


LIFE LINES*

▶ ABOUT THIS ACTIVITY

 **Time:** 30 minutes

 **Objectives:** By the end of this session, participants will be able to:

- Contribute to establishing a safe and comfortable learning environment by valuing the experiences and voices of everyone in the room.
- Learn more about other learners and trainers.

 **Materials:**

- Precut construction paper flags for lifelines.
- Markers, crayons, feathers, sequins, rubber cement, scissors, stickers, etc.
- Thin rope and clothespins to hang lifelines, or tape to wall after each person shares a lifeline

 **Preparation:**

- Cut out flags in any shape (triangles, rectangles, etc.) from construction paper

Instructions

1. Introduce this activity as an exercise to get to know each other better and a fun way to start thinking about becoming a better peer educator.
2. Hand out pre-cut flag shapes to participants. Have markers, pens, glitter, glue, stickers and crayons available for decorating the flag lifelines.

The flags I am handing out are our lifelines. We will personalize them by drawing or using pictures, stickers and/or symbols only—not words. When we finish we will share with the whole group. We will be sharing our lifelines throughout most of the training, in the morning when we start and at the close of each day.

3. Ask learners to personalize their lifelines by illustrating their personal cultures—using drawings or symbols only—not words. For example, they might consider drawing family members, homes, a belief or items of importance. Trainers should create lifelines, too.

You may decorate your flag any way you wish. Try to show something personal about yourself and why you used a particular item, drawing or symbol. For example, you might consider drawing important people in your life like your family, your home, a belief, or one thing that is important to you. You might want to put a symbol about some experiences you bring to this training.

4. Give participants 15 minutes to illustrate their flags and let them know you will ask 2 or 3 people to volunteer to tell about their lifeline. Everyone will have a chance to share before the training week ends.
5. After 15 minutes, the trainer should call time and begin by sharing his/her lifeline first. The trainer should model what and how much time should be spent sharing lifelines.

* This module comes from Duke University, Partners in Caring; Center for Creative Education, 2006.

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6. After sharing, the trainer should ask for two or three volunteers to share their lifelines. Ask each person to tell the group about the symbols on his or her lifeline, and then hang it up for display.
7. After participants discuss lifelines, hang in training room and display throughout the training, as a reminder of the different experiences everyone brings to the group.
8. Link to next activity.

Thank you for your willingness to share some things about you as a person. Hopefully, this training will help you work towards becoming the best peer educator you can be.

Summary

- Participating in this way helps create an atmosphere in which everyone is valued and participation is encouraged.
- People learn better when they feel safe around the other learners.
- Each peer educator has the opportunity to have his or her voice heard in the room.

* This module is part of the online toolkit Building Blocks to Peer Success. For more information, visit http://www.hdwg.org/peer_center/training_toolkit. This module comes from Duke University, Partners in Caring; Center for Creative Education, 2006.