



## Planning For Your Future

The purpose of this curriculum is to help children begin thinking strategically about what they want to do when they grow up and how they can begin planning now. The purpose is not to tell the students what they should be doing but to guide them in how they can plan for themselves. Planning strategically makes it possible for students to recognize problems, obstacles and weaknesses ahead of time, then to plan around them or find ways to minimize their impact. It also helps students to focus their efforts on their goals and be more effective.

## Blackboard Discussion

### Reflection

- Who do you admire?
- What qualities do they have that you think contributed to their success?
- What are some of your strengths?
- What do you need to work on?

### What do you want to be?

- If you could do anything, what would you like to do?
- What jobs are in demand?
- What problems do people want solved?
- What training is available?

### How will you get there?

#### Timing:

- What can you do right now?
  - Stay in school, get good grades
  - Research job or university requirements
- What should you do later?
  - Choose trade schools or university
  - Look for scholarships for entrance fees
  - Pass entrance exams

#### Resources:

- Money/Scholarships – churches, schools, C.D.F., earnings, loans, etc.
- Mentors – for contacts and guidance
- Knowledge – read and ask questions; volunteer in the field; learn all you can
- Your energy and persistence!
- Trust of others in you
- Visit those who have succeeded
- Other resources you may have

**Remember!** If there were no obstacles, you wouldn't need to plan. The plan helps you overcome the obstacles and focus your efforts.

#### Slogans for the wall:

- "Failing to plan is planning to fail."
  - "Anyone who fails to plan for their future isn't likely to have one (at least not one that they want)"
  - "It is better to aim for perfection and miss, than to aim for something lower and achieve it."
- ~Tom Watson, IBM



## Leadership Activity Workshop

### Overview:

In this workshop students will become familiar with different ways of exercising leadership, their own strengths and weaknesses, and how they can best work with others in a leadership context. They will learn and apply leadership skills in a hands-on practical way that encourages them to challenge their own beliefs and assumptions about what constitutes leadership. Topics include development of leadership theories, personal assessment and development, values and ethics, motivation, power, followership, group dynamics, multiculturalism in leadership, conflict resolution, performance excellence, and the change process. Through a process of readings, self-discovery, group observations, and case studies, the student will identify, observe, analyze, and apply new leadership behaviors. This workshop is based on the premise that each student will face a variety of leadership challenges in life. The way in which these challenges are met, whether as a formal leader or a member of a team, can have a significant impact on the individual and the community at large.

### Introduction: (30 minutes)

Introduce the concept of leadership to your classroom. After you have introduced this concept, discuss each of the eight leadership theories.

1. **The Great Man Theory:** The great man theory assumes that the capacity for leadership is inherent – that great leaders are born, not made. These theories often portray great leaders as heroic, mythic and destined to rise to leadership when needed. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership. Learn more about the great man theory of leadership.
2. **The Trait Theory:** The trait theory is similar to the great man theory, because it assumes that people inherit certain qualities and traits that make them better able to lead. The trait theory often identifies a particular personality or behavioral characteristics shared by leaders. If particular traits are key features of leadership, then how do we explain people who possess those qualities but are not leaders? This question is one of the difficulties in using trait theories to explain leadership.
3. **Contingency Theories:** Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation.
4. **Situational Theories:** Situational theories propose that leaders choose the best course of action based upon situational variables. Different styles of leadership may be more appropriate for certain types of decision-making.
5. **Behavioral Theories:** Behavioral theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviorism, this leadership theory focuses on the actions of leaders not on mental qualities or internal states. According to this theory, people can *learn* to become leaders through teaching and observation.

6. **Participative Theories:** Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. In participative theories, however, the leader retains the right to allow the input of others.
7. **Management Theories:** Management theories, also known as transactional, focus on the role of supervision, organization and group performance. These theories base leadership on a system of rewards and punishments. Managerial theories are often used in business; when employees are successful, they are rewarded; when they fail, they are reprimanded or punished. Learn more about theories of transactional leadership.
8. **Relationship Theories:** Relationship theories, also known as transformational theories, focus upon the connections formed between leaders and followers. Transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also want each person to fulfill his or her potential. Leaders with this style often have high ethical and moral standards.

Before moving on to the next section, ask a couple of students whether or not they think that one theory is more useful than another in defining, describing, and explaining leadership.

### **Group Exercise: (15-20 minutes)**

Call upon five or six students to individually lead the classroom in a group activity. The activity can be simple or complex. For example, the leader can call upon the classroom to line up alphabetically, sing a song, or participate in some action.

After each student has led the classroom in a group activity, ask the classroom the following questions:

1. Did the leaders succeed in their task?
2. What was the hardest part about leading a group of people?
3. Is it important to have direction and guidance?
4. Where there differences in leadership styles?
5. How did these different styles affect the success of the activity?
6. What were some positive traits or characteristics of each leader?

### **Leadership Styles: (10 minutes)**

There are four main leadership styles:

1. **Autocratic:** The leader takes the decisions and announces them; expecting subordinates to carry them out without question (the Telling style).
2. **Persuasive:** At this point on the scale the leader also takes all the decisions for the group without discussion or consultation but believes that people will be better motivated if they are persuaded that the decisions are good ones. He or she does a lot of explaining and 'selling' in order to overcome any possible resistance to what he or she wants to do. The leader also puts a lot of energy into creating enthusiasm for the goals he or she has set for the group (the Selling style).
3. **Consultative:** In this style the leader confers with the group members before taking decisions and, in fact, considers their advice and their feelings when framing

decisions. He or she may, of course, not always accept the subordinates' advice but they are likely to feel that they can have some influence. Under this leadership style the decision and the full responsibility for it remain with the leader but the degree of involvement by subordinates in decision taking is very much greater than telling or selling styles (the Consulting style).

