



Community Counsellor Training Toolkit

Module 1

Personal Growth

Facilitator Manual

LifeLine/ChildLine Namibia



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Facilitators who use this manual must be trained in both facilitation and advanced counselling skills.

Revised and adapted by Lisa Fiol Powers
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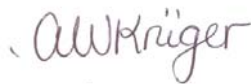


Foreword

In 1988, I started working as a young community liaison officer for a Namibian non-profit organisation. This experience opened my eyes to the tremendous gaps between the values, norms and cultural influences of the country's different ethnic and racial groups and between those living in urban and rural settings. These differences in experience and perspective added to the tension amongst people, leading to a lack of trust and an inability to work together.

Fortunately, Namibians have experienced tremendous social growth since then, as these manuals for training community counsellors demonstrate. They include such sensitive subjects as stigma, coercion and cultural practices detrimental to health. These pioneering learning tools reflect the significant progress made as a result of the great partnerships developed throughout Namibia over the last 18 years. It is heart-warming to witness the openness and trust people from different cultures have achieved by offering counselling to a neighbour, a friend, a stranger.

I am proud to be associated with these manuals. I am proud of every trainer of LifeLine/ChildLine Namibia and every Namibian trainee who contributed. Thanks go to the many partners in faith-based organisations, non-governmental organisations, and the Ministry of Health and Social Services, especially NACOP—Special Programmes Division, which made such important contributions. Ms. Lisa Fiol Powers, a consultant seconded by Family Health International to upgrade and develop these manuals, deserves special thanks. In addition to these dedicated partners, we also want to thank the U.S. President's Emergency Plan for AIDS Relief, which provided funding. We will forever be grateful to you all.



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Acknowledgements

Over the last eight months I have lived, breathed and dreamt about community counselling, training and curricula. Developing the Community Counselling Training Toolkit has been an incredible experience for me. It enabled me to share my passion and concern to provide psychosocial support and counselling to meet the needs of so many around the world, particularly those affected by and infected with HIV. For me, it has been an honour to live and work in Namibia and to share in the lives of so many who are tirelessly working to fight HIV and its effects.

As is true with all curricula development, the entire team creates the finished product. The team I have worked with at Family Health International (FHI) and LifeLine/ChildLine has been especially generous, delightful and supportive.

Let me start by thanking the training team at LifeLine/ChildLine. The training team includes staff trainers Nortin, Frieda, Maggy, Angela and Cornelia, and volunteer trainers Dube, Christine, Hilarie, Emmy, Emelle and Jonas who have been absolutely fabulous to work with. When I rushed to complete drafts of Facilitator Manuals just days before a training workshop, the trainers never lost patience, even though it meant they had limited time to prepare for their sessions. Their enthusiasm and willingness to try new material has never ceased to amaze me. They have welcomed new ideas and significant changes to both the training materials and the methodology. The encouragement and feedback I have received from the trainers has been invaluable! You have been a delightful group of people to work with on this project.

I would also like to thank Amanda Kruger, Hafeni Katamba and Simon Kakuva at LifeLine/ChildLine for recognising the need to make substantial changes in the Community Counsellor Training Toolkit and for their support throughout the process of curricula development, encompassing piloting and testing new material as well as training trainers in process facilitation.

None of this would have been possible without the incredible support from the entire staff at Family Health International/Namibia. You are all a truly talented, dedicated and fun group of people. I would specifically like to thank Rose de Buyscher for making this whole project possible, not only through the allocation of funds, but also for her support in turning what began as a “harmonisation” into a more extensive project involving significant changes to existing curricula and the design and development of new material. The technical contributions and support for person-centred counselling offered by Dr. Fred van der Veen enabled me to challenge some of the rigid tenets of HIV counselling, and encourage counsellors to focus on their client’s emotional needs rather than adhering to fixed protocols.

Finally, I would like to express my deepest gratitude to Patsy Church for her inspiration and generosity in providing so many resources, for engaging in so many stimulating conversations, for being a cheerleader at times, and for always believing that these materials could make a difference. Patsy tirelessly read through drafts and offered valuable feedback and encouragement. Patsy has not only become a role model, she has become a dear friend.

My hope is that, with this Training Toolkit, community counsellors in Namibia will be better equipped to support their clients emotionally, offering them hope as they wrestle with so many difficult issues such as stigma, loss, coping with their HIV status, death and treatment, as well as financial and emotional uncertainty.

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COMMUNITY COUNSELLOR TRAINING TOOLKIT OVERVIEW

Facilitator Guide: This guide introduces the entire training toolkit and contains information on the methodology, philosophy and focus of the curriculum. It is recommended that you read the Facilitator Guide prior to facilitating any of the Toolkit modules.

Module 1: Personal Growth: This first module walks participants through the process of exploring themselves, as understanding and acceptance of oneself is the foundation for becoming a counsellor. Through exploring one's own thoughts, feelings, values and attitudes, one develops self-acceptance, which is the basis for acceptance and empathy for others. By reflecting on one's own experience and then analysing that experience, participants not only develop important reflecting skills necessary for counselling, but facilitators can also assess participants' capabilities to become counsellors. Experiential learning from this module is continuously referred to in subsequent sections of the curriculum.

Module 2: Basic Counselling Skills: This module focuses on the essential counselling skills required for all types of counselling, particularly from a client-centred counselling approach. The emphasis in this module is on practising these fundamental building blocks of counselling, which include listening, reflecting, probing/action and problem management skills. All of these skills are used to build trust, develop empathy, assess the emotional state and general condition of the client, identify key issues or problems and assess their importance, explore options to address these issues, agree on a plan of action with achievable objectives, and organise follow-up sessions to continue the counselling process.

Module 3: General HIV including Sex Education and Sexuality: This module lays out important topics related to HIV, such as prevalence, transmission, prevention, the natural course of the disease, etc. While most of this module is general information, some sessions focus on emotional aspects of the disease, which are then integrated into a counselling framework. Information on HIV would be incomplete without an emphasis on sexuality and relationships, since sex is the most common mode of transmission in Africa. HIV counsellors must be comfortable discussing issues related to sex and sexuality. It is important for trainees to explore their personal values related to sexuality and sexual behaviours before working with clients who may have different values and engage in different sexual behaviours from theirs.

Module 4: HIV Counselling & Testing: The counselling and testing module of this Toolkit focuses on incorporating client-centred counselling with the general Voluntary Counselling and Testing (VCT) topics. Community counsellors are encouraged to use the existing counselling and testing outline as a starting point rather than a fixed protocol. Using the skills acquired during the previous modules, participants then apply them to the specific settings of HIV counselling, testing and follow-up.



Module 5: Adherence Counselling for HIV Treatment: This module applies basic counselling skills in working with clients to support ways of managing HIV at different stages of the disease. This counselling includes preparing clients for prophylaxis and treatment of opportunistic infections, preparing clients to start antiretroviral treatment and working with clients who return for follow-up visits to achieve and maintain optimal adherence.

Module 6: Counselling and PMTCT: Counselling in the context of PMTCT builds on the basic counselling skills from a person-centred approach. Counselling for preventing mother-to-child transmission includes counselling and testing as well as infant feeding counselling. Counselling in PMTCT is focussed on supporting the mother to make realistic choices about positive living, HIV prevention and family planning.



FACILITATOR’S INTRODUCTION TO PERSONAL GROWTH

Personal Growth is the foundation for counselling training. This module has been written with the assumption that counsellors must explore themselves, their thoughts, feelings and values to develop understanding and self-acceptance. This self understanding is required prior to being able to help others. Through the process of knowing and accepting oneself, one can develop empathy and understanding of others. The skills used for self-exploration, reflection and understanding are also used in counselling, so the process participants are guided through during Personal Growth is similar to the process of counselling.

This process of self-knowledge and understanding is facilitated through sharing in small groups. Each small group should have a facilitator who not only functions as a leader in the group, but also participates as a group member, thereby facilitating the group process. The make-up of the group should remain consistent throughout the course of the week. This is designed to develop a safe environment of trust and sharing amongst group members.

All the learning in Personal Growth begins with experience, followed by exploration, reflection and sharing. Not only are participants expected to participate and share in small groups, but they are also asked to keep a journal throughout the week where they can reflect on topics addressed during the day’s sessions. Facilitators will determine participants’ eligibility to continue with Basic Counselling Skills based on their participation, interactions with others, and their self-exploration and understanding based on the reflections in their journals. A trainee’s ability to explore his or her own thoughts, feelings and values is indicative of his or her ability to do this with a client in counselling.

Many of the sessions covered in Personal Growth are foundational for future skills and counselling modules in the Toolkit. For instance, decision-making (circles of influence and concern) is introduced in Personal Growth and explored in the counselling setting in Basic Counselling Skills during the problem management skills sessions. Participants are expected to guide clients through the process of decision-making by exploring options, weighing benefits and concerns, and considering potential outcomes in the following modules: HIV Counselling and Testing, Adherence Counselling, and Counselling and PMTCT. Another example is relationship qualities and dynamics, introduced in Personal Growth in both the interpersonal relationships and family systems sessions. Similar topics are addressed in HIV Counselling and Testing for partner communication and negotiation and couples counselling. This theme is also revisited in Adherence Counselling when discussing the importance of treatment supporters and how to select a treatment supporter for HIV treatment.



By introducing these topics through personal experience, you as the facilitator can build on what participants already know and have experienced. When you do this, not only do you empower and build the participants' confidence, but by modelling this essential counselling skill, you also create a context for participants to remember these new concepts.

Personal Growth is participatory, active and fun. Make sure that you follow activities with processing questions. Without processing these activities, participants may not be able to apply their experiences. You are not required to ask every one of the processing questions included in the curriculum; rather, these questions should act as a guide to lead the participants through the experiential learning process.



Session 1: Introductions

Objectives:

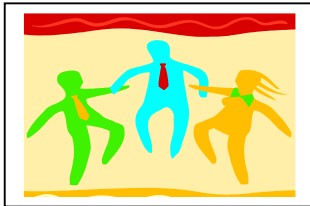
1. Know each group member's name.
2. Begin to establish group interaction.

Time: 50 minutes

With optional large group sharing: 80 minutes

Session Overview

Activity/Method	Time	Materials Needed
Introductions: Introduction of all Participants	30 minutes	
Introduction to the Course	10 minutes	
Large Group Sharing: (Optional) Expectations for PG	30 minutes	Flipchart paper Markers
Guardian Angel Introduction	10 minutes	Small pieces of paper



Activity 1

Introductions

Time: 30 minutes

I would like everyone to come here and stand in a circle.

- Each of us is going to introduce ourselves, but in a specific way.
- I want you to introduce yourself using an adjective with your name (whatever you want to be called). The adjective should begin with the same letter as the first letter of your first name. If your name is Sally, for instance, you could introduce yourself as Silly Sally. Or if your name is Michael, you could be Mighty Michael. Do you understand?
- Before we start, I want each of you to concentrate and try and remember everyone's name.
- I will begin. I am [*adjective and name, both starting with the same letter*].
- *Then go around in the circle until everyone introduces themselves. This can be silly and fun.*
- Is anyone willing to volunteer to try and repeat everyone's name with their adjective?



- *You can have several volunteers to try until someone can do it successfully.*

Note to Facilitator: Adaptations

- You can have each participant repeat each person's name and their adjective around the circle before they introduce themselves. This helps each person to remember the names of other participants in a very enjoyable way. However, with larger groups, this process will take time.
- If participants cannot think of adjectives, the facilitators and the rest of the group can help them.



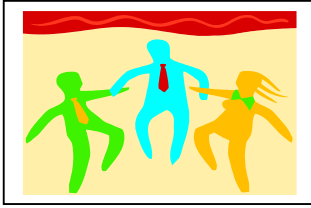
Activity 2

Introduction to the Course

Time: 10 minutes

Provide a brief overview of the course, including each module and the subjects that will be covered in them. Also, mention that the course is designed to be participatory. They will be required to take part in large and small group activities and group discussion as well as in written exercises.

Refer to the Facilitator Guide, Introduction section, for more suggestions on how to begin the course.



Activity 3

Large Group Sharing: (Optional)

Time: 20 minutes

Note to Facilitator: The usefulness of this activity depends on the size and type of group you are training. It may take a long time before receiving informative and insightful comments if the group is less educated or their language skills are limited. In these situations, you may want to have only a few volunteers offer their expectations rather than everyone.

Now that we know everyone's name and an adjective to describe them, I would like each of us to share a little more about ourselves.

We will go around the room and I would like each person to share:

- Where you live
- Why you want to be a counsellor
- One expectation you have from the Personal Growth Course
- *You can add other topics or things to share with introductions if you wish, i.e. why you are here at this training or what your motivation is for attending.*

Note: It may be helpful to list the items you want participants to share in flipchart paper so they can refer to the list during this activity.

Record the expectations that the participants share. There is no need to repeatedly list expectations that have been mentioned previously.



Activity 4

Guardian Angels

Time: 10 minutes

- Please write your name clearly on one of these pieces of paper. Now fold up the paper and drop it into this basket.
- *The facilitator can circulate the room with the basket, collecting the folded-up papers. Facilitators can also be included in the activity if they wish.*
- *Mix up the names and then have each participant draw a name from the basket.*

- The name that you draw should be kept secret until the last day of training, when each person's Guardian Angel will be revealed.
- Whenever we are learning new skills, it is important and helpful to receive support and encouragement.
- You have been assigned to act as a Guardian Angel to the person whose name you have drawn.
- Throughout the week, please pay attention to this person: notice if he/she is participating, if he/she has strong reactions to any of the sessions or if his/her mood seems low.
- Find thoughtful ways to encourage the person you are "guarding." The encouragement you give them should be moral and emotional support. This can be done in many ways, such as notes commenting on their positive participation or comments, or giving them flowers from the garden.
- You are not to spend money on gifts for the person you are "guarding."
- This basket will serve as a post box, and will remain in the room throughout the week. You can "post" a note for the person you are guarding in the basket, and these notes will be distributed during breaks.
- Remember that your identity as the Guardian Angel should remain a secret from the person throughout the week.



SESSION 2: GROUP RULES

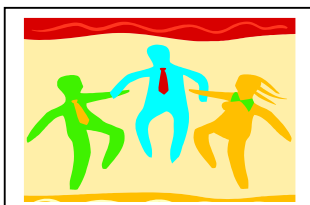
Objectives:

1. Agree on a set of rules for the group during its time working together.
2. Begin to form relationships and discussion within the group.
3. Establish ownership of the group by each individual member.

Time: 45 minutes

Session Overview

Activity/Method	Time	Materials Needed
Discussion: Group Rules	35 minutes	Flipchart paper, Markers/Crayons in many colours
Introduction of Lifeline Journal	10 minutes	



Activity 1

Discussion

Time: 35 minutes

During this week and in the weeks to come, we will be working together as a group. In order for us to make the best of this time, it is useful for everyone to agree to some group rules.

The purpose of these rules is to create an environment that is supportive, respectful and safe in order for us to accomplish our goals and objectives for this course.

Note to Facilitator: The purpose is not to come up with lots of rules. Rather, it is to establish a supportive, respectful and safe environment. Immediately treat participants as adults, not as children or learners.

It may be helpful to do the group rules in two steps. First, brainstorm a list of rules. Then, prioritise those rules. Ask the question: Which rules are important? Then circle or somehow highlight the main rules as decided by the group.

Note to Facilitator: WARNING

This process may take a long time and requires much encouragement from the facilitators. Resist the temptation to step in and take over. Let the group struggle with both the rules and group interaction dynamics, so that they can master this task on their own. Offer suggestions only when they become stuck.

We are going to decide on our group rules in the following way:

- Anyone can suggest a group rule.
- If others agree that this is a good rule, then he/she should come to the front and draw a symbol on the flipchart to represent the suggested rule.
- Others should encourage that person and help them come up with an appropriate symbol that everyone can understand.
- The purpose is not to have beautiful drawings, but to have clear symbols that everyone can understand and remember.

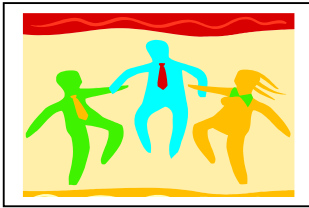
It is time to begin deciding on our group rules.

You may need to help participants think of symbols the first few times, i.e. suggesting a sun or the face of a clock for punctuality or a smiling face for respect and politeness.

Once you have completed the flipchart with the necessary rules, you should review what each of the symbols means so that everyone understands the rules. Then post the “Group Rules” flipchart in the training area.

Note to Facilitator: If you have a clean floor, this activity should be done with everyone seated on the floor in a circle. Be sure to place a piece of flipchart paper in the middle of the circle. From the very beginning of the Personal Growth course, we want to help participants to think and act in fresh ways that may differ from their routines.





Activity 2

Introduction to the Lifeline Journal

Time: 10 minutes

While you are participating in the Personal Growth and Basic Counselling Skills courses, we ask that you keep a journal with daily entries that include some of the following:

- Notes or summaries of things that you learnt during that day related to particular sessions
- Any thoughts and ideas that you have as a result of the content of the workshop
- Feelings that you are experiencing
- Concerns and feelings about other participants, the facilitators, your family or colleagues
- Comments about anything personal that may occur while attending the course
- Challenges you may experience as a result of some of the issues discussed
- Goals you might set for yourself
- Questions and comments about things you have found confusing about the courses

We encourage you to use the journal to honestly explore and express how you feel about the different courses and your own progress. In the end, this journal should serve as a record of your own personal growth, experiences, and the skills you have learnt during these courses. You may also draw pictures in your journal; it does not have to all be written.

Here is an example of what an entry could be like:

Monday, 16 January

Today we heard that a lot of the Personal Growth course will be about self-disclosure. I have to say that this worries me, as I am quite a private person. I feel that I do not know and trust this group well enough to share personal things about myself. The facilitators seemed very kind and caring, but I worry that when they hear about what I really think and feel they won't accept me any more. Then they may not recommend me as a counsellor. Could this happen?

There is one person in my group who worries me because he seems to know everything. He answers all the questions so quickly before I can even think of a good answer. I feel intimidated by him, and that makes me not want to participate. I wrote this down in the first impressions exercise.

I really enjoyed working on my time wheel and realised that I have never given myself enough time to do the things that will make me grow as a person. I hope I can change that soon. I suppose being here in this course is the first step in the right direction. I am looking forward to the next session.

Sometimes we will give you assigned writing topics for your journal relating to a session activity. You are free to write about other things in your journal in addition to these assigned topics.

Daily Journal Topics

Note to Facilitator: Do NOT go through the journal topics listed below. Refer back to them at the end of each day when you review topics that participants can use to write in their journals.

Monday:

- How are you feeling about the course and what you are being asked to do?
- What are your thoughts and feelings about your small group? What are the members like? Do you fit in? How do you feel as a member of the group?
- Self-Disclosure: How are you feeling about the group and being asked to self-disclose and share your thoughts and feelings with your small group?



- Experiential Learning: What kind of a learner are you? Are you a “jumper,” “wader,” “tester,” or “delayer?” How will this affect your learning and interaction in this course?
- Johari’s Window: Write about your windows. How open is your “free self” in relationships? What was it like to share some things from your “free self” in your small group? Are there things in your “hidden window” that you wish you could share?

Tuesday:

- Feelings: “Emotions, Thoughts and Behaviour Worksheet”
- Self Concept: How would you describe your self concept? Is it high or low? How does that affect your relationships?
- Masks: What are the “masks” that you wear? In what settings do you wear them? In what ways do they help? In what ways do they hinder you?
- Groups and Leadership: In what ways are you a leader? Describe a situation when you were a leader. What kind of leader were you?
- “Lifeline Exercise Reflection Worksheet”
- Your Lifeline: what was it like to share your lifeline in your group? What have been the turning points in your life? Include both positive and negative turning points.

Wednesday:

- Family Systems: Write about your family. What kind of communication and relationships do you have in your family? Who are your closest family members? Is there tension or conflict in your family? How do you deal with this tension?
- Interpersonal Relationships: Write about your relationships. Which relationships do you value the most? Why? What is most important to you about your relationships/friendships?
- Communication Blocker: What kind of communication blocker are you? When do you tend to fall into this pattern? How could you change this?
- How are you feeling in your small group? Has anything changed in your group? If so, what has changed?



Thursday:

- Conflict Management: Think of a recent conflict in your life. How did you handle it? What was the outcome? How could you have handled it with “I” statements?
 - I feel...
 - When...
 - Because...
 - But I realise...
 - I would prefer it....
- “Reflections on an Important Loss” Worksheet
- Love Languages: What is your love language? What do other people do that make you feel especially loved or appreciated?
- The Roles We Play: Write about the roles you play. How do you sometimes behave like a child with other people? When do you behave like a parent with others? How does that influence your relationships?
- Perceptions: How do different perceptions influence your relationships? What is important to remember about these perceptions?

Friday:

- Death and Dying: Think about your own death.
 - How much time and energy have you put into examining your feelings, beliefs, hopes and fears about the end of your life?
 - If you were told that you had a limited time to live, would it change the way you are currently living your life?
 - Are there things you feel a need to do before you die?
 - Are you afraid of death? Are you afraid of dying?
 - Can you identify the sources of your fear?
 - Are there emotional and practical things you feel a need to work out before dying?
- Spirituality & Religion: Describe yourself as a spiritual person. What are your thoughts and feelings about your personal spirituality? How do these feelings relate to your religious practise?
- How are you feeling about finishing Personal Growth? What are your thoughts and feelings about leaving the group and returning to your community?



SESSION 3: SMALL GROUPS: CONFIDENTIALITY & FIRST IMPRESSIONS

Objectives:

1. Explain the concept of confidentiality and sign a pledge of confidentiality.
2. Write down first impressions of each person in the small group.
3. Share first impressions within small groups.
4. Reflect on how first impressions are made; understand that they are sometimes wrong and sometimes right.

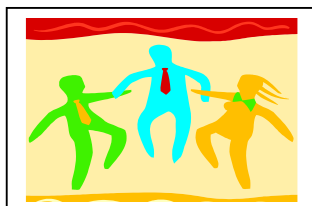
Preparation:

Copies of the “Pledge of Confidentiality” Handout

Time: 50 minutes

Session Overview

Activity/Method	Time	Materials Needed
Introduction: Confidentiality & First Impressions	10 minutes	
Small Group Sharing: Pledge of Confidentiality and First Impressions	30 minutes	“Pledge of Confidentiality” Handout
Large Group Processing	10 minutes	



Activity 1

Introduction

Time: 10 minutes

Throughout this week, we will be spending a lot of time in small groups. The purpose of the small groups is to share and learn from each other. We are going to divide into different groups now, and will remain in them throughout the week. Each group also will have a facilitator who will stay with the group through the week of Personal Growth.

When we divide into our small groups, we will be discussing two issues: confidentiality and first impressions.

- Does anyone know what confidentiality means?
Let participants respond. It is not important that they know the exact definition, but they must understand the concept.

Confidentiality: a situation in which you trust someone not to tell secret or private information to anyone else.



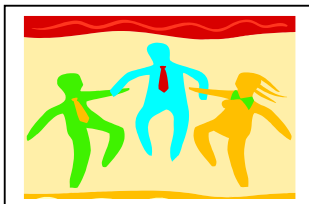
- The Personal Growth course is designed to encourage participants to explore personal aspects of their lives and to share them with others. In order to make this group a safe environment so that all of you feel comfortable sharing with each other, we are going to ask each person to sign a Pledge of Confidentiality.
- *Hand out the “Pledge of Confidentiality.”* One of the things you will be doing in your small groups is to read and sign this “Pledge of Confidentiality.” *Review the “Pledge of Confidentiality” and make sure that participants understand what it says.*
- The next thing you will be doing in your small groups is writing down and sharing your first impressions.
- Does anybody know what a “first impression” is?
Let the participants share their ideas.

First impression: the opinion or feeling you have about someone because of the way they seem to you when you first meet them; what you think about someone when you first meet them.

- *Divide the large group into small groups.*

Note to Facilitator:

- Ideally there should be enough trainers and facilitators that each small group will have a facilitator who works with them throughout the week.
- Groups should have between four and six people.
- Figure out how many groups you will have and then count off the group by that number. For instance, if you have 20 participants, you can have four groups each containing five individuals. Have group members count off (i.e. 1-2-3-4-5) to determine their respective groups.



Activity 2

Small Group Sharing

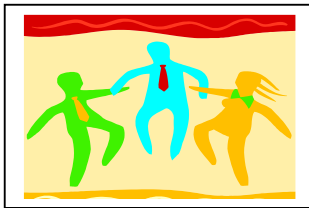
Time: 30 minutes

Pledge of Confidentiality & First Impressions

- In a minute, you will gather in your small groups and do three things. First, you will review and sign the “Pledge of Confidentiality.” Then you will be doing a written exercise about first impressions of the members of your small group. Finally, you will share your first impressions of each group member.

In Small Groups:

- Does everyone understand the “Pledge of Confidentiality?” *Once everyone understands the form, then each person should sign their pledge and then sign each others’ pledges.*
- Write down your first impression of each member of your group. You can include both thoughts and feelings about the people in your group. *Refer to Participant Manual.*
- Make sure that you include your facilitator in your first impression list.
- You do not need to write your first impressions in English. You can write in whatever language is easier for you.
- After each of us has written our first impressions for every member of your group, we will share our first impressions with each other.
- *Remember that all facilitators should also write down first impressions in their small groups.*



Activity 3

Large Group Processing

Time: 10 minutes

- ❖ What did it feel like to sign the “Pledge of Confidentiality?”
- ❖ What was it like to come up with first impressions of the people in your group? Did any of you find it difficult? Was it easy for anyone?
- ❖ What did you base your first impression on? i.e. how the person looks, what he/she is wearing, something the person said, etc.
- ❖ What was it like to share your first impressions with your group members?

Pledge of Confidentiality

Confidentiality: a situation in which you trust someone not to tell secret or private information to anyone else.

I, _____, recognise the serious and personal nature of this course, and hereby promise that:

1. Under no circumstances will I disclose to any individual not connected with the supervision of the course, any personal information about others learned during this training.
2. Under no circumstances will I disclose to members of another training group on this course, information about any individual gained within the context of the small group of which I am a member.
3. In the event of my withdrawal from the course, or after the end of the course, I will continue to hold in strictest confidence all information about others learned during the course.

Name: (please print) _____

Signature: _____

Date: _____

Facilitator's Signature: _____

Other Group Members' Signatures:

1. _____

2. _____

3. _____

4. _____

5. _____



First Impressions

Name	First Impression



SESSION 4: EXPERIENTIAL LEARNING

Objectives:

1. Define experiential learning.
2. Identify personal approaches to new experiences and explore those approaches work or do not work.

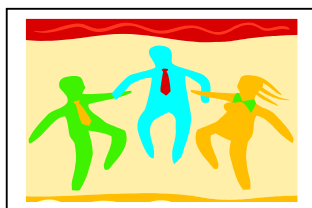
Preparation:

Four Signs: “Jumper,” “Wader,” “Tester,” and “Delayer” (on bright coloured paper). Post the signs around the room, ideally one sign on each wall.

Time: 50 minutes

Session Overview

Activity/Method	Time	Materials Needed
Introduction: Experiential Learning	10 minutes	
Activity: Testing the Water	10 minutes	4 Signs Posted on the Walls Flipchart paper/markers
Small Group Discussion In Experiential Learning Groups	15 minutes	
Large Group Discussion: Personal Growth	15 minutes	



Activity 1

Introduction

Time: 10 minutes

In this course, there will be very little, if any, lecturing. Instead, this course will focus on experiential learning. **Experiential learning is learning by doing.** If we learn only through lecturing, we will only learn intellectually or with our minds. However, if we learn by doing, then we learn things intellectually (in our minds and thoughts), emotionally (in our feelings), and behaviourally (in our behaviours or actions). Through experiential learning, we are more able to change and grow personally.

In experiential learning, each of us as participants is responsible to learn. Throughout this week, each of you will be asked to think about and use your own experiences as a basis for self-understanding and growth. This means that we need you to be active and participate throughout the week.

Experiential learning is a whole process, and does not mean that you simply experience things. There are four steps in the experiential learning process:

1. **Experiencing:** doing or feeling.
2. **Identifying:** naming; giving the experience a name.
3. **Analysing:** looking at the experience. You can look at it by talking about it with others such as your small group, writing about it in your journal or thinking about it.
4. **Generalising:** taking the experience from the training room and applying it to other situations in your life.

In this course, we are going to be spending a lot of time exploring ourselves: our thoughts, feelings and behaviours, and will use an experiential learning process to do this. This process begins with an experience. Then we will identify the experience or give it a name. Once it has a name, we can look at and analyse it; analysing involves looking at the positives and negatives and considering changes to the experience in order to gain a deeper understanding of the behaviour or experience. Finally, we will take that experience and generalise it to other situations, applying what we have learnt to a broader context for the future.

We will go through this process by asking and exploring many questions. Your responsibility throughout the week will be to engage in this process and to honestly explore these issues for yourself.



Activity 2

Activity: Testing the Water

Time: 10 minutes

Preparation:

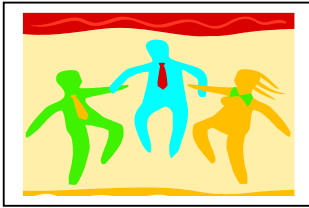
- Four Signs: “Jumper,” “Wader,” “Tester,” and “Delayer” on bright coloured paper. Post the signs around the room, ideally with one sign on each wall.

Since you know that our activities this week involve examining our personal experiences, we are going to look at how each of us approaches new experiences.

- If you went to the sea or to the beach and really wanted to cool off in the water, which is the most likely way for you to get into the water?
- Would you...
 - Run towards the sea and dive or jump in?
 - Walk in slowly, getting your body wet little by little until you become used to the temperature?
 - Dip your toe into the water, and then step back and decide if you will go in?
 - Stand on the beach looking around at the view, thinking about what to do next?
- If you would run towards the water and dive in, you are a “jumper.” Who in this room is a “jumper?” *Direct the “jumpers” to the wall with the “Jumper” sign.*
- If you would walk in slowly, getting your body wet little by little, you are a “wader.” Who here is a “wader?” *Direct the “waders” to the wall with the “Wader” sign.*
- If you would dip your toe in and then decide if you will go into the water, then you are a “tester.” Are there any “testers?” *Direct the “testers” to the wall with the “Tester” sign.*
- If you would stand on the beach looking around at the view, then you are a “delayer.” Do we have any “delayers?” *Direct the “delayers” to the wall with the “Delayer” sign.*
- Before we go any further, I want each of you to think about whether this is the way you normally behave when faced with new situations or experiences. If you want to switch groups to the pattern of behaviour that best fits your approach, you may do so now.
- Are there any questions?

Note to Facilitator: Acting out these actions as you are saying them will make it more fun, allowing participants to laugh and become more comfortable.



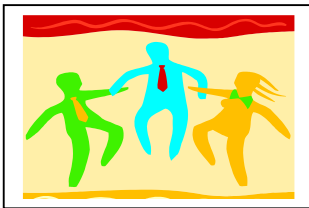


Activity 3

Small Group Discussion

Time: 15 minutes

- In your groups of “jumpers,” “waders,” “testers” and “delayers,” please discuss these questions:
 - How do you approach new situations? Think about how you behaved when you first arrived here at the training centre.
 - Is this your most common way of behaving? If not, when do you behave differently? How do you respond in different situations?
 - What are the positive things about this type of behaviour?
 - What are the negative things about this type of behaviour?
- *Give the groups about 10 minutes to discuss these questions. Encourage them to make a list of the positive and negative behaviours on flipchart paper.*



Activity 4

Large Group Discussion

Time: 15 minutes

- *Ask each small group to share the positives and negatives of their way of behaving.*
- Do any of you wish that you had a different approach to new situations? If so, how would you like to be?
- What is it like to watch others approach new situations differently?
- How are these four different approaches going to affect you in this Personal Growth course, which is full of new experiences? What might be easy or difficult for the different groups?

Key Point: During this week, the facilitators are going to challenge all participants to stretch themselves somewhat.

- For some of them like the “testers” and “delayers,” this may involve taking a risk, trying a new behaviour, or sharing something personal with your group.
- For others like the “jumpers,” this may mean slowing down and looking at one’s thoughts, feelings, and behaviours rather than simply rushing into new things.
- For those who are “waders,” this might mean attempting to jump and be the first to try something.

The goals of this course are:

- To facilitate personal growth and a deep level of self-awareness in participants.
- To prepare individuals for progression to the Basic Counselling Skills Course.

The first goal of facilitating personal growth and self-awareness has many sub-goals, such as:

- To gain greater awareness about our thoughts, feelings and behaviour patterns;
- To learn to accept ourselves and our feelings;
- To communicate more effectively;
- To expand our ways of relating and responding to others; and
- To understand and accept others.

Understanding and accepting ourselves and our feelings are prerequisites to understanding and accepting others.

Key Point: We cannot attempt to understand others until we understand and accept ourselves, including our thoughts and feelings.



SESSION 5: SELF-DISCLOSURE

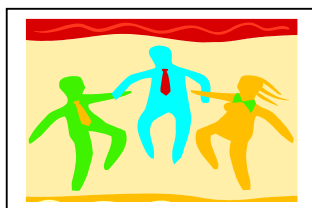
Objectives:

1. Define self-disclosure.
2. Understand the concept of self-disclosure as part of building relationships and growing personally.
3. Introduce self-disclosure as a way to develop the group during the personal growth course.

Time: 30 minutes

Session Overview

Activity/Method	Time	Materials Needed
Presentation/Discussion	30 minutes	Flipchart paper/Markers



Activity 1

Presentation/Discussion

Time: 30 minutes

Does anyone know the meaning of self-disclosure?

Let participants brainstorm some ideas. Break down the word for them if it will make it easier.

Self-disclosure: to communicate personal information to others, i.e. things about your life, your thoughts or feelings, that they would not learn unless you shared it. This can include thoughts, feelings or events related to your past, your current life, or future goals, dreams or plans.

What do you think is the purpose of self-disclosure? Is it important to share things about ourselves with other people? If so, why is this so?

Let participants explore this.

Possible reasons:

- *Part of learning about yourself is to know yourself in relationship with others.*
- *Form new relationships or become closer in current relationships.*
- *Understand each other and build respect and trust.*

Self-disclosure involves taking risks. What kinds of risks are you taking when you disclose something about yourself to another person or to a group of people?



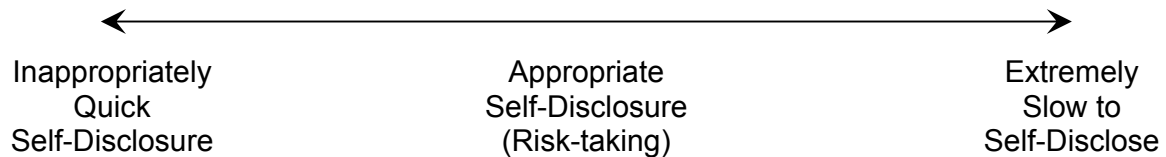
Let participants respond. Possible responses include: rejection, being laughed at, being accused of something, someone's anger, not being believed.

What risks would you take in this group by disclosing something about yourself?

Note to Facilitator: Do not take too much time exploring these questions. They are simply the introduction to get participants involved. Remember that the **experience** of disclosing is much more valuable than talking about self-disclosure.

Now we are going to look at the continuum of self-disclosure.

Continuum of Self-Disclosure



Facilitator Tips:

- Continuum = range of behaviour
- Appropriate = behaviour that fits a situation
- Inappropriate = behaviour that does not fit a situation

On the left side are people who are **inappropriately quick to disclose**.

- Can you think of any situations you have been in when someone has been inappropriately quick to disclose something? *If participants are slow to come up with an example, help them begin by mentioning a situation that may have involved someone who sat down next to you on a bus or plane and told you very personal things.*
- How did you feel in this situation?
- What was inappropriate about that situation?

Key Point: A baseline of trust is required in a relationship to support self-disclosure. Trust needs to be established by small amounts of disclosure.



On the right side of the continuum is **extremely slow self-disclosure**.

- Can you think of any relationships you have been in where someone was extremely slow to self-disclose?
- What happened in those relationships?
Usually, such relationships do not last. People who do not self-disclose end up being unable to establish close relationships.

Key Point: Self-disclosure is required for developing close relationships. When fear around self-disclosure is so great, we may never learn that disclosure can be safe because we never take the risk.

Appropriate Self-Disclosure

- Meaningful and appropriate self-disclosure requires an atmosphere of trust and respect.
- Even though relationships in this group are very new, you may choose to disclose some aspects of yourself, especially in your small groups.
- As we learn to trust and accept each other in this group, we may start to take risks in our relationships both inside and outside of the group. This is how personal growth happens.
- Appropriate self-disclosure involves taking risks. This may be more difficult for some individuals than for others.
- Many people believe that self-disclosure is only meaningful when it involves pain and is a confession of weaknesses. BUT personal growth requires not only acknowledging and accepting your weaknesses, but also recognising and developing your strengths.
- During this week, we will focus on disclosing your positives attributes or strengths, not just your weaknesses.
- In many ways, the situation we have here is unnatural. You do not usually have a group of people who have just met sharing personal things with each other. You are being asked to take risks for personal growth. In many ways, this is the same thing we do when we ask our clients to self-disclose during counselling.

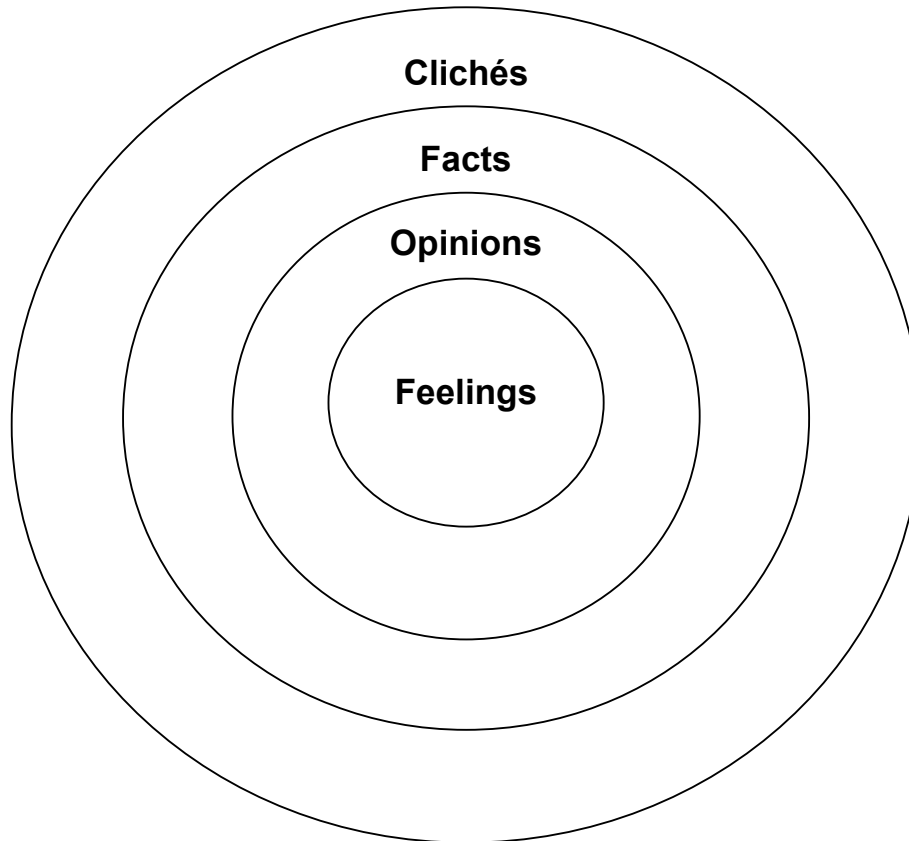
Processing Questions:

- What do you understand by self-disclosure?
- In what ways is self-disclosure important?
- What risks are involved in disclosing things about yourself?
- Where do you fall on the continuum of self-disclosure?



