

Session 2: Stepping Into....Who I am, Who I am with others

Small Group Curriculum
For teens

Objectives:

The purpose of part 1 of this session is to build self-awareness gained in session 1. To support living in their integrity, this session will focus on examining the teen's core values. Understanding and owning those values can guide them as they make decisions throughout their lives. The second part of this session is focused self-discovery through the use of the Enneagram QUEST assessment (reprinted here with permission from The Enneagram Institute). The following skill building will take place during this session:

- Self-awareness (related to values, decision making and strengths)
- Discovery
- Analysis
- Communication skills
- Perspective taking

Session Overview:

Part 1:

- Welcome (10 min)
- Activity 1: Data Collection/Worksheet E, part 1: (10 min)
- Activity 2: Discovery/Worksheet E, part 2 (10 min)
- Activity 3: Analysis/Worksheet E, part 3 (10 min)
- Activity 4: Integrity & Values (15 min)

Part 2:

- Activity 5: Enneagram, part 1 (25 min)
- Activity 6: Enneagram, part 2 (10 min)
- Activity 7: Homework Between Sessions (10 min)
- Activity 8: Debrief/Closing (10 min)

Welcome/Check-In: (10 minutes)

INSTRUCTIONS: Have name tags and markers available when youth arrive. Group guidelines that were created in session 1 should be hanging on the wall in a visible area. Give each youth nametag, and while waiting they can 'decorate' or color their own nametag. Give each a binder (if they don't already have one). Have each youth introduce themselves and say their favorite flavor of ice cream (or other random fact they can share). Remind youth of group guidelines and ask if they are still in agreement (and get agreement from those that were not present in Session 1). If attendance or timeliness is an issue, address the importance for the group for everyone to be present when we begin.

Materials

- Name tags
- Program flier
- 1.5 inch binder for each (with clear view cover and inside pockets)
- Personal journal
- Pens/pencils
- Group Guidelines from Session 1
- Flip chart
- Colored markers (paper and dry erase)
- Whiffle Balls & Velcro Ball Catcher
- Group Guidelines from Session 1
- Eye Glasses/Mirrors
- Tape
- Post-it notes
- Water/snacks

Handouts/Worksheets

E = Interview Assessments, Core Values

F = Enneagram QUEST

G= Fill in Your Circles

THE ENNEAGRAM MADE EASY:
Discover the 9 Types of People. (1994) by Baron and Wagele.

Activity 1: Data Collection (10 min)

Worksheet E

This is the first part of Worksheet E: Who am I-Who am I with others. Facilitators will be walking through this worksheet with the group, who will be completing the worksheet during the activity. Each of the three sections will have time for short discussion after youth have completed the section.

This is meant to be a listening exercise as well. There are benefits of listening to other in a group. There is something called ‘resonance’. For example; if we put two guitars next to each other and pluck the C string of one guitar, the C string of the other guitar will vibrate. When we are listening to someone else, something can “vibrate” in us, and it is helpful to pay attention to that.

Be mindful that there is a good chance that some teens did not complete their interviews, and so facilitators need to support these youth in completing today’s activities without feeling left out.

Hand out worksheet E, and explain to teens that we are going to complete this worksheet together in steps. IF the youth have their Worksheet D (the interview sheets completed) with them; have them pull them out to look at).

The first part focuses on DATA COLLECTION from their interviews. If they didn’t have a chance to complete their interviews, youth can choose the people they would like to interview and guess what their answers might be – and use these ideas for completing worksheet E:

- Question 1: When you interviewed people about you - what was common in the responses you got from your interviews? Did people say similar things? If you didn’t interview anyone yet, can you imagine what your people who know you would say about you?
- Question 2: What was different? Do the people in your life that know you best, have different ideas about who you are? Your strengths? Your best qualities? Areas for improvement?

Spend that last few minutes in discussion about these two questions with the group. Ask (but not require) youth to share, some of their thoughts or feedback related to the questions and their responses from the interviews. For those that have not yet interviewed, this discussion might help put them at ease about the interviews and feel motivated to complete them.

