SECTION 2

SESSION 7
Session 7: ¿Que Quiero Yo? / What Do I Want?

Practicing Personal Rules and Guided Meditation

**Purpose:** To develop skills for communicating personal rules and to practice meditation as a way to relieve stress.

**Learning Objectives**

Girls will:

- Develop the ability to advocate for themselves and to communicate personal rules through influential “I” statements
- Practice releasing the pressure of expectations

**Materials ($5):**

- Healthy snack and drink – enough for each girl (optional)*
- Attendance sheet
- Poster of Group Acuerdos
- Poster board of Tree of Gratitude from session #2
- Poster board of Wall of Affirmations from session #5
- Bell or other materials needed for opening and closing
- Flip chart with pre-written notes and blank pages
- Timer
- Name tents
- Journals that were kept with facilitator for safekeeping
- Pens, pencils and markers
- Stickers, glitter pens, and other decals for decorating
- Copies of “I” statement example handout – 1 per girl*
- Copies of “Way To Say It” handout – 1 per girl*
• Extra blank paper

*Supplies unique to session, all others are used throughout group. Cost based on 10 participants and does not include the cost of snacks.

Facilitator Instructions:

• Review theoretical foundation and facilitator tips section.
• Prepare the room ahead of time:
  ▪ Arrange chairs in a circle format to create an intimate and less intimidating environment.
  ▪ Secure tables or desks nearby for each girl so participants can engage in activities.
• Designate space for check-in (attendance).
• Consider providing a healthy snack upon arrival.
• Display Group Acuerdos, Tree of Gratitude and Wall of Affirmations.
• On a flip chart have the following pre-written:
  ▪ JARS acronym written out vertically:
    J - Journaling (self-reflection)
    A - Affirmations (reinforce positive truths)
    R - Rules (healthy boundaries)
    S - Setting goals (identifying and achieving important goals)
  ▪ Summary of session 6 activities and closing reflection comments
  ▪ Creating influential “I” statements (use endings in any combination):
    ▪ I need __________ because ________________ and it will help me _____________. Will you help?
    ▪ I want ________________________________________________________________________.
    ▪ It makes me feel ________________ when ___________. Can you understand?
    ▪ I feel ________________________________________________________________________.
I would really like it if _______________ because_________ and it will help me___________. Will you help?

Scenario for Activity #1: a girl wants to study more and do better in school but her older cousin is making fun of her and calling her stuck up. Her cousin stopped talking to her and is now talking about her. The girl is hurt and feels confused. She loves her cousin and wants to fix things but she doesn’t want to give up on her dreams.

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<td>I want support and encouragement from people around me.</td>
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Create your Influential “I” Statement by:

1. Selecting one personal rule created last session
2. Thinking of a life scenario where the personal rule can help
3. Choosing one “I” statement prompt from the handout that best communicates the personal rule for the scenario
4. Writing an influential “I” Statement

As the listener, complete the following prompt as a way to provide helpful feedback:

- I felt__________ when...

 Assignment for At Home Practice Week #7:

Use one personal rule and write an “I” statement using the handout. Find one person to practice with and ask them how it made them feel. After, write in your journal about how it went.

1. Opening, Review of Previous Session, and Check in

**TIME: 20 minutes**
• Ring bell to indicate time to start session.
• Welcome the girls back to the group; thank them for coming back, and let them know you are happy to see each one of them!
• Review the topics discussed during the last session: Identifying sources external messages and creating Personal Rules. Acknowledge how they were thinking by summarizing common responses shared during last session’s closing.
• Review Group Acuerdos poster and provide examples of how/when girls adhered to their acuerdos during the last session and/or some acuerdos that remain a challenge. Place a post-it next to the acuerdos that remain a challenge and check-in with girls to see if this is an acuerdo they still think is important to keep. If it is, ask them what can help them honor this acuerdo and write the suggestion on the corresponding post-it.

Note: If changes are made, facilitate the consensus process in Session 1, Activity 1 until consensus is reached.

