



SESSION ONE: INTRODUCTION

KEY CONCEPTS

Purpose Of The Group
Overview Of Group Process
Establish Rules
Set Goals
Group Cohesion

SUPPLIES NEEDED

Youth Journals
(One For Each Youth)
Nametags
Board & Chalk Or Paper &
Markers
Poster Board
Points Board
Small Prizes

OUTLINE OF SESSION

Description And Purpose Of Group
Ice Breaker
Names
Confidentiality
Group Rules
Point System
Group Goals
Journals
Closure

PORTFOLIO PAGES



- Activity Sheet #1: Group Rules
- Activity Sheet #2: Group Goals
- Journal Time
- Makin' It Real #1: Guess Who

SESSION ONE: QUICK POINT GUIDE

PURPOSE AND GOALS OF GROUP

5 MINUTES

- **Purpose= Learn how to build more positive relationships; have fun and build on strengths through many thought provoking and lively activities**

ICE BREAKER

5 MINUTES

[Name Game](#)

CONFIDENTIALITY

5 MINUTES

DETAILED ACTIVITIES



Greet group members as they enter and hand out nametags. Ask the group members to put their first name on the tag and place it on their shirt. The co-leaders should introduce themselves and write their names on the board. Chairs should be arranged in a semi-circle.

PURPOSE AND GOALS OF GROUP

Briefly review the program goals and explain procedures to the parents and group members. Explain the group will last for twelve weeks (or as appropriate considering holidays and/or any additional/deleted sessions).

Emphasize Group Purposes:

- Increase comfort in social relationships
- Learn how to build more positive relationships
- Learn to recognize and manage emotions
- Increase communication, cooperation, and impulse control
- Increase self-esteem
- Have fun and build on strengths through many thought provoking and lively activities

ICE BREAKER

It is very important to establish positive group cohesion during the initial sessions. The following activity is designed to build group cohesion through greater social familiarity.

Name Game

This activity helps group members get to know one another and begin to share information about themselves. Go around the semi-circle and ask each group member and parent to introduce herself (first name) and tell the group her favorite movie, musician, or band. The next person has to say the previous member(s) name and favorite (movie, musician, or band) and then her name and favorite movie, musician, or band. Group leader should begin. Continue until all group members and parents have shared and repeated the previous group members' names and favorites (so that the last person says everyone's name and favorite).

CONFIDENTIALITY

Rules are necessary to ensure the group is a positive and beneficial experience for everyone. The first rule is Confidentiality. Emphasizing the need for group members to maintain confidentiality regarding personal and private information discussed within the group is essential to begin establishing trust and comfort with disclosure.

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GROUP RULES

7 MINUTES

- **Generated through group discussion**
- **Write On Board - 5 rules plus additional rules group creates**

Definition/Interactive Processing

“Who can tell me what Confidentiality means?” Stress to the group members they are creating from their experiences their own working definition and they are not trying to recite dictionary definitions. Group members often interpret this rule as prohibiting them from discussing anything that goes on during group. It is important to clarify group members may discuss the games and activities we play and the things we learn with teachers, parents, or other people and they should be encouraged to do so. However, group members are not to discuss any personal or potentially embarrassing information about other group members outside of group. Because the word ‘secret’ has negative connotations related to abusive situations it should not be used here. Be sure to correct any use of this word by group members while defining confidentiality.

Emphasize:

- When outside the group, do not talk about personal or private information shared by group members.
- It is appropriate and encouraged to share with parents and teachers things learned in the group.

GROUP RULES

There are additional basic rules that must be established to ensure a positive group experience. Ask group members to generate other rules they believe will help the group run smoothly.



Write each rule on the board; alternately, group members could write the rules on the board. When appropriate, group leaders and parents may prompt, but ensure the group members generate the rules in order to build ownership.

The following five rules must be included:

- 1. Confidentiality. Do not repeat personal information or what others share in the group to anyone outside of the group.**
- 2. Do not interrupt/Listen respectfully.** (Group members do not need to raise their hands unless the group has a particular problem with interrupting.)
- 3. Do not hit, push, fight, or say mean things.**
- 4. Do not curse or swear.**
- 5. Everyone participates and cooperates in the sessions.**

(Participating means actively sharing and doing the weekly Makin’ It Real assignments. This is an essential part of the group; emphasize they will get more out of the group when they put more into it.)

