

# Move through it

## 3 steps to the activity realisation



### Step 1 – preparation phase

This exercise is suitable, if you want young people to learn more about their ability of self-control, self-discipline and dependability. It also serves to identify any destructive behavioural tendencies or counterproductive habits. As a first step, you would think about young adults' lives and situations that would require them to exert self-control and self-discipline. Take some notes. The aim of the activity is to raise their awareness of their self-efficacy. Therefore, you then prepare some examples for discussion in Step 2. This way, they will realise in which areas they already implement self-discipline and which areas still have potential for improvement. Collate all the materials you need for this exercise.

### Step 2 – activity phase

To implement this activity, as a first step, engage young people in a conversation about positive and negative behavioural patterns or habits. Give some examples you have prepared in Step 1. Brainstorm and identify positive behaviour and ask them which strategies can prevent negative behavioural patterns. Collect your ideas on a flipchart.

Next, the participants reflect on their own biography. They identify situations and give examples, in which areas of their lives they would like to be more self-disciplined. They shall also explore key moments in their life, in which they have already employed self-disciplined behaviour. Discuss the positive effects of it. You can give further examples of areas that usually require self-discipline, such as:

- ✓ Time-management
- ✓ Doing homework
- ✓ Pursuing a hobby
- ✓ Keeping promises
- ✓ Being persistent in terms of achieving a goal
- ✓ Being able to say "no" (i.e. your friends suggest doing something, but you think it isn't right to do it)

Highlight the examples that support young adults in raising their awareness of self-control, self-discipline and dependability. Specifically, point out alternatives and strategies how youngsters can nurture their self-management abilities.



Type of activity:  
Scenario and discussion, biographic work, life-line mapping,

Value of the activity:  
This exercise aims to encourage self-discipline and dependability in young people. By reflecting on their own behavioural patterns and identifying destructive tendencies, they become more aware of areas in their life that could benefit from being more self-disciplined.



Timing:

Preparation: 10 min.  
Implementation: 40 min.  
Checking learning progress: 5 min.



Activity follow-up:

<https://student-learning.tcd.ie/learning-resources/self-management/>



Other value

case box components: Focus on positive examples that encourage young people to be more self-disciplined.

Materials:  
Flipchart  
Pens

### Step 3 – wrap up phase

To wrap up the activity, have the young people reflect on the exercise. What did they learn? What did they like about it? Ask them what they think the added value of the exercise is. Finally, summarise the most important findings on the flipchart.



Value quoted:

Your notes:

V ...

V ...

V ...

V ...

V ...

V ...