

ME & YOU



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ME & YOU

1 CHANGE THREE THINGS

MATERIALS/PREPARATION

None.

ACTIVITY

One group member stands up and is observed by the group. The group leader may need to prompt observation by asking the group members questions or giving them directions. For example:

'Look at John's sweater!'

'Has Mary got any jewellery on?'

'What can you notice about Sally's hair?'

The group member being observed then leaves the room, accompanied by a group leader if appropriate, and changes three things about their appearance – for example, by untying a shoe lace, or removing an earring. (If it is not possible for a group member to leave the room, the rest of the group can be asked to close their eyes or turn around while three things about him are changed.) The group member then returns to the room (or the others open their eyes and turn around), and the group tries to identify what has changed.

VARIATION

Play it in pairs.





ME & YOU

2 SOMETHING'S CHANGED

MATERIALS/PREPARATION

Headphones (optional).

ACTIVITY

One group member leaves the room (or if this is not possible, puts on headphones, turns around and closes his eyes) while the rest of the group decides on one thing to change about the way someone looks. This could be something quite obvious, such as one of the group members putting on a cap or coat, or could be something small, such as taking a piece of jewellery off one person and putting it on another. The group member then returns (or removes the headphones, opens his eyes and turns around) and tries to identify what and who has changed.



ME & YOU

3 DESCRIBE A PICTURE

MATERIALS/PREPARATION

Group leaders collect photos of famous people from magazines and newspapers.

ACTIVITY

The group agrees on five aspects of physical appearance that can be used to describe people: for example, sex, hair colour, age, build and height (change as appropriate). The photos are placed in the middle of the group so that everyone can see them, and group members then take it in turns to describe one of the photos using the five categories.

For example:

'This person is a man.
He has got brown hair.
He looks old.
He is thin.
He looks short.'

Other group members then have to guess who is being described.



This could lead on to **Worksheet 17** 'How can we describe people?'



ME & YOU

4 THIS PERSON ...

MATERIALS/PREPARATION

Group leaders collect photos of people from magazines and newspapers.

ACTIVITY

One picture is passed around the group and each member describes something different about the way they look. For example:

- 'This person is tall.'
- 'This person has black hair.'
- 'This person is pretty.'
- 'This person is fat.'

This could lead on to group discussion about how we describe people and the fact that we do not always see people in the same way as others see them.



This could lead on to **Worksheet 17** 'How can we describe people?'.



ME & YOU

5 DESCRIBE A GROUP MEMBER 1

MATERIALS/PREPARATION

A beanbag or soft ball.

ACTIVITY

One group member throws a beanbag to someone in the group while calling out their name. The recipient then says one thing about the thrower's physical appearance. For example:

'Martin has blue eyes.'

'Sarah is wearing a red sweater.'

'Brian is medium height.'

VARIATION

Change it to what the person considers to be their nicest feature. For example:

'One of Martin's nicest features is his hair.'

'One of Sarah's nicest features is her sense of dress style.'

'One of Brian's nicest features is his smiley face.'

This could lead on to group discussion about how we would describe ourselves and the fact that we do not always see ourselves in the same way as others see us.



This could lead on to **Worksheet 18** 'What do I look like?'



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6 WHO AM I DESCRIBING?

MATERIALS/PREPARATION

None.

ACTIVITY

One group member volunteers to leave the room while the rest of the group decides which person they are going to describe. The group leader may need to prompt observation initially by asking the members to look at that person and choose what is going to be said. The group member then returns to the room and stands with his back to the rest of the group while the other members take it in turns to describe the chosen person. For example:

'This person has got brown hair.'

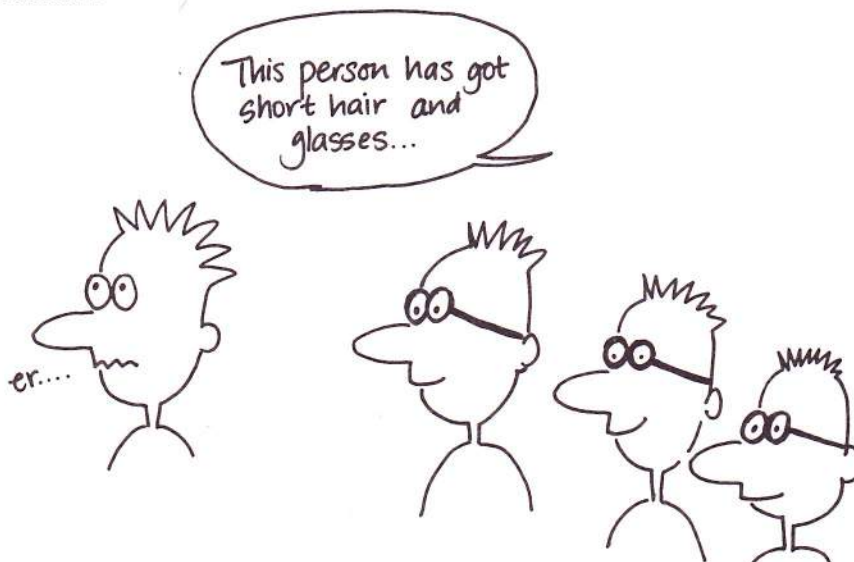
'This person is tall.'

