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SIGNIFICANCE

SESSION ONE LEAVE YOUR MARK

RECOMMENDED LAYOUT

ACTIVITY	DETAILS	NOTES/MATERIALS
INTRODUCTION <i>10 MINS</i>	ACTIVITY Strict Rules Game Introduce the STRENGTH Program	RESOURCES Strict Rules Hand-out
ICEBREAKER <i>10 MINS</i>	ACTIVITY Introduce Yourself	
STRENGTH AGREEMENT <i>5 MINS</i>	Set group guidelines & sign	RESOURCES STRENGTH Guidelines
FOUNDATIONAL CONCEPT <i>10 MINS</i>	YOU ARE SIGNIFICANT EXPLANATION Famous Basketball Player	
PRESENTATION <i>20 MINS</i>	DEMONSTRATION Local currency note ILLUSTRATION Car ACTIVITY Signature ACTIVITY Number Plate	RESOURCES Money note, car pictures or toys, paper, coloured pens/permanent markers/pencils, number plate handout
SMALL GROUP DISCUSSION <i>5 MINS</i>	Q. What have you learnt about yourself today?	
MATERIAL REQUIRED	Butcher's paper Coloured pens/permanent markers/pencils Money note Toy cars or picture of cars	<i>Strict rules game handout</i> <i>STRENGTH Guidelines handout</i> <i>Number plate handout</i> Whiteboard & whiteboard markers

OUTCOMES

BY THE END OF THIS SESSION YOU WILL BE ABLE TO:

Gain an understanding of the purpose of the course.
Develop an awareness of personal value and identity.

INTRODUCTION

ACTIVITY: STRICT RULES GAME

Before the boys arrive for the first time, set the room up with a list of rules on each table. Ensure the rules are so strict that they could not possibly be achieved. As the boys arrive, tell them in an authoritative way to sit down promptly without talking. Read the rules out to the class without letting anyone interrupt you. After the rules have been read out, get every person to pick up the rules, rip them up and throw them away. *(See Appendix A for an example of strict rules you can use.)*

Explain to the group that this is not the way the group will be expected to behave. They will be included in the rule-making process for the group and will be treated with respect. This is also the way the facilitator will expect them to treat others in the group.

INTRODUCE YOURSELF

The facilitator and co-facilitator/s welcome the group and introduce themselves and share why they are there. Explain that you are volunteers and are not paid to be there but want to be. This is a great time to briefly refer to your experiences at school and how it would have benefited you to have 'older' guys coming in to share how to get the most out of school and life at their age.

Explain the program and briefly outline the program outcomes to the group in words the boys will understand. Build expectation.

Tell the group that you would like to be called by your first name, not 'Sir' or anything formal. Let the group know that even if you are running this class in a school, the STRENGTH program will not look like a class room and for them all to move the chairs and tables to the back of the room. After every STRENGTH session the chairs and tables need to be returned to where they were found.

ICEBREAKER

ACTIVITY: INTRODUCE YOURSELF

Get the boys to sit in a circle and encourage them to introduce themselves by telling everyone their favourite music, video game, class, sport, book, food, where they live, where they would like to live etc. This is a great way of getting everyone to share about themselves. Start with the student on your right and finish with the facilitator. This will give the facilitator an idea about what to talk about when it is his turn. When each boy gives an introduction, try and create a mini conversation with them. This helps establish rapport and trust as each individual is shown an interest in.

STRENGTH GUIDELINES

Write up some group guidelines together and explain consequences of breaking them. For example, if the boys arrive late, swear, make fun of a class mate or talk over each other, the facilitator will come up with a form of 'discipline'. For example, they will have to do 5 push-ups in the middle of the group.

Create a sense of community within the group. Explain that whatever happens in the playground stays there, but in the STRENGTH classes, everyone looks out for each other.

If any issues arise when facilitating the group, try and deal with those issues with the boys in the classroom as much as possible rather than taking matters to the principal. An exception could be if the group gets out of hand and too hard to control yourself. Dealing with issues that are a reality by yourself could be encouraging good behaviour and discouraging bad behaviour. For example, you could use the 'push up penalty'.

FOUNDATIONAL CONCEPTS

Q. If you could be anyone, who would you be?

Ask the group to discuss ideas. The chances of anyone saying themselves are slim, and that is the point of the discussion. Why would you want to be anyone else other than you?

SIG·NIF·I·CANCE [*SIG-NIF-I-KUHNS*] The quality of being worthy of attention; importance

U·NIQUE [*YOO-NEEK*] A one-off, original, exceptional, rare, unequalled, extraordinary, incomparable, matchless, individual

“The arrangement of a human being is so incredible for a reason. As we all know, human beings are made up of many cells but it’s what’s inside the nucleus that defines who we are and gives us our unique life. In the basic building blocks of matter – The DNA - in a human being, there are four different types of building blocks that pair up with each other so precisely and so specifically such that three of these pairs form one part of a sequence to make our proteins or part of a gene in a specific order. The combination and order of these pairs of blocks is what makes up who you are – your genetic code. This DNA coding is not just for eye colour and hair which relates to your blueprint but DNA is more complex. It has to be ...we are very complex. If this is where our code is for the way we are uniquely made, then it also has to be also about how you feel, why you’re passionate about certain things. Scientists can’t copy it or make it in the lab... It has to come from a creator who designed us to be who we are.”¹⁶

You are the only YOU there can BE. There is no one else like you. There is something in you that the world needs. Stand up for yourself and what you believe in because that is what makes you unique. BE YOU. Believe in yourself.