Optional Discussion: Levels of Self-Disclosure

It may be helpful to think of self-disclosure as having different levels, or by picturing four concentric circles. See the illustration below.



- **Clichés:** These include greetings such as “How are you?” Our first impressions are often based both on non-verbal characteristics and also on clichés. This is part of normal social interaction.
- **Facts:** This is the level of exchanging facts such as “I am a trainer at Lifeline/ChildLine,” “I am training to be a counsellor,” or “I live in Windhoek.” While facts may seem impersonal, they can tell you a great deal about the other person and can form the basis for future conversation. From these facts, we often decide whether or not we want to pursue future conversation or relationship with the person.
- **Opinions:** Opinions tell us more about another person than either clichés or facts, i.e. “I think John cannot be trusted” or “I think the biggest problem in the fight against HIV is the stigma attached to the disease.” Every time you offer a personal opinion, you are giving people valuable information about yourself, as well as providing information to which they can respond.

- **Feelings:** This is the level that is closest to a person's core. There is a big difference between opinions and feelings. Notice the difference between such opinions as "I think John cannot be trusted" and "I think John cannot be trusted and I am hurt that he told others what I told him in confidence."

Possible Journal Topic: Examine Your Own Self-Disclosure

- Choose a significant other or an important person in your life, i.e. a husband/wife or a boyfriend/girlfriend. You could also choose to do this with members of your small group or a certain person in the group.
- Spend a three-day period recording the number of statements you make in each category: clichés, facts, opinions and feelings.
- Try to be aware of the topics that you discuss on each level, along with the number of statements in each category.
- Based on what you find, answer the following questions:
 - Which category of self-disclosure do you do most often? Which do you do least often?
 - What type of disclosure (cliché, fact, opinion, or feeling) do you use in each topic area?
 - Explain the reason for omitting certain topics or levels of disclosure. What topics do you not talk about? What levels of disclosure do you not utilise?
 - Explain the consequences of the omissions mentioned above.

Guidelines for Self-Disclosure

Remember that self-disclosure is a special kind of sharing that is not appropriate for every situation. Below are some guidelines for self-disclosure.

1. **Is the other person important to you?** Do you want to begin a relationship or deepen an existing relationship with this person?
2. **Is the risk of disclosing reasonable?** What are the risks of disclosing? What are the benefits of disclosing? Do the benefits outweigh the risks?
3. **Are the amount and type of disclosure appropriate?** There are degrees of self-disclosure; self-disclosure is rarely all or nothing. You can choose to disclose some facts, opinions and feelings while choosing not to disclose others.



4. **Is the disclosure relevant to the situation at hand?** Does it relate to the current conversation? Usually, appropriate self-disclosure involves the present (here and now) and not the past (then and there), i.e. how I am feeling now, how I am doing now. There are certain times when it is relevant to bring up the past, but only as it relates to what is happening in the present.
5. **Is the disclosure reciprocated, meaning the other person/s is disclosing as well?** Unequal self-disclosure creates an imbalanced relationship that usually fails eventually. There are times when one-way disclosure is appropriate, such as between a counsellor and client.
6. **Will the effect of disclosure be constructive or helpful?** What will happen as a result of the self-disclosure? Will it enhance or help to improve the relationship?

Levels of Self-Disclosure and Guidelines for Self-Disclosure adapted from Adler, Ronald A. & Towne, Neil. 1984. *Looking Out, Looking In*, 4th Edition. New York: CBS College Publishing



SESSION 6: JOHARI'S WINDOW

Objectives:

1. Identify the four components that make up the whole self.
2. Reflect on the four selves.
3. Explain how the boundaries of the free self can move in relationships.
4. Reflect on the free self boundaries in different relationships over time.
5. Set the foundation for group process for the week of Personal Growth.

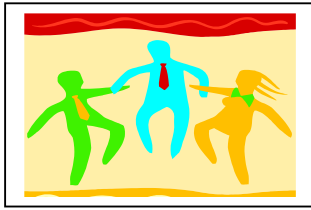
Time: 1 hour 40 minutes (100 minutes)

With optional activity: 2 hours

Session Overview

Activity/Method	Time	Materials Needed
Introduction: Johari's Window	20 minutes	Flipchart or transparency with the Basic Johari's Window
Written Activity: Your Free Self Window	10 minutes	
Small Group Sharing	20 minutes	
Large Group Processing	5 minutes	
Discussion: Free Self Boundaries	10 minutes	Prepared flipchart or transparency "Free Self Boundaries"
Activity: Your Free Self in Relationship with Others	15 minutes	
Conclusion	20 minutes	
Optional Activity: Your Hidden Window	20 minutes	A4 Paper





Activity 1

Introduction

Time: 20 minutes

Read each question to the group and pause to allow participants time to think before reading the next question.

Have you ever thought about the difference between what you know about yourself and what others know about you? *Pause.*

OR

Have you ever wondered about the differences between how you see yourself and how others might see you? *Pause.*

OR

Are there things that others know about you that you do not know about yourself?

These are rhetorical questions. Participants do not need to answer them, but the questions should make them think. Give participants a chance to respond if they wish.

In this session, we are going to talk about a way to look at or understand the difference between how we view ourselves and how others view us.

Display the following model on a flipchart.

WHOLE SELF

	KNOWN TO SELF	UNKNOWN TO SELF
KNOWN TO OTHERS	FREE	BLIND
UNKNOWN TO OTHERS	HIDDEN	DARK

Think of this chart as a window. These four quadrants are like a window that represents my self as a whole person in relation to others.

- There are four boxes, or quadrants, and each represents a different part of one's self.
- These four quadrants are divided into two columns and two rows. The columns are what is known and unknown to the self. The rows are what is known and unknown to others.

We are going to talk briefly about each of these window panes.

For each "self," have the participants brainstorm a list of types of information that would belong in this box. Refer to the complete Johari's Window if you need some ideas. Encourage participants to think this through themselves rather than to look in their manuals.

- **Free Self:** This is what you know about yourself and others know about you. Can you think of any examples of what kinds of things would go in this box? *Repeat this question for each of the four selves.*
- **Hidden Self:** This is what you know about yourself that others do not know. What types of things would fit into this box?
- **Blind Self:** this is what you do not know about yourself but others know about you. Can you think of what sorts of things would go in this category?
- **Dark Self:** this is what you do not know about yourself and what others do not know about you. What examples can you think of for this category?



Johari's Window*

Whole Self

	Known to Self	Unknown to Self
Known to Others	<p>FREE The things you know about yourself, which are known to others.</p> <p><i>For instance:</i></p> <ul style="list-style-type: none"> ▪ <i>Your beginnings and your past</i> ▪ <i>Your education</i> ▪ <i>Your family</i> ▪ <i>Your work history and training</i> ▪ <i>Your achievements</i> ▪ <i>Your skills</i> ▪ <i>Your values</i> ▪ <i>Some of your limitations</i> 	<p>BLIND What you do not know about yourself but is known to others.</p> <p><i>For instance:</i></p> <ul style="list-style-type: none"> ▪ <i>How others see you and assess your ability, intelligence and potential, and your personality, maturity and character.</i> ▪ <i>How others see your reliability, consistency, charisma and selfishness.</i> ▪ <i>How others plan to use/help you.</i> ▪ <i>What opportunities and future others see for you.</i> ▪ <i>What you look like from behind.</i> ▪ <i>Whether or not you snore!</i>
Unknown to Others	<p>HIDDEN What you know about yourself but is unknown to others.</p> <p><i>For instance:</i></p> <ul style="list-style-type: none"> ▪ <i>Your feelings about yourself</i> ▪ <i>Your need for company and for love</i> ▪ <i>Your dreams, fantasies, hopes, plans, etc.</i> ▪ <i>Your real abilities and your perceived limitations, fears, anxieties and guilt</i> ▪ <i>Your level of confidence and self-esteem</i> ▪ <i>The degree to which you wish to change yourself</i> ▪ <i>Some of your past history, your failures and some weaknesses</i> ▪ <i>Your health</i> ▪ <i>Your bank balance</i> 	<p>DARK The things you do not know about yourself, which are also unknown to others.</p> <p><i>For instance:</i></p> <ul style="list-style-type: none"> ▪ <i>Your future and your opportunities</i> ▪ <i>Your health</i>

*First used by Joe Luft and Henry Ingram, 1955.

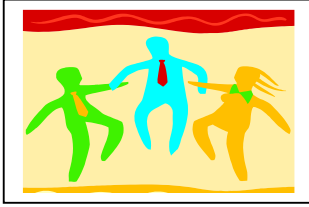


Your Personal Window

What things would you put in each of your window panes? What is part of the free self, known to others and yourself? What do you keep hidden? What are you blind to but others know about you?

	Known to Self	Unknown to Self
Known to Others	<p>FREE The things you know about yourself, which are known to others.</p>	<p>BLIND What you do not know about yourself but is known to others.</p>
Unknown to Others	<p>HIDDEN What you know about yourself but is unknown to others.</p>	<p>DARK The things you do not know about yourself, which are also unknown to others.</p>





Activity 2

Activity

Time: 35 minutes

We have talked about Johari's Window and listed some examples of information that could fall into each window pane. Now I want each of you to think about yourself. We are going to take some time to think about what things fall into these different categories for ourselves.

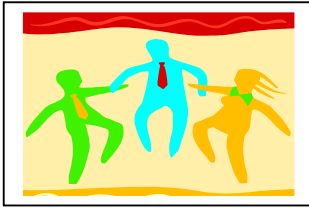
- In your life, what things are known to yourself and others? What do you share with others?
- What things do you keep hidden from others?
- What types of things might others know about you but you do not know?

In your manuals (*Refer to Participant Manual*), use Your Personal Window to write down five things that would fit into the Free Self window pane of your life.

- These should be five things that you would feel comfortable sharing in your small groups.
- You may write in whatever language you feel most comfortable using; you do not have to write in English.

Give participants 5-10 minutes to fill in their personal windows.

Note to Facilitator: With both written exercises in this session, it is best if the facilitators also complete the activity at the same time as participants. By doing so, you can model appropriate self-disclosure and sharing.

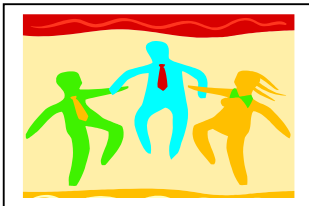


Activity 3

Small Group Sharing

Time: 20 minutes

Each group should take some time for each member to share the five things from their Free Self window. *Facilitators should encourage probing, reflection and feedback. Show interest when the participants are sharing about themselves and ask follow-up questions.*



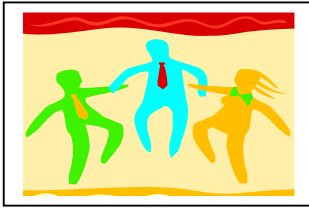
Activity 4

Large Group Processing

Time: 5 minutes

I am not going to ask you what you wrote in each of your windows or what you discussed in your small groups, but I do want to ask how it felt to do this exercise.

- ❖ What was it like to do this exercise?
- ❖ What was it like to share things about yourself with your small group?
- ❖ How did your group respond to the things you shared?
- ❖ How did your group's response affect you? How did you feel? Did it influence your behaviour?



Activity 5

Discussion

Time: 10 minutes

One of the things that some of you may have noticed in the last exercise is that it may have been hard to put things into the different windows because you might share certain things with some people but not with others. You can move the boundaries of your free self to the right or left and up or down.

Display the diagrams below.

Whole Self

Free Self	Blind
Hidden	Dark

Whole Self

Free Self	Blind
Hidden	Dark

Discussion Questions:

- When do you think you might move the boundaries of your free self?
- Do the boundaries of the free self always stay the same over time?
- Where do you think the boundaries of the free self should be?
- Should our goal be to make the free self as big as the whole self? Is this possible or desired?
- Are the boundaries of our free self the same in all of our different relationships?



- How might the boundaries of the free self change in different relationships? For example, how might they change in a dating or marriage relationship, or with a supervisor or work colleague?

We have talked about the fact that you can change the boundaries of your free self.

- Now I would like you to think about two different relationships in your life. These relationships can be with a husband or wife, a girlfriend or boyfriend, or with a friend or work colleague. It can even be with a supervisor or family member.
- Think about your four selves in both of these relationships. How big is your free self or your hidden self in each relationship? Where are the boundaries of your free self in these relationships? What do you share with the other person in the relationships? What do you keep hidden?
- In your manuals (*refer to Participant Manual*), write the person's name and type of relationship you have with the person. Then in the first box, draw the boundaries of your selves today.
- In the second box, draw the boundaries of your selves when the relationship started; it could be weeks, months or years depending on the relationship.
- Repeat this process for the second relationship you identified.
- *Give the participants approximately 5 minutes to do this exercise.*

Processing Questions:

- ❖ How did you feel about this activity?
- ❖ Are there any differences in your free self boundaries between the two relationships?
- ❖ What about in your free self boundaries over time? When the relationship started, where were your free self boundaries? What about now? How much time has passed?
- ❖ How did your free self boundary change in that relationship over time?
- ❖ Do your free self boundaries ever become smaller in a relationship? If so, why?



Relationship:

The person's name and type of relationship, i.e. parent, child, husband/wife, girlfriend/boyfriend, friend, etc.

Whole Self Today

Whole Self _____ Ago

Relationship:

The person's name and type of relationship, i.e. parent, child, husband/wife, girlfriend/boyfriend, friend, etc.

Whole Self Today

Whole Self _____ Ago



What happens as we change the boundaries of our windows? How might we feel? How might this change our relationships?

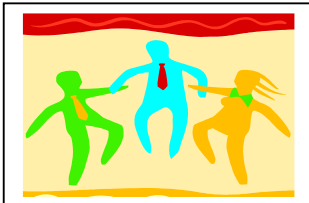
The more your free self coincides (or matches) your whole self:

- The more you share yourself with the world.
- The better you communicate your true self to others.
- The less tension there is within yourself.
- The less misunderstanding takes place.

How can we work to have our free selves to match our whole selves?

Let the participants share some ideas.

Key Point: We can move our free-self boundaries. We can choose to disclose our thoughts and feelings with others.



Activity 6

Conclusion

Time: 20 minutes

How might we move the free self boundary to open up the blind window? Can you think of any ways we can find out what others know about us that we do not know about ourselves? *Let participants provide their own ideas of how to move these boundaries.*

Feedback: feedback from others is one way we can open up the blind window. Others can let us know what they see that we cannot see.

How might we move the free self boundary to open up the hidden window?

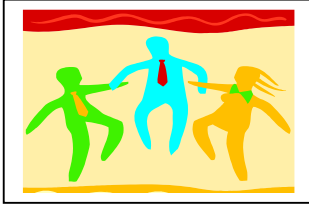
Self-Disclosure: sharing our thoughts and feelings with others opens up the hidden window. You have the choice about whether or not to open up your life to others.

What are ways we might move the boundaries to open up the dark window?

Spontaneous Revelation: this is when the dark or unknown window is opened up. It is usually done by a “slip of the tongue” that happens by accident. It can also sometimes happen when journalling or writing about your thoughts and feelings; this would be opening the dark window into the hidden window.

Throughout this week of Personal Growth, we are going to be interacting with each other in this group and getting to know one another. In that process, we also will be moving our free self boundaries.





Activity 7

Optional Activity

Time: 20 minutes

I am giving each of you a clean sheet of paper.

- On the paper, write down five things about yourself that would fit into the Hidden Window: these are things that you know about yourself that are unknown to others. These five things can be things you may or may not be happy about sharing with the group.
- Now fold the paper so that the writing cannot be seen. You are going to give this paper to someone in the group whom you can trust with your secrets. But before you do, write on the outside of the folded paper instructions for whether or not that person can open and read your Hidden Window. Make sure you are clear in your instructions.
- Now, please give your folded paper to the person whom you feel you can trust with your secrets.
- *You may instruct the group to stand in a large circle in the middle of the room for the remainder of this activity.*

Processing Questions:

- ❖ What is it like to stand here while someone else is holding your secrets?
 - ❖ How did you select the person to whom you gave your secrets?
 - ❖ What does it feel like to be selected to hold another person's secrets?
 - ❖ Why would you not want your secrets to be known to the whole group?
-
- Return the folded piece of paper to its owner. *It is important that the secret papers are not left around the room.*

SESSION 7: TIME WHEEL

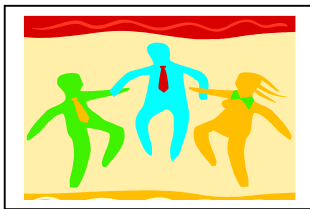
Objectives:

1. Illustrate that how we spend our time represents what we think is important (our values).
2. Encourage self-disclosure and sharing among participants, beginning with a relatively safe topic.

Time: 60 minutes

Session Overview

Activity/Method	Time	Materials Needed
Introduction: Time Wheel	15 minutes	Prepared flipcharts (see below)
Activity: Draw Your Time Wheel	10 minutes	Coloured pencils, crayons & markers
Small Group Sharing: Share Your Time Wheel	25 minutes	
Large Group Discussion	10 minutes	



Activity 1

Introduction

Time: 15 minutes

Preparation:

- *Flipchart listing the different time categories.*
- *Flipchart showing how the facilitator spends his/her time.*

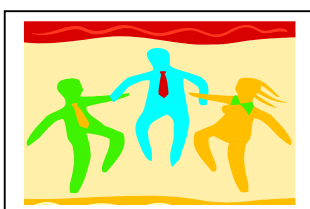
Have you ever thought about how you spend your time? What do we spend most of our time doing?

- Take a look at the pie chart in your manuals. It is divided into eight sections. Each section represents what we do with our time. Now we will look at each of these categories.
- *Review each category and make sure the participants understand what kinds of activities fit into each category. NOTE: you can change or adjust the categories to fit your life and the activities you engage in.*

- For this activity, we need to do some maths to figure out how much time we have in a week.
 - 24 hours per day x 7 days in a week = 168 hours per week
 - Hours spent sleeping, usually 7 – 8 hours a night x 7 nights = 49 to 56 hours
 - This leaves 112 – 119 waking hours in a week
- Each of you should use the first circle to divide up your waking time. Figure out what you spend most of your time doing according to the categories provided. If there is a category missing you can add your own.
- Let me illustrate how to do this by showing you how I spend my time.

Note to Facilitator:

- Before this session, you should prepare a flipchart showing how you have divided your weekly time on a time wheel. Prepare another one for how you would like to spend your time, illustrating the changes.
- If you use real examples from your life, you are modelling appropriate self-disclosure for the participants.
- It may be difficult for participants to divide their time. It may be helpful to start with dividing up a day.

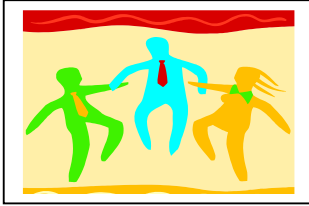


Activity 2

Activity: Time Wheel

Time: 10 minutes

- Now I would like for you to draw your own time wheel. Try to divide the circle into categories according to how you spend your time during the week. Use crayons, coloured pencils and markers to decorate your wheel according to the different activities you do. *Refer to Participant Manual.*
- You may even want to write what activities you do in each category. For instance, in health it might include cooking and exercising, or going to the doctor and seeing the nurse.
- *Give participants a chance to spend some time thinking about and decorating their time wheels. Encourage them to be realistic about how they spend their time as well as ways they would like to change this time use.*



Activity 3

Small Group Sharing

Time: 25 minutes

In the small groups, allow each participant to share his/her time wheel with the group.

- *Encourage the participants to share some of the activities they do in each of their time wheel categories.*

Reflection questions to ask the small group after they share their wheels:

- How do you feel about your current time wheel? Are you happy with the way you spend your time?
- Is there anything you would like to change? *You can encourage participants to either write or draw the changes they want to make in the second blank time wheel in their manuals.*
- How might you make some of those changes in your life? Sometimes making changes involves the help and support of others. How might that happen?



Activity 4

Large Group Discussion

Time: 5 minutes

Bring the group back together and ask the following questions:

Processing Questions:

- ❖ Have you ever thought about how you spend your time before?
- ❖ If we look at how we spend our time, what does it say about what we value or what is important to us?
- ❖ Did any of you learn anything new about yourself by doing this exercise?
- ❖ Why do you think we did this exercise?

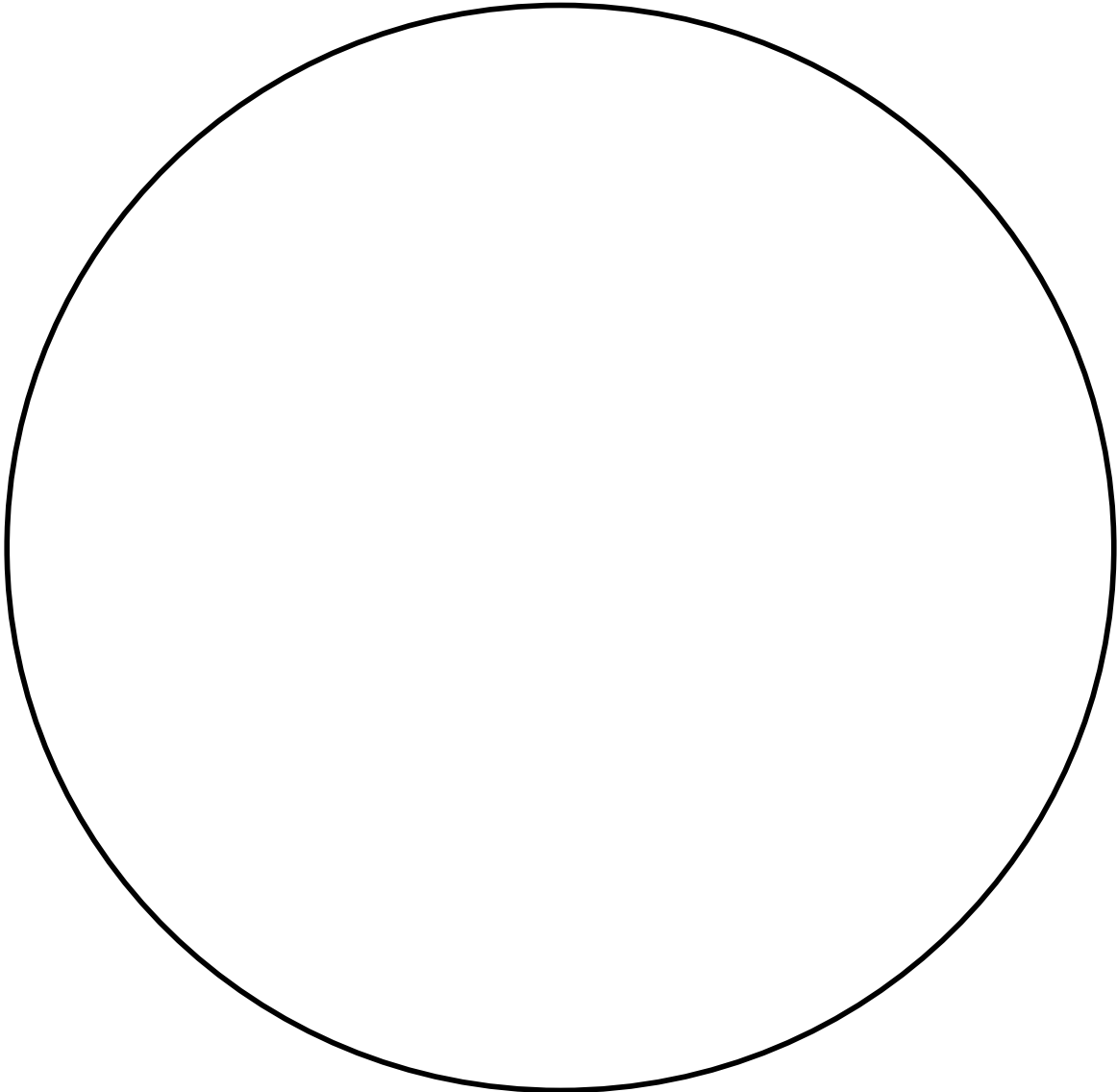
Note to Facilitator: You can assign the second time wheel for homework. Encourage participants to think about how they might want to change the way they spend their time and then draw the changes in the second time wheel in their manuals.

Time Wheel Categories



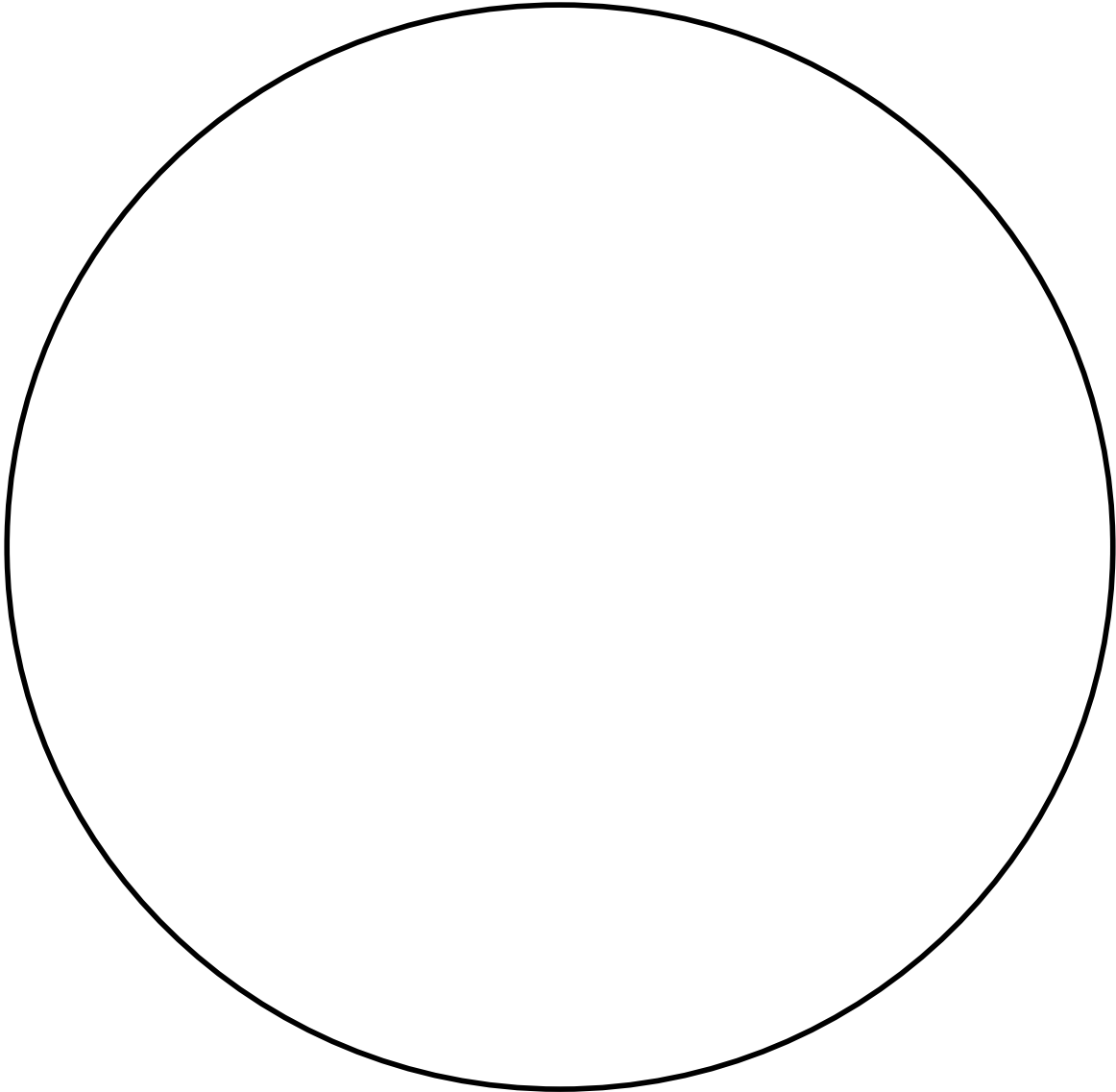
Time Wheel

How I Currently Spend My Time



Time Wheel

How I Want to Spend My Time



SESSION 8: GROUPS AND LEADERSHIP

Objectives:

1. Name the stages of group development.
2. List the three different types of leadership and understand when each type of leadership may be useful.
3. Empower members to become leaders and leaders to become members.

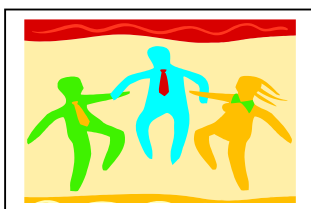
Preparation:

Prepared flipchart or transparency of the “Stages of Group Development” Diagram

Time: 60 minutes

Session Overview

Activity/Method	Time	Materials Needed
Introduction	5 minutes	Flipchart paper/Markers
Presentation/Discussion: Group Development & Leadership	40 minutes	Stages of Group Development diagram
Activity: The Straight Line	15 minutes	Blindfold



Activity 1

Introduction

Time: 5 minutes

Why do we form groups? *Let participants brainstorm some ideas.*

Key Point: We create groups because they can do the job better than individuals.

Can you think of some examples of different kinds of groups you are currently involved in or groups that you have been involved with in the past?

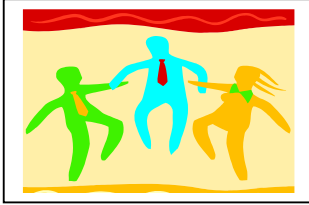
Let participants think of different kinds of groups. Point out that they are currently part of a group: this new training group.

Group Purpose: every group has two purposes

1. A task to perform
2. Maintenance of its own lifeline. Just like a car has to be maintained, a group also has to be maintained.

In order to accomplish tasks, leadership is required.





Activity 2

Presentation/Discussion

Time: 40 minutes

Use an overhead or flipchart to show the stages of group development diagram.

Note to Facilitator: It can be helpful to use the sums on the group development diagram to illustrate the functioning of the group. For instance, in the forming stage $1+1=0$; this means that there is no benefit to the group. At norming, $1+1=2$; the group is functioning but not adding any additional benefits. At the performing stage, $1+1=5$; this is where there are many additional benefits to the group than to each individual alone.

Stages of Group Development

Processes and dynamics of each group depend on the leaders and members, but there are some stages that are common to all groups.

1. Forming: the initial stage

- People come together knowing very little about each other. They may be anxious or have unrealistic expectations of the group.
- This is a process of introductions and members share their thoughts and feelings.
- Individuals begin to establish their roles within the group.
- During this stage, the group depends on the leader for guidance and direction; the leader directs.

2. Storming: stage two

- Individual try to establish themselves in relation to other team members and the leader. This may involve some conflict.
- People may question the aims and usefulness of the group.
- There may be some rebellion; cliques and factions form creating some power struggles.
- Leader coaches.

Note to Facilitator: The word “storming” has a negative connotation in Namibia. Point out that the word in this context has both a negative and positive meaning. A storm can be a bad thing that destroys homes, but it can also be a good thing because it often brings rain that allows things to grow.

3. Norming: stage three

- Roles and responsibilities are clear and accepted.
- Commitment and unity are strong.
- As members become more committed to the group and each other, they establish norms. They begin to identify with the group.
- There is emotional investment in the group's future development.
- Leader facilitates and enables.

4. Performing: stage four

- The team has a shared vision and can stand on its own with no interference or participation from the leader.
- The group can concentrate on its main task(s).
- There may be conflict within the group, but it is resolved within the team positively.
- Leader delegates and oversees.

5. Adjourning/Mourning: the last stage

- All groups have to end, and all endings come with a variety of emotions and feelings.
- Some people may feel a sense of loss and rejection; others may feel a sense of achievement and success.
- This is a time for evaluation and reflection of the group's development and any issue(s) that still needs to be addressed.

Leadership Concepts

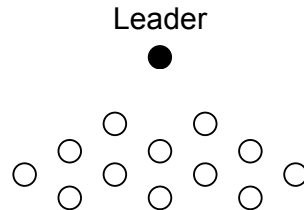
In our society, we often only identify as leaders those people who have a particular set of characteristics. We are not going to talk about this kind of leadership in this section. Instead, we are going to focus on leadership as a function, something that everyone does rather than only a designated leader.

Leadership: responding to the current needs of the group to enable the group to complete its the task(s) and maintain itself. This kind of leadership is a living, changing thing. It must develop with the group and move from person to person according to the task and the group's needs.



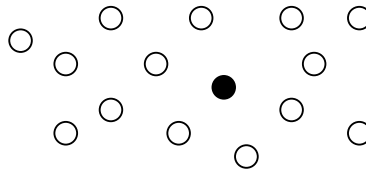
We are going to look at three different kinds of leadership:

1. **Autocratic:** makes decisions alone in advance of any group discussion, and then tries to force the decision onto others without compromise.
 - Result: apathy (an “I don’t care” attitude), open resistance, dependence and lowering of group creativity.
 - When is this leadership approach effective or useful? *Example: in an emergency or in the military.*



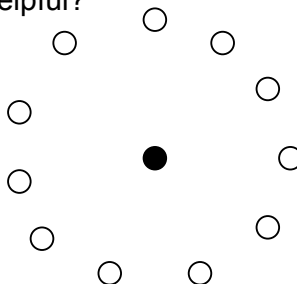
2. **Laissez-faire:** the person does not try to make a decision as the leader, but also does not help the group to make a decision.

- Result: indifference (not caring), chaos (confusion), the group falls apart with each member following their own train of thought or idea.
- When is this leadership style most helpful? *Example: at times during experiential learning when there might be some confusion*



3. **Democratic:** consults with others and evaluates all possible alternatives until a consensus (group agreement) develops. This involves a willingness to listen and participate in order to accomplish the group goals.

- Result: ownership of the decision by group members who are motivated and committed to its implementation. Each member in the group wants to accomplish the group’s tasks.
- When is this leadership style useful? When might it not be appropriate or helpful?



Can you think of different types of leaders? *Help participants think of leaders in their communities; steer them away from elected or political leaders, and towards those in their families, neighbourhoods, workplaces, etc.*

What category would these leaders fall under? What kinds of leaders were your parents?

A designated leader or any member of the group can act in an autocratic, laissez-faire or democratic way depending on the needs of the situation. Leadership is functional and is a shared responsibility.

- When is leadership a shared responsibility in your communities? When it is not shared?
- What type of leadership works well? When? When does it not work well?

Shared, functional leadership results in:

- Using the talents of group members
- Arousing interest
- Unifying the group
- Acknowledging feelings and beliefs held by group members
- Encouraging negotiation
- Releasing creativity
- Deepening self-awareness
- Helping people grow

Leadership is something provided by the whole group; we are all equally responsible.



Activity 3

Activity: The Straight Line

Time: 15 minutes

- I need a volunteer.
- What you are going to do is walk across the room [*pick a designated spot on the other side of the room. Make sure there is nothing in the way, i.e. flipcharts, tables etc.*]. You are going to do this blindfolded.
- The rest of you can just watch; you are to keep completely quiet. You should not touch or speak to the blindfolded volunteer.
- *Put the blindfold on the volunteer and then turn him/her around a few times, before setting him/her off to walk across the room to the designated point.*

- *When the volunteer reaches the other side of the room:* You can take off the blindfold now. *Ask the following questions:*
 - How did you do? How close are you to where you wanted to be?
 - What was it like to walk across the room in silence? What did it feel like?
 - *Ask the rest of the participants:* What was it like only to watch and not be able to speak?
- Now, I am going to ask you to put the blindfold back on. You are going to walk across the room again, but this time the rest of the group can offer you suggestions and encouragement. The rest of the group is not allowed to touch you, but you are allowed to speak and talk to each other.
- *When the volunteer reaches the other side again, instruct him/her to take off the blindfold.*

Processing Questions:

- ❖ *Ask the volunteer:* how did you do this time? Are you closer to the designated spot?
- ❖ *Ask the volunteer:* what was the experience like this time? What was different? How did it feel to have people giving you instructions?
- ❖ What about the rest of you? What was it like this time?
- ❖ *Usually participants will all call out instructions; address this:* what was it like for the participants and the volunteer? Did you get organised and have a designated speaker of the group? If so, how did that happen? Who became the leader?
- ❖ How did you respond in the group? i.e. did you call out instructions? Did you sit quietly or change your approach halfway through?
- ❖ What kind of leadership was displayed?
- ❖ When was it appropriate for different kinds of leadership?

Note to Facilitator: Adaptations to Straight Line Activity

- You can do another round where participants are allowed to not only speak but also to touch the volunteer.
- You can also ask for more volunteers and repeat part or all of the activity with different people to allow more individuals to experience what it is like to first do the activity alone, then with verbal guidance, and finally with physical help.



Stages of Group Development

Adjourning/Mourning

Performing: $1 + 1 = 5$

Norming: $1 + 1 = 2$

Storming: $1 + 1 = 1$

Forming: $1 + 1 = 0$

Over a Period of Time (can be minutes, hours, weeks or years)



SESSION 9: FEELINGS

Objectives:

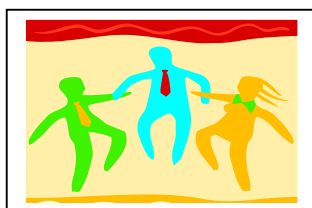
1. Develop awareness and acceptance of emotions.
2. Describe a healthy process of managing feelings or emotions.
3. Develop and expand feeling word vocabulary, particularly in local languages.

Time: 1 hour 30 minutes (90 minutes)

With optional and written activity: 2 hours 40 minutes

Session Overview

Activity/Method	Time	Materials Needed
Introduction: Feelings	10 minutes	
Large Group Discussion: Accepting Emotions	30 minutes	
Pair Activity: Share One Emotion	20 minutes	Prepared Flipchart with questions
Small Groups (by local language): Feeling Words List	30 minutes	Flipchart paper Markers
Written/Small Group Activity: Emotions, Thoughts and Behaviour	40 minutes	
Optional Small Group Activity: Cultural Views Towards Feelings	30 minutes	Flipchart paper Markers



Activity 1

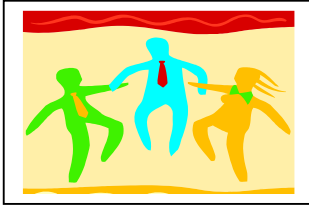
Introduction

Time: 10 minutes

- Can anyone tell me the meaning of a feeling? What is an emotion? (Feelings are actually very hard to define but we all know what they are.)
- What do we typically do with our feelings? How do we express or not express our feelings?
- What is the difference between a feeling and a behaviour?
- How do we feel about our feelings? How do we view our feelings? For instance, do they get in the way or do they inform our decisions?

- Can we use our feelings to our advantage? Can our feelings help us?

Note: These questions are to help the participants begin thinking about feelings. Do not spend too much time on these questions.



