

# LESSON: DISCOVERING YOUR CULTURAL ASSETS AND DRIVE

## Learning Objectives

Participants will . . .

- Recognize their own unique system of core values.
- Identify their personal and cultural assets that help guide their lives.
- Discover the ways in which these core values or cultural assets help overcome challenges.
- Use storytelling as a cultural tool to connect and relate to others.
- Explore trustworthiness and healthy relationships through dialogue and storytelling.

## Activities and Handouts

- Activity and Handout 1: My Core Values
- Activity and Handout 2: The Me Pie
- Activity and Handout 3: My Story
- Activity and Handout 4: Motivation and Emotional Connections
- Activity and Handout 5: My Motivation Style

## Procedure

1. First introduce the concept of values by explaining to participants that values are a major component of their culture, language, and how they live their lives. Tell participants to think of TEN things (values) they consider important in living their life. The things you cannot live without.
  - Using the **My Core Values** handout, tell participants to write their TEN values, in no particular order. Give participants 5 minutes to come up with their ten values.
    - Once participants have their core values written down, tell them to organize and prioritize their values from bottom to top with the top three values being the MOST IMPORTANT to them. Tell participants that for the last three values from their list, will require deeper reflection in order to write them from very important (two boxes) to the most important (top box). Remind them that these are their values so take time to reflect and develop a rationale for how they chose to organize their last three values. Give participants 15 to 20 minutes to prioritize their values.
    - Next divide participants into small groups of 3 to 4 and have them share with each other the three core values they kept and the reason for the one chosen as the most important. Give each pair 25-30 minutes for this activity.
  - Debrief as a group for 15-20 minutes. The participants provide their feedback on the lesson and activities. The facilitator provides a summary and observations relevant to this activity.
  - **The total duration of this activity is 60 to 75 minutes.**
2. To help participants gain a deeper understanding and appreciation of their core values, have them complete the **Me Pie** activity. This activity helps participants recognize their and others' qualities and strengths and how they apply them when facing challenges.

3. Start by telling participants that we are people “in process” and made up of many parts and roles that we play in different social settings. We engage in many activities that strengthen our roles in the social world. Give participants 5-10 minutes to complete this activity.
  - Divide participants into small discussion groups to share and engage in a discussion on what they learned about themselves and others. Give them 25-30 minutes for this activity. This activity encourages participants to reflect on the importance of trust and relationship building around shared values.
  - Consider starting the small group discussions with this question:
    - What were your thoughts when you wrote down the challenge that you experienced?
    - What helped you overcome that challenge or What is helping you overcome that challenge?
  - Debrief as a group for 15-20 minutes. The participants provide their feedback on the lesson and activities. The facilitator provides a summary and observations relevant to this activity.
  - **The total duration of this activity is 45 to 60 minutes.**
4. Now, tell participants to expand on the last two questions and write a short 2-minute story of the challenge they overcame. Tell participants that stories have the power to influence people, to connect and unite people, and to motivate people toward purposeful change. Stories give voice and significance to peoples’ lived/life experiences
  - Have participants use the **My Story** handout to prepare their story. Remind participants that storytelling is a cultural strategy or practice used to connect with each other. Give participants 5-10 minutes to prepare a 2-minute story.
  - Divide participants into pairs to share their story. Give each pair 25-30 minutes for this activity. Also have each team discuss the following questions:
    - How does your story relate to your core values?
    - What did you hear from other stories that motivates you?
  - Debrief as a group for 15-20 minutes. The participants provide their feedback on the lesson and activities. The facilitator provides a summary and observations relevant to this activity.
  - **The total duration of this activity is 45 to 60 minutes.**
5. Next, have participants complete the **Motivation and Emotional Connections** activity. Tell participants that when we are emotionally connected to people (e.g., friends, family members, neighbors, co-workers, peers, etc.), their positive energy fuel our enthusiasm and drive. Ask participants to think about people and write their names on the handout with whom they are emotionally connected and share their story. Have participants expand on the word or phrase written for each of their connections. Give participants 20 to 25 minutes for this portion of the activity.
  - Divide participants into small discussion groups to share about the people they wrote on their Motivation and Emotional Connections handout. Give them 25-30 minutes for this activity to consider these questions:

- How does your story and experiences connect you with others' story and experiences?
  - Who from your connections or relationships benefit the most from your story? Why?
  - How can you use your story to engage your school community in a conversation about changes to ensure student success?
  - Debrief as a group for 15-20 minutes. The participants provide their feedback on the lesson and activities. The facilitator provides a summary and observations relevant to this activity.
  - **The total duration of this activity is 60 to 75 minutes.**
6. Next, have participants identify their **My Motivational Style**. For this activity, participants will identify which set of attributes best describes them. Tell participants to...
- Start by defining the four styles or categories and expanding on the attributes in each category. This can be done as a group with each participant using the My Motivational Style handout to follow along.
    - The Self-Determined (SD) style are people who know what they want and how to get it. They choose and set goals, then work to reach them. For example, they seek new challenges, are persistent, consistent...
    - The Self-Reflective (SR) style are people who take time to think and evaluate their feelings and actions. They come up with 'out-of-the-box' ideas. For example, they are adaptable, have a positive mindset, are empathetic...
    - The Self-Interest (SI) style are people who perform their best to increase their opportunities toward advancement or their own personal gain. For example...
    - The Self-Mastery (SM) style are people who practices self-discipline and self-control toward achieving their goals. They know their purpose and do things in a deliberate, focused, and honorable way. For example...
  - Specifically, highlight at least four from one set of attributes that they identify with the most. Next, have the participants select four additional attributes from the three other categories. Give participants 5 to 10 minutes to complete this portion of the activity.
  - Divide the participants into pairs and give them 25-30 minutes to reflect and share with each other responses to these questions:
    - Based on your lived/life experiences, you apply these selected attributes by?
    - My motivation style is connected to my culture by?
  - Debrief as a group for 15-20 minutes. The participants provide their feedback on the lesson and activities. The facilitator provides a summary and observations relevant to this activity.
  - **The total duration of this activity is 45 to 60 minutes.**