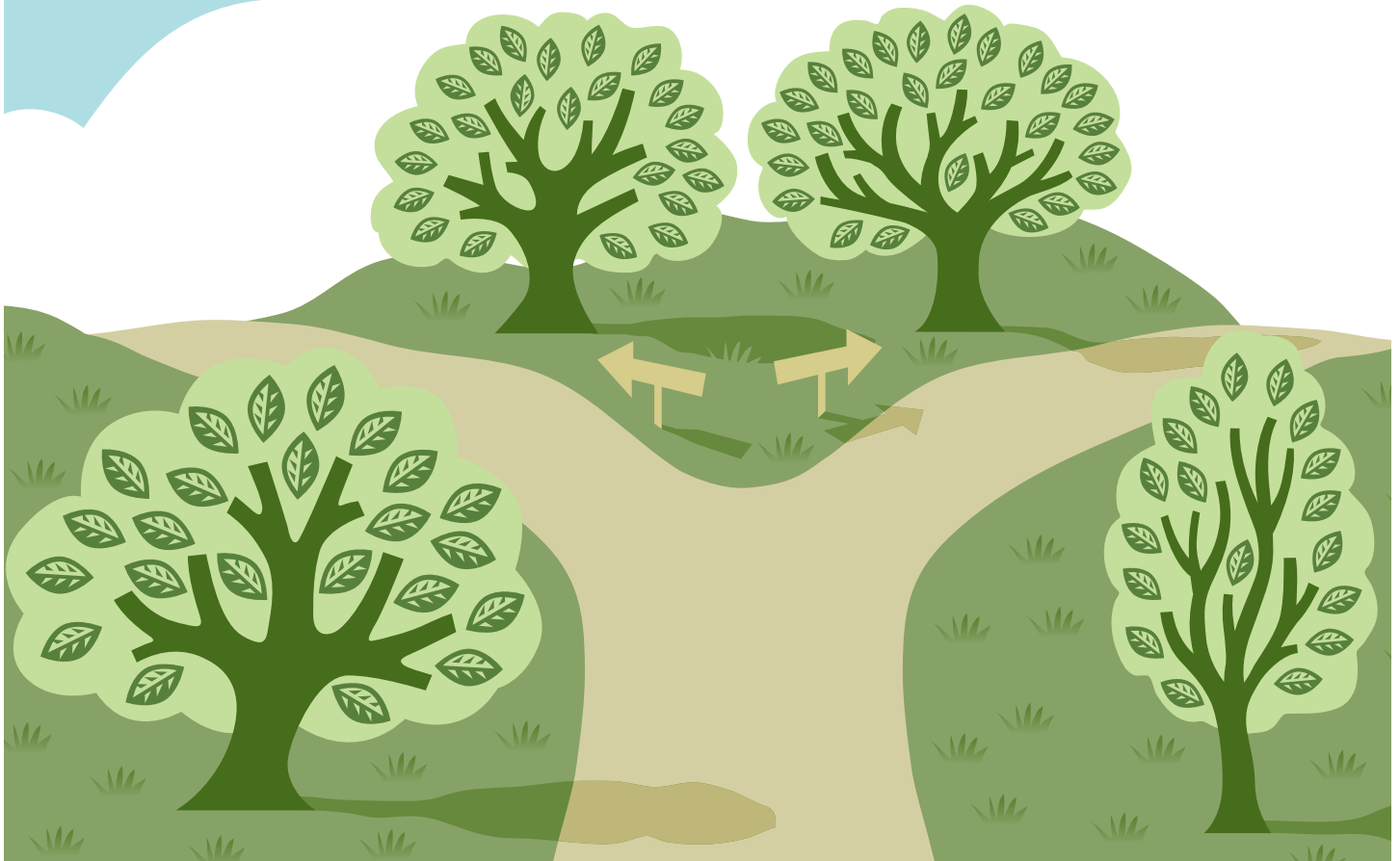


# The Teen COMPASS

## Wellness Notebook LEADER GUIDE

Updated Edition



We wish to express our deep gratitude to our friends Ab and Nancy Nicholas for their friendship and faithful support of The Teen Compass.

We are very grateful, as well, to the Charles E. Kubly Foundation for their efforts in building strength and connection in our communities, for helping to improve access to quality mental health resources, and for helping us to get this Notebook into the hands of many teens.

Find us on the web: [theteencompass.org](http://theteencompass.org)

Connect with us on Facebook and Twitter

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Dear Teen Leaders,

Welcome to The Teen Compass Wellness program! We are delighted to partner with you as you prepare to embark on a “whole new journey” in wellness, providing leadership to teens who yearn to make quality changes in their lives.

As a Teen Compass Wellness Leader, you will be invited to walk alongside each student to offer compassionate listening and gentle encouragement. We believe each person has the intellectual and emotional capability to discern what changes he/she truly desires and to creatively discover how to make those changes. At its core, The Teen Compass process creates a safe space for teens to say “yes!” to the journey toward whole-person wellness.

While you are leading others through The Teen Compass Wellness materials, we ask that you apply what you are learning. Everyone benefits when leaders are willing to be honest about how difficult it can be for them to make important changes in their own life.

Thank you for your commitment to help others, especially teens, live in authentic relationship—with themselves, and with one another.

Holly Hughes Stoner, LMFT  
D. Scott Stoner, LMFT  
& the rest of The Teen Compass Wellness Team

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## Q&A With The Teen Compass Creators

### ***Why was *The Teen Compass Wellness* curriculum created?***

As high-school teachers and marriage and family therapists, we have listened to hundreds of teenagers talk about their lives. And as we listened, we became increasingly concerned about the well-being of those teens. These young people are on the cusp of adulthood and are making decisions that will have a huge impact their lives as adults. Their choice of friends, careers, where to live, what their intimate relationships will look like, and their decisions about alcohol and other drug use, are just a few of the choices they face. Many do not see that the day-to-day decisions they make now are building their futures. They have a choice about what their lives will look like. Will they choose a healthy lifestyle, or not? This curriculum helps them reflect upon these ideas.

### ***How can we support teens as they begin to think about making decisions that are in their own best interests?***

When we provide a safe space and invite teens to be self-reflective and to think about their life holistically, we help them begin the lifelong process of being intentional about their health and well-being. The Teen Compass Wellness program has been designed to help raise students' awareness and to emphasize the responsibility they have for their own choices. We introduce eight specific areas of wellness in this program to help teens begin to identify what they need to be paying attention to in the present. We've found that this approach encourages teens to begin to notice their choices and decisions and to form positive health habits, while also helping them realize that poor decisions made now can make life more challenging in the future.

### ***Why is it so important to talk with teens about their health and wellness?***

The National Wellness Institute defines wellness as the "active process of becoming aware of, and making choices toward, a more successful existence." Personal wellness occurs when we commit to a continuous, lifelong process of developing a lifestyle based on healthy attitudes and actions. The wellness process consists of increasing awareness and choosing options that result in growth and balance.

Teens, like adults, make decisions every day that impact their health in significant ways. Unfortunately, they don't necessarily think that their current decisions will have a lasting impact on their health, or that their decisions are the beginning of creating a lifestyle for themselves as adults. *The Teen Compass Wellness Notebook* is a resource designed to help make teens aware of the importance of their decisions before they are adults. Much depends on the quality of the decisions they are making right now.

We hope that each student will come away from The Teen Compass Wellness program with a better and more expansive understanding of what it takes to be truly healthy. Adolescence is a great time to internalize this truth, and a great time for them to begin to take responsibility for their health and well-being.

## ***What are some of the health issues facing teens?***

There are many issues, including:

- Violence
- Intimate Relationships
- Internet Safety
- Stress
- Depression
- Alcohol, Tobacco, and other Drugs
- Suicide
- Abuse
- Risky Sexual Behaviors
- Weight Issues
- Nutrition and Eating Patterns
- Physical Activity
- Traffic Safety
- Sleep Deprivation
- Bullying
- Loss of Innocence
- Parents Divorcing and Remarrying
- Academic Pressures
- Step-Parent and Step-Sibling issues

These issues are a part of all teens' worlds in one way and another. The decisions they make in their lives regarding these issues are the building blocks of their adult lives and a lifestyle that will, over time, determine their future. These topics need to be dealt with on a regular basis. A unit in a physical education class, conversations with trusted adults, and an opportunity to share experiences with friends are all important pieces. The Teen Compass provides an additional holistic tool for those who are working with teens, a tool they can use to help teens see their own responsibility for making healthy decisions in order to create healthy lives.

## ***Why is it important for schools and other groups to offer programs using materials like The Teen Compass Wellness Notebook?***

The journey toward health and wellness requires the care and support of others—we cannot be truly well by ourselves. With thoughtful, committed leaders, groups can provide a structure and a safe process for teens to take this journey. The Teen Compass Wellness materials help teens name what needs to be changed, and then supports them as they take steps that lead toward whole-person wellness.

# The Role of the Teacher or Leader Using The Teen Compass Wellness Materials

## A. The role of the Teacher or Leader is to:

- Organize and support the group.
- Oversee the sessions.
- Guide the process and make sure that the group is coming along together.
- Provide needed materials, including a personal copy of *The Teen Compass Wellness Notebook* for each teen.
- Ensure that each member understands the process, has enough time to speak, and follows the rules regarding things such as not giving advice and not monopolizing the conversation.
- Keep the focus on the group members.
- Provide and maintain a safe, judgment-free, and open environment where all participants feel welcomed, valued, and respected.

## B. The Teacher or Leader is not a:

- **Therapist.** Therapy focuses on healing pains and dysfunctions. The Teen Compass focuses on helping each teen generate growth that is strategic, action focused, and self-directed.
- **Consultant.** Consultants help diagnose a problem and prescribe appropriate solutions as an expert. Teen Compass leaders help participants find their own solutions and encourage them to be the expert in their own lives.
- **Trainer.** Trainers are instructors hoping to achieve specific objectives. Teen Compass leaders, instead, guide teens to create their own goals and guidelines.
- **Mentor.** Mentors use their own experiences in specific areas to guide individuals. The Teen Compass leader guides a process of self-exploration.

## C. The responsibilities of the Teacher or Leader to the group are to:

- **Create a safe, supportive, friendly, and confidential environment.**
  - Help teens develop an attitude of respect. There is NO ROOM FOR JUDGMENT.
  - Remain friendly and open and maintain a sense of humor.
  - Explain and model confidentiality. Keep discussions confidential by reminding the group that what is talked about in the group needs to stay in the group.
  - Ask participants to use discretion when sharing and to not share something they will regret or feel embarrassed about after the session.
  - Stay within the allotted group time.

- **Go over the ground rules.**
  - Be on time.
  - Let everyone have a chance to speak without being interrupted.
  - Keep discussions confidential. What is talked about in the group stays in the group.
  - Invite the students to suggest additional ground rules, as they may have ideas that are important to them.
- **Monitor the group dynamics.**
  - Tune into the energy and flow of the group. Sometimes, a group may spend more time on one section than another.
  - Make sure that everyone who wants to speak have a chance to speak without being interrupted.
  - Be inclusive, making sure everyone feels comfortable.
  - Remember that the group members are responsible for their own achievements.

**Guide the session, do not control it.**



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# The Teen Compass Wellness Program: A Brief Overview

## Foundational Components of *The Teen Compass Wellness Notebook*

The format and structure of *The Teen Compass Wellness Notebook* have been carefully designed to provide an opportunity for participants to reflect privately on their own decisions and current condition in eight areas of wellness, and to think about whether or not they feel good about those decisions. For the time they engage with the materials, teens will learn about each of the interrelated areas of wellness; begin to take responsibility for the choices they are making; and learn the importance of making needed changes in order to be as healthy as possible in every area of their life.

Using the four points on the compass as our foundation, we've organized the materials into eight units—one for each of the eight areas of wellness—with each unit organized into three sections.

## Four Compass Points

The “Compass” points toward the four dimensions of our being: *heart*, *soul*, *strength*, and *mind*. These dimensions are interconnected and our lives are intricately woven together. Much like an ecosystem, each area is affected by the other areas of the compass; therefore, whatever impacts one dimension of our lives (positively or negatively) impacts the other dimensions. A change in one area of our lives impacts the other areas.

Each dimension on The Teen Compass contains two areas of wellness, for a total of eight areas of wellness. The goal of this program is to provide teens with a dynamic tool that will assist them in their understanding of balance and wellness in these areas of their lives.