Activity 2

Large Group Discussion

Time: 30 minutes

- Part of being alive and being human is feeling.
- Frequently, the expression of emotion is seen as a sign of weakness or instability. As a result, we hide our feelings and feel uncomfortable when they come out.
- It might be helpful to think of emotions that are not expressed as building up inside us as if we were pouring water into a jug. Can you think of examples of this? *Let participants respond.*
- What happens when our jug or cup gets full of all these feelings? *It overflows and it is very messy. Often it is destructive.*

Draw a picture of a jug overflowing with water; the water should be all over the floor. This illustrates what happens when we do not pay attention to our feelings and let them build up until they explode or overflow. When this happens, we have no control over how and with whom the feelings are expressed.

NOTE: This can also be illustrated with a balloon that is blown up and keeps getting inflated until it finally bursts.

Draw another picture of the same jug of water, but this time pour the water out. If we take care and manage our emotions by expressing them, i.e. following the steps below, then we can determine when, how and with whom to share our emotions.

Note to Facilitator: When illustrating the jug of emotions building up, offer situations that trigger feelings and let the participants identify the feelings that might be associated. Be careful to use illustrations that show this can happen with all people, not only men. You can also use a real jug of water and a basin to illustrate this point.

- How do we pour out the feelings from our emotion jug?
- One of the main goals of this course is to provide a safe setting where you can express and own your feelings. This is one of the ways to gain self-awareness and understanding.



There are several steps in accepting and managing emotions or feelings:

1. Recognise or identify the feeling.
(Name the feeling)

“I can’t choose how I feel,
but I can choose what I do
about it.”
Andy Rooney

- Feelings just ARE. They are not good or bad.
 - Some feelings are pleasant or comfortable; others are unpleasant or uncomfortable.
 - Function with your feelings instead of fighting them.
 - Ignoring or denying unpleasant feelings does not make them disappear.
 - Emotions can be constructive and helpful; for instance, fear provides extra energy and alertness in frightening situations.
 - The petrol gauge in a car tells you how much petrol you have, and in many cars, a light comes on when there is not much petrol left. Feelings can behave in the same way. They are like a gauge or indicator to let us know that something is or is not right.
2. Experience and express the emotions in a constructive way rather than disguising, ignoring or letting them explode in a destructive manner.
- It is not always appropriate to act on a feeling, but it is OK to express it.
 - Expression may include talking to a friend, writing in a journal, or even exercising to let off steam when you are angry or frustrated.
3. Make choices about how to respond to the feeling.
- There is a difference between expressing a feeling and acting on it. For instance, you can feel so angry that you want to hurt someone. It may be OK to express that anger to a friend, but it is not OK to act on that anger and actually hurt someone.
 - Look at what you might be able to change in your current circumstances to ease the uncomfortable emotions.
4. Go to the underlying feelings.
- We usually do not experience just one emotion at a time. They often occur together; for instance, we may feel hurt and disappointed or frustrated and angry at the same time.



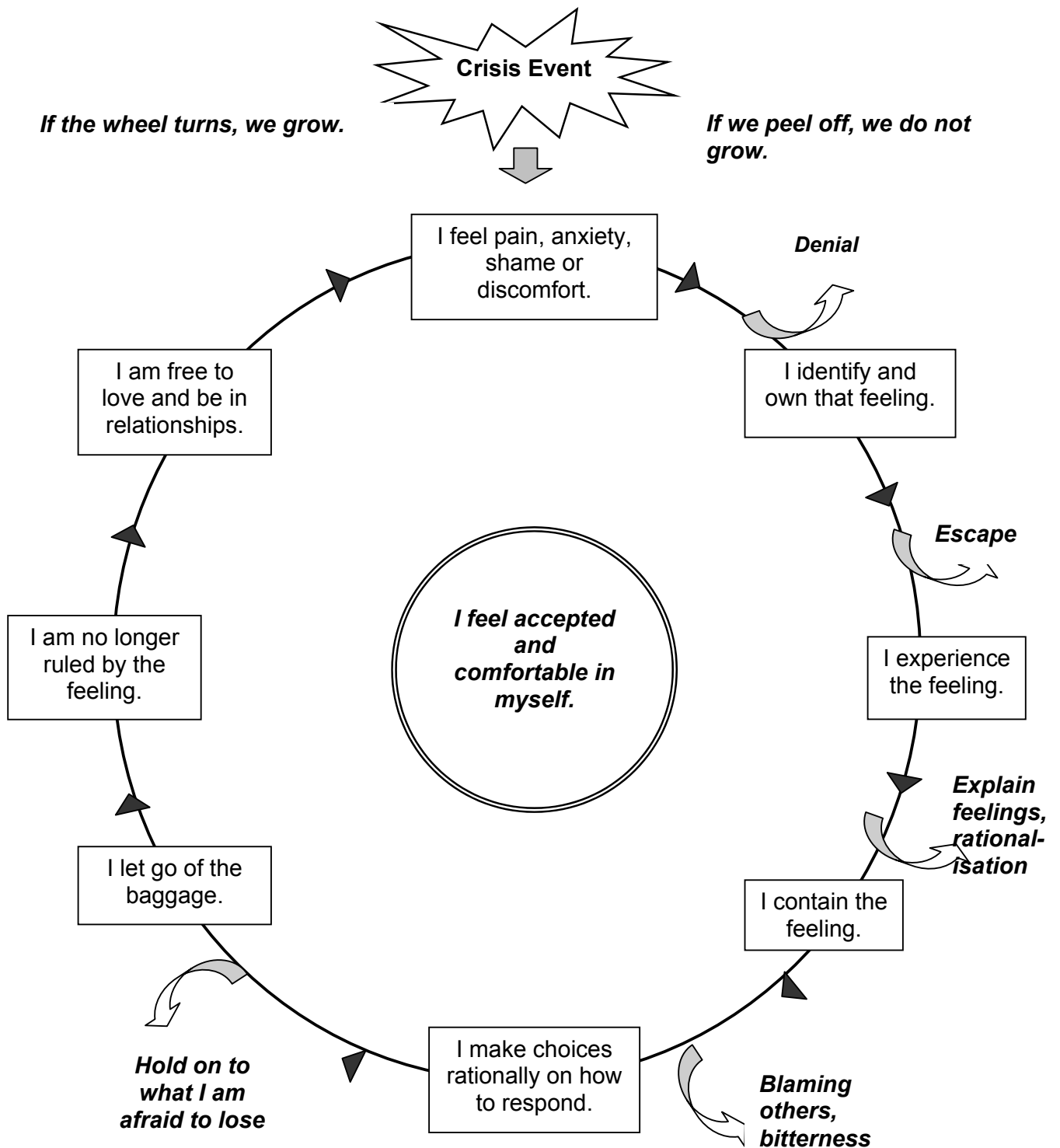
- There are often layers of feelings that may be compared to the layers of an onion. For instance, anger may be the first feeling to be identified, but under the anger may be hurt or fear.
- Once the feeling has been recognised, it can then be explored and/or addressed. What is going on underneath the feeling? What is its origin?
- Use these underlying feelings to understand yourself: what do these feelings tell us about ourselves?

Key Point: In order to manage our emotions and not just react, we must take time to go through this process. We may need to pause and look at our feelings before responding.

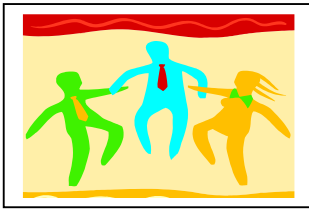
Another way to look at how to deal with feelings or emotions is to look at the “Cycle of Growth.” *Refer to the diagram of the “Cycle of Growth” and explain the process.*



Cycle of Growth



I have freedom to choose how to react to a given set of circumstances. I can control my reactions, but not the situation.



Activity 3

Pair Activity

Time: 20 minutes

Find a partner with whom you feel comfortable talking

In your pairs, I would like for you to discuss one emotion that you felt over the past week. These feelings can be either comfortable or uncomfortable (pleasant or unpleasant) feelings. When sharing, try to focus on the following questions: *You can display the questions on flipchart paper so participants can refer to it.* **Encourage participants not to just tell a story, but to answer these specific questions.**

What did you feel?

- What prompted (made) you to feel this way?
- Did you know you were feeling this way at the time?
- Did you express this feeling? If so, how?
- Did you act on this feeling? If so, how did you act and what was the outcome?

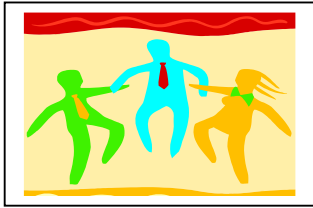
Processing Questions:

- ❖ What was it like sharing with another person?
- ❖ Have you ever done this before?
- ❖ In sharing your emotions with another person, did any of you want to change how you expressed and acted on your feelings?
- ❖ If you had handled your emotions differently, could the outcome of this interaction have been different? If so, how?

Why are we talking about feelings in this course?

Let participants come up with some ideas. Possible reasons include:

- Looking at our own feelings is a way to understand ourselves and grow personally.
- Accepting our feelings is one of the ways that we accept ourselves.
- As counsellors, we will be spending a lot of time talking about feelings with our clients. We need to be comfortable with feelings and the expression of them.
- We are talking about feelings in groups, and will continue to do so throughout the week, to help us separate our own feelings from others' feelings. This skill is also useful for counselling.



Activity 4

Small Group Activity

Time: 30 minutes

- In your Participant Manual, there is a Feeling Words List. This is basically a list of feeling words in categories. As you can see, some of the words have slightly different meanings or intensity of feeling. While it is good to have a list of feeling words in English, it is more helpful to know these words in our local languages, especially since most of us will be doing counselling in our local languages.
- We are going to divide up into small groups again, but this time we are going to divide into small groups according to our local languages.
- In your groups, you should now make feeling word lists, similar to the one in English, in your local language. You do not have to translate them word for word, but come up with a range of feeling words under each category.
- You can divide the feeling words into your own categories or use the following list:
 - Mad
 - Bad
 - Sad
 - Glad
 - Scared
- In your groups, brainstorm as many different feeling-oriented words as possible. Write them down on your flipchart paper.
- *Divide the group into smaller groups by language. If one language group is large, you can divide it into two groups.*

There is no need to review the words that the groups come up with, but you can ask them to post their lists around the training room. You can also encourage them to add more words throughout the week.

Key Point: Some languages do not have as many words for feelings as others. Looking at language, especially feeling words can help us understand some things about a culture's view towards feelings.

Note to Facilitator: There are several adaptations you can make to this activity:

- Small groups can translate the words as they are presented in the Participant Manual. However, this can be frustrating because many words do not translate, and some languages have more words for certain feelings than others.
- Small groups may list their words in categories on flipchart paper; this will encourage them to move away from straight translations.
- Groups can also make a continuum of feelings for each of the five categories. For instance, if doing a continuum of “mad” feelings, they could have “annoyed” on one end and “furious” on the other end, and then put other words in between according to their strengths.
- *Note: writing feeling words on a continuum is done as part of the Basic Counselling Course.*

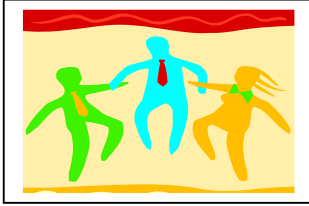
Processing Questions:

- ❖ What was it like to come up with many feeling-oriented words in your languages?
- ❖ Could you come up with as many words as were on the Feeling Words List in English? Did you think of additional words?
- ❖ Did any of you have real difficulty coming up with feeling words?
- ❖ Were there certain feelings that were easier to find words for in your own language than others?

Feeling Words List

MAD	BAD	SAD	GLAD	SCARED
Frustrated	Lonely	Depressed	Content	Afraid
Annoyed	Disappointed	Discouraged	Delighted	Cautious
Irritated	Heartbroken	Unhappy	Enthusiastic	Fearful
Worked up	Jealous	Ashamed	Excited	Frightened
Furious	Withdrawn	Miserable	Joyful	Insecure
Disturbed	Helpless	Terrible	Peaceful	Terrified
Cross	Impatient	Worthless	Pleased	Threatened
Resentful	Tired		Satisfied	Hesitant
	Exhausted		Thrilled	Suspicious
	Undecided		Curious	
	Confused		Brave	
	Overwhelmed		Courageous	
	Shocked		Determined	
			Loved	





Activity 5

Writing Exercise/Small Group Activity

Time: 40 minutes

Emotions, Thoughts & Behaviours

Complete the “Emotions, Thoughts & Behaviours Worksheet” (*refer to Participant Manual*) on your own. When you are finished, you will be discussing these situations in your small groups. *The worksheet can also be completed as homework to save some time. Or you can just have small groups discuss them without participants doing it on their own first.*

- When you are finished filling out the worksheet, please get in your small groups. Each group will discuss two of the scenarios and be prepared to report your suggestions back to the large group. *You will need to assign scenarios to groups.*
- *Give the groups about 10 minutes to discuss the scenarios.*
- *Gather the large group together and allow each group to present their suggestions back to the large group.*

Processing Questions:

- ❖ What did you learn by doing this activity?
- ❖ What is the difference between how you express a feeling and what you do?

Key Point: expression usually comes first and what you do with the feeling is what is done after some thought. It may happen an hour or even days later.

Note to Facilitator: There are several adaptations you can make to this activity:

- You can assign the whole thing as homework.
- You can do some examples in the large group.
- You can also ask small groups to do two responses in their groups, and then assign the rest as homework.

Emotions, Thoughts and Behaviour Worksheet

Imagine being in each of the following situations. Complete the set of responses as honestly as you can. Complete these situations by yourself, and then discuss your responses in your small groups.

1. Someone slams a door in my face.

I feel...

I think...

How I express the feeling...

What I do...

2. Someone gives me an unexpected hug.

I feel...

I think...

How I express the feeling...

What I do...

3. I hear that I have not passed a test or have not been accepted.

I feel...

I think...

How I express the feeling...

What I do...

4. I open the curtains and it is a beautiful spring morning.

I feel...

I think...

How I express the feeling...

What I do...

5. I hear that my partner has been involved in another relationship.

I feel...

I think...

How I express the feeling...

What I do...



6. I lose someone close to me.

I feel...

I think...

How I express the feeling...

What I do...

7. The person next to me starts crying.

I feel...

I think...

How I express the feeling...

What I do...

8. Someone in the group tells me that they like me.

I feel...

I think...

How I express the feeling...

What I do...

9. I am telling someone something that is very important to me and they are not listening.

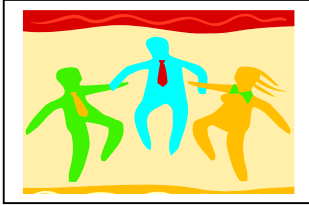
I feel...

I think...

How I express the feeling...

What I do...





Activity 6

Optional Small Group Activity

Time: 30 minutes

- In your groups, you will discuss cultural views towards feelings. Explore the following questions:
 - How do your cultures view feelings?
 - How are feelings typically expressed in your cultures? If this is difficult, think about funerals or weddings. How do people express their feelings at these cultural events?
 - Are certain feelings more acceptable than others?
 - Are feelings more acceptable for different age groups or genders?
- Based on the discussions in your small groups, write down some statements about feelings that you can share with the large group.
- *After about 10 – 15 minutes, gather the large group. Compile a list of statements concerning feelings. You may want to take turns asking each group for one statement. One facilitator can lead this process and the other can write the statements on a flipchart.*

After you have compiled a list of cultural statements about feelings, ask the following processing questions:

- ❖ How did you know these things about feelings?
- ❖ Did anybody tell you that certain feelings were more acceptable? (*pull out one of the statements about feelings*)

Key Point: We learned most of what we know about feelings in our culture from experiences or through observation.

SESSION 10: SELF-CONCEPT

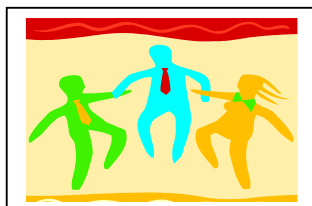
Objectives:

1. Define self-concept and understand its importance.
2. Understand the ways the self-concept develops.
3. Identify the characteristics of the self-concept.
4. Identify and share personal positive aspects of the self-concept.

Time: 2 hours 30 minutes (150 minutes)

Session Overview

Activity/Method	Time	Materials Needed
Introduction: Define Self-Concept	30 minutes	Flipchart paper Markers
Guided Imagery: Take Away	20 minutes	Music player and soft music (without words)
Pair Activity: Uppers & Downers	30 minutes	
Discussion: How the Self-Concept Develops Characteristics of the Self- Concept	30 minutes	
Small Group Activity: Group Bragging	40 minutes	



Activity 1

Introduction

Time: 30 minutes

- Take a few minutes to list as many ways as possible to identify yourself. Try to include all of the characteristics that describe you. Below is a list to get you started, although you also may include other aspects of yourself. (*You may want to prepare a flipchart with these items listed on it, so participants can use it as a reference when they are making their lists.*)
 - Your moods or feelings
 - Your appearance and physical description
 - Your social traits
 - The talents or abilities you have (or lack)
 - Your intellectual capacity
 - Your strong beliefs or values
 - Your social roles

Note to Facilitator: Another way to do this activity is to have participants ask themselves the question, “Who am I?” several times, and write down a different answer each time. Give them several minutes to do this. It is important that participants not think too hard, but instead try to keep writing if at all possible.

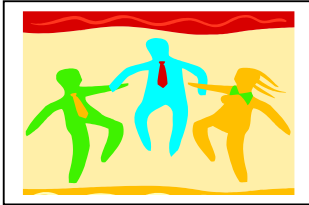
- I will give you about 5 - 10 minutes to write down all the characteristics that describe you. You do not have to use full sentences, but just note anything that comes into your mind. **Try to write without stopping.** You will not be asked to share this list. You may write this list in whatever language you feel most comfortable.
- *Give participants about 5-10 minutes to write. You can stop the group when you notice that participants have stopped writing.*
- What you have done in writing this list is to give a partial description of your self-concept, which is the perceptions you hold of yourself. If you can imagine a special mirror that not only reflects your physical features but also allows you to see other aspects of yourself such as emotional states, talents, likes, dislikes, values, roles, etc. – then the reflection you would see in that mirror would be your self-concept.

Self-concept: the set of perceptions you hold of yourself.

Processing Questions:

- ❖ Now take a look at what you have written. If you were asked to describe the “real you,” would this list be a fairly accurate summary?
- ❖ What was it like to make your list? - **OR** - Was it difficult to come up your list, or did you find that you had no trouble thinking of these items?
- ❖ Do any of you want to make any comments about your list? - **OR** - Do you notice anything about the list you made? *Possible response: the items on the list are not equally important. Some items seem to describe me better than other items.*
- You can discover how much you value each part of your self-concept by rank-ordering the items on the list you have compiled. We will try it now. Place a number 1 next to the most important or fundamental thing about you, a number 2 next to the next important thing and continue on until you have ranked all the items in your list.
- *Give the participants some time to complete their rankings. If participants have not ranked their entire list, you can move on as long as they have ranked up to 10.*
- The self-concept you have just written down and ranked is very important. To see just how fundamental it is, we are going to try an activity.





Activity 2

Guided Imagery

Time: 20 minutes

Note to Facilitator: This activity can be enhanced with some soft music in the background. The music should be instrumental, without words.

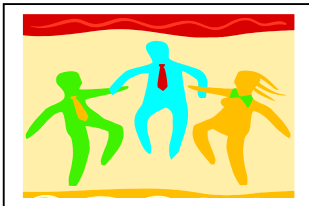
- I want each of you to get comfortable. You may stay in your chair or move to the floor, but make yourself comfortable staying within the room. Take your self-concept list with you wherever you make yourself comfortable.
- *Continue when everyone has settled.* I would like each of you to close your eyes and get a mental picture of yourself. Think about yourself as if you were standing in front of you. Besides visualising your appearance, picture the things you cannot always see. You should also include in your image your disposition... your personality... your social traits... your talents and abilities... your hopes... your concerns.
- Keep this picture in your mind, but now imagine what would happen if the tenth item on your list disappeared from your self-concept. How would you be different? Does the idea of giving up that item leave you feeling better or worse? How hard is it to let go of that item? Pay attention to your thoughts and feelings.
- Now, without taking back the item you just abandoned, go on to give up the ninth item on your list and see what difference this makes to you.
- After pausing to experience your thoughts and feelings, I want you to continue giving up each item on your list one by one. *You may either walk participants through the visualisation, letting go of each item one by one, or you can let participants take their time to let go of items at their own pace.*
- After you have let go of the number one feature of who you are, pause and experience your thoughts and feelings about being without that item.
- Now take a few minutes to reclaim (gather) the parts of yourself that you let go of through this exercise. Start with your first item and, one by one, take back all of the items you let go of so that your self-concept is now back together.
- When you are ready, you may open your eyes and allow yourself to slowly grow accustomed to the room around you.

Processing Questions:

- ❖ What was this experience like for you?
- ❖ Can any of you describe what it felt like to let go of fundamental aspects of yourself? - **OR** - What were your thoughts and feelings as you let go of different aspects of who you are?
- ❖ What does this activity tell us about our self-concept?

Key Point:

- The concept of self is perhaps our most fundamental possession.
- Knowing who we are is essential.
- Without a self-concept, it would be impossible to relate to or interact with others in the world.



Activity 3

Pair Activity

Time: 30 minutes

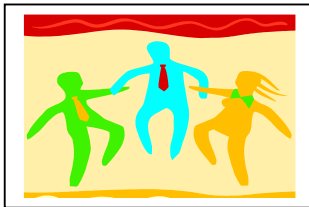
- I would like everyone to find a partner. This does not have to be someone you are sitting next to; you may even choose someone that you would like to get to know better.
- In your pairs, I would like for you to recall an “upper,”—someone you know or once knew who helped you enhance your self-concept. This person may have acted in a way that made you feel accepted, competent, worthwhile, important, appreciated or loved. This person did not need to play a large role in your life as long as the role was positive.
- I would like for you to share a little about this person with your partner. Make sure to talk about what this person did and how he/she made you feel as a result. I will give you a couple of minutes to talk and then ask you to switch so your partner can share as well. *Give them 2-3 minutes to share, and then ask them to switch roles.*
- Now, I want you to recall a “downer” – someone who acted in a large or small way to reduce your self-concept. The downer messages are not always intentional. It could be the acquaintance who forgets your name, or the friend who yawns while you are describing an important problem.
- I would like for you to share something about a “downer” in your life with your partner. Once again, you will each have a 2-3 minutes to share and then partners will switch roles.

Processing Questions:

- ❖ What was it like to share your “upper” with someone else?
- ❖ How was the experience of sharing a “downer” with someone else?

Note to Facilitator: Adaptation of Pair Activity

In the interest of time, you may have a few participants share about their experiences of uppers and downers with the entire group.



Activity 4

Discussion

Time: 30 minutes

Where do you think self-concept comes from? How does it develop?

Let participants respond. There are no wrong answers. You may want to record responses on flipchart paper or ask your co-facilitator to do this for you. When participants have brainstormed their ideas, you should be able to fit their responses into the following two categories:

*Reflected appraisal
Social comparison*

How the Self-Concept Develops

1. Reflected appraisal: each of us develops a self-concept that matches the way we believe others see us.

- It comes from the “upper” or “downer” messages we receive from others.
- This starts when we are infants. We have no sense of identity when we are born, but learn to judge ourselves based on the way others treat us. For instance, the amount of time parents let their children cry before attending to their needs communicates nonverbally over a period of time how important the child is to them. Other things might include: Do parents play with the child? What tone of voice do they use when talking to the child? How do they handle the child?
- All of these things communicate to the child and play a big role in shaping a child’s feelings of being “OK” or “not OK.” This helps to form the self-concept.

- Verbal messages also contribute to developing self-concept. These are the “upper” or “downer” messages we receive. Can you think of some different kinds of verbal messages? *Let participants offer ideas. Below are some examples:*

Uppers

- “You’re so cute”
- “I love you”
- “It is fun to play with you.”

Downers

- “You are a bad girl.”
- “Can you not do anything right?”
- “Leave me alone. You are driving me crazy.”

Key Point: These messages must continue over a period of time in order to form the self-concept. The self-concept does not form from only one or two instances of these types of messages.

- Children accept both the positive and negative messages they receive from adults; they are trusting and have no way of knowing how to evaluate these messages. Does the development of our self-concept stop when we reach adulthood?
- These same principles of self-concept continue into later life, especially

Children Learn What They Live

If a child lives with criticism
he learns to condemn.

If a child lives with hostility
he learns to fight.

If a child lives with ridicule
he learns to be shy.

If a child lives with shame
he learns to feel guilty.

If a child lives with tolerance
he learns to be patient.

If a child lives with
Encouragement
he learns confidence.

If a child lives with praise
he learns to appreciate.

If a child lives with fairness
he learns justice.

If a child lives with security
he learns to have faith

If a child lives with approval
he learns to like himself.

If a child lives with acceptance and
friendship
he learns to find love in the
world.

Dorothy Law Nolte

when these messages are from our loved ones or significant others – the people whose opinions we especially value. These people could include our husband or wife, our boyfriend or girlfriend, and our work colleagues, supervisors or close friends.

- To see the importance of significant others in developing your self-concept as an adult, ask yourself how you arrived at your opinion of yourself as a student, as a person attracted to others, as a competent worker, counsellor/facilitator. You will see that these self-evaluations were probably influenced by the way others regarded you.
- 2. Social Comparison:** evaluating ourselves in comparison to others:
- We decide whether we are **superior or inferior** to others. Are we attractive or ugly? A success or failure? Intelligent or stupid? Of course, it depends on who we are comparing ourselves to in this evaluation.



- We also decide whether we are the **same or different** from others.
- The reference groups, or people we compare ourselves to, play an important role in how we view ourselves.

Key Point: Although our self-concept is largely shaped by others, the significance we attach to uppers or downers and the way we compare ourselves to others contributes to changes in our own self-concept.

Characteristics of the Self-Concept

1. **The self-concept affects communication.** The way we feel about ourselves affects how we behave and interact with other people.
 - How does the self-concept affect communication? *Let participants respond.*
 - Now we are going to think about how people with low and high self-concepts communicate.
 - How might a person with a high self-concept communicate? *Brainstorm a list: either divide flipchart paper in half and create a chart similar to the one below, or have two separate flipchart papers. Let participants come up with their own chart; do not simply didactically present the chart below. You can introduce ideas that the group may have missed or ask questions to prompt them.*
 - How might a person with low self-esteem think about other people?
 - How might a person with low self-concept expect to be treated by others?
 - How might this person evaluate his/her performance?
 - How might he/she respond to criticism?
 - *Ask all of the questions above for a person with high self-concept as well.*
 - Based on our lists here, how does a person with low self-esteem communicate or interact with others? How do others respond to him/her?
 - How does a person with high self-concept communicate or interact with others? How do others respond to him/her?



Key Point: It is a “self-fulfilling prophecy:” a person with a low self - concept expects others to reject him/her, so he/she communicates in ways that prompt rejection from others. In turn, people do in fact reject the person. The opposite is true for a person with a high self-concept. The person with a high self-concept spirals UP and a person with a low self - concept spirals DOWN.

Note: this chart should be used only for your reference and as a guide for the above discussion. The list that participants brainstorm will most likely be more extensive and more applicable than this one.

People with High Self-Concept	People with Low Self-Concept
▪ Are likely to think well of others	▪ Are likely to disapprove of others
▪ Expect to be accepted by others	▪ Expect to be rejected by others
▪ Evaluate their own performance more favourably than people with low self-esteem	▪ Evaluate their own performance less favourably than people with high self-esteem
▪ Perform well when being watched; not afraid of others' reactions	▪ Perform poorly when being watched; sensitive to possible negative reactions
▪ Work harder for people who demand high standards of performance	▪ Work harder for undemanding, less critical people
▪ Inclined to feel comfortable with others they view as superior in some way	▪ Feel threatened by people they view as superior in some way
▪ Able to defend themselves against negative comments by others	▪ Have difficulty defending themselves against others' negative comments: more easily influenced

Taken from Adler, Ronald A. & Towne, Neil (1984) Looking Out, Looking In (4th Edition). New York: CBS College Publishing.

- These differences make sense when you realise that people who do not like themselves are likely to believe that others will not like them either.

2. The self-concept is not objective. The sad thing about negative self evaluations is that they are often incorrect. Many people view themselves much more harshly than the objective facts suggest. Although some of us may fall in the trap of being overly critical of ourselves sometimes, others constantly have an unrealistically low self-esteem.

- Why might some people get caught in a trap of being overly critical?
Let participants come up with their own ideas. Below are some suggestions.



- Old information: use past failures to predict future performance, even when the past failures are no longer true
- Distorted feedback: personalise critical messages from others
- Myth of perfection: perfection is not possible and everyone makes mistakes
- Social expectations: socially it is not acceptable to be honest about our strengths; people who do so are considered arrogant or braggarts. It is considered boastful to express your pride at a job well done. However, it is considered modest to put ourselves down.

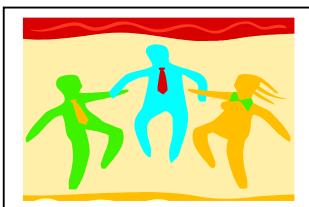
3. A healthy self-concept is flexible. People change, sometimes from moment to moment and from situation to situation. We also change over longer periods of time. We grow older, learn new facts, adopt new attitude and ideas, and set and reach new goals. As a result, others change the way they think of and act towards us.

- Does this mean that a person who has a healthy self-concept changes their perception of themselves from day to day? *Let participants respond.*

Key Point: There is flexibility to go through mood changes, good and bad experiences, etc, but the self-concept changes over time; it changes gradually as a person changes.

4. The self-concept resists change. In spite of the fact that people change, the self-concept is resistant to change. When confronted with facts that contradict the mental picture we hold of ourselves, the tendency is to dispute the facts and cling to the outdated self-concept. An unhealthy self-concept clings to these old notions of the self-concept long after they are no longer applicable.

- Can you think of any examples of people who hold onto an old self-concept?



Activity 5

Small Group Activity

Time: 30 minutes

- Please break into small groups of three or four people each. *You can either count off the participants or let them form their own groups.*
- In your groups, each person should share three “brags” or good things about him or herself. They do not need to be big things, but should be

things about yourself that make you feel pleased or proud. For instance, you could brag about how you confronted a friend even though you were afraid of disapproval or rejection.

- If you are having a hard time thinking of your “brags,” ask yourself:
 - What are some ways in which you have grown in the past year?
 - In what ways are you a more skilled, intelligent or better person than you previously were?
 - Why do certain friends or family members care about you? What characteristics do you possess that make them appreciate you?
- Now go into your small groups and share your “brags” with the other members of your group. You will have 10-15 minutes to share in your groups.
- *Bring the group back together after they have shared.*

Processing Questions:

- ❖ What was it like to think of three “brags” about yourself?
- ❖ Did you have a hard time thinking of things to brag about?
- ❖ Would it have been easier to think of things that are wrong with you? Why do you think this is so? Is it because you are a bad person, or because you are in the habit of stressing your defects and ignoring your strengths?
- ❖ What was it like to share your “brags” with the members of your group?
- ❖ Did you learn anything about yourself through this exercise?
- ❖ Why do you think we did this activity?

Adapted from Adler, Ronald A. & Towne, Neil (1984). *Looking Out, Looking In* (4th Edition). New York: CBS College Publishing.



SESSION 11: LIFELINE EXERCISE

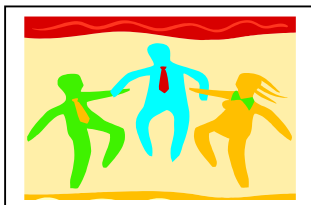
Objectives:

1. Identify personal turning points and life-changing events.
2. Reflect on personal life and background.
3. Share personal lifelines in small groups.

Time: 1 hour (60 minutes)

Session Overview

Activity/Method	Time	Materials Needed
Introduction	5 minutes	Flipchart paper/Markers Example of Lifeline Drawing
Guided Imagery: Lifeline Drawings	25 minutes	A4 paper Coloured pencils/pens/pastels/crayons, etc.
Small Group Sharing	25 minutes	
Large Group Discussion	10 minutes	



Activity 1

Introduction/Guided Imagery

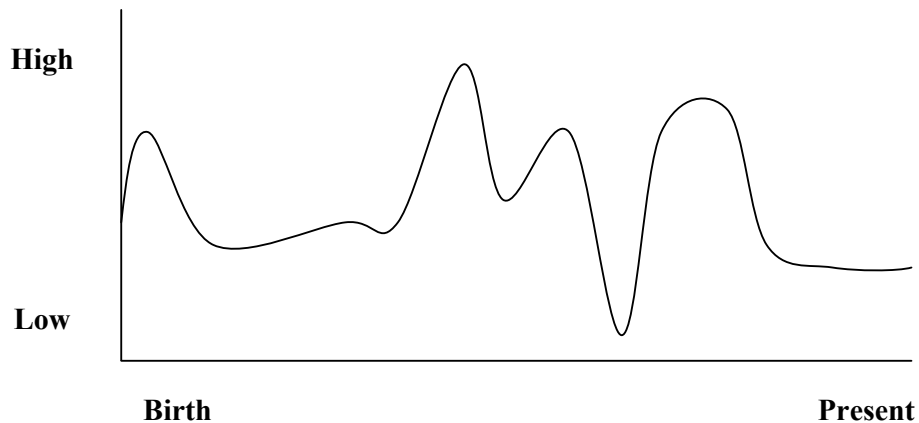
Time: 5 minutes

***Preparation:** Make an example of a lifeline drawing. This could be your personal lifeline, drawn on flipchart paper so the whole group can see it.*

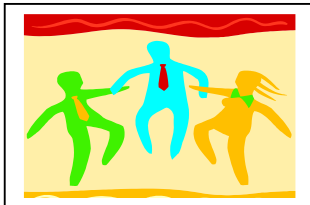
In this session, each of us is going to make a lifeline drawing. The drawing should start from birth and highlight emotional highs and lows throughout your life until today. Here is an example of what this drawing might look like. *Show your personal lifeline drawing to illustrate what participants are going to do. Below is a rough guide to give participants a guide to begin.*

***Note to Facilitator:** The purpose of you sharing your lifeline is not to self-disclose but to show them how to do the activity. Make sure that participants understand that the lifeline goes up when things are good and goes down when things are difficult. The lifeline changes directions at turning points in our lives.*





Note: You may want to distribute paper and drawing utensils before starting the guided imagery.



Activity 2

Guided Imagery

Time: 25 minutes

Before you start on your lifeline drawings, I want you to find a comfortable place in the room. We are going to relax and think back over our lives to help us remember the meaningful events.

Note to Facilitator: It might help to play some very soft instrumental music in the background. Make your voice soothing and soft. The guided imagery should be read slowly with many pauses to give participants a change to visualise the things you are suggesting.

- Make yourself comfortable in your chair or on the floor. Feel your body, all your joints. Relax the tense parts of your body. Release the tension in your muscles.
- If you have not done so yet, you can close your eyes. Now breathe in deeply and let the air fill your body. Breathe in and out...let all the tension go. Feel the chair or floor underneath you and the air around you...let your mind go free as you continue to breathe in and out...in and out...
- I want you to think back as far as you can remember...think about your very first home. What does it look like...what does it smell like...what

kind of sounds can you hear...what are you feeling? Who else is there – maybe your family or the people who took care of you? How old are you? What are you doing? Try to remember the things that were important to you...the people...the things you liked to do. What type of games did you enjoy playing and who did you play them with? Maybe you cared for brothers or sisters, or maybe they cared for you.

- Try to remember some happy times...and maybe some sad times...
- Try to remember your very first day at school. How did you feel when you left home to go there? What happened when you first arrived at school? What was your teacher like? And the other children... how were they? Who were you friends with...whom did you talk to? Who did you play with? Think about the next few years...where did you live...maybe you moved houses or your caregivers changed? Maybe you changed schools.
- Think about when you first started secondary school – more changes, new rules, new faces, maybe a new language to learn? How did you feel? Maybe some things were difficult for you...there must have been disappointments...maybe some things you felt sad about? What about accomplishments, things you were and still are proud of?
- Since leaving school, have you realised your dreams and expectations? Remember what your first job was...maybe you went on to further study? Can you remember meeting your first boyfriend or girlfriend? How did that feel? Maybe you have had children...maybe you plan to have children. What have been the important things in your life since becoming an adult?
- Think about all the people that you are or have been close to, those who have played an important part in your life somehow...maybe they are not here now, but you are a different person because of them...
- Now try to become aware of the chair or floor underneath you...feel your body from your feet, through your legs, stomach, chest, neck and head...notice the air around you, feel your breathing and when you are ready, open your eyes.

In your own time, start your lifeline drawings. *Give participants about 10 minutes to draw their lifelines.*



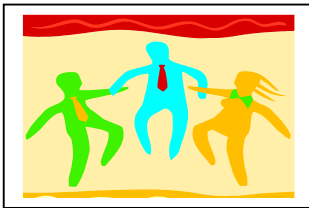


Activity 3

Small Group Sharing

Time: 25 minutes

- Please move into your small groups. We are going to spend the next few minutes sharing our lifelines with each other in our small groups.
- When sharing and talking about emotional highs and lows, briefly share the event but focus on your reactions and how you felt. Use your “Lifeline Exercise Reflection Worksheet.” *Refer to Participant Manual. This worksheet can also be done as homework.*
- Others in the group are encouraged to comment, question and reflect as appropriate when others are sharing their lifelines.
- You can also share where you think your lifeline is going in the future. What are your goals? Do you see any turning points coming up?



Activity 4

Large Group Discussion

Time: 10 minutes

Processing Questions:

- ❖ What was it like to do your lifeline drawing?
- ❖ Was anything particularly difficult?
- ❖ How did you feel?
- ❖ How did it feel to share your lifeline with others in your small group?
- ❖ Did anyone become emotional in your small groups? If so, how did you respond?
- ❖ Does anything feel different in your small groups than it did on Monday? If so, what has changed? How did it change?

Lifeline Exercise Reflection Worksheet

Look at your lifeline and the significant events in your life from birth until the present. Try to identify turning points in your lifeline. These are events that have changed your life.

1.
.....
2.
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3.
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4.
.....
5.
.....

In your groups, consider the following questions:

1. Do you see a repeating pattern of experience, achievements or lessons?
.....
.....
2. What were the areas of growth you perceived in yourself?
.....
.....
3. Do the pain and joy involved in your growth still have value and meaning for you? Are they easily remembered and often thought of?
.....
.....
4. What does responsibility mean to you in terms of your growth?
.....
.....



SESSION 12: COMMUNICATION

Objectives:

1. Define communication as a complex process that includes verbal, non-verbal, listening and feedback.
2. Illustrate and experience the importance of our bodies in communication.
3. Understand how much is communicated without words.
4. Practise listening.