“BE YOU... EVERYONE ELSE IS ALREADY TAKEN” // AUTHOR UNKNOWN

“WHY COMPARE YOURSELF WITH OTHERS? NO ONE IN THE ENTIRE WORLD CAN DO A BETTER JOB OF BEING YOU THAN YOU” // AUTHOR UNKNOWN

¹⁶ Dr. Bernadette Morris –Smith (2011), (*PhD Microbiology & Genetics, University of London*)

Our lives are valuable. We are one-of-a-kind individuals. Who we are is irreplaceable. There is a reason for our existence. We are not rubbish. We are not a mistake. We are made with purpose.

Human life is valuable; it is the most precious commodity on earth. People's lives hold far greater value than fame or material wealth. An individual's value has nothing to do with what we think or what people say about us. Our value is not related to what we do and it is not based on our circumstances, family background, religion or how much money we have. Value can't be earned; nothing can change how valuable we are. Because we are valuable, we deserve to be treated well and this starts with us, valuing ourselves means looking after ourselves.

We are unique; there is no-one else the same as us. How we are designed, our passions, our talents, our strengths are unique to each of us and have purpose. All these qualities are in us so we can fulfil our future. We are purpose-built and exist for a reason. There is a purpose for our lives.

EXPLANATION: FAMOUS BASKETBALL PLAYER

Michael Jordan is a worldwide famous basketball player. Imagine if when he was in school, football was the only acceptable 'cool' sport to play, and only a few people played basketball! Imagine if he didn't want to be different and just wanted to fit in with all the other football players. He would have spent his life being an average football player and not the gifted amazing basketball player he is now. He was true to himself.

PRESENTATION

DEMONSTRATION: LOCAL CURRENCY NOTE.

E.G. \$5 OR \$10

Here is a \$10 note. What if I scrunched up this \$10? What about if I stepped on it, crinkled it up and got it dirty? Would its value change? No, its value remains the same even if it isn't treated with care. No matter what happens to you, whether you have been treated well or you have been mistreated. You have not lost your value. We are valuable and we remain valuable.

ILLUSTRATION: CAR

IF YOU WERE GIVEN A REALLY EXPENSIVE CAR

- // How would you treat your new car?
- // Where would you park it?
- // Who would you let drive it?
- // Would you drive it through rough terrain?
- // Would you put premium petrol instead of normal unleaded petrol?
- // Would you get it regularly serviced and cleaned?

HOW WE TREAT SOMETHING DEPENDS ON HOW VALUABLE WE THINK IT IS . EACH OF US IS PRICELESS AND EACH OF US IS OF HIGH WORTH AND VALUE. BECAUSE WE ARE VALUABLE, WE DESERVE TO BE TREATED WELL AND WITH RESPECT.

ACTIVITY: SIGNATURE

SIG·NA·TURE [SIG-NUH-CHER, -CHOOOR] *One-of-a-kind style, personality, culture, heart, passion and vocation.*

Put a piece of butcher's paper in the middle of the table with permanent markers and coloured pencils. Ask the boys to write their signature down anywhere on the paper. This activity could be stretched into drawing a certain picture or graffiti writing, depending on what is most suitable for your target group.

Once everyone has completed their signature, ask the boys to stand back and look at all the drawings. Emphasise the difference in handwriting and signatures. No signature is the same.

Everyone has a different way of expressing their signature. This signature is an expression of their personal style and their creativity. We are all responsible for bringing out the signature message in us.

ACTIVITY: NUMBER PLATE

Come up with a 6-letter word for your number plate that represents who you are.

Each and every one of us has a different life story, upbringing or background and we may even speak different languages. Lots of things in our society pressure us to fit in and conform, to be part of the crowd and not stand out. However, we are all unique with different gifts and talents that only we can bring to the world. We are all designed to stand out and be ourselves, to be true to who we are. Conforming to the status quo, peers, or culture does not help us be who we truly are.

SMALL GROUP DISCUSSION

Q. What have you learnt about yourself today?

Take some time this week to think about what you like to do and why you like doing it. For example, if you like football, why do you like it? It could be that you enjoy competition. This is part of the discovery of our personal identity.

NOTE TO THE FACILITATOR //

As this is the first session of the program it is a vital time to build relationships with the boys. Take the time to meet each individual before introducing the topic. The underlying focus is to show the boys that you are interested in who they are and want to get to know them.

[BODY AND SOUL, I AM WONDERFULLY MADE]
