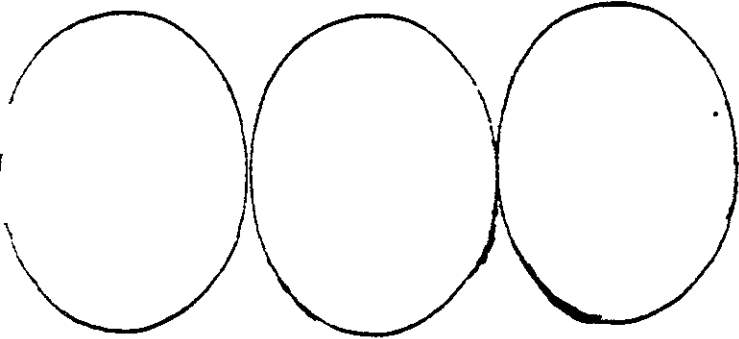
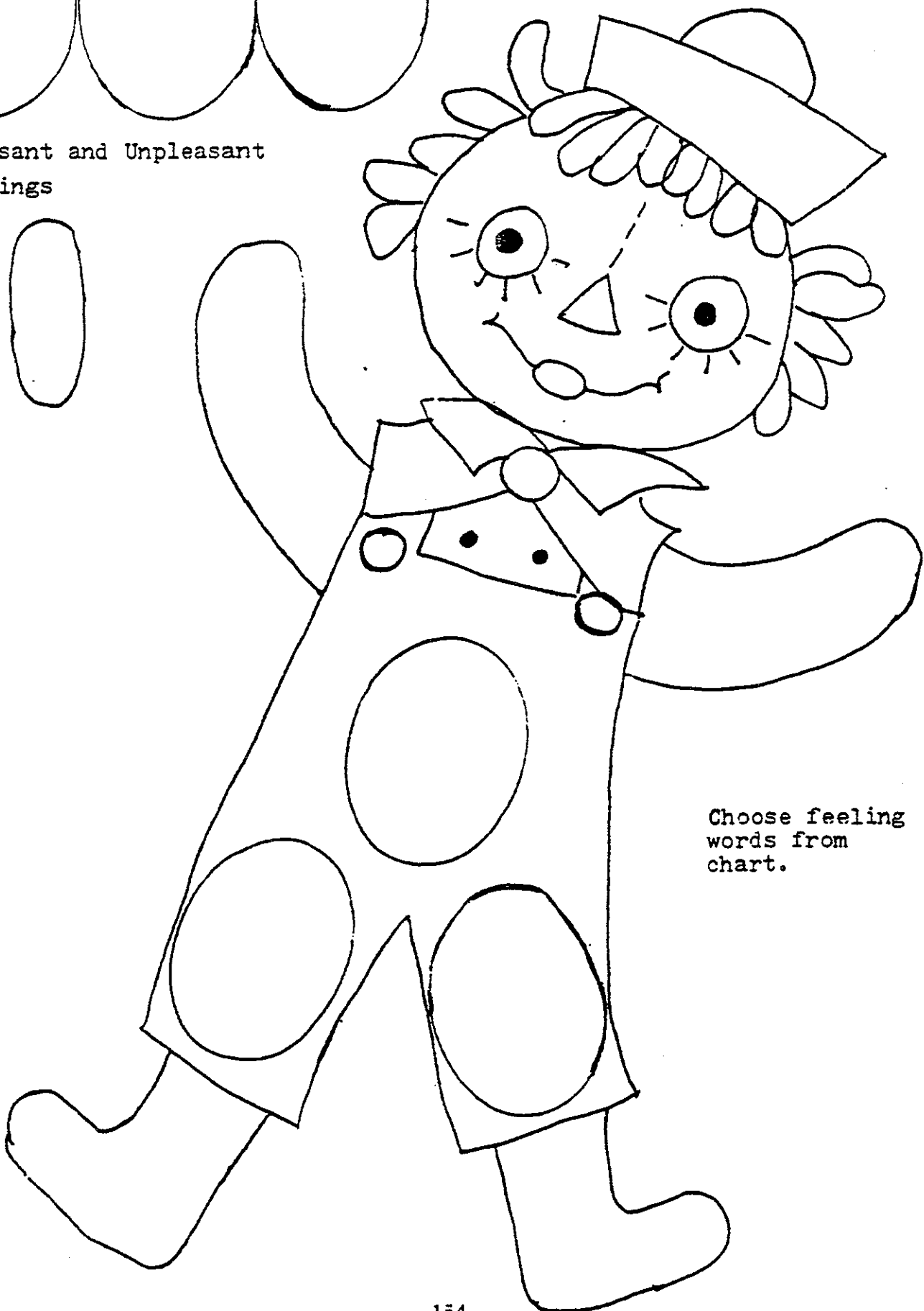
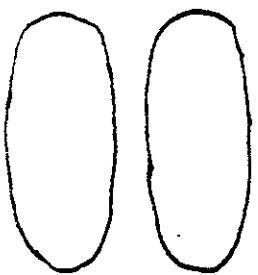


