Elementary

Group Facilitator's

Handbook

For

The San Bernardino County
Superintendent of Schools

Duplicated and Distributed

By

The Comprehensive Health Unit

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PREFACE

The Anoka-Hennepin School District is committed to helping all students fully realize their potential. To help fulfill this commitment, a variety of self-esteem and chemical awareness support groups have been implemented in our elementary schools.

This handbook is designed as an aid to the facilitators of the elementary support groups. The information and activities included in this handbook will help our group facilitators feel more comfortable with the group process and help them to continue to improve children's feelings of self-worth, self-esteem, or self-image while also helping to prevent the misuse and abuse of chemicals.

We wish to thank the numerous authors and materials used. Insofar as possible, we give these people credit for their work. Thank you.

Chemical Health Education Curriculum, District No. 11

Chemical Health Education Curriculum (CHEC), District No. 281

Secondary Group Facilitators' Handbook, District No. 11

Materials gathered from Children Are People

Materials gathered from Community Intervention

Materials gathered from Johnson Institute

Materials gathered from self-esteem, chemical awareness, and cooperative learning classes from the University of Minnesota, Augsburg, St. Thomas

Materials gathered from the President's Drug Awareness Program

"You - NIQE" materials - Project of Education Service Department, Minneapolis Star and Tribune

Value sheets - "Making Sense of Our Lives" - Merle Harmon, PhD
RATIONALE FOR ELEMENTARY SUPPORT GROUPS

Psychological or emotional needs of children and youth must be considered in order to provide the most productive school atmosphere. These needs must be fulfilled with appropriate activities and interactions if schools are to aid in preventing the misuse and abuse of alcohol and drugs.

Fulfillment of psychological and emotional needs provides children with a feeling of self-worth, self-esteem, or positive self-image, feelings that are extremely important for personal adjustment. Failure on the part of the students to adequately satisfy their emotional needs may result in deviant (antisocial) behavior. School staff must realize that psychological and social maladjustment in children may occur and should be prepared to provide both preventative and remedial activity.

Elementary support groups can be offered to students as a resource that will help them satisfy some of their psychological and emotional needs. These support groups can provide the atmosphere needed by the student to attain emotional maturity and acquire a high level of mental health. The student will thus be better prepared to cope with the problems of society. The availability of support groups can help divert young people from seeking escape through the drug scene.
THE GROUP PROCESS

Facilitating a group is not an easy task. The dynamics within the group are intermingled and always in a state of change. Groups are unique entities that usually follow no set course and groups are unpredictable. You may have a planned outline for the group and end up dealing with totally different issues.

Support groups are organized for two main reasons: (1) to bring together students with common concerns, (2) to create an atmosphere for care, whereby students can express their feelings and receive support. It is important to realize that the group will not always be successful. Some of your group meetings will not always leave you with the feeling of completion or success. It is important to remember that the group is in a constant state change. As facilitator, your main role is to help the group evolve towards a positive direction. Guiding the group toward healthy change can be accomplished with the following awarenesses and suggestions:

1. Become aware of your own personal feelings and attitudes. Since you are a group member, your feelings and attitudes can affect the group.

2. Allow the group some freedom. Do not expect to control the entire process of the group.

3. Be alert to the feelings of your members. Occasionally glance at the members to see what their nonverbal signs say.

4. Encourage members to be open. This is done by being friendly, warm, responsive to what members say, and accepting their contributions.

5. When the group seems to be at a low, initiate new ideas, initiate new ways of looking at the group's process, or initiate activities to stimulate group discussion. (Facilitating in an elementary group will include a set activity.)

6. Clarify a group and individual's opinions or comments. At times, clarification of a student's concern is needed, thereby putting it into perspective which will allow the entire group to understand what is being expressed. This can easily be accomplished by rephrasing the comments. (Example - "Mary, I hear you saying that you feel sad because you have been lonely lately.")

7. It is important to remember to focus on individual behaviors rather than the person. Refer to what a person does rather than comment on what you think he/she is.

8. Accept a leadership role as facilitator. This does not mean that you are responsible for the entire group. What it does mean is that as an adult and trained facilitator, you lead the group towards healthful change.

At times, it may be necessary for you to assert your leadership role in order to direct the group back to the issue at hand. Occasionally, different personality traits of the students will cause interruptions. Below is a brief outline of these personality traits and suggestions on how to handle the situation.

