CHEMICAL INFORMATION GROUP GOALS

Children in chemically dependent families have learned to survive in an atmosphere of anger, resentment, fear, mistrust, and so forth. Living in this environment has taught them behaviors that will take time and patience to change. Offering these students support in the changes they are struggling to make is essential. Helping these students to see reality and to no longer see inappropriate behavior as being acceptable are key factors in group work.

Listed below are goals that you as a facilitator can strive for in working with chemical information groups:

1. Let them know that they are not alone, that there are others who are going through the same experience and know how they feel.

2. Help and sort out their confusion and let them know that they are not "crazy." Alcoholics/drug abusers will deny the severity of their problems, deny that certain events ever took place, and will be very inconsistent in their behavior. The students need help in sorting all this out.

3. Get them to understand and accept that their family member’s chemical dependency is not their fault and that they cannot control it. It is a disease that alcoholics/drug abusers can recover from.

4. Help them separate the person from the behavior and help them understand that the family member’s abusing is not a sign that they do not love them. The students are asked to try to remember, if they can, what it was like before the family members started using heavily.

5. Get them to do things for themselves, first of all by understanding their role in their family and by stopping any behavior which enables their family members to continue using.

6. Urge them to start doing positive things for themselves. Sometimes, contracts with the students are used to achieve the goal.

7. Help them deal with their anger towards the nonchemically dependent member, who did not protect them and who did not make things better.

CHEMICAL INFORMATION GROUPS

Facilitators may want to follow a more structured plan in the group’s beginning stages, based on the nature of the chemical information group. During those first few weeks, certain information needs to be communicated to the group members in order to raise their awareness levels. Until they are more informed about alcohol and the disease of alcoholism on a personal basis and how it has affected their lives, it will be difficult for them to recognize their options.

Provided below is three eight-week outlines of general topics that could be covered with the various age groups:

**Curriculum A - Grades Preschool Through Second**

Lesson 1: Getting Acquainted  
Lesson 2: Feelings  
Lesson 3: Where Do I Belong?  
Lesson 4: Peer Relationships  
Lesson 5: Families and Chemical Dependency  
Lesson 6: Defenses  
Lesson 7: Choices and Consequences  
Lesson 8: What Can I Do?/Value Systems

**Curriculum B - Grades Three Through Four**

Lesson 1: Opening Activities/Getting Acquainted  
Lesson 2: Self-Image - Ways I Sometimes Feel  
Lesson 3: Strengths and Weaknesses  
Lesson 4: Feelings and Roles  
Lesson 5: Disease Concept  
Lesson 6: The Family I Live In  
Lesson 7: Problems in a Chemical Dependent Family  
Lesson 8: Taking Care of One's Self

**Curriculum C - Grades Five Through Six**

Lesson 1: Getting Acquainted  
Lesson 2: Feelings  
Lesson 3: What Is a Mood-Altering Chemical/Addiction  
Lesson 4: Effects of Dependency on the Family  
Lesson 5: Responsibilities and Feelings  
Lesson 6: Behaviors and Feelings of Each Role  
Lesson 7: Coping Skills  
Lesson 8: Wellness - Taking Care of Me

Some of the activities on the following pages may coordinate with these first eight weeks and others are to be used whenever it seems appropriate.
TITLE: How Are You Feeling?

OBJECTIVE: To become aware of feelings that are easy to talk about and feelings that are hard to talk about.

PROCEDURE: Pantomime activity. Discuss how your face and body often show how you feel, which is nonverbal communication. Ask one of the children to demonstrate happiness without using words. Continue the exercise with other words, such as embarrassed, scared, proud, and excited. (For more words, see the Appendix.) If you have children from other cultures in your group, ask if these gestures may mean something different in another culture.

MATERIALS: Feeling word list in appendix.
TITLE: Feelings (Preschool and first grade)

OBJECTIVE: To increase awareness of the kinds of feelings people have and how we express feelings.

PROCEDURE: Select one of the following activities.

1. Set up specific role-playing situations to depict various feelings. Teachers demonstrate first, then the children act out the roles. Help them to use appropriate language to express their feelings brought out in the situation.

2. Paint to different types of "mood" music. Talk about what kinds of feelings go with the music.

3. Play "feeling" charades. Have the children guess which feeling is being demonstrated.

4. Make an emotions booklet. Children can bring pictures which depict different emotions from magazines at home.

5. Cut out a series of pictures from magazines depicting various feelings. Have the children find pictures which show the same feeling and then find pictures showing different feelings.

6. Play the "Happy Fun Game" by Milton Bradley (board game).

7. Discuss with the children things that make them, their parents, and teachers feel happy, sad, angry, etc. Make a list of all the situations mentioned and use pictures to identify them when possible.
8. Question the children about how they would feel in different situations (e.g., How would you feel if you: 1) went to the zoo, 2) lost your favorite toy, 3) it was raining so you couldn't go outside?).

9. Discuss what to do when you feel mad, afraid, sad, happy, etc. Demonstrate and role play methods of expressing emotions in a positive way (e.g., verbally telling someone your feelings, hitting a "mad" pillow, stamping your feet).

Vocabulary to Consider:

happy        unhappy        tired
sad          scared         hungry
afraid       fighting       sick
silly        hugging        lonely
angry        crying         like/love
laughing     funny          excited
surprise     hurt

Related Music, Fingerplays and Poems:

1. Record: "Getting to Know Yourself" - Hap Palmer
2. Record: "What Do People Do" - Hap Palmer
3. Record: "Free to Be You and Me"
4. "If You're Happy and You Know It"

If you're happy and you know it clap your hands. (Repeat)
If you're happy and you know it, then your face will really show it,
If you're happy and you know it clap your hands.

Other Verses: Stamp you feet
              Tap your head
              Shout hurray!
TITLE: I Like Me!

OBJECTIVE: To bring into conscious thought and to verbalize, "I'm okay." To develop a stronger self-image for each child.