Activity 2: Discovery (10 min)

Worksheet E

Part 2 of Worksheet E is about DISCOVERY. Remind them that the answers from their interviews are someone else’s opinion and won’t necessarily be true for them. Talk a little bit about the difference between opinions and judgments. Remind teens that if they have not completed the interviews, they can still complete the exercise by thinking about past conversations with others and what other people have already told them (that they may or may not have agree with).

- Question 1: From the information learned in the interviews; name two things that you liked, or that pleased you. (Give them a few minutes to write down their answers, and encourage those who have not done interviews to consider information they’ve previously heard from others in the form of feedback).
- Question 2: Was there anything in the feedback you received that you didn’t like? Or that disappointed you? (give them a few minutes to write down their answers, and encourage those who have not done interviews to consider information they’ve previously heard from others in the form of feedback).
- Question 3: Was there anything in the feedback you received that surprised you? Or that was something new you have not heard before? (give them a few minutes to write down their answers, and encourage those who have not done interviews to consider information they’ve previously heard from others in the form of feedback).

Spend that last few minutes in discussion about these two questions with the group. Ask (but not require) youth to share, some of their thoughts or feedback related to the questions and their responses from the interviews. For those that have not yet interviewed, this discussion might help put them at ease about the interviews and feel motivated to complete them.

Activity 3: Analysis (10 min)

Worksheet E

Part 3 of Worksheet E is about ANALYSIS. Talk with the teens about the importance of taking in information and then analyzing it; what do they make of the information? How does it fit (or not fit) for them? Explain that as in the first two parts of worksheet E we will do this together (they first write their answers and then have a chance to talk about it).

- Question 1: How do you interpret what you learned about yourself? (Give them a few minutes to write down their

answers, and encourage those who have not done interviews to consider information they've previously heard from others in the form of feedback).

- Question 2: How do the characteristics you wish to own (remember Worksheet B?) compare to how others describe you? (for those teens who have not completed worksheet B from session 1, do a quick reminder and show them the sheet). (Give them a few minutes to write down their answers, and encourage those who have not done interviews to consider information they've previously heard from others in the form of feedback).
- Question 3: Given the information you've received from others and what you know about yourself, what conclusions can you make? (Give them a few minutes to write down their answers, and encourage those who have not done interviews to consider information they've previously heard from others in the form of feedback).

Spend that last few minutes in discussion about these three questions with the group. Ask (but not require) youth to share, some of their thoughts or feedback related to the questions and their responses from the interviews. Ask them how the information fits with their CORE VALUES (Worksheet B)? For those that have not yet completed the interviews or worksheet B, this discussion might help put them at ease about the interviews and feel motivated to complete them.

Explain to teens that the reason we like them to look at their values, is so that they can understand when they have what's called integrity. We will next be talking about integrity – living your own values, what is true for you – by what you say and what you do. Everyone's integrity is different and affects us differently. And that's ok! Let's explore that.

Activity 4: Integrity & Values (15 min)

Facilitators have the whiffle and velcro balls ready for this activity. The activity will be done standing, so be sure there is room for everyone to stand, and play around a bit (move chairs or desks if need be). If everyone is standing in a circle, it might be easier to engage in the discussion. The first part is a reminder and explanation of integrity. The second part is a reminder and explanation of using values as guide. The third part is using the whiffle/Velcro balls to experientially understand the 'spaghetti test' analogy of when values stick and do not stick.

INTEGRITY:

Let's explore what it feels like to be living your OWN values – and be in *your own* integrity. When we are feeling secure and balanced it is easier to live our own values and integrity. Please stand up. If you're wearing high heels, we'd like you to remove them for this short activity. Stand a little bit apart from each other, but close enough to reach out and touch each other.

- "First let's feel again what it felt like during our experiment last session. Stand on one leg, with the other raised. Both arms raised by your sides. How long can you hold that stance?
 - Now, have someone push you. See how easily you fall over?
 - Now let's feel solid, grounded in our values and integrity: Stand with your feet apart. Grounded with full feet down and securely place your hands above your knees to hold and anchor that stance (like a football player).
 - How does that feel?
 - Have someone push you a bit – do you fall as easily?
- Tell youth they can stand comfortably again and engage in a short discussion (while standing) asking, "How does this relate to having or not have clear values that guide you?"