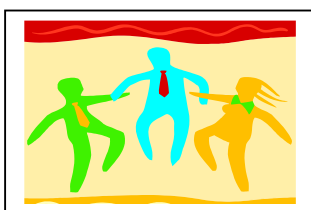
Preparation:

Envelopes filled with Communication Puzzle Pieces (one for each participant; each piece should be cut out and ideally laminated)

Time: 2 hours 10 minutes (130 minutes)

Session Overview

Activity/Method	Time	Materials Needed
Activity: Communication Puzzle	40 minutes	Communication Puzzle Sheet Communication Puzzle Pieces in envelopes
Discussion: Communication	15 minutes	Flipchart paper/markers
Activity: Body Language Charades	40 minutes	
Discussion: Listening	15 minutes	
Activity: Listening Exercise	20 minutes	



Activity 1

Activity: Communication Puzzle

Time: 40 minutes

Notes to Facilitator: This can be a difficult activity, especially with language barriers. However, the lessons learnt are valuable. Below are some suggestions:

- Identify the names of each of the shapes when giving instructions to the volunteer and the group, i.e. square, triangle, circle, rectangle.
- You may have a facilitator act in the role of the volunteer in order to make communication more clear.

Preparation:

- *Communication Puzzle Sheet*
- *Envelopes filled with Communication Puzzle Pieces (one envelope for each participant; each piece should be cut out and ideally laminated)*

First Round (5 minutes)

- I need one volunteer. *Ideally one facilitator can give the volunteer instructions while another facilitator can give the group their instructions. Take the volunteer outside the room and give the volunteer the following instructions:*
 - *Give the volunteer the puzzle sheet (attached).*
 - Each participant has pieces of the puzzle in an envelope. Your job is to explain, step by step, how to put together the puzzle.
 - You are not allowed to take questions. The participants have been instructed that they may not speak.
 - You must stand with your back to the participants as you are giving instructions for how to put together the puzzle.
 - Be careful when holding the puzzle sheet that no one can see it. Hold it close to your body.
- *Give the following instructions to the participants:*
 - I am handing an envelope to each of you. You may open your envelopes and take out what is inside.
 - During this activity you are not to talk at all. Complete silence is required.
 - You must wait for the volunteer to give you instructions. Follow those instructions step by step.
 - Do not look at what your neighbour is doing.
 - After the volunteer has finished giving the instructions, we will check each person's puzzle for a winner before going to the second round.
- *When the volunteer is finished giving his/her instructions, walk him/her around the room to look at participants' puzzles to see if anyone has completed it correctly. Without fail, no one's puzzle will be completed correctly.*

Second Round (5 minutes)

- *Instructions to the volunteer:*
 - This time you will be allowed to face the group when you are giving your instructions.
 - You should still be careful that the participants do not see the puzzle sheet.



- Under no circumstances are the participants permitted to ask any questions. No matter what questions are asked or comments made, you must continue without stopping. Remember, you must not answer any questions. *It is crucial that the volunteer understand this instruction.*
- *Instructions to the participants:*
 - Once again, you are to follow the volunteer's instructions without looking around at what others are doing. You should do your best to complete the puzzle according to the volunteer's instructions.
 - This time, you are permitted to ask questions and to speak.
 - You are still not permitted to look at your neighbours' puzzles.
- *Once the volunteer has completed his/her instructions, he/she can walk around the room to see if anyone has done the puzzle perfectly. Many of the participants will be frustrated and annoyed at this point, but continue with the exercise. Processing will be done at the end.*

Third Round (10 minutes)

- *Instructions to the volunteer:*
 - This time you are completely free. You may move around the room and answer questions. You may offer encouragement, provide examples, and do whatever it takes to make sure that each participant completes the puzzle correctly.
 - Remember to hold the puzzle sheet so that the participants do not see it.
- *Instructions to the participants:*
 - This time you are completely free. You may ask questions and look at the puzzles around you. You should do whatever you need to do to ensure that the puzzle is completed correctly.

Processing Questions: (20 minutes)

First Round

- ❖ What were some problems you encountered during the first round?
- ❖ Why was it difficult to complete the puzzle during the first round?
- ❖ How did you feel during the first round? *Be sure to ask both the volunteer and the participants.*
- ❖ What would have made it easier to complete the puzzle in the first round?



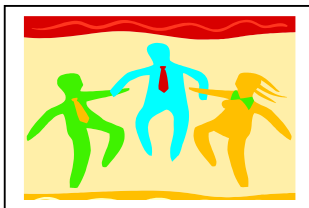
Second Round

- ❖ What was different about the second round?
- ❖ Was anything improved? *This may bring up comments about at least being able to see the volunteer's face/participant's faces.*
- ❖ What were the frustrations? *Many of the participants may feel angry at the volunteer for not listening and ignoring them. Spend some time exploring the feelings and experiences of both the participants and the volunteer.*
- ❖ What were the feelings associated with being ignored?
- ❖ What does this mean for communication?

Third Round

- ❖ What was the third round like?
- ❖ What was different?
- ❖ What does this mean for communication?

Adapted from Peace Corps Life Skills Manual, July 2000.



Activity 2

Discussion

Time: 15 minutes

Based on this exercise, how would you define communication? What did you learn about communication? *Let participants brainstorm their own ideas. Communication can be very broadly defined but should include the following:*

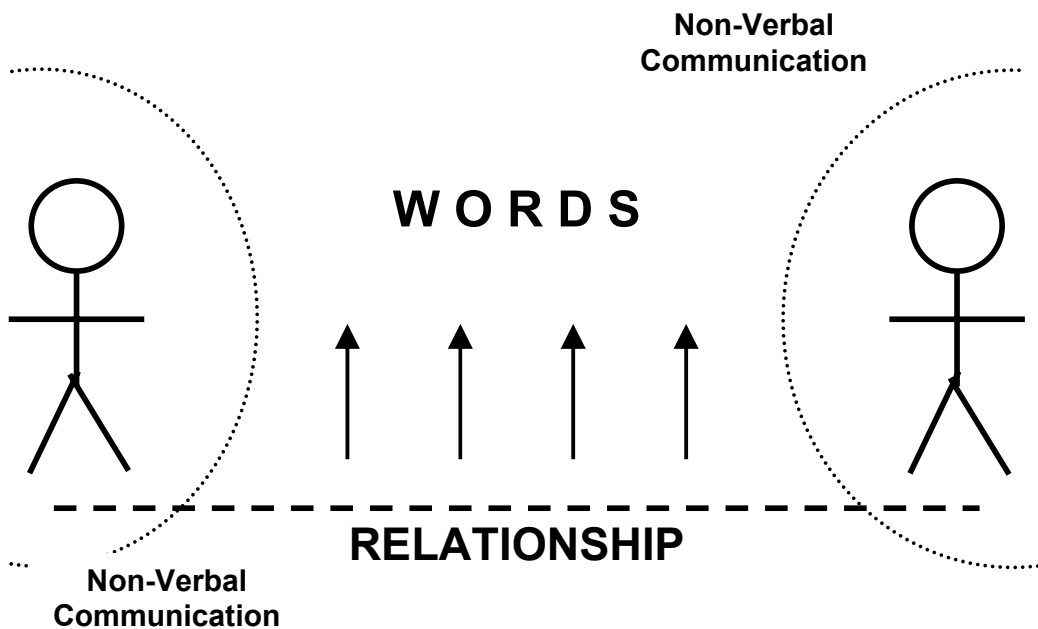
- Body language, gestures, eye contact
- Responsiveness to questions, encouraging attitude
- Keeping mind open and do not assume you know what the person is saying
- Encouraging words or sounds
- Listening skills
- Feedback

Elements of communication:

- Sender
- Receiver (this could be more than one person): the receiver must LISTEN.
- Message: what is communicated, i.e. what is said or written or signed. The message should be clear and simple.
- Channel: the way the message is sent, i.e. spoken, written in a letter, etc.
- Feedback: The receiver's response to the message.

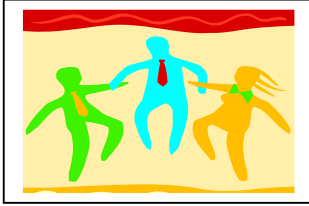
Communication: transferring information from one person who sends the message to another person who receives and understands the message.

Key Point: The purpose of interpersonal communication is to understand and be understood.



Key Points:

- Only a small portion (30 percent) of communication is verbal, or the actual words we use.
- Most of communication is non-verbal or without words (70 percent), which includes body language.
- Communication is a two-way process; it goes back and forth between people.
- Listening is a very large part of communication.
- The relationship between people also influences communication.



Activity 3

Activity: Body Language Charades

Time: 40 minutes

- Each of you should find a partner. It is best if there are a variety of pairs, for instance, some with two women, others with two men and others with a man and a woman.
- In your pairs you are going to think of a relationship and a situation. Then you are going to act out that relationship situation without words for the larger group. The rest of the group will need to guess your relationship, the emotions being expressed and what the situation is. Some examples could include an argument between a husband and wife, a friendship, a husband and wife and the loss of a child, or the lack of service at a bank. I am sure you can think of many more situations and relationships.
- I will give you 5 – 10 minutes in your pairs to decide the situation and practise your drama. Remember to communicate everything without words. It will be helpful to exaggerate things so that it is easy to guess. *Wander among the groups as they are practising. Offer suggestions for ways to communicate different feelings as well as power, i.e. by eye position, aggression, weakness or submission, etc.*
- *After the pairs have practised their skits, ask for volunteers to start or assign pairs to perform their charades. After each charade, ask the following questions to the group and verify each answer with the actors: NOTE: you do not need to ask all of the questions below.*
 - What do you think their relationship was?
 - What was the situation?
 - What emotions or feelings were being expressed?
 - How did you know these things?
 - Could anything have been communicated more clearly through different body language?

Processing Questions:

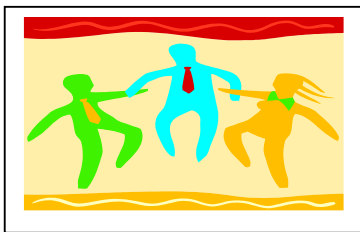
- ❖ Why did we do this activity? Think about the way you use your bodies over the next few days and weeks. Especially pay attention to how you use your body in different situations and in different relationships.

Key Point: Much can be communicated without words. We say a lot with our bodies.



Note to Facilitator: Adaptations to Body Language Charades

- If you do not have time, you do not need to ask all the questions after each charade. Pick a few of them and focus on those. The point is to illustrate how much is communicated without any words.
- You can also perform the charades in two different small groups if you have two facilitators. This allows everyone to participate without taking too much time.
- If time is really limited, you can also have only two or three charades. This can be done by preparing participants during a break and asking them to act out specific scenarios.



Activity 4

Discussion

Time: 10 minutes

- What do you think of when you think of listening? *Participants should offer some ideas.*
- Many of us believe that listening comes naturally, like breathing. However, this is not true. Listening is a skill that we must learn!
- Where does listening fit in our communication picture? *There is no right answer, but let participants think about this. Listening encompasses all of communication: it does not only belong with the WORDS, for instance.*
- How important is listening to communication?
- What makes it hard to listen in our daily lives? What keeps us from listening? *Participants should brainstorm a list.*

Key Point: Listening is more than just not talking or hearing. Listening also uses other senses, such as seeing and sometimes touching. Listening is making sense of what we hear.

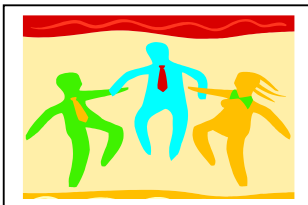
Noise in Communication

Types of Non-Listeners: *This information is not essential; skip it if you are working with less educated groups. However, more sophisticated or groups or those with higher education may enjoy it.*

Quote: “We have been given two ears and but a single mouth in order that we may hear more and talk less.”

Zeno of Citium

1. Pretend Listeners: act like they are listening and interested but it is only a mask.
2. Stage Hogs: only interested in expressing their ideas and do not care about what others have to say.
3. Selective Listeners: only pay attention to certain things that interest them and ignore everything else.
4. Insulated Listeners: do not hear anything that they do not want to deal with.
5. Defensive Listeners: take innocent (simple) comments as personal attacks (i.e. the example of a teenager).
6. Warrior Listeners: listen carefully, but only to use information that you say against you.
7. Insensitive Listeners: do not receive the whole message, but take comments (remarks) out of context.



Activity 5

Activity: Listening Exercise

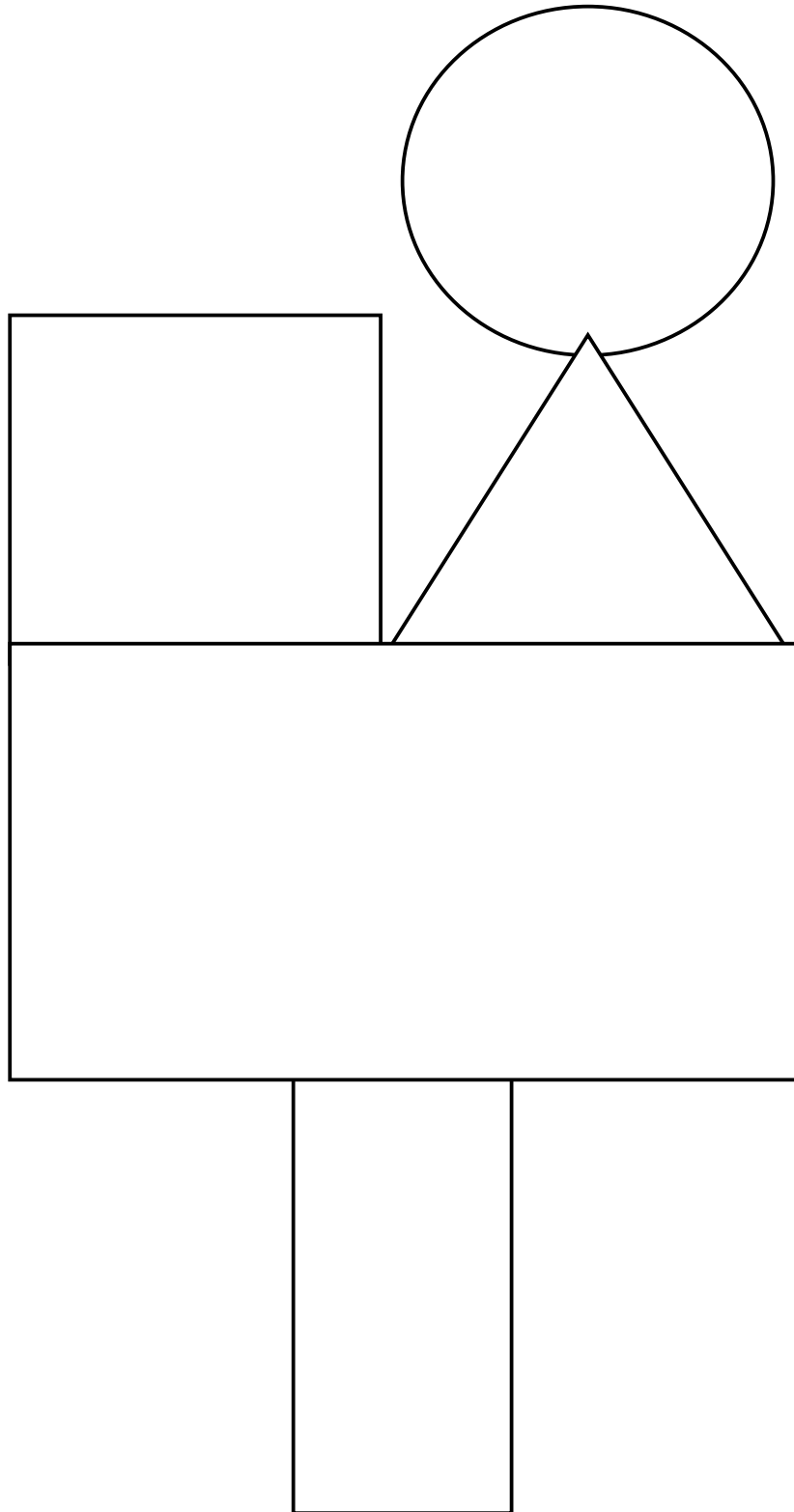
Time: 20 minutes

- Pair up with someone you do not know well or to whom you have not talked.
- In your pairs, one of you will talk and the other will listen. Everyone will have 5 minutes to talk about themselves. You can talk about whatever you want: your work, family, future plans, etc. When you are talking, your partner must only listen.
- When five minutes are over, you will switch roles.
- *When everyone has had the opportunity to talk and listen, gather the group back together.*

Processing Questions:

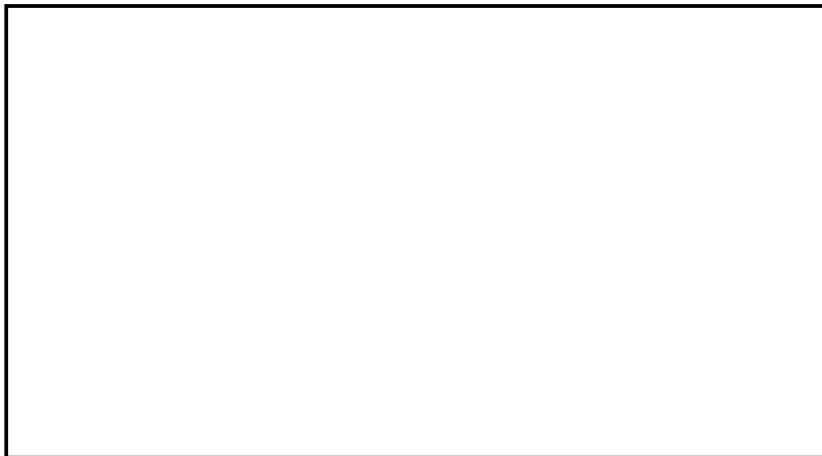
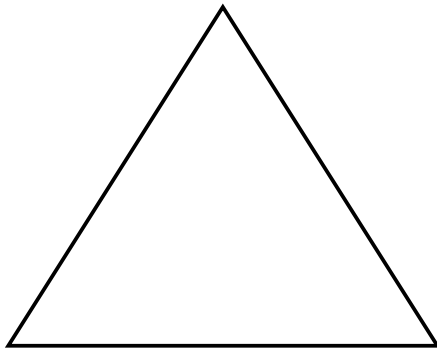
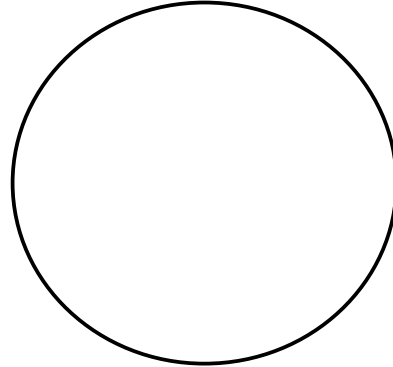
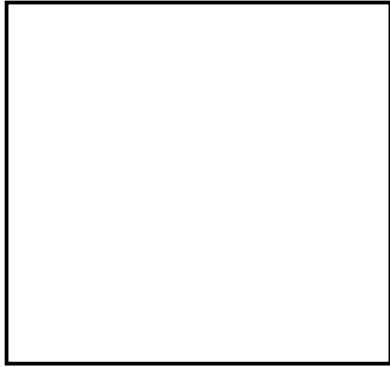
- ❖ What did it feel like to be listened to without interruption? What was it like to talk for five minutes?
- ❖ Did it feel different from your normal interactions?
- ❖ What was it like to listen? When you were the listener, did any of you talk? If so, what kinds of things did you say?

Communication Puzzle Sheet



Communication Puzzle Pieces

*Each piece should be cut out and laminated, if possible.
All pieces should be put into an envelope. There should be enough
envelopes for each participant to have their own set of shapes.*



SESSION 13: FAMILY SYSTEMS

Objectives:

1. Explain the concept of birth order and how it may influence who we are.
2. Describe the family as a system with basic properties.
3. Explore personal family systems; understand their unique ways of interacting.
4. Understand themselves as a member of the family system.

Preparation:

Birth Order signs - “Oldest Child,” “Middle Child,” “Youngest Child,” “Only Child” (printed on bright coloured paper). One sign should be posted on each wall.

Time: 1 hour 40 minutes (100 minutes)

Genogram (Optional Section) - 1 hour 15 minutes

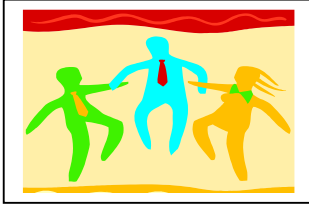
Session Overview

Activity/Method	Time	Materials Needed
Activity: Birth Order	20 minutes	Birth Order Signs (4)
Presentation/Discussion: Family Systems	20 minutes	Flipchart paper/markers
Activity: Family Snapshot	10 minutes	
Small Group Activity: Family Snapshot	40 minutes	
Large Group Processing	10 minutes	

Genogram: (Optional Section)

Presentation/Discussion: Genogram Introduction	20 minutes	
Activity: Draw Your Family Genogram	20 minutes	Flipchart paper for each participant Markers/Colours
Small Group Sharing: Family Genograms	25 minutes	
Large Group Conclusion	10 minutes	





Activity 1

Activity: Birth Order

Time: 20 minutes

Preparation: Before participants return from a break, display the four “birth order” signs on the walls in different areas of the room. It is best if the signs are on brightly coloured paper. The four birth order signs should read as follows:

- OLDEST CHILD (First Born)
 - YOUNGEST CHILD (Last Born)
 - MIDDLE CHILD
 - ONLY CHILD
- There are four signs on the wall. Each of you should go to the sign that best describes where you fall in the birth order of your family, i.e. with your brothers and sisters.

Processing Questions: The purpose of these questions is to share some of the experiences of people in different places in the family and then to compare experiences with how others in the family might have perceived it.

- ❖ What is it like being the eldest child?
- ❖ Did the rest of you know that that was what it is like for the eldest?
- ❖ What about the youngest child?
- ❖ What is it like for the middle children?

Note to Facilitator: Below are some more questions that you can ask if you do not get good responses from the questions listed above. You do not need to ask all the questions below. Select a few of them if the questions above did not get enough of a discussion started.

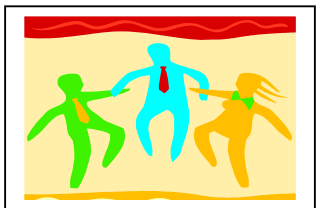
- I am going to be asking a few questions. I want for you to raise your hand if the question is true for you.
 - Who would describe yourself as organised? *Notice and comment if a lot of people in one group respond positively to this question. Also comment if no one in another group has their hand raised.*
 - Who likes to break the rules?
 - Who tends to follow the rules, and wants to avoid trouble?
 - Who makes friends easily and tends to have many loyal friends?
 - Who has difficulty sharing your things, like your clothes, with others?
 - Who is the most responsible one in their family?
 - Who is really good at sharing or finds it easy to share what you have with others?

- Who would describe themselves as a born leader?
 - Who likes to be the centre of attention?
 - Who would describe yourself as someone who is flexible and tends to “roll with it?”
- *Notice if there is a pattern. If many people in one group answer positively to a question, follow up with some observations or more questions to the group. You are looking to see if there are any traits that are similar among people in the same birth order group. Also notice and point out if no one in a group answers positively to certain questions.*

Key Point: Our position of birth within our families can influence the way we develop and behave. It can shape our personality.

Some personality traits common to ...

<p>First-Born (Eldest):</p> <ul style="list-style-type: none"> ▪ Confident ▪ Determined ▪ Born leader ▪ Organised ▪ Eager to please ▪ Likes to avoid trouble and follows rules ▪ Responsible 	<p>Middle Child:</p> <ul style="list-style-type: none"> ▪ “Rolls with it:” handles disappointments well; content ▪ Flexible ▪ Good at negotiation ▪ Have many loyal friends ▪ Usually good at keeping secrets ▪ Concerned about fairness
<p>Last-Born (Youngest):</p> <ul style="list-style-type: none"> ▪ Likes to break rules ▪ Likes to be the centre of attention ▪ Persistent; do not give up easily ▪ Great storyteller ▪ Affectionate ▪ Loves to make people laugh 	<p>Only Child:</p> <ul style="list-style-type: none"> ▪ Often confident & well-spoken ▪ Pays attention to detail; organised ▪ Good in school ▪ Difficulty sharing ▪ Overly critical; perfectionist ▪ Feel lots of pressure to succeed



Activity 2

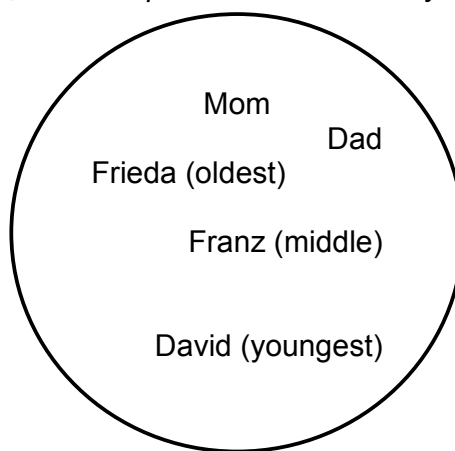
Discussion

Time: 20 minutes

We talked about groups earlier this week. Remember that in a group the whole is more than the sum of its parts or the whole is different from the sum of its parts. In this section we are going to talk about a very specific group: the family.

Who are the members of the family group or system? *As the participants list family members, draw a circle on the flipchart and write family members inside the circle, i.e. mom, dad, names of kids, etc. Keep in mind that a family is not necessarily just two parents and kids; it can include cousins, aunts, uncles, grandparents, etc.*

- In a system or a group, when something happens to one person in the group it affects the others. For instance, in a group of work colleagues, if one person is out on leave, the others may have to work harder in order to make up for the person who is out.
- Now how might this influence a family? If a mother lost her job, how might that affect the father? What about the kids? Would it affect the oldest differently than the youngest?
- What happens when change come into a system, like the family? What happens to the system? What happens to the different members of the system (what happens to dad, mom, the oldest sister, etc.)?
- *Offer some other scenarios i.e. a death in the family or illness, or a disabled child.*
- There are also roles that different members in a family play. One might be the responsible one, another might be the joker, another might be the care taker, another might be the smart one, etc. Men and women might have very different roles as well.
- In a family you may also have different kinds of communication. How does the family communicate? Who talks to whom? Who is closer to whom?



General Family Systems Principles:

- Often patterns from your family of origin can carry on into your life and become part of your new family and how you relate to colleagues and friends.
- Cultural norms can often make family rules and roles differ from one culture to another.



Activity 3

Activity: Family Snapshot

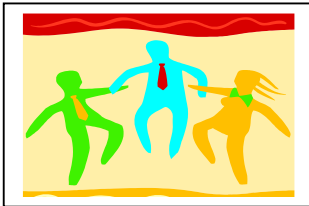
Time: 10 minutes

Note to Facilitator:

- This activity can be difficult to describe, so it may be best to start by setting up your own family snapshot to illustrate how this activity can be done. Make sure that your snapshot illustrates relationships, communication among family members, closeness/distance, etc.
- Depending on the amount of time you have, this activity can be done in small groups or you can have a few volunteers illustrate their families.
- If you work in small groups, some family snapshots may need more people. You may suggest that two groups get together in order to have a larger pool of people.

- This next activity is called the family snapshot. Each of you will be creating a family snapshot. You will select people from the group to come and pose to illustrate your family's dynamics.
- There are many ways to illustrate your family. By putting certain family members close to each other, you can show that they are closer emotionally, or by having one person stand and the other sit on the floor you can show that one has more power. You can also use props.
- In order to help you understand how to do this activity, I am going to create my family snapshot. *As you ask people to take part in your family snapshot, think out loud so that they can begin to understand the process. For instance, David, you will be my father. Stand here and hold this book. Sonya, you will be my mother. Stand here in front of my father but turn away slightly. David, you should be facing and looking at Sonya....*
- *Once you have added all the members of your family (usually family of origin, but there can be some flexibility), have everyone hold still like a photograph and explain the family snapshot to the participants.*

- Does everyone understand what I have done here? I would like each of you to create your family snapshot in your small groups. Remember to keep in mind the some of the things that we have learnt about families so far, such as the boundaries, the connectedness, flexibility and communication.

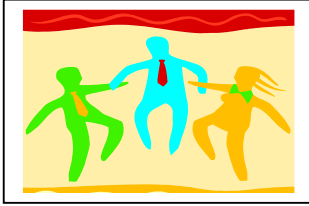


Activity 4

Small Group Activity: Family Snapshot

Time: 40 minutes

- We are going to break into small groups so that each of you can have the opportunity to create your own family snapshots. Remember to keep in mind who is closer to whom, who talks to whom, and portray what role each person plays in the family. Do not forget to illustrate the family dynamics through your family snapshot.
- *You may want to combine two or more groups if there are not enough people to play the different family members.*
- *You may also ask some questions after a participant has assembled their family snapshot. Below are some examples:*
 - Who gets along with whom?
 - Does anyone fight in your family?
 - When there is a disagreement in your family, what happens? Do people yell, ignore each other, etc.?
 - Who is the core, or who holds the family together?
 - Who communicates with whom?
 - What roles do your little brother/big sister play?
 - Who is the responsible one in the family?
 - What role do you play?
 - What happens when there is a crisis in the family? Who does what?



Activity 5

Large Group Processing

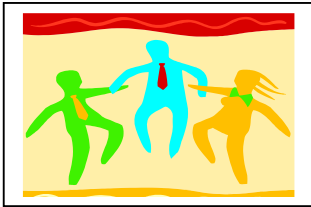
Time: 10 minutes

Gather the group and ask the following processing questions:

- ❖ What was it like to create a snapshot of your family?
- ❖ Have you ever thought about how your family relates to each other before?
- ❖ Did any of you learn something or realise something about your families by doing this activity? Would any of you like to share what you learnt?
- ❖ Did anyone learn something about yourself by thinking about and looking at your family? Would anyone like to share what you learnt?
- ❖ Why do you think we did this activity?

Key Point: Understanding our family helps us to understand ourselves. Understanding ourselves is important when working as counsellors.

Genograms (Optional Section)



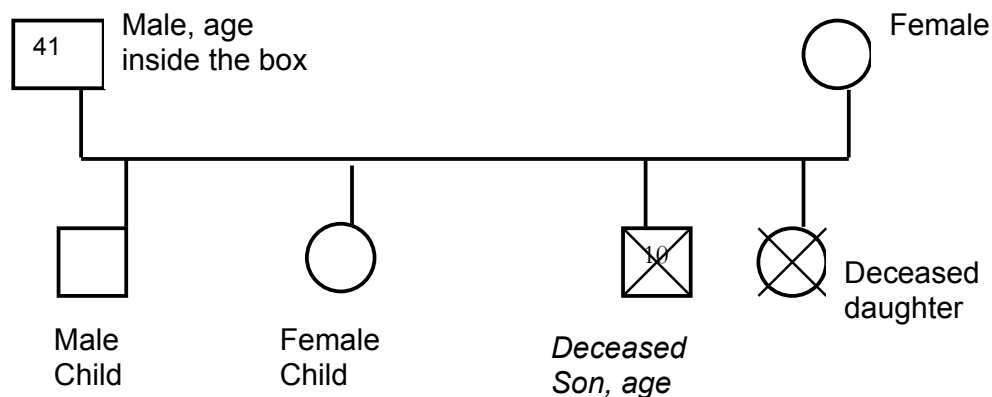
Activity 6

Presentation/Discussion

Time: 20 minutes

Has anyone ever heard of a genogram?

A **genogram** is a diagram of a family system.



Basic rules to build a genogram:

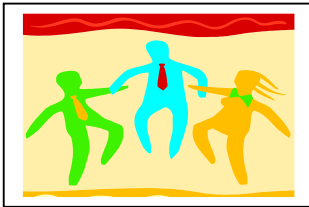
1. Males are boxes; females are circles.
2. Each person (box or circle) should have an age and name.
3. The male is always at the left of the family and the female is always at the right of the family (for parents or partners).
4. The oldest child is always at the left of his/her family; the youngest child is always at the right of his/her family.
5. The older generation starts on the top of the page with the younger generation at the bottom of the page.

Types of Emotional Relationships

There are different types of emotional relationships that you can identify in a family. Below are some possible types of relationships within a family:

- Cut-off: very distant; do not communicate at all
- Indifferent: “I do not care” attitude in the relationship
- Distant/Poor: communicate some but not well, argue at times but mostly do not talk much
- Friendly/Close: communicate regularly, enjoy each other, like to spend time together
- Very close: especially good friends
- Hostile/Conflictual: mostly argue
- Violent: physical fighting
- Abusive: can be emotional, physical or sexual abuse.

There are many other kinds of emotional relationships as well. In your genograms, you should show the relationships between different family members.



Activity 7

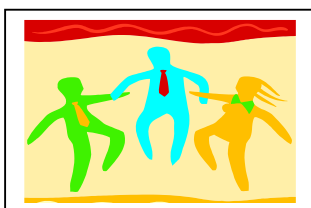
Draw a Genogram of Your Family

Time: 40 minutes

- Each of you is going to draw a genogram of your family.
- To give you an example of what you will be doing, here is a genogram of my family. *Show the participants a genogram of your family drawn on a flipchart. It is best if you can use your own family to model appropriate sharing and self-disclosure. Try to include emotional relationships as well.*
- In your genograms, begin with your grandparents. Remember this is like a picture of your family. Some of you may not know all the details of your family, but please do the best you can. Think about the relationships among your family, i.e. who gets along, who argues, who is distant from the family, etc.
- The purpose of this exercise is to help you think about relationships and your family. It will not be graded or scored. It is for your understanding and awareness.

- *Encourage participants to be creative with their genograms. They do not have to follow the rules exactly, but they do need to focus on the relationships. They can use different colours and even draw pictures if they wish.*
- *Give participants approximately 30 minutes to draw their genograms.*

Note to Facilitator: This activity can actually be done as homework if you do not have enough time during the workshop. It is helpful if participants can spend some time thinking about their families and drawing their genograms. If it is done as homework, you can bring them back into their small groups the following morning to review and share their genograms.

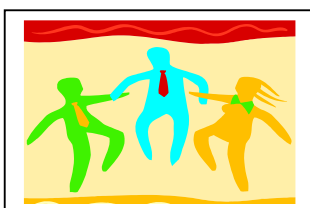


Activity 8

Small Group Sharing

Time: 20 minutes

- *When the participants have finished with their genograms, have them gather in their small groups to share their family genograms with one other. If participants have drawn their genograms as homework you can have them share in small groups the following morning.*
- When you share your genograms, I want you to tell the story of your family from your perspective. Talk some about the relationships within your family, including your family's boundaries, and talk about your family's connections, flexibility and communication.



Activity 9

Large Group Conclusion

Time: 10 minutes

Processing Questions:

- ❖ What was it like to draw your genogram?
- ❖ How was sharing your genogram with your small group?
- ❖ What was it like to hear others in your group talk about their families?
- ❖ Did you learn anything about your group members by hearing about their families?
- ❖ Did you learn anything about yourself or your family by drawing your genogram and sharing it with other members of your small group?

SESSION 14: VALUES & ATTITUDES

Objectives:

1. Identify and rank personal values.
2. Explore and justify our personal values.
3. Explore values and where they come from.
4. Prioritise personal values and look at them in relation to the larger group.

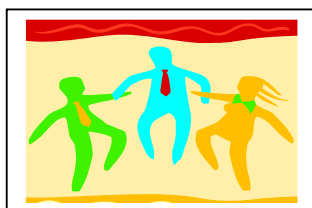
Materials:

Values signs (11 different values on brightly coloured paper). Post these signs around the room.

Time: 2 hours (120 minutes)

Session Overview

Activity/Method	Time	Materials Needed
Introduction: Values	10 minutes	Flipchart paper Markers
Activity: Values Ranking	40 minutes	“Value Signs” posted around the room
Discussion: Attitudes	15 minutes	
Activity: Crocodile River	10 minutes	
Small Group Discussion: Crocodile River	25 minutes	
Large Group Processing	20 minutes	



Activity 1

Introduction

Time: 10 minutes

What is a value? *Let participants brainstorm. Ideas can include the following:*

- Something important
- Something valuable or precious or worth a lot
- Something we believe in (not a thing)
- Part of our lifestyle

Where do our values come from? *Again, participants can come up with their own list.*

- Family
- Friends



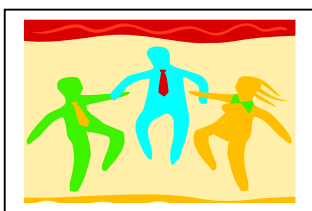
- School
- Church
- Our culture

Mostly values are good things: they guide the way we live our lives. But when could values be negative? *Let participants answer this.*

- When we do not think about them and simply adopt values from others. We must think critically about our values.
- When we use them to judge others.

Why are we talking about values? *Let participants offer their ideas.*

- Knowing our values is one way of knowing ourselves better. So often our values become part of us without us really looking at them and thinking about them.
- We need to acknowledge our values and beliefs; we need to know why we think like we do.



Activity 2

Activity: Values Ranking

Time: 40 minutes

Preparation: *Print and post 11 different values signs around the room.*

- In your manuals, there is a list of eleven values. Please rank these values. Number 1 should be the most important thing to you. Number 11 should be the least important.
- *Give participants 5 – 10 minutes to rank their values.*

Values

Rank the values listed below: 1 should be the most important thing, something you would never give up. Number 11 should be the least important, the one you would give up first.

_____ my health and ability to protect myself against HIV/AIDS/re-infection

_____ my wealth and money

_____ my home, clothes and material possessions

_____ my country, homeland and political freedom

_____ my religious freedom: the right to worship as I please

_____ my school life or career, job and future job opportunities

_____ my reputation and popularity

_____ my friends and close relationships

_____ my family: parents, grandparents, brothers, sisters, children, wife, husband, caregivers and people I live with

_____ my self-esteem, sense of self-worth and importance (my mental health)

_____ my faith in God

- I have placed signs with each of these eleven values on them around the room. I would like each of you to stand by the sign indicating the value that is least important to you. This is the value you ranked as number 11.

Processing Questions:

Make some comments about the most or least popular values.

- ❖ *Ask each group:* Why did you select this as your least important value? *If the group is large there will not be time to ask a reason from each participant, but obtain a couple of reasons from each group. For instance, if there are many people at one value, ask for three or four reasons. There will not be time to ask each individual's reason.*
- ❖ *Ask those in large groups:* what does it feel like to be in a “popular” group?
- ❖ *Ask those who are alone by their value:* what does it feel like to be alone or in an “unpopular” group?



- ❖ Given the popularity or unpopularity of certain values do any of you want to change your mind? If so, where do you want to move and why?
- Now I would like all of you to move to the value that is most important to you. Go stand by your number one value.

Note to Facilitator: If any participant ranks relationships (such as friends and close relationships or family) as their least important, you should address this directly. Below are some suggestions:

- First, ask the participant why he/she ranked this as least important.
- Then wonder out loud what that means for the person as a counsellor. Since relationships and support are key parts of counselling, ask how he/she will be an effective counsellor if he/she doesn't value relationships.
- You may want to put the issue to the group to respond so the participant/s can hear the concerns from their colleagues.
- If you have other co-facilitators you can also do "meta-consulting" where you discuss the concerns of the participants in front of the group (refer to Facilitator Guide in the Process Facilitation section).

Processing Questions:

Again, make some comment about the most and least popular values.

- ❖ *Ask each group:* why did you select this as your most important value? *In larger groups you may want to get more than one answer in order to make the point that people value the same thing for different reasons.*
- ❖ *Ask those in large groups:* what does it feel like to be in a "popular" group? What was it like to find you share this value with so many people?
- ❖ *Ask those who are alone:* what does it feel like to be by yourself with your most important value? What was it like finding you are alone in valuing this?