PROCEDURE: Leader sets tone of discussion as follows: "Do you think we have to work at being friends? We all want to be good friends to each other." "Sally, I want you to be my friend"; "Bill, I want you to be my friend," etc., around the circle. But what if I have a horrible toothache today and am really feeling awful? Can I be a good friend today? No, probably not. I am feeling too much pain. So, for me to be a good friend, I have to feel good about being me. I have to feel OK about me. You might think this is silly, but will you help me do an exercise? Just say out loud, "I like me," and say your name. OK, let's see it all together, "I like ____________." "Anyone want to try saying it alone?" Have each child say, "I like ____________," using their own name. Be sure to promote seriousness. It is nice to have a mirror for this exercise and have each child stand in front of a mirror as he/she practices this exercise. Each person, including the leader, should participate, one at a time. The children should be told they should like themselves unconditionally.

MATERIALS: A full-length mirror.
TITLE: I Like Me - Color Wheel

OBJECTIVE: To have children become aware of individual color differences, (self-image building).

PROCEDURE: Look into a mirror. What do you see there? How many colors did you see in the mirror? What color are your eyes, hair, skin, lips? What are the colors of the clothes? Color in the Personal Color Wheel below.

1. Another color you are wearing.

2. Color of your hair.

3. Color of your lips.

4. Color of your eyes.

5. One color you are wearing.

6. Color of your skin.

Look at the color wheel you have made. All these colors are a part of you today. Look at the color wheel of other people in the room. Notice that probably no two are exactly alike. Leader should emphasize that there is a large variety of colors. One color wheel is as special as another.

MATERIALS: Handout - "Personal Color Wheel."
TITLE: I Think I Can

OBJECTIVE: To develop a positive self-image and to become aware of individual capabilities.

PROCEDURE: Early in the group session, tell the story or show the film, the "Little Engine That Could." Follow with questions such as, "Did the little engine think he could make it up the hill, even though it was a very hard thing to do?" "Do you think you could do things that may seem hard at first, if you tell yourself you think you can?" Continue by telling the children they will be doing many new things in group. Tell them some things may seem hard at first, but trying is the secret to success for them, just as it was for the little engine. Have the children repeat the phrase "I think I can" several times. Then ask them to stand and hop on one foot or to perform some other simple task. Encourage them to observe that all of them are more likely to be able to do it when they try hard and if they think they can.

TITLE: Who, Me?

OBJECTIVE: To build a positive self-image.

PROCEDURE: To help children become aware of themselves as valuable people and to help build their self-images, play the game called "Who, Me?"

Have the children sit in a circle on the floor. Tell them that today all of you will have a turn to look at yourself and say something nice about what you see. If you don't use a hand mirror, have each child take a turn to say at least one nice thing about himself or herself. To give the children an idea of how to play the game, begin by saying something nice about yourself, such as, "My name is __________, and I have a nice smile."
TITLE: Feeling Silhouette

OBJECTIVE: To have children acknowledge the wide range of feelings they have all experienced.

PROCEDURE: Leader opens discussion, "What are feelings?" Ask children for examples of feelings. Solicit responses such as afraid, proud, embarrassed, disappointed, and so forth. Leader raises questions: "How many of you have ever felt angry?" All of us have experienced some of these feelings. We are going to make a feeling silhouette chart to represent the group. Can I have one volunteer for a model and one volunteer to draw around him/her? (Child will draw silhouette around the model on butcher paper). Have the children think of all the feelings they've experienced and write in the words on the chart. Encourage comments identifying the feelings as words are added. Children will see and begin to understand that all people have a whole range of feelings. Everyone has experienced being down at one time or another. We should learn how to deal with these feelings. The way they are dealt with determines the kind of actions we take. Give children the chance to fill in the silhouette chart with the feeling words. Leader emphasizes to students the variety of feelings shared by all. To make this an ongoing activity, display the silhouette and ask children to add to it.

MATERIALS: Six feet of butcher paper, and felt pens.
TITLE: Mirror Activity

OBJECTIVE: To become aware of feelings that are easy to talk about and feelings that are hard to talk about.

PROCEDURE: Have children use mirrors to watch how feelings are expressed. If mirrors are not available, pair off children or use as part of the pantomime activity. Ask the children to cover their mouths and noses. Now, just using their eyes, have the children demonstrate feeling words (happy, sad, and so forth). Have the children cover their eyes, leaving just a crack between their fingers and their noses. Now, just using their mouths, can they demonstrate some feeling words.

MATERIALS: Mirrors to be used individually or collectively.
TITLE: The Hurt Boy

OBJECTIVE: To help children recognize that name calling is detrimental.

PROCEDURE: The group leader reads the following situation, "A small group of boys and girls are walking to school and along the way they see a little boy who is crying because he fell and cut his knee. I don't think anyone here, in fact I know no one here, would go up to that boy and kick him. Of course not. What might they do?" Encourage responses.

Leader: "Let's say that instead of a cut leg our little boy had been called a name. If we had a way to measure his hurt feelings, we would probably find out he was as hurt inside from being name-called as from his hurt leg. But, because he doesn't cry on the outside we don't realize how badly he is hurting on the inside. When people tell you name-calling is bad, do we understand now why it is bad? Each of us must help ourselves and each other not to call names because we really care about people." (Leader should stress not to mention bad names.) "We all know what they are and we don't want to hear them."
TITLE: Can I Do?

OBJECTIVE: To become aware that all people experience unpredictable events or changes.

PROCEDURE: Have the children pretend they are on a school bus going home from school. One child is the driver. Suddenly something unexpected happens. The tire blows out and goes flat. The driver has to bring the school bus to a stop. One child (ask for a volunteer) begins to cry because he/she was supposed to go right home after school to go shopping with mother. Ask the following questions:

1. Why will the bus be late today?
2. Can you do anything to make the bus take you home faster?
3. How is the child feeling who is crying?
4. What will mother say when the child arrives home?

Stress to the children that sometimes problems happen which change their plans, and they have no control over those changes. Ask how this applies to the school bus.
TITLE: Coping Skills

OBJECTIVE: To make children and adults responsible for their own behavior.

PROCEDURE: Puppet Activity - This activity helps children see ways to manage anxiety. They can also use the puppet to act out unpredictable situations such as the news that a friend's dog was hit by a car. What things can't you change? What things can you do? (For example, talk to a friend, go with a friend to the doctor.)

MATERIALS: Puppets (refer to section on puppets) or use Duso Kit: Card 127.
SUGGESTED ACTIVITIES FOR GRADE ONE

TITLE: Feelings

OBJECTIVE: To make people aware of a wide range of emotions. To make children learn to recognize personal emotions and to communicate their feelings.

