

TEEN CHALLENGE

*A PROGRAM FOR PERSONAL AND FAMILY DISCOVERY AND
ENHANCEMENT*

The **Family Dynamics** program is designed to provide personal growth and family enhancement. The program challenges self-limiting thinking, feeling, and behaving patterns that influence results, relationships, and quality of life. Family Dynamics increases the willingness to generate proactive and responsible choice thus producing effective change. The program consists of the following integrated seminars:

CHALLENGE - a seminar designed for individuals to identify and understand the factors contributing to life outcomes and to provide an opportunity for effective change.

ACTION – a seminar designed specifically to identify and understand the factors contributing to life outcomes and to provide an opportunity for effective change, personal success and the experience of striving for excellence.

FAMILY DYNAMICS - two seminars designed for parents and teens to explore what is working and what is not working in the family and to create effective change that enhances the quality of life in the family.

Effecting change requires a commitment to look, to learn, to accept, to risk, and to act. The choice is yours.

DYNAMICS TRAINING OBJECTIVES

1. Identify and describe how self-enhancing vs. self-limiting beliefs affect the overall results and experiences in life.
2. Explain the terms working/not working vs. right/wrong.
3. Examine how the dynamics of trust affect relationships, results and experiences.
4. Examine how past life events and experiences influence beliefs, attitudes and assumptions that in turn affect self-esteem, healthy boundaries, respecting and owning reality, interdependence, and self-discernment.
5. Explore the "life games" that enhance or limit outcomes and experiences.
6. Define feedback and its use as an effective tool.
7. Explain the importance of accountability and responsibility in creating productive change.
8. Recognize current factors that limit or enhance relationships, results, and experiences in life.
9. Identify the elements that comprise intention.
10. Explain the prices and rewards for breaking or keeping agreements.
11. Identify and describe the steps in making resourceful choices that produce desired change.
12. Create the opportunity to experience an honest, accepting and meaningful relationship with self.

IMPACT OF DYNAMICS

1. Enhanced understanding and clarity of outcomes
2. Effective and informed choice
3. Expanded knowledge of trust and boundaries
4. Honest and constructive communication
5. Individual empowerment
6. Increased acceptance of self and others
7. Acceptance of accountability
8. Reduction of negative control
9. Resourceful and worthwhile attitude
10. Cooperation rather than competition
11. Increased learning
12. Innovative and effective change

GENERAL PRINCIPLES OF DYNAMICS

1. Beliefs, attitudes, and assumptions accumulated throughout life operate as fundamental influences affecting outcomes.
2. Accountability is a willingness to invoice past results, events, relationship and experiences for the purpose of learning.
3. Trust is the foundational element in creating healthy boundaries and effective relationships.
4. Responsible choice creates expanded opportunity for proactive outcomes and innovative change.
5. Learning as an approach to life instead of protection.
6. Practice and mastery create desired results. Action.
7. Risk transforms the status quo into proactive results.
8. Acceptance establishes empowered relationships based on discovery and understanding of self and others.
9. Results represent the realization of choices.
10. Consciousness broadens the understanding and direction of fundamental factors influencing outcomes.

ACCOUNTABILITY

**TO LEARN
KNOWLEDGE
ORGANIZING POWER**

RESPONSIBILITY

**TO ACT
CHOICE
ACTUALIZING POWER**

APPROACH TO LIFE

OLD PARADIGM

PERFECTION

PROTECTION (CLOSED)

CONTROL

BEING A VICTIM

PLAYING SAFE

DEFYING REALITY

JUDGEMENT

DISHONESTY

COMPETITION

THREAT

FEAR CHANGE

NEW PARADIGM

EXCELLENCE

LEARNING (OPEN)

EMPOWERMENT

BEING ACCOUNTABLE

TAKING RISKS

RESPECTING REALITY

ACCEPTANCE

INTEGRITY

COOPERATION

OPPORTUNITY

EMBRACE CHANGE

STAGE I - TRUST
months

0-18

- **BEING AND DOING**
- **"I TRUST MYSELF"**
- **BOUNDARIES**
- **I AM PRECIOUS/WHO I AM**
- **NURTURE/ATTENTION**
- **ATTACHMENT**
- **SELF-WORTH AND SELF-LOVE**
- **PRECIOUSNESS**
- **SELF-SOOTHING**
- **STRUGGLE**

