

## newsletter for nurturing support groups

**Issue 48**  
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**D**ear Readers,

Welcome! This issue on **Gossip, Secrets and Sharing** is about communication and specifically about when to tell and when to listen. In her article on Gossip, Kathie Arcide describes **Godsibb**, the positive ancient origin of the word gossip, and offers some ways we can keep gossip positive in our personal lives. There are questions and activities to help you focus on gossip and secrets and sharing information.

Also, in the area of when to talk, here is the Suggestion Circle many of you participated in about wisdom you wish your parents had offered you about choosing a mate.

The research report included in this issue is "Hope for High Risk Abusive Parents," by Dave Bredehoft.

Thanks to all of you contributors for these wonderful ideas and I hope you readers learn and enjoy.

Sincerely,

*Jean Illsley Clarke*

Jean Illsley Clarke

# GOSSIP

by Kathie Arcide

**G**ossip, these days, is at best a fairly risky form of communication. Even the best-intentioned gossip can turn out to be anything from mildly irritating to emotionally damaging for the people involved. However, it can also be a healthy, loving way to communicate when some simple guidelines are followed.

Let's start with *definitions*. Currently, gossip gets a pretty bad rap in most dictionaries. Words like trifling, groundless, sensational, idle and vicious are used to describe the act of gossiping. A person who gets that label is called chatty, snoopy, trivial, habitual and ulterior. Pretty negative stuff.

It wasn't always defined that way. Originally, the word was **Godsibb** which meant a person who was somehow "spiritually related" to another — such as a Godparent, a close family friend or an old crony. The Godsibb's assign-

ment was to be the "keeper of the family stories" and to make sure its history, genealogy and pride was passed along to later generations. It was the Godsibb's job to "talk about" those folks who were no longer around, what we might refer to today as "behind their back".

Because there is a discrepancy between the current and old definitions, "mostly related to results," we need a *new* approach that retains the essence of the Godsibb, but also recognizes the currently assumed negativity about gossip.

I offer you a third definition. *Gossip* is anytime you talk about a person when they are *not present* or an event not happening now. There is *no automatic value* attached. *Value* is determined by the participants *intentions* and by the *consequences* of the gossip.



## Risks

Gossiping today is like having a pillow fight with a leaky feather pillow — one playful hit and the pillow can send feathers flying and floating in the wind. Truly gathering up all those feathers once they are loose is quite a task. So it is with gossip — once you have put the words out, you can never truly get them back.

Unfortunately, even the very best of intentions can't guarantee positive consequences. The risks include misunderstandings, spoiling surprises and *redefining*. The minute we put someone else's information in our own words or even in our tone of voice, we risk redefinition. We risk having the meaning of our communication changed.

## Why Gossip?

There are many "OK" reasons for gossiping, such as 1. sharing information, 2. planning surprises, 3. stimulating the child in us, 4. structuring our time and 5. helping to prepare or protect our family, friends or co-workers. Gossip is "OK" when it promotes, rather than degrades others. It is healthy when it is done from a win/win position. It can enhance openness and intimacy when done by a combination of people (present or not) with whom the trust level is very high. In a *healthy family* there are no "secrets" or sneakiness and when family members discuss each other, the



## Gossip, continued

assumption can be safely made that if you are the subject, your *best interests* are a top priority.

In an *unhealthy family*, open sharing is the exception and secrets are the norm. Even when good surprises have been planned, the reaction can be paranoid and the motive mistrusted.

Some of the "NOT OK" reasons for gossiping are 1.) to belong or to get approval by putting down others, 2.) to solicit alignment or to create a *triangle*, thus structuring your time in a negative way, 3.) to *talk away* a problem instead of solving it, 4.) to express feelings indirectly *through* or to someone and 5.) to get someone else to *feel* something for you or with you.

Understanding *why we gossip* is very important in determining the outcome. Equally important is recognizing when we are being *gossiped with* so we can check our intention and be clear about the intention of the gossip.

### Keeping Gossip Positive

Sometimes we may actually invite gossiping by asking "snoopy" questions or by acting like we are "in the know". Once we have that reputation established, we may get more unsolicited gossip than we bargained for. Then, we may need to set very clear limits or boundaries in order to prevent people from being *intrusive* with unwanted information.

Some warning signs to notice just prior to gossip are a lowered voice, excluding-type body language and several lead-in phrases that signal a forthcoming story or "report" involving gossip. Listen for words like "Guess what!", "Did you hear about . . . ?" or "So and So said . . . about you". Pretty enticing openers. So, if you notice these signs, check in with your intentions three ways.

