

# 2

## *Unit Two*

### *Self-Awareness - Ages 9 - 12*

Total Time: 3 Hours

**PART 1:** Ice Breaker

**PART 2:** Who am I?

**PART 3:** What is Important to Me?

**PART 4:** You at Your Best

**PART 5:** Follow-Up Activities

**ANNEXURE 1:** Poster "You are You"

**ANNEXURE 2:** My List

**ANNEXURE 3:** Characteristics List

**ANNEXURE 4:** T-Shirt Outline

**ANNEXURE 5:** What is Important to Me?

**ANNEXURE 6:** My Values

**ANNEXURE 7:** Resource Materials on Values

**ANNEXURE 8:** Poster "Your Vision"

**ANNEXURE 9:** "Your Gifts" Worksheet

**ANNEXURE 10:** Evaluation

**ANNEXURE 11:** Interview About Me

**POWER POINT:** Values (Ages 13+)

## *Part 1: Ice Breaker*

**Time:**

15 Minutes

**Objective:**

Participants will take part in an exercise to become better acquainted with other members of the group.

**Materials:**

None

**Techniques:**

Ice Breaker

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**TRAINER INSTRUCTIONS:**

1. Choose one of the ice breaker activities from the options below:

**Option One: The “Best” Game**

- Divide participants into groups of 4 or 5. Explain that there will be a “category” contest and the person with the best in the category will earn a point for their team. (Examples of categories: tallest thumb, highest jumper, highest voice, fastest talker, longest hair)
- Announce a contest category for the group. Each group needs to select one person who they think will win the category.
- The facilitator will select one winner out of all the groups and that group will win a point. The team with the most points wins the game.

**Option Two: Would You Rather...** Read a statement with two choices and instruct the teens to move to one side of the room if they agree with the first option or the other side if they agree with the second option.

Suggested choices:

- Would you rather be taller or shorter?
- Would you rather draw or read?
- Would you rather play cricket or kho kho?
- Would you rather eat ice cream or cake?
- Would you rather have lunch with Sachin Tendulkar or Virat Kohli?
- Would you rather have chocolate or biscuits?
- Would you rather be a great basketball player or volleyball player?

## *Part 2: Who am I?*

**Time:**

1 Hour

**Objective:**

Participants will become more aware of their unique attributes.

**Materials:**

- Annexure 1: Poster “You are YOU” (One copy to be displayed during session)
- Annexure 2: My List
- Annexure 3: Characteristics List
- Blank Paper (For Option Two)
- Colored Markers, Crayons

**Techniques:**

- Worksheet
  - Discussion
  - Art Activity
- 

**TRAINER INSTRUCTIONS:**

1. Introduce the session with “You are going to learn about yourself today...knowing who you are helps guide your actions, make decisions, set goals. If you don’t know who you are, you don’t know how you might want to grow or what you might want to change.”
2. Show the Poster on Annexure 1 and discuss the meaning with the group. Display the poster in a prominent place.

3. Explain the following concept: (invite examples of each bullet from the group, but be mindful of the time): “You are a unique combination of...
  - Your personal appearance – how you look (tall, brown hair, etc.)
  - Your likes/dislikes (likes spending time with friends, dislikes the color yellow, etc.)
  - Your abilities/strengths (fast runner, great at sewing, talented cook, etc.)
  - Your feelings (excited, scared, jealous, etc.)
  - Your personality/character traits (honest, stubborn, responsible, etc.)
  - Your values – what is important to you in life (family, health, religion, etc.)
4. Present the following material, ensuring that the participants are absorbing and understanding: “While you can describe yourself based on your appearance, likes/dislikes, strengths and feelings (the first four categories above) the true nature of who you are is found at your center. It is not your given name, your age, or the way your body looks. It is deep within. Your character traits and values can usually only be seen through actions. For example, you cannot see if someone is smart, brave, strong, or kind...you can only tell by their actions and how they behave.”

