



Participation



Purpose: To increase participants understanding of self and what influences our values, attitudes, and behaviours.

Participant learning objectives:

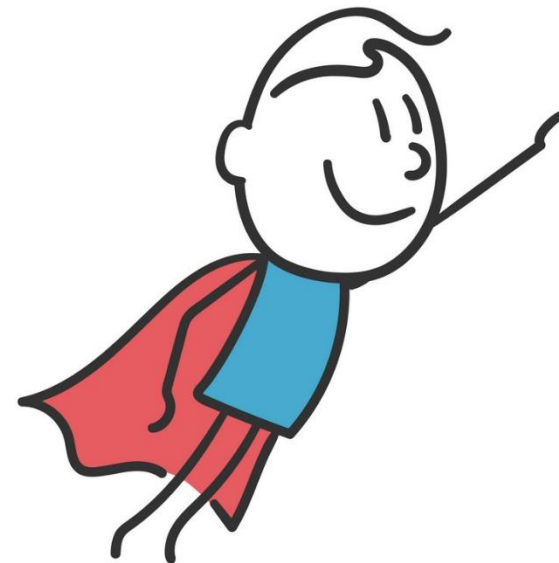
1. Understand thoughts, emotions, and values and how these impact our decisions/ behaviour
2. Understand the power of relationships and how we impact others and our environment
3. Understand factors which influence our identity

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CONTENT	METHODS/ RESOURCES <i>Slides 44-52 can assist with this session.</i>	APPROX. TIME
<p>What is Self-Awareness?</p>	<p>Resources: Flipchart Markers</p> <p>Begin by asking participants to name a person they spend most of their time with. They will likely say a friend, a family member etc.</p> <p>Tell them that the person we spend most of our time with is actually ourselves. We are with ourselves 24 hours a day, 7 days a week, yet we most likely still have a lot to learn about ourselves and what makes us who we are.</p> <p>Brainstorm as a group, what is meant by the term self-awareness. Answers may be recorded on a flipchart at the front of the room.</p> <p>Self-awareness is the ability to understand and recognize our emotions, what we care about and how we view ourselves. It is about observing our inner and external world i.e., what is happening inside of us – our thoughts, feelings and emotions, and the impact these have on others around us.</p>	<p>10 minutes</p>



<p>Introduce Yourself Activity</p>	<p>This activity will help participants increase self-awareness; helping them to understand what they care about and how they view themselves. Split participants into pairs and ask them, in turn, to tell their partner: I am... I like... I believe... I think... Ask them to be as descriptive and creative as possible! Ask for some volunteers to feed back to the rest of the group.</p>	<p>10 minutes</p>
<p>This or That</p>	<p>This activity will allow participants to analyse how their values influence the decisions they make. Explain to participants that they will be presented with a series of choices. Depending on what they choose and where you point, they should either stand up or remain seated. Demonstrate how this will work e.g., if you pick X stand up, if you pick Y sit-down.</p> <p>Begin with simple choices and move to more difficult ones, e.g., Would you rather...</p> <ul style="list-style-type: none"> • Be Batman or Spiderman? • Eat pizza or Chinese food? • Wear clothes with patterns or without patterns? • Be on stage or in the audience? • Have a rewind button or a pause button? • Go back into the past or go into the future? • Be an athlete or an artist? • Spend time with your family or with your friends? • Do something with others or work on something alone? • Be healthy but poor, or terminally ill but very rich? • More time or more money? • Always say everything on your mind or never speak again? • Stop war or end world hunger? <p>Debrief: Ask participants if they thought the choices became more difficult toward the end. Invite volunteers to give examples of choices that they found difficult to make. Encourage them to explain why these choices were difficult, and to describe how they finally made a decision. Point out that people make decisions every day. Many decisions are easy to make and seem unimportant. But sometimes the decisions are more difficult, and they require more thought. Explain that what is important to us, or what we value, influences the decisions and choices we make. Tell participants that for this reason, it's necessary for each person to know what he/she considers to be important. Knowing what we value allows us to make choices with which we are comfortable.</p>	<p>20 minutes</p>



Valuable Squares

Resources:

Blank 'valuable squares'

'Once upon a time' story sheet

This activity will help participants identify people, possessions, activities, and future plans they value. Provide them with a blank 'valuable squares' worksheet. Ask them to write a word or two to identify the following:

- Three favourite activities
- Five important people in their lives
- Three goals they have for the future
- Three favourite possessions
- Two things they would like to own someday

Each person, thing, activity, or goal should be written on a separate square. Tell participants to keep the squares in separate stacks, but to combine the possessions into one stack. In other words, they should have four stacks: activities, people, goals, and possessions.

