

## Activity 1.18 The Person I'd Like to be (The Arts)

### Module: 1. Identity and Culture

Duration: 60 Minutes

#### Social Development Themes: Arts

#### Summary:

This activity encourages participants to think more about the values that are important to them and imagine where they might be in the future. It encourages them to think about who are the important people in their lives; who do they admire and why?

#### Learning Outcomes:

Self Confidence

Understand how Identities and Cultures form, are expressed, change and are connected.

Value different perspectives

#### Approach:

1. Ask participants to close their eyes and think about someone that they admired or respected as they were growing up.
2. In pairs, ask the group to tell their partner who their role model is and, in as much detail as they feel comfortable with, say why. What do they admire about them? What are their strengths? What impact did that have on them?
3. Invite people to shut their eyes and think about themselves and the qualities/strengths that could make them positive role models.
4. If participants find it hard to identify their own qualities, ask them to think about what a good friend might say about them.
5. In the same pairs, participants should share some of these insights. It can be hard to identify what we're good at and to share that with someone else. Self-affirmation is often uncomfortable but it's a useful tool to build confidence and recognise our strengths.

6. Ask participants to think about themselves in the future. What are the qualities/strengths they've identified that they want to hold on to or build on? What are the things they're proud of?

7. After 5–10 minutes in pairs, ask the group to walk around the space. Tell them that when you shout '1 year' they are going to introduce themselves to the nearest person, as if they were their future self, in 1 year from the Active Citizens workshop. What are they doing? What's happening in their communities?

8. After each person has introduced themselves and spoken for a minute, say goodbye and continue to walk around.

9. Repeat this process for 2, 5 and 10 years. Encourage participants to be brave and creative, to have fun but also think about what their best possible future self might look like.

#### Alternate Approach:

1. There is the potential to develop this further by hot-seating (see notes on facilitation techniques) the role models or the projected future self. Or, scenes could be developed with the future selves in a short role-play or improvised scene.

#### Debrief:

Ask the group to form new pairs and share. How did that feel? Was it difficult to imagine the kind of person you wanted to be in the future?

What are you already doing in your life right now that's helping you on your way? What are the aspects that you're in control of, and what are the aspects that you have little or no control over?

Did they feel it helpful to imagine themselves in the future? How might it be useful to spend time identifying what we're good at or what's going well in our lives? How could this approach help communities develop?

It's important during the debrief to acknowledge people's different perspectives. Some people might find this a useful and important activity, while others may find it challenging or frustrating.

The future can be scary and some participants may find it easier and more supportive to live very much in the present.

However, by trying things out we can begin to identify ways of supporting our learning and development at this particular moment in our lives.

This activity draws heavily on Solution-Focused Therapy: [www.solutionfocused.net/what-is-solution-focused-therapy](http://www.solutionfocused.net/what-is-solution-focused-therapy)