

## THE GOLDEN SPIRAL OF SUCCESS

### BELONGING

We all have a basic need to be accepted as a part of a group and to believe that...

*"I am lovable."*

### LEARNING

Learning increases our power and influence over our world, giving rise to a feeling that...

*"I am capable."*

### CONTRIBUTING

When we use our learning and power for a common cause, we feel good knowing that...

*"I have a lot to give."*



## Family Enrichment Activity: Getting to Know Your Parents Better

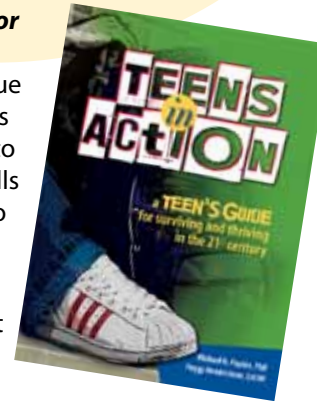
It may be easier to think of parents as authority figures (or maybe chauffeurs) than as real people with their own thoughts and stories, but this makes it harder for parents and teens to get along, much less understand each other. That's why it's important that you try to get to know your parents not just as your caretakers, but also as individuals.

This week, interview\* one or both of your parents to find out more about who they really are. Try to have fun with it! Let your questions lead to storytelling, jokes, or random discussion. That's all part of the getting-to-know-you process.

\*If you have a *Teen's Guide*, you can use the activity and question list on pages 73-75 for your interview.

Get more hope and help for the teen years with the *Teen's Guide*.

*Teens in Action: A Guide for Surviving and Thriving in the 21st Century* is a unique handbook for today's teens and tweens. It's designed to help them develop the skills and character they need to succeed in life. The *Teen's Guide*...



- Provides deeper insight into the topics presented in the videos.
- Goes *beyond* the videos to cover more of what teens need to know: bullying, peer pressure, online risks, talking about sexuality, and more.
- Presents 10 practical strategies teens can use to avoid high-risk behavior around drugs, sexuality, and violence.
- Teens do more than read: they stay engaged with creative exercises, thought-provoking writing prompts, and activities.
- Includes 25+ pages of comic-book style stories that use art and humor to make learning fun.

## GO ONLINE FOR MORE!

### TEENS AND TWEENS:

Visit [www.activeparenting.com/TIA\\_Resources](http://www.activeparenting.com/TIA_Resources) for a list of books, web sites, and other resources that can help you survive and thrive as a teen.

### PARENTS OF TEENS AND TWEENS:

Visit [www.activeparenting.com/ParentingTeens](http://www.activeparenting.com/ParentingTeens) for the latest in parenting news and resources.



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# TEENS IN ACTION™

VIDEO 2

## Cooperation and Communication

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# Avoid COMMUNICATION BLOCKS.

A *communication block* is any combination of words, tone of voice, or body language that influences a person sharing a problem to stop sharing. For example:

**commanding ■ placating ■ criticizing ■ expecting the worst ■ interrogating ■ distracting ■ “psychologizing” ■ being judgmental ■ sarcasm ■ moralizing ■ being a “know-it-all”**

**KNOW WHICH BLOCKS DO YOU USE MOST OFTEN *and* BE ON GUARD AGAINST THEM!**

## Active Communication

### 1. Listen actively.

Give your full attention. Keep your own talk to a minimum. Acknowledge what you are hearing, and show that you understand. Ask questions to clarify.

Use **ACTIVE LISTENING** Skills:

Attention ■ Acknowledgement ■ Empathy

### 2. Listen for feelings.

Be an “emotional mirror”: Try to determine what the other person is feeling, and reflect those feelings back. Connect the feelings to what the person is saying.

Use **FEELING WORDS**:

“You seem excited!”

“That must have been disappointing.”

### 3. Look for alternatives/ Evaluate consequences.

Help the person to come up with solutions and then to evaluate and predict the consequences of each option.

**Brainstorm!**

“What can you do about that?”

“Let’s come up with some options.”

### 4. Offer encouragement.

Look for opportunities to encourage the other person. A few words can boost courage when it’s most needed.

**Focus on strengths:** “Great idea!”

**Show confidence:** “You’ll work this out.”

**Spur independence:** “I know you can do it!”

**Value the person:** “No matter what, you’re amazing.”

### 5. Follow up later.

Remember to ask the person how it went. How did she handle the problem? What was the outcome? If the outcome was good, be supportive. If not, start the Active Communication process again.

**Don’t forget to follow up!**

“How’d it go?”

“That’s great!” or “What do you think went wrong?”

## PROBLEMS can be GOOD!

The difference between successful people and people who seem to endlessly struggle is **not** whether or not they have problems. EVERYONE has problems. The real difference is:

**SUCCESSFUL PEOPLE** handle their problems and learn from them.

**UNSUCCESSFUL PEOPLE** make their problems worse and don’t learn to improve.

**co•op•er•a•tion** *noun*

: two or more people working together in a mutually supportive manner toward a common goal

**Communication is the road to cooperation.**

## The 3 Channels of Communication

**Tone of Voice**

**Words**

**Nonverbal Cues**

When all three channels carry the same message, the communication is very clear and powerful.

Next time you talk to someone, check:

- Where are your eyes looking?
- What direction is your body facing?
- What tone of voice are you using?
- Does your tone match your message?