• Go around and check in with each girl, asking how her at-home practice went: “Write about how your personal rules make you feel...how it feels to be in charge of what you will and will not allow in your life?” ...let the girls know that each person shares for 2 minutes each.
  ▪ Model this for girls by sharing your own reflection.
  ▪ Summarize common responses.
• After the check in, offer the girls 2 minutes of journaling time to state their intention for group today.
  ▪ Return journals kept in safekeeping.
  ▪ Provide each girl a pen.
  ▪ Ask participants to place name tents upright to indicate when they are done.
• Introduce today’s activities / discussions in order:
  ▪ Today’s meeting is 90 min.
  ▪ Opening and check-in – 20 min.
  ▪ Main activity Creating Influential “I” Statements – 40 min.
2. Overview of Today’s Session

- Repeat the title of the workshop out loud: “¿Que Quiero Yo?” (What do I Want?)
- Let the girls know that we will be developing skills to communicate our personal rules and practicing ways to express what we want and don’t want in our lives.
- Share that we will experience a guided meditation as a way to visualize what we want for ourselves and to manage stress.

Activities/ Discussions (55 min)

Activity #1 - Influential “I” Statements (40 min)

Activity #2- La Mariposa Meditation (15 min)

Activity #1: Influential “I” Statements

TIME: 40 minutes

Key Learning Objectives:

- Girls will work in teams to practice the skill of developing influential “I” statements as a way to effectively communicate personal rules.
- Girls will continue to establish peer connections through one-on-one interactions as they practice communicating healthy boundaries from the “I” point of view.

Facilitator Instructions:

- Prepare to share the pre-written flip chart for this activity.

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**Sample Only** Script:

“Now that we have identified a few of our personal rules to help stay on track in achieving our goals, we will practice sharing these with others in a way they are most likely to understand us and support us.

Sometimes it seems people can be offended when we tell them what we want or no longer want from them. But if we use words that are neutral and non-threatening, and if we focus on the issue (what we want or don’t want) then we can be successful in communicating effectively and hopefully getting their support.

Let us show you an example:"

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- Prepare to demonstrate the activity through role-play and modeling.

**Tasks:**

- **Introduce the activity:**
  - Let the girls know we will practice communicating the personal rules created last week in a way that helps others understand healthy boundaries as important to us.
  - Acknowledge the challenge of telling people what we want in a way that doesn’t make them feel threatened, blamed, or offended.
  - Introduce the skill of speaking from the “I” point of view ("yo") and focusing on the problem, not the person as way to focus the conversation on the behavior, action or idea. *(See “Sample Only” script on left.)*

**Part 1: Facilitator DEMONSTRATION - Role Play – (5 minutes)**

- To start, model this for girls by first providing an example of communicating using “YOU”, then demonstrate the more effective way of communicating using influential “I” statements, focusing on the problem, not the person:

  In this scene, Jenny is confused about a close friend who suddenly stopped speaking to her:

    ➢ **Role-play Ineffective:** “What’s your problem, Lissette? You just stopped talking to me just like that? What did I ever do to you?”

    - Ask the girls how Lissette is likely to respond to this question.
      - Summarize with simple reflections.
    - Share how the word “you” immediately puts the responsibility on Lissette (“your problem”). Most likely, Lissette will
feel blamed and offended and react defensively.

- **Role-play Effective:** Lissette, I feel sad that we aren’t as close as we were. I miss being friends with you.

- Ask the girls how Lissette is likely to respond to this question.
  - Summarize with simple reflections.

- Share how the use of “I” or “Yo” doesn’t point the blame to Lissette, but this allows Lissette to consider her friend’s feelings and gives her a neutral space from which to respond.

**Part 2: Practice in Pairs – (10 minutes)**

- Next, ask the girls to get in pairs to practice a scenario you will provide them.
- Provide the “I” Statement Handout to help formulate the personal rule statement for the scenario.
  - I need __________ because ___________ and it will help me __________. Will you help?
  - I want ________________
  - It makes me feel ______________ when __________. Can you understand?
  - I feel ________________
  - I would really like it if ____________ because ____________ and it will help me __________. Will you help?

- Reveal the pre-written flip chart page, provide the following scenario and ask for a volunteer to read it aloud to the group.

  Scenario: a girl wants to study more to do better in school but her older cousin is making fun of her and calling her stuck up. Her cousin stopped talking to her and is now talking about her. The girl is hurt and feels confused. She loves her cousin and wants to fix things but she doesn’t want to give up on her dreams.
Ask them to practice creating an influential “I” statement using one of the prompts on the hand out.

Allow 5 minutes for this activity. Set the timer.

Ask for a volunteer from each pair to share their “I” statement.