- TITLE:** The Feeling Doll
- OBJECTIVE:** To make children aware of appropriate ways to express unpleasant feelings that will promote physical, emotional, and social well-being.
- PROCEDURE:** Distribute two copies of the "feeling doll" to each child, one for pleasant feelings and one for unpleasant feelings. Have the children choose five of the pleasant feeling words from the list. Put these choices in the five ovals at the top of the paper. Cut and paste words on the paper doll's body. Cut out the entire doll and paste to construction paper background. Title one side pleasant feelings. Repeat the process "choose five words from the unpleasant word list. Cut and paste words on the doll's body. Cut out entire body and paste on the other side entitled unpleasant feelings. Children can design their own backgrounds.
- MATERIALS:** "Feeling Doll" handout, construction paper, scissors, glue, pencils, and crayons

FEELING DOLL



Pleasant and Unpleasant
Feelings



Choose feeling
words from
chart.



TITLE: A Pinata

OBJECTIVE: To illustrate to students that they have the capacity to give beautiful gifts to each other in the form of praise.

PROCEDURE: Leader will hand out slips of paper to the children with instructions to observe each other for one week. After that week, and each time they think of a compliment, (something nice about each other or see a good quality demonstrated by a group member) write it on a slip of paper, including the person's name, and place the slip in the special group pinata. Stress positiveness. Leader sets the mood by stating that every person has positive qualities such as wisdom, courage, honesty, thoughtfulness, etc.) "Think of how you feel when someone praises you." Play the pinata game. The pinata should be placed where it can hang freely. Each child is blindfolded and has three tries to break the pinata. When the pinata is finally broken, have the children find his/her own slips of paper (gifts of praise). Be sure to stress safety precautions for this activity. Discussion of the many beautiful gifts should follow.

MATERIALS: Small pinata, slips of paper, pencils, broom handle, and blindfold.

THINGS I LIKE TO DO



BY MYSELF _____

WITH MY FAMILY _____

WITH MY FRIENDS _____

AT RECESS TIME AT SCHOOL _____

AFTER SCHOOL _____

ON WEEKENDS _____

IN THE FOUR SEASONS

SPRING _____

SUMMER _____

FALL _____

WINTER _____

THINGS I LIKE BEST



TOYS

GAMES

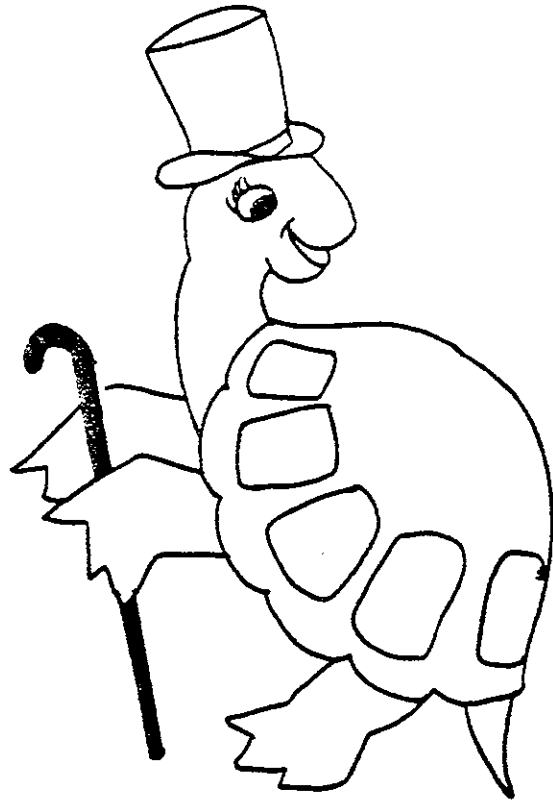
HOBBIES

SCHOOL
SUBJECTS

SPORTS

PERSONAL
BELONGINGS

FAVORITES OF MINE



PEOPLE

RELATIVES

FRIENDS

CELEBRITIES

OTHERS

PLACES

VACATION SPOTS

STORES AND RESTAURANTS

OTHER FUN PLACES

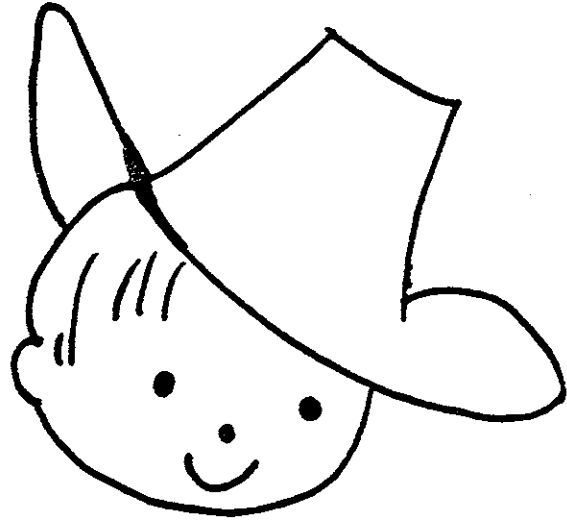
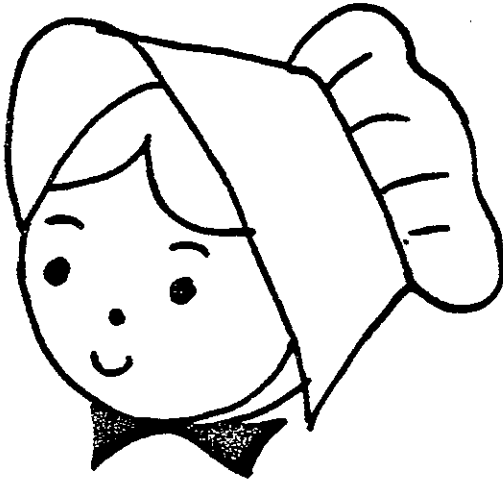
MY RELATIVES