4. Democratic: Using this style the leader would characteristically lay the problem before his or her subordinates and invite discussion. The leader's role is that of conference leader, or chair, rather than that of decision taker. He or she will allow the decision to emerge out of the process of group discussion, instead of imposing it on the group as its boss (the Joining style).

### **Group Project: (20 – 30 minutes)**

Examine four or five famous leaders, applying concepts and theories explored in this course.

### **Conclusion: (10 – 15 minutes)**

Questions for Leadership Reflection and Dialogue

1. Is leadership a specialized role within an office, department, team or other group, OR is it a shared influence process that occurs naturally within a social system and is diffused within any members?
2. Is leadership more of a cognitive, rational process OR do the emotional and value-based aspects of leadership account for more of the influence process of leadership?
3. Should leadership decisions be made in more of a top-down formal process OR should decisions be based on a bottom-up political process?
4. Is it more important for the leader to focus on building friendly, supportive and consultative relationships with their followers OR is it more important for the leader to initiate organizational structure, maintain standards of performance, and insure that followers are following policies and procedures?
5. Which is more important to leadership: the relationship with the followers OR getting the job (task) done?
6. Are certain leadership traits optimal for all situations OR do different situations require different attributes?
7. Can you think of an individual who has abused his or her role as a leader?
8. Why is it important that each and everyone of us act as a leader?



## **Leadership Activity Learning Workshop**

By Kevin Stump  
Alumni Volunteer –Ghana

### **OVERVIEW:**

This workshop is designed to foster leadership skills through teamwork for students ages twelve to fifteen. Because the discussion is a main priority, the teacher will be in the classroom as a guide: leading students to learn from one another by asking questions about the words they have chosen.

### **WHAT IS A LEADER? (20 minutes)**

**OBJECTIVE:** Recognize leadership traits and implanting them in every day life.

1. Under the title "What is a leader?" write the following questions:
  - Who are some leaders that you know?
  - What characteristics, traits, qualities made him/her a great leader?

Depending on class size and level, give several volunteers about ten minutes to list at least twenty traits. Write these answers on the board in order to refer to them later.

After the students have answered ask them to give examples of how they can practice leadership every day.

### **GROUP DEFINITION EXAMPLES AND PRESENTATIONS (20 minutes)**

**OBJECTIVE:** Students will develop more of an understanding of essential leadership skills.

1. Ten groups will use the words that the class gave in the previous activity to define and discuss real life examples.
2. After ten minutes of defining a word, the students will take five more minutes discussing real life examples.
3. After students are finished with their definitions and examples, randomly call on different groups to come up to the front of the class and present. During presentations ask groups questions that will challenge their definitions.

### **FOLLOW THE LEADER-TEAMWORK EXERCISE (5-10 minutes)**

**OBJECTIVE:** Demonstrate how a group can lose focus when the leader doesn't have direction.

1. Discuss the word "synergize."
  - *Synergize is the creativity of many minds. This simply means that working as a group will accomplish much more; there is more brainpower, body power, people resources, and more overall creativity.*
2. Have four to six volunteers line up behind you and tell them to follow you
  - Walk unpredictably: quickly, slowly, turning.
  - Suddenly come to a stop.

## **FINDING THE LETTERS-TEAMWORK EXERCISE** (10-20 minutes)

**OBJECTIVE:** Distinguish leadership qualities by giving students the opportunity to plan and execute a goal together.

1. Split the class in half, each team will have index cards each containing one letter.
2. The goal of the game is to find ONE object for each letter and place it on the card.  
Students will only have six to seven minutes to get more objects before the other team.
3. Afterward, count and write the objects for each letter.

## **MAKING GOALS** (20 minutes)

**OBJECTIVE:** Learn how to approach goals with realistic and attainable steps.

Draw a pyramid on the board that begins with "set goals." As you work through the pyramid ask students how they are planning to use this method.

- A. Set goal: Regardless of the goal's scale, always clearly determine what you are trying to do.
- B. Initiate your goal: After you have envisioned your goal you must start taking initiative. For example, if your goal is to graduate high school, start now by doing your homework and always trying to do your best in school.
- C. Maintain goal: After you have started taking steps toward your goal you must maintain these habits.
- D. Reach Goal: Congratulations you have finally reached your goal!

## **TELEPHONE-COMMUNICATION EXERCISE** (10-20 minutes)

**OBJECTIVE:** Effective communication is important in life and demonstrates how easy it is misunderstand.

- A. Explain that the main cause of almost all problems with people is miscommunication
  1. Have students form a large circle of about ten to fifteen participants.
  2. Create a phrase that is not too easy or too difficult for students to pass along.
  3. Each student can only whisper the phrase ONCE; after that the rest of the students must pass it along.

## **CONCLUSION**

At the end of the workshop, summarize the importance of each activity and read "Animal School."

Remind students that everyone has a different skill, and must recognize and utilize it in order to be an effective leader.

Animal School (5-10 minutes)

Once upon a time there was a school for animals. The teacher was certain the curriculum was fair, but somehow, all of the animals were failing.

The duck was the best swimmer in swimming class, but was failing tree-climbing class.

The monkey was a great tree climber but was a horrible swimmer.