“It is important that you know, accept, embrace, and love who you are deep inside. The first step is to discover your inner self...what makes you special.”
5. Distribute Annexure 2. Instruct the group to write as many positive characteristics describing themselves as they can. (These words should be adjectives such as happy, caring, fun, etc., not descriptive words such as tall, brother, student, etc.) Allow 5 minutes or so.
6. After time is up ask if anyone had difficulty with their list. All hands should go up because it is not as easy as it sounds.
7. Distribute Annexure 3 and invite the group to add any pertinent words from this handout to their list. **Trainer Note:** You may need to explain the meaning of some words if they are difficult for the children. However, let them know it’s not important that they know what every word means; they should just use the words they understand.
8. Once everyone is finished with their list, ask them to look over their list and ask: “Do you like the person you just described?” “Would you want to be their friend?” “Do you think this person could be quite successful?” “Do you think this person can accomplish anything they put their mind to?” Finish with “That person is YOU!”
9. Ask the group to keep their list in their folders for future reference.
10. Focusing on their positive traits, invite the participants to take part in one of the activities below:

**Option One: Design a T-Shirt** Distribute Annexure 4 and ask participants to create a t-shirt on this paper, illustrating their positive traits using designs, words or drawings. (Limit time to 15 minutes so the participants have time to share their creations.)

Invite participants to present their “t-shirt” to the whole group, or break into small groups to share (depending on size of group).

**Option Two: Identity Map** Give each teen a blank piece of paper. Instruct them to draw a circle in the middle of the paper and write “ME,” then draw lines out from the circle and write (or draw) their positive traits (helpful, caring, honest, etc.)

Invite participants to present their “ME” paper to the whole group, or break into small groups to share (depending on size of the group).

11. Suggest that they hang their artwork in a prominent place so they can look back on it often.

## *Part 3: What is Important to Me? (Values)*

**Time:**

30-40 Minutes

**Objective:**

Participants will understand the concept of values and identify what is most important to them.

**Materials:**

- Power Point: Values
- Annexure 5: What is Important to Me?
- Annexure 6: My Values
- Annexure 7: Resource Materials on Values

**Techniques:**

- Presentation
  - Discussion
  - Worksheet
- 

**TRAINER INSTRUCTIONS:**

1. Begin by explaining that, "You just spent time learning who you are...now we will focus on Values...what is important to you."
2. Review the following definition of values:
  - Values are your ideas about what is most important to you in life.

- Whereas character traits define who you are, values define what is important to you. For example, you may value a good education and interesting career, while your friend may feel that making a difference in other people's lives and the community is important to them, and another friend may value being physically attractive.
  - Everyone has their own unique personal values that guide them.
  - Values guide many of your actions and decisions. If you really value a good education, you will work hard and do your best in school, and you may choose to spend a good portion of your afterschool time reading and studying rather than playing games.
3. Begin the Power Point on Values and add the following comments per slide:

**Slide #2** – Everyone has items they like and value more than everything else...a special necklace, book, toy, etc. These are tangible items.

**Slide #3** – Other things that aren't so tangible are equally important...friendship, honesty, fairness, personal freedom, courage, etc. Values are your ideas and beliefs about intangible things that are most important to you in life. (Be sure to clarify the difference between tangible and intangible items, and that values refer to the intangible.)

**Slide #5** – Discuss the various influences on our values and ask for/give examples of each. Feel free to add other influences not pictured on this slide.

**Slide #6** – Facilitate discussion around values someone else may have that they do not share. (e.g., My friend is only worried about her beauty or my friend really wants to become rich and famous and I just want a good job that I enjoy.)

**Slide #7** – Values only have value when they're acted upon. It's not hard to make decisions once you know what your values are.

**Slide #8** – Use honesty as an example and go through each bullet. For example:

- You don't just talk about being honest; you live it. You spend time and energy developing it.
- You associate with others who are honest; you would be uncomfortable spending time with people who are not honest.
- You make sacrifices to live by your value of being honest (e.g., sacrifice might mean that though it would be easier if you cheated on a test, you sacrifice the higher grade and stay true to your values of being honest.)