You can have participants take their seats at this point. Then ask the following processing questions:

- ❖ Did anything happen today that made you re-think your values?
- ❖ Did you discover anything that surprised you about your values?
- ❖ How do you feel about someone who values something you do not think is valuable?
- ❖ Do you think there is anything helpful about knowing and justifying your personal values?
- ❖ Do you view anybody in the group differently as a result of knowing what they value the most and least? If so, how?





Activity 3

Discussion

Time: 15 minutes

What are attitudes? *Let participants respond.*

Key points include:

- The opinions and feelings you have about something/someone.
- Attitudes reflect our values and perception of life.
- Attitudes reflect both our approach to life and how we believe we should live our lives.
- Attitudes influence our behaviour and how we respond to people and approach situations in our lives.

How does our attitude relate to our values? What is the relationship between values and attitudes?

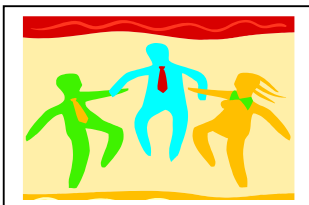
Let participants think about this and offer some responses.

- Values are often shown by our attitudes. For instance, we may value having one partner and may therefore be rude or distant when interacting with someone who has multiple partners.

What happens when we say we value one thing and then act in a different way?

- Can you think of any examples where you have heard someone say they value one thing and then he/she behaved in a different way?
- Can you think of a time in your life when you have done this?

What happens when a person says he/she values something but holds him/herself to a different standard than other people? An example could be if we tell others to use a condom when having sex, but we do not do use condoms ourselves. We call this a **double standard**: we have two standards or values, one for ourselves and a different one for others.



Activity 4

Activity: Crocodile River

Time: 10 minutes

Note to Facilitator: For groups whose English is poor it is best if you have some pictures to use when presenting the story. You can also act out the story, but you must prepare the actors prior to the presentation.

Read the following story to the whole group. Participants can follow along in their manuals.

Crocodile River

Once upon a time there was a woman named Maria who was in love with a man named David. David lived on the shore of a river. Maria lived on the opposite side of the river. The river that separated the lovers was full of crocodiles.

Maria wanted to cross the river to be with David, but the bridge had been washed away. She asked Sam, who owned a boat, to take her across the river. He said that he would be glad to if she would first sleep with him before the trip. She refused to sleep with Sam and sent a friend named Ivan to explain her problem. But Ivan did not want to be involved in this difficult situation.

Maria then felt that the only option she had was to accept Sam's terms. So, Maria slept with Sam and he took her across the river in his boat. Sam delivered Maria safely to the other side of the river where David was waiting for her.

Maria told David how she had finally crossed the river. When David heard that Maria had slept with Sam in order to get across the river, he told Maria that she had betrayed him. He told her to leave and said that he never wanted to see her again.

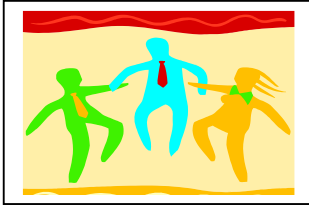
Maria was very upset. She went to her friend, Slug, who felt compassion for her. After hearing her whole story, Slug found David and beat him up. This made Maria much happier.

Instructions: *Please rank the five characters in the story according to how much you liked them. One would be the person you liked the most and five the person whom you liked the least.*

Rank the characters in the story from 1 (most liked) to 5 (least liked).

1. _____
2. _____
3. _____
4. _____
5. _____





Activity 5

Small Group Discussion

Time: 20 minutes

- Now I would like you to break up into your small groups. In your groups I want you to share how you have ranked the characters in the story.
- Then you should discuss the rankings and come up with a group consensus on a ranking for the five characters in “Crocodile River.”
- You will have 20 minutes to do this.

In your small groups, discuss the characters in the story. Come to a group consensus for ranking all five characters in the story.

1. _____
2. _____
3. _____
4. _____
5. _____



Activity 6

Large Group Processing

Time: 20 minutes

Note to Facilitator: WARNING

- Do **NOT** let the large group discuss the rankings and why they ranked the characters the way they did.
- The focus should be on the process, the values and the group dynamics.

Activity Objectives:

- To talk about values and attitudes.
- To look at how values change how we feel about people. This is important because as counsellors our attitudes towards people change depending on our values.
- To give your groups a task to do together and learn to come to an agreement with others/compromise.

Processing Questions:

- ❖ Did you reach a consensus in your small groups?
- ❖ Was it difficult to come to a consensus in your groups?
- ❖ How did you finally agree on your current rankings?
- ❖ What values did you use to rank the characters?
- ❖ What about people who say they value one thing, like family, but their actions show otherwise, like money or work?
- ❖ Why did we do this activity? *Let participants come up with their ideas.*

Now we will talk about the group dynamics.

- ❖ What was it like to try to come to a consensus? How did your group do this?
- ❖ Did anyone step forward as a leader in the group to try and lead you to a consensus? Who was the leader, or did the leader change?
- ❖ What about the leadership style: what style did people who took a leadership role take? Did it change?
- ❖ What stage do you think your group was at before this exercise?
- ❖ What stage do you think your group is at now? Did the exercise change your group's stage? If so, why?



SESSION 15: LABELS

Objectives:

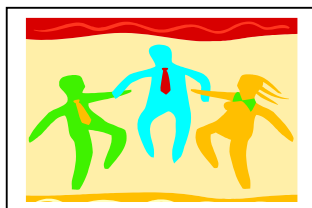
1. Define labels.
2. Identify labels, where they come from and why we assign them.
3. Examine the labels we carry with us.
4. Encourage changing negative labels.

Time: 40 minutes

Optional activity: 90 minutes

Session Overview (begin the session in the afternoon and finish the following morning)

Activity/Method	Time	Materials Needed
Introduction Labels	15 minutes	
Label Activity Introduction	25 minutes	A4 paper, Markers Pins
Label Activity Discussion & Processing	20 minutes	
Discussion: Labels	20 minutes	Flipchart paper Markers
Written Exercise: Label Worksheet	15 minutes	Participant Manuals
Small Group Sharing: Label Worksheet	25 minutes	
Large Group Processing	10 minutes	



Activity 1

Introduction

Time: 10 minutes

I want to talk for a few minutes about clothes.

- Obviously all of us wear clothes, but the kinds of clothes we wear are different. We may buy our clothes in different places.
- What are the different stores where we can buy clothes? *Have participants quickly generate a list of places where you can buy clothes; make sure the list includes both expensive and inexpensive shops, i.e. Truworths, Markhams, Woolworths as well as PEP, Mr. Price, Big Daddy, Jet and Ackermans.*

- What kinds of clothes do you get at these different shops?
- If you wear clothes from Truworth's, does this say anything about who you are?
- What does it say about who you are if you wear clothes from PEP or Big Daddy?
- What about brands of clothes? What brands of clothes and shoes do people want to wear, especially teenagers and young adults? *The list should include brands such as Nike, Levi, Diesel, Dickies, Adidas, Jack Purcell, Polo, Billabong, Red, Quicksilver, Hang Ten, etc. You do not need to name all these brands, but make sure the participants understand the concept of brands.*
- If you wear a shirt with "Diesel" written on it, what does it say about you? What about if you wear jeans that have the label "Levi's" on them, or if you wear shoes with the Nike swoosh on the side?
- Why are we taking about brands of clothes?
- What do clothing brands have to do with labels?

Note to Facilitator: The purpose of this introduction is to try and understand labels. They are often like the brands of our clothes. For instance, wearing Nike shoes labels you as rich, "cool," "hip," "athletic," etc. It says all sorts of things about who you are. It is a label.



Activity 2

Label Activity Introduction

Time: 20 minutes

Note to Facilitator: This activity must be introduced the day before the rest of the Labels Session is facilitated. The activity should take place throughout the evening. Ideally it would be introduced on Wednesday at 16h30, right before the end of the day.

- If participants are not staying together at the workshop facility, you can also introduce the activity before lunch so that they can act out their labels/roles prior to the session.

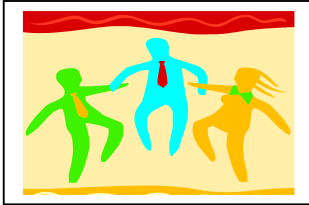
- Each of you is going to write a brief description of yourself. The description should include the following:
 - Age
 - Cultural group/tribe/language group
 - Gender
 - Marital status
 - Education level
 - Number of children
- Display examples on flipchart paper in order for them to understand the concept. Below are examples:
 - Thirty-seven year old white American woman with a master's degree, divorced with no children.
 - Twenty-two year old Herero man, finished grade 10, not married with two children.
- *When participants complete their descriptions, you can have them write them clearly with markers on A4 paper. Do not write their names on them.*
- *Distribute pins to each of the participants.*
- Each of you should pin the description you just wrote of yourself onto the front of your shirt.
- Now, everyone should move around the room and talk to other people in the group. *Give the participants some time to mingle around and interact with each other for a few minutes.*
- You can all return to your seats now.

Processing Questions:

- ❖ What was it like to wear a sign with a description of yourself on it? OR How did you feel wearing a sign with a description of yourself on it?
- ❖ What was it like to read the signs of others?
- Now please take off your sign. Keep the pins, but I am going to collect all of the signs.
- *Collect all the papers and mix them up. Then re-distribute the papers to all the participants. Try to give each participant a role that is very different from who they are, i.e. give a man the description of a woman, give a coloured woman the description of a Damara man, etc.*
- Each of you is going to pin the description you were given on the front of your shirt. You are going to take on the role of this person. Until tomorrow morning you are going to behave as if you were this person. You will also treat others as if they were the person whose description they are wearing on their shirts.



- Keep in mind that you must also wear this description tomorrow morning. Do not forget to pin the sign onto your clothes when you get up tomorrow morning. You will continue to behave as this person tomorrow morning until we come back to the training room.
- Do any of you have any questions? Do you understand what you are going to do?



Activity 3

Label Activity Discussion

Time: 20 minutes

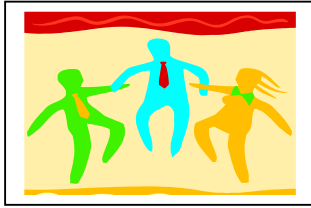
The following morning, ask the discussion and processing questions below.

- ❖ How was it to wear the description of another person? OR What was it like to be another person for the last 15 hours?
- ❖ For those of you who were a person who is a very different age from yourself, what was that like? OR What was it like to be a person who is much older or much younger than you are?
- ❖ What was it like for those of you who were a person of a different gender?
- ❖ What about those of you who were a person of a different tribe or cultural group?
- ❖ Were any of you treated differently than you are normally treated? If so, what was different?
- ❖ What about how you treated others? Did any of you treat others differently based on what their sign said? OR What description changed how you treated someone?
- ❖ What about how you behaved as a result of being a different person? OR Did any of you behave differently based on the label you were wearing?

Note to Facilitator: The purpose of the processing and discussion questions for this activity is to explore the experience of being labelled based on the following characteristics:

- Age
- Cultural group/tribe/language group
- Gender
- Education
- Marital Status
- Number of children

We want to explore how these labels influence the way we treat others and then how people with the labels feel based on the way they are treated.



Activity 4

Discussion

Time: 20 minutes

We have been talking about labels since yesterday. Can anyone tell me what labels are? *This can be a broad definition and be inclusive of participants' responses. Stress the following:*

- Word or phrase to describe someone, often incorrectly.
- Give an individual the qualities or characteristics of the group.
- Making judgements about someone based on some external characteristic or behaviour.
- Usually involves a judgement about what is good or bad, desirable or undesirable.

Can you think of any common labels that we use? *Let participants brainstorm a list. Are all these labels bad or good?*

What are some advantages and disadvantages to labels? *Below are some possibilities that the group may list:*

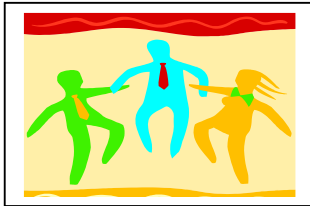
Advantages	Disadvantages
They make life simple and straight-forward.	We may believe they are permanent and we are unable to change them.
Can give us a sense of worth.	May give us low self-esteem or a negative view of ourselves.
Can make us feel secure and comfortable because we feel we know what we are like.	Can keep us in negative patterns of behaviours\ that can be unhealthy or damaging for us and those around us.
Can be a guide for behaviour as we try to live up to our labels.	Can be an excuse to opt out of things and avoid new experiences.

Key Point: The problem with labels is that people are bigger and more unique than the labels we give them. A label cannot possibly describe fully who a person is; people are more interesting and complicated than a label.

Why do we assign labels to people?

Again let participants brainstorm; there are no right answers. Below are some ideas:

- Help us to understand people by putting them in boxes.
- Help us to know how to behave around others.
- May help to reduce any fear we feel around others.



Activity 5

Written Exercise

Time: 15 minutes

Throughout our lives, we have been assigned labels. These labels may have come from our families, our schools, our friends or relatives. Some of the labels may have been positive and some of them negative.

- For the next few minutes we will take some time to fill out the Label Worksheet in your Participant Manual. There is space for four negative messages or labels and well as for four positive messages or labels. Fill in as many as you can think of from your own life.
- After you have finished filling in the worksheet, we will move back into our small groups to share some of the labels you have written down. You will not be required to share your labels, so you can choose whether you want to take that risk or not.
- You have 10 minutes to fill out your label worksheet. *Note: you can always assign the label worksheet as homework and then only take the time during the session to discuss the worksheet in small groups.*

Label Worksheet

Complete the statements beginning “I am...”

Some examples of things other people have written include:

I am a happy-go-lucky person **or** I am a troublemaker.

I am friendly. **or** I am always late.

Try to write four things in each list. If you can only think of 2 or 3 that is fine. There are no right answers – this is about you!

Negative messages or labels given to me: *Messages or labels about myself given to me over the years by others.*

I am

I am

I am

I am

Positive messages or labels given to me: *Positive things about myself given to me over the time that I want to keep remembering.*

I am

I am

I am

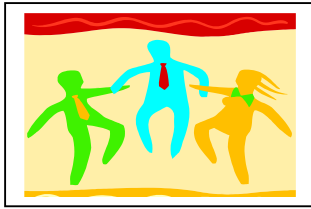
I am

In your small group, select the labels you are willing to talk about. You do not have to share anything if you do not want to do so.

Think about the following:

- Do you want to share any labels with the other people in your group?
- At what stage in your life do you think these labels were first given to you?
- How did they influence or affect you?
- When do you behave as described by the label? For example: Where? When? With whom? How often? Describe a typical situation.
- What do you actually do or not do that earns the label? Does the label fit?
- If you want to change the label, how would you do that?



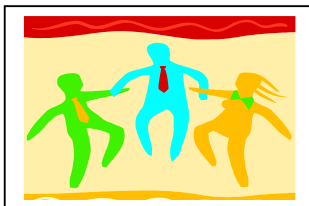


Activity 6

Small Group Sharing

Time: 25 minutes

- Gather in your small groups. You may share your labels in your small groups if you feel comfortable. Remember that you are not required to share. You can also choose to share only one or two of them.
- When you share your labels, try to address the questions on the bottom of your label worksheet.
- You will have 20 minutes in your small groups to discuss these labels. Then we will gather again in the large group.



Activity 7

Large Group Processing

Time: 10 minutes

Processing Questions:

- ❖ What was it like to share in your small groups? Did any of you find it difficult? Was sharing easy for anyone?
- ❖ What were your group findings? Where do our labels come from? Who gives them to us? Do we do anything to get them? If so, what do we do?
- ❖ How long do these labels last?
- ❖ Is it possible to change them? If so, how?
- ❖ Why are we talking about labels?

SESSION 16: INTERPERSONAL RELATIONSHIPS

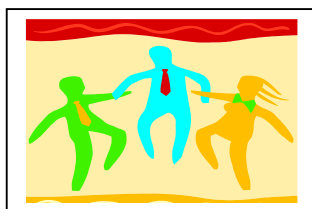
Objectives:

1. Define the different kinds of relationships a person can have with others.
2. Explore the importance of relationships in your life.
3. Describe qualities that can help or enhance a relationship.
4. Describe qualities that can hurt or destroy a relationship.
5. Explain qualities of a healthy relationship.
6. List important characteristics to look for in a friend.

Time: 1 hour and 15 minutes (75 minutes)

Session Overview

Activity/Method	Time	Materials Needed
Introduction/Discussion: Relationships	15 minutes	Flipchart paper Markers
Small Group Activity: Draw RelationSHIPS	45 minutes	Flipchart paper Markers
Discussion: Qualities of Friendship/Assessing Friendships	15 minutes	Flipchart paper Markers



Activity 1

Introduction/Discussion

Time: 15 minutes

- What kinds of relationships can you think of? *Let participants name different kinds of relationships. Quickly brainstorm a list; ask your co-facilitator to help you write them down on flipchart paper so that you can move through them quickly.*
- How would you rank the different kinds of relationships? *Use the list that you just generated. Which relationships are the most important to you? Which relationships are less important for you?*
- What is important about relationships? Why do we need relationships in our lives?
- How important are relationships in your life? It might be helpful to think about how much time you spend with friends, family and other relationships. How we spend our time can be an indicator of what is most important to us; you may want to remember the Time Wheels we did.

Note to Facilitator: There are two different images you can use to illustrate a relationship. You can use the image of a ship as illustrated on the next page, or you could use the stick figures for the sapling or small tree on the last page of this session. If using the sapling, ask participants what would make the sapling grow and what might cause it to die.

Different participants may respond better to different pictures, so it may be best to use both images. Then participants can select the image they want to use in their small group activity.



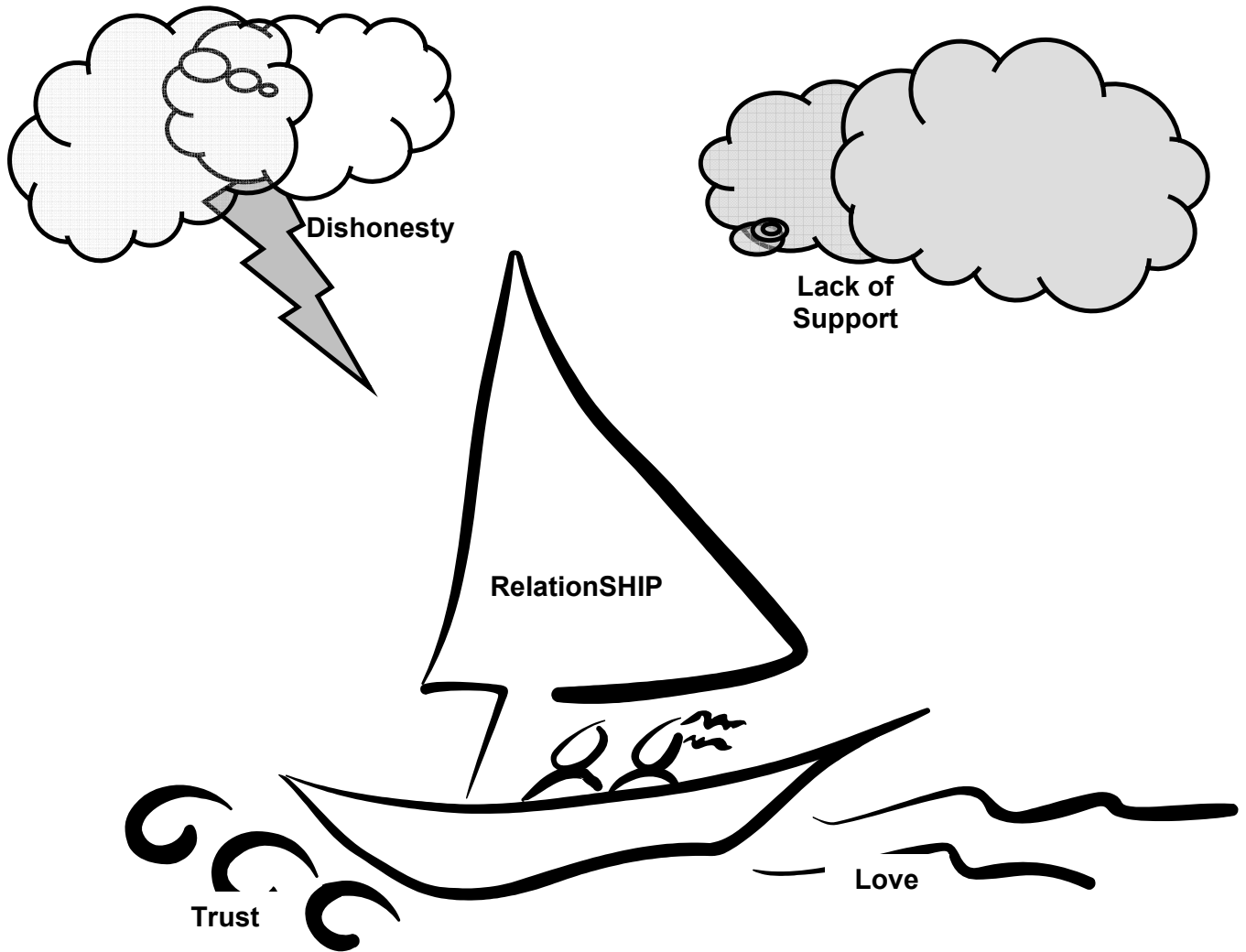
Activity 2

Small Group Discussion

Time: 30 minutes

It can be helpful to think of a relationship as a SHIP or a boat.

- What does a ship or boat need to stay afloat and moving? *List things like some wind (if a sailboat), fuel, calm seas, strong boat. Show the picture of the relationSHIP or draw a ship on a flipchart.*
- In the same way a relationship needs certain things to stay afloat, such as trust and love. *Write these below in the waves.*
- There are also things that can make a boat sink, such as a bad storm or strong wind. In the same way there are things that can cause a relationSHIP to sink, such as dishonesty or lack of support. *Write these above in the clouds.*

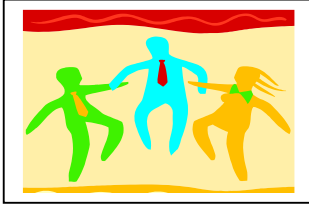


- We are going to divide into new small groups. *You may choose to count off so that different groups are formed than the small groups participants have been working in for the week.*
- In your groups, you are going to discuss different kinds of relationships, as listed below:
 - **Group 1:** Relationships with family, e.g. parents, brothers, and sisters
 - **Group 2:** Relationships with extended family, e.g. grandparents, aunts, uncles and cousins
 - **Group 3:** Relationships with friends of the same sex
 - **Group 4:** Relationships with friends of the opposite sex
 - **Group 5:** Relationships with colleagues, i.e. work colleagues
- Each group will use the model of the relationship to draw the relationSHIP for the group you have been assigned. In the waves, you should write at least five positive things that would make the relationship healthy and successful. In the clouds, write at least five negative things that could damage or destroy your assigned relationship.
- When we are finished, each small group will present their relationSHIP to the larger group.

Processing Questions (after small groups have finished presenting their relationSHIPS to the group):

- ❖ What do you notice about the positive things listed for each of the different relationships?
- ❖ What do you notice about the negative things mentioned for each of the relationships?
- ❖ Of these categories, are some relationships more important than others? If so, why?
- ❖ In your small groups, were the responses or suggestions from men and women different? If so, why?
- ❖ Which qualities do you think are the most difficult to find in relationships?
- ❖ Was there anything that surprised you about this activity?





Activity 3

Discussion

Time: 15 minutes

What do you think are important qualities for friends to have?

Let participants brainstorm an extensive list, and encourage them to use examples.

What do you think is the most important quality on this list and why?

Again let participants respond; there is no right answer. Answers may differ based on people's values and past experiences.

You can think about the qualities of a friend by using the following acronym. It is also a helpful tool for assessing the qualities of your friendships.

F = Faithful: Is your friend faithful in your friendship/relationship? Is he/she faithful in other relationships at work, at home or in the community? Can you trust your friend fully? Can you rely on your friend in difficult times? Can your friend keep secrets?

R = Respect: Do you respect your friend? Or, do you feel ashamed of him or her once in a while? Does your friend respect you? Does your friend treat you as an equal and respect your opinions? Does your friend still respect you when you have made a mistake?

I = Interest: Is your friend interested in you? Does he/she care about your feelings, your needs and dreams, or is your friend only thinking of him/herself? Does your friend take time for you?

E = Encouragement: Does your friend encourage you to develop your abilities and work towards your future? Is he/she a person who understands your problems and helps you to find solutions? Does he/she encourage and support you when you are feeling down or discouraged?

N = Nearness: Is the person close to you emotionally? Are you able to talk about many different topics, including your thoughts and feelings? Do you share common interests with each other?

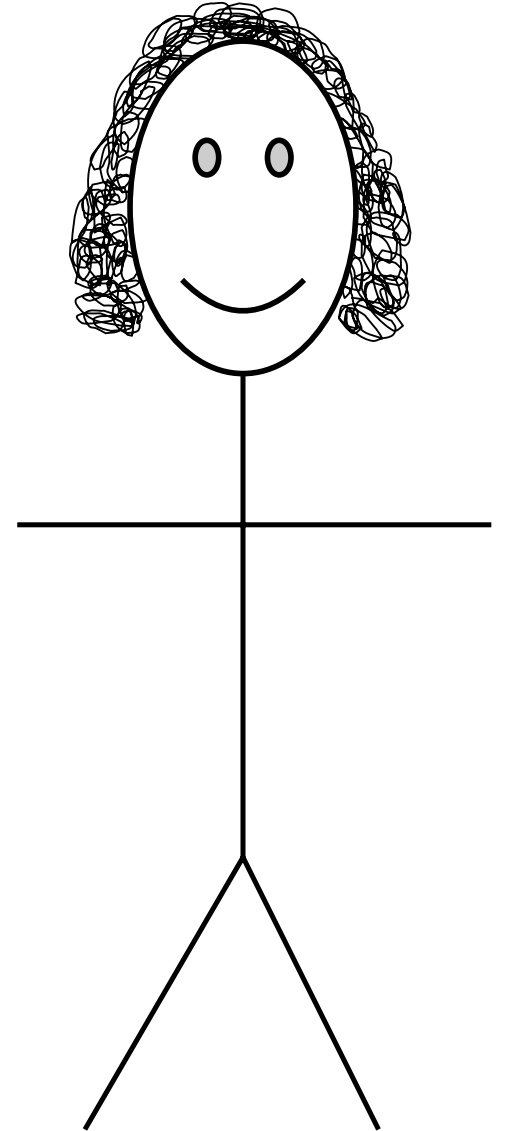
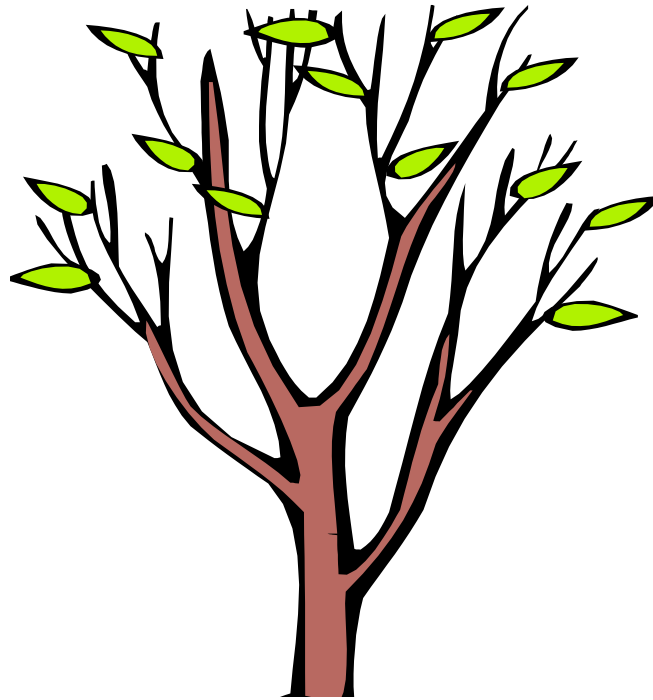
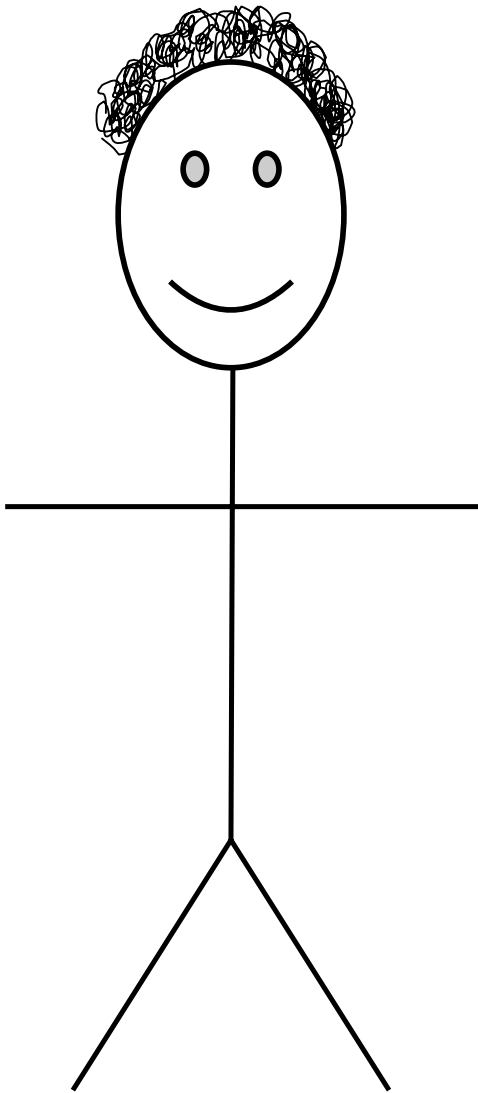
Do not walk behind me, I may not lead.
Do not walk in front of me, I may not follow.
Just walk beside me and be my friend.

Attributed to Albert Camus

D = Dialogue: Is he/she a person you can talk to and share what is in your heart and mind? Does your friend listen to what you are saying? Does he/she show interest or ignore your views? Can you discuss issues openly without always getting into arguments? Does your friend accept when you have a different point of view?

Adapted from Christian Family Life Education Program, Change of Life Style Project (COLS), Windboek, 2005.





SESSION 17: INTERPERSONAL RELATIONSHIPS: COMMUNICATION BLOCKERS

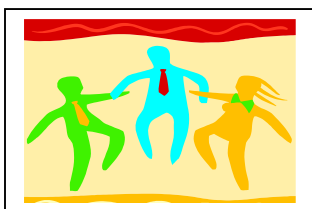
Objectives:

1. Explore styles of communication, specifically ways in which we block communication.
2. Identify personal communication blockers and why we use them.

Time: 1 hour (60 minutes)

Session Overview

Activity/Method	Time	Materials Needed
Introduction: Communication Styles	20 minutes	Transparency: “Communication Blockers”
Small Group Activity: Communication Blockers	30 minutes	
Large Group Processing	10 minutes	



Activity 1

Introduction

Time: 20 minutes


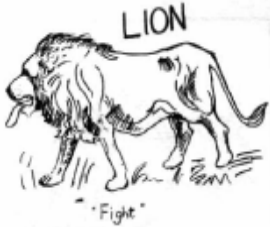
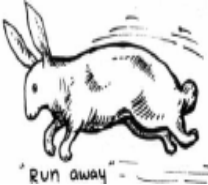


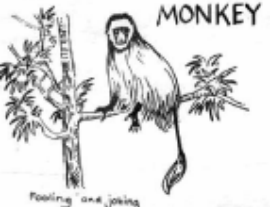


We have talked about communication. Remember the sender, receiver, the message and non-verbal communication? We also talked about communication in our families.

In this session we are going to be focussing on communication and specifically the ways in which we hinder or block good communication. Together we can brainstorm some ways in which communication can be blocked. *Let participants generate ideas. Possible responses (there are many more than are listed here):*


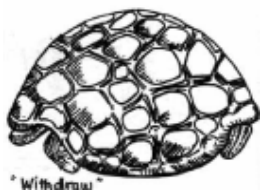



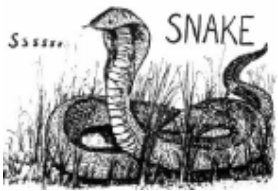
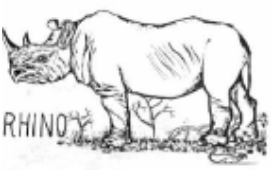

- By not listening
- By ignoring others
- By withdrawing
- By arguing
- By talking a lot

Now we need to look at different communication blockers. Blocking communication is part of creating conflict. In your manuals is a page showing different animals and the way they block communication. *You can then go through each of the animals and point out the ways that they block*

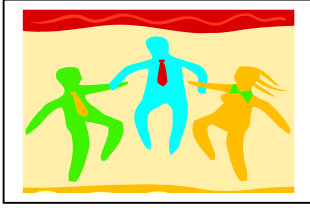
communication. Encourage participants to provide you with examples. They can also add their own communication blocking animals if they want.

Communication Blockers			
 <p>The Donkey Who is very stubborn and will not change his/her point of view.</p>	 <p>The Lion Who gets in and fights whenever others interfere with his/her plans or desires.</p>	 <p>The Rabbit Who immediately runs away when (s)he senses tension, conflict, or an unpleasant job. (S)he quickly jumps onto another topic (flight behaviour).</p>	 <p>The Owl Who looks very serious and pretends to be very wise, always talking in big words and complicated sentences.</p>
 <p>The Ostrich Who buries his/her head in the sand and refuses to face reality or admit there is any problem at all.</p>	 <p>The Monkey Who fools around, talks a lot and keeps the group from concentrating on any serious business or from getting anything done.</p>	 <p>The Elephant Who simply blocks the way, and stubbornly prevents the group from continuing down the road.</p>	 <p>The Frog Who croaks on and on about the same subject in the same boring voice.</p>

Communication Blockers

 <p>The Giraffe Who looks down on others, feeling that he/she is above others: 'I am above all this childish nonsense.'</p>	 <p>The Tortoise Who withdraws from the group, refusing to give his/her ideas or opinions.</p>	 <p>The Cat Who is always looking for sympathy: "It's so difficult for me... meow..."</p>	 <p>The Hippo Who sleeps all the time and never puts up his/her head except to yawn.</p>
 <p>The Peacock Who is always showing off, looking for attention: 'See how fine I am.'</p>	 <p>The Snake Who hides in the grass and strikes when others are not expecting.</p>	 <p>The Rhino Who charges around 'putting his/her foot in,' and upsetting people unnecessarily.</p>	 <p>The Chameleon Who changes colour according to the people (s)he is with. (S)he'll say one thing to this group and something else to another.</p>

Adapted from: Training for Transformation II, p.71-74, Mambo Press, Gwere, Zimbabwe.

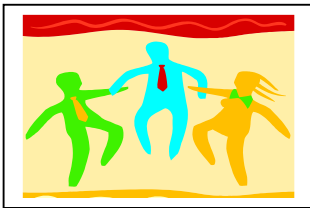


Activity 2

Small Group Activity

Time: 30 minutes

- Now we are going to divide into our small groups to discuss with each other what kind of communication blocker we are. Think about the ways that you behave and what you do when there is some conflict; do you express your opinions and if so, how? Or, do you withdraw or leave the situation?
- In your groups, you may also gently help other members of your group identify ways that they may block communication. When providing feedback, remember to do so gently; it helps if you can word things as a question. For instance, you could say “Anna, I think you might sometime act like a tortoise. It seems like you sometimes withdraw from the group and don’t participate and share your opinion. Does that make sense?”
- *Give the participants approximately 25 minutes in their small groups to discuss their communication blocking styles.*



Activity 3

Large Group Processing

Time: 10 minutes

Processing Questions:

- ❖ What was it like to talk about this in your groups? What did it feel like to share something that is so personal?
- ❖ Was there any difference in how you viewed your communication blocking and how others in the group viewed it? If so, what was that like?
- ❖ Did any of your groups add more animals to your communication blocker list?
- ❖ Did any of you learn something new about yourself?

SESSION 18: INTERPERSONAL RELATIONSHIPS: CONFLICT MANAGEMENT

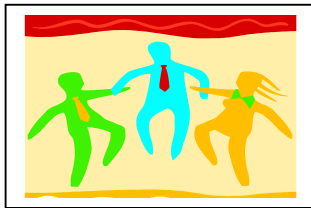
Objectives:

1. Identify common ways of handling conflict.
2. Introduce conflict resolution and “I” statements.
3. Use “I” Statements through role play dramas.

Time: 1 hour 30 minutes (90 minutes)

Session Overview

Activity/Method	Time	Materials Needed
Activity: Hand Push	10 minutes	
Presentation/Discussion: Conflict Resolution	35 minutes	
Small Group Dramas: Conflict Scenarios	45 minutes	Props (if possible)



Activity 1

Activity: Hand Push

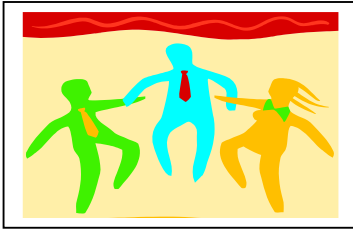
Time: 10 minutes

- Everyone needs to stand up. Please form two lines here in the centre of the room. The two lines should face each other.
- This is Line 1 and this is Line 2 (*name the two lines*).
- Each of you should put your arms out in front of you with palms facing your partner in the other line. Line 1, start pushing against the palms of the person in Line 2. Only push using your palm. Line 2, you can respond any way you like.
- Stop (*after about 15-20 seconds*).
- Now put your arms back up and this time the person in Line 2 should push against the palm of their partner in Line 1. Line 1 member people can respond as you choose.
- Stop (*after about 15-20 seconds*).

Processing Questions:

- ❖ What was it like doing this exercise?
- ❖ How did you respond when your partner was pushing against your palms? Did you push back or give in? What did you do?

- ❖ In this session, we are going to be talking about conflict. How could this activity relate to how you handle conflict in your life?



Activity 2

Presentation/Discussion

Time: 25 minutes

Can anyone tell me what conflict means? What is conflict?
Let participants respond.

Key Point: Conflict does not just refer to physical disagreements; conflict is also emotional or verbal disagreements.

Please close your eyes for a few minutes.

- Picture in your mind a recent situation when there was a conflict. It can be a verbal disagreement with a family member, an argument with a colleague, or a fight with a boyfriend or girlfriend.
- Picture in your mind what happened. How was the conflict started? Did you start the conflict?
- What was your response?
- What happened as a result of this conflict? OR What was the outcome of the conflict?

Note to Facilitator: The purpose in this section is to look at how conflict is typically handled and to have participants explore how they respond in conflict situations. Unless you establish that current ways of dealing with conflict do not work, you cannot present a new approach to conflict resolution.

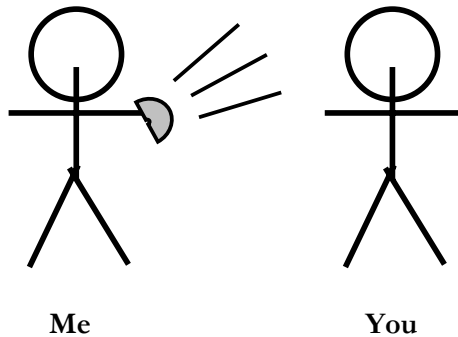
Responses to conflict include:

- Avoidance (flight, leave)
- Attack (fight back)
- Defend (when attacked, people often try to defend themselves)
- Mediate (try to get others to agree or get along)

Explore what happens as a result of each of these ways of responding to conflict, i.e. if you avoid conflict it never gets resolved and eventually comes back OR if you defend it can escalate or get worse, etc.



