

# Smart choices

*Building an AIDS Free Generation*



## Student Work Book

15 - 24

DRAFT COPY

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## → Introduction to Smart Choices

**W**elcome to the workbook! This is your opportunity to learn more about the session topics. You should complete the lessons in the workbook **AFTER** you have finished the session. Sometimes the facilitator might suggest you do the workbook lesson first! Remember: only do that if you feel up to the challenge.

This workbook provides additional information that your facilitator has not given you during the session. If you do the “personal challenge” section, don’t forget to tell everyone at your next session what you did.

Remember this book will help you really understand what you learnt and **IT IS NOT A TEST!** Don’t worry about getting something wrong...that’s just a chance to learn!



## Activity One

What are the rules and guidelines you have agreed upon? Why?

1.

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2.

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# 1

## Session One:



## Self-Awareness and Self-Worth



“When you undervalue who you are, the world will undervalue you too and vice versa.”

Suze Orman

### **Self-Awareness**

This includes a recognition of our personality, our strengths and weaknesses, and our likes and dislikes. Developing self-awareness can help us to recognize when we are stressed or under pressure. It is also a requirement for effective communication and interpersonal relations, as well as for developing sympathy for others.

### **A Lesson in Self-Worth**

We often base our self-worth on our skills, achievements, money, physical body or status in the community. This kind of self-worth creates more problems than solutions. The problem occurs when everything comes crashing down around us and we are no longer that pillar of society or the richest person in the community. When that happens, our self-worth quickly decreases.

For the last three years, James was at the top of his class. He was the one to ask if there was a question on any subject. The teachers always chose him to tutor errant students. Simply, he was the golden boy of his school. Then, for some unknown reason his grades began slipping, and his self-worth soon followed.

For the remainder of his term he sank into a deep depression (he was very, very sad). He could barely get out of bed. However, after the holiday break, he returned with a different attitude. He marched into his dorm with a big box and, as his friends watched, he pulled out pictures of family, friends, and his community. When they asked him what he was doing he replied, “All this time I have been doing things for myself, now I want to do things for others.”

He rebuilt his self-worth by finding ways to give instead of receive!



## Activity One

### WHO ARE YOU?

Write two positive things about yourself:

1.

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2.

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Write two things about yourself that no one knows, that you want to share with others:

1.

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2.

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Write one thing you wish you could change about yourself and why:

1.

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## Activity Two

1. Fill in the Johari's window for those windows you are aware of:

<b>OPEN</b> Known to self and others	<b>CLOSED</b> Known by self alone
<b>BLIND</b> Known by others but not to self	<b>UNKNOWN</b> Nobody knows, not even you

2. For each window, describe what you will do to improve or open it:

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## Activity Three

### FEELING INVISIBLE: REBECCA AND PETER'S STORY

1. Do you know anyone like Rebecca or Peter? Have you ever done something just to get noticed? What did you do?

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2. Has anyone ever left you out of something? Write how it felt. If you don't know, ask someone else to tell you.

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3. Write down what advice you would give to someone who said that they felt invisible at school.

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## Activity Four

### NEVER CHANGE: THE FISHERMAN STORY

Use 'The Fisherman Story' to help you answer the following questions:

1. Who is more important, the fisherman or the doctor? Why?

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2. What are the disadvantages of thinking someone is more special than you?

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3. What are the disadvantages of thinking you are more special than someone else?

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4. Earlier in Activity One, you were asked what you would change about yourself. Do you still wish you could change something about yourself? Why or why not?

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Session Two:

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**Goals and Dreams**

“We are the creative force of our life, and through our own decisions rather than our conditions, if we carefully learn to do certain things, we can accomplish those goals.”

**Stephen Covey**

It is fantastic that you want to write your goals and dreams on paper! Now, there is something else you can add -- your personal philosophy.

“Personal philosophy” is the foundation for all your planning and strategizing for your goals and dreams.

It may seem difficult at first, but there is an easy way to go about it:

Make a list. Write everything that is important to you. If it is football, write football. If it is digging in the fields, write digging in the fields. Write everything of importance! Take your time with this list, several days if necessary, because you don't want to leave something out.

Rank your list. If something is very important to you, put a 1 next to it. If something is somewhat important to you, put a 2 next to it. If something is not too important to you put a 3 next to it.

Group all of the number ones together and see what links them. Are all the number ones about family or work, or both? You may use some of the number twos if they help tie it all together. Write a clear statement using the number ones (and some twos) and you will have determined your personal philosophy!

Put it into practice. The most important part of writing a personal philosophy is using it. Set goals that directly or indirectly relate to the philosophy. Post it so that you can be held accountable to yourself and whoever else notices it.

Review it. Times change and people too! There will come a point when you need to re-evaluate the philosophy. Don't be afraid; it is good to be honest with yourself.





## Activity One

### FORMING GOOD HABITS

1. What is character?

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2. How is character formed?

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3. What is a character trait?

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4. What are the character traits of your role models?

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5. What character traits would you like to have? Why?

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6. Imagine you have a friend who wants to develop the following character traits. What advice do you give him or her?

Character Trait Your Friend Wants	The Advice You Give
Good Timekeeping	Always leave early for school and never arrive one minute after the bell rings.



## Activity Two

### YOUR FUTURE, YOUR GOALS: IT'S UP TO YOU!

You will decide on goals for one, three, five and eight years into the future. Think about what is needed to achieve those goals.

Understanding who you are, your strengths, and how you learn will help you reach your goals. Each person is unique and special. Use your uniqueness to help you become what you want to be.

Writing your goals is the best way to begin. It is also important to write your statement of commitment to your goal (ask your facilitator to help you do this). Complete the exercise below and you will be one step closer to realizing your goals.

1. By this time next year, I would like to have achieved:

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B) What barriers may hinder achieving my goals?

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C) How can I deal with the barriers to protect my goals?

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D) What opportunities and strengths are available to me to help me achieve my goals?

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2. In eight years, I would like to have achieved:

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5. My statement of commitment to my goal:

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6. What one step can I take today toward achieving my goal?

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7. What values should I embrace to protect my goals?

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3

Session Three:



**Key Life Planning Skills**

“Communication leads to community, that is, to understanding, intimacy and mutual valuing.”

**Rollo May**

## **Body Language: Unlock the Secrets!**

(from “Deceptive Body Language” [www.changingminds.org](http://www.changingminds.org))

Many of us have a ‘feeling’ when we think someone is lying to us, but what kind of body language does someone use when they are lying?

A deceptive body is concerned about being found out -- and this concern may show.

### **Anxiety**

A deceptive person is typically anxious that they might be found out (unless they are psychopathic or good at acting), so they may send signals of tension. This may include sweating, sudden movements, minor twitches of muscles (especially around the mouth and eyes), changes in voice tone and speed.

Many of us have hidden anxiety signals. For example: Biting the inside of the mouth, patting the head, hands in pockets, etc.

These signals are almost impossible to stop as we form these habits at an early age.

### **Control**

To avoid being caught, there may be various signs of over-control. For example, there may be signs of attempted friendly body language, such as forced smiles (mouth smiles but eyes do not), jerky movements and clumsiness or oscillation between open body language and defensive body language.

To avoid tell-tale signals, the person may also try to hold their body still. For example he may hold his arms in or put his hands in his pockets.

### **Distracted**

A person who is trying to deceive needs to think more about what he is doing, so he may drift off or pause as he thinks about what to say.

He may also be distracted by the need to cover up. Thus his natural timing may go astray and he may over- or under-react to events.

Anxiety may be displaced into actions such as fidgeting, moving around the place or paying attention to unusual places.