Focusing Exercise

Count Your Breaths- Facilitator Instructions

Type of Focusing Exercise: Breathing and/or Imagery

Handout(s): None needed.

Materials Needed: The facilitator will need a way to time the exercise (approx. 2 minutes)

Facilitator Instructions:

Tell the group:

"Today I'd like you to practice the skill of focusing by focusing on your breathing.
You focus on counting your breaths.
When we start this exercise, just breathe normally. Each time you breathe out, silently say a number to yourself- "one", "two", "three", "four", "five"- then start back at "one".
When we start, please take 2 minutes to focus on your counting your breaths like this.
When you notice that your focus has drifted, like if you forget to keep counting, or you start to count past the number five, simply turn your focus back to counting your breaths.
Each time you notice that your focus has wandered, simply turn it back to your breaths."

"Any questions?" (Answer any questions raised. If the intervening discussion is more than just a sentence or two, it may be helpful to repeat the directions again.)

"Ok, begin."

After participants do the focusing exercise, ask them,
"How was this exercise for you?"
What did you notice about your ability to focus while you did this?"

Focusing Exercise

Small Words from Long Words- Facilitator Instructions

Type of Focusing Exercise: Cognitive-Verbal

Handout(s): See attached

Materials Needed: Each participant will need a writing instrument. The facilitator will need a way to time the exercise (approx. 3 minutes)

Facilitator Instructions:

Give each participant a handout, and ask them not to begin the exercise until you go over all the instructions. Have one of the participants read the instructions on the handout, at both the top and the bottom of the page.

Also tell the group:

"This exercise gives you a chance to practice your skill of focusing. When we start, please take 3 minutes to focus on doing this exercise. *The idea of this is not to see who can find the most words, although sometimes people enjoy a spirit of competition. The main thing is to practice focusing while doing something that requires concentration."*

"Any questions?" (Answer any questions raised.) *"Ok, begin."*

After participants do the focusing exercise, ask them, *"How was this exercise for you?" What did you notice about your ability to focus while you did this?*

Focusing Exercise: Small Words from Long Words

Participant Handout

Use the following exercise to practice focusing skills. See how many small words you can make using the letters in the word “calendar.” For example, the word “real” works.

CALENDAR

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

FAQ’s:

- The words can be any length.
- Words can have two “a’s” in them, since that letter appears twice in the word “calendar.” Otherwise you can only use each other letter once per word.
- Proper names are ok.

Focusing Exercise

Tuning In: Facilitator Instructions

Type of Focusing Exercise: Music/Sound

Handout(s): None needed for this exercise.

Materials Needed: Media equipment to play music or nature sounds (vary types, as long as appropriate for correctional setting)

Facilitator Instructions:

Choose a piece of music or nature sounds to play for the group.

If a musical selection, tell the group:
"I am going to play a song that's ___ minutes long.
While the music plays, focus on really listening to it.
Notice the sounds of the different musical instruments, the mood of the music, the words of the music (if it's a vocal selection)*, the tempo, the beat, and any images or feelings you notice related to the music.*
When you notice that your focus has drifted, simply turn your focus back to listening to this music.
Each time you notice that your focus has wandered, simply turn it back to listening."

If nature sounds, tell the group:
"I am going to play a selection of nature sounds that's ___ minutes long.
While it plays, focus on really listening to it. Notice the variety of sounds, imagine the setting, the mood and tempo of the sounds, and any images or feelings you notice related to these nature sounds.
When you notice that your focus has drifted, simply turn your focus back to listening to the sounds.
Each time you notice that your focus has wandered, simply turn it back to listening."

"Any questions?" (Answer any raised. If the intervening discussion is more than just a sentence or two, it may be helpful to repeat the directions again.)

Play the music/nature sounds selection.

After participants do the focusing exercise, ask them, *"How was this exercise for you?" What did you notice about your ability to focus while you did this?*

Focusing Exercise

Motorcycles Hidden Objects Puzzle- Facilitator Instructions

Type of Focusing Exercise: Cognitive-Visual

Handout(s): See attached handout, *modified from http://www.kids-puzzles.com/hiddenObjects16.html*

Materials Needed: Each participant will need a writing instrument and the attached handout. The facilitator will need a way to time the exercise (approx. 3 minutes)

Facilitator Instructions:

Give each participant a copy of the handout, and tell the group:

"Today's focus exercise is a hidden objects puzzle. When we start, please take three minutes, to focus on looking for the objects listed at the bottom of the puzzle (then read the list of hidden objects, particularly if you have participants in the group whose ability to read in English is limited).

The idea of this is not to see who can do this puzzle and who can't, or who does it best or faster, or anything like that. The idea is to practice focusing while doing something that requires concentration. Try to stay focused. Notice how you focus, and what difficulties you experience focusing. It is quite unlikely that any of us would be able to find all of the objects in the three minutes we are going to take now in group. You'll have the opportunity to take this exercise with you after group, so that you can finish it then, if you'd like."