Common Approach to Conflict



Spotlight on Others:

Usually in conflict situations, we put the spotlight on the other person. This makes them feel like they are the problem and they often respond defensively.

In our communication we usually start our sentences with “you,” i.e. “You make me so angry” or “You need to get a job” or “You need to stop drinking.”

Examples of “you” statements:

- “You are so lazy. You never keep the house clean and you are always late with food. You are the shame of the family. I do not know why I raised you. You must work harder from now on.”
- “You are always so drunk when we meet on the weekends. You stink and do not make any sense as soon as you open your mouth. You always look after other girls and ignore me. I do not know why I ever fell in love with you. You must stop going to that bar from now on.”

What kind of reaction would you have from the other person if this is what you said?

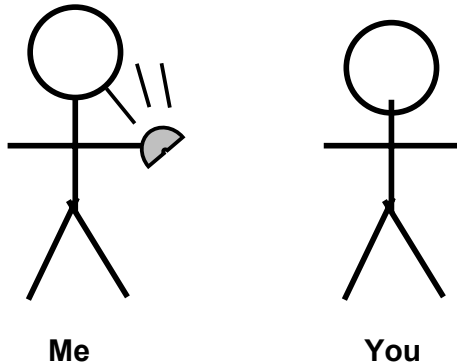
What happens when we approach conflict in this way? *Let participants respond.*

Key Point: These statements are very judgemental, and quickly make the listener feel defensive and less likely to listen to your complaints.

Key Point: With this approach, the problem usually escalates (or becomes worse).

New Approach to Conflict: Conflict Resolution

In order to resolve conflict instead of making it worse (escalating it) we need a different way to approach the other person.



Spotlight on Ourselves:

If we use “I” Statements, we turn the spotlight on ourselves. This allows the other person to respond without defensiveness.

Below is a good formula to use for communication in conflict situations:

1. I feel...(my response)
2. When...(other's action)
3. Because...(reason)
4. But I realise...(understanding or empathy)
5. I would prefer it...(suggestion)
(What I would like is...)

Examples of “I” Statements:

- “I feel disappointed when I come home and the food is not ready and the house is not swept, because I do not feel like you care about me. I realise that you have many other things to do throughout the day, so I would like us to discuss how we can arrange things better so that this would be possible.”
- “I feel disappointed and upset when we go out and you ignore me. When we go out together, I would like to be with you and talk to you. But I realise that when we go out you also enjoy seeing friends who you do not see very often. I would like us to talk about how we might be able to change this.”

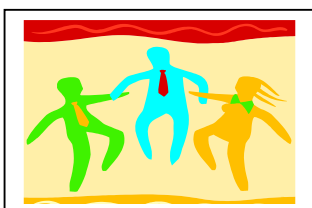
What is the difference with these statements? Notice how many “I’s” there are and how many less “you’s.”

Key Point: These “I” statements are non-judgemental and said in a way that is less likely to annoy the listener. The statements are not demanding and do not accuse the listener. They clearly state the speaker’s expectations or hopes, but they do not demand that they be met.

Note to Facilitator:

Practise “I” Statements: Go through some examples of conflict situations and how to use the 5 part formula. Let the participants help you with responses.

1. **I feel...***do not use the word “that.” Using “that” allows you to use words that are not feelings and turn it into a “you” statement.*
2. **When...***describe the situation that causes or prompts the feeling(s).*
3. **Because...***this allows you to explain the feeling.*
4. **But I realise...***this lets you empathise or understand the feelings and perspective of the other person. This keeps the other person from becoming defensive.*
5. **I would prefer it...***this statement gives you an opportunity to figure out what you want and to suggest to the other person what they could do differently in the future. It also helps them know how to change the situation. It provides hope for change.*



Activity 3

Small Group Dramas

Time: 45 minutes

Note to Facilitator:

Activity adaptations:

- Write “I” statements for homework.
- Write “I” statements for all of the scenarios in small groups and skip the role plays.

- We are going to divide into your small groups. Each group will be given a conflict situation. *Refer to Conflict Scenarios in Participant Manual.* In your groups, you should come up with “I” statements for how to address the situation. Use the formula we just discussed: “I feel...When... Because...But I realise...I would prefer it...”
- Once you have written down a response, you should work out a short drama to illustrate the “I” statements. When you present your dramas, one person can be the narrator to set the scene; the narrator should read the scenario and identify the characters to introduce your drama.
- *Give the groups about 20 minutes to discuss the conflict situation and prepare their dramas. If possible, provide them with props like hats, coats, sunglasses etc.*
- *Give each group a chance to act out their dramas. Have fun, but make sure that you stay focussed on the “I” statements.*

Processing Questions: You can ask a couple of questions after each scenario. There is no need to ask all these questions after every scenario.

- ❖ What “I” statements were used?
- ❖ Were the “I” statements clear and non-judgemental?
- ❖ What was the body language like that went with the “I” statements?
- ❖ Would different body language have improved the conflict situation?

Conflict Scenarios:

1. Your boss calls you lazy and stupid, humiliating and embarrassing you in front of your colleagues.
2. Your friend often does not listen when you are trying to tell him/her something important.
3. Your husband comes home drunk and late on a Friday night.
4. An employee or colleague of yours is late for work again.
5. Your roommate or people you are living with always leave their dirty dishes and you end up washing everyone’s dishes every day.
6. Your boyfriend did not come to your house to meet you when he said he would come.
7. Your client is late for his/her counselling appointment.



SESSION 19: INTERPERSONAL RELATIONSHIPS: THE ROLES WE PLAY

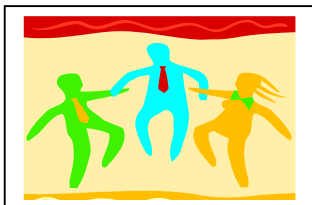
Objectives:

1. Explain the three different roles of parent, child and adult as well as the types of communication associated with these roles.
2. Gain insight into how functioning in these different roles influences our relationships with others.

Time: 45 minutes

Session Overview

Activity/Method	Time	Materials Needed
Presentation/Discussion: The Roles We Play	45 minutes	Flipchart paper Markers



Activity 1

Presentation/Discussion

Time: 30 minutes

We have already talked some about families and the roles we play in our families. Now we are going to talk about some of those roles and how they relate to our relationships with others.

We are going to look at three different roles:

1. The Parent
2. The Child
3. The Adult

Write these roles on flipchart paper. Either make three columns or leave plenty of room by each role to add participants' feedback.

Now we are going to look at each of these roles and what they do.

- Beginning with the parent: what does a parent do? *Write down at least the verbs from what the participants offer, i.e. "cares for," "scolds," etc. Writing down the adjectives can also be helpful.*
- What about a child: what does a child do? What is the role of the child? *Again, let the participants respond and write down the actions for the child.*
- Now what does an adult do, or what is his/her role?
- What is the difference between the parent role and the role of the adult?

Key Point: The parent is responsible for others (their children) but an adult is responsible only for him/herself.

Note to Facilitator: It may be helpful to split the role of the parent and the role of the child into two categories. The parent can be split into the **nurturing parent** (caring, maybe overly protective) and the **punishing parent** (scolding, demanding). The child can be split into the **obedient/compliant child** (well behaved, but unable to take care of themselves) and the **rebellious child** (acts out, misbehaves). This might make it easier when explaining how we can act in these roles as adults when interacting or communicating with others.

Now, we can look at how each of the roles communicates. Is there a pattern of communication that fits with each role?

- How does the parent communicate? What kinds of words or phrases would a parent use? *Let the participants respond. There is also a chart that can be referred to later after they have come up with their own ideas.*
- How does the child communicate? What words or phrases would be typical for a child?
- What about the adult? How does an adult communicate?

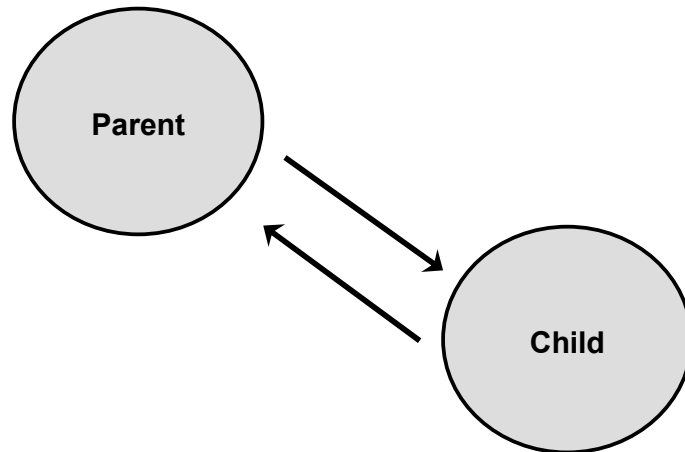
All of you are adults, correct? Some of you are parents. How do you behave differently when you are in the parent role? How do you communicate differently? *Let participants respond. You are establishing the fact that even though we are adults, we can play different roles depending on with whom we are interacting.*

Even though we are all adults, do we ever play the role of the child? Can you think of any situations where you have played the role of the child? *Some possible responses can include when we are interacting with our parents and want something from them, or when we are sick. Explore this with participants and challenge them to be as specific as possible. Particularly look at relationships between two adults where one might play the role of the child and one the role of the parent.*

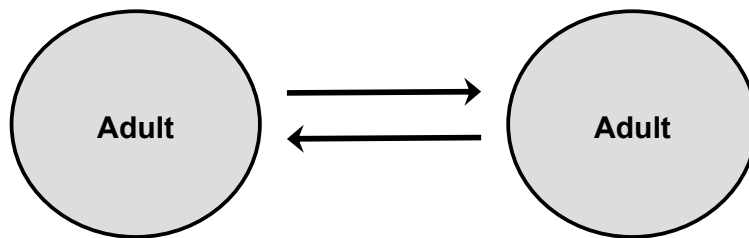


How does power affect these relationships?

If you operate primarily in your parent role, then people respond to you in their child role. Or, if you primarily operate in the child role, then others will respond to you in their parent role. The child role complements the parent role; they fit together like pieces of a puzzle.



If you operate primarily in your adult role, you are most likely to have others respond to you in their adult mode.



Discussion Questions:

- ❖ What happens to a relationship when you function in different roles, i.e. if one of you is the parent and the other the child?
- ❖ What about a relationship where you are both in the adult role most of the time? How would the relationship be different?
- ❖ How does power affect these relationships? Who has power in a parent/child relationship? Who has power in an adult/adult relationship?

Interpersonal Relationships: The Roles We Play

1. The Parent:

- Key points:
 - This is a role that has authority.
 - Uses frequent statements of what is right and wrong, with a judgement attached.
 - This role expects certain behaviour and can be controlling.

Common words or phrases that represent the **parent**:

Should/should not	Let me help you	Try
Ought	Disobedient	Duty
Don't/do not	Unreasonable	Must
Why? (in criticism)	If I were you	Careless
Sweetheart	Uncooperative	Poor thing
How dare you!	Thoughtless	Now what?

2. The Child:

- Key points:
 - Words and actions are for the purpose of getting satisfaction from pleasant feelings or relief from unpleasant feelings.
 - The child role expresses our basic needs such as our need to eat, sleep, be warm and “play” (this includes having sex).

Common words or phrases that represent the **child**:

I can't	I hope	Give me
I want	I hate	I'll try
I won't	It's your fault	I wish
I don't care	Do it for me	I'm scared
I don't know	Why? (in protest)	

3. The Adult:

- Key points:
 - Focussed on and attempts to deal with the present.
 - Does not place values on behaviour, but describes things the way they are.
 - Usually mature, level-headed, responsible and “human.”

Common words or phrases that represent the **adult**:

Helpful	I see	Rational
Easier	Alternatives	Realistic
Productive	What are the facts?	Responsible
Objective	Why?(for information)	Probability
Authentic	My choice is	No
I choose	I'd rather	Yes
What has been done so far?	Let's take it apart and look at it.	Let's look for the causes.



SESSION 20: INTERPERSONAL RELATIONSHIPS: LOVE LANGUAGES

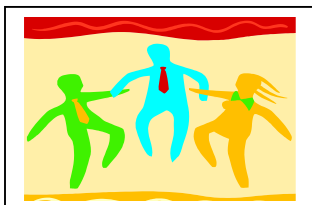
Objectives:

1. Identify five different love languages.
2. Determine which love language we respond to.

Time: 40 minutes

Session Overview

Activity/Method	Time	Materials Needed
Presentation/Discussion: The Languages of Love	20 minutes	Flipchart paper Markers
Activity: Love Languages Quiz	20 minutes	



Activity 1

Presentation/Discussion

Time: 20 minutes

In his book, *The Seven Habits of Highly Effective People*, Stephen Covey talks about an emotional bank account. It is a metaphor that describes the amount of trust that has been built up in a relationship. It is the feeling of safeness you have with another human being. I can make deposits into your Emotional Bank Account through courtesy, kindness, honesty and keeping my commitments to you. Through this, I build up a reserve. Your trust for me becomes higher and I can call upon you many times if I need to do so. I can even make mistakes and that trust level, that emotional reserve, will compensate for it. When the trust account is high, communication is easy, instant and effective.

However, if I have the habit of showing discourtesy, disrespect, cutting you off, overreacting, ignoring you, betraying your trust, or threatening you, eventually my Emotional Bank Account is overdrawn. I have to be very careful about everything I say. The relationship is filled with tension. Many families, marriages and organisations are full of this.

Covey identifies 6 major deposits that can build the Emotional Bank Account. These are:

- Really seeking to understand another person
- Attending to the little things (kindness and courtesy)
- Keeping a commitment or promise
- Clarifying expectations in the relationships



- Showing personal integrity
- Apologising sincerely when you make a withdrawal or make a mistake
- By loving others unconditionally

Gary Chapman, in his book *The Five Love Languages*, also uses this same concept of the emotional bank account in discussing relationships, particularly love relationships such as marriage.

How is love expressed? What are the ways in which people show others that they love them? *Encourage participants to brainstorm ways of expressing love.*

How important is it to express and receive love? *Let participants respond.*

Key Point: Expressing and receiving love is part of being human. Expressing and receiving love is an important aspect of many different kinds of relationships, including husband/wife, boyfriend/girlfriend, parent/child and even friendships.

Gary Chapman also has identified five communication styles with which people express and receive love. Every adult needs to feel loved in an intimate relationship: this could be a marriage or dating relationship. We all have emotional love tanks that need to be regularly filled. When we feel loved by our spouses and others close to us, the world seems a brighter place.

Although we ALL need to receive love in ALL the five ways below, you will find that one of the five love languages speaks more deeply to you emotionally than the others.

Love Language 1: **Physical Touch or Closeness**

- This is basic physical touch, not necessarily only sexual touch.
- It can include holding hands, putting your arm around someone, hugging, standing close, putting your hand on a shoulder, a massage and sitting in one room together.
- For a person whose love language is touch, the physical touch communicates love and affection.

Love Language 2: **Words of Encouragement** (or Affirmation)

- This is saying encouraging, supportive, loving or kind things to another person.
- Telling another person that they are appreciated or loved.
- People who need to receive love through words (either spoken or written) want you to focus on specific qualities or behaviours, such



as..."I am so proud of you. You have worked so hard to get this promotion." Or, "Wow, you look great in that dress."

- Those whose love language is words also find harsh and angry words very difficult and hurtful.

Love Language 3: **Quality Time**

- This is spending time listening, sharing and talking with another person.
- Time can be spent doing many different things such as going on a walk, reading books together, going on a trip, playing games, etc.
- Quality time is especially meaningful when we do things together that the other person really enjoys doing.
- The most important factor in quality time is not the event itself, but that you are doing something together and being together.

Love Language 4: **Gifts**

- This is giving gifts to another person.
- True gifts are not payments for services, but rather an expression of love for the individual that is freely given.
- For a person whose love language is gifts, the gift says to them, "I was thinking about you."
- Most gifts require a lot of thought and it is this thoughtfulness that communicates the love.
- Gifts do not have to be expensive. They can be small but thoughtful.

Love Language 5: **Acts of Service**

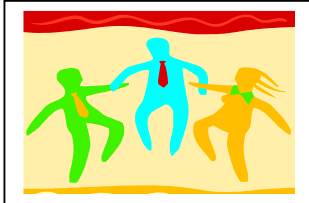
- These are special things done for another person.
- Most of the time it is not something that costs money. It is time, physical effort and thought spent on the other person.
- Acts such as washing dishes, painting bedrooms, cleaning the bathroom, cooking a good meal, or taking care of the children are all ways of serving.

Love Languages & Children: These same love languages also apply to our children. In order to determine your child's love language, pay attention to the following:

- Observe how your child expresses love to you.
- Observe how your child expresses love to others.



- Listen to what your child requests most often.
- Notice what your child most frequently complains about.
- Give your child a choice of two options and pay attention to what he/she chooses most often. For example, “I have free time this evening. Would you like for me to hem your trousers [*act of service*] or should we play a game together [*quality time*]?”



Activity 2

Activity: Love Languages Quiz

Time: 20 minutes

- *Refer participants to their manuals or hand out the Love Languages Quiz. Give participants time to complete the quiz.*
- *When participants are finished, help them score the quiz and write their three primary love languages in the spaces provided.*

Note to Facilitator: In order to shorten this session, you can assign the “Love Languages Quiz” the day before. Participants will begin the session having already completed the quiz, so you can proceed to scoring and discussing the results.

Processing Questions:

- ❖ What was it like to do the Love Languages Quiz?
- ❖ Did you learn anything new about yourself?
- ❖ Think of a significant relationship in your life. Does knowing about your love language help you to understand that relationship better?
- ❖ Can you apply what you have learnt here to any of your relationships?

The Love Languages Quiz

Rank the statements in each group from one to five. Five should be the things that would make you feel most appreciated and loved by your family member (can be a husband or wife, a child, brother or sister, even a boyfriend or girlfriend). Number one should be what you would least like of the five statements.

Group One

A___ A family member says, “You really did a great job on that. I appreciate it.”

B___ A family member unexpectedly does something in or around the house that you appreciate.

C___ A family member brings home a surprise treat from the store for you.

D___ A family member invites you to go on a leisurely walk just to chat.

E___ A family member makes a point to hug and kiss you before leaving the house.

Group Two

A___ A family member tells you how much he or she loves and appreciates you.

B___ A family member (male) volunteers to do the dishes and encourages you to relax. Another family member (female) volunteers to help you move things around and encourages you to relax.

C___ A family member brings you flowers simply because he/she cares and was thinking about you.

D___ A family member invites you to sit down and talk about your day.

E___ A family member gives you hugs and touches you on the shoulder when he/she passes by.



Group Three

- A___ During a party, a family member shares about a recent success you had.
- B___ A family member cleans up the yard.
- C___ A family member surprises you with an unexpected gift.
- D___ A family member surprises you with a special afternoon or weekend trip.
- E___ A family member holds your hand or stands by your side with an arm around your shoulder.

Group Four

- A___ Your family member praises you about one of your special qualities.
- B___ A family member brings you breakfast in bed.
- C___ A family member gives you exactly what you dreamed of getting, but did not think was possible, for your birthday.
- D___ Your family member plans a special night out for the two of you.
- E___ Your family member personally drives you to an event so you do not have to go on the bus.

Group Five

- A___ A family member tells you how much his or her friends appreciate you.
- B___ A family member takes the time to fill out the long complicated applications that you had hoped to get to this evening.
- C___ Your family member sends you something special through the mail.
- D___ Your family member takes you to lunch at your favourite restaurant.
- E___ A family member gives you a massage.



Score Sheet: Love Languages Quiz

	A	B	C	D	E
Group 1					
Group 2					
Group 3					
Group 4					
Group 5					
Totals					

Scoring:

A = Words of Encouragement

B = Acts of Service

C = Gift-Giving

D = Quality Time

E = Physical Touch or Closeness

Write down in the order of highest score to the least the primary love languages for you. You can also do this for your family members.

1. _____

2. _____

3. _____



SESSION 21: DECISION MAKING: CIRCLES OF INFLUENCE & CONCERN

Objectives:

1. Identify three aspects of decision making: challenges, choices and consequences.
2. Understand locus of control: circles of influence and concern.
3. Identify areas of concern personally and divide them into the circles of influence and concern.
4. Understand the difference between pro-active and re-active people.

Preparation:

Using a marker, number four brown paper bags 1 through 4 (make sure that you cannot see through the bags). Put the following items in each bag:

Bag 1: banana & a condom

Bag 2: bottle of water

Bag 3: cabbage or apple

Bag 4: N\$10 or N\$20 – must be a paper note

Close the bags tightly and staple them shut. No one should be able to see inside.

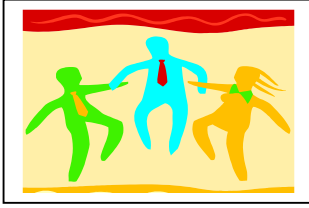
Note: *there is some flexibility in what you put in the bags, but be sure that you can make the connections to decision making and consequences.*

Time: 2 hours (120 minutes)

Session Overview

ACTIVITY/METHOD	Time	Materials Needed
Activity: Decision Making	30 minutes	Prepared bags
Discussion: Decision Making & Locus of Control	30 minutes	Flipchart paper Markers
Written Activity: Circles of Influence & Concern	10 minutes	
Discussion: Locus of Control continued	15 minutes	Flipchart paper/markers
Small Group Discussion: Circles of Influence & Concern	25 minutes	
Large Group Processing	10 minutes	





Activity 1

Activity: Decision Making

Time: 30 minutes

- What kinds of decisions have you made today? *These can include what time they woke up, what to wear, what to eat for breakfast, whom to sit next to, what to share in a small group activity, etc.*

Key Point: We all make many decisions every day. However, for the bigger decisions in our lives, it is helpful to know how to make a good decision.

- *Put the four bags on the table where everyone can see them.*
- I need four volunteers to come stand here behind the table so that everyone can see you. You may not touch these bags.
- The rest of you are going to try to influence or convince the volunteers each to choose a particular bag. *Give the audience a chance to try to influence the volunteers to pick a certain bag.*
- Now I would like each one of you [*talking to the volunteers*] to select a bag. *Give each volunteer a chance to say what bag they would like. They are still not allowed to touch the bags.*
- *Ask the volunteers:* How did you pick your bag? *Answers may include: "It's my lucky number," "It was closest to me," or "They told me to."*
- None of you have any information about what is in the bags. It is hard to make a good decision when you have no information.
- Now each of you may lift the bags off of the table. You may only hold the bags from the top. *After they have done this, ask:* Would any of you like to choose a different bag after having lifted up the different bags?
- *If any of the volunteers changes their mind about the bag they want, ask them to explain why they changed their mind.*
- Now, you may all pick up the bags and do anything you want to the bags EXCEPT open them and look inside. *Give the volunteers time to investigate the bags without opening them up.*
- Now would any of you like to choose a different bag? *If anyone chooses a different bag, ask them why they wanted to switch.*
- Has everyone made their final decision? I would like each of you to explain why you chose the bag that you did. *Each volunteer should try*

to explain as best they can. Especially without all of the information, people make decisions for different reasons.

- You may now open your bags.
- Did you get what you expected? How do you feel about your decision now? *Ask each participant how she/he feels with her/his decision now that she/he knows the outcome. Point out some of the issues from the descriptions below:*
- Bag 1: looked interesting because it was leaning over. People often decide to do something because they are curious. Bag 1 had a banana in it, something good to eat and that was a positive consequence. But there was a condom in the bag as well and this could be a potentially embarrassing consequence. Sometimes the decisions we make also can have an unknown consequence, and it might be embarrassing or worse.
- Bag 2: appeared to be a bottle of cool drink, but it was not. Sometimes we are fooled by “misinformation.” In this case, without looking in the bag you could not make an informed decision. The consequence was disappointment. Some decisions are like that: we do the best we can with the information we have, but the result is less than we had anticipated.
- Bag 3: felt a lot like it had a melon in it. Sometimes we make a decision too quickly and overlook some piece of information that is important in making the best decision. In this case the consequence is not very negative, since you can eat cabbage and it is nutritious.
- Bag 4: was unknown. It probably felt like it was empty. On closer examination, you could hear something rattling around, but there was no way of knowing what the paper was. In this case you really took a risk by deciding to choose Bag 4. Taking a risk is OK when you are in a safe environment like this, but there are times when taking a risk can be much more dangerous.

Note to Facilitator: In the discussion following this activity, focus on choices, or the options we consider before we make a choice. What options did the volunteers have? Their choices were limited; this is also true for choices we are presented with in our lives. Focus on the consequences of the choices the volunteers made. Some consequences may be identified before we make our choice, but others cannot. What about the consequences of the decisions made by the volunteers: could we have predicted those consequences?



Processing Questions:

- ❖ What is important in making a decision? What do you need to know in order to make a good decision? Answers could include: information, time, examining or exploring different options, choices, consequences (what will happen as a result of different choices), input from others, misinformation, possible danger or harm.
- ❖ What kinds of bigger decisions does each of you make? *At first participants may think they do not make decisions, yet every participant made the choice to be at the training workshop. How did they make that decision?*
- ❖ What other things influence your decisions? *Answers include: friends, family, values, alcohol, culture, religion, finances, etc.*
- ❖ In our daily lives, how are most decisions made? *Find out how decisions are made in their families or communities.*
- ❖ How do we determine if we have made a good decision?
- ❖ What about consequences of the decisions we have made?

Adapted from PATH (Program for Appropriate Technology in Health), *Life Planning Skills: A Curriculum for Young People in Africa*. December 1996.



Activity 2

Discussion

Time: 30 minutes

- Think about a time in your life when you had a problem. Try to think of a problem that you could share with the large group. *Refer to the Locus of Control diagram. This diagram might help participants better understand the concept.*
- Now think about the outcome of the problem. Over a period of time that problem was reduced or solved. Somehow the original problem became less of a problem or a larger problem.
- We are going to talk about what happened between the time that the problem started and the outcome of the problem.
 - What happened during that time?
 - Did anyone do anything to solve the problem or to make it less of a problem?
 - Were there other people who did nothing?
 - What did you do?
- *Ask participants to share their problems and outcomes.*



- *After several situations have been discussed, focus on situations where a decision was made; it can be a simple decision or a more complicated one.*
 - Who made the decision?
 - Were others involved in the decision making?
 - What factors were considered as part of the decision making process?
 - What were the consequences of that decision?
 - Looking back on the decision now, was it a good decision?
 - Had the people making the decision chosen a different option, what would have been different? OR What would the consequences have been of choosing a different option?

Note to Facilitator: You may conduct the above discussion in small groups. Have group members explore problems they have had and the outcomes. This may allow participants to feel safer sharing their personal problems which can often be difficult in the large group.

Three C's of Decision Making

We often do not sit down and really think about the decisions that we make everyday. However, for big decisions in our lives, there are three important things to consider when making a decision. We are going to call them the three C's.

1. **Challenge** or problem that you are facing: define the problem
2. **Choices:** what choices or options do you have?
3. **Consequences** of each choice: what would or could happen as a result of each choice? These consequences can be negative or positive.

Locus of Control

Another important factor in decision making is what you have control over, or what you can change. Of course you cannot make decisions about things that you have no control over. Think about your life right now. What sorts of things do you have control over? What things can you choose? For instance, can you choose what you eat for breakfast? Can you choose what you wear in the morning?

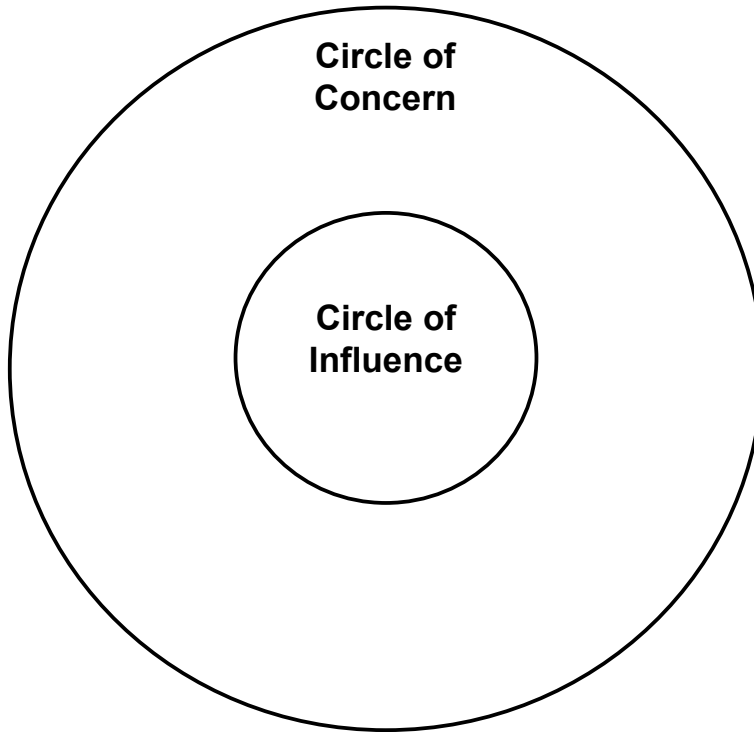
Brainstorm a list of things participants have control over. There may be some variation within the group concerning what they can make decisions on and what is out of their control. Do not spend too much time on this since it will be discussed in more detail during this section – just get participants thinking.

- Everybody has a **circle of influence** and a **circle of concern**. The circle of influence is what we have control over, what we can change, or what we can influence. The circle of concern is what we care about but have



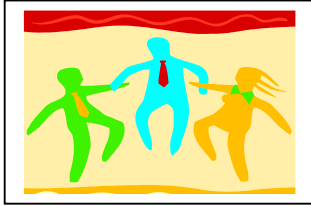
no control or influence over. We cannot change what falls outside of the circle of influence.

- What sorts of things do we have control or influence over? OR What would fall into our **circle of influence**? *Possible answers include: what we eat, what we wear, who our friends are, what we do, etc.*



- What sorts of things would fall into the **circle of concern**? What sorts of things are we concerned about but unable to change, or have a very, very limited ability to change? *Possible responses: our family's health, our adult child's behaviour, our boyfriend or girlfriend's behaviour, how we are treated by our boss or colleagues, etc.*

Adapted from Stephen Covey, The Seven Habits of Highly Effective People



Activity 3

Written Activity

Time: 10 minutes

- First, I would like each of you to list all of your concerns. Write down everything that you think about and are concerned about. These could be big problems or they could be small things.
- Next, divide up all those concerns into the two circles.
 - From those concerns you listed, what do you have influence over, or what can you change? Put those in the inner circle, the circle of influence.
 - From those concerns, what do you have no influence over or what is out of your control? Put those things in the outer circle, the circle of concern.

Processing Questions:

- ❖ What was this activity like for you?
- ❖ What was it like to divide up your concerns between your circle of influence and circle of control?
- ❖ Which circle has more items in it? Why do you think that is?



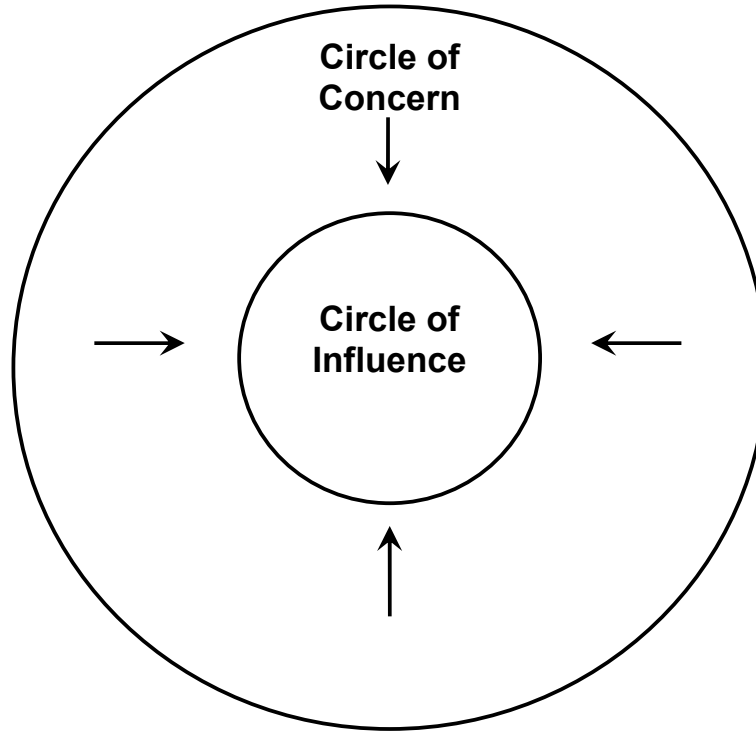
Activity 4

Discussion

Time: 15 minutes

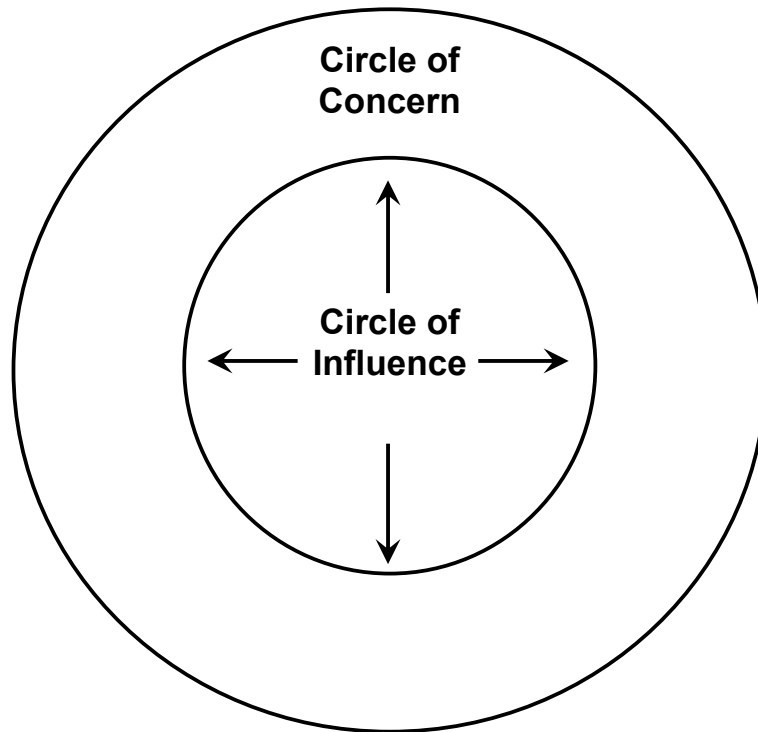
- At different times in our lives, our circle of influence may be smaller than at other times in our lives. For instance, think of a child's circle of influence. What can a 2-year-old child control in his or her life? Compare that to the circle of influence of a 50-year-old man. Think about how your circle of influence has changed over the course of your life.
- But, we also have some influence on the size of our circles.

Re-active People: focus on their circle of concern. They focus on the weaknesses of other people, the problems in their life and environment, and circumstances over which they have no control. Their focus results in blaming and accusing attitudes, reactive language and increased feelings of victimisation. The negative energy generated by this causes their Circle of Influence to shrink.

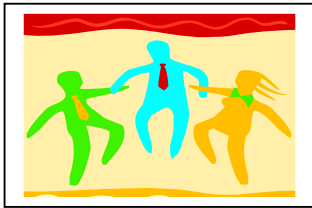


- Can you think of any examples of people who are re-active? What is life like for them?

Pro-active People: work on things they can do something about. They focus on the circle of influence and try to make changes to things in their life that they have some control over. The nature of their energy is positive, enlarging and magnifying, causing their Circle of Influence to grow/expand.



- Can you think of examples of people you know who are pro-active people?
- How can you become more pro-active in your life?



Activity 5

Small Group Discussion

Time: 25 minutes

- Now we are going to break into our small groups. Please share your circles with your group members.
- In sharing, the group may help you determine what you have control over and what you are concerned about but have no control or influence over. Making this distinction is essential for being able to make good decisions and address or solve your problems.
- I would encourage each of you to challenge your group members. If they have put something in their circle of concern that you think should be in the circle of influence, ask them about this.
- In your groups, also discuss ways that you can become more pro-active in your life. How can you focus on your circle of influence and therefore help to make that circle larger?



Activity 6

Large Group Processing

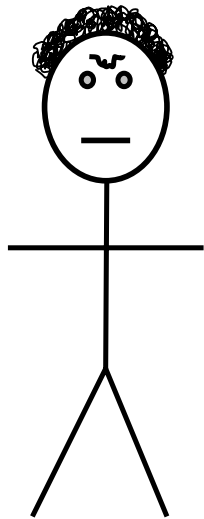
Time: 10 minutes

Processing Questions:

- ❖ What was it like to talk about your circles of concern and influence in your small groups?
- ❖ What is it like to divide up your worries or concerns into these two categories?
- ❖ What was it like to talk about ways to become more pro-active in your life?
- ❖ Have any of you changed how you view your own problems?

PROBLEM

OUTCOME



What happened?
Who did what?
Who did not do anything?



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SESSION 22: PERCEPTIONS & PERSPECTIVE

Objectives:

1. Understand the importance of different perceptions and perspectives.
2. Recognise that our perspectives are based on who we are, our experiences and values.
3. Through acknowledgement of different perspectives develop more empathy and less judgement of others.
4. Identify ways to expand our perspectives.
5. Discuss the difference between “truth” and perspective.

Preparation:

Transparencies or PowerPoint “Optical Illusions and Perspectives”

Time: 1 hour (60 minutes)

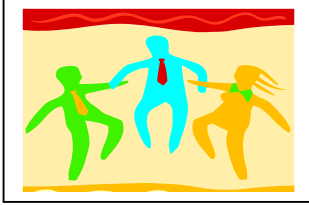
With optional Optical Illusions Discussion: 1 hour 45 minutes

Session Overview

Activity/Method	Time	Materials Needed
Activity: Fixed Positions	20 minutes	
Activity: Draw the Picture	20 minutes	Flipchart paper Markers
Discussion: What is “truth?”	20 minutes	
Discussion: (optional) Optical Illusions & Perspectives	45 minutes	Transparencies or PowerPoint “Optical Illusions”

Note to Facilitator: The key focus of this session is to introduce the idea that each person has a different perspective and that no perspective is “wrong.” This session should set the stage for the empathy session in the Basic Counselling Skills Module.





Activity 1

Activity: Fixed Positions

Time: 20 minutes

- Everyone please get up and form a circle here.
- *Once everyone has formed a circle, ask: May I have one volunteer? The volunteer is going to stand in the middle of the circle. You can face any direction you want, but you must stand still; you cannot move around.*
- Now I am going to ask some questions of the rest of you. You are to answer these questions **based on what you can see**. Remember that you have to answer the questions from what you can actually see, not from what you know is there.
- *When asking your questions, it is best to direct them at specific participants so you can get the different perspectives. You can adjust the questions as you wish based on the volunteer and what will best illustrate the point.*
 - How many eyes does [*name of volunteer in the middle*] have?
 - How many arms does [*name of volunteer in the middle*] have?
 - What is [*name of volunteer in the middle*] wearing?

Note to Facilitator: It may take some prompting to get participants to describe only what they see. Our minds are trained to fill-in-the-blanks with what we know.