'This person is wearing jeans.'

The group member with his back to the group then has to guess the identity of the person being described.



This could lead on to **Worksheet 19** 'what does our group look like?'





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7 BODY DIFFERENCES

MATERIALS/PREPARATION

None.

ACTIVITY

Group members stand in a circle and look carefully at one another. The group leader asks the group to arrange themselves in a line according to height and then asks:

'Who is the tallest/shortest?'

Everybody then goes back into a circle and the group leader asks all the people with blue eyes to go to one corner of the room and all those with brown eyes to go to another corner of the room, and so on.

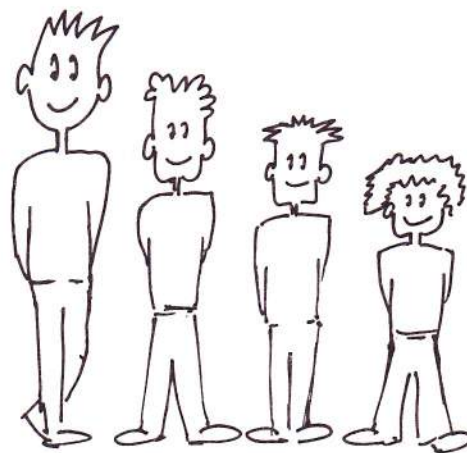
The activity can be repeated with different aspects of physical appearance, such as hair colour or length, sex and clothes.

VARIATION

Ask the group to nominate someone who, for example, has the longest hair, is the tallest, has the darkest eyes, or has the curliest hair.



This could lead on to **Worksheet 19** 'What does our group look like?'





ME & YOU

8 WHAT DO YOU LOOK LIKE?

MATERIALS/PREPARATION

Flip chart and pens. Group leaders prepare a grid on paper using the following categories:

curly hair, straight hair, short hair, long hair, blue eyes, brown eyes, green eyes, tall, short, average

There should be space under each heading for group members to be able to write a list of names.

ACTIVITY

Group members are given the prepared sheet of paper and allowed 10 minutes to list group members under each heading. They may need to approach other group members to look at the colour of their eyes, but they should not ask that person what their eye colour is.

At the end of 10 minutes, or when everyone has finished, group members take it in turns to feed back on each category, and the group leader then collates all the information on to a flip chart.

This could lead on to group discussion about how we often describe people in different ways, and then on to a group consensus on what the final numbers should be under each heading.



Group members could then complete **Worksheet 20** 'What does our group look like? (II)'.



ME & YOU

9 WHAT CAN WE SEE?

MATERIALS/PREPARATION

Group leaders prepare some photos of different people or a short video clip that contains several different people. Hand out blank sheets of paper and pens.

ACTIVITY

Group members work in pairs and describe one photo or one person from the video clip. They can write down their findings if they wish. Group leaders may need to prompt group members to consider different aspects of physical appearance. When they have all finished, they feed back and discuss any differences of opinion.



This could lead on to group members completing **Worksheet 21** 'What I've noticed about ...' on another member of the group, or on a friend or member of their family.



ME & YOU

10 WHOSE FACE?

MATERIALS/PREPARATION

Blindfolds for the whole group.

ACTIVITY

Group members find a partner and sit opposite each other. They examine each other's faces, both visually and with fingertips. After a few minutes, one partner is blindfolded and they have to find their partner from the main group. This could be done one at a time, or as a group. The activity is then repeated with the other partner blindfolded.

VARIATION

All group members are blindfolded at the same time and have to find each other.

Note: Be aware that some people may not like to be blindfolded or touched on the face.





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11 IT'S OBVIOUS ...

MATERIALS/PREPARATION

None.

