

**T A K E**  
**CHARGE**  
**OF YOUR**  
**LIFE**

How to get what you need

Facilitator's Guide

2016



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# Take Charge of Your Life Tribute to Dr. William Glasser Facilitator's Guide

Preface

This workshop is offered by the William Glasser International as a tribute to Dr. William Glasser for his generous and life-long contributions to the preservation of human choice leading to mental health and wellness for all people around the world. Dr. Glasser's life was dedicated to sharing internal control psychology Choice Theory® with all of those who search for happiness.

The idea for the Take Charge Tribute was developed in Dublin in 2013. Ellen B. Gélinas, Nancy Buck, Juan Pablo Aljure, Nancy Herrick, John Brickell and Brian Lennon were part of the initial group discussion along with other members of the Program Committee of William Glasser International. In March 2014 Nancy Herrick created the workshop format and design. She was joined by Bette Blance, Ellen Gelinas, Janet Fain Morgan and Kim Olver to complete it.

The purpose of this Facilitator's Guide is to provide a structure and process for presenting the workshop, *Take Charge of Your Life*, the title of which was inspired by the 2011 text "Take Charge of Your Life" by William Glasser.

This workshop can be presented in several time formats:

1. One six-hour session all in one day.
2. Two three-hour sessions over a two-day period.
3. Three two-hour sessions, possibly one per week for three weeks.
4. Six one-hour sessions presented one per week over a six-week period.

The concepts presented here are those of Choice Theory® psychology which is an explanation of how the brain functions to integrate information. Effective group facilitating requires a safe, comfortable and slightly challenging environment for ultimate integration of information. Therefore, how you design and build the group environment is essential to the success of the workshop.

In this guide you will find suggestions for getting groups to work. It will also contain ideas for warm-up activities, activities for inside-out learning experiences, and suggestions for processing the exercises. Interactive adult learning is more successful with experiential learning activities that draw on the participants' previous knowledge, preferred learning style and personal strengths.

Designed in six one-hour sessions, each session will include the lesson, the activities, suggestions for processing the information for deeper learning, and an evaluation procedure. The session structure can be followed exactly as written, using the activities suggested.

## What's new in 2016?

1. New activities
2. Resource kits
3. Take Charge Challenge Cards
4. Quotations by Dr. Glasser (poster size)



# Structure of Interactive Learning

The format of each session of this workshop has been designed to follow the interactive learning model. It is suggested that you keep this model in mind as you develop and present the information. Create a warm, friendly, enthusiastic climate in each session, keeping the group participants involved with you and with each other and monitor their participation for energy, pleasure, connections and understanding.

<b>Procedure</b>	<b>Time</b>	<b>Purpose</b>
Involvement	2-5 minutes	Engage & connect participants
Content (focus)	5-8 minutes	Introduce focus of the lesson
Interactive activity	12-15 minutes	Experiential inside-out experience
Process Learning	15-20 minutes	Highlight major points; discussion
Summary /closure	5-10 minutes	Evaluate learning, extend for application

## Session Structure

**Procedure One:** The Involvement or warm-up activity is the process of connecting the participants in the group and setting up the environment for learning to take place.

**Procedure Two:** The Content (Focus) provides the participants with the concept that will be the focus of the lesson. It is intended to relate the concept to previous knowledge or understanding of the participant. It will introduce the activity for new learning through a process of tapping into internal recognition for a new transition of understanding.

**Procedure Three:** The Interactive activity is a directed exercise to engage the participants actively in the learning. Active participation facilitates the personal inside-out experience. Physical, psychological, social or emotional connection and understanding of the concept is increased. This can also be a demonstration of the concept in action.

**Procedure Four:** Processing the learning from the interactive activity is the major component for the effectiveness of this model. Based on the experience of the activity, key points are illustrated, defined and elaborated within the discussion. Questions from the facilitator provide opportunities for the learners to explore the relative aspects of the session. Personal integration and insight are acquired turning the learning into knowledge.

**Procedure Five:** The summary and evaluation consolidate the participant's understanding. A quote or a metaphor may be used to conclude the session or extend the learning to the participant's life or knowledge. Research shows that having each participant state ONE new revelation for them personally will cement their learning and create a carry-over of the concept.

Adapted from Richard Allen (2001)

# Take Charge of Your Life

## A Tribute to Dr. William Glasser

### Objectives

1. To present a six-hour workshop introducing personal well-being through the concepts included in all of Dr. William Glasser's books, including Take Charge of Your Life.
2. To design and offer a curriculum that can be presented in varying time frames:
  - a) One six-hour session all in one day
  - b) Two three-hour sessions over a two-day period
  - c) Three two-hour sessions, possibly one per week for three weeks
  - d) Six one-hour sessions presented one per week over a six-week period
3. Provide a facilitator's guide (FG), a participant manual (PM), sample PowerPoint (PPT), sample promotional material, Video clips (VC), and forms for registration.
4. Provide materials that can be utilized by all facilitators: lecturettes, media, interactive activities, and processing skills for in-depth learning.

### Curriculum Design

The curriculum content, layout design, PM, FG, VC and PPT outlines are downloadable. Sample promotional materials, and WGI forms, (online or printed out and shared with a mentor) are also included.

Format design is detailed in:

- The FG will provide suggestions for engagement in the sessions, PPT presentations, VCs, interactive learning activities, and debriefing or processing notes for the evaluation of learning.
- The PM containing written graphic organizers, content information, and activity worksheets are available for download by the facilitator to give to participants.
- Sample PPTs provided for facilitators to use if desired.
- VCs of activities or content samples as deemed useful.
- Quotations by Dr. William Glasser that support each concept.

Each session presentation will be organized to include:

Involvement (1st session=10+ minutes)	5-10 minutes
Content-focused lesson	7-10 minutes
Either video clip or Power Point for understanding concept	5-7 minutes
Interactive activity, challenge, or role play	12-15 minutes
Processing of content and activity	15- 18 minutes
Evaluation (feedback for research) of learning	2-3 minutes

Anonymous research questions will be asked of participants both before the workshop starts and when it concludes. Page 62 (FG)

**Take Charge of Your Life** workshop has been created to introduce the public to Dr. William Glasser's Choice Theory® psychology principles.

Please note the original text ***Take Charge of Your Life*** has not been followed exactly, and for greater depth of knowledge the additional purchase of the original book is recommended for participants.

- Session 1     Shift Your Mental Model
- Session 2     Discover Your Basic Needs, Wants and Beliefs
- Session 3     Create Positive Relationship Habits
- Session 4     Learn the Power of Perception
- Session 5     Understand the Components of Behavior
- Session 6     Take Charge of Your Life

**Acknowledgements:**

In 2015, Bette Blance and Nancy Herrick continued to develop new activities and resources.

While we have attempted to attribute the source of each activity, to the best of our knowledge, if you find an activity that you developed and you are not given credit, please give this information to the development committee of 2016.

**Development Committee 2016**

- Bette Blance             [bette@betteblance.co.nz](mailto:bette@betteblance.co.nz)
- Nancy Herrick           [ndherrick@msn.com](mailto:ndherrick@msn.com)

Downloads can be accessed through William Glasser International website:  
[www.wglasserinternational.org](http://www.wglasserinternational.org)

## Note to facilitators:

Based on the principles of Choice Theory® psychology, groups of individuals will be organized and led through the workshop by facilitators who can create a warm, interactive, trust-worthy environment incorporating adult learning strategies. The design has been carefully formatted to be flexible and fit comfortably with your facilitation style, while keeping in mind that all coercive practices are eliminated. Enjoyable, non-threatening, challenging activities are included and suggested. Your knowledge and perception of the group should be considered when choosing the activities that you provide.

### Successful leaders will:

- provide a safe and respectful learning environment
- communicate the personal benefits of learning these principles
- share the difference these ideas made for you in your life
- use effective facilitation on behaviors and connecting habits
- encourage participation by all group members

As you choose to present this curriculum to groups or organizations, it is suggested that you follow the format as presented here as closely as possible. This will give valid data for the research being undertaken in this program. In each segment there are several options for involvement activities, for interactive exercises and for session evaluations. **Choose the options that you are comfortable leading.**

Instructions for all activities are included in this facilitator's guide so you can familiarize yourself with each activity. If you choose to use an activity that is not listed in this guide, please record and report what you substitute so that the effectiveness of the total program can be evaluated.

Your experiences and evaluation of the model, (its design and effectiveness for learning) will be important to the success and continuation of this workshop. The future of additional workshops and courses under the William Glasser International organization may be dependent on the effectiveness of this workshop design. We look forward to your feedback, successes, and suggestions for improvements.

**Note:** If you are doing a one-day workshop you may choose not to use involvement activities at the beginning of each segment. If teaching the workshop in time formats other than one full day, choose one involvement activity at the beginning of each day.

**Mentoring:** The mentoring process is available in many parts of the globe for CTRTC or interested faculty who wish to become accredited facilitators. All materials have been translated into a number of different languages. The mentoring process is available face to face or online in real time. A list of mentors is available on the WGI website.

**Facilitation:** We want your feedback about how easy it was to facilitate the workshop, and how effective it was for the learners. If the sessions are not need-fulfilling for you, as the group facilitator, they will be ineffective for the participants also. You should feel a sense of belonging, confidence, freedom and fun at the end of each session. Your enthusiasm is essential to this process.

# Contents

Session I      Shift your Mental Model

Session II      Discover Your Basic Needs, Wants and Beliefs

Session III      Create Better Relationships

Session IV      Learn the Power of Perception

Session V      Understand the Components of Behavior

Session VI      Take Charge of Your Life

# Session I

## Shift Your Mental Model



## Session I: Shift Your Mental Model

Shifting from external control psychology thinking to internal control psychology understanding

### Objectives:

- To help participants shift their belief away from the idea we are controlled by things outside us
- To shift to the mental model of - Behavior is the Control of our Perception (Choice Theory®)
- To discover that our behavior is always purposeful and our best choice at the time
- To determine that the only behavior we can control is our own
- To evaluate how often we try to change others to our way of thinking
- To evaluate what happens within us when we allow others to control us

**Research Question:** Prior to beginning of this session please ask participants to answer the question on page 6. "How much are you in control of your life? This information will be transferred to a printed copy in Session 6

**Materials:** (Flip chart and name tags suggested. Name tag option provided in Kit)

PowerPoint to accompany worksheets:	Participant's Manual
1. Why learn CT?	page 6
2. External control beliefs	page 7
3. What can I control?	page 8
4. Reflection of session I (3 questions on PowerPoint)	

**Involvement:** Begin the group by introducing yourself using Glasser's 6 things (Who I am, What I stand for...) that people need to know about you. (FG, page 13)

(15-20 minutes this first session to connect the group members with each other)

Choose one of the following:

- Activity 1: Name Game (personalize name badges, or other name game etc.) FG, Page 14
- Activity 2: Getting to know you (FG page 15)

**Content Focus:** Shift from external control thinking (or outside-in thinking) to internal control understanding (inside-out).

Introduce the advantages of learning Choice Theory® psychology. Page 6. (PM)

1. Pair/share activity: Ask the group to pair up and discuss the 3 questions on the External Control Beliefs on page 7 (PM). Each participant is encouraged to record where they believe they are on the continuum.
2. Introduce stories about mechanical systems versus human systems (red light story, thermostat) how our brain controls us.
3. Review the differences between external control and internal control (PPT)

Video Clip, graph of human progress (Glasser's) (2-3 minutes)

**Interactive Learning Activity:** (Choose one) (20 minutes) (See the appendix at the end of each section for presentation instructions and process questions)

Activity 3: Rubber band exercise (15-20 minutes) (FG page 16) VC of demonstration of activity

Activity 4: What do I control? (15 minutes) (FG page 17)

**Processing the Activity:** Depending on which activity you choose, the questions to the group will help to bring out the important points. You will want to question the way these ideas may impact their lives. Process time also includes answering questions from the group.