- May I have another volunteer? Will you please walk around [*name of volunteer in the middle*] and while you are doing that, tell us exactly what you see at each angle?

Processing Questions:

- ❖ Why did we do this activity? What does it illustrate?

Key Point: There are different points of view or perspectives depending on where you are standing and/or your outlook.

- ❖ When [*name of a participant*] said that [*name of volunteer in the centre*] had no eyes, was he lying?



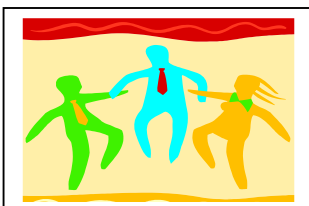
Key Point: What a person sees from his/her perspective is not a lie, but it may not be a complete picture.

- ❖ How does this activity relate to real situations in our lives? Consider how our perspective on a situation shapes our understanding of it. *Give an example of a car accident; each driver involved in the accident has a different story to tell.*

Key Point: There is my “truth,” there is your “truth,” and there is THE “truth.” There are as many sides to a story as there are people involved.

- ❖ How can we give ourselves a more complete picture? Can you give an example? *Possible responses:*
 - Communicate with others in order to understand their perspectives.
 - Listen to others; let them tell their stories.
 - Set aside our own values and judgements.
 - Understand the other’s background.
 - Get to know others.
 - Shift or change our own perspective.
 - Be open-minded.

Key Point: Our viewpoint is just one perspective. There are more valid views about a situation or a person than our own. We are often quick to judge others without trying to understand more about them first.



Activity 2

Activity: Draw the Picture

Time: 30 minutes

Preparation: Set up three areas in the room with flipchart paper and markers. Ideally they will be in different areas so that if a person is drawing they will not be able to see another’s paper. Draw a simple picture prior to the session, i.e. a house, with a tree, a car and a person.

- I need three volunteers. Each of you please go to one of the three flipchart papers that are posted in the room. *You can have more than three volunteers if you have space in your room to set up the flipcharts.*
- Volunteers, your instructions are to draw what I tell you to draw. Follow the instructions as they are given to you. You may not turn around or look at anyone else’s picture.

- When the volunteers have turned to face their flipcharts, you can show the picture you prepared to the rest of the group.
- Give very simple instructions on what to draw, i.e. “Draw a house in the middle of the paper. The house has a door and two windows. To the left of the house is a tree. There is a car in front of the house. There are two birds flying over the house.”

Note to Facilitator: When giving instructions, do not be too detailed. This is not a communication exercise, so the point is not for them to replicate what you have drawn. The instructions must be vague enough for the volunteer to be required to interpret. The instructions should be simple so that each volunteer can follow them, but vague so that they also draw different looking houses, trees, cars etc.

Processing Questions:

- ❖ What was it like to do this exercise?
- ❖ Do all the pictures look the same? What are the similarities?
- ❖ What is different about them?
- ❖ Did each of the artists follow the instructions? *It is helpful if you can repeat two or three of the instructions exactly as they were given when you ask this question.*
- ❖ Why did we do this activity?

Key Point: We each have our own perspective. It is often much harder than we suppose for all of us to understand things in the same way.

Definitions:

- Perception: the way you regard something and your beliefs about what it is like.
- Perspective: a way of thinking about something which is influenced by the kind of person you are or by your experiences

Discussion Questions:

- Where do our perceptions and perspectives come from?
- Can we change our perceptions? If so, how do you think we might change our perceptions?

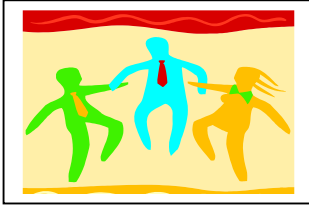
We tend to:

- Cling to (hold on to) first impressions even if wrong.
- Assume that others are similar to us.
- Favour (prefer) negative impressions over positive ones.

We don't see things as they are; we see things as we are.

Anais Nin





Activity 3

Discussion

Time: 20 minutes

- Now that we have been talking about perceptions and perspectives, what is “truth?” Is there such a thing as absolute truth? *Let participants respond and start a discussion. There is no right answer.*
- When do you think you might be interested in the truth? *Possible answers include: in a court of law, when a crime is committed, in religion, etc.*
- How might our values and attitudes affect our perspectives?
- What have we been focussing on this week, “the truth” or our perceptions? For instance, when you looked at your family and did your family snapshot, were you focussed on the objective truth or your perspective of your family?

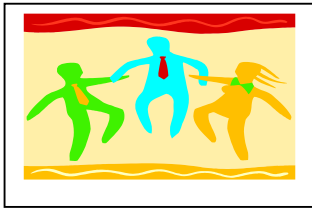
Key Point: This week we have focussed on perceptions and perspectives. We have not been interested in objective truth. We have also at times pushed participants to broaden their perceptions or see things from a different perspective.

- Why? *Because all people function within their own realities.*

Key Point: When it comes to relationships and interactions, the perceived reality is much more important than the absolute truth. We base our thoughts, feelings and behaviours on our perceived realities, not on any absolute truth or reality.

- Why might it be important to expand or change our own perspectives?
- How might perspectives be related to our self-concept?
- What do you think we are interested in as counsellors? Do we need to know “the truth” or are we only concerned with our client’s perceptions? *Let participants discuss this.*

Key Point: Counsellors are essentially interested in the client’s perceptions, since that is what their thoughts, feelings and interactions are based on. Counsellors can help clients broaden their perspectives or see things from a different angle.



Activity 4

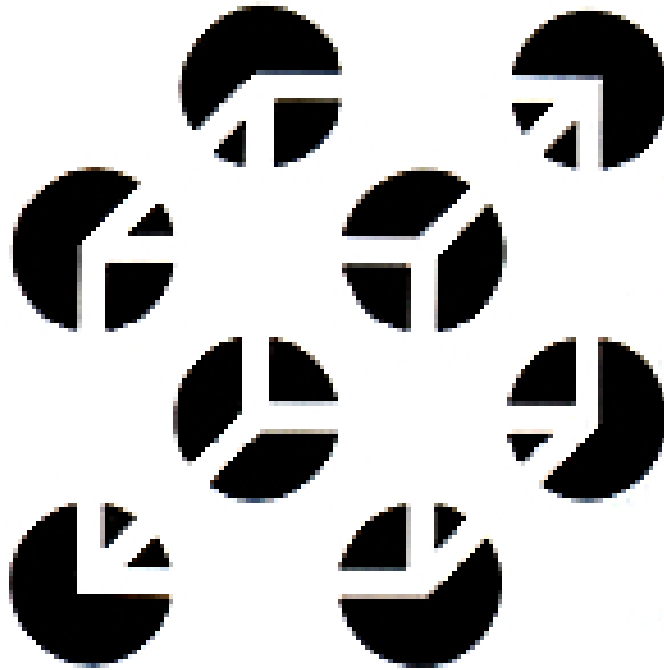
Discussion: (Optional)

Time: 45 minutes

Optical Illusions and Perspectives

Note to Facilitator: In this activity, you will display each of the “optical illusions.” You can either use an overhead projector or computer. It is also possible to refer to the participant manual if you do not have the other capabilities.

- It is essential that you continuously apply the concept of perspectives to real life situations.
- Each page (or slide) has a key point that should be stressed.
- Participants need to have a clear understanding that everyone views the world through their own personal lens. These lenses are created from personal experiences, values, background, i.e. family, socio-economic, religious, gender etc., culture etc.
- Point out that throughout the week we have been exploring each of our perspectives by looking at our values, our families, our friendships etc.



1a. Can you see a cube/box?

1b. Can you see a cube from another perspective?

1c. Imagine that the circular areas are actually holes in the page.
Can you see a cube suspended behind the surface of the page?

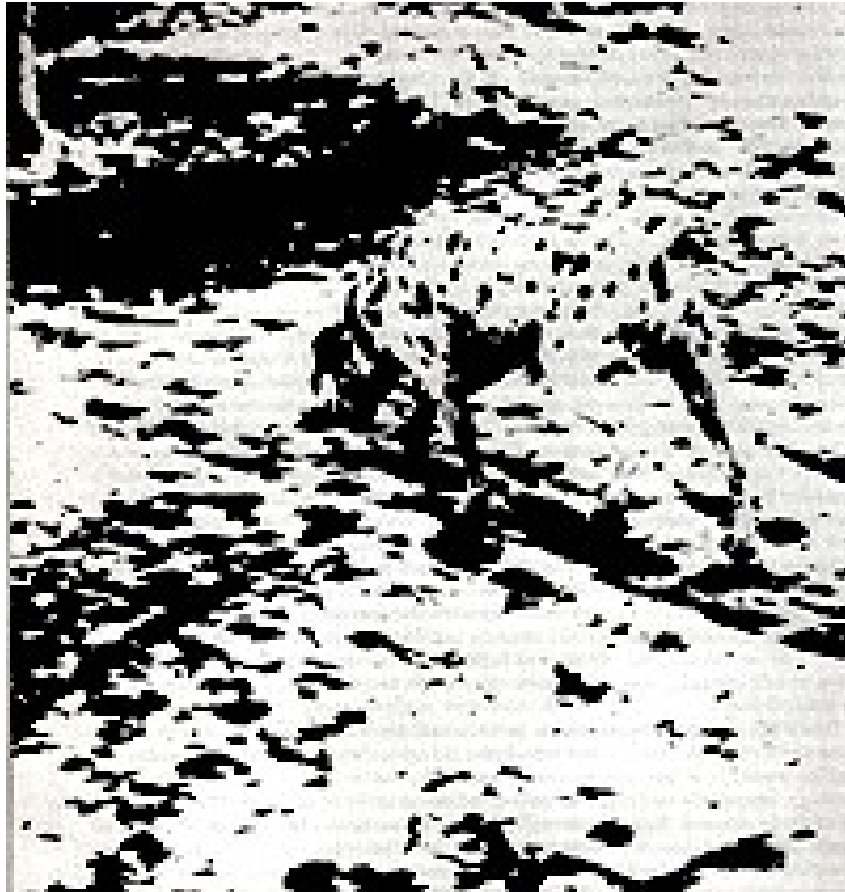
Processing Questions:

- ❖ Can all of you see the different cubes?
- ❖ For those of you who can see the different cubes, how did you manage to see them?
- ❖ Can you point them out to others? *You may have those who can see the cubes show the others.*
- ❖ So, how can you broaden your perspective?

Key Point: Once our mind chooses to see things a certain way it is difficult to get rid of it or to see things from a different perspective.

2a. What do you see in this picture? If you see nothing, keep looking.

2b. If you see “something,” try seeing nothing. Can you do this?



Processing Questions:

- ❖ Can everyone see an image, or do you just see dots and disorganisation?
- ❖ Can I have a volunteer to help those who do not see anything?
Can you see it now?
- ❖ How did [*name of volunteer*] manage to help you see another perspective?
- ❖ Now I want you to see if you can all go back to seeing nothing.
- ❖ What does this mean for our perspectives in real life? Is it difficult to change them?

Key Point: Our minds try to make sense of what we see as chaos (or something out of order). Once we make sense of it, it is almost impossible to go back to not seeing order.



3a. What do you see?

3b. Can you see anything else?



Clue: It is a word.

Processing Questions:

- ❖ Can you see both the word and the image? Can you go back and forth between the two?
- ❖ If we can go back and forth between two images by changing our perspective, what does this mean for our perspectives in real life? *We can get a broader perspective or see things from several different angles.*

Key Point: Changing perspective allows our eyes to see two very different images: one a word (liar), the other a face.

4. What do you see?



4a. Can you see the old man?

4b. Can you see young man?

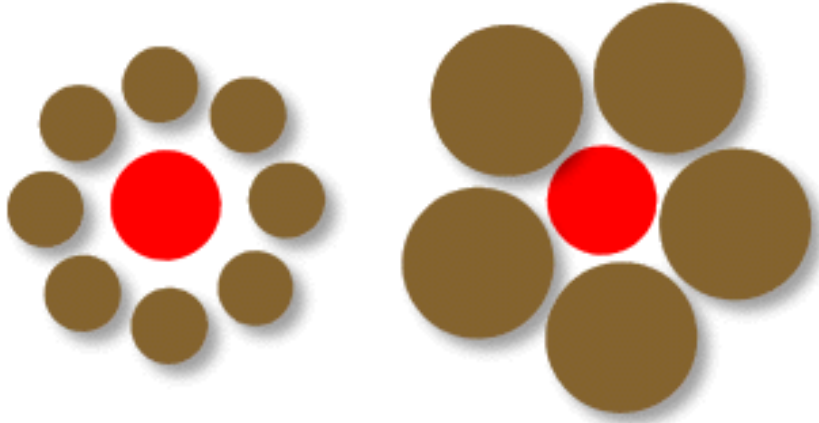
4c. Can you see them both at the same time?

Processing Questions:

- ❖ Can everybody see both the old man and the young man? If not, can someone volunteer to help the group?
- ❖ How did [*name of the volunteer*] help you? What did [*name of the volunteer*] do?
- ❖ Could that also be done in other real life situations? If so, how?

Key Point: Changing perspective allows your eyes to see two images: an old man and a young man. You cannot “unsee” a pattern, but you can replace it with a new pattern. Keeping an open mind and communicating or interacting with others allows us to see other perspectives.

5. Compare the central circles. Which one is larger?



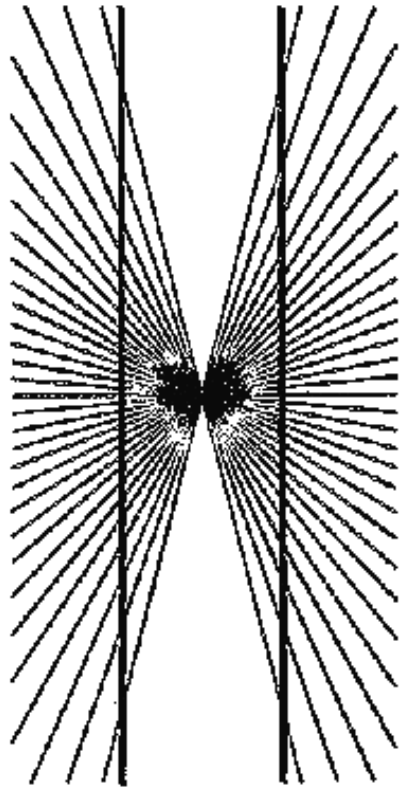
Answer: The circles are the same size. One circle appears bigger only because the circles around it are smaller relative to the size of the centre circle.

Processing Questions:

- ❖ Why do the circles appear to be different sizes?
- ❖ How does the fact that we compare things to what is around them affect how we might view others? Do we compare people? If so, how does that affect how we view people and how we treat them?

Key Point: Our perception is relative; we automatically compare something to what is around it.

6a. Are the vertical (up and down) lines below parallel (straight)?



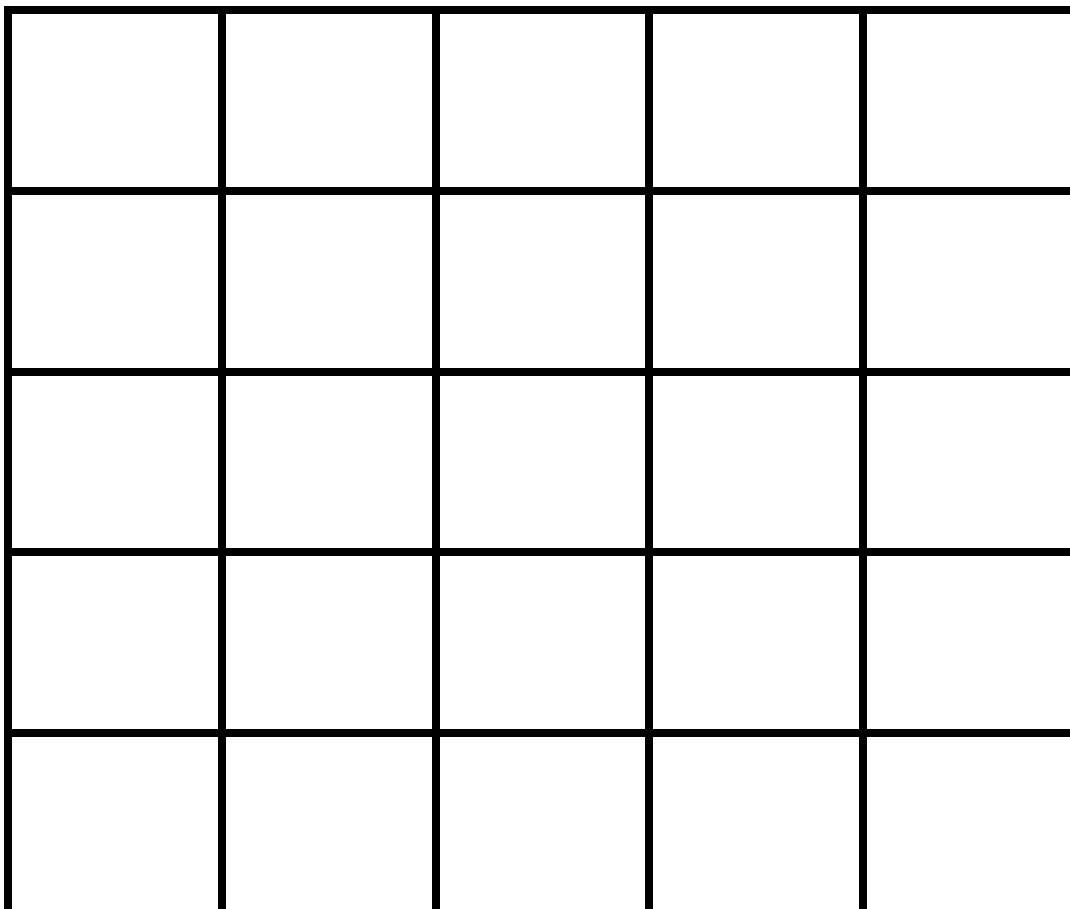
6b. The vertical lines are parallel. Why do they look curved?

Processing Questions:

- ❖ The background or surroundings can change our perspective. How does this happen in real life situations? Can you give me some examples?
- ❖ Can you make the lines look like they are straight? If so, how? Can you also do this with situations in your life? Can you make a bad situation better simply by changing perspectives?

Key Point: The other lines make the vertical lines look like they are curved. It is only the perspective of the surroundings that make the lines look curved. Our background, environment or surroundings can change our perspective.

7. How many squares are there below?



Processing Questions:

- ❖ How many squares can you count? *Figure out who can count the most squares. Whoever can count the most squares should explain how they did it to the rest of the group.*
- ❖ How did [name] show us how to count more squares? Once he/she did that, could you see this puzzle from a different perspective?
- ❖ This shows that many times, finding a solution is also a matter of perspective.

(Answer: 55 squares)

Key Point: Often the solution to a problem is just a matter of perspective. After changing perspective we can frequently find different solutions.



Perspective: Self-Evaluation

8a. How do you rate your ability as a community counsellor trainee?

Well above average

Above average

Average

Below average

Well below average

8b. Compared to other participants in this course, how would you rate your ability to get along with others?

Well above average

Above average

Average

Below average

Well below average

8c. How confident are you in the accuracy of your ratings?

100%

80%

60%

40%

20%

0%



Over-inflated Self-Perception

"A survey of university professors found that 94% thought they were better at their jobs than their average colleague."

"A survey of one million high school seniors [Grade 12's] found that all students thought they were above average" in their "ability to get along with others . . . and 25% thought they were in the top 1%."

Processing Questions:

- ❖ Our perceptions of ourselves are also distorted. We may view ourselves more highly than we do those around us. Is that a good or a bad thing?
- ❖ When might it be helpful to get other's perspectives on oneself and our interactions?
- ❖ How does this relate to our self-concept?



SESSION 23: DEATH AND GRIEVING

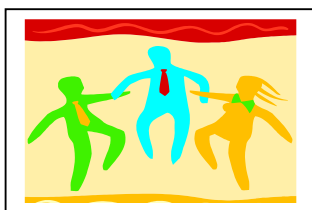
Objectives:

1. List the five stages of dying and grief.
2. Explore an experience of significant personal loss and share it with others.
3. Explore one's own mortality.
4. Explain the life-death-life cycle.

Time: 2 hours (120 minutes)

Session Overview

Activity/Method	Time	Materials Needed
Written Exercise: Reflections on an Important Loss	20 minutes	
Small Group Sharing: Reflections on an Important Loss	30 minutes	
Presentation/Discussion: Stages of Dying/Stages of Grief	20 minutes	Transparency or PowerPoint of Stages of Dying/Stages of Grief
Guided Imagery	30 minutes	Music player and soothing music without words
Discussion	20 minutes	



Activity 1

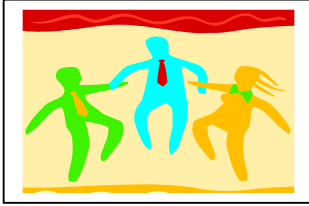
Written Exercise

Time: 20 minutes

Note to Facilitator: This written exercise can be assigned as homework the day before this session. This reduces the time needed for the session and allows the session to start with small group sharing of an important loss.

Refer to Participant Manual.

- We are going to spend a few minutes reflecting on a significant loss in our lives. This could have been the loss of a close family member or a friend. But it does not have to be the loss of a person. It could be the loss of a community, i.e. a move or losses from a natural disaster. It can be any significant or important loss to you, including the loss of a job or loss of an opportunity.
- Take some to fill in your responses. *Again, in the interest of time, you can also have participants fill in this worksheet as homework.* When you are finished we will go into our small groups to share our significant losses.



Activity 2

Small Group Sharing

Time: 30 minutes

- Take 20 minutes to share our important losses with other members of our small groups. Remember that everyone is encouraged to share their experiences but you are not required to do so.

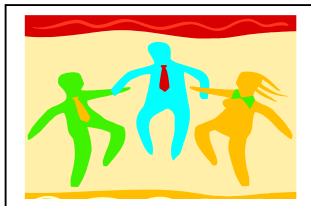
“When you lose your parent, you lose your past. When you lose your spouse, you lose your present. When you lose your child, you lose your future. When you lose a friend, you lose yourself.” ~William Worden

How are death and grief viewed or responded to differently across the age span?

Conclusion: Here is a helpful metaphor or image for thinking about grief:

Rock Tossed in the Pond Metaphor: When a rock is tossed into a pond, the closer to the point of impact, the larger the ripples in the water. The ripples spread out over the surface, becoming smaller and smaller the further away they are. Nevertheless, the ripples are still present. This is similar to the loss process: the ripples are the emotions felt after losing a loved one; the more time that passes, the less intense the emotions become.

In this session we are going to explore the idea of death and dying. Death is the only certainty about our lives; death is a deep concern to all of us.



Activity 3

Presentation/Discussion

Time: 20 minutes

In this session we are going to explore the idea of death and dying. Death is the only certainty about our lives; death is a deep concern to all of us.

Elisabeth Kübler-Ross has had a great deal of influence on the way we think about death and dying. She conducted extensive interviews with people who were dying and with those who cared for them. An outcome of these interviews was the development of stages of death and dying. These stages are listed below. While there can be a sequential order to these stages, they

can be experienced in any order. Some are temporary, some stages can be experienced together, and everyone does not always experience each stage.

These stages apply both to a person who is dying and to the loved ones who grieve while their family member is dying and after the person has passed away.

Stage 1: Denial: when someone cannot or will not admit what they are really feeling or the reality of what they are experiencing. Denial comes in several forms.

- A patient can reject the diagnosis, simply refusing to believe the news.
- In other forms of denial, patients at times refuse to accept the news, and at other times admit that they know that they are going to die.
- A common reaction when a loved one hears the news of the death of a close family member is “No, it can’t be.” This is the denial stage.

Stage 2: Anger: A dying person may be angry at everyone or God. They may wonder out loud why they are dying and not someone else.

- Those who are left behind may be angry at the person who dies for leaving them behind.

Stage 3: Bargaining: In this stage dying people try to negotiate their way out of death. In some ways this stage can help a dying person have a goal of attending a particular event or living until a certain time.

- Those who are left behind may say things like, “If he had just listened to me and not gone on that trip he would still be alive,” etc.

Stage 4: **Depression:** Realising that they cannot bargain their way out of death, people are overwhelmed with a deep sense of loss. The depression can be of two different types:

- Reactive depression: feelings of sadness based on past events, i.e. loss of a job, failures in relationships, etc.
- Preparatory depression: feelings of sadness over future losses such as not seeing their children grow up and have children of their own, etc.

Stage 5: **Acceptance:** In this stage the person has made peace with themselves; they have accepted that they are dying.

- The person/s left behind at this stage accept that their loved one is gone and learn to live without them in their lives.

Later in life, Kübler-Ross suggested another phase called **hope**, which usually persists through all the stages.



These stages of dying can also be seen as stages of grief for someone who is losing, or has lost someone or something important to them. The process can apply to any loss.

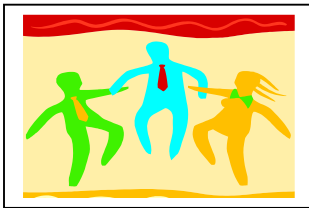
Another way to look at the grieving process is to think of the acronym **TEAR**:

T = To accept the reality of the loss

E = Experience the pain of the loss

A = Adjust to the new environment without the lost/dead person

R = Reinvest in the new reality



Activity 4

Guided Imagery

Time: 30 minutes

Note to Facilitator: Put on some soft, soothing music in the background as you go through this guided imagery. Make your voice soft and gentle as you read through the imagery below, pausing frequently.

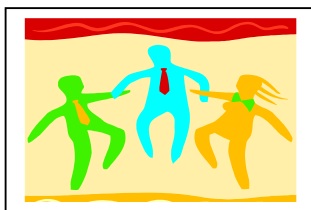
- Find a comfortable place in the room. You may move your chair, or sit or lie down on the floor if you are more comfortable there.
- Close your eyes and clear your mind of everything except what you hear and what I will invite you to do. Do not worry about your schedule. Clear your mind of worries about your family or your friends. Just relax...sink your body into your chair or the floor where you are lying. Breathe in and out. Let your breathing slow as you relax.
- Now let your mind take a journey. You are going to the funeral of a loved one. Picture yourself going to the church; it is a beautiful day. The sun is warm as you walk into the church. You notice the flowers and the soft music. You see the faces of friends and family as you walk up the centre aisle of the church. You feel the shared sadness of loss and the joy of having known and having loved.
- As you walk to the front of the church and look inside the coffin, you suddenly come face to face with yourself. This is your funeral, three years from today. All these people have come to honour you, to express feelings of love and appreciation for your life.
- As you take a seat and wait for the service to begin, you look at the program in your hand. There are to be four speakers. The first speaker is one of your relatives, many of whom have come from all over the country for your funeral. This person can give a sense of

where you came from. The second speaker is one of your friends, someone who can give a sense of who you were as a person. The third speaker is from your work or profession. The fourth is from your church or some community organisation where you have been involved in service.

- Now think deeply: what would you like each of these speakers to say about you and your life? What kind of husband, wife, father or mother would you like their words to reflect? What kind of son or daughter or cousin? What kind of friend? What kind of working colleague?
- What character traits would you like them to have seen in you? What contributions and achievements would you want them to remember? Look carefully at the people around you in the church. What difference would you like to have made in their lives?
- Become aware of the chair underneath you. Pay attention to your breathing as you begin to be aware of the room around you. In your own time, open your eyes.
- Take a few minutes to write down some of your impressions. You may write in any language you feel most comfortable.
- *Give participants 10-15 minutes to write down their impressions in their journals or their manuals.*

Processing Questions:

- ❖ What was that experience like for you?
- ❖ Were you surprised by any of the ways you want to be remembered or how you want to affect the lives of those who love you?
- ❖ Has looking at how you want to be remembered made you want to make any changes in your life?



Activity 5

Discussion

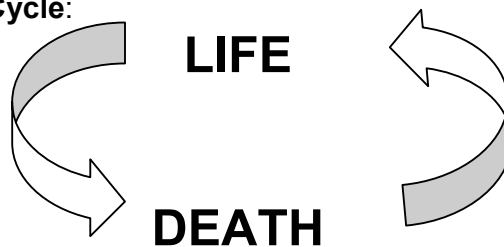
Time: 20 minutes

- Death sets a limit on our time in this life, urging us to do something productive or meaningful with our lives.
- The certainty of death compels us to provide meaning to our lives. Each person's meaning of life differs; it may change from year to year, from hour to hour, or over the course of a lifetime.
- To rejoice at the opportunity to experience each new day is to prepare for one's ultimate acceptance of death.

Discussion Questions:

- How do we deal with death in our cultures? What are our rituals around death? What do we do when someone dies? *Let participants offer the rituals from their cultures. What are the funerals like? Who attends?*
- What about other cultures? What are other culture's rituals around death? For instance: in Ghana, there are days of weeping and wailing when someone dies. In the West, there is a removal from the reality of death, i.e. fewer people are being buried as people are choosing to be cremated. There are fewer funerals, i.e. with open casket but more memorial services months after someone dies.
- How do our rituals affect our grieving process and our views about death?
- What happens in our families after death?

Life – Death – Life Cycle:



- Throughout our lives, we each experience many “deaths” or losses. These can be actual deaths of loved ones or they can be losses, such as loss of health, loss of a job, loss of status, loss of a marriage, etc.
- Pain is inevitable; everyone experiences pain and loss in their life. But what comes out of that pain?
- Out of each of these losses or “deaths” comes new life. Life always springs from death.
- Personal growth comes in allowing pain or loss to lead to new life and opportunities for growth and change.

Can you think of any examples in your life where something good or some kind of new life has come out of death or a loss?

Optional Journal Assignment:

Think about your own death:

- How much time and energy have you put into examining your feelings, beliefs, hopes and fears about the end of your life?



- If you were told you had a limited time to live, would it change the way you are presently conducting your life?
- Are there things you would feel an urgency to do before you died?
- Are you afraid of dying? Of death?
- Can you identify the sources of your fear?
- Are there things, emotional and practical, that you would feel a need to work out?



Reflections on an Important Loss

1. The most significant (important) loss I have experienced in my life was

.....
.....
.....
.....

2. I was aged.....

3. It was so significant because.....

.....
.....

4. I felt.....

.....
.....
.....

5. I thought.....

.....
.....
.....

6. My greatest fear was that.....

.....
.....
.....

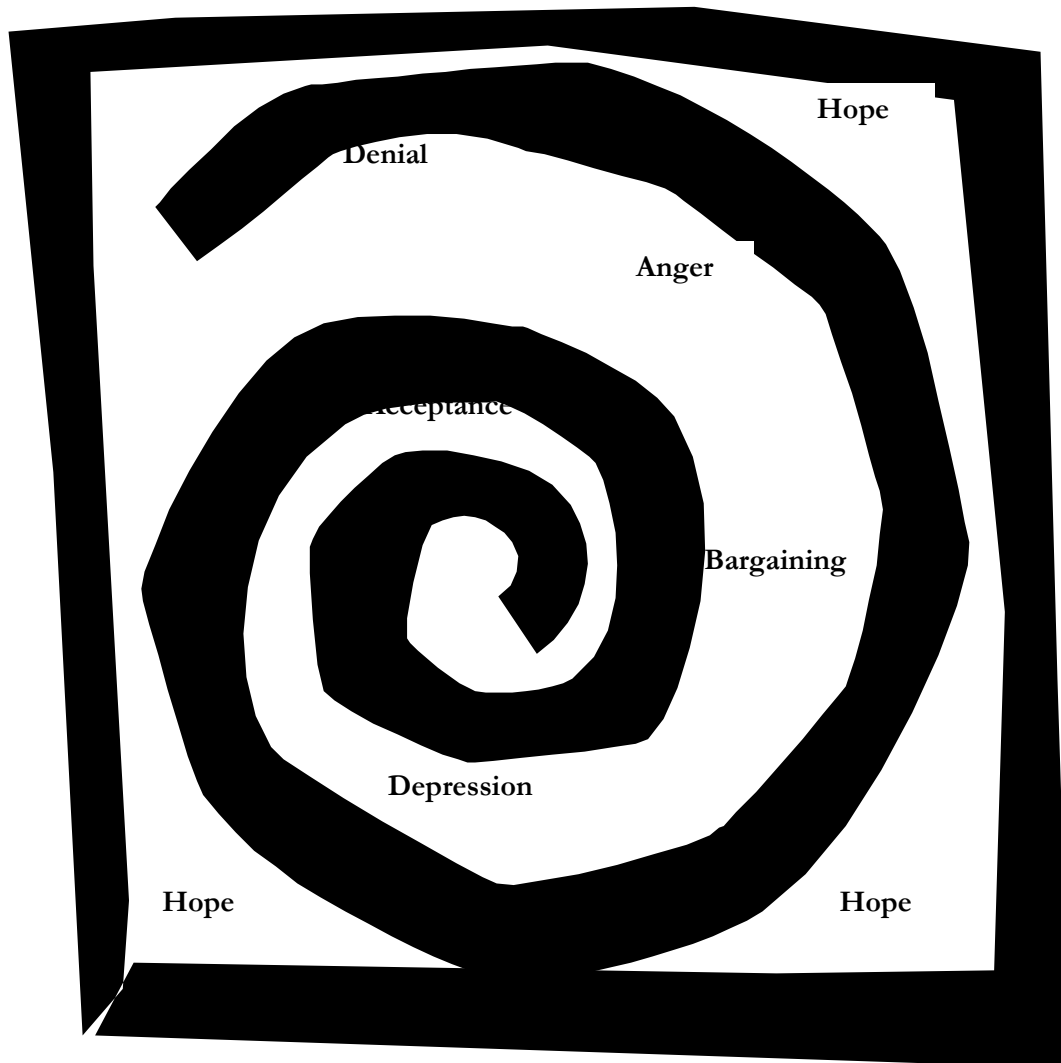
7. I regretted that (I wished that I had/had not).....

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.....
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Stages of Dying/Stages of Grief

Taken from Elisabeth Kübler-Ross's Stages of Dying



SESSION 24: SPIRITUALITY AND RELIGION

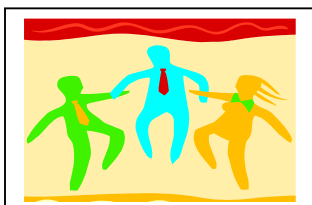
Objectives:

1. Identify differences between spirituality and religion.
2. Discuss personal values and views about spirituality and religion.
3. Encourage acceptance of others with differing religious and spiritual views.

Time: 1 hour 30 minutes (90 minutes)

Session Overview

Activity/Method	Time	Materials Needed
Introduction	10 minutes	Participant Manual
Art Activity: Spirituality & Religion	80 minutes	Art supplies



Activity 1

Introduction

Time: 10 minutes

We need to look at some definitions. *Run through these definitions quickly; you can have participants refer to their manuals for the definitions. You are simply illustrating a point, not really trying to clearly explain the differences.*

Spirit:

- “The essence of a person...the intelligent non-physical part of a person, without a body.”
- “an inner part of someone that includes their thoughts and feelings, and is thought of as making them what they are.”
- “The animating or vital principle in man (and animals); that which gives life to the physical organism, in contrast to its purely material elements; the breath of life.”

Spiritual:

- “connected with your spirit rather than with your body or mind”
- “Of or pertaining to, affecting or concerning, the spirit or higher moral qualities”

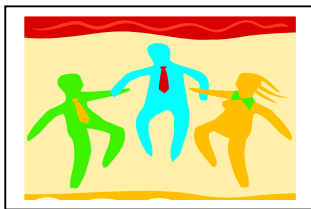


Religion:

- “belief in, acceptance of, or non-rational sense of a superhuman, unseen controlling power or powers”
- Any system of belief or worship

What do all these words mean? Do you understand exactly what each of these definitions mean? *Let participants respond. Keep in mind that you are not really trying to make these definitions clear. You want to draw the participants out of their “heads” and into experience.*

Personally, I think these definitions are confusing. They are just a lot of words that do not make a lot of sense. But what I do want to explore is your understanding of the difference between spirituality and religion.



Activity 2

Art Activity: Spirituality & Religion

Time: 80 minutes

Preparation: *Art supplies: clay, play dough, newspaper, balloons, markers, paints, crayons, coloured paper, straws, toothpicks, tape, glue, scissors, etc. Have as many different kinds of materials as possible in order to encourage creativity.*

- We are going to do an art project in our small groups. I want you to show me the difference between spirituality and religion.
- There are no right answers; we are just exploring these issues. I want to see what you see as the difference between spirituality and religion. Think about the following questions:
 - What is the main difference between religion and spirituality?
 - Is one more important than the other?
 - How are each expressed?
 - What qualities or characteristics would be related to spirituality?
 - What qualities or characteristics would be related to religion?
- There are many kinds of art materials here for you to use. Be creative in your art expressions. I am going to give you about 30 - 35 minutes for this project. You can use that time as you wish. Some groups may want to talk about it first and then start making something; others may want to just start working with the materials. It is completely up to you.
- Are there any questions?
- *Wander among the groups as they are working on their projects and offer encouragement and support. You may have to help some groups start executing their projects, as some may get stuck on discussion.*

- *When the time is up, allow each group to present their project. Some depictions may not be mobile so everyone can gather around. You may pause for questions or clarification after each group's presentation.*

Potential Discussion Questions (there are many more questions you can ask here):

- ❖ Are there any similarities between the different groups' representations? Are there any themes that carry through each of the art projects?
- ❖ What about differences? What are the main differences?
- ❖ Is religion part of what it means to be human? Can you be human and not be religious?
- ❖ What about spirituality: is spirituality something unique to humans? Can you be a person and not be spiritual?
- ❖ Are spirituality and religion the same for everyone?
- ❖ What needs does spirituality meet? What about religion?
- ❖ Can you go to church every Sunday and not have spiritual needs met?
- ❖ Can you never go to church and have your spiritual needs met?
- ❖ Which is more important to you: religion or spirituality?

Note to Facilitator: Below are some key concepts to bring out in your discussion.

- Spirituality is a fundamental and essential aspect of being human; spirituality is part of our humanness.
- Most religious and spiritual traditions teach that humans have become separated from an "ideal" way of being. We have a spiritual journey to make in order to reconnect with a sense of wholeness or being holy that will bring meaning and purpose to our lives.
- Our journeys will be as different as each of us seems to be different from each other. There are as many spiritual journeys or paths as there are people.
- Though there are many different spiritual paths, most have a common sense that there is a higher order, or power; some call this "God."

Processing Questions:

- ❖ What was it like to do this activity in your groups?
- ❖ Was it difficult to come up with an idea? How did you end up with the final product?
- ❖ What process did each group use? *You can offer observations of group processing/leadership.*
- ❖ Has anything changed in your groups as a result of this project?



SESSION 25: HAPPINESS & HOMEWORK ASSIGNMENT

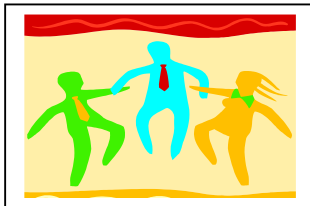
Objectives:

1. Explore the concept of happiness and what criteria are linked to happiness.
2. Give participants a homework assignment.