PROCEDURE: Sing "The Feeling Song." (This may be sung periodically throughout the group, perhaps at the beginning of each session.)

MATERIALS: A handout of "The Feeling Song" by Bernard Backman.
THE FEELING SONG
By Bernard Backman

1. How do you feel when you’re happy?........... How does your face make a
2. How do you feel when you’re angry?........... How does your face make a
3. How do you feel when you’re laughing?....... How does it sound when you
4. How do you feel when you’re crying?.......... How does it sound when you

smile?....... The feelings inside you are so hard to
frown?....... The feelings inside you are so hard to
laugh(Ha,ha,ha)The feelings inside you are so hard to
cry(Boo,boo,boo)The feelings inside you are so hard to

hide, so smile when you feel you must smile.......
hide, so frown when you feel you must frown.......
hide, so laugh when you feel you must laugh.......
hide, so cry when you feel you must cry. ......

Chorus:
Feelings come and feelings go like summer
sun and winter snow. Feelings help us as we grow,
if we let our feelings show.
Feeling

I smile when I'm happy. I frown when I'm mad!
I laugh when I'm jolly. I cry when I'm sad.
These are the feelings I have every day; but the very best feeling is the one I have today!
TITLE: Painting to Music

OBJECTIVE: To encourage creativity, to improve sensory integration, and to increase awareness of moods.

PROCEDURE: Begin with a story or discussion of the theme (e.g., the circus). Show pictures and discuss the sights, sounds, smells, and mood of the theme. Then play the record and have the children paint the picture the music helps them "see." (For older children, simply play a passage and ask them to close their eyes and imagine a story of a scene.) Finger painting to music can be a tremendous tension release, especially if you start with strong, vigorous music and finish with softer, gentler music.

MATERIALS: Music that has a specific theme, paper, paint, paintbrushes.
TITLE: Friendship

OBJECTIVE: To make group members aware that personal friendships evolve in a variety of ways.

PROCEDURE: Discuss with the children how a friend acts. They:

1. Share with you.
2. Do things you like to do.
3. Listen to your secrets.
4. Walk home with you.
5. Save you a place on the bus.

Qualities of a good friendship could also be listed by group (for example, loyalty, trust, honesty). Ask: How do you know when a person is really your good friend? Think of a time when you really wanted to be someone's friend. What did you do? How did you become his/her friend?
Communication Without Words

To promote awareness of individual capability to communicate nonverbally. Assure students of their ability to extend warm feelings and friendship to other students.

PROCEDURE: Without prior preparation, the leader will pantomime simple passages to the group, soliciting guesses from the students. For example: I stubbed my toe. I have a headache, please get me a drink. When the students understand the process, the leader will explain that pantomime (body language) often serves as a means of communication. Volunteers from the group will pantomime messages whispered to them by the leader. For example:

1. A tiny spider spinning a delicate web.
2. A fluffy snowflake.
3. Shadows lurking in corners.
4. A geyser about to gush into the air.
5. Tumbling leaves.
6. A prowling tigress.
7. A proud feeling.
8. A rushing stream.
10. A hungry, circling gull.
11. Crashing waves.
12. A baby rolling.

The leader will explain how children that are new to our school often feel uncomfortable. We now understand how easily we can communicate with body language. We can communicate a warmth feeling by a smile or a touch. Role play several situations that would help a new student to the school feel welcomed. Remind the students that this initial interaction could lead to a rewarding friendship.
SUGGESTED ACTIVITIES FOR GRADE TWO

TITLE: Happy Feelings

OBJECTIVE: To make students aware that feeling good is a common human need. Children and adults seek a variety of ways of feeling good.

PROCEDURE: Talk about the things that will make people happy. Discuss the ways the following kinds of things could make people happy:

1. Being in charge of something – have the students draw themselves in charge of something.
2. Doing the right thing – have the students draw themselves when they did the right thing.
3. Having friends – have the students draw themselves with other friends.
4. Learning something new – have the students draw themselves when they are learning something new.
5. Having things you like – have the students draw themselves with the things they like.
6. Having other people think you are great – have the students draw themselves when other people thought they were great.
7. Being good at something – have the students draw something that they are good at.
8. Being healthy – have the students draw how they can stay healthy.

MATERIALS: Paper and crayons.
TITLE: Trust Walk

OBJECTIVE: To have children participate in an activity involving trust.

PROCEDURE: Tell the children that you would like them to take a part in an experiment. Instruct them to pair off. One person of the pair is blindfolded and cannot talk. The partner is to lead the sightless (mute) person around the room through obstacles, touching and feeling objects, climbing, sitting, etc. Number one is led safely around the room by his/her partner. After two minutes, call time and tell them that they will reverse roles. Discuss students' reactions to exercise.

MATERIALS: Blindfold.
TITLE: Feeling Game

OBJECTIVE: To be aware of and respect the fact that everyone has feelings; to help children avoid words and acts that could hurt someone.

PROCEDURE: Start the discussion by relating an incident where someone's feelings were hurt because of something said. Then ask the children, "Can you tell me - what are feelings? Can you name some feelings?" (As they name them, write them down on the strips of paper, for example; happy, sad, scared, proud, mad.) "How can you tell by looking at a person how he/she feels?" Discuss: "I've written all the different feelings you've mentioned on these strips, now I'll fold them and put them into this can. Let's do some acting. As the can is passed around, take out a strip, look at the feeling written on it and without a sound or a word, act it out. The rest of us will try to identify the feeling." If the child does not want to act out a certain feeling, he/she can return it to the can and take out another one. Let everyone have a turn. "We were able to identify these feelings because they showed on the outside. Are there times when we feel something inside us, but it does not show on the outside?"

MATERIALS: Strips of paper, pencil, and container.
BAG OF FEELINGS

What feelings are stuck in your bag?

From the bag of feelings, select the hurt and angry feelings you are carrying around inside you and list them on the bag. Discuss how important it is to recognize and accept feelings but not carry them around forever like a bag of cement.
TITLE: Painting a Feeling

OBJECTIVE: To encourage creativity and to encourage expression of feelings.

