

SESSION 1

INTRODUCTION TO GROUP THE PROCESS

OVERVIEW:

To provide support, safety and a sense of consistency for all group members. The goal of session 1 is to create an atmosphere of acceptance through recognizing member similarities and differences. Members will discuss the purpose of the 10 week BATS program and establish group rules.

ICEBREAKERS:

Name Game Kindergarten - Parent

- * People Search Kindergarten - Parent
- * Friendship Kindergarten - Parent
- * Desert Island 7th grade - High School

WORKSHEETS:

- * All About Me Kindergarten - Parent
- * A Story About Me 6th grade - Parent
- * Conversation Starters High School
- * My Life Story Parents

ARTS:

- * Drawings By Kindergarten - 4th grade

STORY:

- * The Large Gray Elephant Kindergarten - Parents

GAMES:

- * Heartbeat Kindergarten - Parents
- * Number/Letter Game Kindergarten - Parent

GROUP RULES

- 1. I will keep what we talk about private.**

We call this confidentiality.

- 2. I will stay in my seat.**

- 3. I will keep my hands & feet to myself.**

- 4. I will wait for my turn to talk &**

will listen carefully when others talk.

- 5. I won't tease or put other people down.**

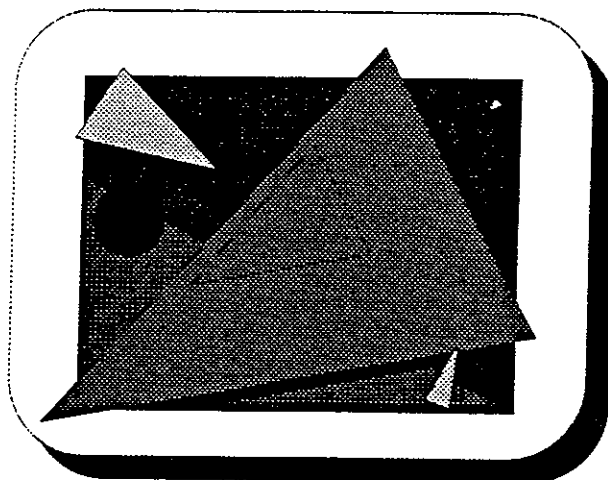
- 6. I can PASS during go-arounds.**

Except during HIGHS & LOWS.

- 7. I will come to every group session.**

- 8. I will make up any class work I miss.**

NAME GAME



- I. **Ask for volunteers to be first & last.**
- II. **Each member introduces himself/herself by their first name & states an activity that begins with the first letter of their name.**
 - A. **The first person states his/her name & activity.**
 - B. **The second person states his/her name & activity, then introduces the person before by name & activity.**
 - C. **The third person states his/her name & activity then introduces the second person & activity, then the first person & activity.**
 - D. **This continues until all members have been included.**
 1. **Example: (third persons turn) □My name is Jeanne Jump-Rope, this is Sasie Soccer, and this is Rebecca Reading□.**
 - i. **The activity can be substituted with sports teams, music groups, favorite foods, etc...**