A. Sidetalker - Bring the student into the conversation, or let them know by a glance or comment that it is not acceptable to be talking while someone else is taking time.
B. **Rambler** - Point out that it is important to stay on the immediate subject and it is also very important to talk about the feelings associated with the incident. (Example - "It sounds as though you had fun at your birthday party Billy, but why don't you talk about how you felt when your parents started to argue.")

C. **Nonparticipant** - If the student seems bored or shy, ask for his/her comment on the topic being discussed. If the student is shy, attempt to bring him/her into the group discussion. Sincere, quiet group members will also learn from active listening. If it becomes apparent that a student doesn't want to be in a group, privately discuss those feelings with the student.

D. **Monopolizer** - Praise the student for showing interest, but suggest that other members need to take time also.

9. Make productive use of group time. This does not mean that every minute has to be planned out. What it does mean is that a basic format for any group can be followed to insure time management. Below is an outline which will help you to organize the group meeting:

A. **Opening Activity** - Have everyone go around and introduce themselves. To change the routine, you could have everyone introduce himself/herself and then also state a feeling presently being experienced by each person; or, have each person state a color that represents how he/she feels. Be imaginative! There are many ways to make the introduction more fun and interesting. (Refer to the opening activities in this section.)

B. **Recognition** - Ask group members if anyone has an accomplishment or special day he/she wants to share. (Example - birthdays, good test grades, new experiences, etc.)

C. **Sharing Time** - Lead students into the group process by opening up the discussion. If it seems as though there are no pressing issues to share, direct the focus of the group to an activity.

D. **Summary** - Near the end of group, attempt to summarize the general mood of the group. Go back to individuals and restate encouragement, praise, concerns, etc. This is a good time to suggest assignments for individuals.

E. **Closure** - Select a short activity or routine that can be repeated at the end of each group session.

10. Note the following group terminology. Those listed below are important for productive group process:

**Feedback** - Feedback is communication to a person which gives that individual information about how he/she affects others. Feedback assists an individual in learning how congruent behavior is with feelings. Useful feedback is specific, descriptive of one's own feelings, directed towards behavior and not the individual, and given in a caring manner. Feedback is a way of giving help. It allows one person to do two things:

1. Explain to another person that his/her behavior is not congruent with his/her feelings, or that the resulting behavior is not acceptable.
2. It allows a sender to take care of himself/herself by expressing how he/she is affected by the behavior.
Confrontation - Confrontation is a form of feedback. It is most useful when spoken with concern and accompanied with examples of confronted behavior or data. Confrontation is descriptive of what we have observed in the other person. Guesses, advise, or discussions about something we have not witnessed is not confrontation. In one sense, when we confront, we hold up a mirror to let another person know how he/she appears to us. We are most useful as confronters when we are not so much trying to change another person, as we are trying to help him/her to see himself/herself more accurately. (Example - "Your sarcastic remarks suggest to me that you are angry," or "Your voice sounds so sad and hopeless, I see you feeling sorry for yourself.")

Leveling - Leveling is responding openly to one's own feelings after receiving feedback or confrontation. We level when we take the risk of showing and expressing our feelings. Taking the risk to level with one's own feelings draws one closer to others. If, instead of leveling, we respond without true feelings, we are hiding.

Empathy - Empathy is understanding and feeling what another person has experienced. Empathy is important in that it is reassuring to individuals to know that he/she is not alone. Feedback toward the person leveling is empathetic when one restates the feeling being expressed. (Example - "I know what you are feeling when you are saying you are sad because your brother doesn't take time to talk with you.")

Hopefully, the utilization of these ten points will make your group experience more successful and enjoyable. Helping students to grow and to discover their feelings is an enormous task. Best of luck; remember that you will learn more with each new group experience.
OPENING ACTIVITIES

TITLE: Name Chain

OBJECTIVE: To get acquainted with other group members.

PROCEDURE: Seat the group in a large circle; you should sit in the circle as part of the group. Give the following instructions: "I'll start by telling my name." Say to the person on your left, "You repeat my name and add your own name. We will continue around the circle, clockwise. When it is your turn, repeat all the names of all those who preceded you, and add your own name. If you forget someone's name, ask the person to repeat it for you."
TITLE: Name Game

OBJECTIVE: To get acquainted with students in the group.

