

Meaning of Life

Synoptic Table of Advanced Activities

Title	Objectives	Overview	Evaluation & Reflection
<p>Compassionate Chair Work</p>	<ul style="list-style-type: none"> • Self-awareness • Self-regulation • Self-presentation skills • Decision-making • Negotiation skills <p><u>Level of Difficulty:</u> Advanced</p>	<p>This is an Individual Activity, where students sit on three chairs that represent different parts of their self:</p> <p>i. The first chair represents a voice of self-criticism.</p> <p>ii. The second chair represents the emotionality or sensation of feeling judged.</p> <p>iii. The last chair takes the perspective of a supportive friend or wise councilor.</p>	<p>After the end of the exercise, students will reflect on how they felt during the exercise and why. Also, they will try to think if they have learnt something new about themselves and new ways to behave towards themselves. Ultimately, they will be already capable of using a more supportive inner voice.</p>
<p>The Values in My Core</p>	<ul style="list-style-type: none"> • Self-awareness • Self-regulation • Engagement <p><u>Level of Difficulty:</u> Advanced</p>	<p>This is an Individual Activity, where students identify and measure personal values, values-action discrepancies, values attainment and persistence in the face of barriers to value-based living. They focus on four pillars of life: health, education, relationships and leisure.</p>	<p>After the end of the exercise, students will reflect on whether they learned anything new about themselves, or if they experienced any new revelations regarding what really matters to them.</p>
<p>The Life Goal</p>	<ul style="list-style-type: none"> • Self-awareness • Self-presentation skills • Engagement <p><u>Level of Difficulty:</u> Advanced</p>	<p>This is an Individual Activity, where students envision what it would be like living a life, where their goal plays a major role. This activity aims to show to the participants how to pursue their true calling in life.</p>	<p>Promoting students' pursuit of calling may assist students in identifying how their current school experience is related to their future. Students should focus on how they could also apply this knowledge in their career choice procedure.</p>
<p>Setting Clear GOALS</p>	<ul style="list-style-type: none"> • Decision Making Skills • Organizational Skills • Self – Regulation <p><u>Level of Difficulty:</u> Advanced</p>	<p>Participants must set up SMART goals in every setting/situation/environment. The goals must be:</p> <ul style="list-style-type: none"> o Specific o Measurable o Attainable o Realistic o Timely 	<p>Goal setting at work provides employees with a structure guidelines and procedures that increase attention, focus and motivation at work. The more motivated the individuals at work, the most likely to put a meaning in their work life (Nasibov, A. 2015)</p>
<p>Constructive Team Feedback – Positive workplace</p>	<ul style="list-style-type: none"> • Communication • Teamwork <p><u>Level of Difficulty:</u> Advanced</p>	<p>Being able in understanding and give meaning to feedback. Being able to provide constructive feedback Being able to provide positive statements to others Being able to discuss areas of improvement. Being able to find solution</p>	<p>A person feels appreciated in situations where is asked for his/her opinion/suggestions/ideas/feedback. When the person's ideas/opinions are heard and valued, the person feels more confident which increases self-</p>

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		<p>Increase meaning at work when provide positive statements to others. Being able to discuss areas of improvement and avoid conflict</p>	<p>esteem and self-awareness. If these feelings occur in the workplace then it is more likely meaning of work will increase</p>
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Meaning (of Life) Advanced Activities

Title of the Activity:	Compassionate Chair Work
Duration:	60 minutes
Type of Activity:	Individual
Level of Difficulty:	Advanced
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> • To access disparate facets of the self, in order to understand how they work. • To build student's <i>compassion</i>. This exercise aims to teach participants how to filter self-criticism in order to keep any constructive insights and discard any unnecessary negativity. • To enhance <i>self-awareness, self-regulation, self-presentation, decision making</i> and <i>negotiation skills</i>.
Instructions:	<p>Material:</p> <ul style="list-style-type: none"> • Three empty chairs, preferably in a tri-angular arrangement. <p>Implementation Procedure:</p> <p>The school counsellor may make a brief introduction (A) and then provide the instructions on how to do the exercise (B) so that the student may proceed with by applying step (C):</p> <p>A: Introduction The school counsellor asks the student to think of something that has recently caused him/her to criticize themselves. Each chair in front of him/her represents a different perspective to help him/her understand self-criticism.</p> <ol style="list-style-type: none"> The first chair represents a voice of self-criticism. The second chair represents the emotionality or sensation of feeling judged. The last chair takes the perspective of a supportive friend or wise councillor. <p>The students' job, is to play the role of each voice represented by the</p>

