



# Stronger

A TOOLKIT FOR  
TAKING CARE OF  
OUR RELATIONSHIPS

carya



CALGARY  
LEARNS

Alberta  
Government

## How to Use the Stronger Toolkit

Welcome to the Stronger Toolkit! This toolkit has been designed to equip, engage and inspire facilitation and learning in the **Skills for Learning Category** of the Community Adult Learning Program (CALP).

Skills for Learning opportunities are designed to support foundational learners build confidence, develop identities as learners, advocate for themselves, and engage in foundational or other learning.<sup>1</sup> The primary intended learning objective is to help learners build a variety of skills and habits related to increasing their confidence, to setting and achieving their learning goals, and to be successful in further learning. These habits and skills include:

- **Recognizing oneself as a learner.** This is about supporting learners to trust that they already have valuable knowledge and skills that contribute to their learning. It's also about providing relevant learning that can be linked to their knowledge, skills and life context.
- **Taking risks in learning.** Learners grow in their courage by taking risks without fear of shame or judgement. Risk taking is cultivated as learners equip themselves with knowledge and skills while also having their different learning styles and needs understood and met.
- **Actively engaging in the act of learning.** Learners are supported to do this by actively authoring their own learning pathway through clear learning goals. They are also supported to see themselves as having power and responsibility to reach those goals, as they strengthen their abilities to make informed decisions in learning.
- **Developing learning strategies.** Learners gain practical strategies that add to their lives and help them reach their goals. These strategies may include increased organization at home or work; it may also include time management, enhanced memory skills, problem solving, increased self-awareness and self-assessment. This is also about supporting learners to build their confidence and strength to take on challenges and to persevere through setbacks in learning.
- **Building collaboration skills in learning.** Learners are supported to engage and work cooperatively with others in a learning setting. This is also about building and nurturing positive relationships and a sense of belonging in a learning community.
- **Strengthen communication skills in learning.** Both non-verbal and oral communication skills are built upon in a learning setting so that these skills can be applied in a learner's life and everyday tasks.

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<sup>1</sup> Community Adult Learning Program Guidelines 2020, Section 5.1.3 Skills for Learning

The Stronger Toolkit invites the exploration of a variety of jumping off points that are designed to support learners to build these skills for learning. The toolkit provides ready to use, **PICK & PULL** sessions that can help you support participants on their journey of self-discovery and learning. The Stronger Toolkit is divided into four main sections:

## Taking Care of Our Time



## Taking Care of Our Minds



## Taking Care of Our Emotions



## Taking Care of Our Relationships



Within each of the four sections you will find many interesting, relevant, and engaging topics that explore different areas within the overall theme. Each session plan has been designed to be completed in 1½ hour time frame.

- You're invited to browse through the BIG IDEAS and **PICK** a topic that you think will be of interest to YOUR participants. We believe YOU know your participants best, and will select session plans that will be most relevant and meaningful to them.
- Each Session Plan has bullet points to help you decide if the topic and session plan is what you are **LOOKING FOR** to support your participants.



- Check out the TAKEAWAY, where you will find what participants will learn and experience during the session.
- Next, **PULL** the SESSION PLAN! Here you will find everything you need to facilitate a session. Questions, videos, activities, resources and modifications are all included for each session plan. READY, SET, FACILITATE!

The session plans can be used exactly as they are or they can be used as jumping off points for your own inspiration and creativity. Use whatever works best for you and your participants! Perhaps it is a little of both. Not a relevant video, question or activity for your participants? Change it up! Find one that fits for you.

### Quick Tips to Get You Started!

Each session plan is designed for participants to use a variety of foundational life skills. Prior to the CALP 2020 guidelines, Skills for Learning were defined as Foundational Life Skills. These skills included:

- Oral Communication Skills
- Decision Making and Problem Solving Skills
- Creative Thinking and Critical Thinking
- Self-Awareness and Self-Assessment

These skills are listed in each Session Plan for reference.

Each session plan also incorporates a variety of learning styles. While there are many different learning styles, the Stronger Toolkit uses the following: Auditory, Visual, Read/Write and Kinesthetic.

Session plans were designed to invite participation and engagement through different methods such as large and small group discussion, multimedia, personal reflection and hands-on activities.

Each section also includes a reference and resource list, which includes a variety of resources related to the overall theme. This can be found at the end of the themed section.

At the time of this publication all video links in the Toolkit Session Plans were active. Over time these may be removed from the internet. We have noted titles of video links as well as noted when websites were last visited.



## **A Note on the WHY and the HOW**

The inspiration for this toolkit has come from our own context of offering Skills for Learning groups in a tight-knit community neighborhood in Calgary for the past several years. Our best teachers in this process have been the learners we have been privileged to grow alongside, learn from and build relationship with. They have inspired the name of this toolkit, which is STRONGER. We have witnessed that strength walks in the door with each learner. Our hope is that they leave stronger because of what we create and uncover together.

As such, the ideas for many of these sessions have been instigated by the experiences of the learners in our learning communities. Their brave sharing of their stories, hopes and challenges gave us the context to bring ideas to page and later, sessions to life. The majority of these sessions have been used in our own Skills for Learning Community over the past year and we are grateful they gave us space to explore, adapt, and create with them!

We are also grateful for Calgary Learns and their support of this project through an initiative grant. They came alongside our vision of not only developing curriculum for our learning communities but believed that we had something to offer to our collective community of CALP.

Last we are grateful for YOU! For the places you will use this information, the ways you will make it your own, the care you will bring to make the sessions relevant for your specific learning community and your steadfast commitment to bringing learning alive and well for others. We are all STRONGER together!

# Taking Care of Our Relationships



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## How to Build Community



### The Big Idea!

The big idea for this session is to give participants an opportunity to share stories of the communities they belong to and have been a part of as a springboard to further our learning of how we can build community in our lives. In this context, community is not seen as a group, club or neighborhood necessarily but more so a place where we are seen and valued as well as where we can give, receive and grow from. Concepts from this session can be used to build your learning community, group, or classroom environment.

### Choose this session if you are looking for...

- Opportunities for people to share their stories of community and belonging.
- Ways for people to become more aware of ways that community can be built so that they can instigate and be open to becoming involved in community.
- Practices that will help you build your learning community.

### The Takeaway

Participants will experience community through the stories of others and expand their context of community, how it's built and nurtured. They will leave with ideas of how to deepen their own involvement in community and build meaningful community connections in their lives.

### Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Critical Thinking

Creative Thinking

Problem Solving





Activity Life Skills Used Learning Styles	Description	Time
<b>Welcome!</b> Session Introduction	Our theme today is called “How to Build Community”. <b>We are going to look at the ways we have experienced community in our lives as well as learn ways to build and deepen our community and places of belonging.</b>	
<b>Check In and Connection</b>  Oral Communication, Self-Assessment, Self-Awareness, Critical Thinking  AUDITORY/VISUAL	We are going to start with a big picture view of how we see and experience community. Then we will get into a deeper dig about community.  <b>Group Sharing:</b> (Whiteboard and leave up)  When you hear the word ‘community’, what do you think of? What does that word mean to you? (Whiteboard & leave up)  What is the purpose of community?  How and where do you experience community now in your life?	15 min
<b>Community Expressed Art Activity</b>  Oral Communication, Self-Awareness, Self-Assessment, Creative Thinking  AUDITORY/VISUAL KINESTHETIC	So, we have given some words to community. Now let’s give it some art! The purpose of this activity is for you to have an opportunity to draw 2 experiences of community that you have had. All artistic abilities are welcome and invited! Stick people are good! Use words if you like!  (Handout white pieces of paper - have crayons and markers ready as well) <ul style="list-style-type: none"><li>• On the front of your page, draw your first memory of community.</li><li>• On the back page, draw your most profound/memorable experience of community.</li></ul> <b>Pairs Sharing:</b> You will have 5 minutes to draw your pictures. Then we are going to break into partners. You are invited to share the story behind your picture or pictures, a part of your picture that means something to you, or the memory you were thinking of when you were drawing (but didn’t get onto your picture!)  <b>Link to this activity:</b> <a href="http://cdn2.hubspot.net/hub/316071/file-512579837-pdf/Deepening_Community/Exercises.pdf">http://cdn2.hubspot.net/hub/316071/file-512579837-pdf/Deepening_Community/Exercises.pdf</a>  <b>Large Group Discussion:</b> What was that like for people? Was there anything that surprised you or that you’d like to share?	25 min (40 min)

	Can we add some more words to what community is and what the purpose of community is?	
<b>Building on Our Understanding of Community</b>  Oral Communication, Self-Awareness, Self-Assessment, Critical Thinking  AUDITORY/VISUAL	<b>Frontload:</b> As we have heard today, there are many, many ways to see, define and experience community. Today we are going to draw from the wisdom of a Canadian Community Builder named Paul Born. (Pull up Paul Born's Deepening Community Website and read a bit about him.) <a href="http://www.deepeningcommunity.org">http://www.deepeningcommunity.org</a>  <b>Handout 1: <i>Deepening Community</i></b> Read through Paul's definition of community on the handout.  <b>Small Group Breakouts:</b> As we talked about earlier, communities are not always places of belonging, nor are they always healthy. In small groups, you are invited to talk through some of the questions on the Handout about what this is like. Then we will move to what we can do about that!  <b>Large Group Debrief:</b> What did we learn from our groups? What does unhealthy community look like?  <b>Read Handout 2: <i>Margaret Wheatley Poem: Turning to One Another</i></b>	15 min (55 min)
<b>4 Acts to Deepen Community</b>  Oral Communication, Critical Thinking, Self-Awareness, Self-Assessment  AUDITORY/VISUAL KINESTHETIC	Refer to the last part of the Deepening Community Handout (the 4 Acts) <b><u>Acts to Deepen Community</u></b> 1. Sharing our Stories 2. Enjoying one another 3. Caring for one another 4. Working together for a better world  <b>Step in, Step Out Activity:</b> We are going to unpack this further by coming together and sharing our stories in a circle. This is called the Step In, Step Out Activity. We are all going to make a big circle. I'm going to ask a question and you are invited to step in if it's true for you or if you have experienced this. You can also pass. There is no judgment if you step in or step out. Some of the questions will invite people to share stories. Here's a sample question: 1. I've been part of a group or club, organized or not, at some point in time in my life. <b>Handout 3 (Resource): <i>STEP IN Activity Questions</i></b>  <b>Large Group Debrief:</b> This activity has helped bring alive the 4 elements of Deepening Community. We have shared stories, talked about ways that we've enjoyed one another, cared for one another, and worked together for a better world. We know how to do this! (Invite people to sit back down)	20 min (1 hr, 15 min)

<p><b>Building Our Learning Community</b></p> <p>Self-Assessment, Oral Communication, Self-Awareness, Problem Solving</p> <p>AUDITORY/VISUAL</p>	<p><b>Large Group Discussion:</b></p> <p>Given what we know and understand about community, belonging and how to deepen community, how might we apply this to our learning community (or group, or class)?</p> <ul style="list-style-type: none"> <li>○ How might we <b>share our stories</b>? How do we already do this? How can we do this more/differently?</li> <li>○ How can we <b>enjoy each other and have fun together</b>? How do we do this? How can we do this more/differently?</li> <li>○ How can <b>we care for each other</b>? How do we do this? How can we do this more/differently?</li> <li>○ How can we <b>work together for a better world</b>? How do we do this already or how do we contribute to each other? How can we do this more/differently?</li> </ul>	<p>10 min (1 hr, 25 min)</p>
<p><b>Closing</b></p>	<p>Does anyone want to share what was important to them about our time together? What are you walking away with from today's time together? What was meaningful for you?</p> <p>We are going to close with a short video from Paul Born about Deepening Community.</p> <p><b>Video 1: Deepening Community with Chicken Soup (2 min)</b>  <a href="https://www.youtube.com/watch?v=1mh7kiN06Jk">https://www.youtube.com/watch?v=1mh7kiN06Jk</a></p>	<p>5 min (1 hr, 30 min)</p>



## Videos

### Video 1: Deepening Community with Chicken Soup (2 min)

<https://www.youtube.com/watch?v=1mh7kiN06Jk>

## Resources Needed for Session

- LCD projector/laptop to show videos (there is only one video so you choose!)
- Whiteboard or chalkboard
- Paper for activity
- Crayons, markers
- Handout 1: *Deepening Community*
- Handout 2: *Margaret Wheatley Poem: Turning to One Another*
- Handout 3(Resource): *STEP IN Activity Questions*

## Additional Resources

Paul Born Deepening Community Website:

<http://www.deepeningcommunity.org>

Exercises and Additional Questions from Deepening Community (see Book Club Guide and Exercises)

<http://www.deepeningcommunity.org/bonus>

Optional Video that emphasizes the beauty of what can happen when we embrace each other's differences.

Super Soul Short: The Curious Friendship between a Pig and a Rooster (5 min)

<https://www.youtube.com/watch?v=wXI00yj167Y>

## Modifications

There are lots of ways to modify this session plan, particularly if you want to spend time on deepening your learning community. Add your own timing to the session plan, if this is what you want your focus to be. Add different questions to the Step in and Step out Activity. If your particular community, city, town, neighborhood, or class has gone through something together, use that story as a way to bring these principles alive.

If you don't want to do the Step in and Step out activity because of space or mobility issues, you can do this by having people raise their hands instead.

# Paul Born: Deepening Community

“Some people have shared with me that the only way we can talk about community effectively is to agree on a common definition. I am not of that school. Community is one of those words that have many meaning, primarily because the experience of community is so diverse and rich. Words are not always the best way to describe such complex experiences. Like the words for love and fear, community has many meanings that change based on context or circumstances.

That said, I believe that there is a word that gets at the essence of all these different understandings, and that word is belonging. A sense of “knowing that I belong” is the most common desire of those who wish to build community, but it also one of the least realized desires. Belonging is experienced when mutual acts of caring are frequent and when personal identity is associated with the group.

Belonging means to feel that we are in the right place, to be made to feel welcome in a place or group. It is to be cared for and to reciprocate that caring, to know that “I am home”. It is a willingness to extend our identity to a people or experience.



## Small Group Discussion

- ★ What happens when communities or groups are made out of fear? What are the outcomes? OR
- ★ What happens when communities exclude people based on different things, like gender, race, religion, beliefs? OR
- ★ What does community become when we create an ‘us and them’?
- ★ In your life right now, do you see this happening around you? Where? What is the consequence or outcome?
- ★ How does basing community on fear, exclusion, and requirements limit the power of what a community could be?

## Acts to Deepen Community

Sharing our Stories

Enjoying one another

Caring for one another

Working together for a better world

# Turning to One Another by Margaret Wheatley

There is no power greater than a community discovering what it cares about. Ask “What’s possible?” not “What’s wrong?” Keep asking.

Notice what you care about.

Assume that many others share your dreams.

Be brave enough to start a conversation that matters.

Talk to people you know.

Talk to people you don’t know.

Talk to people you never talk to.

Be intrigued by the differences you hear.

Expect to be surprised.

Treasure curiosity more than certainty.

Invite in everybody who cares to work on what’s possible.

Acknowledge that everyone is an expert about something.

Know that creative solutions come from new connections.

Remember, you don’t fear people whose story you know. Real listening always brings people closer together.

Trust that meaningful conversations can change your world.