The chickens excelled in worm catching, but were flunking swimming.

The rabbits were excellent at running but were awful at tree-climbing.

Since everyone has different strengths and weaknesses the students must find their own particular path where their skills are utilized to enhance their potential.

### **CULTURE SHARING** (15 minutes)

**OBJECTIVE:** Create a comfortable class environment that is conducive to learning. When speaking about the country and culture the teacher must remember to be respectful, informative, and specific.

- A. Use pictures and tangible items to show them your family, friends, pets, home, school, and landmarks.
- B. Prepare several questions that will lead to further discussion.

### TEACHING TIPS

**THINK critically:** This is assisted with questions and discussion.

**Class Dynamic:** Try to balance your class dynamic by attending to both the extroverted and introverted students.

**Variety:** Constantly change the way you are teaching: lecture, writing exercise, discussion, activity, questions and answers.

**Summarize:** After discussion, have students write down the focus of the lesson. (This will also help you understand how effective you are as a teacher.)

**Wake Up:** Be aware of fatigue. If they seem groggy and tired take a break. Have students stand, stretch, jump, or dance. Breaks are necessary not only for the students but for the teacher as well.

**Affirm the Student:** Always acknowledge the student's work. Remember to be specific when you are complementing; don't just say "well done" or "great job." In addition, a positive reinforcement system may be used as extrinsic motivation.



## **Principles of Leadership: Excerpts from The Tao of Leadership**

By John Heider

- ❖ Emphasizing material success is the same: those who have a lot become greedy and those who have little become thieves.
- ❖ The wise leader pays respectful attention to all behaviors. Thus the group becomes open to more and more possibilities of behavior. People learn a great deal when they are open to everything and not just figuring out what pleases the teacher.
- ❖ The leader shows that style is no substitute for substance, that knowing certain facts is not more powerful than simple wisdom that creating an impression is not more potent than acting from one's center.
- ❖ The students learn that effective action arises out of silence and a clear sense of being. In this they find a source of peace. They discover that the person who is down-to-earth can do what needs doing more effectively than the person who is merely busy.
- ❖ Natural law is a blind, its justice evenhanded. The consequences of one's behavior are inescapable. Being human is no excuse.
- ❖ Silence is a great source of strength.
- ❖ True self-interest teaches selflessness.
- ❖ The wise leader, knowing this, keeps egocentricity in check and by doing so becomes even more effective.
- ❖ Enlightened leadership is service, not selfishness. The leader grows more and lasts longer by placing the well-being of all above the well-being of self alone.
- ❖ The wise leader is like water.
- ❖ Consider the leader: the leader works in any setting without complaint, with any person or issue that comes on the floor; the leader acts so that all will benefit and serves well regardless of the rate of pay; the leader speaks simply and honestly and intervenes in order to shed light and create harmony.
- ❖ Like water, the leader is yielding. Because the leader does not push, the group does not resent or resist.
- ❖ The leader does not take all the credit for what happens and has no need for fame.



- ❖ A moderate ego demonstrates wisdom.
- ❖ Can you be gentle with all factions and lead the group without dominating?
- ❖ Can you remain open and receptive, no matter what issues arise?
- ❖ Learn to lead in a nourishing manner. Learn to lead without being possessive. Learn to be helpful without taking the credit. Learn to lead without coercion.
- ❖ You can do this if you remain unbiased, clear, and down-to-earth.
- ❖ If you measure success in terms of praise and criticism, your anxiety will be endless.
- ❖ In order to do good work, you must take good care of yourself. You must value yourself and allow others to value you also. But if you make too much of yourself, you will become egocentric. Egocentricity injures both self and work.
- ❖ If you can live with the fruits of success and care for yourself properly, you will be able to foster success in other people.
- ❖ When you do not understand what a person is saying, do not grasp for every word. Give up your efforts. Become silent inside and listen with your deepest self.
- ❖ When I let go of what I am, I become what I might be. When I let go of what I have, I receive what I need.
- ❖ By yielding, I endure.
- ❖ When I give of myself, I become more.
- ❖ When I feel most destroyed, I am about to grow.
- ❖ When I desire nothing, a great deal comes to me.
- ❖ The leader who is centered and grounded can work with erratic people and critical group situations without harm.
- ❖ Being centered means having the ability to recover one's balance, even in the midst of action. A centered person is no subject to passing whims or sudden excitements.
- ❖ Stick to the yin-yang principle. Then you can do good work, stay free from chaos and conflicts, and feel present in all situations.
- ❖ All behaviors contain their opposites.
- ❖ If you want to prosper, be generous.
- ❖ When the leader gets too busy, the time has come to return to selfless silence.
- ❖ Selflessness gives one center.
- ❖ Since all creation is a whole, separateness is an illusion. Like it or not, we are team players.