respective chairs. It is good to prevent using humor to avoid the situation and encourage the participants to sincerely learn from allowing themselves to explore different perspectives. It is good to let the conversation between the different voices be as dynamic as possible and take the proposed structure mainly as a rough guideline.

If students find it difficult to directly talk to the different aspects of the self, school counsellor can take a seat in one of the chairs and physically represent the voice that is being talked to.

B: Instructions The school counsellor explains that the activity comprises of four parts:

Part 1: First, the student sits in the perspective of the inner critic. Then, he/she vocally expresses how he/she thinks about the issue, that they have been dwelling on (out loud). For example, “I hate that I am so lazy and can’t seem to get anything done.” He/she tries to understand the tone of his/her voice and notice the emotions his/her words evoke. He/she even notices his/her posture or general demeanor.

Part 2: Next, he/she moves to the chair that represents the sensation of being judged (by his/herself). Vocally, he/she expresses how it feels to encounter criticism (out loud). For example, “I feel hurt” or “I do not feel supported.” He/she notices the same things he/she did before (his/her tone, emotions, posture, etc.).

Part 3: After that, he/she engages with his/herself in a dialogue between the last two perspectives (the critical voice and the emotional voice) and try to understand how each perspective feels.

Part 4: Finally, he/she moves to the chair that represents the friend or wise councilor. Drawing on a sincere sense of compassion, he/she confronts the critical voice and the critiqued voice. He/she addresses both perspectives vocally.

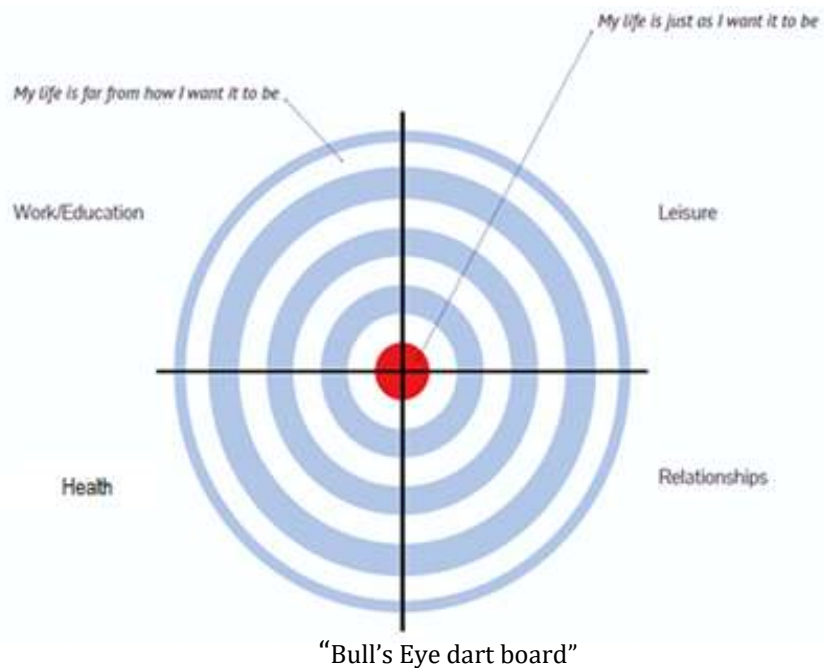
C: Implementation The student implements the exercise according to

