

GUTS

BLOKES

SESSION THREE: GUTS

THEMES

GUTS can be used as a metaphor for what we really care about and are prepared to work for.

Activities in this session encourage participants to discuss their own values and beliefs, consider alternative beliefs, and learn the importance of setting goals to achieve what they want to do and be in the world. After the session, take note of some of the things participants talked about, so that you can remember them for the following sessions, particularly for the 'Hands' session which focuses on vocation in life.

AIMS OF SESSION

- Participants begin to consider their place in the world
- Participants identify things in the world that they are concerned about
- Participants are encouraged to have empathy for others
- Participants learn the value of goal setting, and consider some goals for themselves

RESOURCE LIST

- Clear plastic mat & liquid chalk markers
- Picture of guts (Resources disc) or stomach/intestines from butcher to look at
- Hero Page (Resources disc)
- Articles from websites, newspapers and magazines (e.g. webpages, The Australian, National Geographic, New Internationalist) about local and international events
- Photos of artic ice, Stern Review (Resources disc)
- Life auction items, version 1 or 2
- Life auction money (Resources disc), or monopoly money
- Pens, pencils, textas and butcher s paper
- A picture of one of your heroes, with some information about them
- Famous Deaths and Famous Lives sheet (Resources disc)
- You Tube DVD – Ghandi Video
- You Tube DVD – Dr Martin Luther King I have a dream speech
- You Tube DVD – Zach Hunter Here and Now
- You Tube DVD – Zach Hunter Ending Modern Slavery Right Now
- A story of someone with a difficult youth who achieved great things
- Plasticine, Lego or paper maché for modelling guts

INTRODUCTION TO SESSION:

(5mins)

Take a moment to remind group of group agreement using fingers. For a minty ask individuals to remember what each finger represents

Briefly recap 'Feet' session by asking students if they can remember what topics were discussed, games played and how they tied into the topic theme of feet.

Ask the group if anyone thought of extra stuff during the week, related to the topics from last week, or if they were in any situations that challenged their personal values.

Ask participants what they think the 'Guts' session might be about.

GUTS

Display an anatomical picture of the guts of a human body (examples can be found in Resources disc), or a real stomach or intestines from a butcher. See if the participants can identify any or all of the internal organs in the picture, or get participants to look closely at the organs you've brought in.

Questions: What do 'having guts', 'gut-reaction' and 'turning your guts' mean? Why do you think these expressions refer to that part of the body?

Ask if anyone knows how long human intestines are. (The small and large intestines together are about 8 metres long). You could get participants to stand 8 metres apart to make this more real. We have more guts than we might think!

Let participants know that in this session you will be talking about the idea of 'guts', and thinking about what we are passionate about and are willing to work for. Ask participants why they think it's important to know what you care about/what fires you up in life.

ACTIVITY IDEAS:

HEROES

(5-10mins)

Ask participants to think of/write down a few people who they admire, or consider one of their 'heroes'. Ask them pick one of these people to 'introduce' to the group, by telling why they picked them. Share an example of one of your own heroes with the group, using the 'Hero Page' template if you want to.

Remember not to judge who they've chosen or why; just encourage them to explain the reasons the person is a hero to them. Ask if they think the person they picked has *guts* – why, why not?

NEWSPAPERS – WHAT TURNS YOUR GUTS?

(10mins)

In this activity participants identify some of the things that make them angry, and some of the things they care about most deeply.

Tell participants you'll be talking about 'guts' in two ways – what 'turns their guts' or gets them angry, and 'having guts'. Show the participants some articles from a few newspapers, magazines or websites about current events. Lay the articles on the ground and ask different guys to identify which news story/article 'turns their guts' – i.e. which issue they feel the most strongly about (anger, compassion etc). Ask which articles they feel least strongly about. Ask some further questions like whether it would make a difference if the articles happened to a friend/family member. Then ask the group what different guys' choice of story might mean in terms of what is really important to them. Have participants brainstorm for each other and you, rather than identifying their own passions and interests.

MY FAVOURITE SCAR

(5mins)

A way to introduce the idea that what we do connects with what we care about. Use your discretion about whether or not to use this activity, as there may be participants who self-harm or have been victims of abuse or violence. This activity should be light-hearted and fairly quick. Encourage some fun storytelling!

Get participants to show the group their favourite scar, and tell how they got it. Show participants one of your best scars and how you got it. You could get just a few participants to share a story, or encourage everyone in the group to share.

Question: What does this say about what you're willing to take risks for?

SCENARIOS – ACTIONS SPEAK LOUDER THAN WORDS – CORE VALUES

(5-10 mins)

This activity introduces the idea that 'actions speak louder than words'. You can start by asking if participants have heard of this expression, and if so, what they think it means.

Remind participants about the 'Coat of Arms' activity from last session. Tell them that in this session we're focusing not just on words, but on how our actions show what we *really* believe in.

1. Show the DVD on CORE VALUES (5min 21s)

Present a few of the following scenarios and have participants come up with the values and beliefs of a person, based on their actions in a situation. This introduces the idea that you can see what people value and believe in based on their actions, rather than just on what they say.

Pick one/some/all of the scenarios to discuss. For each of the scenarios ask what choosing each option would indicate about a person's values and beliefs, rather than asking which of the options they would choose themselves. You could give a small food incentive for considered answers.