Read the **Glasser quotes** (from the PPT or master copies) and ask for comments on any shift of belief at this point.

- "The only behavior we can control is our own."
- "What we have to understand is that the only life we can control is our own and, in almost all instances, we can choose to change."
- "Nothing we do is caused by what happens outside of us."
- "Choice theory® psychology is the exact opposite of external control psychology."

**Evaluation & Research:**

Evaluate the new ideas in the session with three questions on PPT.

Something I realize now is...

(5 minutes)

I want to be more effective by.....

A change in my thinking is.....

Have each participant share one of their answers with the group.

Thank the participants for their cooperation and provide the date, time and place for the next session

## Appendix for Session I

Facilitator Introduction:	
Content title:	Shift Your Mental Model
Title of Involvement	Six things to know about the facilitator and the organization of the workshop
Time required	10 – 15 minutes (or more with large groups)
Source of activity/Acknowledgement:	William Glasser
Size of group:	Any
Objective	This activity has the objective of providing the group with some specific information about the facilitator so the participants will begin to find connections and commonalities.
Requirements:	
References:	PowerPoint slide
Description:	<ul style="list-style-type: none"> <li>• Who am I?</li> <li>• What do I stand for?</li> <li>• What I will do for you</li> <li>• What I won't do for you</li> <li>• What I will ask of you</li> <li>• What I won't ask of you</li> </ul>
Debrief Activity:	
Additional Notes:	This is an opportunity to present house-keeping information, breaks, starts and stops, interruptions, etc.

Involvement Activity Number:	1
Content title:	Shift Your Mental Model
Title:	Name Game
Time required:	15 – 20 minutes for this first session, particularly if the group do not know each other
Source of activity/Acknowledgement:	From <i>Tribes</i> by Jeanne Gibbs
Size of group:	Small groups of three to five participants
Objective	The objective of this activity is to provide the group with some specific information about each participant so they will begin to find connections and commonalities.
Requirements:	Name tags (Sample name tag available in Kit.) The participants can decorate these to create their own individuality.)
References:	PowerPoint slide has an alternative activity.
Description:	<p>There are many variations to the “name game”. What is your name, where did it come from, or do you have a nickname?</p> <p>Pass out name tags for the participants to write their first name in large letters, and then give them time to personalize their name tag and then share with the group what their personalization indicates.</p> <p>Variation: If you have a small group of 8 or less, the game of stating your name, with an object beginning with the first letter in your name, (i.e. “Needlework Nancy” or “Superstar Sam”)</p>
Processing Activity:	<p>Share with the large group something you have learned about another person in the group that you did not know, that you were surprised at. Share any commonalities you found with someone in the group. Ask the group is they found someone they would like to get to know better.</p>
Additional Notes:	This can be done as an inside /outside circle for sharing. Pair up with partner and form two concentric circles. Pose a question for first pairing and each share. Move the inside circle one to the right and share responses to a second question. Repeat as time allows.

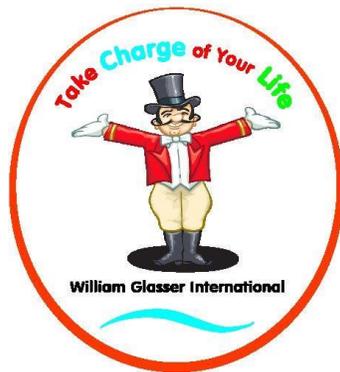
Involvement Activity Number:	2
Content Title	Shift Your Mental Model
Title:	Getting to Know You
Time required	3-4 minutes per person
Source of Activity	Nancy Herrick
Size of the group	Use with groups 10 or less
Objective	This activity has the objective of providing the group with some specific information about each participant so they will begin to find connections and commonalities.
Requirements	3 sheets of chart paper and multiple colored markers or large "post-it" notes
References	
Description	<p>On each of the three chart papers should be one statement.</p> <ol style="list-style-type: none"> <li>1. What was the initial reason I came?</li> <li>2. What I want to learn...</li> <li>3. What I ask from the group....</li> </ol> <p>Ask each person to come up to the chart &amp; write their name and answer the question on each one</p> <p>Suggestion: Each person can write in an alternate color for identity.</p>
Processing the activity	Do you now have some ideas how we can each participate and help the group?

Content focus Activity Number	3
Content title:	Shift Your Mental Model
Title of Interactive Activity	Rubber Band Experiment
Source of activity /Acknowledgement:	William Powers
Size of group:	Any
Objective	To model the control system in the real world in a fun way that engages participants
Requirements:	One sturdy rubber band per person
References:	PowerPoint slide or video clip demonstration
Description:	<ul style="list-style-type: none"> <li>• Divide the group into pairs. Model how to loosely loop the rubber bands and show how they hold them with only one finger through their end loop.</li> </ul> <ol style="list-style-type: none"> <li>1. Ask them to draw a dot on a piece of paper between them. <ul style="list-style-type: none"> <li>• Invite them to negotiate which person is the outside world with total freedom to do anything they want with the rubber band.</li> <li>• The other person will be the control system that has the job of keeping the knot over the dot</li> <li>• Let them try out the roles for a minute and then process the activity Ask them to evaluate the percentage of time they were able to keep the knot over the dot. What did they do to succeed? What they were thinking and doing? Did they negotiate? Swap roles.</li> </ul> </li> <li>2. In the next trial each person chooses a dot but does not share where it is. They can both be the control system. Process after a minute of activity. <ol style="list-style-type: none"> <li>a. What was your success rate?</li> <li>b. Can you tell why?</li> <li>c. Did you eventually negotiate to target your dot?</li> <li>d. What happened if you did?</li> </ol> </li> <li>3. In the final trial for control, this time, agree on a single dot and both attempt to control for the knot over the dot. <ol style="list-style-type: none"> <li>a. How did that work?</li> <li>b. What do we know about the real world and the control systems in the world?</li> <li>c. How did this experiment represent human beings' interactions in society, in relationships?</li> <li>d. How much control do we have over others?</li> </ol> </li> </ol>
Debrief Activity:	Use the questions above to draw out the concepts of external control. For additional notes refer to the PowerPoint.
Additional Notes:	PowerPoint slide or video clip on download to show an example of this activity.

Content Focused Activity Number:	4
Content title:	Shift Your Mental Model
Title of Interactive Activity	What Can I Control?
Source of activity /Acknowledgement:	Nancy Herrick
Time required	8-10 minutes
Size of group:	Any
Objective	To identify those things you can control, those you influence and those over which you have little or no control.
Requirements:	Power point slide
References:	Page 8 (PM)
Description:	In a small group or individually process their thinking about the beliefs on the worksheet. Share with others if there is time.
Processing Activity:	Were there differences in beliefs uncovered? Did circumstances vary your choices? Ask the group to generalize some categories of things they can control and those over which they have no control.
Additional Notes:	Chart groups comments on question three if time allows.

# Session II

## Discover Your Basic Needs, Wants, and Beliefs



## Session II Discover Your Needs, Wants, and Beliefs

### Satisfying our needs through our pictures

#### **Objectives:**

To present description of five Basic Needs, Wants and Quality World

To conceptualize our needs and how we satisfy them

To explore how needs are unique, individual, sometimes conflicting, and drive our behavior

To understand how we choose the pictures in our Quality World

How we take pictures out or replace them

To understand how we choose our values and beliefs

#### **Materials:**

PowerPoint to accompany worksheets: Participant's manual

Choice Theory® Basic Needs page 10

Needs and Quality World page 11

Reflection of learning page 12

#### **Engager/Involvement:** Choose one:

Activity 5: Pack your Suitcase (if the group is larger than 9) (5 minutes) Page 21 (FG)

Activity 6: Megan's "Afternoon with Friends" Page 22-23 (FG)

**Frame or Content Focus:** Basic Needs description (10-12 minutes) Use page 10 (PM) for discussion on how needs can conflict with each other. Provide examples. Introduce Quality world concept (Page 11 PM) how pictures are put in or taken out of our Quality World. Discuss uniqueness of pictures; different strengths; conflict or lack of pictures.

#### **Interactive Learning:** (25-30 minutes) (Suggest the use of one or more of these activities)

Activity 7: Happiness is... (small groups) (3 minutes per person) Page 24-25 (FG)

Activity 8: Four Corners game. Process this according to QW pictures. Page 26 (FG)

Activity 9: How strong is your coffee? (small group – (2 minutes per person) Page 27 -28 (FG)

**Processing the Activities:** See instructions for each activity and the debriefing suggestions included.

[Video Clip of Basic Needs with Mother describing her daughter's discovery](#)

**William Glasser Quotes** (Refer to the PowerPoint or Master sheets)

- "We must have one picture for every need."
- "When we change important pictures, we change our lives."
- "We store in our Quality World the pictures of anything in the real world that we believe will satisfy one or more of our basic needs."
- "To change a picture, we have to replace it with another that is at least reasonably satisfying."

**Reflection:** Page 12 (PM) Sentence starters.

Thank the participants for their cooperation and provide the date, time and place for the next session.

## Appendix for Session II

**Choose one for each section.**

Involvement Activity Number:	5
Content title:	Needs, Wants and the Quality World Pictures *Note: You may wish to consider if your personality aligns with this exercise
Title of Involvement	Pack Your Suitcase
Source of activity /Acknowledgement:	Sue Burns
Time required	8-10 minutes
Size of group:	Any
Objective	Getting to know you better in a fun way Process your personal choices.
Requirements:	One "3 X 5" card per participant for their lists Tickets to fly to Antarctica (optional or in Master Kit)
References:	Instructions and debrief questions on PowerPoint
Description:	Hand out a "3 x 5" card and tell the participants that they have just won a trip. They should pack their suitcase immediately and list all the people they want to go with them on this trip. Give them 4-5 minutes to write what and whom they would take on this trip. Then ask them to find a group of 3-4 that they can share their excitement and anticipation with. Allow them to share 2 minutes, then get their attention again. Tell them you are "so pleased to be able to hand them the tickets to the vacation of their dreams - to Antarctica"
Processing the Activity:	Ask: <ul style="list-style-type: none"> <li>○ Did anyone choose Antarctica as the destination?</li> <li>○ What was the deciding factor for you choosing your destination?</li> <li>○ How did that picture match when you got your ticket to Antarctica?</li> <li>○ Discuss your suitcase items and how useful you would find them in Antarctica</li> <li>○ Would there be other people or things that you would consider necessary for a trip to Antarctica?</li> </ul> <p>Discuss how QWP, wants, needs and actions depend on clear and specific pictures of the destination or goals in your life.</p>
Additional Notes:	This could be used as a Total Behaviour activity as well and to process the four components of behaviour.