VALUES:

Now we want to explore how we can use and be in touch with our values every day to make choices and decisions. In some way, we can use our values every day as a compass and guide to help us make decisions.

- Let's try an example: You have 3 hours of homework to do tonight and you are worried you will not get it done. Then, your friend asks you if s/he can come over and hang out. You're torn. You have said that getting good grades so you can get a good education and good job to help support your family is one of your highest values. But, you do not want to disappoint your friend. What do you do? What can help you make this decision? Engage group in short discussion asking:
 - How might stopping and reflecting on your core values help – before you answer your friend?
 - If you are living in your integrity and aligning what you do with your highest values, what will you tell your friend and how would you answer them.

How can you train yourself to do this kind of quick thinking? Some people visualize the "Spaghetti Test". Who can tell us what I mean by this? Anyone know of one of the ways you can tell if spaghetti noodles are done? Throw a noodle against the wall and see if it sticks. If it sticks the noodles are cooked enough.

- Let's do our own spaghetti test (so to speak) with Velcro/ and non-Velcro balls.
 - You have an opportunity to make a choice: represented by the Velcro paddle:
 - One Velcro ball represents making a decision that supports one of your highest values.

- The non-Velcro ball represents making a choice that does not support key values.
- Sometimes the choices are not so clear cut.
- Sometimes there are several options. Using your highest values as check in points will help in your decision making or in coming up with win-win, rather than lose-lose decisions you make wish to suggest.
 - One example might be: "Darn! Can't tonight, but sure would love to tomorrow night!"
- Now choose an example of a difficult decision you've already made and use the Velcro balls to show us (take a few minutes for the teens to say their decision out loud and throw the ball at the panel).

PUTTING IT ALL TOGETHER:

Values are unique to each person. Be careful when others try to impose their values on you (or when you try to impose your values on others). It happens every day and usually causes conflict. People often use the words "values" and "integrity" as if we all have an agreed upon set of values that everyone shares. Or, they feel that their values should be everyone's. It is like loving chocolate ice cream and having someone try to tell you are dead wrong that vanilla is best. We all agree we can like different tastes, but sometimes people think we should all have exactly their same values. NOT! Integrity is a powerful guide – but may be a different set than what guides even your very best friend. Engage group in a short discussion about this and begin the conversation by asking: "What does it feel like to have others try to push their own values on you?"

OPTIONAL TIME FOR SHORT BREAK?

Activity 5: Enneagram, part 1 (25 min)

Worksheet F: Enneagram QUEST and book

This last part of the session explores the Enneagram. It is important for facilitators to take time to familiarize themselves with the Enneagram and the Enneagram QUEST quiz (re-printed here with permission from The Enneagram Institute). Facilitators should also prepare ahead of time a large post-it or paper to hang on the wall that explains the 9 categories of the enneagram, to use as they are explaining it to the group. Each youth will also be given a copy (to keep) of the book: THE ENNEAGRAM MADE EASY: *Discover the 9 Types of People*. (1994) by Baron and Wagele. Also, have a wide variety of eyeglass frames, to be used for youth to 'try on' different glasses to see how or if it changes them.

Begin by explaining: Just like we all have our own values, we each have our own natural strengths and can even view the exact same situation differently.

- We're all unique, each is different and that is okay, even great. More and more work places work in teams to solve problems. Different views can bring in many different perspectives to consider to make a good decision.
- Remember the example of ice cream? We all like different ice cream and we all like to express our individuality in what we wear and even the glasses we might buy.

Exercise: Putting on different glasses (have youth 'try on' different frames, look in the mirror and give each other feedback on what they look like in the frames? (Do they look smart? Or silly? Or fun? Or serious?)

Discussion: Do any of these frames give you a hint about what kind of person might wear them? Do people with the same frames have the same kind of personality? So why would we think that everyone has the same strengths and talents, or be 'successful' in the same ways?

Next we are going to take some time to do an exercise that might help you uncover what some of your natural strengths are. Putting those with your values can provide you even more insight and help as you look for guidance and balance.

Pass out the Enneagram book to each teen, and Worksheet F : The Enneagram QUEST. Give youth time to look through the book and point to the pages explaining the 9 types.

