

CARS 'R' US

OWNER'S MANUAL



Authors: Russell Deal with Ivan Honey

Illustrator & designer: Mat Jones

Editor: Karen Bedford

Foreword: Ivan Honey



**Innovative
Resources**

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What kind of car are you today?



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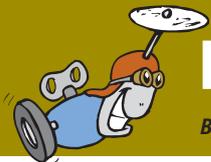
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Foreword

By Ivan Honey

Welcome to *Cars 'R' Us*, a powerful therapeutic tool. It has been designed to provide a framework for nearly anyone to do effective therapy with others, or as a self-evaluation kit. It is also designed as a therapeutic conversation-starter to be used in schools, with families, in counselling situations or in the corporate world. It is deceptively simple, but contains the resources for many counselling sessions. It is ideal for work with young people, especially at a time when depression and suicide are at epidemic levels.

Cars 'R' Us has its origins in Dr William Glasser's 'Reality Therapy' and 'Choice Theory'. Reality Therapy is a method of counselling used to assist people since 1965. Choice Theory is a framework designed to provide an understanding of human behaviour. It can be applied to counselling, managing and teaching. While *Cars 'R' Us* represents only a part of the theory, it provides a practical approach to:

- understanding ourselves and our feelings
- identifying a process for rapid change
- empowering people to help themselves
- creating a sustainable blueprint to manage future challenges.

Because Choice Theory provides an accurate understanding of human behaviour, I use a variation of the car model in all my counselling. *Cars 'R' Us* provides a fun framework which can be used as a helpful metaphor in managing any problem.

However, for this approach to be successful, it must be used within the context of a positive relationship where there is no coercion. Dr Glasser emphasises the difference between the non-coercive, positive psychology of Choice Theory and the destructive psychology of external control.

Choice Theory states that while events over which we have no control happen to us, we always have choices as to how we deal with these events. In contrast, the psychology of external control states that our



behaviour is caused by people or things outside us, and we have no choices, control or responsibility. We are victims. This belief is held by a large proportion of our population and is destructive to our mental health and relationships. It is manifested through the 'deadly habits' of criticism, punishing, blaming, threatening, nagging, complaining or bribing. We use these behaviours both on ourselves and with others in an attempt to control them.

Dr Glasser says most of our misery is the result of trying to control others who resist our control, or being a target of someone who wishes to control us. When we pull back from the need to control others, we are able to use the 'connecting habits': listening, encouraging, negotiating, respecting, trusting, accepting and supporting. Importantly, we are then able to focus on ourselves; what we want and need in order to be happy, without making this depend on what others do, and without hurting others in the process. As Dr Glasser says, 'I have noticed that unhappy people are evaluating others; happy people are evaluating themselves.'

In my experience, when clients are able to make a shift from a belief in external control to an awareness of choice, they are well on the way to effective long-term change. At this point, they have stopped focussing on the past or blaming others for their behaviour (over which they do not have control) and are ready to choose some more effective behaviours in the present (over which they do have control).

Continued next page

By emphasising that we choose our behaviours we can assist clients to move to a more empowering worldview. Dr Glasser links this worldview to being in control of our lives, being happy and enjoying mental health. In contrast, behaviour that reflects a focus on external control, either as a victim or persecutor, is likely to result in unhappiness and ultimately some form of mental ill health.

Cars 'R' Us reflects this optimistic, positive psychology. The focus is on:

- present behaviour that we can control
- present choices available to us
- practical problem-solving using Reality Therapy and strengths-based questions to encourage self-evaluation
- taking responsibility for our behaviour, not the behaviour of others
- avoiding blame and criticism
- strengths-based action to achieve realistic goals
- tolerance and understanding of ourselves and others
- changing ourselves, not changing others.

Cars 'R' Us draws on a practical model that has been used successfully by Reality Therapy practitioners, both individually and corporately, for many years. It has helped many people change their lives and sustain this change over time. Equally, the kit can be used by anyone in a variety of simple and creative ways.

Perhaps the simplest starting point is to invite participants to select the car cards that best represent their current feelings. You may then wish to take the conversation further by inviting participants to work through the questions in the Thinking Bubbles.

There are many other suggestions for activities in this booklet that you may find useful. For example, the four wheels activity outlined in the section entitled 'Using the Wheels on Your Total Behaviour Car' is a direct and powerful problem-solving approach that teaches the value of choices, and contains an ongoing plan.

The 16 Know Your Vehicle cards can be used to implement a fully inclusive approach to therapy, if desired. This includes opportunities to:

- focus on direct behavioural change (the front and back wheels of the car)
- understand and manage the underlying source of all behaviours—the five basic needs: survival, power, love, fun and freedom (the engine)
- recognise that there are many different ways of perceiving the real world, and that we can modify our perceptions (the windscreen)
- explore what we really want, our motivation and direction in life (the steering wheel)
- understand the resources we carry with us in life, and the parts we can dispense with (the luggage compartment)
- clarify that we are actually in control of our car (the driver's seat)
- recognise we can change the speed of our vehicle and stop when necessary (gears, accelerator and brake)
- use the past as a useful guide for what has worked well (rear view mirror)
- consider our source of illumination (lights)
- recognise the information we tune into and consider how it helps or hurts us (the radio aerial).

Like all therapeutic tools, the more we practise, the more skill we develop. I encourage you to develop and extend this kit for your own use. Before you actually use it with someone else, try it on yourself in relation to an issue in your own life and experience how powerful this can be. It provides an excellent self-evaluation and planning process, as well as gently teaching the basics of good emotional health based on the maxim that we choose all that we do.





Acknowledgements: Best Performance Awards

By Russell Deal

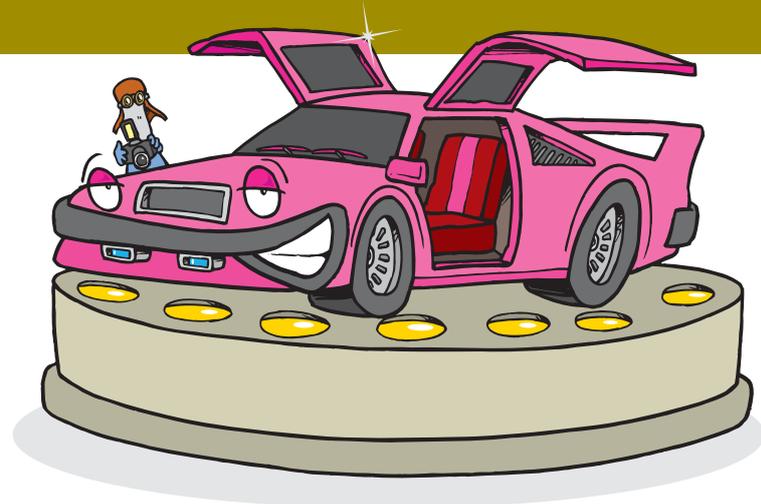
Numerous people have helped shape *Cars 'R' Us* over the two years it was on the assembly line. Longstanding friends Peta and Bruce Lloyd from Emu Park near Rockhampton (Queensland, Australia) provided one of the early creative sparks. As experienced Choice Theory/Reality Therapy practitioners, Peta and Bruce suggested initial ideas for what might work as a Reality Therapy tool. Peta provided some initial sketches for the fleet. Together they provided on-going consultation throughout the development of *Cars 'R' Us* as well as much valued hospitality over several visits.

Ivan and Ann Honey, other longstanding friends who live and work in a private psychology in Bendigo (Victoria, Australia), made a highly significant contribution. Ivan is a Choice Theory/Reality Therapy trainer with an Australia-wide reputation. Ivan introduced me to the local Choice Theory interest group who acted as a focus group for the project. Ivan's initial writing task was the foreword, but such is his generosity and breadth of knowledge that he assisted with the writing of other parts of this booklet as well.

At the time of writing Marian Ruyter worked both at St Luke's Anglicare (now part of Anglicare Victoria) and as a Reality Therapy practitioner with Ivan Honey and Associates. Marian's knowledge of strengths-based practice together with her knowledge of Reality Therapy meant that she was ideally placed to provide guidance since these are the two philosophies that underpin *Cars 'R' Us*.

We also thank Joan Hoogstad, another talented practitioner, who generously shared her creative use of the 'roundabout' metaphor and offered insightful comments on the text for this booklet.

As always, the team at Innovative Resources made *Cars 'R' Us* happen. Each person in the team contributes to every project but special thanks are due to Karen Bedford who, as managing editor, contributed significantly to the



development of the project and did so much more to bring this resource to life. Thanks also to Anne Morgan for word processing, Step Forbes for his work with costings and production, and John Holton for his insightful comments as the project developed.

Personal thanks to Jan and Keith Sweatman who allowed us to use their delightful house at Yandina where much of the writing took place.

Anne Deal—ever patient, ever inspirational—keeps me going with her encouragement and brings me down to earth when I need it.

Finally, a big thank you to Mat Jones whose illustrations make *Cars 'R' Us* such a fantastic tool. Mat, you are a delight to work with. What a massive design task this project has been! *Cars 'R' Us* has come to life under your highly creative hand.

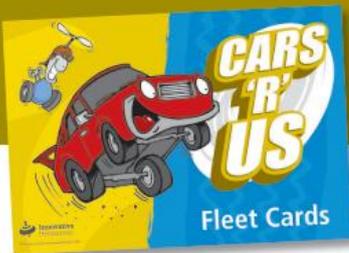


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The Complete *Cars 'R' Us* Kit

Your *Cars 'R' Us* kit consists of:
Fifty-two Fleet Cards





Introduction: Designing the model

By *Russell Deal*

When Ford Prefect, an alien from a small planet somewhere near Betelgeuse, first arrived on earth (as recounted in *The Hitchhiker's Guide to the Galaxy* by Douglas Adams 1952–2001), he tried to introduce himself to a moving car, thinking that cars were the dominant life form on earth. Ford Prefect can certainly be forgiven for getting it wrong, given the strong similarities between humans and their cars.