MOM'S

DAD'S

SIDE

SIDE



GRANDPARENTS

_____	_____
_____	_____

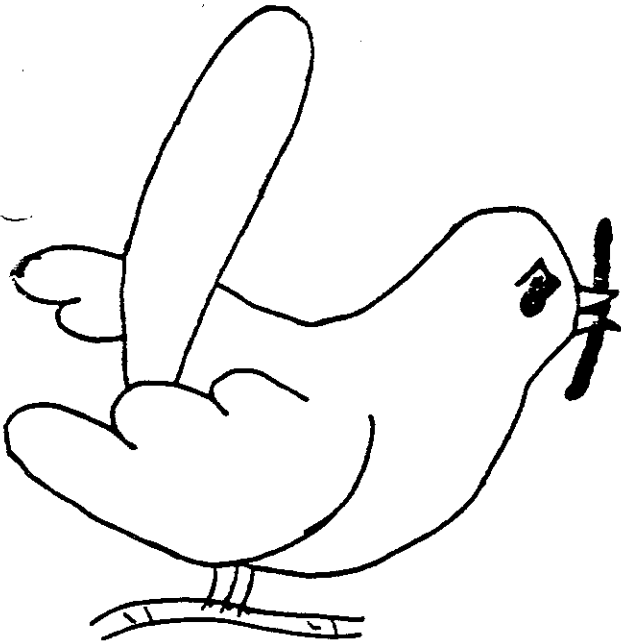
AUNTS AND UNCLES

_____	_____	_____	_____
_____	_____	_____	_____

COUSINS

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name _____



DECISION MAKING

1. Situation

2. Alternatives

3. Risks

4. Help

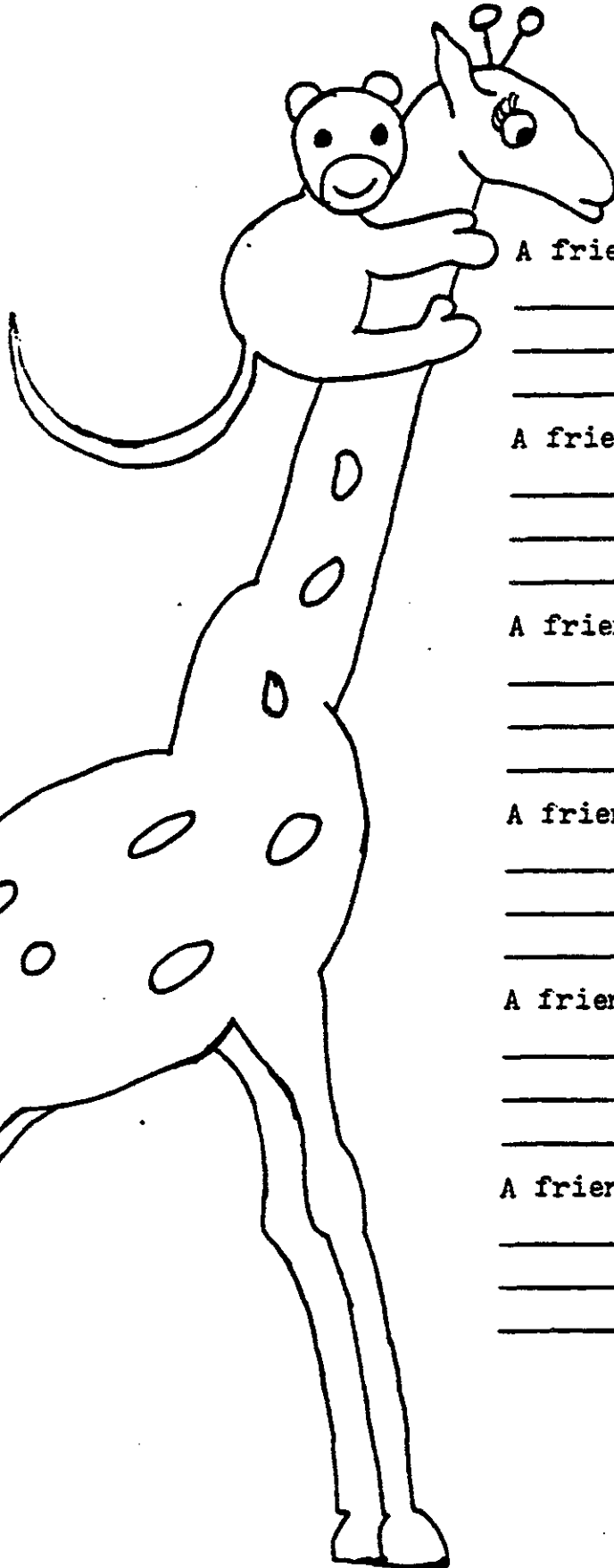
5. Your decision



Name _____

The only way to have a friend
is to be one.

