



# **TELL me...**

**Information and Schedule for:**

**Workshop 4 of 4**

**15 hours of training**

**Tell me ..... about your plans for the future  
(I manage time, I plan, I make decisions)**

**Target Group:** Young people who have problems communicating with the environment  
**Location:**

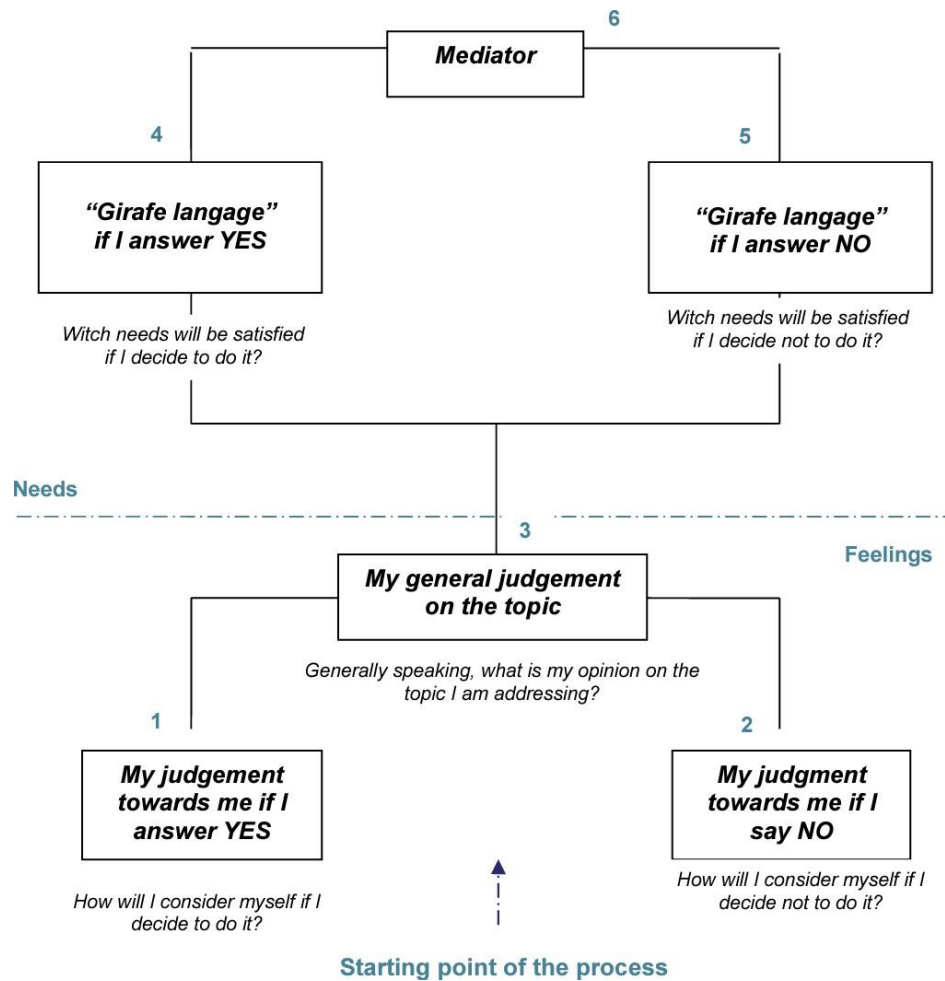
<p><b>Session 1</b> 3 hours</p>	<p><b>Activity 1.1 - I've been there, I'm here, and I'm going there</b> <b>1 hour</b> <b>Setting:</b> In a piece of paper, with pens, pencils, artistic materials (if you want) the participants should draw their <a href="#">LIFE RIVER</a>, the ups and downs, the obstacles represented by rocks, the start and where they are now.</p> <p>Bonus note: Play the song "<a href="#">I Know Where I've Been</a>". Have the participants listening to the lyrics, specially the part "Cause I know where I'm going, yes I do And I know where I've been, yeah"</p> <p>Only you know where you have been, only you have grown from those experiences, and only you can make a decision about your future, where you are going and your path"</p> <p><b>Discussion Time:</b> Ask for who are interested in sharing their LIFE RIVER.</p> <p><b>Activity 1.2</b> <b>40 minutes</b> <b>Setting:</b> Ask the participants to choose a group/team / organization they are currently belonging, on which they would like to work. Guide them then in a personal reflection regarding its purpose, values, action, dynamic, challenges and problems. "Imagine the collective you are currently involved in. Who are you? What are you doing? What are your values? Why did you join together? Where do you intervene? Towards whom your action is geared? What are current challenges? What is a little bit hard? Where are the blockages?"</p> <p><b>Discussion Time:</b></p>
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	<p>Have the participants share the answer for one of the questions and as a group support that participants with suggestions, reassurance or tips.</p>
<p><b>Session 2</b> 3 hours</p>	<p><b>Activity 2.1 - Act like a Decision Maker</b> <b>1 hour</b></p> <p>Invite the participants to work on groups of 2 to reflect on a personal decision they have trouble taking. They will help each other to analyze the situation and to imagine which needs will be satisfied or not depending on the decision they take.</p> <p>For each round, one will talk and discuss the different options; the other will guide him/her through the process and takes notes to keep track of what is said.</p> <p>The activity starts with a question that summarizes the decision to take (For example: "Should I stop my studies and find a job or not?" or "Should I say to this girl that I have a crush on her or not?").</p> <p>From it, the person who expresses it (the "decision maker") will imagine with the help of her pair (the "Facilitator") what will happen if he/she decides to answer "YES", and reversely, what will happen if he/she answers "NO".</p> <p>The "Facilitator" will guide the "decision maker" through different stages (can use scheme below).</p> <p>First, they will explore the FEELINGS: - How will the "decision maker" consider him/herself if he/she decides to do it? (= he/she answers YES to the question), - How will he/she consider him/herself if he/she decides not to do it? - Generally speaking, what does he/she think matter regarding this topic in life? (= general judgement / belief on the topic).</p> <p>They will then analyze the NEEDS that will be satisfied: - if the "decision maker" is answering YES - if the "decision maker is answering NO. To finish, the "decision maker" will take some distance to analyze the PROs</p>

