SESSION 10
DIFFERENT AND WONDERFUL

OVERVIEW:

Most groups end group with a party that was planned during session 9. The activities that are used during the party are geared at focusing on each member's special qualities and personal strengths. It is also important to pass out a list of resources to members who may need them. This is a celebration of all that has been accomplished during the 10 weeks. Please remember to have students complete evaluations (send a copy to San Joaquin Co. Prevention Services, 640 N. San Joaquin St., Room 9, Stockton, CA 95202.

WORKSHEETS:

* 8 Simple Principles For a Healthy Lifestyle
   Kindergarten - Parent
* Nonverbal Communication Across Cultures
   7th grade - Parent/Teacher
* Elements of Culture
   7th grade - Parent
* Cultural Identity
   7th grade - Parent
* Friendship Diagram
   Kindergarten - Parent
* Talents & Interests Survey
   4th grade - Parent
* Support Network
   7th grade - Parent
* Share Your Successes
   Kindergarten - Parent
* The Whole Person Wheel
   4th grade - Parent
* Affirmation Cards
   Kindergarten - 6th grade

GAMES:

* Wonderful - I Am - Because
  Kindergarten - Parent
* Car Wash
  Kindergarten - Parent
* People Power
  7th grade - High School
* Star
  Kindergarten - Parent

Building Awareness (BATS)
EIGHT SIMPLE PRINCIPLES FOR A HEALTHY LIFESTYLE

HANDOUT FOR DISCUSSION: KINDERGARTEN TO PARENT

- **WATER** - (not liquid substitutes) divide body weight by 2 will give you the number of ounces of water you need daily. (example: 100 lb. divided by 2 = 50 oz.).

- **REST** - Get a good nights rest, try and take naps during the day when possible.

- **FRESH AIR** - Get out of doors regularly.

- **SUNSHINE** - Let the sun shine on you.

- **EXERCISE** - At least three times a week for 20 minutes each time (reduces stress, lowers cholesterol, keeps your appetite under control, burns extra calories - develops an overall feeling of well being).

- **NUTRITION** - Eat a large breakfast, a moderate lunch and a light supper/ avoid snacks. Eat more complex carbohydrates and fiber, less fat, less salt and less sugar. Take a leisurely walk after a meal to aid digestion.

- **PERSONAL FAITH** - Essential to this plan is person faith. Health springs not only from the body, but the mind.

SOURCE: Vitality Magazine 11/89
NONVERBAL COMMUNICATION ACROSS CULTURES

Written by Erica Hagen, Intercultural Communications Resources
Handout for discussion 7th grade - Parents/Teachers

SOCIAL DISTANCE

Different cultures have different average distances that people stand to talk to each other. Of course, this varies according to the circumstances and the relationships of the people.

- US. mainstream culture: People stand about arms length apart.
- Latino, Middle Eastern and Southern European cultures: People generally stand closer than in the US., especially with people of the same gender.
- Northern European cultures, many Asian cultures, some African cultures: People usually stand farther apart than in US. mainstream culture.

TOUCHING

How often people can touch each other while conversing are determined by each culture's norms.

- In many cultures, some touching is acceptable between people of the same gender, but not between males and females, even husbands and wives, if they are in public.
- Males holding hands has no connotation except friendship in many countries in the Middle East, Asia and Africa.
- Touching cultures include: Latino, Middle Eastern, Southern European.
- Nontouching cultures include: Mainstream US., Northern European, and many Asian cultures.

VOLUME OF VOICE

- People in many cultures, including many Asian, American Indian and Latino cultures, are taught that a soft voice polite, a loud voice is rude. The good child is the quiet child. People from these cultures may perceive that US. Americans always seem to be yelling at them.
- Some other cultures have a louder conversational volume than mainstream US. culture. A US. American may judge people from these cultures as yelling or upset when they are not.