Of course, our cars are like us. We project our personalities onto them, we give them names, we dress them up, spruce them up, soup them up, and we learn to rely on them—too much sometimes.

Cars 'R' Us is built around the idea that our cars reflect our nature, complete with all our idiosyncrasies, foibles and predicaments. *Cars 'R' Us* contains a fleet of very human-looking cars demonstrating a range of emotions in very common, everyday situations. They can help us reflect on what it is to be human, to have good days and bad days, to make mistakes and to be successful and, above all, to be actively making choices.

It might be anathema to Henry Ford (another Ford name!) but when it comes to buying a car these days we are confronted with seemingly limitless choices for us to work through – brands models, styles, two- or four-wheel drive, fuel type, colour, etc. To be human is to be bombarded with choice, so this embodiment of choice within the cars we buy and drive makes the cars-as-humans metaphor so apt.

However, what if cars themselves demonstrated choices? Perhaps this could provide an interesting window into human thinking, feeling and behaviour?

Cars provide a rich metaphor for what it is to be human—a fact noticed many years ago by William Glasser. A practising psychiatrist since 1961, Glasser developed Reality Therapy in 1965 as a method of counselling based on taking responsibility for our choices and gaining more effective

control over our lives. Later Glasser developed Choice Theory to provide an underpinning psychological framework that describes human behaviour as internally motivated.

Early on Glasser used a car as a metaphor to make sense of human behaviour calling his car the 'total behaviour car'. Glasser's total behaviour car provided initial inspiration for *Cars 'R' Us* and the 16 'Know Your Vehicle' cards are based on Reality Therapy/Choice Theory concepts. Please see Ivan Honey's chapter called 'Using the Wheels on Your Total Behaviour Car' for a discussion of the total behaviour car model.

While a number of practitioners and trainers in Reality Therapy/Choice Theory have helped shape *Cars 'R' Us*, the kit does not claim to comprehensively represent William Glasser's ideas or those of the Glasser Institute. *Cars 'R' Us* is a tool that Reality Therapists may use as well as those working from other cognitive and strengths-based frameworks. Equally, anyone can pick up this kit and use it without any prior training but with the simple values of respect for people's confidentiality, dignity, unique strengths and their right to drive their own change processes.

We certainly hope that experienced Reality Therapy practitioners will find *Cars 'R' Us* useful and that it will also serve to introduce other practitioners to some of Glasser's ideas. For more information about Choice Theory and Reality Therapy we refer readers to the website of the Glasser Institute (www.wglasser.com).

Cars 'R' Us attempts to be both playful and soulful. Its colour and visual humour provide an enjoyable way into the serious intent of the cards; to open up possibilities for change, growth and transformation.

We often use the term 'seriously optimistic' to describe the materials published by Innovative Resources, and *Cars 'R' Us* is certainly no exception. We also try to be non-sexist and non-ageist in what we publish and while this is also the case with *Cars 'R' Us* we believe this kit may appeal particularly to boys.

We certainly hope *Cars 'R' Us* works for young children but we also hope it will open up sweet rides and happy motoring for people of all ages—but don't expect too much help in buying your next car!



Using the Wheels on your total behaviour car

By Ivan Honey

Understanding the model of the 'behaviour car' used in *Cars 'R' Us* can assist people to take notice of their feelings and body signals (the back wheels), and begin to manage these by identifying how they can act and think differently (the front wheels).

Many people regard 'bad' feelings as frightening, but it is more useful to regard them as helpful signals that simply tell us our current behaviour is not working for us, and that we need to do something different.

Have you ever been in a situation where you have been emotionally upset, angry or in tears with a partner or a child, and there has been a knock on the door? In that situation you have shown the capacity to change your behaviour in a few seconds from angry to friendly. You put a smile on your face, and if your guest is a person with whom you are very connected, within five minutes you will have made a significant emotional shift.

This simple example of how we can make an immediate shift in our behaviour reminds us we are not simply robots, programmed to behave in certain ways by people and events. In any situation we do have choices we can make.

Dr Glasser talks about behaviour as 'total behaviour' and describes this as having four components: acting; thinking; feeling and physiology (body signals). These four behaviours are represented as the four wheels of the car. In the diagram on the back of the Know Your Vehicle cards each wheel has a question next to it; What are my feelings? What's happening in my body? What am I thinking? What are my actions?

Dr Glasser acknowledges we may have no immediate control over feeling and physiology. But if you look at the split second process of how you changed your behaviour when you heard the knock on the door, you will recognise that you quickly changed your thoughts and actions. You may

have told yourself something like, 'I need to make a good impression', then taken a deep breath, smiled and opened the door. In a short time, your physiology changed from tense to relaxed, and your feelings moved from angry to happy.

Changing what we think and do results in changed feelings and physiology. As part of this, we can also re-evaluate and recondition our thinking and beliefs (beliefs are simply thoughts that have become habitual to us). We can learn to ignore the negative comments of the 'chatterbox' part of our mind that generates a wide range of troubling and negative thoughts. We can develop a series of new, empowering beliefs and thought patterns. Such beliefs could include reminding ourselves that we do have the capacity to change our thinking and our actions, and that we become what we think. We can express confidence in ourselves, and focus on the present rather than the past (over which we have no control). We can reject thoughts of misery, anger and revenge—thoughts that are harmful to our bodies and our peace of mind.

Dr Glasser suggests that we refer to behaviours in an action-focused way. Rather than saying, 'I am depressed', he suggests we say, 'I am depressing' or 'I am choosing to depress'. The belief that we choose our behaviour is the cornerstone of emotional health. Avoiding responsibility or blaming and focusing on others is a source of unhappiness, and ultimately emotional ill health.

The following case study is real and represents how I have worked to assist many people manage symptoms such as anxiety, depression and anger.

A word of caution here: The behaviour car is more than the wheels; it is important that the client is supported in developing new behaviours and ensuring they are sustainable. Consider especially if the basic needs are being met (the engine) and that the person has clearly developed an idea of what they really want (the steering wheel).

Example One: Working with Anxiety

James (not his real name), nine years old, was brought to see me. He was suffering from severe panic attacks. In exploring his total behaviour (all four wheels), I began by asking him about his symptoms (the back wheels) and then asked him what he was telling himself and doing (the front wheels) when this happened. It looked like this:

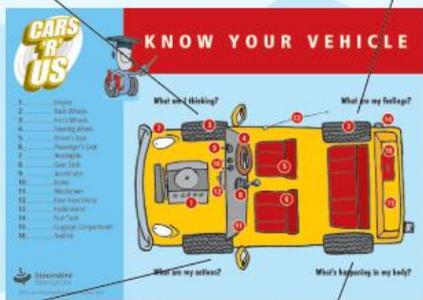
Car One: The Worry Car

Thinking (3)

- Something bad is going to happen
- I can't handle this
- I'm scared to death

Feeling (1)

- Fearful
- Worried



Acting (4)

- Talks a lot
- Fidgety, highly strung
- Playing with fingers

Body (2)

- Tummy ache
- Dry throat, can't breathe
- Can't move, sweaty palms

I asked James what would happen if this continued. He wrote, 'I'd not be enjoying life, I'd be unhealthy, unhappy, missing out on fun, and not finding out what I am capable of.'

I suggested we make a new car and asked him how he would like to be feeling and how his body would be responding (back wheels). We then discussed some ideas for what he would need to be telling himself and doing (front wheels) if he were to be feeling this way.

The new car wheels looked like this:

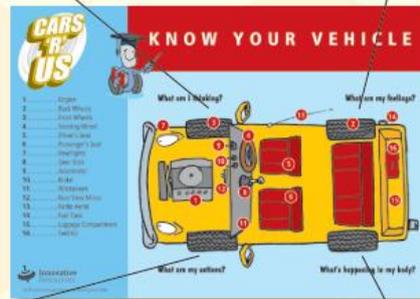
Car Two: The Happy Car

Thinking (3)

- I can handle this
- I am strong and brave
- I am in control
- Remind myself that I am not going to die
- What are some of the good things in my life right now?

Feeling (1)

- Happy
- Carefree
- Safe



Acting (4)

- Talking to my parents
- Do something to distract myself
- Take some deep breaths

Body (2)

- Healthy
- Calm
- Relaxed

James wrote that the consequences of this would be, 'I would be happier and have more fun. When I have a problem or I am worried, I would stop and think about it, instead of getting scared.'

The second car also represents a clear action plan for the person to manage the symptoms and feelings of anxiety.

I received a letter from James some years later. He wrote that the anxiety/panic attacks had ceased, and he had just completed the lead role in a school production. He had remembered the behaviour car, and it continues to work well for him as a framework for managing his fears.

Example Two: Working with Depression

Using the car wheels (and beginning with feelings) clients may be assisted and empowered to manage the symptoms of depression. The depressing car often looks something like this:

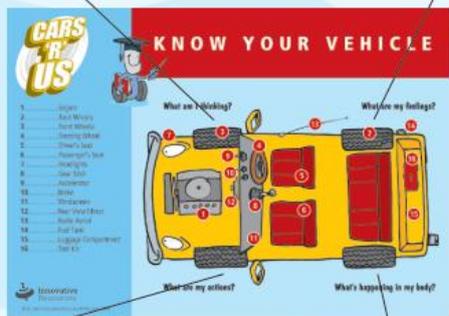
Car One: The Depressed Car

Thinking (3)

- Poor me
- Life sucks and then you die!
- The future looks terrible
- I can't do anything about it
- I have no choice
- I am a victim
- I can't cope
- I should never feel this way
- It's someone else's fault

Feeling (1)

- Depression
- Not in effective control



Acting (4)

- Withdrawing from others
- Drugs and alcohol
- Blaming others
- Increased eating/smoking
- Eating less or more

Body (2)

- Sickness
- Lack of energy
- Fatigue

The total behaviours that represent moving into more effective control might look more like this:

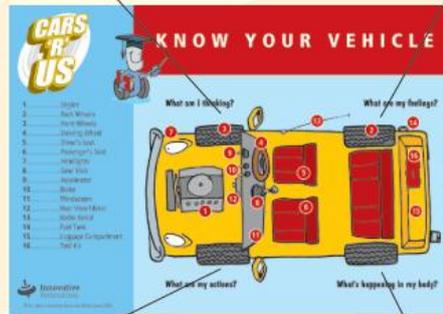
Car Two: The More Effective Control Car

Thinking (3)

- I can do something about this
- I don't know enough to be a pessimist
- I will choose encouraging thoughts
- I can focus on what I am grateful for
- I can look for things to enjoy and choose to be happy
- It's ok to feel bad sometimes; I can cope with this
- I'll work out what's troubling me and do something about it.