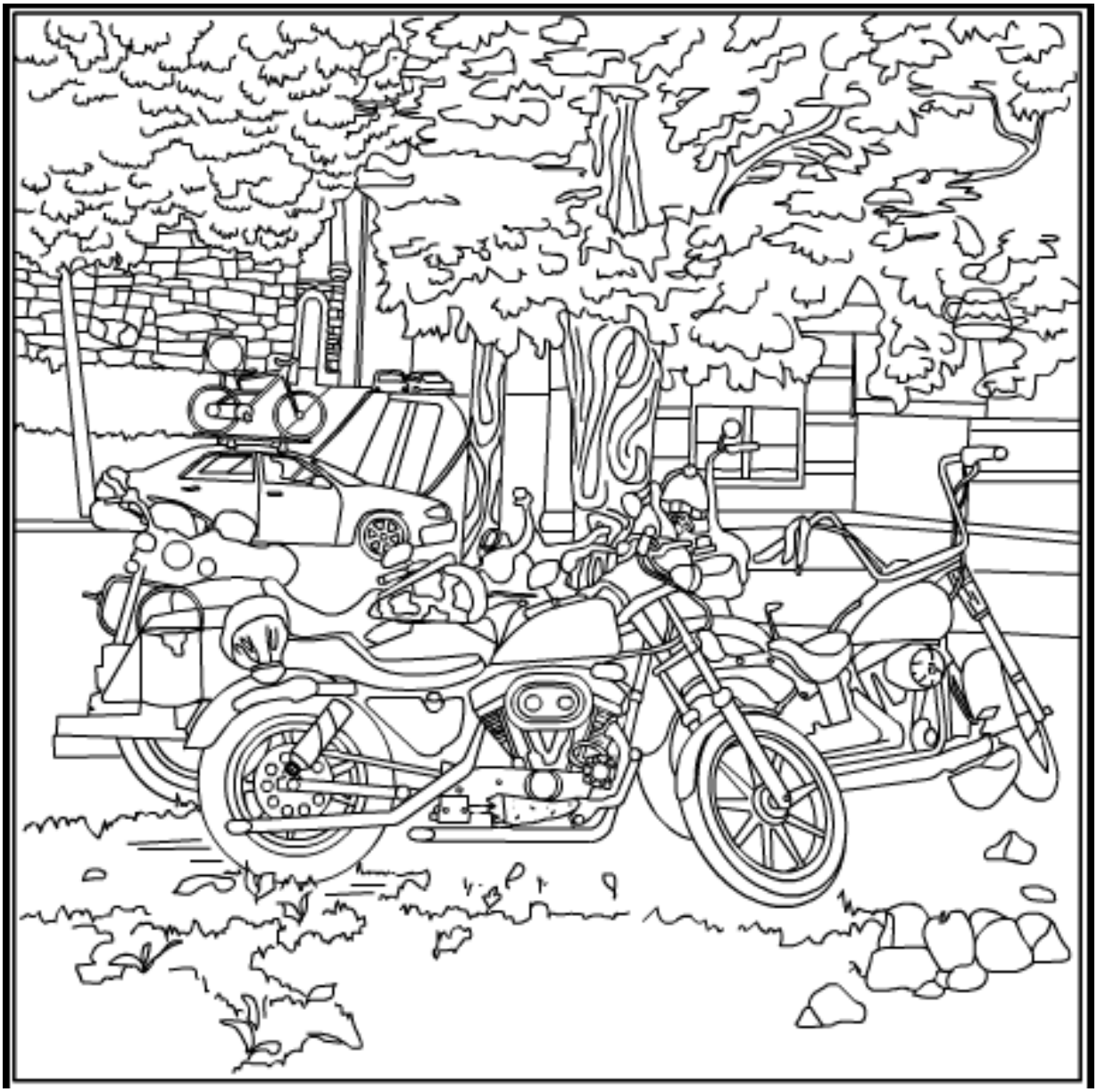
After participants do the focusing exercise, ask them, *"How was this exercise for you?" What did you notice about your ability to focus while you did this?"*

Optional:

On the page after the participant handout is a Key/Solutions guide, which is best distributed at the next session to help participants who have been unable to locate certain hidden objects.

Focusing Exercise*:* Motorcycles Hidden Objects Puzzle

Participant Handout:



Find the following objects: Acorn Cake Ring Apple Paint Can Carrot Sock Pizza Bottle Bird Ladle Cup Feather Knit Hat Paintbrush

Focusing Exercise*:* Motorcycles Hidden Objects Puzzle

Optional Participant Handout: Clues/Solutions for Motorcycle Hidden Objects Puzzle

Focusing Exercise

STARTING WITH ME Word Search- Facilitator Instructions

Type of Focusing Exercise: Cognitive-Verbal

Handout(s): See attached

Materials Needed: Each participant will need a writing instrument and a copy of the attached handout. The facilitator will need a way to time the exercise (approx. 3 minutes)

Facilitator Instructions:

Give each participant a handout, and have one of the participants read the instructions on the handout. Ask them not to begin the exercise yet.

Tell the group:

"Today's focus exercise is a word search puzzle, using various key words from START NOW. When we start, please take three minutes, to focus on looking for the words listed at the bottom of the puzzle.

The idea of this is not to see who can do this puzzle and who can't, or who does it best or faster, or anything like that. The idea is to practice focusing while doing something that requires concentration. Try to stay focused. Notice how you focus, and what difficulties you experience focusing. It is quite unlikely that any of us would be able to find all of the words in the three minutes we are going to take now in group. You'll have the opportunity to take this exercise with you after group, so that you can finish it then, if you'd like."

After participants do the focusing exercise, ask them,

"How was this exercise for you?"
What did you notice about your ability to focus while you did this?"