Rely on human goodness. Stay together.

—Margaret Wheatley, *“Turning to One Another,”* 2002



## **STEP IN Deepening Community Questions**

1. Step in if you have been part of a group or club sometime in your life, organized or not.  
(Anyone want to share.)
2. Step in if you know your neighbors.
3. Step in if you have moved around so much that it's difficult to build community with people.
4. Step in if you feel a sense of belonging to something – this could be a group of friends, a sports team, a church, a club, a large family, a cause that you are committed to (Anyone want to share?)
5. Step in if you have shared a good meal or event with people in community? (Anyone want to share?)
6. Step in if you have had fun, played, enjoyed yourself in a community experience. (Anyone want to share?)
7. Step in if you have cared for someone in your community. This could be anything from making a meal for a new mom, shoveling someone's walk, helping someone move. (Anyone want to share what they did and what that was like?)
8. Step in if you have been part of a group of people that worked together for something – maybe this was planning an event or party, maybe it was organizing a group to act on something they cared about, maybe it was making something with a group of people. (Anyone want to share?)

*(Feel free to add your own questions for your own context! 😊 )*

## The Art of Conversation



### The Big Idea!

The big idea for this session is to give participants different tools, strategies and practices when making conversation. Conversation skills help us grow in our communication, confidence and relationships. They are important tools to have in all the realms of life, whether that is in friendships, family life, work, school or community. Whether you are introverted or extroverted, there are a number of ways to open the doors to communication and connection – this session will help show how to open those doors!

### Choose this session if you are looking for...

- Practical strategies for people to build relationships and confidence in making new friends, forming networks, or building community.
- Participants to build awareness of the many aspects of conversation, such as open-ended questions, active listening, finding common ground and building relationships.
- This session may be of particular interest if you are bringing a group together for the first time that will be progressing on a learning pathway together – it can be a jumping off point for relationship building and shared stories.

### The Takeaway

Participants will gain knowledge and understanding of key conversational starters and practices that help decrease social anxiety, build trust and relationships, and in turn, increase their confidence in social situations whether that is at work, school or community life. They will have an opportunity to practice these skills in this session and try on what works for them – what questions open doors, what tools fit with their personality and style, and what strategies give them the results they are hoping for.

### Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Critical Thinking

Creative Thinking

Decision Making



Activity Life Skills Used Learning Styles	Description	Time
<b>Welcome!</b> Session Introduction	Our theme today is called “The Art of Conversation”. <b>We are going to learn about some ways we can communicate with people that opens the doors to connection and helps us feel more confident in making conversation. This is going to be about listening, talking, and having some great questions in your toolkit!</b>	
<b>Check In and Connection</b>  Oral Communication, Self-Awareness, Critical Thinking  AUDITORY/VISUAL	To start off, let’s watch a cute video that illustrates how conversation can get stuck.  <b>Video 1: Convo with my 2 Year Old: Cookie</b> (3 min) <a href="https://www.youtube.com/watch?v=KtiJAexxSPo">https://www.youtube.com/watch?v=KtiJAexxSPo</a>  <b>Group Sharing:</b> (Whiteboard) <ul style="list-style-type: none"> <li>How many of us can relate to having conversations go nowhere, like this one? What was the problem here?</li> <li>What are some ways that conversations go wrong? What is happening when they go wrong?</li> <li>On the flip side, what makes conversation go well? When you are meeting someone for the first time or joining a group for the first time, what are some things you do that help?</li> <li>When you’ve had a good conversation, what was present? (This could be with someone you know well, or someone you’ve just met.)</li> </ul>	15 min
<b>Conversation Starters Practicing</b>  Oral Communication, Self-Awareness, Self-Assessment  AUDITORY/VISUAL KINESTHETIC	<b>Frontload:</b> Making conversation can be hard! And having a good conversation depends not only on the people in it, but also on their skills, with both listening and speaking. We are going to practice sharing and listening in a fun conversational starter activity.  <b>Pairs Sharing/Rotating:</b> We are going to divide into pairs and keep rotating through the pairs with each question – think of this as something like speed dating!  I’m going to give you a question sheet and you can ask your partner any of one of the questions on the sheet. They will then ask you one of their questions. You will get about 2-3 minutes per pairing. I will ring the bell when you are to switch to find someone new.	25 min (40 min)



	<p>Pairs to rotate – do this activity for about 10 minutes.</p> <p><b>Handout 1: Conversation Starters</b></p> <p><b>Large Group Discussion:</b></p> <ul style="list-style-type: none"> <li>• What was that like for people? Was there anything that surprised you or that you'd like to share?</li> <li>• What did you notice about yourself as you asked the question – were you able to concentrate on their answers or were you thinking of something else? Did you get so involved that you lost track of time?</li> <li>• What did you notice about yourself when you were talking or answering the question – did you tell a story, be descriptive, make it interesting by using body language?</li> <li>• What were the tricky parts of this exercise? How is this like real life sometimes?</li> </ul>	
<p><b>Soul Pancake: Take a Seat, Make a Friend</b></p> <p>Oral Communication, Self-Awareness, Critical Thinking</p> <p>AUDITORY/VISUAL</p>	<p>We're now going to watch a video from a YouTube channel called "Soul Pancake". This is an experiment about making conversation with strangers and what can happen when you make a connection!</p> <p><b>Video 2: Take a Seat/Make a Friend (5 min)</b></p> <p><a href="https://www.youtube.com/watch?v=HfHV4-N2LxQ&amp;list=PLzvRx_johoA8QODCgIKFtMXSLIZ124-L0&amp;index=9">https://www.youtube.com/watch?v=HfHV4-N2LxQ&amp;list=PLzvRx_johoA8QODCgIKFtMXSLIZ124-L0&amp;index=9</a></p> <p><b>Group Debrief:</b></p> <p>Now, they had the questions given to them which is not usually the way it works! But what did you notice about when connections were made? What was going on? What did you notice about people's listening skills? What can we take from this video and apply it to our toolkit of conversation building skills?</p>	<p>10 min (50 min)</p>
<p><b>Building on Our Understanding of the Art of Conversation</b></p> <p>Oral Communication, Self-Awareness, Self-Awareness, Critical Thinking</p> <p>AUDITORY/VISUAL</p>	<p>There are different resources out there that can help us build our conversational skills. Today we are going to look at a few of them. First, let's watch a video from Happify.</p> <p><b>Video 3: How to Never Run out of Things to Say in Conversation (4 min)</b></p> <p><a href="https://www.happify.com/hd/heres-how-to-never-run-out-of-things-to-say-in-a-conversation/">https://www.happify.com/hd/heres-how-to-never-run-out-of-things-to-say-in-a-conversation/</a></p> <p><b>Large Group Discussion:</b></p> <p>What did people think of these tools? Do you use them? Review the Tips from the Video, expanding on their meanings if they are not understood.</p> <ol style="list-style-type: none"> <li>1. Play "Reminds Me Of"</li> <li>2. Ask Open-Ended Questions</li> <li>3. Use Revival Questions</li> <li>4. Make a Complimentary Cold Read</li> <li>5. Flip the Script</li> </ol>	<p>15 min (1 hr, 5 min)</p>

	<p>Now we are going to shift to <b>Active Listening</b> – when you hear those words, what do you think of? What might Active Listening mean? (after a short group dialogue, play the following 2 minute video on Active Listening.</p> <p><b>Video 4: Active Listening (GCFL Learn Free.org)</b> (2 min)</p> <p><a href="https://www.youtube.com/watch?v=rzsVh8YwZEQ&amp;list=TLPQMTkwNTlwMjAmonyfRE8Q9w&amp;index=8">https://www.youtube.com/watch?v=rzsVh8YwZEQ&amp;list=TLPQMTkwNTlwMjAmonyfRE8Q9w&amp;index=8</a></p> <p><b>Large Group Discussion:</b></p> <ul style="list-style-type: none"> <li>• What makes it hard to actively listen?</li> <li>• What are your listening skills like?</li> <li>• What affects your ability to listen?</li> </ul>	
<p><b>Conversation Scenarios</b></p> <p>Oral Communication, Critical Thinking, Creative Thinking, Self-Awareness, Self-Assessment</p> <p>AUDITORY/VISUAL KINESTHETIC</p>	<p><b>Pairs/Trios Scenarios Activity:</b></p> <p>We are going to go into small groups again and this time with a different settings. For example, one setting will be you are all enrolling in the same activity like rock climbing, another will be a networking event at a possible workplace, another will be a community picnic, etc.</p> <p>In each scenario, you can be yourself or any character you like! The idea is to find ways to practice what we know so far about making conversation – use the tips from the last video we watched, like asking open-ended questions, play “reminds me of”. Practice active listening skills. We will do this activity for about 10 minutes and then come back as a large group to talk about what we learned.</p> <p><b>Handout 2: <i>Conversation Scenarios</i></b></p> <p><b>Large Group Debrief:</b></p> <ul style="list-style-type: none"> <li>• What was that like for people?</li> <li>• What made is easier to have conversation? What made it harder?</li> <li>• Did you use any of the conversation tips we talked about today?</li> <li>• What did you notice about your conversation skills?</li> <li>• What did you notice about your listening skills?</li> </ul>	<p>20 min (1 hr, 25 min)</p>
<b>Closing</b>	<p>Does anyone want to share what you walking away with from today’s time together? What was meaningful for you? Is there anything you might use in your life?</p>	<p>5 min (1 hr, 30 min)</p>

## Videos

**Video 1: Convos with my 2 Year Old: Cookie** (3 min) <https://www.youtube.com/watch?v=KtiJAexxSPo>

**Alternate Opening Video: Classic Sesame Street: Bert and Ernie Can't Communicate** (1 min)

<https://www.youtube.com/watch?v=kjF4rKCR81o&list=PL6MeBinkeg3t40rTTb8PrFhRfNQ-LABn5>

**Video 2: Soul Pancake: Take a Seat/Make a Friend** (5 min)

[https://www.youtube.com/watch?v=HfHV4-N2LxQ&list=PLzvRx\\_johoA8QODCgIKFtMXSLIZ124-L0&index=9](https://www.youtube.com/watch?v=HfHV4-N2LxQ&list=PLzvRx_johoA8QODCgIKFtMXSLIZ124-L0&index=9)

**Video 3: How to Never Run out of Things to Say in Conversation** (4 min)

<https://www.happify.com/hd/heres-how-to-never-run-out-of-things-to-say-in-a-conversation/>

**Video 4: Active Listening (GCFL Learn Free.org)** (2 min)

<https://www.youtube.com/watch?v=rzsVh8YwZeq&list=TLpQMTkwNTlwMjAmonyfRE8Q9w&index=8>

## Resources Needed for Session

- LCD projector/laptop to show videos (there is only 1 video so you choose!)
- Whiteboard or chalk board
- Large room or room set up that allows for pairs/trios activities
- Handout 1: *Conversation Starters*
- Handout 2: *Conversation Scenarios*

## Additional Resources

- Eric Barker Blog: Barking Up the Wrong Tree: <https://www.bakadesuyo.com/2013/10/how-to-make-people-like-you/>
- Pinterest has a lot of conversation starters that you can use as a modification to the first conversation starter activity in pairs.
- Other Conversation Starter Resources: <https://conversationstartersworld.com/250-conversation-starters/>

## Modifications

There are lots of ways to modify this session plan, particularly if you would like to emphasize an area of conversation skills. You can also modify the conversation starter questions as well as the conversation scenarios so it fits with the participants' experiences or group you are working with.

## **Possible Conversation Starter Questions**

- 1 What's something not many people know about you?
- 2 What makes you laugh out loud?
- 3 What was your favorite thing to do as a kid?
- 4 Who do you text the most?
- 5 What do you like to cook the most?
- 6 What's your favorite TV show?
- 7 What is your favorite book?
- 8 What do you think is the best show on Netflix right now?
- 9 Are you a cat person or a dog person?
- 10 What is something people are always surprised to learn about you?
- 11 Where do you want to be in five years?
- 12 What superpower do you wish you could have?
- 13 Where would you go on vacation if you had no budget?
- 14 How did you spend your last birthday?
- 15 What's the strangest thing you've ever eaten?
- 16 Where would you go if you were invisible?

## Conversation Scenarios

Community Picnic	Orientation Night for a New Class/Course
Distant Cousin's Wedding Reception	Hiking Group Meet Up Outside of Calgary
Job Fair at Westjet	Dog Walking Group
Parent Group at a School	Drivers Education Class

## Look Up! Relationships in the Digital Age



### The Big Idea!

The big idea for this session is to give participants an opportunity to reflect on the ways that technology helps or hurts our lives. We will explore the ways technology opens the doors to connection and how it acts as a barrier. The key message for this session is about reclaiming conversation – it is in the human connection of conversation that we learn empathy, can interpret messages of body language, facial expressions and deepen our intimacy with others. This session invites participants to explore: How can we find space and balance between the benefits of technology and the benefits of human to human connection?

### Choose this session if you are looking for...

- Opportunities for people to reflect on the ways we can build connection digitally and the benefits of technology as well as its limitations.
- To ignite self-awareness of our needs for connection and the ways we can find it through conversation.
- To instigate conversations and stories related to how we strengthen our relationships through empathy and full presence.

### The Takeaway

Participants will be invited to reflect on the different ways technology influences their lives, particularly related to connection. By examining both the benefits and limitations of technology, as well as what can be gained by reclaiming conversation, participants can make decisions for their lives that invites the best of both worlds.

### Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Critical Thinking

Decision Making



Activity Life Skills Used Learning Styles	Description	Time
<b>Welcome!</b> Session Introduction	Our theme today is called “Look Up! Relationships in the Digital Age”. <b>We are going to explore the gains and the costs of technology and devices on our relationships and our communication skills. We will have an opportunity to share our experiences, both good and challenging with the digital world as well as learn about reclaiming face-to-face conversation and how that benefits our lives.</b>	
<b>Check In and Connection</b>  Oral Communication, Self-Awareness, Critical Thinking  AUDITORY/VISUAL	<p>We are going to start with a video that shows the progression of technology in our lives and then we are going to have an opportunity to share our experiences with technology.</p> <p><b>Video 1: The Evolution of Technology</b> (2 min)  <a href="https://www.youtube.com/watch?v=NoX6mOg2EZQ">https://www.youtube.com/watch?v=NoX6mOg2EZQ</a></p> <p><b>Group Sharing:</b> (You can whiteboard these answers or have a general conversation.)</p> <p>What is your relationship with technology? What devices, platforms, apps, or equipment are part of your daily experience?</p> <p>How has this technology added to your life? How do you think screens, apps, devices add to our lives in general? What are the benefits (to our health, to our relationships, to our safety, to our learning, etc.)</p> <p>What have we lost or what has been taken away by the presence of technology in your life? Are there things you find yourself doing you never used to do? Has it impacted your relationships in a negative way? What are some of the costs of technology? (to our health, to our relationships, to our safety, to our learning?)</p>	15 min
<b>Big Picture: The Costs and Gains of Technology on Our Relationships</b>  Oral Communication, Critical Thinking  AUDITORY/VISUAL	<p>Show Happify’s Infographic and talk through the different points (you can decide which points to highlight).</p> <p>Link: <a href="https://www.happify.com/hd/happiness-and-technology-infographic/">https://www.happify.com/hd/happiness-and-technology-infographic/</a></p> <p><b>Group Discussion Questions:</b></p> <ul style="list-style-type: none"> <li>• Are other things that we are learning about the benefits and costs of technology that we didn’t know before or were surprised by?</li> <li>• Are there things on this infographic that you do or experience?</li> </ul>	10 min (25 min)



<p><b>Building on Our Understanding of Reclaiming Conversation</b></p> <p>Oral Communication, Critical Thinking, Self-Awareness, Self-Assessment</p> <p>AUDITORY/VISUAL READ/WRITE</p>	<p><b>Frontload:</b></p> <p>We are going to spend some time unpacking how we can reclaim conversation through someone who wrote a book about just that! (Pull up Sherry Turkle’s Website – you can read through some of her qualifications if you wish!)</p> <p><a href="http://www.reclaimingconversationbook.com">http://www.reclaimingconversationbook.com</a></p> <p>We are going to watch an interview she did where she talks about the power of face-to-face conversations and how technology influences our abilities to connect. We will watch this interview in segments, leaving time for some small group discussions in between. You will get some discussion questions after each segment and have some time to connect with each other and share your thoughts.</p> <p><b>Video 2: The Agenda: Sherry Turkle: Reclaiming Conversation</b></p> <p><a href="https://youtu.be/mywK1xvzwNk">https://youtu.be/mywK1xvzwNk</a></p> <p><b>Segment 1: Watch up to minute 5:35 (6 min)</b></p> <p><b>Handout 1: <i>Segment 1. Impacts of Technology</i></b></p> <p>Questions for small groups or pairs (5 minutes to share)</p> <p><b>Segment 2: Watch from 6:30 – 19:43 (12 min)</b></p> <p><b>Handout 2: <i>Segment 2. Finding Balance.</i></b></p> <p>Questions for different small groups or the same. (10 minutes to share)</p>	<p>40 min (1 hr, 5 min)</p>
<p><b>Practicing: Reclaiming Conversation</b></p> <p>Self-Assessment, Oral Communication, Self-Awareness</p> <p>AUDITORY/VISUAL KINESTHETIC</p>	<p><b>Pairs or Small Group Sharing:</b></p> <p>Given what we know about reclaiming conversation, let’s have some! We are going to break into small groups of 2 or 3 people. Have a conversation - take what you’ve learned today and talk about anything! Possible suggestions could be: share something you are proud of or happy about that’s happened in the last month. Share some of your favorite things to do on the weekends. Share your perfect day. Share a dream, share a goal and/or share a favorite memory!</p> <p>See if you can be present, be engaged, and notice the messages of what’s being said by your partner. You can sit, stand, or walk around for this activity.</p>	<p>10 min (1 hr, 15 min)</p>
<p><b>Closing</b></p>	<p><b>Large Group Debrief:</b></p> <p>We’ve just spent time sharing with each other in small groups – let’s bring some of that wisdom into the room.</p> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>○ What were some of the highlights of watching this video and your conversations?</li> <li>○ Were you challenged to see things differently?</li> <li>○ What makes you feel resistant?</li> <li>○ What information are you welcoming?</li> </ul>	<p>15 min (1 hr, 30 min)</p>

	<ul style="list-style-type: none"> <li>○ How do we apply or practice what we've learned today in our learning community? What could we start doing? Stop doing?</li> </ul> <p>In closing today, we are going to end with a laugh about how crazy we can be with our phones. It's a great reminder to be in the moment in BODY and MIND!</p> <p><b>Video 3: Don't Fight. Microsoft New Commercial Mocks Apple and Samsung</b> (1 min)  <a href="https://www.youtube.com/watch?v=0-U4Yr9UNBo">https://www.youtube.com/watch?v=0-U4Yr9UNBo</a></p>	
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## Videos

### **Video 1: The Evolution of Technology** (2 min)

<https://www.youtube.com/watch?v=NoX6mOg2EZQ>

### **Optional Opening Video:**

Ellen Introduces Kids to the Technology of Yesterday (8 min)

<https://www.youtube.com/watch?v=3CMS9xnBRkc>

### **Video 2: The Agenda: Sherry Turkle: Reclaiming Conversation** (19 min)

<https://youtu.be/mywK1xvzwNk>

### **Optional Video 2: Sherry Turkle on How Technology Can Impact Human Connection** (4 min)

[https://www.huffingtonpost.ca/entry/sherry-turkle-pioneers\\_n\\_5716699be4b06f35cb70c571?guccounter=1&guce\\_referrer=aHR0cHM6Ly93d3cuZ29vZ2xlLmNvbS8&guce\\_referrer\\_sig=AQAAAJ7liZ-7GkXeQmSrzB6l27M5AofjPtRxNQpV7cZMy8inYlzyzKiYXNfTqgis-9TbSgrR3RidTKlj0xbYa4Lz3wuensYwBcx3im5UfpGV\\_Ty\\_o0b2m\\_zQ734oV-u2m-J7fsP4cD5euFd33lN0DvaREE3F-wii0k7RMt-WFm19qy4d](https://www.huffingtonpost.ca/entry/sherry-turkle-pioneers_n_5716699be4b06f35cb70c571?guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2xlLmNvbS8&guce_referrer_sig=AQAAAJ7liZ-7GkXeQmSrzB6l27M5AofjPtRxNQpV7cZMy8inYlzyzKiYXNfTqgis-9TbSgrR3RidTKlj0xbYa4Lz3wuensYwBcx3im5UfpGV_Ty_o0b2m_zQ734oV-u2m-J7fsP4cD5euFd33lN0DvaREE3F-wii0k7RMt-WFm19qy4d)

### **Video 3: Don't Fight. Microsoft New Commercial Mocks Apple and Samsung** (1 min)

<https://www.youtube.com/watch?v=0-U4Yr9UNBo>

## Resources Needed for Session

- LCD projector/laptop to show videos (there is only 1 video so you choose!)
- Whiteboard or chalkboard
- Handout 1: *Segment 1. Impacts of Technology*
- Handout 2: *Segment 2. Finding Balance*

## Additional Resources

Infographic from Happify

<https://www.happify.com/hd/happiness-and-technology-infographic/>

### **Additional Resources**

- <https://www.theguardian.com/science/2015/oct/18/sherry-turkle-not-anti-technology-pro-conversation>
- [https://www.huffpost.com/entry/connecting-with-sherry-turkle\\_b\\_8398960](https://www.huffpost.com/entry/connecting-with-sherry-turkle_b_8398960)

## Modifications

There are lots of ways to modify this session plan, particularly if you want to spend time emphasizing different aspects of technology and relationships.

- There are different videos that you can show, depending on the size of your group and their context.
- While technology has been presented quite broadly, you could also specifically emphasize different contexts, like Smart Phones, Texting, Facebook, etc.
- There is also room in the session plan to dig deeper into how technology affects learning and what your group specifically would like to change or tailor.

# **Reclaiming Conversation**

## **Segment 1: Handout**

1. Based on what she has shared and what you know, what does face-to-face conversation do for us that technology can't or doesn't?
2. What has been the impact of technology on your life (3 gains, 3 costs)?
3. Why is empathy decreasing with digital media?
4. What do you think the impact is of a phone on a table?
5. She ends this segment by saying: "Technology has the power to make us forget what we know about life". What do you think she means? Do you agree or disagree?

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# **Reclaiming Conversation**

## **Segment 2: Handout**

1. She talked in this segment about understanding our vulnerability and getting our control back. How does conversation and putting the phones down help us with that?
2. How does conversation bring back intimacy and connection in ways that technology can't?
3. Do you relate to the comedian in this clip who talked about how hard it is to be alone with ourselves, at stop lights, at grocery store line ups, etc. How so?
4. Why is it important to embrace our boredom and aloneness?
5. What do you think of her statement "If you don't teach your children to be alone, they will only be lonely".? Do you think this is true? Why or why not?
6. What were the hopeful messages in this section of the video? What are you walking away with?

# **Reclaiming Conversation**

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6. What were the hopeful messages in this section of the video? What are you walking away with?

## Healthy Boundaries



### The Big Idea!

The big idea for this session is to give participants an opportunity to think about healthy boundaries and how they can help us in our relationships with others and with ourselves. Being able to set healthy boundaries of what's ok and what's not ok helps us grow in our self-awareness, confidence and decision making. The concept of boundaries will be defined and explored through discussion questions, sharing and an activity. Participants will be invited to reflect on the interactions and communication patterns they experienced while growing up, and how those experiences might influence their boundaries now. We will also review a variety of boundary styles and explore how certain styles can impact our lives.

### Choose this session if you are looking for...

- Opportunities for people to increase understanding of boundaries and learn about boundary styles.
- Opportunities for people to identify healthy vs. unhealthy boundaries in their own lives.
- An exploration of how healthy boundaries can improve our lives – what are the benefits?
- Practices that will help people build healthy boundaries.

### The Takeaway

Participants will have the opportunity to unpack what boundaries are and obtain some skills on how to set them. Through self-reflection, discussion, and team role-play, they will leave the session with an understanding of what boundaries are, how they themselves set boundaries, and what kind of boundary style they use. They will explore easy to implement tools to set their own boundaries in their life with friends, family, and even strangers.

### Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Critical Thinking

Creative Thinking





Activity Life Skills Used Learning Styles	Description	Time
<b>Welcome!</b> Session Introduction	Our theme today is Building Better Boundaries. <b>We are going to define what boundaries means to us, explore the benefits of healthy boundaries, consider our own “boundary blueprint”, and discuss different boundary styles.</b>	
<b>Check In and Connection</b>  Oral Communication, Self-Awareness, Critical Thinking, Self-Assessment  AUDITORY	Every one of us has to set boundaries at some point in our lives; sometimes that is easy and sometimes it is difficult.  <b>Group Sharing:</b>  Think about a time that that you had to say no to someone, a friend or a family member. <ul style="list-style-type: none"> <li>• Did you find it easy or difficult?</li> <li>• What did it feel like in your body?</li> <li>• How did you respond to the situation?</li> </ul>	10 min
<b>What are Boundaries?</b>  Self-Awareness, Critical Thinking, Oral Communication  AUDITORY/VISUAL	Boundaries are a huge topic with lots of explore. Let’s take a minute to explore what we even mean by boundaries and what they might do for us.  <b>Group Discussion:</b> (Whiteboard) <ul style="list-style-type: none"> <li>• When you hear the word boundary, what do you think of?</li> <li>• What does that word mean to you?</li> <li>• What is the purpose of a boundary? What do they do for us?</li> <li>• How do you know when a boundary has been crossed?</li> <li>• What makes something a ‘healthy’ boundary?</li> <li>• Why do we sometimes have difficulty setting boundaries and keeping them?</li> </ul>	10 min (20 min)
<b>Setting Boundaries: How Hard is It?</b>  Self-Assessment, Self-Awareness, Critical Thinking, Oral Communication  AUDITORY/VISUAL KINESTHETIC	Here is an activity to dig a bit deeper into the following question: <ul style="list-style-type: none"> <li>• Is it difficult or easy for you to set boundaries?</li> </ul> <b>Frontload:</b> Think about that question for a minute. I am going to draw a line on the whiteboard. On one end, it’s absolutely impossible for you to set boundaries and on the other end of the line, it’s the easiest thing in the world for you to do. Using a piece of paper, I want you to draw your own line like this:  <p style="text-align: center;">IMPOSSIBLE -----NO PROBLEM</p> Mark where you think you are right now in terms of your ability and your confidence with setting boundaries.	15 min (35 min)

	<p>Does anyone want to share where they put themselves and why?</p> <ul style="list-style-type: none"> <li>Now, choose a different colored marker and think about setting a boundary with your family? Does your spot on the line change? Does it move up (get easier) or down (get harder)? Place this new mark on your line.</li> <li>What about with a stranger, for example, someone at the bus stop? Using another different color put a mark where you would be.</li> <li>Consider others: A friend? Your partner? Your boss? Your child's teacher? <i>(Use different categories that might be relevant to participants.)</i></li> <li>Did anyone's mark stay the same?</li> </ul> <p>Often our confidence in setting boundaries changes depending on the context (the type of boundary and who we are setting it with).</p> <p>What are the most difficult boundaries for you to set? If you look at your paper, which ones fall towards the 'impossible' for you?</p>	
<p><b>Boundaries, Empathy and Compassion</b></p> <p>Self-Assessment, Self-Awareness, Critical Thinking</p> <p>AUDITORY/VISUAL</p>	<p><b>Frontload:</b></p> <p>Setting boundaries is tricky! There are many things that are wrapped up in setting them and sometimes things can get very muddy in our minds. We are going to watch a short video on Boundaries with Brené Brown. Brené Brown is an author, researcher and known world-wide for her work on shame, vulnerability and living whole hearted lives. Let's see what she has to say about Boundaries:</p> <p><b>Video 1: Brené Brown on Boundaries</b> (5 min)  <a href="https://www.bing.com/videos/search?q=Brene+brown+video+on+boundaries&amp;&amp;view=detail&amp;mid=119542581F79BB54300A119542581F79BB54300A&amp;&amp;FORM=VDRVRV">https://www.bing.com/videos/search?q=Brene+brown+video+on+boundaries&amp;&amp;view=detail&amp;mid=119542581F79BB54300A119542581F79BB54300A&amp;&amp;FORM=VDRVRV</a></p> <p><b>Debrief:</b></p> <ul style="list-style-type: none"> <li>What stood out for you in this clip about boundaries?</li> <li>She explained the acronym of BIG, which stands for Boundaries, Integrity and Generosity: Do you think that having boundaries helps us be in integrity or be true to ourselves? Do you think having boundaries helps us be generous? What are your thoughts about this? Is it true in your life?</li> <li>In the video, she linked empathy with boundaries as well: Can you relate to this - that we can feel WITH people and still have boundaries?</li> <li>How do you see compassion, empathy and boundaries being connected?</li> </ul>	<p>15 min (50 min)</p>
<p><b>Boundary Blueprints</b></p> <p>Self-Assessment, Self-Awareness, Critical Thinking</p> <p>AUDITORY/VISUAL</p>	<p><b>Frontload:</b></p> <p>Many of us have difficulties setting boundaries. That is normal. Sometimes it is helpful to know why something is difficult for us. If we did not learn how to communicate our boundaries growing up, it might be difficult for us to do that now. Perhaps we learned that others needs were more important than ours and we just kept quiet so we would not 'rock the boat' or upset someone. It is common for this to be difficult for people.</p>	<p>15 min (1 hr, 5 min)</p>

	<p>Psychotherapist Terri Cole developed a set of questions that helps us identify our own Boundary Blueprints. (See <a href="http://www.terricole.com">www.terricole.com</a> for download, search title: <b><i>“Why you struggle with boundaries: Discover your boundary blueprint”</i></b>, and download the <b><i>“Boundary Blueprint Questions”</i></b> sheet and project on the screen.)</p> <p><b>Personal Reflection and Group Discussion:</b> Think about the questions on the screen, and answer the questions in your mind.</p> <ul style="list-style-type: none"> <li>• What do the answers say about your ability to set boundaries?</li> <li>• Does knowing your boundary blueprint help you set better boundaries? If yes, how.</li> </ul>	
<p><b>Boundary Styles</b></p> <p>Oral Communication, Creative Thinking, Self-Awareness, Self-Assessment</p> <p>AUDITORY/VISUAL KINESTHETIC READ/WRITE</p>	<p><b>Boundary Styles Role Play</b> As you may have noticed by now, people set boundaries in different ways. Terri Cole has identified six different ‘boundary styles’.</p> <p>To learn more about them we are going to break into small groups and prepare a little skit that demonstrates one of the styles.</p> <p>Handout a different boundary style to each team while they are planning their skits.</p> <p><b>Handout: <i>Boundary Styles</i></b></p> <p>Each group will have a card with a specific boundary style and a description of that style. Another card will describe a scenario. You will have about 5 minutes to review the boundary style and figure out how your group wants to demonstrate it in the skit. After you have acted out your scene, we will try to guess which style you had.</p> <p>Remember 80% of communication is nonverbal! So don’t forget to think about facial expression, how your character might move their body, how loud or quiet they might speak, etc.</p> <p><b>Questions after each role play:</b></p> <ul style="list-style-type: none"> <li>• Did we guess the correct style?</li> <li>• What told us it was that boundary style?</li> <li>• How did it feel to act out that style? Was it familiar to you?</li> <li>• Which style was the easiest/most difficult?</li> </ul> <p><b>Group share:</b></p> <ul style="list-style-type: none"> <li>• What boundary style are you?</li> <li>• How do you feel about the different styles?</li> </ul>	<p>20 min (1 hr 25 min)</p>
<b>Closing</b>	<p>What stood out to you today? What are you walking away with? What might you try in your own life?</p>	<p>5 min (1 hr 30 min)</p>

## Videos

### Video 1: Brené Brown on Boundaries (5 min)

<https://www.bing.com/videos/search?q=Brene+brown+video+on+boundaries&&view=detail&mid=119542581F79BB54300A119542581F79BB54300A&&FORM=VDRVRV>

## Resources Needed for Session

- LCD projector/laptop to show videos
- Whiteboard or chalkboard
- Paper for “Setting Boundaries: How hard is it?” activity
- Crayons, markers
- Handout: *Boundary Styles*
- Download: Prior to the session, visit [www.terricole.com](http://www.terricole.com) for download, search title: “Why you struggle with boundaries: Discover your boundary blueprint”. Download the “Boundary Blueprint Questions to project on the screen.