- ❖ Power comes through cooperation, independence through service, and a greater self through selflessness.
- ❖ Do you want to be a positive influence in the world? First, get your own life in order. Ground yourself in the single principle so that your behavior is wholesome and effective. If you do that, you will earn respect and be a powerful influence. Your behavior influences others through a ripple effect. A ripple effect works because everyone influences everyone else. Powerful people are powerful influences.
- ❖ If your life works, you influence your family. If your family works, your family influences the community. If your community works, your community influences the world. If your world works, the ripple effect spreads throughout the cosmos.
- ❖ Remember that your influence begins with you and ripples outward. So be sure that your influence is both potent and wholesome. How do I know that this works? All growth spreads outward from a fertile and potent nucleus. You are a nucleus.
- ❖ The leader's integrity is not idealistic. It rests on a pragmatic knowledge of how things work.
  - *Definition of Integrity: adherence to moral and ethical principles; soundness of moral character; honesty.*
- ❖ Demonstrating or modeling behaviors is more potent than imposing morality. Unbiased positions are stronger than prejudice. Radiance encourages people, but outshining everyone else inhibits them.
- ❖ The wise leader knows how to act effectively.
- ❖ Have respect for every person and every issue directed at you. Do not dismiss any encounter as insignificant. But neither should you become anxious or afraid of being overwhelmed or embarrassed.
- ❖ If you are attacked or criticized, react in a way that will shed light on the event. This is a matter of being centered and of knowing that an encounter is a dance and not a threat to your ego or existence. Tell the truth.
- ❖ If you are conscious of what is happening in a group, you will recognize emerging situations long before they have gotten out of hand. Every situation, no matter how vast or complex is may become, begins both small and simple.
- ❖ Neither avoid nor seek encounters, but be open and when an encounter arises, respond to it while it is still manageable. There is not virtue in delaying until heroic action is needed to set things right. In this way, potentially difficult situations become simple.
- ❖ What we call leadership consists mainly of knowing how to follow. The wise leader stays in the background and facilitates other people's process. The greatest things the leader does go largely unnoticed. Because the leader does not push or shape or manipulate, there is no resentment or resistance.

- ❖ Group members genuinely appreciate a leader who facilitates their lives rather than promoting some personal agenda. Because the leader is open, any issue can be raised. Because the leader has no position to defend and shows no favoritism, no one feels slighted; no one wishes to quarrel.
- ❖ These three qualities are invaluable to the leader: - Compassion for all creatures - Material simplicity or frugality - A sense of equality or modesty
- ❖ A compassionate person acts in behalf of everyone's right to life. Material simplicity gives one an abundance to share. A sense of equality is, paradoxically, one's true greatness".
- ❖ Compassion, sharing, and equality, on the other hand, sustain life. This is because we are all one.
- ❖ The greatest administrators do not achieve production through constraints and limitations. They provide opportunities.
- ❖ Good leadership consists of motivating people to their highest levels by offering opportunities, not obligations. That is how things happen naturally. Life is an opportunity not an obligation.
- ❖ The leader demonstrates the power of selflessness and the unity of all creation.



## Team Building Activities

### Introduction

Team building exercises are a great way to develop trust and friendship within groups. Whether you are trying to help strangers get to know each other, entertain a group, or simply have a good time, these activities are sure to help everyone get to know each other a little better and have some fun. Remember to stay flexible with the games and feel free to change up the rules or switch games to follow the mood of the group. Be creative!

### Ways to Split up Groups:

- People with birthdays January-June on one team and people with birthdays July-December on the other (or for three teams, divide by those with January-April birthdays, June-August birthdays, September-December birthdays, etc)
- Divide people based on whether their birthday falls on an odd or even day.
- Count off

### Trust Walk

- Any number of people
- You will need blindfolds for half of the participants

#### Directions:

1. Choose a starting line and finish line. It is more interesting and challenging if the course is not in a straight line, but make sure there are no dangerous obstacles for the blindfolded team member. This game can operate as a race if desired, but the most important goal of the exercise is to develop trust between the participants.
2. Divide group into pairs.
3. Asks pairs to decide amongst themselves which one will be blindfolded. Blindfold them.
4. From the starting point, the seeing team member must guide the blindfolded team member to the finish line *using words only*. They are not allowed to touch the blindfolded team member but may use their voice for their partner to follow and to give directions.
5. Racing can be dangerous because of the attempts for speed, so rather than making it a competition it may be best to stagger out the start time of the teams to reduce crashing and competition.
6. Variations can include scattering obstacles in the path of the blindfolded team member that the speaker must guide them around, or the blindfolded member must find certain objects around the area.
7. At the end, have participants switch roles.

### Stick Raiser

- Any number of people
- You will need a long thin stick

#### Directions:

1. Line up participants in two lines across from each other. It does not matter how they are divided.
2. Have the participants hold out their index fingers in front of them. The lines should be close enough that their fingers are lined up next to each other.
3. Tell the group that their goal is to lower the stick to the ground together but that everyone must always be touching the stick. Lay the stick across their fingers – and

watch it go up! It takes a lot of concentration and teamwork to be able to lower the stick to the ground, and it is harder than anyone expects.

### Human Knot

- Any number can participate

Directions:

1. Have everyone stand in a circle
2. Have everyone put their hands out in the middle and take hold someone else's hands (making sure each hand is holding a different person!)
3. Instruct the group to untangle themselves without letting go of hands.
4. This exercise requires communication and collaboration. It helps groups learn to give directions and follow directions from each other on an equal footing.
5. When the group has untangled itself, it will be standing in a circle with hands held.

### Limited Sensory Lines

- Any number can participate in this game that requires team members to use different means of communication.
- You will need a blindfold for every participant (or they can close their eyes if this is not a possibility)

Directions:

1. Direct the students to arrange themselves in a line in order of their birthdays
2. The catch is that they must do this without speaking. They may use hand motions, but cannot speak or mouth words.
3. Switch it up by telling each participant a different number that they may not share with anybody else.
4. Have everyone blindfold themselves, and then arrange themselves in sequential order of their given numbers without speaking OR seeing!
5. Have the group try these exercises a couple of times and see if they can improve how long it takes them to do it.