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ACTIVITY SHEET #1: "GROUP RULES"

- **Group rules are written and signed by all group members**

POINT SYSTEM **10 MINUTES**
(BASED ON GROUP PERFORMANCE)

Points Board

Loosing Point

- **To keep point, must follow rules**
- **One warning unless violent**

Small Prizes

- **If everyone keeps their point, everyone earns a prize**

Clarify the rules, using examples. Try to incorporate any additional rules generated by the group into the five general rules. Additional rules can be added; however, it is important to keep the list as short and as specific as possible so group members can easily remember them. After the rules have been generated, the co-leader should write them on poster board. This Group Rules Poster should be prominently displayed during each group session.

ACTIVITY SHEET # 1



GROUP RULES Ask group members to turn to Activity Sheet#1 and copy the group rules from the board and onto Activity Sheet#1.



Write the following on the board, **“I agree to follow the group rules.”** Ask all group members to copy this sentence onto the group rules page and then sign the page. Emphasize by signing the rules page each member agrees to behave responsibly.

POINT SYSTEM

Points Board

The point system is a behavior management technique to support group members in following the rules. Each group member needs to actively participate in all group activities, practice communication and cooperation with all group members, complete all home activity assignments, and demonstrate new skills both within group sessions and outside of group sessions. The points board serves as a visual reminder to help group members remember the consequences of not following the group rules. Explain the point system as follows and display the points board.

Losing Point

Everyone begins each session with a point. In order to keep the point, the individual must follow the group rules. If the rules are not followed, the individual will lose a point. Explain that one warning will be given before losing the point, except for any violent behavior (if an individual hits, pushes or kicks someone, a point will be lost without a warning). Explain she can lose a point for misbehavior in the hall or lobby before or after group sessions. If a group member loses a point after a group, she will begin the next group without the point.

Small Prizes

At the end of each session, everyone will receive a small prize as long as everyone in the group has followed all the rules. The ENTIRE group must keep their points in order for ANYONE to get a small prize. If, at the end of the session, any group member has lost a point, then no one gets a small prize for that day. The group members may express this policy is unfair. You can

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Earning Points Back

- If point is lost, can earn point back if enough time is left

End Of Group Prizes

- 10-12 = Large prize
- 8-9 = Medium prize
- < 8 = Small prize

Review Point System Rules

- Review point system and ask clarifying questions- Point System Starts NOW!

GROUP GOALS

10 MINUTES

- Generate definition of goal through group discussion
- Write On Board

empathize somewhat, but respond the goal of this policy is to help everyone work together, so all group members must cooperate and help each other keep their points. Requiring all group members to keep their point helps create an atmosphere of positive peer pressure to follow the rules. In effect, other group members are motivated to help disruptive youth return to task. Examples of small prizes are music downloads, donated coupons for free food, etc.

Earning Points Back

Members have one chance to earn their point back. In order to earn the point back, all of the rules must be followed for the duration of the session. Emphasize if a point is lost with ten or fewer minutes remaining there will not be a chance to earn the point back. Not allowing a member to earn the point back with fewer than 10 minutes promotes following the rules for the entire session.

End Of Group Prizes

Each youth has the opportunity to earn 12 points (one for each session). Explain the number of points earned by each individual is based only on individual behavior and is not tied to group performance. Explain if an individual has 10-12 points, she will earn a large prize; between 8-9 points, she will earn a medium prize; less than eight points, she will earn a small prize. Group leaders may decide to provide prizes or solicit local restaurants and community organizations for prize donations. Donated items will vary by location, and group leaders should use their discretion to determine the value of the prizes (medium or large) and appropriateness. Examples would be gift cards; coupons for free food (free hamburger, personal pizza, etc. donated from local restaurants), tickets to movie theaters, amusement parks, or local places of interest.

Review

It is important to review the point system rules. Ask specific questions, such as **“What happens if someone loses their point at the end of the day?”** or **“Can you earn your point back?”** Have several group members and parents participate. Reinforce correct responses and clarify errors. Because this topic is so important, pause to allow time for any questions, and ensure all group members and parents understand the points board before proceeding. Tell them the point system will begin now.

