

## Living Well Safe & Free WORKSHOP #1

### Knowing Yourself & Being a Part of Your Community

*People First Wisconsin adapted these materials from the Green Mountain Self-Advocates Basic Self-Advocacy workshop series.*

#### **Materials Needed:**

- Sign in sheet
- Markers and pens
- Nametags
- One workbook for each person
- Flip Chart Paper
- Glue sticks, magazines and scissors
- Group Agreements Written on Flip Chart Paper (to post in class)
- Laptop, projector and speakers and internet access
- Copies of the four Bingo Cards

#### **This class teaches people to:**

- To know their likes and dislikes.
- To identify their personal strengths.
- To identify one or two things they would like to try to do.
- To practice acting self-confident and believing in themselves.

#### **Activity 1: Make Introductions and Set Group Agreements**

**Step 1:** Instructors introduce themselves and then ask each person to say who they are and one or two things about themselves (like where they are from, where they work, what they are looking forward to from this class, their favorite thing to do)

**Step 2:** Explain what today's class is going to be about. Say that you will begin by going over some group agreements. Call on people one by one to read agreements that are posted on flip chart paper on the wall. Ask the group if there are any other agreements that should be added.

#### **Group Agreements:**

1. Raise your hand
2. One person speaks at a time
3. No put downs
4. No question is a silly question
5. It is ok to pass
6. Confidentiality
7. Give everyone a chance to speak

### **Activity 2: Why should I hire you?**

**Step 1:** Say to the group: If an employer were to ask you the following question, what would you say? “Why should I hire you?” Write your answer in your workbook.

**Step 2:** Give people one minute to write their answers then ask if anyone wants to share what they wrote.

### **Activity 3: True Blue Collage**

This exercise results in collages created by each person and encourages the expression of likes, dislikes and opinions of the group. Some people might need more support than others do. Provide support as needed during this activity.

**Step 1:** Explain the activity. We are going to make collages. They will show a little bit of Who you are... What you like... What you don't like... And what you want to do more of in the future. You can work with the person next to you. Write down, draw or choose pictures from the magazine that make you feel good and express what you like to do. Put the pictures in your workbook.

**Trainer tip:** Don't try to make a collage yourself. Instead, be available to help anyone who is having trouble. Make sure to keep track of time. Making the collages should take no more than 10-15 minutes. You can use magazines but it takes a lot longer.

**Step 2:** When everyone is done bring the group back together. Have people take turns briefly showing their collage and explaining why these things are important to them. Give each person a few minutes to talk. Encourage the others to ask questions.

**Step 3:** Explain how when we are making decisions, is it important to know what you like and dislike. We all make decisions based on our likes and dislikes. It is important to remind ourselves of who we are.

### **Activity 4: Personal Strengths**

**Step 1:** Explain that the goal of this activity is to identify our personal strengths. Ask people to open their workbook to the Personal Strengths **activity page**.

**Step 2:** Ask them to work with the people around them to read the list of strengths and put an X next to the things that describe or sound like them. When they have finished, they should circle the three sentences that best describe them.

### **Activity 5: Try Something New**

**Step 1:** Explain that the goal of the activity is for people to find one thing they would like to try to do and list the people, activities and things they need to make it happen.

**Step 2:** Ask people to share times when they wanted to do something and they were not allowed to do it?

**Step 3:** Ask the group to go to their workbook and write down or find a picture from a magazine that shows one thing you might want to do in the future. Then list the people, activities and things you may need to make this come true. As a few group members to share what they came up with.

**Step 4:** Ask the question: "So, what can you do if someone says you can't try one of the things you listed?"

### **Activity 6: Can you really? Yes, I can!**

**Step 1:** Explain that the next activity will help people practice believing in themselves and showing self-confidence.

**Step 2:** Instructors will demonstrate the activity. One instructor will begin by saying something that they can do well. The other instructor will listen and challenge the instructor by saying, "Can you really do that?" or "I'm not sure I believe you," or "Show me how you do that," or other doubting comments. The person sharing what they can do needs to convince the person who is doubting them that they are really good at this thing by showing them or telling them. Be challenging but not mean. The person who is sharing what they do should act confidently.

**Step 3:** Ask people to repeat the activity in pairs or small groups for a few minutes.

**Step 4:** Ask for volunteers to come up, and repeat the activity with an instructor by sharing one thing they want to try to do (for example, using a computer, moving out on my own, taking my own medication, getting a different job, going out on a date). The instructor says the person can't do that. The volunteer should confidently give reasons why they should be able to do what they want. If they get stuck pause and ask the audience to help the volunteer come up with ideas.

### **Activity 7: Reflection**

**Step 1:** Ask people to think back on the employer question "Why should I hire you?" and how they answered that. Have a group discussion about anything else they would add or changed to make their answer better.

**Step 2:** Ask people what they have learned from this workshop so far. Write their answers on flip chart paper. Some examples:

- Knowing what you can do and what you are good at.
- Being proud of what you CAN do and sharing it with others.
- Helps you know what other people are good at.

- Helps you in making friendships with other people.
- Practice what to do if someone says you can't try something new.

### **Activity 8: Belonging in the Community**

**Step 1:** Ask people if they belong to any groups or places in the community and what they like about being part of that group. For example, do they work or volunteer somewhere, belong to a fitness club, part of a bowling league, etc.

**Step 2:** Show the video of Chelsea at her job at Culvers and ask people what they think of the video and Chelsea's job. <https://youtu.be/gPX1MENNJlq?list=FLAxOLOert58Rh-RDcuNAaug>

**Step 3:** Explain to the group how important it is to be part of their community and how there are many ways to find new opportunities and groups. Talk about the ways people can be involved in their communities and give back to their communities.

**Step 4:** Depending on your group choose one of the three ways to get people involved in answering the three questions listed below 1) brainstorm as a large group, 2) create "stations" using flip chart paper for people to rotate through and share their ideas, or 3) have people work in small groups. Review and talk about the information people come up with.

1. Where can you go to to find out about all the groups, activities, and things to do in your town?
2. Where can you volunteer in your community?
3. What kind of groups can you become part of?

### **Activity 9 – Community Experience Bingo**

**Step 1:** Explain how to play the bingo game. Let people know the point of this game is for them to see who in this room also likes what they like in the community.

**Step 2:** The instructor randomly calls off different squares. People write an X over the things they've done or like and raise their hand or say something if they like it or have done it. Encourage conversations and sharing but don't let people get too off track. Game ends when someone gets Bingo.

### **Activity 10 – You Belong Out There**

**Step 1:** Explain that we've talked about how to be more involved in what happens to us in our everyday lives. Ask the group to reflect on some of the things that have been talked about. Ask the group what is the thing they would like to do for yourself or for your community? Give some examples (get a job, move to a new place, join a group, start to volunteer, etc.). Ask them to close their eyes and think about their goal (give them a couple minutes to think). Ask some people to share their goals.

**Step 2:** Ask people to break into small groups. Have them share their goals with each other and work together to figure out some first steps each person can take. Ask them to write down their next steps in their workbooks.

**Step 3:** Bring the large group back together and ask people to share their goals and next steps.

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