PROCEDURE: Have a discussion about feelings. Talk about being happy, sad, angry, and scared. Have the children think of imaginary situations, or ones they might have been in, where these feelings are appropriate. You might read a story on emotions. Then have the children choose an emotion they are going to paint (write it on the back of the paper they are going to use). Be sure not to judge the children's comments even if the situations sound bizarre. Differentiate between feelings and behavior. It is OK to feel angry; it isn't OK to throw rocks.

For example: (Feeling - I was angry when my mother came home from the hospital with my baby brother.)

Behavior: (I threw a rock in my brother's crib when my parents brought him home from the hospital.)

MATERIALS: Paper, paint in vibrant colors and somber colors.
TITLE: Best and Worst

OBJECTIVE: To express feelings.

PROCEDURE: During group time, give each child (or a designated smaller group of children) an opportunity to talk about the best and worst things that happened to him/her the day before. As children's time lines are not very well defined, they may relate events from longer ago than asked for. The variety of comments may be tremendous:

<table>
<thead>
<tr>
<th>Worst</th>
<th>Best</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother and father's getting divorced.</td>
<td>Going out to dinner.</td>
</tr>
<tr>
<td>Coming to school.</td>
<td>Watching a special TV show.</td>
</tr>
<tr>
<td>Falling down.</td>
<td>Having a special food.</td>
</tr>
<tr>
<td>Being alone and scared at night.</td>
<td>Daddy's coming home.</td>
</tr>
<tr>
<td>A sister's birthday.</td>
<td>Getting a present.</td>
</tr>
<tr>
<td>Being spanked.</td>
<td></td>
</tr>
<tr>
<td>Being teased or yelled at.</td>
<td></td>
</tr>
</tbody>
</table>
SUGGESTED ACTIVITIES FOR THIRD GRADE

TITLE: Hiding Feelings

OBJECTIVE: To make children aware that they hide their feelings at different times.

PROCEDURE: Ask the children to name a special place they go when they feel upset. Suggestions to include: bike ride, friend's house, bedroom, woods, closet, fantasy land, etc. Have children draw a picture of their special area and then discuss how this spot makes them feel better. Ask children if they can think of ways in which people hide their feelings without going to a special place. (For example, making jokes when you are sad, being quiet when you are angry, being tough when you are hurt.) Discuss positive aspects of hiding feelings. Some examples:

1. You need time to think and work on solutions to problems.
2. Sometimes it might be better to be silent and hide your feelings than to say something that might hurt you or another person. Discuss negative aspects of hiding feelings:

1. Some problems need to be worked out with other people. Hiding does not let you talk to other people.
2. A person who hides feelings too much can have a difficult time with friendships. Hiding feelings does not allow closeness to other people.

MATERIALS: Paper, magic markers, crayons.
TITLE: Feelings Count

OBJECTIVES: To help students become aware of their own feelings and how they communicate them to others; to give children skills to recognize feelings and express them appropriately.

PROCEDURES: Discuss the idea that we express some feelings more often than others. When we are in a "bad mood," we seem to express anger or sadness more often and we notice more negative feelings in others. When we are in a "good mood," we notice more happy feelings. Explain to the children that you are going to do a "feelings count." There are several variations to this game. You may choose to do one or all of them.

1. Ask each child to pick a feeling he wishes to count for a given period of time—an afternoon, a day. Each child is to record on his own sheet of paper which feeling he is counting, the time period designated, and how many times he sees someone expressing that feeling.

2. In this variation, a group of children decide on a feeling, observe, and record how many times they feel that way in a given period of time.

3. In this variation, the child selects one person to observe and count feelings for, rather than a whole group.

At the end of the observation and counting period, gather the group together and discuss the results.

MATERIALS: Paper, pencils.
TITLE: Movement and Feelings

OBJECTIVE: To help students become aware of their own feelings and how they communicate them to others; to give children skills to recognize feelings and express them appropriately.

PROCEDURE: Discuss how movement often expresses feelings. Ask children if they have been able to tell that someone was angry just by the way that person walked toward them. How might someone who is angry walk? Explain that you are going to describe a situation in which they will be feeling something. They are to try to imagine that feeling. When you give the signal, the entire line is to walk across the room expressing the feeling by the way they walk. Tell the children to watch their classmates when it is not their turn to walk. Discussion: Did you notice that people express each feeling differently? Did some people have stronger feelings than others? How could you tell? Repeat each feeling with each group.

MATERIALS: Environment should be of a large area (gym or playground).
TITLE: Positive Feedback

OBJECTIVE: To help children become aware that others' concepts of them may differ from their own self-concept; to help children learn to get feedback and praise from others.

PROCEDURE: Ask children to sit in a circle. Have one child move to the center of the circle. Call on five children around the circle to praise, compliment, or give positive feedback to the child in the center. When possible, call on children who might not usually relate to the child. This provides for variety in the feedback; however, be sure that everyone gets several turns and the popular children are not the only ones called on. Encourage children to give specific feedback about some behavior they like or appreciate in the other person. Compliments should not be about how a person looks. This rule is not because such compliments are not valued, but experience with this activity shows that, if permitted, this will be the entire range of compliments, and children never learn to praise behavior or to be specific about praise.
TITLE: Compliment Bulletin Board

OBJECTIVE: To help children become aware that others' concept of them may differ from their own self concept; to help children learn to get feedback and praise from others.

PROCEDURE: Set aside an area of the bulletin board for children to compliment each other. Next to the board put a stack of brightly colored paper. Some of the paper should be cut in strips and some should be full sized drawing paper. When children are aware of something they like or admire in a classmate, they can tell their classmates and put the compliment on the board. The compliment can be written on a strip of paper and pinned to the board or drawn as a picture to indicate the purpose of the compliment. If children choose to draw a picture for the board, they should write the compliment at the bottom of the paper. Call attention to the items on the board at the end of each day. Change the board at the end of the day or week, depending on the volume.

MATERIALS: Paper, felt pens, bulletin board.
TITLE: An Ad For Me

OBJECTIVE: To help children become more aware of their own personal characteristics; to help children become more articulate about their ideas of self.

PROCEDURE: Briefly discuss television and radio advertising. Talk about the idea that ads are designed to sell a product. What if you had to sell yourself? What would other people find interesting about you if they were "in the market" for a friend, a working partner, or a team member? Generate ideas in a group discussion. The leader might have some model ads for "selling" a person available. Have the children look in magazines and call to mind radio and television ads that are catchy. What kinds of words do they use to sell their products? What kinds of images do they bring to mind.