Time: 30 minutes

Session Overview

Activity/Method	Time	Materials Needed
Presentation/Discussion: Happiness	20 minutes	Flipchart paper Markers
Written Exercise: Measure Your Happiness	10 minutes	



Activity 1

Presentation/Discussion

Time: 20 minutes

Psychology has mainly been concerned with focussing on how to repair all the things that can go wrong with the human mind and emotions. These things have included depression, trauma, anxiety and abuse. The focus has been on sickness or mental illness. It has only been in the last decade that psychologists have started to look at what makes people flourish, often in spite of difficult circumstances. What situations enable people to feel more fulfilled, engaged and meaningfully happy?

What makes us happy? Can you think of things that make you happy? *Although this is a rhetorical question, participants are welcome to share what they wish.*

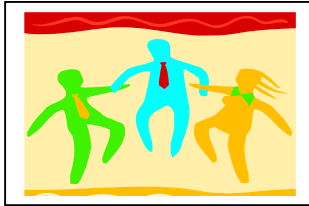
Write the following criteria on flipchart paper. Then ask participants to come and tick two (2) things on the list they think are the most important for a person to achieve happiness.

Wealth and money	A good education
Spending time with friends and family	Superior intelligence
Youth	Religious faith
Being married	Watching TV
Health	

Count the number of ticks for each topic. Take some time to look at which of these criteria were the most important and least important.

- Are any topics or areas of our lives missing? Do we need to add any topics to the list?

Researchers found that only two of the above criteria had strong links to people’s happiness. The first is religious faith, though it was difficult to tell whether it is a relationship with God or the community spirit that often comes along with a connection to a religious community. The second is strong ties to friends and family. So, it is important to work on social skills, close interpersonal relationships and social support in order to achieve happiness.



Activity 2

Written Exercise

Time: 10 minutes

This short test will help you find out how happy you are. The Satisfaction with Life Scale has been used by researchers around the world.

Read the following five statements. Then use a 1 – 7 scale to rate your level of agreement.

	1 Not at all true	2	3	4	5	6	7 100% true
1. In most ways my life is close to perfect.							
2. The conditions of my life are excellent.							
3. I am satisfied with my life.							
4. So far I have achieved the important things I want in life.							
5. If I could live my life over, I would change almost nothing.							
TOTAL SCORE _____							

Scoring: (add up your scores for the five statements above)

- 31 – 35 Extremely satisfied with your life
- 26 – 30 Very satisfied
- 21 – 25 Slightly satisfied
- 20 Neutral, not satisfied nor dissatisfied
- 15 – 19 Slightly dissatisfied
- 10 – 14 Dissatisfied
- 5 – 9 Extremely dissatisfied

Material adapted from “Happiness – the Science”, Time Magazine, February 7, 2005.



Processing Questions:

- ❖ Did your result surprise you?
- ❖ What are the main things happening in your life that are contributing to your happiness?
- ❖ What things in your life are hindering your happiness, or keeping you from being happy?

Assignment:

The following practical suggestions were researched and developed by California psychologist Sonja Lyubomirsky to help you move towards a more satisfying life (even if just a temporary boost). We are asking you to try these out as homework in the next week.

Write your responses in a journal. We will be asking you about each activity when you return for Basic Counselling. Make a note in your journal for each one; write about what it was like to do the exercise.

1. **Count Your Blessings:** One way to do this is to write down 3 - 5 things in your journal for which you are thankful. These can include ordinary things that happen (like a wonderful rain shower) to big things (like a child's first step or getting a good job). Do this once a week. Keep it fresh by being thankful for a variety of things.
2. **Practise Acts of Kindness:** These should be both random (unplanned) like letting a busy mom go ahead of you at the grocery store or planned, such as visiting a neighbour who is sick.
3. **Enjoy Life's Little Joys:** Pay close attention to the small and momentary (short) pleasures, like the crunch of an apple when you bite into it, the warmth of sunlight on your back or the cool crisp air on a winter night. Take "mental photographs" of these moments so that you can remember them in less happy times. You can write about these pleasures or draw pictures of them in your journal so you can remember them.
4. **Thank a Mentor:** Is there someone who has been there for you at a turning point in your life, such as a difficult time in your life or when you had to make an important decision? It could be a family member, an old friend, a teacher or principal who believed in you, etc. Do not wait to express your thanks, in detail, and if possible, speak to them directly. If you cannot speak to them directly, write them a letter of thanks. Write in your journal what it was like to thank them.
5. **Learn to Forgive:** Work actively at letting go of anger and resentment by writing a letter of forgiveness to a person who has hurt or wronged you. Not being able to forgive results in holding onto negative emotions, which keep "eating away" at your happiness.



6. **Invest Time and Energy in Friends and Family:** Work on spending time and developing strong personal relationships. If you have experienced some conflict or misunderstanding in the past, try to repair it.
7. **Take Care of Your Body:** Getting plenty of sleep, exercising, stretching, smiling and laughing can all improve our mood in the short term. Practised regularly, they can help make your daily life more satisfying.

Another part of your homework is to write in your journal every day. You can write about any of the topics we have discussed during this week of Personal Growth.

- If there were any questions or journal suggestions that you have not written about, this is a good opportunity to write about them. Take another look at the journal topics and questions at the beginning of the Personal Growth Manual.
- Write about your thoughts and feelings about becoming a community counsellor. Include your answers to the following questions:
 - Why do you want to become a counsellor?
 - What are you looking forward to?
 - What are you nervous or scared about?
 - How are you feeling about the training?



OPTIONAL/ADDITIONAL SESSION 1: SELF-PORTRAIT

Objectives:

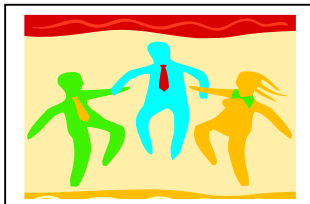
1. Encourage exploration and acceptance of self through art.
2. Encourage sharing of self with the group.

Time: 1 hour (60 minutes)

Session Overview

Activity/Method	Time	Materials Needed
Art Activity: Draw Self-Portrait	20 minutes	Large paper (A3), at least twice as big as A4 (can be flipchart paper, or half a sheet) Pencils, black markers, crayons, pastels (only black) Music (without words)
Small Group Sharing: (optional)	20 minutes	
Large Group Sharing	20 minutes	Prestik

Note to Facilitator: This activity works best if the group has gotten to know each other so that they can comment on how they experience or view each group member's portraits.



Activity 1

Art Activity: Draw Self-Portrait

Time: 20 minutes

Can anyone tell me what a portrait is?

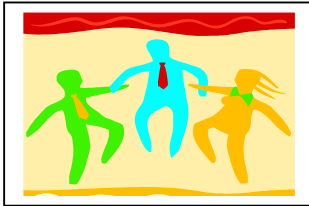
Portrait: painting or drawing of a person

What about a self-portrait?

Self-portrait: painting or drawing of yourself

- In this session we are going to draw self-portraits. We are not really concerned with your artistic abilities, so I want all of you to draw your self-portrait with your non-dominant hand. For instance, if you write with your right hand, you should draw your self-portrait with your left hand. Or if you write with your left hand, you should do your portrait with your right hand.

- You will have 15 minutes to draw your self-portrait. After that we will share them with the large group.
- *Make the art materials available for all. Put on some background music to create a relaxed atmosphere.*
- Please remember to sign your portrait. All artists sign their work.



Activity 2

Small Group Sharing: (optional)

Time: 20 minutes

- *You can break into small groups to discuss the self portraits prior to joining the large group. If you do this, ask some of the questions listed below under the large group discussion.*



Activity 3

Large Group Sharing

Time: 20 minutes

- What was it like to draw your self-portrait, especially with the wrong hand?
- Can everyone please hold up your portrait so that everyone can see it? *Take a couple of minutes to look at everyone's portraits.*
- Would anyone like to talk about their portrait before we hang them on the wall?
- Would any of you like to comment about anything that strikes you as interesting about others' portraits? Does anything surprise you about others' portraits?
- *Hand out Prestik and ask each participant to hang their portrait up on one of the walls of the training room.*
- Why did we draw our portraits? *Let participants offer their ideas.*

Key points: Drawing is something many people are not comfortable with, especially with the opposite hand. It is a way to explore ourselves in a new way. It is also a way of beginning to look at ourselves and share ourselves with the group.

OPTIONAL/ADDITIONAL SESSION 2: MASKS

Objectives:

1. Understand the concept of wearing a mask to hide how we are thinking or feeling.
2. Understand how we all wear different masks at different times.
3. Draw our personal masks.
4. Share our mask with others in the group.
5. Identify ways of taking off the masks.

Preparation:

Different types of masks, i.e. from different cultures and made of different materials (this can also include masks used for drama)

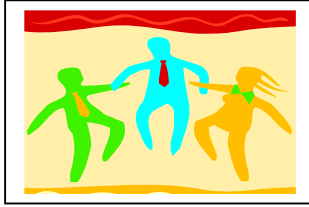
Time: 75 minutes

Session Overview

Activity/Method	Time	Materials Needed
Introduction	10 minutes	Different types of masks
Art Activity: Make a Mask	30 minutes	Example mask Art materials (markers, crayons, pastels, coloured pencils) A4 paper, Scissors
Small Group Sharing	20 minutes	
Large Group Discussion	15 minutes	"The Mask I Wear" poem

Note to Facilitator: If you do facilitate this session, it is recommended that you do so after self-concept since many of the concepts are very similar. It also fits well with the (optional) Defensiveness session.





Activity 1

Introduction

Time: 10 minutes

Can anyone tell me what a mask is? *Let participants offer their answers. If you have brought some masks in, this is the time to show them to the participants. You may even talk a little about how masks are used in different cultures. While not very common in Namibia, masks are often used in other African cultures.*

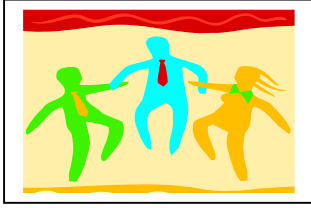
What is a mask used for? *Again, let participants answer. Key points are listed below:*

- Can be part of a costume or disguise, often used in a drama or plays, to help someone play a role.
- To hide the identity of an individual.
- To portray another image or identity.

Do we ever use masks to portray a different image or to hide what we really think or feel? I am not talking about real masks, but a figurative emotional mask. Can you give some examples? When might we use a mask?

If participants have a hard time coming up with ideas, you may want to offer some. For instance, going for a job interview you may put on a mask of self-confidence when inside you are feeling scared or nervous. Or, if our feelings are hurt by a friend or family member, we may put on a mask of indifference, an “I-don’t-care mask.”

- Many people wear several different masks of composure to protect themselves from judgement and at other times to gain position or to feel safe.
- Masks can prevent people from really getting to know each other because masks can present people in a false way.
- Masks often provide safety but usually if masks are removed, they will help relationships grow.
- Removing masks can be like removing the layers of an onion – the masks tend to get thicker as you get closer to the centre of the person.



Activity 2

Art Activity: Make a Mask

Time: 30 minutes

Preparation: It is helpful if you have an example of a mask displaying some symbolism. Prepare a mask prior to the session.

- I want you to think about the kind of masks you most often use. What kinds of images do you portray to hide what is really going on inside of you?
- I would like you to draw a mask. Make a picture of the mask you show to the world. What does that image look like? What does it hide?
- We will be making these masks in our small groups. Each of you will be making your own mask that is specific to you.
- After we spend some time making the masks, I would like you to talk about them in your small groups. No one will be forced to share their masks, but you will be encouraged to do so.
- *It is best if you can give each group a set of art materials so they do not have to get up and move around to take things from other groups. Give everyone about 25 minutes to draw their masks. Facilitators should also make their own masks.*

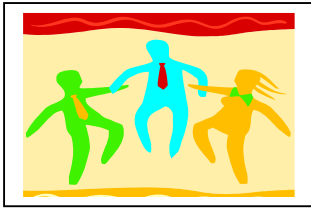


Activity 3

Small Group Sharing

Time: 20 minutes

- Please spend the next 15 minutes sharing your masks with others in your small groups.
- *Facilitators should encourage group members to share but be respectful if someone does not want to share their mask. Ask probing questions such as:*
 - When do you use this mask?
 - How often do you use it?
 - Are there times that you wish you did not have to use it?



Activity 4

Large Group Discussion

Time: 15 minutes

Processing Questions:

- ❖ What was it like to draw your mask? Was it easy/difficult?
- ❖ What about sharing in your small groups? What was that like? What made it easy/difficult?
- ❖ Have you ever thought about this idea before?
- ❖ Do you think this concept of masks is helpful? How? How might you apply this concept in different areas of your life?
- ❖ Why do you think we did this?

Key Point: We need to understand that all people have masks. Understanding our own masks helps us to understand the masks of others, especially in counselling.

Read the following poem to close the session. It is also included in the Participant Manual if participants want to follow along.

THE MASK I WEAR

Don't be fooled by me.
Don't be fooled by the face I wear
For I wear a mask. I wear a thousand masks-
masks that I'm afraid to take off
and none of them are me.
Pretending is an art that's second nature with me
But don't be fooled, for God's sake, don't be fooled.
I give you the impression that I'm secure
That all is sunny and unruffled [fine] with me
within as well as without,
that confidence is my name
and coolness my game,
that the water's calm
and I'm in command,
and that I need no one.
But don't believe me. Please!

My surface may be smooth but my surface is my mask,
My ever-varying and ever-concealing [hiding] mask.
Beneath lies no self-satisfaction, no confidence.

Beneath dwells [lives] the real me in confusion, in fear, in aloneness.
But I hide this.
I don't want anybody to know it.
I panic at the thought of my weaknesses
and fear exposing them.
That's why I frantically create my masks to hide behind.

But I don't tell you this.
I don't dare.
I'm afraid to.
I'm afraid you'll think less of me, that you'll laugh
and your laugh would kill me.
I'm afraid that deep-down I'm nothing, that I'm just no good
and you will see this
and reject me.

I casually chatter to you in smooth tones of surface talk.
I tell you everything that's nothing
and nothing of what's everything, of what's crying within me.
So when I'm going through my routine
do not be fooled by what I'm saying
Please listen carefully and try to hear
what I'm not saying
Hear what I'd like to say
but what I can not say.

It will not be easy for you,
long felt inadequacies [weaknesses] make my defenses strong.
The nearer you approach me
the blinder I may strike back.
Despite what books say of men, I am irrational;
I fight against the very thing that I cry out for.
you wonder who I am
you shouldn't
for I am everyman
and everywoman
who wears a mask.
Don't be fooled by me.
At least not by the face I wear.

----Author unknown. This poem has been printed in many publications.



OPTIONAL/ADDITIONAL SESSION 3: TRIANGLE, CIRCLE, SQUARE ACTIVITY

Objectives:

1. Explore diversity issues.
2. Explain the concept of different realities or perceptions.

Preparation:

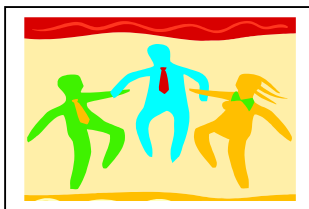
- Paper squares (60% of the group, more than half of the group)
- Paper circles (60% of the remaining group)
- Paper triangles (40% of the remaining group)
- Pins

For example: if there are 24 participants, have 14 squares, 6 circles and 4 triangles. There are more squares than circle and triangles combined. There are more circles than triangles.

Time: 1 hour (60 minutes)

Session Overview

Activity/Method	Time	Materials Needed
Triangle, Circle, Square Activity	20 minutes	Paper squares, circles & triangles Pins
Large Group Processing	20 minutes	
Presentation/Discussion	20 minutes	



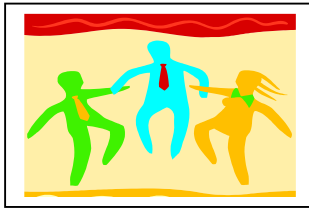
Activity 1

Activity: Triangle, Circle, Square Activity

Time: 20 minutes

- *Distribute shapes and pins to group and have them pin the shapes on the front of their clothing.*
- Everyone gather by shape: squares gather in the front of the room, and circles and triangles on different sides in the back of the room.
- Now I am going to tell each group their instructions. These are secret instructions. It is critical that you follow this secret rule. *The rules are as follows:*
 - Square rule: “You have it, and you do not want anybody else to have it.”
 - Circle rule: “You want to be a square.”

- Triangle rule: “You want what the squares have. You do not want to be a square, but you want what they have.”
- Go to it!
- *If participants ask what they should do, tell them “Accomplish your goal.”*
- *If they ask questions about what they can or should do, tell them, “It is up to you.”*
- *Observe the group. Stop after 10 minutes or when the groups are either frustrated or settled.*



Activity 2

Large Group Processing

Time: 20 minutes

Processing Questions:

- ❖ Can anyone who was not a triangle tell me what the triangle’s rule was? *Verify the accuracy of the rule with the triangles.* How did you know what the rule was?
- ❖ What was it like to be a triangle?
- ❖ Can anyone who was not a circle tell me what the circle’s rule was? *Verify the accuracy of the rule with the circles.* How did you figure out the rule?
- ❖ What was it like to be a circle?
- ❖ Can anyone who was not a square tell me what the square’s rule was? Squares, is that rule correct? How did those of you who were not squares figure out their rule?
- ❖ What was it like to be a square?
- ❖ Why did you follow through with the rule?
- ❖ Did any of you find yourselves doing things that surprised you?
- ❖ How would this activity have been different if there were just three people: one circle, one square and one triangle? What made it different by being in a group?
- ❖ Why did we do this activity? Have you learnt anything from doing this?

This activity brings out many different issues. It highlights the importance of groups and identifying with various groups. What types of groups could this include?

Let participants brainstorm a list of groups; they can also give the groups’ names. These groups can include racial, national, political, family, church, work/profession, neighbourhood, school and geographic groups.

Do these groups that we have mentioned have rules like the rules of our circles, squares and triangles?

Let the participants mention some of the rules for the different groups.

How did the triangle, circle, square activity show or illustrate the idea of different perceptions or realities? How were the different groups functioning under different perceptions or realities? *Let the participants think about this concept.* Does this ever happen in real life? Do you ever interact with someone and then realise that you are functioning under two different realities? Can you think of any examples?



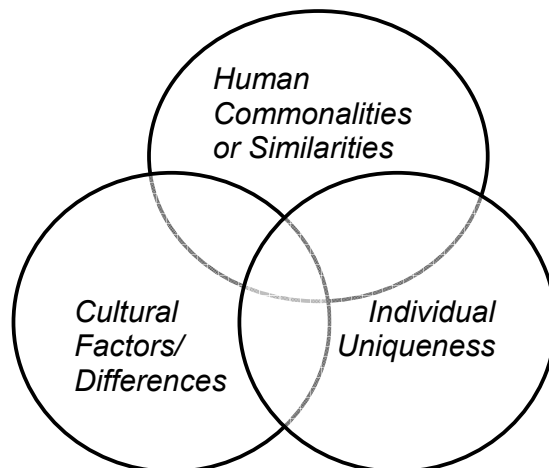
Activity 3

Presentation/Discussion

Time: 20 minutes

When looking at groups and relationships, it is helpful to think about this using a three-part model.

1. Human commonalities: as humans, we all have things in common. What are some of the commonalities we have as people? *Let participants list a number of things.*
2. Cultural factors/differences: these are specific beliefs, behaviours, norms and customs of a particular culture. These cultural differences may be related to race or to the groups we belong to. Can you think of any culturally specific factors?
3. Individual uniqueness: characteristics that are specific or unique to the individual. What are some examples of individual uniqueness?



- When working in a group, it is helpful to build on what you have in common. Then you can highlight the differences in skills and abilities in order to accomplish the tasks.
- Self-knowledge is an important tool in the ability to appreciate and understand others.
- It is only after you have understood your own reality that you can seek to understand another person's reality. Knowing yourself allows one to appreciate others' views and perceptions, as well as interpretations of others.
- Unexamined, one's own personal sense of reality can be perceived as the only reality. Knowing one's own reality helps to separate it from the reality of others.

Journal Assignment: Six central values of your personal reality:

1. Social, economic and political: where you were raised, socio-economic status, political affiliations (both current and how you were brought up).
2. Family influences: include nuclear or extended family, roles of family members, values transmitted and socialisation.
3. Personal characteristics & experiences: include personal abilities, personality characteristics, education, talents and physical abilities.
4. Spirituality: include religious beliefs, personal ethics and philosophy of life.
5. Gender: include how gender influences your experiences, roles and expectations of yourself and others.
6. Cultural background: include the norms, values, traditions, attitudes and languages of your ethnic and racial background. How have these influenced you?

Triangles, Circles, Squares Activity adapted from the experiential activity developed by Carmen Wilson VanVoorhis, PhD, Department of Psychology at University of Wisconsin, LaCrosse.



OPTIONAL/ADDITIONAL SESSION 4: POWER IN RELATIONSHIPS

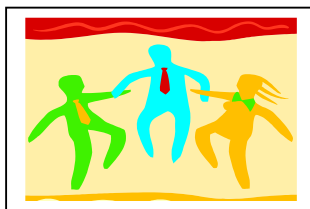
Objectives:

1. Recognise the existence of power in relationships.
2. Describe the emotions involved in being in positions of power or powerlessness.
3. Explain how power affects the counselling relationship.

Time: 1 hour (60 minutes)

Session Overview

Activity/Method	Time	Materials Needed
Introduction: Power in Relationships	10 minutes	Flipchart paper/Markers
Activity: Statues of Powers	40 minutes	
Conclusion	10 minutes	



Activity 1

Introduction

Time: 10 minutes

In this session we are going to be talking about power in relationships. We have previously talked about different kinds of relationships.

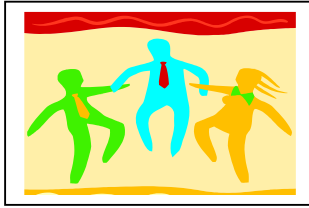
- Can you think of any relationships where the power in the relationships is equal?
- What about relationships where the power in the relationship is not equal?

Note to Facilitator: You can divide the flipchart paper down the middle.

- On one side, list relationships that are equal in power, i.e. friendships, colleagues, boyfriend/girlfriend, maybe husband/wife, maybe siblings.
- On the other side of the paper, you can list relationships that are unequal in power and then star the one who holds the power. For example, parent/child, boss/employee, maybe husband/wife, maybe oldest brother/younger brother, counsellor/client, etc.

- In those relationships where the power is unequal, who has the power?
Put a star beside the person who has the power.

- How is power used in relationships? *Be careful to explore both positive and negative ways power is used in relationships. For instance, a parent can use his/her power positively by encouraging and supporting his/her child, or he can negatively use his power by abusing his child.*



Activity 2

Activity: Statues of Power

Time: 40 minutes

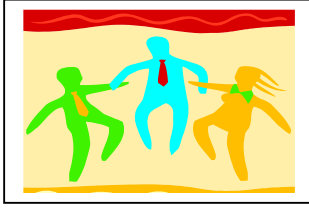
- We are going to divide into pairs. Each pair is going to produce a frozen image or “snapshot” of a relationship. This relationship should be between one person who is in a position of power and the other who is in a powerless position.
- *Allow the pairs a few minutes to prepare their snapshot. Now switch positions and create another snapshot. Both of you should have the opportunity to be in each position.*
- Now each pair is going to demonstrate your two snapshots to the rest of the group. *Ask each person to express how they feel in one word. If time permits, you can get brief comments from the group after each snapshot.*

Potential Processing Questions (after each “statue”):

- ❖ What relationship is this?
- ❖ How is power demonstrated?
- ❖ How is powerlessness demonstrated?

Processing Questions:

- ❖ What are some of the different ways that power and powerlessness were shown in the snapshots?
- ❖ Which position felt more comfortable to you: the position of power or the position of powerlessness?
- ❖ Can you relate any of the emotions you felt to situations in your life?
- ❖ What about observing these “snapshots:” what did you feel toward the powerful person? What about your feelings about the powerless person?
- ❖ How does power affect our relationships?
- ❖ How can power in relationships block communication?
- ❖ Is power related to gender? If so, in what way?
- ❖ Think about how your relationships are now in terms of power. How would you like them to be? *This could be a journal assignment.*



Activity 3

Conclusion

Time: 10 minutes

- Now everyone should go back to their Statues of Power pairs.
- Position yourselves in your Statue of Power positions.
- *When everyone is in their positions, say:* Now move to a more equal position.
- *Participants should end up in positions of equality and mutual empowerment.*

Processing Questions:

- ❖ How did your positions change?
- ❖ What did you do to change your positions?
- ❖ How did it feel to change those positions?
- ❖ Can we change the distribution of power in our relationships? If not, why not? If so, how?

OPTIONAL/ADDITIONAL SESSION 5: DEFENSIVENESS: PROTECTING THE SELF-CONCEPT

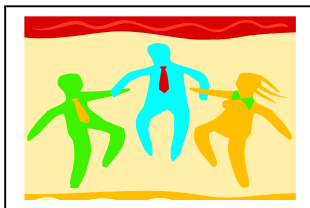
Objectives:

1. Name the three selves and how they relate to each other.
2. Define the three selves personally and identify characteristics of each self. Reflect on their differences and similarities.
3. Understand the concept of defensiveness and identify defence mechanisms used to protect the self.
4. Identify personal defence mechanisms used most often, explore the consequences of those defences, and identify other ways of behaving.

Time: 2 hours 40 minutes (160 minutes)

Session Overview:

Activity/Method	Time	Materials Needed
Introduction: Perceived, Presenting & Desired Selves	20 minutes	Flipchart paper Markers
Written Activity: Defining My Three Selves	40 minutes	A4 Paper (or blank sheets from Participant Manual), Markers, Crayons, etc.
Discussion: Defensiveness: Protecting the Self-Concept	40 minutes	
Written Activity: What are my Defence Mechanisms?	30 minutes	
Small Group Sharing: (optional)	30 minutes	



Activity 1

Introduction

Time: 10 minutes

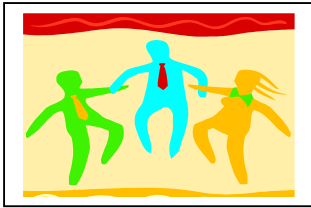
Sometimes it can be helpful to think of each of us as being made up of three different selves.

Perceived self: the person we believe we are in quiet moments of self-honesty

Presenting self: the face we show to the world

Desired self: the way we would like to be; the person we wish we were

These three selves can be quite similar, or there can be some discrepancies between the different selves. For instance, you may perceive yourself as a quiet, private person; you might present yourself that way as well and have no wish to change that aspect of yourself, so your desired self is the same as your perceived and presenting selves. On the other hand, these three selves can be quite different. You may present yourself as a self-confident person, out-going and good at what you do. However, your perceived self may be scared, insecure and unsure of yourself particularly in relationships. Your desired self may wish to be outgoing and confident all the time. *Let participants help you with more examples.*



Activity 2

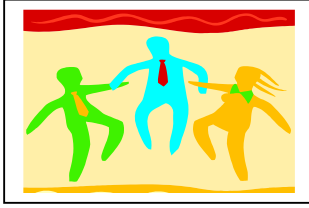
Written Activity: Defining My Three Selves

Time: 40 minutes

- Divide a piece of paper into three equal parts. Label the first area “Perceived Self,” the second area “Desired Self” and the third area “Presenting Self.” In the first area (the perceived self) write ten words or phrases the best describe that private self; these do not, need to be things you would necessarily share with others, but they should describe the person you know yourself to be. Then draw a picture. Do not worry about being an artist; the idea is to put something on paper that captures the feelings of the private you.
- Repeat this process for each of the selves.
- *Give participants a chance to do this activity. Encourage them to write in the language they feel the most comfortable. You may also assign this activity as homework.*

Processing Questions:

- ❖ What similarities do you see between your perceived and desired selves? What differences?
- ❖ How closely does the face you show the world, your presenting self, reflect the way you feel inside? Or, does it show an ideal picture of who you want to be?
- ❖ What was it like to do this activity?
- ❖ Did you learn anything about yourself?
- ❖ What could this mean for how you relate to others? What does it mean for your personal relationships?
- ❖ What does this mean for your relationships with clients?



Activity 3

Discussion

Time: 40 minutes

Thinking about ourselves as being made up of three different “selves” can be helpful when looking at defensiveness.

What is defensiveness? *Let participants answer.*

Defensiveness: Protecting one’s self from attack; attempting to protect the presenting self that we believe is being attacked

- What are you protecting yourself from? What kinds of attack? Is it physical attack? *Let participants respond.*
Often verbal attacks
- What exactly are we protecting?
Our self-concept – or our perceived self
- How do we defend ourselves? Can you think of some examples of an attack and a defensive response?

We recognise that defensiveness happens when it appears that another person’s view of us does not match the image we want to present. It is as if the other person has peeked behind our mask and seen who we really are.

We also need to recognise that there is an aspect of **self-deception** to this as well. Much of the time that we are defending ourselves to others, we also want to believe the act we are putting on ourselves. It is unpleasant and anxiety-producing to admit that we are not the person we would like to be. Faced with a situation where the truth might hurt, we are tempted to convince ourselves that we do fit this image of ourselves that we want others to believe. We fool ourselves in addition to fooling others.

Defence Mechanisms: ways we try to maintain perceived or desired images that we believe are threatened. These defence mechanisms are usually unconscious; we do them automatically without even realising it. Therefore, they are difficult to recognize in ourselves. These defence mechanisms fall into two categories: **avoidance** or **attack**.

Create two columns on flipchart paper or have two flipcharts set up, one for avoidance and the other for attack. Let participants brainstorm and put their ideas into each of the columns. You can either write their ideas as they say them, or re-word them into the categories listed below. Note: you do not need to list all the different defence mechanisms listed here. You may choose to focus on just a few of them or not use these technical words in order to simplify the concepts.

Avoidance	Attack
Rationalisation: logical, untrue explanation	Displacement: vent our anger or strong feelings on people who did not cause the feelings
Compensation: emphasise a strength to hide a fault	Verbal Aggression: counter-attack, drown out the criticism
Reaction formation: behave the opposite of what you are feeling	
Projection: attributing an unpleasant part of yourself to others	
Repression: denial, “forget”	
Dependency/Regression: say you “cannot” instead of you “do not want to;” regress to an earlier age	
Emotional Insulation/Apathy: withdraw, do not engage with others	
Identification: imitate someone we admire	
Fantasy: “escape” from life through books, TV, movies, etc.	

* Refer to “Types of Defence Mechanisms” for more information.

Discussion Questions:

- ❖ Are these defence mechanisms always bad?
- ❖ If not, when are they useful? In what situations might they be helpful?
- ❖ When might they hinder communication or make problems worse?
- ❖ Why are we talking about defence mechanisms?
- ❖ Why is it important to look at defence mechanisms?

Key Point: The purpose of defence mechanisms is to protect a presenting self. While this can sometimes be a good thing, most often defence mechanisms are undesirable. Defence mechanisms tend not to solve problems between people, but usually make the problems worse.

Written Activity: Defence Mechanism Inventory (30 minutes)

- List three defence mechanisms you use most often. Then describe two recent examples of each.
- Look at each of these examples and answer the following questions:
 - With whom do you become defensive most often?
 - What part of your presenting self do you frequently defend? Why?
 - What usually happens as a result of the defence mechanisms you use?
 - Are there other, more satisfying ways, you could act in the future?
- Keep in mind that all of this writing can be done in the language you feel most comfortable using to express yourself.

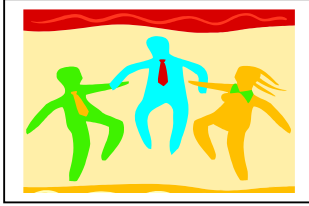
Note to Facilitator: There are several adaptations you could make to this written activity:

- First, you could always assign it as homework. To do this exercise well, the participants will need to put some thought into their defence mechanisms and examples.
- The written activity would be best followed up by some time **sharing in small groups**. This will give group members a chance to support and encourage each other to find better ways to handle situations where they feel threatened.

Processing Questions:

- ❖ What was it like to do this writing activity?
- ❖ Was it difficult to identify the defence mechanisms you use?
- ❖ Do you think anyone who is close to you would have a hard time identifying your defence mechanisms? Would they agree with the ones you listed as those you use most often?
- ❖ Has this activity helped you to understand yourself better? If so, how will that understanding help you personally and as a counsellor?





Activity 7

Small Group Sharing

Time: 30 minutes

- Please break into your small groups. Spend time discussing your defence mechanisms. You do not need to share your specific examples, but may want to share some things that you discovered about yourself through this written activity and how you would like to change.
- *Allow small groups to share for at least 25 minutes. Then bring the group together and ask the following questions.*

Processing Questions:

- ❖ What was it like for you to share these personal things in your group?
- ❖ How would it have been to share these personal things at the beginning of the week? What's different about sharing them now?

Adapted from Adler, Ronald A. & Towne, Neil (1984). *Looking Out, Looking In* (4th Edition). New York: CBS College Publishing.

Types of Defence Mechanisms (For reference)

- 1. Rationalisation:** think up a logical, but untrue, explanation that protects an unrealistic desired or presenting self-concept. Have you ever made yourself feel better after hurting someone's feelings by saying, "she'll soon forget what I've done?" Have you ever made yourself feel better after drinking too many beers the night before by saying, "I had a really tough week and I needed to relax?"
- 2. Compensation:** Rather than face a problem, emphasise strength in some other area, hoping that it will hide what they think is their fault. Example: a man whose family is falling apart but he puts all of his energy into his work in order to be a very successful businessman. Or, the woman who makes a delicious dinner for her husband to hide the fact that she went shopping and spent a lot of money.
- 3. Reaction Formation:** People who behave in the exact opposite way from how they are feeling in order to avoid some unpleasantness. For example, someone who is the life of the party, always laughing and making jokes, in order to hid the fact that he is sad and lonely.
- 4. Projection:** Avoid an unpleasant part of yourself by disowning that part and attributing it to others. For example, when we are unprepared as facilitators for our sessions, blaming the poor sessions on the lack of participation by participants instead of your lack of preparation. Have you ever found yourself accusing others of being lazy, inconsiderate or selfish when these descriptions fit you well? In all these examples, we project an unpleasant trait onto others and in doing this we avoid facing the truth about ourselves.
- 5. Repression:** In order to avoid an unpleasant situation, we protect ourselves by denying that it exists. We "forget" what would be painful to acknowledge. For instance, rather than working to solve a problem, a couple just pretends that nothing is wrong.
- 6. Dependency or Regression:** Sometimes rather than admit we do not want to do something, we convince ourselves that we cannot do it. We regress or resort to behaviour that is characteristic of an earlier age.
- 7. Displacement:** When we vent angry or strong feelings against people (or objects) that are less dangerous than the person who caused the feeling originally. For example, a person gets angry at his boss but does not want to lose his job, so he takes out his frustration by yelling at his family.



- 8. Emotional Insulation & Apathy:** Instead of facing an unpleasant situation, people will avoid hurt by not getting involved or pretending that they do not care. For instance, two people who have been dating have the relationship break up. The pain is so great that the person who was left refuses to get involved in another relationship. Or, people who are hurt in this way may say that they do not care about the person who hurt them. The sad thing is that as long as the person does not admit to caring, the relationship has no chance of growing.
- 9. Verbal Aggression:** The easiest way to avoid criticism is to drown it out. This is a strong counter-attack, i.e. pointing out all of the other person's faults. While the other person's faults may be true, we avoid the original criticism by attacking the other person.
- 10. Identification:** Sometimes when we are unsure or do not like ourselves, we act like someone else, or we imitate someone we admire. When we use this defence mechanism, our life becomes an act based on something that is not true. This is common with adolescents.
- 11. Fantasy:** When your own life is not the way you want it to be, you go into a fantasy world. This can be done through books, television, movies, etc. While it can be helpful to “escape” at times from the harsh realities of life, it becomes a problem when this is where we primarily live in order to avoid real life.

Adapted from Adler, Ronald A. & Towne, Neil (1984). *Looking Out, Looking In* (4th Edition). New York: CBS College Publishing.



PERSONAL GROWTH TRAINING SCHEDULE

Day 1

Time	Session	Facilitator
8h00 - 10h30	Introductions Group Rules Small Groups: Confidentiality & First Impressions	
10h30-11h00	Tea Break	
11h00-13h00	Experiential Learning Self-Disclosure Time Wheel	
13h00-14h00	Lunch	
14h00-15h30	Johari's Window	
15h30-15h45	Tea Break	
15h45-17h00	Groups & Leadership	

Day 2

Time	Session	Facilitator
8h00 - 10h30	Check-In/Recap Feelings Self-Concept	
10h30-11h00	Tea Break	
11h00-13h00	Self-Concept (continued)	
13h00-14h00	Lunch	
14h00-15h30	Lifeline Exercise Communication	
15h30-15h45	Tea Break	
15h45-17h00	Communication (continued) Labels (introduction)	

Day 3

Time	Session	Facilitator
8h00 - 10h30	Check-In/Recap Labels Family Systems	
10h30-11h00	Tea Break	
11h00-13h00	Values and Attitudes	
13h00-14h00	Lunch	
14h00-15h30	Interpersonal Relationships	



15h30-15h45	Tea Break	
15h45-17h00	Interpersonal Relationships: Communication Blockers	

Day 4

Time	Session	Facilitator
8h00 - 10h30	Check-In/Recap Interpersonal Relationships: Conflict Management	
10h30-11h00	Tea Break	
11h00-13h00	Interpersonal Relationships: The Roles We Play Interpersonal Relationships: Love Languages	
13h00-14h00	Lunch	
14h00-15h30	Decision Making: Circles of Influence & Concern	
15h30-15h45	Tea Break	
15h45-17h00	Perceptions	

Day 5

Time	Session	Facilitator
8h00 - 10h30	Check-In/Recap Death & Grieving	
10h30-11h00	Tea Break	
11h00-13h00	Spirituality & Religion Happiness & Homework Assignment Wrap-up/Evaluation	
13h00-14h00	Lunch	



PERSONAL GROWTH COURSE EVALUATION

Please fill out this questionnaire and return it to your course facilitator before you leave. You do not need to write your name on this sheet. It will be used to adapt the training and make it more appropriate for community counsellors.

1. Please complete the following by ticking the column of your choice.

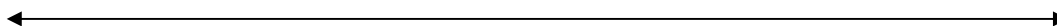
PLEASE RATE THE QUALITY OF THE FOLLOWING...	VERY POOR	POOR	FAIR	GOOD	EXCELLENT
Overall Content of Course					
Participant Manual					
Presentation of Material by Trainers					
Participant / Group Activities					
Facilitation of Activities by Trainers					

2. Think about what you *already knew* and what you *learnt during* this training about Personal Growth. Then evaluate your knowledge in each of the following topic areas related to Personal Growth **Before** and **After** this training.

1 = No knowledge or skills

3 = Some knowledge or skills

5 = A lot of knowledge or skills



BEFORE TRAINING					SELF-ASSESSMENT OF YOUR KNOWLEDGE AND SKILLS RELATED TO:	AFTER TRAINING				
1	2	3	4	5	Self-Disclosure & Feelings	1	2	3	4	5
1	2	3	4	5	Communication / Decision-Making	1	2	3	4	5
1	2	3	4	5	Self-Concept / Self-Acceptance	1	2	3	4	5
1	2	3	4	5	Values / Labels	1	2	3	4	5
1	2	3	4	5	Relationships	1	2	3	4	5

3. Any comments or suggestions to improve this course?



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