

2024 ADOLESCENT PREGNANCY
PREVENTION GRANTEE CONFERENCE



BUILDING BRIGHTER FUTURES
WITH TODAY'S YOUTH LEADERS

JUNE 25-27 | SAN FRANCISCO, CA



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Learning to Hear Me, so that I can Properly Hear You!

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2024WARD: Building Brighter Futures for Today's Youth Leaders

June 25-27, 2024

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This opportunity was made possible by the Family and Youth Services Bureau (90TS0069-02-02).



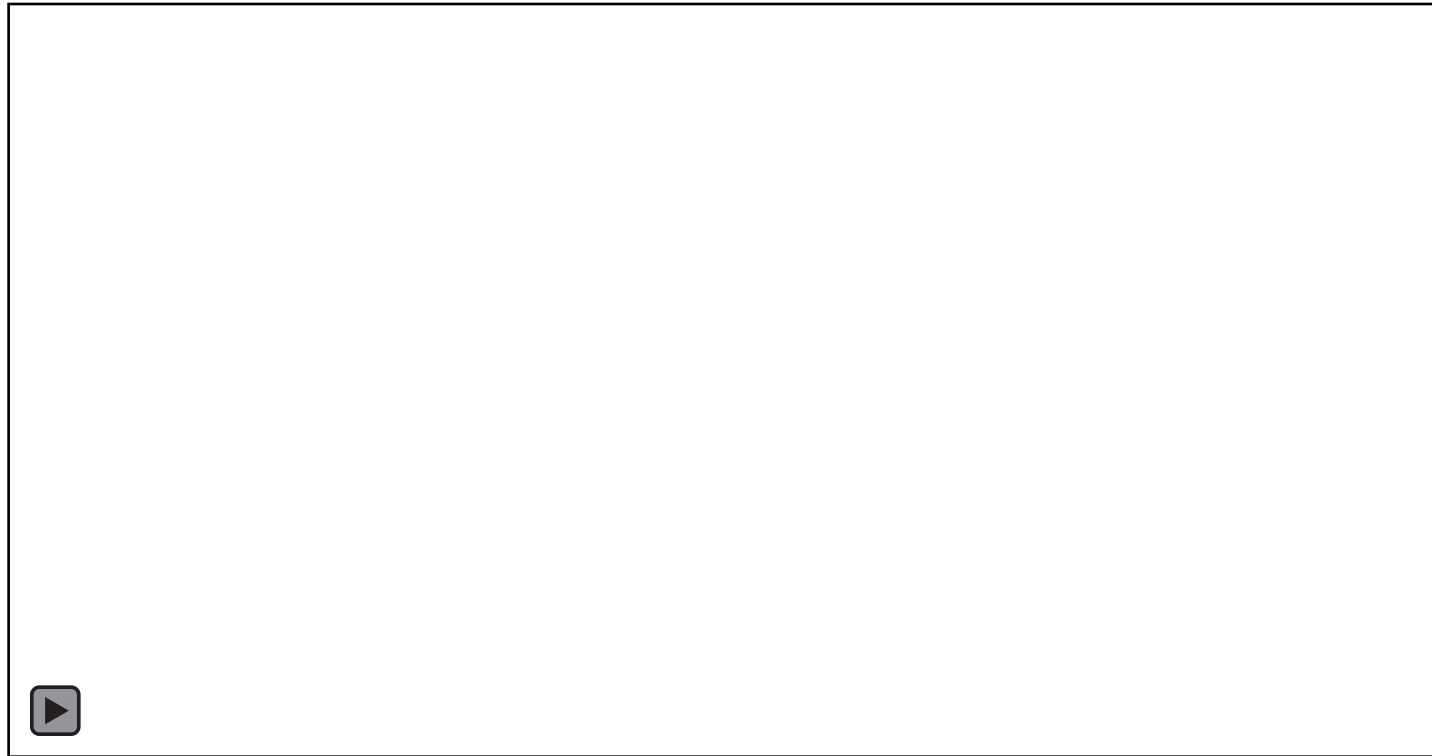
Learning Objectives:

1. Identify communication styles & utilize the communication wheel to regulate internal & external communication.
2. Build skills on how to model communication & behavior skills for youth to form new learning habits.
3. Recognize communication errors through role play and discover new ways to help participants regulate their emotions, behavior and communication.



COMMUNICATION EXERCISE

We Have A Job To Do



Let's Take a Poll!



If unable to use QR Code:

**Go to www.menti.com and use
code: 1956 9256**

**Were you labeled as a student?
What's your communication
style?**

Labeled

“the good kid”
“the bad kid”
“the know it all”
“the shy kid”
Ect....