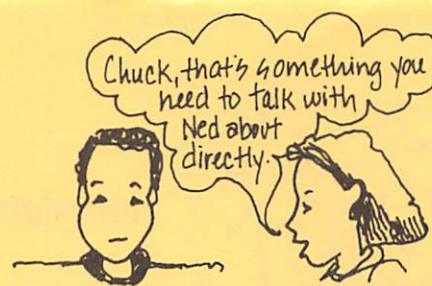
- 1) Does this fit with my values? Will this information help me nurture or protect myself or someone else?
- 2) Will this information help me solve a problem?
- 3) Do I feel good about this or do I feel apprehensive, guilty or vindictively gleeful?

If you do not feel OK about your intentions or your feelings about the intentions of the other person, you can stop the transaction either to get more information before proceeding . . . "Before you say anymore . . ." or to extract yourself from the interaction altogether . . . "Why are you telling me this?" or "I prefer not to hear about this. Let's talk about something else."

### Giving Gossip Back

Even when we no longer involve ourselves in "NOT OK" gossip we can sometimes end up with an unwanted "secret". In this case, knowing how to give gossip back is important.

- 1) Remember that your feelings are OK, so if you have some, express them. Like — "I'm mad that you told me that!"
- 2) Set your limits like — "Please don't tell me things like that again!"
- 3) Turn the responsibility back to the person, as in — "You need to say this to him directly".
- 4) To break a habitual gossip of the habit of telling you secrets you can say — "I can only assume that because you didn't ask me to keep this confidential, that I can



share it with whomever I please". The person will think twice about dumping a "secret" in your lap again.

### Rules For Responsible Gossip

Here are some things to remember to help you GOSSIP RESPONSIBLY:

- 1) Know your *intentions*. Check them in the three ways listed above.
- 2) Ask yourself is you would be having this same conversation if the person being discussed were *present*.
- 3) Ask yourself — Is this story/information *true*? Is it *fair*? Is it *necessary*?
- 4) *Don't assume confidentiality* when giving or receiving information. Come from the open stance rather than one of secrecy.
- 5) *Take responsibility* for clearly defining your intentions.
- 6) Acknowledge the *authenticity* of the information. State whether the information is rumor or first hand and factual. Acknowledge how you have interpreted the information.
- 7) Think about the *potential consequences* even when you have confidence in your intentions.

Let's see if we can bring back the concept of the Godsibb and turn gossip into a healthy way to keep connections alive and lasting in relationships, families and communities.

Kathie Arcide lives in Seattle and is a Corrective Parenting therapist.  
Kathy Arcide, 13656 S.E. 7th, Bellevue, WA 98005

### Suggested Activity

## Be a Godsibb

A **Godsibb**, as described by Kathie Arcide's article, *Gossip*, was a "spiritually related" person who was the teller of the family stories. The job of the Godsibb was to make sure that family history and pride were taught to each generation. Often, nowadays, when people gossip, they tell negative stories. In this activity we will practice telling positive things about other people.

- Ask each person to make a short list of positive qualities or accomplishments they wish the next generation would know about them. The list may include things few people know about. Do not put your name on the list.
- Put the lists in a basket and have each player draw one, making sure that no one gets her own.
- Ask each person to practice being a "Godsibb" by reading the information on the list and then telling, in her own words, from her own values, why each quality or achievement is important.
- After each list and the comments are shared, let the group guess which person in the group the "Godsibb" is talking about.
- Close by asking group members to discuss the value of passing along accurate positive and negative kinds of information about family members and what happens when positive information is neglected or when negative information is kept secret.



## Questions On Political Gossip



When politicians start rumors or raise charges about opponents that fall in the category of gossip, it is because:

- they like to gossip?
- they believe we voters want to base our votes on gossip?
- they believe we voters like gossip and they want to please us?
- there is something else they would rather we voters not think or talk about?
- other?



### Suggested Activity

## Sharing Wisdom

Sometimes people share their wisdom, beliefs, ideas or hunches only when they are asked. Other times people offer information even if it is not asked for. This activity encourages people to think about when to do which.