COMPLETE THE FOLLOWING SENTENCES.



A friend is someone who _____

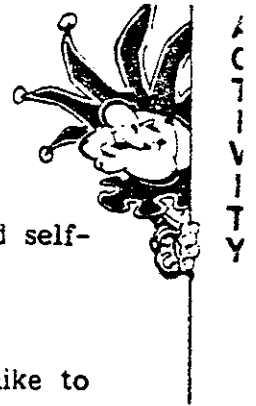
A friend is someone who _____

A friend is someone who _____

A friend is someone who _____

A friend is someone who _____

A friend is someone who _____



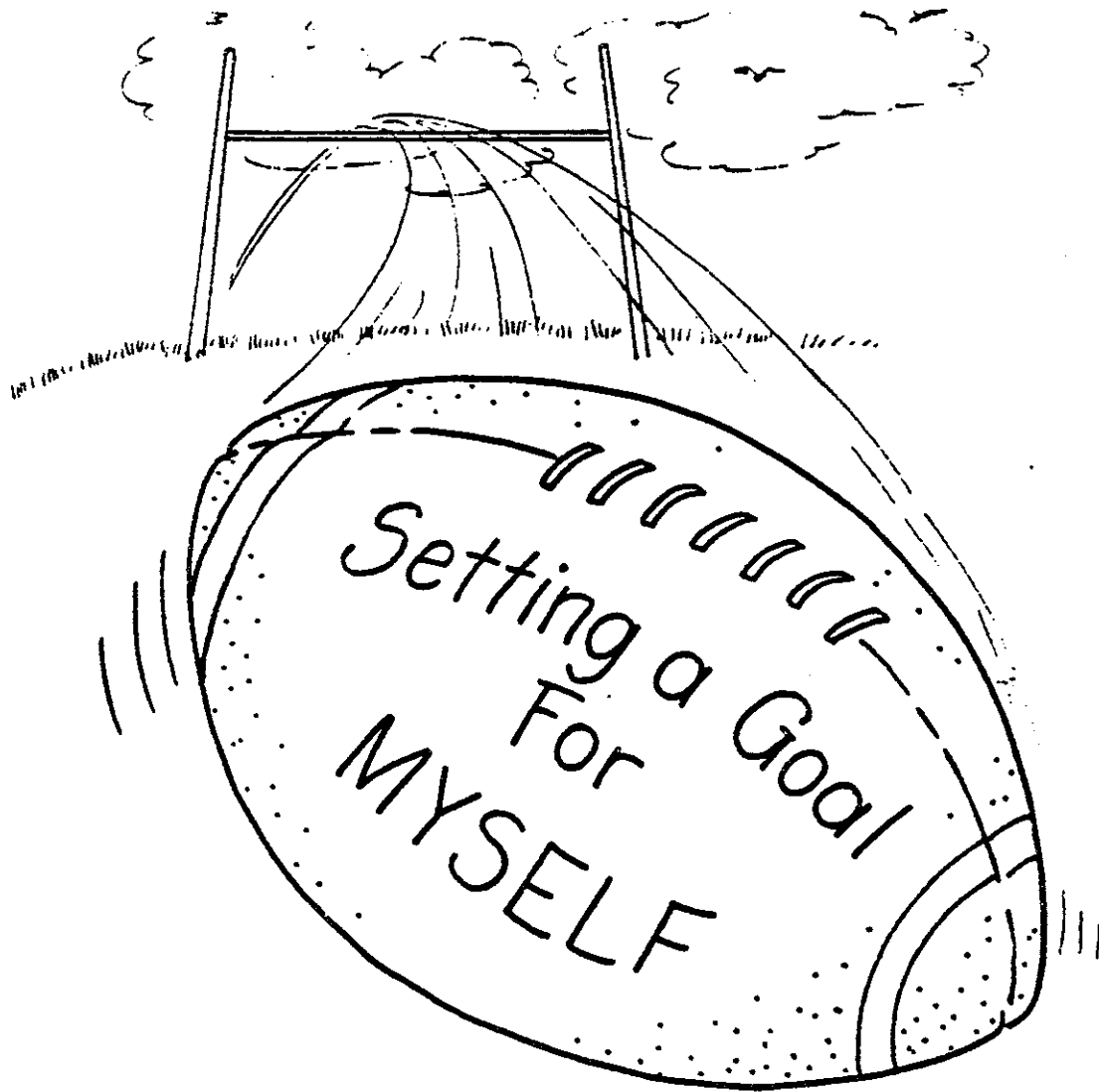
TITLE: Setting a Goal for Myself

OBJECTIVE: To have students set a goal for themselves and self-monitor their progress in obtaining that goal.

