

# 12 The Challenge of Me 1



✓ Children   ✓ Teenagers

**Aims** Setting the boundaries of individual and group behaviour, agreeing the ground rules, demonstrating choices; introducing the idea that belonging to the group is like going on a journey.

**Materials** Large whiteboard and markers, folders, coloured pens, workbooks, fleeces, gym or yoga mats for everyone. Worksheets 1 and 2.

**Checking-in** Invite everyone into the circle and share the idea that the main aim of the group is to give members the opportunity to make changes; it is not a punishment group, it is a kind of journey that the group members will go on together. Deal with questions and say there will be more discussion after the warm-up.

**Warm-up & Focus** Establish everyone's personal space by inviting them to walk around the room, keeping at least a metre between themselves and anyone else; make the walking faster and slower; praise progress and motivation. Introduce and practise the action of freezing: whenever you say 'freeze', everyone needs to stand and listen. When you say 'go', they start moving again.

**Discussion** Return to the circle and establish the ground rules (see Worksheet 1, 'Ground Rules for the Group'), writing them on the whiteboard: no to hurting self or others, no to breaking equipment, yes to listening and yes to turn-taking. Invite group members to make other suggestions.

**Activities** Suggest that everyone sits on their own mat, creating their own space, with their own workbooks, pens and a copy each of Worksheet 2.

- ③ Using Worksheet 2, 'The Call to Go on a Journey', ask everyone to draw or write the reasons that they might go on a journey.
- ③ Ask everyone to read the ground rules on the whiteboard again and then to close their eyes and focus on them.
- ③ Using their workbooks, they can write or draw one ground rule that they feel may be difficult to keep.
- ③ Think of a symbol inside a circle that can illustrate the difficulty: for example, if not hurting others is hard, a circle could contain the symbol of a fist.
- ③ Write or draw the reason this rule is a good idea when going on a trip or a journey.
- ③ Everyone draws and colours a symbol inside a circle that will be their personal emblem on their journey.

**Sharing** Suggest that everyone can come up and draw their personal emblem on the whiteboard.

**Ending** Invite everyone to write or draw any thoughts or feelings in their workbook; relax on mats with fleeces.

# 21 Trusting Others for the Journey



✓ Children   ✓ Teenagers

**Aims** Showing that trust in others can help to build self-confidence and self-esteem; learning to take the risk of change in order to move on.

**Materials** Large whiteboard and markers, folders, coloured pens, workbooks, fleeces, gym or yoga mats for everyone. Strong drum, sticky labels of each person's personal emblem, posters or pictures of people who need to trust others (such as climbers or builders), Worksheet 10.

**Checking-in** Invite everyone into the circle and share any feedback about the previous session and learning to trust other people. Encourage specific communication rather than very general comments. Affirm positive changes that have happened for individuals or the group as a whole.

**Warm-up & Focus** Scatter around the room and jump up and down several times to loosen up. Invite everyone to imagine they are walking a tightrope in a circus and they have to balance very carefully. Develop the idea of two people walking towards each other on the tightrope and changing places in the middle.

**Discussion** Continue the theme of trust; pass the pictures of individuals who need to trust others around the group and invite comments. Encourage the theme to emerge: 'Can I trust myself ... ('... to take care of myself and others?'; '... to look out for friends?').' 'Can I trust someone else ... ('... to look out for me?'; '... to give me advice?').'



Consider if the entire group, or only some members, are ready for physical trust exercises. This can be tested by trying the first activity below; if anyone is put at risk, call 'freeze' and move on to the two alternative activities.

**Activities** Introduce the idea of the 'trust walk', where each person can be a guide for another person; illustrate it with the example of a blind person being led by another. Invite everyone to walk around the room to a steady drumbeat:

- ⊗ Form into pairs, numbering each other 1 and 2.
- ⊗ Number 1 puts a hand on the shoulder of 2; 2 closes their eyes.
- ⊗ Number 1 leads 2 for a walk around the room, avoiding bumping into others.
- ⊗ Change around so that 2 is leading 1.
- ⊗ Ask for volunteers to 'risk' walking more quickly as the blind partner.

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