PEOPLE SEARCH



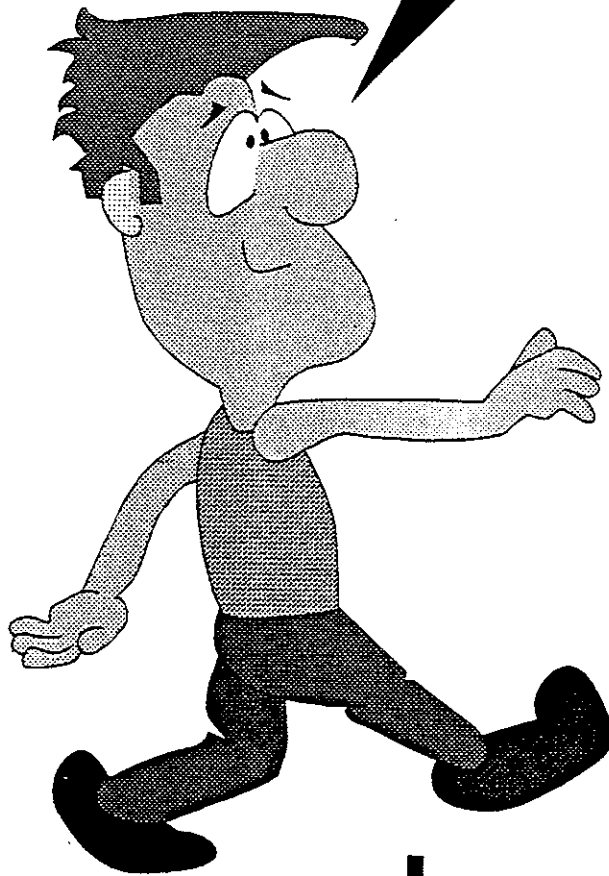
FIND SOMEONE WHO :

1. Has green eyes.
2. Was born in the same month as yourself.
3. Is an only child.
4. Was not born in California.
5. Has traveled outside of the United States.
6. Can play a musical instrument.
7. Has an unusual collection of something.
8. Can speak a foreign language.
9. Has pierced ears.
10. Can name 5 United States presidents.
11. Is allergic to something.
12. Exercises more than 2 times each week.
13. Has NEVER had a broken bone.
14. Has more than 2 brothers or sisters.
15. Has an unusual pet.
16. Was born outside of the United States.
17. Has flown in an airplane.
18. Has read a book in the past week.
19. Has gone to a movie theater last week.
20. Has a middle name with more than 8 letters.

DIRECTIONS: FIND SOMEONE WHO FITS THE DESCRIPTION, HAVE THAT PERSON SIGN NEXT TO WHAT HE OR SHE MATCHES. ALLOW 15 MINUTES FOR SIGNING, THEN RESUME THE GROUP CIRCLE. DISCUSS RESPONSES. THIS IS A GOOD EXERCISE TO LEARN NAMES AND MORE ABOUT EACH GROUP MEMBER.

**KINDERGARTEN THROUGH 3RD GRADE (FACILITATOR READS STATEMENT & CONDUCTS EXERCISE AS A SCAVENGER HUNT);
4TH GRADE THROUGH PARENTS (MEMBERS INTERVIEW EACH OTHER)**

There is a Miracle called Friendship that dwells within the heart, and you don't know how it happens or when it gets it's start... But the happiness it brings you always gives a special lift...and you realize Friendship is precious...



F r i e n d s h i p

Directions:

Group mascots are any objects such as a koosh ball, teddy bear, doll , etc... They are helpful in explaining the importance of friendship. Also, include the importance of nurturing a friendship.

