Structured Activities for a Three-Day Retreat

PM 011 - Professional Resource Materials

By

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ACTIVITIES SCHEDULE

WEDNESDAY

Morning

8:30 - 9:00 AM  Expectations Checkform
11:00 - 1:30 PM  People Search
                  Peter-Paul Interview Techniques
1:00 - 2:00 PM  LUNCH

Afternoon

2:00 - 3:30 PM  Isometrics
                 Fantasy Trip
3:30 - 4:00 PM  Non-Verbal Communication Line
4:00 - 5:00 PM  Nature Trust Walk
5:00 - 5:30 PM  Meditation
5:30 - 6:30 PM  SUPPER

Night

8:00 - 10:00 PM Confrontation as an Aid in Communicating

THURSDAY

Morning

7:00 - 8:00 AM  Wake Up - BREAKFAST
8:00 - 8:30 AM  Castle Tour
8:30 - 9:30 AM  The Island Story
9:30 - 1:00 PM  Clarification of Values
1:00 - 2:30 PM  LUNCH
Activities Schedule (Cont)
Thursday

Afternoon

2:30 - 4:30 PM  Continuation of Clarification of Values
4:30 - 5:00 PM  Meditation
5:00 - 5:30 PM  Silverware Hunt
5:30 - 7:00 PM  SUPPER
                (Tension Argument)

Night

7:00 - 7:30 PM  Process Tension Argument
7:30 - 9:00 PM  Yogi Backrub
ACTIVITY #1

EXPECTATIONS CHECK FORM

GOALS:

I. To assist the members in becoming aware of their expectations of the group
II. To share expectations with other group members
III. To initiate communication by relating to common interest

PROCEDURES:

I. Group Size - groups of two to six members

II. Time Requirement - five minutes to fill out, ten minutes per person, and 1/2 hour interaction (45-90 minutes)

III. Physical Setting - in cars traveling to workshop sight

IV. Process

A) facilitator hands out "Expectations Check Form" and "Checking Envelope" to each member in each car

B) members are then instructed to fill out the form individually (about 5 minutes)

C) members are then to report to those in the car what they came up with by all giving them reports and then interacting as a group to all of the reports

D) after the processing, the checking envelope may be opened each member is to react to the stimulus questions

V. Materials Needed - pencils, Expectations Check Form and instructions, (on both sides of 5 x 8 card), and checking envelope
5 x 8 CARD

EXPECTATIONS CHECK FORM

1. WHAT DO I EXPECT TO GET FROM THIS RETREAT? GROUP?

2. WHAT DO I EXPECT TO GIVE TO THIS GROUP?

3. WHAT QUESTIONS OR COMMENTS DO I HAVE REGARDING THIS RETREAT? GROUP?

INSTRUCTIONS

1. Write individual reactions.
2. Report reactions to your group.
3. React to you's and other's expectations.
4. Open "Checking Envelope" and all react and relate your expectations to the questions.
STIMULUS QUESTIONS FOR PROCESSING

ARE YOUR EXPECTATIONS REALISTIC? APPROPRIATE? WILL SOME EXPECTATIONS TAKE MORE TIME THAN JUST THREE DAYS?

IS THE RETREAT JUST A BEGINNING STAGE IN YOUR EXPECTATIONS?
ACTIVITY #2

PEOPLE SEARCH

GOALS:

I. To provide an opportunity for participants to get acquainted, to listen and to understand others in their group.

II. To increase the participant's ability to initiate conversation with his/her peers.

III. To explore feelings generated by becoming another person.

PROCEDURE:

I. Time - approximately thirty-five minutes. Depends on group size.

II. Group Size - even numbered groups of eight to 20 persons.

III. Material Resources

1. One 8 1/2 x 11 sheet with squares containing description for each person. Use different description sheets if the group size exceeds sixteen persons. Regardless of group size, each person receives only one sheet.

2. Pen/pencil for each person.


4. Newsprint/Markers/Tape.

IV. Physical Setting - large area in which participants are able to move freely and converse freely in dyads.

V. Process

A) The facilitator will explain the goals. Invite the members to go on a "search" that will be exciting and fun. The purpose of this "search" is to find out something unique about people in the group.

