A photograph of a swing set in a field of tall, golden-brown grass under a clear blue sky. The swing set has two red metal legs forming a triangle. A chain hangs from the top, leading to a metal seat. The text is overlaid on the right side of the image.

Facilitating Active Child Empowerment

New Direction, New Beginning

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A PCAR Special Initiatives Curriculum

Developed as an Experiential Learning Tool for At-Risk Youth

Contents:

| | | |
|---------------------------|-------|----------------|
| Introduction | ..... | Page 3 |
| Building Rapport | | |
| Session 1 (Plan) | ..... | Page 4 |
| Session 1 (Prep Talk) | ..... | Page 7 |
| Calculator Template | ..... | Page 8 |
| Scroll of Confidentiality | ..... | Page 9 |
| Teamwork | | |
| Session 2 (Plan) | ..... | Page 10 |
| Session 2 (Prep Talk) | ..... | Page 12 |
| Communication | | |
| Session 3 (Plan) | ..... | Page 13 |
| Session 3 (Prep Talk) | ..... | Page 15 |
| Trust | | |
| Session 4 (Plan) | ..... | Page 16 |
| Session 4 (Prep Talk) | ..... | Page 19 |
| Awards Template | ..... | Page 20 |
| Fears | | |
| Session 5 (Plan) | ..... | Page 21 |
| Session 5 (Prep Talk) | ..... | Page 23 |
| Fears Template | ..... | Page 24 |
| Stress | | |
| Session 6 (Plan) | ..... | Page 25 |
| Session 6 (Prep Talk) | ..... | Page 27 |
| Bullying | | |
| Session 7 (Plan) | ..... | Page 28 |
| Session 7 (Prep Talk) | ..... | Page 30 |
| Bullying Scenarios | ..... | Page 31 |
| Decision Making | | |
| Session 8 (Plan) | ..... | Page 33 |
| Session 8 (Prep Talk) | ..... | Page 35 |
| Sticky Situations | ..... | Page 36 |
| Rumors | | |
| Session 9 (Plan) | ..... | Page 37 |
| Session 9 (Prep Talk) | ..... | Page 39 |
| Self-Concept | | |
| Session 10 (Plan) | ..... | Page 40 |
| Session 10 (Prep Talk) | ..... | Page 42 |
| 3-D Me Template | ..... | Page 43 |
| 3-D Me Examples | ..... | Page 44 |
| Empowerment | | |
| Session 11 (Plan) | ..... | Page 48 |
| Session 11 (Prep Talk) | ..... | Page 49 |
| Ribbon Template | ..... | Page 50 |



INTRODUCTION:

The **about F.A.C.E.** support group was developed in response to the Pennsylvania Coalition Against Rape's (PCAR) desire to develop a special initiatives program designed to target elementary-aged youth.

About F.A.C.E. which stands for Facilitating Active Child Empowerment is a curriculum which targets at-risk elementary school youth by using experiential learning techniques and activities to facilitate a behavioral/emotional change. The "about face" is essentially the "turn around" process youth can experience with these simple interventions. Each session in the curriculum utilizes a combination of discussion and activities through various creative modalities in order to provide each student with a comprehensive understanding and hands-on experience for to each group theme. The overall goal of this program is to empower youth to make healthy decisions.

Throughout the course of the therapeutic cycle of **about F.A.C.E.**, each group member will be taught how to identify harmful and self-destructive behaviors that may be a reaction and/or response to their environment. Behaviors will be self-monitored throughout each session and group members will be taught ways to de-escalate anger and aggression with healthy coping mechanisms. Each group member will be empowered through individual and group discussion, team-building, self-awareness, creativity, and goal-oriented tasks.


The curriculum is divided into themes covered that are built upon as the program progresses. Each session contains a planning component which details the objectives of the session, suggested timeframes for each session, and detailed activity descriptions for facilitators. Following the planning section is also a "Prep Talk" section. Prep Talk outlines the materials needed for that particular session, as well as reminders and tips to follow during the activities. The prep talk functions as a checklist – some sessions may also be followed with templates and/or handouts.



Session One: Establishing a Routine



Session One Objectives:

- ✓ Introduce the concept of *President* 
- ✓ Explain confidentiality
- ✓ Build rapport and build group cohesiveness
- ✓ Establish a routine
- ✓ Establish accountability

How things run: 45 minute sessions

| | |
|----------------------|---|
| First 10 minutes | Formalities: introduction of group members |
| Remaining 35 minutes | Establishing group rules, signing the scroll of confidentiality, explaining the role of President to be utilized in following group sessions. |

Activity Description:



As each member of the group enters the room, a name tag should be provided, one name tag per each child. The name tags will resemble a calculator (see image), that will have a space provided for “name.”

Once the group members are seated, introduction of members should be completed. Feel free to incorporate any ice-breaker that you are comfortable with, or simply use a generic introduction; for example, “please say your name and your favorite...”

Following introductions, a group discussion is facilitated in reference to mindfulness of self and others. The term **confidentiality** is explained by the group facilitators, followed by each group member signing the **“scroll of confidentiality,”** by turn. The signed scroll will be posted at the beginning of each group, following the initial session, for the group members to bear in mind the meaning of confidentiality and how it corresponds to the group work they are involved in.

Following the **“scroll of confidentiality,”** the introduction of group rules will be accomplished. A discussion of what is, or should be, acceptable behavior while they are in session, what each member expects from their peers, and how they would like to be treated as an individual and as a group. Typically, up to ten rules are selected by group members. Each of the rules should be reality-based, and



accomplishable for the age and/or cognitive level of functioning for the children participating. These rules should be written by the facilitator on a large poster board – to be displayed and reviewed at the beginning of each session.

Prior to group members being excused, pending the amount of time left, a brief description of the role of **President** should be explained to prompt discussion of this duty in the following session(s).

Description of the “President”: The role of President was designed to address at-risk behaviors by allowing each child the opportunity to accomplish a role that requires a combination of independent decision making and interdependence of the group and its members.

This role is meant to define each child’s capability to assess the interests of self and others, while developing an understanding of each group member’s strengths and limitations. As President, each child will be asked to consider their actions/function based on the established group rules and prior group outcomes. For example, if a method used in a prior group was not effective, group facilitators may want to process why this method did not work with the President/group at the appropriate time. The President has the ability to take action within the group as needed, to establish order, provide understanding to those that may be struggling to regulate their own attitudes, wants and needs in lieu of what the group wants and needs. The President is only rewarded for their efforts as acting “head of state” if the entire group is rewarded. This assists in unifying all individual goals into a bigger picture.

The role simplified: At the onset of each group session, a name will be selected from a manila folder that contains all group member names. The President’s first duty is to review the established group rules. The President is to identify individuals who may be having difficulty with group activities assist them as best they can. If the President is met with resistance from any group members, the issue is processed in a group and/or individually based method depending on the severity of the issue. The President is issued warnings if there is excessive noise, and if rules are not being properly minded and followed. If the group and/or the President fails to establish order, the color of the traffic light will change (*instructions to follow in next session*). Once the color of the traffic light reaches red, there will be no reward for members that session.

Objectives for the “President”:

- ✓ Awareness of strengths and limitations of self and others
- ✓ Encourage self-concept and self-confidence
- ✓ Improve decision making skills
- ✓ Develop a goal-oriented perspective
- ✓ Develop adjustment skills through independent and interdependent decisions and situations
- ✓ Assess wants versus needs of self and others
- ✓ Gain an understanding of accountability



- ✓ Empower self and others through positive verbal and nonverbal skills
- ✓ Improve problem solving skills

Some ideas and concepts are based on: *A Practical Guide for Teaching Self-Determination*, Sharon Field, Jim Martin, et al, Reston VA: Council for Exceptional Children, 1998.

Making a connection: Each session will be planned according to pre-selected autonomous behaviors expressed by group members within their classroom(s) and/or within their home environment. The target behaviors will be addressed through experiential learning exercises, and through psycho-educational modalities.



PREP TALK:

What you need to prepare ahead of time...