- There are 9 different lenses people have to view life and many combinations in these. Some have natural strengths. Give a quick overview of the 9 categories.
 - Walk them through the Enneagram QUEST test to uncover their type/bias. Guide them through answering the questions, opening up areas for questions and short conversation as time permits. Explain that this is just a quick quiz, and if the "type" defined in the quiz does not ring true for them, they are not 'stuck' with their answer.
 - Review the 9 Types on the pre-made poster. Go through each with their own particular strengths, and challenges.
- OPTIONAL: Ask youth if they are comfortable to write their name on a post-it and place their name next to the type on the poster (or what they think their type might be).

Discussion:

- Engage teens in a discussion: Here are some questions to start with: What rings true for you? Do you see yourself this way sometimes? Always? Never? Did others in your interviews see any of these qualities or characteristics in you? Etc.

- STRENGTHS: Talk about how their strengths can provide a “free pass” in the areas where they are naturally good and don’t have to work at it. These strengths can also provide ideas for career choices for them. Examples: Caregiver/Helper: doctor, nurse, vet, counselor, professor, sign language interpreter, human resources manager. The investigator or Researcher: might be well suited to be a pharmacist, scientist or academic researcher.
- CHALLENGES are areas they might want to work on, improve or pay attention to. Challenges are natural development opportunities. Natural strengths that you see in some of the other types – talents and skills you might want to set yourself out to develop. Such as:
 - I liked how I saw type 2’s operate in relationship with others -- so I started hanging with 2 – to see and earn just how they did it.
 - Then I liked the free-er spirit of the 7, and now have many type 7 friends that are helping me learn to be “more spontaneous and fun” – which did not come naturally for me.
- GOALS of Enneagram:
 - take advantage of your own natural strengths and abilities, and work to be well rounded, working to developing a broader pallet of characteristics that will serve you in life.
 - understand that the person standing right next to you may look the same but may be seeing the world very differently.
 - or the person standing next to you may look different, but shares some of the same ways of seeing the world.
 - we cannot take either situation for granted, without getting to know them better and embrace what’s the same and what’s different.

Remind the group they have a whole book here to take home and keep – they can look into this as much or as little as you’d like.

Activity 6: Enneagram, part 2 (10 min)

This second part of the enneagram is to explain the concept of the secondary “wing” or “wings” in a personality. The influence of the “wing” makes their “type” different from someone else. Give examples from the enneagram book, comparing same types with different ‘wings’, etc. to help them understand the concept.

- Show the group how to complete the homework on worksheet F using either the scores, or the book tests and reading.
- IF time, engage in short discussion, asking: “Who might a different wing influence two people who have the same primary type? Can you give examples?”

Activity 7: Homework Assignments Between Sessions: (10 min)

Worksheet G

1. CIRCLES (Hand out worksheet “G”)
 - Use the various worksheets and exercises you’ve done to fill in your circles
 - Does this start to create a picture of YOU?
2. ENNEAGRAM:
 - Do the book test and read to verify your type and wing/s
 - If you want to learn more about the enneagram and your type, spend more time reading the book.
 - Feel free to share the information with your family or friends
3. REFLECTION/JOURNALING
 - Spend some alone time with your journal collecting your thoughts on what you have learned from these exercises and how they might be meaningful or useful to you.

Activity 10: Debrief/Closing (10 min)

Take time to check in with youth at end of session. Questions to ask:

- What was easy for you today?
- What was hard for you today?
- Name one thing that you realized or that surprised you today?
- What are you taking away from all this?

End by reminding youth of next session: Time/Date/Place

Worksheet E

Interviews

How did those you interviewed describe you?

1. Data Collection:

- a. What were the commonalities you noticed in the interview results?
-
-

- b. What were the differences?
-
-

2. Discovery: What did you discover?

- a. From all the interviews, name two things you liked
-
-

- b. What, if anything, didn't you like? Or disappointed you?
-
-

- c. Did anything surprise you?
-
-

3. Analysis: What do you make of this?

- a. How do you interpret what you learned about yourself?
-
-

- b. How do the characteristics you wish to own (Worksheet B) compare to how others describe you?
-
-

- c. What conclusions can you make?
-
-

Worksheet F

QUEST: Quick Enneagram Sorting Test

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For the validated RHETI, The QUEST-TAS, the IVQ (Instincts Questionnaire), and more
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QUEST: Quick Enneagram Sorting Test

GROUP I

A. I have tended to be fairly independent and assertive: I've felt that life works best when you meet it head-on. I set my own goals, get involved, and want to make things happen. I don't like sitting around—I want to achieve something big and have an impact. I don't necessarily seek confrontations, but I don't let people push me around, either. Most of the time, I know what I want, and I go for it. I tend to work hard and to play hard.