### Animal Sounds

<http://www.wilderdom.com/games/descriptions/AnimalSounds.html>

- Works better the more participants there are
- Blindfolds (or closed eyes) are need for every participant

Directions:

1. Have everyone stand in a circle blindfolded or with their eyes closed
2. Move around to people one by one, whispering the name of an animal in their ear. Once they have heard an animal name, participants must seek out each other using only the noise their animal makes to find each other. Distribute animal names so that there are three or four of each animal.
3. The game is over when the first group has found all of their members or when all groups have been formed.

### Trust Run

<http://www.wilderdom.com/games/descriptions/SliceNDice.html>

- Works better for large groups of 30-plus participants

Directions:

1. Have everyone line up in two lines across from each other with their arms out in front of them so that just their hands overlap.
2. Have the person from one end walk though the hands, everyone lifting their hands for only the moment that the person is passing through. When finished, that person joins with their hands out on the other end of the line.
3. Then have the next person go through, and then the next person. Following by how well the group is doing, have the person walking between the lines go faster and faster.

4. When the group is comfortable with that, then have them chop their arms up and down, holding their hands up only when the passer-by is coming through.

### Hug a Tree

<http://www.wilderdom.com/games/descriptions/HugATree.html>

- Any number of people (even)
- Blindfolds necessary, or participants may close their eyes
- Works for an area with lots of trees that can be walked around safely while blindfolded

#### Directions:

1. Divide people into pairs. Let them decide or pick who will be blindfolded.
2. With everyone starting from a central location, the non-blindfolded person may lead the sightless person around the area (holding their hand or touching their shoulder for safety) to a tree of their choice.
3. The blindfolded person then has a minute to touch the tree and familiarize themselves with the tree.
4. Then the seeing person leads their partner back to the center with everyone else. They may spin their team member around to disorient them.
5. When the participants remove their blindfolds, they must guess which tree was “their” tree. They may go around to the trees and touch them to try and guess.
6. Have the partners switch roles and play again.

### Willow in the Wind

<http://www.wilderdom.com/games/descriptions/WillowInTheWind.html>

- For groups of about eight or groups that can be divided into groups this size
- For more mature groups who are capable of being calm and supportive
- For building trust in groups where people already know names

#### Directions:

1. The group stands in a circle with one person in the middle. Group members in the circle should take a stable “spotting” stance of one foot in front of the other, hands outstretched with elbows locked to the person in the middle, while being alert.
2. The person in the middle stands with their feet together and arms across their chest with their eyes closed.
3. To establish a contract with the members of the circle, the person in the middle says, “I am ready to fall. Are you ready to catch me?” The group responds, “We are ready to catch you.” The center participant says, “Falling,” and the group says “Okay.”
4. It is important that the circle is tightly knit, shoulder to shoulder. Hands should be touching the person in the middle. The person in the middle, once the group gives the okay that lets them know they are ready, then leans into the circle’s hands and lets themselves be passed around.
5. If safe, the group can eventually back up a little to allow the person in the middle to fall more freely. When the person in the middle has had enough, usually a two or three minutes, they simply stand up, open their eyes, and thank the group for supporting them.



## Values and Self Esteem

By Daniel Rateng

Before beginning the exercises the facilitator should review the rules for this exercise.

- A value is something very personal, and it is not considered right or wrong.
- Every person has the right to her/his own opinion regarding the importance of each statement.
- No one can put down or question the values of another person.

The facilitator should make sure that the rules are clear. Read one statement as an example to practice. At that point, the facilitator should read each statement, allowing the participants to move where they choose about the space. When everyone has chosen where to stand, the facilitator should ask participants why they chose the different positions they did, reminding the group to respect each other's values.

The statements are as follows:

- Be honest
- Participate in government
- Work hard
- Be kind to others
- Honor one's parents
- Be happy
- Earn money
- Become educated
- Be religious
- Help others
- Accept others
- Look out for yourself
- Obey the law
- Know one's culture
- Be efficient with time
- Stand up for what you think is right

## Module 1. Values and Clarification

### Objectives:

- Define values
- Understand where one's values come from
- Identify three strongly held values
- Identify three strongly rejected values
- Relate values to specific decisions made
- Identify their personal styles of cooperation
- Identify some of their own barriers to cooperating with others
- Practice trusting others
- Identify their own feelings about how safe it is to trust other people

### Methods:

- Interactive lecture
- Experiential exercise
- Large group discussion
- Large group activity

## **Materials:**

- Newsprint
- Markers
- Masking Tape
- Handout: Values and Decisions Worksheet
- Sets of instructions for Observers
- Sets of Group instructions
- Envelopes with broken squares (one full set per group of 6 people) – see instructions
- Blindfolds made out of soft cloth

## **1. Introduction**

The facilitator will welcome the group by asking about their week and if they have any questions to start. The facilitator should inform the group that they will go through an exercise to loosen up and to come together as a group. The facilitator should then introduce the “Letter Carrier” exercise to the group.

### **Letter Carrier Exercise:**

The facilitator will arrange the group so that the participants are sitting in a circle with just enough chairs for the number of people (minus the facilitator). The facilitator should stand in the middle and explain that he/she will be the “Letter Carrier.”

He/She will be bringing letters for certain groups of people, and when that group of people is called, anyone who fits the description must get up and change seats, grabbing any of the seats which become empty.

The facilitator should give an example: “I’ve got a letter for anyone who is wearing glasses.” Those participants with glasses should all get up and try to grab another seat.

