

TABLE OF CONTENTS

Introduction	1
Tutorial for Small Group Counseling.....	5
Forms, Notes, and Outlines for Small Groups	7
Icebreakers and Energizers	25
Section A: Anger Management Group Activities	47
Section B: Friendship Group Activities	123
Section C: School Success Skills Group Activities	173
Section D: Self Concept Group Activities	231
Service Learning Activities	277

© YouthLight, Inc.

Forms, Notes and Outlines for SMALL GROUPS

Newsletter Information Regarding Small Groups	11
Teacher Note	12
Teacher Recommendations for Small Group Form.....	13
Parent Letter	14
Small Group Reminder Notices	15
Small Group Feedback Form for Parents and Teachers	16
Getting Started: First Group Session	17
Session Planning	18
Small Group Roster and Planning Form	19
How to End: Final Group Session	23

© YouthLight, Inc.

ICEBREAKER AND ENERGIZER ACTIVITIES

Cooperation Game	29
Beach Ball Fun	31
Bouncy Ball	33
If You Like	34
Toot Your Own Horn	35
Freeze	36
Balloon Volleyball	37
Go Around Statements	38
Questions...Questions	39
Hand Mirroring	46

© YouthLight, Inc.

Anger Management Group Activities

• INITIAL GROUP SESSION...

Review the Getting Started: First Group Session on page 17. Complete the Needs Assessment Activity A which includes a student and a parent/teacher needs assessment. Review the areas of need from these assessments and with the use of the Needs Assessment Correlation to Skill Building Activities Chart on page 58, plan the skill building activities for the remaining group sessions.

- Needs Assessment Activity A: Things That Bug Me53
 - Student Needs Assessment for Managing Anger56
 - Needs Assessment: Parent/Teacher Note57
- Needs Assessment Correlation to Anger Management Skill Building Activities58

• SKILL BUILDING ACTIVITIES...

The following is a list of Anger Management Skill building activities grouped by sub topics that relate to the needs assessment. Each activity will take about 20-25 minutes therefore only one activity needs to be planned for each group meeting. Not all activities will be used, only those which relate to the needs of your group. Select your activities, guided by your Needs Assessment Correlation to Skill Building Activities Chart on page 58. You may also want to use the Small Group Roster and Planning Chart on pages 19-22 to organize your sessions and activities.

Self Control

- Activity A1.1: In Control59
- Activity A1.2: Rules for Anger Management62
- Activity A1.3: Positive Thinking65
- Activity A1.4: Squeeze Balloon72
- Activity A1.5: The Chill Cube73

Handling Disagreements

- Activity A2.1: Unlocking Friendship Problems76
- Activity A2.2: Tell It With Words!84
- Activity A2.3: Work It Out.....89

Handling Teasing

- Activity A3.1: Teasing...Why?92
- Activity A3.2: Don't Bite the Hook93

Being Left Out

- Activity A4.1: Not Included.....101

Self-Esteem

- Activity A5.1: Trouble Learning Something New104
- Activity A5.2: It's Okay to Make Mistakes106

Handling Corrections

- Activity A6.1: In Trouble.....108

When You Think Things Are Unfair

- Activity A7.1: That's Not Fair!.....111

Bothered by Other Problems

- Activity A8.1: Weighted Down With Problems.....113
- Activity A8.2: Stretched and Stressed by Problems114

Influences

- Activity A9.1: TV Influences115
- Activity A9.2: Other’s Influences117

• CLOSING GROUP SESSION...

Review the How to End: Final Group Session on page 23. Complete the Closing Group Activity A10 which includes a student and a parent/teacher post assessment. Use this information to evaluate the group and to determine follow up with individual students on continuing weaknesses.

- Closing Group Activity A10: Anger Solutions118
- Student Post Assessment for Anger Management120
- Post Assessment: Parent/Teacher Note.....121

© YouthLight, Inc.

School Success Skills

• INITIAL GROUP SESSION...

Review the Getting Started: First Group Session on page 17. Complete the Needs Assessment Activity C which includes a student and a parent/teacher needs assessment. Review the area of needs from these assessments and with the use of the Needs Assessment Correlation to School Success Skill Building Activities Chart on page 183, plan the skill building activities for the remaining group sessions.

- Needs Assessment Activity C: Working Towards Success179
- Student Needs Assessment for School Success Skills181
- Needs Assessment: Parent/Teacher Note.....182
- Needs Assessment Correlation to School Success Skill Building Activities Chart183

• SKILL BUILDING ACTIVITIES ...

The following is a list of School Success Skills building activities grouped by sub topics that relate to the needs assessment. Each activity will take about 20-25 minutes therefore only one activity needs to be planned for each group meeting. Not all activities will be used, only those that relate to the needs of your group. Select your activities, guided by your Needs Assessment Correlation to School Success Skill Building Activities Chart on page 183. You may also want to use the Small Group Roster and Planning Chart on pages 19-20 to organize your sessions and activities.