<b>Content Focus Activity Number:</b>	<b>6</b>
<b>Content title:</b>	Needs, Wants and the Quality World Pictures
<b>Title of Organiser/ Engager /Involvement</b>	Megan's afternoon with Friends
<b>Source of activity /Acknowledgement:</b>	Adapted from Megan Thaut
<b>Time required</b>	5-6 minutes
<b>Size of group:</b>	Any
<b>Objective</b>	The activity indicates how the participant would choose to satisfy one or more of their needs given the time.
<b>Requirements:</b>	Small post-it notes or small candies; worksheet in colour
<b>References:</b>	Instructions and debrief questions on PowerPoint
<b>Description:</b>	Hand out five pieces of individually wrapped candy (mints, caramels, etc.) or packs of post it notes to each person. Instruct them to read through the chart and place the candies or post-it notes on the squares that are the most important to them. Give them about 5-6 minutes. Then when all are ready, ask them to look at the colors of the squares on which they have placed the candies or post it notes. If you use post it notes they can write the name of the need represented by the color.
<b>Processing Activity:</b>	Do they see a pattern of similar colors or are they evenly balanced? Process the outcome in the group and provide ways to extend the activity with the options. Ask participants to evaluate whether or not their needs-satisfaction is frustrated or fulfilled. These are behaviors that one can choose to more effectively meet their needs. Balance usually means the person is relatively happy and has the behaviors to make effective decisions. A skewed number of activity choices to one color may indicate that this is a very strong need for this person, or he/she is not as successful as they would like to be in fulfilling the need.
<b>Additional Notes:</b>	Ask each person to share with another or with the group, something they realize now about their needs strengths.  This is an excellent introduction or wrap up activity for evaluation of needs strengths.

### Megan’s “Afternoon with Friends”

You have an afternoon where you can do exactly what you want. What five choices would you make?

Trying out a new healthy recipe	Debating an opinion	Lunch with Friends	Joking with friends	Teaching others something
Achieving something challenging	Learning something new	Connecting online or by phone	Sitting quietly in your favorite place	Exercising
Creating something	Getting enough sleep	Enjoying a good book	Having your ideas recognized	Bonding with kids or grand kids
Date with significant other	Setting and achieving goals	Drinking plenty of water	Seeing a funny movie	Practicing spiritual beliefs
Being listened to by others	Ensuring the car is safe for driving	Exploring new places	Spending time with your favorite person	Playing games

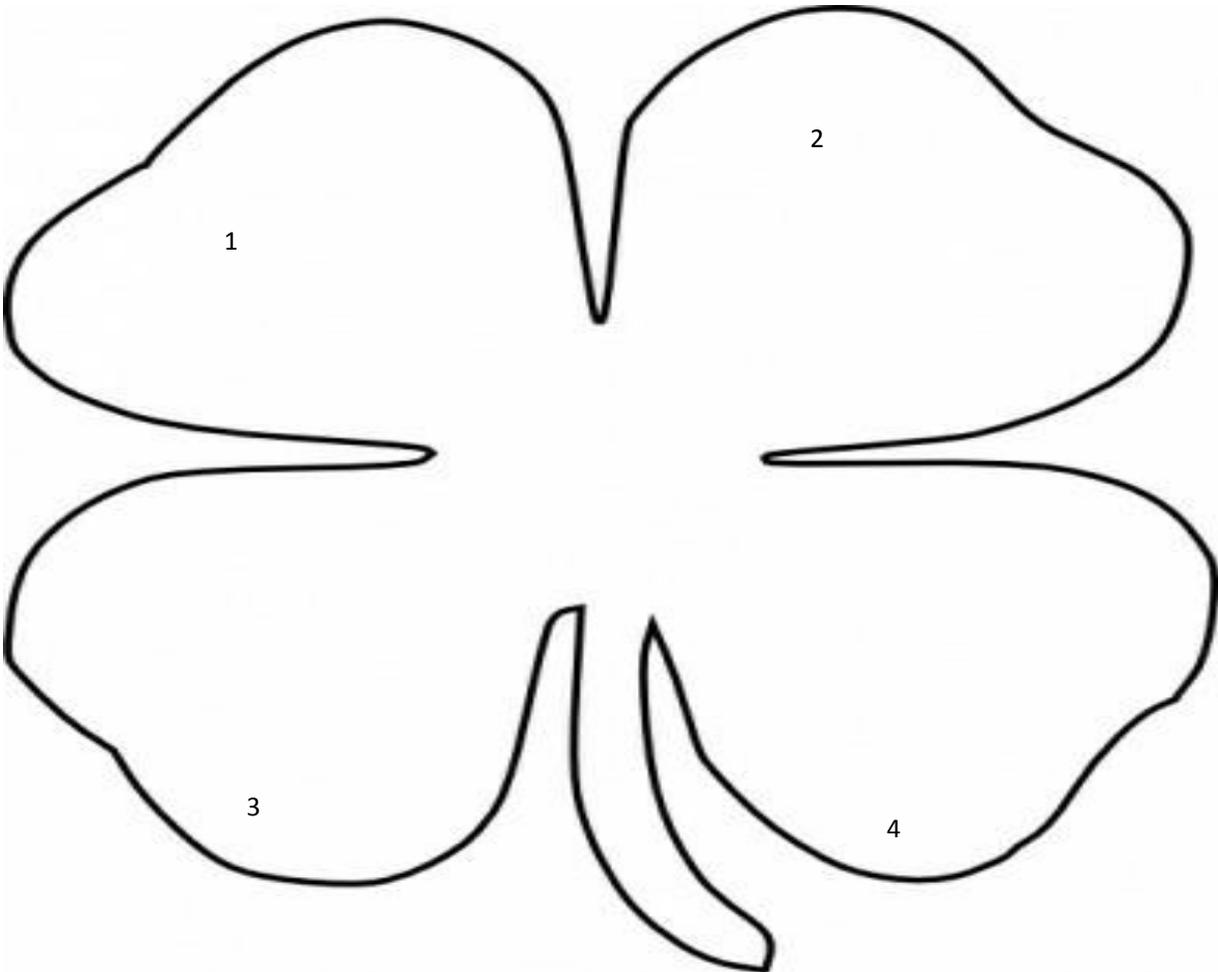
Activity Number:	7
Content title:	Needs, Wants and the Quality World Pictures
Interactive Learning	Happiness is
Source of activity /Acknowledgement:	Jagoda Tonsic-Krema
Time required	5-7 minutes
Size of group:	Small groups of 4 or 5
Objective	Personal reflection and consolidation of the concept of the Basic Needs in the Quality World in relationship to happiness
Requirements:	Handout page 24 (FG) Master in Kit
References:	Instructions and debrief questions on PowerPoint
Description:	Invite participants to complete the chart by writing in each section the answers to each question in regards to their experience or being happy. Share something they realized or learned with one other person.
Processing Activity:	<ol style="list-style-type: none"> <li>1. How does your answer relate to the needs being satisfied?</li> <li>2. Did anyone notice whether an answer was the same or similar in more than one segment?</li> <li>3. Did anyone have difficulty answering one of the questions?</li> <li>4. How does happiness relate to the balance in our lives?</li> <li>5. Will you experience change in this chart over time? How? Why?</li> </ol> <p>When would this be a good assessment of your happiness quotient?</p>
Additional Notes:	There is no particular order of these statements.

## Happiness is...

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights that among these are Life, Liberty and the pursuit of Happiness.

*The United States Declaration of Independence  
July 4, 1776*

Complete each statement below and fill in the petals.



Share one of the following with the members of your group:

1. I am happy when I spend time .....
2. I am happy when I accomplish (or achieve) .....
3. I am happiest when I believe.....
4. For me, I can tell I am happy when my system is flooded with.....

Activity Number:

8

Content title:	Needs, wants, quality world pictures
Interactive Learning	Four Corners
Source of activity	Adapted from Sid Simons
Time required	10 minutes or to process more deeply in 20 minutes
Size of group:	Large groups 16 – 30
Objective	This activity assists people to choose pictures of things they enjoy, and extend their thinking to evaluate the pictures in more detail leading to experiencing values in their Quality world.
Requirements:	Enough space for the participants to mill around and divide their groups
References:	Instructions and debrief questions on PowerPoint
Description:	<p>Ask all participants to stand together in the center of the room.</p> <p>First round: Invite participants to choose one or the other destination, beach or mountains. Move to the east for beach and west for mountains.”</p> <p>Divide group to form two smaller groups. Meet and greet other members of their small group. (30 seconds)</p> <p>Second Round: Invite all the participants back to the center of the room. Ask the participants to choose between three preferences- name three types of cuisine, three modes of transportation or three styles of learning, ( e.g. Down-home country; Oriental food; French pastry.)</p> <p>In these groups ask them to describe one reason for their choice. (e.g. their mother used to make it for them on special occasions.) (2-3 minutes)</p> <p>Third Round: Ask participants to choose among four choices and move to the east, west, north or south of the room. The choices this time can be something you haven't used before like cuisine, transportation, favorite communication mode (e.g. Facebook, LinkedIn, telephone, Skype etc.), favorite sport, or something else that fits the group. Ask them to describe the choice in detail to the rest of their group. (3-5 minutes)</p>
Processing Activity:	<p>Ask the group to extend the activity to the next question: What would you do if you got what you wanted, and it did not turn out the way it was supposed to? (e.g. You went to Bermuda with your significant friend and your luggage got lost or if you used communication mode-you got connected on Skype and your computer kept cutting out every 3-4 minutes.) (Give the groups another 5 minutes to share.)</p> <p>Have the groups process as a large group and ask:</p> <ul style="list-style-type: none"> <li>• What have you learned about each other, common interests etc. (Pictures)</li> <li>• Did group members choose the same thing for different reasons? (Needs)</li> <li>• What behaviors did you choose when you didn't get what you wanted? (Total Behavior)</li> </ul>
Additional Notes:	Can also be used as a total behaviour activity.

Involvement Activity Number:	9
Content title:	Needs, Wants and the Quality World Pictures
Title of Involvement	Need strengths, "How Strong is Your Coffee?"
Source of activity /Acknowledgement:	Adapted by Bette Blance from Terri Allen's "How Full is Your Tank."
Time required	Model first to demonstrate the activity. Allow 2-3 minutes for each person to assess and mark their worksheets.
Size of group:	Any size
Objective	Personal reflection and assessment of the strength of each of the Basic Needs
Requirements:	Worksheet in FG (page 28), Master in Kit
References:	Instructions and debrief questions on PPT
Description:	<p>Directions:</p> <ul style="list-style-type: none"> <li>• Thinking about survival, how strong (or important) do you believe this to be for you? Assess how much or how often you strive for safety, physical endurance, financial security, and possessions of status.</li> <li>• Thinking about love and belonging. How often and how many close friends or family members do you want to have contact with daily?</li> <li>• Thinking about power: How much of your daily existence is courage or confidence driving your system? How much influence do you want to have?</li> <li>• Thinking of freedom: How often do you want to decide for yourself, or let others lead you? How much of the time do you want to be in charge?</li> <li>• Thinking of fun: How many times do you seek laughter, learning, or creative ways to surprise yourself or others?</li> </ul>
Processing Activity:	<ol style="list-style-type: none"> <li>1. Did you find one need that the strength was very high or very low?</li> <li>2. Did anyone notice if there were several needs similar in strength?</li> <li>3. If you found one need to stand out, either high or low, how might that impact the way you behave in the world?</li> <li>4. Do you think you have experienced changes in this chart over time? How? Why?</li> <li>5. Do you think this assessment will help you make more effective choices?</li> </ol>
Additional Notes:	An alternative activity is to use the balloons as a symbol of how strong the need is for each person. Ask the participants to blow up a balloon with as much air as they think the strength of the need would be. This is a good alternative if you have a large group, as it is very visible and a quick assessment process by inflating the balloon for each need, and deflating it in between so as to indicate each need individually. If a small enough group, go around the room and everyone can share their perception. For large groups have everyone blow their balloons up at the same time for each need, one need at a time



## HOW STRONG IS YOUR COFFEE? HOW FULL IS YOUR CUP?

How STRONG is your need? How SATISFIED is your need?