After the example, the facilitator will explain that, while he/she calls out which group is getting a letter, he/she will also try to grab one of the empty seats. Whoever is left standing will become the new “Letter Carrier,” and will have to call out the next group to get a “letter.” That person should then try to grab an empty seat. This can continue for about 10 minutes.

After the exercise, the facilitator should thank the group members for their participation. At which point, he/she should explain that during this session we will look at values and how they impact our lives.

## **II. What are Values?**

The facilitator should begin by asking the group what they think values are, forming a group definition based on the responses of the participants. The facilitator should note each response on newsprint, as well as the final definition.

At that point, the facilitator asks the group where they think a person gets their values, noting responses on the chalk board. Responses should include:

- Family
- School
- Peers
- Mass media
- Religion



### III. Values Clarification: An Exercise

The facilitator should explain to the group that they will be doing an exercise to think about how their values affect their decisions, as well as taking a look at what it is we value.

To begin, the facilitator should ask each participant to think about something they do which is very important to them. They should give each participant a slip of paper on which they are to write their names and three things they do which are very important to them. The facilitator should collect these slips of paper.

After collecting all the slips of paper, the facilitator should ask the group to clear a space in the room, moving chairs and tables out of the way. At this point, the facilitator should explain that they will be reading off a number of statements about different values.

After each statement is read, the participants should respond by moving to different parts of the room to indicate how much that statement is related to why they chose the particular things they wrote on the slip of paper as being important. The facilitator should explain that one end of the room is for all those people who believe this statement is key to why they chose the things they wrote on the paper. At the other end of the room is for all those people who don't think that statement has anything at all to do with why they chose the things they wrote on the paper. All the spaces in between are for different degrees of beliefs, with the center being neutral.

### IV. Values and Decisions

#### Exercise:

The facilitator will distribute to each of the participants the "Values and Decisions" worksheet (below). They should ask each person to look over the sheet and to put a check mark beside each value they personally accept, and an "X" next to the values they personally rejects.

The facilitator should leave some time for this activity. When all the participants have finished, the facilitator should ask each person to rank the three values he/she holds most strongly, writing the number "1" next to the most strongly held value, then "2," then "3." After the group has finished, the facilitator should ask each participant to rank the three values he/she most strongly rejects, writing "A" next to the most strongly rejected, "B," then "C."

At this point, the facilitator should return the slips of paper to the participant. They should facilitate a discussion of how those activities relate to the values held, and the values rejected. The facilitator should ask some of the following questions:

- 1) What happens when a person makes decisions that have no relation to their values?
- 2) What happens when a person makes decisions which go against their values?
- 3) What would that mean with regard to re-examining one's values?
- 4) What would that mean with regard to making future decisions?
- 5) What can a person do to make sure their decisions follow with their values?

### Values and Decisions Worksheet

- Be honest \_\_\_\_\_
- Be kind to others \_\_\_\_\_
- Earn money \_\_\_\_\_
- Help others \_\_\_\_\_
- Obey the law \_\_\_\_\_
- Stand up for what you think is right. \_\_\_\_\_
- Participate in government \_\_\_\_\_
- Honor one's parents \_\_\_\_\_
- Become educated \_\_\_\_\_
- Accept others \_\_\_\_\_
- Know one's culture \_\_\_\_\_
- Work hard \_\_\_\_\_
- Be happy \_\_\_\_\_
- Be religious \_\_\_\_\_
- Look out for oneself \_\_\_\_\_
- Be efficient with time \_\_\_\_\_

## Values and Decisions Worksheet

- Be honest \_\_\_\_\_
- Be kind to others \_\_\_\_\_
- Earn money \_\_\_\_\_
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- Look out for oneself \_\_\_\_\_
- Be efficient with time \_\_\_\_\_

## V. Broken Squares

### Broken Square Exercise– Making the Squares

A complete set of squares consists of five envelopes containing pieces of cardboard which have been cut into different patterns and which, when properly assembled, form five squares of equal size. One set is provided for each group. To make each set, cut out five cardboard squares of equal size (about six by six inches).

Mark the squares as below. Write the letters in very light pencil. They will be erased later.

The lines should be drawn so that all pieces with the same letter will be exactly the same size.

After drawing the lines, cut each square into the smaller pieces that will make up the puzzle.

Mark five envelopes with the letters A, B, C, D and E. Distribute the puzzle pieces in the envelopes as follows:

Envelope A has pieces: i, h, e

Envelope B has pieces: a, a, a, c

Envelope C has pieces: c, j, a

Envelope D has pieces: d, f

Envelope E has pieces g, b, f

Erase the penciled letter from each piece and write, instead, the appropriate envelope letter.

This will make it simpler to return the pieces to the proper envelope when the exercise is completed.

### Broken Squares - Instructions to the group

In this packet, there are five envelopes, each of which contains pieces of cardboard for forming squares. When you get the signal to begin, the task of your group is to form five squares of

equal size. The task will not be completed until each individual has a perfect square of the same size as all the others in front of him or her. Specific limitations imposed on your group during the exercise are:

- 1) No member of the group may speak.
- 2) No member of the group may ask another for a piece from his or her envelope or in any way signal that a person is to give him or her a piece or to grab a piece from another person's envelope.
- 3) Members may, however, give pieces to other members. No member, however, can simply leave a piece in the middle of the group. He or she must give the piece directly to the person to whom he or she chooses.

