



## FACILITATOR GUIDE

This ARISE Facilitator Guide is the personal property of:

\_\_\_\_\_

Name

*Please write, doodle, print, scribble and make notes you can re-read next week or next year. Leave a lasting memory of this workshop with good notes you can refer to as time passes.*

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**“Our future will not be determined by chance, but rather by  
the choices we make today and in the days and weeks ahead.”**

*—Bill Richardson*

# Who We Are



Susan & Edmund Benson, ARISE Founders

- Established in 1986, ARISE is an innovative leader in staff training and the development and design of interactive life-management skills lessons for at-risk populations.
- Since 1996, ARISE curricula and staff training have been used in Florida, nationwide, and internationally.
- ARISE social skills curricula are used in juvenile justice settings; public, alternative, and charter schools; faith-based groups; community-based organizations; police, probation, and corrections departments; and corporate entities and municipalities.
- More than 4,000,000 documented hours of ARISE life-skills lessons have been successfully taught to youth in Florida alone.
- ARISE has trained over 5,000 ARISE-Certified Life-Skills Group Facilitators.
- ARISE is an evidence-based program.

# ARISE Family Tools Agenda and Schedule

The class will meet on \_\_\_\_\_ (day of the week) from \_\_\_\_\_ to \_\_\_\_\_ (time).

DATE	LESSON
	Lesson 1: Introduction to Family Tools
	Lesson 2: “Cool” Families: Tools for Staying Cool
	Lesson 3: Grateful Families: Happiness Tools
	Lesson 4: Positive Families: Positivity Tools
	Lesson 5: Understanding Families: Communication Tools
	Lesson 6: Assertive Families: Communication Tools
	Lesson 7: Smiling Families: Tools for Connecting
	Lesson 8: Winning Families: Negotiating Everyday Situations
	Lesson 9: Relaxed Families : Stress Buster Tools
	Lesson 10: Kind Families: Tools for Spreading Kindness
	Lesson 11: Optimistic Families : Tools for Optimistic Thinking
	Lesson 12: Families Looking Toward the Future: Tools for Goal-Setting



# Training Expectations, Agreements, and Ground Rules

In order for our training to be successful, it's important that we have a few ground rules (expectations, agreements, etc.). These ground rules will help serve as a "code of conduct" for the group and ensure that everyone feels safe and supported.



1. Please put all cell phones on vibrate.
- 2.
- 3.
- 4.

**Remember: Just like  
Las Vegas, what  
happens in Family  
Tools stays in Family  
Tools!**

# Introduction and Preparation Material for ARISE Family Tools Lessons

## How to Set Up a Family Tools Group

**The Space:** The arrangement and shape of the room have an effect on the tone and effectiveness of the training. It works best to have chairs arranged in a circle or u-shape. This allows everyone to see each other and adds to the feeling that everyone in the training is on equal terms.

**Creating a Safe Environment:** In order to further support learning and create a safe environment, review the following acronym (O.P.E.N.):

*O*pen each session with the training purpose:

For example: “We are here to learn more about each other’s perspectives and how the choices we make affect our families.”

*P*ersonal choice should be emphasized throughout the sessions. You might want to:

For example: “Some of the topics we explore during our time together may not work for you right now, and it’s ultimately your choice what you will use or not use in your life.”

*E*nvironment should be one of safety, respect and encouragement for all participants.

*N*on-confrontational tone will encourage participation and feelings of safety.

For example: “This is likely to be a new way of communicating with your family. This training uses a motivational approach. It’s not a confrontational kind of training. It’s a training where we are interested in supporting each other and working together as a family. My role is twofold: I will guide the process, making sure we follow any guidelines and expectations we set. Secondly, I will be paying close attention to each of you, so I can identify your strengths. It is my hope that as a family you will work together with respect, empathy and acceptance. Empathy and acceptance really mean hearing what the other person has to say—we don’t have to approve of what they say, just listen respectfully. We will be learning more about how to do this and practicing together. Are there any questions?”

## Important Skills for the Facilitator

### Listen, Reflect, and Affirm

**Listening:** While the other person is talking, try to imagine what they are saying under the surface of their words. What is the deeper meaning of their words? Notice when you are formulating your response, and instead of thinking about what you would like to say next, pay close attention to the other person’s words and underlying message. It may be helpful to think of yourself as a kind of Sherlock Holmes character, becoming very curious about the other person. You can think of them as a mystery you are attempting to solve. Through curiosity, empathy and

attention, you will be able to gather a lot of information while communicating personal empowerment.