EYE CONTACT

- In mainstream US. culture, people feel that there is no human contact without eye contact. People are expected to make eye contact 80% of the time when they are listening. Lack of eye contact is judged as lack of attention, lack of interest, low self-esteem or dishonesty.
- Many cultures follow elaborate patterns of eye avoidance. In many Asian cultures, many indigenous North and South American cultures, many Latino cultures and many African cultures, eye contact can be judged as rude, disrespectful, aggressive or flirtatious, especially with higher status people.
- Within some African-American families, eye contact is used less than in the other mainstream culture. When it is used, eye contact can have different meanings. Other African-American families share mainstream expectations.

TIMING OF VERBAL EXCHANGES; SILENCE

- US. mainstream: People expect an immediate response when conversing. Silence makes people uncomfortable.
- Some other cultures: People expect silence before the response. To respond too quickly indicates lack of proper attention to the other person. What is not said may be more important than what is said.

GESTURES

- Come here gesture, beckoning with an upturned finger:
  - In many Asian countries, it is a gesture for calling a dog, gesturing to a prostitute, or starting a fight.
  - In Ethiopia, it is also a gesture for calling a dog.
  - In much of Latin America, it is an arrogant, condescending gesture.
• In much of Latin America, it's an arrogant, condescending gesture.
• Pointing with a finger, especially at people, sometimes even at things, is considered very rude in many cultures. In Hmong culture, pointing at someone means 'I'm going to kill you.' Some cultures "point" with their bottom lip or chin.
• Heads are high, feet are low in many countries in Asia and the Middle East. Therefore, to point at someone or something with your foot, to have the bottom of your foot facing someone, or to step over someone is very insulting.
• An O.K. hand sign: Obscene in Afghanistan, Brazil, Turkey, Greece, Malta & some Asian cultures. It means zero in France, Belgium and parts of Southeast Asia. It is a threat in Tunisia.
• Good luck (crossing your fingers): Obscene in Southeast Asia, Argentina; the breaking of a friendship in Greece and Turkey; O.K. in parts of Italy.
• Shame on you (rubbing 1 index finger across the other): Obscene in parts of Mexico.
• Thumbs up: Obscene in much of the Middle East and Australia.
• Slitting one's throat:
  • U.S.: "I've had it," "Cut," "Stop what you're doing."
  • Swaziland: "I love you."
  • Laos: "I'm going to kill you."
• "V" for victory, (palm facing self): Obscene in England and Australia.
• Talking with your hands is considered undignified in some Asian cultures.

SMILES

• In South East Asian Cultures, a smile can be used to cover anger, embarrassment or feelings of being upset. It can be used to express thank you or I'm sorry or and indirect no. It is also the proper response for a child who is being scolded to show that she/he acknowledges the mistake or accepts the criticism without bad feelings.
• In some cultures, one is expected to have a "public face." In Russia, for example, a smile is not appropriate when passing strangers on the street or shopping in the markets, it is reserved for family and friends at home.

Contrasting Cultural Values

COLLECTIVIST CULTURES

CULTURES

1. Being
2. Family/ Group/ Emphasis
3. Interdependence
4. Cooperation
5. Hierarchy, Rank, Status
6. Authoritarian Orientation
7. Extended Family
   Family
8. Rigid Family Member's Roles
   Roles
9. Favoritism Toward Males
10. Formality
11. Indirectness/ Ritual. Face
    Honesty
12. Suppression of Emotions
13. Fate
14. Tradition
15. Patience, Modesty, Harmony
16. Personal Interaction Dominates
17. Spiritualism

INDIVIDUALIST

Doing
Individual Emphasis, Privacy
Independence
Competition
Egalitarianism
Democratic Orientation
Nuclear Family/ Blended
Flexible Family Member's
Increasing Female Roles
Informality
Directness/ Openness/
Expression of Emotions
Mastery of One's Own Future
Change
Assertiveness
Time Dominates
Materialism
ELEMEHTS OF CULTURE
What are the differences between these two lists?

Shelter
Clothing
Food
Arts/Crafts
Music/Dance
Work

Religious Structures
Government
Language
Geography
Protection/Warfare
Knowledge/Science

Values
Customs
World View
Mores
Belief Systems
Family Structure
Non-Verbal Communication

Rituais
Life-style
Expectations
Gender Roles
Child Rearing
Biases

SOURCE: Erica Hagen, Intercultural Communication Resources

Handout for Discussion: 4th grade - Parents
Use following pages with this handout
CULTURAL IDENTITY

A Case of Multiple Personalities?