## Additional Resources

Terri Cole has many videos and articles related to Boundaries. Here is a sample of a few!

- Article: <https://www.terricole.com/setting-boundaries/>
- Video: <https://www.terricole.com/top-4-boundary-killers-revealed/>

## Modifications

Often there is a lot of interest and need for skill development in this area, so you may consider doing a “Healthy Boundaries – Part II” or even a weekly series, if possible.

As an add on, you can use this following activity instead of the Boundary Blueprints section **if you feel participants could benefit from some practice in setting boundaries.**

### Setting Boundaries:

There are some easy ways we can practice setting boundaries by using a three-step ‘formula’. By using these starters, we can set boundaries in a respectful but clear way. *Write the following phrases on a whiteboard.*

1. When you...
2. I feel...
3. I would like...

Pick those that suit your style of communication or your comfort level and try to complete the sentence, thinking of a boundary you have set or would like to set with someone.

As we become more aware of how boundaries help us and why we sometimes have difficulty setting and/or keeping them, we increase our chances of developing healthy boundaries.

# Terri Coles' Boundary Styles

Cut out each Boundary Style and give each group a different Boundary Style for their skit.

## **Ice Queen**

If you are the Ice Queen when boundaries are out of balance, people might describe you as:

Unavailable, Stubborn, Closed Off, Inflexible, Unspontaneous, Uncompromising, Unchangeable, Adamant, Tough

There is only one way and that is *your* way and if others don't go along, you will go solo. You're not shy about letting people know where you stand and that you are not exactly open to discussing it. You can be distrustful and easily offended (although you're more likely to cut offenders out of your life than tell them how they upset you.)

## **Push Over**

If you are the Push Over, when boundaries are out of balance, people might describe you as:

NICE, Too Open, Non-assertive, A Pushover, Overly Accommodating, Passive

You can feel invisible and although you may be aware of your feelings and desires it is difficult for you to express them in the moment. This can leave you feeling used, hurt and resentful.

## **The Loner**

If you are the Loner, when boundaries are out of balance, people might describe you as:

Unreachable, Distant, Disconnected, Cold, Absent, Unreliable, Non-communicative, Aloof

You don't share yourself emotionally or physically with others in a deep way. Your preferences and who you really are could remain a mystery to those closest to you. You can be self-protective and elusive.

## **Chameleon**

If you are the Chameleon, when boundaries are out of balance, people might describe you as:

Codependent, Enmeshed, No Opinions of Your Own, Weak Identity, Overly Influenced by Your Partner, Friends or Family

You can take on the likes, dislikes, and opinions of your partner, friends or family. Your self-esteem is dependent upon your relationships. Your self-identity is defined more by your relationships than by your individuality.

## **Power House**

If you are the Power House, when boundaries are out of balance, people might describe you as:

Forceful, Bossy, Invasive, Insensitive, An Interrupter, Self Centered, Pushy, Intrusive

You can be charismatic as you're pushing her agenda forward, regardless of how anyone else may feel about it. You can act oblivious to others discomfort or resentment. When really out of balance you can sit too close, talk too loud or give unsolicited advice or criticism.

## **Peace Keeper**

If you are the Peace Keeper, when boundaries are out of balance, people might describe you as: Highly Sensitive, An Empath, Fearful, Vigilant, Conflict Averse, Over-Functioner, Hyper-Receptive

You suffer from the Disease to Please (others) which leaves you little time or space to authentically know what you really want. Your main goal is to avoid or defuse conflict.

### Reference:

Cole, Terri. Discover your boundary style and join. <https://www.terricole.com/what-is-your-boundary-style/>. Visited June 4 2020.

## Who is in Your Circle? Building Social Connections



### The Big Idea!

The big idea for this session is to give participants an opportunity to explore positive relationships and healthy social connections. Having social support and connecting with others helps us to feel a sense of belonging and reduces isolation which can sometimes occur when we're feeling stressed. It's important to maintain our healthy connections: they help us meet our emotional and practical needs, feel understood, needed and wanted. Healthy social connections contribute to our confidence so that we can handle our problems when they arise knowing we have people who support us and believe in us.

### Choose this session if you are looking for...

- Opportunities for people to understand what social connection is and why it is important.
- Ways people can assess who is in their social connection network.
- Opportunities for people to consider how to increase their social connections.
- An experience creating a personalized social support plan.

### The Takeaway

Participants will discover what social connection means as well as reflect on the relationships they currently have in their lives. They will do this by creating their own social connections circle. Participants will reflect on what is missing from their map and create a social support plan that will help guide them in building connections that are healthy and add to their life!

### Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Critical Thinking

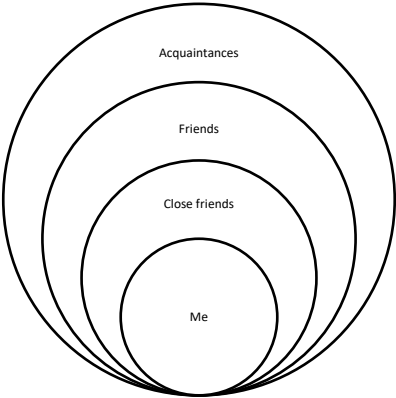
Creative Thinking

Decision Making



Activity Life Skills Used Learning Styles	Description	Time
<b>Welcome!</b> Session Introduction	<b>Today:</b> We are going to explore concept of social connection. <b>We will learn what Social Connection is and how we can get more of it in our lives.</b>	
<b>Check In &amp; Connection</b>  Oral Communication, Self- Awareness, Self-Assessment  AUDITORY	<ul style="list-style-type: none"> <li>How would you describe the connections you have in your life?</li> <li>Would you describe yourself as someone who has a large network of people your life? Or someone who has just a few people in your life?</li> <li>Do you have different people to help you with different circumstances that arise in your life?</li> </ul>	10 min
<b>Unpacking Social Connection</b>  Oral Communication, Critical Thinking, Self- Assessment, Self-Awareness  AUDITORY/VISUAL	<p><b>Group Discussion:</b> (Whiteboard)</p> <ul style="list-style-type: none"> <li>What is a social connection?</li> <li>What is a relationship?</li> <li>What are types of relationships that we have in our lives?</li> <li>What are some things that we seek from our social connections?</li> <li>What do social connections bring to our lives?</li> </ul> <p>Watch <b>Video 1: Building Social Connections</b> (4 min)  <a href="https://www.youtube.com/watch?v=8az-gfIjEbg">https://www.youtube.com/watch?v=8az-gfIjEbg</a></p> <p><b>Group Sharing:</b></p> <ul style="list-style-type: none"> <li>What are your thoughts on the video?</li> <li>Thinking about your own life, how do your current social connections contribute or impact your health and wellbeing?</li> <li>Are they impacting you positively or negatively?</li> </ul>	20 min (30 min)
<b>Making a Social Connections Map</b>  Decision Making, Self-Awareness, Self-Assessment, Critical Thinking, Creative Thinking  VISUAL/KINESTHETIC	<p><b>Activity: Making a Social Connections Map</b></p> <p>Facilitator to draw example of social connections map on the whiteboard.</p> <ul style="list-style-type: none"> <li>Using your our life as the example, starting first with a circle in the center (me).</li> <li>Then draw another circle around that for the very closest people in your life (write their names in that circle).</li> <li>Next draw another circle for friends (write their names in that circle).</li> <li>Then another circle for acquaintances (write their names in that circle).</li> <li>Draw another circle for those people you run into on an occasional basis (write their names in this outer circle this may include people like the clerk at the grocery store, dentist, etc.)</li> </ul>	20 min (50min)



	 <p>Using the paper, pens/markers provided; invite participants to create their own social connections map for themselves.</p> <p>Invite them to use as much creativity as they wish, they do not have to stick to the circle example and it can take any form they wish.</p> <p><b>Group Sharing:</b>  Invite participants to share their social connections map with the group.</p> <ul style="list-style-type: none"> <li>• Looking at the social connections circle you create for yourself... what connections do you have?</li> <li>• Which ones are most important to you right now?</li> <li>• Who can you talk to about your experiences or feelings?</li> <li>• What about practical advice? Who in your circles could give you a helpful suggestion?</li> <li>• Who could help you with transportation? Household stuff? Your kids?</li> <li>• Who might need your help or support right now?</li> </ul>	
<p><b>What or Who is Missing from Your Social Connections Map?</b></p> <p>Oral Communication,  Self-Awareness,  Self- Assessment,  Critical Thinking</p> <p>AUDITORY</p>	<p><b>Pair Sharing:</b> Invite participants to get into pairs. Write the following questions on the whiteboard for the pair's discussion.</p> <p><b>Pairs Discussion Questions:</b></p> <ul style="list-style-type: none"> <li>• Is there someone or something missing from your circles?</li> <li>• Are there changes you'd like to make?</li> <li>• Are there certain types of support that is missing?</li> <li>• Who do you want to spend more/less time with?</li> <li>• Are there relationships you want to improve?</li> <li>• Do you want to help someone but don't know how?</li> </ul> <p><b>Large Group Debrief:</b></p> <ul style="list-style-type: none"> <li>• What was this experience like for you?</li> <li>• Were their similarities between your partner and yourself in terms of changes you may need to make with your social connections?</li> </ul>	<p>15 min  (1hr, 5min)</p>
<p><b>Building a Social Support Plan</b></p>	<p><b>Frontload:</b>  If you feel there are things missing or you want to make some changes to your current Social Connections, it can be helpful to make a plan. This can</p>	<p>15 min  (1hr, 20 min)</p>

<p>Oral Communication, Self-Assessment, Self-Awareness, Critical Thinking, Decision Making, Creative Thinking</p> <p>AUDITORY/VISUAL READ/WRITE</p>	<p>be a “<b>Social Support Plan</b>” and it can be very detailed or very simple to start. For a Social Support Plan, you write down WHAT you’re going to do and WHEN.</p> <p><i>For example, in doing my (Facilitator’s) Social Connection Circles, I noticed that I’ve not seen one of my closest friends in a very long time. Since she’s a ‘close’ friend, I value the relationship and want to keep it strong (not take it for granted). So, I’m going to make a plan to connect with her. And I’m going to write it down (increases accountability, greater likelihood I’ll follow through).</i></p> <p><i>Example:</i>  <i>I know that my friend is a busy mom. She works full time and is busy with her kids activities in the evenings...so it might be tricky to schedule a visit with her and my social support plan might look something like this:</i></p> <ol style="list-style-type: none"> <li><i>1. On Monday I’m going to send my friend a text message to say “Hi” and let her know I’ve been thinking about her and would love to meet for a coffee/chat sometime this week if she has time.</i></li> <li><i>2. If she responds same day saying she can’t meet in person this week, perhaps I ask her to pick a time for a “What’s App” or “FaceTime” conversation this week. If we can’t meet in person, we can at least see each other while talking.</i></li> </ol> <p><b>Activity: Building a Social Support Plan</b>          Using the paper, pens/markers provided; invite participants to write down a ‘Plan’ to help them create the changes they want or need to make in their Social Connections Map. Encourage simple plans to start.</p> <p><b>Group Sharing:</b>          Invite participants to share their social support plan.</p> <ul style="list-style-type: none"> <li>• Was it helpful to write down a ‘Plan’?</li> <li>• How do you feel now that you have a plan?</li> </ul>	
<p><b>Closing</b></p>	<p><b>Frontload:</b>          To close the session today we are going to watch a video of a group of people who started out in high school band together; it is a wonderful example of how social connection can positively impact our lives.</p> <p><b>Video 2: This Video Will make You Want To Get In Touch With Your Oldest Friends – Stat! (5 min)</b>  <a href="https://my.happify.com/hd/this-video-will-make-you-want-to-get-in-touch-with-your-oldest-friends-stat/">https://my.happify.com/hd/this-video-will-make-you-want-to-get-in-touch-with-your-oldest-friends-stat/</a></p> <p>What will you take away from today’s session?</p>	<p>10 min (1hr, 30min)</p>

## Videos

### **Video 1: Building Social Connections** (4 min)

<https://www.youtube.com/watch?v=8az-gfljEbg>

### **Video 2: This Video Will Make You Want To Get In Touch With Your Oldest Friends – Stat!** (5 min)

<https://my.happify.com/hd/this-video-will-make-you-want-to-get-in-touch-with-your-oldest-friends-stat/>

## Resources Needed for Session

- LCD projector/laptop to show videos
- Pens/pencils/markers
- Whiteboard or chalkboard
- Plain paper for creating Social Connections Map & Social Support Plan
- Example of Social Connections Map (see resource section below for example)

## Additional Resources

What is an Eco-Map.

<https://mswcareers.com/the-ecomap-a-social-work-assessment-tool/>

Examples of Social Connections Maps:

[https://www.google.com/search?q=ecomaps&client=firefox-b-e&source=lnms&tbm=isch&sa=X&ved=2ahUKewiErLLfk\\_XnAhWGGaYKHVuACroQ\\_AUoAXoECBMQAw&biw=1366&bih=654](https://www.google.com/search?q=ecomaps&client=firefox-b-e&source=lnms&tbm=isch&sa=X&ved=2ahUKewiErLLfk_XnAhWGGaYKHVuACroQ_AUoAXoECBMQAw&biw=1366&bih=654)

## Modifications

Change up the activity! Participants may want to create a more detailed Eco-Map instead of the Social Connections Circle. An Eco-Map can be a much more detailed self-assessment of a participants current social and familial relationships.