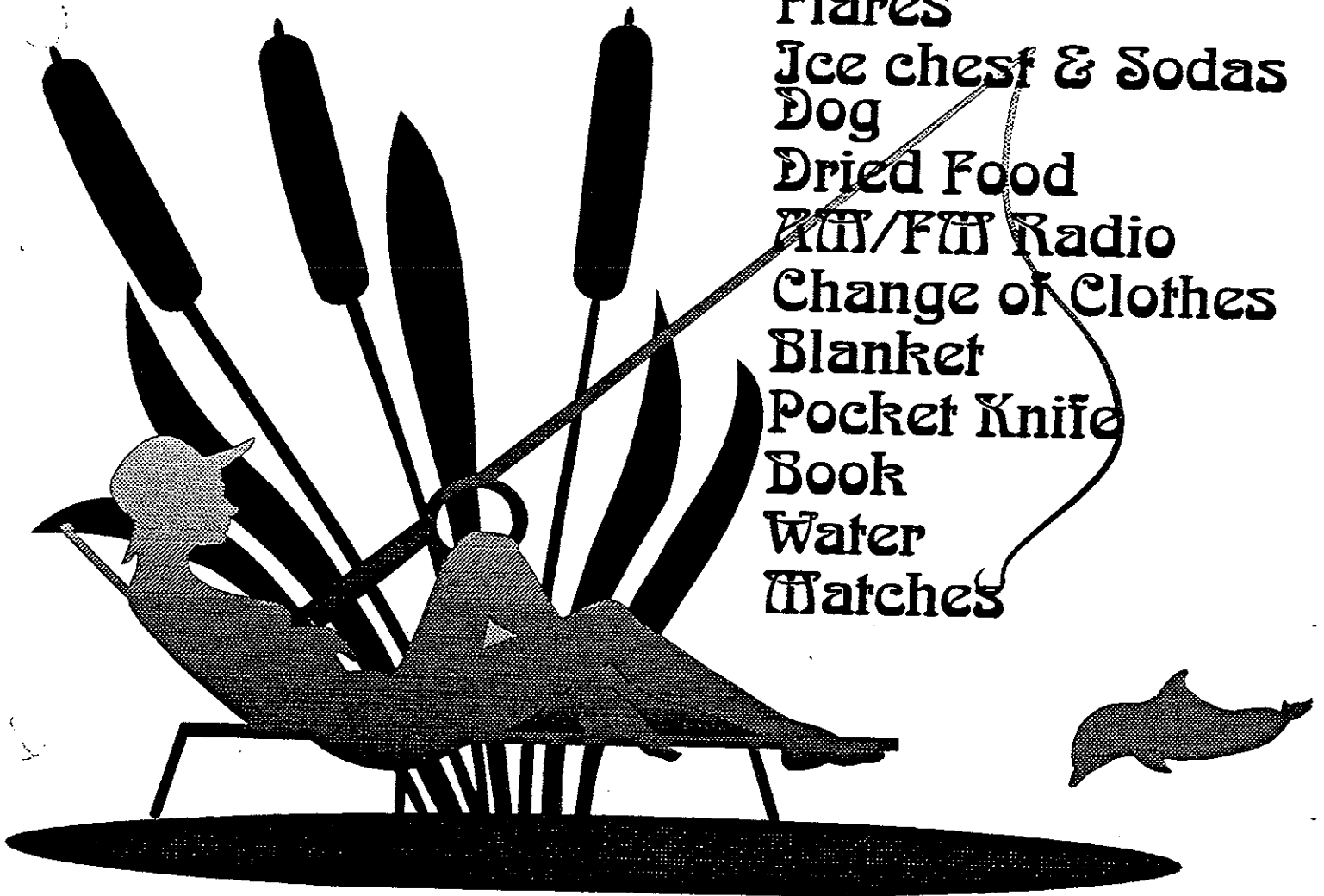
Mascots can be used in the group process, such as passing it to group members. The member holding the mascot has the right to talk, all other are to listen. Idea- at the beginning of group the members can vote on the mascots name.

DESERTED ISLAND

Your ship has just wrecked,
leaving you stranded on a deserted island.

You can pick 2 supplies listed below.
In order to survive
which 2 items will you choose?

Flashlight
Flares
Ice chest & Sodas
Dog
Dried Food
AM/FM Radio
Change of Clothes
Blanket
Pocket Knife
Book
Water
Matches



ALL ABOUT ME

My name is _____.

I am _____ years old & in the _____ grade.

