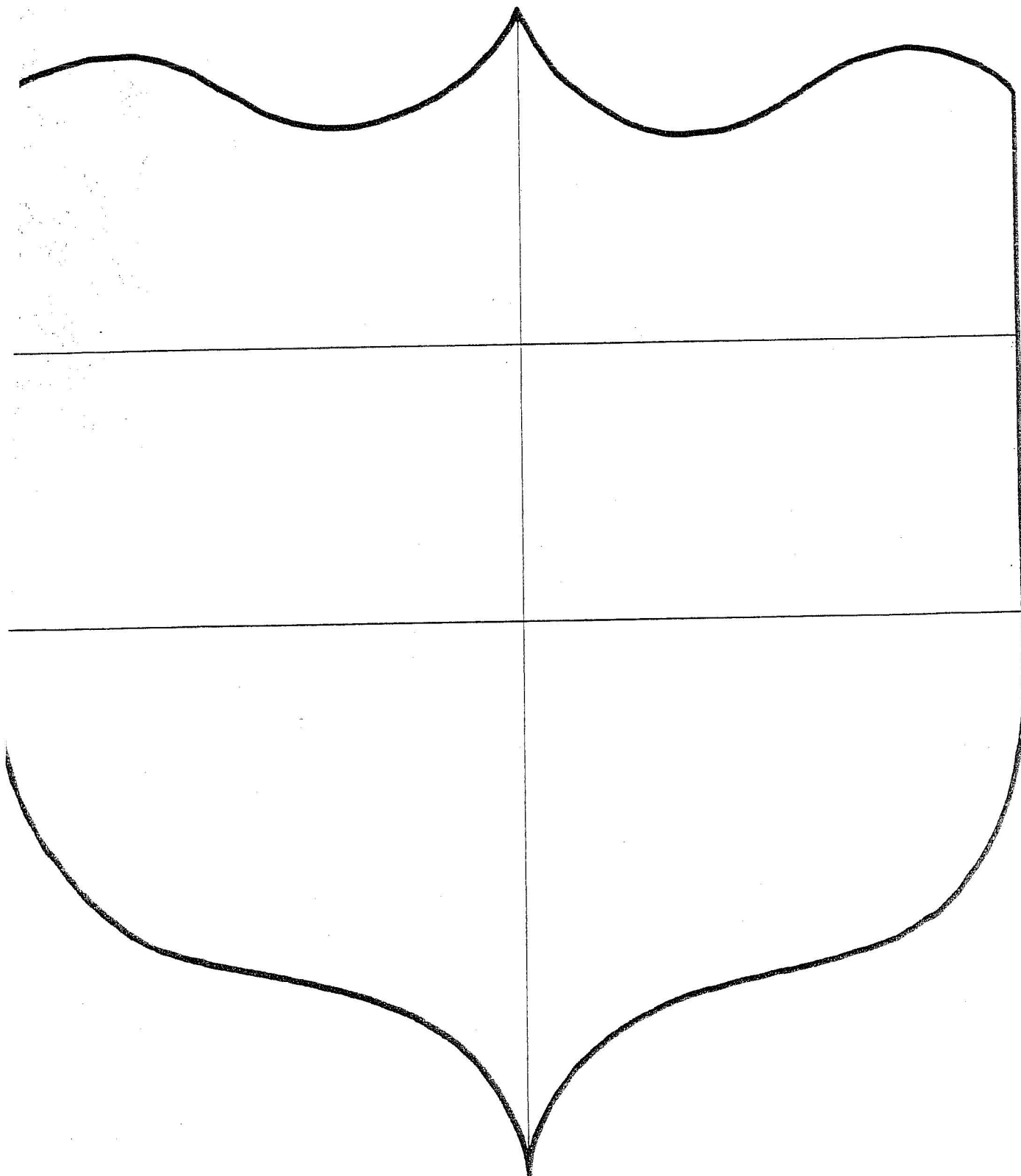


COAT of ARMS



I. PURPOSE:

To increase values clarification and self-awareness.