1. Individually or as a group, make a list of sayings or beliefs that suggest when to share and when to be quiet. Here are some examples:  
 "If I want your ideas, I will ask for them."  
 "Keep your information to yourself."  
 "Gossip is the spice of life."  
 "Secretive people probably have something to hide."  
 "Fools rush in where angels fear to tread."  
 "Be not the bearer of bad tidings."  
 "Share what you know."  
 "Never trust someone who can't keep a secret."  
 "Don't be withholding. When in doubt, tell."
2. After you have finished your list, put a T by each rule that suggests you should tell what you know or that gives you permission to gossip. Put a S by each one that encourages you to act secretive.
3. Read individually or aloud to the group Kathie Arcide's article on **Gossip**.
4. Using the 7 point checklist on how to gossip responsibly, evaluate each item on the list of sayings that you have just collected. If the items would help you share or withhold information responsibly, star it. If it would not, cross it off or rewrite it.
5. Make a list of sayings or beliefs that will help you gossip responsibly, or be a **Godsibb**.

## Learning May Require Unlearning

by J. W. Apps

The following article is excerpted from the April 27, 1987 issue of *Adult and Continuing Education Today*.

I think we've all had experiences where we've learned something new, perhaps a new way of thinking about something, or a new way of doing something. And to learn this new thing we had to rid ourselves of the old way of thinking or of the old way of doing.

• • •

### Unlearning Has Four Stages

The phases in the unlearning process include: (1) Becoming aware — realizing that something is wrong, that there is a certain discomfort in one's life, that the old ideas and the old skills are not serving as they once did. (2) Exploring alternatives — searching for new ways of doing things, new answers, new concepts, new ways of organizing one's world view. (3) Making a transition — when the old is left behind and a new way is adopted. In the midst of this phase is a "neutral zone" where we have questioned the old but have not yet accepted the new.

It is in the transition phase, and particularly within the neutral zone that much of the grieving takes place.

The neutral zone is critical. The chance of slipping back to the comfort of old ideas is excellent, leaving behind the opportunities that go with the new and yet not tried ideas.

How can we help ourselves through the transition phase, and particularly the neutral zone? One important way is to realize that it occurs, that we will grieve the loss of our old ideas and ways of doing things. And just as grieving the loss of a person takes time, it also takes time to grieve the loss of an old idea. The process can't be speeded up or made efficient. Phase (4) is Integrating — becoming comfortable with the new ideas, new assumptions, new skills, and acting on them. Integration means making the new learning a part of us, just as what we unlearned had been a part of us.

The point of all this, particularly for the adult learner, is that to move ahead, to gain, we sometimes must move back, and lose. And, in many instances, unless we move back (unlearn) we are prevented from moving ahead.

*Jerold W. Apps is a professor of adult continuing education at the University of Wisconsin-Madison.*

### Suggested Activity

If you need to "unlearn" something about gossip or secrets or sharing, try thinking through J. W. Apps four stages.

- 1) *Become aware*  
What I am displeased with is:
- 2) *Explore alternatives*  
Other things I could do are:
- 3) *Make the transition*
  - A way I could start is:
  - Other things I could do are:
  - What I will need to grieve is:
  - How long I may need to grieve is:
  - Ways I can get support for my grieving are:
  - Ways I can get support for my new behavior, attitudes, beliefs or feelings are:
- 4) *Integrating*
  - Ways I will know I have integrated the new are:
  - Ways I can celebrate my achievements are:



## On Celebration

For a young child, achieving a developmental task gives the *satisfaction* of mastery.

Crowing is *celebrating* the mastery.

## On Lifestyle

Drying Your Hands — If you are generally too busy to use hot-air hand dryers in public restrooms, your life style is probably too busy for your own health.  
— Gerald Gutlipp, mathematician.

## ON TRUST

"But those who trust in the  
Lord for help  
Will find their strength  
renewed.  
They will rise on wings like  
eagles;  
they will run and not get  
weary;  
they will walk and not grow  
weak."

Isaiah 40:31

I have endured  
much pain, confusion, and fear.  
I have hoped for healing and rest  
only to have the wounds  
ripped open  
again  
and  
again.  
I have hoped and trusted  
until the pain was so intense  
I gave my hope to others  
and trusted them to hope for me.  
An eagle appeared!!  
"A sign from God", my child said.  
The very child who is the center  
of my pain . . . and hope.  
My sick child who is growing well.  
An eagle indeed!!  
My heart now rises on wings like  
eagles;  
I've run the race but I'm not  
weary;  
I've walked the dark road but I'm not  
weak.

Kaye Centers  
May '1987

## BOOK REVIEWS

### Three Books about Secrets

**The Trouble With Secrets** by Karen Johnsen, Parenting Press, 1986, \$3.95 is my favorite book about secrets. The merriment or distress conveyed in Linda Johnson Forssell's drawings delight the eye and clarify the message.

