



## **AW facilitator resource kit.**

### CAMP VALUES CONTRACT

#### **purpose.**

A feature of every AW program, the creation of a Values Contract sets up parameters for how the group is going to interact and engage over the course of the program. Creating a Values Contract with the group allows participants to set expectations of behaviour and take ownership of their rules of engagement. This serves to avoid the feeling that rules are being imposed on them by one authority (in this case, the facilitator). The essence of the GVC is that all people have the right to be valued – their opinions, thoughts and feelings. This valuing includes physical safety and emotional well-being, as well as the notion that valuing oneself is as important as valuing others.

#### **elements.**

The framework for creating a Values Contract includes the following elements (in this order):

1. PRIME the group with an activity or game that will provide material for further discussion about values. E.g. Poker Face or Values Courtroom
2. PUMP with a session or circle to decide which values are important to this group for the duration of the camp. During this session, challenge the group to come to a consensus on how they would like to keep each other accountable. How do they want to reward members living the group values? How will they choose to call out those who are not?
3. PEAK by challenging the group to come up with a way to record their values and initiate group members. E.g. secret handshake, ceremonial bandana-giving, chant etc.

NOTE: The following values are non-negotiable for any group on an Into Adulthood camp or expedition and can be added by the facilitator if not included initially by the group:

1. Fun
2. Confidentiality

#### **facilitator checklist.**

By the end of this session you will have:

- Facilitated a discussion about what values are and why they are important for the group
- Guided the group to a consensus on the values they have agreed to live by for the duration of the program (4-6 values are optimal)
- Initiated each group member (facilitator and teacher included) into the group, symbolised by a handshake/bandana/dance etc.
- Guided the group to consensus on how they want to keep each other accountable to the Values Contract



### session example 1.

Group  
Program  
Session Length

20 x Year 6s  
Activity-Based  
30min

**Step one: Priming the group & framing the session (10min)**  
On any activity-based program, time for a values discussion is going to be short, so facilitator focus should be on making the discussion fun and meaningful in the time allocated.

Options for a fun, high-energy primer include:

- [Finding Nemo](#) (opens discussion about deception/ behaviours we value/don't value)
- [Elevator Air](#) (opens discussion about how we choose to show up to different situations, i.e. camp)

Delivery

**Step two: Group must agree on THREE key values (10min)**  
Facilitators may choose to use [Values Courtroom](#) or AW values flash cards. Split the group into THREE smaller groups and have each group whittle the values down to ONE each.

**Step three: Initiate the group (10min)**

Challenge the group to come up with a way to initiate each member into the tribe – it must include a commitment to honour the three values chosen.

This might look like a tribe name and handshake, a chant, dance. Whatever they like – get creative! Also encourage the students to use the surrounds (mud/river/flowers/leaves etc.).

### session example 2.

Group  
Program  
Session Length

15 x Year 9s  
Into Adulthood  
65min

**Step one: Priming the group (10min)**

Run a game of [Poker Face](#).

**Step two: De-brief Poker Face (15min)**

Using the questions in the activity sheet, leading into a discussion that is relevant to the group. How do we want to treat each other? The environment? Others we encounter? *What is a value? Why are they important?*

*“Values are beliefs and ideas about what is important in life and what good behaviour might be. Values influence how a person makes decisions or what they do in different situations. Values are different for everyone, and they can change over time as we learn, grow and change. Values are verbs, they are words put into action, people’s values can often be observed in one’s actions.”*

Delivery

**Step three: Explore personal values (10min)**

Invite the group to stand in a circle, holding on to a large circular rope with a knot in it. Pass the knot around and as it lands with each person, have them answer the question: “What do you need from the group to feel safe and to maximise your chance of fun?”

**Step four: Challenge the group to agree on 4-6 values (15min)**

Divide the group into small groups (3-4) and invite them to discuss values they would like to see amongst the group. Utilise



the character strength cards as a reference of values, alongside the values list. Have them consider their personal values they just mentioned alongside, the values they choose should serve to optimise their experience and increase the levels of safety and fun in the group. Have each group decide on two values. Bring everyone together and have groups share the two they chose, then collaborating to determine 3 values the group agrees upon. Have them place these into their jar. Explaining this jar symbolises how fragile their values can be, and it is their responsibility to take care of the jar over camp. Encourage them to take ownership of this challenge by decorating the jar.

**Step Five: Initiate the group (15min)**

Challenge the group to come up with a way to initiate each member into the tribe – it must include a commitment to honour the three values chosen.

**success looks like.**

- ✓ Participants have bought in to the values that they have chosen
- ✓ Participants are aware of the values and they come up throughout the program
- ✓ Conduct of the participants is reflective of the values chosen
- ✓ Facilitator can use values to support de-briefs and conflict resolution discussions

**other things to consider.**

- ✓ Participants have bought in to the values that they have chosen
- ✓ Participants are aware of the values and they come up throughout the program
- ✓ Conduct of the participants is reflective of the values chosen
- ✓ Facilitator can use values to support de-briefs and conflict resolution discussions