Feeling (1)

- Happier
- In control



Acting (4)

- Physical exercise/sport
- Socialising with positive people
- Finding new and exciting interests
- Having fun
- Talking to a trusted person
- Getting clearer on what I want from life

Body (2)

- Energy
- Health

Look back to a time in your life when you experienced feelings of depression. When you decided to take action, the world did not immediately become a wonderful place, but by making regular effective choices you began to move in the direction of greater control.

The regular choice of these acting and thinking behaviours does result in a happier state of mind. Rather than depression being an illness over which you have no control, it now becomes a behaviour which you can manage more effectively. As a counsellor, you can then assist the person to develop some realistic pictures of their wants (the steering wheel) and some more effective ways to satisfy unmet needs (the engine).

I continue to use this model daily with myself and with clients who are experiencing a wide range of out-of-control feelings. The car wheels provide an understanding of total behaviour, as well as empowering the client by providing a model to manage any future out-of-control feelings.

If you're unhappy, get on your front wheels and change your thoughts and actions!



Example Three:
The client does not want to discuss the problem

Even if the client does not wish to examine the issue with the therapist, the therapist can still assist the client to explore the process they are using in relation to the issue. This highlights the choices the client is making and the effects these choices have on their experience of daily life. For example, I recently saw a young teenager, Sally, (not her real name) who was sent by her mother because she seemed depressed. She did not want to talk to me about her issues so I suggested we look at the process she was using to manage her issues.

She agreed that she probably was feeling some depression. I asked her what she did when she felt this way. This is how she described her situation using the behaviour car:

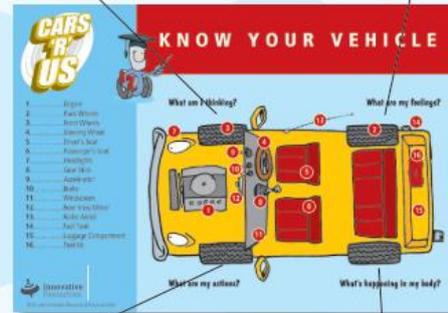
Car One

Thinking (3)

- How do I work it out?
- Thinking through the problem

Feeling (1)

- Depression



Acting (4)

- Just lying down on the bed

Body (2)

- Lethargy, lack of energy

I asked her what usually happened when she lay on her bed quietly thinking through the problem, and asking herself how she might work it out. She told me that within a short period of time (maximum two hours) her behaviour car changed and looked like this:

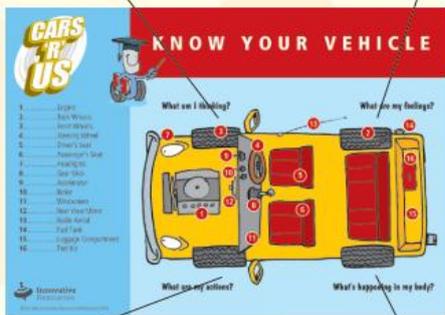
Car Two

Thinking (3)

- Problem solved or managed
- Thinking about getting on with life and enjoying herself

Feeling (1)

- Happy

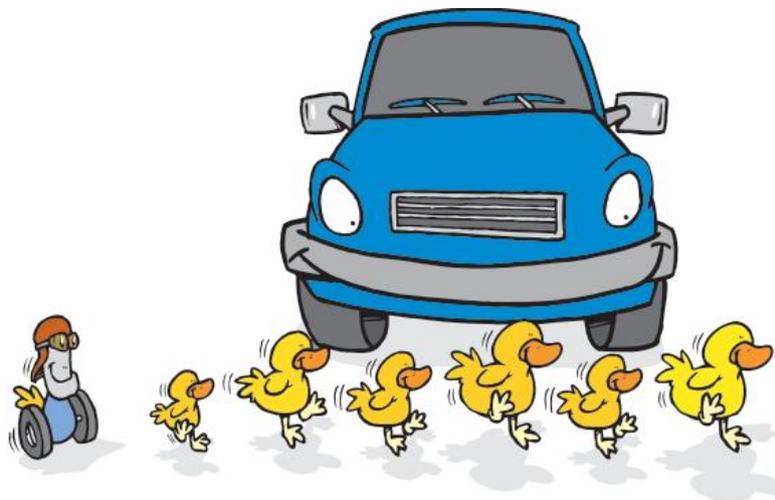


Acting (4)

- Getting on with life

Body (2)

- Energy



Summary: Five-step Approach to Change

Understanding the connection between the wheels provides an opportunity to invite a client of any age to:

- select the card(s) that best reflects their present feelings
- identify the three other components of this behaviour—physiology, thinking and acting
- select a card or verbally identify how they want to be feeling (1)
- consider how their body would feel, if they were feeling this way (2)
- consider what they would be telling themselves (3) and doing (4) if they were feeling this way (positive feelings).

Sally's problem-solving style can be seen as proactive and positive. It leads her in a positive and hopeful direction. Affirming this process was empowering for her as it assisted her to recognise the constructive way she was able to manage 'bad' feelings.

The Roundabout Metaphor

Joan Hoogstad, an instructor trainer with the William Glasser Institute and a certified counsellor, uses the car metaphor extensively in schools and in her counselling practice. Many teachers also use this metaphor as a teaching tool for problem-solving, social skills training and as a way of enhancing emotional intelligence. Following Joan's example, teachers and other facilitators may wish to build on the car metaphor by drawing their own version of a roundabout with radiating roads complete with stop signs, speed limits and other desired features.

Joan explains to children that we drive a car around all the time.

We have a preference for certain cars (behaviours) which become habitual for us.

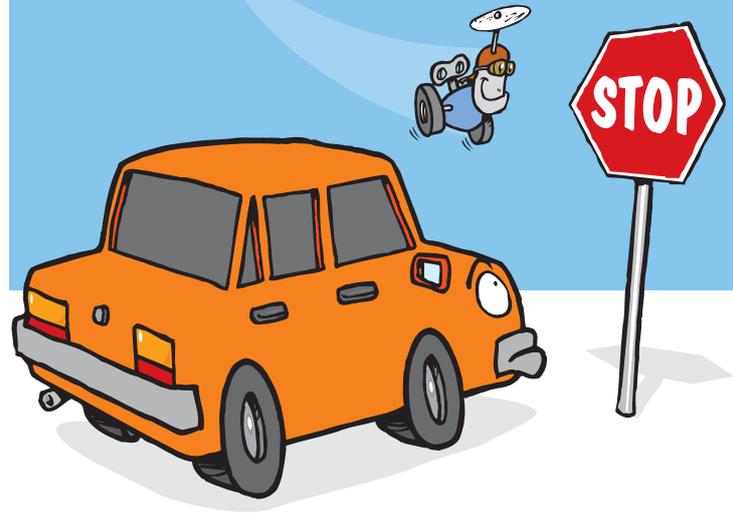
We choose the cars we drive (our behaviours).

When we allow others to control us, we are giving them the key to our car. This can be in situations where we allow others to 'make' us angry, hurt, or upset. You can ask the child, 'Who is driving your car?', 'Who has the key to your car?', 'Is that what you want?' And 'What can you do to drive your own car again?'

Joan tells children that feelings are our friends because they tell us that our behaviour is either working well or not working so well.

There is nothing wrong with being in any car. However, the stop sign reminds us that, at times, we need to stop and consider whether driving this particular car, on this particular road, will be the best way of managing the situation. This relates to cars (feelings) that are likely to reduce our quality of life or hurt others. Such feelings could include jealousy, powerlessness, sadness, fear, anger, depression, hate, manipulation or anxiety.

When we reach the stop sign, we need to stop and become aware of the feelings, consider where these feelings can/may take us, and if necessary, take a U-turn back to the roundabout. When ready, we select a car that will work better for us. Joan emphasises that there is nothing wrong with any feeling, but that it is important to consider how well it is working for us.



When children say that another child told them to act a certain way (for example, entering a classroom at lunchtime, which is not allowed); leaving the school grounds to collect a ball, the teacher's response could be: 'Do you mean that you need a back seat driver?', 'When someone tells you what to do, how can you remain in charge of your own car? Or with very young children, 'How can you remain the boss of your car?'

At playtime, Joan asks the children, 'There will be 300 cars in the yard. What might happen?' The children always say, 'There could be crashes.' The children in the class talk about what is required to be a skilful driver, which leads to discussion and practice of social skills (driving lessons!)—your year's curriculum.

The use of the behaviour car model is limited only by our imaginations!

Getting Started

By Russell Deal



As shown in the previous pages, The *Cars 'R' Us* kit has four types of cards plus this *Owner's Manual*. It is, however, very simple and easy to use. It is designed so that a person with no formal qualifications in counselling, nor any training in Choice Therapy/Reality Therapy can pick it up, enjoy it and use it successfully. Similarly, experienced practitioners will readily find ways of integrating it into their work.

The four card suits consist of 16 Know Your Vehicle cards; 52 Fleet cards, 10 Thinking Bubbles, and one Journey Planner. Each card suit can be used by itself or in conjunction with the other suits. Complete card suits need not be used—great conversations can be built around single cards or a small number from any set. It is certainly not envisaged that all the cards would be used in any one session with a client or student.