B) Each member receives a search card (see master sheet). The facilitator then gives the instruction
Activity #2 (Cont)
People Search

V. B. to mill around and find the member who fits the description and go to a section of the room and the facilitator instructs participants to "get to know your partner" for the next few minutes (5-10). Participants take turns interviewing each other, without note-taking. They are instructed to avoid demographic data (where you are from, what is your job, etc.) and to try to find out what kinds of characteristics the interviewee has. This is an exercise in active listening, so participants should paraphrase often to make sure that they are hearing what is intended, e.g., "What I hear you saying is . . .". The person being interviewed should not volunteer too much; the interviewer should have to work at finding out who he is.

C. After the interview stage, each member is to make a nametag for the person they interviewed out of their search card. Using crayon to spell out the person's name. The color of the crayon should identify that person to the interviewer: i.e., yellow - happy personality; green - outdoorsy.

D. After the interviewing phase, group members reassemble, seated in a circle. The facilitator indicates that they now have the responsibility of introducing their partner to their group. Each group member, in turn, is to stand behind his or her partner, with his hands on the partner's shoulders, and introduce his partner by speaking in the first person, as if he were that partner. There should be no rechecking between partners during this phase. The individual who is being introduced should "hold his comments" for the discussion period. Both the interviewer and the interviewee should have eye contact with the "audience". Optional: The person being introduced may be asked immediately afterwards to share his reaction to the experience.

STIMULUS QUESTIONS
FOR PROCESSING:

After all of the introductions have been made, the facilitator leads a discussion of the exercise, focusing on feelings generated and/or the issues inherent in the goals of the exercise.
Activity #2 (Cont)
People Search

The title of this exercise comes from the theological idea that when Peter talks about Paul, he says as much about Peter as he does about Paul. Citing this idea during the processing of the activity promotes discussion about the imposed values and selection perceptions inherent questions as well as those inherent in the ordering and weighting during the introduction.
ACTIVITY #3
PETER-PAUL: GETTING ACQUAINTED

GOALS:
I. To help group members get acquainted quickly in a relatively non-threatening manner.
II. To explore feelings generated by "becoming another person".
III. To explore the dimensions of a brief encounter.
IV. To emphasize the need for careful, active listening during conversation.

PROCEDURE:
I. Group Size - even-numbered groups of eight to twenty persons.
II. Time Required - minimum of ten minutes plus two minutes per group member.
III. Physical Setting - room large enough for participants to converse freely in dyads, with a circle of chairs for each group, one chair per member.
IV. Process
   A) Group members are paired in dyads, and the facilitator instructs participants to "get to know your partner" for the next few minutes (5-10). Participants take turns interviewing each other, without note-taking. They are instructed to avoid demographic data (where you are from, what is your job, etc.) and to try to find out what kinds of characteristics the interviewee has. This is an exercise in active listening, so participants should paraphrase often to make sure that they are hearing what is intended, e.g., "What I hear you saying is . . .". The person being interviewed should not volunteer too much; the interviewer should have to work at finding out who he is.
   B) After the interviewing phase, group members re-assemble, seated in a circle. The facilitator indicates that they now have the responsibility of introducing their partner to their group. Each group member, in turn, is to stand behind his or her partner, with his hands on the partner's
IV. B. Shoulders, and introduce his partner by speaking in the first person, as if he were that partner. There should be no rechecking between partners during this phase. The individual who is being introduced should "hold his comments" for the discussion period. Both the interviewer and the interviewee should have eye contact with the "audience". Optional: The person being introduced may be asked immediately afterwards to share his reaction to the experience.

C. After all of the introductions have been made, the facilitator leads a discussion of the exercise, focusing on feelings generated and/or the issues inherent in the goals of the exercise.

The title of this exercise comes from the theological idea that when Peter talks about Paul, he says as much about Peter as he does about Paul. Citing this idea during the processing of the activity promotes discussion about the imposed values and selective perceptions inherent in the interview questions as well as those inherent in the ordering and weighting during the introduction.
These three activities flow, one into the other. The isometrics will entail a few of the basic isometric exercises, designed to free the group of body tension and to further get them to relax.