ACTIVITY

Group members sit in a circle and focus on one member of the group. Each person starts a sentence with 'It's obvious that you ...' and finishes with an obvious observation, for example:

'It's obvious that you are wearing jeans.'

'It's obvious that you have brown hair.'

This continues until everyone in the group has been observed.

The activity should start again, but this time encouraging people to take a closer look and observe something that you might not notice at first glance. For example:

'I see that you have blue eyes.'

'I see that you have a star on your shoes.'

The activity could progress on to what people in the group imagine about group members. For example:

'I imagine you like bright colours.'

'I imagine you are very outgoing.'

This could lead on to introducing the topic of personality.

VARIATION

Reduce the number of people making observations to shorten the length of the activity. For example, three group members are asked to say something about the first person who is focused on.



ME & YOU

12 WHO IS THIS?

MATERIALS/PREPARATION

Group leaders prepare photos of famous people and/or people who may be considered to be of a certain character – for example, it is often assumed that nurses are helpful.

ACTIVITY

The group leaders place all the photos in the middle of the group and ask group members which person looks kind, unhelpful, intelligent and so on. This could be done as a group exercise where the group is given the corresponding number of labels that they need to place next to a photo. For example:

'This person is loving.'

'This person is shy.'

'This person is talkative.'

Group members then discuss why it is they put a certain label with a photo and differences of opinion are talked about.



This could lead on to **Worksheet 22** 'What are people like?'



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13 WATCH THAT MAN

MATERIALS/PREPARATION

Group leaders prepare a short video clip that contains two or three well-known characters with different personalities.

ACTIVITY

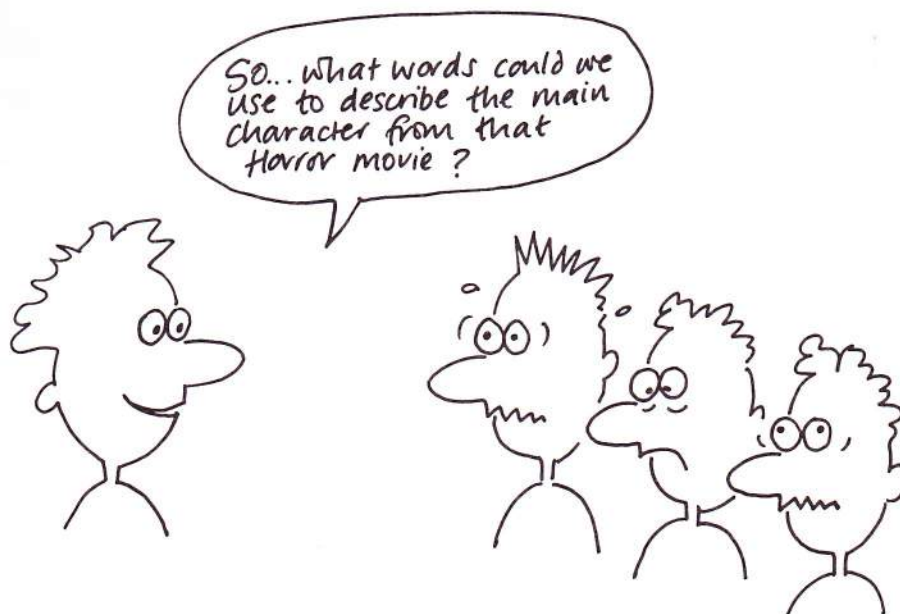
Group members watch the video and then divide into small groups to discuss one of the characters from the video. The small groups try to think of as many words as possible to describe that person. This is then fed back to the group and other words are added if necessary following group discussion.

VARIATION

Group members could work on describing the characters as a large group.



The group leaders could write down all the words used to describe the characters and this could lead to group members completing **Worksheet 23** 'Famous people ... what are they like?'





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14 WHO'S WHO?

MATERIALS/PREPARATION

Group leaders prepare a short video clip that contains characters with different personalities.

ACTIVITY

Group members watch the video and then work in pairs to choose one character to describe in three adjectives. For example:

'This person is mean, unhelpful and not very sociable.'

'This person is talkative, two-faced and selfish.'

Group members then try to guess which character they are describing.

VARIATION

Group members could work individually or as a group.



The group leaders could write down all the words used to describe the characters; and this could lead to group members completing **Worksheets 22, 23 or 24** 'What words do we use to describe people?'