Focusing Exercise: STARTING WITH ME Word Search

W Q Y G Z Q C Q Q J V U K F W
L W S L A O G R O A E U B O J
D B A R S V A E D L Y R S C N
C J R M O O M D D T V P I U Y
U O R V J T E I D E I K L S N
X H N D A M A E V R H F I N T
E R C S K L C V T N I W W Q S
B F F F E N U U I A C T O Y L
K Z F Z A Q A E Y T D K N N D
O R O L Z L U H S I C W T C C
Y D A S I K Z E H V Q A R N Y
S B P T C E M H N E O S A O L
B I Y M H R D G W C X A T E U
S E I R A D N U O B E I S O L
B E H A V I O R K M I S P X G

ACTIVATORS
ALTERNATIVE
BALANCED
BEHAVIOR
BOUNDARIES
CONSEQUENCES
FOCUS
SPIRTUALITY
START NOW
VALUES

Focusing Exercise

Matching Rhythms- Facilitator Instructions

Type of Focusing Exercise: Auditory – Movement

Handout(s): None needed for this exercise.

Materials Needed: None needed for this exercise. Participants tap their table/desk, or their own thighs (if sitting without tables or desks).

Special Note: Tell the correctional officers in the area prior to this activity what you will be doing, to prevent raising concern about the sounds coming from the group.

Facilitator Instructions:

Tell the group-

"Today's focusing exercise also involves actions, specifically drumming. One person makes a drumming rhythm, then the rest of the group repeats that rhythm back. Like this- try to repeat this rhythm."

Demonstrate a simple rhythm, and encourage the group to repeat it, reinforcing any positive efforts.

"Ok, when we get going, we'll go around the group twice, having each person take turns to show us a rhythm. When we start, I'll go first, then we'll around the group in this direction (point). *Try to keep your rhythm fairly simple, so that the rest of us have a decent chance of being able to repeat it. After we repeat on person's rhythm, we'll go right onto having the next person do theirs, without stopping and discussing until the end. The idea of this is to try to use focusing skills to do this."*

"Any questions?" (Answer any questions raised. If the intervening discussion is more than just a sentence or two, it may be helpful to repeat the directions again.) *"Ok, begin."*

After participants do the focusing exercise, ask them,
"How was this exercise for you?
What did you notice about your ability to focus while you did this?
How did doing this activity affect you emotionally, if at all?"

Focusing Exercise

Time your Breaths- Facilitator Instructions

Type of Focusing Exercise: Breathing and/or Imagery

Handout(s): Attached

Materials Needed: The facilitator will need a way to time the exercise (approx. 2 minutes)

Facilitator Instructions:

Tell the group:
"Today's exercise focuses on timing your breaths. It will last for 2 minutes.

Here's a reminder sheet that you can use as a focus point during this exercise, if you'd like.

[Reminder sheet is shown on the next page- It is designed to be photocopied, and then cut in half on the center line, yielding two per page.]

►*First, breathe in through your nose for 5 counts, like this 'in, two, three, four, five'.*
►*Ok, try that part of it, breathe in through your nose now, 'in, two, three, four, five'.*
►*Next, you'll hold in the air for 3 counts, like this, 'hold, two three.'*
►*Finally, breathe out through your mouth for 7 counts, like this, 'out, two, three, four, five, six, seven.'*

This is a helpful kind of breathing to learn, because it helps you relax.

Ok, before starting the focusing exercise, I'd like everyone to try the whole thing together, meaning breathe in through your nose for 5 counts, hold for three, and out through your mouth for 7.

Ready? 'Ok, in, two, three, four, five. Hold, two three. Out, two, three, four, five, six, seven. Ok?'

When you notice that your focus has drifted, simply turn your focus back to timing your breath. You may find that this reminder sheet will help you stay focused. Each time you notice that your focus has wandered, simply turn it back to your breath."

"Any questions?" (Answer any questions raised. If the intervening discussion is more than just a sentence or two, it may be helpful to repeat the directions again.) *"Ok, begin."*

After participants do the focusing exercise, ask them, *"How was this exercise for you?" What did you notice about your ability to focus while you did this?"*

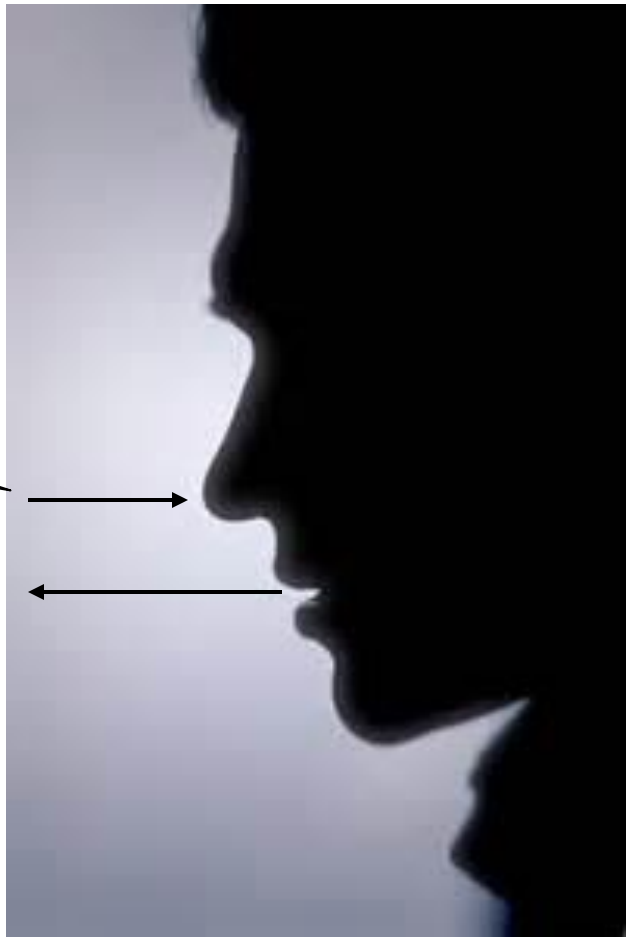
Focusing Exercise*:* Time your Breaths Reminder Sheet-

