

MODULE 1: EFFORT, ATTITUDE, & REALITY

OVERVIEW

To create new results in our lives, we first must change our thinking and doing. This is the first step. Personal change starts with the realization that there are better ways to do things to influence positive life outcomes. It starts with a decision to change habits and behaviors that no longer improves the quality of our lives. Making personal changes in your life takes courage and determination.

The following poem by Carl Mays; Give Me the Courage from Winning Thoughts is very inspirational:

Give me the courage to be my own person.
Give me the courage to take a stand.
Give me the courage to live for a purpose.
Give me the courage to do what I can.
Give me the courage to make a difference.
Give me the courage to know why I'm here.
Give me the courage to step out on faith.
Give me the courage to overcome fear!

Your beliefs and expectations are essential for creating a confident mind-set. Your thoughts and feelings affect your behavior. Your perspective on life determines how you see yourself and how you relate to others. You have the power to create new results in your life, regardless of past disappointments or mistakes.

LEARNING OUTCOME

- Participants will become familiar with the overall purpose of the training series.
- Participants and facilitator will share via discussion what the training requires in terms of effort, attitude, and reality.

MATERIALS/RESOURCES

Journals/Composition Notebooks, Pens/Pencils, The Hour Glass

ACTIVITY 1 My Level of Engagement in the Workshop Time: 15-20 minutes

Introductions

*Facilitator:

- Introductions: Share your background and some of your experiences
- Provide a glimpse of your facilitation style
- Set guidelines and expectations for the workshop
- Remind the class that their participation is critical for engagement
- Penalty-free environment (unless actions are to injury)
- Set attendance parameters
- RESPECT yourself by respecting others (we do not have to agree on all things)
- Discuss their views on relationships, power, and parenting
- Talk about how they plan on getting to their dreams and what those dreams look like.
- Have fathers introduce themselves and say something about their families or children:
- Ask the fathers what they wish to get from the class.

- Ask the fathers what they will invest to make it happen.

As we begin the training, please answer the following questions.

Rate each question on a 7-point scale, where one is very low and seven is very high.

The Engagement Questions

1. How valuable an experience will you have in this session? Not what kind of experience you want, but what kind do you plan to have?
2. How engaged and active do you plan to be?
3. How much risk can you take in sharing information that benefits the larger group discussion and learning?

Components of the Bibby Psychological Effectiveness Model



The five major components of the Psychological Effectiveness Model

Beliefs: Beliefs are the source of motivation to achieve your life purpose. Developing a belief in yourself is the root for growing your success in life. Knowing what you believe will create your reality and serve as a motivator for your daily intention to achieve your purpose and goals.

Self-awareness: Self-awareness is the ability to perceive, feel, and understand why you feel what you feel and why you behave as you behave by becoming conscious of events and situations that impact your thinking and emotions. It is the realization that you must change things about yourself and create the life you want.

Thoughts: The thoughts a person uses to reflect, perceive, make judgments, and make decisions in the interest of the person's quality of life

Emotions are the emotional conditions that shape the person's response to their environment and others. The emotional qualities are characterized by the mood and flow of expression. The primary emotions are happiness, sadness, anger, and fear.

Action: Action expresses intention, commitment, and resolve to live a certain way and achieve specific objectives. It drives our determination to do something we identify as important. Action is shaped by the person's thoughts and emotions based on what a person visibly sees and what the person hears about their ability to achieve success.

Activity 2

Triggering & Response

Time: 15-20 minutes

TRIGGERING & TOOLS EXERCISE

Being triggered: Something happens, and you feel threatened and angry very rapidly. Your feelings may become very intense very quickly. Perhaps your heart is beating fast, or your hands are clenched.

Have any of you ever felt this? Have any of you ever been there? Ask for some examples. Ask for a volunteer to go deeper... Remind them they can stop anytime. It helps to pick someone who brings up a triggering situation that is not extreme or overwhelmingly intense.

Please describe what happened? How were you triggered?

How did you feel (emotions)? Or, what feelings were you having?

What did you feel in your body? Sensations?

What helped you? What did you do to help yourself and to avoid escalating?

Does this ring a bell for any of you? Have you ever experienced something similar? It is important to acknowledge the shared experience and to

What/how did you feel? What did you feel in your body?

What helped you? What did you do? What have the rest of you done to help yourselves in these situations?

This exercise is intended to bring a group together to explore triggering and consider participant-derived tools. This process also addresses the issue of not feeling alone in these life experiences, which is a huge component of healing and group work.

***Facilitator:** Encourage participation and cultivate a “no pressure” or “no forced participation” environment.

ACTIVITY 3

Hour Glass Reflections

Time: 15-20 minutes