## Eight Areas of Wellness

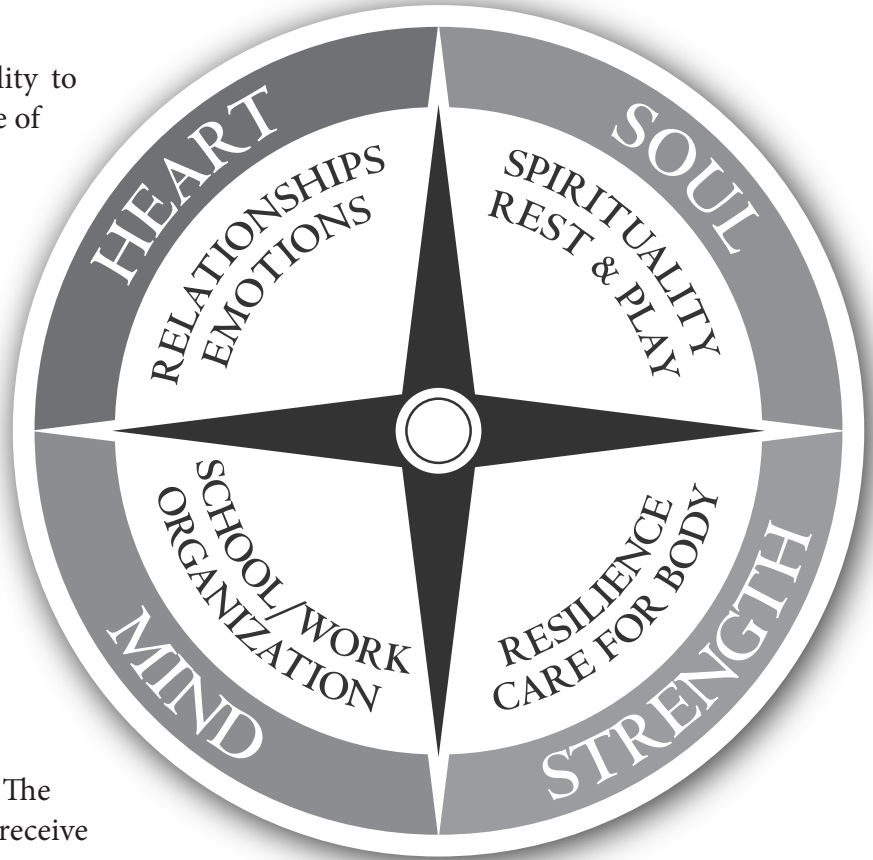
We are not compartmentalized people. The Teen Compass is based on the premise that human wellness is a multidimensional phenomenon that requires teens to take care of and nurture themselves in all eight areas identified on the compass.

*The program encourages each student to evaluate their own health in each area of wellness, reflect on their current life habits in each, and then to set goals that they choose and believe are important in order to build a healthy life.* The Compass also provides students with helpful information in each area, while providing opportunities to carefully examine the lifestyles they are creating, and challenging them to make appropriate adjustments toward healthier living.

The Notebook is intended to encourage teens to listen to the “whispers” they might be hearing from their life. They might not be living up to their potential in school, drinking too much, feeling depressed, being at an unhealthy weight, being in an unhealthy relationship, not being thoughtful about their use of money, or not being trustworthy. They will be encouraged to think about whether their current decisions in all eight areas of wellness are good, healthy, life-giving decisions.

## Areas of Wellness:

- **Organization (Mind):** The ability to keep track of and make good use of possessions, money, and time.
- **Stress Resilience (Strength):** The ability to deal positively with the adversities of life.
- **Relationships (Heart):** The ability to create and maintain healthy, life-giving connections with others.
- **Rest and Play (Soul):** The ability to balance work and play and to renew oneself.
- **Handling Emotions (Heart):** The ability to process, express, and receive emotions in a healthy way.
- **Spirituality (Soul):** The development and practice of a strong personal value system and a meaningful purpose in life.
- **School and Work (Mind):** The ability to get the most out of educational, volunteer, and employment opportunities.
- **Care for the Body (Strength):** The ability to build healthy habits and practices regarding our physical well-being, as well as the ability to end unhealthy ones.



*Four compass points with corresponding eight areas of wellness*

**There are eight units, one for each of the eight areas of wellness. Within each unit there are three sections:**

Section One: **Listening to Yourself.** Here participants take a personal Self-Assessment consisting of ten statements for each area of wellness. Then, based on their results, each person will create a SMART goal.

Section Two: **Learning and Living It.** This section provides additional educational information on each topic.

Section Three: **Making a Change, Making a Difference.** This is a place for students to reflect on how they are doing with their SMART goal, and decide for themselves what additional small things they will try to do differently going forward.

*The Teen Compass Wellness Notebook* can be used in a group or classroom, in a one-on-one setting, or it can be used by teens on their own. In a group setting, the Notebook is a place to encourage students to share thoughts about why healthy choices can be difficult in their world, and to inspire and support each other as they work to make healthier choices. The Notebook can also be given to a teen to be used completely on his or her own, or as a jumping-off point for conversations with a group of friends, a counselor at school, or in another context that serves teens.

## **The Importance of Self-Reflection**

*The Teen Compass Wellness Notebook* relies heavily on the use of self-reflection. The use of self-reflection dovetails well with the principles of Motivational Learning. Students can use journaling as a tool for self-reflection in order to identify areas in their lives that need to be changed, explore their own resistance to change, and to provide the focus needed to implement the changes they have identified. To encourage reflection, there is ample room for journaling in the Notebook.

In her blog, “Childsworld, Childsplay,” Susie Vanderlip explores the value of teen journaling and concludes that “writing helps teens understand their thoughts and feelings, reduces their sense of isolation, and gives them hope.” Journaling also creates positive reference points and improves connections.

## **The Importance of Respect and Privacy**

*The Teen Compass Wellness Notebook* is intended for each student’s private use. It belongs to the teen and is meant to be a safe and secure place where they can reflect on life and on personal decisions. When used in a classroom or other group settings, it is important to never require students to share what they are writing in their Notebook. Instead, encourage them to share only what they feel comfortable sharing and what they know they later will not regret sharing. As a leader, it is important to encourage teens to engage in honest self-reflection while helping them guard their privacy. The goal is for other members in the group to honor the confidential nature of *The Teen Compass Wellness Notebook*, and to create an environment that encourages respectful sharing. We’ve included the following on the inside front cover of each Notebook, right under the space for their name: “Thank you for honoring my privacy by not reading what I have written here. It is intended for my reflection alone.”

## Motivational Interviewing (MI)

The Teen Compass Wellness programs are based on Motivational Interviewing (MI), a counseling or coaching style that elicits behavior change by helping people explore and resolve ambivalence. The spirit of motivational interviewing completely respects each person's capacity for self-efficacy. The person is seen as the expert in knowing what changes they need to make.

Motivational Interviewing (MI) reframes "resistance" and understands it as ambivalence. All people, relationships, and larger systems are ambivalent about change.

The tone and demeanor adopted by MI is nonjudgmental, empathic, and encouraging. MI is used to selectively illuminate the discrepancy between someone's desired goal and current behaviors and choices.

Understanding change from the person's point of view is an important aspect of the spirit of MI. Two particularly relevant points are:

1. Readiness to change is not a fixed personal trait, but rather a fluctuating product of a person's self-reflection.
2. The desire for change needs to be "elicited" not "imposed."

*The Teen Compass Wellness Notebook* is designed to allow for the self-reflection needed for a teen to be ready to commit to change.

While Motivational Interviewing is person-centered, it is also focused and goal-directed. *The adult leading the use of The Teen Compass Wellness curriculum provides focus and direction by asking open-ended questions, offering affirmations, and periodically providing helpful summary statements to the group.*

## Basic Coaching Skills based on Motivational Interviewing

Use your **OARS!**

**Open-ended questions:** "How do you feel right now about the amount of stress in your life?"

**Affirm:** "I admire how open you are with sharing your fears about . . ."

**Reflect:** "You want to slow your life down, but you believe that is not possible at this time."

**Summarize:** You feel like stress is taking over your life. You are concerned about the negative effect it is having on your health and on your relationships. You notice that you are more irritable with people you are close with, and that you are also getting sick more. You are just beginning to explore ways to reduce your stress.

***Let's get started!***

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# The Teen Compass Basic Curriculum Design

While the curriculum has been designed to be explored over a suggested minimum of twenty-six sessions, there are many ways the materials can be used.

It is possible to study one area of wellness each session for eight sessions, or to expand and supplement the sections to add additional sessions. Please feel free to adapt and use this resource in a way that works best for your group.

## How to use the materials in twenty-six sessions.

- **Week 1:** Time to set the tone of the group's intention and timeframe with The Teen Compass.
- **Weeks 2–25:** Three sessions dedicated to each of the eight areas of wellness.
- **Week 26:** A final week used to reflect on the time spent together.

## Tips for Using the Leader Guide

- Each week's lesson is clearly identified by Unit and Section.
- Any suggested materials for the week are noted at the beginning of the lesson.
- Directions to the leader are bolded.
- Additional information is in regular text.
- Suggested discussion topics and questions are in italics.
- Feel free to make copies of any of the pages in this workbook for use in your group.
- More resources can be found on our website: [theteencompass.org](http://theteencompass.org).

## WEEK 1

- Introduce The Teen Compass Wellness program.
- Set a tone of confidentiality and respect.

## WEEKS 2–25

- Eight Wellness Units (Each week, if you follow this format, you will cover one of the three Sections contained in each Unit)

## Week One for each Unit

### Section One: *Listening to Yourself*

*Objective:* Help students listen to themselves.

- Introduce the Unit topic, and read the introduction to the unit together.
- Discuss.
- Take the ten-statement Self-Assessment for that particular area of wellness.
- Discuss whether they are willing and ready to make changes in that area by committing to doing one thing differently in the coming week.
- Each student identifies a SMART goal and writes that goal in their Notebook. Encourage them to share their goal with at least one other person for accountability and for a greater chance of success.
- Discuss in general the challenges teens may need to overcome to be healthy in this area of wellness.

## Week Two for each Unit

### Section Two: *Learning and Living It*

*Objective:* Learn more about the area of wellness covered in the current unit.

- Invite teens to share anything that happened in their lives recently that relates to the unit.
- Report on SMART goal successes in pairs or with the larger group.
- Read and discuss material in the *Learning and Living It* portions of Section Two.
- Provide plenty of quiet time for journaling and self-reflection in the *Living It* portion of Section Two.

## Week Three for each Unit

### Section Three: *Making a Change, Making a Difference*

*Objective:* Identify concrete ways to create a life of wellness in this area.

- Evaluate SMART goals identified in the first week of this unit.
- Explore more opportunities for learning about this area of wellness.
- Reflect on what help they might need to make healthier choices going forward.
- Share thoughts.
- Journal in their Notebook.
- Look at their life currently and work to make positive, self-selected changes.

## WEEK 25, Or Optional WEEK 26

- A time to share and reflect on personal growth and conclude with discussion of the last two sections: “Then and Now,” and “Where To From Here,” on pages 107–112. Allow for final journaling on page 113.

## Suggested Materials

- Name tags (optional)
- *The Teen Compass Wellness Notebook* for each teen
- A copy of the vignettes used for discussion for each group member (found in this Guide on page 19)

Introduce yourself to the group and ask each group member to briefly introduce themselves.

Consider an icebreaker to get the group more comfortable with each other and to develop a sense of trust.

- **Go over the ground rules, setting a tone of respect and confidentiality.**
  - Be on time.
  - Commit to completing any assignments given the previous week.
  - Let everyone have a chance to speak without being interrupted.
  - Keep discussions confidential.
  - Deal with the issue of the distraction of cellphones and other electronics.
  - Invite students to suggest additional ground rules as they may have ideas that are important to them.
- **Work to set a tone of questioning and curiosity. Remind the group that:**
  - This process will be more of an exploration and discussion than an educational class.
  - Learning will be through “self-discovery.”
  - Everyone in the class/group will learn something about themselves from the others in the class/group, as well.
  - Discussion and sharing of challenges, triumphs, and new ideas will benefit everyone.
- **Hand out *The Teen Compass Wellness Notebook*\* to each member of the class/group.** Advise students to put names in their Notebook and to keep them somewhere safe for privacy. Emphasize the importance of bringing their Notebook to each session.

\*Note: All future references to *The Teen Compass Wellness Notebook* will be “the Notebook.”

**Read page 1 in the Notebook out loud. Ask for volunteers to read, and switch readers often.**

*Discussion / Sharing:*

- *What is wellness?*
- *Why are we talking about health and wellness with teens?*
  1. Teens are developing habits that will dramatically impact what their future life will look like.
  2. It is possible to prevent future problems if teens are more self-aware and make conscious, healthy decisions now.
  3. Teens are at a pivotal point in their life, making many difficult choices.
  4. They are taking the steering wheel, so to speak, for the first time.
  5. As soon-to-be adults, they are making decisions that will determine the rest of their lives: careers, partners, where to live, how to live, and recreational habits.

**Read page 2 in the Notebook out loud. Ask for volunteers to read.**

*Discussion / Sharing:*

- *What is The Teen Compass?*
- *Why use the idea of a Compass? (It helps you know where you are, and where you want to go.)*
- *What do you think about saying that wellness is a way of life?*
- *Encourage questions and follow up on any discussion raised by the group.*

**Refer students to The Teen Compass Wellness Self-Assessment Tool on page 3 in the Notebook.**

Explain how they will be completing Self-Assessments in all eight areas of wellness, examining their own wellness, their obstacles to wellness, as well as setting goals and supporting one another along the way.

**Introduce the eight areas of wellness and how they are all interconnected.**

This is an important concept in this program. It is important for students to understand that all areas of their wellness are interconnected and if they are not well in one area, it will impact other areas of their wellness. It is also important for them to see that if they work to improve one area, other areas will also improve, like a spider web or ecosystem. A change in one area influences the other areas.

**Explore how two of the areas can be interrelated. Ask teens to create a scenario in which two of the following areas could interact. Invite them to think of concrete examples to share with the group.**

- *Handling Emotions and School and Work*
- *Care for the Body and Organization*
- *Spirituality and Stress Resilience*
- *Rest and Play and Relationships*

*Discussion / Sharing:*

- *How could the interaction of these two areas affect your health and well-being?*
- *Can the interaction between the two areas of wellness be both positive and negative?*



Have students identify areas of wellness that are being affected in the following vignettes. Distribute a copy of the vignettes (found in this Guide on page 19) to each student to help them follow the discussion. Leader can read the vignettes or students can take turns reading them.