 <b>SURVIVAL</b>	 <input type="checkbox"/> Single shot	 <input type="checkbox"/> Weak	 <input type="checkbox"/> Average	 <input type="checkbox"/> Strong	 <input type="checkbox"/> Triple shot
	 <input type="checkbox"/> A few drops	 <input type="checkbox"/> ¼ full	 <input type="checkbox"/> ½ full	 <input type="checkbox"/> ¾ full	 <input type="checkbox"/> To the brim

How compelled are you to focus on survival needs (food/water, shelter, warmth, and safety)?

 <b>LOVE &amp; BELONGING</b>	 <input type="checkbox"/> Single shot	 <input type="checkbox"/> Weak	 <input type="checkbox"/> Average	 <input type="checkbox"/> Strong	 <input type="checkbox"/> Triple shot
	 <input type="checkbox"/> A few drops	 <input type="checkbox"/> ¼ full	 <input type="checkbox"/> ½ full	 <input type="checkbox"/> ¾ full	 <input type="checkbox"/> To the brim

How compelled are you to focus your energy on connecting with others?

 <b>POWER</b>	 <input type="checkbox"/> Single shot	 <input type="checkbox"/> Weak	 <input type="checkbox"/> Average	 <input type="checkbox"/> Strong	 <input type="checkbox"/> Triple shot
	 <input type="checkbox"/> A few drops	 <input type="checkbox"/> ¼ full	 <input type="checkbox"/> ½ full	 <input type="checkbox"/> ¾ full	 <input type="checkbox"/> To the brim

How compelled are you to focus on achievement, having influence, being a leader?

 <b>FREEDOM</b>	 <input type="checkbox"/> Single shot	 <input type="checkbox"/> Weak	 <input type="checkbox"/> Average	 <input type="checkbox"/> Strong	 <input type="checkbox"/> Triple shot
	 <input type="checkbox"/> A few drops	 <input type="checkbox"/> ¼ full	 <input type="checkbox"/> ½ full	 <input type="checkbox"/> ¾ full	 <input type="checkbox"/> To the brim

How compelled are you to be self-determining, self-sufficient, independent?

 <b>FUN</b>	 <input type="checkbox"/> Single shot	 <input type="checkbox"/> Weak	 <input type="checkbox"/> Average	 <input type="checkbox"/> Strong	 <input type="checkbox"/> Triple shot
	 <input type="checkbox"/> A few drops	 <input type="checkbox"/> ¼ full	 <input type="checkbox"/> ½ full	 <input type="checkbox"/> ¾ full	 <input type="checkbox"/> To the brim

How compelled are you to play, be whimsical, be spontaneous, laugh and be humorous?

# Session III

## Creating Positive Relationship Habits



## Session III Creating Positive Relationship Habits

### Recognizing our impact on others

#### Objectives:

- To define the disconnecting and connecting habits
- To evaluate the impact of these habits on our thoughts and emotions
- To learn to perceive our impact on others with the behaviors or relationship habits we choose
- To learn to recognize our use of disconnecting habits and shift to connecting ones

#### Materials and PowerPoint Slides

#### Participant Manual

- |  |         |
|--|---------|
| 1. Relationship Habits<br>(Cards of Relationship Habits in Master Kit) | page 14 |
| 2. Reflecting on the information                                       | page 15 |

#### Involvement:

- a) Activity 10: Fist game or “I’ve got it, you want it.” (7-8 minutes) Page 32 (FG)
- b) Activity 11: Mingle, Mingle using relationship habits (5-7 minutes) Page 33(FG) (Mingle, Mingle cards available in Master Kit)

#### Content Focus

Develop a clear understanding of the behaviors we choose in relationships.

#### Interactive Activity:

- a) Activity 12: Murray HS Dyad Triple Role play (group of 2’s) 1st, only disconnecting habits; 2nd one disconnecting/one; (20-30 minutes) connecting; 3rd both connecting habits; process in-between each and at end Page 34 (FG)
- b) Activity 13:: “Sports Training Activity” experience (Relationship cards) Page 35- (FG)
- c) Activity 14: Language of Choice activity (reframe) Practice reframing statements or flipping from disconnecting habits to connecting habits. Page 36-37 (FG)

Process: (20 minutes)

Discuss the implications of using these behaviors with family, significant other, children, co-workers, supervisors, in public.

**William Glasser Quotes** (Refer to the PowerPoint)

- "All human problems are human relationship problems."
- "The more intimate the relationship-and marriage starts out as the most intimate of all relationships - the more destructive criticism is to its success."
- "Success in any endeavor is directly proportional to how well the people who are involved in it get along with each other."
- "Criticizing is the single most destructive behavior we use as we attempt to take charge of our lives. "

**Reflection and Research:** Use: "Reflecting on the information today... "Page 15 (PM)

Thank the participants for their cooperation and provide the date, time and place for the next session.

Involvement Activity Number:	10
Content title:	Creating Positive Relationship Habits
Title of Involvement	“ FIST” Activity (“You’ve got it. I want it”)
Source of activity	Perry Good
Time required	7-8 minutes
Size of group:	Any
Objective	To develop the concept that we choose behaviors to get what we want and we have control over which behaviors we choose to get what we want to satisfy our needs and wants and our quality world pictures.
Requirements:	Chart paper or whiteboard for processing
Description:	<p>Group is divided into pairs facing each other and one person will be the person who HAS the desired thing (this person will hold up a closed fist). The other person WANTS the item. Each person is given a directive for his/her job.</p> <p>Fist person: You have something very precious to you in your fist. You want to hold onto it at all costs.</p> <p>Person 2: You want what is so precious and will do almost anything (legally and non- violently) to get the item for yourself.</p> <p>Next directive is: “Ok? Go for it!”</p> <p>Give the pairs a couple minutes of behavior and then ask them to stop. Process (on a flip chart if possible)</p>
Processing Activity:	<ol style="list-style-type: none"> <li>1. How many people got the item?</li> <li>2. What did you do to get it? Chart the behaviors used.</li> <li>3. For the people who did not get the item, what behaviors did you use? Chart again.</li> <li>4. Ask the group to go down through the list just generated and mark the connecting habits (blue or black marker checks) and the disconnecting “deadly” habits (with red)</li> <li>5. Ask the group again, “Do we know how to use the connecting habits?”</li> <li>6. What creates the choice to use disconnecting behaviors? If this was a true situation, how would the relationship be after this process?</li> </ol> <p>Finally, state again that we all have control of the choice of behavior we use to satisfy our needs and in our attempt to satisfy quality world pictures.</p> <p>End with: What will you choose to use in your life?</p>
Additional Notes:	This activity can also be used in the Total Behavior session.

Involvement Number:	11
Content title:	Relationship Habits
Title of Involvement	Mingle, mingle
Source of activity /Acknowledgement:	Adapted from Sid Simons
Time required	5-7 minutes
Size of group:	Any size. Good for large groups
Objective	Provide fun, involvement, connections and also acts as an energizer
Requirements:	<p>Print the following (or your choice of sentence starters) on small cards and hand out one to each participant. With a large group you will need to add more or make two sets in different colors.</p> <ul style="list-style-type: none"> <li>• The most important person in my life taught me...</li> <li>• I get the most pleasure from talking to people who...</li> <li>• If someone listens to me I feel...</li> <li>• A put-down I want to eliminate is...</li> <li>• When I disagree with someone, I have learned to...</li> <li>• I will feel safe in a relationship when...</li> <li>• Cooperation stems from...</li> <li>• I would seek out to confide in a person who would....</li> <li>• In a conflict with someone I will...</li> <li>• A polite habit important to learn is...</li> <li>• I am able to gain confidence when...</li> <li>• I feel encouraged when....</li> </ul>
References:	Mingle, mingle cards from the Kit or created by facilitator
Description:	Ask the group to stand and when you call "Mingle, mingle" they should move around the room and find someone they don't know or with whom they have not worked. Greet the person, and each answer their question, exchange cards with this partner and be ready to circulate again when the leader calls,"Mingle, Mingle". As the facilitator you can decide how many times you want them to change partners, and then ask them to be seated for the processing of the activity.
Processing Activity:	<p>What did you notice about the subject matter of the statement starters?</p> <ul style="list-style-type: none"> <li>• Were these questions easy or hard? Require you to think back in your life, etc.</li> <li>• Did you find anyone that had similar habits or experiences as you?</li> <li>• Were any relationships enhanced with this activity?</li> </ul>
Additional Notes:	

Content Focused Activity Number:	12
Content title:	Creating Positive Relationship Habits
Interactive Learning Activity:	Dyads: Role Play      A scenario that is played three ways.
Source of activity	Murray High School students
Time required	20-30 minutes
Size of group:	Pairs (Good for large groups)
Objective	To experience the power of using the connecting and disconnecting habits with others. To experience the shift in energy using the connecting habits and to see the difference in being able to come up with solutions more easily.
Requirements:	Cards with Connecting and Disconnecting Habits listed (from Kit)
Description:	<p>Divide the group into pairs. Hand out cards with Connecting Habits printed in yellow on one side and Disconnecting Habits printed in red on the other side.</p> <ol style="list-style-type: none"> <li>1. Ask them to choose a relationship they can portrait between them in the role play. Make some suggestions i.e. doctor/patient; salesman/client; police officer/criminal; teacher/student; flight attendant/passenger; bus driver/rider; farmer/laborer, etc.</li> <li>2. Ask them to decide on a slight disagreement between the two parties.</li> </ol> <p><b>First round:</b> Role play using only red behaviors and try to solve the problem for 2 minutes. Ask, “How many of you solved the problem? How many believe the relationship is better than when you started?” Did the behaviors you used bring the parties closer together or drive them farther apart?</p> <p><b>Second Round:</b> Repeat the scene, same characters, same disagreement, with one of the pair continuing with red behaviors only, the other using only yellow behaviors. After 2 minutes stop the role play and ask the same questions. Additional questions for this round: Was it hard or easy to stick to the kind of questions and answers that were on your side? Get a couple of answers and point out the reasons for the struggles.</p> <p><b>Third Round:</b> This time, same characters, same disagreement, but this time both parties will use only connecting, yellow behaviors. Ask them to try and solve the problem. Did anyone notice the laughter, watch the body language and facial expressions around the room this time in relationship to the first two rounds. Did you personally feel a shift in your emotions or physical comfort level in the third role play? Process and point out some difference in the applications of these.</p>

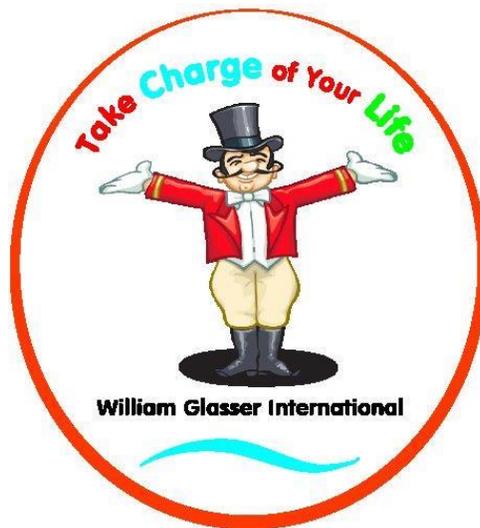
Content Focused Activity Number:	13
Content title:	Creating Positive Relationship Habits
Interactive Learning Activity	Sports Training Activity
Source of activity /Acknowledgement:	Sue Berry
Time required	About 5 minutes to brainstorm the scenario. About 10 minutes to debrief
Size of group:	Two groups (multiples of two groups if numbers are larger)
Objective:	To develop the concept, we choose behaviors to get what we want and we have control over our choices. Which behaviors do we choose to get what we want to satisfy our needs, our wants and our quality world pictures?
Requirements:	Connecting and Disconnecting cards (in Master Kit)
References:	PowerPoint slide
Description:	<p>Divide the group into two. Give one group a large piece of chart paper and a pen, give the other group another piece of paper and a pen.</p> <p>Set the scenario for each group</p> <p>Group A: You are attending the Sports Training Session from Hell. Some of the things happening are... ( See PowerPoint)</p> <p>Group B: You are attending the Sports Training Session. (See PowerPoint)</p> <p>What are some of the things you would be thinking, saying, doing?</p> <p>Record on your sheet some of the things you would chose to think, do or say during each training session.</p> <p>Briefly share the two sheets to the whole group. Note whether the behaviors you said you would choose are connecting or disconnecting behaviors.</p>
Processing Activity:	Compare these two charts in the large group regarding the relationship habits. Check each behaviour chosen as red for disconnecting or blue for connecting. After you have charted this ask "How do we recognize the disconnecting behaviors? Say, " Now that you are aware of them, what will you say to yourself when you are in a conflicted situation? Chart these if there is time.
Additional Notes:	An alternate setting can be used such as the <i>Restaurant from Hell</i> , the <i>Committee from Hell</i> , the <i>Family from Hell</i> . Take care in choosing a setting that would be suitable for your participants e.g. youth might prefer the Sports training activity.

