



THEME OF THE WEEK: SELF DISCOVERY AND COMMUNITY BUILDING! *As you begin to pay attention to your own stories and what they say about you, you will enter into the exciting process of becoming, as you should be, the author of your own life, the creator of your own possibilities. This week we will begin the process of looking deeper into our own lives in preparation for our next lesson, GOAL SETTING!*

Remember, students will take these activities as serious as you make them. This can either be a time for them to goof off, or a time for them to be introspective and insightful. It is up to you, as the facilitator to guide them in the direction you wish!

TIME: 75 minutes

CLASSROOM TEACHER/STUDENT PREPARATION: None

ACTIVITIES:

- Small group..... Review Names/Check-in (10 minutes)
- House Metaphor (25 minutes)
- Peace Rags (30 minutes)
- Upcoming Events (5 minutes)
- Wrap-up/evaluation (5 minutes)

SUPPLIES:

- Your Binder (ALWAYS)
- Peace Rags
- Marker bag

Handouts:

- House Metaphor
- Peace Rags

NAME REVIEW & CHECK-IN (10 MINUTES)

You may or may not need to do the name review... Understand that the students probably know each other's name by now so name reviews may disinterest them and lead to distracting behavior. You should have already decided how you will check in, (ex: happy/crappy, 1-10, high/low, tell me one story..., etc.) Asking a question about homecoming may be appropriate at this time but remember that not all kids went, and some may harbor negative feelings as a result so choose your topic/question wisely.

The greatest discoveries are those that shed light unto ourselves.
 Ralph Waldo Emerson

HOUSE METAPHOR (25 MINUTES)

This activity is to be done in your small groups. Explain to everyone that they will be doing an activity that requires them to think about their life a little bit. Tell them that they can be personal as they want, but let them know that they will be sharing these with their group and turning them in to you at the end of class. The activity is meant to be fun but also to be taken seriously. Make markers available because many students will add color to their house, and it allows them to doodle as opposed to distract others.

Begin by handing out a drawing to each person. Instruct them to write their answers to the questions you are about to read, in the space of the drawing the question pertains to. ***Please ask the following questions in your own words.***

1. Who are your supports? Who in your life do you consider to be your “foundation”?
2. Who are the important people that you let into your life? Who are your best friends?
3. What does “HOME” mean to you? Are there certain traditions that are unique to your family? Are there certain smells, foods, music, etc., that are unique to your family?
4. When you look out the “window”, where do you see yourself immediately after graduating? How about 10 years from now, when you are 25?
5. What makes you angry? What “sends you to the roof”?
6. How do you “blow off steam”?
7. What are things that bring you down? What are the “rain clouds” over your life?
8. What “brightens your day”? What makes you happy?
9. What do you “hide behind”? What are some masks that you/other people wear to get through life?
10. What do you hope to “bloom into” one day? What is your ultimate goal?
11. How do you get there? What steps are necessary to see that you bloom completely?
12. What are the thorns in your side? What are the roadblocks holding you back from your goal?
13. Where would you swim, if you could swim anywhere in the world? (Think Vacation!!!)

After completing this project ask for people to share. Please use your facilitation skills here and remember; SILENCE is okay! Don't allow your students to force you to move on before you would otherwise be ready! Continue to practice pulling information out! In this role, you are a teacher, channel your favorite teacher and ask yourself... “What would Mr./Ms. ____ do?” Go in order, begin with number 1, and ask questions like, “Someone share who their supports are and what they do that supports you?” Try to ask a few people per question, but spend the majority of time focusing on the deeper questions. Try to ask probing questions to keep the activity exciting and not monotone! It is okay to ask follow ups as you feel necessary!

Once you have completed the entire facilitation collect the papers and hold on to them. Inform students that you will be moving on to a new activity.....

PEACE RAGS (30 MINUTES)

THIS NEXT ACTIVITY IS MEANT TO FURTHER FACILITATE THE SENSE OF COMMUNITY AND TOGETHERNESS THAT HAS BEEN CREATED THUS FAR IN EACH SMALL GROUP.

PLEASE READ: Today, each of you will pick out and design your own “Peace Rag.” The idea is adapted from the Himalayan version of Prayer Flags that one might see hanging from the summit of Mount Everest.

A Prayer Flag is a colorful panel of rectangular cloth, often found strung along mountain ridges and peaks high in the Himalayas. They are used to bless the surrounding countryside and for other purposes. Prayer flags are believed to have originated prior to Buddhism's arrival in Tibet. Traditionally, prayer flags are used to promote peace, compassion, strength, and wisdom. The flags do not carry prayers to gods, a common misconception; rather, it is believed that the mantras will be blown by the wind to spread good will and compassion into all-pervading space. Therefore, prayer flags are thought to bring benefit to all.

By hanging flags in high places it is believed that the wind, as it passes over the surface of the flags, will carry the blessings depicted on them to all beings.

The prayers of a flag become a permanent part of the universe as the images fade from exposure to the elements. Just as life moves on and is replaced by new life, Tibetans renew their hopes for the world by continually mounting new flags alongside the old. This act symbolizes a welcoming of life's changes and an acknowledgment that all beings are part of a greater ongoing cycle.

Please instruct students to refrain from designing anything offensive and ask them not to write their name on it. Once everyone has completed the Peace Rags, collect them and bring them to Mr. Searle's office. There you can put them in a plastic bag with your group's name of it. Eventually the flags will be strewn together and hung in a common area of the school where they will live and be added to by next year's incoming freshmen class.

BY THIS TIME IN THE YEAR, STUDENTS ARE TYPICALLY STARTING TO BECOME COMFORTABLE WITH LITTERING. IF IT IS APPROPRIATE, MAKE A PUBLIC PLEA TO STUDENTS TO PLEASE PICK UP THEIR TRASH, ESPECIALLY AT LUNCH. ENCOURAGE THEM TO PICK UP AT LEAST ONE PIECE OF TRASH PER DAY (IF 2,000 KIDS ALL PICKED UP ONE PIECE OF TRASH, THERE WOULDN'T BE A PROBLEM). LET THEM KNOW THAT YOU CARE ABOUT THIS SCHOOL AND THAT THEY SHOULD AS WELL. WE HAVE TO START CHANGING THE CULTURE OF POUUDRE.

UPCOMING EVENTS (5 MINUTES)

Go over upcoming school events for the next two weeks, using the upcoming events highlights sheet. This will clearly take some homework on your part. We will discuss weekly happenings during Ambassador time so keep your eyes and ears peeled! Don't allow yourself to lose credibility by showing up unprepared!

WRAP-UP & EVALUATION (5 MINUTES)

Give students an honest but constructive feedback. As you continue to build a relationship, the kids will respond more and more to your requests! Ask students what they enjoyed about today and remind them that you will see them NEXT WEEK!

You have just facilitated your second week! Great job! Reflect honestly on the job you did. What did you do well? What do you need to work on? What suggestions will you bring to Ambassadors next week?