1. The relationships in a high-school student's home are strained because he and his parents have been fighting lately. Because of this the student does not want to spend much time at home. He focuses all of his time and energy on his schoolwork and additionally gets a part-time job so he won't have much time to be at home. All of these factors combined leave him feeling stressed and with almost no time for rest or relaxation. Where would you suggest that he begin to work toward a more balanced, healthier life?

*Discussion / Sharing:*

- *Help them identify the areas that are out of balance.*
- *Help guide them to see that if they make a positive change in one area, other areas will also improve.*
- *Likewise, a negative change in one of the areas often will create a negative change in other areas.*

2. A female student is very disorganized and is always losing important things. Her grades are up and down, and because she is always eating on the run, she's gained unwanted weight. She is starting to feel depressed and is losing sleep worrying about everything. What one small thing could she do to make her life more balanced? Where could she start?

*Discussion / Sharing:*

- *Help them identify the areas that are out of balance.*
- *Help guide them to see that if they make a positive change in one area, other areas will also improve.*
- *Likewise, a negative change in one of the areas often will create a negative change in other areas.*

3. A student has been spending a lot of time with her friends on the weekends and is beginning to realize that she doesn't have the same values her friends do and is feeling uncomfortable about some of the things they are doing. This is upsetting her because they have been friends for several years. She is worried about some of the decisions they are making but is concerned that if she doesn't hang out with them, she won't have anything to do on the weekends. She is afraid that she won't have any friends. What is one small thing she could do to help herself feel better?

*Discussion / Sharing:*

- *Help them identify the areas that are out of balance.*
- *Help guide them to see that if they make a positive change in one area, other areas will also improve.*
- *Likewise, a negative change in one of the areas often will create a negative change in other areas.*

4. A male teen is really concerned about his relationship with his long-time girlfriend. Several times in the past month, she has been drinking and driving while being in no shape to do so. He is distracted by the tension this is causing between them, plus people at school are telling him that she has taken a water bottle to school with alcohol in it. He is very worried but doesn't know what to do. To top it off, his grades are beginning to suffer. What one small thing could he do to help himself and his girlfriend be healthier?

*Discussion / Sharing:*

- *Help them identify the areas that are out of balance.*
- *Help guide them to see that if they make a positive change in one area, other areas will also improve.*
- *Likewise, a negative change in one of the areas often will create a negative change in other areas.*

**NEXT SESSION:** The group will begin their exploration of the eight areas of wellness. Explain that they will be spending time on each of the eight areas, learning about wellness, assessing themselves in each area, thinking about whether they might work toward making some positive changes, and writing in their own private Notebook. Even though we've presented the eight wellness units in an order, feel free to go through them in any order you think would best suit your group. You may even want to let the group decide which unit to start with and go from there. It's up to you.

Announce the topic for the next session. If you are following the order of *The Teen Compass Wellness Notebook*, the next session will be Unit 1: **Organization**.

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## Discussion Vignettes

(handout for students)

1. The relationships in a high-school student's home are strained because he and his parents have been fighting lately. Because of this the student does not want to spend much time at home. He focuses all of his time and energy on his schoolwork and additionally gets a part-time job so he won't have much time to be at home. All of these factors combined leave him feeling stressed and with almost no time for rest or relaxation. Where would you suggest that he begin to work toward a more balanced, healthier life?
2. A female student is very disorganized and is always losing important things. Her grades are up and down, and because she is always eating on the run, she's gained unwanted weight. She is starting to feel depressed and is losing sleep worrying about everything. What one small thing could she do to make her life more balanced? Where could she start?
3. A student has been spending a lot of time with her friends on the weekends and is beginning to realize that she doesn't have the same values her friends do and is feeling uncomfortable about some of the things they are doing. This is upsetting her because they have been friends for several years. She is worried about some of the decisions they are making but is concerned that if she doesn't hang out with them, she won't have anything to do on the weekends. She is afraid that she won't have any friends. What is one small thing she could do to help herself feel better?
4. A male teen is really concerned about his relationship with his long-time girlfriend. Several times in the past month, she has been drinking and driving while being in no shape to do so. He is distracted by the tension this is causing between them, plus people at school are telling him that she has taken a water bottle to school with alcohol in it. He is very worried but doesn't know what to do. To top it off, his grades are beginning to suffer. What one small thing could he do to help himself and his girlfriend be healthier?

## Section One: *Listening to Yourself*

*Objective:* Help students listen to themselves regarding their overall organization.

### Suggested Materials

- *The Teen Compass Wellness Notebook* for each person
- Name tags (optional)
- Quiet music
- Colored pencils or crayons to use to fill in Compass wedge
- SMART goal worksheets (optional; found in this Guide on page 76)

Ask students to share any positive experiences from the past week, especially as they relate to The Teen Compass and health and wellness. Any challenges?

Read the text on page 9 in the Notebook together.

*Discussion / Sharing:*

- *Do you think organization is important?*
- *Do you agree that a lack of organization can be stressful? What are some examples of disorganization causing stress?*
- *How could the lack of organization impact the rest of your health?*

Have everyone take the ten-statement Organization Wellness Self-Assessment on page 10. Instruct students to total their score and then fill in the Organization wedge on the Self-Assessment Compass Tool on page 3 in their Notebook with their score. (The Wellness Self-Assessment is also available as a download on our website: [theteencompass.org](http://theteencompass.org).) Play quiet music while everyone works.

*Discussion / Sharing:*

- *Are you comfortable with what was revealed in the Self-Assessment?*
- *Any surprises?*
- *Any concerns?*
- *Are you motivated to make any changes?*

Explain how this Self-Assessment is a present-moment snapshot of how well we have been paying attention to the organization aspects of our lives. And, like most everything in life, this is something we can change with effort and intention.

Introduce the core concept of setting goals and creating a SMART goal. Refer to the SMART goal instructions found on page 6 in the Notebook and use the SMART goal worksheet (found in this Guide on page 76) to walk students through their first experience with creating a SMART goal.

Talk about making changes by committing to doing something different this week that will have a positive impact on their organization. Have them look at their responses to the Self-Assessment statements on page 10 in their Notebook to help them think about a SMART goal to which they really want to commit. Challenge them to make a commitment to change. What obstacles might they face? Remind them that there is no pressure to share.

Invite the students to create a SMART goal for themselves as a way to turn their intentions into actions. You may need to help them change vague goals like “getting better grades” into something concrete like “doing my math homework every day this week.” Coach them to make their goals small enough to be achievable. This unit’s SMART goal should be entered on page 11 in the Notebook and/or on a copy of the SMART goal worksheet found in this Guide on page 76.

**Ask if anyone would be willing to share their SMART goal with the group. If not, have them share their goals with someone sitting near them.** Leaders should also be honest about how difficult it is for adults to make needed changes themselves. Be willing to be authentic with the students. Encourage each teen to share their SMART goal with at least one other person.

**NEXT SESSION:** Until the next session, remind students to be aware of their SMART goal. Encourage them to pay attention to positive organizational habits they already have in their lives. Ask them to focus on what they can do to nurture those practices.

## Section Two: *Learning and Living It*

**Objective:** Learn more about Organization, how people nurture this area of wellness, and then reflect on their own current choices.

### Suggested Materials

- Name tags (optional)
- Quiet music
- *The Teen Compass Wellness Notebook*

Ask students to share any positive experiences from the past week, especially as they relate to The Teen Compass and Organization. Has anyone had a successful experience regarding their SMART goal they would like to share? Any challenges?

This section has quite a bit of material to discuss and several pages for the students to reflect on in their Notebook. Despite the limited designated time to share, please remind them to be thinking about something concrete they can do to be healthier in this area.

#### *Discussion / Sharing:*

- *How is your SMART goal from our last session coming?*
- *Encourage reflection and sharing on any successes or frustrations they've encountered while trying to meet their SMART goal.*
- *Do you need to adjust your SMART goal to be more realistic?*

Read pages 12–13 in the Notebook together. Reflect on how the research on page 13 regarding forming new habits and change follows the principles of setting a SMART goal.

#### *Discussion / Sharing:*

- *Do you agree that being organized can make creating a healthy life more attainable?*
- *How do you know when your organization is impacting your health? What might be some clues? Think about the other seven areas of health when trying to answer this question.*
- *Who might help you if you are feeling like your organizational life needs attention? Can you name people?*

Allow ample time for teens to write in their Notebook on pages 14–16. Play quiet music while they work. The discussions you will have with them after they have completed writing are based on what they have written, so read through these pages of their Notebook.

*Discuss This Statement:*

Time management is the central skill of success.

- *Do you agree?*
- *How is time management a way of being organized?*
- *What about your use of money?*
- *Does that require organization? How?*
- *How does how you spend money impact your health? Think around the Compass.*

If you have organizational challenges, such as dealing with time, money, your personal space, or planning, you are not alone. Many find that disorganization tends to lead to a stressful cycle—they are not organized, which causes stress, then the stress forces them to pay attention to other things so they don't get organized, and this causes more stress. By choosing what you would you like to pay more attention to, you can begin to minimize the cycle of stress. One small change can start a ripple effect that improves other areas at the same time.

*Discussion / Sharing:*

- *What kinds of things can be disorganized? Why? Include discussion of budgeting time and money. How are your bedrooms, lockers, and backpacks?*
- *How are you doing with planning? Keeping track of your belongings, and important papers, etc.?*
- *How can disorganization affect other parts of your life? Think about the other parts of The Teen Compass affected by organization.*
- *How does it make you feel to be organized?*
- *What are the benefits?*

The good news is that organization is a skill you can master. With regular focus and attention, you can get organized and experience a renewed sense of energy and order in all areas of your life.

Getting organized is like exercising: if we only do it every once in a while, it will not produce much benefit, but if we do it on a regular basis, the rewards are enormous. Our lives will flow better, we will be more focused, and we will not waste time and energy.

*Discussion / Sharing:*

- *Do you agree?*
- *Can you think of ways that exercising and getting organized are similar?*

When your room, locker, or backpack is cluttered with too much “stuff,” you may not know where to begin. It is good to think out what steps you will need to take to organize your things. It is usually a matter of getting started and sticking with it day after day. It may mean that you will need someone else's help to get you going. You can always begin by keeping a budget, getting a calendar, setting a regular time to clean up your space, or taking time to plan. But don't overcommit at the beginning or you may feel overwhelmed or discouraged and give up before you reach your goal. All of these actions will help you feel better organized and will have an impact on other areas of your health, as well.

Ask students to reflect on their SMART goal from the last session. Considering today's discussion, do they need to make an adjustment in their SMART goal? Is there one specific part of their life they could work on to create more order? Remind students that they should not be reluctant to refocus their SMART goal if needed.

**NEXT SESSION:** Encourage students to continue to focus on their SMART goal, and to be aware of the small things they can do throughout the day to increase their organization.

(There are many wonderful books and websites that can help them get more organized if they need pointers in a specific area. )



## Section Three: *Making a Change, Making a Difference*

**Objective:** Identify concrete ways to create a life of wellness in the area of Organization.

### Suggested Materials

- Name tags (optional)
- Quiet music
- *The Teen Compass Wellness Notebook*

Open by asking students to share any positive experiences from the past week, especially as they relate to Organization or working on their SMART goal. Any challenges?

This session will mostly consist of discussion and sharing of the student's own plans to do something that will help them feel more in control of their lives. Discuss how they have been recommitting to their SMART goal to strengthen the organizational part of their lives. If the group is large you may need to limit discussion so everyone will have a chance to speak, or have them discuss in pairs or smaller groups.

#### *Discussion / Sharing:*

- *What is the biggest obstacle to having an organized life? Too many activities? Living arrangements?*
- *What about where money is concerned? What does our culture model regarding spending and saving money? Is it healthy?*
- *Why is organization of time, possessions and money important?*
- *What are some of the needs that you have in this area?*
- *What do you need from adults in this area?*
- *Who are your role models in this area?*

**JOURNALING TIME:** Provide ample time for them to write on page 17 in their Notebook. Play quiet music during this time. Remind them that what they write is private, and that they only need to share if they choose to. The Notebook is theirs to keep.

When time is up, go around the group and give everyone an opportunity to share their SMART goal. Suggest that they take a look at their life as it is right now. Make it clear that this is optional, allowing students the opportunity to pass. They may prefer sharing with partners rather than with the entire group.

Discussion is *encouraged* but *not required* by any student.

*Discussion / Sharing:*

- *What “whispers” are you hearing about your overall organization? Any “shouts”?*
- *How do you feel about how organized you have been recently?*
- *What could you do differently?*
- *What do you want to commit to in the future?*
- *What concrete things can you do to create a life of greater health in this area?*
- *Why might this be difficult?*

**Benefits of sharing ideas:**

- *gives the students an opportunity to cheer each other on*
- *builds new relationships and deepens existing friendships*
- *normalizes problems*
- *provides inspiration*

**NEXT SESSION:** Encourage students to continue to focus on their SMART goal and to be aware of their organization. Announce the topic for the next session. If you are following the order of *The Teen Compass Wellness Notebook*, the next session will be Unit 2: **Stress Resilience**.

