

Dependency Dyads

Adapted from an activity by John Taylor. *Person to Person*.

Objective:

To experience the non-productive feelings and results of enabling and co-dependency

Materials:

Flip chart
Masking tape

Comment:

Once adults realize the results of their enabling, co-dependent behaviors, they may be inspired to learn skills that empower teenagers.

Directions

1. Invite participants to choose a partner. Ask for a volunteer to be your partner and demonstrate the task they will be doing while you explain it: "One of you will be the supporter. The other partner will be the supportee." In the demonstration, you will be the supportee. Stand behind your volunteer partner (the supporter) and put your arms around his or her neck. (Caution people who have back or neck problems to take care of themselves and decide what they can do.) Ask the volunteer supporter to start walking around the room while you hang on and go semi-limp so she has to support much of your weight. Switch roles. While demonstrating as the supporter, you might want to say, "See how much I'm needed?" Invite the other participants to walk around the room as supporter and supportee until you ask them to stop. Allow about 30 seconds.
2. Write "Supporter" on the flip chart. Ask people who were carrying the weight of the supportees, what they were thinking, feeling, and deciding in that position. Record their comments. Write "Supportee" on another sheet of paper. Ask the supportees what they were feeling and deciding in that position. Record their comments. Ask if this reminds them of any relationships in their lives. Use masking tape to hang both sheets of paper on the wall for later discussion.
3. Demonstrate the next task with your partner while you explain it: "One of you will be the leaner. The other partner will be the leaneer." You will demonstrate being the leaner. Stand in front of your volunteer. Ask him or her to put both hands in front of his/her chest with palms out, ready to support your weight when you lean back. Lean back and tell him or her to push you around the room while you depend on him or her for support. It can be fun to make the following comments while you are being pushed around by your partner to demonstrate "Doesn't this look like a teenager saying, 'Look at me. I can go anywhere I want. No one knows I'm secretly supported.'" (Caution people to be careful of slippery floors. We don't want anyone to fall.) Invite the other participants to walk around the room as leaner/leanee until you ask them to stop. Allow about 30 seconds.

Positive Time-Out

Objective:

To help parents understand the negative results of punitive time-out, and the encouraging results of Positive Time-Out.

Materials:

Copy of the demonstration role-play
Flip-chart and markers
Jared's Cool Out Space by Jane Nelsen and Bill Schorr
A copy of the Hints for Using Positive Time-Out

Demonstration Role-play

Volunteer: Hi Honey!

Spouse: Don't 'Hi Honey' me! You left your socks on the floor again! How many times do I have to tell you to pick up your socks? Do you think I'm your maid? Go sit in your den and think about what you did.

Facilitator: After pausing to put on your facilitator hat, ask the volunteer, "What are you thinking?"

Volunteer: Wow! That was inappropriate and mean.

Facilitator: What are you feeling?

Volunteer: Angry.

Facilitator: What are you deciding?

Volunteer: To stay in my den as much as possible and avoid her.

Comment:

Most parents don't realize that their children are always making decisions about themselves and about what to do in the future based on what they think and feel in response to their experiences in life. What decisions do you think children might be making while in punitive time out?

8. Show a chart the Three R's and an H for Solutions:

RELATED

REASONABLE

RESPECTFUL

HELPFUL

Hints:

1. It is very helpful to be very familiar with the assets and liabilities of each top card before beginning this activity. Not much needs to be spoken, but as you walk around the room supporting the groups and occasionally making comments can be really helpful.
2. It is helpful to invite the group to exaggerate and have fun with the Assets and Liabilities brainstorming, but then to ask the group to get a more serious for the "Invites from Others" and "Steps for Improvement".
3. Per Adlerian theory, you make decisions when you are young about how you will survive or thrive in the world. These decisions color the way you understand and make meaning of the world around you and influence your behavior.
4. It is common that the box we "avoid" is often what you invite others to feel in your presence when you are feeling stressed.

Comment:

Dr. William Pew explains the Adlerian roots of this activity.

"Following the teachings of Adler and Dreikurs we (in our practice) assiduously avoid categorizing or labeling our students. The number one priority (we call this top card) is a bridge to understanding, to helping people understand themselves ... it permits a very rapid insight into the life style, which assists getting at some of the individual's core convictions. It also provides an immediate way to help the person feel understood. The number one priority is a set of convictions that a person gives precedence to; it is a value that takes precedence over other values.... your priority often produces puzzling responses from others. It sometimes interferes with our movement toward self-actualization. It [sometimes] limits our social interest and our courage.

"All people share the same values; the difference is in how people rank the values. Thus, each of us values comfort, pleasing [acceptance], control, and superiority [significance]. But our number one priority indicates our consistent movement, not merely our wishful thinking; movement that we practice every day... The individual with a given priority, in moving toward this goal, always pays a price."

Bumper Stickers (Life Mottos) Top Card Activity

Jane Nelsen's version

Objective:

To help participants identify their Lifestyle Priority (Top Card) to become more aware of their "only if" thinking; and to appreciate their strengths and to see their challenges as opportunities for improvement.