In the right column, list the subcultures to which you belong. Leave the boxes to the left empty at this time.

- Nationality
- Ethnicity
- Race
- Religion
- Gender
- Socioeconomic Status
- Age Group
- Geographic Region
- Urban- Suburban- Rural
- Sexual Orientation
- Profession
- Other
- Other
- Other
- Other

After you have completed the right column, use the boxes on the left to rank or simply star the three subcultures you feel have influenced you the most or to which you identify more strongly. Do these three subcultures alone adequately define who you are?

When you understand your own influences it will be easier to understand peer’s identities.

7th grade - Parent

SOURCE: Erica Hagen, Intercultural Communication Resources, Adapted from Pluralistic Society.
DIRECTIONS:
Write your name in the middle of the flower. Write the names of your current or former friends' names in the surrounding petals. You needn't use all the petals. You may add petals of your own, for other friends.

DIRECTIONS CONTINUED: Show the closeness of your relationships with each of your friends by writing the following labels in the petals next to the name: friend, former friend, close friend, best friend. Put a star next to the person/people you can talk to. Put a check next to the person/people you can ask when you need help.

For those members who would like to share, group will continue and they can present their flower.

THIS EXERCISE WILL HELP YOU
EVALUATE YOUR SUPPORT NETWORK
Select one of your talents or interest you could use in a career. Describe how you would develop this talent or interest into a career.

<table>
<thead>
<tr>
<th>Name of Talents &amp; Interests</th>
<th>Importance to You</th>
<th>List of Talents &amp; Interests</th>
</tr>
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<tbody>
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</tbody>
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Take a look at yourself...
SUPPORT NETWORK

Circle each event which you experienced within the last 12 months. Then add the scores for each item you circled & put the total in the box. Handout for discussion 7th grade - Parents

<table>
<thead>
<tr>
<th>PERSONAL</th>
<th>FAMILY</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6) Serious illness or injury.</td>
<td>(10) Death of spouse or immediate family member.</td>
</tr>
<tr>
<td>(6) Alcohol, drug or emotional problems.</td>
<td>(8) Divorce.</td>
</tr>
<tr>
<td>(4) Marriage.</td>
<td>(6) Reconciliation or separation.</td>
</tr>
<tr>
<td>(4) Death of a close friend.</td>
<td>(4) Serious illness or injury of family member.</td>
</tr>
<tr>
<td>(2) Trouble with friends or neighbors.</td>
<td>(4) Pregnancy or birth.</td>
</tr>
<tr>
<td>(2) Begin or end school, training, work &amp;/or finances.</td>
<td>(4) Family arguments or trouble with in-laws.</td>
</tr>
<tr>
<td>(6) Lost job or retired.</td>
<td>(4) Child enters college or leaves home.</td>
</tr>
<tr>
<td>(4) Sold or bought home.</td>
<td>(2) Relative moves into household.</td>
</tr>
<tr>
<td>(2) Changed jobs or promotion.</td>
<td>(2) Moved to new residence.</td>
</tr>
<tr>
<td>(2) Trouble with boss.</td>
<td></td>
</tr>
</tbody>
</table>

SUPPORT NETWORK

Circle one response for each question. Then add the total score of the 6 questions.

1. At work or at school, how many persons do you talk to about a job or school hassle? (0) None; (3) One or two; (4) Two or three; (5) Four or more.
2. How many neighbors or friends do you trade favors with (loan schools items, loan tools or household item, share rides)? (0) None; (1) One; (2) Two or three; (3) Four or more.
3. So you have a spouse, partner or best friend? (0) No; (2) several different significant people; (6) One steady reliable partner best friend.
4. How often do friends and close family members visit you at home? (0) Rarely; (1) About once a month; (4) Several times a month; (8) Once a week or more.
5. How many friends or family members do you talk to about personal matters? (0) None; (6) One or two; (8) Three to five; (10) Six or more.
6. How often do you participate in a social, community or sports group? (0) Rarely; (1) About once a month; (2) Several times a month; (4) One a week or more.

