

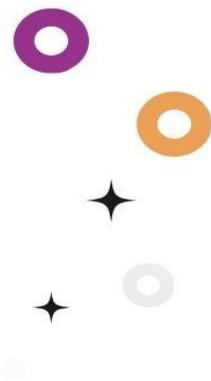


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CURRICULUM

Lesson Plans

MODULE 10 – Reinforcement of civic values



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Lesson 1: Reinforcement of civic values

Lesson title	Reinforcement of civic values
Objectives	<p>The objectives of Lesson 1 are to:</p> <ul style="list-style-type: none"> • Identify values guiding social behaviour at work. • Develop value-based behavioural goals for workplace communication. • Prevent relapse. • Provide feedback and introduce the closure of the group.
Week	Week 2
Duration	1.5 hours
Key terms	<p>Commitment Actions</p> <p>Civic values in the workplace</p> <p>Relapse prevention</p>
Learning outcomes	<p>With the completion of Lesson 1 participants will be able to:</p> <ul style="list-style-type: none"> ✓ Revisit value system activities to see changes and remind themselves of some of their personal significant values. ✓ Revisit the difference between values and ongoing commitment to valued actions. ✓ Identify lapses, barriers, and personal challenges in commitment. ✓ Provide feedback for the RECOMMIT course.
Learning methods	<p>Individual reflection</p> <p>Group activity</p> <p>Group discussion</p>
Evaluation	Continuous performance evaluation
Reference	Woodward, L. (2017). ACT on your recovery manual. Retrieved from https://contextualscience.org/files/ACT%20on%20Your%20Recovery%20Manual%202017.pdf .

Steps	Duration	Description	Resources, activities & materials
Brief settling into the session	5 min	The facilitator will welcome members into the final group session and allow some time for them to settle in. The facilitator will discuss that in this lesson we revisit values, ways of overcoming challenges, and of preventing relapse.	Discussion
MODULE 10. Lesson 1: Activity 1			
Brief Check-In and Review of in-between Session Work	5 min	<p>Purpose: To reflect on values in the workplace and identify related goals, skills, and barriers. The conversation regarding skills will be prompt for the next activity on guiding social behaviour at work.</p> <p>The facilitator will explore and revisit the context of the previous lesson. In case participants completed the exercises or familiarised themselves with it, they are encouraged to share their thoughts with the group.</p> <p>Possible questions/topics to start the session/discussion with:</p> <ul style="list-style-type: none"> ➤ Reflection on the previous session ➤ Did you face any difficulties or challenges that you would like to discuss? 	Question and discussion
MODULE 10. Lesson 1: Activity 2			
Values card sort	30 min	<p>Purpose: To revisit personal values and the idea of choosing values in life. To link these with civic values. Participants will make their own personal cards of values.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Value Cards • Post-its 	Group brainstorming Individual reflection Group discussion


Steps	Duration	Description	Resources, activities & materials
		<ul style="list-style-type: none"> • Flipchart • Coloured markers <p>The value card sorting exercise involves exploration of cards with drawings and words which represent different life values. This was conducted in Module 1.</p> <p>To begin the work, we will ask the participants to work individually, using the value cards of Module 1. We will provide each with a pack of cards and ask them to review the cards and see whether the cards that they chose on Module 1 are still meaningful to them, or whether they want to make changes (each participant can choose 5 cards of high importance). We will give 5 minutes for this task.</p> <p>Once participants have their lists of 5 high importance values, we will present a flipchart with 4 areas of life (divide the flipchart in a cross shape and define 4 areas of life); work, relationships, personal wellness, and learning.</p> <p>We will encourage participants to allocate 4 of their high importance values in these 4 areas (one value can be allocated in a different life area if they wish to). We can provide blue tag for participants to use on the flipchart.</p> <p>The facilitator then encourages the group members to talk about at least 1 card in the group. This activity can be very emotional and therefore, the facilitator reminds the group of the Group Shared Values (Module 1).</p> <p>In processing a card, the facilitator can ask the following questions:</p>	