PROCEDURE: Go around the circle and have students state their names, preceded with an adjective. The adjectives should start with the same initial sound as the person's name and should describe some quality. (Hopefully positive.) Example, "Marvelous Marlene" "Jazzy Jim" "Trusting Tom"
TITLE: The Getting Acquainted Checklist

OBJECTIVE: To help children find out about the other children in the group.

PROCEDURE: Talk about each of the items on the checklist pointing out that there is a picture as well as words for each item. Explain that each child's task is to find a different child in the group for each category. Since many of the checklist items will need discussion time for the children to really learn about each other's interests, this activity will probably take longer than one group session.

To be sure that all of the children have a chance to make new discoveries about their group members, allow time for the children to share and compare their completed checklist.

MATERIALS: The Getting Acquainted Checklist.
THE GETTING ACQUAINTED CHECKLIST

1. Whose eyes are the same color as yours?
   My friend ________________________________

2. Who is about the same height as you are?
   My friend ________________________________

3. Who has freckles?
   My friend ________________________________

4. Who wears glasses?
   My friend ________________________________

5. Who has blonde hair?
   My friend ________________________________

6. Who has black hair?
   My friend ________________________________

7. Who likes to read?
   My friend ________________________________

8. Who likes to play baseball?
   My friend ________________________________

9. Who likes the same television show that you do?
   My friend ________________________________ Show ____________________________

10. Whose favorite color is the same as yours?
    My friend ________________________________ color ____________________________
TITLE: What Can You Do With a Name?

OBJECTIVE: To help children learn to identify the names of all the group members.

PROCEDURE: Provide the children with an assortment of magazines and newspapers. Have each child find all the letters in his or her name and cut them out separately. Then, have all the children paste their letters to spell out their names on a large sheet of paper or construction paper. Hang up the completed group name collage in your room for all to admire.

NAMES

First names, Long names,
Short names, Fat names,
Big names, Mine's best
Small. of all.

MATERIALS: Magazines, newspapers, scissors, large paper, and paste.
TITLE:  My Special Friend (Tune: "Hi ho - Hi ho," the work song from Snow White)

OBJECTIVE:  To develop friendship in the group.

PROCEDURE:  Sing these songs as an opening activity with the children.
(Sing)
My Special Friend, My Very Special Friend,
He/she likes to run and play with me, I love my very special friend.
He/she has a very special smile.
And has some pretty hair, too. I love my friend!

My special friend, my special friend,
He/she likes to run and play with me, I love my very special friend.
He/she has a very special body.
And has a special way to walk. I love my friend.

My special friend, my special friend,
He/she likes to run and play with me, I love my very special friend.
He/she has a very special name.
A special voice, a special face. I love my friend.

Love Somebody, Yes I Do (Tune: Hi ho - Hi ho, the work song from Snow White)

Love somebody, yes I do
Love somebody, yes I do.
Love somebody, yes I do.
Love somebody, but I won't tell who!

Love somebody, yes I do,
Love somebody, yes I do,
Love somebody, yes I do,
Love somebody, yes I do
And I hope somebody loves me too!
Will You Be a Friend of Mine? (Tune: "Merrily We Roll Along")

Will you be a friend of mine, friend of mine, friend of mine,
Will you be a friend of mine, and play a game with me?

Yes, I'll be a friend of yours, friend of yours, friend of yours,
Yes, I'll be a friend of yours, and play a game with you!

MATERIALS: Handout of above songs.
TITLE: Guess What I See?

OBJECTIVE: To develop "positives" about oneself.

PROCEDURE: Guess What I See? (Tune: "I'm a Little Teapot" (first two lines)

The children take turns holding the mirror and tell others what they want sung.

Verse 1:

Looking in the mirror, guess what I see?

A ________, ________, face that belongs to me!
Example: round, pink

Have the child fill in the blanks with either (round, oval, square, heart-shaped) (brown, white, pink, tan, black, yellow).

Verse 2:

Looking in a mirror, guess what I see?

________, ________, eyes that belong to me!

Have the students fill in the blanks with (big, light, bright, round, dark) (blue, brown, green, black, grey).

Verse 3:

Looking in a mirror, guess what I see?

________, ________, hair that belongs to me!

Have the students fill in the blanks with (curly, long, straight, short) (blonde, black, red, brown).
Verse 4:

When I stand in the sunshine, guess what I see?
A __________ black shadows that belong to me!
Have the students fill in the blank with (long or short) depending on time of day.

Verse 5:

When I look in water, guess what I see?

A wiggling face that belongs to me!