As with any tool, the guiding principle is: CHOOSE SIMPLICITY!

The **Know Your Vehicle** cards develop William Glasser's metaphor of the 'total behaviour car' described earlier in this booklet. Practitioners may use these cards to help clients identify ineffective behaviours and explore, evaluate and plan new and effective behaviours.

The **Fleet** cards use colourful graphics and humorous car characters to express emotions with the accompanying physical sensations and body language. These cards can be used to help us describe our feelings, share our perspectives and tell our stories. In this way they assist us to build emotional literacy and vocabulary. They also elaborate the role of the rear wheels (emotions and physiology) in the total behaviour car.



The **Thinking Bubbles** are made up of good questions we might ask ourselves regularly in order to stay in control of our lives. They can be used individually, as a set, or as overlays on (or around) any of the Fleet cards to help us think about which questions a particular car might usefully ask. The Thinking Bubbles can also be used with other sets of 'feelings' cards from Innovative Resources such as *The Bears, Stones...have feelings too!* and *Koala Company*.

The **Journey Planner** is a single card featuring the question 'What will I do next?' followed by some blank lines. This card gives users the opportunity to identify and list the actions they need to take to meet their goals. It has been produced with a write-on/wipe-off surface so that participants can use a non-permanent marker to record directly onto the card, then erase and re-use as required.

Meet Max

Throughout *Cars 'R' Us* you will meet a zany little character called Max. His (or her) name is Max (could be short for Maxine!) because it is his job to maximise the meaning of each card. Max's expressions and behaviour reflect what is happening for the car on each card.

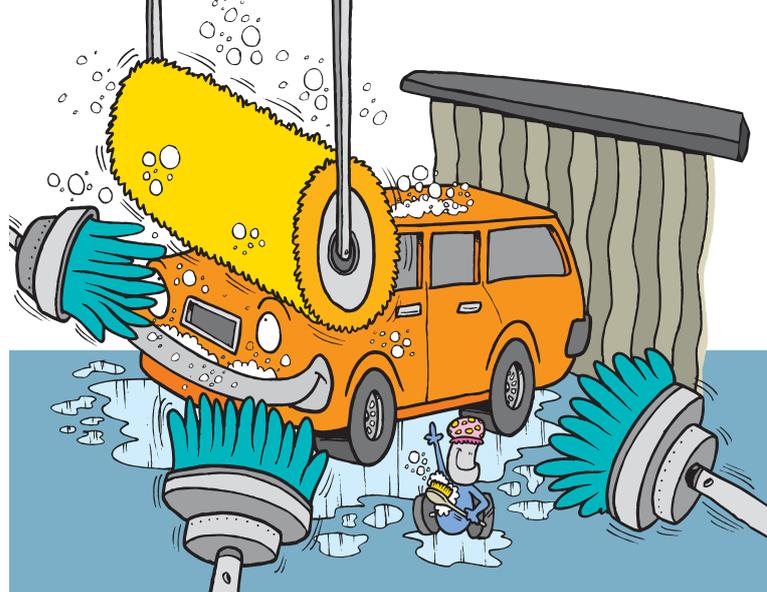
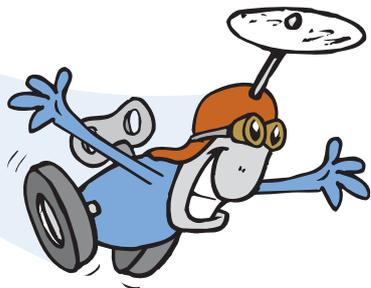
But Max has another important job. He is a witness—an observer—who stands outside of the action but observes and mirrors what is happening.

Wherever Max appears you can ask:

- What is Max thinking?
- What is he noticing?
- What would he say is happening in the situation?
- What would Max want you to notice?
- What would Max recommend you do?

Having a witness or an observer to our struggles, joys, changes and growth can, at times, be really helpful. Max might be a family member, a close friend, a work colleague, a special person like a favourite teacher, a hero or even an imaginary friend.

Whoever Max represents he can be an extra voice to invite into the conversation and can provide an alternative viewpoint. Max can witness our success in achieving our goals!

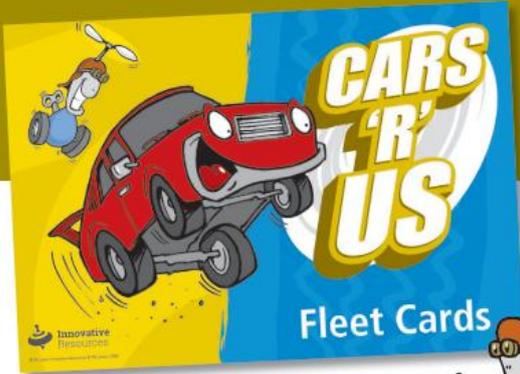


Some reminders:

As with any tool, it is important to use *Cars 'R' Us* respectfully. Please take time to consider whether the car metaphor is appropriate and culturally-relevant for the group, where and when you introduce the cards, how people's trust and confidentiality will be respected, and how opportunities for everyone to participate or decline participation will be given.

No metaphor is guaranteed to work every time. If the cards don't seem to be working in a given situation, simply put them aside.

No prior training is necessary to use *Cars 'R' Us* successfully but to use it in a way that is consistent with Glasser's car metaphor you may wish to undertake further reading or a Choice Theory/Reality Therapy training course.

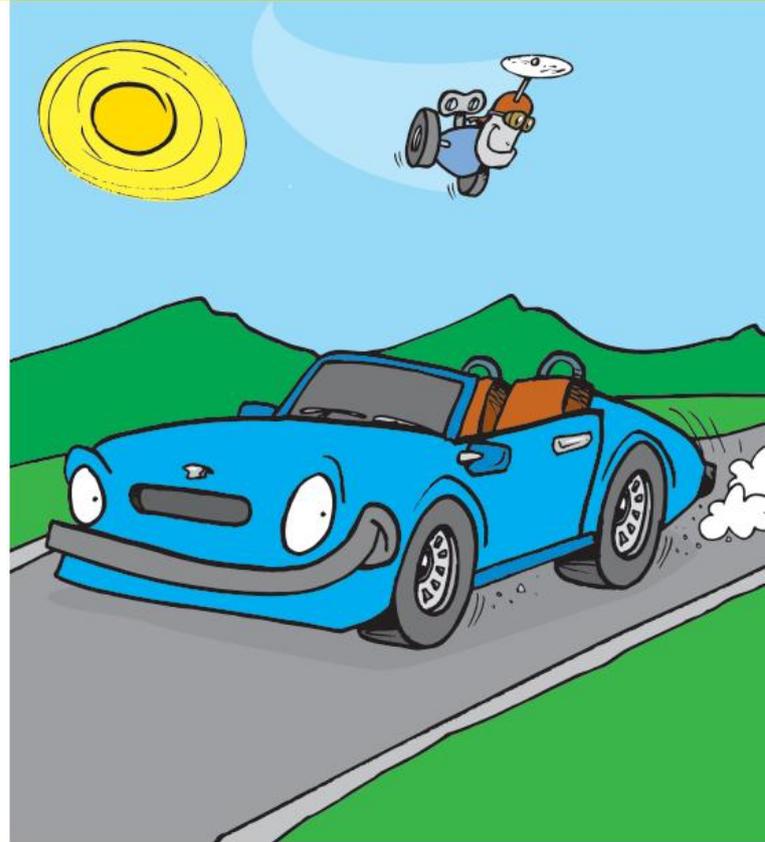


The Fleet

The 52 cards in the *Cars 'R' Us* fleet could almost be human. They exhibit behaviours that bear a remarkable resemblance to people we know, including ourselves. The situations the cars in the fleet find themselves in seem to parallel our own experiences of predicaments, challenges, struggles, successes, joys ... and mistakes. These are very humanoid cars that replicate human foibles, idiosyncrasies, strengths and deficits.

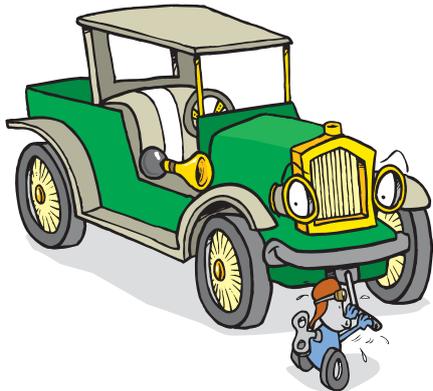
This great similarity to the 'human condition' makes it easy for us to interpret the emotions and the physical sensations of each car character. The *Cars 'R' Us* fleet cards allow us to talk about how we felt when we were in similar situations or to imagine how we might feel.

For Reality Therapists the *Cars 'R' Us* fleet describes the rear wheels of the Choice Theory car metaphor—our emotions and physiological responses. But you don't need to be an experienced reality therapist to use, or enjoy, the *Cars 'R' Us* fleet cards. They invite a whole range of questions about feelings in a similar way to other card sets from Innovative Resources such as *The Bears, Stones... have feelings too!*, and *Funky Fish Feelings*. However, being a distinctly different visual metaphor, you will find they work in different ways.



Here is a sample of the sorts of questions you can ask in conjunction with the *Cars 'R' Us* fleet:

- Which card best describes how you are feeling now?
- Which card sums up how the last week (or month, or year) has gone?
- Which car would you like to be by the end of the year?
- What are the best, worst and funniest things that have happened for you this week? Do any of the cars describe these events?
- Do any of the cards match people around you such as family, friends or colleagues? What is happening for them at present?
- Can you be two cars at once? Does more than one card describe what is happening for you?
- Is there a card that describes how you are feeling 'on the inside' but a different card that describes what others might be seeing?
- Think about a significant event in your life. Which cards match your feelings? Which cards match the feelings of others who were there?
- If you are facing a problem, which car represents how you feel about this problem?
- What would Max (the observer) say was happening for you?



