

SESSION 1: Introduction & Emotions

Sections	Materials	Time
I. Introductions	N/A	10 minutes
II. Icebreaker	One Icebreaker Handout: - Something in Common - Fact or Fiction - Who am I? If applicable, handouts for students and pens/pencils	15 minutes
III. Norms Activity	Norms Example Handout, flipchart and markers	10 minutes
<i>Stop here if breaking into two sessions</i>		
IV. Emotions Charades	Emotions Charades cards, hat or container	20 minutes
V. Homework Activity	Homework Handout	5 minutes

SESSION 1: Introduction & Emotions

I. Introduction (10 minutes)

- Purpose: Introduce skill instructor and program.

- Skill instructor introduces self.

- Provide a brief overview of program:
 - ♦ *We will be meeting several times during (indicate time of sessions, e.g. lunch) to discuss different skills that students need to be successful at school. We are going to meet together as a group (indicate number of additional meetings, e.g. 5 more times) and we are going to talk about and practice skills that you can use to be successful when you find yourself in a tough situation. Also, each of you are going to develop goals related to your behavior at school and a plan to help you reach those goals and be successful. It is important to remember that both myself, and (Behavior Skills Support Coordinator, if different from Skill Instructor) will be supporting you to use these new skills, and you will also be assigned a Mentor, who is someone that you will meet with weekly and talk about how things are going, including how you are doing with your goals. Any questions?*

- Discuss confidentiality:
 - ♦ *There is one important rule for our group meetings. Everything that is discussed during these meetings is considered private and confidential, and that means NO ONE should talk to other people about what is said during our group meetings. That means you cannot tell your friends what other students said during group meetings and I will not talk to your parents or teachers about what you said during the meetings, unless you give me permission. There is one exception to this rule: if I think that you will hurt yourself or someone else I need to tell someone. Or, if I think that someone is hurting you, I need to tell someone. This is the law, so I am required to do this. Does everyone understand this rule?*

- Check for confidentiality understanding:
 - ♦ *If a student mentions that she does not like her teacher, am I allowed to tell that teacher? (Group should answer "No," if they do not answer correctly, review confidentiality rule).*

 - ♦ *If a student mentions that he got bruises on his body from being hit by a family member, am I allowed to tell someone? (Group should answer "Yes," if they do not answer correctly, review confidentiality rule).*

- ♦ *If a student mentions that he sometimes gets mad about school, are you allowed to tell one of your close friends? (Group should answer "No," if they do not answer correctly, review confidentiality rule).*

II. Icebreaker (15 minutes)

- Purpose: Students get to know other group members.
- Complete Icebreaker activity:
 - ♦ *Now we will spend some time getting to know each other.*
 - Complete one of the following Icebreaker activities (see handouts)

Something in Common

Fact or Fiction

Who am I?

III. Norms Activity (10 minutes)

- Purpose: To arrive at a set of behavior norms that will serve to guide group interactions.
- Present the purpose for setting group norms:
 - ♦ *We are now going to determine some norms, or rules, that will guide how we act during group. It is important that as a group we are responsible and interact with each other respectfully. Here are some examples that can be used for norms. Show **Norm Examples** or verbally share norm examples (e.g. only one person speaks at a time, all information at the meeting is confidential, ideas should be critiqued in a respectful manner, when appropriate group conflict will be mediated by the skill instructor).*
- *Take a minute to think about some rules we should have for the group and then we will all share our ideas and determine the final rules as a group.*
- Allow students to think of norms and then share ideas as a group.
 - ♦ List the proposed norms on a flip chart
 - ♦ Instruct the group that at this point they are brainstorming so none of the ideas should be changed or critiqued
- Finalize the list of norms through group vote
 - ♦ NOTE: There is no limit on the number of norms; however, the ability of the group to remember and attend to each norm during group meetings should be considered. Typically 5-7 norms are sufficient.
- Skill instructor makes poster of norms and hangs up poster at each group meeting.

Stop here if breaking into two sessions

IV. Emotions Charades (20 minutes)

- Purpose: For students to identify the physical reactions associated with emotions.
- See Emotions Charades handout – cut out list of emotions
- Conduct activity:
 - ♦ Place the emotion cards into a hat or container
 - ♦ *We are now going to do an activity called Emotions Charades. Each one of us is going to pick out a piece of paper that has an emotion, or feeling on it and then act it out. The other group members will try to figure out what the emotion is.*
 - The game can be played with or without verbal clues. If verbal clues are used, instruct students that they can say words that describe physical feelings associated with the emotion (e.g., heart racing, hot), but they cannot say the name or synonym of the emotion while acting.
 - For students who have difficulty reading, privately tell each student what emotion they are to act out.
 - ♦ Have each student select an emotion card.
 - ♦ The skill instructor should go first to model the activity.
 - TIP: exaggerate your actions to demonstrate the emotion.
 - ♦ If the group has been unable to guess the emotion after 2 minutes the skill instructor should help the group arrive at the appropriate answer.
 - ♦ After each emotion has been identified by the group, discuss how the group was able to tell how the student was “feeling.”
 - *What was it about the way (student name) acted that let you know he was (list emotion, e.g. angry)*
 - TIP: prompt descriptions about facial expressions, body cues, sounds, mannerisms, and behavior.
 - ♦ Ask the students to share a time they experienced that emotion and how they acted, or a time they saw someone else act in a way that suggested they were experiencing that emotion.
 - ♦ Celebrate each actor’s efforts!
 - ♦ Conclusion of activity:
 - *The point of this activity is to show how much emotions or feelings, that we think just occur on the inside, actually have a big effect on what we look like on the outside and are connected to how we act. There are two*