PROCEDURE: Have each student describe something he would like to change about his behavior toward other people. Distribute the "Setting a Goal for Myself" worksheet and discuss the "Guidelines for Setting Goals."

Have the students keep track of their progress on the contract sheet. At the end of each week, have students discuss if they have obtained their goals. Also, discuss the successes and difficulties they had during the week.

MATERIALS: Student Activity Sheet: "Setting a Goal for Myself."
Student Activity Sheet: "Making a Contract."



Guidelines for Setting Goals

You know what it is.

You believe you can do it.

You have the ability to do it.

If other people are part of your goal, you can talk to them about it.

You can measure your goal.

You WANT to reach it.

You will work on only one goal at a time.

You are sure your goal will not hurt anyone.

Check here when you have accomplished your goal.

MAKING A CONTRACT

Date	No. of times reached	Situation in which this happened



TITLE: Johari Window

OBJECTIVE: To develop a feeling of self-worth and self-respect.

PROCEDURE: This activity is used to help students become more aware of themselves and others. It also serves as a means of having the student understand how an individual loses proper perception of himself/herself when using a mood-altering drug. Using the activity sheet of the "Johari Window," explain that this is the window that helps tell us about ourselves.

1. The first window is open for everyone to see. It includes things that I am very comfortable to tell about and that I am willing to share with all people. These are nonthreatening things about myself. (Teacher example - "I would be comfortable to share with anyone that I am a teacher; I am a woman; I am a mother, I like to play tennis").
2. The second window is partially closed, because here I decide whom I want to share my thoughts with, and what thoughts I wish to share. I am willing to tell my best friend that I am afraid of the dark. I may be uncomfortable to tell a large group that I am afraid of snakes, but I may choose to tell that to a good friend, my parents—or even a small group of friends. This is the window where you can decide what to share. It is important to have special people to share your personal thoughts.
3. The third window is where you can't see yourself. But other people see you through this window and they notice things about you, and are then able to tell you more about yourself; example - you may not realize that you wrinkle your nose when you are confused. You may not realize that you tap your