Content Focus Activity Number:	14
Content title:	Relationship Habits
Interactive Learning Activity	Language of Choice Theory® or Reframing
Source of activity /Acknowledgement:	Bette Blance adapted from William & Carleen Glasser
Time required	8-10 minutes
Size of group:	Pairs or groups of 4-5
Objective	To understand more deeply the language of Choice Theory® and its application in developing strong relationships
Requirements:	Hand out cards with external language on one side and internal language on the other side. Page 37 (FG) (Master set in Kit)
References:	PowerPoint slide
Description:	<p>Have small groups read the external language side and brainstorm some alternatives, reframing the statement.</p> <p>Then read the other side to compare with their responses. Each group can do all four examples.</p>
Processing Activity:	<ol style="list-style-type: none"> <li>1. What did you keep in mind when you were framing a caring response?</li> <li>2. Did you help others using only caring habits?</li> <li>3. What's the difference for the learner between helping with caring habits and rescuing coercively?</li> </ol>
Additional Notes:	Groups could brainstorm and reframe more statements as time allows

<p>You have just got to keep your room tidy. It looks like a pigsty and I've got visitors coming. What on earth will they think of me if they see that mess?</p>	<p>I appreciate you have little time because you are studying at the moment. Is there a way that you could have your room tidier so when John and Mary come it would look OK? Would you like some suggestions that might help?</p>
<p>You are so unprofessional. You expect me to do all the work and you get angry when I ask you to help. I don't think that we are going to be able to work together next year.</p>	<p>Jane, can you help me understand what's happening with our agreement about teaming. I'd like it if we could review our agreement at the end of this week so I can get back to feeling good about what we do together.</p>
<p>If you don't get your report completed you will just have to stay at the end of the day to complete it. It just has to be done!</p>	<p>Harvey, I can see you are having difficulty finishing your report. Would you like an idea on a way to do the report quicker or more easily?</p>
<p>You are constantly nagging me and criticizing me. It is just too much!!</p>	<p>I want a good relationship with you. Is there a way that we can figure out how we can both get a bit of what we want to be happier together?</p>

# Session IV

## Learn the Power of Perception



## Session IV

## Learn the Power of Perception

### Clarifying how we see the world

#### Objectives:

- To understand the sensory system and how we get information from the real world
- To introduce how the brain works to filter our input
- To define the influence of heredity and historical environment on perception
- To provide an explanation for uniqueness of perceptions

#### Materials/PowerPoint:

How we see the World  
Geometric Close

#### Participant's Manual

page 17  
page 18

#### Involvement:

(5-7 min.)

Choose a controversial perception picture and get different ideas of what people see  
Activity 15: Circus or clown. (Other often used is Old Lady/Young Lady) page 40-41 (FG)

**Content or Focus:** Perception and how it controls our behavior (20 minutes) Explain the three filters that we use to process any information from the outside world. [Video Clip Shower Curtain](#)

#### Interactive Learning Activities: (20 minutes)

Activity 16: Word Association. Page 42 (FG)

Activity 17: Mystery Object. Page 43 (FG)

Activity 18: Graphic Figure. Page 44 (FG)

#### Processing the Activity

Explain the filters that we use in the assessment of information or words and how, after a specific definition of the word, these filters may define the information differently. Ask people to share what their initial perception is of each word, provide more information and then ask, "Does it change when you know more about the word?"

#### William Glasser Quotes (Refer to the PowerPoint)

- The only way to change perception is to get more information
- "When we label anyone "bad", we will have more trouble dealing with him, than if we could have settled for a lesser label."
- If we want to Take Charge of our Life, the knowledge that no two of us can share all of the same pictures must become an integral part of our way of dealing with those around us."
- Information does not make us do anything, we can choose to ignore it or act on it any way we see fit.

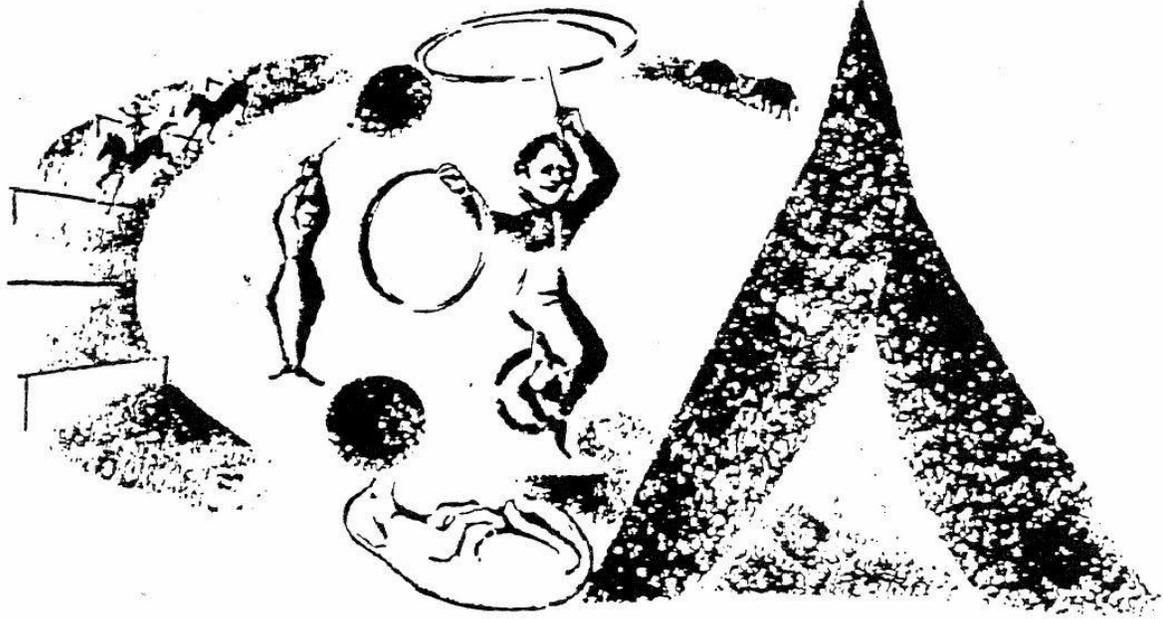
#### Evaluation & Reflection

Wrap up with Geometric Close (Page 18 PM). Have everyone share one of their responses.

Thank the participants for their cooperation and provide the date, time and place for the next session.

## Appendix for Session IV

Involvement Activity Number:	15
Content title:	The Power of Perception
Title of Involvement	Circus Clown graphic or alternative graphic such as glass half full/half empty
Source of activity /Acknowledgement:	Nancy Herrick
Time required	2-3 minutes
Size of group:	Any size
Objective	To see that not everyone perceives the same thing. Our perception shifts when we have more information
Requirements:	Master copy of Graphic in Kit
References:	PowerPoint slide.
Description:	<p>Ask people if they see the clown. Or, do they see the circus? If they give you a blank expression, ask them to look closely at the graphic, maybe a little differently than they would normally look at it, and see if they can see the circus big top. Give them time to ponder and then as people begin to see it, allow the group to help each other until all see it.</p> <p>Share other graphics if you choose</p>
Processing Activity:	<p>Process by providing support and more information to strugglers</p> <p>Ask people to consider their internal dialogue and feeling about seeing the difference quickly or as a struggling learner</p>
Additional Notes:	Be certain your participants are not left in confusion.



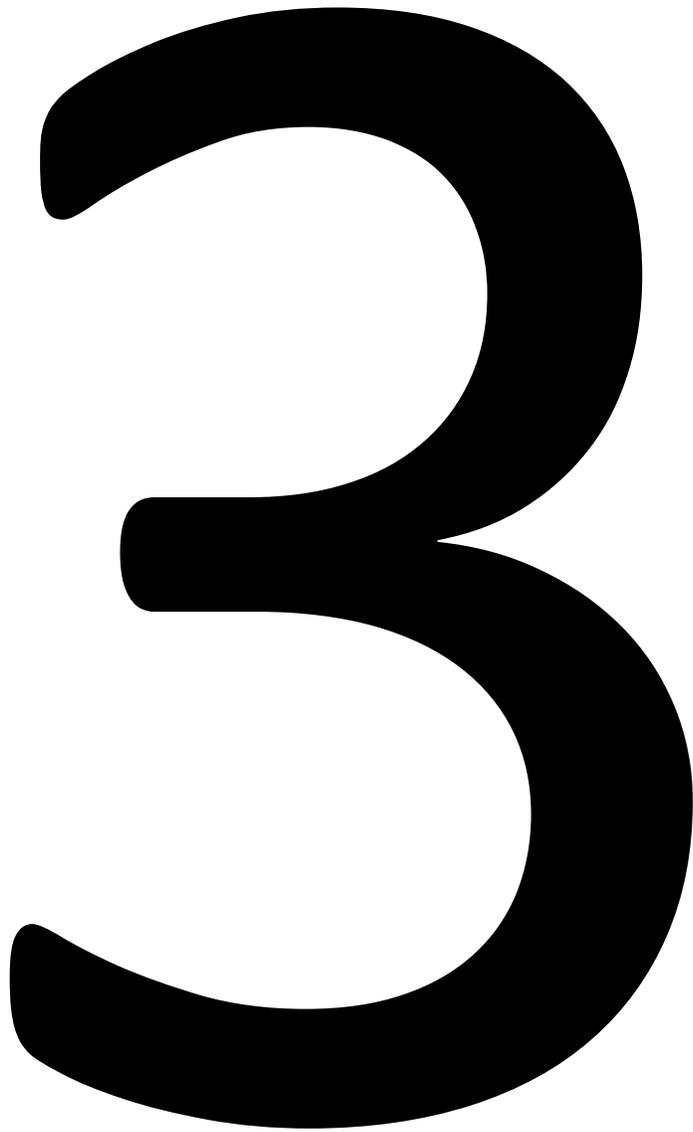
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Content Focus Activity Number:	16
Content title:	The Power of Perception
Interactive Learning Activity	Word Association
Source of activity /Acknowledgement:	Nancy Herrick
Time required	20 minutes
Size of group:	Any size
Objective	To teach about the three ways we filter information (Sensory, Knowledge and Valuing filters) and how that impacts our perceptions.
Requirements:	Sets of red, green and yellow cards. For a larger group use thumbs up, thumbs sideways and thumbs down. (Master page in Kit)
References:	PowerPoint slide.
Description:	<p>1. Do a "word" association activity. Show pictures or words or call them out. Explain the filters that we use in association with the words initially and after a specific definition of the word. You can pass out 3"x 5" cards in red, yellow and green to each participant. As you call out the words, ask the participants to hold up the colored card that represents their first thought as they hear the word. Examples: Television, toads, bromidosis (strong smelling perspiration), goober (a name for a peanut in the south)</p> <p>Ask people to share what their initial perception is of each word. Then add some information about the word and ask: "Does your perception change when you know more about the word? Would it change more with more information?" Lead a short discussion.</p> <p>2. Alternative word association activity: "Draw what I say." Process: Do we all have the same idea as to what these words represent? How many different ideas came up? Examples: Eye, mouse, bite, tea, bird</p>
Processing Activity:	Process the activity by discussing the internal feeling or thought when one first hears or sees something and then how that can change with more information.
Additional Notes:	You may want to choose vocabulary to fit your culture