Participant Handout

IN, 2, 3, 4, 5

HOLD, 2, 3

OUT, 2, 3, 4, 5, 6, 7



Focusing Exercise

Small Words from Long Words- Facilitator Instructions

Type of Focusing Exercise: Cognitive-Verbal

Handout(s): See attached

Materials Needed: Each participant will need a writing instrument. The facilitator will need a way to time the exercise (approx. 3 minutes)

Facilitator Instructions:

Give each participant a handout, and ask them not to begin the exercise until you go over all the instructions. Have one of the participants read the instructions on the handout, at both the top and the bottom of the page.

Also tell the group:

"This exercise gives you a chance to practice your skill of focusing.
When we start, please take 3 minutes to focus on doing this exercise.
The idea of this is not to see who can find the most words, although sometimes people enjoy a spirit of competition.
The main thing is to practice focusing while doing something that requires concentration."

"Any questions?" (Answer any questions raised.) *"Ok, begin."*

After participants do the focusing exercise, ask them,
"How was this exercise for you?"
What did you notice about your ability to focus while you did this?

Focusing Exercise*:* Small Words from Long Words:

Participant Handout

Use the following exercise to practice focusing skills. See how many small words you can make using the letters in the word “elementary.” For example, the word “neat” works.

ELEMENTARY

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

FAQ’s:

- The words can be any length.
- Words can have up to three “E’s” in them, since that letter appears three times in “elementary”. Otherwise you can only use each other once per word.
- Proper names are ok.

Focusing Exercise

Coping with Emotions Crossword- Facilitator Instructions

Type of Focusing Exercise: Cognitive-Verbal

Handout(s): See attached

Materials Needed: Each participant will need a writing instrument. The facilitator will need a way to time the exercise (approx. 3 minutes)

Facilitator Instructions: Tell the group:

"Today's focusing exercise is a crossword puzzle that uses a lot of words from the Coping with Emotions unit."

"To solve the crossword puzzle, first look down at the clues provided below. They are sorted into words spelled across and words spelled downwards on the puzzle.
Each clue hints at a word, which fits in the blanks provided.
After reading the clues below, try to figure out the word that fits in the blank above.
If you cannot figure out a word, move on to the next clue.
Sometimes after filling in a few words, the overlapping letters can help you find the more challenging words."

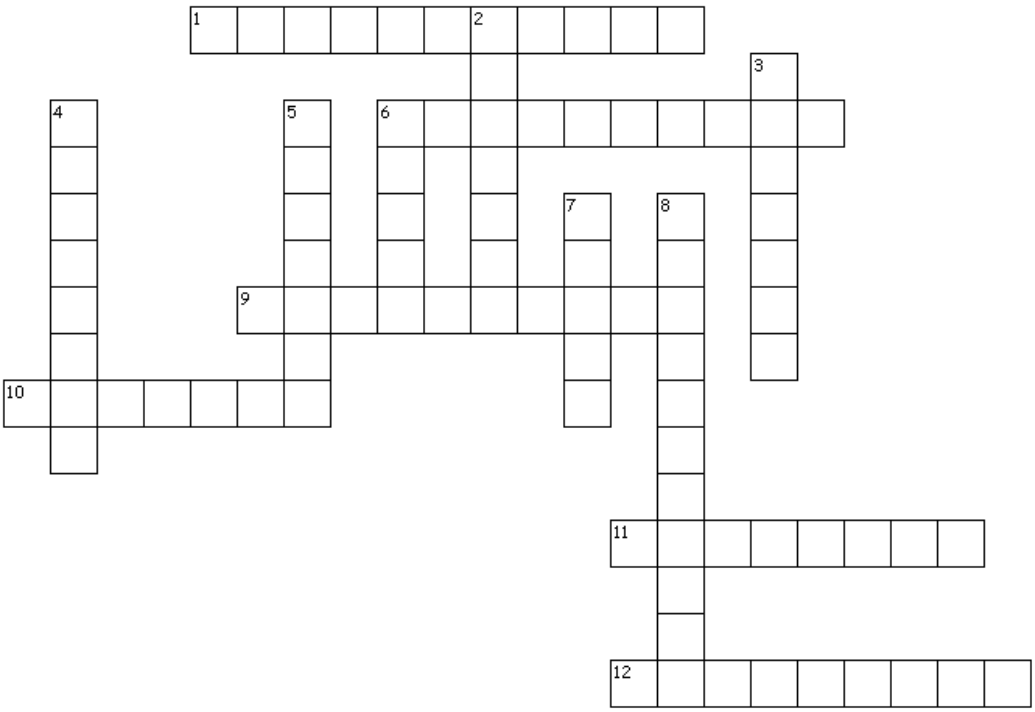
Pass out the handouts, and tell the group:

"This exercise gives you a chance to practice your skill of focusing.
When we start, please take 3 minutes to focus on doing this exercise.
The idea of this is not to see who can find the most words, although sometimes people enjoy a spirit of competition.
The main thing is to practice focusing while doing something that requires concentration."