GROUP GOALS

Ask the group **“What are goals?; What purpose do goals serve?”** Begin a discussion emphasizing goals are things we aspire to, either in the near or distant future. As a group, generate group goals that reflect the purpose of the group.



Write each goal on the board as the group brainstorms. Take suggestions from both parents and group members. Explain the goals for the group will be social goals rather than academic, sports or family goals. Try to reach mutual agreement on 1-3 group goals by all group members. The number of goals should depend on the specific details of the goal(s) and the developmental level of the group members. After the group goal(s) have been generated, the co-

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Activity Sheet #2: “Group Goals”

- **Group goals are written by all group members**

PORTFOLIOS/JOURNALS

5 MINUTES

- **Hand out Portfolio to each youth**
- **Portfolios contain worksheets, Makin’ It Real Assignments & Journal pages**
- **Journal Pages = a skills, thoughts, and feelings journal**

leader should write each goal on the poster board. The Group Goals Poster should be displayed prominently during each group session. Group goals should be tasks that may challenge group members, but are easily obtainable. The group leader can make suggestions based on the individual dynamics of the group. Examples of group goals are not interrupting, asking for clarification when you don't understand, volunteering to go first, learning from each other, or generating friendships within the group.

Activity Sheet # 2: "Group Goals"



Ask group members to write the group goals on Activity Sheet #2: "Group Goals."

Emphasize:

- the goal should be social in nature
- the goal should be related to the purpose of the group
- the goal should focus on social and behavioral aspects of the youth's development

PORTFOLIO/JOURNALS

Each youth will be provided with a portfolio, including a journal, during the first session. Explain group members must bring their portfolios to every session. Activity sheets are included within the portfolio. Journal pages included within the portfolio will serve as a place for group members to reflect on what they are learning throughout the 12 weeks. This will become a skills, thoughts, and feelings journal. Group members should be encouraged to write in their journal at home. Additionally, time will be given at the end of every session for youth to consider the skills they have learned and the ideas that have been generated in the group.

Emphasize:

- Youth will be responsible for teaching parents what has been learned (see session 5 for details). Journals will be useful for logging important aspects of the curriculum.
- Youth pairs will be responsible for teaching parents what has been learned (see session 10 for details). Journals will be useful for logging important aspects of the curriculum as well as which member of the pair is responsible for which aspect of the curriculum.
- Group members may personalize their journals; this can be done with drawings, pictures, etc. at home.
- Reinforce it is the group member's responsibility to bring journals to group each time. If this is a specific problem for individual group members, the group leader can work with the youth to develop reminders. If group members do not bring their portfolio, this will inhibit participation and group member will lose point.

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CLOSURE.

7 MINUTES

MAKIN' IT REAL

- Explain #1: "Guess Who"

JOURNAL TIME

CLOSURE

- Small prize handout if earned
- Remind parents next session they will attend is session 5

CLOSURE

MAKIN' IT REAL

Makin' It Real assignments are supplemental in nature and are designed to reinforce learning between group sessions. All Makin' It Real assignments are located in "My Portfolio". Appropriate Makin' It Real assignments are identified for each session. Makin' It Real assignments may be given to participants at each session or included in the youth journals at the group leader's discretion. Makin' It Real assignments typically consist of thought-provoking journaling topics, family activities, parent-child discussion topics, and/or challenging reviews of materials covered in group sessions. Explain to the group members the Makin' It Real assignments are to help them think more about a topic and practice the skills they have learned in group sessions. The concept is more important than spelling or writing everything perfectly. Remind the group members Makin' It Real assignments will be reviewed during the next session and if they have not done them, they may not be able to actively participate and will lose their point.

The Makin' It Real assignment to be completed for the next session is "Guess Who." Guess Who is an activity designed to help group members get to know each other. Ask Group members to bring in a bag to the next session with a few items that are important to them. The other group members will try to guess who brought the items in the bags.

JOURNAL TIME

Allow youth time to write in their journals, reflecting on what they learned and what was interesting in group today.

CLOSURE

Hand out small prizes if earned. Thank the group members and parents for their participation. Ask for questions. Remind the group members when the group will meet again and to bring their journals with them to each session. Remind parents the next session they are required to attend is session 5.