#### **The Trouble With Secrets**

- helps children distinguish between worrisome secrets and surprises.
- teaches children to think for themselves.
- presents many different "secrets" for children to consider.

Beside helping children do those important things, it helped this adult think in a new way about both the trouble and the delight of secrets!

Jean Clarke

**An Elephant in the Living Room: The Children's Book** by Jill M. Hastings, M.S. and Marion H. Typpo, Ph.D., CompCare Publications, MN, 1984, \$6.00 is a book about the secrets of addictions.

The book is designed to be read aloud and shared with a child or a group of children by an adult who is knowledgeable about working with families where drug or alcohol abuse is present. The activities in this book are designed to help children:

1. Improve their relationships with parents and siblings.
2. Learn to recognize their feelings and express them appropriately.
3. Improve their self-esteem by recognizing their strengths and abilities.
4. Develop some practical ways of coping with some common problems in families where there is drinking or drug misuse.
5. Understand that addiction to alcohol or other drugs is a disease and that they are not the cause of this disease.
6. Realize that they are not alone — that other children are coping with similar problems.

**An Elephant in the Living Room: A Leader's Guide for Helping Children of Alcoholics** by Marion H. Typpo, Ph.D. and Jill M. Hastings, M.S., CompCare Publications, MN, 1984, \$7.95 informs the readers about children, about the experiences of children living in a family where chemicals are being abused, and offers suggestions for using the children's book. It has information that covers the disease concept, myths and models, fetal alcohol syndrome, treatment possibilities, and specific suggestions for talking with children.

The origin of family secrets are addressed as being protected by these myths:

- We're a nice family. Nice families are not alcoholic. Therefore we can't be alcoholic.
- The alcoholism is somebody's fault. Someone is to blame. (Am I to blame?)
- If we don't talk about the problem, it doesn't exist.
- Alcoholics are bad. You shouldn't say bad things about people you love. Therefore, don't talk about your mom's or dad's drinking because somebody might think she or he is alcoholic and therefore bad.
- If we just keep doing what we're doing, things will get better somehow.

This book can be used to help children use their energy to help themselves grow rather than to use it maintaining the family secrets.

Jean Illsley Clarke



# What I Wish My Parents Had Told Me To Look For In A Mate



Older parents at a Support Group meeting were discussing the hazards of sharing advice or negative feelings about a child's chosen mate. They quoted the following cultural advice —

- they won't listen.
- they will hate you.
- they will marry out of spite.
- they will have nothing further to do with you.

The married or divorced young adults in this particular meeting countered vigorously with the information that they regretted not being given adequate guidelines and advice by their parents.

The following suggestions are the results of several Suggestion Circles in groups with members ranging in age from 16 to 70.

## What I wish my folks had told me to look for in a mate

1. Find someone who loves you for who you are.
2. Find someone who is willing to give emotional support as well as receive it.
3. Find someone who will love you in the way that brings out the highest self in you and in her.
4. Don't marry someone so you can make him happy or he make you happy, marry a happy person.
5. Be sure you can feel so at ease with your spouse that you can talk about everything; be best friends.
6. If you plan to have children, marry someone who loves children.
7. Marry someone who is willing to support you and to ask you for your support and what he needs from you.
8. Notice how he treats his mother and sisters and decide if that is how you want to live your life.
9. Talk a lot about how you want your life to be and how you will make decisions.
10. Get information about how vulnerable your potential mate is willing to be and whether or not she asks for what she needs or whether she feels she has needs and how she attends to her needs and her vulnerability.
11. Mates are not absolute rights or wrongs, you two have to build the relationship right.
12. A deep level of caring should be there in the beginning that allows the willingness and support of both people to grow and support change.

13. Ten years from now, neither of you will be the same people you are now. Be prepared for that.
14. Talk a lot about values and lifestyle.
15. Trust your gut, not your lust.