Ask each child to create an ad for himself. The ads should have a time limit; one to three minutes seems to work best. This project will take two group sessions. The children should be given time to think and to share ideas in a group setting and to gather any props they might wish to use. Set a light and fun tone. The children can present the ads for the group and/or record the ads.

MATERIALS: Tape recorder and tape, or videotape if available, props chosen by children.
TITLE: Rating Scale

OBJECTIVE: To help children become more aware of their own behavior; to increase children's awareness of the relationship between behavioral choices and self concept; to give children skills in observing and evaluating their own behavior.

PROCEDURE: This is another form of behavioral evaluation. This rating scale also includes questions concerning attitudes about self, so it is broader than the daily behavioral evaluation. Children are to rate themselves on a one to five scale for each item. After completing the inventory, children pair up to share their inventory with a partner. After sharing, discuss the following:

Did your partner agree with your ratings? How?

Was it easy or difficult to rank yourself on these behaviors and attitudes? Why?

How did you feel about sharing this with another person?

Do you think other people see you as you see yourself in this activity? Generally?

MATERIALS: Pencil and rating scale - "Personal Inventory."
PERSONAL INVENTORY

Rank how each statement applies to you according to this scale: 1 - never true; 2 - rarely true; 3 - sometimes true, sometimes not; 4 - often true; 5 - always true.

____ 1. I get mad easily.
____ 2. When I get angry everyone knows it because I'm very, very loud.
____ 3. I feel I am just about the right height.
____ 4. I wish I could change my hair.
____ 5. Teachers like me.
____ 6. I play at sports very well.
____ 7. I play games very well.
____ 8. Other kids do not seem to like me, I am often left out of group activities.
____ 9. I am funny. I have a sense of humor others enjoy.
____ 10. I usually complete my schoolwork on time.
____ 11. I usually find my schoolwork easy.
____ 12. I learn new things very easily.
____ 13. I make new friends very easily.
____ 14. I find I get along better with adults than with kids.
____ 15. When I am given a responsibility around the house, like watching my little brother or sister, I do it well.
____ 16. When I am given a responsibility at school, I do it well.
____ 17. I like to stay at home most of the time.
____ 18. I like to be with friends most of the time.
____ 19. I like to do things with my family whenever I can.
____ 20. I am usually happy.
TITLE: Moods

OBJECTIVE: To encourage creativity and to increase awareness of individual moods.

PROCEDURE: Give the children the pictures, magazines, and crayons. Have them pick a mood or feeling, find pictures that match or create that mood, and paste the pictures on pieces of paper. They can use the crayons to personalize and finish the pictures. This project can be done on separate pieces of paper to form a book or on a big piece to form a wall mural that is a group project. Encourage the children to talk about their picture.

MATERIALS: Pictures and/or magazines, crayons, paste, scissors, and paper.
SUGGESTED ACTIVITIES FOR GRADE 4

TITLE: Unpleasant Feelings

OBJECTIVE: To become aware that communicating thoughts and feelings are skills that can be developed.

PROCEDURE: Have the student suggest acceptable ways of expressing some unpleasant feelings. List all the things one might do if they were angry.

1. What things might help? (Talking to the person or someone else who would understand how you feel and help you decide what to do next.)

2. What things might cause more problems for you or the other person? (Hitting a person, breaking something, or not being a friend anymore because of one argument.)
TITLE: Family Dining Table

OBJECTIVE: Students will be able to visualize how their family members interact with one another.

PROCEDURE: 1. Go through activity steps with group members. Each student is given a piece of paper, pencil, and color crayon.

2. Students are to draw their dining table and use circles to indicate where each family member sits. (If family members eat elsewhere, sketch where they are located in relation to the table.)

3. Next, pick one color that symbolizes each family member and color his/her chair.

4. Each student explains his/her drawing to the group.

5. Student should also explain who talks to whom around the table.

MATERIALS: Blank paper, pencils, color crayons.
TITLE: Peer Pressure

OBJECTIVE: To become aware that children and adults are responsible for their own behavior and to become aware that people can learn to be assertive in relationships.

PROCEDURE: Discuss any or all of the following situations:

1. Someone tells you to "steal tomatoes from someone's garden" and the other children are standing around calling you "chicken." What would you do? (Would the name-calling pressure you into doing it?) How would you feel if everyone was calling you "chicken"?

2. The group you are in decides to pick on the new girl in class. What does it mean to pick on someone? Have the students suggest situations in which someone might have stood up or spoken up for what he or she believed the right thing to do. Choose one or more of the following situations for detailed discussion.

   1. What does it mean to speak up?
   2. How does it feel to go along with the group when you don't agree?
   3. How does it feel to speak up?
   4. Reinforce the idea that the way people feel about themselves influences the kind of decisions they make in group situations.
TITLE: Blaming

OBJECTIVE: To make children aware that a person's self-concept can be damaged by blame unless he/she can learn alternative behavior for coping with blame.

PROCEDURE: Ask children for examples of when they felt blame for something they did not do. Possible suggestions:

1. Being accused of disturbing the classroom.
2. Taking blame for not cleaning bedroom when it was someone else who messed it up.
3. Being blamed for a fight that your two friends had.

Explain that children who are feeling unhappy sometimes lash out and blame others. However, there are other times when scolding for misdeeds is appropriate. Remind the children that there are some things in a blaming situation that cannot change, such as people's actions, thoughts, and feelings. However, they are in control of their own actions, thoughts, and feelings. Ask children for some possible ways to help themselves when they feel blamed. Examples:

1. Recognize that the person blaming is hurting on the inside.
2. Talk to a friend.
3. Go for a walk.
4. Talk to a specific stuffed animal or doll.
5. Recognizing your strengths.
TITLE: Stand Up and Be Counted

OBJECTIVE: To acquaint the children with their values and to encourage them to express them openly.

PROCEDURE: Explain the ground rules of this activity. A rope is held at each end by two of the students. Statements will be read aloud to the others. Their responses will not be vocal but expressed by standing at some point along the rope. Explain where they stand for varying answers:

X agree  X disagree  X partially agree  X partially disagree

Read a sample statement and stand along the rope yourself indicating your own response.