Listening and Attending Skills

- Activity C1.1: Focusing Power184
- Activity C1.2: Dealing with Distractions186
- Activity C1.3: Cooling It!187

Organizing

- Activity C2.1: I'll Find It!191
- Activity C2.2: Super Scheduler to the Rescue!193
- Activity C2.3: Planning Ladder197

Study Tips

- Activity C3.1: Memory Magic200
- Activity C3.2: Information Recall205
- Activity C3.3: Learner Types207

Homework Tips

- Activity C4.1: Homework Time!211
- Activity C4.2: Homework Frustrations214

Test Taking Tips

- Activity C5.1: Gearing Up for the Test217
- Activity C5.2: Test Types221
- Activity C5.3: Test Stress223

Attitude

- Activity C6.1: Motivation224
- Activity C6.2: Excuses...Excuses226

• **CLOSING GROUP SESSION...**

Review the How to End: Final Group Session on page 23. Complete the Closing Activity C7 which includes a student and a parent/teacher post assessment. Use this information to evaluate the group and to determine follow up with individual students on continuing weaknesses.

- Closing Activity C7: Fill in the Blanks to School Success228
- Student Post Assessment for School Success Skills229
- Post Assessment: Parent/Teacher Note230

© YouthLight, Inc.

Friendship

• INITIAL GROUP SESSION...

Review the Getting Started: First Group Sessions on page 17. Complete the Needs Assessment Activity B which includes a student and a parent/teacher needs assessment. Review the areas of need from these assessments and with the use of the Needs Assessment Correlation to Friendship Skill Building Activities Chart on page 133, plan the skill building activities for the remaining group sessions.

- Needs Assessment Activity B: Friendship Road129
- Student Needs Assessment for Managing Anger131
- Needs Assessment: Parent/Teacher Note.....132
- Needs Assessment Correlation To Friendship Skill Building Activities Chart133

• SKILL BUILDING ACTIVITIES...

The following is a list of Friendship Skill building activities grouped by sub topics that relate to the needs assessment. Each activity will take about 20-25 minutes, therefore only one activity needs to be planned for each group meeting. Not all activities will be used, only those that relate to the needs of your group. Select your activities, guided by your Needs Assessment Correlation to Skill Building Activities Chart on page 133. You may also want to use the Small Group Roster and Planning Chart on pages 19-20 to organize your sessions and activities.

Friendship Qualities

- Activity B1.1: Friendship Jewels.....134
- Activity B1.2: Friendship Ingredients.....135

Meetings and Greetings

- Activity B2.1: Connecting with Others138
- Activity B2.2: The Big Mouth.....140
- Activity B2.3: Speaking Up!142

Communication Skills

- Activity B3.1: Listening Pairs... Apples, Oranges144
- Activity B3.2: Feelings Behind the Words145

Friendly Behaviors

- Activity B4.1: The Friendship Cube.....150
- Activity B4.2: Leading and Following.....153
- Activity B4.3: Watch Your Manners!154
- Activity B4.4: Friendship Blockers157

Friendship Problems

- Activity B5.1: Handling Rejection160
- Activity B5.2: Saying "NO" to Friends161
- Activity B5.3: Dealing with Rude or Irritating Behaviors.....167

• **CLOSING GROUP SESSION...**

Review the How to End: Final Group Session on page 23. Complete the Closing Group Activity B6 which includes a student and a parent/teacher post assessment. Use this information to evaluate the group and to determine follow up with individual students on continuing weaknesses.

- Closing Group Activity B6: Friendship Stars169
- Student Post Assessment for Friendship Skills171
- Post Assessment: Parent/Teacher Note172

© YouthLight, Inc.

Self - Concept

• INITIAL GROUP SESSION...

Review the Getting Started: First Group Session on page 17. Complete the Needs Assessment Activity D which includes a student and a parent/teacher needs assessment. Review the areas of need from these assessments and with the use of the Needs Assessment Correlation to Self-Concept Skill Building Activities Chart on page 244, plan the skill building activities for the remaining group sessions.

- Needs Assessment Activity D: Puzzling Pieces237
- Student Needs Assessment for Self-Concept242
- Needs Assessment: Parent/Teacher Note243
- Needs Assessment Correlation to Self-Concept Skill Building Activities Chart244

• SKILL BUILDING ACTIVITIES ...

The following is a list of self-concept skill building activities grouped by sub topics that relate to the needs assessment. Each activity will take about 20-25 minutes therefore only one activity needs to be planned for each group meeting. Not all activities will be used, only those that relate to the needs of your group. Select your activities, guided by your Needs Assessment Correlation to Self-Concept Skill Building Activities Chart on page 244. You may also want to use the Small Group Roster and Planning Chart on pages 19-20 to organize your sessions and activities.