Materials:

Four posters of bumper stickers or "life mottos" (below) enlarged and laminated if possible—or hand drawn on 4 flip charts. (Colored versions can be found at www.positivediscipline.com/downloads)

Paper or other material to cover Top Card labels (Superiority, Control, Pleasing, Comfort) that is easily removed.

Top Card Worksheet handout for each participant.

Top Card Notes, and **Strengths and Challenges** handout (back to back)

Four flip charts with Top Card _____ at the top, and four quadrants: 1) **Strengths**, 2) **Challenges**, 3) **How Strengths Contribute**, and 4) **Changes for improvement**. At the bottom leave space for: Bumper sticker/Life motto.

Comment:

We all create different beliefs about how to "move" through life. Alfred Adler called this *Private Logic*. Our movement is based on our *private logic* perceptions of how best to "fit in" (to belong) in our many social circles, starting with the family. Some beliefs serve us well in our lives; and others create challenges to our well being and relationships with others. The *private logic* of children can be understood through the Four Mistaken Goals. The *private logic* of adults can be expanded through Top Card (Lifestyle Priorities). **The term "Top Card" is used as being the "first card played" or the "go-to response"** when feeling (or anticipating feeling) insecure or vulnerable and we mistakenly engage in "only if" thinking for how to belong.

Instructions Part One

1. In advance, tape the laminated posters of bumper stickers (life mottos) in four corners of the room. Cover the four labels above the appropriate poster until No. 4 below.)

CONTROL



DON'T WORRY,
I'LL EXPLAIN
EVERYTHING
TO YOU.

I can give up
CONTROL
as long as
I can control what
I give up.



DON'T BOTHER
TO THINK.
I'VE DONE ALL
THINKING FOR
YOU.



When I want your
opinion, I'll give it to
you.

**HERE I COME
TO SAVE THE DAY!**



I have a
LIST for
THAT.

Plan.
Prepare.
Worry anyway.



WITH **ORGANIZATION**
and **STRUCTURE.**

PLEASING



If you like me



YOU SHOULD KNOW
WHAT I WANT. I
• SHOULDN'T HAVE •
TO TELL YOU



Please cut in
front of me.



HELP!
I CAN'T
SAY NO



COMFORT

Just

chill

NO
I DON'T WANT TO.


HASSLES BE GONE


GO AHEAD AND CHANGE. BUT DON'T ASK ME TO.



Nothing gonna change MY WORLD

Don't FORGET to smell the ROSES



CHECK WITH US TOMORROW. We'll still be here.


What's the HURRY? Let me THINK ABOUT it.


RELAX!

SUPERIORITY



I intend to make a difference in the world.
IT'S IMPORTANT!



I have bossy pants AND I'M NOT AFRAID TO USE THEM.

DON'T WORRY



I criticize myself too.



If you want to help, **DO IT MY WAY.**



Oh goodie, now I have something else to add to my list of projects.

Top Card (Be Attitudes)

After participants have completed the Top Card Activity and are seated, share something like this: Now that you are more aware of your Top Card: the number one priority goal in your life, we will close with a reminder of the blessing of each of these—the BE ATTITUDES of how each can bless and contribute to Life.

Blessed are those who's Top Card/Number One Priority is ***Pleasing*** for

They are the ones who remind us to be curious/ to ask first to understand before being understood

They remind us to always look at the other side

They remind us the importance of cooperation and collaboration

They are the ones who model horizontal relationships

They are the ones who _____.

Blessed are those who's Top Card/Number One Priority is ***Comfort*** for

They are the ones who remind us not to sweat the small stuff

They are the ones who remind us to stop and smell the roses

They are the ones who remind us to take time to rest

They are the ones who remind us to slow down and breathe

They are the ones who _____.

Blessed are those who's Top Card/Number One Priority is ***Control*** for

They are the ones who remind us the importance of form and function in the world

They are the ones who help keep us structured so we can manifest into the world

They are the ones who help break down huge tasks into manageable pieces.

They are the ones who bring order to chaos.

They are the ones who _____.

Blessed are those who's Top Card/Number One Priority is ***Superiority*** for

They are the ones who are the visionaries.

They are the ones who are never satisfied with the status quo.

They are the ones who encourage us to dig deeper/to go below the surface of appearances and see patterns and connections.

They are the ones who see beyond the surface and can encourage from a deep place.

They are the ones who _____.

Created by Deborah Owen-Sohocki

Websites

There is a wealth of materials available to enhance your learning about Positive Discipline and to help you deal with your class or workshop preparation. We hope you will take the time to explore these websites.

www.positivediscipline.org

The Positive Discipline Association is a non-profit membership organization for people who have received Positive Discipline training and would like additional support and advanced training. Joining the Positive Discipline Association will provide you with a connection to a group of like-minded individuals who are creating respectful relationships in homes and schools.

www.positivediscipline.com

This is the official website for Positive Discipline. You will find many resources for your parenting classes as well as support materials that will help you in your Positive Discipline journey.