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	<p>the instructions. He/she allows his/herself enough time to express everything he/she needs to form each perspective.</p>
<p>Evaluation & Reflection:</p>	<p>Students try to understand how they think, and how they could benefit from the perspectives they explored. They should reflect on how they felt during the exercise and why.</p> <p>Also, they should try to think if they have learnt something new about themselves and new ways to behave towards themselves. Ultimately, they are already capable of using a more supportive voice. Next time they find themselves being negative and self-critical, they try to locate the compassionate voice and feel self-compassion. The more the exercise is practiced, the more effective it gets.</p>

Title of the Activity: Duration:	The Values in My Core 60 minutes
Type of Activity:	Individual
Level of Difficulty:	Advanced
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> • To <i>identify and measure personal values</i>, values-action discrepancies, values attainment and persistence in the face of barriers to value-based living. • To assess the current discrepancy between values and actual valued living. • To take a closer look at the barriers or obstacles in life that stand between students and the kind of life they want to live. • To enhance <i>self-awareness, self-regulation</i> and <i>engagement skills</i>.
Instructions:	<p><u>Material:</u></p> <ul style="list-style-type: none"> • Pen / Pencils • Paper • ‘The values in my core’ dart board • Slide projector or flip chart with the instructions (for the career counsellor) • Markers (for the career counsellor) <p><u>Implementation Procedure:</u></p> <p>The school counselor may have a brief introduction (A) and then provide the instructions on how to implement the exercise (B):</p> <p><u>A: Introduction</u> ‘The values in my core’ dart board is divided into four areas of living that are important in people’s lives:</p> <p><u>Work/education, leisure, relationships and personal growth</u></p>

1. Work/Education refers to your career aims, your values about improving your education and knowledge, and generally feeling of use to those close to you or to your community (i.e., volunteering, overseeing your household, etc.).
2. Leisure refers to how you play in your life, how you enjoy yourself, your hobbies or other activities that you spend your free time doing (i.e., gardening, sewing, coaching a children's soccer team, fishing, playing sports).
3. Relationships refers to intimacy in your life, relationships with your family of origin, your friends and social contacts in the community.
4. Health refers to your physical life, like exercise, nutrition, and addressing health risk factors like drinking, drug use, smoking or weight.



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(B: Instructions) First, the school counsellor/facilitator informs the students that the activity consists of three parts:

1. Identify Your Values

Students write down their values within each of the four areas of the board. They analyze their dreams, qualities and expectations from these areas of their life. Values are not a specific goal, but instead a way in which they would like to live their lives over time, e.g. devoted friendship, volunteering, healthy nutrition, mental growth.

Then, they reflect on the values they have written and think of them as the middle of the dart board. There is exactly how we want our lives.

Then, students note down a mark on each area of the dart board that best represents where they stand today. A mark in the middle means that they are living completely in keeping with their values, they have reached their ideal self. A mark far from the middle means that their life is far from where they want to be, their ideal self.

Since there are four areas of valued living, they should mark four points on the dart board.

2. Identify Your Obstacles

Students write down what stands as an obstacle between them and living their current life as they want to. When they think of the life they want to live and the values that they would like to put in play, what gets in the way of living that kind of life? Try to make the obstacles specific.

3. My Valued Action Plan

Students think about actions they can take in their daily life that would overcome the obstacles they have identified. These actions could be small steps toward a particular goal.

They should try to identify at least one action they are willing to take in each of the four areas to get closer to their ideal, valued life.

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**Evaluation
& Reflection:**

The school counsellor/facilitator may discuss with the students about this experience. Did they learn anything new about their selves? Did they view things differently about what really matters to them?

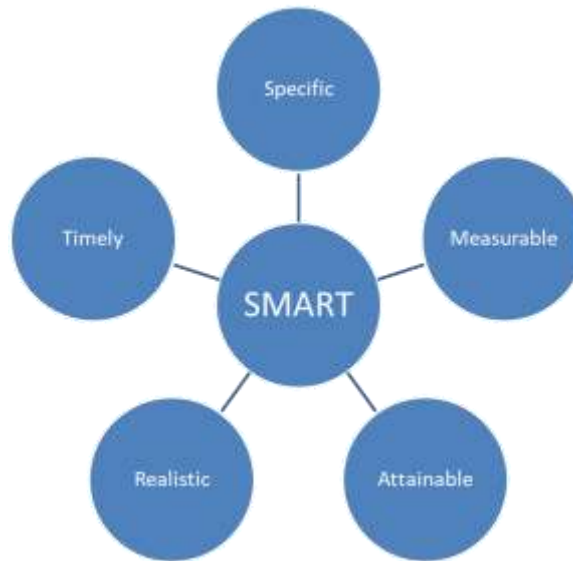
Having clear-cut values constitutes the meaning of our life and provides structure and purpose in life. A clear view of the values helps us discover our strengths and potentials, clarify our priorities and goals, and align our actions to what really matters.