ME & YOU

15 WHAT ARE WE LIKE?

MATERIALS/PREPARATION

Group leaders prepare a flip chart with all the words that have been elicited from the previous activities and a few more if necessary. They also should prepare a worksheet with every group member's name on and space to write three words next to each name. For example:

Martin is _____ Ahmed is _____

ACTIVITY

Group members are asked to look at all the words on the flip chart and to choose three for each member of the group. This could be done individually or in pairs and they should also complete it for themselves.

Group members then feed back and the group leaders collate all the words for each member on to a flip chart. The group could then discuss how different people see other people in different ways and how other people's perception of us may also be different.



This activity could lead on to group members completing **Worksheet 24** on themselves and also asking a family member or friend to complete one. Group discussion, the following session, could then focus on the differences and similarities. Are group members surprised? Do they like what their friend or family member has said, or do they disagree?



ME & YOU

16 DESCRIBE A GROUP MEMBER 2

MATERIALS/PREPARATION

A beanbag or soft ball.

ACTIVITY

One group member throws a beanbag to someone in the group while calling out their name. The recipient then says one thing about the thrower's personality. For example:

'Martin is shy.'

'Sarah is funny.'

'Brian is kind.'

This could lead on to group discussion about how we would describe ourselves and the fact that we do not always see ourselves in the same way as others see us.

VARIATION

Change it to what the person considers to be one of their nicest personality traits. For example:

'One of the nicest things about Martin is that he's kind.'

'One of nicest things about Sarah is that she has a sense of humour.'

'One of nicest things about Brian is that he's a good listener.'



This could lead on to **Worksheet 24**.



ME & YOU

17 MY FRIEND IS ...

MATERIALS/PREPARATION

None.

ACTIVITY

Group members are asked to think about the words that they would use to describe their best friend or someone very close to them. This could be done individually or in pairs. The group members then feed back and the group leaders write down the words on a flip chart. Group discussion could then focus on whether we look for the same things in a friend or if there are differences of opinion.

Group members are then asked to think about the words that they would use to describe someone they don't like. What are the differences?



Worksheet 25 'Describing someone's personality' could then be completed.



ME & YOU

18 LABELS

MATERIALS/PREPARATION

Group leaders prepare phrases on pieces of paper that can be used as 'labels' for people; for example:

'He works hard.'

'He is silly.'

'He tries hard.'

'He is thoughtful.'

'He is funny.'

Group leaders also prepare a flip chart with three faces on it to depict 'good' (smiley face ☺), 'all right' (face with a straight mouth 😐) and 'bad' (sad face ☹).

ACTIVITY

Group members are asked to think about the phrases and, as a group, decide how they would feel about being described in this way. They then place the label under the corresponding face. The group goes on to discuss things that have been said about them in the past. This could be done in pairs. How do they feel about them now? Do they agree with them?

Note: This activity should not be done at the end of a session as some people could find it upsetting to remember negative things that have been said about them.



Worksheet 26 'Labels that have been given to me' could then be completed.



ME & YOU

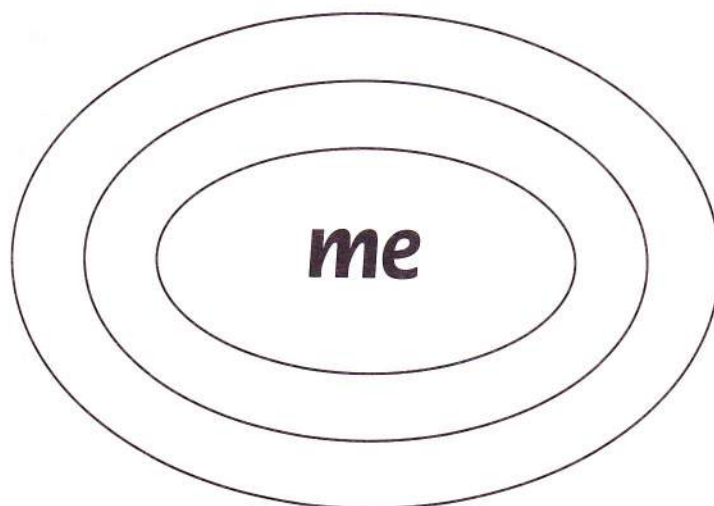
19 CIRCLE OF FRIENDS

MATERIALS/PREPARATION

Group leaders prepare as many cards as possible with different relationships on each one. For example:

'husband', 'sister', 'best friend', 'work colleague', 'doctor', 'mother', 'girlfriend', 'shop assistant'

They also prepare a piece of flip-chart paper with three circles moving out from the centre, and in the inner circle a symbol to depict the person. For example:



ACTIVITY

Group members are asked to imagine that the cards relate to themselves and so have to place them in the appropriate circle depending on whether they consider the person to be 'very close to me', 'quite close to me', or 'not very close to me'. This could be done as a group exercise, or in small groups or pairs, if there are several sets of cards and circles. This could then lead to group discussion on any differences.



