

LIVING SKILLS

Personal Growth

VALUES AND RESPONSIBILITIES

FACILITATOR GUIDE



Hazelden
Publishing

Hazelden Publishing
Center City, Minnesota 55012
hazelden.org/bookstore

© 2015 by Hazelden Betty Ford Foundation.
All rights reserved. Published 2015.
Produced in the United States of America.

**We wish to thank the following people for serving
as subject matter experts on this program:**

Richard Choate, M.F.A., M.A., L.A.D.C.
CD Program Supervisor, Hazelden at Center City,
a part of the Hazelden Betty Ford Foundation

Donna L. Johnson, I.C.A.D.C., I.C.C.J.P.
Chief Executive Officer, Addiction Solutions of Georgia, Inc.

Kim T. Mueser, Ph.D.
Executive Director, Center for Psychiatric Rehabilitation
Departments of Occupational Therapy, Psychology,
and Psychiatry, Boston University

The materials herein are for electronic subscription purposes under a legal agreement with your organization for a limited time by Hazelden Betty Ford Foundation and are protected by United States copyright laws and other national and international laws. You may view, use, and print these materials for authorized purposes only. You may retain electronic copies on your computer only during the term of this subscription. You may not redistribute or sell copies outside of your organization, grant access to the materials to unauthorized persons, or modify these materials in any way. Any electronic or printed materials must be destroyed if your organization does not renew the agreement. If you have questions about the use of these materials, refer to your organization's Electronic Subscription Agreement or contact Hazelden Publishing at 800-328-9000, extension 4466, or e-mail subscriptions@hazeldenbettyford.org.

Interior design and typesetting: Trina Christensen

ABOVE AND BEYOND COUNSELING - HOUSTON, TX

CONTENTS

Introduction to the Living Skills Program	1
An Overview of Values and Responsibilities	3
Scope and Sequence.....	5
SESSION 1. Introduction to Values and Responsibilities	7
SESSION 2. What Are Values?	11
Handout 1: Values List.....	15
SESSION 3. What Are Personal Responsibilities?	17
SESSION 4. Fulfilling Your Responsibilities	21
Handout 2: Personal Responsibility Action Plan.....	25
Recommended Resources	27
Living Skills: Group Facilitator Session Record	28



SPEAKING POINTS: Whenever you see this icon in this guide, it means that the corresponding bolded text is meant to be spoken aloud to participants.



HANDOUTS: Whenever you see this icon in this guide, there is a copy of the handout at the end of the session. The number on the icon corresponds to the handout number.



INTRODUCTION TO THE LIVING SKILLS PROGRAM

What Is the Living Skills Program?

The Living Skills program is designed to provide basic education and application of key living skills that all people need to live healthy lives. Personal growth skills focus on those internal skills that shape how one responds to the world, such as values and responsibilities, decision making, etc. Practical guidance skills focus on those external skills that help people live fulfilling lives, such as education, money management, etc. For many participants this may be the first time they have ever learned these living skills.

Using best practices in the field, the exercises, discussions, and role plays in the Living Skills program address the underlying emotional, behavioral, and cognitive barriers that might otherwise prevent continued progress toward a healthy and fulfilling life.

What Are the Components of the Program?

Facilitator Guides

The information and exercises in the facilitator guides introduce topics to learners who may be unfamiliar with basic living skills. The exercises help learners begin to apply the concepts to their lives. The guides are designed to be used in conjunction with the corresponding workbooks and videos in the Living Skills program. The read-aloud sections, role plays, and other exercises with group discussions found in these guides are designed to be conducted in a group setting, but could be adapted for individual use.

Videos

The videos are meant to complement the facilitator guides and include interviews with subject matter experts, offering practical information to motivate viewers to change their behaviors. By teaching knowledge and demonstrating skills, these videos help learners begin to see how acquiring these skills can change their lives.

Workbooks

The exercises and information found in the workbooks help individual participants revisit what they learned during the facilitated sessions, while also diving deeper to apply the concepts to their own lives. The learners complete the workbook on their own, either in session or as take-home work.

What Topics Are Covered in This Program?

The *Personal Growth* component of Living Skills covers the internal skills needed to be a positive and productive member of a community. Topics include Values and Responsibilities, Interpersonal Skills, Refusal Skills, Making Decisions, Setting and Attaining Goals, and Parenting and Child Development.

The *Practical Guidance* component of Living Skills provides information on the day-to-day external skills needed to live a healthy life. Topics include Hygiene and Self-Care, Sexual Health, Managing Money, Education, Looking for Work, and Securing Housing.

Each topic includes a four-session facilitator guide with reproducible handouts, a workbook, and four videos (one for each session) that provide more in-depth information and show each skill in action.

Who Is the Intended Audience?

The Living Skills program is designed for use with a wide variety of audiences, including but not limited to adults in recovery, correctional settings, or mental health settings. This program provides tools to help participants live healthy, fulfilling lives.

How Could These Resources Be Used in a Group Setting?

For each topic, the facilitator can use the facilitator guide and video for delivery of material with the workbook to be completed at home. The facilitator guide, handouts from the facilitator guide, and participant workbook are downloadable from the online subscription page.

A group setting helps participants become more comfortable with the dynamics of group interaction, while also providing opportunities for peer support.

How Could These Resources Be Used in an Individual Setting?

For each topic, the facilitator can use the facilitator guide and video for one-on-one delivery of material with the workbook to be completed at home. If there is time, the facilitator could talk through the participant's responses in the workbook at the next individual session. Each facilitator guide contains the handouts for that topic, and participant workbooks are downloadable from the online subscription page.



AN OVERVIEW OF VALUES AND RESPONSIBILITIES

What Are the Key Topics Covered in Values and Responsibilities?

Recognizing and prioritizing your values is essential to living a healthy life. Values are like guideposts that help us make choices about how we live. It is important that we take personal responsibility for our actions, and that those actions are consistent with our values. This topic is divided into four sessions:

SESSION 1 introduces the idea that identifying the qualities we admire in others helps us think about the kinds of people we want to be so we can begin to make those changes.

SESSION 2 focuses on understanding what a value is, the importance of recognizing the values we hold, and identifying and prioritizing personal values.

SESSION 3 focuses on understanding what personal responsibility is, identifying the different types of responsibilities, and recognizing that there are consequences for following or not following through on one's responsibilities.

SESSION 4 focuses on learning how to put your values into practice by fulfilling personal responsibilities.

Why Is the Skill of Acting in Accordance with One's Values and Taking Personal Responsibility for Oneself So Important?

People can only make the changes needed to live a healthy life if they take responsibility for themselves and their problems. This is because they're the only ones who can make those changes. Taking personal responsibility means learning to look at problems as opportunities for growth and for changing self-defeating attitudes and behaviors. People's values influence the changes they make; thus, they need to recognize and assess the values they hold. People's values are revealed in the way they fulfill their responsibilities. They also guide who they become and how they impact others and the world.



SCOPE AND SEQUENCE

SESSIONS	LEARNER OUTCOMES
<p>Session 1. Introduction to Values and Responsibilities</p>	<ul style="list-style-type: none"> • Define what makes someone a hero (or role model). • Identify admirable qualities of heroes. • Identify qualities participants would like to have and put them into action.
<p>Session 2. What Are Values?</p>	<ul style="list-style-type: none"> • Define what a value is. • Identify reasons why recognizing and prioritizing values is important. • Apply values in decisions and actions.
<p>Session 3. What Are Personal Responsibilities?</p>	<ul style="list-style-type: none"> • Define the word <i>responsibility</i>. • Identify the different types of personal responsibilities. • Practice taking action to fulfill a personal responsibility.
<p>Session 4. Fulfilling Your Responsibilities</p>	<ul style="list-style-type: none"> • Explain how values are exhibited in the way personal responsibilities are fulfilled. • Describe some guidelines that can help fulfill personal responsibilities. • Demonstrate commitment to personal responsibility by implementing an action plan.



SESSION 1.

Introduction to Values and Responsibilities

Goal

The goal of this session is to introduce the idea that identifying the qualities we admire in others helps us think about the kind of people we want to be so we can begin to make those changes.

Learner Outcomes

- Define what makes someone a hero (or role model).
- Identify admirable qualities of heroes.
- Identify qualities participants would like to have and put them into action.

Time Needed

50 minutes

Materials Needed

- pictures of heroes
- whiteboard or flipchart paper
- dry-erase markers
- Values and Responsibilities session 1 video segment
- computer monitor or some way to display the video segment
- chart paper
- markers

Preparation Needed

1. Find pictures of well-known heroes in the true definition of the word. Make sure they are drawn from a wide cultural span and include both men and women. Examples might be George Washington, Cesar Chavez, Sojourner Truth, the Dalai Lama, Sacajawea, Helen Keller, and Martin Luther King Jr. Look for pictures in magazines, newspapers, and books, and on the Internet.
2. Preview the video segment so you are familiar with the information that is covered.

SESSION OUTLINE

Getting Started (7 minutes)



1. Introduce the session by saying: **Sometimes when we think of the word *hero*, we think of sports stars or celebrities. But the word *hero* really applies to people we admire for their brave deeds and character—people who make a difference in the world. Some heroes are famous. Examples might be Abraham Lincoln, Mother Teresa, or Martin Luther King Jr. But not all heroes are famous. Many of us know people who are heroes to us even if they are not famous. Thinking about who we consider a hero can help us think about the kind of people we want to be.**
2. Show pictures of some famous heroes that you gathered prior to the session.
3. Ask each participant to think of one person who is his or her hero. Take turns sharing the names of their heroes. After the video they will talk about why each person was chosen.

NOTE: *The heroes participants identify do not need to be famous.*

4. Explain to participants that they will now watch a short video and you will discuss the video afterward.

Playing the Video (7 minutes)

Make sure everyone can see and hear the Values and Responsibilities session 1 video segment. Stay in the room while the video segment is being played.

Discussing the Video (13 minutes)

Lead a discussion about the video segment. Ask group members the following questions:



- **Who were some of the heroes mentioned in the video?**
- **Why were they heroes to the people in the video?**
- **How do heroes change the world?**
- **What kind of impact do they have on the lives of others?**
- **What are the qualities that make someone a hero?**
- **Do you have some of these same qualities?**
- **Are these qualities you would like to have in the future?**

NOTE: Highlight that deciding who we want to be helps us set a course to becoming like the person we look up to.

Also note that participants may hesitate to talk about qualities they have or would like to have because they don't believe they could have those qualities. Encourage them to talk about them anyway; they may be surprised to discover what they can do and who they can be. They may also be surprised that they are already well on their way to becoming that person.

Going Deeper (20 minutes)

1. Explain: **At the beginning of our session, each of you named someone who is a hero to you. What is it about that person that makes you consider him or her a hero? Ideally, we look up to someone who shows positive values, such as honesty, trustworthiness, love, caring, devotion, persistence, service, and patience.**
2. Write the qualities on a whiteboard or flip chart as they are identified by participants.



3. Ask: **Why is it important to think about who you want to be and to consciously try to live that way?**



(Possible answers: Life is a gift that not everyone gets to enjoy. A full and happy life involves gratitude for that gift and being intentional about how you use it. Success and accomplishment don't happen without a clearly defined goal.)

4. Ask: **What are the consequences of not thinking about who you want to be?**



(Possible answers: External circumstances are constantly pushing and pulling us in different directions. Defining who you want to be and what's important to you builds character that will protect you from these forces; undefined, they can turn you into someone you really don't want to be.)



5. Ask participants to break into small groups of at most four people. Give each group a piece of chart paper and markers. Have each group draw an outline of a person on the chart paper. Explain: **Write inside the outline all the positive qualities your heroes have. Write on the outside of the outline all the positive things heroes do to affect their world.**

(These might include making a neighborhood safer, sharing food with others, and taking good care of their children.)

6. Give groups about five minutes to do this exercise; then have each group share what is written on their “person outlines.” Take a few minutes to talk about what they wrote.

Wrapping It Up (3 minutes)



1. Explain: **Identifying the qualities we admire in others helps us think about the kind of people we want to be and helps us start to make those changes. We can become the kind of people we want to be.**
2. Ask each participant to think of one hero quality he or she would like to have more of in his or her life. Challenge participants to think of one step they could take to put that quality into action. Have them share their one quality and the one step they will take. If participants need help identifying qualities or steps, brainstorm this together as a group.

CHALLENGE

Challenge participants to ask three or four of their friends or family members to name their heroes and why they chose them. Then think about some of the common qualities that their heroes have.



SESSION 2. What Are Values?

Goal

The goal of this session is to understand what a value is, recognize the values we hold, and identify and prioritize personal values.

Learner Outcomes

- Define what a value is.
- Identify reasons why recognizing and prioritizing values is important.
- Apply values in decisions and actions.

Time Needed

50 minutes

Materials Needed

- Values List handout, found on page 15 of this guide
- pens or pencils
- Values and Responsibilities session 2 video segment
- computer monitor or some way to display the video segment

Preparation Needed

- Preview the video segment so you are familiar with the information that is covered.
- Photocopy the Values List handout (one copy per participant).

SESSION OUTLINE

Getting Started (7 minutes)

1. Briefly review:



- **Heroes may be famous or not.**
- **People are considered heroes because of their admirable qualities and actions—the positive impact they have on the lives of others.**
- **Recognizing the qualities we admire in heroes helps us think about who we want to be.**
- **We can make changes in ourselves to become the kind of people we want to be.**



2. Say: **Values are the things you consider to be really important in your life. They are the beliefs, principles, and behaviors that you think are the right way to live. Values are guideposts that help you make choices.**

We all have our own values, but we don't always think about them. Sometimes we don't even recognize which values we hold. Thinking about our values is really important. Keeping our values in mind helps us make good decisions and act in ways that we feel good about. Positive values make it possible to live a healthy, rewarding life.



HANDOUT
[1]

3. Give each person a copy of the Values List handout and a pen or pencil.



4. Say: **Circle the values that are important to you.**

NOTE: *Don't have participants share the values they circled yet. You will do this after watching the video.*

5. Explain to participants that they will now watch a short video and you will discuss the video afterward.

Playing the Video (4 minutes)

Make sure everyone can see and hear the Values and Responsibilities session 2 video segment. Stay in the room while the video segment is being played.

Discussing the Video (16 minutes)

Lead a discussion about the video segment. Ask group members the following questions:

- **How do we express our values?**
- **How do families influence values?**
- **Who or what else might influence values?**
- **Can two people have different values that are equally okay?**

***Going Deeper (20 minutes)***

1. Ask: **Why is it important to recognize the values we hold?**

(Possible answers: Values are like guideposts that help us make choices about how we live our lives. We can't evaluate our choices unless we know what our values are.)



2. Explain: **Values may differ greatly between cultures and between families. For instance, some cultures put a strong value on always being on time, while other cultures don't pay much attention to timeliness. Children in some families learn that they should rely on themselves and not ask others for help, while children in other families learn that they should expect help from other family members. If you are willing, share a way in which your family influenced a value that you hold.** Allow several people to respond.



3. Ask participants to review their Values List handout and put a star next to their top two values.
4. Ask participants to break into small groups of up to four people and discuss their top two values. Why are these values so important to them?
5. Ask participants to also discuss in their small groups how they could show these values in their lives. What are one or two actions they could take that would demonstrate these values? Give the small groups about five minutes for this discussion.
6. Bring everyone back into a large group. Ask for some volunteers to share with the larger group their top two values, the reasons for their importance, and how they could show these values in their lives.



Wrapping It Up (3 minutes)

1. Tell participants that it is important to name and prioritize their values so they can live in a way that shows those values.



2. Explain: **Our goal is to help you become the hero you want to be.** Ask participants to think about a personal goal they have for living out their values.

(Possible answers: figure out if I want to change any of my values, make a plan to show a certain value in my actions.)

CHALLENGE

Challenge participants to identify another hero and a value he or she exhibits, and to begin today to show that value in their lives and actions.

**HANDOUT 1:
VALUES LIST**

Achievement	Family	Loyalty
Affection	Fitness	Making a difference
Being responsible	Freedom	Open-mindedness
Belonging	Friendliness	Order
Boldness	Fun	Patience
Caring for others	Giving	Peace
Change	Goodness	Pride
Cheerfulness	Gratitude	Relationships
Cleanliness	Happiness	Respect
Compassion	Health	Risk-taking
Contentment	Honesty	Security
Control	Hopefulness	Self-control
Courage	Humility	Strength
Creativity	Independence	Timeliness
Dependability	Integrity	Truth-seeking
Enjoyment	Kindness	Unselfishness
Equality	Learning	
Faith	Love	



SESSION 3.

What Are Personal Responsibilities?

Goal

The goal of this session is to understand what personal responsibility is, identify the different types of responsibilities, and recognize that there are consequences for following or not following through on one's responsibilities.

Learner Outcomes

- Define the word *responsibility*.
- Identify the different types of personal responsibilities.
- Practice taking action to fulfill a personal responsibility.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase markers
- chart paper
- markers
- Values and Responsibilities session 3 video segment
- computer monitor or some way to display the video segment

Preparation Needed

Preview the video segment so you are familiar with the information that is covered.

IMPORTANT: *Don't throw out the responsibility lists that are generated during this session. You will use them again in session 4.*

SESSION OUTLINE

Getting Started (7 minutes)

1. Briefly review:



- **Values are the things you consider to be really important in your life. They are the beliefs, principles, and behaviors that you think are the right way to live.**
- **Recognizing and prioritizing your values helps you make good choices.**
- **Living according to your values makes you feel better about yourself.**



2. Say: **Responsibilities are jobs or tasks that you are expected to do or you should do. The word *responsibility* can be broken down into two parts: *response* and *ability*. It means you respond to people, situations, and events with behaviors that match your values. It's about getting what you value on the inside lined up with your actions on the outside. Being responsible means telling ourselves and others the truth about what's best for us and acting on it, even when that's hard to do.**



3. Ask: **What are some examples of responsibilities?** Allow several participants to respond. Share the following examples, if they aren't mentioned: picking up after yourself, paying your bills on time, paying your child support, setting goals and following through on them, taking care of your health, being honest with yourself and others, respecting the rights of others, accepting responsibility for mistakes, asking for help when you need it, living independently.



4. Ask: **What is one responsibility that you fulfill that makes you feel good about yourself?** Allow several people to respond.

5. Explain to participants that they will now watch a short video and you will discuss the video afterward.

Playing the Video (6 minutes)

Make sure everyone can see and hear the Values and Responsibilities session 3 video segment. Stay in the room while the video segment is being played.

Discussing the Video (14 minutes)

Lead a discussion about the video segment. Ask group members the following questions:

- **What does it mean to “act on your values”?**
- **What are some of the consequences people experience for being responsible or not being responsible?**
- **What happens to other people when someone doesn’t meet their responsibilities?**
- **Do you always get to choose your responsibilities?**

***Going Deeper (20 minutes)***

1. Explain: **We have responsibilities in many different areas of our lives.** On the whiteboard or flip chart, list the following areas: Self, Family/Friends, Work, Daily Life, and Society. Ask participants to break into small groups of up to four people. Ask a person in each group to volunteer to be the recorder and one to be the reporter. Give the recorder a piece of chart paper and a marker. Also assign one of the responsibility categories to each group. The small groups should identify practical examples of responsibilities in their assigned category. (For instance, under Daily Life they might list picking up after myself, making my bed, making breakfast for my children, doing the laundry.)
2. Give the groups about five minutes to fill out their chart paper. Then ask the reporter from each small group to report the practical responsibilities they identified for their category. After each small group shares its list, ask other participants if they have anything to add to the list.
3. Select several of the personal responsibilities identified and ask participants what steps they might take to meet those responsibilities. For instance, if you select “asking for help when you need it,” responses might be get counseling; ask your partner to care for the children so you can have some time to yourself once a week; or call your sponsor, if you are in recovery.



Wrapping It Up (3 minutes)

1. Ask participants to identify one personal responsibility they feel they could improve upon and one action they could take to start doing this. Have them share what that personal responsibility is and their one action.
2. Tell participants: **Before the next session, let's focus on that one responsibility and that one action you want to take. We will discuss your experience at our next session.**



CHALLENGE

Challenge participants to take one responsibility that is hard for them and brainstorm ways to make it more pleasant. (For instance, if you don't like cleaning, play music to make it more enjoyable.)



SESSION 4.

Fulfilling Your Responsibilities

Goal

The goal of this session is to learn how to put your values into practice by fulfilling personal responsibilities.

Learner Outcomes

- Explain how values are exhibited in the way personal responsibilities are fulfilled.
- Describe some guidelines that can help fulfill personal responsibilities.
- Demonstrate commitment to personal responsibility by implementing an action plan.

Time Needed

50 minutes

Materials Needed

- whiteboard or flipchart paper
- dry-erase markers
- Personal Responsibility Action Plan handout (two-sided), found on page 25 of this guide
- pens or pencils
- index cards
- optional: Values List handout (from session 2)
- Values and Responsibilities session 4 video segment
- computer monitor or some way to display the video segment
- Responsibility charts developed during session 3
- masking tape

Preparation Needed

1. Preview the video segment so you are familiar with the information that is covered.
2. Photocopy the Personal Responsibility Action Plan handout (two-sided) (one copy per participant).

3. Optional: Photocopy the Values List handout (from session 2) (one copy per participant).
4. Post the responsibility charts that groups created in session 3 on the walls where participants can see them.

SESSION OUTLINE

Getting Started (7 minutes)

1. Have the group sit in a circle, if they aren't doing so already. Pass out an index card and a pen or pencil to each participant.
2. Have people write a responsibility they fulfilled this past week on the index card. Then have participants pass their index cards around the circle to the right for a few seconds and then ask them to stop. Make sure people don't have their own card. Have participants read the card they have out loud to the group and say what values were demonstrated by the person taking this responsibility. Optional: If you think the group will have difficulty naming the values, give them a copy of the Values List handout (from session 2) and use it as a reference.



For example, if the person took responsibility for a mistake they made at work, the values they showed were honesty and integrity. If a person took responsibility to exercise every day, the values they showed were fitness and health.



3. Explain: **Our values are exhibited as we fulfill our personal responsibilities, as we saw in the examples we just talked about. You can tell what a person's values are by what responsibilities he or she follows through on.**
4. Explain to participants that they will now watch a short video and you will discuss the video afterward.

Playing the Video (5 minutes)

Make sure everyone can see and hear the Values and Responsibilities session 4 video segment. Stay in the room while the video segment is being played.

Discussing the Video (10 minutes)

Lead a discussion about the video segment. Ask group members the following questions:

- **What are some guidelines that can help us meet our personal responsibilities?**
- **What does it mean:**
 - **To fake it till you make it?**
 - **To be honest?**
 - **To be straight with yourself?**
 - **To have self-discipline?**
 - **To stick it out?**
 - **To not let your past define your present?**



Spend some time talking about each of these guidelines and what they mean. Give concrete examples as much as possible. Ask participants to share times when they used these guidelines.

Going Deeper (25 minutes)

1. Briefly review the responsibility charts the group generated during session 3. Then give each participant a copy of the Personal Responsibility Action Plan handout and a pen or pencil. Ask participants to identify one or two responsibilities they could work on in each category of their lives.
2. Then have participants break into pairs and share their plans with each other. The pairs should work together to come up with one or two actions each person could take to follow through on each responsibility.
3. After about ten minutes, ask the group to come back together. Take turns talking about each person's Personal Responsibility Action Plan. Have the group make suggestions if participants couldn't think of responsibilities or action steps in certain categories.



4. Review the following guidelines again, and ask the group how they could apply these guidelines to their action plans.

- Fake it till you make it.
- Be honest.
- Be straight with yourself.
- Have self-discipline.
- Stick it out.
- Don't let your past define your present.



5. Tell participants: **If actions speak louder than words, then the actions we take every day exhibit our values and the way we follow through on our responsibilities.**

Wrapping It Up (3 minutes)

1. Tell participants that it is important to live a life that reflects who we want to be.

Ask them to review the key points they have learned about values and responsibilities.

Write their responses on the whiteboard or flip chart. Guide responses so they include the following:

- Think about the qualities you admire in others and the kind of person you want to be.
- You can make positive changes in the qualities you possess as a person and in the way you live your life.
- Name and prioritize your values, because you can only make good decisions if you know what your values are.
- Think about whether the way you fulfill your personal responsibilities is in agreement with your values.
- We have responsibilities in different areas of our lives. We can take action to follow through on those responsibilities.

CHALLENGE

Challenge participants to follow through on the responsibilities they identified in these sessions, while learning to say no to things that are not their responsibility.

HANDOUT 2:
PERSONAL RESPONSIBILITY ACTION PLAN

DIRECTIONS: Identify up to two personal responsibilities you want to follow through on in each category below. Then brainstorm with a partner what actions you could take to begin to follow through on these responsibilities.

A. SELF	
Responsibility 1:	Action 1:
	Action 2:
Responsibility 2:	Action 1:
	Action 2:

B. MY FAMILY OR FRIENDS	
Responsibility 1:	Action 1:
	Action 2:
Responsibility 2:	Action 1:
	Action 2:

C. MY WORK	
Responsibility 1:	Action 1:
	Action 2:
Responsibility 2:	Action 1:
	Action 2:

[**HANDOUT 2:**
PERSONAL RESPONSIBILITY
ACTION PLAN (CONTINUED)]

D. MY DAILY LIFE

Responsibility 1:	Action 1:
	Action 2:
Responsibility 2:	Action 1:
	Action 2:

E. SOCIETY

Responsibility 1:	Action 1:
	Action 2:
Responsibility 2:	Action 1:
	Action 2:



RECOMMENDED RESOURCES

Websites

Values

www.values.com

This website from the Foundation for a Better Life provides quotes about values and other resources such as podcasts, bookmarks, and e-cards.

Resources Available through Hazelden Publishing (800-328-9000, hazelden.org/bookstore)

Behavior vs. Values: Character Conflict During Recovery

Vernon E. Johnson (Order No. 3248)

This pamphlet explains how people with a substance use disorder, because of the conflict they experience between their values and their behaviors, move from denial to delusion. It also explains how character conflict can be resolved through treatment and recovery.

Finding Your Moral Compass: Transformative Principles to Guide You in Recovery and Life

Craig Nakken (Order No. 7459, E-book Order No. EB7459)

Craig Nakken, author of the best-selling book *The Addictive Personality*, gives readers in recovery the model and tools needed to make life decisions in the pursuit of good. He offers forty-one universally accepted principles, paired as positive and negative counterparts, that guide behavior.



LIVING SKILLS: GROUP FACILITATOR SESSION RECORD

Values and Responsibilities Sessions

Date

SESSION 1. Introduction to
Values and Responsibilities

SESSION 2. What Are Values?

SESSION 3. What Are Personal Responsibilities?

SESSION 4. Fulfilling Your Responsibilities