### **Broken Squares - Instructions to the observer**

Your job is part observer and part judge. Make sure each participant observes the rules:

- 1) No talking, pointing or any other kind of communicating in the group
- 2) Participants may give pieces to others, but may not take pieces from each other
- 3) Participants may not simply throw pieces into the center for others to take; they must give the pieces to another individual directly
- 4) A participant may give away all the pieces to his or her puzzle, even if he or she has already formed a square.

Do your best to strictly enforce these rules. As an observer, watch for the following:

- 1) Who is willing to give away pieces of the puzzle?
- 2) Did anyone finish his or her puzzle and then somewhat divorce himself or herself from the struggles of the rest of the group?
- 3) Is there anyone who continuously struggles with his or her pieces yet is unwilling to give any or all of them away?
- 4) How many people are actively engaged in mentally putting the pieces together?
- 5) Periodically check the level of frustration and tension... who's pulling his or her hair out over this?
- 6) Was there any critical turning point when the group began to cooperate?
- 7) Did anyone try to violate the rules by talking or pointing to other participants?

### **Beginning the Exercise:**

The facilitator will explain that the group will now look at cooperation through a process of solving a puzzle, which will be done in small groups. The facilitator should explain that this exercise may be difficult, and that participants should expect some frustration. The facilitator will divide the group into smaller groups of six people each. Any extra people should be incorporated into the groups and can serve as second observers.

Groups should have space on a table or on the floor to work out the problem. The actual time limit for solving the puzzles should not exceed twenty minutes. Each group should choose a person to be the observer (or if there are seven people, choose two observers). The observers should be given their instructions. The others in the groups are each given one of the set of five closed envelopes with their pieces of the puzzle.

They should be instructed not to open their envelopes until the signal is given to begin.

The facilitator should then distribute the group instructions, one to each group. At the same time, they should read the instructions aloud, and ask if there are any questions.

When the signal is given to begin, the facilitator should circulate around the room to observe, and to assist the group observers. When the time limit has been reached, the facilitator should call time.

## **VI. Group Discussion**

The facilitator will begin to process the exercise by asking the group observers to report back what they have seen. Open the discussion to comments from all participants. The facilitator should solicit responses and observations about feelings, rather than observations on the technical aspects of the game. They might want to explore if it was helpful for the group to be told ahead of time to expect some level of frustration. The facilitator should make connections between the comments of the group members, and experiences with similar life events.

### **Some points which might come out in the discussion include:**

- 1) Each person must understand the problem in order to be able to participate in its solution.
- 2) Each person should understand how he or she can contribute toward solving the problem.
- 3) Each person should be aware of the potential contributions that others can make.
- 4) People need to recognize the problems of others to help them make their maximum contribution.

## **VII. Trust**

The facilitator should next explain to the participants that they will begin to look at the question of trust, and will do so by doing a very unusual activity called a "trust walk."

This activity will be a very effective way to understand what trust is and why being able to trust others (and be trustworthy) is an important thing to do. The activity will seem strange, but it is completely safe. The facilitator should tell the participants that they will discuss the activity after it is over.

### **Trust Walk Exercise**

The facilitator should begin the exercise by asking the participants to count off in two's (1,2,1,2 etc).

After the counting off, the facilitator should explain that all of the "ones" (1) will have the experience of being blind for the next five minutes. They will be wearing blindfolds over their eyes. They will be led around the room by the "two's" (2) who will be taking complete care of them, making sure nothing happens to them. They won't run into any walls or trip over anything.. (The facilitator should let the participants know that later the roles will switch).

The ones should sit while the facilitator hands out a blindfold to each two. The facilitator should tell the twos to stand behind the ones. Now each two should tie a blindfold completely but not tightly over the eyes of the one seated in front of him. (If there are an odd number of participants, one two can have two ones to blindfold and lead in the exercise.)

As the twos are blindfolding the ones, the facilitator should remind the twos that they are responsible for the person in their care. They are to lead the ones carefully around the room, making sure they don't bump into anything. From time to time the twos should stop the ones and have them explore an object (a door, a book, etc.). The twos and their ones can talk quietly while they walk if this helps them to move safely around the room.

The facilitator should tell the twos to now begin the exercise by leading the ones away from their chairs and walk them around the room for the next five minutes. When the five minutes have passed, the twos should lead the ones back to their chairs and remove the blindfolds. The twos and ones should trade places, the twos sitting in the chairs and the ones putting the blindfolds on the twos. The facilitator should repeat the directions, directing the ones to lead the twos around the room on the "trust walk," stopping to explore objects. When another five minutes have passed, the facilitator should instruct the twos to bring the ones back to their chairs and

remove the blindfolds. All participants should be seated to begin a discussion about the trust walk.

### **Discussion**

The facilitator should begin the discussion by thanking everyone for participating in the activity given that it's difficult to be led around not knowing where you are going and not being able to see anything.

### **Questions:**

- What the experience was like?
- What was the hardest part of being led around?
- Did they truly trust their leader to take care of them?
- Was it hard to trust the leader?
- Have you ever had to trust someone to do something for you in real life?
- How do you feel about depending on other people?
- How did it feel during the trust walk to be a leader and have someone completely in your care?
- Was it easy?
- Have you ever had to take care of someone in real life, a child, an older person?
- What does it take to win someone's trust?
- Can the participants think of situations where it's best not to trust and situations where it might be O.K. to trust someone?

The facilitator should not lecture to the participants about the need for trust. They should let them draw their own conclusions and express what they truly feel. "Trusting can be hard thing to do, especially when the world seems dangerous a lot of the time. Trust is often broken, but it is also often kept." The facilitator should encourage the participants to describe at least a few positive experiences they have when they trusted someone.