— Seattle

1. Marry someone who says, "What you are right now is who I love," not someone who plans to change you.
2. Don't choose a mate for who he may become.
3. Look for maturity in a mate which "matches" your development.
4. Put your development as a young adult into the "big picture" — of a whole life. Put pieces together for sticking together the whole life time. Read studies and data about good marriages.
5. Ask, "What kind of parent will this person be? And will she, without scoffing, accept me and my needs?"
6. Can I see this person as growing and learning and being together in all sorts of different parts of life — economic, education, child-rearing, etc. It's hard to see it all when you are in love.
7. I'm like my Mom — so I married someone like my Dad . . . I wish I'd recognized the potential for the same kinds of problems my parents had — it caught me off guard.
8. Does she have openness to examine her own life — Can she ask for help? Will she be willing to examine life on a regular basis?
9. Look for friendship.
10. Am I willing to accept him as he is? Will he ever want to change for me? I can't change him.
11. Will I ever feel that it is hard for me to be separate enough from him to be who I am?
12. How will we encourage each other? Is what you need from her what she sees/knows you need? Vice versa?
13. Is her self-confidence true, not covered up by arrogance?
14. Look for the spiritual. We are a sacrament! Our relationship doesn't *happen*, it gets worked at all the time and includes that we are spiritual with each other.
15. There will be changes in your feelings for each other. Marriage is not always the wonderful road. Change must be worked at.
16. It's OK to be 24- 35- 46- 57- . . . and not be married.
17. Is this person capable of being supportive of you no matter what's down the road?
18. It's OK to have some crummy times.
19. It's OK to be a sexual person. Examine what you believe about sex and act on that. It can be so powerful.
20. Can you feel trust and trustworthiness to the point of commitment to an *unconditional* relationship?

— Yakima

1. Think about your priorities in life and ask your future mate's priorities — do they match?
2. Marry a best friend.
3. Will that person confront his own issues? If not, trust yourself to look for someone else.
4. Discuss money, sex, children, religion, politics, personal power, in-laws, holidays, vocations, love and change.
5. Look for someone who fights only to solve problems.
6. Are you both willing to share yourselves as feeling persons?
7. Look for friendship, nurturing, fun, love.
8. Find honesty and respect, then think about marriage.

— Minneapolis



# HOPE FOR HIGH RISK ABUSIVE PARENTS

## Research Report

By Dr. David J. Bredehoft  
Associate Professor of Psychology and Family Studies  
Concordia College — St. Paul

The ink on the headlines reporting Elizabeth Steinberg's tragic death barely seems dry: "SIX-YEAR-OLD NEW YORK CITY GIRL BEATEN TO DEATH BY HER ADOPTIVE FATHER." Police found Elizabeth beaten senseless, and twenty four hours later was declared brain dead. Her 16 month old adoptive brother was found in the same Greenwich Village apartment laying in his own excrement. Elizabeth was murdered by her adoptive father, Joel Steinberg, a criminal lawyer. Unfortunately, Elizabeth was not alone. 1986 figures conclude that in New York City 113 children died as a result of abuse. Nation-wide more than two million reports of abuse and neglect were reported in 1986 — a 75 percent increase in the past five years.

Elizabeth's death raises a host of familiar questions. Why does this have to happen? Who could do something like this? Could something have been done to prevent this from happening? What can be done to protect children from this tragedy? Is there a way to help parents who are at risk for abusing their children?

The answers to many of these questions are still cloudy, however, a ray of hope is beginning to appear. The results of a recently completed study indicate that there is hope for high-risk abusive parents who attend a parenting class developed by Jean Illsley Clarke called **Self-Esteem: A Family Affair**. The self-esteem of the high-risk parents increased an average of 31%, significant at the .0001 level.

30 female and 4 male parents (ages 19-41) participated in the study. They were referred to the Minnesota Benton and Sherburne County Public Health Services. The majority of the subjects were poor, under-educated and single: 79% had an income of less than \$10,000. 62% were educated at or below the 11th grade. 53% had 3-5 children, and 53% of the parents were single, separated or divorced.

A high frequency of anecdotal data also supports the 31% raise in self-esteem:

- "We don't spank with the belt anymore. We give more hugs and listen to them instead."
- "We talk now instead of yelling."
- "We get along better now."
- "Filing a restraining order against my abusive husband was one of the most difficult things I have ever done, and would not have done it without the support and encouragement of the class."
- "This class was the best thing I've ever done for myself."
- "With the encourage and support of the class I got a job."

Following referral, parents participated in **Self-Esteem: A Family Affair**. This parenting class is offered two hours each week for an eight week period. Concepts and skills are presented to the learner in three ways: auditorily, visually, and behaviorally. Each evening begins with a name tag exercise designed to allow participants to stroke each other, and with ground rules for protection and permission, goals to be achieved for the evening, and a closing exercise. Between the opening and closing exercises the following tools are presented to the learner and reviewed in each of the class periods.