1) You are friends with students that vandalise the school. You saw them do it, but they think you won't do because you're their friend. You:

- Tell the deputy principal, but ask her/him to withhold your name
- Do nothing because they are your friends
- Tell them that you will tell someone unless they confess
- Tell a trusted friend to tell someone on your behalf
- Go to a friend for advice

2) A guy at school who bullies other students, including some of your friends, asks you if you want to come to a party he's throwing. You have never fitted in to his group but you would like to. You:

- Say Yes
- Say Yes but only if he invites your other friends as well
- Make an excuse for why you can't go
- Ask your friends what they think you should do

3) You find a wallet that has been left on a seat in a shopping centre. You pick it up and see that it has \$200 in it. You:

- Take the money and leave the wallet
- Hand in the wallet with all its money

- Hand in the wallet and keep some of the money as a finder's fee
- Leave the money and wallet where they are

4) A girl you're interested in asks you if she can copy your maths assignment. You:

- Say yes and give her a copy
- Say yes, but tell her that she has to change some of the answers slightly so you don't get caught
- Say no and tell her that she needs to do her own
- Say no but offer to help her with hers

LIFE AUCTION

(15-20mins)

This activity is a way for participants to consider what is important to them at the moment, and for their future, through a mock-auction.

Participants have a certain amount of 'money' (e.g. \$100) and have to bid for different items from the 'Life Auction Items', version 1 or 2. Use monopoly money, or make money using the template on the resources disc. Make sure participants understand all the items before bidding begins. You could set up the room like an auction house and get the students to act like bidders.

House

Secondary Education

University Education

Good paying job

Good upbringing

Job satisfaction

Good looking wife

Kids

Good Wife

Computer

Caravan

Hi Fi

Harley

DVD & Large Plasma Screen

Mansion

Clothes

Sports Car Food

Holidays

Spiritual faith

Debrief questions:

Why did you choose the items you bid for? Are you happy with what you ended up with? Are there items which should have sold for more or less money?

A shorter version of this activity is to hand out sheets with the items and get the students to prioritise the items from most desired to least desired, then discuss the choices.

WHAT IT TAKES TO MAKE IT HAPPEN – GOAL SETTING

(15mins)

This activity helps participants realise that in order to achieve bigger things, goal setting and specific planning are important. It also shows that the steps along the way to a goal may be challenging, but worth it in the end. Encourage participants to work together positively, as this activity requires some compromise to decide on elements as a group.

Challenge (OPTIONAL – depending on what is possible with the school)

Tell the group that you are now going to get them to plan an overnight CAMP or DAYTRIP they would like to go on in 4 weeks – It will have the theme “You have what it takes!”

Give the boys 2 options to choose from which you have thought through: eg. bushwalk to mountain, canoeing down a river, rock climbing, go karting etc.

Brainstorm on clear plastic “What are the ‘big rocks’ that are needed to make this event happen?”:

Eg. Location: Where will we go? Activities: What will we do? Equipment: What will we need? Budget: How much will it cost? Food: What will we eat? Dates: When will we do it? Transport: How will we get there? Permission: Who do we need to get permission from etc.

Work through this example as a group and ask them to work out specific GOALS that would need to undertake so the CAMP can become a reality.

Talk to them about SMART Goal setting:

Goals need to be:

1. Specific
2. Measurable
3. Attainable
4. Realistic
5. Timed

Try not to prompt them, but make sure you point out if they are missing vital things.

Delegate the list of GOALS for people to do and follow up by next week.

WHAT ARE YOU WILLING TO LIVE AND DIE FOR?

A PERSONAL STRETCH GOAL

(15mins)

Participants are given the opportunity to think about what they’d be prepared to live and die for.

Keep the discussion focussed on the idea of following through with what you believe in.

Show the DVD of either Dr Martin Luther King’s “I have a dream” speech or of Ghandi. Explain that both of these men were later assassinated.

You Tube DVD – “Martin Luther King - I have a dream speech”

You Tube DVD - Ghandi

Briefly tell participants the way a few famous people died – ‘Famous deaths’ sheet in Resources disc. Ask what this might say about these people’s beliefs and values.

Ask a few participants to share something they think they’d be willing to live and die for.

Show one of the DVDs below from Zach Hunter who is a young modern day slavery abolitionist.

You Tube DVD - “Zach Hunter Ending - Modern Day Slavery”

You Tube DVD – “Zac Hunter – Here and Now”

Have participants think of one thing they’d like to do in their lives – a ‘stretch’ goal that would take considerable effort to achieve, based on their ‘guts’ – and work out a short plan of how they would achieve this. Ask them to think back to some of the things they identified that ‘turned their guts’, what they bid for in the life auction, and what they said they’d be willing to live and die for (depending on which activities you did) and see if they can think of a goal related to one of those issues. Remind participants of the importance of breaking goals into smaller, obtainable steps in order to gauge success and to keep focus on the primary goal, as covered in the “What it Takes...” activity. Have one or two share their plan, and encourage the others to think about their plan over the next week.

CLOSE OF SESSION:

BODY PROJECT PLASTICINE/LEGO/PAPER MACHÉ MODELLING / ANIMATION

Get participants to create a model of human ‘guts’, or a stomach section for the body, while you chat with them about some of the ideas covered in the session. Talk with them about strength of character and staying true to the things that are important to you instead of just going with the flow or what is popular. Use your judgment to decide whether it’s better to talk/teach or discuss during this time. Reiterate in the discussion:

- Actions speak louder than words ask when participants have seen this principle at work, or ask if they agree with the saying
- The importance of setting goals to achieve things we dream of
- The importance of finding out what we care about, and making our actions fit this
- If developing spiritual element in sessions, ask if participants think Jesus actions always reflected his words

RUBBER HITS THE ROAD

(3mins)

Get the group to fill in their ‘Rubber hits the Road’ sheet for the week.