## Section One: *Listening to Yourself*

**Objective:** Help students listen to themselves regarding the stress in their lives and to learn strategies for handling it.

### Suggested Materials

- Name tags (optional)
- Quiet music
- Colored pencils or crayons to use to fill in the Compass wedge
- SMART goal worksheets (optional; found in this Guide on page 76)
- *The Teen Compass Wellness Notebook*

Ask students to share any positive experiences from the past week, especially as they relate to The Teen Compass and health and wellness. Any challenges?

Read page 19 in the Notebook together.

The word “resilience” means the ability to recover readily from illness, disappointment, depression, adversity or the like, buoyancy or the power or ability to return to the original form after being bent, twisted, compressed or stretched. Resilience has an important connection to stress.

Have everyone take the ten-statement Stress Resilience Wellness Self-Assessment on page 20. Instruct students to total their score and then fill in the Resilience wedge on the Self-Assessment Compass Tool on page 3 in their Notebook with their score. (The Wellness Self-Assessment is also available as a download on our website: [theteencompass.org](http://theteencompass.org).) Play quiet music while everyone works.

#### *Discussion / Sharing:*

- *Are you comfortable with what was revealed in the Self-Assessment?*
- *Any surprises?*
- *Any concerns?*
- *Are you motivated to make any changes?*

Explain how this Self-Assessment is a present-moment snapshot of how well we have been handling stress in our lives. And, like most everything in life, this is something we can change with intention and effort.

Review SMART goals.

Invite students to create a SMART goal for themselves as a way to turn their intentions into actions. Ask them to look at their responses to the statements on page 20 in their Notebook to help them think about a SMART goal to which they really want to commit. They could choose to concentrate on a statement they had a low score on, or they could focus on an area that is already strong to make it even stronger. What are some obstacles they might face with either choice? This unit's SMART goal should be entered on page 21 in the Notebook, and/or on a copy of the SMART goal worksheet found in this Guide on page 76.

**Ask for volunteers to share their SMART goal with the group. Sharing in pairs is another option, but no pressure to share. Discussion is the key.**

Continue to coach them to make their action steps small enough to be achievable. If the group is large you may need to cut back on the discussion time to allow everyone a chance to create and share a SMART goal.

If leaders share it can be very motivational and inspiring for teens. Leaders should also be honest about how hard it is for adults to make needed changes themselves. Be willing to be authentic with the students.

**NEXT SESSION:** Until the next session, encourage students to focus on their SMART goal. Encourage them to pay attention to stressors they already have in their lives. Ask them to focus on what they can do to relieve this stress.

## Section Two: *Learning and Living It*

**Objective:** Learn more about Stress Resilience, how people nurture this area of wellness, and then reflect on their own current choices.

### Suggested Materials

- Name tags (optional)
- Quiet music
- *The Teen Compass Wellness Notebook*

Ask students to share any positive experiences from the past week, especially as they relate to *The Teen Compass* and their ability to handle stress. Has anyone had a successful experience regarding their SMART goal they would like to share? Any challenges?

This section has quite a bit of material to discuss and several pages for the students to reflect on in their Notebook. Despite the limited designated time to share, please remind them to be thinking about something concrete they can do to be healthier in this area.

If the class/group is large you may need to cut back on the discussion time to allow everyone a chance to share goals toward the end of the session, if desired. Working in pairs is another good option.

**Read and discuss the ideas on pages 22–23 in the Notebook. Also read the text below for ideas on what to present and discuss.**

Our modern lives are filled with all kinds of frustrations and pressures—we generally call it stress. Stress is a physical and emotional response to a particular situation. It can be either short or long term, but if it's constantly elevated, stress can make us more vulnerable to other problems, as well. The good news is that we can develop skills to avoid some stressors, and minimize the effects of others.

The warning signs that stress is beginning to heat up in our lives come gradually. The first sign that stress is having a negative impact on our health and well-being will come to us as a “whisper. It will come as a hint.

The whisper may show up in our bodies as muscle tension, stomachaches, headaches, having trouble sleeping, or getting too much sleep, or in our emotions. It may also show up as worry, bursts of anger, or irritability. In our relationships it can look like conflict, or finding ourselves pulling away from others, or feeling a loss of purpose or motivation.

If we do not listen to the whispers in the beginning, then our symptoms of stress will eventually shout at us more loudly. In fact, one of the signs of stress getting out of hand is that we literally begin to shout more at others or disagree more with friends and family members. If we ignore the shouts, we may end up having a big problem on our hands.

*Discussion / Sharing:*

- *What kinds of whispers do you hear in your life that tell you that stress is building up?*
- *What might be a shout?*
- *What unhealthy decisions do you make about stress as it begins to reveal itself?*
- *What healthy things might you do as stress begins to reveal itself?*
- *Look at the list of healthy coping methods on page 23 in the Notebook. Do any of these activities provide stress relief for you?*

**JOURNALING TIME:** Allow time for journaling on pages 24–26. Play quiet music while they write to promote thoughtfulness.

Explore this idea: No matter how stressful things are around us in our lives, nothing can ever take away the fact that we still have a choice about how we will respond to what is happening. There is a very important difference to reacting to stress and responding to stress. Responding is different from reacting, in that it involves our being able to choose the response we wish to make. This ability to choose our response is a helpful way to think about the word “responsibility.” **It is good think out in advance a variety of responses from which they are able to choose when they find themselves in stressful situations.**

*Discussion / Sharing:*

- *Do you agree that you can choose how you respond to stress? Give examples from your life.*
- *Who do you know who chooses healthy responses to stress?*
- *Why is this a good idea and what problems could be avoided if more people responded rather than reacted?*

**Leaders can choose to share examples from their own life.**

**NEXT SESSION:** Continue to focus on your SMART goal. Become aware of what causes stress in your life and how you might better handle that stress.

### Section Three: *Making a Change, Making a Difference*

**Objective:** Identify concrete ways to create a life of wellness in the area of Stress Resilience.

#### Suggested Materials

- Name tags (optional)
- Quiet music
- *The Teen Compass Wellness Notebook*

Open by asking students to share anything they experienced in the past week relating to Stress Resilience or working on their SMART goal.

*Discussion / Sharing:*

- *How much of a factor is stress in your life?*
- *What are the main causes?*
- *What are the struggles?*
- *How do you usually deal with stress? Are your choices healthy?*
- *What do you need from the adults in your life to help you deal with stress?*

**JOURNALING TIME:** Provide ample time for them to write on pages 27–28 in their Notebook. Play quiet music during this time. Remind them that what they write is private, and that they only need to share if they choose to. The Notebook is theirs to keep.

When time is up, go around the group and give everyone an opportunity to share their SMART goal. Suggest that they take a look at their life as it is right now. Make it clear that this is optional, allowing students the opportunity to pass. They may prefer sharing with a partner rather than with the entire group.

Discussion is *encouraged* but *not required* by any student.

*Discussion / Sharing:*

- *What do you want to commit to in this area?*
- *What concrete things do you need to do to create a healthier life in the area of stress?*
- *Why is this difficult?*
- *Is there anything you would like to share from your journaling?*

**Benefits of sharing ideas:**

- gives students an opportunity to cheer each other on
- builds new relationships and deepens existing friendships
- normalizes problems
- provides inspiration

**NEXT SESSION:** Encourage students to continue to focus on their SMART goal and to be aware of how well they are coping with stress in their life. Announce the topic for the next session. If you are following the order of *The Teen Compass Wellness Notebook*, the next session will be Unit 3: **Relationships**.



## Section One: *Listening to Yourself*

**Objective:** Help students listen to themselves regarding their relationships.

### Suggested Materials

- Name tags (optional)
- Quiet music
- Colored pencils or crayons to use to fill in Compass wedge
- SMART goal worksheets (optional; found in this Guide on page 76)
- *The Teen Compass Wellness Notebook*

Ask students to share any positive experiences from the past week, especially as they relate to The Teen Compass and health and wellness. Any challenges?

Read the first two paragraphs on page 29 in the Notebook together.

Have everyone take the ten-statement Relationships Wellness Self-Assessment on page 30. Instruct students to total their score and then fill in the Relationships wedge on the Self-Assessment Compass Tool on page 3 in their Notebook with their score. (The Wellness Self-Assessment is also available as a download on our website: [theteencompass.org](http://theteencompass.org).) Play quiet music while everyone works.

#### *Discussion / Sharing:*

- *Are you comfortable with what was revealed in the Self-Assessment?*
- *Any surprises?*
- *Any concerns?*
- *Are you motivated to make any changes?*

Explain how this Self-Assessment is a present-moment snapshot of how well we have been paying attention to the relationships in our lives. And, like most everything in life, this is something we can change with effort.

#### **Review SMART goals.**

Invite the students to create a SMART goal for themselves as a way to turn their intentions into actions. Have them look at their responses to the statements on page 30 in their Notebook to help them think about a SMART goal to which they really want to commit. They could choose to concentrate on a statement they had a low score on, or they could focus on an area that is already strong to make it even stronger. What are some obstacles they might face with either choice? This unit's SMART goal should be entered on page 31 in the Notebook.

Ask for volunteers to share their SMART goal with the group. Sharing in pairs is another option, but no pressure to share. Discussion is the key.

Continue to coach them to make their action steps small enough to be achievable. If the group is large you may need to cut back on the discussion time to allow everyone a chance to create and share a SMART goal.

If leaders share it can be very motivational and inspiring for teens. Leaders should also be honest about how hard it is for adults to make needed changes themselves. Be willing to be authentic with the students.

*Discussion / Sharing:*

- *Talk about making changes by committing to doing something different this week.*
- *Are you really willing to commit to it?*
- *What might be some obstacles?*
- *Why would you even want to make this change?*
- *How would their overall wellness improve?*
- *Why would it be worth the effort?*

**NEXT SESSION:** Until the next session, encourage students to focus on their SMART goal. Encourage them to pay attention to the important relationships they have in their lives. Ask them to focus on what they can do to nurture these relationships.

## Section Two: *Learning and Living it*

**Objective:** Learn more about Relationships, how people nurture this area of wellness, and then reflect on their own current choices.

### Suggested Materials

- Name tags (optional)
- Quiet music
- *The Teen Compass Wellness Notebook*

Ask students to share any positive experiences from the past week, especially as they relate to The Teen Compass and Relationships. Has anyone had a successful experience regarding their SMART goal they would like to share? Any challenges?

This section has quite a bit of material to discuss and several pages for the students to reflect on in their Notebook. Despite the limited designated time to share, please remind them to be thinking about something concrete they can do to be healthier in this area.

Read pages 32–33 in the Notebook together.

#### *Discussion / Sharing:*

- *Do you agree with the statement, “Few things affect the quality of our lives more than the quality of our relationships”?*
- *Discuss why or why not. Consider friends, parents, and others in your life.*
- *What do you think might be more important than your relationships?*
- *What are your reactions to the following statement: “Research has shown that being in an unhappy relationship increases your chances of being sick by 35%, and can shorten your life overall by up to 4 years”?*
- *How do relationships impact your health?*

Allow students time to answer the questions on page 34.

Take a look at the student Notebook so you are aware of the questions they are answering. Remind the students that their remarks and reflections are private and they will not be required to share their thoughts with others unless they choose to. Playing quiet music while students work can increase their focus.

Read the paragraph together on the top of page 35 in the Notebook. Help students understand the difference between:

Feel ... Act ... Think *versus* Feel ... Think ... Act

*Feel ... Act ... Think* is the hallmark of less healthy relationships. This sequence usually produces conflict in a relationship. In this sequence, the person experiences a strong feeling and then immediately acts, or more accurately, reacts, or speaks, and only after they have acted do they think about what they have said or done.

*Feel ... Think ... Act*, on the other hand, is the hallmark of healthy relationships. We experience a strong feeling but instead of reacting immediately, we hit the “pause” button and think about how we want to act. We choose a response that will both express our feelings, but at the same time honor the relationship with the other person. This style of relating is based on responding rather than reacting.

With practice any of us can improve our relationships by committing ourselves to relate using the “Feel ... Think ... Act” pattern.

*Discussion / Sharing:*

- *What are some examples you can think of when someone chose to Feel ... Act ... Think and what happened? It could be from a movie or TV, not necessarily from your real life.*
- *What could have happened and what trouble could have been avoided if that person had chosen to Feel ... Think ... Act instead?*

**Leaders may need to make up a scenario to discuss. Encourage teens to think about arguments they have been in or observed. Arguments usually include Feel ... Act ... Think interactions.**

Students should now take a few minutes to journal responses to the questions on page 35 in The Notebook.

**Read the paragraph together in the middle of page 36 in the Notebook.**

One skill that is important to develop is the practice of using “I” statements as opposed to “you” statements.

*Discuss example:*

“I felt hurt when you had that party and didn’t invite me,” is much more effective than, “You did not invite me to your party and I am mad!” It is always better to speak for yourself rather than accusing the other person as it makes them less defensive and more open to listening.

**Allow time to answer the questions on pages 36–37 in the Notebook.**

The reality is that we really only have two choices: to talk things out, or act them out. If we don’t talk things out, we will act them out. It is human nature! Healthy relationships are grounded in talking things out. It is a good skill to start practicing now.

