those positive and negative statements affect you?”
- Teens compose their own affirmation; share aloud.
- Teens cut out the affirmations and post them in a prominent place (wallet, mirror, computer, *My Affirmations and More* display, etc.).

IV. Enrichment Activities

Individuals or teams research and report to the group:

- Findings about the value of positive thoughts and affirmations.
- Positive thoughts and affirmations quotations.