

CHANGES, Seattle Chapter

A Curriculum for Large Group Presentations

A suggested monthly format for large group leader

- First Week – Changes 101, along with the potluck. Go over the basic programs as per the list at the end of the samples below.
- Second Week – Tell your story, or someone else tells their story.
- Third Week – Outside speaker.
- Fourth Week – Elective program of the large group leader. See samples below.
- Fifth Week, if necessary – Same as Fourth Week, perhaps presented by someone else who is interested in giving a program.

A sample list of ideas for programs (and contact names) and current list of “Changes 101” topics:

1-10 - The Ten Beliefs (Ten Programs)

Elaborations of ONE of the ten beliefs of Changes, with explanations included of the background materials from the introductory hand-outs, and personal experiences discussed, both of the large group leader and of the members. THIS IS TEN PROGRAMS. Tell your story in light of the belief – how it has effected you, how you learned it. (Teru Lundsten, Sandy Barnes)

11- Review of the Changes Guiding Principles and Beliefs

Once a month, we read aloud the principles. Periodically, they could be reviewed as an integrated whole. Why, after all, do we even bother with them? How are they relevant? Do we follow them? How have they worked for you? Has NOT following them proven to be a problem? (Mark Lundsten)

12 - How Do You Know if Changes is working?

What is different in your life and in others' lives as they “work” the Changes program? How do you know you are really “working” the program? What are these “changes?” (Mark Lundsten)

13 - Grief and Mourning

Dealing with loss. How we move on.

1) Denial and isolation

2) Anger

3) Bargaining

4) Depression

5) Acceptance (Rodney Cook, Teru Lundsten, Pamela Pasquale)

14 - The Four Phases of Chronic Illness and Your Star Child *Coping with chronic illness is very*

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similar to coping with a star child. The phases are identical:

- 1) *Crisis*
- 2) *Stabilization*
- 3) *Resolution*
- 4) *Integration (Kayce Hughlett)*

15 - The Four Phases of Chronic Illness, Another Perspective:

Dysfunctional Integration As The Basis For A Stand

The 4 steps may not lead to HEALTHY integration, the last step, but to DYSFUNCTIONAL integration. That unhealthy state of integration was the condition of his family before he started Changes, and is role in that dysfunctional integration is the basis of his stand. A healthy integration allows crises to arise and to be absorbed and digested, "integrated" into your life. If we look at our unhealthy states of integrations, it should reflect our stand based on that dysfunctional condition. (Rodney Cook)

16 - Slow Down

The importance of slowing down in your response to your star child, and in your thinking, planning, and acting. Demands to provide immediate action or answers are often emotional blackmail. Remember to "Think, Plan, and Act," in that order. (Sandy Barnes)

17 - Minimizing

The danger of rationalizing the degraded emotional life of your family and the poor choices of your star child. How we kid ourselves that "things are fine. At least they are not....." This inadvertent lowering of standards may be a short-term survival technique; but it only leads to more problems. How can we avoid "minimizing?" (Bill Hughlett)

18 - The Problem with "Community"

A community is not necessarily a "good" or "wise" thing. Some are very dysfunctional, perhaps burning witches or ethnically cleansing themselves. What happens to us within our community when we have a star child? Are we ostracized? Nurtured? What makes it functional or dysfunctional for us? Does the community have the same values and goals that we do for ourselves and our family when we have a star child? What makes the Changes community work? (Mark Lundsten)

19 - Problems With Peer Groups

What do your star child's peers have to do with your star child's behavior? The "Love and Logic" inverted triangle of responsibility provides a guide to this issue. A peer group can be a problem, but whose problem is it, and is it a problem you can control? (Norma)

20 - Are We Raising Our Children For A World That Doesn't Exist?

By providing too many "things" and favors for our children, are we teaching our kids to rely on others instead of relying on themselves? Are we making them materialistic? What things and favors are really necessary, and when do we "enable?" The list of things we do and provide for our children easily takes up two meetings.... (John Orozco)

21 - One Good Thing About Your Star Child

This program begins with the large group leader saying ONE thing about his/her star child that he/she really admires or loves or is proud of. Then everyone in the room takes a turn doing the same thing. (Sandy Barnes, Mark Lundsten)

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22 - Who Is Responsible For Your Child's Education?
*How important are good grades? Whose problem is it? What can you control?
Is it a battle worth fighting? (Bob Loveless)*

23 - Emotional Growth Schools
*A few case studies and a discussion of the pros and cons, the benefits and the
problems. (Hughlett, Roy, Lundsten, Kyrimis, Orozco/Sullivan)*

24 - Parents' Rights and Responsibilities
*With an attorney present, we ask what legal rights and responsibilities we
have when our star child is pushing the limits of the law. (David Jardine)*

25 - Humility and Change
*In order to change, we need to let go not only of preconceptions, but a certain element of pride,
something that may do us good, star child or not. (Scores of us....)*

26 - Stories and Changes
*All drama, according to some, involve a protagonist who is thrown against his/her will into a
"personal hell" and who has to change to get out of that hell. The "hero" has to change. Those who
don't change are characters we don't like.... or who are extraneous to the plot, superhuman, or
villains. (Mark Lundsten)*

27 - Adoptive Kids and High-Risk Behavior
*What are the intrinsic difficulties involved with adoption? Is there a "primal wound?" (Teru
Lundsten)*

Changes 101 - The Basics

1 - Changing ourselves
*Is the point of Changes to "fix our kids?" Do we have that power? Or is the point of Changes to
change ourselves? Our success as a parent is not tied to our children's choices, unsuccessful OR
successful. Just as our children's success is based on their choices, so is our success based on
OUR choices. (Sandy Barnes)*

2 - Stands and Small Steps
*Review of how we choose a stand and how we choose a weekly small step.
What makes them work? What makes them not work?*

3 - No ACE
*So how are we supposed to be parents? Isn't "no ACE" counter-intuitive? Why doesn't ACE work?
How does "no ACE" jibe with the ten beliefs, and how does it work? (Sandy Barnes, Mark
Lundsten)*

4 - Think/Plan/Act
How that format of action is essential to the success of the Changes program.

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5 - Separating your issues from your star-child's issues

Parental emotions of grief, anger, and contempt make it hard to deal with your choices as a parent. How can you cope with these and other difficult emotional issues, and still make good parental choices for your star-child?

6 - Support - Giving and Getting

When you first come to Changes, you NEED HELP AND SUPPORT. As you work the program, much of your continued growth comes for GIVING HELP AND SUPPORT. How does that work?

7 - Teamwork I-

Starting Your team

8 - Teamwork II-

Working with your team over time

9 - Teamwork III-

How to be on somebody else's team, realizing what accountability means, understanding a "clone character."