See above resource links for a definition of Eco-maps and examples. Try using the analogy of a team instead of a circle. For example, “Who is on your Team?” instead of “Who is in your Circle?”

## Communication - What's Your Style?



### The Big Idea!

The big idea for this session is to explore the importance of communication. While communication is essential in relationships, effective communication is often what is missing. Knowing how to communicate in an effective manner can be a source of personal power as well as beneficial to our inter-personal relationships. As humans, we often fall into patterns of ineffective communication with those that we interact with. This can be a source of stress in any relationship! How communication was modelled to us as children may influence the way we communicate as adults. This session will give participants an opportunity to learn about the different communication styles as well as reflect on what their style is and whether it is serving them in their relationships.

### Choose this session if you are looking for...

- Ways for people to understand the different styles of communication.
- Opportunities for people to assess what style of communicator they are.
- Activities that help people practice effective communication and increase their self-awareness.

### The Takeaway

Participants will have the opportunity to learn about the four styles of communication (Passive, Passive-Aggressive, Aggressive, Assertive). Participants will have opportunity to share their current style of communication and assess if this style is working for them in their relationships. They will also be given an experience through role play to practice effective communication. As well, they will be encouraged to participate in a personal reflection activity where they will have the opportunity to reflect on previous ineffective communication instances and how they would be able to shift the communication to be more effective.

### Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Critical Thinking

Creative Thinking



Activity Life Skills Used Learning Styles	Description	Time
<b>Welcome!</b> Session Introduction	Today, we are going to be unpacking communication! More specifically, we are going to look at the <b>different styles of communication and how they impact our lives</b> . Knowing how to communicate effectively impacts our lives in so many ways: how we feel about ourselves, the kinds of relationships we find ourselves in and the doors that open in our lives!	
<b>Check In &amp; Connection</b>  Oral Communication, Self- Awareness, Self-Assessment  AUDITORY	<b>Connection Questions:</b> <ul style="list-style-type: none"> <li>• How would you describe the way you communicate with those around you?</li> <li>• How do you communicate with your spouse or significant other?</li> <li>• How do you communicate with your kids or your parents?</li> <li>• Is it working for you?</li> </ul>	10 min
<b>Unpacking the Different Communication Styles</b>  Oral Communication, Critical Thinking, Self- Assessment, Self-Awareness  AUDITORY/VISUAL	<p><b>Frontload:</b> We will begin today's session with a funny video from the Big Bang Theory TV show.</p> <p><b>Video 1: Big Bang Theory Communication Styles</b> (2 min)  <a href="https://www.youtube.com/watch?v=1co5bdo3Gyk">https://www.youtube.com/watch?v=1co5bdo3Gyk</a>            (video shows aggressive &amp; passive aggressive communication styles)</p> <p><b>Group Discussion:</b> (Whiteboard)            What are the different styles or types of communications?</p> <p><i>(Write the terms 'passive', 'passive-aggressive', 'aggressive', 'assertive' and ask participants to brainstorm the definition and the characteristics of each.) Ask what each term 'sounds like', 'feels like' or give examples for each term.</i></p> <p>Project this graphic onto the screen to add to the group discussion if needed: <b>Characteristics of Communication Styles</b></p> <p>Link: <a href="https://www.dreamstime.com/stock-illustration-behavior-types-different-kind-human-passive-passive-aggressive-aggressive-assertive-image61553265">https://www.dreamstime.com/stock-illustration-behavior-types-different-kind-human-passive-passive-aggressive-aggressive-assertive-image61553265</a></p>	15 min (25 min)

<p><b>What is Your Communication Style?</b></p> <p>Oral Communication, Self-Awareness, Self-Assessment, Critical Thinking</p> <p>AUDITORY/VISUAL</p>	<p><b>Frontload:</b> We are going to watch a quick video of the different styles of communication with a couple of examples from the children’s TV show Sponge Bob Square Pants.</p> <p><b>Video 2: Sponge Bob Square Pants Communication (3 min)</b> Link: <a href="https://www.youtube.com/watch?v=yjOWXsDt87Y">https://www.youtube.com/watch?v=yjOWXsDt87Y</a></p> <p><b>Group Sharing:</b> We have most likely seen all of these different styles in the various relationships we have in our lives.</p> <ul style="list-style-type: none"> <li>• What is your ‘go-to’ communication style? (the one you use most often)</li> <li>• How did you learn your communication style?</li> <li>• How did you see your parents communicate with each other? What were their styles with you? With each other?</li> <li>• Do you use different communication styles with the different relationships in your life?</li> </ul> <p><i>(Whiteboard different relationships. For example: boss, friend, parent, child, partner, police officer. Ask the group what communication style is effective or ineffective with the different types of people.)</i></p>	<p>15 min (55 min)</p>
<p><b>Practicing Effective Communication</b></p> <p>Oral Communication, Self-Assessment, Self-Awareness</p> <p>AUDITORY/VISUAL</p>	<p><b>Group Sharing:</b></p> <ul style="list-style-type: none"> <li>• Is the style of communication you are using effective for you?</li> <li>• Does it work for you?</li> <li>• How does it make you feel?</li> </ul> <p>We are going to watch a short video of how and when to use the different communication styles.</p> <p><b>Video 3: The Four Communication Styles (3 min)</b> Link: <a href="https://www.youtube.com/watch?v=rd0QD686FVc">https://www.youtube.com/watch?v=rd0QD686FVc</a></p> <p><b>Frontload:</b> We are going to practice the <i>assertive communication style</i> as it is often thought of as the most effective. However, as the last video pointed out, all communication styles can be either effective or ineffective depending on the situation and the individuals involved.</p> <p><b>Handout: Communication Role Play</b> <b>Practice:</b> Invite participants to get into pairs, give each participants a Role Play handout. One person will use assertive communication style in the role play while the other person responds. Each pair can practice all three role play scenarios.</p> <p><b>Group Sharing:</b> What was it like to play the role of the assertive person? How did it feel to share how you felt in an assertive, respectful way? If you were playing the role of the other person, how did that feel to have someone be clear about how they were feeling?</p>	<p>20 min (1hr, 15min)</p>



## Videos

**Video 1: Clip from TV Show Big Bang Theory on Communication (2 min)**

<https://www.youtube.com/watch?v=1co5bdo3Gyk>

**Video 2: Sponge Bob Square Pants (3 min)**

<https://www.youtube.com/watch?v=yjOWXsDt87Y>

**Video 3: The Four Communication Styles (3 min)**

<https://www.youtube.com/watch?v=rd0QD686FVc>

## Resources Needed for Session

- LCD projector/laptop to show videos
- Pens/pencils/paper for reflection activity
- Whiteboard or chalkboard
- Characteristics of different Communication Styles: <https://www.dreamstime.com/stock-illustration-behavior-types-different-kind-human-passive-passive-aggressive-aggressive-assertive-image61553265>
- Handout: *Communication Role Play*

## Additional Resources

Styles of Communication: <https://online.alvernia.edu/articles/4-types-communication-styles/>

The Four Basic Styles of Communication:

[https://www.uky.edu/hr/sites/www.uky.edu.hr/files/wellness/images/Conf14\\_FourCommStyles.pdf](https://www.uky.edu/hr/sites/www.uky.edu.hr/files/wellness/images/Conf14_FourCommStyles.pdf)

## Modifications

A modification to the session can be asking for 2 volunteers to act out the role play instead of breaking the group into pairs. Another modification is to turn the written personal reflection into a group discussion asking the questions to the whole group.



## **Communication Role Plays**

In Pairs, have one person act out the scenario using assertive communication. The other person will play the role of the friend, work supervisor or partner. Switch roles once you have gone through the scenarios so each person gets a chance to practise assertive communication.

### **Scenario 1:**

You and your friend are supposed to go to a movie together. You have been waiting for them for 30 minutes. The movie has started already and you know the seating will be very limited.

### **Scenario 2:**

Your work supervisor hands you a file with work that has a deadline early the following week. You will have to work on the weekend to get this work completed. Your supervisor offers no help or support on the project.

### **Scenario 3:**

You arrive home from a well-deserved weekend away to find that your partner has totally let the kids rule the house while you have been away. There are dirty dishes in the sink, the dishwasher is also full, the laundry that they promised to do is still overflowing in the basket. The kids have not had their bath.

## Find a Friend – Make a Friend



### The Big Idea!

The big idea for this session is to give participants an opportunity to consider how we create friendships and social connections as adult foundational learners. Relationships are central to the human experience. In adulthood, it can be more difficult to find and foster new friendships and relationships. This is especially true in our digital age where our technology can perhaps take the place of human connection. This engaging session will encourage participants to use a variety of foundational skills while exploring their ability to make a new friend or foster existing relationships. When our relationships are supportive, strong, and helpful to us, they contribute to positive feelings and can lessen stress in our lives, which is good for our hearts and our minds!

### Choose this session if you are looking for...

- Ways for people to understand what characteristics are important to them in a friendship.
- Participants to gain further self-awareness of how they show up as a friend.
- Opportunities for people to meet and connect to others in the group.

### The Takeaway

Participants will reflect on their personal experiences of past and current friendships. Through group discussion, participants will explore why it is sometimes difficult to make friends as adults. Participants will have an opportunity to be creative with an activity that illuminates how they see themselves as a friend. Through a paired activity, participants will be invited to get to know someone new in the group. This session would be a great way to build group connection and could be administered at the beginning of a group or series start up.

### Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Critical Thinking

Creative Thinking



Activity Life Skills Used Learning Styles	Description	Time
<b>Welcome!</b> Session Introduction	Today we are going to explore the <b>concept of Friendships and why they are important to the human experience.</b>	
<b>Check In &amp; Connection</b>  Oral Communication, Self-Awareness  AUDITORY	Who was a friend that that has been significant or important in your life? Maybe it was a childhood friend or you can choose a current friend.  What is it about that person that you like or liked? How do (or did) they make you feel?	15 min
<b>Unpacking Friendship</b>  Oral Communication, Self-Assessment, Self-Awareness, Critical Thinking  AUDITORY/VISUAL	<b>Frontload:</b> As adults, it can be tricky to meet new people ('make a friend')....it's not like when we were children and in school surrounded by our peer group. Now, we often need to make an effort to put ourselves in situations where we might meet someone we'd like to get to know more as a friend.  <b>Group Discussion:</b> (Whiteboard) <ul style="list-style-type: none"> <li>• What makes friendships hard?</li> <li>• What might be some of the things that keep us from making new friends?</li> <li>• Does our digital age impact this at all? Are all your 'followers' or 'friends' on social media really your friends?</li> <li>• What are important qualities of friendship to you?</li> </ul>	15 min (30 min)
<b>What are My Friendship Skills?</b>  Creative Thinking, Self-Assessment, Self-Awareness, Oral Communication, Critical Thinking  KINESTHETIC READ/WRITE	<i>Using blank or patterned paper, markers/crayons, old magazines, invite participants to create a word collage of how they view themselves as a friend. What friendship skills do they currently have? They can write/draw the words or they can cut out words from the old magazines.</i>  <b>Group Share:</b> Invite each participant to share with the group their word collage. <ul style="list-style-type: none"> <li>• What are your areas of strength when it comes to friendship?</li> <li>• What are the areas that you feel you need to work on?</li> <li>• How can you improve in these areas?</li> <li>• What would it mean to the friendships you have had in the past or in the ones you currently have now?</li> </ul>	30 min (1 hr)
<b>Make a Friend!</b>	<b>Frontload:</b> We are going to watch a video of people making new friends. The video is made by Soul Pancake, a Website dedicated to <i>feel good</i> videos based on Positive Psychology themes.	25 min (1hr, 25 min)

<p>Critical Thinking, Oral Communication, Self-Awareness, Self-Assessment</p> <p>AUDITORY/VISUAL KINESTETIC</p>	<p><b>Video 1: Take a Seat, Make a Friend - Soul Pancake Street Team</b> (5 min)  <a href="https://www.youtube.com/watch?v=HfHV4-N2LxQ">https://www.youtube.com/watch?v=HfHV4-N2LxQ</a></p> <p><b>Group Discussion:</b></p> <ul style="list-style-type: none"> <li>• What did you think about the video?</li> <li>• Did anything surprise you?</li> <li>• Would you participate if you saw a giant ball pit?</li> </ul> <p><b>Pair and Share:</b>  Invite participants to break into pairs.</p> <p><i>We don't have a ball pit but we're going to play our own 'getting to know you' game. With the person next to you, find five things you have in common. You can write them down if you wish and we'll see how long it takes us to find things in common. If you've found your five and you want to keep going, go ahead! I'll let you know when time is up and then we'll come back together as the whole group.</i></p> <p><b>Group Discussion:</b>  What was that experience like for people?</p> <p><i>If you're a bit shy, it might have been challenging to chat with someone new....or perhaps it was easy for you... either way, it's great that you were willing to give it a try!</i></p> <p>Invite the pairs to share their 'things in common'?</p> <p>Why was this activity important? What did it teach us?</p> <ul style="list-style-type: none"> <li>-to learn a bit about each other</li> <li>-to stretch us a bit out of our comfort zone</li> <li>-to practice the skill of chatting with someone new</li> <li>-to challenge our assumptions ("I don't have anything in common with her")</li> <li>-to remind ourselves that we do have things in common, even if we assume otherwise</li> </ul>	
<p><b>Closing</b></p>	<p>What was interesting or valuable about our time together today?  What are you taking home with you?</p>	<p>5 min (1 hr, 30 min)</p>

## Videos

**Video 1: Take a Seat, Make a Friend - Soul Pancake Street Team (5 min)**

<https://www.youtube.com/watch?v=HfHV4-N2LxQ>

## Resources Needed for Session

- LCD projector/laptop to show video
- Pens/pencils/scissors
- Colored paper (plain or patterned) for friendship skills activity
- Old Magazines
- Markers/ Crayons
- Whiteboard or chalkboard

## Additional Resources

Article: How to Make Friends as an Adult

Link: <https://www.bakadesuyo.com/2017/02/how-to-make-friends-as-an-adult/>

Psychology Today Article: The 13 Essential Traits of Good Friends

Link: <https://www.psychologytoday.com/ca/blog/lifetime-connections/201503/the-13-essential-traits-good-friends>

## Modifications

A modification for this session could be to change the Paired Activity into a whole Group Activity. The whole group will find five things that they have in common or five things that connect them. The facilitator could invite one of the participants to lead this activity.

## Nailing it! Teamwork Challenge



### The Big Idea!

The big idea for this session is for participants to gain an understanding of the elements of teamwork. Occasionally people are required to work together in groups to complete group assignments or projects either in a school or work setting. Individuals sometimes struggle with group work. This session's focus is to give participants an experience of working together as well as an opportunity to use skills for learning. This session will also help participants gain an understanding of what their own personal strengths are and how they can contribute to a team or group.

### Choose this session if you are looking for...

- Ways for people to reflect and experience the elements of teamwork.
- Opportunities for people to assess their personal strengths in a team setting.
- A fun challenge activity to bring your group together.