**Slide #9** – Using the example of honesty again: Not cheating on one test doesn't mean you value honesty; if you truly value honesty you don't cheat on anything, from a large test to a smaller homework assignment to a simple game with friends.

**Slide #10** – Discuss examples of how your values affect goals. (e.g., if you value education, you will make school a priority and perhaps even set a goal of attending college.)

**Slide #11** – Identifying your values is an ongoing process. It takes time to recognize what is really important to you. Values can change over time. Sometimes it's hard to identify specifically what we value. The next activity will help you identify some of your values.

4. Distribute Annexure 5. Instruct the group to take a few minutes to think about the statements on the Annexure, and place a check mark next to the items that are important to them. After a few minutes, ask them to circle the 5-7 value statements that are most important to them.
5. Distribute Annexure 6 and ask the group to write their top values statements on the shapes on the worksheet. Ask them to keep this worksheet in their folder for future reference.
6. Facilitate discussion around the following questions: “Did you find this activity interesting? Fun? Difficult? Was it hard to narrow down your items to the top few? Was anyone surprised by their answers?”
7. Distribute Annexure 7 (notes from this lesson) and ask the group to keep the handout in their folder for future reference.

\*Portions taken from “My List, Your Gifts, Our Impact” by Damian Boudreaux

## *Part 4: You at Your Best (Linking Values to Behavior)*

**Time:**

1 Hour

**Objective:**

Participants will recognize how living according to their values has a positive impact on their lives and their relationships with others.

**Materials:**

- Annexure 8: Poster “Your Vision” (To be displayed during session)
- Videos as noted in Trainer Instructions
- Annexure 9: “Your Gifts” Worksheet
- Annexure 10: Evaluation

**Techniques:**

- Discussion
  - Group Activity
- 

**TRAINER INSTRUCTIONS:**

1. Explain the following concept:
  - When you are aware of who you are and what you value, and begin living according to your values, you will feel fulfilled, secure, more confident in your decisions, and more positive about setting goals for the future. (Show the Poster on Annexure 8 and discuss the meaning with the group. Display the poster in a prominent place.)

- Furthermore, the better you feel about yourself and how you are living, the more positive relationships you will be able to have with friends, house parents, teachers, etc. because you will be able to look beyond your needs and recognize the importance of kindness, respect, sharing, teamwork and the need to support/care for each other.
2. Show the following videos and, after each video, invite discussion around the theme of each (e.g., taking care of each other, teamwork, sharing).
    - Caring for each other:  
<https://www.youtube.com/watch?v=An2OalbPSII>
    - Sharing and caring:  
<https://www.youtube.com/watch?v=HkuKHwetV6Q>
    - Color your world with kindness  
<https://www.youtube.com/watch?v=rweIE8yyY0U>
  3. Explain that you are now going to lead an activity where participants will recognize the positive in others and learn about the positive others see in them.\*
  4. Divide the participants into groups of 5 or so. Distribute enough copies of Annexure 9 so that each child can create a “Gift” Sheet for each of the other members in his/her group (four for each child).
  5. Instruct each group to write down 3 characteristics about each other on the Gifts Worksheets with the help of Annexure 3. Give them a few minutes to complete the sheets.
  6. After they are finished, invite participants to take turns being the recipient of the “gifts” from the others in their group while the other group members take turns sharing their 3 characteristics with their peer. (Sample characteristics include: “You are kind. You care brave. You are handsome.”) They will then hand over their worksheet to the person receiving the gift who will simply say, “Thank you.”
  7. Make sure that everyone in the room gets a turn to receive feedback from their peers. Invite the children to keep the “Gifts” Worksheet in their folder so they can look back on them often.
  8. Conclude with a statement such as: “We will spend more time in these areas in future sessions; for now, work to live a life that is true to yourself.”
    - Put your positive qualities into action on a daily basis
    - Consider what is most important to you as you make choices in your daily life
    - Work to build positive relationships with those around you.