"Any questions?" (Answer any questions raised.) *"Ok, begin."*

After participants do the focusing exercise, ask them,
"How was this exercise for you?"
What did you notice about your ability to focus while you did this?

Focusing Exercise: Coping with Difficult Emotions Crossword



Across
1. a "thought error" when you think you know everyone's opinion about you
6. the "A" of "ABC's"
9. can include sadness, hopelessness, and isolation
10. an emotional state of worry & fear
11. the "B" of "ABC's"
12. messages you say to yourself, can be positive or negative

Down
2. doing something, coping with emotions through _____
3. something that you react to, that can set off emotions or behaviors
4. another word for "feelings"
5. a pleasant scene you create in your mind, coping through _____
6. an emotion that may signal you that your boundaries have been crossed
7. emotional reaction associated with loss
8. the "C" of "ABC's"

Focusing Exercise

Auction Hidden Objects Puzzle: Facilitator Instructions

Type of Focusing Exercise: Cognitive-Visual

Handout(s): See attached

Materials Needed: Each participant will need a writing instrument. The facilitator will need a way to time the exercise (approx. 3 minutes)

Facilitator Instructions: Tell the group:

Give each participant a copy of the handout, and tell the group:

"Today's focus exercise is a hidden objects puzzle.
When we start, please take three minutes, to focus on looking for the objects listed at the bottom of the puzzle.

(then read the list of hidden objects, particularly if you have participants in the group whose ability to read in English is limited).

The idea of this is not to see who can do this puzzle and who can't, or who does it best or faster, or anything like that.
The idea is to practice focusing while doing something that requires concentration.
Try to stay focused. Notice how you focus, and what difficulties you experience focusing.
It is quite unlikely that any of us would be able to find all of the objects in the three minutes we are going to take now in group.
You'll have the opportunity to take this exercise with you after group, so that you can finish it then, if you'd like."

After participants do the focusing exercise, ask them,
"How was this exercise for you?"
What did you notice about your ability to focus while you did this?"

Optional:
On the page after the participant handout is a Key/Solutions guide, which is best distributed at the next session to help participants who have been unable to locate certain hidden objects.

Focusing Exercise: Auction Hidden Objects Puzzle

Find the following objects:

Glasses Paintbrush Button Hamburger Cake Key Shoe Light bulb
Duck Fish Ice cream cone Book Toothbrush Sailboat Mouse

Focusing Exercise: Auction Hidden Objects Puzzle

Clues/Solutions for Auction Hidden Objects Puzzle:

Focusing Exercise

Repetitive Movement: Facilitator Instructions

Type of Focusing Exercise: Cognitive-Movement

Handout(s): None needed for this exercise.

Materials Needed: None needed for this exercise.

Facilitator Instructions:

This focusing exercise involves repeating a series of movements. Here are some possibilities:

While sitting, tap feet on the floor in a repetitive pattern (ask the participants to tap, not stomp). Here are two possibilities:

1. right, right, left – right, right, left – right, right, left – right, right, left

2. right, right, left, left – right, right, left, left – right, right, left, left

Explain and demonstrate the first repetitive movement sequence.

Then say, *"When we start, please take 1 minute to focus on doing this* tapping sequence.
The idea of this is not to see who can do this activity well and who can't, or who does it faster, or anything like that. The idea is to practice focusing while doing some type of activity that involves movement.
The challenging part of this exercise is staying focused on what you are doing rather than switching into autopilot when doing something repetitive.
Try to stay focused.
Notice how you focus, and what difficulties you experience focusing.
When you notice that your focus has drifted, simply turn your focus back to tapping.
Each time you notice that your focus has wandered, simply turn it back to today's task.

Remind them what the tapping sequence is, and demonstrate it again.

"Any questions?" (Answer any questions raised. If the intervening discussion is more than just a sentence or two, it may be helpful to repeat the directions again.) *"Ok, begin."*

Repeat these steps with a variety of tapping sequences.

After participants do the focusing exercise, ask them, *"How was this exercise for you?" What did you notice about your ability to focus while you did this?"*

Focusing Exercise

Positive Memory Imagery: Facilitator Instructions

Type of Focusing Exercise: Imagery

Handout(s): None needed.

Materials Needed: The facilitator will need a way to time the exercise (approx. 2 minutes)

Facilitator Instructions:

Tell the group:

"Today's focusing exercise is about imagery.
Imagery means picturing a scene in your mind, using all your senses including what you can see and hear.
For today's focusing exercise, I'd like you think of a positive memory.
Remember a place you felt safe and happy.
Take a minute to choose a positive memory you'd like to focus on. [Pause.]

When we start, please take 2 minutes to focus on your positive memory.
Picture how it looks, sounds and feels. Maybe even some smells or tastes you remember.
When you notice that your focus has drifted, simply turn your focus back to that memory.
Each time you notice that your focus has wandered, simply turn it back to that image."

"Any questions?" (Answer any questions raised. If the intervening discussion is more than just a sentence or two, it may be helpful to repeat the directions again.)

"Ok, begin."

After participants do the focusing exercise, ask them,
"How was this exercise for you?"
What did you notice about your ability to focus while you did this?"