### The Takeaway

Participants will walk away from this session with an increased understanding of the components of teamwork such as communication, leadership, hard work, accountability and initiative. They will have an opportunity to use their personal strengths in a team challenge that can later become a reminder of their contribution to teams in other settings.

### Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Problem Solving

Critical Thinking

Creative Thinking

Decision Making



Activity Life Skills Used Learning Styles	Description	Time
<b>Welcome!</b> Session Introduction	**This session was designed with a Christmas theme, please see the modifications for non-holiday theme.  Today's session is <b>about the elements of Teamwork</b> . We will be doing some FUN, Interactive games as well doing a BIG team challenge based on the Food Network TV show "Nailed It". Has anyone seen this show? If you have you know how FUN it is! 😊	
<b>Check In &amp; Connection</b>  Oral Communication, Self-Awareness, Self-Assessment  AUDITORY	Have you ever played on a team? Or been a member of a committee or group? What was that experience like for you? What was your greatest accomplishment as a team or group? What did you learn about yourself from being a part of something?	10 min
<b>Elements of a Great Team!</b>  Oral Communication, Self-Awareness, Self-Assessment  AUDITORY/VISUAL	<b>Group Discussion:</b> (Whiteboard)  <ul style="list-style-type: none"> <li>• What makes a team great?</li> <li>• What are some qualities that help people work together well?</li> <li>• What do you bring to a team or group?</li> <li>• What strengths might you bring today?</li> </ul>	10 min (20 min)
<b>Teamwork in Action: Part 1</b>  Oral Communication, Self-Awareness, Self-Assessment, Problem Solving  KINESTHETIC	<b>Group Activities:</b> Break the participants into small groups and come up with a team name! Put team names on whiteboard. Go through each station together. <i>(You can use children's carnival or birthday games if you are not doing a Winter theme)</i>  See Resource Section for <b>Handout 1: Game Descriptions</b>  Station 1: Snow man toss Station 2: Pin the NOSE Station 3: Reindeer games  <i>Have each group rotate through the stations of games with each member participating in the game.</i>	15 min (35 min)
<b>Teamwork Analysis</b>  Oral Communication, Self-Awareness, Self-Assessment	<b>Group Discussion:</b> (Whiteboard) <ul style="list-style-type: none"> <li>• What did you like about your team?</li> <li>• What strengths and strategies did your team use to complete the games?</li> <li>• Did your team make progress or improve as the games went on?</li> </ul>	10 min (45 min)

AUDITORY/VISUAL	<ul style="list-style-type: none"> <li>If your team stalled in their progress, what was happening in your team? What could be done differently next time?</li> </ul>	
<b>Nailed It</b>  AUDITORY/VISUAL	<b>Frontload:</b> Ask if anyone has seen the “Nailed It” show. Show a short clip from Netflix.  <b>Video 1: Nailed It Official Holiday Trailer</b> (2 min) <a href="https://www.youtube.com/watch?v=DEeXLIPvCbc">https://www.youtube.com/watch?v=DEeXLIPvCbc</a>  <b>Video 2: Nailed It Holiday Season 2 Trailer</b> (2 min) <a href="https://www.youtube.com/watch?v=IQ2pUCc_OAQ">https://www.youtube.com/watch?v=IQ2pUCc_OAQ</a>	5 min (50 min)
<b>Team Challenge</b>  Oral Communication, Self-Awareness, Self-Assessment, Problem Solving, Creative Thinking, Critical Thinking, Decision Making  AUDITORY/VISUAL KINESTHETIC	Put up a Pinterest picture of what they are going to try to make. For this session, a Gingerbread House would work really well. Link: <a href="https://www.pinterest.ca/pin/450078556512604395/">https://www.pinterest.ca/pin/450078556512604395/</a>  <b>Explain:</b> In your same team groups, you are to try to make the closest representation to this house. You will be judged for this, creative expression and other items by our local celebrity judges. <i>(show judging sheet)</i>  Teams have 15 minutes to NAIL this gingerbread house. GO!	20 min (1 hr, 10 min)
<b>Nailed It Analysis!</b>  Oral Communication, Self-Awareness, Self-Assessment, Creative Thinking, Critical Thinking  AUDITORY/VISUAL	<i>*Find ‘judges’ who can judge this competition. If possible, enlist your co-workers or others in your network to be the judges. The teams can explain their choices and reasons for their design and be involved in this process as well.</i>  <b>Handout 2: Judges Checklist</b> Judges will base their scores on the above scoresheet: <ul style="list-style-type: none"> <li>○ Resemblance</li> <li>○ Completeness</li> <li>○ Creative expression and artistry</li> <li>○ Centerpiece worthiness</li> <li>○ Eat-ability</li> <li>○ Santa would be proud!</li> </ul> And the WINNER IS!  <b>Take some NAILED IT pictures of your teams and creations to celebrate!</b>	10 min (1 hr, 20 min)
<b>Closing</b>	How was this experience for you? What strengths did you use today? Did you have fun? Did you enjoy being part of a team? What part did you enjoy?	10 min (1 hr, 30 min)



## Videos

**Video 1: Nailed It Official Holiday Trailer (2 min)**

<https://www.youtube.com/watch?v=DEeXLIPvCbc>

**Video 2: Nailed It Holiday Season 2 Trailer (2 min)**

[https://www.youtube.com/watch?v=IQ2pUCc\\_OAQ](https://www.youtube.com/watch?v=IQ2pUCc_OAQ)

## Resources Needed for Session

- LCD projector/laptop to show videos
- Whiteboard or chalkboard
- Handout 1: *Game Descriptions*
- Link to Gingerbread House: <https://www.pinterest.ca/pin/450078556512604395/>
- Supplies for the gingerbread challenge  
(icing, graham crackers, assorted candies, spreading knives, baggies for icing)
- Handout 2: *Judges Checklist*
- Judges (enlist colleagues or anyone in your network that would be willing 😊)

## Additional Resources

Food Network – “Nailed it Challenge” (there are lots of short clips on YouTube)

There are also many episodes of the “Nailed it Challenge” on the food network that are not Christmas-themed. See:

<https://www.netflix.com/ca/title/80179138>

Pinterest – picture of what the participants are trying to create

## Modifications

Although this session plan was designed with a Christmas Holiday theme (games and challenge), it can be modified for anytime of the year. Use different games such as: pin the tail on the donkey, ring toss, hula hooping. Any child’s birthday or simple carnival game will work.

As well, you can search [www.Pinterest.com](http://www.Pinterest.com) for simple ideas that are suitable for your participants for the big team challenge.

# Game Descriptions

## **Station 1: Snowman Toss**

- **Description:** Set up disposable cups in a tower/pyramid on table (about 10 – 12). Have 3 soft balls or rolled up white socks to throw at the disposable cups. Determine distance to throw. Have participants throw socks/ball at cups. Count how many are knocked down by each team member (3 tries each). Tally the team's score for number of knocked down cups. This will be compared to other team's points. Highest number wins.
- **Supplies:** 10 -12 disposable cups, rolled up white socks or soft balls, table or shelf to set up.

## **Station 2: Pin the NOSE**

- **Description:** This is similar to the children's game, Pin the Tail on the Donkey. Have a large picture of a snowman (without a nose) on large paper. Put a circle on the snowman where the nose should be. Hang it on a wall. Have a cut out nose. Have people close their eyes or be blindfolded. Turn them around a few times. Have them pin the cut out nose with their eyes close. Measure who in the team gets the closest to the circle. This is their point for this game. This will be compared to other team's measurements. Closest team to the circle where the nose is supposed to be wins.
- **Supplies:** Large snowman drawn on large paper, tape to hang it on the wall, nose cut out of paper, tape for the nose. (optional: blindfolds)

## **Station 3: Reindeer Games**

- **Description:** This game is played with a headband that you can pick up from the dollar store. Any headband that has things sticking up, like antlers will work. You will also need some small rings (the glow in the dark wristbands from the dollar store work nicely). One person stands with the headband on their head. Determine distance for other teammates to throw the rings from. Team is to throw the rings on the reindeer headband. Each person gets 3 tries. Count how many rings stay on and tally up for the team at the end. This will be compared to other team's points. Highest number wins.
- **Supplies:** Headband that has reindeer antlers sticking up, small circles to use to toss like wristbands. If you don't want to use a headband, you can have them toss the circles onto a bottle that is designed like a reindeer.

# Nailed it Fierce Judging Checklist

Please give a score from 1 - 10 on all categories, with 10 being "YES!! This is almost perfect!" And 1 being "Umm... close but no. Just no."

TEAM NAME: \_\_\_\_\_

- Resembles the original picture \_\_\_\_\_
- Completeness \_\_\_\_\_
- Creative expression and artistry \_\_\_\_\_
- Centerpiece worthiness: I want to take this home! \_\_\_\_\_
- Eat-ability: it looks yummy! \_\_\_\_\_
- Santa would be proud! \_\_\_\_\_

Total Score: \_\_\_\_\_



TEAM NAME: \_\_\_\_\_

- Resembles the original picture \_\_\_\_\_
- Completeness \_\_\_\_\_
- Creative expression and artistry \_\_\_\_\_
- Centerpiece worthiness: I want to take this home! \_\_\_\_\_
- Eat-ability: it looks yummy! \_\_\_\_\_
- Santa would be proud! \_\_\_\_\_

Total Score: \_\_\_\_\_

TEAM NAME: \_\_\_\_\_

- Resembles the original picture \_\_\_\_\_
- Completeness \_\_\_\_\_
- Creative expression and artistry \_\_\_\_\_
- Centerpiece worthiness: I want to take this home! \_\_\_\_\_
- Eat-ability: it looks yummy! \_\_\_\_\_
- Santa would be proud! \_\_\_\_\_

Total Score: \_\_\_\_\_

## Showing Up – Appreciation, Care and Love



### The Big Idea!

The big idea for this session is to give participants an opportunity to learn their unique ways of giving and receiving, appreciation, care and love. Human relationships grow better when we understand ourselves and each other. This session is based on the book *The 5 Love Languages* by Dr. Gary Chapman. We all have different ways of giving and receiving appreciation, care and love but we may not be equipped to communicate this well. This session will give participants the opportunity to discover their unique love language as well as explore the love languages of those who they care about.

### Choose this session if you are looking for...

- Opportunities for people to assess how they show up in relationships and learn about their love language.
- Ways for people to improve and better understand their relationship with themselves and others.
- Tools for people to use to strengthen their relationships.

### The Takeaway

Participants will reflect on their personal experiences of how they give and receive appreciation, care and love in their relationships. This session will allow participants the opportunity to discover their unique love language as well as explore the love languages of those who they care about or are in relationship with. They will learn how uncovering each other's love languages can improve their interpersonal relationships as well as gain an understanding of themselves.

### Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Critical Thinking

Creative Thinking



Activity Life Skills Used Learning Styles	Description	Time
<b>Welcome!</b> Session Introduction	Today we are going to explore concept of love languages. <b>Love languages are the unique ways that we prefer to give and also receive love. Knowing our love language helps us understand the ways that we respond to care and love as well as how we give it.</b> This, in turn, equips us to know ourselves better, ask for what we need, and be that support for people in a way that is uniquely our own.	
<b>Check In &amp; Connection</b>  Oral Communication, Self- Awareness, Self-Assessment  AUDITORY	<ul style="list-style-type: none"> <li>○ What was the best present/gift you ever received? (either as a child or adult)</li> <li>○ Describe it to us or describe the experience.</li> <li>○ Why did you love it so much? What made it special to you?</li> <li>○ If you can't think of a present or gift, what is something that someone did for you that meant a lot to you?</li> </ul>	10 min
<b>Unpacking Love and Appreciation</b>  Oral Communication, Critical Thinking, Self- Assessment, Self-Awareness  AUDITORY/VISUAL	<p><b>Group Sharing:</b> (Whiteboard)</p> <ul style="list-style-type: none"> <li>○ How does someone show love and appreciation to you in a way that speaks to you?</li> <li>○ How does it make you feel when they get it right?</li> <li>○ How does it make you feel when they do not get it right? How do you behave towards them?</li> </ul> <p>Watch <b>Video 1: 5 Love Languages</b> (5 min) Link: <a href="https://www.youtube.com/watch?v=rn8EJ0ui4iw">https://www.youtube.com/watch?v=rn8EJ0ui4iw</a></p> <p>What are your thoughts on the video? Have you heard of love languages before? Do you have an idea of what your love language may be? Did you recognize yourself at all in the descriptions?</p>	15 min (25 min)
<b>Discovering Your Love Language</b>  Oral Communication, Critical Thinking, Self-Awareness, Self-Assessment  READ/WRITE VISUAL/AUDITORY	<p><b>Frontload:</b> <i>Project the Quiz onto the screen, using the link below. Read through the test questions as a group. Participants will write down their answers on paper. They will add up their scores which will determine their love language.</i> Love Language Test Link: <a href="https://m2mbatesville.files.wordpress.com/2014/10/lovelanguagetest.pdf">https://m2mbatesville.files.wordpress.com/2014/10/lovelanguagetest.pdf</a></p> <p><b>Group Sharing:</b></p> <ul style="list-style-type: none"> <li>○ According to the test, what is your love language?</li> <li>○ Do you agree with the test?</li> </ul>	30 min (55 min))



## Videos

### Video 1: The 5 Love Languages (5min)

<https://www.youtube.com/watch?v=rn8EJ0ui4iw>

## Resources Needed for Session

- LCD projector/laptop to show videos
- Paper for Quiz
- Pens/pencils/markers
- Love Language Test: <https://m2mbatesville.files.wordpress.com/2014/10/lovelanguagetest.pdf>
- Handout: *How to Speak Your Partner's Love Language*.  
This image was taken from <https://aspirace.com/how-to-speak-your-partners-love-language/>  
(there are many images for love languages readily available on Pinterest)

## Additional Resources






### Additional Love Language Resources from Dr. Gary Chapman

- <https://www.5lovelanguages.com/5-love-languages/>
- <https://bfm.familyfed.org/wp-content/uploads/2016/11/Five-Love-Languages.pdf>
- <https://www.5lovelanguages.com/profile/children/>
- <http://www.5lovelanguages.com/profile/teens/>

## Modifications

A modification for this session could be to have the participants break into pairs and share with each other their love languages. They could brainstorm ideas that would be meaningful ways they could show each other appreciation and care. Another modification would be to explore the love languages of children and teens. See the additional resources for links to more information on the love languages of children and teens.

# HOW TO SPEAK YOUR PARTNER'S LOVE LANGUAGE

WHICH LOVE LANGUAGE?	HOW TO COMMUNICATE	ACTIONS TO TAKE	THINGS TO AVOID
 <b>WORDS OF AFFIRMATION</b>	Encourage, affirm, appreciate and listen actively.	Send an unexpected note, text, or card.	Not recognizing or appreciating effort.
 <b>PHYSICAL TOUCH</b>	Non-verbal use of body language and touch to show love.	Hugs, kisses, cuddling.	Physical neglect or abuse.
 <b>RECEIVING GIFTS</b>	Thoughtfulness, make your Spouse a priority.	Give thoughtful gifts and gestures. Express gratitude when receiving gifts.	Unenthusiastic gift receiving, forgetting special occasions.
 <b>QUALITY TIME</b>	Uninterrupted and focused conversations. One on one time is important.	Create special moments, take walks and do small things with your partner.	Distractions when spending time together. Long time without one-on-one time.
 <b>ACTS OF SERVICE</b>	Let them know you are wanting to help, to lighten their load.	Make them breakfast or dinner. Go out of your way to help with chores.	Lacking follow-through on small and large tasks.