and CONs of both options, adopting an attitude of Mediation, towards him/herself and his/her situation.

In each stage the “facilitator” will ask questions to the other to help him/her list which will be the judgment(s) and possible consequence(s) of both possibilities, supporting him/her in his/her attempt to keep his/her ideas straight. When they arrive to the Mediator step, the “facilitator” will embody the “giraffe” (=the needs), which means he/she will encourage the “decision maker” to rephrase the benefits of both possibilities (the needs each of them answer to) and make a step towards taking the decision. In case a decision is made, the “facilitator” will encourage the decision maker to include plan all the needs he/she expresses during the process in his/her action so that he/she can feel comfortable with what he/she has to do.

Once the first person finishes, they change roles and start the process again: The “decision maker” becomes “facilitator” and the “facilitator” becomes “decision maker”, so that both of them will experience both roles and get the chance to address a personal issue and take a decision on it.



## Activity 2.2 - My professional goals and plans for reaching them

1 hour

**Materials:** sticky notes, markers, A4 blank paper, whiteboard or flipchart with [drawn Wheel of Life](#).

**Outcomes:** Participants set personal goals, such that benefit them the best and take their professional path to the next level, giving a realistic perspective regarding the milestones, necessary recourses, time-frame etc. Wishes and dreams are taken into action.

	<p>Set-up: The group sits together in a semi-circle, so that everybody can see the flipchart (which is covered for the moment). Each participants has 10 sticky notes, a marker and 2 sheets of paper in front of him/her.</p> <p>Visualization: All sit comfortably with their eyes closed, arms and legs in a free position, spine erect. Relax and start to breath easy, deep and slow. The facilitator guides the group for a brief visualization around their body, which travels to their future body: 5 years from now, when they are their ideal self. Facilitator invites the group to feel it vividly, how it is to be alive in it, healthy etc. Even if somebody can't visualize, it's okay, whatever comes and sensations or images is good enough. After few moments, the group is invited to open their eyes, still being their Ideal Self and draw IN SILENCE on the paper in front their experience. It can be a symbol/ an image/ words of what they just saw and felt. The technique or art skills are not important. After everybody is ready, <b>the Facilitator reveals the Wheel of Life Chart (only at this moment)</b>. Participants redraw the chart and mark where they are, being their Ideal Self, on each scale. After that they fill in their realistic current situation on the same scales in the Wheel of Life Chart, ending up with 2 overriding shapes.</p> <p>This will support them realize where they should improve.</p>
<p><b>Session 3</b> 3 hours</p>	<p><b>Activity 3.1 - Where do you stand</b> <b>40 minutes</b></p> <p>(To give participants the opportunity to comment on different statements and situations and to confront the reality of other countries.)</p> <p><b>Setting:</b> The participants stand in one line. There are signs Yes (Left) and No (Right) or neutral (stay in the middle). Read the statements.</p> <ul style="list-style-type: none"> <li>- Young people confront a high unemployment rate and no career prospects in cooperation with other generations.</li> <li>- Education is really free, inclusive and non discriminatory.</li> <li>- Young people from low income have an equal chance to take part in social, sport or intercultural events and activities.</li> <li>- Young people often have to leave their city to search for opportunities.</li> </ul>

- Woman have harder time finding work.
- Young people can change things instead just being the politics.
- Young people from rural areas often have more life-surviving skills compared to the youngsters living in urban areas.
- NGOs and youth organizations can make the communities more attractive for the young people.
- Young people have the potential to start new businesses.