II. GENERAL COMMENTS:

Identifying and clarifying values and expressing them honestly can facilitate self-awareness and allow for more open relationships. This handout is purposefully unstructured enabling a wide variety of values to be explored.

III. POSSIBLE ACTIVITIES:

- A. 1. Supply a list of six or more possible topics that can be drawn, written, or symbolized in the blank boxes, e.g.:

Things I do well ...

A turning point in my life was ...

A low point in my life was ...

Things I do poorly ...

I'd like to stop doing ...

A high point in my life was ...

Something I value ...

Things I'd like to do ...

A peak experience I would like to have ...

2. Instruct group members to choose one topic for each box and complete the handout.

3. Divide the group into dyads, giving five minutes for each to exchange information.

4. Encourage dyads to rejoin group and share partner's "coat of arms" with group.

5. Process benefits of this activity.

- B. 1. Choose 6 topics that would be most appropriate for your group.

2. Instruct group members to draw, write or symbolize their response to each topic.

3. Encourage group members to explain their coat of arms.

4. Process benefits of this activity.

What DO I Value ?

The degree to which we live by our own sense of values can greatly influence our self-satisfaction. When we say we hold a specific value in high regard, yet act in a manner which opposes this value, inner conflict is the result.

List below your 5 highest values and note how they are expressed in your life and /or how they are opposed.

I value:	I express this by:	I oppose this by:
Loyalty	Keeping secrets. Defending my friends.	Gossiping. Not being there when my friends need me.
Classical Music	I go to concerts and listen to tapes while driving.	Watching TV every evening after work instead of putting on my records.

What DO I Value ?

I. PURPOSE:

To promote values clarification by evaluating one's five highest values.

II. GENERAL COMMENTS:

Clarifying values allows one to know himself/herself better. Decisions can be influenced with developed insight and possible changes can therefore occur.

III. POSSIBLE ACTIVITIES:

- A. 1. Discuss values clarification and present handout using description and examples provided at top of page.
- 2. Encourage group members to complete handout.
- 3. Facilitate discussion allowing each group member to present his/her most interesting example.
- 4. Process benefits of activity.
- B. 1. Discuss values clarification and present handout using description and examples provided at top of page.
- 2. Encourage group members to complete handout.
- 3. Instruct each group member to (a) pantomime his/her five highest values with others guessing what they are; (b) identify one benefit from doing this activity.

LIFE ASSESSMENT CHART

USING THE FOLLOWING SCALE,
RATE IMPORTANCE OF THESE ITEMS TO YOU:

1 - not important 2 - rarely important 3 - fairly important 4 - important 5 - very important

VALUES	1	2	3	4	5
having a support system					
being needed					
feeling secure					
outdoor activities					
music					
life balance					
rituals					
diversity in life					
family gatherings					
friends					
religion					
work					
play					
organization/structure					
personal space					
possessions					
education					
learning					
milestones					
achievement					
goals					
honey					
death					
intimacy/sex					

LIFE ASSESSMENT CHART

I. PURPOSE:

To identify values that represent the focus of a person's life.

II. GENERAL COMMENTS:

It is valuable to discover what areas of life are important to us and why. Our lives should focus on the themes of high value to each of us. It is important to evaluate if these answers indicate a spiritual, mental or physical focus.

III. POSSIBLE ACTIVITIES:

- A.
 1. Distribute handouts, instructing group members to complete.
 2. Use the LIFE ASSESSMENT CHART to help group members discover areas that represent values. Discuss in a group setting whether answers are in the mental, physical or spiritual realm.
 3. Encourage group members to discuss why certain items were valued more than others by giving examples, i.e., If music was rated as very important, describe what type of music is enjoyed.
 4. Process by asking group members to identify which values they considered to be their greatest strengths in their everyday lives.
- B.
 1. Distribute handout to group members.
 2. Ask each group member to consider his/her life history in one, two or three chapters; a main event can be divided into time periods, for example:
 - childhood, adulthood
 - first job, second job
 - moving to 3 different locations
 - college, marriage, parenthood
 3. Identify which values were most important in which chapter. (This can be graded by choosing just two or three values.)
 4. Process by discussing why certain values were chosen and whether this activity will influence their values and choices in the future.