Self-Nurturance

DP 032 - Developmental

By

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Self-Nurturance: Developing The Necessary Skills

Some of the content of this manual has been adapted from Jeanie Cochran's Self-Affirmation Manual (LS 173).
Screening Procedures

Initial screening is done by phone. Potential members are asked:

1. If they are still interested in being in the group.
2. Notified of the time and length of the group.
3. Asked if they will commit to the time and length of group.
4. If the above criterion are met, a screening interview is scheduled.
5. The ± 30 minute screening interview is structured around the following "Self Nurturance Group Intake Form." This interview is crucial in determining the appropriateness of group members as well as in priming members for the group experience. Leaders are encouraged to outline ground rules, explore expectations, and provide an overview of the anticipated group experience.
SELF-NURTURANCE GROUP INTAKE FORM*

Potential member's name: ______________________ Leader ____________
address: ______________________
telephone: ______________________

A. Assessment

1. Source of information on group--why appealed to him/her?

2. Specific areas of concern?

3. Severity of concern: (onset, duration, present functioning, etc.)?

4. Past/present therapy or counseling experiences? (N.B. If accepted in group, must notify present counselor.)

5. Level of commitment to attendance; personal change, etc.?

B. Recommendations (Include your rationale)

C. Information for Potential Member

1. Discuss options if not admitted to the group.

2. Describe mechanics such as release form, process observer, research, etc.

*To be used in information sharing/assessment interview
Session I

I. Introduction of facilitators

II. Overview
   A. Confidentiality
   B. Overall Goals
   C. Group structure and process

III. Exercise: Name tag, get acquainted

IV. Mini Lecture: Self Concept Exercise; Adjective Checklist

V. Group Business: Discussion

Session II

I. Discussion: Goals for this session

II. Exercise: Name Whip

III. Mini Lecture: Transactional Analysis Exercise; Parents Chat

IV. Exercise: Warm Fuzzies

V. Homework: Positive and critical parent

VI. Endings

Session III

I. Discussion: Group process

II. Exercise: Johari Window

III. Exercise: Give and receive positive strokes

Session IV

I. Discussion: Group process

II. Exercise: Group hug

III. Mini Lecture: Strokes and what we do with them

IV. Exercise: Strokes

V. Exercise: Awareness Wheel
Session V

I. Discussion: Critical and positive perceptions
II. Exercise: Magic bag
III. Mini Lecture: The critical parent
IV. Exercise: Awareness Wheel

Session VI

I. Discussion: Group process
II. Exercise: Sharing awareness
III. Mini Lecture: Rationale emotive principles

Session VII

I. Mini Lecture: Personal assertive rights
II. Exercise: Group fantasy
III. Exercise: Yes/No

Session VIII

I. Discussion: Recap
II. Exercise: Back strokes
III. Discussion: Closing; plans for future

Materials:

Paper, pins, crayons, colored pens, Adjective Checklist; bibliography

Evaluation: Self report
Session I

I. Facilitators introduce themselves and describe reasons for participating in a self-nurturance group. Group members introduce themselves.

II. Facilitators discuss overall goals, confidentiality, group structure and process.

III. Exercise: Name Tag (source, Jeanie Cochran LS 173)

Goals: a. To help participants to get to know each other
   b. To structure a safe way for people to self-disclose
   c. To help participants be more aware of themselves as they self-disclose

Instructions:

a. Write your name (or favorite nickname) in the center of a sheet of paper.

b. In upper-right corner, draw something that symbolizes where you are, or who you are.

c. In the upper-left corner write 3 words or qualities that describe you.

d. In the lower-left corner write 3 things you like about yourself.

e. In the lower-right corner name a value that you strongly believe in.

f. Mill around the group and pick one person you'd like to meet. Share the information on your cards.
Process Questions:

a. How did it feel to write these things about yourself?
b. What was it like to share these things with a stranger?
c. What do you know about the self-nurturance of the person you met?
d. How does it feel to share in a large group?