DEVELOPMENTAL TASKS

- To cry or otherwise signal to get needs met
- To accept touch & nurture
- To bond emotionally, to learn to trust caring adults & self
- To decide to live, to be
- To explore & experience the environment; to develop initiative
- To develop sensory awareness by using all senses
- To signal needs; to trust others & ourselves; to get help in time of distress
- To continue forming secure attachments with parents, caregivers & others who play a significant role in the child's life
- To start to learn that there are options and not all problems are easily solved

STAGE II - AUTONOMY

18 months – 3 years

- **THINKING**
- **"I CAN DO IT"**
- **INTERNAL/EXTERNAL STRUCTURE**
- **"NO"**
- **VULNERABLE**
- **CHOICE**
- **DELAYED GRATIFICATION**

DEVELOPMENTAL TASKS OF THE CHILD

- To establish the ability to think for oneself; to think & solve problems with cause-and-effect thinking
- To test reality, to push against boundaries and other people
- To start to follow simple safety commands
- To express anger and other feelings
- To separate from parents, caregivers, and other significant parent figures without losing their love
- To start to give up beliefs about being the center of the universe

STAGE III - INITIATIVE

3-6 years

- **IDENTITY**
- **"I WILL RISK IT"**
- **VOICE**
- **IDENTITY/POWER**
- **"WHY"**
- **MAKE-BELIEVE TIME**
- **CREATIVE PLAY**

DEVELOPMENTAL TASKS OF THE CHILD

- To assert an identity separate from others
- To acquire information about the world, self, body and sex role
- To learn that behaviors have consequences
- To discover our effect on others and our place in groups; to learn socially appropriate behavior
- To learn to exert power to affect our relationships; to learn the extent of our personal power
- To separate fantasy from reality

STAGE IV - INDUSTRY

6-12 years

- **STRUCTURE AND SKILL DEVELOPMENT**
- **"I AM COMPETENT"**
- **SELF-LOVE, WORTH, TRUST**
- **RULES**

- PEERS/OUTSIDE
- INFERIORITY

DEVELOPMENTAL TASK OF THE CHILD

- To learn skills, learn from mistakes and decide to be adequate
- To learn to listen in order to collect information and think
- To practice thinking and doing; to reason about wants and needs
- To check out family/caregiver rules, ideas and values, and learn about structures and people outside the immediate family or familial structure
- To experience the consequences of breaking rules; to develop internal controls
- To disagree with others and still be loved
- To learn what is my responsibility and what is the responsibility of others
- To learn when to flee, when to "flow," and when to stand firm; to develop the capacity to cooperate

STAGE V - EGO IDENTITY years

12-18

- "I KNOW WHO I AM"
- SELF-EXPRESSION
- INTEGRATION
- REGENERATION - CONFRONT PREVIOUS STAGES
- ACCOUNTABLE/WHAT WE DO
- ROLE CONFUSION
- WITHDRAWAL OF RESPONSIBILITIES

DEVELOPMENTAL TASKS OF THE ADOLESCENT

- To take more steps toward independence
- To achieve a clearer emotional separation from family
- To emerge gradually as a separate, independent person with one's own identity and values
- To be competent and responsible for one's own needs, feelings and behaviors
- To integrate sexuality into the earlier developmental tasks

STAGE VI - INTIMACY
years

18-35

- "I AM CONNECTED"
- INTERDEPENDENCE
- AFFILIATION & LOVE
- ISOLATION

DEVELOPMENTAL TASKS OF THE ADULT

- Any or all of the tasks for Stages 1 through 5
- To master skills for work and recreation
- To find mentors and to mentor
- To grow in love and humor; to offer and accept intimacy
- To expand creativity and honor uniqueness
- To accept responsibility for ourselves and to care for the next generation and the last
- To find support for our own growth and to support the growth of others
- To expand our commitment beyond ourselves and our family to the community and the world
- To balance dependence, independence and interdependence
- To deepen integrity and spirituality
- To refine the arts of greeting, leaving and grieving