After ten, maximum fifteen, minutes of the isometrics, there is the breathing exercise. This is further relaxation, but with more of an emphasis on a freeing of the mind of outside distractions, cares, worries, problems, and to begin the process of centering on themselves.

After five to ten minutes of the breathing exercise, the group fantasy will begin, slowly without interruption from the breathing exercise.

Free from distractions, each member will be asked to close his or her eyes (probably this will be done at the beginning of the breathing exercise) and to see themselves alone in a dark cave. Then each will move from the cave outside to the light, to a desert plain; from there to mountains, scale the mountains to climb through a pass in the craggy mountains to a pass and through the narrow pass to a plateau which is lush, restful, pleasant. As they cross this plateau, they will see a large mansion in the distance, approach the mansion which is deserted and they will mentally, visually enter and explore the mansion.

After a period of silence to allow for a free exploration, they will be asked to slowly return to the present.

Then, there should be at least a half hour to allow every one to share their individual reactions, struggles, pleasures and delights, feelings, etc.
ACTIVITY #6

NON-VERBAL COMMUNICATION LINES

GOALS:

I. To help participants become aware of their non-verbal communication.

II. To realize the importance of non-verbal communication.

III. To help establish a trust relationship between participants.

PROCEDURE:

I. Time - forty-five minutes

II. Physical Setting - large room

III. Materials - blackboard and chalk

IV. Number of Participants - unlimited number of groups

V. Process

A) Group members are divided into three lines of equal numbers.

B) They are instructed that they are going to get some type of emotional message across to the person directly behind them, passing the message through the line to the last person in the line. The last person will then write that message on a blackboard (or newspring) behind him. One catch—the message must be communicated non-verbally, using only your eyes, face and hands. Example: the message is "I'm happy" . . . the action could be a broad smile.

There should be no talking whatsoever. No acknowledgements that a person has the message wrong or correct. Suggestions:

1) Have the people who are not trying to receive the message at that time face the blackboard and have them turn around one at a time with a tap of their shoulder.
Activity #6 (Cont)
Non-Verbal Communication Lines

V. C) After the last person in the last line to finish completes the message on the blackboard, each person at the start of the line begins another message until a series of eight messages are completed.

D) The winning group will be the line with the most messages correct on the blackboard.

EMOTIONAL MESSAGE:

- Happiness-joy
- Friendliness
- Sadness
- Need
- Loneliness
- Anger
- Frustration
- Tension
- Fear
- Contentedness

STIMULUS QUESTIONS FOR PROCESSING:

Was it difficult for you to communicate your message non-verbally?

Did you get the message across?

Did you communicate by facial expressions, hands, touching?

What way was most comfortable for you?

Is it difficult to separate verbal and non-verbal communication?
ACTIVITY #7

NATURE WALK IN PAIRS

The time of the nature walk will necessarily be variable depending on the time of the previous two activities.

It might be advisable before announcing the nature walk and what it is, to ask the group to pick out a partner, preferably someone that they would like to get to know better. Allow a minute or two for the group to pair off and then announce the nature walk,

This will entail a choice by each pair of which of them will be the leader and which will be the follower. The follower will be blindfolded and the other will guide his or her partner outside (weather permitting) for five to ten minutes.

For the most part, the guide will simply guide, nothing more, and the one being guided will be asked to try to heighten all the other senses in terms of what he or she is experiencing through the senses.

This walk will be five to ten minutes, and then the group will be reformed and the roles switched; the guide becoming the guided, with the format of the walk the same.

At least fifteen minutes should be held open at the end of the time, just before lunch, to allow the group to interact with each other, as well as their partners, as to the experiences, sensations, reactions to the exercise.
ACTIVITY #8
MEDITATION

GOALS:

I. To provide an opportunity for members to react to the events of the day.

II. To provide a specific place and time for the collection of an individual's thoughts and feelings.

III. To help the members to become aware of their feelings and reactions.

PROCEDURE:

I. Time - 1/2 hour

II. Physical Setting - large open space, outdoors, large house

III. Procedure

A) Facilitator talks of the need to be in touch with feelings and reactions.