1. All children are sloppy.
2. Girls are smarter than boys.
3. It's OK to cheat on a test.
4. It's OK to eat a lot of candy every day.
5. Teachers know everything.
6. Football is the most fun sport to play.
7. It's OK to get someone back if they get you first.
8. It's OK to tease someone who speaks differently than you.
9. People who wear nice clothes are always nice themselves.

Caution: Do not use statements which may be threatening or make some students uncomfortable by responding in public. Begin the exercise and carry on for no more than five minutes. Discuss the exercise. The leader will promote the discussion by pointing out that the students did not respond exactly alike to all statements and that no response is better than another. Often we think we know our values but cannot state them to others.
MATERIALS: An 8 foot length of rope that the children stand on when indicating their answers.

Suggested Variations: Instead of using a rope, have the student indicate responses, agree—wave their hands in the air—disagree—thumbs down. Allow no "unsure" responses here.
TITLE: What Is Fair?

OBJECTIVE: To encourage students to look beyond apparent facts in seeking justice.

PROCEDURE: Leader begins by saying, "Suppose we were to have a relay race and everyone started at the same place except for one person who is given a large head start. Do you think that would be fair? Would it be unfair under any circumstances? Can anyone think of a good reason why it might be fair?" Discuss: "Let me tell you a story. . . . .
Mary is like many of us. She enjoys sports, makes people happy, cooperates, shares, etc. Mary has had the flu for the last couple of weeks so she has been absent from school. Mary is OK now but still feels a little weak. We all like Mary a lot and would like her to have an equal chance of winning the race. The rest of the class has been practicing for the big race all week while Mary was absent. Now if Mary is given a head start she would have the same chance of winning the race as anyone else. The whole class agreed that she should be given a head start. "Was this fair?" Leaders solicit definitions for the word "fair." Fair: just and honest.
From the bag of skills, choose the skills you have and list them below. Make a check beside each skill that you feel you use effectively. Circle the skills that need improvement.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

List other skills you have.

__________________________________________________________________________

__________________________________________________________________________
TITLE: Fortune Cookies

OBJECTIVE: To demonstrate to children differences in individual values and needs.

PROCEDURE: Have group seated in a circle. The leader holds up cookies and explains, "These are called Chinese Fortune cookies which, as you probably know, have slips of paper inside them with fortunes that often make people happier." The leader then asks each child, "What are some things that would make you feel good?" The children will then tell the group what would make them happier. For example, one child may say, "It would make me happy if I could do my math problems because math is hard for me." Another child may find math easy, and the first child's wish would have no value for him. The leader should encourage children to discuss the things that make their friends and relatives happy. After discussion, the children can make personalized fortune cookies for their friends and relatives. Have the children think of three things that make them happy and write them on slips of paper. Fold the sheets and stick them inside of the cookie, and then when you have your snack at the end of your session, they can find their cookie.
SUGGESTED ACTIVITIES FOR GRADE 5

TITLE: Knowing Yourself

OBJECTIVE: To become aware that feeling good is a common need; children and adults seek a variety of ways of feeling good.

PROCEDURE: Ask the class to name numerous activities they do that make them feel good. List their answers on the chalkboard. Examples might be skiing, biking, hiking, listening to music, reading, dancing, swimming, being with friends. Explain to the students that people often use alcohol or other drugs to try to feel good or better. Have them fill out "Knowing Myself Questionnaire."

MATERIALS: "Knowing Myself Questionnaire."
JUST ABOUT ME

TALENTS I HAVE ____________________________

SOME THINGS I WOULD LIKE TO BE BETTER AT

MY PET PEEVE __________
MY FAVORITE BOOKS __________________________

MY FAVORITE SONGS __________________________

THINGS I WOULD LIKE TO HAVE __________________________

THINGS I WOULD LIKE TO DO __________________________
TITLE: -ing Name Tags

OBJECTIVE: To help students identify personal characteristics.

PROCEDURE: Each member of a group of kids is given a large index card and a felt tip marker. On the cards they are asked to write their first name in large letters along with six words ending in "ing" that tell something about who they are - for example, piano playing, reading, fun loving, fighting, baseballing, hard-thinking. On the other side, they repeat their names and list six words that report specific facts or statistics about themselves, such as neighborhood, height, weight, last name, brothers and sisters, age. When the cards are complete, kids choose the side they will expose to the group and fasten the tags to their clothes. Now they are asked to move around the group reading one another's tags”; looking at clothes, eyes, and faces; and asking questions if they feel like it. The leader also participates. Of course, categories for the descriptive information could be different. Words could be replaced by other stems such as: -able, -ful, -ist, -or, -lass.

MATERIALS: Index card and felt tip marker.
TITLE: Memory Description

OBJECTIVE: An activity to show how observant the students are about each other.

PROCEDURE: The group leader starts the discussion by saying: "We are going to see how well we can remember each other. To do this we are going to have two people involved." Ask for a volunteer and have students observe each other before starting. Volunteer would be blindfolded and will try to identify who is being described. The second student will describe someone else in the class with positive things about him/her. Descriptions include: physical characteristics, personality and abilities. Leader and "describer" will be the only ones who will know the identity of the person being described. After three descriptions the blindfolded student (volunteer) will try to identify who is being described.

MATERIALS: Blindfold.
TITLE: Value Scale

OBJECTIVE: To encourage children to understand everyone's personal judgment is correct only for themselves and should not be forced upon another.

PROCEDURE: The leader will explain that the value scale of individuals is different, influenced by their experiences; for example, the beliefs, likes, dislikes, and standards. What is valued highly by one person may not be valued by another. However, this does not give us the right to judge who is right or who is wrong. Pass out paper and pencil to each child and ask them to write down their four favorite TV shows. The leader will then ask students to rank the TV shows in accordance to preference; best, second best, etc. The students will now share their ranking with the group. Discuss the following questions:

1. Why isn't everyone's list the same?
2. Does it mean that one person's list is more correct or better than another?

Stress that each ranking was right for the one who wrote it. Everyone has the right to a different set of values; we are all different. If your classmate's opinion does not agree with yours, is his/her opinion wrong? Can we learn to respect the other person's values? Don't we all have the right to like or dislike things? What are some things we can do to show that we respect another's opinion, even though they may not agree with us?