9. Distribute Annexure 10 and invite the group to complete the evaluation form regarding this Unit.
  - Explain that they are to give a score from 1-5 (5 being the highest) for each part of the Unit, as well as a score for the Unit overall.
  - Then they should write comments under the happy face for items they liked/learned, and under the sad face for items they didn't like or are confused about.
  - Briefly recap what was covered in each part so their memory is fresh when evaluating.
  - Instruct them to be as specific as possible in their comments.
10. Gather the completed evaluations and include the responses in your trainer report.

\*Portions taken from "My List, Your Gifts, Our Impact" by Damian Boudreaux

## *Part 5: Follow-Up Activities*

### **Time:**

10 Minutes

### **Objective:**

Participants will practice material learned through activities they will complete throughout the upcoming weeks.

### **Materials:**

- Journal for each participant
- Participant's Folder
- Annexure 2: Interview About Me Worksheet (For Option Two)

### **Techniques:**

- Applying learning to daily life
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### **TRAINER INSTRUCTIONS:**

1. Explain that we will be talking more about traits, values and behavior in upcoming units such as goal setting and decision making. Participants will have the opportunity to review the material learned today throughout the next few weeks, and take part in activities designed to put the learning into action. They will take part in follow-up sessions to discuss the activities.
2. Assign one of the options below for this first week. Additional activities will be assigned in the following weeks.

**Option One: All About Me** – Imagine that your school is producing a video highlighting their students. They are looking for students who can very clearly talk about themselves. In your journal, write your own two minute script outlining what you would say on the video. Describe your likes/dislikes, skills, strengths, values, and achievements. Be prepared to share your script with the group.

*Sample Follow-up Discussion Questions for Trainer:* Invite volunteers to share their script. Did you enjoy the activity? What did you learn about yourself? Do any of the items represented in the writing surprise the other participants?

**Option Two: Interview About Me** - Choose 4 people aside from your friends who know you well (teacher, parent, tutor, etc.) and ask them to write 3 positive qualities they see in you on your worksheet (Annexure 10). Bring your worksheets to the follow-up session.

*Sample Follow-Up Discussion Questions for Trainer:* How did it feel to learn about what other people like about you? Did you learn about some strengths that you did not know you had? Were you disappointed that no one listed a strength you consider important? How can you make people more aware of that strength? Did more than one person name the same qualities?

**Option Three: What's In a Name?** - Create an acrostic about your personal qualities using your name. Write the letters of your name vertically. The first letter of each line will begin a word or phrase about you. For example, using the name Rami:

**R**eads books for fun every day

**A**lways eats his entire meal

**M**akes friends very easily

**I**s a great cricket player

Decorate the paper however you wish and bring to the follow-up session to share with the group.

*Sample Follow-Up Questions for the Trainer:* Invite the children to share their acrostic with the group. Did you have fun with this activity? How did you decide what qualities to list? What did you learn about yourself?

**Option Four: Admirable Qualities** – One way to identify your own values is to consider people you admire. Think of someone you really look up to – it could be a friend, teacher, character in a book, someone in the news, etc. Describe the person and explain why you look up to them. What does he/she stand for? What values does this person represent? What characteristics would you like to emulate?

*Suggested Follow-Up Questions for Trainer:* Invite the children to share their thoughts on who they admire and why. Make a list of the values the admired people emulate on the marker board.

**Option Five: What's Important to Me?** Put the 12 Miracle Foundation Rights of the Child into an ordered list, from most important to least important to YOU. (Invite children to refer to their handout on Rights from Unit 1.) A limited number of “ties” are allowed as you create

your list. Write briefly about why you chose the order you did. Be prepared to discuss.  
(This was an optional activity in Unit 1 also.)

*Suggested Follow-up Questions for Trainer:* What was easy and what was difficult about this exercise? Would you expect your friends' lists to be similar? How might you expect the list to be different for other people based on their living conditions? Ask for volunteers to present and discuss their lists.