B) Notebooks are handed out and instructions given to spread out and have no communication (verbal or non-verbal) with the other members for 1/2 hour.

C) Members are then instructed to get into themselves and find out where they are at and to write down their reactions in their notebooks. These reactions will be summarized and shared at a later date.

D) At the end of the 1/2 hour, the group members will be called back.
ACTIVITY #9

CONFRONTATION AS AN AID IN COMMUNICATING

GOALS:

I. To teach the student to communicate more effectively.

II. To teach the student the ability to confront more effectively on a one to one basis.

PROCEDURE:

Students take turns being coach and student. They sit facing each other in close proximity. They then coach each other through a series of confrontation drills designed to raise their level of communication.

STIMULUS QUESTIONS FOR PROCESSING:

When you communicate, are you always there, where you are, in present time?

Are you comfortable when communicating on a one to one basis?

Do you internalize and react during a communication, or are you in control of it?

Do you properly deliver a communication so it is received?

Do you acknowledge your communications?

Do you get your questions answered, or do people get you off the subject?
First Drill

Student and coach sit facing each other with their eyes closed about three feet apart so they are comfortable.

The purpose of this drill is to train the student to be there comfortably and to confront another person. The idea is to get the student to BE THERE - HERE AND NOW.

This is a silent drill. There is no talking or moving of the body. When a student can do this comfortably, the drill is passed.

Second Drill

Student and coach sit facing each other about three feet apart.

The purpose of this drill is to train the student to confront. The student is to BE THERE, nothing else.

This is a silent drill. No effort at conversation or effort to be interesting is allowed. Student must not blink, fidget, giggle or get embarrassed. He must not confront with any parts of the body. He is not to DO anything. When the student can do this comfortably, the drill is passed.

Third Drill

The commands of the coach are, "Start", "That's it" and "Flunk". Student and coach sit facing each other about three feet apart.

The purpose of this drill is to train the student to BE THERE, confronting, without being thrown off, distracted or reacting in any way to what the coach does or says. Any twitches, blinks, sighs, fidgets, giggles or any response at all is a flunk.

The coach may say anything or do anything except leave the chair. The student passes when he can BE THERE comfortably without being thrown off or distracted or react in any way to anything the coach says or does.
Fourth Drill

The purpose of this drill is to train the student to deliver a command newly and in a new unit of time without flinching or trying to overwhelm the coach.

A phrase is read and repeated until the coach is satisfied it arrived where he is. Student and coach sit facing each other at a comfortable distance apart.

The phrase goes from the sheet to the student to the coach, not read. It must sound natural, not artificial. The coach must have received the command or question clearly and have understood it before he says, "Good".

The coach says, "Start", says "Good" without a new start if the command is received or says "Flunk" if the command is not received. "Start" is not used again. "That's it" is used to terminate for a discussion or to end the activity. If session is terminated for a discussion, coach must say "start" again before it resumes.

This drill is passed only when the student can put across a command naturally without strain or artificiality or elocutionary bobs and gestures, and when the student can do it easily and relaxed.

Fifth Drill

The purpose of this drill is to show the student that an acknowledgement is a method of controlling communication and an acknowledgement is a full stop.

The coach reads lines from "Alice in Wonderland" and the student thoroughly acknowledges them. (An acknowledgement would be "Good", "O.K.", "Fine", "All Right", "Thank You". The coach repeats any line he feels was not truly acknowledged.

Student and coach are seated opposite each other at a comfortable distance. Student is to acknowledge exactly what was said so he knows it was heard. Ask student from time to time what was said; curb over- and under-acknowledgement. First accept anything until it gets evened out. Purpose is to teach that an acknowledgement is a stop, not beginning, of a new cycle of communication or an encouragement to go on.

To teach that one can fail to get an acknowledgement across or can fail to stop with an acknowledgement or can take someone's head off with an acknowledgement.
Fifth Drill (cont)

The coach says "Start", reads a line and says "Flunk" every time the coach feels there has been an improper acknowledgement. The coach repeats the same line each time the coach says "Flunk". "That's it" may be used to terminate for discussion or terminate the session. "Start" must be used to begin a new coaching after "That's it".