**Read the paragraph together at the bottom of page 38 and the one at the top of page 39 in the Notebook.**

*Discussion / Sharing:*

- *What are the differences between trust, privacy, and secrets?*
- *Who are the people in your life you can really trust?*
- *How do you build trust in relationships?*
- *What areas of your life are important to keep private?*
- *When is it okay to break someone’s trust and tell a secret? When? Discuss.*

Make sure that students understand that by choosing to reveal a troubling secret, they can *help* someone in trouble as opposed to *getting* someone in trouble. This may make it easier for them to reveal the secret of someone who needs help.

If time permits, look together at the points made on page 40 in the Notebook. If the natural flow of discussion from the previous sections does not allow time for this part, ask students to read it on their own before the next meeting.

In relationships people sometimes feel they must give in to the other people in their lives and that they are powerless to change a relationship. It is true that one person cannot change another, but anyone can change how they behave and what they believe. Anyone can choose to be assertive, which means to express their thoughts, feelings, and opinions, and to stand up for their rights. This is different from being aggressive, which leads to harm and destruction of a relationship. It is important to know the difference and to recognize them both in yourself and in your relationships.

There are three things you can practice to become assertive in a healthy way.

1. **Know what you want.** Be clear in your mind about what you really want in a given situation or conversation.
2. **Say what you want.** Work to articulate what you want to the other person. Don't keep your thoughts and desires to yourself. Don't make them make assumptions or guess. Your chances of getting what you want go way down if you don't say it out loud. Plus, the other person deserves to know what you are thinking.
3. **Work to get what you want.** Now that you know what you want and have shared your desires with the other person then work to get what you want. If we just throw our desires out there and our desires never get acknowledged, we might blame the other person for not responding. In reality, it is our responsibility to help make it happen. This will most likely require some negotiating, but that is what relationships are all about—give and take. Both benefit when we know, speak and work to get what we want.

As a wise person once said, “**Say what you mean. Mean what you say. And don't say it mean.**”

Relationships aren't rocket science. They're much more complicated!

**NEXT SESSION:** Until the next session, remind students to be aware of their SMART goal. Encourage them to be aware of small things they can do throughout the day to improve their relationships.

**Section Three: *Making a Change, Making a Difference***

**Objective:** Identify concrete ways to create a life of wellness in the area of Relationships.

**Suggested Materials**

- Name tags (optional)
- Quiet music
- *The Teen Compass Wellness Notebook*

Open by asking students to share anything they experienced in the past week relating to Relationships or working on their SMART goal.

This section has quite a bit of material to discuss and several pages for the students to reflect on in their Notebook. Despite the limited designated time to share, please remind them to be thinking about something concrete they can do to be healthier in this area

*Discussion / Sharing:*

- *What are the important relationships in your life?*
- *Why is it sometimes difficult to have healthy relationships with family? Peers? Friends?*
- *What are the struggles you face in today's world?*
- *How do you feel that your world is more difficult than the world in which your parents grew up?*
- *What help do you need from the adults in your world regarding relationships?*

**JOURNALING TIME:** Provide ample time for them to write on pages 42–43 in their Notebook. Play quiet music during this time. Remind them that what they write is private, and that they only need to share if they choose to. The Notebook is theirs to keep. Remind students that relationships include parents, grandparents, aunts, uncles, teachers, coaches and others at school, religious leaders, and others. We are not necessarily focusing on boyfriends and girlfriends.

When time is up, go around the group and give everyone an opportunity to share their SMART goal. Suggest that they take a look at their life as it is right now. Make it clear that this is optional, allowing students the opportunity to pass. They may prefer sharing with a partner rather than with the entire group.

Discussion is *encouraged* but *not required* by any student.

*Discussion / Sharing:*

- *What do you want to commit to so you can be healthy in this area?*
- *What concrete things do you need to practice to create healthy relationships?*
- *Why is this difficult to do?*
- *How is your SMART goal coming?*
- *What are some concrete things you can do to improve an important relationship in your life?*

**Benefits of sharing ideas:**

- gives the students an opportunity to cheer each other on
- builds new relationships and deepens existing friendships
- normalizes problems
- provides inspiration

**NEXT SESSION:** Encourage students to continue to focus on their SMART goal and to be aware of the quality of their relationships. Announce the topic for the next session. If you are following the order of *The Teen Compass Wellness Notebook*, the next session will be Unit 4: **Rest and Play**.

## Section One: *Listening to Yourself*

**Objective:** Help students listen to themselves as they learn the value of rest and play.

### Suggested Materials

- Name tags (optional)
- Quiet music
- Colored pencils or crayons to use to fill in Compass wedge
- SMART goal worksheets (optional; found in this Guide on page 76)
- *The Teen Compass Wellness Notebook*

Ask students to share any positive experiences from the past week, especially as they relate to The Teen Compass and health and wellness. Any challenges?

Read page 45 in the Notebook together.

Have everyone take the ten-statement Rest and Play Wellness Self-Assessment on page 46. Instruct students to total their score and then fill in the Rest and Play wedge on the Self-Assessment Compass Tool on page 3 in their Notebook with their score. (The Wellness Self-Assessment is also available as a download on our website: [theteencompass.org](http://theteencompass.org).) Play quiet music while everyone works.

#### *Discussion / Sharing:*

- *Are you comfortable with what was revealed in the Self-Assessment?*
- *Any surprises?*
- *Any concerns?*
- *Are you motivated to make any changes?*

Explain how this Self-Assessment is a present-moment snapshot of how well we have been paying attention to Rest and Play in our lives. And, like most everything in life, this is something we can change with effort.

#### Review SMART goals.

Invite the students to create a SMART goal for themselves as a way to turn their intentions into actions. Have them look at their responses to the statements on page 46 in their Notebook to help them think about a SMART goal to which they really want to commit. They could choose to concentrate on a statement they had a low score on, or they could focus on an area that is already strong to make it even stronger. What are some obstacles they might face with either choice? This unit's SMART goal should be entered on page 47 in the Notebook, and/or on a copy of the SMART goal worksheet found in this Guide on page 76.

Ask for volunteers to share their SMART goal with the group. Sharing in pairs is another option, but no pressure to share. Discussion is the key.



Continue to coach them to make their action steps small enough to be achievable. If the group is large you may need to cut back on the discussion time to allow everyone a chance to create and share a SMART goal.

If leaders share it can be very motivational and inspiring for teens. Leaders should also be honest about how hard it is for adults to make needed changes themselves. Be willing to be authentic with the students.

**NEXT SESSION:** Until the next session, encourage students to focus on their SMART goal. Encourage them to pay attention, both in positive terms and negative terms, to the ways that rest and play affect the other areas of their lives.

## Section Two: *Learning and Living It*

**Objective:** Learn more about Rest and Play, how people nurture this area of wellness, and then reflect on their own current choices.

### Suggested Materials

- Name tags (optional)
- Quiet music
- *The Teen Compass Wellness Notebook*

Ask students to share any positive experiences from the past week, especially as they relate to The Teen Compass and Rest and Play. Has anyone had a successful experience regarding their SMART goal they would like to share? Any challenges?

This section has quite a bit of material to discuss and several pages for the students to reflect on in their Notebook. Despite the limited designated time to share, please remind them to be thinking about something concrete they can do to be healthier in this area.

**Read and discuss pages 48–49 in the Notebook together.**

People often don't allow themselves much time to have fun, goof off, take a nap, or just play. However, our bodies need to be recharged just like our phones and computers. Healthy sleep, fun activities with family and friends, unscheduled and "unplugged" time, not to mention having a chance to laugh, helps us lower the stress hormone cortisol and feel refreshed and ready to go, and helps us to be healthier.

**JOURNALING TIME:** Have students reflect and write on pages 50–55. Make sure to allow ample time for them to work and reflect. Read the questions in this section in the Notebook so you know what they are thinking about. Play quiet music while they work.

Rest is needed to sharpen our saws and recharge our batteries, but we also need to be sure that the ways we recreate actually renew and revitalize us. Please note that the word recreation literally means "re-creation." True recreation re-creates us.

#### *Discussion / Sharing:*

- *How do you feel about the constant stimulation with which you live?*
- *Does it ever get tiring?*
- *What would or does an occasional break from it feel like?*
- *Have you had time away from all the hurry of life?*
- *Where do you go to find escape? Share experiences and ideas of things that renew you.*

Media is everywhere, all the time. Internet, TV, phones, radio, texts, Twitter, Facebook, news, and magazines are all a part of most people's everyday experiences. While all this enables us to stay informed and connected, its content also consumes space in our minds, and that profoundly affects our emotional state.

*Discussion/Sharing:*

- *How do you feel about the amount of media and constant information in your life right now?*
- *What do you think about the idea that watching TV or playing video games may not in fact be recreational and healthy? Agree or disagree?*
- *How might it impact your health?*
- *How do you feel when you are disconnected from media?*

If you feel like your life is over-saturated with the “buzz” that comes from the multitude of media sources around you, you may want to consider taking a break.

How would you feel about cutting back on all forms of media for a set amount of time? Such a media “fast” could involve not watching TV, checking Facebook or Twitter, texting or using your phone for a half day, a full day, or even longer. Avoiding media even for a few days can free up time for you to focus on doing something truly re-creative for yourself.

Crashing on the couch in front of the television for an hour may provide some necessary rest, but it will not renew us in the same way a walk, a conversation with someone close to us, playing a sport, or doing something creative might.

*Discussion/Sharing:*

- *Is it possible to take a break from media?*
- *What other kinds of things might you need a break from in order to allow for more restorative rest and play in your life? What could you do instead to be healthy?*
- *Why would it be a good idea? Bad idea?*
- *How would it impact the rest of your life?*
- *How would it impact your relationships?*

**NEXT SESSION:** Until the next session, remind students to be aware of their SMART goal. Do they need to think about adjusting their SMART goal? Encourage them to pay attention to the small things they can do throughout the day to “rest and play” in a way that restores energy instead of draining energy. Ask them to focus on what they can do to nurture those practices.

**Section Three: *Making a Change, Making a Difference***

**Objective:** Identify concrete ways to create a life of wellness in the area of Rest and Play.

**Suggested Materials**

- Name tags (optional)
- Quiet music
- *The Teen Compass Wellness Notebook*

Open by asking students to share any positive experiences from the past week, especially as they relate to Rest and Play or working on their SMART goal. Any challenges?

This session will consist of mostly discussion and sharing of their own plans to do something that will focus on restorative rest and play. Discuss possible SMART goals they will recommit to this week to strengthen this part of their lives. If the group is large you may need to limit discussion to let everyone get a chance to speak or break into pairs to share.

*Discussion / Sharing:*

- *What are some of the ways you rest and play?*
- *How do drugs and alcohol fit into the equation? Is that healthy?*
- *What are some of the pressures you live with regarding drugs and alcohol?*
- *What are the struggles?*
- *What do you need from adults in this area?*

**JOURNALING TIME:** Provide ample time for them to write on pages 56–57 in their Notebook. Play quiet music during this time. Remind them that what they write is private, and that they only need to share if they choose to.

When time is up, go around the group and give everyone an opportunity to share their SMART goal. Suggest that they take a look at their life as it is right now. Make it clear that this is optional, allowing students the opportunity to pass. They may prefer sharing with a partner rather than with the entire group.

Discussion is *encouraged* but *not required* by any student.

*Discussion / Sharing:*

- *What could you do to increase healthy rest and play in your life?*
- *Why might this be difficult?*
- *What other areas of your life are impacted by rest and play? School? Relationships?*
- *What do you do for rest and play in your life currently?*
- *What whispers are you hearing about the way you rest and relax? Any shouts?*
- *How do you feel about how you have recreated this week?*
- *What kind of play might you commit to doing for yourself in the coming weeks?*
- *How is your SMART goal coming?*

**Benefits of sharing ideas:**

- gives the students an opportunity to cheer each other on
- builds new relationships and deepens existing friendships
- normalizes problems
- provides inspiration

**NEXT SESSION:** Encourage students to continue to focus on their SMART goal and to be aware of healthy ways to rest and play. Announce the topic for the next session. If you are following the order of *The Teen Compass Wellness Notebook*, the next session will be Unit 5: **Handling Emotions**.

## Section One: *Listening to Yourself*

**Objective:** Help students listen to themselves regarding their emotions.

### Suggested Materials

- Name tags (optional)
- Quiet music
- Colored pencils or crayons to use to fill in Compass wedge
- SMART goal worksheets (optional; found in this Guide on page 76)
- *The Teen Compass Wellness Notebook*

**Ask students to share any positive experiences from the past week, especially as they relate to The Teen Compass and health and wellness. Any challenges?**

Because emotions are a sensitive subject—for all of us, but for teens in particular—it may be difficult for them to want to talk about them publicly. This may be especially true when it comes to private situations, such as arguing with parents, romantic relationships, or feeling depressed. That is okay and needs to be respected. Be sensitive to this and be prepared to discuss the topic in generalities.

They may instead want to talk about this subject in general terms. They may want to talk about a friend\* who has dealt with emotions in a healthy or unhealthy way rather than talking about themselves. The leader may want to share fictitious or real examples throughout this section.

\*Remind them to remember to respect the privacy of others, just as they would want others to respect theirs.