Note: Be sensitive to children's need to choose the descriptive words that they like best to be sung for self-concept.

MATERIALS: Handout of above song and a mirror.
HINTS FOR THE GROUP LEADER

I. Communication Skills Checklist for Group Leaders

The communication skills you teach the children in the communication activities are exactly those that are most helpful in nurturing the development of a positive self-concept. Practice those communication skills with the children. Look over these suggestions from Michele and Craig Borba and use them as a checklist periodically to evaluate yourself.

A. Listening:

1. Are you using feedback listening when a child comes to you to tell you about a problem or anything important to him/her?
2. Are you guessing his/her feelings when he/she talks to you? Have you checked to see whether your guesses are correct?

B. Nonverbal Messages:

1. Do you look harassed when he/she addresses you for the seventh time in the half-hour session? How can you handle that directly?
2. Do not depend on nonverbal messages to get him/her to change his/her behavior. Tell him/her what you want.
3. Do you smile?
4. Are you aloof when speaking?
5. Do you fold your arms in front of you or look open and inviting?
6. Is your nonverbal listening style telling him/her you do not want to listen?

C. Responses:

1. Do you directly express your feelings and want him/her to respond negatively or positively?
2. What do the children in the group know about you? Give them time to ask you questions. It gives them the feeling that you, like them are willing to share yourself.
3. Be a model for self-disclosure in group discussions. Show that you like to share yourself with them and that you expect the right to keep some things private. Honor their rights to privacy.
4. Think about what words of encouragement you gave in group. Could you have added any?
5. How do you limit or encourage self-direction and independence? Verbally? Nonverbally?
6. Think about discipline. Can you replace "are you," and "keep quiet" with "I want"?
7. Make a list of positive words you can use to compliment or give praise. Use those words often.

<table>
<thead>
<tr>
<th>Nice!</th>
<th>You are right!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right on!</td>
<td>Very creative!</td>
</tr>
<tr>
<td>For sure!</td>
<td>Very interesting!</td>
</tr>
<tr>
<td>Sharp!</td>
<td>Good for you!</td>
</tr>
<tr>
<td>Much better!</td>
<td>You are on the right track now.</td>
</tr>
<tr>
<td>That's great!</td>
<td>Keep up the good work.</td>
</tr>
<tr>
<td>Wow!</td>
<td>I'm very proud of you.</td>
</tr>
<tr>
<td>Good job!</td>
<td>I'm very proud of the way you worked today.</td>
</tr>
<tr>
<td>Neat work!</td>
<td>That's an excellent observation!</td>
</tr>
<tr>
<td>Excellent work!</td>
<td>That is an unusual way of tackling it.</td>
</tr>
<tr>
<td>Marvelous!</td>
<td>I'm glad you raised your hand.</td>
</tr>
<tr>
<td>That's clever.</td>
<td>That's a super smile paper.</td>
</tr>
<tr>
<td>Very good!</td>
<td>It is a pleasure to lead the group when you work like this.</td>
</tr>
<tr>
<td>Good point!</td>
<td>I am impressed.</td>
</tr>
<tr>
<td>Super!</td>
<td>It looks like you put a lot of work into this.</td>
</tr>
<tr>
<td>A very good observation.</td>
<td>Now you have the hang of it.</td>
</tr>
<tr>
<td>Terrific!</td>
<td>Good thinking!</td>
</tr>
<tr>
<td>Thank you for trying.</td>
<td>That's an interesting way of looking at it.</td>
</tr>
<tr>
<td>I like the way you are working.</td>
<td>This is the best work I have seen from you.</td>
</tr>
<tr>
<td>Congratulations!</td>
<td></td>
</tr>
</tbody>
</table>

II. Think about the goals of your communications. Communication styles can be appropriate or inappropriate in view of your goals in a relationship. Some communication styles are more appropriate than others if you view the group leader as the role of facilitator - helping children to become independent learners by giving them skills, information, a role model, an atmosphere conducive to sharing, etc.
A. **Commanding:** In commanding communication, we order children to do things as we say, threatening punishment if we are questioned or disagreed with. The problem with this style is that it eventually leads to sneaky, rebellious behavior in most children. It does not encourage independent learning and creative thinking.

B. **Preaching:** In preaching communication, we try to teach by platitudes and cliches. You can recognize preaching communications when you hear words like should, always, never, and ought. Children get the feeling they are one of a number and not an individual with unique feelings and needs. Since most people want to be treated as individuals, they will usually "turn off" and "tune out" after a few sessions of preaching.