Session 1

| Material | Amount | What is it used for: |
|---------------------------|--------|---|
| Group Roster | TBD* | Scraps of paper with group member names on them. This will be used to select the "President" for each session. |
| Inventory of Prizes | | Record the "prizes" (inexpensive educational items such as erasers, pencils, stickers etc.) on scraps of paper to be selected at the end of each session. |
| Calculator Name Badge | TBD* | Photocopy and laminate (if possible) calculator template for each group member. This will be used as a name tag and a place to collect stickers during session. |
| Scroll of Confidentiality | | Feel free to adapt size or design to fit the needs of the group. |

TBD *: To be determined by group size

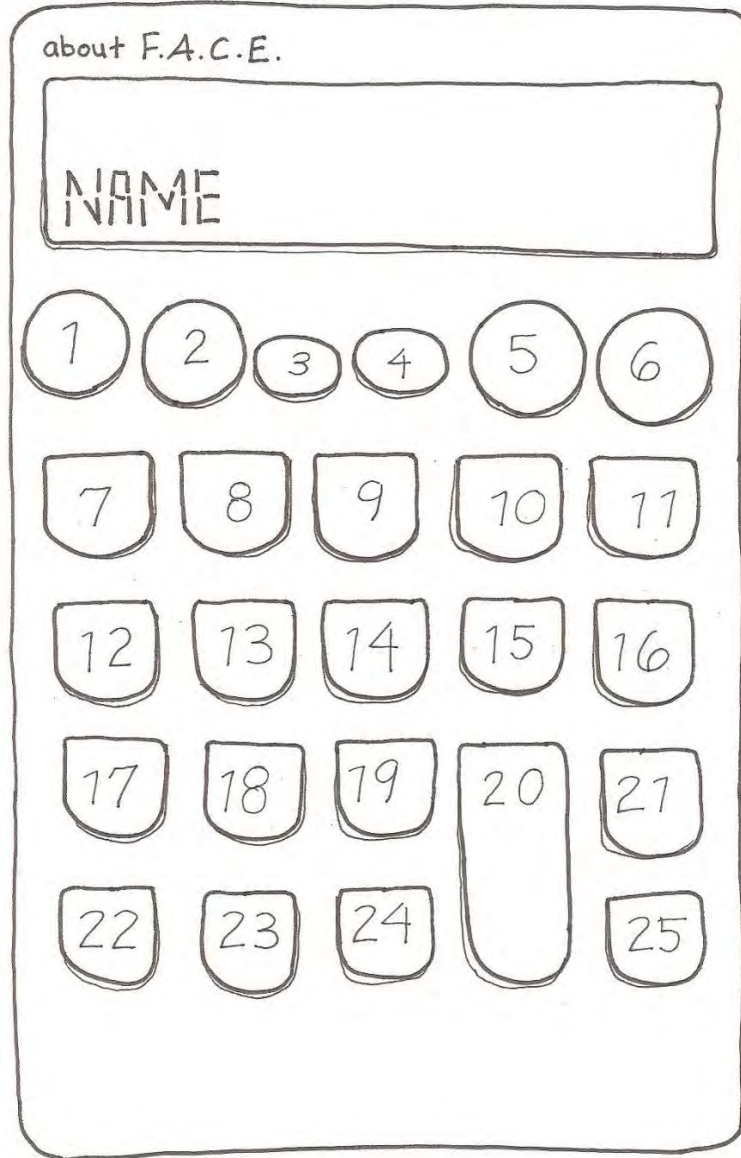
What you need to prepare before group...

| Material | Amount | What is it used for: |
|---|--------|---|
| Manila envelope (or material comparable) | 2 | One envelope to place all "prizes" established from "prize" inventory. |
| | | One envelope to place all names from the group roster. |
| Markers, colored pencils | TBD* | To sign the scroll of confidentiality, to write each group member's name on the calculators., to draft group rules etc. |
| Poster board | 2 | If opting to create a larger scroll, rather than use the provided template, a piece of poster board will be needed. |
| | | One piece of poster board will be needed to record and develop group boundaries and expectations. |
| Roll of tape, or double-sided tape | 1 | Tape will be needed to attach name-tags, or to fasten name-tags to the place in which each group member is seated. |



Calculator Template:

(make double-sided copy)





Grade #: _____

The Scroll of
CONFIDENTIALITY

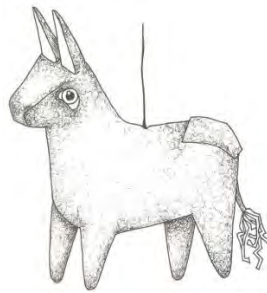
*Whoever so signeth this
scroll agrees to abide by the
rule that all that is said in
this group will remain in
this group.*

*All who promise to keep this pledge
please signeth below:*



| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |



Session Two: Rapport Building through Teamwork



Session Two Objectives:

- ✓ Establish President 
- ✓ Build rapport and build group cohesiveness
- ✓ Work outside individual area of comfort to create a team effort
- ✓ Introduce the *Traffic Light Concept* 
- ✓ Create a Piñata, a tool later used to fill with candy/items throughout future sessions


How things run: 45 minute sessions

| | |
|----------------------|---|
| First 15 minutes | Formalities: Introduction of the President and the Traffic Light Concept. Go over rules established in the first group. |
| Remaining 25 minutes | Explaining and completing Piñata activity. Be sure to have a dry place to store the paper maché covered balloon until next group. |

Role of “President”: President will be established at the beginning of each session. A facilitator will select one group member to pull a slip of paper out of a manila folder. The facilitator may choose to select the slip of paper themselves. The slip of paper pulled from the manila folder will have the name of the President for the day. The President’s duties will consist of: posting the rules established from the first group, reading the rules out loud and assisting his/her peers as needed. For more information on Presidential duties, please see session plan one.

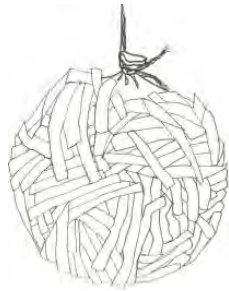
Activity Description

Traffic Light Concept :

At the onset of the group, the rules will be reviewed by the President. Following rule review, a brief introduction and trial of the *Traffic Light Concept*  will occur.



The traffic light image will be taped/posted to a wall, where all group members are able to see the image. If the volume, behaviors, communication stray from the established rules set by the group members in the initial group, the traffic light is to change colors. Following the first warning, it is up to the President to maintain order within the group. If order is not maintained, the traffic light will change colors again. Once the traffic light has reached the color red, there will be no reward at the end of session for the group. The traffic light will change colors at the group facilitator's discretion.



Piñata Activity:

All group members should be instructed to place themselves around the activity table. Be sure that there is a disposable/re-usable table cloth placed on the surface of the activity table prior to beginning the activity. Place the prepared glue paste/paper maché paste on the table so that it is accessible to all participants. Newspaper, magazines should have been pre-shredded (see prep talk for session two), so that they can be centrally placed on the table. Refrain from using glossy and/or waxy finished paper for this project. Inflate a balloon before the session – it should be durable and a reasonable size (see prep talk for session two).

Each strip of paper is to be dipped in the paste mixture, so that it is adequately covered and moist to the touch. Once the strip of paper is sufficiently covered in the paste, apply the strip on the balloon, and flatten it against the surface of the balloon. Continue the process until the balloon is entirely covered by the strips of paper. **When placing the strips leave a small circle of space around the tied end of the balloon free of strips so that the balloon can later be popped and candy can be placed through that small opening in the top.** The strips of paper should be no less than three layers thick and it is recommended that the strips covering the balloon be approximately five or more layers thick (keep in mind this will be containing candy, gadgets, small items and carrying a substantial amount of weight).

Let the balloon dry for approximately one to two days on a flat surface where air is able to circulate and dry out the strips of paper applied to the balloon. It is normal for the balloon to pop during the drying process – however it may need to be popped later prior to the addition of candy.

*(**Once the balloon is dry, the facilitators may want to paint the exterior, decorate, or add more strips of paper to ensure its durability. **)*

Making a connection: Each group member will have to establish a level of comfort and trust with their peers in order to complete this task successfully. Some children participating may have difficulty in confined spaces, or tactility issues. If and/when any child appears anxious when completing this task, notify the President, or provide added support and encouragement to said peer(s). The goal is to identify each participant's level of stress prior to it becoming unmanageable, so that they are able to work past their level of discomfort and are able to self-soothe, or accept soothing strategies from peer(s), allowing group members to connect.



PREP TALK:

What you need to get started...