After every statement give the opportunity to hear participant's opinions - those who voted, yes, no or stayed neutral. The focus of the reflection should be on the last 3 statements - motivate them to become leaders, change their area and be active either in NGO field, politics or business.

### **Activity 3.2 - Sandwich of Life**

**1 hour**

**Materials:** Pens/pencils, four different colours of notecards or paper - six pieces of each per youth (6x15 =90)

**Setting:** Explain that the purpose of this activity is to have youth identify six goals and make steps to achieve those goals. Explain that goals are the smaller, practical steps one needs to achieve a dream. Tell the group that today they will set their goals in the form of a goal sandwich. Write down the components on a white board or large sheet of paper. For example:

The (name color) card is bread. The bread frames the sandwich. It's the beginning and the end. Fold the card in half hamburger-style. Title the left panel "Present" and the right panel "Future". On the left, write a current challenge (I have been spending free time watching tv instead of being physically active). On the right, write a goal to address the challenge (I will improve my physical health by spending at least 20 minutes outdoors at least 5 days each week).

The (name color) card is jelly. Jelly gives the sandwich flavor. It is motivation to take a bite, but you can't eat it all in one big bite. Bites have to be manageable. Title this card "Steps to My Goal". Using checkboxes, list at least 3 steps to complete to accomplish the goal identified (1. Search the internet for fun activities to do outside. 2. Find a watch or a

timer to measure my time outdoors. 3. Create a calendar to track the days I reach my goal.).

The (name color) card is peanut butter. Peanut butter is tasty, but it is thick and slows eating a sandwich. Title this card "obstacles." This is not to say that peanut butter or eating slowly are bad things, but the illustration demonstrates how goals may be slowed. List 2 or 3 obstacles that might prevent accomplishment of the goal (1. The weather is bad on some days. 2. Many of the outdoor activities I enjoy include groups of friends.).

The (name color) card is milk. Milk helps the sandwich-eating experience, allowing the sandwich to be ingested more easily. Title this card "People Who Can Help Me," those who can help with the "how and why" of goal-setting. On this card, list 3 people who will support their completing of the goal (1. My parent or guardian 2. My siblings 3. A friend with a similar goal).

Introduce the six realms of well-being and provide examples of goals for each realm that are appropriate for the developmental range(s) of your group.

Health: Health refers to physical, mental, and emotional health. Encourage youth to think about their sleeping habits, how to process their thoughts and emotions, and current responses to stress in addition to nutrition and physical activity.

Example goals: I will improve my physical health by eating at least one serving of vegetables every day; I will improve my mental & physical health by getting at least eight hours of sleep every night; I will improve my mental & emotional health by journaling for at least 20 minutes two times per week.

Relationships: Relationships include personal connections to family, friends, and romantic partners (in later developmental stages).

Example goals: I will strengthen my relationships by texting one friend every day this month to ask how they are; I will strengthen my relationships by offering to play a game with my sibling once a week; I will strengthen my relationships by telling my parent or guardian one thing I appreciate about them every week.



**Security:** Security can take on many forms, including steps taken to ensure personal safety, learning to face fears and anxieties, and developing a healthy relationship with money. Security may be a harder concept for younger youth to connect with, but is equally important for them.

**Example goals:** I will improve my security by making sure an adult always knows where I am if I leave our home; I will improve my security by asking a friend to support me to try a new experience that makes me nervous; I will improve my security by learning how to create a budget.

**Purpose:** Purpose refers to applying values, passions, and abilities to support the greater good. Youth may understand purpose through their religious or spiritual context, while others may understand purpose through service, educational, or vocational lenses

**Example goals:** I will explore my purpose by using my favorite hobby to make a gift to brighten someone's day; I will explore my purpose by creating a fair project in a project area I have never tried before; I will explore my purpose by learning about the education required for a job I am interested in.

**Community:** Community can refer to expanding circles that youth inhabit, from their classroom/school community, neighborhood, city, state, nation all the way to their global community.