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## *Unit Two Annexures*

### *Self-Awareness – Ages 9 - 12*

**ANNEXURE 1:** Poster “You are You”

**ANNEXURE 2:** My List

**ANNEXURE 3:** Characteristics List

**ANNEXURE 4:** T- Shirt Outline

**ANNEXURE 5:** What is Important to Me?

**ANNEXURE 6:** My Values

**ANNEXURE 7:** Resource Materials on Values

**ANNEXURE 8:** Poster “Your Vision”

**ANNEXURE 9:** “Your Gifts” Worksheet

**ANNEXURE 10:** Evaluation

**ANNEXURE 11:** Interview about Me

**POWER POINT:** Values



*Annexure 1: Poster “You are You”*

Today you are YOU,  
that is truer than  
true.

There is no one alive  
who is YOUer than  
YOU!

*Annexure 2: My List*

I AM \_\_\_\_\_

## *Annexure 3: Characteristics List*

Adventurous	Competent	Fashionable	Jolly
Articulate	Cautious	Forgiving	Kind
Agreeable	Clever	Frugal	Knowledgeable
Alive	Compassionate	Fast	Lucky
Appreciative	Curious	Funny	Loyal
Adaptable	Cooperative	Fun	Loved
Ambitious	Considerate	Focused	Loving
Amazing	Capable	Festive	Lovely
Accepting	Direct	Fierce	Musical
Attractive	Delightful	Giving	Magnificent
Artistic	Dynamic	Giggly	Mechanical
Assertive	Driven	Godly	Memorable
Athletic	Disciplined	Grateful	Motivated
Attentive	Different	Gentle	Neat
Authentic	Diligent	Generous	Noble
Blessed	Dedicated	Growing	Nice
Bubbly	Diplomatic	Glamorous	Organized
Brave	Detailed	Hilarious	Outstanding
Bright	Desirable	Happy	Open
Bold	Determined	Helpful	Optimistic
Brilliant	Energetic	Honorable	Playful
Balanced	Emotional	Honest	Present
Calm	Extraordinary	Humble	Passionate
Crafty	Easy going	Hopeful	Polite
Creative	Empathetic	Harmonious	Productive
Clear	Excited	Healthy	Peaceful
Compelling	Explicit	Handsome	Pretty
Considerate	Entertaining	Independent	Proud
Caring	Eager	Inventive	Popular
Cheerful	Elated	Intuitive	Positive
Courageous	Elegant	Influential	Powerful
Constructive	Encouraging	Inspirational	Persistent
Confident	Exuberant	Imaginative	Practical
Careful	Fearless	Intense	Perceptive
Consistent	Flexible	Impressive	Proactive
Courteous	Friendly	Intelligent	Patient
Cool	Faithful	Joyful	Prepared