Time: 30-40 minutes

Materials: paper, pencils, pins

IV. Mini Lecture: Self Concept

a. Review self-concept—learned through parent-child interactions, from peers, identifications, etc.
   1. Self—Ideal—kind of person one thinks one ought to be
   2. Active self concept—how self views self (the closer to ideal self the better)

b. Review self-esteem—how we think of ourselves—with negative or positive feelings—when we feel worthwhile self-esteem goes up; if full of self doubt, self-esteem is down.

c. Development of self-concept. Parents need to be consistent—social standards set by peers, teachers, etc.

d. Relationship exists between self concept and acceptance of others—tend to blame others for what we can't accept in self.

e. Changing self-concept—past experiences have strong influence on current behavior—even when we can't change the past, we can change how we feel about our selves
today. The following list specifies positive steps one can take in developing a healthy self-image.

1. **Self-disclosure**—exhibit some of self—interpersonal closeness fosters self and other understanding; increases self acceptance.

2. Pay attention to process and change it. Self rejecting person tends to reject others and so gets rejected—consequences=inferiority, inadequacy, loneliness is intensified.

3. **Change cognitions (RET)**

   ![Diagram]

   Negative Self-
   Talk = Rejection
   "I'm a bad Inferiority
   person"

   Positive Self-
   Talk = Rejection
   "This is un-
   fortunate, but doesn't reflect on Self-
   acceptance my worth"

4. Recognize that self concept is fluid and situationally specific.

5. What does negative self concept get you?

   attention—affection—peace—popularity

   Perhaps these are more self-fulfilling ways to get what you want.

6. Recognize that opposites are possible. People are complex and have many parts (noisy, quiet, gentle, rough; depressed, excited, etc.).

7. Focus on self instead of others—how far have you come— not how far to go to catch up to some other person.

8. Change behavior anyway—self concept will follow— behavioral approach.
Exercise: Adjective Check List

Goals:

a. To help participants become more aware of qualities they value and don't value in themselves.
b. To help people change things they don't like about themselves.

Directions:

a. Circle (4) adjectives that describe qualities you like in yourself.
b. Circle (4) adjectives that describe qualities you do not like in yourself.
c. Share in dyads.
d. React in large group.

Discussion:

a. What was it like to share negative material?
b. What was it like to share positive material?
c. What was it like sharing positive characteristics that you typically hide?

Materials:

Adjective Checklist

V. Review Group Business
ADJECTIVE CHECKLIST

able  able
accepting  gruff
adaptable  guilty
aggressive  gullible
ambitious  happy
annoying  hard
anxious  helpful
authoritative  helpless
belligerent  honorable
bitter  hostile
bold  idealistic
brave  imaginative
calm  immature
carefree  inconsiderate
careless  independent
caring  ingenious
certain  innovative
cheerful  insensitive
clever  insincere
cold  intelligent
complex  intuitive
confident  irritable
conforming  juvenile
controlled  kind
courteous  lazy
credible  learned
dependable  lewd
dependent  liberal
derogatory  lively
determined  logical
derogatory  loving
dignified  manipulative
disciplined  materialistic
disciplined  maternal
docile  mature
dogged  merry
domineering  modest
dreamy  naive
dutiful  negative
effervescent  nervous
efficient  noisy
elusive  normal
energetic  oblivious
extroverted  objective
fair  observant
fearful  organized
foolish  original
frank  overconforming
free  overemotional
friendly  passive
generous  paternal
gentle  patient
giving  perceptive
greedy  perfectionist

petty  persuasive
playful  precise
pleasant  pretentious
pompous  principled
powerful  proud
pragmatic  questioning
precise  quiet
pretentious  rational
principled  realistic
pragmatic  reflective
precise  relaxed
pragmatic  reliable
precise  reserved
pragmatic  responsible
precise  responsive
precise  rigid
precise  sarcastic
precise  searching
precise  self-accepting
precise  self-aware
precise  self-conscious
precise  selfish
precise  sensible
precise  sensitive
precise  serious
precise  shy
precise  silly
precise  simple
precise  sly
precise  sociable
precise  spontaneous
precise  strong
precise  stubborn
precise  tender
precise  tense
precise  tough
precise  trustworthy
precise  unaware
precise  uncertain
precise  understanding
precise  unreasonable
precise  unstructured
precise  warm
precise  wise
precise  withdrawn
precise  worried
precise  vulnerable
precise  youthful
Session II

I. Discussion: Goals for this session

1. Becoming more aware of ourselves—attention to how we develop self messages by internalizing nurturing and critical parental injunctions, etc.