MATERIALS: Pencils, paper.
TITLE: Uniqueness Designs

OBJECTIVE: To show children, through a graphic activity, an example of their individual uniqueness.

PROCEDURE: Explain to the children that they will make a design incorporating three things that are unique to them. The leader will start the discussion by asking the students, "What does the word unique mean to you?" Solicit responses from the students. Explain that the word "unique" means special or one of a kind. Instruct the children to fold the paper in half lengthwise, unfold it and print or write his/her own name on the fold line like a signature, one letter at a time, and quickly refold it, rubbing the paper to transfer the painted lines to the opposite side of the paper. Unfold it and tell the children to go over any unclear lines. Instruct them to hold the paper vertically to see an interesting design appear. Instruct them to add color or fill in areas in any way they would like to make it more interesting. Afterwards, discuss with the children their feelings about creating something uniquely their own. Their personal uniqueness design is made up of three things unique to them: (1) name, (2) signature, (3) artistry. Mount on colored background and make a display.

MATERIAL: White construction paper cut into 6" x 9" pieces, tempera paints, brushes, pencils, crayons, and colored construction paper for mounting.
TITLE: Lots of Kids Like Us

OBJECTIVE: To become aware that people can develop skills for responding to chemical use problems in their families. To become aware that children and adults are responsible for their own behavior.

PROCEDURE: View and discuss the film "Lots of Kids Like Us." Film synopsis: Ben's father has a drinking problem and he believes that he and his sister, Lori, might be to blame. He hides his fear and unhappiness by withdrawing from others. He is overwhelmed by all the things that are happening in his life that he does not understand and cannot control. Although Ben's communication with his family is limited, he is finally able to communicate with others about a problem he feels is unique to himself and his family. Ben's friend, Conrad, and counselor, Janet, provide insight and practical advice for coping with family stress.

Discussion Questions

1. How would you describe Ben's behavior on the bus? (withdrawn, shy, unhappy, frightened, and so forth?)

2. How does Conrad know so much about alcoholics? (His mother is a recovering alcoholic.)

3. Does Ben seem satisfied with Conrad's answer about people who are having a problem with alcohol? (Not really. Ben wants to know if the man's kids were responsible for his drinking problem.)

4. What does Ben overhear one night that confuses him even more about the reason people drink? (His mother blaming his father.)
5. Since Ben cannot control his father's drinking, how else can he fulfill his needs for help with homework and baseball? (A teacher could help him after school and Janet and Conrad could help him learn to pitch.)

6. Why is Ben uncomfortable about inviting Conrad to his house? (He is worried about how his father might act.)

7. What does Conrad say to Ben to help him be more comfortable about having people over? (That Ben is not responsible for how his father acts. That kids cannot make their parents drink too much, neither can they make them stop.)

8. What practical advice did Conrad give Ben and Lori about how to take care of themselves if they are ever with their father when he is drinking and they feel scared? (Carry a phone number of someone they trust and a quarter to make a call.)

9. What was Conrad's advice to Lori after she had been slapped by her mother? (That the mother is upset and confused and does not know what to do about family problems. It does not mean her mother does not love her.)

10. What does Janet suggest Ben might do to express the anger he is feeling toward his parents because they are different from other parents, and has said this about his father's drinking? (Let those feelings out without hurting someone else; hit a pillow, run, or talk to someone he trusts.)

MATERIALS: Film - "Lots of Kids Like Us."
SUGGESTED ACTIVITIES FOR GRADE 6

TITLE: Ways I Sometimes Feel

OBJECTIVE: To become aware that personal emotions have an impact on mood and behavior.

PROCEDURE: Explain to the class that everyone experiences some conflict in one's relations with other people. Give examples of these situations:

1. You have an argument with your mother about what to wear to school and you come to school angry.
2. Someone in your class is having a party and you are not invited. You feel hurt. (If possible, give the class an example of a stressful situation in your own life and how you handled the emotional discomfort associated with this stress.)

List the following uncomfortable feeling words on the board: anger, guilt, boredom, loneliness, worry, jealousy. Ask the students to suggest others. Ask the students how they cope with these various feelings. What are some ways to relieve uncomfortable feelings that do not cause more problems or result in other negative consequences? For example: What do some people do when they are afraid? When they are angry? What makes them feel better? Or worse? What makes the people around them feel better? Or worse? Explain that when people have uncomfortable feelings, they naturally look for ways to feel better. People of all ages find many ways to cope with "uptight" situations (for example, stress and disappointment). Sometimes the actions they choose end up causing more problems for them or others. Introduce the idea that sometimes people use chemicals (alcohol, marijuana, pills, and other drugs) to change their mood when they feel hurt or "uptight." If they continue to use chemicals to "fix" these uncomfortable feelings:
1. They may have trouble finding better ways to handle their problems.
2. They may learn to depend on chemicals.
3. They may start having more problems as a result of their chemical use (illness, school or job problems, family problems, trouble with the law, and so forth).
TITLE: Recall on Feelings

OBJECTIVE: To have children recall feelings and verbalize their inner reaction to them.

PROCEDURE: The leader will set mood for this cooperative non-threatening activity. Ask the children to close their eyes. In a modulated voice say, "Think of a day that is very special to you, when something nice happened – especially to you. I see some of you are smiling – maybe you are thinking about a particular birthday. Don't tell me, just close your eyes and think about that nice day. Okay, how do you feel? Happy? Keep that happy feeling. Try to look inside your body and tell me how your body is feeling?" Responses given after this activity have been, "I see a light." "I feel tingly in my stomach." "I feel warm in my chest." "I feel the muscles pulling on my face to make a smile." Those are examples of comments you are trying to solicit. At appropriate intervals, the leader can assure the students that they can relate to the inner body language of another playmate. Continue the activities by discussing different emotions. For example, proud, you feel good because you did something nice for someone else. Another example would be anger. When the students have some skills in being able to express their body language and are able to receive and identify in others their similarity and feelings, a goal would be to have one activity focus in on "how I feel when I am called a name."

MATERIALS: Mood music or record.
TITLE: Handling Angry Feelings

OBJECTIVE: To encourage children to think of alternative ways to handle angry feeling and to assure children that it is OK to feel and express anger. It is the way we deal with our anger that is important.