Session 2

| Material | Amount | What is it used for: |
|--|---------------|---|
| One gallons buckets | 2-3 | Each bucket/container will hold the paper maché paste. |
| Newspaper/scrap paper (no glossy finish) | TBD | The paper will be cut/torn into pieces resembling the length and width of a standard 12 inch ruler. |
| Balloon (large, durable) | 2-3 | Multiple balloons may be used per group in the instance one pops. |
| Paper mache ingredients | TBD | Approximately 10 cups of paste will be appropriate for a group of 8-10 children/one balloon. See paper maché recipe. |
| Colored paper | 3 pieces | One piece of yellow, one green, one red, used for traffic light. |
| Traffic Light Poster | | Draw, paste or print a picture of a traffic light onto a larger poster board. Make sure all group member will be able to see the poster from various points in the room. Have red, yellow and green circles cut out with Velcro on them to stick to the poster as noise levels or behavior problems emerge. This will be used in future sessions. |

Basic Paper Maché Recipe...



| Material | Amount | Comments |
|-----------------|---------------|---|
| Flour | 2 parts | Flour to water consistency should be a paste-like consistency |
| Water | 1 part | prior to adding glue to mixture. |
| Glue | As needed | Add minimal amount of glue to strengthen mixture |



Session Three: Communication



Session Three Objectives:

- ✓ Establish **President** 
- ✓ Continue the **Traffic Light Concept** 
- ✓ Build trust and encourage group cohesiveness
- ✓ Focus on interpretation and communication styles
- ✓ Complete communication activity
- ✓ Elaborate on adding candy/objects into the Piñata

How things run: 45 minute sessions

| | |
|----------------------|--|
| First 10 minutes | Formalities: Selection of the President and review of the Traffic Light Concept. Go over rules established in the first group. |
| Middle 25 minutes | Explaining and engaging in communication activity |
| Remaining 10 minutes | Process the activity by prompting discussion among group members as to ease/difficulty of the process. |

Role of “President”: President will be established at the beginning of each session. A facilitator will select one group member to pull a slip of paper out of a manila folder. The facilitator may choose to select the slip of paper themselves. The slip of paper pulled from the manila folder will have the name of the President for the day. The President’s duties will consist of: posting the rules established from the first group, reading the rules out loud (if this appropriate for age, if not have the President point to the rules as the facilitator reads aloud), as well as assisting his/her peers as needed. For more information on Presidential duties, please see session plan one.

Activity Description: Communication

The group facilitators are to determine general categories prior to the session. For example: *favorite animal, favorite television show, favorite food, favorite sport, famous people/favorite celebrity*. Provide each group member with approximately five or more pre-cut pieces of paper to write their responses on. Have group members fold their pieces of paper so that their responses are concealed. Collect the papers and place them



in an open container (hat, bucket, etc) It is helpful to also have another container to hold the “used” papers throughout the game.

How the game is played: The group should be separated into two teams. Once the teams are established, each team selects a member of their team to be up first. If there are one or more volunteers or nobody volunteers, the President may select who will be up first.

The team who has the President as a member may choose to either go first, or go second. After a selection has been made, the rules are explained as follows:

- 1) During round one, there is no time limit on the participant who is acting out the word given to them. During round one, if the participant needs to use words to describe the word, they may, but only for round one. Only the team who has a participant acting out the word can guess the word.
- 2) After round one, each participant acting out the word will be provided approximately 45 seconds. After 45 seconds the team can make one final guess. If they guess the word correctly, they are awarded one point, if they guess incorrectly; the other team gets a chance to guess. If no one guesses correctly, no points are awarded, and that piece of paper is placed back into the container. Please note, when one team is going, the other team must be silent to avoid distractions (bear in mind the *Traffic Light Concept*).
- 3) If any participant needs assistance with acting out the word, only the facilitators and the President may assist them. In order to assist them, the participant must ask after they have read the word they have selected.
- 4) The score keeper(s) is/are always the group facilitator(s), to avoid any confusion.

One round is completed when all players, on each team, have had an opportunity to act out a word selected from the container.

If a participant pulls out a word that they do not know, or they do not feel they will be able to act out, they will be permitted to put that slip back into the container and pull out another one in place of it. This will only be permissible on one of their turns (it is up to the facilitators to keep track of this). The team with the most points selects the candy, etc., that will be placed in the Piñata at the end of the session.

Making a connection: Group members will be asked to use all methods of communication that they are familiar with in order to complete the activity. Some rounds will focus on verbal communication – while others will center on the use of nonverbal communication styles. Emphasis will be placed on processing frustrations and successes experienced through this activity, especially how each group member felt when others were unable to understand them or when they had difficulty understanding what team members were trying to express.



PREP TALK:

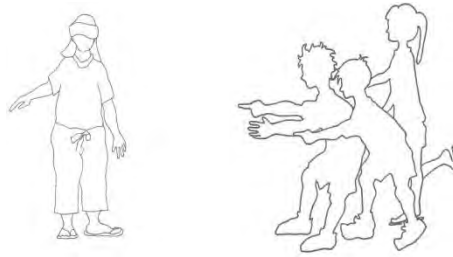
What you need to get started...

Session 3



| Material | Amount | What is it used for: |
|---------------------------|----------|---|
| Lined/unlined paper | 3 pieces | Cut each sheet of paper into pieces approximately 3 inches long by 1-2 inches thick. Provide enough space for one or two words to be written on it. |
| Pencils, markers, crayons | TBD | Be sure to have enough markers/crayons/pencils so that each group member has a writing utensil. |
| Bowl/container | 2 | Each group should be provided with their own container/bowl. If there will be more than two groups, add bowl(s)/container(s) accordingly. |
| | | |



Session Four: Building Trust



Session Four Objectives:

- ✓ Establish **President** 
- ✓ Continue the **Traffic Light Concept** 
- ✓ Build trust and encourage group cohesiveness
- ✓ Build upon established “team” mentality to encourage and promote leadership and trust
- ✓ Introduce the concept of Trust and the importance of it
- ✓ Complete the Blindfolded Course activity & debrief
- ✓ Promote an empowered environment through the distribution of awards following the activity

How things run: 45 minute sessions

| | |
|------------------|--|
| First 15 minutes | Formalities: Go over rules established in the first group. Select a President and remind group members of Traffic Light Concept. Also briefly transition to today’s activity with a mention of previous “Communications” exercises. Divide group into “teams” of 4-5 students. |
| Next 25 minutes | Explain the rules of the Trust activity and complete the task. Facilitators should keep track of how long each group takes to complete the activity - - and remember each group member should be given the opportunity to be blindfolded (if comfortable). |
| Final 10 Minutes | De-brief the activity. Close session as in previous groups to encourage routines. |

Role of “President”: President will be established at the beginning of each session. A facilitator will select one group member to pull a slip of paper out of a manila folder. The facilitator may choose to select the slip of paper themselves. The slip of paper pulled from the manila folder will have the name of the President for the day. The President’s duties will consist of: posting the rules established from the first group, reading the rules out loud (if this appropriate for age, if not have the President point to the rules as the facilitator reads aloud), as well as assisting his/her peers as needed. For more information on Presidential duties, please see session plan one.



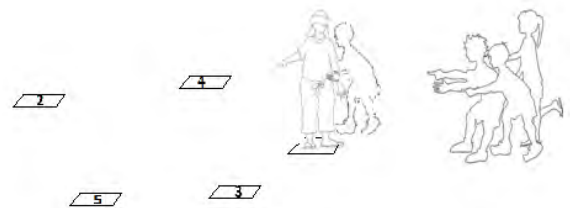
Activity Description:

Before the session, prepare an award template to be distributed during the conclusion. There should be duplicates of each award, so that all group members receive an award at the end of the activity. Awards should identify the roles in which each child played within the activity, for example, “best leader,” “best listener,” “fastest time,” “best communication,” “best cheerleader.”

All group participants will be divided in at least two groups, this may vary depending on group size. Each group will be provided with five pieces of construction paper. Each piece of paper will have a number written on it, the number must be large enough to be seen 10-15 feet away. These numbered pieces of paper will serve as an obstacle course for group members to navigate other group members through. *(***One way to modify this exercise is to simply have one “target” placed somewhere in the room and the guide must assist their partner in reaching this target - - this option works well with younger children or if there is a time issue***)*

Rules: One participant is selected from the group to navigate the course first. That participant may be blindfolded (if they choose). If safety is a concern, the all the participants may keep their eyes open.

If participant is blindfolded: The team must give commands to the blindfolded team member, and may accompany them throughout the obstacle course. At no time may any team member make contact with the blindfolded participant while they are navigating the course. If a team member touches the blindfolded participant, they must start the course over from the beginning, the course will be slightly altered, and the time does not stop (if you choose to record completion times for each participant). The blindfolded participant will have successfully completed the exercise when they have touched each of the five points, labeled 1-5 in sequential order. Once the blindfolded participant has successfully navigated the course, they may remove the blindfold, rejoin their team members, and another team member is selected to navigate the course.



The course does not need to be adjusted at any point of the exercise unless desired by the facilitator(s). The navigated may only move if they receive a command to move. For example, they may move two steps forward if they are told to move two steps forward. Navigators cannot move two steps if the team states “move forward.” The participant being navigated is not permitted to move freely, they must wait for a command. The command will come from a group-appointed leader. A round is defined as one participant’s successful completion of the course. The navigator will have successfully completed the exercise when they have touched each of the five points, labeled 1-5 in sequential order. Once the navigator has successfully completed the course, they may rejoin their team members, and another team member is selected to navigate the course immediately.



Making a connection: Throughout this activity, group members will be encouraged to draw from one another's strengths. In order to be successful in this activity, each child must learn to depend on peers for guidance and support as well as be ready and willing to provide encouragement, effective communication and understanding to members of their team and within the group as a whole. The basis of this activity is to develop a support system, and a means to effectively provide and accept help. Each child will be allotted an opportunity to be led through the course, as well as assist in leading their peers through a similar course.