If needed ask group for suggestions to make the statement even more effective.

Praise their effort and enjoy a round of applause!

**Part 3: Girls ROLE-PLAY using “I” Statements (10 min)**

Next, invite girls to prepare for Role-Play.

Revealing the pre-written flip chart, have each girl create her own “I” Statement by:

1. Selecting one personal rule she created last session
2. Thinking of a life scenario where the personal rule can help
3. Choosing one “I” statement prompt from the handout that best communicates her personal rule for the scenario
4. Writing an influential “I” Statement

Check for understanding and be sure each girl has created her own “I” Statement.

Allow up to 3 minutes for girls to complete their “I” statement.

After 3 minutes, invite girls to pair up for Role-Play.

Taking turns, have each girl:

- Describe her life scenario to her partner
- Communicate her “I” statement

Next, the listener can provide feedback about how it felt to receive the “I” statement message:

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Revealing the pre-written flip chart, ask the listener to complete the following prompt as a way to provide helpful feedback:

- I felt___________ when...

- Let the girls know they will each have 5 minutes before switching roles.
- Set timer for 5 minutes.
- After 5 minutes, ring the bell and ask girls to change roles if they hadn’t done so already - set the timer.
- After 10 minutes, ring the bell or gently let the girls know “Es tiempo para compartir.” It is time to share.

**Part 4: Discussion – (15 minutes)**

1. **Prepare:** Prepare girls for discussion.

2. **Share:** Invite girls to share about their role play experiences, use of “I” statements and Personal Rules in this scenario. Ask leading questions to elicit a few responses. Be sure to allow girls to pass on sharing and validate that they completed the exercise.
   - How did it feel to communicate your personal rule in this way, using an “I” statement?
   - Which “I” statements seemed more natural or easier to use?
   - If you were the listener, how did you hear their request? What was your reaction to their “I” statement?
   - When and where might you imagine using “I” statements in situations you are currently experiencing with friends, family, at school, or in the community?

3. **Reflejar:** Let them know that “I” statements take practice in order to become comfortable using them and that we are going to practice in the next exercise.

4. **Close:** Summarize the key points from this experience and discussion, highlighting common findings from their responses to questions. Thank them for their participation.
Activity #3: La Mariposa Meditation*

TIME: 10 minutes

Key Learning Objectives

- Girls will experience the concept of wellness through the practice of meditation as a technique to center, calm, and care for the body and mind.

Facilitator Instructions:

- As the girls reflect on the role expectations play in their lives, they can feel overwhelmed. This is a good time to demonstrate the practice of meditation as a way to relieve and let go of stress.
- Present this meditation gently, using a soft and nurturing tone.

Tasks:

- In a soft tone, acknowledge the useful skills we are acquiring together in group, and let them know we will take a few moments to relax and to let reality settle in. (See “Sample Only” script on left.)
- If girls are still excited from the previous activity/discussion, perform another breathing exercise to ground them. Softly invite the group to join you in taking a few slow, deep, cleansing breaths.

Note to facilitator: ask the girls if they would prefer to count in Spanish

- Plant feet firm on the ground, hands on their laps.
- Lower or close eyes.

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* Sample Only” Script:

“As a way to take care of ourselves and to release stress, let’s take time to relax and focus on our wellness.”

✓ Breathe in deeply through the nose for 5 counts, hold for 3 seconds, then breathe out through the mouth for 5 counts, exhaling fully.
✓ Repeat as necessary.

• Invite them to close their eyes or find a spot on the floor to focus on. (If needed have every other girl face the opposite direction to minimize distractions.)
• Guide the meditation using the following script:

Take a deep breath in, let it out slowly. Take another deep breath in and hold it in your belly...wait three seconds...now let it out very slowly...ok one more time...in (wait 3 seconds)...out....(read this very, very slowly in a calm, soothing voice).

Imagine that there is a Mariposa in the room for each of you.

You spot your butterfly and you see its beautiful wings as they slowly open and close as it approaches you. You see its beautiful colors. You relax your face, your neck, your shoulders as you watch it dance and swirl around you. You breathe deeply to calm your excitement about being with your butterfly.

The butterfly gently touches down on the very tip of your nose. You squint your eyes and scrunch your forehead... and as you relax your face, it flies away...

You watch it again, appreciating its beauty...its grace...how gently it moves through the air.