C. **Advice-giving:** Unlike the commander, the advice-giver tells children what to do in a kind way, but this style also discourage independent learning and creative thinking.

D. **Facilitating:** The group leader who uses this style lets the child know his/her interest and care through verbal and nonverbal signs. He/she uses feedback listening to let the child know he/she is listening, that he/she cares, and to help the child clarify his/her feelings. He/she directly states his/her feelings, wants, and opinions, and shows respect for those of the child.

III. Make and use a resource list to tell you at quick glance the skills, special talents, limitations, and interests of each child. Make use of a special talent and interest to let each child be in the spotlight. Check the list of abilities and limitations occasionally. Are your standards and expectations for each individual child too high? Too low? Are you encouraging children to use their abilities and to be realistic about their limitations? What kind of perspective do you have on your own abilities and limitations?

IV. **Communication Skills**

In her book, *People-Making*, Virginia Satir states that she feels communication is the largest single factor determining the kinds of relationships a person has with others and what happens to him/her in the world around him/her.
Self-concept and communication are closely related. The style in which we communicate sends messages to others about us and about how we feel about others and the world. We communicate our self concept every time we relate to another person, and we learn about others reactions to us by their communicated responses to us. The response of significant others to us plays a large part in the development of self concept.

Communication is learned. Our models are those we relate to in our every day world. If our early experiences teach us communication which contributes to low self concept, we can use communication skills as a tool to raise our self-esteem. We can relearn communication and begin to use skills which help us to have more positive relations with people.

The activities in this section provide a model for teaching children communication skills which will help them have healthy, positive relations with the people around them. In this section, group leaders facilitate the learning of those skills for the children. The activities include discussions to increase children's awareness of the importance of effective communication as well as many opportunities to practice and get feedback.
TITLE: Body Language

OBJECTIVE: To increase children's awareness of nonverbal communication; to help children realize that people develop special skills for communicating, and that some ways of communicating are more effective than others; to teach a communication skills model and give children opportunities to practice.

PROCEDURE: Discuss how we communicate nonverbally using gestures and other body language. Gestures are movements with the hands and arms which signal some message to the receiver. Body language can signal messages less directly than gestures. Show pictures of people communicating by gestures. Have the group members find pictures of people using body language as a form of communication. As each child shows his picture, ask him to relate what he thinks the person in the picture is communicating.

MATERIALS: Magazines with pictures that can be cut out.

Sample Pictures:

1. Person waving.
2. Person blowing a kiss.
3. Person shaking a finger.
4. Person holding nose.
5. Person crossing fingers.
6. Person putting one finger over the lips.
7. Person rubbing stomach.
8. "V" sign with fingers.
9. Person extending hand for hand shake.
10. Circle with thumb and index finger.
TITLE: Telephone

OBJECTIVE: To help children become aware of their own listening styles.

PROCEDURE: Have one child in the group think of a sentence, poem, or phrase to start the game. Each child whispers to the next, and so on around the circle. The last child repeats aloud what he/she heard from the previous child. Then the number one child repeats the message that started the game. Compare it with the group's message and discuss what might have happened to distort the message. Repeat with a different leader and a new phrase.

1. After several rounds of the game, does the ending message sound any more like the beginning one? Why or why not?
2. Why do you think the message gets so mixed up?
TITLE: Listening Experiment

OBJECTIVE: To help children recognize effective listening styles. To present and provide practice in effective listening styles.

PROCEDURE: Ask the children to pair off for a listening experiment. One child in each pair should begin talking to his partner about something he is very pleased about or something he wants the other person to hear and care about. The partner will do anything to nonverbally convey that he is not listening. After two minutes, stop the children and discuss.

QUESTIONS:

1. What did you do to let your partner know you were not listening? (Look away, do something else, move around, and so forth.)

2. How did you feel about not being listened to when you had something important to say?

3. Can you think of a time when someone was speaking to you and you did these kinds of nonverbal things that told them you were not really listening? What happened?

4. Can you think of a time when you wanted to speak to someone and they did not seem to be listening? How did you feel? What did you do or say?

Now pair up again and reverse rolls, this time when the speaker talks the listener should do everything he can think of to nonverbally let the other know he is listening and interested. After two minutes ask the children to stop and discuss.

1. What did you do to let your partner know you were listening this time? (Looked at her, moved forward, nodded, smile, responded with facial expressions, and so forth.)