The Fleet cards are numbered for easy reference. No meaning or significance whatsoever is implied by the sequence of numbers. Please use the cards in any order that works for you. Not all the cards need to be used at once; a useful conversation can be built around even just one card.

The Fleet cards can also be used in conjunction with the Journey Planner, the Thinking Bubbles and the Know Your Vehicle Cards from the *Cars 'R' Us* kit. They can also be used with a range of other materials from Innovative Resources.

We hope you find the car characters created by our very talented illustrator, Mat Jones, both enjoyable and useful. Happy motoring!



Naming Our Feelings

Learning to tune into our body signals and naming the emotions we are experiencing can be a challenge for all of us at times. In fact, feelings can be just plain tricky. Is it anger or frustration I am feeling? Is it fear or is it envy? Is it joy or glee, or even gloating? Are my actions adventurous or risky? Naughty or nice? And who gets to decide anyway?

Well, with *Cars 'R' Us* each person is in the driver's seat when it comes to describing their own feelings. Even if they don't have the words at the tip of their tongue, they can select a card from the spread to communicate—even if it's just a little—of what they are feeling.

This is important because emotions can be complex and multi-layered. Sometimes it is not a single emotion we are experiencing. We can even experience two seemingly opposite emotions at the same time. For example, grief counsellors know that sometimes a person may speak of feeling sadness and relief at the same time. An adolescent may be excited and scared about moving out of home.

As they learn and grow, children develop their capacities to identify and communicate their feelings—and all going well—they also develop their capacity to be in the driver's seat when it comes to acting on and expressing their feelings. This complex skill is at the heart of what is sometimes referred to as 'emotional intelligence'. In fact, navigating our feelings and strengthening the 'locus of control' within ourselves is a matter of life-long learning for most of us. And developing our 'feelings vocabulary'—our repertoire of feelings words—is a very important part of that life-long learning.

Here are some possible feelings words you might like to match with the 52 Fleet cards. Of course, you may wish to add many other words to this list. Feel free to create games and activities for your students or clients around these words to help them build their feelings vocabularies:

Abandoned	Bored
Accepting	Bossy
Adventurous	Brave
Affectionate	Bullied
Afraid	Burdened
Aggressive	Burnt-out
Aimless	Calm
Alone	Carefree
Amazed	Caring
Ambitious	Caught out
Angry	Cheated
Annoyed	Cheeky
Anxious	Clever
Ashamed	Clumsy
Assertive	Concerned
Bad-tempered	Confident
Balanced	Confused
Bitter	Contented
Blue	Courageous
Bogged-down	Crazy

Critical
Crushed
Curious
Defiant
Depressed
Determined
Different
Discouraged
Disgusted
Distracted
Dominated
Dominating
Down
Drained
Dreamy
Eager
Edgy
Embarrassed
Empty
Energetic
Enthusiastic
Exhausted
Fearless
Flat
Focussed
Friendly
Frightened
Funny
Fussy

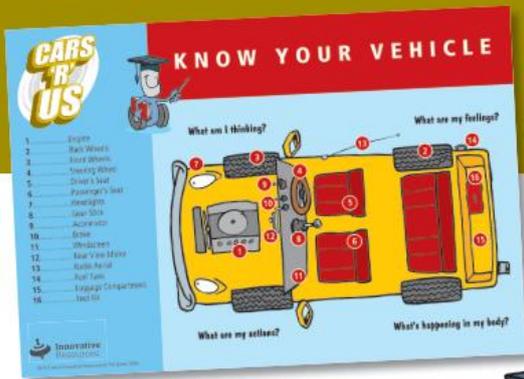
Grumpy
Guilty
Gullible
Happy
Harassed
Hardworking
Heavy
Hollow
Hopeful
Humiliated
Hurt
Ignored
Independent
Indignant
Insignificant
Intelligent
Invisible
Joyful
Left-out
Let-down
Light-hearted
Lonely
Lost
Loveable
Loving
Mad
Mean
Nervous
Nurturing

Off-balance
Offended
On-the-edge
Optimistic
Organised
Out-going
Out-of-control
Over-the-top
Peaceful
Picked-on
Playful
Pleased
Powerful
Powerless
Protective
Proud
Purposeful
Puzzled
Quiet
Quirky
Rebellious
Reckless
Relaxed
Resilient
Resourceful
Sad
Safe
Satisfied
Scared



Secure
Self-conscious
Settled
Shattered
Silly
Smug
Solid
Steady
Strange
Stressed
Stuck
Studious
Stunned
Sure
Surprised
Surrounded

Tense
Thoughtful
Tired
Tough
Trapped
Unsure
Used-up
Useless
Vague
Warm
Wild
Wise
Worn out
Worried
Wounded

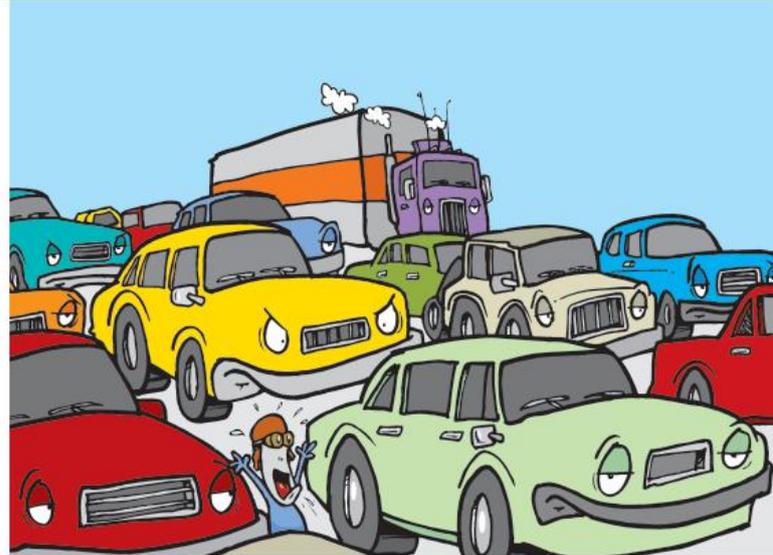


The Know Your Vehicle Cards

The 16 Know Your Vehicle cards build on the total behaviour car metaphor introduced by William Glasser to illustrate the components of human behaviour and to highlight the significance of taking control of our life choices. (Please see the chapter in this booklet entitled 'Using the Wheels on Your total Behaviour Car' for a discussion of the total behaviour car model.)

These cards use different parts of a car (steering wheel, brakes, accelerator, lights, etc) to help you understand how you work; the choices you make and the connections between your feelings, body messages, thoughts and actions. Knowing how your vehicle operates will help you 'control your car'; take responsibility for your actions and make sound, healthy choices in life.

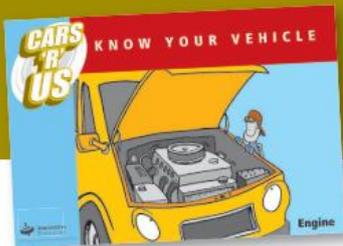
The first four car components—the engine, the front wheels, the back wheels and the steering wheel—are central components of Glasser's original car metaphor. The other twelve Know Your Vehicle cards help build the metaphor in a playful but nonetheless meaningful way. Users may enjoy exploring the metaphor even further by thinking about other



car components such as the seat belt, the clutch, the horn and even the exhaust pipe.

On the back of each card there is diagram of the whole car with all 16 parts labelled to remind you of the complete list. The total behaviour car metaphor does not have to be used in its entirety or, in fact, used at all for the *Cars 'R' Us* kit to be useful.

In the next section of your owner's manual each of the sixteen car components is identified, illustrated and described. Read your manual carefully and you will learn why each component is important.



ENGINE

The engine on our personal car is a little unusual in that it has five cylinders, all of which need to be well balanced and kept in good working order. When these five cylinders are synchronised and working in harmony our car can achieve purposeful motion—we are motivated.

The five cylinders represent the five basic needs identified by Choice Theory as the source of all behaviour:

1. Survival

Safety, security and survival are fundamental needs that must be met before other needs can be attended to. We all need to eat, sleep, drink and keep warm and safe.

2. Love and Belonging

Love and belonging include connectedness, caring and unconditional acceptance. Receiving these from people close to us (such as our family and friends) is important. For some people connectedness to place, to pets, to culture and to cultural artifacts can also be vitally important.

3. Empowerment

We need a sense of power to meet our goals, make a difference, experience success, achieve self-respect and win the respect of others. Empowerment is about self-esteem and self-worth, and seeing ourselves as effective, capable and competent as we live our lives.

4. Freedom

Freedom is the ability to be ourselves and exercise our own individuality and creativity in ways that satisfy us and yet, at the same time, do not inhibit others from meeting their needs.

5. Fun and Learning

Fun and learning sit together. Fun, light-heartedness and playfulness keep us open to learning. Fun is an essential ingredient in keeping relationships healthy.

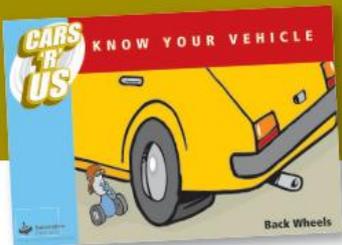
Each component of the car offers us rich possibilities for exploration and evaluation. The engine represents a key element of Choice Theory, the 'basic needs'. It's a reminder that our thinking may be positive and rational, but if one or more of our basic psychological needs are unmet, there will be no sustainable change. As facilitators of change processes we can:

- understand the needs as a non-negotiable basis for healthy functioning
- imagine the needs on a tray and ask a client or student, 'If you could meet more of one of these needs right now, which one would you choose?' and 'What can you do to start meeting this need today?'
- With small children, we can use beads. Each bead represents a different need and the child can make a bracelet or necklace. When they feel bad, they ask themselves, 'What do I need right now?' and 'What's my plan to get more of what I need?'