B. I have tended to be quiet and am used to being on my own. I usually don't draw much attention to myself socially, and it's generally unusual for me to assert myself all that forcefully.

I don't feel comfortable taking the lead or being as competitive as others. Many would probably say that I'm something of a dreamer—a lot of my excitement goes on in my imagination. I can be quite content without feeling I have to be active all the time.

C. I have tended to be extremely responsible and dedicated. I feel terrible if I don't keep my commitments and do what's expected of me. I want people to know that I'm there for them and that I'll do what I believe is best for them. I've often made great personal sacrifices for the sake of others, whether they know it or not. I often don't take adequate care of myself—I do the work that needs to be done and relax (and do what I want) if there's time left.

GROUP II

X. I am a person who usually maintains a positive outlook and feels that things will work out for the best. I can usually find something to be enthusiastic about and different ways to occupy myself. I like being around people and helping others be happy—I enjoy sharing my own well-being with them. (I don't always feel great, but I generally try not to show it!) However, keeping a positive frame of mind has sometimes meant that I've put off dealing with my own problems for too long.

Y. I am a person who has strong feelings about things—most people can tell when I'm upset about something. I can be guarded with people, but I'm more sensitive than I let on. I want to know where I stand with others and who and what I can count on—it's pretty clear to most people where they stand with me. When I'm upset about something, I want others to respond and to get as worked up as I am. I know the rules, but I don't want people telling me what to do. I want to decide for myself.

Z. I am a person who is self-controlled and logical—I don't like revealing my feelings or getting bogged down in them. I am efficient—even perfectionistic—about my work, and prefer working on my own. If there are problems or personal conflicts, I try not to let my feelings influence my actions. Some say I'm too cool and detached, but I don't want my private reactions to distract me from what's really important. I'm glad that I usually don't show my reactions when others "get to me."

Instructions:

Weight the paragraphs in each Group from 3 to 1, with "3" being *the one that best describes your actual behavior*.

Then match the letters on the table below and add your weights to find what the *three most probable candidates* for your personality type are. For example, one type will be most probable with the highest score of "6" for most agreement in both Groups. Two types will have "5" scores—these are the next most probable candidates for your type. These three scores are the top most probable candidates for your primary personality type.

This test does not indicate your wing or the relative importance of the other types in your personality.

Name

2-Digit Code	Add Weights	Type
AX		7
AY		8
AZ		3
BX		9
BY		4
BZ		5
CX		2
CY		6
CZ		1

The Nine Personality Types of the Enneagram

1. The Reformer. *The principled, idealistic type.* Ones are conscientious and ethical, with a strong sense of right and wrong. They are teachers, crusaders, and advocates for change: always striving to improve things, but afraid of making a mistake. Well-organized, orderly, and fastidious, they try to maintain high standards, but can slip into being critical and perfectionistic. They typically have problems with resentment and impatience. *At their Best:* wise, discerning, realistic, and noble. Can be morally heroic.

2. The Helper. *The caring, interpersonal type.* Twos are empathetic, sincere, and warm-hearted. They are friendly, generous, and self-sacrificing, but can also be sentimental, flattering, and people-pleasing. They are well-meaning and driven to be close to others, but can slip into doing things for others in order to be needed. They typically have problems with possessiveness and with acknowledging their own needs. *At their Best:* unselfish and altruistic, they have unconditional love for others.

3. The Achiever. *The adaptable, success-oriented type.* Threes are self-assured, attractive, and charming. Ambitious, competent, and energetic, they can also be status-conscious and highly driven for advancement. They are diplomatic and poised, but can also be overly concerned with their image and what others think of them. They typically have problems with workaholism and competitiveness. *At their Best:* self-accepting, authentic, everything they seem to be—role models who inspire others.