Sixth Drill

To teach a student to duplicate without variation an auditing question, each time newly, in its own unit of time, not as a blur with other questions, and to acknowledge it. To teach that one never asks a second question until he has received an answer to the one asked.

The command is "Do fish swim?" or "Do birds fly?"

Student and coach sit a comfortable distance apart.

The purpose of this drill is to have one question and student acknowledgement of its answer in one unit of time which is then finished, to keep student from straying into variations of command. Even though the same question is asked, it is asked as though it had never occurred to anyone before.

The student must learn to give a command and receive an answer and to acknowledge it in one unit of time. The student is flunked if he or she fails to get an answer to the question asked, if he or she fails to repeat the exact questions, or if he or she questions and answers with excursions taken by the coach.

The coach uses "Start" and "That's it" as in earlier drills.

The coach is not bound after starting to answer the student's question but may stall or give a commenting type answer to throw the student off. Often the coach should answer. Sometimes the coach tries to engage the student in conversation or upset the student.

Example:

Student: "Do fish swim?"  
Coach: "Yes"  
Student: "Good"  

Student: "Do fish swim?"  
Coach: "Aren't you hungry?"  
Student: "Yes"
Sixth Drill (Cont)

When the question is not answered, the student must gently say, "I'll repeat the auditing question", and do so until he gets an answer. Anything except commands, acknowledgement and as needed the repeat statement is flunked. "Start", "Flunk", "Good", and "That's it" may not be used to fluster or trap the student. Any other statement under the sun may be. All statements used by the coach should concern the student and be designed to throw the student off and cause the student to lose control. The student's job is to keep a session going in spite of anything, using only the command, the repeat statement or the acknowledgement. If the student does anything else, it is a flunk and the coach must say so.

Seventh Drill

The purpose of this drill is to teach the student not to be tongue-tied or startled or thrown off session and to maintain communications.

The student runs "Do fish swim?" or "Do birds fly?" on coach. The coach answers, but now and then makes startling comments. Students must handle this to the satisfaction of the coach.

Student and coach sit facing each other as previously.

The student is to hear the origination and do three things: 1) understand it, 2) acknowledge it, and 3) return session. If the coach feels abruptness or too much time consumed or lack of comprehension, he corrects the student into better handling.

All originations concern the coach, his ideas, reactions or difficulties; none concern the auditor. Otherwise the exchange is the same as earlier. The student's exchange is governed by 1) clarifying and understanding the origin, 2) acknowledging the origin, and 3) giving the repeat statement "I'll repeat the coaching command" and then giving it. Anything else is a flunk.

The student must be taught to prevent communication breaks and differentiate between a vital problem that concerns the coach and a comment designed to blow the session; flunks are given if the student does more than 1) understand, 2) acknowledge, or 3) return the coach to session.

Coach may throw in remarks personal to student as before. Student's failure is to differentiate between these (by trying to handle them) and the coach's remarks about self is a flunk.
Seventh Drill (Cont)

Students failure to persist is always a flunk anytime, but here more so. Coach should not always look at student when about to comment. By origination is meant a statement or remark referring to the state of the coach or imagined case. By comment is meant a statement or remark aimed only at a student or room. Originations are handled, comments are disregarded by the student.

It is better to go through these drills several times, getting tougher each time than to hang on to one drill forever or to be so tough at the start that the student goes into a decline.
ACTIVITY #10
ISLAND STORY

Time: 1 1/2 hours

I would like to tell you a story: Illustration on Board of Chart.

Note to trainers: Naturally these names get boring after two of three sessions, and some trainers, for variety change the names. However, this presents a problem when two or three groups are being trained at the same time.

Imagine the confusion at coffee breaks and after hours when participants try to discuss the people on the island and they are all using different names. So please use these names, boring or not, it is less confusing to the group members.

Trainer should tell the story primarily as it is written without adding any data.

ISLAND STORY

Here you see two island. On one island is Alice, Bertha and Carter. On the other island is Daryl and Edwin.

Alice and Daryl have been communicating. They are in love and want to get married. Daryl sent Alice a message asking her to come to his island so they can get married.