As a teacher, parent or counsellor, create a need-satisfying environment. Many behaviour problems will disappear when this is achieved.

Some key questions for thinking about our engine might be:

- If you could meet more of one of the basic needs right now, which would you choose?
- How can you get more of this during the next week?
- Do you have a need that is naturally stronger than the others?
- How does this help? How does this hurt?
- If you were to have a more balanced life, which need would you want to meet more fully?

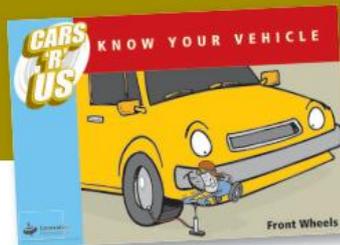


BACK WHEELS

As described in the section entitled 'Using the Wheels on Your Total Behaviour Car', the back wheels are our emotions or feelings and our physiological sensations. The rear wheels give us important signals about what we are experiencing and how our body is responding. For example, the emotion we are experiencing may be anger and our physiological responses may be heat and tightness in the tummy, clenching in the jaw and sweaty palms. In this way our rear wheels can provide us with messages that some correction is necessary lest there be undue wear and tear on the car.

Some key questions for thinking about our back wheels might be:

- What are my feelings?
- What's happening in my body?
- Which of the 52 Fleet cards reflects how I feel?
- What messages am I getting from my emotions and sensations?
- Have I lost traction on any of my wheels? Are any of my wheels spinning?
- Are my wheels aligned?



FRONT WHEELS

Our car is a front-wheel drive—what we do and think give us propulsion or movement.

As described in the section entitled 'Using the Wheels on Your Total Behaviour Car', the front wheels represent our thoughts/beliefs and actions. We need our thoughts and actions to be operational and appropriate to the goals we have set for ourselves. To keep on the right path we must be aware of where we want to go and make the most effective choices accordingly. Our thinking and actions have to align with our goals.

If what we think and what we do are not aligned we may wonder why it is that we do not seem to be able to fulfil our wants. This misalignment will cause us to waste energy spinning our wheels, and consequently, our tyres will wear out very quickly!

Some key questions for thinking about our front wheels might be:

- What am I thinking?
- What are my actions?
- Are my thoughts and actions useful and healthy?
- Is what I am doing now steering me towards my goals or away from them?
- What do I need to be thinking and doing in order to be moving in the right direction?
- How do I want my back wheels to be (feelings and body responses)?
- What new thoughts and actions will help me feel this way?



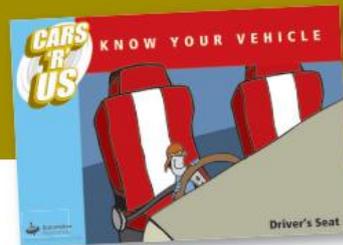
STEERING WHEEL

The steering wheel enables us to drive towards what we want. It enables us to steer our car along a chosen path. In this way, the steering wheel represents our 'wants'; what we want to achieve in our lives, where we want to go, what we would like to be doing. By representing our wants the steering wheel symbolises the directions we choose for ourselves.

The steering wheel directs the front wheels (our thinking and actions). It is important that we steer our car in accordance with our thinking and our action. If the connection is broken we may find ourselves going round in circles, having accidents or becoming stuck with our back wheels (feelings and physiology) bogged and spinning.

Some key questions for thinking about our steering wheel might be:

- What do you really want?
- Where do you want to get to?
- Where are you headed now?
- Is what you are doing helping you to get what you want?
- What else could you be doing to have your wants met?



DRIVER'S SEAT

The driver's seat is where the driver needs to sit. Only you can drive your car and trouble invariably happens when you let someone else take over the driver's seat or you try to drive from the passenger seat. You might think that other people can control your car, and at times you might even want them to, but it is your responsibility and your right to control your car.

You see, your car is custom-made for you. It is responsive to your commands and depends on you to control it. If you try to hand over control to someone else (so you can go to sleep in the passenger's seat) before long your car might be heading in a direction that may not allow you to reach your chosen destination. Or perhaps the car will be going at a speed that is too slow or too fast for you. The same thing happens if you try to control someone else's car.

Recognising that you are in control and taking responsibility for your total behaviour car is vital. Knowing how your car works in its very individual way is as important as being aware of the choices you make about your life.

Some key questions for thinking about the driver's seat might be:

- What does being in the driver's seat mean to you?
- What responsibilities come with being in the driver's seat?
- How do you know when you are driving well?
- Who is driving your car?
- Do you allow back seat drivers to control your car?
- How do you make sure you are always in the driver's seat of your car?



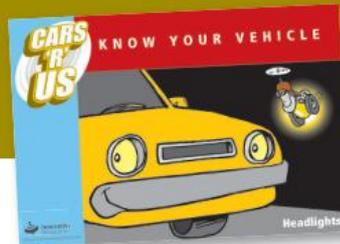
PASSENGER'S SEAT

Sometimes it is important to have passengers to share the highs and lows of your journey, perhaps to give advice and wise counsel and especially to notice the progress you are making. Good passengers make fine travelling companions and they can be wonderful for helping you navigate. But passengers can be a nuisance if they are distracting, and down right dangerous if they try to take over your driving seat. Therefore, it is important to choose your passengers carefully so they can truly support you on your journey. The simple clear rule is: don't relinquish control of your total behaviour car to anyone.

A valued passenger might be someone you live with like a partner, parent, brother, sister or child. It might be a good friend or someone you trust. It might be a special person you love dearly—and you might want to show this person that you are responsible. Your well chosen passenger might be someone you remember who has died or moved away. Perhaps they aren't a person at all but some other kind of companion such as a loved pet or even a garden. They may be someone you have never met but you have heard about—perhaps someone who is a hero for you.

Some key questions for thinking about the passenger's seat might be:

- Are you allowing someone else to be in control?
- Are you trying to control someone else's car?
- Who might be ideal passengers for you?
- How can they be most helpful to you?
- Are there particular times in your life when it has been handy to have someone observe the progress you are making?



HEADLIGHTS

Before headlights were invented driving at night or in fog was fraught with danger. Driving at any time can be challenging but driving at night multiplies this risk. However, sometimes night driving is inevitable. We cannot expect all our journeys through life to have the ease and comfort of driving in clear, well-lit conditions. Sometimes when the going gets tough and darkness sets in our headlights help to keep us focused on our goals and moving forward.

So, headlights are standard equipment to illuminate the road ahead. We all have people, places and other things in our lives that can work as headlights for us:

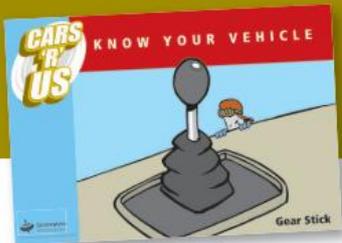
- Do you know someone who is wise?
- When do you go to a trusted person for advice?

Some people have favourite places—a favourite room, or somewhere in nature or perhaps even a church where they go when their lives become a bit murky. These places remind us of who we are, what is important to us, and where we want to go.

Other people might have lucky charms, rituals, books, photographs, activities or pets that they rely on to guide them through difficult times. Some people pray, others seek the advice of trusted priests, counsellors or life coaches.

Some key questions for thinking about our headlights might be:

- When darkness surrounds you, what lights up your path?
- What helps you focus on the way ahead—is it memories, a favourite place or a ritual?
- Who are the wise and trustworthy people in your life?
- Do you know how to turn your headlights on and find these people?



GEAR STICK

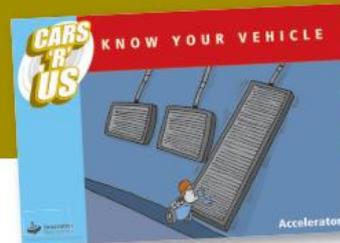
The gear stick enables us to choose the right gear to propel our car appropriately at any given moment. We cannot always live life in top gear, nor is it always efficient or satisfying to stay in low gear, and being neutral (coasting) probably means we won't get very far or be very responsive to different driving conditions.

Being able to choose the right gear is important if we want to reach our destination in the most efficient way; without wasting energy or causing undue wear and tear on our engine.

Sometimes, we need to be very busy and energised even if we don't feel much progress is being made. Sometimes we need to sit back a little, not get stressed and relax (cruise). At other times we need to travel the distance as quickly and effectively as possible (top gear).

Some key questions for thinking about our gear stick might be:

- What gear are you in now and when do you think you should change gears?
- Are your revs right for the gear you have chosen?
- Do you find it difficult to shift gears?
- What would help you to shift gears more smoothly?
- What do you do to change into a lower gear when the road gets steeper?



ACCELERATOR

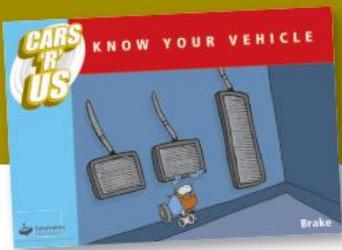
A crucial skill in driving, as in life, is knowing when and how much to apply the accelerator. Without a little bit of pressure on the accelerator we cannot move forward. With too much pressure on the accelerator we speed dangerously ahead, taking corners too fast and risking accidents.

Sometimes the way ahead is clear and safe and yet we cannot quite bring ourselves to take the actions we need to take in order to meet our needs. This is the time to draw on the help of our own strengths, and possibly the support of our friends, family or key professionals to help us apply the accelerator pedal to the situation. This takes courage.

At other times it is not courage we are accessing but undue risks we are taking. This is when we need to ease off the accelerator and perhaps even apply the brake. We need to slow down and give ourselves time to assess the road conditions, consult our journey planner (our goals and steps) or even just to enjoy the scenery along the way.

Some key questions for thinking about our accelerator might be:

- How do you know when it is time to speed up the pace of your actions?
- How do you know when it is time to slow down?
- Have you ever tried to change things too quickly? What happened?
- Have you ever felt that you have had the brake and the accelerator on at the same time? How did you feel?