NON-WORKING PATTERNS OF THINKING, FEELING AND BEHAVING

- Feeling we have "run out of gas" emotionally
- Questioning our adequacy, feeling helpless & questioning whether others can be trusted
- Wanting others to know what we need without our asking; not knowing what we need; not needing anything; feeling numb
- Believing others' needs are more important
- Not wanting to be touched, or compulsive touching, or joyless sexual touching
- Unwillingness to disclose information about ourselves, especially negative information
- Boredom; seeking or developing new motivations in life
- Avoiding doing things unless you can do them perfectly
- Not knowing what you know
- Trouble finishing tasks; problems with starting and ending jobs, roles and relationships
- Feeling angry about everything in general; fear of anger in self and others; fear of conflict; indirect expressions of anger through behaviors
- Rather be right than successful
- Think the world revolves around us
- Scared to say yes or no without thinking
- Having to be in a position of power; being afraid of or reluctant to use power
- Unsure of personal adequacy
- Frequently comparing oneself to others and needing to come off better
- Needing to define oneself by a job, position, degree, status, possessions or a relationship
- Feeling driven to achieve; perfection vs. excellence
- Wanting or expecting magical solutions or effects
- Not understanding the relevance of rules; not understanding the freedom that rules can bestow
- Unwillingness to examine personal values or morals
- Trusting the thinking of the group more than one's own thinking and intuition

- Expecting to have to do things without knowing how, finding out, or being taught how; being reluctant to learn new things or be productive
- Overdependence on, or alienation from family and others
- Looking to others for a definition of who we are
- Difficulty making and keeping commitments
- Living in the past; living in the future
- Living through others
- Denial and discounting
- Not willing to show emotion: fear of being vulnerable



9 DOT GAME

OBJECTIVE:

Connect all 9 dots with 4 and only 4 straight lines without taking your pen off of the paper. You may cross a line but do not retrace a line.

WHAT CHOICES DID YOU MAKE IN THE GAME?

WHAT DID YOU TELL YOURSELF?

WHAT FEELINGS WERE YOU EXPERIENCING DURING THE GAME?

WHAT LIMITED YOUR CHOICES IN THE GAME?

WHAT DID YOU NOT DO? WHAT HELD YOU BACK?

HOW IS THIS A MIRROR FOR OTHER CHOICES YOU MAKE IN LIFE?

SELF-LIMITING CONTROL MECHANISMS

ABANDONMENT	DOOR SLAMMING	OVER PRAISING
ANGER	DRUGS	PARDONING
ARGUMENTATIVE	EMBARRASSMENT	PASSIVE
ARROGANT	ENABLING	PERMISSIVE
AUTHORITARIAN	ENMESHED	PROCRASTINATION
BAND WAGON	ENTITLEMENT	RAGE
BARGAINING	EXAGGERATING	RESCUING
BEGGING	EXCEPTIONS	SARCASM
BEING LATE	EXTORTION	SCAPEGOAT
BEING RIGHT	FANTASYLAND	SELF HARM
BLACKMAILING	GANGING UP	SEX
BLAMING	GIVING IN	SHAMING
BOUNDARY	GUILT TRIPPING	SHUT DOWN
BRIBING	HITTING	SILENT
BULLYING	IGNORING	SLEEPING
CARETAKING	INTELLECTUALIZING	SPENDING
COMPARING	ISOLATION	SPLITTING
CRITICIZING	LEAVING	SPLITTING HAIRS
CRYING	LECTURING	STEALING
DEFIANCE	LYING	TEASING
DEMANDING	MAKING JOKES	THREATENING
DENIAL	MARTYR	TOLD YOU SO
DISCOUNTING	NAGGING	VICTIM
DISHONESTY	NAME CALLING	WITHDRAWAL
		YELLING

SELF-LIMITING BELIEFS

We collect self-limiting beliefs in all areas of our life: love, pain, fear, sex, image, communication, money, self-worth, responsibility, expectations, emotional, physical, spiritual, intellectual, professional and social. Below is listed a variety of these self-limiting beliefs.