2. Learning to use self-disclosure—people often feel others will not like or accept them if they know them.

3. Learning each participants' name and a positive thing about each person.

II. Exercise: Name Whip

Goals:

a. To learn each person's name.

b. To have group members affirm self by sharing a positive adjective about self.

c. To energize the group.

Instructions:

a. Group members sit in a circle.

b. Group members are asked to think of one positive adjective about self.

c. First person says her/his name and a positive adjective.

d. The second person repeats them and states his/her name and a positive adjective.

e. Third person repeats first, second, etc.

f. Go around circle.
III. Mini Lecture: Transactional Analysis.

1. Life experiences are stored and can be replayed as:

- experience in childhood
  - perceptions
  - feelings
  - distortions

- incorporated from parent

(critical) figure (nurturant)

2. Each person has three ego states.
   a. Parent—contains attitudes and behaviors from parental messages—includes shoulds, encouragement, support
   b. Adult—oriented toward reality, organized, adaptable, objective, intelligent
   c. Child—natural feelings, impulses, play

3. Identify source of messages—use adult to give us more nurturing tapes

4. Some messages end up making us feel bad—guilty—anxious

Exercise: Parents Chat

Goals:
To become more aware of parental messages
To become aware of who we feel we SHOULD be

Instructions:
   a. Pair off
   b. Decide which parent you will be
   c. Pretend you are that parent and discuss the following:
      --what your child (you) has done with life
      --how you feel about her/him
13.

--how well s/he has met expectations
--how well s/he compares to other children
--how you would like to see her/him change

Discussion:

How has negative self talk been introjected?
What messages were from "critical parent" and which from "nurturing parent?"

IV. Exercise: Warm Fuzzies

Goal:
To provide for a discussion of stroking.
Learn to give positive strokes.

Instructions:
Reader reads story to group (Steiner's Fairy Tale)

Discussion:

Meaning of story?
How easy to give and receive strokes
Irrational reasons for not stroking

V. Homework: During week notice any situation in which you have an emotional response.
Are you telling yourself something critical?
Are you telling yourself something nurturant? (stroking)
Once upon a time a long time ago there lived two very happy people called Tim and Maggie with two children called John and Lucy. To understand how happy they were you have to understand how things were in those days. You see, in those happy days everyone was given at birth a small, soft, Fuzzy Bag. Anytime a person reached into this bag, he was able to pull out a Warm Fuzzy. Warm Fuzzies were very much in demand because whenever somebody was given a Warm Fuzzy it made him feel warm and fuzzy all over. People who didn't get Warm Fuzzies regularly were in danger of developing a sickness in their back which caused them to shrivel up and die.

In those days it was very easy to get Warm Fuzzies. Anytime that somebody felt like it, he might walk up to you and say, "I'd like to have a Warm Fuzzy." You would then reach into your bag and pull out a Fuzzy the size of a little girl's hand. As soon as the Fuzzy saw the light of day it would smile and blossom into a large, shaggy Warm Fuzzy. You then would lay it on the person's shoulder or head or lap and it would snuggle up and melt right against their skin and make them feel good all over. People were always asking each other for Warm Fuzzies and since they were always given freely, getting enough of them was never a problem. There were always plenty to go around and as a consequence everyone was happy and felt warm and fuzzy most of the time.

One day a bad witch became angry because everyone was so happy and no one was buying her potions and salves. This witch was very clever and she devised a very wicked plan. One beautiful morning she crept up to Tim while Maggie was playing with their daughter and whispered in his ear, "See here, Tim, look at all the Fuzzies that Maggie is giving to Lucy. You know if she keeps it up, eventually she is going to run out and then there won't be any left for you."

Tim was astonished. He turned to the witch and said, "Do you mean to tell me that there isn't a Warm Fuzzy in our bag every time we reach into it?" And the witch said, "No, absolutely not, and once you run out, that's it. You don't have any more." With this she flew away on her broom, laughing and cackling hysterically.