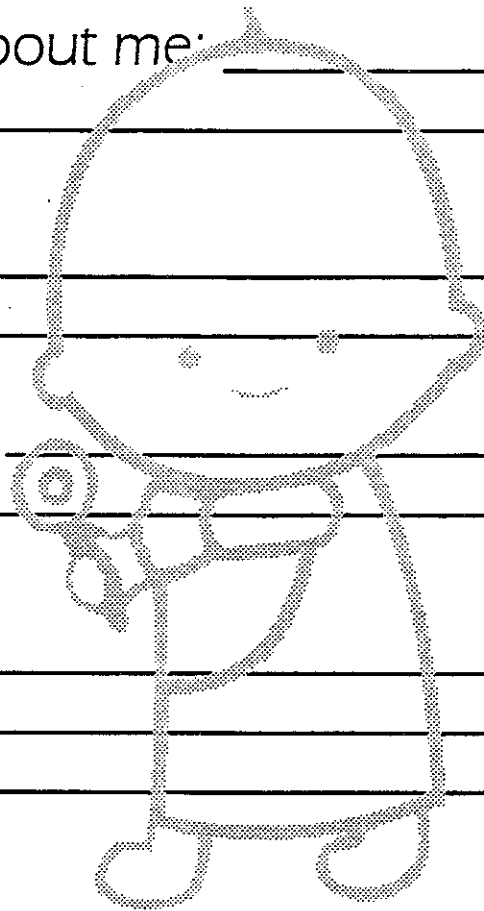
This is what I like best about me: _____

This is what I do best: _____

People like me because: _____

My best friend is: _____

Because: _____



Directions: Allow 10 minutes to complete the worksheet. Resume group circle & give each group member the opportunity to share.

Kindergarten through 6th grade

A STORY ABOUT ME

The happiest year of my life: _____ . A turning point
in my life: _____ . The lowest year/s
of my life: _____ .

I enjoy _____ . I do well
in _____ . I would like to
improve _____ . I would like to stop _____ .

I demonstrated great courage _____ .
An important event in my life was _____ .
_____ . I wish I would have _____ .

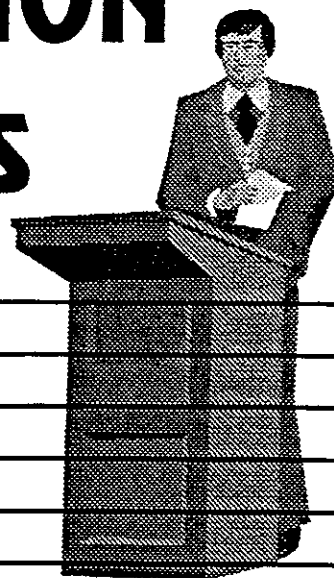
My goal is _____ .
_____ . I want to
improve _____ .

Signed _____

Directions: Allow group members 15 minutes to complete the worksheet. Resume group circle. Each group member is given the opportunity to share their story. This exercise improves group bonding and aids in the understanding of each group member. Remember the group rule RIGHT TO PASS.

6th grade through Parent

CONVERSATION STARTERS



1. Other people usually _____
2. The best measure of personal success is _____
3. Anybody will work hard if _____
4. People will think of me as _____
5. I overeat because _____
6. Nothing is so frustrating as _____
7. When I drink I _____
8. Parents who abuse _____
9. I miss _____
10. The thing I like about myself is _____
11. There are times when I _____
12. I would like to be _____
13. An addict _____
14. Most smokers _____
15. My body is _____
16. When it comes to the opposite sex _____
17. Drunk drivers should _____
18. The thing I would like to change about myself is _____
19. Teenagers who drink _____
20. Ten years from now, I _____
22. Types of abuse: _____

Directions: Allow group members 15 minutes to complete the worksheet. Discuss questions as a group. Facilitator can lead in the discussion or direct each members to choose a question to discuss. Encourage expression of opinions, but remember the RIGHT TO PASS rule. The first session's goal is to create comfort and trust within the group.

MY LIFE STORY



As a child my parents would have described me as _____.
My favorite toy was _____. My childhood nickname was _____, I
felt it was _____. As a child I was most proud of _____
_____. The family member I am most like is _____.



I would change my name to _____. My favorite possession is _____.
A possession I lost is _____, I felt _____.



The funniest thing that ever happened to me was _____.
_____ The silliest thing I've ever done was _____
_____. The stupidest thing I've ever done was _____
_____.



My all time favorite movie is _____, the personal significance
of the movie was _____.
My favorite book is _____, I like it because _____
_____.