Worksheet 27 'Important people in my life' could be discussed and completed.



ME & YOU

20 MY CIRCLE OF FRIENDS

MATERIALS/PREPARATION

Group leaders prepare sheets of paper (one for each group member) with three circles moving out from the centre (as in Activity 19, 'Circle of friends', page 51). They also need to prepare a large number of small slips of paper for members to write names on.

ACTIVITY

Group members are asked to think of all the important people in their lives and to write their names on the pieces of paper. They are then asked to place the pieces of paper in the corresponding circles depending on whether they consider that they are 'very close', 'quite close' or 'not very close' to them.

Group members are asked to share their 'circle of friends' with the group.



Worksheet 27 'Important people in my life' can then be completed.



ME & YOU

21 WHO AM I?

MATERIALS/PREPARATION

A large collection of magazines, a large sheet of paper for each group member, scissors and glue.

ACTIVITY

Group members are asked to make a poster that tells the group some of the things that they like and dislike. They are given 20 minutes to look through the magazines and glue different pictures on to their sheet of paper. When everyone has finished, the group members take it in turns to talk to the group about their poster.

VARIATION

Group members could complete the posters in pairs.





ME & YOU

22 FIND OUT THREE THINGS

MATERIALS/PREPARATION

Flip chart and pens.

ACTIVITY

Group members are asked to pair up and find out three things that their partner likes doing. When everyone has finished, everyone feeds back what they have found out about their partner. For example:

'This is John. He likes playing football, watching TV and snooker.'

When everyone has finished, the exercise can be repeated with everyone finding out three things that their partner does not like doing.

The group leaders could list all the liked and disliked activities on a piece of flip-chart paper, creating a 'group likes and dislikes' list.

Group members could then be asked to pair up with someone who has a similar liked activity (or disliked activity), and they could discuss what it is about this activity that they like or dislike.



Worksheet 28 'What do I like doing?' and **Worksheet 29** 'What do I not like doing?' could then be completed.



ME & YOU

23 MARTIN LIKES PIZZAS

MATERIALS/PREPARATION

Beanbag or soft ball.

ACTIVITY

One group member throws a beanbag to someone in the group while calling out their name. The recipient then says one thing about what the thrower likes or dislikes. For example:

'Martin likes pizzas.'

'Sarah doesn't like mornings.'

'Brian doesn't like ironing.'



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24 FIND OUT TWO THINGS

MATERIALS/PREPARATION

None.

ACTIVITY

Group members get into pairs and find out one thing that their partner thinks they are good at and one thing they think they are not good at. Everyone feeds this back to the group. For example:

'Sue is good at drawing, but not good at maths.'



ME & YOU

25 MY GOOD POINTS

MATERIALS/PREPARATION

None.

ACTIVITY

Group members get into pairs and are asked to tell their partner three good points about themselves. For example:

'I am sensitive; I am good at running; I am kind.'

The group then re-forms and each group member discloses his partner's three good points.

VARIATION

Reduce the number of good points to be disclosed.





ME & YOU

26 MY CIRCLE OF SKILLS

MATERIALS/PREPARATION

Group leaders prepare sheets of paper for each group member with a heading 'Sue is good at ...', and so on.

ACTIVITY

The group leaders explain that group members have 10 minutes to think of at least one thing to write on everyone else's sheet of paper. The sheets of paper are then placed around the room. Group members are encouraged to write things that they believe to be true and not to check it out with the person first. For example:

VARIATION

- 'I think Sue is good at encouraging others.'
- 'I think Bill is good at football.'
- 'I think Lloyd is good at cooking burgers.'

When everyone has finished, each sheet of paper is given to the person whose name is at the top. They take it in turns to read them out loud to the rest of the group. The group leader can then ask them how they feel about what people have written, and if there is anything they disagree with.



Worksheet 30 'I am good at ...' could then be completed.



ME & YOU

27 OUR CIRCLE OF SKILLS

MATERIALS/PREPARATION

Group leaders prepare a large sheet of paper with the heading 'We are good at ...'.