Tim took this to heart and began to notice every time Maggie gave up a Warm Fuzzy to somebody else. Eventually, he got very worried and upset because he liked Maggie's Warm Fuzzies very much and did not want to give them up. He certainly did not think it was right for Maggie to be spending all her Warm Fuzzies on the children and on other people. He began to complain every time he saw Maggie giving a Warm Fuzzy to somebody else, and because Maggie liked him very much, she stopped giving Warm Fuzzies to other people as often and reserved them for him.
The children watched this and soon began to get the idea that it was wrong to give up Warm Fuzzies any time that you were asked or felt like it. They too became very careful. They would watch their parents closely and whenever they felt that one of their parents was giving too many Fuzzies to others, they also began to object. They began to feel worried whenever they gave too many Fuzzies. Even though they found a Warm Fuzzy every time they reached into their bag, they reached in less and less and became more and more stingy. Soon people began to notice the lack of Warm Fuzzies and they began to feel less and less fuzzy. They began to shrivel up and occasionally, people would die from lack of Warm Fuzzies. More and more people went to the witch to buy her potions and salves even though they didn't seem to work.

Well, the situation was getting very serious indeed. The bad witch who had been watching all of this didn't really want the people to die so she devised a new plan. She gave everyone a bag that was very similar to the Fuzzy Bag except that this one was cold while the Fuzzy Bag was warm. Inside of the witch's bag were Cold Pricklies. These Cold Pricklies did not make people feel warm and fuzzy, but made them feel cold and prickly instead. But, they did prevent peoples' backs from shriveling up. So from then on, every time somebody said, "I want a Warm Fuzzy," people who worried about depleting their supply would say, "I can't give you a Warm Fuzzy, but would you like a Cold Prickly?" Sometimes, two people would walk up to each other, thinking they could get a Warm Fuzzy, but one of the other of them would change his mind and they would wind up giving each other Cold Pricklies. So, the end result was that while very few people were dying, a lot of people were still unhappy and feeling very cold and prickly.

The situation got very complicated because since the coming of the witch, there were fewer and fewer Warm Fuzzies around, so Warm Fuzzies, which used to be thought of as free as air, became extremely valuable. This caused people to do all sorts of things in order to obtain them. Before the witch had appeared, people used to gather in groups of three or four or five, never caring too much who was giving Warm Fuzzies to whom. After the coming of the witch, people began to pair off and to reserve all their Warm Fuzzies for each other exclusively. If ever one of the two persons forgot himself and gave a Warm Fuzzy to someone else, he would immediately feel guilty about it because he knew that his partner would probably resent the loss of a Warm Fuzzy. People who could not find a generous partner had to buy their Warm Fuzzies and had to work long hours to earn the money. Another thing which happened was that some people would take Cold Pricklies—which were limitless and freely available—coat them white and fluffy and pass them on as Warm Fuzzies. These counterfeit Warm Fuzzies were really Plastic Fuzzies and they caused additional difficulties. For instance, two people would get together and freely exchange Plastic Fuzzies, which presumably should make them feel good, but they came away feeling bad instead. Since they thought they had been exchanging Warm Fuzzies, people grew very confused about this, never realizing that they had been given a lot of Plastic Fuzzies.
So the situation was very, very dismal and it all started because of the coming of the witch who made people believe that some day, when least expected, they might reach into their Warm Fuzzy bag and find no more.

Not long ago a young woman with big hips born under the sign of Aquarius came to this unhappy land. She had not heard about the bad witch and was not worried about running out of Warm Fuzzies. She gave them out freely, even when not asked. They called her the Hip Woman and disapproved of her because she was giving the children the idea that they should not worry about running out of Warm Fuzzies. The children liked her very much because they felt good around her and they too began to give out Warm Fuzzies whenever they felt like it. The grown-ups became concerned and decided to pass a law to protect the children from depleting their supplies of Warm Fuzzies. The law made it a criminal offense to give out Warm Fuzzies in a reckless manner. The children, however, seemed not to care, and in spite of the law they continued to give each other Warm Fuzzies whenever they felt like it and always when asked. Because there were many, many children, almost as many as grown-ups, it began to look as if maybe they would have their way.

As of now, it is hard to say what will happen. Will the grown-up forces of law and order stop the recklessness of the children? Are the grown-ups going to join with the Hip Woman and the children in taking a chance that there will always be as many Warm Fuzzies as needed? Will they remember the days their children are trying to bring back when Warm Fuzzies were abundant because people gave them away freely?