I'm not:

good enough, lovable, intelligent, responsible, as good as, wanted, pretty, thin, handsome, worthy, fun, happy, content, confident, cared for, loved for myself, creative, perfect, emotional, talkative, adequate, masculine, feminine, sexy.

I am too:

intense, fat, thin, tall, short, stupid, aggressive, closed, shy, weird, scattered, selfish, unattractive, lazy, immature, mature, serious, sensitive, depressed, crazy, different, spoiled, intelligent, understanding, trusting.

I fear:

honesty, success, sickness, poverty, criticism, rejection, loneliness, appearing weak, getting angry, being vulnerable, being wrong, being out of control, being a loser, being left out, feeling judged, being abandoned, being controlled, knowing myself, loss of love, knowing others' true feelings, being a failure, being masculine, being unfeminine, being boring, being closed, being unacceptable, getting old, feeling stupid, feeling unworthy, being inadequate, being incompetent, appearing foolish.

I will be loved if I:

agree with others, never get angry, do as others say, always be nice, always put others first, never show my pain, have the right figure, dress the way others want, clean the house, earn enough money, never let anyone down, never show my weakness, never show my emotions, don't talk about my problems,

If I am right:

others will think more of me, others will not reject me, I will not be stupid, I win, I get what I want, I am superior, I can control others,

others will respect me, I'll get ahead, I do not have to change, I do not have to look at myself.

WORKING/NOT WORKING

DEFINITION OF WORKING: I AM PRODUCING THE RESULTS, EXPERIENCES, RELATIONSHIPS AND QUALITY OF LIFE THAT ENHANCE MY LIFE AND LIFE AROUND ME.

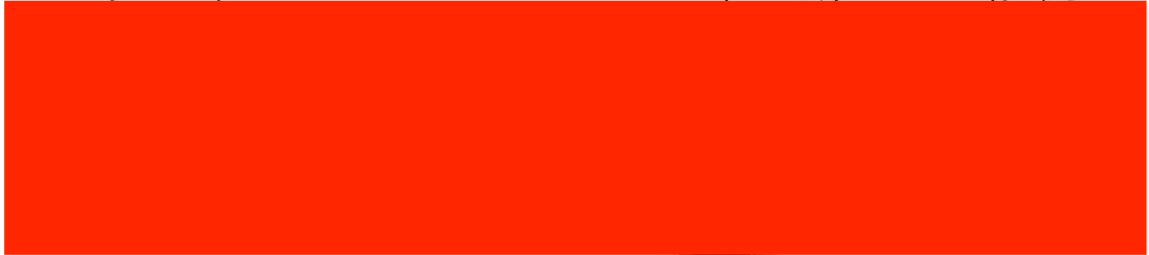
DEFINITION OF NOT WORKING: I AM NOT PRODUCING THE RESULTS, EXPERIENCES, RELATIONSHIPS AND QUALITY OF LIFE THAT ENHANCE MY LIFE AND LIFE AROUND ME

**BOTH CREATE AN OPPORTUNITY TO LEARN AND GROW
BOTH INCREASE WILLINGNESS TO MAKE NEW CHOICES AND
RISK**

QUALITY OF LIFE = LONG TERM PLEASURE/SHORT TERM PAIN

TRUST

What is your definition of trust? (Include the factors that enhance or destroy trust.)

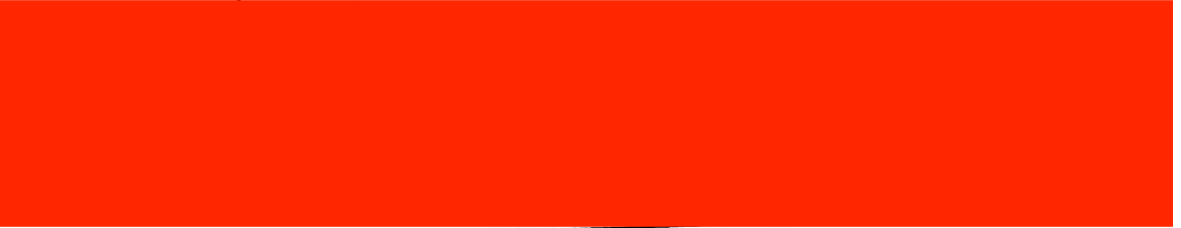


Mark each of the following with a number representing your trust in each situation:

