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 person turns) —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.
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...

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__________________________
21. 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.

High School through Parents
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
_________________________________________. 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
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
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
HEARTBEAT

- Form a circle holding hands.

- The object is to pass the "HEART BEAT", which is the light pressing of your neighbor's hand.

- The heart beat continues until it returns to the first person (representing the heart).

This game develops teamwork within the group. It also helps members to become aware of others within the group.

Kindergarten to Parent.