Focusing Exercise

Relationships Word Search: Facilitator Instructions

Type of Focusing Exercise: Cognitive-Verbal

Handout(s): See attached

Materials Needed: Each participant will need a writing instrument. The facilitator will need a way to time the exercise (approx. 3 minutes)

Facilitator Instructions:

Give each participant a handout, and have one of the participants read the instructions on the handout. Ask them not to begin the exercise yet.

Tell the group:

"When we start, please take 3 minutes, to focus on doing this exercise.
The idea of this is not to see who can do this puzzle and who can't, or who does it best or faster, or anything like that.
The idea is to practice focusing while doing something that requires thinking and taking your time.
Try to stay focused. Notice how you focus, and what difficulties you experience focusing.
When you notice that your focus has drifted, simply turn your focus back to this exercise.
Each time you notice that your focus has wandered, simply turn it back to today's task.
If you get done with this task while we are still doing this focusing exercise, simply continue focusing on the puzzle."

"Any questions?" (Answer any questions raised. If the intervening discussion is more than just a sentence or two, it may be helpful to repeat the directions again.)

"Ok, begin."

After participants do the focusing exercise, ask them,
"How was this exercise for you?"
What did you notice about your ability to focus while you did this?"

Focusing Exercise

Relationships Word Search:

Y S R N L V K G B W C A L B K
S L X E Z O T O W R B Q I O C
O X D Z L C V Q I A Z M Y U A
Z Y K N E A C V R Y Q E X N B
L Q X P E C T F P K Q O W D D
S L S I J I I I R N F S L A E
V E I E V W R J O V X I W R E
R A H O S D E F F N S C F I F
E V I T R E S S A T S P M E W
S U P P O R T F E Q F H N S L
A I U X W J A N K B Z C I V J
C O M M U N I C A T I O N P S
B J H F A N O X I Z V X Z E S
B D U O G V D D S E C Q P P W
P B D N Y H Z X F K B N X T A

ASSERTIVE
BOUNDARIES
COMMUNICATION
FEEDBACK
FRIENDLY
LISTENING
RELATIONSHIPS
RESPECT
SUPPORT

Focusing Exercise

Positive Place Imagery: Facilitator Instructions

Type of Focusing Exercise: Imagery

Handout(s): None needed.

Materials Needed: The facilitator will need a way to time the exercise (approx. 2 minutes)

Facilitator Instructions:

Tell the group:

"Today's focusing exercise is about imagery.
Imagery means picturing a scene in your mind, using all your senses including what you can see and hear.
For today's focusing exercise, I'd like you think of a positive place.
It could be a place you've really been, or a place you'd like to be in the future.
It should be a place where you feel safe and comfortable, a place where you can be yourself.
Take a minute to decide which positive place you'd like to focus on. [Pause.]

When we start, please take 2 minutes to imagine yourself in this place.
Picture how this place looks, sounds and feels. Maybe even some smells or tastes there.
When you notice that your focus has drifted, simply turn your focus back to imagining that positive place.
Each time you notice that your focus has wandered, simply turn it back to that image."

"Any questions?" (Answer any raised. If the intervening discussion is more than just a sentence or two, it may be helpful to repeat the directions again.)

"Ok, begin."

After participants do the focusing exercise, ask them,
"How was this exercise for you?"
What did you notice about your ability to focus while you did this?"

Focusing Exercise

Cognitive – Non-Verbal Exercise #2- Mazes: Facilitator Instructions

Type of Focusing Exercise: Cognitive- Non-Verbal

Handout(s): See attached

Materials Needed: Each participant will need a writing instrument and a handout. The facilitator will need a way to time the exercise (approx. 3 minutes)

Facilitator Instructions:

Give each participant a handout, and have one of the participants read the instructions on the handout. Ask them not to begin the exercise yet.

Tell the group:

"When we start, please take 3 minutes, to focus on doing this exercise.
The idea of this is not to see who can do this puzzle and who can't, or who does it best or faster, or anything like that.
The idea is to practice focusing while doing something that requires thinking and taking your time.
Try to stay focused. Notice how you focus, and what difficulties you experience focusing.
When you notice that your focus has drifted, simply turn your focus back to this exercise.
Each time you notice that your focus has wandered, simply turn it back to today's task.
If you get done with this task while we are still doing this focusing exercise, simply continue focusing on the puzzle."

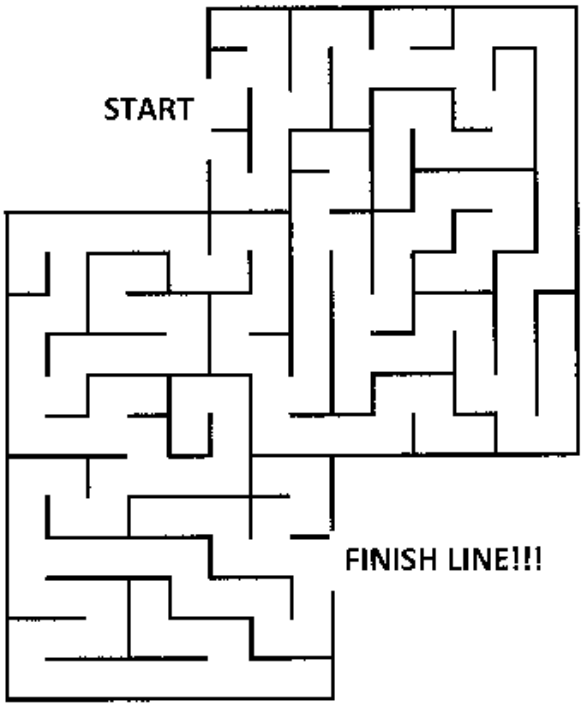
"Any questions?" (Answer any questions raised. If the intervening discussion is more than just a sentence or two, it may be helpful to repeat the directions again.) *"Ok, begin."*

After participants do the focusing exercise, ask them,
"How was this exercise for you?"
What did you notice about your ability to focus while you did this?"