# LIVING OUT THE FIVE LOVE LANGUAGES AT HOME

## Love Language

## Actions

## Communication

## Avoid

Words of  
Affirmation

Spoken words  
Written cards and  
letters

Encouraging words  
Compliments  
Affirming spirit

Emotionally  
harsh words  
Undue criticism

Quality  
Time

Running errands  
Taking trips  
Doing things together  
Going on walks  
Sitting/talking at home

Quiet places  
with no interruptions  
Undivided attention  
One-to-one  
conversations

Too much  
time with friends  
or groups  
Isolation  
Gaps of time between  
meetings

Receiving  
Gifts

Giving gifts  
Giving time  
Remembering  
special occasions  
Giving small tokens

Private giving  
of gifts  
Pleasant facial  
expressions

Materialism  
Forgetting  
special events

Acts of  
Service

Assisting with house  
chores  
Ongoing acts of  
helpfulness  
Exchanging of chores

Say:  
"What can I do for you?"  
"I will stop and get..."  
"Today, I did... for you."  
Making a checklist

Forgetting  
promises  
Over  
commitment  
of tasks  
Ignoring

Physical  
Touch

Hugs  
Pats  
Touches  
Sitting close

Pleasant facial  
expressions  
Mostly non-verbal

Physical abuse  
Corporal  
punishment  
Threats  
Neglect

\* Taken from Gary Chapman's *The Five Love Languages of Teenagers*



## Speaking Without Words – The Power of Non-Verbal Communication



### The Big Idea!

The big idea for this session is to have participants understand how non-verbal communication impacts effective communication. Peter F. Drucker said “The most important thing in communication is to hear what isn’t being said”. Non-verbal communication is important as it can help us relate, engage and establish meaningful interactions in our everyday life. Having an increased knowledge of non-verbal communication may help people form stronger relationships with those around them.

### Choose this session if you are looking for...

- Ways for people to understand what non-verbal communication is.
- Ways for people to assess and reflect on their own non-verbal communication.
- An opportunity for people to learn how their non-verbal communication affects a first impression.

### The Takeaway

Participants will have the opportunity to learn how non-verbal cues help us communicate feelings and attitudes that can be both positive and negative. Through interesting group discussion and multi-media, participants will have the opportunity to identify the different non-verbal cues as well as reflect upon their own non-verbal cues. As well, participants will be invited into a discussion on why first impressions matter and what their non-verbal cues may be saying about them.

### Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Critical Thinking

Creative Thinking

Interpersonal Skills

## Session Plan: Speaking Without Words – The Power of Non-Verbal Communication



Activity Life Skills Used Learning Styles	Description	Time
<b>Welcome!</b> Session Introduction	Today, we will be digging into <b>how we communicate without words and why this matters to our day-to-day lives.</b>	
<b>Check In &amp; Connection</b>  Oral Communication, Self-Awareness  AUDITORY	<ul style="list-style-type: none"> <li>How do people who are close to you know when you are annoyed or angry?</li> <li>How do they know you are sad?</li> <li>How do they know you are excited and happy?</li> <li>What does your <b>behavior</b> look like?</li> </ul>	15 min
<b>Exploring Non-Verbal Communication</b>  Oral Communication, Critical Thinking, Self- Assessment, Self-Awareness  AUDITORY/VISUAL	<p>Let's watch a video clip from the "I Love Lucy" TV Show.</p> <p><b>Video 1: Non-Verbal Communication Clip Compilation"</b> (2 min)  <a href="https://www.youtube.com/watch?v=Mh47wWr_Hbw">https://www.youtube.com/watch?v=Mh47wWr_Hbw</a>  <i>(*stop video at 1:57min)</i></p> <p><b>Group Discussion: (Whiteboard)</b></p> <ul style="list-style-type: none"> <li>What is non-verbal communication?</li> <li>What does it look like?</li> <li>What does it sound like?</li> <li>What does it feel like?</li> <li>What do you think our ratio of verbal communication vs. non-verbal communication is? (35% Verbal:65% Non-Verbal)</li> </ul> <p><b>Video 2: The Importance of Nonverbal Cues as told by "Friends"</b> (5 min)  <a href="https://www.youtube.com/watch?v=OvEci5Bjgd4">https://www.youtube.com/watch?v=OvEci5Bjgd4</a>  <i>(We will not discuss online communication as the video mentions. But instead will use the video as a tool to portray the different attributes of non-verbal communication.)</i></p> <p><b>Group Share:</b></p> <ul style="list-style-type: none"> <li>Do any of these non-verbal forms of communication look familiar to you?</li> <li>Have you used any of these?</li> </ul>	20 min (35 min)
<b>Reflecting on Our Own Communication</b>	<p><b>Personal Reflection:</b></p> <p>Ask participants to read the questions on the handout, reflect on their answers, and note down their thoughts.</p>	25 min (1 hr)

<p>Self-Awareness, Self-Assessment, Critical Thinking, Oral Communication</p> <p>AUDITORY/VISUAL READ/WRITE KINESTHETIC</p>	<p><b>Handout 1: <i>How Do I Communicate Without Words</i></b> <b>Group Share:</b> Ask for volunteers from the group to share their reflections.</p> <p><b>Activity: Non-Verbal Communications Role Play Scenarios</b></p> <p><b>Handout 2: <i>Role Play Scenarios Non-Verbal Communication</i></b> Ask the group for pairs of volunteers for the 3 role-plays. Each pair will read their scenario, then act out the scenario. Actors should use non-verbal cues that do not match the statement i.e.: "I'm fine", "I'm not mad", "I love it", etc.</p> <p><b>Group Discussion:</b></p> <ul style="list-style-type: none"> <li>○ How is the person really feeling? How can you tell?</li> <li>○ What message is being communicated?</li> <li>○ What happens when our verbal communication does not match our non-verbal communication?</li> <li>○ Have you ever experienced this? (when someone said one thing but their non-verbal suggested another)</li> <li>○ How did this leave you feeling? What did you assume?</li> </ul>	
<p><b>Why First Impressions Matter</b></p> <p>Self-Awareness, Self-Assessment, Critical Thinking, Oral Communication, Decision-Making</p> <p>AUDITORY/VISUAL KINESTHETIC READ/WRITE</p>	<p><b>Video 3: Psychological principals that prove why first impressions matter</b> (3 min) <a href="https://www.youtube.com/watch?v=G-paCfBixT0">https://www.youtube.com/watch?v=G-paCfBixT0</a></p> <p><b>Group Discussion:</b></p> <ul style="list-style-type: none"> <li>○ What did you think of the video?</li> <li>○ Why do first impressions matter?</li> </ul> <p><i>(Think back to the ratio at the beginning of the session)</i></p> <p>Although the video gave the example of a boy meeting a girl, can you think of other examples of when first impressions might matter? (Whiteboard)</p> <p>What did you think about the statements in the video:</p> <ol style="list-style-type: none"> <li>1) Great first impressions means it's hard to mess up later on</li> <li>2) Bad first impressions means it's harder to get them to like you later</li> </ol> <p>What non-verbal communications are important in first impressions? (Whiteboard)</p> <p><b>Personal Reflection Activity:</b></p> <p><b>Handout 3: <i>First Impressions</i></b> Ask participants to read the questions on the handout, reflect on their answers, and note down their thoughts.</p> <p><b>Group Share:</b> Invite participants to share their reflections.</p>	<p>25 min (1 hr 25 min)</p>
<p><b>Closing</b></p>	<p>What are you taking away with you from today's session? Is there something you will remember?</p>	<p>5 min (1hr, 30 min)</p>

## Videos

### **Video 1: Non-Verbal Communication Clip Compilation” (2 min)**

[https://www.youtube.com/watch?v=Mh47wWr\\_Hbw](https://www.youtube.com/watch?v=Mh47wWr_Hbw)

### **Video 2: The Importance of Non-Verbal Cues as told by "Friends" (5 min)**

<https://www.youtube.com/watch?v=OvEci5Bjgd4>

### **Video 3: Psychological Principals that Prove Why First Impressions Matter (3 min)**

<https://www.youtube.com/watch?v=G-paCfBixT0>

## Resources Needed for Session

- LCD projector/laptop to show videos
- Pens/pencils/paper for reflection activity (handout)
- Whiteboard or chalk board
- Handout 1: *How Do I Communicate Without Words*
- Handout 2: *Role-Play Scenarios Non-Verbal Communication*
- Handout 3: *First Impressions*

## Additional Resources

### **“Speaking of Psychology: Non-Verbal Communication Speaks Volumes”**

American Psychological Association

<https://www.apa.org/research/action/speaking-of-psychology/nonverbal-communication>

## Modifications

The facilitator could lead the group in a discussion on the importance of non-verbal communication online, as this is a significant form of communication today.

## **How Do I Communicate Without Words**

1. Think of a time when you have felt misunderstood after an interaction with someone. What was said verbally? What was said with non-verbal communication?
2. Do you know the ways or the types of non-verbal communication that you use most often? What are they?
3. Do these types of non-verbal communication work for you? Are they effective in getting across what you are really trying to say?

## **Role Play Scenarios Non-Verbal Communication**

**Scenario 1:** You and your partner are newlyweds and have just arrived home from visiting your in-laws. Your mother-in-law seems to find everything wrong with how you are living your life. From your clothes to how clean you keep your house and today she even commented on your new sassy hairstyle! You know how close your partner is with their family and you do not know how to tell your partner that their mother is being horrible to you. When they ask you how you enjoyed the visit you respond by saying “it’s fine”.

**Scenario 2:** You and your friend had made plans to go out for coffee. You arrive at the coffee shop, grab a coffee and wait for your friend to arrive. 10, 20, 30 minutes go by and still they have not arrived. You text and call them but receive no response. Finally, after 45 min of waiting, you leave disappointed and very annoyed. When she sees you the next day, you inquire about where she was, and she tells you “oh sorry, I forgot”. Frustrated and annoyed you stare at her and she says “are you mad?” You sigh, roll your eyes and say sarcastically, “I’m not mad”.

**Scenario 3:** You receive a gift from the Christmas gift exchange at work. Your gift is the worst smelling candle you have ever smelled and so bad it makes your eyes water! Your well-intended colleague approaches you and asks how you like the candle she spent hours picking out especially for you. You reply “I love it”.

## **First Impressions**

What are people's first impressions of you?

What non-verbal communication do you use to create a first impression?

How do you show up in first impressions?

What non-verbal communication might you need to change to create a better first impression?



## What Fills Our Cup? Social Set Points and Relationships



### The Big Idea!

The big idea for this session is to give participants an opportunity to learn about their social set point and how it can affect their relationships, their work, and their day-to-day activities. Social set points are, simply speaking, what brings us energy and where we get our energy. They can also be defined as introversion, extroversion, and ambiversion. Increasing awareness of one's own social set point can lead to increased empathy for others as we're reminded that everyone is unique, including their social set point. This increased understanding can help to improve communications, interactions, and relationships with others. This session will allow participants the opportunity to discover their own set point as well as consider the set point of those who they care about.

### Choose this session if you are looking for...

- Ways for people to assess how their energy affects the way they approach relationships.
- Ways for people to increase awareness of their own social set point as well as others.
- Tools for people to use to move back and forth on the introvert-extrovert continuum, depending on the task and the environment.

### The Takeaway

Participants will explore where they are currently on the introvert-extrovert-ambivert continuum. This session will allow participants the opportunity to discover how they see themselves in terms of their social set point, as well as how others may view them on introversion/extroversion. They will learn how increasing their awareness of social set points can help them understand themselves and their needs and also consider the needs of those they care about.

### Skills for Learning

Oral Communication

Self-Assessment

Self-Awareness

Problem Solving

Critical Thinking

Creative Thinking

Decision Making



Activity Life Skills Used Learning Styles	Description	Time
<b>Welcome!</b> Session Introduction	Today we are going to <b>explore the concept of “Social Set Point”</b> . What is it? And can it be helpful to know what ours is? Think of it as what kind of social connections bring you energy and what kinds of connections drain you.	
<b>Check In &amp; Connection</b>  Communication, Self- Awareness  AUDITORY	Can you think of a special moment or favorite activity that happened for you this past week? Describe it to us. What made it special? Why did you enjoy it? Can you also think of something you did in the past week that filled your cup or gave you energy?	10 min
<b>Defining Terms</b>  Oral Communication, Critical Thinking, Self- Assessment  AUDITORY/VISUAL	<b>Group Discussion:</b> To start today’s session, let’s define a couple of terms. Have you heard of the term extrovert or extroversion? Have you heard of the term introvert or introversion?  We are going to learn more about this by watching a short video: <b>Video 1: Carl Jung’s Theory on Introverts, Extroverts, and Ambiverts</b> (7 min) <a href="https://www.youtube.com/watch?v=acg6HivAu5E">https://www.youtube.com/watch?v=acg6HivAu5E</a>  <b>Group Discussion:</b> <ul style="list-style-type: none"> <li>○ What do you think about these terms/labels?</li> <li>○ Are they helpful? How so? How not?</li> <li>○ Do you think society favors extroverts? How so?</li> <li>○ Now that you know more about introverts, extroverts, and ambiverts, is it easy to see where you fit? Was it obvious or harder to know?</li> </ul>	20 min (30 min)
<b>Are You an Introvert, Extrovert, or Ambivert?</b>  Oral Communication, Self Assessment, Creative Thinking, Self-Awareness  READ/WRITE AUDITORY/VISUAL	<b>Handout 1: Quiet Quiz: Are You an Introvert or an Extrovert?</b>  <b>Group Share:</b> <ul style="list-style-type: none"> <li>○ Any surprises for people? Reactions? Thoughts?</li> <li>○ Did anyone have a ‘tie’, points balanced between both? If yes, you are an ambivert which means you fall somewhere in the middle.</li> </ul> <b>Frontload:</b> Just being aware of our ‘set point’ and reminding ourselves that there is no ‘right’ or ‘wrong’ can be helpful. Extroverts aren’t better than introverts	25 min (55 min)