BRAKE

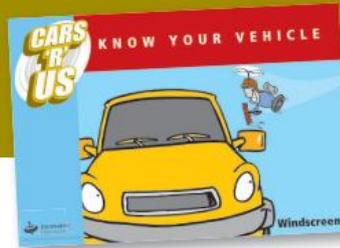
Sometimes we need to slow our behaviour car down or even stop altogether. Our speed has to suit driving conditions and we have to always expect the unexpected. In fact, driving flat out continuously without slowing or taking stock is very risky and leads to accidents and burn out. Every so often we need a pit stop to refuel, to check our road map, or to check tyres or engine noise.

So applying the brake works like a review; it gives us time to evaluate and reflect. It gives a valid place to caution and care as we move forward on our journey.

Slowing and stopping may feel like time wasting but they are an indispensable part of the journey, and save us time and energy in the end.

Some key questions for thinking about our brake might be:

- How do you know when it is time to slow down or stop?
- When is it important for you to proceed cautiously?
- How do you go about evaluating the progress you have made?
- Do you need a complete rest?
- Have you forgotten something important?



WINDSCREEN

The windscreen allows us to see the road ahead. We need to know where we are going—when to turn the steering wheel, when to brake, when to give way. Imagine trying to drive a car that has a wooden windscreen; you couldn't see through, you simply wouldn't know where you were going or even if you had somehow reached your destination. The windscreen also allows us to enjoy the scenery along the way.

Our windscreen is really our 'picture of the future'. It helps to see where we are headed (our goals), how to get there (our strategies), and the progress we are making.

If we take our eyes off the road or our windscreen becomes murky we can expect problems to occur. Having a clear, uncluttered view of the road is important; it helps us to work out what to do next so that we can achieve our goals.

The windscreen helps keep our vision clear by providing several perceptual filters. The Choice Theory model identifies three main filters (Sensory, Knowledge and Values). Here are some useful questions that relate to these filters:

1. Sensory filter

- Am I seeing/hearing clearly?
- What might be hindering my view?
- How do my emotions (happiness, sadness, anger, etc) affect my view?
- What are my other senses picking up?

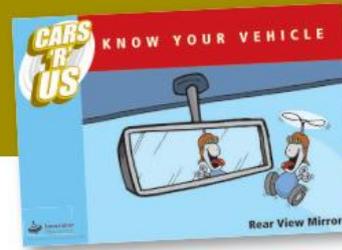


2. Knowledge filter

- What do I know about this situation?
- What sense can I make of it?
- Is this what I expected to see?
- What does my experience tell me to expect?
- What do I need to find out?

3. Values filter

- What is important to me?
- How do my values affect what I see and what I take notice of?
- Do I want to change my values?
- Do I interpret this situation as positive, painful or neutral?



REAR VIEW MIRROR

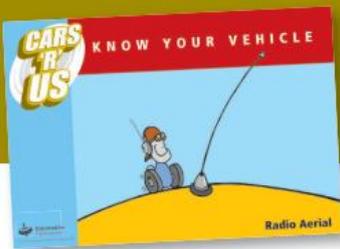
At times, we all need to check our rear view mirror to see what we have just left behind and to make sure nothing sneaks up on us and overtakes us unexpectedly. Rear vision checks are important for reflecting on where we have just come from.

Our past can affect us in lots of ways and we should always be conscious of how it influences our experience of the present and our anticipation of the future. While it is important to glance at the past and check what is behind us, it can be limiting to stare continuously at the rear view mirror and plain dangerous to try to drive focused on that mirror alone.

Some key questions for thinking about our rear view mirror might be:

- What do you notice you have just left behind?
- Is anything from your past about to catch up with you?
- Is anything holding you back?
- Do you ever focus on the past too much? What happens then?
- What strengths have you used in the past that might be useful now?





RADIO AERIAL

The radio, with a functioning aerial, is part of the perceptual system that can be useful to us when we are driving. Our radios can keep us alert or informed about things in the world that are not immediately available to us through our senses. Our radios can let us know traffic conditions, road hazards and weather forecasts, all of which can help inform our life choices. They also provide music to help us relax or programs to keep us entertained, alert and able to concentrate on our driving.

Perhaps there is also a shadow side to our radios – if they distract us, if the volume drowns out important auditory information or if we become preoccupied trying to find the right channel. And if the aerial is not functioning we may not be able to pick up the channels we want to hear.

Some key questions for thinking about our radio aerial might be:

- What things in your world are you tuned into now?
- Are you able to hear the positive messages that are being offered to you?
- Are you transmitting those messages to others?
- How do you get the balance right in the information you are receiving?
- Are you picking up lots of 'static' that is distracting you from your goals?
- Are you constantly listening to information that is hurtful to you?



FUEL TANK

Just as your car needs fuel to run on, we each need a source of energy to draw on in order to meet our needs. And, as any car owner knows only too well, it is important that our fuel is used as efficiently as possible—it's precious!

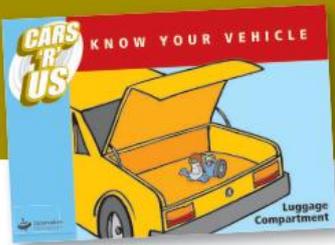
When we are not meeting our needs we may be wasting our fuel; our wheels may be spinning with a great deal of noise and smoke but we may be making little progress. Also, if we are carrying a heavy load in our luggage compartment, our fuel use may be very inefficient.

If our car is sluggish and becoming tired it is time to check the engine. It may be out of balance or the timing may be out—we may need a tune-up to restore our energy use to maximum efficiency. When this is happening in our life, it may be time to attend to our health and bodily wellbeing. Of course, we need to make sure our fuel is top quality and free of contaminants, and this may mean giving attention to our sleeping habits, the food we eat and even the thoughts we let our minds fill up with.

As the drivers in our own lives, we learn to keep an eye on our fuel gauge and replenish our energy regularly. Running out of fuel, or 'burning out' is very seldom a pleasant experience and can, in fact, be very traumatic. Forgetting to fuel-up is no way to complete a journey!

Some key questions for thinking about our fuel tank might be:

- How full is your energy tank right now?
- What activities help you to replenish and refill your tank?
- What drains your energy tank?
- Do you ever feel that you have so much energy your tank is about to overflow?
- Do you think of your tank as half full or half empty?



LUGGAGE COMPARTMENT

In Australia we call this the 'boot' and in other places it is known as the 'trunk'. But either way, it is where we stow our luggage—and we all carry luggage on our journeys.

Some luggage is indispensable, especially on long trips. We need provisions, clothing, maybe some equipment and a spare tyre for emergencies. Starting a trip without the right provisions can be risky so it's always good to be well prepared. But for most of us, while we might try to take everything we think we will need, we cannot take all that we own—including the kitchen sink.

Luggage can be heavy and can slow us down. It can get in the way and become burdensome.

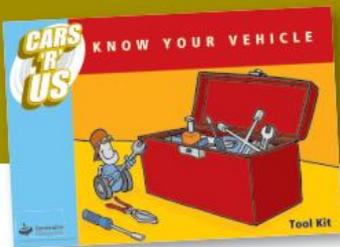
We talk about carrying 'emotional baggage'—memories of past events, failings, let downs, losses, frustrations and disappointments. Some of this baggage can be vivid, some painful, some even pleasant. When it is prominent or heavy or overly dominant it can impede our progress and get in the way of our journey.

We all have luggage and baggage that we have to deal with. Trusted friends, family members and professionals can help us work out what to hold onto and what might be tossed out, or left quietly behind.



Some key questions for thinking about our luggage compartment might be:

- What might be useful for you to keep with you as you move to fulfill your needs?
- What might you want to leave behind?
- How do you tell the difference between what is useful and what slows you down?
- Have you got your toolkit and spare wheel in you luggage compartment in case some maintenance is needed?



TOOL KIT

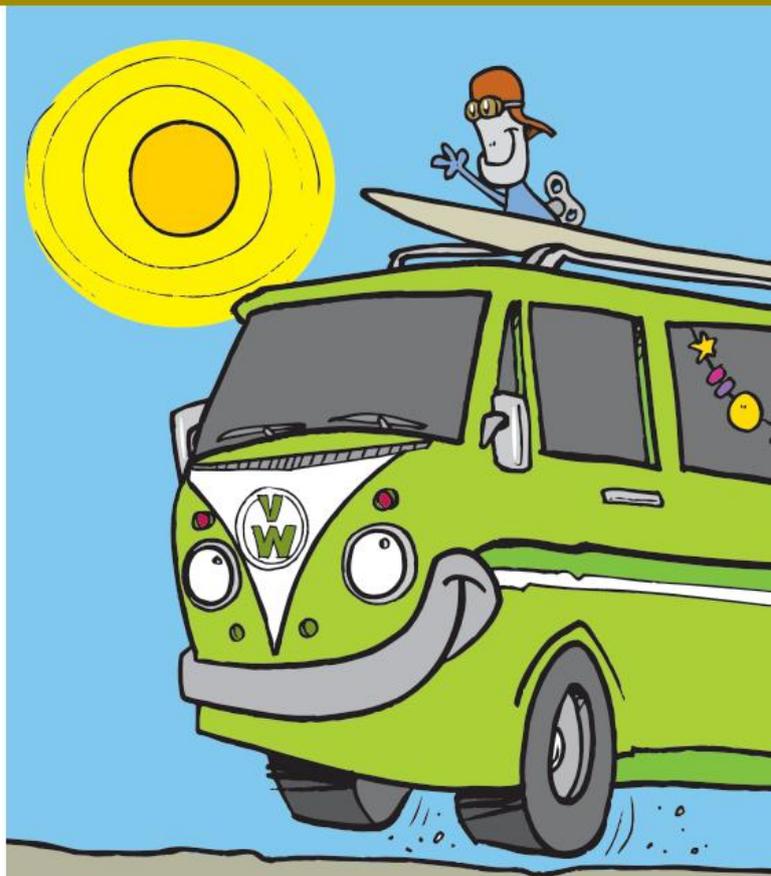
Your tool kit is there for emergencies. It is very reassuring simply to know that it is there. You may never need to use it but when something goes wrong it is indispensable. And it can be very fulfilling to lend something from our tool kit to a person in need, if that is appropriate. This 'give and take' is what builds relationships and helps to keep us all in tip-top travelling condition.