**Reflecting:** When the other person is completely finished talking, give yourself a moment to consider what they have said and make a reflective listening statement. Reflective listening is a technique that further promotes empowerment, allows people to communicate in an empathic style, and assists in the exploration and normalization of ambivalence. Skillful use of reflective listening helps individuals to clarify the meaning of statements that they have made. In addition, by selectively choosing what to reflect, the individual provides direction to the process.

Effective *reflective listening* requires intense attention and the suspension of the urge to think about your response while the other person is still speaking. Because you may have to think for a few seconds about how to respond with an effective reflective statement, it is important to learn the art of the pause. Some refer to these pauses as “pregnant pauses,” because a thought is about to be “born” into words.

Some guidelines for reflective listening statements include:

- ✓ Attempt to complete the paragraph by capturing the content and emotion of the statement.
- ✓ Make a statement rather than a question (the difference is tone and inflection).
- ✓ Listen carefully and try to grasp the most likely meaning (this effort involves assessing personal assumptions made by the listener).
- ✓ Balance moving beyond what was said with jumping too far ahead.

**Affirming:** Once you have provided a reflective listening statement, the other person is likely to comment back and let you know that you captured their meaning accurately or inaccurately. If you captured their meaning accurately, you will want to affirm them for sharing. If they state that you did not quite capture their meaning, you will want to continue reflecting until you have done an accurate reflection; then you can affirm them for sharing.

### **Percentage of Time Talking**

A good rule to follow is to speak approximately 30% or less of the time, which means training participants should be speaking 70% or more of the time. This helps you move into the role as training guide, and helps training participants move into the role of active and expert participants. Another benchmark to strive for is to keep each utterance (or uninterrupted time talking) to two minutes or less. After approximately two minutes, listeners tend to stop paying attention. This concept can be thought of as the “swimsuit rule:” Give enough material to cover the subject, but be brief enough to keep their attention.

### **Tone and Body Language**

Pay attention to your body language and tone of voice throughout the training. They communicate much more than most people would expect. The appropriate tone to be effective is nonjudgmental, non-confrontational, inquisitive and supportive. The overall intent is to provide a setting that allows for exploration of discrepancy between behaviors and goals without increasing defensiveness in the individual participants.



## Person-Centered Approach

A person-centered approach seeks to understand where the person is and guide the person to move forward at a pace they feel comfortable with. It is built on the human potential movement, which believes human nature is inherently good, rather than selfish and corrupt. Furthermore, it holds that humans are ultimately motivated by a desire to move toward self-actualization and achieve their own fullest potential. It refers to the tendency of all human beings to move forward, grow and reach their fullest potential. When humans move toward self-actualization, they are also pro-social; that is, they tend to be concerned for others and behave in honest, dependable and constructive ways. The concept of self-actualization focuses on human strengths rather than human deficiencies.”<sup>1</sup> In this regard Johann Wolfgang Von Goethe is quoted as saying,

**“If you treat an individual as he is, he will stay as he is, but if you treat him as if he were what he ought to be and could be, he will become what he ought to be and could be.”**

While delivering this curriculum, you, as the facilitator, will want to view each of the training participants through a strength-based perspective. You will be modeling pro-social, empathetic behavior. Through your personal belief that each individual and family you encounter has something of value to offer, you have the potential to greatly enhance your work and effectiveness.



<sup>1</sup> Encyclopedia of Mental Disorders, Copyright © 2009 Advameg, Inc

## Traps and Pitfalls

There are a number of “traps and pitfalls” which prevent full communication with training participants. Here are a few of the most common traps in which facilitators can get caught.

**1. Question-Answer Trap.** Setting the expectation that the facilitator will ask questions and the individual training participants will then answer fosters passivity. This trap can get sprung inadvertently when you ask many specific closed-ended questions early in the training. Asking open-ended questions, letting the training participants talk, and using reflective listening are three ways to avoid this trap.

**2. Labeling Trap.** Diagnostic and other labels, such as ADD, depressed, unmotivated, and/or dysfunctional, represent a common obstacle to change. There is no persuasive reason to use labels, and positive change is not dependent upon acceptance of a diagnostic label. It is often best to avoid “problem” labels, or refocus attention. For example, “Labels are not important. You are important, and I’d like to hear more about your life perspective.”

**3. Premature Focus Trap.** When a facilitator persists in talking about his or her own conception of “the problem” and the training participant has different concerns, the facilitator gets trapped and loses touch with the individual participant. The training participant can become defensive and engage in a struggle to be understood. To avoid getting trapped, start with the training participants’ concerns, rather than your own assessment of the problem. Later on, the training participants’ concerns may lead to your original thought about the situation.