With every motion the butterfly makes, you think of letting go. You think of some of the messages and expectations in your life...

You breathe in through your nose...your breath goes all the way down to your belly.... and as you exhale through your mouth...you let go of the pressure...of the message...of the expectations. (Do this 2 more times)
You watch as the butterfly’s colors brighten – they get more vivid and even more beautiful. The butterfly looks more confident...it looks stronger. This time when the butterfly sits on the tip of your nose, you look into the eyes of the butterfly...you take a deep breath in, and let it out slowly...and you realize that the butterfly is you.

When you are ready, gently lift or open your eyes and slowly turn your chair around to return to group.

- Ask for a few volunteers to share their experience in meditation.
  **Listen for:** Uncomfortable, weird, felt funny.
  - Summarize to acknowledge how they are thinking. Remind them that meditation takes practice, and that the benefits of stillness are great! (see “Sample Only” Script A on left.)
  - Invite them to practice using this simple and beautiful meditation of La Mariposa at home and at times in their daily lives where they might feel stressed.
  - Thank them for participating in the mediation and the other activities, for trusting the group and holding accountable to the group’s agreements.

3. **At Home Practice**

**TIME: 3 Minutes**

- At Home Practice for Session 7:
  - Distribute the At Home Play handout for this week.
  - Using an enthusiastic tone, review the handout instructions: (see “Sample Only” Script B on left):
Use one personal rule and write an influential “I” statement. Find one person to practice with and ask them how it made them feel. After, write in your journal about their interaction.

- Check in with the girls for understanding.
- Kindly remind them to continue to express gratitude so they can enjoy the many associated health benefits.
- Invite participants to share their reflection at check-in next session.

→ Important Note: for those who choose to leave their journals with you, provide them a sheet of blank paper for At Home Practice.

4. Closing

TIME: 12 Minutes

- Gently, let girls know that group is coming to a close.
- Ask each girl to share the colors they saw in their butterfly – in themself... Model this with your reflection if the group is shy.
- Thank them for attending and share next week’s theme. (See “Sample Only” script on right.)
- Collect name tents.
- Collect journals and hand out blank paper to those not keeping their journals.
- Close group. End group with the symbolic gesture that was established in the first session.

“Sample Only” Script:

“Thank you for all your hard work today! Today we learned how to express our needs to others using influential ‘I’ or Yo statements, and practiced releasing the pressure of expectations.

Next week, we will identify gender and cultural expectations around relationships and we will learn how to release these and artistically express our personal truth, our ‘verdad.’

Well done!”
SECTION 3

SESSION 7

HANDOUTS
**“I” Statement Example**

Example: In this scene, Jenny is confused about a close friend who suddenly stopped speaking to her:

- **Ineffective way:** What’s your problem, Lissette? You just stopped talking to me just like that? What did I ever do to you?

Notice - the word “you” immediately puts the responsibility on Lissette (“your problem”). Most likely, Lissette will feel blamed and offended.

- **Effective way:** Lissette, I feel sad that we aren’t as close as we were. I miss being friends with you.

Notice - the use of “I” doesn’t point the blame to Lissette, and this allows Lissette to consider her friend’s feelings and gives her a neutral space to respond.

**Your Turn to Role Play!**

Scenario: a girl wants to study more and do better in school but her older cousin is making fun of her and calling her stuck up. Her cousin stopped talking to her and is now talking about her. The girl is hurt and feels confused. She loves her cousin and wants to fix things but she doesn’t want to give up on her dreams.

*Task:* Use the template on the following page to create an Influential “I” Statement. Remember to focus on the problem, not the person.

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Way to Say It! Using Influential “I” Statements

To communicate what you need from others, try using influential “I” statements! Instead of saying you need to... you should... you never... you always... you better..., stay away from the “YOU” word and try one of these examples of influential “I” statements (use endings in any combination):

• I need _______________________________ because ___________________________ and it will help me _______________________________ . Will you help?

• I want ________________________________ .

• It makes me feel __________________________ when __________________________ . Can you understand?

• I feel ________________________________________________________________________________ .

• I would really like it if __________________________ because __________ and it will help me ______________ . Will you help?
La Mariposa At-Home Practice Session 7

Use one personal rule and write an “I” statement using the handout. Find one person to practice with and ask them how it made them feel. After, write in your journal about how it went.