I am a good friend because _____.
My best friend is _____ because _____.



Something I don't like doing is _____, because
_____. What I like doing the most is _____
because _____. I feel alcohol is _____.
I feel a person should drink _____. I feel smoking is _____.
Public smoking should be _____.



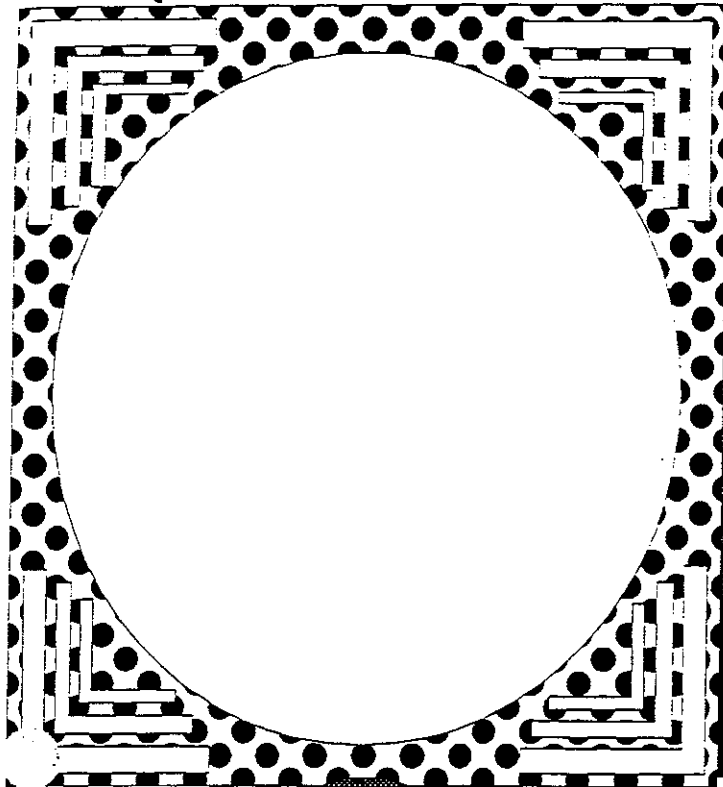
The most important thing in life is _____.

Directions: Allow 15 minutes to complete worksheet. Resume group circle & present stories. Lead discussion in what it felt like growing up. This exercise will help familiarize group members with each other. It will also help in future discussions about dealing with family issues.