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VI. Ending

Goal: Support expression of positive feelings about self.
Bring closure to group.

Instructions: Group members sit in circle. Each state:
 a. one thing they learned, thought, felt about group
 b. give themself a stroke
    --something positive about self or about participation in group
    --something positive about self they'd like group to know
 c. give someone in group a stroke

Discussion:
How does it feel to say something positive about self?
How does it feel to give or receive strokes?
Session III

I. Discussion: Group Process

Check how participants feel in the group in terms of goals, exercises, issues to be addressed.
Facilitators ask for feedback regarding their leadership.
Check on development of needs for group members which may have come up.
Review relevance of group theme to members.

II. Exercise: Johari Window

Goal:
To increase self-nurturance by increasing self-disclosure and feedback.

Instructions:

a. Leader introduces windows (see Cochran, p. 17)

<table>
<thead>
<tr>
<th>Known to Self</th>
<th>Unknown to Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Known to others</td>
<td>1 Free</td>
</tr>
<tr>
<td>Unknown to others</td>
<td>3</td>
</tr>
</tbody>
</table>

b. Draw a window that represents you at this time. Share it with one other person.

c. Draw another window:
In Box 1, write 2 things about yourself that the group knows.
In Box 2, write 2 things to check out (fears about how others perceive you).
In Box 3, write 1 thing you dislike and 2 things you are secretly proud of.
d. Everyone shares free area.

e. Find at least one person to receive feedback on C-2 (fears about how others perceive you).

f. Share Box 3 in a group of 3-4 members.

Discussion:

How does it feel to get feedback on Box 2?

What was it like to give feedback?

What was it like to self disclose?

Materials:

Pencils, paper

III. Exercise: Stroking

Goal:

To have group members receive positive reactions from others.

To give positive strokes to group members.

Instructions:

a. Each participant puts name on a piece of paper.

b. Pass paper around group--each member writes down positive feelings and reactions to group member.

c. Write sincere, real feelings--okay not to write something.

Materials:

Pencils, paper
Session IV

I. Discussion:

Group Process

Process how participants are feeling in the group. Check on goals, exercises and issues which may come up. Facilitators ask for feedback. Check on any new needs that may have come up for group members.

II. Exercise:

Group Hug

Goals:

a. To allow group members to affirm each other collectively.

b. To express togetherness.

c. To receive and give positive physical strokes.

Instructions:

Participants stand in a circle and hold hands. Break circle. One end of broken circle remains in position as the other end begins to wind around the stable end.

Discussion:

What was hug like?

By allowing self to enjoy hug one can be self nurturing.

III. Mini Lecture:

Strokes and what we do with them

Goals:

To help participants accept and own positive aspects of self. To become aware of what we do to discount positive aspects of self.
Review:

a. Recall how perceptions, feelings, distortions are incorporated from life experiences.
b. Recall that as adults you can make realistic, objective, organized statements to yourself.
c. Being realistic about yourself is not being conceited. It's OK and feels good to stroke yourself (take in positive statements).
d. All too often you concentrate on negative aspects of self and discount positive messages.
e. Getting feedback from others helps people accept positive aspects of themselves.

IV. Exercise: Strokes

Goals:
To help group members become aware of their strengths.
To help participants acknowledge their strengths and share them.

Instructions:

a. Write down as many accomplishments as you can.
   Write about skills, talents, abilities, qualities, and adjectives that describe you. Write about things you've done, that you enjoy, are proud of, or have done well. Make sure there are at least 10.
b. Divide into pairs and share your list.
c. In large group each shares one or two strengths they listed. (Does the group wish to add to list?)
Discussion:
How did it feel to share your accomplishments?
How was it to hear others talk about their accomplishments?
If difficult, what made it so?

Materials:
Lined paper, pencils.

V. Exercise: Awareness Wheel—Introduction

Goal:
To provide a conceptual understanding of specific ways to be more self-nurturing.

Instructions:
Leader explains awareness wheel.
It is best to do this as a whole group with the leader modeling.
Participants complete their own awareness wheel--ask members to share present awareness of parts of their wheel.

Awareness Wheel
What's happening to you right now? What are you sensing, thinking, feeling, doing, wanting? Assess the condition of your world at present by increasing your awareness of these five dimensions.
Self-awareness is a continuous process and no-one has total self-awareness at any one time.