1) no trust	2) some trust	3) moderate trust	4) high trust
			
— men		— women	— adults
— home		— work	— spouse
— friends		— strangers	— social events
— brother(s)		— sister(s)	— children
— with self		— physical	— intellectual
— social		— sex	— emotions
— parents		— spiritual	— co-workers
— other _____			

TRUST (CON'T)

Explain how the lack of trust, or too much trust limited the experiences and results in your life.



What life experiences have contributed to how trust works or does not work for you today?



What are some of your self-limiting beliefs concerning trust?



What are some of your self-enhancing beliefs related to trust?





CHALLENGE
FIRST NIGHT HOMEWORK

EVENT, EXPERIENCE, RELATIONSHIPS	NON-WORKING BELIEF, ATTITUDES, ASSUMPTIONS	NON-WORKING EMOTIONS/FEELINGS	NON-WORKING PATTERNS OF BEHAVIOR

WIN/LOSE GAMES

Check each of the items below that reflect the win/lose games you play.

☐ yell	☐ criticize	☐ blame	☐ accuse
☐ annoyed	☐ pout	☐ illness	☐ nag
☐ lie	☐ be late	☐ martyr	☐ victim
☐ moralize	☐ be curt	☐ anger	☐ argue
☐ lecture	☐ self-righteous	☐ complain	☐ judge
☐ deny	☐ interrogate	☐ bribe	☐ control
☐ sarcasm	☐ whine	☐	☐ interrupt
☐ withdraw	☐ superior attitude	☐ manipulate	☐ control
☐ tantrums	☐ run away	☐ resist	☐
☐ violence	☐ shut down	☐ one-up	☐
☐ prejudice	☐ withhold truth	☐ pretend	☐
☐ use sex			
☐ hardened			
☐ silence			
☐ right/wrong			

What are the prices you pay for playing win/lose games in your life?
(Family, personal and professional)

What new choices would you make to change win/lose games into win/win?



FEEDBACK

What feedback related to how you "show up" was most powerful?



What feedback would you give yourself concerning how you "show up"?



What feedback related to your emotional level was most powerful?



What feedback would you give yourself concerning your emotions?





What feedback related to your self-limiting beliefs was most powerful?

What feedback would you give yourself about your self-limiting beliefs?

LETTER FROM MAGICAL CHILD

INTENTION VS. MECHANISM

INTENTION

%100

PURPOSE (WHY)

VISION (WHAT)