**Read page 59 in the Notebook together.**

**Have everyone take the ten-statement Handling Emotions Wellness Self-Assessment on page 60. Instruct students to total their score and then fill in the Emotions wedge on the Self-Assessment Compass Tool on page 3 in their Notebook with their score. (The Wellness Self-Assessment is also available as a download on our website: [theteencompass.org](http://theteencompass.org).) Play quiet music while everyone works.**

### *Discussion / Sharing:*

- *Are you comfortable with what was revealed in the Self-Assessment? Surprises? Concerns?*
- *Do you need to make some changes?*
- *Do you tend to hide your emotions? Teens in general?*
- *Or do you tend to freely express how you feel? Teens in general?*
- *Do you sometimes express your emotions too freely?*
- *Share your thoughts.*

Explain how this Self-Assessment is a present-moment snapshot of how well we are handling and expressing emotions in our lives. And, like most everything in life, this is something we can change with effort.

## **Review SMART goals.**

Invite the students to create a SMART goal for themselves as a way to turn their intentions into actions. Have them look at their responses to the statements on page 60 in their Notebook to help them think about a SMART goal to which they really want to commit. They could choose to concentrate on a statement they had a low score on, or they could focus on an area that is already strong to make it even stronger. What are some obstacles they might face with either choice? This unit's SMART goal should be entered on page 61, and/or on a copy of the SMART goal worksheet you have copied from this Guide on page 76.

**Ask for volunteers to share their SMART goal with the group. Sharing in pairs is another option, but no pressure to share. Discussion is the key.**

Continue to coach them to make their action steps small enough to be achievable. If the group is large you may need to cut back on the discussion time to allow everyone a chance to create and share a SMART goal.

If leaders share it can be very motivational and inspiring for teens. Leaders should also be honest about how hard it is for adults to make needed changes themselves. Be willing to be authentic with the students.

**NEXT SESSION:** Over the coming week, encourage students to focus on their SMART goal. Encourage them to pay attention to how they handle their emotions, how their emotions impact the people around them, and how that affects the other areas of their life.

**Section Two: *Learning and Living It***

**Objective:** Learn more about Handling Emotions, how people nurture this area of wellness, and then reflect on their own current choices.

**Suggested Materials**

- Name tags (optional)
- Quiet music
- *The Teen Compass Wellness Notebook*

Ask students to share any positive experiences from the past week, especially as they relate to *The Teen Compass and Handling Emotions*. Has anyone had a successful experience regarding their SMART goal they would like to share? Any challenges?

This section has quite a bit of material to discuss and several pages for the students to reflect on in their Notebook. Despite the limited designated time to share, please remind them to be thinking about something concrete they can do to be healthier in this area.

*Discussion / Sharing:*

- *How is your SMART goal related to handling emotions coming? Encourage reflection on any successes, or frustrations, in meeting their SMART goal.*
- *Do you need to adjust your SMART goal to be more realistic?*
- *A healthy life includes having healthy emotions. Why is it healthy to listen to your emotions and talk to others when you are not in a good place emotionally?*
- *How might you know when your emotions are out of balance?*
- *What might be some clues? Reference the Pixar movie “Inside Out.” What did that movie teach us about handling our emotions?*
- *Who could you turn to if you are feeling like your emotional life needs attention?*

**JOURNALING TIME:** Allow time for journaling: Have students begin to reflect and write on pages 62–63 in the Notebook. Make sure to allow ample time for them to work and reflect. Read the questions in this section in the Notebook so you know what they are thinking about. Play quiet music while they work.

**Read the section on page 64 together out loud: “You are functioning well emotionally when you can do the following:”**

*Discussion / Sharing:*

- *What does each statement we just read mean to you?*
- *Can you give examples?*



Whenever we—or someone we care about—is going through a significant transition (planned or unplanned), emotions will be more intense and closer to the surface, and a time when our emotions can get the best of us.

**Before journaling on pages 66–69, ask students to review the transitions list on page 65 and note any that apply to them right now.**

*Discussion / Sharing:*

- *Negative emotions are always more difficult to deal with than positive ones. Can you think of other times of transition that bring negative emotions?*
- *Can you think of a time or situation in your life where handling your emotions well was a challenge?*
- *Was it a time of transition with a big change going on?*

**Reassure them that it is normal to feel the full range of emotions when they go through a significant change in their lives. Help teens name the range of emotions they have experienced during changes in their lives. They may have examples, or you can suggest they look at the list on page 62 in this Guide to help them get started.**

*Discussion / Sharing:*

- *What are some of the emotions you have experienced during times of transition?*
- *Did some of the emotions seem to be conflicting with one another?*

**Explain:** One of the keys to moving through a significant life transition is to know how normal it is to feel many different emotions. It is completely normal to feel overwhelmed by your emotions when you are going through a big life change. It is normal, as well, to feel both positive and negative emotions all at the same time. Going off to a new school, moving, or starting a new job can make someone feel both excited and anxious. This may feel confusing but is very normal—change is complicated.

Talking with others about your feelings is exactly what you need to do to restore emotional health and wellness. Find someone who is a good listener and someone you trust: a friend, your parents or siblings, a grandparent, a teacher, or a counselor. You may be surprised to discover that some people are not comfortable with emotions—especially “difficult” ones.

When a friend or family member can’t be there for you when you are going through a hard time, don’t take it personally. It doesn’t necessarily mean that they don’t care, or are insensitive. It most likely means that the conversation is difficult for them, as well. Keep looking for someone you can trust and who will understand.

**The support of others will often be enough to help us move through times of transition.**

**It is critical at this point to make sure that the students understand that while feelings and relationships change during this time of their lives, constant turmoil can be a sign of a more serious problem—a problem that may require professional intervention. Help them brainstorm whom they could turn to for support. You may want to suggest a teacher, coach, family member, parent of a friend, or a person at place of worship. Can they come up with others?**

When we are feeling *strong negative emotions*, we may notice any of the following:

- more easily irritable with others
- withdrawal from family and friends
- temptation to drink or use other drugs to cope
- decrease in ability to manage stress
- change in eating habits
- hard to concentrate at school or work
- challenging to handle difficult situations

Having good relationships in your life helps you deal positively with the emotions of life. Remember that it is healthy to reach out and stay connected with others who are comfortable with what you are feeling. No one needs to go through difficult times alone.

And, when you are feeling *any* strong emotions, share them with the important people in your life!

**NEXT SESSION:** Until the next session, continue to focus on your SMART goal. Pay attention to the small things you can do throughout the day to better understand your emotions and to handle your emotions in a positive, healthy way.

### Section Three: *Making a Change, Making a Difference*

**Objective:** Identify concrete ways to create a life of wellness in the area of Handling Emotions.

#### Suggested Materials

- Name tags (optional)
- Quiet music
- *The Teen Compass Wellness Notebook*

Open by asking students to share anything they experienced in the past week relating to Handling Emotions, either positively or negatively, or working on their SMART goal.

This session will consist of mostly discussion and sharing of their own plans to do something to more adequately meet their emotional needs. Discuss recommitting to or redefining their SMART goal. If the group is large you may need to limit discussion so that everyone has a chance to speak, or break into pairs to discuss.

#### *Discussion / Sharing:*

- *How is your SMART goal for this unit coming? Have each person share their thoughts in general and specifically if they desire.*
- *What emotions are you struggling with right now?*
- *Why can dealing with emotions be challenging for teens in particular?*
- *What concrete things do you need to do to be healthier in this area of wellness? Why might this be difficult?*

**JOURNALING TIME:** Provide ample time for them to write on pages 70–71 in their Notebook. Play quiet music during this time. Remind them that what they write is private, and that they only need to share if they choose to.

When time is up, go around the group and give everyone an opportunity to share progress, or challenges, on their SMART goal. Suggest that they take a look at their life as it is right now. Make it clear that this is optional, allowing students the opportunity to pass. They may prefer sharing with a partner rather than with the entire group.

Discussion is *encouraged* but *not required* by any student.

*Discussion / Sharing:*

- *How do you feel about how you are handling your emotions this week?*
- *What could you do differently?*
- *What whispers are you hearing about your emotional life? Any shouts?*
- *What do you want to commit to in this area?*
- *What concrete things do you need to do to create a life of greater health in this area?*
- *Why might this be this difficult?*

**Benefits of sharing ideas:**

- gives the students an opportunity to cheer each other on
- builds new relationships and deepens existing friendships
- normalizes problems
- provides inspiration

**NEXT SESSION:** Encourage students to continue to focus on their SMART goal and to be aware of how they deal with their emotions. Announce the topic for the next session. If you are following the order of *The Teen Compass Wellness Notebook*, the next session will be Unit 6: **Spirituality**.

## Section One: *Listening to Yourself*

**Objective:** Help students listen to themselves regarding the development of a strong personal value system that provides meaning to their lives.

### Suggested Materials

- Name tags (optional)
- Quiet music
- Colored pencils or crayons to use to fill in Compass wedge
- SMART goal worksheets (optional; found in this Guide on page 76)
- *The Teen Compass Wellness Notebook*

Ask students to share any positive experiences from the past week, especially as they relate to The Teen Compass and health and wellness. Any challenges?

Read page 73 in the Notebook together.

Being healthy is all about paying attention to our lives in the present moment. Explain that their responses to the Self-Assessment will reflect their current situation. It is not a judgment of them as a person. It is like an annual checkup. It might help them to think of their life as a garden. The Self-Assessment will help them identify the areas of their life that are weeded and well-watered, and the areas that need more attention.

Have everyone take the ten-statement Spirituality Wellness Self-Assessment on page 74. Instruct students to total their score and then fill in the Spirituality wedge on the Self-Assessment Compass Tool on page 3 in their Notebook with their score. (The Wellness Self-Assessment is also available as a download on our website: [theteencompass.org](http://theteencompass.org).) Play quiet music while everyone works.

#### *Discussion / Sharing:*

- *Are you comfortable with what was revealed in the Self-Assessment?*
- *Any surprises?*
- *Any concerns?*
- *Are you motivated to make any changes?*
- *Reflect on the following statement: Research shows us that in general people who have a spiritual life are better able to contend with stress, illness, and disease.*

Explain how this Self-Assessment is a present-moment snapshot of how well they have been paying attention to the spiritual nature of their life. And, like most everything in their life, this is something that can be changed with effort and attention.

Review SMART goals.

Invite the students to create a SMART goal for themselves as a way to turn their intentions into actions. Have them look at their responses to the statements on page 74 in their Notebook to help them think about a SMART goal to which they really want to commit. They could choose to concentrate on a statement they had a low score on, or they could focus on an area that is already strong to make it even stronger. What are some obstacles they might face with either choice? This unit's SMART goal should be entered on page 75, and/or on a copy of the SMART goal worksheet you have copied from this Guide on page 76.

**Ask for volunteers to share their SMART goal with the group. Sharing in pairs is another option, but no pressure to share. Discussion is the key.**

Continue to coach them to make their action steps small enough to be achievable. If the group is large you may need to cut back on the discussion time to allow everyone a chance to create and share a SMART goal.

If leaders share, it can be very motivational and inspiring for teens. Leaders should also be honest about how hard it is for adults to make needed changes themselves. Be willing to be authentic with the students.

**NEXT SESSION:** Until the next session, encourage students to focus on their SMART goal. Encourage them to pay attention to possible spiritual and centering practices they already have in their life, and ask them to focus on what they can do to nurture these practices going forward.

## Section Two: *Learning and Living It*

**Objective:** Learn more about Spirituality, how people nurture this area of wellness, and then reflect on their own current choices.

### Suggested Materials

- Name tags (optional)
- Quiet music
- Handout of quotes (found in this Guide on page 58)
- *The Teen Compass Wellness Notebook*

Ask students to share any positive experiences from the past week, especially as they relate to The Teen Compass and Spirituality. Has anyone had a successful experience regarding their SMART goal they would like to share? Any challenges?

This section has quite a bit of material to discuss and several pages for the students to reflect on in their Notebook. Despite the limited designated time to share, please remind them to be thinking about something concrete they can do to be healthier in this area.

#### *Discussion / Sharing:*

- *How is your SMART goal from the last session coming? Encourage reflection on any successes, or struggles, in meeting their SMART goal. Do you need to adjust your goal to be more realistic?*
- *What is spiritual in your world? What are the struggles faced in order to develop a spiritual part to your life? What are the benefits?*
- *What concrete things do you need to do to be healthier in this area? Why might this be difficult?*

Read pages 76–77 in the Notebook together.

Spirituality helps you think about what’s meaningful and important to you. By focusing on these values, you connect yourself to the world in a deeper way and that helps you realize that you are part of a bigger picture, of a bigger world. It is good to share your burdens, as well as the good things in life. Your spirituality can be part of your support network.

#### *Discussion / Sharing:*

- *Can a person be spiritual and not be a member of a faith community? How?*
- *Paul McCartney—a founding member of the iconic 60s rock band, The Beatles—once said, “I’m not religious, but I am very spiritual.” What does this mean?*

Read the section on values together on page 79. Then, allow time for journaling: Have students fill in pages 78–79. Make sure to allow ample time for them to work and reflect. Look over the questions in this section in the Notebook so you know what they are thinking about. Play quiet music while they work.

*Discussion / Sharing:*

- A question on page 78 in their Notebook asks them to identify someone they think is grounded spiritually, and to identify what about that person tells the world that they have a balanced spiritual life. Invite them to share their responses.
- On page 80, they are asked to narrow a list of values to the three most important to them. Discuss which values they came up with and why.
- Why do you think it is important to know your defining values?
- How is that related to the spiritual dimension of your lives?
- Can others tell what your values are by watching you day to day?
- How do your values correlate to your faith life? Is there any connection?