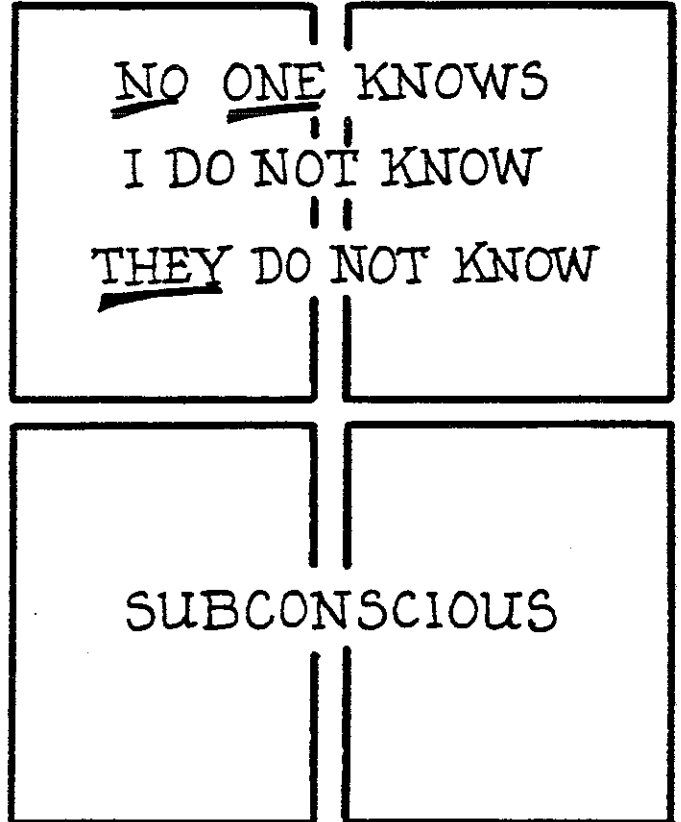
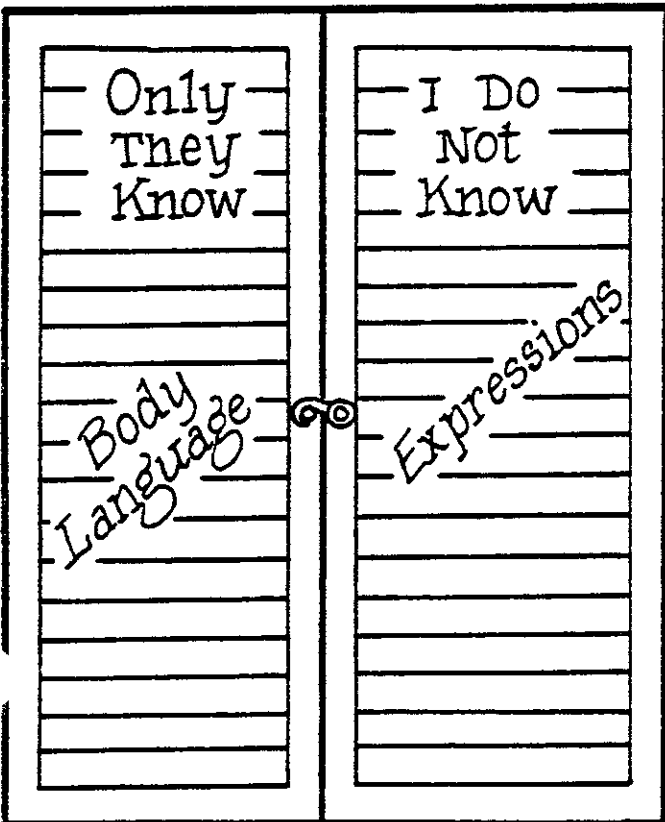
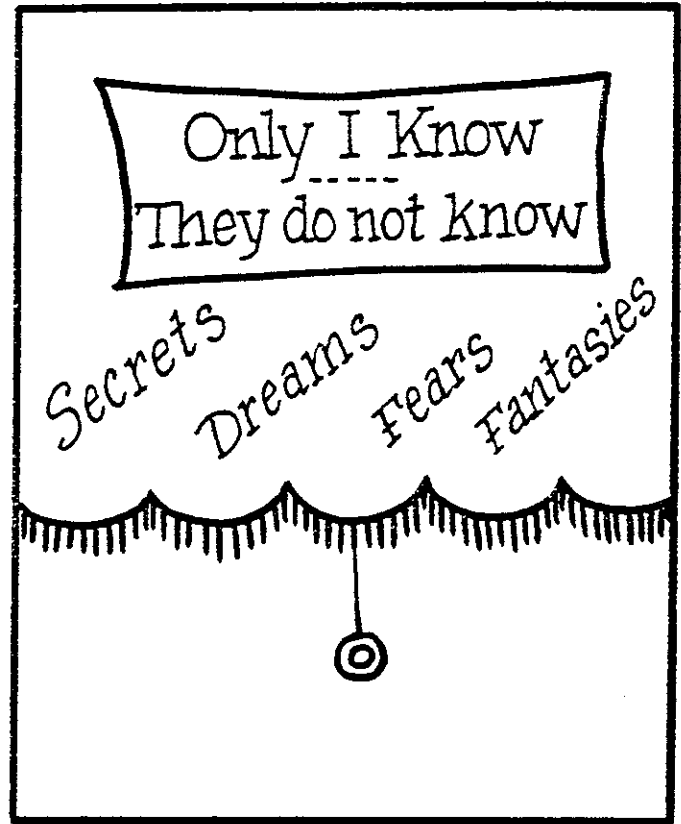
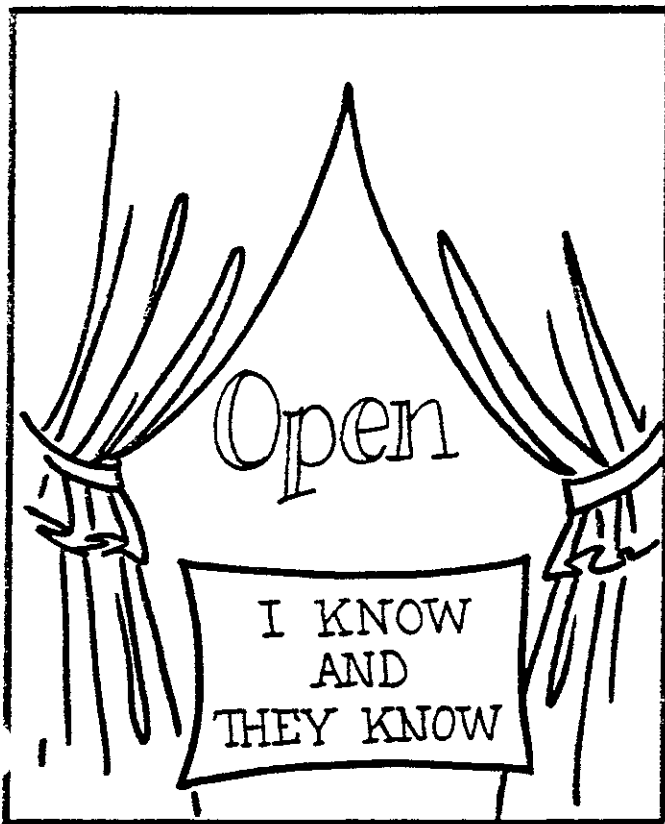
knuckles on the desk when you are angry. Students can share with each other and help each other get to know one's self better. This should be done on a light note and in a nonthreatening way so it will be fun for students.

4. The fourth window is closed to everyone—even yourself. This is your subconscious and a part of you that you don't know and no one else knows. We can't put down anything for this window, and we don't try to figure it out.

Have each student make a collage of their own "Johari Window." Friends will need to help so they can complete Window No. 3.

MATERIALS: Student Activity Sheet: "Johari Window."