	<p>and vice versa. We have different social set points and there are strengths and gifts all along the scale.</p> <p><b>Video 2: Susan Cain – The Power of Introverts</b> (8 min)  <a href="https://www.youtube.com/watch?v=rpJgJkzHgV8">https://www.youtube.com/watch?v=rpJgJkzHgV8</a>  <i>Due to time, just play short clips of the video.</i>  0.00 – 4:45min  7:00min – 9:40</p> <p><b>Group Share:</b></p> <ul style="list-style-type: none"> <li>○ What stood out for you from the video?</li> <li>○ What can we take away about extroverts and introverts?</li> </ul>	
<p><b>What is Your Social Set Point?</b></p> <p>Self-Awareness, Self-Assessment, Critical Thinking, Oral Communication, Decision-Making, Problem Solving</p> <p>AUDITORY/VISUAL</p>	<p><b>Frontload:</b></p> <p>What gives us energy and fills our cup is important to understand as it helps us experience and be in relationship with people in a way that fills our cup and adds to our lives.</p> <p>Jonathan Fields, author of the book “How to Live a Good Life” (2016) says this. “Filling your Connection Bucket isn’t just about finding and building relationships with the right people; it’s about doing it in the right way. Setting, context, and volume play a big role in that...Find the right people, then find or create a way to be with them in a setting and context that allow you to leave feeling filled up, rather than emptied out.” (pp. 102, 103)</p> <p>It is helpful to think of social orientation as a sliding scale rather than a check box. <i>Draw the following scale on the white board</i></p> <p style="text-align: center;"><b>Introvert-----Ambivert-----Extrovert</b></p> <p>Now that you know where you get your energy from, where would you put yourself on the continuum?</p> <p><b>Group Share:</b></p> <ul style="list-style-type: none"> <li>• Why do you think it be helpful to know your “Social Set Point”?</li> <li>• Or simply put, why does it matter?</li> <li>• Thinking about some commitments you have coming up in the next week or two that involve relationships, people and socializing, do they fill your cup or empty it?</li> <li>• What step could you take to fill your cup in these commitments?</li> </ul> <p><b>Key Message:</b> <i>It is helpful if our activities, tasks, and things we are doing throughout our day match up with our social set point.</i></p>	<p>15 min (1 hr 10 min)</p>
<p><b>Designing Your Perfect Day Your Way!</b></p> <p>Self-Awareness, Self-Assessment, Creative Thinking, Oral Communication</p>	<p><b>Group Activity:</b></p> <p>Group yourselves into the categories of extroverts, introverts, and ambiverts.</p> <p>Brainstorm a perfect day for you all and what makes it that way. What will you be doing? Who will you be with? What kinds of things will fill your cup?</p>	<p>15 min (1 hr, 25 min)</p>

AUDITORY/VISUAL	<b>Group Share:</b> <ul style="list-style-type: none"> <li>• Share your perfect day with the group!</li> <li>• When complete, invite people to share what that activity was like for them.  <b>Ask:</b> How might you use this activity to think about your day-to-day lives differently?</li> <li>• How might your relationships change or grow or improve now that you know these things about yourself?</li> </ul>	
<b>Closing</b>	What was interesting or valuable about our time together today? What will you take with you?	5 min (1hr, 30 min)

## Videos

**Video 1: Carl Jung's Theory on Introverts, Extroverts, and Ambiverts** (7 min)

<https://www.youtube.com/watch?v=acg6HivAu5E>

**Video 2: Susan Cain – The Power of Introverts** (8 min)

<https://www.youtube.com/watch?v=rpJgJkzHgV8>

## Resources Needed for Session

- LCD projector/laptop to show videos
- Paper
- Pens/pencils/markers
- Handout: *Quiet Quiz: Are You an Introvert or an Extrovert?*
- Whiteboard or chalkboard

## Additional Resources

Susan Cain: [www.Quietrev.com](http://www.Quietrev.com)

Susan Cain. *Quiet Revolution: The Power of Introverts in a World That Can't Stop Talking*. 2012.

Jonathan Fields. *How to Live a Good Life*. 2016.

If you require additional inspiration please see:

Handout 2: Additional Resources What Fills our Cup

## Modifications

In the Social Set Point section, instead of breaking participants into the groups, this could be facilitated as a group discussion.

Another possible modification is to extend the time and watch the whole Susan Cain video on the "Power of Introverts".

Substitute any activity or add an activity about how participants can fill their cup when they are stepping outside of their "social set point".

## Quiet Quiz: Are You an Introvert or an Extrovert?

To find out where you fall on the introvert-extrovert spectrum, answer each question True or False, choosing the one that applies to you more often than not.

1. \_\_\_\_\_ I prefer one-on-one conversations to group activities.
2. \_\_\_\_\_ I often prefer to express myself in writing.
3. \_\_\_\_\_ I enjoy solitude.
4. \_\_\_\_\_ I seem to care about wealth, fame, and status less than my peers.
5. \_\_\_\_\_ I dislike small talk, but I enjoy talking in depth about topics that matter to me.
6. \_\_\_\_\_ People tell me that I'm a good listener.
7. \_\_\_\_\_ I'm not a big risk-taker.
8. \_\_\_\_\_ I enjoy work that allows me to "dive in" with few interruptions.
9. \_\_\_\_\_ I like to celebrate birthdays on a small scale, with only one or two close friends or family members.
10. \_\_\_\_\_ People describe me as "soft-spoken" or "mellow."
11. \_\_\_\_\_ I prefer not to show or discuss my work with others until it's finished.
12. \_\_\_\_\_ I dislike conflict.
13. \_\_\_\_\_ I do my best work on my own.
14. \_\_\_\_\_ I tend to think before I speak.
15. \_\_\_\_\_ I feel drained after being out and about, even if I've enjoyed myself.
16. \_\_\_\_\_ I often let calls go through to voice mail.
17. \_\_\_\_\_ If you had to choose, I'd prefer a weekend with absolutely nothing to do to one with too many things scheduled.
18. \_\_\_\_\_ I don't enjoy multi-tasking.
19. \_\_\_\_\_ I can concentrate easily.
20. \_\_\_\_\_ In classroom situations, I prefer lectures to seminars.

The more often you answered True, the more introverted you are. This is an informal quiz, not a scientifically validated personality test. The questions were formulated based on characteristics of introversion often accepted by contemporary researchers.

Excerpted from: *Quiet: The Power of Introverts in a World That Can't Stop Talking* by Susan Cain

SEP

## **Excerpt taken from “How to Live a Good Life” by Jonathan Fields, p.104**

“Most extroverts build substantial parts of their life around the ability to fill their tanks with people fuel. I’ve found there’s often less shifting of the way they move into the world when they honor this. Introverts, though, often tell different stories, trying their best to be extroverts. If that’s you, here’s your permission slip. Just stop. Think about the commitments you have coming up that involve a social element and ask, “Does this fill my tank or empty it?” If it empties it but the commitment is firm, plan a recovery window immediately after, when you can fill your tank with solitude or quieter, more intimate connections. And if the commitment is changeable, think about how you might alter the dynamic to allow yourself to still achieve whatever outcome was intended by the gathering, but in a way that’s better aligned with your social set point.

If you don’t have a strong sense for whether you’re introverted or extroverted, you may be closer to the middle, ambivert part of the sliding scale. That means you’ll likely have the ability to be a bit of a chameleon, the life of the party sometimes and wanting nothing more than to read in the corner at other times. Honor that, too.”

### **Quotes**

“Don't think of introversion as something that needs to be cured...Spend your free time the way you like, not the way you think you're supposed to.” - Susan Cain

“I’m an introvert ... I love being by myself, love being outdoors, love taking a long walk with my dogs and looking at the trees, flowers, the sky.” - Audrey Hepburn

“There is a tremendous difference between alone and lonely. You could be lonely in a group of people. I like being alone. I like eating by myself. I like to go home at night and just watch a movie or hang out by myself”  
- Drew Barrymore

### **Resources**

- Book: How to Live a Good Life, by Jonathan Fields (2016)
- Book: Quiet – The Power of Introverts in a World that Can’t Stop Talking, by Susan Cain (2012)
- [www.Quietrev.com](http://www.Quietrev.com)

## You Belong! Why Belonging Matters



### The Big Idea!

The big idea for this session is to give participants an opportunity to understand what belonging is and why it matters. The need to belong is central to the human condition: many of us spend a lifetime searching for belonging. This session is informed by the work of Dr. Brené Brown. In her 2017 book *Braving the Wilderness*, Brown writes “You will always belong anywhere you show up as yourself and talk about yourself and your work in a real way.” Participants will dig into reflecting on their self-acceptance and worthiness on their journey to belonging.

### Choose this session if you are looking for...

- Understanding of what belonging is and why it matters.
- Ways for people to explore the concept of self-acceptance.
- Strategies for people to strengthen their group connectedness and belonging.

### The Takeaway

Participants will explore the concept of belonging, what it is and what it is not. They will be invited to explore why belonging matters and why it is important in our relationships with ourselves and with others. Participants will be encouraged to think about their own identity and how their unique and authentic selves are enough for love and belonging.

### Skills for Learning

Oral Communication

Self-Awareness

Self-Assessment

Critical Thinking

Creative Thinking

Decision Making





Activity Life Skills Used Learning Styles	Description	Time
<b>Welcome!</b> Session Introduction	<b>Today:</b> We are going to explore concept of Belonging, <b>what belonging is and what it is not. We will also dive into why belonging matters to us and why it is important in our relationship to ourselves and others.</b>	
<b>Check In &amp; Connection</b>  Oral Communication, Self-Awareness, Self-Assessment  AUDITORY	Invite participants to share about a time when they felt like they were a part of something (could be when they attending girl guides, were a member of a team, club, gang, parent council, committee, group, etc. )  <ul style="list-style-type: none"> <li>Why did you like being a part of that group?</li> <li>What did it feel like for you?</li> <li>What was your experience?</li> </ul>	15 min
<b>Unpacking Belonging</b>  Oral Communication, Critical Thinking, Self-Assessment, Self-Awareness  AUDITORY/VISUAL	Watch <b>Video 1: The TV show The Middle – Sue Making the Track Team</b> (4 min): <a href="https://www.youtube.com/watch?v=qrDNwNyrCNE">https://www.youtube.com/watch?v=qrDNwNyrCNE</a>  <ul style="list-style-type: none"> <li>Why do you think making the track team was so important to Sue?</li> </ul> <b>Group Discussion:</b> (Whiteboard) <ul style="list-style-type: none"> <li>When you hear the word ‘Belonging’, what do you think of? OR What do you think the word ‘belonging’ means?</li> <li>Why is belonging important? Why do we need it?</li> <li>What does it feel like when we belong? What was present for you to feel like you belonged?</li> <li>What does it feel like when we do not belong?</li> </ul>	20 min (35 min)
<b>Belonging and Fitting In</b>  Oral Communication, Self-Awareness, Critical Thinking, Self-Assessment  AUDITORY/VISUAL	<b>Group Discussion:</b> (Whiteboard) <ul style="list-style-type: none"> <li>What is the difference between <b>belonging</b> and <b>fitting in</b>?</li> </ul> Watch <b>Video 2: Brené Brown – Braving the Wilderness (Twitter)</b> (1 min) <a href="https://twitter.com/brenebrown/status/1127998030161108992?lang=en">https://twitter.com/brenebrown/status/1127998030161108992?lang=en</a> <ul style="list-style-type: none"> <li>What did you think about the differences between <b>Belonging</b> and <b>Fitting In</b> as Brené Brown describes them in the video?</li> <li>Why do we try so hard to fit in?</li> <li>Do we truly belong when we are trying to fit in?</li> <li>What is the cost to ourselves?</li> <li>Do we truly accept ourselves when we are trying to fit in?</li> </ul>	20 min (55 min)

	<p><i>(Facilitator to read this definition of Belonging to the group, taken from Brené Brown's book Braving the Wilderness)</i></p> <p>"Belonging is the innate human desire to be part of something larger than us. Because this yearning is so primal, we often try to acquire it by fitting in and by seeking approval, which are not only hollow substitutes for belonging, but barriers to it. Because <b>true belonging</b> only happens when we present our authentic, imperfect selves to the world; our sense of belonging can never be greater than our level of self-acceptance."<sup>2</sup></p>	
<p><b>I Can Be Uniquely Me and Still Belong!</b></p> <p>Creative Thinking, Critical Thinking, Oral Communication, Self-Awareness, Self-Assessment</p> <p>VISUAL/AUDITORY KINESTHETIC</p>	<p><b>Frontload:</b></p> <p>We all come to this table with our own personalities, abilities and set of interests – and they all play an integral part in creating a cohesive group/community where we all belong.</p> <p>Using the pre-made puzzle pieces, each participant will be invited to decorate a puzzle piece with old magazines. They can either cut out pictures or draw/words that uniquely describes them.</p> <p><b>Group Share:</b></p> <p>Invite participants to share their puzzle piece with the group.</p> <ul style="list-style-type: none"> <li>○ Why did they choose the images or words?</li> <li>○ How does it represent who they are as a person?</li> </ul> <p>Invite participants to connect their puzzle pieces together to form a group puzzle.</p> <p><b>Group Share:</b></p> <ul style="list-style-type: none"> <li>○ How can we be our authentic selves and yet still be connected/belong to each other?</li> </ul> <p>We are going to end our time together with a cute video about belonging and how being ourselves is enough!</p> <p><b>Watch Video 3: CGI Animated Short: "Take Me Home" – by Nair Archawattana (5 min):</b>  <a href="https://www.youtube.com/watch?v=D_Rx4qZ8QRc">https://www.youtube.com/watch?v=D_Rx4qZ8QRc</a></p>	<p>30 min (1 h, 25 min)</p>
<b>Closing</b>	<p>What was interesting or valuable about our time together today?</p> <p>What will stay with you from today's session?</p>	<p>5 min (1hr, 30 min)</p>

<sup>2</sup> Brené Brown, Braving the Wilderness, Penguin Random House LLC, New York, 2017 pg. 31-32

## Videos

**Video 1: The Middle: Sue Making the Track Team (4 min)**

<https://www.youtube.com/watch?v=qrDNwNyrCNE>

**Video 2: Brené Brown - Braving the Wilderness (Twitter) (1 min)**

<https://twitter.com/brenebrown/status/1127998030161108992?lang=en>

**Video 3: CGI Animated Short: “Take Me Home” – by Nair Archawattana (5 min)**

[https://www.youtube.com/watch?v=D\\_Rx4qZ8QRc](https://www.youtube.com/watch?v=D_Rx4qZ8QRc)

## Resources Needed for Session

- LCD projector/laptop to show videos
- Puzzle Piece template link: Pinterest <https://www.pinterest.ca/pin/487866572116889939/>
- Pens/pencils/markers/glue/scissors
- Craft paint/brushes for puzzle pieces
- Old magazines for cutting out
- Whiteboard or chalkboard

## Additional Resources

Brené Brown:

- Books: The Gifts of Imperfection (2010), Braving the Wilderness (2017)
- Website: <https://brenebrown.com/>
- Podcast: Unlocking Us

TED Talk: The Human Need for Belonging by Amelia Franck Meyer: <https://www.google.com/search?client=firefox-b-e&q=the+human+need+for+belonging+amelia+franck+meyer>

## Modifications

A modification for this session could be to use a quilt template instead of a puzzle template. Each participant would decorate a quilt piece with symbols, pictures or words that uniquely describes them. Then the group would put all the quilt pieces together symbolizing their belonging. Quilt templates can be readily found on Pinterest.

## Taking Care of Our Relationships

### References and Resources



#### Books (Alphabetical Order)

- Block, P. (2008). *Community: the structure of belonging*. San Francisco: Berrett-Koehler Publishers Inc.
- Born, P. (2014). *Deepening community: finding joy together in chaotic times*. San Francisco: Berrett-Koehler Publishers Inc.
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- Cain, S. (2012). *Quiet revolution: the power of introverts in a world that can't stop talking*. New York: Random House.
- Chapman, G. (1992). *The five love languages: how to express heartfelt commitment to your mate*. Grand Rapids, Michigan: Zondervan Publishing House.
- Fields, J. (2016). *How to live a good life: soulful stories, surprising science and practical wisdom*. Carlsbad, California: Hay House Inc.
- Parker, P. (2018). *The art of gathering: how we meet and why it matters*. New York: Penguin Random House.