Steps	Duration	Description	Resources, activities & materials
		<ul style="list-style-type: none"> ➤ Tell us more about placing this value in this area of life. How is it important to you? ➤ Have there been moments in life where you had been close to this value? ➤ How close or far are you presently to this value? ➤ What kind of choices or behaviours bring you closer to this value? ➤ Can you identify any personal goals related to this value? ➤ Do you need to develop any skills to approach this value? ➤ Are there any opinions, thoughts or emotions that might interfere with acting on this value? ➤ Is it possible to overlook the barriers while you act on your values? <p>The facilitator does not need to ask all the questions to each member but go through them with different group members.</p> <p>The facilitator summarises the learning of the exercise at the end. They ask to see if there was a change in the values of each participant compared to the first time they completed the exercise. A summary can include examples of values, and skills needed to implement values or barriers.</p> <p>Participants can then copy the name of the card on an empty card using the markers and keep it as a personal memento (if any of the members has literacy difficulties, the co-facilitator can help them, or they can select a drawing to represent a specific value).</p> <p>Summary:</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>In this exercise participants review their personal values from the beginning of the course and keep a memento for future reference.</p> <p>The facilitator can also address verbally some additional values related to work, if time allow this. Civic values help create a positive and ethical work environment and guide the behaviour of employees and employers. Here are some civic values that are relevant in a work context:</p> <p>The facilitator can use the following material:</p> <ul style="list-style-type: none"> • Ethical Conduct: Employees are expected to act ethically and with integrity in all their professional dealings. This includes being honest, transparent, and avoiding conflicts of interest. • Respect: Just as in society, respect for colleagues, supervisors, and subordinates is crucial in the workplace. This means treating everyone with dignity, regardless of their position or background. • Diversity and Inclusion: Promoting diversity and inclusion in the workplace is a civic value that fosters a sense of belonging and ensures equal opportunities for all employees. • Teamwork: Collaboration and cooperation with colleagues to achieve common goals are essential civic values at work. This includes respecting the contributions of others and working well in a team. • Responsibility: Employees are expected to fulfil their job responsibilities and commitments to the best of their 	

Steps	Duration	Description	Resources, activities & materials
		<p>abilities. Meeting deadlines, being punctual, and taking ownership of one's work are part of this value.</p> <ul style="list-style-type: none"> • Civic Engagement: In some workplaces, employees are encouraged to engage in civic activities outside of work, such as volunteering, participating in community initiatives, or advocating for social causes. • Environmental Responsibility: Many companies today emphasize environmental sustainability and corporate social responsibility. Employees may be expected to contribute to these initiatives by reducing waste, conserving resources, and adopting sustainable practices. • Education: Some organizations provide training and educational opportunities to help employees understand their rights and responsibilities within the company and the broader community. • Conflict Resolution: Having mechanisms in place to address conflicts and disputes in a fair and constructive manner is essential for maintaining a harmonious workplace. • Accountability: Holding individuals and teams accountable for their work and ensuring that there are consequences for misconduct or unethical behaviour is an important civic value at work. • Fair Compensation and Benefits: Providing fair wages, benefits, and opportunities for professional development is a reflection of civic values related to fairness and social equity within the workplace. 	

Steps	Duration	Description	Resources, activities & materials
		<ul style="list-style-type: none"> • Health and Safety: Ensuring the safety and well-being of employees is a fundamental civic value. This includes maintaining a safe work environment and providing resources for physical and mental health. 	
MODULE 10. Lesson 1: Activity 3			
<p>★ Problem Solving Strategies</p>	<p>30 min</p>	<p>Purpose: To teach group members problem solving strategies as a way of broadening behavioural repertoires.</p> <p>Impulsive and avoidant behaviour patterns can lead to limited solutions to situational barriers. Teaching problem solving strategies is used here to broaden behavioural responses to workplace problems, and identify value-consistent actions to address them. Ways of dealing with social problems at work will be revised. Participants will be empowered to overcome their challenges.</p> <p>Procedure:</p> <p>Handout 2: ‘IDEAS CAN’: to overcome challenges at work (Appendix 2).</p> <p>Guidelines for the facilitator: The group members can get into dyads so that there is an opportunity for group members to support each other as they work through the first half of the ‘IDEAS CAN’ problem solving strategy.</p>	<p>Group brainstorming</p> <p>Individual reflection</p> <p>Group discussion</p>