PROCEDURE: Ask the children to think of and share with others times when they have felt angry. Angry feelings can be dealt with at times by physical activity such as running around the block, hitting a pillow, etc. Sometimes we may not want to or feel like doing these activities. Discuss ways that we can get rid of our anger without hurting others. Zero in on what you are really angry about, and find strategies to help students overcome the burden of anger. The leader can acknowledge the fact that physical violence is also one way children have dealt with anger but that children must be prepared to accept the consequences. Other suggested ways to handle anger:

1. Have students write out grievances.
2. Count numbers until you are tired.
3. If possible, find a place to scream.
4. Role play - growl like a bear or roar like a lion, etc.
TITLE:          "Graffiti" Shirt

OBJECTIVE:     To assist group members in learning more about one
another and to encourage with them to share their
insights.

PROCEDURE:     Follow the instruction of each activity.

1. Form a circle.
2. Participants are asked to volunteer, one at a time, to
   have their "shirts" read. Front and back (short
   captions) are made by all group participants in regard
   to how they view themselves. The front of the shirt
   relates to first impressions or how other people see
   you. The back shirt reading concerns (real self) and
   how he/she "feels" and sees himself/herself!

   Example:

   front: cool       back: running scared
   front: popular    back: not many friends

MATERIALS:     Handout "Graffiti Shirt."
TITLE: "Where's Shelly?"

OBJECTIVE: To become aware that social attitudes affect decisions about chemical use. To become aware that people can learn to be assertive in relationships.

PROCEDURE: View and discuss film. Film synopsis: The film focuses on making a choice about using or not using alcohol and other drugs. It shows some of the effects of alcohol and other drug misuse. Each character in the film has different factors influencing their decision. These factors include the family situation, perceptions about being drunk, pressure from friends and feelings about themselves. Discuss the following questions: The main characters in the film are: Suzanne, the new girl in the group who talks with her father and mother at the dinner table; Todd, the boy whose brother, Randall, is captain of the basketball team; Melissa, the girl with the little brother, Ben, the mother who gets a drink, and the father who talks with her in the kitchen; Kevin, the boy with the older sister; and Shelly, the girl who brings the beer and marijuana to the clubhouse.

1. Do you think Suzanne should use the drugs that Shelly brought? How does she feel about her family? How do these feelings affect her decisions?
2. How does she feel about what the other kids say about being drunk or high? Do these feelings affect her decision?
3. How does she feel about the other kids? Does she feel pressured by them to decide one way or the other?
4. What would the others think of her if she used marijuana or the beer that day, or if she did not? How does that affect her decision?
5. How does she feel about herself? How do these feelings affect her decision? (Follow the same questions for Todd, Melissa, and Kevin.)

Optional extension of the discussion: Think of something that you recently chose to do, or something you chose not to do.

1. Did you think about your family while you were deciding?
2. How about your friends? Did you think about how they might react to your decision, and how did that affect what you did?
3. How were you feeling about yourself at that time?
4. Did thinking about all of those things help you to make your decision?

MATERIALS: Film - "Where's Shelly?"
TITLE: Are You Fooled By Advertising?

OBJECTIVE: To become aware that advertising tends to promote and glamorize the use of various chemicals.

PROCEDURE: Have students suggest ways in which advertisements might influence people's decisions about the use of various chemicals. Examples they might think of include:

1. People in the ads are all attractive.
2. People in the ads appear affluent.
3. It looks like the people in the ads are having fun.
4. Everyone in the ads is smiling. Have the group make a collage of ads for chemicals which change the person is supposed to feel. Discuss with the group at the end of this exercise whether they think the chemical can make them look and feel like the people in the ad.

MATERIALS: Magazines, scissors, glue, and construction paper.
TITLE: Personal Name Tags

OBJECTIVE: To encourage children to share their personal interests.

PROCEDURE: Pass out construction paper (3" x 5"), markers, crayons, or pencils. (Group leaders should do this activity also.) Explain we are all going to make a personalized name tag. Everyone will make their name tags with symbols only and have their fellow students guess the identity of each person using symbols only as a guide. These symbols should be something that are special just to you or that would help people identify you. Use the name tag as an identification plate for different folders that the children will be using during group.

MATERIALS: Paper, crayons, and pencils.
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.
TITLE: Rating Reactions

OBJECTIVE: Rate how you might feel if someone said these things to you. Select the owl that best describes your reaction and write the number rating in the space provided. Write a sentence to explain why you might feel that way.

Rating Reaction Scale:

- Upset
- Sad
- O.K.
- Happy
- Delighted!

1. "That's a nice job. You got 100%.
   
   Rating  Why
   ______  ______

2. "Don't ask questions! Just do what you are told.
   
   Rating  Why
   ______  ______

3. "I don't understand. Will you help?"
   
   Rating  Why
   ______  ______

4. "I can't ride bikes with you today. Maybe we can do it tomorrow."
   
   Rating  Why
   ______  ______

5. "I can't play with you, so go away. I am busy."
   
   Rating  Why
   ______  ______

6. "This paper is a mess. Why are you so sloppy?"
   
   Rating  Why
   ______  ______

7. "Copy this paper over. I know you are proud of your work when it is neat."
   
   Rating  Why
   ______  ______
TITLE: Feelings Graph

OBJECTIVES: To help students become aware of their own feelings and how they communicate them to others; to give children skills to recognize feelings and express them appropriately.

PROCEDURE: Ask children to list, on lined paper, several feelings they think they will feel and express during the coming week; they are to put a check mark by it. (You may wish to limit the counting time to the school day, as it might be difficult to count and record outside the school setting.) At the end of the week, ask the children to make bar graphs representing the number of times they felt and expressed their feelings.

MATERIALS: Paper, pencils, and a feeling graph.

<table>
<thead>
<tr>
<th>FEELINGS GRAPH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>1  2  3  4  5  6  7  8  9  10</td>
</tr>
<tr>
<td>Angry</td>
</tr>
<tr>
<td>Lonely</td>
</tr>
<tr>
<td>Excited</td>
</tr>
<tr>
<td>Bored</td>
</tr>
<tr>
<td>Curious</td>
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</tbody>
</table>