TOTAL

Draw a line where your scores for stress & support fall.

<table>
<thead>
<tr>
<th>STRESS BAROMETER</th>
<th>SUPPORT BAROMETER</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>40</td>
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<tr>
<td>HIGH</td>
<td>HIGH</td>
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<tr>
<td>30</td>
<td>30</td>
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<tr>
<td>MODERATE</td>
<td>MODERATE</td>
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<tr>
<td>20</td>
<td>20</td>
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<td>10</td>
<td>10</td>
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<tr>
<td>LOW</td>
<td>LOW</td>
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<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

STRESS:
Less than 10: You have a low stress level & your life has been stable in most areas.
10-15: You have a moderate stress level & there has been a lot of change in your life.
16 or more: You have a high stress level & there have been major adjustments in your life.

SUPPORT NETWORK:
Less than 15: Your support network has low strength & probably does not provide much support. You need to consider making more social contacts.
15-29: Your support network has moderate strength & it will likely maintain your well being even during periods of high stress.
30 or more: Your support network has high strength & it will likely maintain your well being even during periods of high stress.

Add Prnt_individuals.SAM #7
Share Your Successes

Directions: Identify eight different successes you've had. First list those you experienced when you were young and work up to the present. Share them with other members in your group. Ask them for ideas if you get stuck.

What kinds of successful experiences do you want to achieve in the future?
1.
2.
Directions: Discuss the importance of taking care of every area in your life, in order to achieve balance. Allow the group 10 minutes to fill in each pedal with ways they take care of themselves. Resume group for discussion.

4th grade - Parent
AFFIRMATION CARDS

DIRECTIONS: Instruct group member to fill in the 2 affirmation cards. They should be positive statements about themselves. Option: For younger students, have them draw two pictures. During highs & lows, also share the information on the cards. The goal is to get the members to focus on their strengths.
Kindergarten - 6th grade

"I am a person who

__________________________
__________________________

".

"I am

__________________________
__________________________

".
Pass a roll of toilet paper around to each group member. Instruct the members to take as much paper as they feel they need.

Ask for a volunteer, who would like to be first. Tell the individual that they can begin tearing off a square of paper, one at a time. For every square they must state something positive about themselves. They will do this by beginning each sentence with: "I am wonderful because..." After the first person has finished, continue by giving each member a turn. Continue turns in a clockwise fashion.

Everyone has fun in this exercise. It is important for individuals to learn to focus on the positive.
CAR WASH

Divide the group into two equal lines, facing each other.

The first person in the line on your right will begin by standing between the two lines (at the front of the lines).

This person will begin the game by stating their favorite car.

They will then slowly walk between the lines, stopping by each person. As they stop, each member will touch the person's shoulder, one at a time, while saying something positive about their car or preferably about the person.

The game continues until all members have a turn choosing a car and walking between the lines.

The goal of this exercise is to learn to recognize unique and special qualities of every group member. Also to increase self-esteem in each individual.

Kindergarten - Parent
PEOPLE POWER

7th grade - High School

- Answer the following questions privately and then each team share his/her answers.
- Have one member of the team record on chart paper all answers using key words. The final look says, "this is who we are, this is our team."

QUESTIONS:

1. Something I do well is...

2. Something I'm getting better at is...

3. My greatest strength is...

4. I have the power to...

5. I get praise from others when I...

6. I'm not afraid to...

7. I have difficulty dealing with...

8. The most valuable skill I offer my family is...
DIRECTIONS: Copy & cut out star for each member. Attach a string or yarn so that stars hang on neck. Stars will hang on group members backs. Instruct members to write a positive statement (about the person) on other members stars. Allow 10 minutes. Resume group seating. Allow group members to share what is on their star.

This exercise encourages group members to focus on each others strengths. Kindergarten to Parent (For younger students, they could draw pictures).