Steps	Duration	Description	Resources, activities & materials
		 <p>The rationale for each step is as follows, and the facilitator explains the steps to the group:</p> <ul style="list-style-type: none"> • Identify Valued Direction: This places the barrier in context and emphasises the direction by which the barrier is approached. • Define Barrier as Specifically as Possible: Defining the barrier clearly and in concrete terms (rather than in vague and general terms) makes it easier to identify solutions that are context-specific. • Explore Possible Responses to Barriers: Brainstorm as many solutions as possible. Emphasise that the quantity of options is what is most important at this stage. Quite often, our tendency to approach problems habitually can lead us to overlook potentially useful alternative courses of action. We may discount options because they appear to be the ‘wrong’ thing to do, are something ‘we can’t see ourselves doing’, or feel they will elicit levels of discomfort we are unwilling to make room for. For these 	

Steps	Duration	Description	Resources, activities & materials
		<p>reasons, avoid evaluating or judging those options until a range of possibilities have been recorded.</p> <ul style="list-style-type: none"> • Assess Workability of Each response: Once a menu of behavioural options has been generated, each can be assessed in terms of a) the likely impact on the identified barrier, and b) the degree to which that response moves one in the direction of their values. • Select the Most Workable Response(s): From the above steps, select the behavioural response (or combination of responses) that have been assessed as the most workable. • Commit to Your Valued Action: Once an action has been selected, see if you can make a commitment to it. Maybe make a public commitment and tell someone else of your intention. Consider when and where you will take action. • Act Mindfully/Accept Discomfort: When taking action, be present. Watch your experience. New responses can bring up unwanted thoughts and emotions; this doesn't indicate that the wrong option has been selected, it shows you are doing something new and meaningful. • Notice What Happened/Next Cycle: After your valued action, reflect on what happened. Explore what impact your actions had. It is important to review the effectiveness of your actions and learn from those experiences. If the barrier remains, you can cycle through these steps again. Let your experiences guide you to determine your next steps which move you in the way of your valued direction. 	

Steps	Duration	Description	Resources, activities & materials
		<p>After presenting the IDEAS CAN analogy, participants are divided into groups to solve the scenarios given in the handout 'Ideas Can'.</p> <p>In the scenarios, participants will be asked to identify the behavioural commitment, the barriers, the level of commitment of the actor and other eliciting thoughts, emotions, and urges which may present as additional barriers to these committed actions. Then they are asked to develop a safety plan for the scenario's character.</p> <p>Summary:</p> <p>In this exercise, participants summarise a lot of the learning points of the course through their application on scenario-based stories. In this summary, participants are encouraged to assume a problem-solving approach that they can then transfer to their own life.</p>	