ENERGY

COMMITMENT

RESULTS

MECHANISM

%0

RIGHT WAY

PERFECT WAY

LOGICAL WAY

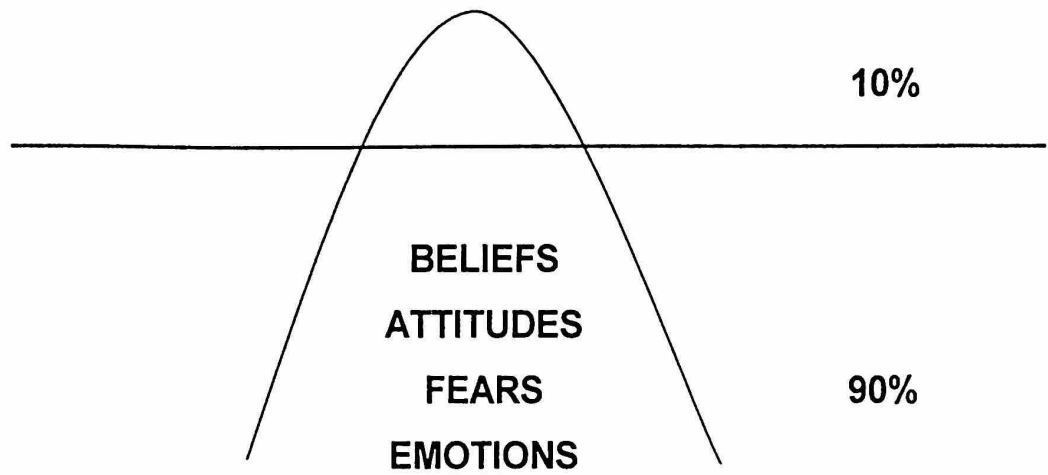
SAFE WAY

EASY WAY

MY WAY

LIMITATIONS

ICEBERG



CONSCIOUS CHOICE 10%
UNCONSCIOUS CHOICE 90%

AGREEMENTS

PRICES FOR BREAKING AGREEMENTS

**LOSE TRUST WITH OTHERS
LOSE RELATIONSHIPS
DECREASE SELF TRUST
DECREASE SELF WORTH
LOSE ENERGY
LOSE FOCUS
LOSE RESULTS
FORFEIT INTEGRITY**

REWARDS FOR KEEPING AGREEMENTS

**GAIN TRUST WITH OTHERS
GAIN RELATIONSHIPS
INCREASE SELF TRUST
INCREASE SELF WORTH
CREATE ENERGY
MAINTAIN FOCUS
ATTAIN RESULTS
PRESERVE INTEGRITY**

ALL AGREEMENTS ARE IMPORTANT

EXCELLENCE VS. PERFECTION

EXCELLENCE

LEARN FROM MISTAKES
EXCITEMENT
HIGH RISK
EMPOWERMENT
ACCEPTANCE
ABUNDANCE OF CHOICES
JOURNEY/RESULTS
PLAYING TO WIN
HERE/NOW
WORKING/NOT WORKING
RIGHT/WRONG

PERFECTION

NO ROOM FOR ERROR
FEAR
LOW RISK
CONTROL
JUDGEMENT
SCARCITY OF CHOICES
RESULTS ONLY
PLAYING NOT TO LOSE
THEN/THERE

SPRING RIDGE ACADEMY
FOCUS

TRUST	I TRUST MYSELF
AUTONOMY	I CAN DO IT
INITIATIVE	I WILL RISK IT
INDUSTRY	I AM COMPETENT
IDENTITY	I KNOW WHO I AM
INTIMACY	I AM CONNECTED

HONESTY
ACCOUNTABILITY
RESPONSIBILITY
COMPLETION
SELF-REGULATION
BOUNDARIES
RESPECT
DELAYED GRATIFICATION
KEEPING AGREEMENTS
RESILIENCY
10,000 HOURS
MOVING TOWARD INTERDEPENDENCE
UNDERSTANDING, OWNING AND SPEAKING REALITY

MATURE AND ACTUALIZED STAGES OF DEVELOPMENT

TRUST

Signal appropriately to get needs met
Accept appropriate touching & nurturing with boundaries
Bond emotionally, to learn to trust self and caring others
Choose to live, to be
Explore & experience the environment; to develop initiative
Develop sensory awareness by using all senses
Signal needs; to trust others & ourselves; to get help in time of distress
Form secure attachments with parents, caregivers & others who play a significant role in your life
Learn that there are options and not all problems are easily solved
Experience emotional balance and energy
Feelings of adequacy, personal power and trust
Knowing and asking for what you need and want
Balancing your needs with others' needs
Willingness to disclose information about ourselves when appropriate
"Being" issues become prominent
Knowing when to initiate & when to be inactive
Knowing goals and being goal-directed to achieve appropriate purpose and vision
Seeking or developing new motivations in life
Learning from all choices – working and not working
Knowing what you know and what you don't know
Thinking it is okay to be safe, supported, protected
Finishes tasks

AUTONOMY

Establish the ability to think for self; to think & solve problems with cause-and-effect thinking
Test reality, to push against boundaries and other people
Follow safety commands
Express anger and other feelings appropriately

Individuate from parents, caregivers, and other significant parent figures without losing their love
Give up beliefs about being the center of the universe
Sharing with boundaries
Give up the need to be right; apply working and not working
Knowing and speaking one's reality