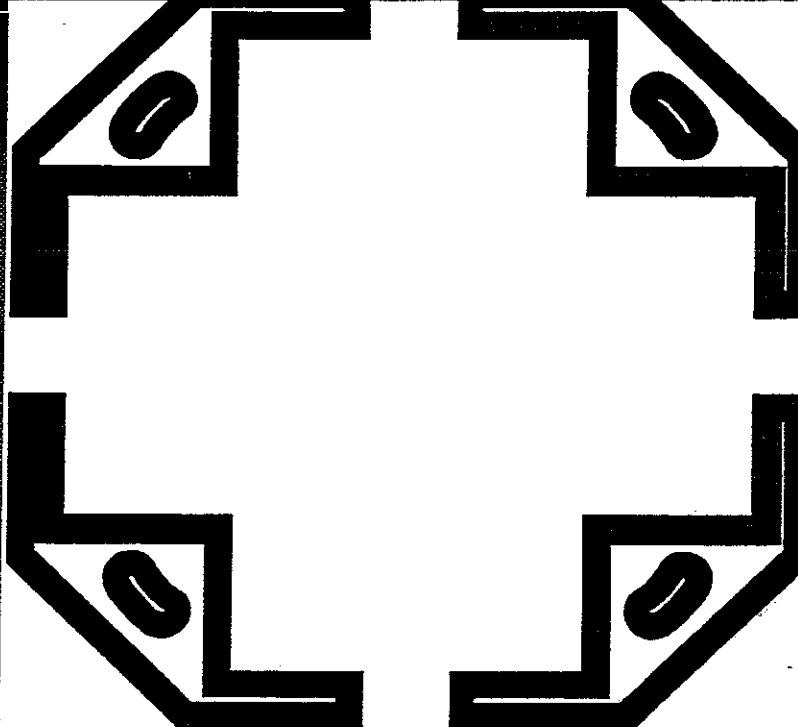
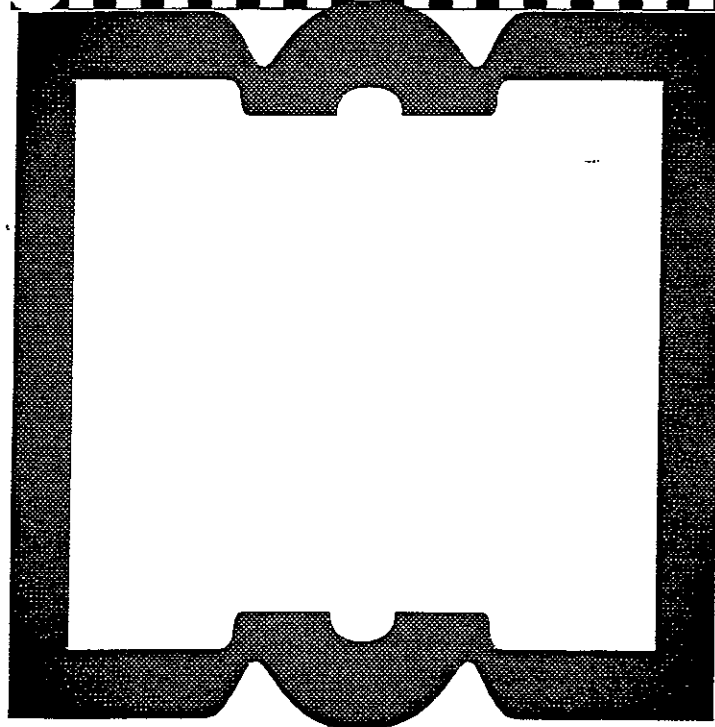
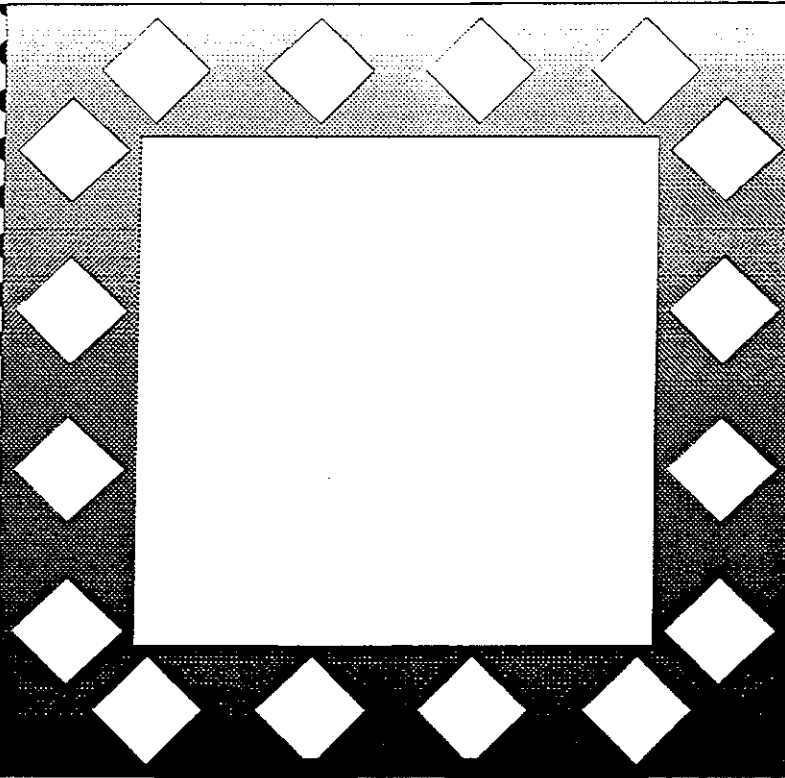
Parents