MODULE 10. Lesson 1: Activity 4

<p>Seemingly irrelevant decisions</p>	<p>20 min</p>	<p>Purpose: To increase awareness of situations that lead to relapse or lead to an ineffective communication at work.</p> <p>The facilitator introduces the term 'relapse'.</p> <p>Relapse: It is a deterioration in someone's state, after a temporary improvement. Relapse happens when we tend to repeat the previous unhelpful decisions/behaviours because something triggers us (You have made a conscious decision to stop applying your learning from this course and to return to how you used to behave.</p>	<p>Seemingly irrelevant decisions</p>
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Steps	Duration	Description	Resources, activities & materials
		<p>Often, it is easier for us to return to what we used to do instead of using the new strategy/behaviour. It requires a great effort to get out of our comfort zone and to follow our new value-based life. Relapse is when we go back to the 'old path' of behaviour.</p> <p>'Relapse patterns' are formed by our attitudes and thought processes.</p> <p>The facilitator asks participants to mention possible relapse situations.</p> <p>The facilitator introduces the topic as follows:</p> <p><i>"We have been spending a good deal of time practicing skills. One of the reasons for this is that each of us makes thousands of decisions each day. Many of these decisions are seemingly so small, they appear to have little to no effect on our recovery. However, there can be circumstances where small, seemingly irrelevant decisions, accumulate into a path which leads us closer and closer to a relapse, and we repeat unhelpful decisions and behaviours. To illustrate what we mean, consider the following story..."</i></p> <p>RELAPSE STORY HANDOUT 3 (Appendix 3):</p> <p>Instructions: Read the following story slowly, and event by event. You can present this story on a screen.</p> <p>The following story can be prepared on the flipchart and the facilitators describe the story to the group.</p> <p>EVENT 1: Alex wakes up home feeling exhausted because yesterday he had to see his patrol officer again. He didn't want to go to work today, and he stayed in his bed for longer</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>than usual. Suddenly, he remembered he had an important meeting.</p> <p>EVENT 2: Alex gets ready quickly to go to work but he is stuck in traffic jam. He thinks ‘no need to call the office I will be there in time’.</p> <p>EVENT 3: He walks into the office, he stands in front of his desk, trying to ignore his sweaty palms and increasing anxiety.</p> <p>EVENT 4: Alex walks late in the conference room. The meeting has started. Everyone is looking at him.</p> <p>EVENT 5: Alex starts to have thoughts such as “Everyone knows I am late again; they will think I am a loser.”</p> <p>EVENT 6: Maria, a colleague of Alex’s, looks at him intensively. Then Alex looks at her and asks "What? ".</p> <p>EVENT 7: Maria couldn't contain her frustration any longer. She snapped in front of the entire team and said: "Alex, your constant lateness is unacceptable! We can't afford to wait for you every time. Get your act together!"</p> <p>EVENT 8: Alex, who had worked hard to distance himself from his troubled past, felt his anger boiling over. In a low voice, he responded, "I know I was late, it won't happen again."</p> <p>EVENT 9: Alex starts to feel overwhelmed by negative emotions. Maria continues the conflict in front of the team.</p> <p>EVENT 10: Alex’s heart rate increases and he feels muscle tension on his arm.</p>	

Steps	Duration	Description	Resources, activities & materials
		<p>EVENT 11: Alex turns raises his voice during the argument with Maria and stands up. He starts to shout to Maria and call her names.</p> <p>EVENT 12: The meeting turned into a heated argument, and their boss had to step in to diffuse the situation. Later that day Alex was fired.</p> <p>After presenting the above story, the facilitators should inquire about the following points:</p> <ul style="list-style-type: none"> ➤ At which event do you think Alex recognised the impending relapse/ behavioural problem? ➤ Which event marks the start of the relapse? ➤ At which event would it have been easier for Alex to have acted to avoid the relapse? What could he have done differently at that point? ➤ What thoughts and emotions were Alex 'hooked' by which led him to relapse? <p>Group members can be invited to share personal examples where they have made seemingly irrelevant decisions that set them up to relapse and get into an aggressive communication. The usefulness of pausing and noticing (using breathing techniques and skills from previous sessions) can also be explored.</p> <p>Summary:</p> <p>Participants consider the role of small decisions in returning to an old path of behaviour in the workplace.</p>	

MODULE 10. Lesson 1: Activity 5

Steps	Duration	Description	Resources, activities & materials
<p>Climbing a Ladder Metaphor</p>	<p>5 min</p>	<p>Purpose: To convey that lapses can be averted more easily the earlier they are noticed.</p> <p>The following metaphor can be provided to convey the importance of interrupting lapses as early in the lapse process as possible.</p> <p>“The seemingly irrelevant decisions that move one closer to a lapse can be a bit like climbing a ladder. The choice to step on the first rung doesn’t seem to be a problem in itself. And, from there, the next rung doesn’t seem like a big step, neither the next one, but suddenly, we’re high up and it can be daunting to jump off that climb.</p> <p>Perhaps when we are that high, we might notice ourselves thinking, who could blame us for not jumping from this height? I can’t give myself a hard time for not jumping from this height and we take another step up the ladder.</p> <p>Of course, no matter how high up the ladder we get, we can always put two feet in the air and stop climbing. But it takes greater willingness to step into the discomfort. Of course, if we recognise where the climb leads on the first rung, it is much easier to jump off.”</p> <p>✦ Activity 4: Develop your relapse prevention plan (Handout).</p> <p>Instructions: Identify your triggers to relapse and think of two (2) ways to prevent yourself from this relapse based on your values.</p> <p>Summary:</p>	<p>Climbing a Ladder Metaphor</p>