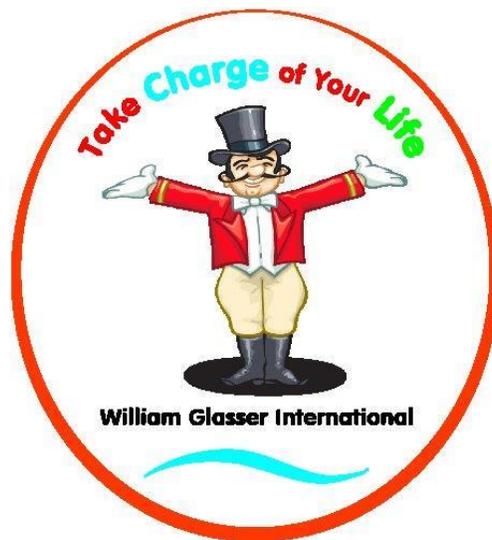
Interactive Learning Activity Number:	17
Content title:	Perception and Comparing Place
Interactive Learning Activity	Mystery Object
Source of activity /Acknowledgement:	Nancy Herrick
Time required	8-10 minutes
Size of group:	Any size
Objective	To teach about understanding and assessing value of known and unknown objects.
Requirements:	Some object that the group will not recognize by name or by sight.
References:	Examples of objects: Wall paper tool, Australian lolly, bitter chocolate,
Description:	<p>Have the object hidden in a bag which can be passed around so that each participant can assess their perception. Have them guess what they think is in the bag. Gradually reveal information to give subtle clues. Ask them to evaluate the positive, neutral or negative value.</p> <p>Then allow them to take the item out of the bag and assess it again.</p> <p>Repeat the evaluation: thumbs up, down or sideways</p> <p>Finally give them more information, and ask for evaluations again.</p>
Processing Activity:	<p>Our brain can only perceive any information in one way every nano-second. But when we have more knowledge or understanding, we can quickly shift from one perception to another, almost seeming to be 'at the same time'. Story or vignette on perception, filters and uniqueness of one's sensory system.</p> <ol style="list-style-type: none"> <li>1. Explain that when we hold onto previous information or perceptions it is harder to perceive and new way of looking at something.</li> <li>2. Stress, self-esteem &amp; previous experience influence our learning.</li> <li>3. The brain focuses first on its previous experience. Once we have additional or new information we can learn to perceive something differently.</li> <li>4. Practice and flexibility or openness to new information helps us to be able to shift our perception more quickly.</li> </ol>
Additional Notes:	Be sure that everyone has recognized the item.

Interactive Learning Activity Number:	18
Content title:	Perception and Comparing Place
Interactive Learning Activity	Graphic Figure -- <b>3</b>
Source of activity /Acknowledgement:	Sylvia Habel
Time required	2-3 minutes
Size of group:	10-15 people
Objective	To teach about seeing things from a different angle. What you see is what YOU see.
Requirements:	Graphic (see template page 45 FG)
References:	PowerPoint slide.
Description:	Invite four people to stand, one on each side of the graphic. Ask them to share what they see.
Processing Activity:	What can we generalize about this activity? Do we shift our perception of something depending on how we look at it or if it is a sound how we hear it?
Additional Notes:	This is an opportunity to reinforce the concept that there is no right or wrong way to perceive. It just is the way each of us perceive something.



# Session V

## Understand the Components Of Behavior



## Session V Understand the Components of Behavior

### Behaving to control our perception

#### Objectives:

- To define total behavior as a part of the behavioral system
- To clarify how the behavioral system works
- To gain understanding of organizing and reorganizing
- To explain the creative system
- To understand the definition of Responsible Behavior

#### Materials /PowerPoint:

Total Behavior

What, So What, Now What?

#### Participant Manual

page 20

page 21

#### Involvement: (5-7 minutes)

Suggestion to choose one:

Activity 19: Arm wrestling Page 48 (FG)

Activity 20: Think blue, feel sad Page 49 (FG)

**Content:** Total Behavior explanation with examples and practices

(2-5 minutes) [Duel at the Mall](#) Link: <https://youtube/NBvysuewIOs> or <http://youtube.rlQtxQRA08M>

**Interactive Learning Activity:** (20-25 minutes) Choose one:

Activity 21: Total behavior: 4 chairs game Page 50 (FG)

Activity 22: Reinventing yourself activity Page 51 (FG)

#### Processing the Activity:

Debrief the active learning exercise for integration (10+minutes)

William Glasser Quotes (Refer to the PowerPoint)

- "Good or bad, everything we do is our best choice at that moment."
- "The brain physiology associated with depressing is no more its cause than sweating is the cause of running."
- "Nothing is caused by what happens outside of us"
- "We cannot stop ourselves from behaviour until we are fully aware of what is frustrating us."

Reflection and research: (5 minutes) What, So What, Now What?

Thank the participants for their cooperation. Provide date, time and place for the next session.

## Appendix for Session V

Involvement Activity Number:	19
Content title:	Behavioral System
Title of Involvement	Arm Wrestling
Source of activity /Acknowledgement:	Nancy Herrick
Time required	5-7 minutes
Size of group:	Any size
Objective	Fun activity that helps people learn how they process, strategize and choose their behavior.
Requirements:	
References:	
Description:	<p>Ask participants to join a triad of three people for a fun activity to compete with other groups as to how many times they can accomplish a goal.</p> <p>Goal: Count the total number of times that each person in your partnership is able to touch the table on each side with your wrists. The object is to see which group can get the highest number of touches in 30 seconds.</p> <p>Allow the triads to strategize how they will do this and how they will keep score. When they are prepared, start all the groups and time them for 30 seconds. When the 30 seconds are up, stop the play and gather the information as to the total count for each group. If the number of touches does not exceed 30 in any group, have them compete again to see if they can better their number of touches.</p> <p>** The catch is that the arm wrestlers do not have to compete against their own partner, only against the other groups. So, they do not have to struggle with strength, only touch on each side as fast as they can.</p>
Processing Activity:	Ask the large group what they did to strategize and how they decided to play the game. Did they each have some input? Did they listen or watch other groups? Did they struggle for strength? What did the successful teams do to organize and strategize? All behaviors are purposeful and have four components. How did these components play out in this activity?
Additional Notes:	

Involvement Activity Number:	20
Content title:	Behavioral System
Title of Involvement	Think Blue, Feel Sad
Source of activity /Acknowledgement:	William Glasser
Time required	5-7 minutes
Size of group:	Any size
Objective	People to understand the difference between the four components of behavior and how they all work together
Requirements:	
References:	PowerPoint
Description:	<p>Ask participants to clear their minds and try to go along with what you are being asked to do. Provide these directives:</p> <ol style="list-style-type: none"> <li>1. Think blue. Think about big blue elephants. The biggest and brightest they can be. Don't think about blue elephants, stop, don't think about blue elephants any more, stop thinking about blue elephants.</li> <li>2. Feel sad, very, very sad (hesitate for a second, then..)</li> <li>3. Raise your blood pressure, lower your cholesterol.</li> <li>4. Raise your right hand, come back to the group.</li> </ol> <p>These four directives represent the four components of behavior.</p>
Processing Activity:	<p>Process: Were you able to do all four things? Which was the hardest and which was the easiest?</p> <p>Could you stop thinking blue elephants? Can we stop thinking?</p> <p>Who chose to change the thinking to get a different thought?</p> <p>Who was able to feel sad? What did you do to feel sad?</p> <p>What about raising your blood pressure? If you did, how did you do it?</p> <p>What can we learn about telling people to "Stop" a behavior?</p> <p>Which two of these components do you have the most cognitive control of?</p>
Additional Notes:	All four components are in action all the time. We may focus on one more at one time but they are all happening at the same time (Total Behavior)

Content Focused Activity Number:	21
Content title:	Total Behavior Components
Interactive Learning Activity	Four Chairs Behavior Car
Source of activity /Acknowledgement:	Adapted by N. Herrick from Diane Gossen
Time required	15 minutes per story
Size of group:	Any size
Objective	Teach participants about the four components of Total Behavior and how they are all happening at the same time.
Requirements:	Four chairs in a configuration of two next to each other and two behind those. Copies of four wheels (Master Kit)
References:	
Description:	<p>Place four chairs like the four wheels of the car all facing the same direction. Ask four people to sit in them and have them decide which wheel they will represent. Front two: Acting and thinking; back wheels: feeling, physiology</p> <p>Explain that you will be telling a story and that you will stop it periodically and ask one of the four wheels to tell what is happening with them at this moment as if they were the individual experiencing the story. When the first person tells what is happening with them, then the others will be asked to answer their component of behavior as it relates to the one already named.</p> <p>Start your story and make it one that will have twists and turns emotionally, or thought- wise or where the actions will be quite different in various parts of the story. (Examples: a trip to the beach where you forget one of the kids, or a suitcase, etc. or you are going to play golf, you forget your clubs, it begins to pour down rain, or you have to play with a famous player in your foursome and the TV station shows up to follow you around the workshop.</p> <p>As you tell your story, stop when something crazy happens and ask one of the wheels to say what their wheel would be like, then move to each of the other three for their answers. Be sure to start with different wheels each time you stop your story. Any random order is ok. This can be quite hard for some people so help gently if you change their answers to be synonymous with the position they are in. If your story is good, the group will have a hilarious time and learn about the concurrent components of Total Behavior. If you have a large group, you can have two scenes happening at the same time in adjoining rooms. Observers learn almost as much as the players in this activity. You can always have a second group take their places in the chairs and tell a different story if time allows.</p>
Processing Activity:	Discuss with the group, the difficulty in defining each of the four components as they are not always recognized or unique.