JOHARI WINDOW



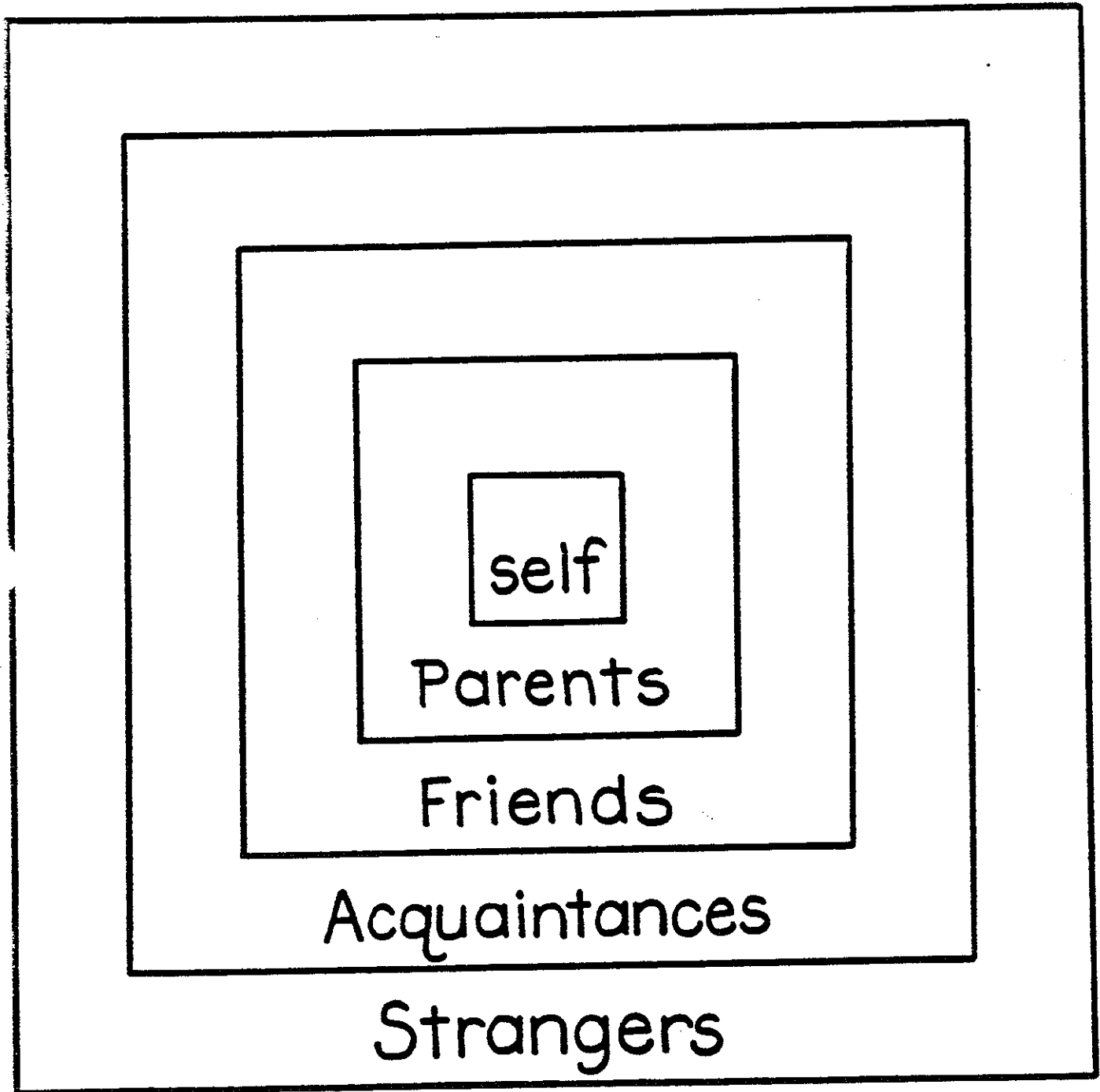


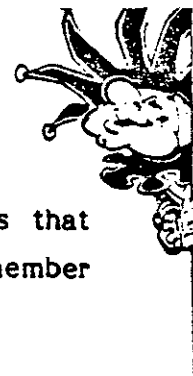
- TITLE:** My Privacy Square
- OBJECTIVE:** To become aware of different sources of help for various problems.
- PROCEDURE:** Discuss the fact that there are many varied sources of help available for different problems. We are oftentimes more comfortable discussing problems with a particular person, and sometimes may find it difficult to tell anyone at all. Discuss the four categories of helpers on the "Privacy Square." Have students self-evaluate who they would turn to for help by filling in the key word from each question (the underlined word) into the correct area on the Privacy Square. The students should ask themselves if they are willing to go to others for help. Who do they turn to most often? Who would they like to go to but are afraid?
- MATERIALS:** Student Activity Sheet: "My Privacy Square - Questions."
Student Activity Sheet: "My Privacy Square."

MY PRIVACY SQUARE - QUESTIONS

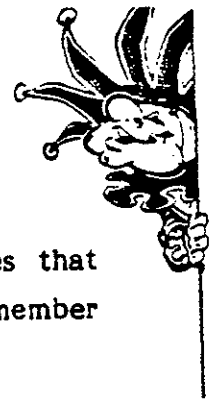
1. To whom would you tell whether or not you like one of your parents better than the other?
2. To whom would you tell what you dislike about one of your best friends?
3. To whom would you tell a difficult problem?
4. To whom would you tell that your friends have smoked marijuana?
5. To whom would you tell about cheating on a test?
6. To whom would you tell that you took cigarettes from your father's pack?
7. To whom would you tell your most embarrassing moment?
8. To whom would you tell you found a \$10 bill and kept it?