INITIATIVE

Assert an identity separate from others
Acquire information about the world, self, body and sex role
Learn that behaviors have consequences
Discover our effect on others and our place in groups; to learn socially appropriate behavior
Learn to exert power to affect our relationships; to learn the extent of our personal power
Separate fantasy from reality
Using power appropriately
Trust personal adequacy
Knowing self separate from others or outside results
Knowing you are not your results
Creating a balanced drive to achieve
Creating realistic solutions or effects

INDUSTRY

Learn skills, learn from mistakes and decide to be adequate
Learn to listen in order to collect information and think
Practice thinking and doing; to reason about wants and needs
Check out family/caregiver rules, ideas and values, and learn about structures and people outside the immediate family or familial structure
Experience the consequences of breaking rules; to develop internal controls
Disagree with others and still be loved
Learn what my responsibility is and what is the responsibility of others
Learn when to flee, when to "flow," and when to stand firm; to develop the capacity to cooperate
Balance between being alone and choosing to be a part of groups without losing your identity
Ability to both lead and follow

Understanding the relevance of rules and the freedom that rules can bestow
Willingness to examine personal values or morals
Trusting one's own thinking and intuition
Willingness to learn new things or be productive

IDENTITY

Take more steps toward independence
Achieve a clearer emotional separation from family
Emerge gradually as a separate, independent person with one's own identity and values
Be competent and responsible for one's own needs, feelings and behaviors
Understanding of sexuality and sex role with boundaries
Create and integrate your own values and morals
Complete tasks
Initiate projects willingly
Balance between individuation and connection with family
Make and keep commitments
Looking to self for a definition of who we are
Understand the difference between sex and nurturing

GLOSSARY OF TERMS

ACCOUNTABILITY	willingness to account for the events, experience, results, beliefs, attitudes, and assumptions in life for the purpose of learning Creates organizing power in life.
FEEDBACK	an individual experience or observation of an event or person.
GRUNGIES term	fixed emotional responses that result in short-manipulation.
ICEBERG 10%	reference to how we can be like an iceberg;
ANALOGY	conscious and 90% unconscious or hidden.
IMAGE create a	set of fixed responses and behaviors that particular demeanor.
INTENTION	an essential component (part of which may be hidden) that determines results; comprised of purpose, vision, energy and commitment.
MECHANISM	the "how to" in creating results; to often focused on rather than intention.
NINE-DOT results PARADIGM	fixed point of view that limits options and

PAYOFFS

short term pleasure based on negative control.

PROACTIVE CHOICE	choice based on consciousness, clarity and accountability of factors related to creating specific results.
REACTIVE and CHOICE	choice that is based on fixed beliefs, attitudes assumptions that limit life experiences.
RESPONSIBILITY	ability to respond in the present. Action. Accountability serves as the knowledge (organizing power) for response in the present. Creates actualizing power in life.
RESULTS	key indicators (feedback) reflecting choice and intention. Accountability for results provides the opportunity for learning (knowledge) and a more conscious response (action).
SELF-ENHANCING BELIEFS	beliefs, attitudes, and assumptions that enhance growth, desired outcomes, and quality of life.
SELF-LIMITING BELIEFS	beliefs, attitudes, and assumptions that limit growth desired outcomes, and quality of life
QUALITY OF LIFE	long-term pleasure; short-term pain.
WORKING	producing the results, experiences, and relationships that enhance quality of life for the individual and the community.
NOT WORKING	not producing the results, experiences, and relationships that enhance quality of life for the

individual and the community.

Challenge Workshop
First Night Homework

NAME: _____

1. Complete the pages in your workbook dealing with trust.
2. Choose five impactful events in your life and complete the attached chart.

NAME _____
GROUP LEADER _____
BUDDY _____

CHALLENGE SECOND NIGHT HOMEWORK

1. Complete the pages in your notebook dealing with win/lose games and feedback.
2. On the page in your notebook "letter from Magical Child" write a letter from your magical child to you. Use your non-dominant hand.