Review and share examples.

Thoughts—meaning to help you understand yourself, others' situations--include: beliefs, conclusions, ideas, opinions, reasons, evaluations.

Sensations--raw sense data--what you see, hear, smell, touch, etc.

People--don't pay enough attention to it.

—receive conflicting data sometimes.

—they mix thoughts up with sensations and jump to conclusions; e.g., "You look nervous."

(I saw you tapping your foot--chain smoking.)

Feelings--spontaneous responses--include: calm, sad, proud, glad.

--can alert you to what is going on inside

(physiological signs--heart beat--or
behavioral—making love

--help clarify personal expectations

**Intentions**—your "organizers"—general attitude of moving
toward or away from things—include:

--to help, to ponder, to approach, to listen,
to care for (can be in form of hidden agenda).

**Actions**—what you are actually doing.

Discussion:

Share and discuss as group works together to understand
relevance of awareness wheel to self-nurturance.
Session V

I. Discussion: Critical and Positive Perceptions

Share with each other ways in which members have developed positive perceptions.

How do they TAKE IN new feelings, thoughts, sensations, etc.?

How do they discount perceptions?

Where do critical perceptions fit in?

What do you do with them?

II. Exercise: Magic Bag

Goals:
To identify positive self-perceptions.
To identify critical perceptions.
To receive feedback from group members about self-perceptions.

Instructions:
Write descriptions or cut out pictures which describe you.

On the outside of a bag, paste pictures which show parts of you that you expose to others. Place inside of bag the things you hide.

Move around; share with group members.

Discussion:
Ask if others see you this way.
Ask others if they like you or don't like you this way.
Add positive perceptions to the outside.

Materials:
Bags, paper, pencils, tape, magazines.
III. Mini Lecture: The Critical Parent

Review 3 ego states—parent, adult, child.
Negative self-perceptions may be incorporated from the critical parent state.
Positive self-perceptions may be incorporated from the nurturant parent.
Information from our adult ego state can increase positive self-perceptions.
We have control over what we focus on.
What you choose to focus on about yourself can affect how you feel.
Feedback can aid the adult in being more self aware.

IV. Exercise: Awareness Wheel—continuation (See Session IV, part V)

Goal:
To help members to be more nurturing adults as they become aware.

Instructions:
Review awareness wheel.
Group members complete wheel to illustrate personal awareness regarding their present level of self-esteem.
Members share wheel with one other group member and develop strategies to use wheel to become more self-nurturing.

Discussion:
Discuss wheel as related to parent, adult, child states.

Materials:
Paper, pencils.
Session VI

I. Discussion: Group Process
Share with group members how you are using the group experience.
What are needs of group at this time?

II. Exercise: Sharing Awareness
Goal:
To increase self-awareness and to share it.
Instructions:
Use the following sentence stems in order to share your self-awareness with others.
Choose one other group member—both respond to each stem before going on to the next one.

When I am in a new group I...
When I enter a room full of people I usually feel...
When I am feeling anxious in a new situation I usually...
In groups I feel most comfortable when the leader...
Social customs make me feel...
In ambiguous, unstructured situations I...
I am happiest when...
The thing that turns me on the most is...
Right now I'm feeling...
The thing that concerns me the most about being in this group is...
When I am rejected I usually...
To me, belonging is...
A forceful leader makes me feel...

Breaking rules that seem arbitrary makes me feel...

The thing that turns me off the most is...

I feel most affectionate when...

Toward you right now, I feel...

When I am alone I usually...

In crowds I...

To me, taking orders from another person...

I am rebellious when...

Stop for discussion:

How well are you listening?

How open and honest have you been?

Are you getting to know each other?

Continue with the following sentence stems:

The emotion I find most difficult to control is...

My most frequent daydreams are about...

My weakest point is...

I love...

I feel jealous about...

Right this minute I'm feeling...

I'm afraid of...

I believe in...

Right now I am most reluctant to discuss...

Interracial dating and/or marriage makes me feel...

Premarital or extramarital sex...

Right now this experience is making me feel...
The thing I like best about you is...
The five things I like best about myself are...
You are...
What I think you need to know is...
What I wish for you is...
After having this experience with you, I...