Interactive Learning Activity Number:	22
Content title:	Total Behavior
Interactive Learning Activity	Reinventing Yourself
Source of activity /Acknowledgement:	Barnes Boffey
Time required	20 - 25 minutes
Size of group:	Several small groups of 3-5 participants
Objective	An activity to help people recognize that all four of the components of Total Behavior can be isolated and yet collaboratively act all at the same moment of time.
Requirements:	Flip chart for demonstrating at least first wheel and one component of second wheel
References:	Master copy of handout in Kit
Description:	<ul style="list-style-type: none"> <li>• First draw the two circles on the flip chart and divide each into four equal sections. Title each of the quadrants in the same arrangement, acting (doing), thinking, feelings, and physiology.</li> <li>• Model the activity by filling in the quadrants with responses from the participants and chart it appropriately as an example.</li> <li>• After charting the second circle, explain that the front wheels are under 100% control, and more easily changed, and the back wheels will be different if you change just one of the front wheels.</li> <li>• Then break the group into dyads or triads and have each group take their own example and work through the exercise at least once.</li> </ul>
Processing Activity:	Were you able to link the questioning process to the four quadrants? Can you see how the emotions change when you change actions or thoughts? Do you think you can use this process with yourself when you are facing difficulties? Get a few comments from the participants.
Additional Notes:	

# Total Behavior Technique

Use your questioning skills to help change your focus from

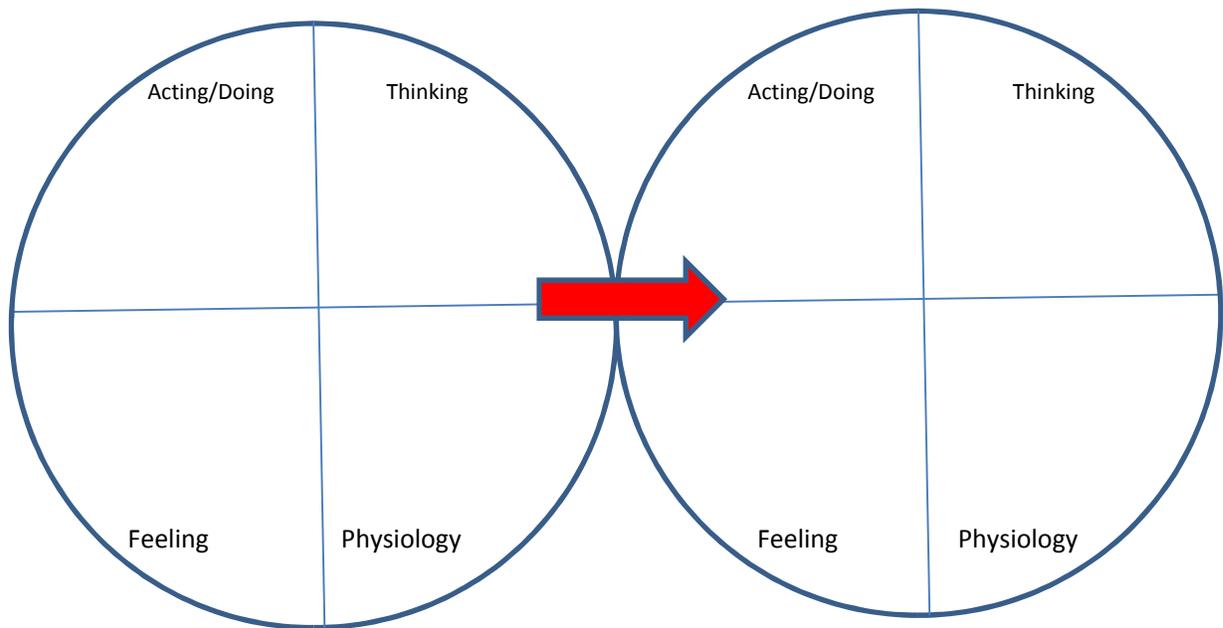
Back Wheel Components

The way it was or is now

To

Front Wheel Components

Way you want it to be



Behavior is labelled by its most recognizable component i.e. walking, thinking, depressing, shivering.

The one that is the easiest to change is the acting wheel. We have direct control over the two front components of every behaviour. The back wheels are simultaneously happening, consistent with the front wheels.

Realizing that we can take control over our total behaviour more easily, we can take control of our lives.

Adapted from Barnes Boffey

# Session VI

## Take Charge of Your Life



## Session VI Self-Evaluation Procedures Take Charge of Your Life

### Choose to be Mentally Healthy

#### Objectives:

- To summarize Choice Theory® as a whole concept of internal locus of control of our lives
- To evaluate how destructive criticism is when used on ourselves or others
- To develop skills in self-reflection, self-evaluation, and self-management
- To establish personal plans for Taking Charge of Your Life with Choice Theory® understanding

#### Materials / PowerPoint

Procedures that lead to change  
Master set of Cards WDEP in Kit  
Reflection and Closure

#### Participant Manual

page 23  
  
page 24

#### Involvement (5-7 minutes) Suggestions:

Activity 23: That's me! Page 56 (FG)  
Activity 24: On-the-line statements from lesson summaries Page 57 (FG)

**Content or Focus:** Take Charge of Your Life. Self-Evaluation and how we can use it to improve our lives. (15 minutes) Work through the procedures that lead to change. Explain what self-evaluation is and is not (e.g.) criticism, self-talk, establishing habits, etc.)

#### Interactive Learning Activity

(20 minutes)

Activity 25: Procedures that lead to change. Page 58 (FG)  
Activity 26: Want, Have, Do, Be activity Page 59 (FG)

#### William Glasser Quotes (Refer to the PowerPoint)

- "We almost always have choices, and the better the choice, the more we will be in control of our lives."
- "I have noticed that happy people are constantly evaluating themselves, and unhappy people are constantly evaluating others."
- "If you keep doing what you are doing, you will keep getting what you are getting."
- "You can take charge of Your Life only by choosing to change the pictures in your Quality World, or to change what you are doing in the real world. The choice is always yours."

#### Processing

Summarizing and processing the six sessions of the workshop: (10 minutes)

Ask participants to discuss with others the responses to the first two questions on page 24 (PM)

- What is the main thing you appreciate about the last six sessions?
- What do you think has been the most significant insight of the whole program?

### Reflection and Research

(15 minutes for final processing, wrap-up and last questions)

Ask them to individually write the responses on the table on page 24 (PM)

**IMPORTANT: Hand out the research questionnaire and collect them before the group leaves.**

### Completing the workshop

- Official WGI Certificates require a \$5.00 US payment. This can be completed on the WGI website. Unofficial certificates can be given when thanking everyone for participating.
- Be sure to answer any questions about further training, the Glasser International website and WGI organization, and where you as the facilitator can be reached after the workshop if you choose.
- Where possible have a Basic Intensive Training planned, with dates and a promotional poster or brochure printed to offer participants. (samples in Kit)
- A copy of “**Take Charge of Your Life**” book by Dr. William Glasser should be shown and an order form provided if requested. Either take orders or give them the website to order these books. It is also available as an e-Book on Amazon.com.
- If you personally order Dr. Glasser’s **Take Charge of Your Life** books in volume you will receive a discount from Glasser Inc.
- It is helpful to mention the WGI website, Mental Health and Happiness website, the “What do you Want?” App, Take Charge Facebook page, and any other CT website you think could be helpful.
- Look for additional Take Charge resources that are for sale on the WGI website under the **Shop** drop down menu. Materials may be purchased in TCOYL Kit or in multiples for large groups.

Involvement Activity Number:	24
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## Appendix for Session VI

Involvement Activity Number:	23
Content title:	Take Charge of Your Life
Title of Involvement	That's Me!!
Source of activity /Acknowledgement:	Kay Mentley
Time required	5-7 minutes
Size of group:	Any size
Objective	This is an activity that can be used to start a session or as an energizer.
Requirements:	
References:	
Description:	<p>As the leader calls out a behavior, the participants decide if it applies to them and if so, they stand and call out. Leader should be ready with 8-10 quick responses and then after that, they can encourage other group members to call out something. You can make this as short or long as you decide. Each behavior takes only 20-30 seconds.</p> <p style="padding-left: 40px;">I'm a person who likes warm weather.  I brake for animals.  I would rather be on stage than being in the audience.  I love math.  I stop frequently to smell the roses.  I don't think I could live without my Smart Phone.  My favorite day of the year is the first day of school.  My favorite pastime is reading.  I procrastinate paying taxes.  I am glad we have public services like firemen, roads, &amp; schools.</p> <p>You can also ask participants to suggest a couple statements.</p>
Processing Activity:	After playing, have the group discuss the responses and how they impact of beliefs and attitudes.
Additional Notes:	

Content title:	Take Charge of Your Life Self Evaluation
Interactive Learning	On-the-line activity
Source of activity /Acknowledgement:	Nancy Herrick
Time required	5-7 minutes
Size of group:	Any size
Objective	This activity is another simple self-evaluation exercise. This is an excellent way for people to see that they are not alone with issues and problems. It also helps them to decide if they want to use the information they have been learning, and make improvements in the way they make decisions.
Requirements:	Tape to create the line across the floor in the center of the room.
Description:	<p>Draw a line down the middle of the room, or use painter's tape. Ask people to take a place on one side or the other of the line but back away from it. As you read out the following statements, ask the participants to decide if the statement applies to them. If it does, they should step up and on the line. (Master copy of statements in Kit)</p> <p>For example:</p> <p>Draw a line down the center of the room. (Painters' Tape for this in the kit.) Ask people to stand on one side or the other of the line and to step back away from it. As you read out the following statements, ask the participants to decide if the statement applies to them. If it does, they should step up and on the line. (Master copy in kit.)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• I have learned something beneficial from this workshop.</li> </ul> <p><b>If this applies to you, step on the line.</b></p> <ul style="list-style-type: none"> <li>• I find my workplace quite stressful.</li> <li>• I have a difficult time forgiving people when I have been hurt.</li> <li>• I have tried some of these ideas with my family.</li> <li>• I think I know my strongest need.</li> <li>• This workshop has given me some new ways to deal with my issues.</li> <li>• I have used a caring habit this week.</li> <li>• I have read a Glasser book.</li> <li>• I have eliminated at least one disconnecting habit.</li> <li>• I have been able to improve one strained relationship with these ideas.</li> <li>• Stay on the line if you have improved 2 relationships with these ideas.</li> <li>• Stay on the line if you have improved 3 or more relationships.</li> <li>• I have a favorite Glasser book that I recommend to others.</li> <li>• I am considering taking more workshops like this one in the future.</li> </ul>
Processing:	Once you have concluded the exercise, debrief the thoughts that were going through people's minds when the statements were being read. Ask if anyone was surprised at their own realizations or that of others. Is there any change in your thinking from this exercise? What will you remember about this exercise?

Content Focus Activity Number:	25
Content title:	Take Charge of Your Life
Content focus	Procedures for Change
Source of activity /Acknowledgement:	Kim Olver and Ellen Gelinas
Time required	10-15 minutes
Size of group:	Any size
Objective	Learning how to answer these questions for yourself honestly, learning how to explore your options, and venturing into the unknown with your new and different choices is the challenge for a life in which you TAKE CHARGE.
Requirements:	Handout cards in Kit
References:	
Description:	<p>Introduce the questions</p> <ol style="list-style-type: none"> <li>1. What do you want...really, really want?</li> <li>2. What are you doing and what have you been doing to get what you want? What are you thinking and what have you been thinking to get what you want? When you are thinking what you are thinking and doing what you are doing, how are you feeling and how is your physiology?</li> <li>3. Is what you are doing and thinking helping you get what you want or improving your chances of getting what you want?</li> <li>4. What options do you have that could help you get closer to what you want?</li> <li>5. Now that you have chosen the “most likely to succeed” option. What is your plan to get you what you want?</li> </ol> <p>Allow participants to share in small groups their thinking about these questions.</p>

Content Focus Activity	26
Content title:	Take Charge of Your Life
Interactive Learning Activity	Want, Have, Do, Be
Source of activity /Acknowledgement:	Barnes Boffey
Time required	20 minutes
Size of group:	Any size
Objective	This activity helps people evaluate their wants and realize that get what they want, there will be some hard work involved, commitment, persistence and a sustained desire to make the changes necessary. Once these changes are made over time, anyone can achieve their desires and create the outcome they are seeking, and become a more effective role model or person they want to be. The instructions for the activity are on the worksheet.
Requirements:	Handout Master Copy in Kit
References:	
Description:	Ask the group to divide into pairs and help their partner by asking the questions and leading them through the activity. When one has completed the process, have them switch roles and go through the activity with the other partner. *This is more effective if they use their personal lives and realistic wants and goals.
Processing Activity:	Ask the group if this activity has been enlightening for them. Solicit several responses as to the aha! moments or realizations. Suggest doing this activity for themselves periodically in their own lives to facilitate strong personal self-evaluations for improving their lives.