important points to remember from this activity. The first one is that each emotion has different physical signals in our bodies. Give examples of student performance that demonstrated link between emotion and physical signals (e.g. person who was angry tightened his/her muscles). Paying attention to these cues will let us know how we are feeling.

- *The second point is that how we act, or our behavior, can be tied to our emotions. For example, if we are sad we may do things slowly, not smile, and keep our head down. Give examples of student performance that demonstrated link between emotion and behavior (e.g. person who was angry stomped his/her feet). It is important to recognize that we act certain ways sometimes because of our emotions. Again, emotions are normal and not bad. What is problematic is when emotions lead us do things that we wish we hadn't done. Sometimes when we are feeling overwhelmed, bored, angry or lonely, we do things to get out of those situations. Often when we do those things, they can end up getting us in trouble.*
- *One thing we are going to talk about during this group is how important it is to be aware of our emotions. This seems like it should be easy – we should know when we are angry – but sometimes we get caught up in a moment and we do not realize that we are acting a certain way because of our emotions. That is why it is important to pay attention to the cues our bodies give us. If we are aware of our emotions we can realize that we may be engaging in behaviors for the wrong reasons and it may result in consequences we do not want. Being aware of how emotions make us act is an important step in controlling and changing our behavior.*

V. Assign homework activity and departure (5 minutes)

- Purpose: Have students review skills discussed in session.
- Before the next session, ask students to pay attention to a time when they experience an emotion. Pass out Homework Sheet and explain that they can use the sheet to document the following:
 - How their bodies felt and;
 - What was going on in the situations
 - ♦ TIP: Suggest attending to challenging situations



Behavior Skills Support Program Norm Examples

- Group members should arrive at meetings on time and with all necessary materials.
- Group members participate in activities.
- Only one conversation at a time.
- Group members complete all assigned activities in between sessions.
- Group members respond respectfully to each other's ideas.
- All information at meetings is confidential.

Something in Common

- I. Hand out "Something in Common" page to each student
- II. Ask students to complete the column marked "Me" by responding to each statement
 - ♦ Note: Students should complete this session as quickly as possible
- III. Next, have each student walk around the room looking for another student who has a similar answer and instruct student to write that person's name into column marked "First and last name..."
 - ♦ Note: Instruct students that a similar answer is acceptable
 - ♦ Note: Each student should try to speak to every other student
- IV. If time permits, one or two students may share their experiences of participating in the icebreaker or things that they had in common with others

SOMETHING IN COMMON

	Me	First and last name of a person who has something in common with me.
Favorite music singer or group		
Something I do when I get really angry		
Favorite time in school		
Something that makes me really excited		
Favorite food		
Something I do to cool down when I'm angry		
Favorite thing to do on the weekend		
Favorite season		

Fact or Fiction

- I. Have students write down 3 statements about themselves, with two statements being fact or true, and one statement being fiction or false.
- II. Have one person read their list aloud to the group.
- III. Each group member then asks 2-3 questions to get further information in order to determine which statement is false.
- IV. Groups members vote on which statement they think is false. The person who read the list then reveals which statements are the facts and which one is fiction.
- V. Take turns reading each group member's list and identifying which statement is fiction.

Who Am I?

Materials

- pictures
 - o from magazines or the internet
 - o can be of anything (e.g., cars, school objects, animals, food, sports equipment, famous people)
- tape

Instructions

- I. Keeping the pictures hidden, tape one picture on each group member's back. Make sure the student does not see the picture. Tell students that they are now the picture on their back and they need to find out who/what they are.
 - ♦ To make easier, you can use pictures that relate to a theme (e.g., animals) and tell students all pictures are of animals and they have to determine which one they are.
- II. Have each group member ask another group member 2 questions to help him/her figure out what is on the picture. The questions must be answered with a "yes" or "no" answer.
 - ♦ If student have difficulty asking questions, here are some examples to share:
 - Am I alive?
 - Do humans eat me?
 - Would you use me every day?
 - Do I have fur?
 - Do I need gasoline?
 - Do I cost more than \$100?
- III. Remind students that they have to move around to other group members to be able to get more questions answered.

- IV. Once a student guesses his/her picture, he/she can have another picture if there is time, or can continue to answer questions for other students.
- V. Play until all students have figured out their pictures or until time runs out.

Emotions Charades Cards

Happy	Angry
Shy	Frustrated
Excited	Embarrassed
Annoyed	Surprised
Scared	Bored
Anxious	Lonely