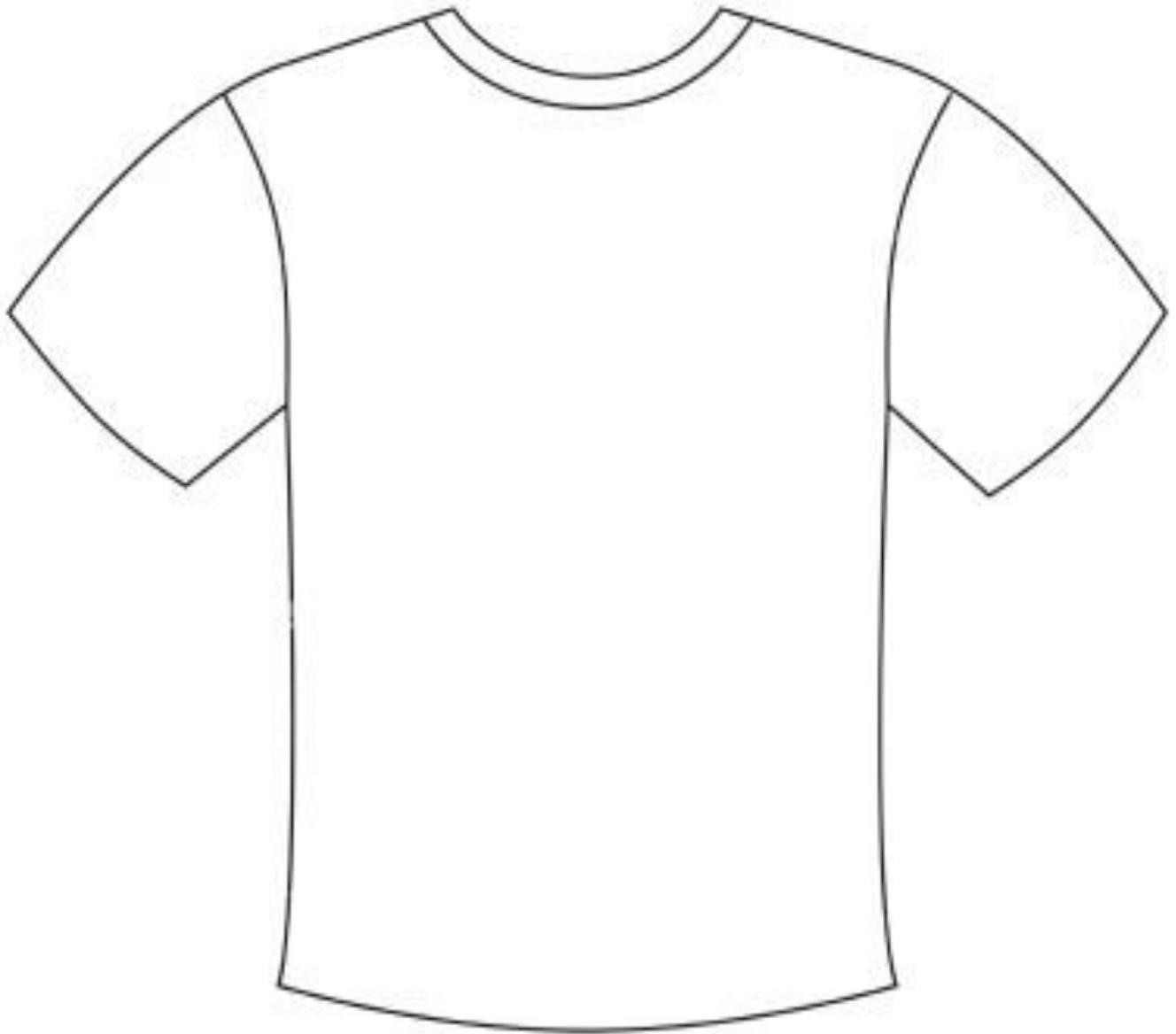
Quick  
Quiet  
Responsible  
Remarkable  
Romantic  
Reliable  
Rich  
Resourceful  
Strong  
Selfless  
Secure  
Studious  
Social  
Simple

Smart  
Self-sufficient  
Structured  
Sensible  
Smiling  
Steady  
Successful  
Sweet  
Swift  
Spiritual  
Sympathetic  
Supportive  
Spontaneous  
Sincere

Thoughtful  
Technical  
Thankful  
Teachable  
Truthful  
Thorough  
Tenacious  
Talented  
Trusting  
Tender  
Tough  
Up beat  
Understanding  
Unstoppable

Unique  
Versatile  
Visionary  
Victorious  
Vivacious  
Vibrant  
Well  
Willing  
Wise  
Worldly  
Wonderful