My Privacy Square





- TITLE:** Family Rules
- OBJECTIVE:** To become aware that every family has rules that members are expected to abide by: each family member also develops rules governing his/her own behavior.
- PROCEDURE:** Explain using the metaphor of a football team to represent the family.
1. Teams must have rules.
 2. If one team member gets uptight and plays poorly, it affects the entire team.
 3. Each team member has duties and obligations. Ask the following questions of students:
 - a. What rules do you make in your family?
 - b. How do rules get reinforced?
 - c. How do rules get changed? Stress to the group that family rules need to be adhered to. If you want to change a family rule, how do you do that? (Negotiations - discussion of how rules get changed. Children are often powerless over the rules of the family.)



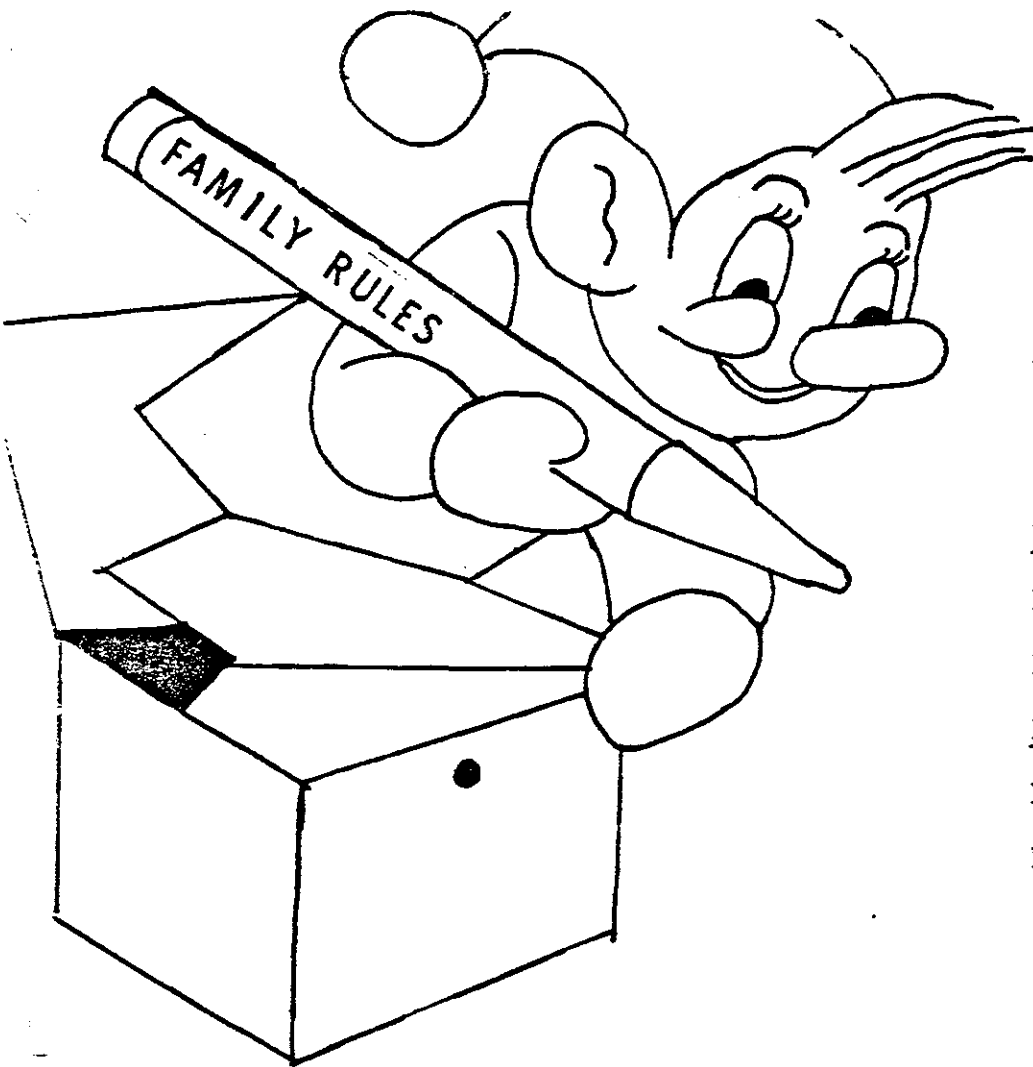
TITLE: Family Rules

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Watching television

Family rule:

My rule:

Doing chores

Family rule:

My rule:

Having friends over

Family rule:

My rule:

Using other chemicals (alcohol, cigarettes, coffee)

Family rule:

My rule:

Taking medicines

Family rule:

My rule:

Note to parents:

These worksheets are personal and confidential. Students may or may not choose to discuss these in class.

Additional rules could be written on the back of the sheet. For example: bedtime or curfew rules.