### **VIII. Conclusion**

The facilitator should thank the group for their interest and participation, remind them of the time and place for the next session and tell them how much they are looking forward to seeing them again.

## **Module 2. Self Esteem**

### **Objectives:**

- Practice giving and receiving positive feedback
- Identify feelings provoked by giving and receiving positive feedback
- Define self-esteem
- Identify factors which impact self-esteem
- Describe different sources of messages given to young people about looks, thoughts and behavior.
- Explain how these messages impact self-image and self esteem
- Identify one aspect of who they are or what they've done which makes them proud
- Identify feelings associated with positive achievements
- Create one way to celebrate achievements

### **Methods:**

- Interactive lecture
- Large group discussion

- Small group discussion
- Crafts

## **Materials:**

- Newsprint
- Markers
- Masking Tape
- "Post-its"
- Small slips of paper
- Pens
- Newspaper
- Folding boxes
- Crayons
- Glue
- Scissors
- Magazines
- Lace, buttons, small patches of fabric, etc.

## **I. Introduction**

The facilitator will welcome the group back, asking about their week and if any questions have come up for them. The facilitator should remind the group that they will go through an exercise to loosen up and come together as a group.

Then introduce the exercise to the group: self-esteem. Begin by describing the importance of positive feedback to our growth and development as people. "We get lots of negative feedback all the time. We get put down at home, at school - even by people who claim to be our friends. The sitcoms on TV are mostly about people teasing each other.

Positive feedback means telling people what you like about them or what they do well.

### **Post-it Appreciation Exercise:**

Explain that this session will be an exercise in giving and receiving positive feedback. Participants will get the chance to appreciate each other and to receive appreciation. This can feel strange, because we are not used to it, but how is someone supposed to know that you like about them if you never tell them?

Hearing positive feedback from someone else makes you feel better about yourself, and can help you to keep going when you feel down.

Have the participants break into small groups of four.

Each participant should be given six (6) Post-it note papers. The facilitator should tell the participants that they are to use two (2) post-its for each of the other three people in their group. On each the Post-its, the participants will write one piece of positive feedback for the other people in their group, two for each of the other people. They can write something they like about that person, something good they saw that person do in any of the previous sessions of this course, or some strength they see in that person.

The facilitator should remind the participants to do their writing in silence. There will be a particular way later of sharing these observations. When the participants have finished their writing, the facilitator should ask them to hold onto all the Post-its they have written and form a circle in the middle of the room.

Guide the participants in sharing their observations in the following way. Focusing on one person, ask anyone who has a Post-it for that person to move to him or her and read the Post-it out loud and stick it on the person. The facilitator should remind participants that they should receive the positive feedback without making jokes about it or rejecting it. The facilitator should tell everyone who has an appreciation for that person to come forward before going on to the next person in the circle.

When the activity has gone around the entire circle, the facilitator can close the process by asking the participants:

- How did it feel to be appreciated?
- Was it harder to give or receive the positive feedback?
- Was it an uncomfortable exercise?
- Did they learn anything new about how they are seen by others?

## **II. What is Self-Esteem?**

Ask the participants if they've heard the term "self-esteem," and what they think it means. Write their responses on the newsprint, and then provide them with the dictionary definition of self-esteem.

### **Self-esteem: A good opinion of oneself**

## **III. Where do we get our Images?**

The facilitator will explain to the group that our self-image is the result of images we are fed from the time we are small. They should ask the group where they think we get these messages about how we're supposed to act, to look, to think, etc., noting responses on newsprint.

Responses should include:

- Parents
- Brothers/Sisters
- Friends
- Television
- Fashion
- Music
- Magazines
- Church

The facilitator should then proceed with each of these sources, asking the group to describe what the messages are from each source with respect to:

- What does this source say about how a girl should look? And about how a boy should look?
- What does this source say about how a girl should act in school? And about how a boy should act in school?
- What does this source say about how a girl should act at home? And about how a boy should act at home?
- What does this source say about how a girl should act with males her own age? And about how a boy should act with females his own age?
- Ask the group to discuss the impact of these messages with regard to our actions. They should process this discussion with some of the following questions.
- What is the impact when the messages we get conflict?
- How do we choose which messages we want to pay attention to?
- How do our choices affect our interactions at home? With friends? In school?

## **IV. Celebrations of Pride**

The facilitator should ask the group to brainstorm on how they feel when someone recognizes something positive in them. They should note on newsprint the responses, noting words such as:

- Happy
- Pleased
- Good
- Optimistic
- Secure
- Confident
- Excited

The facilitator will ask the group how often they recognize their own achievements and the things which make them proud, as well as how often they feel that their parents, teachers, friends, community recognize these achievements. They will explain how important it is that we recognize and celebrate these achievements - our own and those of the people around us. The facilitator will explain that the group will be constructing "celebration boxes" today, to keep reminders of the positive things we see in ourselves or that we've done.

The facilitator will distribute the folding boxes and explain to the group how to construct them. They should then distribute materials, such as markers, crayons, glue, scissors, magazines, lace, and other objects and allow the participants to create boxes which represent for them a celebration of pride and happiness. The group can work for about 30 to 40 minutes on their boxes, leaving time to show the finished boxes to the group.

## **V. Conclusion**

Ask each group member to put the slip of paper on which they wrote the one thing that makes them proud into his/her box to start off his/her collection. They should thank the group for their efforts.