Alice had no way to get across the shark infested waters so she went to Carter, who owned a boat and asked if he would take her to Daryl.

Carter said that he would if Alice would spend two nights with him. Alice said she couldn't do that. But, she thought about it.

She went to her mother, Bertha, and explained her problems and asked Bertha if she should spend two nights with Carter.
Activity #10 (Cont)
Island Story

Bertha replied, "I cannot tell you what to do. You will have to make up your own mind."

Alice thought some more. Finally, she went to Carter and agreed to his terms.

Then Carter took her to Daryl's island. Being an honest person Alice told Daryl what she had done to reach the island. Daryl said, "If you are that kind of woman, I cannot marry you."

Edwin overheard the conversation and said to Alice, "That's O.K., I will marry you." I do not care what you have done I need someone to cook and clean house for me and I will marry you and perhaps love will come. So Alice married Edwin.

---END OF STORY---

Each of you will now rank the five people according to the one you like best to the one you like least. This is non-verbal. We will discuss the story later.

Now that you have ranked the five islanders from one to five, will you write opposite each name the value you think each was operating under. Put the value for the islanders you ranked 1, 2, 3 at the top of your value sheet in the Island Story Column and the values of the islanders you ranked last in the bottom column.

Trainer will chart on board or newsprint the rankings of each group member. Patterns will show on the chart and participants will see many points of agreement and disagreement. The chart will look something like this:

<table>
<thead>
<tr>
<th>Participants</th>
<th>Islander Ranking</th>
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<tbody>
<tr>
<td>Juanita</td>
<td>D E B A C</td>
</tr>
<tr>
<td>Bob</td>
<td>C A E D B</td>
</tr>
<tr>
<td>Shirley</td>
<td>A B C E D</td>
</tr>
<tr>
<td>Melba</td>
<td>B A D E C</td>
</tr>
<tr>
<td>Jim</td>
<td>C A E B C</td>
</tr>
</tbody>
</table>

As each participant gives his list, he will explain the value he gave each islander and his feelings about the five people.
Activity #10 (Cont)
Island Story

Points of Discussion

Trainer should not begin asking questions, but as the members give their rankings, these questions will emerge. Some key questions the trainer will have an opportunity to discuss are:

1. How old do you think these people are?

2. Would it make any difference if Alice were 16 or 40? Would or should Bertha have told her more if she were 16? 40?

3. Wasn't Carter really just operating under the free enterprise system? He had a product and he sold it.

4. Didn't Edwin take advantage of the situation much as Carter did?

5. Was there anything immoral in spending 2 nights together? He didn't say sleep with me?

6. Would you have thought Carter meant "sleep with me" if he had said "spend two days with me".

7. Would it have been better for Bertha to offer to help Alice steal the boat? Is stealing a less evil than sex? If yes, where is honesty on your value sheet?

8. Was Alice stupid in telling Daryl?

9. In the same situation, how would you have acted?

Trainer should tell participants, that in most cases, the person and his value you rated first will be one of your top values from the other value exercises. And the person you rated last will be in your bottom five values.

An interesting addition to the island story may be used if time permits. Change the names to Allen - Ben - Carol - Diane - Ellen. Use same sketch. Tell same story -- but change names and sex of people. Have participants rank same as before. Interesting group discussion will follow on feelings regarding people in different sex roles.
All of us have values; that is, those things or personal characteristics we feel are worthwhile. Our values are important because they ultimately determine the choices we make every day, as well as our behavior. In other words, we live by a value system, but sometimes that system is not clear. In fact, our values quite often are more clear to others than they are to ourselves.

When you are aware of your values, then you can make conscious decisions based upon them and feel that you are directing the course of your own life. It is much more self-affirming (you like yourself better) when you feel in control of your life and behavior than when you feel you are being controlled by forced (other values) outside yourself.

By answering the following questions and sharing your answers with the other group members, your values should become increasingly clear to you. The feedback you receive from other group members should also be helpful as you clarify what it is you value.

Answer the following questions on a sheet of newsprint. Your group leader will clarify the questions if you need help.