# Want, Have, Do, Be

List at least 20-30 WANTS. Then choose three and answer the other columns for those three.

**Transition**

WANT  
now?



**Questions:**

HAVE: If you had what you wanted, what would you have that you don't have

HAVE



DO: What would you have to do to get what you want?

DO



BE: If you were doing that, how would you BE different?

BE



WANT: If you were being that, would you have more of what you want?

WANT	HAVE	DO	BE

**Note about the Research Questions.** These responses are anonymous and will contribute to data gathered around the world. Part A will be completed at the beginning of the workshop. Part B will be completed at the end of the workshop. Template or survey for each participant on page 62 (FG)

**IMPORTANT:** If the workshop is being presented over more than one session it is important to keep the research responses only for those who **complete the whole program**. Ask people to complete the first question (Part A) at the beginning of the first session in the PM (Page 7). This can be transferred to the final session handout with the research questions at the end of the last session.

When using the survey for the Research results, invite people to **circle** one of the numbers. If you are doing more than one session do not invite them to complete the evaluation form until the last session. Get the participants to complete the first session evaluation on the continuum on page 6 of the Participant Manual, and refer back to this when they complete the paper handout of the two phases of the research questions. This means that on the final night you only get responses from those who have completed the 6 hours.

Enter the data on the appropriate form on the WGI website.

#### **Instructions for Activities:**

Instructions for all activities are included in this facilitator's guide for you to familiarize yourself with each activity. If you choose to use an activity that is not listed in this guide, please record and report what you do use so that the effectiveness of the total program can be evaluated.

#### **Procedures following the presentation of the program:**

Please complete the following three online surveys through the WGI Website

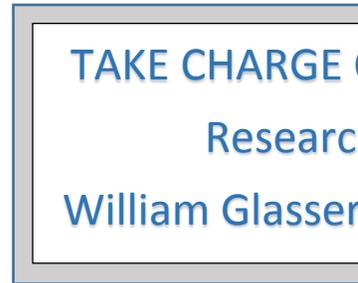
1. Research data collection survey
2. Participant list
3. Evaluation of the workshop materials

Please remit 10% of earnings to WGI for the William Glasser Endowment Fund.

Additional Resources available under the **SHOP** menu on the WGI website

- Take Charge Challenge Cards (9 cards in a carrying case)
- Take Charge Kit of Masters and Materials 180 pieces
- Glasser Quotation Posters (7 posters)
- Relationships Cards (40 in a box)
- Mingle, Mingle Question cards (24 per set)
- Banner with stand (Size: 3 feet wide by 6.5 feet tall)
- 30 Name tags (Clown or Ring Master)
- Mystery Object bags (set of 12 multicolor bags)

Orders through **SHOP** on the [www.wglasserinternational.org](http://www.wglasserinternational.org) website



A. Questions before training

1. How much are you in control of your life?

0%                  20%                  40%                  60%                  80%                  100%

B. Questions after training

2. How much are you in control of your life?

0%                  20%                  40%                  60%                  80%                  100%

3. How much do you now believe that you can choose to take more control of your life after training

0%                  20%                  40%                  60%                  80%                  100%

4. How much do you think that Choice Theory® will help you in your future interactions with others?

0%                  20%                  40%                  60%                  80%                  100%

5. Would you be interested in learning more? Yes  No

Optional Questions:

Something I now realize is...

I plan to take charge of my life by...

# Faculty Facilitators

All forms need to be submitted online. They can be accessed on William Glasser International under Faculty Membership or follow the hyperlinks below. Hard copies can be forwarded to [betteblance@gmail.com](mailto:betteblance@gmail.com)



**TAKE CHARGE OF YOUR LIFE**  
**Overview for Faculty Facilitators**

This process will enable us to collect accurate records of Accredited Facilitators.

Accredited Faculty Facilitators		
Step	Description	Form link
One	Complete registration as an Accredited Faculty Facilitator	<a href="https://form.jotform.com/50085653989974">https://form.jotform.com/50085653989974</a>
Two	Schedule a workshop	<a href="https://form.jotform.com/50086148165960">https://form.jotform.com/50086148165960</a>
Three	Submit Participant Forms	<a href="https://form.jotform.com/50501688639967">https://form.jotform.com/50501688639967</a>
Step Four	Submit Research Data	<a href="https://form.jotform.com/50167956700962">https://form.jotform.com/50167956700962</a>
Step Five	Submit feedback to program developers	<a href="https://form.jotform.com/50087568657973">https://form.jotform.com/50087568657973</a>
Accredited Facilitators as Mentors		
Step	Description	Form Link
One	Facilitate one Take Charge of Your Life workshop	
Two	Submit Faculty Application to mentor others	<a href="https://form.jotform.com/51097358926971">https://form.jotform.com/51097358926971</a>
Three	Mentor a CTRTC facilitator-in-training	
Four	Co verify the self-evaluation following the first workshop of the CTRTC.	
Five	Submit form to accredit your CTRTC Facilitator	<a href="https://form.jotform.com/50595753644969">https://form.jotform.com/50595753644969</a>

# CTRTC Forms

All forms need to be submitted online. They can be accessed on William Glasser International under Facilitator Membership or follow the hyperlinks below. Hard copies can be forwarded to [betteblance@gmail.com](mailto:betteblance@gmail.com)



## Process from Application to Accreditation for CTRTC facilitators

<p><b>Step One:</b> Complete <b>Form A</b> application form online. Select a mentor and make arrangements to complete the mentoring process.</p>	<p><a href="https://form.jotform.com/50196858629975">https://form.jotform.com/50196858629975</a></p>
<p><b>Step Two:</b> Complete <b>Form B</b> (Goal setting and self-evaluation before you begin being mentored)</p>	<p>See <b>Forms for CTRTC</b> for a hard copy</p>
<p><b>Step Three:</b> Commit to mentoring process and participate in mentoring sessions either in person, online in real time or YouTube, webinar type presentations.</p>	
<p><b>Step Four:</b> Complete <b>Form C</b> (your planned content and activities for your first workshop) and submit to your Mentor.</p>	<p>See <b>Forms for CTRTC</b> for a hard copy. Share this form with your mentor</p>
<p><b>Step Five:</b> Complete <b>Form D:</b> ( Schedule a Take Charge of Your Life workshop)</p>	<p><a href="https://form.jotform.com/50196838657974">https://form.jotform.com/50196838657974</a></p>
<p><b>Step Six: Form E:</b> Co evaluate with your mentor to complete this form.</p>	<p>See <b>Forms for CTRTC</b> for a hard copy. Share this form with your mentor and ask him or her to co verify</p>
<p><b>Step Seven:</b> Complete <b>Participant List</b></p>	<p><a href="https://form.jotform.com/50501688639967">https://form.jotform.com/50501688639967</a></p>
<p><b>Step Eight:</b> Complete <b>Research Responses</b></p>	
<p><b>Step Nine</b> Complete <b>Form F:</b> (Feedback to program developers)</p>	<p><a href="https://form.jotform.com/50167956700962">https://form.jotform.com/50167956700962</a></p>
<p><b>Step Ten:</b> Your mentor will submit a form so you will receive the Accredited Facilitator Certificate from WGI</p>	

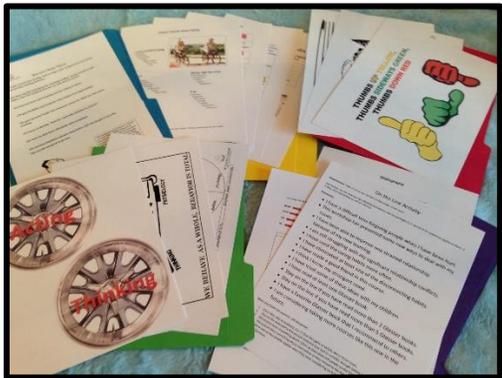


## New Materials for Take Charge of Your Life



### Take Charge of Your Life Challenge Cards \$12.00 US per set of 9 cards

Want to facilitate carry-over after the original TCOYL workshop? Provide or offer this set of Challenge Cards. Designed for each session of the workshop a personal “challenge to”, and a “plan for tomorrow”, this set of 9 cards will assist your participants in examining, exploring, evaluating their daily habits. Their plans for tomorrow will feature becoming aware of, focusing on, and being open to different experiences in everyday life. The cards come in a 2.25” x 3.25” (business card) size and in a plastic card holder for carrying in a pocket or purse.



### Take Charge of Your Life Kit \$140.00 US

Designed for facilitators to simplify your life. Everything you need to prepare for your workshop. Master worksheets for copying, a flash drive loaded with guide, manuals, activities, sample power points, video clips and promotional materials. TCOYL brochure ready for your advertising date, time etc. Included are 180 pieces: name tag masters, 5 different card sets, bands, tape, balloons, promotional materials, required forms, all in a plastic carry-all box.



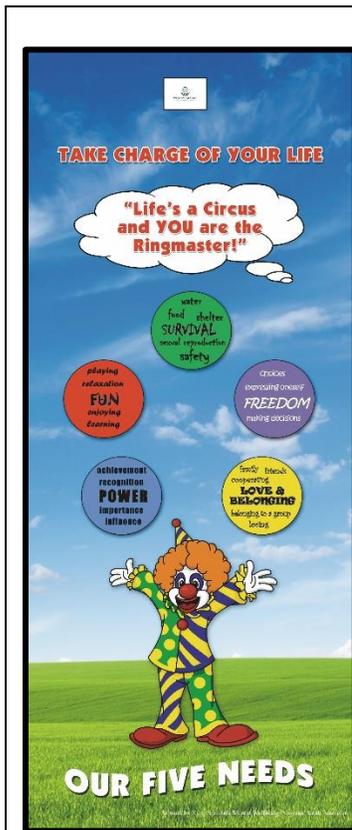
### Glasser Quote Posters \$20.00 US per set of 20 posters

A set of colorful posters with the quotes from Dr. William Glasser’s work from each of the Take Charge of Your Life workshop sessions



**Relationship Habits Cards \$20.00 US per box of 50 cards**

These bright red and yellow cards are printed with the seven connecting habits and the seven disconnecting habits on 2.25" x 3.25" (business card) size cards with the WGI logo on the back. They come 40 to a set in a plastic box.



**Take Charge of Your Life Display Banner \$225.00 US**

This colorful banner display has the TCOYL clown juggling the five basic needs. The banner is 3 feet by 7.5 feet tall and comes with a display frame and carrying case. It is perfect for advertising Choice Theory® or TCOYL at conferences, churches or social service agencies. The banner was designed by Sue Berry of South Australia and is available from either the USA or Australia project directors. Postage will be acknowledged at time of purchase.



**Mingle, Mingle Cards \$10.00 US per set of 24 cards**

A bright colorful set of 24 different sentence starters for use in involvement activities or for role play situations. These cards are 3" x 4.5" and contain phrases that would elicit quality world pictures or memories of quality moments.



WILLIAM GLASSER  
INTERNATIONAL