III. Mini Lecture: Rational Emotive Principles

Goals:
To learn some of the relationships between thinking, feeling, and behavior.
To learn to discriminate between irrational and rational thinking.
To learn to develop more rational thoughts in specific situations.

Discussion:

a. One reason people tend to be critical of themselves is because of the beliefs they hold.

b. Use examples relevant to group to illustrate Ellis' ABC theory of human behavior.


d. Leader presents 2-3 specific situations (A). Have group give rational and irrational beliefs (B) which might follow. Examine the consequences of the beliefs held.
e. In triads, have participants share real life situations which elicited irrational beliefs. Work to explore more rational beliefs and consequences.

Materials:

Blackboard, handout (optional).
Session VII

I. Mini Lecture: Personal Assertive Rights

Goals:
To help participants self-nurture by accepting personal rights.
To increase awareness of how they deny themselves personal rights.
To learn counter messages they can use to help themselves accept rights.

Discussion:
Briefly review non-assertive, assertive, and aggressive concepts.
We are assertive when we own personal rights.
Brainstorm with group all the personal rights they can think of.
Individually write your personal assertive rights (5-10 minutes).
Discuss limitations on these rights and responsibilities (clarify, modify, delete, add).

II. Exercise: Group Fantasy

Goal:
To help members accept a personal right.

Instructions:

a. Silently select one of the rights on your list. Choose one you feel MOST UNCOMFORTABLE accepting.

b. Close your eyes--get in comfortable position--breathe deeply--slowly. Now imagine that you HAVE the right
you selected. How would life change as you accept the right. How would you act? How would you feel about yourself? (2 minutes)
Now imagine you no longer have the right.
Imagine how your life would change from a few moments ago.
How do you act now?—feel now? (2 minutes)
Discussion:
What right did you select?
How did it feel when you accepted the rights?
How did you act differently?
What did you learn about yourself?

III. Exercise: Yes/No

Goals:
To energize the group with a fun and low threat level exercise.
To help participants become aware of the full range of loudness available to them and contrast it with the range of loudness they are accustomed to.

Instructions:
Form into pairs with someone you feel comfortable with. In pairs face each other while one person says the word "yes" and the other responds with "no"—at the same loudness level for a minute or two. The "yes" person should vary the loudness from very quiet to as loud as possible, and the "no" person should match the loudness
level each time. Then they switch words—the "yes"
person says "no" and visa versa.
Session VIII

I. Discussion: Recap

Open ended discussion of group experience—what we've learned, felt, etc. Leaders may include "Summary Statement"*

II. Exercise: Back Strokes

Goal:

To end group by celebrating personal strengths.

Instructions:

a. Pin sheet on paper on back.

b. Mill around room writing strokes on people's backs (Only write what you mean.).

c. Remove paper. Read it. Draw frame around it. Take home and hang it in a prominent place.

d. Choose one stroke you especially cherish. Stand on chair or table. Share it loudly (shout it) with others in group.

III. Discussion: Explore the degree to which participants have begun self-nurturing process. Explore plans for the future.

Evaluation:

Hand out.

*See next page
Summary Statement

We started 8 sessions ago with a few major GOALS for this group:

1. To feel better and more positive about ourselves.
2. To be less critical of ourselves.
3. To understand how we develop and maintain self-concepts.
4. To learn ways to interrupt self-critical processes, and to be more nurturant of ourselves.
5. To increase our awareness of our positive selves.
6. Learn some thing about how people respond to us when we share openly both negative and positive aspects of ourselves and how others see us.

We started this process by trying out, in the group, being more OPEN about both positive and negative aspects of ourselves, and exploring fears and discomforts and myths around sharing our experience with others. Perhaps by participating in Johari's Window, we:

1. Made smaller the area of ourselves that only we knew about ourselves.
2. Learned about parts of ourselves others saw, but we perhaps didn't know.
3. Felt more comfortable with sharing ourselves.

PAC-TA

One model we used to better understand the dynamics of self-concept was TA, in which we viewed our thoughts, beliefs, and feelings about ourselves in a parent, adult, child model. We learned that a very
important way we talked to ourselves was through our parent. Our parent can be critical, we learned when growing up to internalize critical messages of others and parents. We tried to build up a strongly nurturant parent, and to activate our nurturant parent when we found ourselves being critical.