Steps	Duration	Description	Resources, activities & materials
		Link the previous discussion on seemingly irrelevant decisions to personal risks to relapse.	
MODULE 10. Lesson 1: Activity 6			
Ending the Group	10 min	<p>Purpose:</p> <p>To mark the ending of the group in a memorable way and to create an ending ceremony for the group to summarise this learning experience.</p> <p>Procedure:</p> <p>Participants will create a Recommit course gratitude collage. The collage will then be replicated by the facilitators and given to the group members at a later time along with a certificate of attendance.</p> <p>The facilitators should have the following materials available:</p> <p>A3 pieces of carton, pre-cut-out pieces of paper from magazines with different colors. Markers, glue, colors, and crayons. Stickers and other arty materials.</p> <p>Participants are asked to create drawings or collages or write-down messages about the learning that are grateful for receiving during the course. Participants can make drawings about values, learning points, or relationships developed in the group. The facilitators will also join in this activity.</p> <p>Summary:</p> <p>In this gratitude collage participants will leave the group with a positive vibe. In addition, the final collage will be returned to them in a minimised A4 document along with</p>	

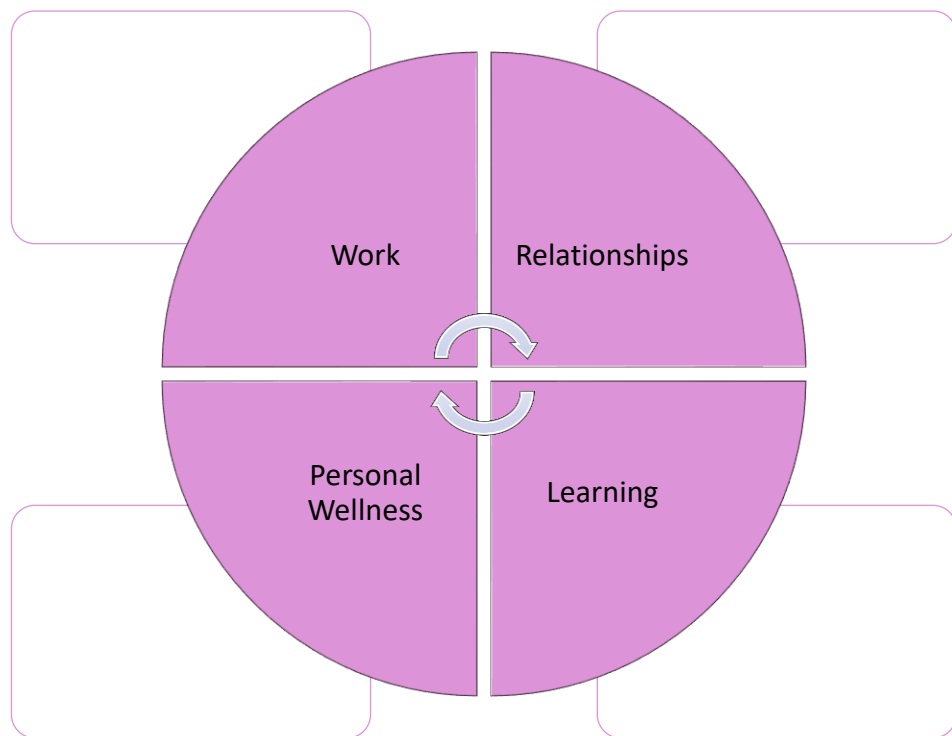
Steps	Duration	Description	Resources, activities & materials
		their participation certificate to reinforce their motivation to apply the course skills in the future.	
MODULE 10. Lesson 1: Activity 7			
Conclusion / questions	15 min	<p>Purpose: To encourage reflection on what has been personally relevant in this group program.</p> <p>The facilitator emphasizes the key points of the RECOMMIT program: <i>values, listening skills at the workplace, prosocial responses, sharing personal information at work, conflict resolution, setting interpersonal boundaries, making requests in the workplace, social problem solving and social decisions at work.</i></p> <p>Complete a group round inviting each member to describe one thing that stood out to them from the program to be mindful of.</p> <p>Also encourage the group to provide feedback on the material of the program. The facilitators should participate in this reflective process.</p> <p>Group members can be invited to take six mindful breaths before closing the group.</p>	Key points and group discussion