DRAWINGS BY _____

My Favorite Animal



My Favorite Toy



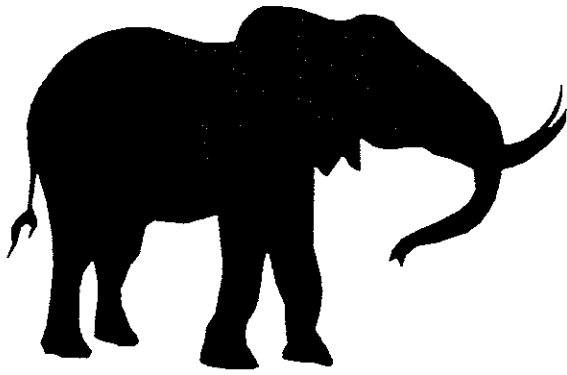
A Special Person

A Favorite T.V. Program

Directions: Allow Students 15 minutes to complete drawings. After drawings have been completed, have students share their drawings with the group. This exercise helps the students learn more about each other, creating group bonding.

Remember the group rule: Right to Pass (but encourage involvement).

Kindergarten to 4th grade



THE LARGE-GRAY ELEPHANT

Imagine your family room... the chairs, sofa, coffee table, television and super nintendo. But now in the middle of your family room stands a large, gray elephant.

The elephant stands in the middle of your family room, shifting from one foot to another. Slowly swaying from side to side.

Imagine your family: you, along with perhaps your mother and/or, father (either of them may be a step-parent) and possibly some sisters, brothers or other relatives. Your family has to go through the living room many times a day. You watch as they walk through it very, very...carefully..around ...the elephant. No one says anything about the elephant. They avoid the swinging trunk by walking around it. Since no one ever talks about the elephant, you know that you're not supposed to talk about it either. So you don't.

But sometimes you wonder why no one is saying anything, or why no one is doing anything about the elephant. After all, it's a very big elephant, and it's difficult to continue walking around it all the time. People in your house are getting very tired. You wonder if maybe there is something wrong with you. But you just keep wondering, keep walking around it, and worrying. You wish that there was somebody to talk to about the elephant.

QUESTIONS:

1. What problems could an elephant create in the middle of your family room?
2. What problems could the elephant represent?
3. How are the family members feeling?
4. How does the NO TALK, NO FEEL, NO TRUST family rule apply?
5. How does the elephant affect the family members self-esteem?

DIRECTIONS: Read the Elephant Story, continue with the questions at the bottom of the story. There are 3 common rules in a family that is struggling with issues: NO TALK, NO FEEL, NO TRUST. These rules allow the problems to continue. Family members are unable to identify problems and look for solutions. The objective of this exercise is to understand that all families struggle with problems. Also, to begin to learn healthy ways of coping and problem solving.

Kindergarten to Parent

NUMBER & LETTER GAME

CREATE A GROUP CIRCLE:

The object of the game is to consecutively repeat numbers up to the number of members in the group (i.e. 8 members repeat to # 8).

Randomly, each member will call out a consecutive number. If more than one person calls out the number, the game returns to #1. When the group reaches the goal (above example of #8) then the members can call out a second number until 2 or more members simultaneously calling out the same number.

NOTE: Alphabetical letters can be substituted for numbers.

this game teaches listening skills & group cooperation.

Kindergarten to Parents

HEART'BEAT

- Form a circle holding hands.
- The object is to pass the "HEART BEAT", which is the light pressing of your neighbors hand.
- The heart beat continues until it returns to the first person (representing the heart).

This game develops team work within the group. It also helps members to become aware of others with in the group.

Kindergarten to Parent