PREP TALK:

What you need to get started...

Session 4

| Material | Amount | What is it used for: |
|-------------------------------------|------------------------|--|
| Blindfolds (scarves, bandanas, etc) | 2-4 | To be used to blindfold a student (Depending on group size may have 2 or more teams) – should have approx 4-5 students per small team. |
| Awards *see templates provided | At least 1 per student | Given out at the conclusion of trust building activity to each student |
| Markers, colored pencils | TBD* | To fill out awards with names of students at the conclusion of the activity. |
| Target | 5 | Create multiple “targets” to be placed on the ground for group members to be navigated to. |
| Roll of tape, or double-sided tape | 1 | Tape will be needed to attach name-tags, or to fasten name-tags to the place in which each group member is seated. |

TBD *: To be determined by group size



BEST

This certificate is awarded to:

In recognition of

Excellence during the about F.A.C.E. group on TEAMWORK!!!

Signature


Date



Session Five: Our Fears



Session Five Objectives:

- ✓ Establish **President** 
- ✓ Build upon previous group themes (trust, teamwork, communication, etc)
- ✓ Discuss personal/group fears and phobias
- ✓ Complete the “Fear Circle” activity
- ✓ Encourage group cohesiveness through sharing and understanding

How things run: 45 minute sessions

| | |
|------------------|---|
| First 15 minutes | Formalities: Go over rules established in the first group. Select a President and remind group members of Traffic Light Concept. Also briefly transition to today’s activity with a mention of previous exercises (communication, trust, teamwork, etc). Ask group members to sit in a circle facing away from one another. Encourage members to sit beside someone they trust. |
| Next 10 Minutes | Explain the concept of the Fear Circle to group members. Read off from the list of fears slowly and have members place a bean/marble/block into their personal container for each fear they have had/still have. |
| Next 15 Minutes | Turn group members around to face one another. Each member should then dump their individual containers into the larger group container in the center of the circle. Facilitators should then pass around the large container and encourage group members to discuss. |
| Final 10 Minutes | De-brief the activity just accomplished. Close session as in previous groups to again encourage an established routine. |

Role of “President”: President will be established at the beginning of each session. A facilitator will select one group member to pull a slip of paper out of a manila folder. The facilitator may choose to select the slip of paper themselves. The slip of paper pulled from the manila folder will have the name of the President for the day. The President’s duties will consist of: posting the rules established from the first group, reading the rules out loud (if this appropriate for age, if not have the President point to the rules as the facilitator reads aloud), as well as assisting his/her peers as needed. For more information on Presidential duties, please see session plan one.



Activity Description:

Instruct the group members to sit in a circle on the floor facing away from one another. Encourage them to sit beside someone they trust (tie in previous group trust activities). Once they are seated try to space them away from one another as much as possible. This may be difficult to do in a small room/space – but each group member should feel like they have some privacy and space to complete the activity. Each group member should then be given a cup and a pile of small stones, beans, marbles, etc. They should NOT touch this pile until they are told to do so.

Facilitate a calm and soft environment - - this is a serious activity so advise the children that they are to remain quiet throughout the activity. It may help to shut some of the lights off unless the group has some issues with darkness.

Read off from the list of fears slowly and quietly. Start each phrase with *“I’d like you to put a rock in your cup if you’ve ever been afraid of.....”* Feel free to skip around items on this list to fluctuate between serious and less serious issues. You may also make up more fears as the activity goes along based on the dynamics of your group members. Instruct group members to place a rock in their cups for each fear they have had in the past or still have today. ***It may be helpful to put a folded paper towel in the bottom of their cups to eliminate “noise” that will give each group member away to other members of the group**.*

Once you have completed turn on the lights and instruct the group members to turn around and face one another with their cups in front of them. A large container (preferably made of glass or something else “see-through”) should be placed in the center of the circle. Instruct group members to dump their individual cups into the large container one-by-one. Once all the “fears” have been dumped into the container – pass the container around the circle. Call attention to the weight of the container and help the students visualize how heavy the fears of everyone can be – and how being a part of support group allows group members to not only share their fears with others, but to also feel like others can help them “carry” their fears.

Have volunteers talk about times when they overcame a fear or what it felt like before, during and after. Example can also come from books, movies and/or television: characters who were fearful of something but overcame that fear. What did you/the character do before being faced with the fear? What resources (people, objects, inner strength etc.) to overcome the fear? How did you/the character feel afterward? What would you tell others about being afraid? About overcoming a fear?

Making a connection: Throughout the session, students will be asked to think about fears they have and identify ways to process these fears. Drawing from the previous activity’s emphasis on a support system, participants will be encouraged to utilize those support systems to identify and work through fears. This will necessitate trust, respect, communication and honesty.



PREP TALK:

What you need to get started...

Session 5

| Material | Amount | What is it used for: |
|---|---------------|---|
| Large Container (Box, Vase, Bin, etc) | 1 | Placed within the circle of group members to eventually hold all their “fears”. Must be large enough to contain all beans/blocks/marbles of entire group. Preferably transparent. |
| Small Containers (Boxes, Bins, Cups, etc) | 1 per student | Each member will have their own individual container to hold their “fears” – this container must be large enough for their personal stash of beans/blocks/marbles. |
| “Tokens” | TBD* | Collect marbles/beans/coins that can be used during the activity to represent individual fears. Make sure there are enough for every child to respond to every fear. |
| List of Fears | 1 | Read to group during the activity (suggestions provided) |
| Roll of tape, or double-sided tape | 1 | Tape to attach name-tags, or to fasten name-tags to the place in which each group member is seated. |

TBD *: To be determined by group size



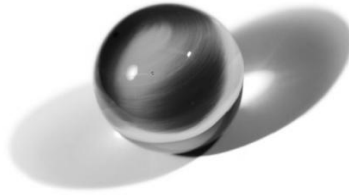
Our Fears:

Place a rock/marble/etc in your cup if you've ever been afraid of:



- Snakes
- The dark
- A fire burning down your house
- One of your parents leaving and no longer living in your house
- Ice cream
- Clowns
- One of your parents hurting your other parent
- A stranger taking you away
- Being alone
- Getting a bad grade in school
- One of your friends deciding to no longer be your friend
- Forgetting to do your homework
- Someone at school
- Losing someone you love
- Someone touching you in a way you didn't want to be touched
- Spiders
- Thunderstorms
- Breaking a bone
- Having to go to the hospital
- Someone hurting you
- Having your hair cut
- Flying
- Someone breaking into your house
- Dying
- Getting lost
- Monsters under your bed
- Getting trapped somewhere and not being able to get out
- Etc
- Etc
- Etc



Session Six: Stress Reduction



Session Six Objectives:

- ✓ Establish **President** 
- ✓ Continue the **Traffic Light Concept** 
- ✓ Continue to build trust and encourage group cohesiveness
- ✓ Identify and discuss stressors/triggers
 - ✓ what does stress look like and how does it feel
- ✓ Self-control
 - ✓ safe and effective ways to relieve stress
 - ✓ what happens when...
- ✓ Provide a visual means for group members to identify stages of stress and determine level of stress
- ✓ Group cohesiveness
 - ✓ self-direction versus teamwork

How things run: 45 minute sessions

| | |
|----------------------|--|
| First 10 minutes | Formalities: Selection of the President. Review group rules, and expectations. |
| Middle 30 minutes | Explaining and engaging group members in creating and utilizing a stress ball. |
| Remaining 10 minutes | Process the experience, and discuss when to use this new tool to diffuse stress. |

Role of “President”: President will be established at the beginning of each session. A facilitator will select one group member to pull a slip of paper out of a manila folder. The facilitator may choose to select the slip of paper themselves. The slip of paper pulled from the manila folder will have the name of the President for the day. The President’s duties will consist of: posting the rules established from the first group, reading the rules out loud (if this appropriate for age, if not have the President point to the rules as the facilitator reads aloud), as well as assisting his/her peers as needed. For more information on Presidential duties, please see session plan one.



Activity Description:

Prior to the activity, a disposable/re-usable table drape should be used to cut down on the amount of clean up for this activity. See the prep talk for session six to review the materials list.

The sand should be accessible to all group members, as well as funnel(s) ***funnel(s) can be plastic or made out of a cone of paper*). After the discussion of emotions, stress, etc, each group member should be given a balloon. After receiving their balloon, the facilitator should instruct each student to gently stretch their balloons. They are not to inflate them – just stretch them.

After balloons are stretched – the facilitator should go around to each group member and have them pick out a rock/marble/bean (whatever was used in the last fear activity). Connect these 2 activities to by explaining to group members that these rocks represent fears or stresses in our lives. Have each student hold their rock in their hands and squeeze - - instruct them that they are squeezing all their stress and fear and anxiety into that little rock. Once they have squeezed out those feelings - - have each student place their rock inside their balloons.