**4. Taking Sides Trap.** When you detect some information indicating the presence of a problem or challenge and begin to tell the group about how serious it is and what to do about it, you have taken sides. This may elicit oppositional “no problem here” arguments from training participants. As you argue your view, the individual(s) may defend the other side. In this situation you can literally talk the individual(s) out of changing. You will want to avoid taking sides.

**5. Blaming Trap.** Some participants show defensiveness by blaming others for their situation. It is useful to diffuse blaming by explaining that the placing of blame is not helpful. When using reflective listening and reframing, you might say, “Who is to blame is not as important as what your concerns are about the situation.”

**6. Expert Trap.** When you give the impression that you have all the answers, you draw the training participants into a passive role. The individual is the expert about his/her own situation, values, goals, concerns, and skills. Seek collaboration and give the other person(s) the opportunity to explore and resolve ambivalence for themselves.

## **Roadblocks to Communication—Thomas Gordon**

The way we communicate and the words we use impact how our message is received. Some communication behaviors have hidden messages that are not likely to promote change and may damage relationships. These roadblocks to listening can be grouped into twelve categories, each of which tends to slow or stop change processes. Some typical responses that are roadblocks to effective communication are:

### **1. Ordering, commanding, directing.**

Example: “Show up for training on time and turn off your cell phones.”

### **2. Warning, threatening.**

Example: “If you don’t learn how to communicate properly with your family, you will probably do a lot of damage rather than good.”

### **3. Moralizing, preaching, giving “shoulds” and “oughts.”**

Example: “You should learn from your past mistakes.”

### **4. Advising, offering solutions or suggestions.**

Example: “I think you need to get a daily planner so you can organize your time better to get to your appointments.”

### **5. Teaching, lecturing, giving logical arguments.**

Example: “You say you don’t like to be bullied and yet you’re trying to intimidate a child.”

### **6. Judging, criticizing, disagreeing, blaming.**

Example: “We’re all adults here. Let’s act like it.”

### **7. Name-calling, stereotyping, labeling.**

Example: “I agree. Most of these kids are bad apples.”

### **8. Interpreting, analyzing, diagnosing.**

Example: “If you can’t learn to empathize then you are probably out of touch with your own feelings and should seek therapy.”

### **9. Questioning, probing, interrogating, cross-examining.**

Example: “Why did you wait so long to ask for assistance? Don’t you remember me telling you to let me know if you needed help?”

### **10. Withdrawing, distracting, being sarcastic, humoring, diverting.**

Example: “Seems like you got up on the wrong side of the bed today.”

Remember that you will be presenting skills on body language and communication styles. The most powerful way to transfer such information is through modeling. If you practice modeling these skills during and outside of training, you’ll have a more effective outcome.

## Dealing with Challenging Training Dynamics

There are two different ways to think about training dynamics, both of which are occurring simultaneously. First, there are one-to-one relationships between the individuals in the training; for example, the relationship between a facilitator and a single training participant.

In addition, there is the personality of each family, and the training group as one entity. Each training has its own unique characteristics. In order to facilitate an effective training, the facilitator should always be thinking about the various one-on-one relationships and family relationships, as well as the training as a whole. This can be challenging. Below are some different kinds of training challenges and possible solutions to deal with each one.

### **Challenge: Domination by a Highly Verbal Training Participant**

Inexperienced facilitators often try to control this person. “Excuse me, participant X, do you mind if I let someone else take a turn? Or, even worse, “Excuse me, participant X, you’re taking up a lot of the training time.”

When one person is over-participating, everyone else is under-participating.

**Solution:** Focus your efforts on the passive majority. Encourage them to participate more. Trying to change the dominant person merely gives that person all the more attention.

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### **Challenge: Goofing Around During a Discussion**

It’s tempting to try to “organize” people by getting into a power struggle with them. “Okay, everybody, let’s get refocused.” This only works when the problem isn’t very serious.

**Solution:** Transition to a more engaging approach or activity as soon as possible. Participants have become undisciplined because they are overloaded or worn out. After a breather, they will be much better able to focus.

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### **Challenge: Low Participation by the Entire Training Group**

Low participation can create the impression that a lot of work is getting done in a hurry. This leads to one of the worst errors a facilitator can make, to assume that silence means consent, and do nothing to encourage more participation.

**Solution:** Switch from large-training open discussion to a different format that lowers the anxiety level. You could offer some choices. For example: “We could split up into pairs or groups of three to talk about this topic. Which do you prefer?” Small training activities are very important and add to the learning process.

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**Challenge: Two People Locking Horns**

A lot of time can get wasted trying to resolve a conflict between two people who have no intention of reaching agreement. People often use one another as sparring partners in order to clarify their own ideas.