2. How did you feel when you had something important to say and you knew your partner was listening?
TITLE: Feeling Journal

OBJECTIVE: To help children practice effective listening styles.

PROCEDURE: Try to become aware of how people respond to you when you want to talk about something that is important to you. When you become aware of a listening response to something you have said, record the situation (what you have said and how the person responded). Do this for one or two days and bring your journal back to the group for discussion.

1. Which kinds of listening responses encourage you to tell the listener more?
2. Which kinds of listening responses made you feel good? How?
3. Which kinds of listening responses made you feel bad? How?
4. Did any of the listening responses make you feel angry? How?
TITLE: Stick to the Point

OBJECTIVE: To help children become aware of styles of expressing needs, opinions, feelings, and desires.

PROCEDURE: Discuss what it means to "stick to the point" and why it is an important rule of communication. Explain that you are going to play a game to see how well you stick to the point. Each child is given five chips. Act as observer and chip distributor or ask a child to take that role. Children should have chips on the floor in front of them. When a group member fails to stick to point, the observer should take a chip from that member. If the player should disagree with the judgment of the observer, he should not say anything about it until the discussion is over. After the discussion, he can defend his chip if he wishes. If the group is very competitive, omit this game. The object is to have a good discussion and to learn the communication skill, not necessarily to have the most chips. This game can be played very often.

MATERIALS: Chips – poker chips or chips made from heavy paper.
TITLE: Communication Game

OBJECTIVE: To help children develop skills for expressing needs, opinions, feelings, and desires appropriately and effectively.

PROCEDURE: Explain that you are going to play a game with the information on the duplicated page. The children's first task is to match the sentence to the sentences on the duplicated page with the correct response by rating the letter of that response in the blank.

After the children have put together the sentence parts, check the responses in the group.

Give the group a set of cards for the game. Each card will have one of the sentence fragments from the duplicated page just completed. The children will play CONCENTRATION with the cards. The group should shuffle their 20 cards and arrange them in rows and columns face down. Students take turns trying to match cards. They may turn over only two cards per turn. When a player gets two cards which make a sentence, he gets another turn. The game is over when all cards have been collected. The player with the most matching sets wins.

MATERIAL: Handout - Communication Questions and note cards.
COMMUNICATION QUESTIONS

1. In order to communicate there must be _______ people.
2. When I frown and walk away, I am communicating anger _______.
3. I use words such as sad, angry, happy, scared to communicate _______.
4. The style of listening in which I respond to someone who is talking about something which is important to him by rephrasing what I hear and guessing feelings is called _______.
5. When I want to express _______, I let the other person know I understand his position but I think differently.
6. Gestures are a type of _______.
7. The most effective way to state negative feelings about another's behavior is with an _______.
8. The way we react to communication is called a _______.
9. Secret codes can only be used when at least two people _______.
10. When we are in a discussion we need to remember to _______ or talk only about the topic being discussed.

WORD BANK

a. Know the language  
   b. Feedback listening  
   c. Disagreement  
   d. "I feel" message  
   e. Two  
   f. Nonverbally  
   g. Stick to the point  
   h. Feelings  
   i. Body language  
   j. Response
SPECIAL INSTRUCTIONS FOR GROUP LEADERS

GRADES FIVE AND SIX

I. Understanding Group Dynamics

Children in grades five and six are interested in group issues. They like to compare abilities with each other, to think about and discuss issues of being liked or not liked and what it is that makes people like each other. Most children welcome an opportunity to talk about their feelings with other people, and to hear about how others are feeling. The group leader can provide protection and guidelines for this process.

The activities in this section are designed to help children understand that one person's behavior can effect the feelings and behaviors of others in the group. Discussion of group process and relationships within the group can help a child learn to predict when his actions will effect the feelings of other in the group. This awareness and understanding about one's self in relation to others will help one accept responsibility for the effects of individual behavior and make more considerate decisions about this behavior.
TITLE: Rules In Group

OBJECTIVE: To help children become aware of how their own behavior affects the way their group functions and that achievement of a group task is affected by cooperating behavior of members; to teach children skills for looking at group process and group task and their own behavior in relation to group process and group task; to give children new, effective group behaviors.