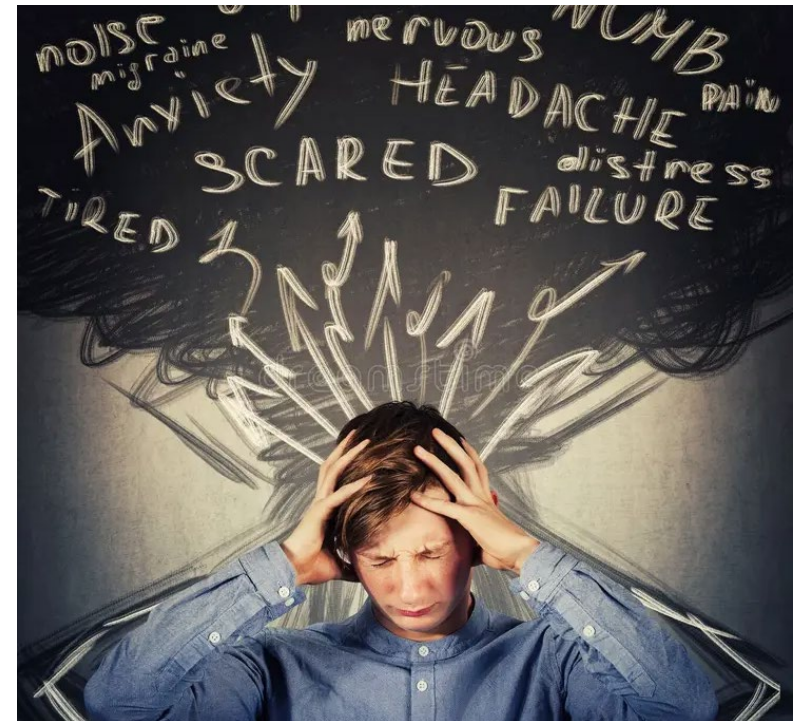
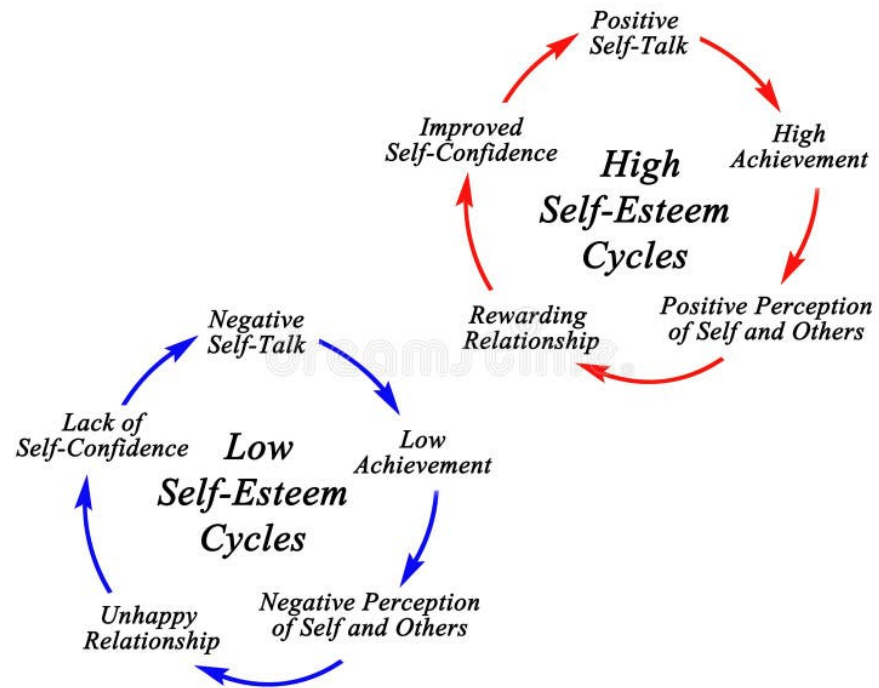
VS.

See yourself now

Open/Direct Communicator
Open/Indirect Communicator
Closed/ Direct Communicator
**Closed/ Indirect
Communicator**

Communication sets the tone for how we perceive people, how we interact and distinguish the way we continue to interact with others. There are different types of communication styles, changes in communication across generations, experiences, and history we bring into the room when communicating that dictates how we approach or handle different situations.

SELF TALK



5. I Want From You...

1. Describe The Situation



2. The Story I am Telling Myself Is...

4. I Need...

3. I Feel...



NICK
KENNEDY
COACHING

Unhelpful Thinking Styles

All or nothing thinking



Sometimes called 'black and white thinking'

If I'm not perfect I have failed

Either I do it right or not at all

Over-generalizing
"everything is always awful"
"nothing good ever happens"

Seeing a pattern based upon a single event, or being overly broad in the conclusions we draw

Mental filter



Only paying attention to certain types of evidence.

Noticing our failures but not seeing our successes

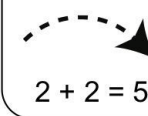
Disqualifying the positive



Discounting the good things that have happened or that you have done for some reason or another

That doesn't count

Jumping to conclusions



There are two key types of jumping to conclusions:

- Mind reading (imagining we know what others are thinking)
- Fortune telling (predicting the future)

Magnification (catastrophisation) & minimisation



Blowing things out of proportion (catastrophising), or inappropriately shrinking something to make it seem less important

Emotional reasoning



Assuming that because we feel a certain way what we think must be true.

I feel embarrassed so I must be an idiot

should
must

Using critical words like 'should', 'must', or 'ought' can make us feel guilty, or like we have already failed

If we apply 'shoulds' to other people the result is often frustration

Labelling



Assigning labels to ourselves or other people

*I'm a loser
I'm completely useless
They're such an idiot*

Personalisation
"this is my fault"

Blaming yourself or taking responsibility for something that wasn't completely your fault. Conversely, blaming other people for something that was your fault.



Sometimes we don't recognize what we bring to different situations; including facts, opinions and experiences.

The purpose of this presentation is to help each of us identify the way we communicate and how we can adjust. When we can point out and work on our flaws, we can be more beneficial to those we are guiding. As we take these tools and some others, and model them we produce better results for everyone involved.

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Thank you!

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Questions?