APPENTICES

Appendix 1

HANDOUT 1: CIVIC VALUES CATEGORIZATION

Instructions: Sort your values according to the four important areas of life.



Appendix 2

HANDOUT 2: IDEAS CAN

Part 1 - 'IDEAS CAN' to overcome challenges at work.

- I** Identify Valued Direction
- D** Define Barrier as Specifically as Possible
- E** Explore Possible Responses to Barrier (Quantity over Quality)
- A** Assess Workability of Each Response (Successful Outcome/Toward Values)
- S** Select Most Workable Response(s)
- O**
- C** Commit To Your Valued Action
- A** Act Mindfully /Accept Discomfort
- N** Notice What Happened/Next Cycle?

Part 2 - Scenarios for IDEAS CAN strategies.

Instructions: In the following scenarios you can identify the behavioural commitment, the barriers, the level of commitment and other eliciting thoughts, emotions, and urges which may present as additional barriers to these committed actions. Then develop a safety plan.

Scenario 2

Sophie will be released from prison next week and she is worried about her ability to find a job. She has a diploma as a nail technician, and she is a single mother of two girls. She believes that she cannot continue to work as a nail technician due to the stigma and that she cannot work in the afternoon due to the fact that she does not want to leave her girls alone. She considers finding a morning job as a cleaner, despite the fact that she does not like cleaning.

Identify:

Behavioural Commitment:

Barriers:

Level of Commitment:

Other thoughts/urges as barriers:

Safety plan:

Appendix 3

HANDOUT 3: RELAPSE STORY

Part 1 - Instructions: Read the following story slowly, and event by event. You can present this story on a screen.

EVENT 1: Alex wakes up at home feeling exhausted because yesterday he had to see his patrol officer again. He didn't want to go to work today so he stayed in his bed for longer than usual. Suddenly, he remembered he had an important meeting.

EVENT 2: Alex got ready quickly to go to work but he stuck in traffic jam. He thought to himself 'no need to call the office I will be there in time'.

EVENT 3: He walked into the office, stood in front of his desk trying to ignore his sweaty palms and increasing anxiety.

EVENT 4: Alex walked late in the conference room. The meeting had started. Everyone was looking at him.

EVENT 5: Alex started to have thoughts such as "Everyone know I am late again, they will think I am a loser."

EVENT 6: Maria, a colleague of Alex, looked at him intensively. Then Alex looked at her and asked "What? "

EVENT 7: Maria couldn't contain her frustration any longer. In front of the entire team, she snapped and said "Alex, your constant lateness is unacceptable! We can't afford to wait for you every time. Get your act together!"

EVENT 8: Alex, who had worked hard to distance himself from his troubled past, felt his anger boiling over. In a low voice, he retorted, "I know I was late, it won't happened again."

EVENT 9: Alex started to feel overwhelmed by negative emotions. Maria continued the conflict in front of the team.

EVENT 10: Alex's heart rate was increasing and he was feeling muscle tension on his arm.

EVENT 11: Alex increased his voice during the argument with Maria and stood up from his chair. He started to shout to Maria and calling her names.

EVENT 12: The meeting turned into a heated argument, and their boss had to step in to diffuse the situation. Later that day Alex was fired.

Appendix 4

HANDOUT 4: RELAPSE PREVENTION PLAN

Instructions: Develop your plan to prevent relapse. Identify your triggers to relapse and think of two (2) strategies that are connected to your values.

Triggers to relapse:

Two strategies to prevent relapse: