

Full Value Contract Activities

Courtesy of Eric Evertson

Model 1: Hand Full Value Contract (see NMMI Ropes Course Training Manual)

Model 2: Project Adventure Full Value Contract

There are many variations to the Project Adventure Full Value Contract, but one model is:

1. Be here - Be present mentally, physically, and emotionally
2. Be safe - Create a level of safety so that people are able to relax and feel comfortable.
3. Speak the truth - Share your thoughts and opinions openly and honestly
4. Pay attention - Listen to what others say and focus on understanding their ideas.
Minimize distractions
5. Be open to outcomes - Try not to prejudge what is happening. Recognize your preconceived notions about what you will learn or experience

Other places may add to it:

6. Set goals – focus on your achievement, and carry tasks through to completion
7. Let go of negatives – Release yourself from negativities (in CPT E's terms, use some leadership over your mouth)
8. Care for self and others – help one another in all situations

Model 3: The Play-Fair Full Value Contract

Play-Fair asks everyone to:

1. Play Hard (be involved, give it your best)
2. Play Fair (be respectful and considerate of others)
3. Play Safe (lookout for your own and other's safety)



Active Full Value Contracts established by the group

The following Full Value Contracts incorporate the thoughts of many different individuals or the progression of one group over a period of time.

Model 4: Commitments

Another option is to ask the group to develop the guidelines themselves, such as ask participants for five commitments. "What types of guidelines for expected behavior would be helpful today?" Help the group brainstorm and choose from the ideas generated. This approach has been particularly effective with youth groups.

Model 5: The Being Full Value Contract

Equipment

- Large format paper (ideally large enough for a life-size being)
- Markers, crayons, paint, and so forth

The Being Full Value Contract is a fun and interactive way to create a Full Value Contract. A simple drawing of a person can be created on a large piece of paper by tracing one of the participants. This being is a representation of the group as a whole. Participants individually contribute values that they think are important to uphold as a group. These values are added to the inside of the being. As the discussion progresses, the group members write aspects of group values that they would like to leave out of their community (for example, disrespect, hurtful words, and so on) on the outside of the being.

This is a living, working document that the participants can take with them or display in a place of importance to them. As the group members move through their experience together, they can look back to their being to point out things that they are doing well and areas where they can continue to improve.

Model 6: Hands-On Full Value Contract

Equipment

- Large poster board/large sheet of paper
- Markers or crayons

This Full Value Contract is similar to The Being, but with a slightly different focus and frame. On the large sheet of paper, the participants will trace both of their hands with a marker. In one hand they will write a strength that they bring to the group (such as a great sense of humor, being a good listener, and so forth) and in the other hand they will write one thing that they need from the group (for example, support, clear communication, and so on). The group members can use this Full Value Contract as a tool to assess how well they are able to use each other's strengths. Facilitators can ask their participants to write a variety of things in their hands depending on the group.

Model 7: Building Blocks/Pyramid/Puzzles Full Value Contract

Equipment Needs

- Poster board
- Markers

This version of a Full Value Contract can be used with programs that meet over a long period of time. The concept of building blocks or a pyramid is that together the group is working on building a community and a stronger group. As the group works together they will discover more important things to add to their community. At different times, group members add more to the Full Value Contract. For example, introduce the base of a pyramid on the first day, as the group is just forming. The group will be creating norms to use throughout their experience together. At the midpoint of the group's time together reintroduce the contract and ask which learning experiences they would like to add, or perhaps goals that they would still like to work on. As a part of a closing experience, the capstone of the pyramid could include one positive learning activity that each person had from the group experience.

Model 8: The Puzzle Piece Full Value Contract

The Puzzle Piece Full Value Contract is similar to the Building Blocks or Pyramid. The facilitator incorporates the puzzle metaphor of each individual being an important piece of the group puzzle. The group can work on the puzzle at various points in time during the group process.

Model 9: The Be-Attitudes

The Be-Attitudes can be used similar to any active Full Value Contract briefing. It consists of participants listing, on one side of a paper or board what they would like to "be" at the end of the program. The other side, the attitude side, is where the participants will list the attitudes that they will reflect during the entirety of the program. Due to this model's similarity to Christian values, this will only be used for specific religious groups. (Adventure Experience, *Technical Skills Training Manual*, modified with commentary)

Model 10: The Worksheet

The worksheet that can be found on the next page can be used to give structure to conversations on behavior and is a tool starting discussions on establishing the group norms.

The Full Value Contract Worksheet

1. How do you want or like to be treated? _____

2. How do you want or like to treat others? _____

3. What does it mean to respect someone? _____

4. What is the best way to respect you? _____

5. What will help you cooperate with the people in this group? _____

6. What does it mean to be physically and emotionally safe? _____

7. What does it mean to take risks physically and emotionally? _____

8. What does it mean to be present in the group? _____

9. What can you do or say to help this group work together? _____

10. What does it mean to tell the truth? _____

11. What do you feel are the consequences of telling the truth? _____