Four mazes with increasingly levels of difficulty are provided.
Depending on the functional and interest level of your group, consider having the group try mazes 1 & 2 during the group.
Offer mazes 3 & 4 for them to bring back to their rooms as an optional exercise to do in their own time, if interested

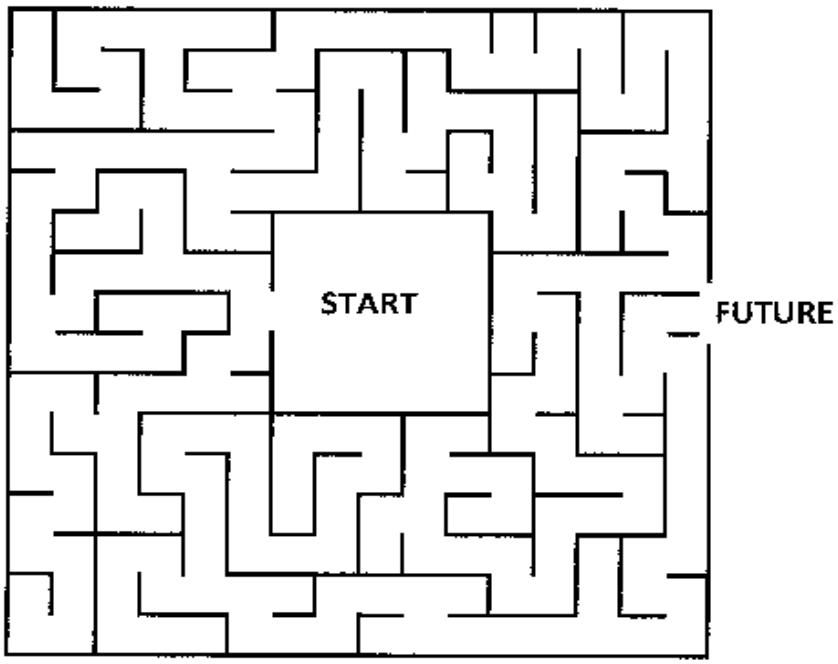
Focusing Exercise: Mazes

KEEP MOVING AHEAD Maze 1

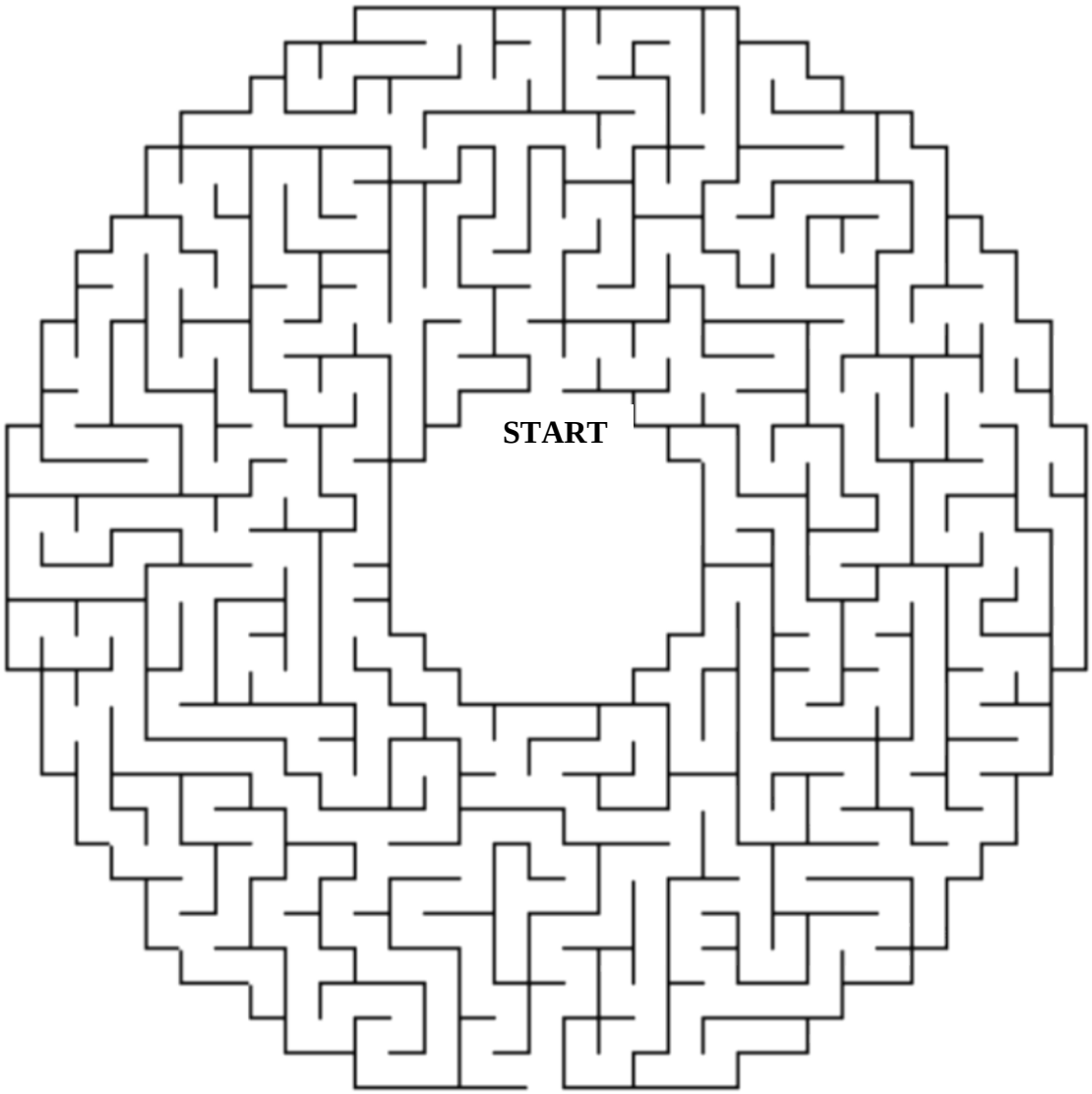


Focusing Exercise: Mazes

POSITIVE PATH to the FUTURE Maze 2



Focusing Exercise: Mazes

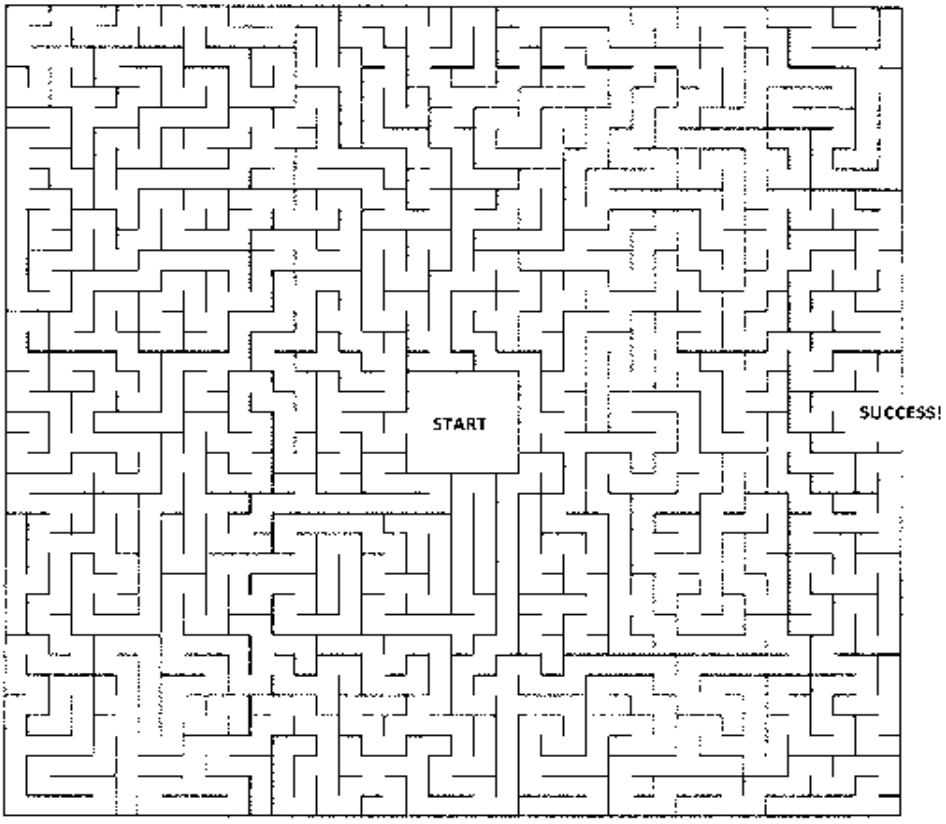


NOW! ☺

Focusing Exercise: Mazes

"The Twisting Path of Positive Change" Maze 4

For those who enjoy a very challenging maze!



Focusing Exercise

Small Words from Long Words- Facilitator Instructions

Type of Focusing Exercise: Cognitive-Verbal

Handout(s): See attached

Materials Needed: Each participant will need a writing instrument and a handout. The facilitator will need a way to time the exercise (approx. 3 minutes)

Facilitator Instructions:

Give each participant a handout, and ask them not to begin the exercise until you go over all the instructions. Have one of the participants read the instructions on the handout, at both the top and the bottom of the page.

Also tell the group:

"This exercise gives you a chance to practice your skill of focusing. When we start, please take 3 minutes to focus on doing this exercise.
The idea of this is not to see who can find the most words, although sometimes people enjoy a spirit of competition.
The main thing is to practice focusing while doing something that requires concentration."

"Any questions?" (Answer any questions raised.)

"Ok, begin."

After participants do the focusing exercise, ask them,
"How was this exercise for you?"
What did you notice about your ability to focus while you did this?

Focusing Exercise: Small Words from Long Words

Use the following exercise to practice focusing skills. See how many small words you can make using the letters in the word “interpersonal.” For example, the word “part” works.

INTERPERSONAL

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

FAQ’s:

- The words can be any length.
- Words can have up to two “e’s” and up to two “r’s” in them, since those letters appear twice in the word “interpersonal.” Otherwise you can only use each other letter once per word.
- Proper names are ok.