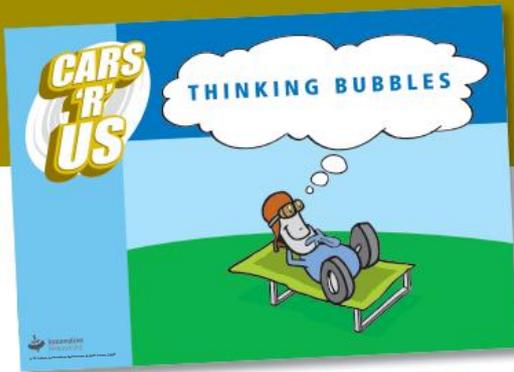
The tool kit in a car might consist of a jack, wheel brace, spanners, screwdrivers and other tools to make running repairs. In real life the crucial tools for coping with emergencies are our own strengths and those of significant people around us.

We are our own expert mechanics. We know best when something in ourselves is not working properly and we draw on our own strengths and skills to fix most problems. However, at other times we may need to borrow the expertise of friends, family and trusted professionals. Significant people in our lives have strengths and skills that they willingly share. Sometimes, we just need to go about asking in the right way.

Some key questions about our tool kit might be:

- What are the skills and strengths you use when something goes wrong?
- Who might you call on to help you out with some of their skills and strengths?
- How well-equipped is your tool kit?
- Is there a skill you would like to add to your tool kit?
- Do you replace old tools with new ones?
- What strengths do you see in the tool kit of a friend or family member?





The Thinking Bubbles

Thinking is a key role of the front wheels of the total behaviour car. (Please see the section entitled 'Using the Wheels on Your Total Behaviour Car'.) The application of healthy, clever and rigorous thinking is vital if we are to achieve our wants. Clear thinking can help us to take control of our lives and make the right choices.

Questions can play a vital role in focussing and clarifying our thoughts. The right question at the right time is very powerful. Questions open up possibilities, goals and strategies that we may not have thought of.

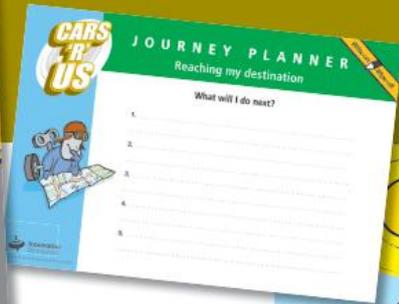
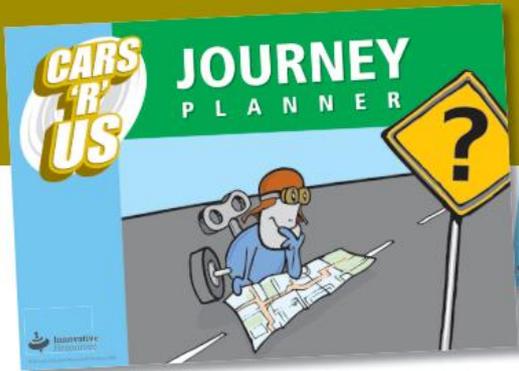
Each of the ten Thinking Bubbles contains a question we can ask to help us achieve our wants. The Thinking Bubbles are designed to be used in conjunction with the Fleet Cards. The Fleet Cards feature zany car characters to describe our emotions and physical feelings. If we can identify a Fleet Card that represents how we are feeling about a situation we are in, we can then add relevant Thinking Bubbles to identify some pertinent questions.

Any of the Fleet Cards can be overlaid with any of the thinking bubbles to help build a plan for what we want to change in our lives. The Thinking Bubbles can also be used by themselves without reference to the Fleet Cards, to act as reminders of what is important and catalysts for clear thinking.

The ten questions featured in the Thinking Bubbles are:

- What do I really want?
- What am I doing to achieve what I really want?
- Is what I am doing now working?
- What else can I do?
- What choices do I have?
- What strengths and resources do I have?
- Who else has strengths and resources that can help?
- Who do I want to notice any change?
- How will I measure my progress?
- What can I learn from this?

Of these, the first four questions are pivotal Reality Therapy questions and the others are commonly asked in solution-focused/strengths-based approaches.



The Journey Planner

The Journey Planner is a single card that you can use to plan the next part of your journey; the actions you need to take to achieve what you want.

The Journey Planner supports one of the key roles of the front wheels of our total behaviour car—our actions. With the Fleet Cards representing our emotions and physical feelings and the Thinking Bubbles supporting our thoughts, The Journey Planner completes the picture of our behaviour.

To take or maintain control of our lives means that we must take some action to ensure we achieve our wants. The Thinking Bubbles can help us formulate a broad goal. But the Journey Planner helps us to get specific; it helps us to identify the actions—the practical, concrete steps each of us must take to put our plan into action.



The Journey Planner asks one simple question:

- What will I do next?

Beneath the question is room to list five actions or steps towards your goal. To mix our metaphors, the Journey Planner is the recipe that tells us what we can do to get to our desired destination, what is important to us, what we really want.

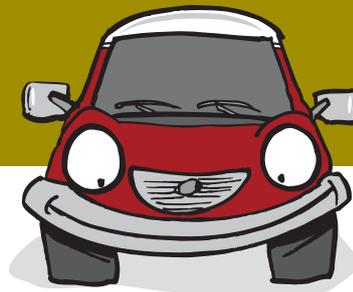
The Journey Planner is covered with a write-on/wipe-off laminate that allows non-permanent whiteboard pens to be used, erased and reused as many times as you like.

The Authors and Illustrator: The Assembly Line-up

The authors:

Russell Deal

Russell makes no claims whatsoever about being an expert on Choice Theory and Reality Therapy. He also acknowledges a singular lack of expertise when it comes to cars or anything mechanical. In fact, he claims that expertise in general seems to have passed him by! Russell has been a social worker and teacher for over 30 years. As a social work publisher at the time of writing, he gets lots of opportunities to indulge his passion for using creative arts to expand the transformational possibilities open to human service workers.



Ivan Honey

Ivan is an instructor with the William Glasser Institute and conducts a private psychological practice in Bendigo, Australia. He is a member of the Australian Psychological Society and the Australian Institute of Management. Ivan works with children, adolescents, adults, couples, organisations and schools using Choice Theory and Reality Therapy. He is passionate about understanding and managing behaviour in holistic ways and focuses on a positive psychology which emphasises the achievement of quality in all areas of life. Ivan is married with three children and an ever increasing number of grandchildren.

Please note: Training workshops are available to learn the ideas and practice of Choice Theory, Reality Therapy and Lead Management (the application of Choice Theory to management), and a myriad of ways for using the *Cars 'R' Us* kit.
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As always, it is a pleasure to be working with the fine people at Innovative Resources as we conclude yet another action-packed, thrill-a-minute journey. My thanks to the team for taking turns at the wheel and making the journey so thoroughly enjoyable. And to all the family, friends and usual suspects who have joined me for this merry ride, my sincere thanks for your love and support—and to the good lady Jacqueline, whose phenomenal patience and toasty warm love keep my engine running.

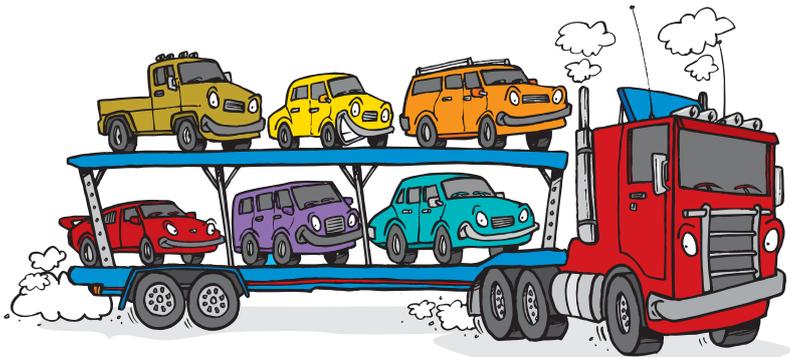


About the Publisher:

The manufacturer

St Luke's Innovative Resources is part of Anglicare Victoria, a community services organisation providing child, youth and family services in Victoria and New South Wales, Australia. We publish card sets, stickers, books, and digital and tactile materials to enrich conversations about feelings, strengths, relationships, values and goals. Our resources are for all people regardless of race, ethnicity, gender, religion, culture, ability or age. They are used by counsellors, educators, social workers, mentors, managers and parents. We also offer 'strengths approach' training and 'tools' workshops, both online and in-person

www.innovativeresources.org



CARS 'R' US

What kind of car are you today? What kind of car do you want to be?

Cars 'R' Us is a fleet of very human-looking cars demonstrating a range of emotions in everyday situations. Bursting with personality and fun, these boisterous, quiet, shy, angry, happy and just plain goofy car characters provide rich metaphors for what it is to be human; to have good days and bad days, to make mistakes and to be successful and, above all, to be actively making choices.

Inspired by Choice Theory, Reality Therapy and strengths-based ideas, *Cars 'R' Us* is a unique, interactive tool for exploring the significance of choices in our daily lives.

Consisting of 52 cartoon-style Fleet Cards, 16 Know Your Vehicle Cards, 10 Thinking Bubbles, a Journey Planner and an Owner's Manual (booklet of suggestions), this unique resource for teachers, psychologists, social workers, therapists, parents and workshop presenters will help children, teens and adults learn how to make skillful choices.



**Take these cars for a spin...
and don't forget to fasten your seat-belts!**