**Example goals:** I will support my community by sending kind emails to three of my classmates by the end of the month; I will support my community by reaching out to my elderly neighbor every week to check on them; I will support my community by getting registered to vote in the next election.

**Environment:** Environment can refer to youth's personal environment (such as a bedroom), their relationship to nature, or to the health of the planet as a whole.

**Example goals:** I will improve my environment by picking up my room before bed every night for three weeks; I will improve my environment by making a piece of art or decoration for my family's living room; I will improve my environment by picking up litter in my neighborhood two times this month.

	<p>Tell youth that the next step is for them to work on their individual goals. Give students at least 30 minutes to work on their goal sandwiches. Walk around the room to answer questions and help those who might need ideas.</p> <p><b>Discussion Time:</b></p> <p>Ask students to turn to the person next to them and share one of their goals with each other. Each youth should decide which goal they are comfortable sharing, rather than choosing one realm of wellbeing that each youth is required to share from. The listener should support the speaker by asking 4 questions:</p> <p>Is the goal attainable? Is the list of steps complete? Will you accomplish the goal? How will you celebrate the accomplishment of this goal?</p> <p>Ask the students how it felt when their classmates evaluated their goal. Who might be able to help them set goals in the future?</p>
<p><b>Session 4</b> 3 hours</p>	<p><b>Activity 4.1 - Circadian Rhythm</b> <b>40 minutes</b></p> <p>Ask each participant to plot their day from waking up to going to sleep in hourly blocks and ask them to identify if they are naturally:</p> <ul style="list-style-type: none"><li>● 'on fire'</li><li>● 'vibrant'</li><li>● 'cruise control'</li><li>● 'at 70%'</li><li>● 'distracted'</li><li>● 'slowing down'</li><li>● 'tired'</li><li>● 'hungry'</li></ul> <p>The key is to get them to not think about their workload but their natural energy levels so try and focus them to think about a typical day off. Ask them to link this to workplace time management...when you are 'on fire' you should be tackling the big important tasks as you are more likely to</p>

	<p>get it done, and when you are lethargic you should do the mundane filing, etc. If you have participants post their rhythm on a wall, it can be eye-opening for individuals and for teammates to know more about their colleagues.</p> <p><b>Activity 4.2 - What Famous Me Would Do?</b>  <b>1 hour</b>  <b>Setting:</b> Ask the participants to write down on a paper a big problem or decision that they may have at the moment. Now have everyone pretend they're someone they like, someone famous. Each person must approach the problem as if they were their chosen famous person. What options would they consider? How would they handle it? This allows everyone to consider solutions they might not have thought of originally.</p> <p><b>Discussion Time:</b> Allow for the sharing of their ideas of solutions as the famous person and allow for colleagues to add suggestions as that person as well.</p>
<p><b>Session 5</b>  3 hours   00:00 - 00:00</p>	<p><b>Activity 5.1</b>  <b>40 minutes</b>  <b>Setting:</b> In this exercise, the group works in pairs. Allow 10 minutes for each person to write on a piece of paper what stops them from managing their time more effectively + what is stopping them to reach their goals. Then the two work together to come up with solutions for another 20 minutes.</p> <p><b>Discussion Time:</b> You then can bring it before the group in turns.</p> <p><b>Activity 5.2</b>  <b>1 hour</b>  <b>Setting:</b>  Following the steps on the wheel, teach the students the process of clarifying the problem, then moving through the steps of thinking to come to a decision.</p>

The wheel will help you to make better choices in your life. When you have an important decision to make, start by stating the problem in the hub of the wheel. Next, move through the 9 choices, one by one. When you have a decision to make fill in the blanks.

Read the following scenario: It is recess. Everyone is out on the playing fields, including the teacher. You have to go the toilet. On the way to the toilet, you pass your class and notice that there is someone in the room. You stop and peek in out of curiosity. Just as you do, you see one of your best friends reach into another person's desk and take something out of it. You quickly move past the door before you are seen. Just before the lunch bell rings, the students whose desk you saw your friend reach into, walks up to the teacher. A moment later the teacher announces that this student's entire pencil case with pencils, pens and lunch money in it has been stolen.

**Discussion time:**

What do you do? Using the Decision Wheel as a guide, discuss the following questions with your students and scribe their answers on the board. Ask the students to use one of their Decision Wheels to record the answers to each question.

1. What is the problem?
2. What are the choices you have?
3. What do you think the consequences of these choices will be for yourself and others who are involved?
4. What values do you need to consider?
5. How do you feel about the situation?
6. Is there anything else you need to learn about it?
7. Do you need to ask for help? Who will you ask?
8. What is your decision?
9. Do you think you made the right decision? Why?