Once the rocks are inside the balloons have each student take turns filling their balloons with sand using the provided funnels. ***pre-measured baggies of sand work best as it prevents the students from over or under-filling their stress balls - - there should be enough sand that the round part of the balloon is full – without sand seeping into the tie end*** You can have group members work together - - for example one can hold the balloon while the other pours in the sand - - thus again establishing teamwork and trust between group members. Facilitators should then tie the balloons closed to ensure that no extra air seeps into the balloon.

As a prequel to this activity, you can incorporate relaxation techniques, such as deep breathing as a form of stress-reduction or relaxation. Have the children blown into their balloons and release the air within them repeatedly. This can be translated into the session as “when we hold things inside, sometimes it builds and builds, until finally we release it...” Release of stress can be discussed, as well as what stress is and what stresses each child out.

As the activity progresses, try having group members search inside their balloons for their rocks - - this is surprisingly time consuming – especially if you use a small rock/bean. Explain to students that this can be an effective tool for reducing stress. If a student grabs their balloon during a moment of stress and takes a few moments to search for that rock so they can release their stress - - they may find that the small amount of time it takes to find it inside may be just the right amount of time for them to calm down enough to think clearly about how best to release their stress.

Making a connection: Each group member will be instructed to utilize a stress reduction tool when they feel anxious, overwhelmed, scared, angry, etc. Prior to providing them with this method to cope, feelings will be discussed. The group is to process how emotions can affect how they interact with others. As discussion of emotion progresses, each group member will be encouraged to use this resource as they need it. If this coping mechanism is not effective, or if any group member feels that it may not be effective prior to leaving group, review their support system and reassure them that they can talk to the group facilitators (or have them identify who they trust and would feel comfortable talking to if they have any problems).



PREP TALK:

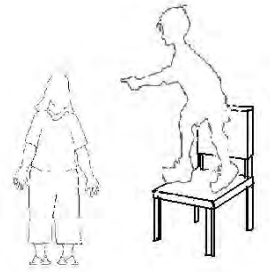
What you need to get started...

Session 6



| Material | Amount | What is it used for: |
|----------|--------|--|
| Balloons | TBD* | Contains the sand and marble to form the “stress ball” |
| Sand | TBD* | Used within the balloon to create “squishy” feeling and provide tension |
| Paper | TBD* | Used as a placemat to collect access sand for each group member. |
| Funnel | TBD* | May be used to deliver the sand into the balloon, paper can also be used to do so. |
| | | |

TBD *: To be determined by group size

Session Seven: Bullying



Session Seven Objectives:

- ✓ Establish **President** 
- ✓ Continue the **Traffic Light Concept** 
- ✓ Build trust and encourage group cohesiveness
- ✓ Define “bullying”
 - ✓ who it affects
 - ✓ what does it feel like to be a bully; to be bullied
- ✓ Self-control
 - ✓ response to a stressful situation
 - ✓ who to talk to/who to tell
- ✓ Provide experiential learning exercise

How things run: 45 minute sessions

| | |
|----------------------|---|
| First 10 minutes | Formalities: Selection of the President. Review group rules, and expectations. |
| Next 10 minutes | Engaging group members; brainstorming on the dynamics of bullies in their lives. For example, what does a person do, look like, say, to make them a bully. |
| Next 15 minutes | Separate the group into subgroups of two or three, depending on group size. Provide a prop for one of the subgroup members to stand on, while their partner(s) sit crossed-legged on the floor. Each partner is provided approximately five minutes to repeat age-appropriate bullying scenarios towards the child sitting on the floor, then rotate. |
| Remaining 10 minutes | Process the experience, and discuss what is felt like to bully as well as what it felt like to be bullied. |



Role of “President”: The President will be established at the beginning of each session. A facilitator will select one group member to pull a slip of paper out of a manila folder. The facilitator may choose to select the slip of paper themselves. The slip of paper pulled from the manila folder will have the name of the President for the day. The President’s duties will consist of: posting the rules established from the first group, reading the rules out loud (if this appropriate for age, if not have the President point to the rules as the facilitator reads aloud), as well as assisting his/her peers as needed. For more information on Presidential duties, please see session plan one.

Activity Description:

(See the attached template for ideas on bullying scenarios)

The group should be divided into two equal groups, if possible. Group one, will be the stationary group and will form a circle within the room, and separate themselves from one another at least two arm lengths away. The second group should be instructed to pair up with someone in the circle, and sit on the floor cross-legged, facing that person. If you would like, props can be used. For example, the stationary group can stand on a stool or chair for the first portion of this exercise, while their partner stands in front of them.

Stationary group members are to role play a situation involving bullying that they have experienced, witnessed, or heard about from peers and/or adults. In this role play, the stationary group members are to play the role of the bully. They may be perched above their peer, the group participant being bullied, acting out what they recall from the scenario. The stationary group member is the only one in the partnership permitted to talk during the role play. The role play should last no longer than 3-5 minutes at a time, and after each role play has completed the 3-5 minute “scene,” thoughts and feelings should be processed with both the “bully” and the one who was “bullied” in the scenario. After each “scene” has been processed, the stationary group member switches roles with their partner. The scenario can be the same as before. The scenario can be selected off of a pre-fabricated list of scenarios, stem from the brainstorming portion, etc. The facilitator(s) may want to provide each pair of group members with the opportunity to agree on a scenario, prior to having pairs engage in the role play.

If there are any group members who feel uncomfortable engaging in the exercise, allow them to walk around the room and observe the scenarios. As scenes are being acted out, have wandering group members represent a bystander, or a child who watches, but is unable or chooses to do nothing. If there are no group members who feel uncomfortable with this activity, or there is not an odd number of children in the group, rotate the bystander role, or form groups of three if you would like to explore the bystander role

Making a connection: This is meant to be an experiential learning tool, illustrating how various perspectives of bullying *feel*. This activity personalizes the process each child goes through as a bully, as a witness and as the target of bullying. The transfer of stress from one individual to another, expressing why we target others or are targeted will be processed prior to and at the conclusion of this activity. This exercise also has the potential to explore the role of the bystander, why peers do not step it, what peers are thinking when they witness or are involved in a bullying situation.



PREP TALK:

What you need to get started...

Session 7

| Material | Amount | What is it used for: |
|--------------------|------------|---|
| Construction paper | 1-3 sheets | To record group member's thoughts, feelings, and ideas. |
| Tape/thumb tacks | 3-6 tacks | To post the construction paper. |
| Markers | 1-3 colors | To record group member's thoughts, feelings, and ideas. Make sure colors are bright enough to be seen from across the room. |
| | | |

TBD *: To be determined by group size



BULLYING SCENARIOS

General Examples: Varied Perspectives

Example I

Victim Perspective: You are walking to the cafeteria with your class when your shoelace becomes untied. You stop walking and kneel down to tie it. As you are tying your shoe, someone comes up behind you and starts tapping their finger on your back and making a “tick tock” sound. You ask them to stop, and reply “I’m almost finished” but they continue, and begin shoving you forward. You fall face forward and the children behind you begin laughing.

Bully Perspective: You are walking to the cafeteria with your class, on your way to lunch. It seems like every day the same peer stops to tie their shoe, holding up the rest of the line. Finally, you decide that you are going to poke them to move them along, and begin making a “tick tock” sound to mimic a clock. You become impatient and push them forward.

Bystander Perspective: You laugh at first, but when you see your classmate fall face first, you do nothing. You are afraid that by standing up for her/him, you will look bad.

Example II

Victim Perspective: On your way to the bathroom, you see one of your classmates loitering in the halls. They are standing by a water fountain yelling things at one of your classmates. You do not want to become a target, so you try to slip past her/him. As you open the door to the bathroom, s/he walks over and spits water from the fountain all over the back of your shirt. You say nothing, continue into the bathroom, and find her/him following you to the first stall. As you walk into the stall and attempt to latch the door shut, s/he kicks in the door. The stall door hits you in the face as s/he walks out of the bathroom laughing.

Bully Perspective: It is your study hall period, and you have no work to do. You get a pass to go to the bathroom, and on the way you see someone you used to be best friends with, but last year stopped wanting to be friends. You yell to get her/his attention, but s/he ignores you. This irritates you, and you look for ways to get back at her/him. One of her/his friends walks towards you to enter the bathroom. Thinking s/he will come over to help her/his friend, you take a sip at the water fountain and spit in her/his direction. When this does not provide the result you wanted, you follow her/him into the bathroom, and attempt to push the stall door open to say something. The door hits her/his face, and you decide to walk away before a teacher comes to check out the noise in the bathroom.