While working in this section, you may want to ask them to choose an inspiring quote or statement. This could be assigned as homework or they could research these as a group as time allows. A page of quotes in this Guide on page 58 can be printed and shared with each student, as well.

*Discussion / Sharing:*

- What do you think is important about having a spiritual life?
- Do you have a spiritual practice? Something intentional that makes you calm or gives you peace?
- What do you think are some of the benefits of a spiritual practice?
- What are some things that make you feel good? Things you do, hear, see, feel, etc.?
- What are things that make you feel upset or stressed?
- Could some sort of regular centering practice help? What might work for you?

If time allows, have the group do the centering exercise, “breath meditation,” described on page 77 in the Notebook. If there is not enough time, ask students to try the “breath meditation” on their own.

Research has shown that both news and TV shows can affect mood, even causing sadness and anxiety. Without the “noise” of the media running through your head, you are more free to focus your attention inward. Ideas will present themselves to you more readily, and you will find yourself available to enjoy the small joys in your life. You also will be freer to live in the present moment.

**Mention the following as potential centering practices to try:**

- memorize an inspiring quote
- meditate
- listen to music
- play a musical instrument
- practice yoga
- be creative
- volunteer for a good cause
- journal
- breath practices

Suggest taking a short break from all media to create a greater sense of calm, balance, well-being, and health.



*Discussion / Sharing:*

- *How do you feel if you take a “media break,” even for a few hours?*
- *What else might you want to avoid to increase a sense of spirituality?*
- *What might you want to add to your life?*

**NEXT SESSION:** Until the next session, remind students to be aware of their SMART goal. Do you need to think about adjusting your SMART goal? Encourage them to pay attention to the small things they can do throughout the day to center themselves. Invite them to experiment with different centering or calming exercises over the next week.

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## Spirituality Quotes

*In a dark place we find ourselves, and a little more knowledge lights our way.*

—Yoda, one of the most powerful Jedi Masters from *Star Wars*

*I know it's an experience that I need to have if God's putting me through it.*

—Lil Wayne, rapper

*Religion is belief in someone else's experience. Spirituality is having your own experience.*

—Deepak Chopra, Hindu Indian-American physician

*I struggle at times, but my God never fails to pick me up.*

—Beyoncé, American singer, songwriter and actress

*Don't gain the world and lose your soul, wisdom is better than silver or gold.*

—Bob Marley, Jamaican musician, follower of Rastafari

*Great men are they who see that spiritual is stronger than any material force—that thoughts rule the world.*

—Ralph Waldo Emerson, American essayist, lecturer, and poet who led the Transcendentalist movement of the mid-19th century

*It isn't until you come to a spiritual understanding of who you are—not necessarily a religious feeling, but deep down, the spirit within—that you can begin to take control.*

—Oprah Winfrey, American talk show host, actress, and philanthropist

*At any moment, you have a choice, that either leads you closer to your spirit or further away from it.*

—Thich Nhat Hanh, Vietnamese, Zen Buddhist monk

*Just as a candle cannot burn without fire, men cannot live without a spiritual life.*

—Buddha, a wise man on whose teachings Buddhism was founded

## Section Three: *Making a Change, Making a Difference*

**Objective:** Identify concrete ways to create a life of wellness in the area of Spirituality.

### Suggested Materials

- Name tags (optional)
- Quiet music
- *The Teen Compass Wellness Notebook*

Open by asking students to share anything they experienced in the past week as it relates to a centering or calming practice or working on their SMART goal.

This session will consist of mostly discussion and sharing their own plans to do something that will feed them spiritually. Discuss recommitting to their SMART goal to strengthen the spiritual part of their lives. If the class/group is large you may need to limit discussion or break into small groups so that everyone has a chance to speak.

#### *Discussion / Sharing:*

- *How is your SMART goal from the last session coming? Have each person share their thoughts in general and specifically if they desire.*
- *What is spiritual in your world? What are the struggles of developing a spiritual part to your life? What are the benefits?*
- *What concrete things do you need to do to be healthier in this area? Why might this be difficult?*

**JOURNALING TIME:** Provide ample time for them to write on pages 81–83. Play quiet music during this time. Remind them that what they write is private, and that they only need to share if they choose to.

When time is up, go around the group and give everyone an opportunity to share progress, or challenges, on their SMART goal. Suggest that they take a look at their life as it is right now. Make it clear that this is optional, allowing students the opportunity to pass. They may prefer sharing with a partner rather than with the entire group.

Discussion is *encouraged* but *not required* by any student.

#### **Benefits of sharing ideas:**

- gives the students an opportunity to cheer each other on
- builds new relationships and deepens existing friendships
- normalizes problems
- provides inspiration

**NEXT SESSION:** Encourage students to continue to focus on their SMART goal and to be aware of centering and calming practices. Announce the topic for the next session. If you are following the order of *The Teen Compass Wellness Notebook*, the next session will be Unit 7: **School and Work**.

## Section One: *Listening to Yourself*

**Objective:** Help students listen to themselves regarding how they feel about their lives at school and at work.

### Suggested Materials

- Name tags (optional)
- Quiet music
- Colored pencils or crayons to use to fill in Compass wedge
- SMART goal worksheets (optional; found in this Guide on page )
- *The Teen Compass Wellness Notebook*

Ask students to share any positive experiences from the past week, especially as they relate to The Teen Compass and health and wellness. Any challenges?

Read page 85 in the Notebook together.

*Discussion / Sharing:*

- *Why do you think it's important to go to school?*
- *Have you ever thought of school as a place for you to discover what you are particularly good at?*
- *What do you think of that idea?*

Have everyone take the ten-statement School and Work Wellness Self-Assessment on page 86. Instruct students to total their score and then fill in the School/Work wedge on the Self-Assessment Compass Tool on page 3 in their Notebook with their score. (The Wellness Self-Assessment is also available as a download on our website: [theteencompass.org](http://theteencompass.org).) Play quiet music while everyone works.

*Discussion / Sharing:*

- *Are you comfortable with what was revealed in the Self-Assessment?*
- *Any surprises?*
- *Any concerns?*
- *Are you motivated to make any changes?*

Explain how this Self-Assessment is a present-moment snapshot of how well we have been relating to and involved with school and work. And, like most everything in life, this is something we can change with effort and intention.

Review SMART goals.

Invite the students to create a SMART goal for themselves as a way to turn their intentions into actions. Have them look at their responses to the statements on page 86 in their Notebook to help them think about a SMART goal to which they really want to commit. They could choose to concentrate on a statement they had a low score on, or they could focus on an area that is already strong to make it even stronger. What are some obstacles they might face with either choice? This unit's SMART goal should be entered on page 87, and/or on a copy of the SMART goal worksheet you have copied from this Guide on page 76.

**Ask for volunteers to share their SMART goal with the group. Sharing in pairs is another option, but no pressure to share. Discussion is the key.**

Continue to coach them to make their action steps small enough to be achievable. If the group is large you may need to cut back on the discussion time to allow everyone a chance to create and share a SMART goal.

If leaders share it can be very motivational and inspiring for teens. Leaders should also be honest about how hard it is for adults to make needed changes themselves. Be willing to be authentic with the students.

**NEXT SESSION:** Until the next session, encourage students to focus on their SMART goal. Encourage them to pay attention to the positive school and work habits they already have in their life. Ask them to focus on what they can do to nurture these habits.

## Section Two: *Learning and Living It*

**Objective:** Learn more about School and Work, how people nurture this area of wellness, and then reflect on their own current choices.

### Suggested Materials

- Name tags (optional)
- Quiet music
- *The Teen Compass Wellness Notebook*

Ask students to share any positive experiences from the past week, especially as they relate to *The Teen Compass* and School and Work. Has anyone had a successful experience regarding their SMART goal they would like to share? Any challenges?

#### *Discussion / Sharing:*

- *How is your SMART goal regarding school and work coming?*
- *Encourage reflection on any successes or frustrations in meeting their SMART goal.*
- *Do you need to adjust your SMART goal to be more realistic?*

This section has quite a bit of material to discuss and several pages for the students to reflect on in their Notebook. Despite the limited designated time to share, please remind them to be thinking about something concrete they can do to be healthier in this area.

Read the first two paragraphs at the top of page 88 in the Notebook. Give students a minute or two to answer the first question. Read the section at the bottom of the page together before discussing.

#### *Discussion / Sharing:*

- *Can your overall health be impacted by how things are going at school?*
- *How does what happens at school or at work affect the other areas of *The Teen Compass*? Emotions? Stress? Rest and Play? Positive or negative social connections?*
- *What words do you use to describe school? How do you feel about that?*
- *How do you, on a day-to-day basis, get the most out of school?*
- *How do you on a day-to-day basis not get the most out of school?*

Read together (or summarize to save time) pages 89–90 in the Notebook.

School definitely is one of the most significant parts of your life. Few would disagree with that. So many parts of yourself are being formed there; your work ethic, your ability to work with all kinds of people, your sense of responsibility and ethics, your ability to manage time and stay organized, and that doesn't even include all that you are learning academically.

School can be both fun and thought-provoking, while simultaneously exhausting, stressful, and frustrating. Much of what *you* experience at school depends on what *you* bring to the day.

Allow time for journaling. Have students fill in pages 91–93. Make sure to allow ample time for them to work and reflect. Read the questions in this section in the Notebook yourself so you know what they are thinking about. Play quiet music while they work.

*Discussion / Sharing:*

- *What is high school like for you?*
- *How about the academics?*
- *What about the social part?*
- *What is stressful for you?*
- *What are the fun parts?*
- *What about when you add on a job?*
- *If you also have a job, how do you balance it all?*
- *What do adults need to know so they can support you?*

Ask the students to take some time to reflect on how they are doing at school. Have students quietly reflect on the following questions.

- *Are you getting the most out of this opportunity?*
- *Are you—not your parents or teachers—comfortable with your grades?*
- *Other than grades, are you satisfied with other successes at school and/or work? Again, make the distinction that it is not whether your parents or others are happy.*
- *Do you think your talents are being used to their full potential?*

Refer to the story, told on page 85 in the Notebook, of a student who asked to her wise teacher, “I want to make a difference in the world—what does the world need me to do?” The teacher responded, “Do what makes you feel most alive, because the world needs more people who are fully alive.”

*Discussion / Sharing:*

*Focus on what makes you feel most alive.*

- *Your role now as a teen is to figure out how you are unique. What gifts and talents do you have that others do not?*
- *What experiences do you have that also make you unique?*
- *Where can you make a difference in the world? Invite students to share some of their talents, interests, and experiences that make them uniquely capable of giving back to the world. They may need encouragement to feel comfortable speaking positively about themselves.*
- *Leaders can model this by doing the same.*

Discuss the SMART goal they committed to last week to strengthen their school and or work lives. Should they make any changes to that goal?

**NEXT SESSION:** Until the next session, remind students to focus on their SMART goal. Encourage them to be aware of some of the little things they can do in their work and/or school lives to create a positive experience for themselves.

**Section Three: *Making a Change, Making a Difference***

**Objective:** Identify concrete ways to create a life of wellness in the area of School and Work.

**Suggested Materials**

- Quiet music
- *The Teen Compass Wellness Notebook*

Open by asking students to share anything they experienced in the past week relating to School or Work or working on their SMART goal.

*Discussion / Sharing:*

- *What are the hardest parts of school/work for you?*
- *How can school be fun?*
- *How can school or a job help you be healthy? Think around the compass.*
- *How can problems in another area of The Teen Compass make school or work more difficult?*
- *What do you need from adults regarding school and/or work?*
- *Who are your role models in this area?*

**JOURNALING TIME:** Provide ample time for them to write on pages 94–95. Play quiet music during this time. Remind them that what they write is private, and that they only need to share if they choose to. The Notebook is theirs to keep.

When time is up, go around the group and give everyone an opportunity to share progress, or challenges, on their SMART goal. Suggest that they take a look at their life as it is right now. Make it clear that this is optional, allowing students the opportunity to pass. They may prefer sharing with a partner rather than with the entire group.

Discussion is *encouraged* but *not required* by any student.



### *Discussion / Sharing:*

*Students should be encouraged to reflect on their SMART goal or look at what else needs their attention in their school or work life.*

- *What could you do differently?*
- *What do you want to commit to changing in this area?*
- *What concrete things do you need to do to create a life of greater health at school?*
- *Why might this be challenging?*
- *What whispers are you hearing about your school life? How do you feel about how engaged in school you were this past week? This past school year?*
- *Are there teachers or staff members in your life who you trust to help you?*
- *Are there co-workers or supervisors at work who you trust and could help?*

### **Benefits of sharing ideas:**

- gives the students an opportunity to cheer each other on
- builds new relationships and deepens existing friendships
- normalizes problems
- provides inspiration

**NEXT SESSION:** Encourage students to continue to focus on their SMART goal and to be aware of their lives at school and at work. Announce the topic for the next session. If you are following the order of *The Teen Compass Wellness Notebook*, the next session will be Unit 8: **Care for the Body.**

**Section One: *Listening to Yourself***

**Objective:** Help students listen to themselves regarding how they care for their bodies.

**Suggested Materials**

- Name tags (optional)
- Quiet music
- Colored pencils or crayons to use to fill in Compass wedge
- SMART goal worksheets (optional; found in this Guide on page 76)
- *The Teen Compass Wellness Notebook*

Ask students to share any positive experiences from the past week, especially as they relate to *The Teen Compass* and health and wellness. Any challenges?