By asking for information from others and checking out how others view us we increase our adult knowledge and can start increasing the power and strength of NURTURANT PARENT.

**Self-stroke**

The very important process we worked on here was to increase the amount of self-stroking we give ourselves. We used the magic bag and list of accomplishments, and positive perception of others to bring us into awareness of positive things we can tell ourselves and give ourselves credit for.

We talked about giving others strokes.

a. Why we didn't
   1. not important
   2. people don't need to hear

b. We learned how good it feels to give a stroke

We talked some about how difficult it is to believe positive strokes.

a. We thought some about how we discount strokes and don't take them, i.e. started to do some thinking about how to stop discounting strokes by looking at
   1. what we tell ourselves
   2. listen to our adult for reality and validation
   3. support from nurturant parent
With the awareness wheel we presented another model of how we sense, feel, think, intend, act.

We looked at some of our interactions and experiences and related them to the wheel.

1. Where do we get stuck?

   For example some of us found we get confused about our feelings and aren't sure what it is we believe or are telling ourselves that leads to feeling bad. For me I get stuck in the THINKING part. I start questioning myself and doubting my perceptions...I need to check things out with my adult, and activate my nurturant adult, ask others at times for some reality validation.

Another way we learned to understand how we end up escalating a negative event is by irrational self statements.

   For example:
   a. Event-------------failing test
   b. Belief------------must be perfect--I'm bad or I'm stupid
   c. Feeling------------depressed

We learned to confront the irrational beliefs with rational, more self nurturant statements.
We related global negative irrational statements to critical parent and nurturant, more rational statements to nurturant parent. Last week we talked about how our self-concept interacts with our assertiveness. When we acknowledge our self-worth we acknowledge our right to assert our needs. When we come from a place where we affirm our self, we are less concerned about others not liking us...are more comfortable with asserting our wants and needs and don't always agree to the desires of others.

Summary
I hope we will all go away from this group with a more:

1. positive sense of self.
2. methods to dispute critical self-statements.
3. stronger nurturant parent; motivation to keep increasing the power of our nurturant parent and disipate the power of our critical parent and irrational beliefs that tend to make us feel bad about ourselves.
4. to feel more comfortable being open with our thoughts and feelings with others we wish to be close with.
5. strength to assert our needs and desires.
Bibliography

Self Nurturance Group


# SELF-ESTEEM WORKSHOP EVALUATION

Rate how effective the program was in helping you to:

<table>
<thead>
<tr>
<th>1. Understand some methods for increasing self-esteem.</th>
<th>NOT EFFECTIVE</th>
<th>SOMEWHAT EFFECTIVE</th>
<th>VERY EFFECTIVE</th>
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<th>2. Understand your own level(s) of self-esteem.</th>
<th>NOT EFFECTIVE</th>
<th>SOMEWHAT EFFECTIVE</th>
<th>VERY EFFECTIVE</th>
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<th>3. Develop methods for increasing your own level of self-esteem.</th>
<th>NOT EFFECTIVE</th>
<th>SOMEWHAT EFFECTIVE</th>
<th>VERY EFFECTIVE</th>
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Rate how effective the program leaders were in:

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<th>4. Helping you achieve the goals of the workshop.</th>
<th>NOT EFFECTIVE</th>
<th>SOMEWHAT EFFECTIVE</th>
<th>VERY EFFECTIVE</th>
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<th>5. Being sensitive to your concerns.</th>
<th>NOT EFFECTIVE</th>
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<th>6. How would you rate your overall experience in the workshop?</th>
<th>NOT EFFECTIVE</th>
<th>SOMEWHAT EFFECTIVE</th>
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<th>7. How invested were you in the subject of the workshop—self-esteem?</th>
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<th>8. What is your level of self-esteem?</th>
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<th>9. Would you have benefited more from this workshop if it had been associated with a course?</th>
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10. The most helpful part of this workshop for me was:__________________________
   ________________________________
   ________________________________

11. The least helpful part was:__________________________________________
   ________________________________
   ________________________________

12. Other comments or suggestions for changing or improving this workshop are:__________________________________________
   ________________________________
   ________________________________