Bystander Perspective: You attempt to avoid confrontation, and do not want to become involved. You do not assist your friend, and are scared to tell an adult.



Physical Bullying:

Scenarios may include instances where...

~Pushing, pinching, hitting, biting, slapping, hazing, sexual harassment occur, as well as choking, stabbing and shooting in more extreme cases.

*This type of bullying is only appropriate for group discussion, not for group demonstration.

Psychological Bullying:

Scenarios may include instances where...

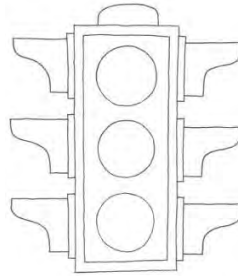
~Individuals feel threatened, rejected, excluded, isolated from their peer group, single-out, humiliated in small and or large peer groups, as well as use of racial slurs, derogatory words/statements

Examples:



- I. You have been friends with Megan for two years. Megan began spending time with the new kid in class. You become angry because Megan is not spending as much time with you and you start telling Megan lies about the new kid so that she will not be friends with them. You continue to spread rumors about the new kid, and warn Megan and others that if they are friends with the new kid, they will no longer be your friend.
- II. You bring in a new game from home that you and your friends are looking forward to playing during recess. When you get outside, you set up the game and realize that there are too many people who want to play. You assign each person that wants to play a number, and suggest that only "5's" are good enough to play. You remark that you are a "5" and name two others as "5's" and point to others you feel are "less cool," "1's," "2's," "3's," and "4's." You suggest that "1's" are the nerdiest kids, and so on.
- III. When you get to school, you realize that your mom forgot to give you lunch money. Embarrassed to tell the teacher of the situation, you look think of ways to find or get the money before the teacher collects lunch money before announcements. You see a classmate taking money out of their book bag and sticking it in their jeans pocket. You walk over and tell them if they don't give you the money in their pocket, you'll tell all the kids at school that you wet your pants yesterday on the bus. When the kid refuses, you start laughing and pointing at them and talking loudly about how bad they smelled after they wet their pants on the bus and how the bus driver has to pull over to the side of the road and wait for their mom to pick them up.
- IV. At school, there is a group of three girls that you would like to be friends with. When they ignore you and tell you that they do not want to be friends with you, you become upset and begin thinking of ways to "get back" at them. The next day at school, you and your best friend go to school early, and write things about the girls in the bathroom stalls of the girl's bathroom. You write embarrassing things that are not true about the three girls. As kids start arriving to school, you and your friend encourage others to look in the bathroom at the slander, and prepare to laugh at the girls when they get to school.



Session Eight: Healthy Decision-Making



Session Five Objectives:

- ✓ Establish **President** 
- ✓ Continue the **Traffic Light Concept** 
- ✓ Build trust and encourage group cohesiveness
- ✓ Build upon previous group themes (trust, teamwork, communication, etc)
- ✓ Discuss the decision-making process
- ✓ Complete the “Sticky Situations” activity
- ✓ Encourage group cohesiveness through use of Red Light/Yellow Light/Green Light

How things run: 45 minute sessions

| | |
|------------------|---|
| First 15 minutes | Formalities: Go over rules established in the first group. Select a President and remind group members of Traffic Light Concept. Discuss/define the concepts of boundaries and decisions. |
| Next 10 Minutes | Explain the concept of the “Sticky Situations” to group members. Explain the use of the already established “traffic light” concept to determine the level of safety/caution to be used in each situation that will be presented. |
| Next 15 Minutes | Engage in the “traffic light” activity after gathering all group members into a circle/around a table. |
| Final 10 Minutes | De-brief the activity just accomplished. Close session as in previous groups to again encourage an established routine. |

Role of “President”: The President will be established at the beginning of the session. A facilitator will select one group member to pull a slip of paper out of a manila folder. The facilitator may choose to select the slip of paper themselves. The slip of paper pulled from the manila folder will have the name of the President for the day. The President’s duties will consist of: posting the rules established from the first group, reading the rules out loud (if this appropriate for age, if not have the President point to the rules as the facilitator reads aloud), as well as assisting his/her peers as needed. For more information on Presidential duties, please see session plan one.



Activity Description:

“Sticky Situations”:

Each group participant should be equipped with three different colored circles, red, green, and yellow, attached to Popsicle sticks. When “Sticky Situations” scenarios are described by either facilitators or fellow peers, the group members are to hold up the color that best describes decision they would make regarding the situation.

As group sits in a circle read off the “Sticky Situations” presented in the attached template (feel free to add your own based on the group of students and their needs). After each situation is read group members should decide if this is a green light (safe, go-ahead, good) decision, a Yellow (use caution here) decision, or a red light (stop, do not go ahead, poor) decision. Encourage group members to explain their decisions. These decisions can be made:

- **on an individual “shout it out” basis** with each group member holding up their circles in mass. The facilitator can then pick on 1 or 2 members to share their conclusions and their reasons for choosing a particular color.
- **each member can go individually around the circle** with the facilitator calling out their names and asking for their individual decisions (be careful of “copycats” if opting for this way!)
- **can be a team/group decision-making process** with the group divided into teams (pairs or 3-4 members depending on group size) - - each member comes to a consensus within their teams to determine the best course of action for that particular scenario. The teams are then to present their decision to the rest of the group.

Making a connection: This activity is meant assess each child’s level of comfort with varied life situations. This activity is meant to be a non-threatening method of communication. Addressing issues of peer pressure, marital discord within their family, coping with death or loss, will assist in providing a forum for each group member to communicate their perception of the presented situations. This activity is meant to gently personalize feelings, attach them to events and circumstances in their life and to set up the foundation for future session projects.



PREP TALK:

What you need to get started...

Session 8

| Material | Amount | What is it used for: |
|------------------------------------|---------------|--|
| Colored Construction Paper | 1 pack | To trace/construct the individual Traffic Light Color Circles to be used by each student in the “Sticky Situations” activity. |
| “Sticky Situations” | | Create a list of “sticky situations” to be used during the activity. Feel free to use suggestions provided. |
| Pencils/Popcycle Sticks | 1 per student | To attach to each individual traffic light color so that students can hold up their lights on a “stick” to answer the sticky situations. |
| Roll of tape, or double-sided tape | 1 | Tape will be needed to attach name-tags, or to fasten name-tags to the place in which each group member is seated. Tape will also be needed to attach the popsicle sticks to the individual color circles for the “Sticky Situations” activity. |

TBD *: To be determined by group size



Sticky Situations

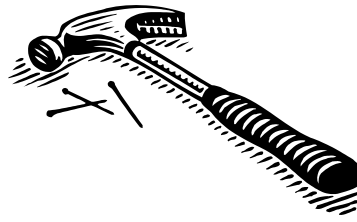
******For each sticky situation, it may be beneficial for the group if you state what the green light, yellow light, and red light decisions are for each scenario.******

1. You are walking home from school when your friend's uncle pulls up beside you in his car and asks you if you want a ride... (ex: green light – go for it and take the offer, yellow light – use caution and ask the man more questions, red light – run away and DO NOT get in the car)
2. A popular kid from school who is a few years older than you invites you over to his house to play video games...
3. You see your younger brother being bullied by a bigger student - - your friends are encouraging you to break up the fight by punching the student who is hurting your brother...
4. You are walking along the road with a group of your friends. Suddenly – one of your best friends darts across the street to the other side. He/She motions and yells for you to come over...
5. You hear one of your parents hitting your other parent while you are in your bedroom...
6. One of your friends has a crush on someone in school. They have asked you not to tell anyone about it. The person they have a crush on comes up to you in class and asks if you know anyone that likes them...
7. Your friends decide to get back at a bully in school by tripping them in front of the entire school during lunch – they ask you to join...
8. The rest of your group of friends are heading to the park after school – your parents told you to come straight home, but they won't be home from work for a few hours...
9. You and your friend are leaving a store and he/she proudly displays the candy bar they have stolen – they ask you not to tell anyone...
10. One of your grandparents is obviously struggling to carry their grocery bags into their house...
11. A classmate tells you one of the people they live with has been touching them in a way they do not want to be touched – they ask you not to tell...
13. One of your friends asks you to go ice skating on the pond by their house after school...
14. Your baseball coach invites the entire team and their parents out to lunch after a big win...