ACTIVITY

The group leaders explain that this sheet of paper should reflect all the different skills that the group has. Everyone is asked to think of something that their neighbour is good at and the group leaders write down the ideas on the sheet of paper. This activity should continue, with members thinking of different things for different people until the paper is full of skills. The sheet could then be kept and added to at a later date, if it was felt to be a good idea.



ME & YOU

28 I FEEL GOOD!

MATERIALS/PREPARATION

None.

ACTIVITY

Group members pair up and share something that they did well during the last week and that made them feel good. When everyone has finished, everyone feeds back a personal example, such as:

'I feel good because on Saturday I tidied up the kitchen before my mum got home from work.'

'I feel good because this morning I got out of bed on time and didn't miss my bus.'

Group discussion could focus on how we feel when we do something well and how we feel if we don't do something well.



Worksheet 31 'My feelings about this week' can then be discussed and given to group members to complete during the week.



ME & YOU

29 I LIKE MYSELF!

MATERIALS/PREPARATION

None.

ACTIVITY

Group members get into pairs and share something that they like about themselves. When everyone has finished, they all feed back what it is they like about themselves, for example:

- 'I like myself because I'm kind.'
- 'I like myself because I'm pretty.'
- 'I like myself because I listen to people.'



ME & YOU

30 I LIKE YOU!

MATERIALS/PREPARATION

None.

ACTIVITY

Group members get into pairs as in the previous activity, but this time they should think of a reason why they like their partner. This is then fed back to the group. For example:

'I like Chris because he's sensitive.'

'I like Jan because she's funny.'

'I like Brad because he's tall.'



Worksheet 33 'What do I like and not like about myself?' could then be discussed, and group members could start thinking about completing it.





ME & YOU

31 I LIKE ME!

MATERIALS/PREPARATION

None.

ACTIVITY

Group members get into pairs and share something that they like about themselves and something they do not like. When everyone has finished, each feeds back for his or her partner. For example:

'Jo likes her sense of humour, but does not like the fact she's shy.'

'Tom likes the fact he's tall, but does not like the fact he's overweight.'

'Lucy likes her hair, but does not like the fact that she hasn't got a boyfriend.'



Worksheet 33 could then be discussed and partially completed.



ME & YOU

32 ONE THING I'D CHANGE

MATERIALS/PREPARATION

None.

ACTIVITY

Group members get into pairs and share something that they would like to change about themselves. When everyone has finished, each feeds back for his or her partner. For example:

'Marina would like to stop biting her nails.'

'Pete would like to be more self-confident.'

'Ellie would like to lose weight.'

The group then discusses the difference between things that are possible to change and things that are not possible – for example, being taller. If group members have chosen something that is not achievable, repeat the activity until they have chosen something that is.



Worksheet 33 could now be completed.





ME & YOU

33 A PROBLEM SHARED

MATERIALS/PREPARATION

Flip chart and pens.

ACTIVITY

Group members discuss common problems that they experience.
For example:

- not being able to get up in the mornings
- not being able to give up smoking
- not being able to afford new clothes.

The group chooses one problem that they want to solve. The group leader first asks the group to define exactly what the problem is, and writes it down on a piece of flip-chart paper. The group then brainstorms all possible solutions and the group leader writes up all of these around the problem. When no more solutions can be thought of, the group leader goes through all the solutions, one by one, and the group decides if it is a possible solution or not. The ones remaining are placed in order of preference according to which ones the group would like to try first. These are then placed into a 'Plan of Action' for the group members to refer to. The group agrees to try the first solution that week, and to feed back the following week on their successes and failures. This process can be continued until a good level of success has been attained and the group has learnt that problems are solvable.



ME & YOU

34 MY PROBLEM SHARED

MATERIALS/PREPARATION

Flip chart and pens.

ACTIVITY

As in Activity 33, 'A problem shared', page 65, but this time group members identify individual problems that they would like to solve.

The group leader chooses one group member's problem to solve. The group leader first asks the group member to define exactly what the problem is, and writes it down on a piece of flip-chart paper. The group then brainstorms all possible solutions and the group leader writes up all of these around the problem. When no more solutions can be thought of, the group leader goes through all the solutions, one by one, and the group member decides if it is a possible solution or not. The group member places the ones remaining in order of preference according to which ones he would like to try first. These are then placed into a 'Plan of Action' for the group member to refer to. The group member agrees to try the first solution that week and to feed back the following week on his successes and failures.

This process is repeated over a period of weeks for all group members.



Group members could complete **Worksheet 34** 'Something I would like to change' and **Worksheet 35** 'Ways to change it'.