Read the first paragraph on page 97 in the Notebook together.

*Discussion / Sharing:*

- *What does our culture tell us about the importance of taking care of your bodies? Think TV, movies, magazines.*
- *Positive messages?*
- *Negative messages?*
- *For males? For females? Are there differences in these messages?*
- *How do you feel about these messages? Are they healthy?*

Have everyone take the ten-statement Care for the Body Wellness Self-Assessment on page 98. Instruct students to total their score and then fill in the Care for the Body wedge on the Self-Assessment Compass Tool on page 3 in their Notebook with their score. (The Wellness Self-Assessment is also available as a download on our website: [theteencompass.org](http://theteencompass.org).) Play quiet music while everyone works.

*Discussion / Sharing:*

- *Are you comfortable with what was revealed in the Self-Assessment?*
- *Any surprises?*
- *Any concerns?*
- *Are you motivated to make any changes?*

Explain how this Self-Assessment is a present-moment snapshot of how well we have been paying attention to caring for our bodies. And, like most everything in life, this is something we can change with effort.

Review SMART goals.

Invite the students to create a SMART goal for themselves as a way to turn their intentions into actions. Have them look at their responses to the statements on page 98 to help them think about a SMART goal to which they really want to commit. They could choose to concentrate on a statement they had a low score on, or they could focus on an area that is already strong to make it even stronger. What are some obstacles they might face with either choice? This unit's SMART goal should be entered on page 99 in the Notebook, and/or on a copy of the SMART goal worksheet you have copied in this Guide on page 76.

**Ask for volunteers to share their SMART goal with the group. Sharing in pairs is another option, but no pressure to share. Discussion is the key.**

Continue to coach them to make their action steps small enough to be achievable. If the group is large you may need to cut back on the discussion time to allow everyone a chance to create and share a SMART goal.

If leaders share it can be very motivational and inspiring for teens. Leaders should also be honest about how hard it is for adults to make needed changes themselves. Be willing to be authentic with the students.

**NEXT SESSION:** Until the next session, encourage students to remain focused on their SMART goal. Encourage them to pay attention to positive ways they presently care for their bodies. Ask them to focus on what they can do to nurture these practices.

**Section Two: *Learning and Living it***

**Objective:** Learn more about Caring for the Body, how people nurture this area of wellness, and then reflect on their own current choices.

**Suggested Materials**

- Name tags (optional)
- Quiet music
- *The Teen Compass Wellness Notebook*

Ask students to share any positive experiences from the past week, especially as they relate to The Teen Compass and Caring for their Bodies. Has anyone had a successful experience regarding their SMART goal they would like to share? Any challenges?

*Discussion / Sharing:*

- *How is your SMART goal from last session coming?*
- *What has helped you to be successful in meeting your goal?*
- *Do you need to adjust your SMART goal to be more realistic?*

This section has quite a bit of material to discuss and several pages for the students to reflect on in their Notebook. Despite the limited designated time to share, please remind them to be thinking about something concrete they can do to be healthier in this area.

**Read pages 100–101 in the Notebook together.**

**JOURNALING TIME:** Ask students to write on pages 102–104. Make sure to allow ample time for them to work and reflect. Read the questions in this section in the Notebook yourself so you know what they are thinking about. Play quiet music while they work. Remind teens that what they write is meant to be private.

We have each been given a unique set of genes along with a unique family genetic history. This history, along with the medical care that we have access to, are primary influences on our state of physical wellness. But the day-to-day decisions we make about how we care for our bodies are just as important. These decisions put us in control.

*Discussion / Sharing:*

- *What types of things can you do to put yourselves in control?*
- *Do you see any adults who look healthy and seem to take care of their bodies? Teachers? Parents? Others?*
- *What kinds of decisions do you think they make every day regarding their bodies?*
- *When your physical well-being suffers, or you are sick, other areas of your wellness will most likely suffer, as well. Can you think of ways that this is true? Examples?*
- *When you don't feel well, your emotional wellness suffers and you tend to be more irritable and critical toward others. Can you give examples of this?*
- *What kinds of choices are you faced with each day regarding the care of your body?*

**Have students take the following personal inventory. Ask them to sit in a relaxed position, perhaps close their eyes, and answer the following questions for themselves.**

- *Take a moment right now and listen to what your body is telling you.*
- *Is your body feeling refreshed or exhausted?*
- *Are you feeling relaxed or tense?*
- *Is there a pain in your body that is trying to tell you something?*
- *Are you feeling 'weighed down' or energized?*

It is a good idea to take time to listen to your bodies on a regular basis. If you don't, you will find that the only time you listen to your body is when it is "shouting" at you because you have been neglecting it. What kinds of "shouts" might you get from your body?

If you notice that you are feeling tired much of the time, then listen to what your body is telling you! It might be telling you that you need to rebalance some things in your life. It might be telling you that you need to sleep more, exercise more, change your eating habits, and/or reduce the amount of stress you are carrying in your life.

The average American car lasts eight years. The average American body lasts about 80 years. You only get one body, so be sure to give it the care and maintenance it deserves! Your body is much like a new car without many miles on it. It may seem like it will last forever but it won't and it, too, needs to be taken care of so you can get the maximum mileage out of it. You want to treat your body well so that it can take you on all the adventures you have planned.

**NEXT SESSION:** Until the next session, remind students to focus on their SMART goal. Encourage them to be aware of some of the little things they do for their bodies that make them strong in other areas of their lives.

**Section Three: *Making a Change, Making a Difference***

**Objective:** Identify concrete ways to create a life of wellness in the area of Caring for the Body.

**Suggested Materials**

- *Quiet music*
- *The Teen Compass Wellness Notebook*

Open by asking students to share anything they experienced in the past week relating to Caring for their Bodies, or progress on their SMART goal.

*Discussion / Sharing:*

- *What are some of the ways you care for your body?*
- *What are some of the ways teens abuse their bodies?*
- *What are some of the needs that teens have in this area?*
- *What are some of the pressures and issues you live with regarding the care of your body?*
- *What are some of your struggles?*
- *What kinds of support do you need from adults?*

**JOURNALING TIME:** Provide ample time for them to reflect and write on page 105. Play quiet music during this time. Remind them that what they write is private, and that they only need to share if they choose to. The Notebook is theirs to keep.

**Other ideas for discussion:** Read one or more of the following paragraphs and use the questions that follow each paragraph for discussion prompts.

1. As a teen you are no longer eating what the adults in your life prepared for you in the past, nor are you being told to go to bed at a certain time to ensure that you get enough sleep. These types of decisions are becoming increasingly yours to make. How your body carries you into adulthood is largely up to you and the decisions you make from here on out.
  - *What are the obstacles that get in the way of you getting enough sleep or eating healthy meals?*
  - *What power do you have to take control of this?*
  - *How can your SMART goal help you with your decisions around the health and well-being of your body?*

2. We all need balance. Our culture puts a great deal of emphasis on body image and physical well-being. The two extremes—of either obsessing about our bodies, or neglecting them—are clearly something we want to avoid, because neither of those extremes are good for us in the long run. We need to find a comfortable balance of caring for our bodies, an approach that will be sustainable and realistic, and will maximize our chances of giving ourselves the gift of good health.
  - *How do teens generally care for their bodies (positives and negatives)?*
  - *Do you feel you are balanced in your self-care?*
  - *How might things like alcohol and other drugs impact your balance and health? Now? In the future?*
  - *What do you need to do to better care for yourselves holistically?*
  - *What other parts of the Compass affect how you care for yourself?*
  
3. We enhance our well-being through the daily choices we make regarding diet, exercise, sleep, stress, and use of alcohol, tobacco and drugs. It's as simple—and at times, as hard—as that!
  - *Why is it so hard to make good choices?*
  - *Can poor self-care lead to depression? Discuss.*
  - *How is depression connected to self-care and the other seven areas of wellness?*
  
  - *What can you do differently in the area of care for the body if you are feeling depressed? Brainstorm ideas out loud together and write them on a board.*

**NEXT SESSION:** Until the next session, remind students to focus on their SMART goal. Encourage them to be aware of some of the little things they do for their bodies that make them strong in other areas of their lives.

## Suggested Materials

- *Quiet Music*
- *The Teen Compass Wellness Notebook*
- *Oh, the Places You’ll Go* by Dr. Seuss (optional)

## Then and Now

The teens have now taken the Self-Assessments for all eight areas of well-being. And, hopefully, they are well on their way toward making positive changes that will impact who they become as adults.

This section offers an opportunity for teens to celebrate, to see how far they’ve come on the journey toward greater wellness. And to see where they might want to commit to starting one new thing going forward based on their responses.

1. To begin, invite them to re-take all eight Self-Assessments in the Notebook. Since they are familiar with the material, this shouldn’t take long.
  - Page 10: Organization
  - Page 20: Stress Resilience
  - Page 30: Relationships
  - Page 46: Rest and Play
  - Page 60: Handling Emotions
  - Page 74: Spirituality
  - Page 86: School and Work
  - Page 98: Care for the Body
2. Then, ask them to shade in the areas of health on the compass on page 108 in the Notebook (see page 73 in this Guide for the compass) with their total scores.
3. When they have shaded their compass, give them time to answer the questions on page 109.
4. If time permits, invite them to share any thoughts or feelings about what they discovered, either in pairs, or with the larger group.

## Where To From Here?

Conclude by reading the book, *Oh, the Places You’ll Go* by Dr. Seuss. If you are unable to get a copy of the book, read the quote from his book found on page 111–112 in the Notebook. Encourage discussion of how thinking holistically about health can help guide daily decisions.



## Wellness Self-Assessment Tool #2



Once you have arrived at your total score from each Self-Assessment, shade in that section of the compass (0 is at the center, 50 is halfway out, and 100 is at the outer edge). Use a pencil, pen, or crayons to shade in each area with your total score (see pages 4–5 in the Notebook for examples). Your scores are not “good” or “bad,” nor are they “strong” or “weak.” They are simply a current snapshot of what areas of your life you have been paying the most attention to, and those areas that might be in need of a little more of your attention and commitment in order for you to be healthier.

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# SMART Goals

Any journey toward wellness happens one step at a time. Research shows that in order to maximize our chances for making the positive changes we desire, we need to break down those changes into small, concrete steps. We've discovered one helpful way to remember the importance of these steps is by using the acronym S-M-A-R-T.

This process helps students think about what they might want to do differently to improve a specific area of their life.

Refer students to page 6 in the Notebook to explain how to formulate a SMART goal, and to page 7 for an example of how to use the SMART goal worksheet.

## Characteristics of a SMART goal:

### **S** Specific

*For example:* I will walk for 30 minutes three days this week vs. I need to start getting some exercise.

### **M** Measurable and observable

*For example:* Thirty minutes each time.

### **A** Achievable

*For example:* I will do this for two weeks and then evaluate. vs. I will do this for a year.

### **R** Realistic

*For example:* Exercise is something I really care about and I feel confident that I can add to my schedule.

### **T** Time Sensitive

*For example:* I will do it before Friday.

When you feel that the students understand what a SMART goal is and how to create one, hand out a blank SMART goal worksheet and ask students to come up with a SMART goal using some of the things they learned while taking their wellness Self-Assessments.

As a commitment to their SMART goal, students should write their goal in the spaces provided on the SMART goal sheet you have printed out from page 76 of this Leader Guide. You can ask for volunteers to share their SMART goal with the group, or with a partner.

# Example of a SMART Goal



Area of Wellness:

Care for the Body

Date:

8/23

**Overarching Goal:** I need to get more exercise.

**Specific:** I will walk for 30 minutes 3 days a week.

**Measurable:** Thirty minutes each day for 2 weeks.

**Achievable:** I can commit to do this for 2 weeks.

**Realistic:** I think exercise will make a difference in my life, and I know I can add walking to my schedule..

**Time Sensitive:** I will do it by Friday.

**Obstacles:** I do not have time in my current routine to do this.

**Solutions:** I will spend less time on Facebook or playing video games and go for a walk instead.

**Final Goal:** Because I want to get more exercise, for the next 2 weeks, beginning Friday, I will walk 30 minutes 3 days a week.

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# Create a SMART Goal

Area of Wellness: \_\_\_\_\_

Date: \_\_\_\_\_

|                          |                   |
|--------------------------|-------------------|
| <b>Overarching Goal:</b> |                   |
| <b>Specific:</b>         |                   |
| <b>Measurable:</b>       |                   |
| <b>Achievable:</b>       |                   |
| <b>Realistic:</b>        |                   |
| <b>Time Sensitive:</b>   |                   |
| <b>Obstacles:</b>        | <b>Solutions:</b> |
| <b>Final Goal:</b>       |                   |





## The Teen Compass Creators

*Holly Hughes Stoner* began her career as a grade school teacher, later taught at both the middle-school and high-school levels, and currently works as a Licensed Marriage and Family Therapist, specializing in counseling adolescents and families.

*D. Scott Stoner* is a Licensed Marriage and Family Therapist with a special interest in working with fathers, couples, and families. Scott and Holly are married with three adult children and reside in Milwaukee, Wisconsin.

Questions? We'd love to hear from you. Email us at: [info@theteencompass.org](mailto:info@theteencompass.org)

For more resources and information, visit us on the web.