1. Why do you bother to stay alive?
2. List two or three decisions or choices you made in the last month.
3. Identify two or three experiences, activities, or times in your life when you felt most "alive" or "high" as a person.
4. List two achievements and two failures from any time in your life.
5. What two or three experiences or situations usually make you feel angry or depressed?
6. If you could have three wishes granted, what would yours be?
7. If you were told you had six months left to live, how would you spend it?
8. If you could make your life different in any way, what would you do?
9. If you had one week to live any way you wanted, how would you spend it?

10. What would you like to accomplish with your life in the next ten years?

11. What would you do if you knew you couldn't fail?

12. ANSWER THIS QUESTION ON THE BACK OF THIS PAPER:

Write your three top values and rank them according to who or what is most important to you. Please state your values as specifically as possible. (Try to avoid general words such as people or love relationships, and indicate, for example, who the most important people or love relationships are for you.)
GOAL:
A light-hearted activity designed simply to change the pace of things and encourage physical movement after a long day of intenseness.

PROCEDURE:
The facilitators hide pieces of silverware all around the building. There are just enough pieces to match the number of participants in the retreat. Each participant then goes exploring with the intent of locating one piece of silverware. Each person then must eat his dinner using only that piece of silverware which he found.
ACTIVITY #13

TENSION ARGUMENT

GOAL:

To allow participants to experience an argument where communication skills are lacking. To help determine what each person can do to ease the tension of arguments in his own life.

PROCEDURE:

When participants least expect it (perhaps during the evening meal) two people stage the start of a friendly argument concerning some current topic of debate. (For example, women as priests in the Church). Slowly, as others around the table are drawn into it, the tension builds. After the argument hits a high point, it is finished. Then, the purpose of this exercise is explained to the group.

QUESTIONS FOR PROCESSING:

1. How could this argument have been avoided?
2. What lack of communication skills were displayed? What constructive communication skills could have been used?
3. How were you drawn into the argument?
4. What could you have done to ease the tension?
5. Compare this staged argument to situations in your own life.
6. Should people "give in" to stop arguments?
ACTIVITY #14
YOGI BACKRUB

GOAL:
To relax in a new manner; to demonstrate the importance of touch.

PROCEDURE:
Each person pairs up with a partner (preferably of the opposite sex). Following the facilitator's directions, each person gives his partner a backrub.

ACTIVITY #15
THOUGHT LINES

GOAL:
To compile individual reactions to retreat in a group poem; to establish pride of accomplishment in each person.

PROCEDURE:
Each person sums up his thoughts about the retreat into one line of verse. The group then synthesizes these lines into a group poem.
"Thought Lines One"

The thoughts are free
With the feeling in me
Nature came in bounds
Much in us was able to be found
Reality was easier to face
After in our lives we were able to race
Because of the wonderful castle
Life has become less of a hassle.

We met some unknown faces
And slowly began to put them into proper places
We were able to be aware
With little of a scare
Through the preachers and teachers
They showed us many features
To explore our thoughts
Which few of us fought
But now the time has come to part
Knowing in life we'll never be afraid to start
And from all this
It'll be hard to miss
Welcome back to reality
It's been a joy to really find me!!

Many are cold
But few are frozen
Unless to sleep with
Donna you've chosen.

Here we all sit with bright shining faces
From the strength we've found
Which came in leaps and bounds
Some of our thoughts
We're easily caught
You're only as young as you want to be
That's no lie said Mary D.
Some wanted little fuss
And one found a real must
My nose is cold
My feet are frost bit
Because of Donna
And her fresh air kit!!
We've become more bold
Because of a castle called Stronghold.
"Thought Lines Two"

I tuned in and turned on!
I didn't have to go far or do much to really feel good about myself.
I came, I stayed,
I listened, I learned.
I left, I laughed,
I know now that everyone is daft.

I gave, I got and it feels good.
People gave, which helped me do the same.
Gaining some insight by giving an outlook . . .
I loved just hiking around feeling near Mother Nature and just being relaxed.
The whistling of the wind through the trees seems to blow my feelings free.

Personal awareness comes from an experience like this when it's awareness that you're looking for and that's what I was looking for . . .

PEACE, WARMTH, WITHIN THE SOUL.