4. The Individualist. *The introspective, romantic type.* Fours are self-aware, sensitive, and reserved. They are emotionally honest, creative, and personal, but can also be moody and self-conscious. Withholding themselves from others due to feeling vulnerable and defective, they can also feel disdainful and exempt from ordinary ways of living. They typically have problems with melancholy, self-indulgence, and self-pity. *At their Best:* inspired and highly creative, they are able to renew themselves and transform their experiences.

5. The Investigator. *The perceptive, cerebral type.* Fives are alert, insightful, and curious. They are able to concentrate and focus on developing complex ideas and skills. Independent, innovative, and inventive, they can also become preoccupied with their thoughts and imaginary constructs. They become detached, yet high-strung and intense. They typically have problems with

eccentricity, nihilism, and isolation. *At their Best:* visionary pioneers, often ahead of their time, and able to see the world in an entirely new way.

6. The Loyalist. *The committed, security-oriented type.* Sixes are reliable, hard-working, responsible, and trustworthy. Excellent “troubleshooters,” they foresee problems and foster cooperation, but can also become defensive, evasive, and anxious—running on stress while complaining about it. They can be cautious and indecisive, but also reactive, defiant and rebellious. They typically have problems with self-doubt and suspicion. *At their Best:* internally stable and self-reliant, courageously championing themselves and others.

7. The Enthusiast. *The busy, productive type.* Sevens are extroverted, optimistic, versatile, and spontaneous. Playful, high-spirited, and practical, they can also misapply their many talents, becoming over-extended, scattered, and undisciplined. They constantly seek new and exciting experiences, but can become distracted and exhausted by staying on the go. They typically have problems with impatience and impulsiveness. *At their Best:* they focus their talents on worthwhile goals, becoming appreciative, joyous, and satisfied.

8. The Challenger. *The powerful, aggressive type.* Eights are self-confident, strong, and assertive. Protective, resourceful, straight-talking, and decisive, but can also be ego-centric and domineering. Eights feel they must control their environment, especially people, sometimes becoming confrontational and intimidating. Eights typically have problems with their tempers and with allowing themselves to be vulnerable. *At their Best:* self-mastering, they use their strength to improve others' lives, becoming heroic, magnanimous, and inspiring.

9. The Peacemaker. *The easy-going, self-effacing type.* Nines are accepting, trusting, and stable. They are usually grounded, supportive, and often creative, but can also be too willing to go along with others to keep the peace. They want everything to go smoothly and be without conflict, but they can also tend to be complacent and emotionally distant, simplifying problems and ignoring anything upsetting. They typically have problems with inertia and stubbornness. *At their Best:* indomitable and all-embracing, they are able to bring people together and heal conflicts.

Our special thanks and acknowledgment to our student and colleague, Carl Dyer, who inspired our development of the QUEST.