*Annexure 4: T-Shirt Outline*



## *Annexure 5: What is Important to Me?*

**Place a check mark next to the items that are important to you.**

- |  |                                       |
|--|---------------------------------------|
| To be needed and important to others     | To be attractive to others            |
| Taking care of others                    | Having a safe and secure home         |
| Having good friends                      | To speak up for my personal beliefs   |
| Being liked                              | To feel good about myself             |
| Having others look up to me              | To be trusted by others               |
| Being treated fairly                     | To be loved                           |
| Being courageous                         | To love others                        |
| Being well-organized                     | Being appreciated                     |
| Learning and knowing a lot               | Having self-control                   |
| Making a contribution to the world       | Working toward perfection             |
| Living according to my religious beliefs | Living with good morals               |
| Having a friend I can always count on    | Being free from pain                  |
| Becoming famous                          | Being a spiritual person              |
| Making a lot of money                    | Having fun                            |
| Having children when I am ready          | Being a creative person               |
| Having a job I really like               | A long and healthy life               |
| Being healthy                            | Freedom to live as I want             |
| Being a successful student               | Getting things changed for the better |
| Being an honest person                   | To work hard at whatever I am doing   |
| To enjoy nature                          | Being comfortable                     |

*Annexure 6: My Values*

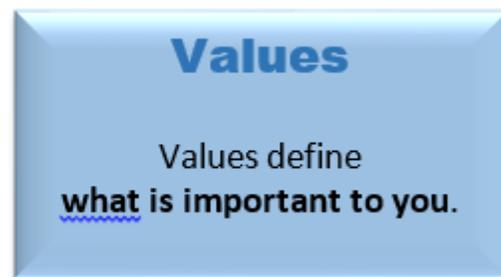
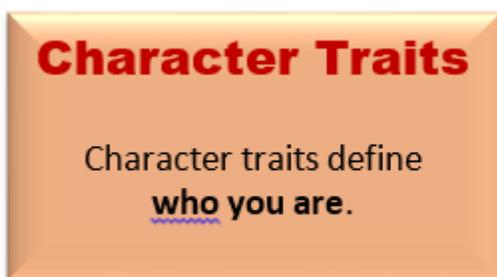


## Annexure 7: Resource Materials on Values

**Values** are your ideas about what is most important to you in life.

<p><b>Values that are Tangible:</b> Items that you can touch that you value more than everything else</p>	<p><b>Values that are Intangible:</b> Your ideas and beliefs about intangible things that are most important to you</p>
<ul style="list-style-type: none"> <li>• A special necklace</li> <li>• A book</li> <li>• A favorite toy</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship</li> <li>• Honesty</li> <li>• Fairness</li> <li>• Personal freedom</li> <li>• Courage</li> </ul>

What is the difference between **Character Traits** and **Values**?



For example, you may value a good education and interesting career, while your friend may feel that making a difference in other people’s lives and the community are important to them, and another friend may value being physically attractive.

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Everyone has their own unique personal values that guide them

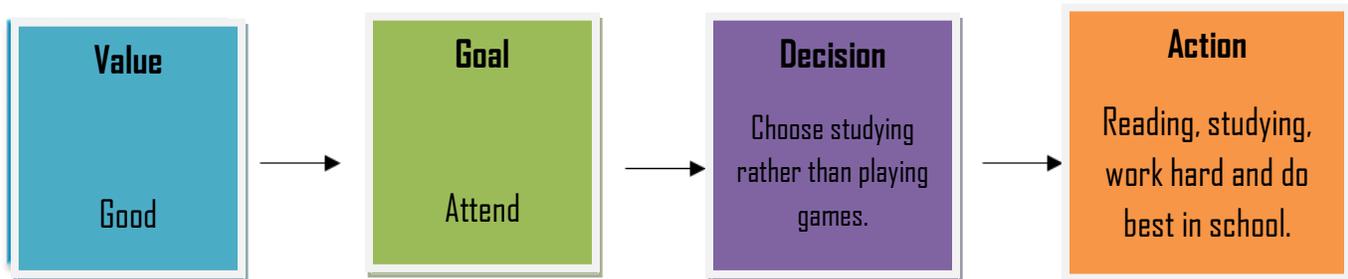
# Values affect your Goals and guide many of your Actions and Decisions

Everyone has their own unique personal values that guide them.