- The **Four Ways of Parenting Exercise** helps the learner understand and practice four ways of communication (two helpful, two harmful).
- The **Responsibility Exercises** like "your eggs are getting cold" and "things are falling into place" invite the learner to think about language that encourages irresponsible behavior.
- **Parenting Tips** are a combination of helpful ideas and information that have been gleaned from a variety of experts, personal experiences, and group participants.
- **Affirmations** are powerful and important messages that children need to hear.
- The **Parts of the Personality** exercises identify, teach, and practice the three parts of the personality: the nurturing and

structuring part (Parent), the problem solving part (Adult), and the spontaneous & adaptive part (Child).

- **Stroke** exercises are presented to the learner so that they can identify and discriminate between healthy and harmful strokes.
- Ideas about **Discounting** are taught to show ways in which people lower self esteem.
- The **Suggestion Circle** is a powerful tool designed to encourage clear thinking. After a parent requests a suggestion circle and describes the problem, the leader summarizes it for the group. Each member of the group offers their highest quality suggestion for solving the problem. The suggestions are recorded and given to the parent.

Self-concept theorists believe that self-concept has a direct bearing upon behavior. In other words, a person acts and behaves in a manner consistent with their self-concept. If you think you are loving and capable, you will act in loving and capable ways. If you think you are rotten, inept and worthless, you will act rotten, inept and worthless.

This study demonstrates that if high-risk parents have a higher self-esteem they will be able to cope with life's problems more effectively and thus select methods other than violence to interact with their children.

Even though the ink is barely dry from the headlines describing Elizabeth's tragic death, a ray of hope is beginning to shine into the future. My hope is that Elizabeth's death will not be in vain, but will stand as a constant reminder for all of us who work with parents and care about children. We must go forward and break new ground toward discovering the answers to the troubling questions about child abuse so that one day we won't read tragic headlines in the paper.



# Facilitator Training Workshop

February 6-10, 1989

July 10-14, 1989

Minneapolis, MN

July 24-28, 1989

Seattle, WA

**A week-long workshop for people who want to . . .**

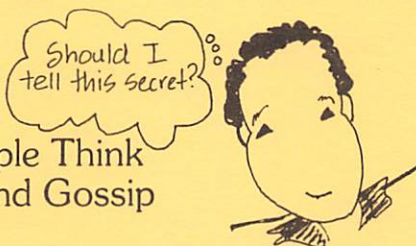
- Facilitate the *Self-Esteem: A Family Affair* parenting model, or
- Improve group leadership skills for working with growth, education, or support groups.
- Receive advanced training in the use of Transactional Analysis in educational settings.

**Led by Jean Illsley Clarke.**

**Write to WE for details.**

## OPENING ACTIVITY

### For Helping People Think About Secrets and Gossip



Hand out name tags.

- Ask each person to choose a partner and make a name tag for him.
- Ask the partners to think about one time he kept a secret and is glad he did, or one time someone kept a secret and he wished they had told, or one time gossip diverted people from more important things.

Introduce your partner and tell the group briefly about your partner's "one time," if he is willing for you to share that information.

## CLOSING ACTIVITY That Offers Everyone A Positive Personal Message

At the end of the meeting, briefly review the activities of the meeting.

- Ask several people to share briefly what they learned about sharing, gossip or secrets.
- Ask for resentments. Listen to resentments, do not defend or explain.
- Ask for appreciations.
- Ask the group to read this affirmation aloud to each other:

"You can think about what you choose to tell, what you choose to listen to and what you choose to keep secret. You can make choices that are positive and healthy for yourself and for other people."

## What Is Success?

To laugh often and love much.

To win the respect of intelligent persons and the affection of children;

To earn the approval of honest critics and endure the betrayal of false friends;

To appreciate beauty;

To find the best in others;

To give of one's self without the slightest thought of return;

To have accomplished a task, whether by a healthy child, a rescued soul, a garden patch or a redeemed social condition;

To have played and laughed with enthusiasm and sung with exaltation;

To know that even one life has breathed easier because you have lived;

This is to have succeeded;

— Anonymous

## Suggested Format for Group Meetings

Place \_\_\_\_\_

Date \_\_\_\_\_

Time \_\_\_\_\_

Person in Charge \_\_\_\_\_

### Program:

- Opening activity that offers everyone a positive personal message
- Ground rules
- Celebrating wins and sharing problems
- Asking for support
- Practice skills, new learnings, play
- Suggestion circle
- Plan the next meeting
- Resentments and Appreciations
- Closing activity that offers everyone a positive personal message.



Edited by Jean Illsley Clarke  
Design by Marnie Lilja Baehr

**WE**

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