

Opportunities for Change Program: Facilitator Session Outlines

Module 1: Introduction

Facilitator Introductions: Names, background

House Keeping: Bathrooms, emergency exits, smoking porch, beverages/snacks, parking (do not block the sidewalks, if there is an open spot in the driveway take it).

Activity 1: Self-portrait activity (Hand out worksheet, have each group member and facilitators complete it.)

Activity 2: Perspective Cards

- Have each group member take a card. Going around the circle one at a time, ask them to describe what they see, and then have the group members describe what they see in each card.
- Ask group: Why do we show these cards? *Everyone has a different perspective, and opinion.*

Activity 3: Question cards (see module 1 bin) *These questions are meant to help strengthen the group expectations and what is appropriate.*

Give out binders and explain homework expectations (if not done already). Read through the expectation sheets, sign, and turn in to facilitators.

BREAK TIME: 10 minutes

Two Truths and a Lie: Ice breaker activity where everyone writes down two things that are true about themselves, and one thing that is false. The group must try to decide what is the truth, and what is a lie.

Ego/soul stories

- Two Groups.
- Group 1, soul stories / Group 2, ego stories.
- Become experts on their type of story and make examples.
- Report back to the whole group.
- Group facilitator clarifies any misconceptions, gives concrete examples, and identifies any missing pieces.
- Note: See manual for detailed list.

Why, when, and to who do you share ego and soul stories?

Activity 4: Reflecting on Ego and Soul Stories Worksheet (Clients reflect and write one ego and one soul story using personal examples. Clients may share if they choose.)

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It is important to recognize the difference between Ego and Soul stories because we're trying to encourage you throughout group to dig deeper and share the soul stories to the extent that you feel comfortable. Also, we all need to share our soul stories.

Identifying Needs

Who is more likely to ask for help, men or women? *Women are 8x more likely to ask for medical health services than men, 10x more likely to see a dentist, and 10x more likely to seek counseling.*

- Women live an average of 7 years longer than men do.
- 70% of male depression is untreated.
- Suicide is one of the leading causes of death for men in North America.
- Males drop out of high school and college more than females do.
- Men are less likely to attend college than women.

When is the last time you asked for help? (Go around the group and have everyone share an example)

How does it feel to ask for help?

What things do you feel the most comfortable asking for help with?

What things do you feel the least comfortable asking for help with?

If the word "needs" did not come up, ask the group, how they feel asking for their needs to be met/respected? *May need a discussion about what needs are; needs are the areas of our lives that we require to be fulfilled so that we can live happily, and feel respected and valued.*

How does it feel when your needs are not met?

Activity 5: What Do You Need Out of a Relationship? (Have the group members go through the worksheet and identify two needs that they have in each category. Explain categories of needs, if needed. Clients will be encouraged to share.

Why is it important to recognize our own needs? *It is important to recognize our own needs so that we know what makes us happy, and what makes us upset; when our needs are being met, we are happy, and when they are not, we become upset. As such, if we are upset because our needs are not being met, we can communicate with others to make positive changes.*

Check out: What is one thing that you would like to learn here in group?

Homework: Story from previous "Graduate"

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Module 2: Developing a Growth Plan

Check In: Desert Island 2.0. You are now the ruler of a small island. You are in charge of picking your island's national song and music genre, favourite pastime, and you are able to ban your biggest pet peeve.

Take up homework (Previous graduate's letter, and identifying what they need to do to be successful in group).

Growth

Use one of the following quotes (in the powerpoint): *Everything in life is either in a state of growth or decay, or You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose.*

What does this quote mean to you?

Is there any truth to the statement? Why or why not?

What does personal growth mean to you?

What do you need to be able to grow? *Self-reflection (to identify areas of growth). Acceptance. Planning. Practice. Support. Repeat.*

Why is it difficult to start making changes in your life? *It's easier. No support in growth. No ideas how to grow. Denial of faults. Belief that you are the way you are, and that cannot change.*

What tools do we need to be able to grow and make changes?

What is self-reflection? *Careful thought about your own thoughts, emotions, behaviours and beliefs.*

Why is self-reflection important? *Builds self-awareness, awareness of others, helps us adapt to situations and change, helps us build connections...etc...*

How do we practice being self-reflective? *Thinking about thoughts, feelings, behaviours, actions/events. Ask yourself questions. Talking over someone. Writing. Reading. Listening to other's perspectives. Examining what we have in life and what we want from it.*

What tools do we need to self-reflective? Do we need tools at all?

Let's begin some self-reflection with a simple activity.

Activity 1: My Life Satisfaction Levels Worksheet

What are your top three and why?

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What are your bottom three and why?

Why did we ask you to do this activity? *To give us a chance to start self-reflecting.*

Why is this type of activity important? *We need to start self-reflective to be able to make changes.*

BREAK TIME: 10 minutes

The Reflective Learning Process: Thoughts, Feelings, and Behaviours

One of the main ways we will be asking you to be self-reflective in group is by using the Reflective Learning Process. On the white board, in a circle, write out thoughts, feelings, and behaviours. As the group to describe each of the following words.

- Of these words, which do you think comes first? *Thoughts, feeling, behaviour.*
- How do these three things interact? *They drive each other.*
- What happens when we see a situation and think negatively about it? *Our feelings become negative, and our behaviours become negative.*

Activity 2: Thoughts, Feelings and Behaviours: Provide each group member with a sample situation. Ask each group member the following questions about their situation. Ask others if they agree, or see something differently.

- **Example:** As you are driving home tonight, someone flips you off.
 - o What is a thought that you immediately have? *How dare you!?*
 - o How does that make you feel? *Angry.*
 - o What do you do next? *Speed up, yell, swear.*
 - o What are some alternatives to your initial reaction? *Laugh it off, ignore it, replace with positive thoughts, sing a song.*
- **Example:** Stephanie (everyone's favourite co-worker) found that her biggest pet peeve was when people said "good" when they meant "well".
 - o Her first thought when she worked through this activity was, "Are you dumb, or just ignorant?"
 - o She felt irritated, disrespected, frustrated.
 - o She would feel the need to correct us, which made us want to do it more to frustrate her more.
 - o How did Stephanie stop doing this? She introduced three new thoughts: "Is this really a big deal?", "I cannot control the behaviours of others.", and "If I constantly correct others, do I look like a douche?"

Why is thinking about thoughts, feelings and behaviours important? *Self-awareness, which builds self-control. Thoughts drive feelings drive behaviour. If we can change our self-talk, we will change our feelings, and we can better control our behaviour.*

Activity 3: Growth Plan



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Have a thorough discussion about each of the columns and categories BEFORE you hand out the worksheet!

Looking back at your Life Satisfaction levels, choose three that you would most like to improve. Write those in the first column.

Why would you like to improve that area? Write that in the next box.

What can you do to improve that area? Write that in the next box.

What does the ideal situation look like?

What tools will you need to make the improvements?

Homework: Create a goal to improve each area of your life that you have identified you would like to change. (Worksheet)

Check Out: What have you learned so far that you think will help you in the next 13 weeks of group?