Now ask participants to listen to an imaginary story which will help them to identify whom and what they value most. After you read each part of the story, they will be asked to make a decision. They will have 10 to 15 seconds to make the decision. All decisions are final. Discarded squares must be crumpled or torn up.

Debrief: Was this exercise difficult/ easy?
How did you feel about the decisions you made? Why?
Which were the hardest one's for you to make?
Would it have been easier if someone else had made the decisions for you?
Why or why not? Was anyone surprised by the squares left at the end? Do these squares reflect what's important to you?

End this activity by explaining that we all value different people and things for different reasons. While it's important to respect the values of others, it's difficult to be the person you want to be and to respect yourself unless you live according to your own values.

30 minutes



<p>Fill Me Up!</p>	<p>Resources: Gingerbread man Pens/ Markers Society's demands - Flashcards</p> <p>This exercise will help participants understand that our values, beliefs, and attitudes are influenced by people, places, and things in society. Ask participants to have a look at the list of demands that society places on us. There are a few blank squares in case participants have other ideas not listed.</p> <p>Ask participants to fill their stickman with all the demands/ pressures they feel from society. This is particular to the individual.</p> <p>Inform participants that our identity - essentially who we are as individuals, is influenced by a range of different factors including media, family, friends, religion, coaches, grandparents etc.</p> <p>Debrief: How do we feel after completing this activity? Did anyone include anything that was not already listed? Is it surprising to see how much demands society places on us as individuals? What do you feel influences us the most in society?</p>	<p>20 minutes</p>
<p>Influencing Others</p>	<p>Finish off this week's learning by highlighting that all the things we have learnt today about who we are (our values, our beliefs, our thoughts, and our emotions), have an impact on those around us and the environment in which we live.</p> <p>Remind participants that an important part of being self-aware, is the ability to understand how our beliefs and behaviours affect those around us.</p> <p>Ask participants to brainstorm some examples (These can be personal examples, examples from movies etc.).</p>	<p>15 minutes</p>
<p>Check-Out/ Evaluation</p>	<p>Resources: Informal evaluation ideas</p> <p>Choose an activity from the list provided.</p>	<p>10 minutes</p>



Valuable Squares ✂

Favourite activity	Favourite activity	Favourite activity	Important person
Important person	Important person	Important person	Important person
Goal for the future	Goal for the future	Goal for the future	Favourite possession
Favourite possession	Favourite possession	Something I'd like to own one day	Something I'd like to own one day

Once Upon a Time - Story

1. While at the zoo, you were bitten by a rare species of monkey. You are starting to feel very sick, and your doctor diagnoses you with a very serious illness. Your doctor is unsure of how to cure you and doesn't know whether the disease is fatal. He tells you that you have to give up one of your favourite activities.
2. Because of the disease, you are hospitalized for a short time. You must lose one of your goals.
3. Because of your time off from work, you are short of cash and have to give up one of your possessions.
4. You are hospitalized again. The medical bills keep coming and you have to give up another possession.
5. You are exhausted from the illness and trying to work. You lose one of your goals and must give up an activity. Also, two important people disappear from your life, because you are no longer able to maintain relationships.
6. You are permanently hospitalized. You are allowed only one visitor and can take only one possession to the hospital with you. Discard two important people, and two possessions.
7. Your doctor finds a hospital in Europe that specializes in rare monkey bites. Once there, you will have to live near the hospital for the rest of your life in case you ever suffer from symptoms again. You must discard three of your remaining squares. Which will they be?
8. You are starting your life over again with only this person, possession, goal, or activity.

Society's Demands – Flashcards ✂

Be married by age 30	Drive a nice car	Be skinny	Be strong
Be kind	Stand up for yourself	Show no fear	Love yourself
Don't cry in public	Don't show off	Own your own house	Go to university
Do well at school	Be cool	Money equals success	Be normal
Be yourself	Fit in	Follow the rules	Be polite
Speak your mind	You need to win	Man up	Don't be afraid to show weakness
Aim for as many 'followers' as possible	Money equals happiness	Keep up with the trends	Respect your elders
Break the rules	Be happy	Love is between a man and woman	Love is love

Fill Me Up! – Gingerbread Man