<p>Title of the Activity: Duration:</p>	<p>The Life Goal 60 minutes</p>
<p>Type of Activity:</p>	<p>Individual</p>
<p>Level of Difficulty:</p>	<p>Advanced</p>
<p>Objectives (including skills which are expected to be enhanced):</p>	<ul style="list-style-type: none"> • To foster students’ habits to envision what it would be like living a life, where their goal plays a major role. • To help students pursue their calling. Calling can be defined as a pull toward a career path that connects one with a deeper purpose in life. Finding a calling appears to be important for many people. For students it has been found that calling is positively associated with career maturity, career-decision, self-efficacy, work hope and academic satisfaction. • To <i>understand their strengths</i> and <i>select a career</i> that matches them. • To enhance <i>self-awareness, self-presentation</i> and <i>engagement skills</i>.
<p>Instructions:</p>	<p><u>Material:</u></p> <ul style="list-style-type: none"> • Pen / Pencils • Paper • Sheet of paper with the instructions <p><u>Implementation Procedure:</u></p> <p>The school counsellor can hand out the sheet of paper with the instructions and students’ information for the exercise:</p> <p>At first, students should identify a goal, which they think may play a major role in their lives. If some students struggle to identify such a goal, they can alternately be asked to replace a goal with a passion.</p> <p>Following this step, students must identify what motivates them. Through individual student planning, school counsellors can help students identify</p>

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	<p>what motivates them through reviewing their career interests or strengths or personal goals.</p> <p>Students are asked to think about whether their most passionate goal matches their most purposeful inner drive.</p> <p>School counsellors will help the students connect all previous steps to moving ahead with their goal by identifying what it is that is holding them back.</p> <p>The last step is to develop ideas of how to remove those obstacles and provide students the tools it will take to act on the goal.</p>
<p>Evaluation & Reflection:</p>	<ul style="list-style-type: none"> • School counsellors should try to promote students’ awareness of their inner drives. • Promoting students’ pursuit of calling may assist students in identifying how their current school experience is related to their future. • Students should focus on how they could apply this knowledge in their career choice procedure.

Title of the Activity:	Setting clear GOALS
Duration:	(45 minutes)
Type of Activity:	Group
Level of Difficulty:	Advanced
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> • Participants must set up SMART goals in every setting/situation/environment. The goals must be: <ul style="list-style-type: none"> ○ Specific ○ Measurable ○ Attainable ○ Realistic ○ Timely • Employees perform better at work when they have a clear set of goals which will lead them to successful <i>decision making</i> at workplace.
Instructions:	<p><u>Material:</u></p> <ul style="list-style-type: none"> • Table of SMART GOALS guide • pdf with the source (source: S.M.A.R.T. Goal Setting Guide employeewellness.kennesaw.edu) <p><u>Implementation Procedure:</u></p> <ol style="list-style-type: none"> I. Show participants the video about setting SMART goals (https://www.youtube.com/watch?v=yA53yhiOe04) II. Divide participants into groups of 2. III. Ask them to think about their own goal. IV. Provide them with the SMART GOAL template (see below) and ask them to complete it individually according to the guide provided from “get healthy owls!” (source: S.M.A.R.T. Goal Setting Guide employeewellness.kennesaw.edu)- see attached pdf. V. The other person provides feedback and suggestions.



Evaluation & Reflection:

Goal setting at work provides employees with a structure guidelines and procedures that increase attention, focus and motivation at work. The more motivated the individuals at work, the most likely to put a meaning in their work life (Nasibov, A. 2015).