Personal Strengths

- Activity D1.1: Thumbprint245
- Activity D1.2: I'm A Star!247
- Activity D1.3: The Mirror's Reflection249

Managing the Negative Thoughts

- Activity D2.1: It Has to be Perfect!251
- Activity D2.2: I Can't Do This – It's Too Hard!254
- Activity D2.3: They Said I'm No Good255
- Activity D2.4: Frame It!257
- Activity D2.5: Garbage vs. Recycled Thoughts261

Building the Positives

- Activity D3.1: Penny For Your Thoughts264
- Activity D3.2: Shield of Self Confidence266
- Activity D3.3: Love Notes268
- Activity D3.4: Courage270

• CLOSING GROUP SESSION...

Review the How to End: Final Group Session on page 23. Complete the Closing Group Activity D4 which includes a student and a parent/teacher post assessment. Use this information to evaluate the group and to determine follow up with individual students on continuing weaknesses.

- Closing Group Activity D4: Pieces of the Puzzle272
- Student Post Assessment for Self-Concept275
- Post Assessment: Parent/Teacher Note276

FRIENDSHIP

Friendly Behaviors

ACTIVITY B4.3

Watch Your Manners!

Purpose: To promote the importance of good manners in friendships.

Materials Needed:

- Copy and enlarge the good manner cartoon situations on the Watch Your Manners! Activity sheet. Laminate so these can be continually written on and erased.
- Dry erase markers for each student.

Procedures:

1. **Introduction:** Ask the four basic “W” questions about good manners: *WHAT* are good manners? (Elicit such responses as: being nice to others, polite, respectful, etc.) *WHERE* should you use good manners? (Everywhere) *WHEN* should you use good manners? (All the time) *WHY* should you use good manners? (Elicit such responses as to be nice to others, to get along with others, so others will like you and think/know you are nice, and because it’s the right thing to do!)
2. Hand out markers and the cartoon situation cards from the Watch Your Manners! Activity sheet. Explain to the students to read the situation and write a good mannered response in the cartoon bubble. Share the responses and discuss. In the discussion bring up the Golden Rule: Do unto others as you would have them do unto you. Have students check their response on the situation card to see, if the situation were reversed, if they would appreciate the response given.
3. **Closure:** Ask: *When your friends are polite to you (for example, saying thank you and asking politely about borrowing something), do you think well of your friends? Why?* Emphasize the importance of always being at our best to use good manners.

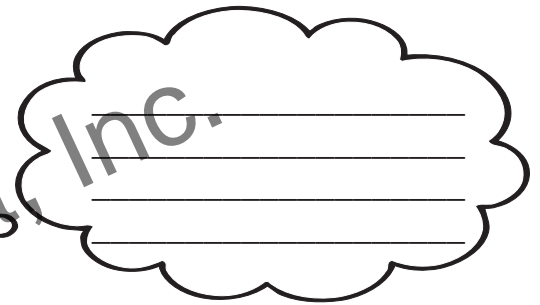


Watch Your Manners! Activity Sheet

Directions: Copy and enlarge the following situation cartoons. Laminate for durability and reuse. Hand each student a situation cartoon card. Ask each student to read their situation and write a good manners response in the cartoon bubble. Share answers and discuss.

SITUATION:

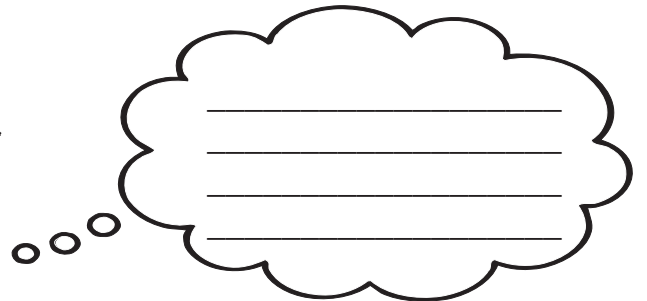
You think the person sitting next to you in class has taken your new pencil because you can't find it anywhere.



© YouthLight, Inc.

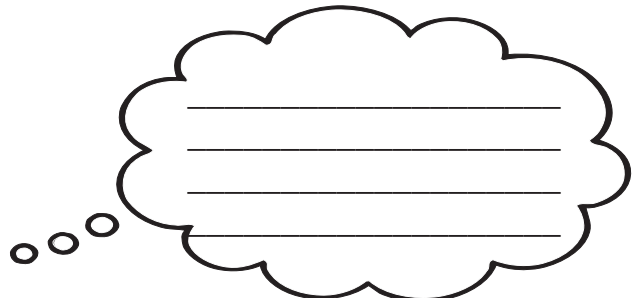
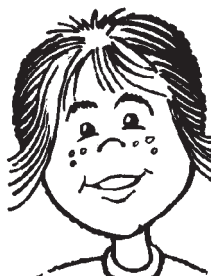
SITUATION:

At recess you were playing basketball and, after a close game, your team lost.



SITUATION:

You are standing with a group of friends who start saying bad things about one of your other friends.



ACTIVITY SHEET

Homework Time! Activity Sheet

Directions: Discuss each set of pictures and decide “what’s wrong” and “what’s right” with each set.

What’s Wrong With This Picture?



What’s Right With This Picture?



What’s Wrong With This Picture?



What’s Right With This Picture?



What’s Wrong With This Picture?



What’s Right With This Picture?