*****Feel free to make up scenarios based on the direct needs of your group - - for some older children, they can also be challenged to make up situations for their friends to respond to******



Session Nine: Rumors



Session Five Objectives:

- ✓ Establish **President** 
- ✓ Continue the **Traffic Light Concept** 
- ✓ Build trust and encourage group cohesiveness
- ✓ Build upon previous group themes (bullying, communication skills, etc)
- ✓ Discuss concept of Rumors as a form of poor communication
- ✓ Complete the “Telephone” activity
- ✓ Complete the “Scars” activity

How things run: 45 minute sessions

| | |
|------------------|---|
| First 15 minutes | Formalities: Go over rules established in the first group. Select a President and remind group members of Traffic Light Concept. Touch on communication skills previously discussed during group time. Explain how today’s session will be an example of how poor communication mixed with bullying creates rumors. |
| Next 10 Minutes | Complete the “Telephone” activity using previously determined phrases. *See attached examples. Debrief with the group after completing 2-3 rounds. |
| Next 15 Minutes | Complete the “Scars” activity. |
| Final 10 Minutes | De-brief the activity just accomplished. Close session as in previous groups to again encourage an established routine. |

Role of “President”: The President will be established at the beginning of the session. A facilitator will select one group member to pull a slip of paper out of a manila folder. The facilitator may choose to select the slip of paper themselves. The slip of paper pulled from the manila folder will have the name of the President for the day. The President’s duties will consist of: posting the rules established from the first group, reading the rules out loud (if this appropriate for age, if not have the President point to the rules as the facilitator reads aloud), as well as assisting his/her peers as needed. For more information on Presidential duties, please see session plan one.



Activity Description:

“Telephone”:

With the group seated in a circle (or a line – whatever works best in your space) have the President decide who should begin the telephone phrase. Facilitators may use the example phrases provided or may allow the children to make up their own phrases. Make sure that each phrase is long enough that it provides some difficulty to pass along clearly. Facilitators should instruct that first person to then whisper their sentence into the ear of the child seated/standing to their left (and so on around the circle with each student whispering to the person on their left). Once the phrase has made its way around the entire group the last person should then announce out-loud what they heard in their ear. ** The point is that the last phrase should be completely different from the original sentence - - - allowing students to experience the direct results of he said/she said communication.

Do 3-4 rounds of this activity to further establish point depending on time and interest of group members.

“Scars”:

Have the group sit in a circle where all eyes can see the board/foam. Facilitators should move from student to student and ask them to lightly hammer a nail into the board/foam. As they do such they should describe a time they said something bad about another person *without using names*. Continue around the circle until each student has hammered a nail into the board/foam. Once this is completed - - stand so that all group members can see and explain how rumors leave permanent scars on people that take a long time to go away (as you are explaining this concept begin to remove the nails so that the group members have a visual experience of all the holes remaining in the board/foam even after the “rumor” has been removed). Discuss with group members the impact of seeing these scars - - and discuss potential ways to heal them.

Making a connection: Students will experience the reality of what spreading rumors and the pain of talking about others can cause. The activities presented in this session will provide visual and experiential learning for students to literally “see” and feel the effects of rumors.



PREP TALK:

What you need to get started...

Session 9

| Material | Amount | What is it used for: |
|------------------------------------|---------------|---|
| Board/Foam | 1 per group | To hammer nails/push pins into for “Scars” activity. This board/piece of foam should be big enough that all students could place at least one nail into it. (Ex: A 2’x4” or an 8 ½ ” x 11” piece of foam board) |
| Nails/Push-Pins | 1 per student | To hammer/push into board or foam during the “Scars” activity. It is recommended that if using actual nails – use long nails with large heads to hopefully minimize finger-smashing |
| Hammer/Mallet | 1 | Lightweight hammer or mallet to put nails into board or foam for “Scars” activity. **NEVER used without facilitator supervision. |
| Roll of tape, or double-sided tape | 1 | Tape will be needed to attach name-tags, or to fasten name-tags to the place in which each group member is seated. |

TBD *: To be determined by group size

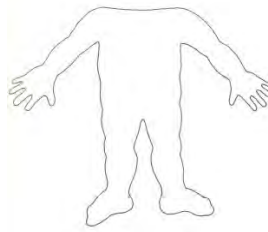
Telephone Phrase Examples:

- “The brown cat chased the grey mouse”
- “My mother told me that I needed to eat my broccoli at dinner last night”
- “The alligator ate ten pounds of fish before swimming off to the sea”



***Feel free to create on a whim and even have group members start phrases (beware of potty conversations though!)*



Session Ten: Self-Concept



Session Ten Objectives:

- ✓ Establish **President** 
- ✓ Continue the **Traffic Light Concept** 
- ✓ Build trust and encourage group cohesiveness
- ✓ Creatively define what makes each individual unique and special
- ✓ Self-concept
 - ✓ what makes you different from others
- ✓ Identify and recognize feelings associated with varied situations/scenarios

How things run: 45 minute sessions

| | |
|----------------------|--|
| First 5-10 minutes | Formalities: Selection of the President. Review group rules, and expectations. |
| 5-10 minutes | Engage group members to identify how they express themselves, and encourage self-expression through creative means, i.e. self-portrait. Select materials at this time. |
| Next 20 minutes | Provide direction for accomplishing activity, and provide support and encouragement as needed. |
| Remaining 10 minutes | Activity de-briefing session. String together art projects. |

Role of “President”: The President will be established at the beginning of each session. A facilitator will select one group member to pull a slip of paper out of a manila folder. The facilitator may choose to select the slip of paper themselves. The slip of paper pulled from the manila folder will have the name of the President for the day. The President’s duties will consist of: posting the rules established from the first group, reading the rules out loud (if this appropriate for age, if not have the President point to the rules as the facilitator reads aloud), as well as assisting his/her peers as needed. For more information on Presidential duties, please see session plan one.



Activity Description:

Generate a conversation about self-concept with the group. Have them define self-esteem and provide examples of good vs. poor self esteem. Transition this conversation into discussing what makes each group member unique and how this can be a source of pride and confidence.

Each child is provided with varied materials necessary to complete a two or three-dimensional image of themselves. Give adequate time to complete this task, and only provide assistance to group members when absolutely necessary. This should be how they view themselves, not how you view them. Encourage children to draw, write or create images about all the things that make them who they are. (For example – a child can write “books”, draw a picture of a book, or create a book image to represent their love of reading and how reading is something they enjoy to take their mind off of other events in their life)

The group should be addressed to complete a self-portrait using any/all materials accessible to them. After 15 minutes has lapsed, have the group make final touches to their project. As group members finish up, begin attaching approximately one and half feet of string/yarn to the final product. The string may be taped, or a hole(s) may be punched in order to attach the string.

Encourage children to share some of the elements they used with the rest of the group. This is a great learning tool to allow other group members to physically see all the complexities that make them who they are. Some examples of completed 3D Me’s are included in this curriculum for reference.

Making a connection: Each child is challenged with illustrating their self-perception. Each group member is given an opportunity to create a two-dimensional or three-dimensional version of themselves. A wide variety of materials should be accessible to accommodate varied levels of skill and personality types. For example, a child that is more anxious and self-conscious may choose different materials than an expressive, confident child. This activity challenges the facilitator(s) ability to draw out feeling and emotions both verbally and nonverbally expressed, softly challenge misconceptions of self-image, and build self-esteem and self-worth.



PREP TALK:

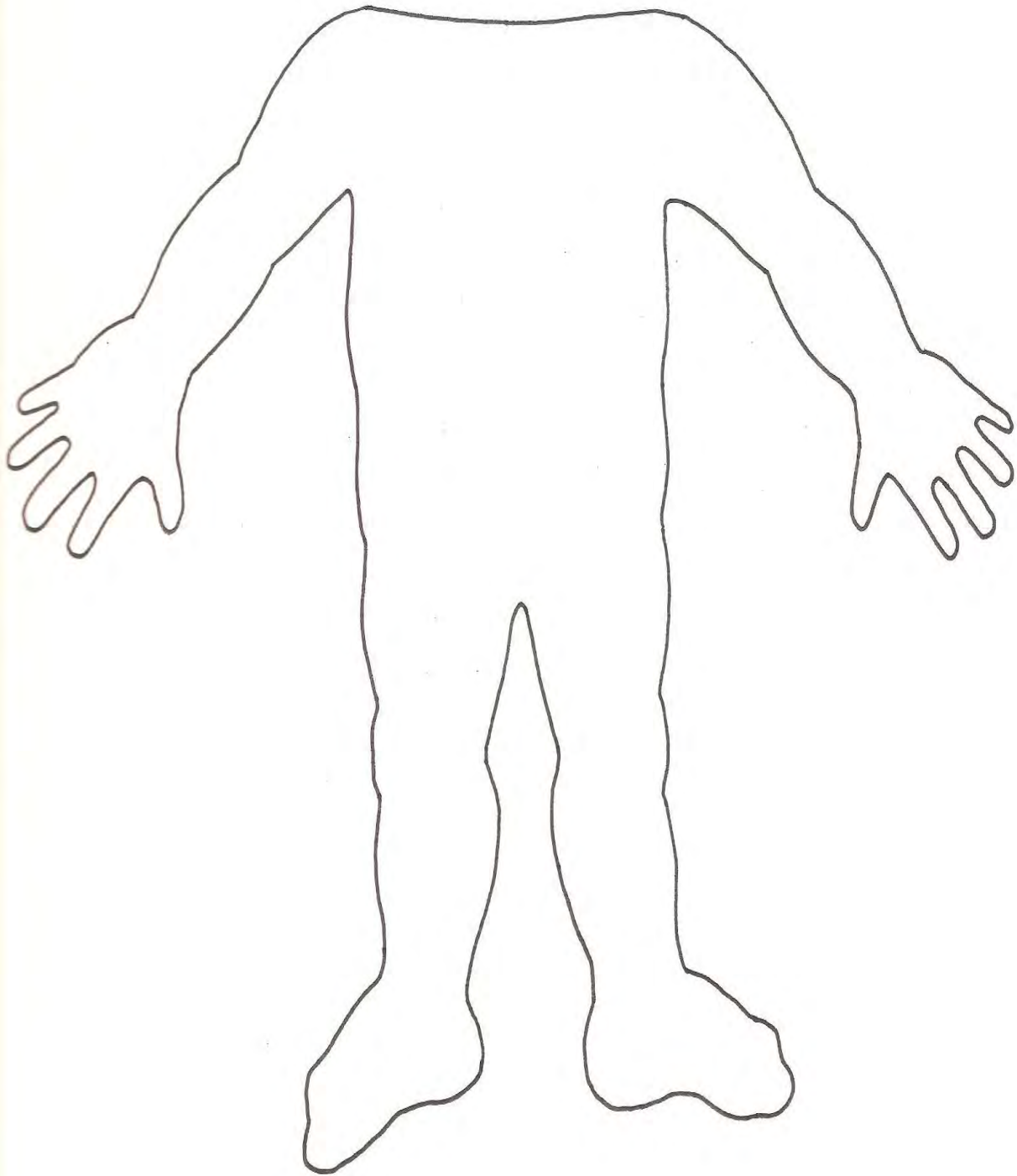
What you need to get started...

Session 10

| Material | Amount | What is it used for: |
|---------------------------------------|----------|--|
| Project template | TBD* | The template is used as a means to create a self-portrait. |
| Play dough | TBD* | Group members may choose to use a variety of materials to complete a three-dimensional image of themselves. |
| Multi-colored paper/foam | TBD* | Group members may choose to use a variety of materials to complete a three-dimensional image of themselves. |
| Scissors | TBD* | Scissors will be used to trim around the completed self-portrait, and to cut contact paper. |
| Glue sticks | TBD* | If the child chooses not to use play dough, keep on hand glue sticks. |
| Contact paper | One roll | Roll out approximately 1 ¼ feet for each child, do not peel the wax paper off each sheet initially. This can act as a mat to collect excess materials, such as play dough. |
| Markers/Colored Pencils/Crayons | TBD* | Have enough variety and selection for each child to use the material that best represents them. |
| String/yarn | 8-10 ft | Approximately one foot of string/yarn will be given to each child. Each end of the string will be attached to the 3D Me image, and will hang like a necklace. |
| Hole punch | 1 | A hole punch can be used in place of scissors to puncture openings for the string/yarn to be threaded. |
| Tape | 1 roll | Tape will be used to mount the feelings/emotions to the walls/around the group room. |
| TBD *: To be determined by group size | | |

Generic play dough recipe...

| Material | Amount | Material | Amount |
|----------|--------|-----------------|---------------|
| flour | 1 cup | oil | 2 tablespoons |
| salt | ½ cup | cream of tartar | 2 tablespoons |
| water | 1 cup | food coloring | As needed |













Session Eleven: Empowerment



Session Five Objectives:

- ✓ Establish **President** 
- ✓ Continue the **Traffic Light Concept** 
- ✓ Build trust and encourage group cohesiveness
- ✓ Build upon previous group themes (communication skills, trust, self-esteem, etc)
- ✓ Discuss/Define concepts of Empowerment/Affirmation
- ✓ Complete the “Ribbons” activity

How things run: 45 minute sessions

| | |
|------------------|--|
| First 15 minutes | Formalities: Go over rules established in the first group. Select a President and remind group members of Traffic Light Concept. Define the concept of affirmation or empowerment. |
| Next 10 Minutes | Distribute 3 ribbons to each group member and allow them to decorate all 3 however they would like. |
| Next 15 Minutes | Complete “Ribbon” Activity. |
| Final 10 Minutes | De-brief the activity just accomplished. Close session as in previous groups to again encourage an established routine. |

Role of “President”: The President will be established at the beginning of the session. A facilitator will select one group member to pull a slip of paper out of a manila folder. The facilitator may choose to select the slip of paper themselves. The slip of paper pulled from the manila folder will have the name of the President for the day. The President’s duties will consist of: posting the rules established from the first group, reading the rules out loud (if this appropriate for age, if not have the President point to the rules as the facilitator reads aloud), as well as assisting his/her peers as needed. For more information on Presidential duties, please see session plan one.



Activity Description:

With entire group sitting and facing one another so that all can see/listen - - go one by one around the circle and ask each group member to keep one ribbon and give 2 away. They are encouraged to describe something positive as a reason why they are giving themselves a ribbon – and should explain why they are giving their other 2 ribbons to the students they select. Facilitators should have “donuts” of tape ready so that each group member can physically stick their affirmations to one another.

“Ribbons”

The “Ribbons” activity is one that is used to increase students’ abilities to empower and affirm both themselves and their fellow group members. Before the group session begins – facilitators should be sure to have at least 3 “Ribbon” blank templates cut out for each student. * Note that extra cut-out ribbons should be available in case a student needs to start over or they would like to create more (if time allows). Instruct the students to decorate all 3 ribbons in any way they so choose. Do not tell them what they will be doing with the ribbons - - just allow them to be creative without too much instruction from the beginning.

Once all students have completed their decoration – instruct them that they are to keep one ribbon for themselves, but also pass the remaining ribbons to two of their fellow group members. Each student is asked to affirm one thing about themselves (thus explaining “why” they deserve their ribbon) – and they are to also affirm the two students who will receive their ribbons. (Ex: “I am giving this ribbon to Joey because he was polite in group every week”). Facilitators should be ready when each student has their turn with “donuts” of tape so that they can physically stick their ribbons to themselves and their classmates. The idea being that each student will be covered in affirmations and empowering statements by the end of group.

Making a connection: Students will be given the opportunity to empower/affirm their fellow group members. They will be able to apply what they have learned throughout the group sessions to culminate in one final discussion of positivity.



PREP TALK:

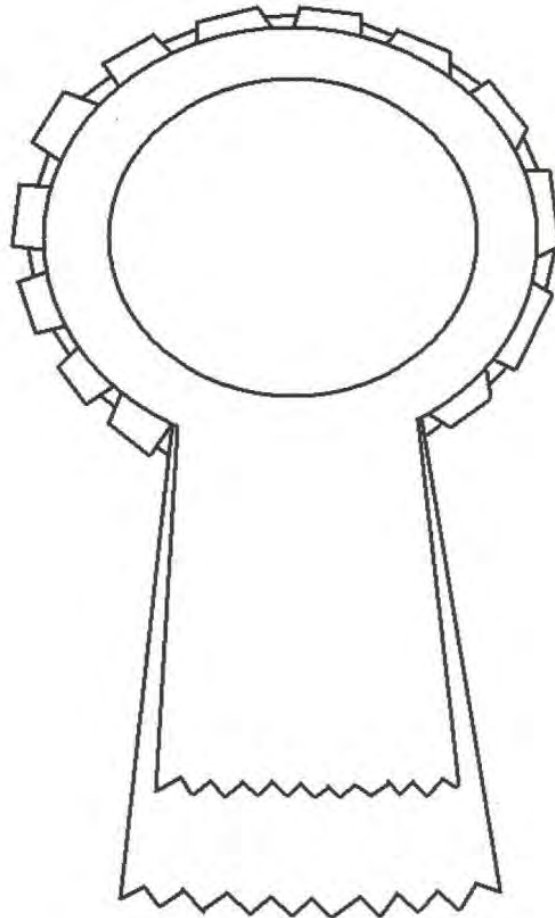
What you need to get started...

Session 11

| Material | Amount | What is it used for: |
|------------------------------------|---------------|--|
| Ribbon Templates | 3 per student | Each student will be given 3 ribbons to decorate – these ribbons should be traced ahead of time on white paper & cut out. |
| Markers, Crayons, Colored Pencils | TBD* | To decorate ribbons. |
| Roll of tape, or double-sided tape | 1 | Tape will be needed to attach name-tags, or to fasten name-tags to the place in which each group member is seated. Tape will also be used to attach ribbons to each group member during the “Ribbons” activity. |

TBD *: To be determined by group size

Ribbon Template





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