**Solution:** Reach out to other participants and say, “Who else has an opinion on this issue?” or, “Let’s step back for a minute. Are there any other issues that need to be discussed?” Remember: don’t focus your attention on the dominant minority; focus on the passive majority. In addition, you can use your reflective listening skills to focus on the ways in which the two participants agree. For example: “Let me see if I understand. On the one hand, participant X is saying \_\_\_\_\_. On the other hand, participant Y is saying \_\_\_\_\_, and yet, what I hear you both saying is \_\_ (an area of agreement)\_\_\_\_\_. So even though you have different perspectives on some of these issues, you actually agree.”

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**Challenge: 1 or 2 Silent Training Participants**

“Participant Z, you haven’t talked much today. Is there anything you’d like to add?” This may work when a shy participant has non-verbally indicated a wish to speak. But all too often, the quiet person feels put on the spot and withdraws further.

**Solution:** There are a variety of options to address this issue. If the same training participant is consistently non-participatory, you will want to request a brief one-on-one conversation with them during a break. It’s important that this conversation not happen in front of other training participants. The person may have valid, yet personal reasons for not participating, like social anxiety. Begin such conversations with something like, “I noticed that you don’t really participate in training, even though that is one of our expectations that we all agreed to. Is there something I should know that would help me understand this? Give the participant a chance to explain. They may have a valid reason. Another option is to shift to small group work. Small trainings allow shy participants to speak up without having to compete for “air time.”

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**Challenge: Whispering and Side Jokes**

Facilitators commonly ignore this behavior in the hope that it will go away. Sometimes it does, but it frequently gets worse.

**Solution:** With warmth and humor, make an appeal. “As you know, those who don’t hear the joke often wonder if someone’s laughing at them.” If the problem persists, assume there’s a reason. Has the topic become boring and stale? Do people need a break? Or the reverse— maybe everyone needs time for a small group discussion.

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**Challenge: Lack of Topic Interest Leading to Low Participation**

Act as though silence signifies agreement with what’s been said. Ignore them and be thankful they’re not making trouble.

**Solution:** Look for an opportunity to have a discussion on “What’s important to me about this topic?” Have people break into small groups to begin the discussion. This gives everyone time to explore their own stake in the outcome.

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**Challenge: Poor Follow-Through on Assignments**

Give an ineffective pep talk. Ignore it. “We didn’t really need that information anyway.” Put most of the responsibility on one or two people.

**Solution:** Have people do assignments in teams. Build in a report-back process at a midpoint before the activity is finished. This gives anyone having trouble a chance to get help.

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**Challenge: Failure to Start on Time and End on Time**

Wait for the arrival of all the “people who count.” This obviously means starting late, but, hey, what else can you do? When it’s time to end, go overtime without asking. If anyone has to leave, they should tiptoe out.

**Solution:** Start when you say you’re going to start. (Waiting encourages lateness.) If you must go overtime, ask permission from the training participants, identifying any scheduling conflicts before proceeding. If going overtime is recurrent, improve your agenda planning.

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**Challenge: Quibbling about Trivial Procedures**

Lecture the trainees about wasting time and “spinning our wheels.” Space out, doodle and think to yourself, “It’s their fault we’re not getting anything done.”

**Solution:** Have the group step back from the content of the issue and talk about the process. Ask the participants, “What is really going on here?”

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**Challenge: Someone Becomes Loud and Repetitive**

Tell the person to calm down that there's no need to get excited. Or confront the person during a break. Then, when the training resumes, raise your eyebrows or shake your head whenever she/he misbehaves.

**Solution:** People repeat themselves because they don't feel heard. Summarize the person's point of view until she/he feels understood. Encourage participants to state the views of training participants whose views are different from their own.

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**Challenge: Someone Discovers a Completely New Problem/Issue**

Try to come up with reasons why the training discussion should not focus on that issue. Pretend not to hear the person's comments.

**Solution:** Wake up! This may be what you've been waiting for—the doorway into a new way of thinking about the whole situation. Listen to them and give them affirmations for their insight. If you need more time to think about a solution, tell the participants you will revisit the issue next time. Be sure to abide by your word. It will engender trust.

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Finally, it's important to remember that each training group has its own style and characteristics that represent a union of all the individuals within the training and how they interact. All trainings are different, just as all individuals and families are unique. Through the recognition of such dynamics, facilitators can withhold judgment and allow themselves to embrace diversity.

**Before the training:**

Set up and test computer, projector, speakers and the PowerPoint presentation for each of the lessons. Use a flipchart or dry erase board.