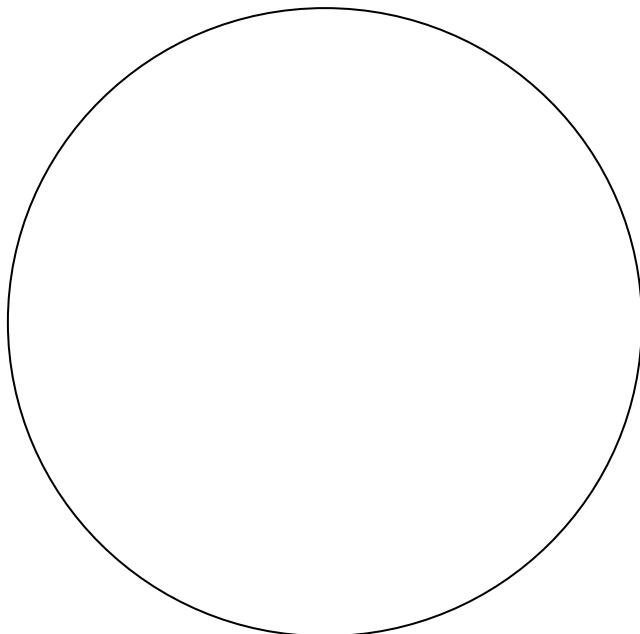
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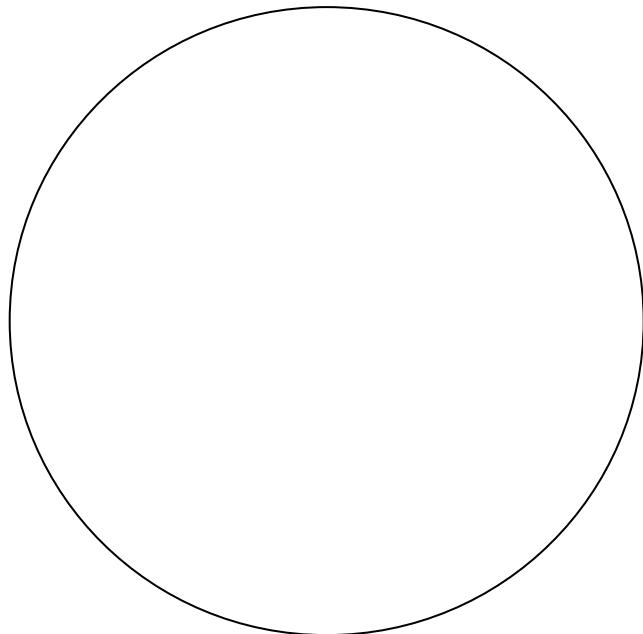
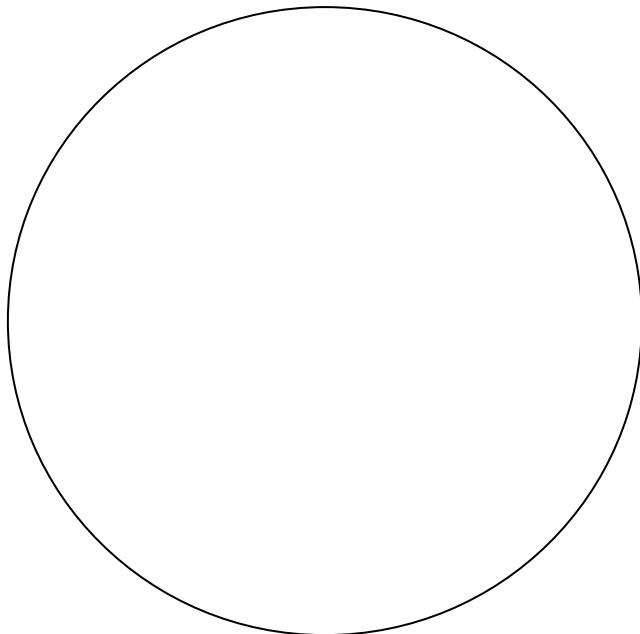
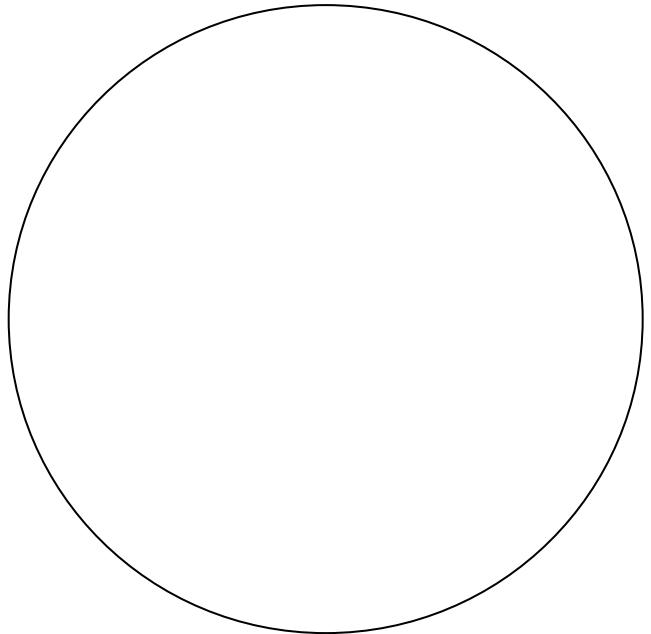
Worksheet G

My Truths

Characteristics I admire in others



Characteristics I want to have within me



Good qualities others see in me

My natural strengths