

# STRENGTHS, DREAMS, VALUES

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**Main objectives:**

- Identifying our strengths, dreams and values

During the workshops participants will (specific objectives):

- Recognize their strengths and talents.
- Prepare a map of their dreams and identify their values based on it.
- Understand how getting to know ourselves influences our self-esteem and can help to prevent psychological violence.

**Time:**

3h

**Place:**

indoor

**Materials:**

- Stationary - flipcharts or big pieces of paper (one for each participant), old magazines with photos (at least one per participant), glues, scissors, post-its or small pieces of paper (can be recycled after cutting Appendix 1)
- Equipment - phone or computer with speaker (to put relaxing music)

**To print:**

- Appendix 1 - one per each participant (needs to be cut before the workshop)



## Course:

### 1. Introduction

Tell participants that during today's workshop they will have a chance to identify their own strengths, dreams and values. Most of the tasks would be done individually and they can decide how much of their work they want to share with others. Ensure participants that they won't be obliged to share anything, if they don't want to, so they can stay honest to themselves while fulfilling today's workshop's tasks.

### 2. Strengths

Give each participant a pile of strengths cards (cut from Appendix 1 - "Strengths"). Ask them to put the first 7 in front of them in a line. Then, they uncover one by one the other cards from the pile and check if the strength on it matches them better than any of the 7 which already lie in front of them. If yes, they should replace the new strength with the one among the 7 they feel further from them; if not, they put the card aside. Then, they uncover the next card and repeat the process till the end of the pile. At the end they should have their 7 biggest strengths in front of them.

Ask about their experience.

Auxiliary questions:

- Was it easy/difficult? Why?
- Did anything surprise you?
- Did you choose strengths which you have or those you would like to have? What is the difference?
- Do you think your friend/partner/family will choose the same 7 strengths for you? (you can suggest them to ask a close person – friend or relative – to do this exercise and choose their 7 strengths as seen from outside so as to compare the results)





- Is it easy to speak about our strengths? Why?
- Why is it important to know our strengths? How can we use this knowledge to protect ourselves from violence or discrimination?

At the second part of the activity about strengths, invite participants to share what strength they see in others. If the participants feel comfortable with each other, you can ask them to find a partner and discuss in pairs for 5 minutes, naming strengths they see in the person they speak with. After 5 minutes ask them to find another person to speak with and repeat the exercise. Do it 3–4 times, so participants can get feedback from different people. If the group is not so comfortable to speak face to face you can ask each person to take an A4 paper and write her name on the top of it. Then, sitting in the circle, ask participants to pass the paper to the person on the right. Their task is to write the strengths of the person whose name they see on the top. After 1–2 minutes ask them to change and again pass the papers to the person on the right. Continue till every person has a chance to write something on paper of all the other participants. It may seem difficult for people who don't know each other well, but you can point out that in fact very often people who meet us for the first time may notice some strengths in us which are not so visible for people who have known us for a long time, as we also change with time. It's good to have both points of view.

You can summarize this part by asking participants if the strengths indicated by other people are similar to those they chose themselves?

### 3. Map of dreams

Put old magazines (with photos), flipcharts, glues and scissors in the middle. Tell participants that their task will be to create a map (or rather a collage) of dreams. Ask them to try and stop thinking, just take a magazine, go through it and cut pictures which somehow call their attention, without planning, without reflecting. Then, they take the next magazine and do the same. When they have enough pictures they should glue them to a big piece of paper the way they feel like. Give at least 30 minutes for this exercise.





Put relaxing music in the background and ask participants to fulfill the task in silence, to not disturb others.

When they finish, ask participants to find a partner or two and tell them about their map of dreams. Don't force participants to talk, let them decide how much they want to share. After a few minutes, come back to the circle and ask about their experience.

Auxiliary questions:

- How did you like creating your map of dreams?
- How did you feel?
- Was it easy/difficult?
- What did you notice?
- Did you manage to let your thoughts go?

#### 4. Values

Put a lot of post-its (or small pieces of paper) and pens in the middle and ask participants to write down values which stand behind the pictures they put on their maps of dreams. Each value should be written on one post-it (this is important!). If there is more than one value behind the pictures, they can write more, still keeping them in separate post-its. If there are some values which are not connected with pictures but they feel important, they can add them. At the end they should have a list of no less than 10 values. When you see they are close to the end, encourage them to look again carefully and make sure that all the values important for them are written down. You can also ask them to check if all the values they wrote down are their own values.

The next step is putting the values in a line, starting from the most important in this moment of their life to the least important. Some participants may find it difficult, underline that all those values are important, otherwise they would not be there, but ask them to try and see what will happen.





When this is ready, you can ask participants to rate each value using the scale from 1 to 5, considering how much in reality they care about each particular value, how much energy and time they put on it. 1 means they don't put time and effort at all, 5 means they put in a lot. Sometimes we consider a value very important to us, but in fact we don't really give attention to it in our daily life.

When everybody has finished, discuss with participants their experience.

Auxiliary questions:

- How do you feel now?
- What did you learn or notice?
- Which insights did you have during this exercise?
- Was it easy/difficult?
- Which part was the most challenging and why?
- Why is it important to know our values? To rank them? To rate them?
- How can this exercise help us in daily life?
- How can knowing our values be useful? How does it influence our decisions?

Encourage participants to repeat the exercises about strengths, dreams and values from time to time. The results usually change during the seasons of our lives.

## 5. Summary

Ask participants how they feel, what did they learn, with what they finish this workshop? Tell them that their homework is to put the map of dream in a visible place in their home, so they don't forget about it. Ask them to fill the evaluation form.



# Appendixes

## Appendix 1 – Strengths

SENSE OF HUMOR

PLANNING

OPEN-MINDEDNESS

QUICK LEARNING

PATIENCE

SKILLS

COOPERATION

FLEXIBILITY

CRITICAL THINKING

INITIATIVE

RESPONSIBILITY

EMOTIONAL INTELLIGENCE

COMMITMENT

ACTIVE LISTENING

PUBLIC SPEAKING

ANALYTICAL SKILLS

CURIOSITY

ORGANIZATION SKILLS

ENTHUSIASM

RELIABILITY

COMPETITIVE

STORYTELLING



LEARNING FROM

DETERMINATION

FAILURES

LOGICAL THINKING

CONFIDENCE

COMMUNICATION

ATTENTION TO DETAILS

TACT&DIPLOMACY

RISK TAKING

SELF-MOTIVATION

PERSEVERANCE

ENCOURAGING PEOPLE

PERSUASION

TIME MANAGEMENT

EMPATHY

LEADERSHIP

DEFINING PROBLEMS

PROBLEM SOLVING

STRATEGIC THINKING

CREATIVITY

BRAVERY

MUTLI-TASKING

STRONG WORK ETHIC

CARING

COMMON SENSE







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