- What is important to keep in mind?
- How well do you feel you contributed to the team?
- How well do you think team members worked together to set goals?

Reference:

Nasibov, A. (2015). Impact of Employee Motivation on Performance (Productivity) <https://www.linkedin.com/pulse/impact-employee-motivation-performance-productivity-anar-nesibov>

S.M.A.R.T. Goal Setting Guide

(<http://employeewellness.kennesaw.edu/SMART%20Goal%20How%20To%20Step%20by%20Step.pdf>)

www.smartsheet.com/blog/essential-guide-writing-smart-goals

Title of the Activity:	Constructive Team Feedback – Positive workplace
Duration:	(45 minutes)
Type of Activity:	Group
Level of Difficulty:	Advanced
Objectives (including skills which are expected to be enhanced):	<ul style="list-style-type: none"> • Being able to provide constructive feedback. • Being able to receive feedback and use it as best as you can. • Being able to provide positive statements to others. • Being able to discuss areas of improvement. • Being able to find solution. • Increase meaning at work when provide positive statements to others. • Being able to discuss areas of improvement and avoid conflict.
Instructions:	<p><u>Material:</u></p> <ul style="list-style-type: none"> • Sticky notes 3 different colors <p><u>Implementation Procedure:</u></p> <p>Participants are divided into two teams according to the three questions and all are given with a probe to create their own scenario:</p> <p>“X manages a company (choose what kind) that is going out of business with 20 staff members. All of the employees seem to lack motivation and interest in the business. Most of the time X feels that there is no communication with the employees. Some of the employees are indifferent to learn new methods and techniques. Some of the facilities in the company (choose what kind, PCs, etc) are not in use by the employees. The creditors are mostly huge companies. What should X do to increase productivity, pay off all company’s debtors and avoid closing up his/her company?” (The facilitator can find any scenario on the web.)</p> <p>Ask participants to write on sticky notes</p> <p>a. What should we stop doing?</p>

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- i. What things are not working properly?
- ii. What has been going wrong?
- iii. What has been proved not practical?
- b. What should we start doing?
 - i. What we are not doing, but we think we should do
 - ii. Come up with new ideas
 - iii. Ideas and suggestions that address new goals that we haven't seen before the initial steps of the project
- c. What should we continue doing?
 - i. What has been going well and must be kept
 - ii. What are the most successful steps to be continued?

Ask participants to put all sticky notes on the wall and ask them to group things that seem similar. (Themes will be created for each of the three categories). Ask them to decide a name for each created theme.

Put each theme (along with sticky notes) under each question/category and discuss.

Explain also to participants the method 'E(vidence), E(ffect) and C(hange) or EEC' when providing feedback as an alternative way of providing positive feedback.

- Evidence: Describe a person's behavior/action (but not about personality)
- Effect: Describe (non-subjective manner) the effects of his /her behavior.
- Change: Provide suggestions/solutions on how they can change this behavior. NOT IMPOSE your ideas but offer guidance and help to come up with their own ideas

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<p>Evaluation & Reflection:</p>	<p>A person feels appreciated in situations where is asked for his/her opinion/suggestions/ideas/feedback. When the person’s ideas/opinions are heard and valued, the person feels more confident which increases self-esteem and self-awareness. If these feelings occur in the workplace then it is more likely meaning of work will increase.</p>
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Reference:

Ciccarelli, D. (2016). Start, Stop, Continue Tutorial.

<https://www.forbes.com/sites/groupthink/2016/02/02/start-stop-continue-tutorial/#9fc06eb27980>

<https://medium.com/@jessicaivins/how-to-do-a-start-stop-continue-exercise-with-your-ux-team-dba72271bec4>

<https://www.people-results.com/start-stop-continue/>

Source: the ultimate guide to giving feedback (e-book Upraise- Together – RISE

<https://www.brighthubpm.com/monitoring-projects/125744-three-methods-to-avoid-feedback-failure-in-project-management/>

<https://s3.wp.wsu.edu/uploads/sites/2070/2016/08/The-big-book-of-Conflict-Resolution-Games.pdf>