PROCEDURE: Discuss the idea that groups usually develop rules for the group members to follow. In some groups, the rules are formally stated. In other groups, the rules are unspoken and the members just assume that everyone knows they exist. These rules usually develop out of the particular needs of the group. For instance, if you wish to be part of a band, you should be able to play a musical instrument or willing to learn to play an instrument. Talk about the fact that rules for children differ from rules for adults. Some groups have rules which differ for children and adults. How do members of the group find out what the rules for their groups are? Who makes the rules? Do particular groups have rules which differ from other similar groups? For instance, do different families have different rules for the children in the family? Discuss. Are there some behaviors or activities which you are not permitted to do now, but which you may choose to do when you are an adult? Do different schools develop different rules for the students to follow? How about classrooms? Does this group have different rules for the student than the class you were in last year?

MATERIALS: Paper and pencils.
TITLE: The Island

OBJECTIVE: To understand why rules are needed.

PROCEDURE: Ask the children to imagine that they are on an uninhabited island with a group of only six people. How would the group develop rules? What kinds of rules would be needed? Plan, practice, and present a role-playing activity showing the rule-making process.

MATERIALS: Paper and pencil.
TITLE: King of the Castle

OBJECTIVE: To understand why rules are needed.

PROCEDURE: Ask children to think about one group to which they belong. Are they happy with the rules for that group? If they were the authority who made the rules for that group, what would the rules be? Pretend that you are starting from scratch and making the rules for that group as you did with the uninhabited island. What would the rules be? Why do you think each of those rules would be important for your group? Share in the group.

MATERIALS: Paper and pencil.

DISCUSSION QUESTIONS:

Do most children seem to have rules which are similar to or different than the rules which already exist? Would you like to be a member of the group with those rules? Why or why not?
Rule Setting

To increase awareness that most groups have rules.

Talk about limitations for children which are set by adults. What are some limitations set by the adults in the school (no throwing snowballs, no running in halls, no crossing street without the crossing guard, staying at one table in the cafeteria, and so forth)? What are some limitations set by the adults at home (children home by 6:00, biking only on Oak Street, and so forth)? Do any of the limitations you have change as you grow older? Most children have new privileges every year. For instance, they can ride their bikes a little farther or cross busier streets alone. Can you think of some new privileges you have had this year? Have the children complete the sentences.

1. One thing I am permitted to do now which I was not permitted to do last year is ______.

2. One thing I am not permitted to do which I hope I will be allowed to do soon is ______.

3. One of the things my friend can do that I cannot do is ______.

4. One of the things I am permitted to do that my friend is not is ______.

5. When I am trying to convince my parents that I am ready for a new privilege, I ______.

6. One reason my parents do not permit me to ______ is ______.
TITLE: Logical Consequences

OBJECTIVE: To help children understand the need for rules in the groups to which they belong.

PROCEDURE: Talk about consequences for breaking rules. Divide the children into small groups to plan, practice, and present role plays. Discuss each role play in the large group after each presentation.

Sample role play situation cards:

1. Bob, Peter, and Tom are friends. Bob and Peter dare Tom to steal a can of pop from the corner grocery store. Tom does steal the can of pop while Bob and Peter wait outside. Mr. Smith, the store owner, catches him at the door as he waves the can of pop to show his friends.

2. The boys' little league group are selling cookies. The rules say that no one can sell before 10:00 on Saturday. Mike very much wants the prize for selling the most cookies, so he decides to start on Friday afternoon before anyone else is out. He rings the bell at one house, and one of the players in his little league group answers the door.

3. Sally has been asked not to eat the refrigerator dessert that her mother has made for a special supper. She sneaks into the kitchen and scoops some of the dessert off the top with her fingers. Her mother comes into the kitchen.

4. Kathy left her softball glove at school. It is time to leave for softball practice and the school is locked, so she will not be able to get it. She goes into her brother's room and takes his glove knowing that her brother has a game and will need it later that evening.
TITLE: I Learn - "Statements"

OBJECTIVE: To learn more about other group members and to promote discussion.

PROCEDURE: The group leader prepares a chart with the following (or similar) sentence stems. The chart may be posted permanently, or it may be posted just when it is to be used.

1. I learned that I...
2. I realize that I...
3. I remember that I...
4. I notice that I...
5. I discovered that I...
6. I was surprised that I...
7. I was pleased that I...
8. I was not pleased that I...

Kids might complete these sentences right after some other values/feelings activities or work with them at the end of a session. They might share their most meaningful statements with others in the group. There is no need for them to explain or defend; emphasis is on the "I."

MATERIALS: Chart with above statements.