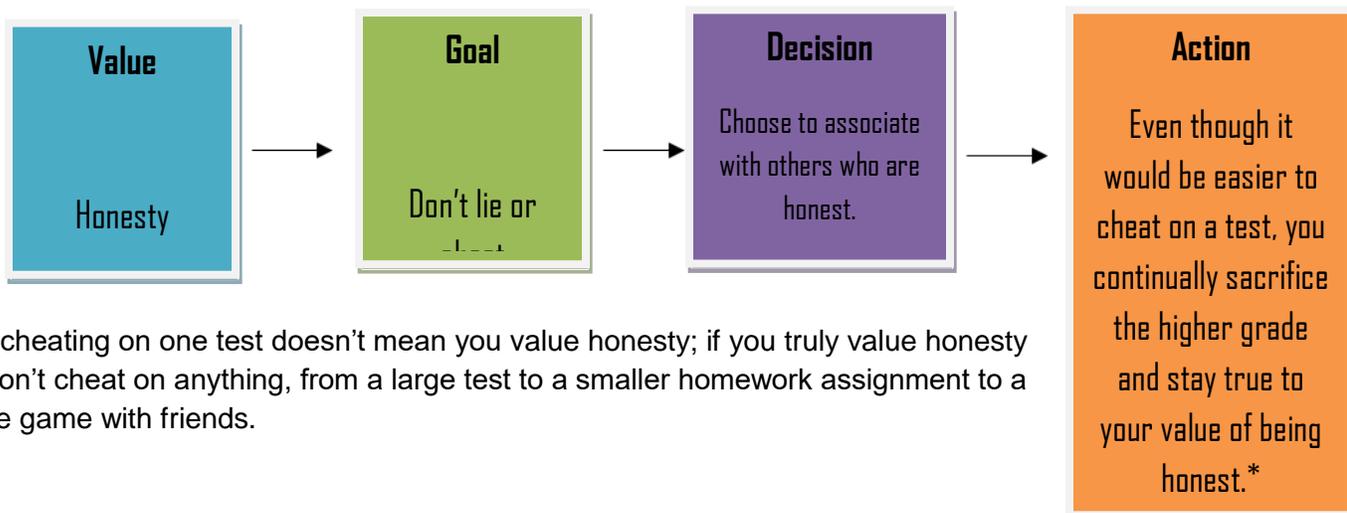
**Values** only have value when they're **acted upon**. It's not hard to make **decisions** once you know what your **values** are.

- You don't just talk about your value; **you live it**. You spend time and energy developing it.
- **You associate with others** who have the same values; you would be uncomfortable spending time with people who didn't value the same thing.
- **You make sacrifices to live by your value**. It may be easier to do something against your value, like cheat or lie, so you will sacrifice the "easy way out" by sticking to your values.

Example Value 1: "Good Education"



Example Value 2: "Honesty"



\* Not cheating on one test doesn't mean you value honesty; if you truly value honesty you don't cheat on anything, from a large test to a smaller homework assignment to a simple game with friends.

**Identifying your values is an ongoing process:**

- It takes time to recognize what is really important to you.
- Values can change over time.
- Sometimes it's hard to identify specifically what we value.

*Annexure 8: Poster “Your Vision”*

Your vision  
will become clear  
only when  
you look into  
your heart.

*Annexure 9: “Your Gifts” Worksheet*

# My Gifts

To: \_\_\_\_\_

From: \_\_\_\_\_

You are:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

## Annexure 10: Evaluation

<b>Unit 2 – Self-Awareness</b>	<b>Score</b> (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Ice Breaker	1 2 3 4 5	   	   
Who am I?	1 2 3 4 5	   	   
What is Important to Me?	1 2 3 4 5	   	   
You at Your Best	1 2 3 4 5	   	   
<b>Overall Score</b>		<b>1 2 3</b>	<b>4 5</b>

*Annexure 11: Interview About Me*

# All About Me

All About: \_\_\_\_\_

From: \_\_\_\_\_

You are:

1.

---

---

2.

---

---

3.