

Session 6 Agenda

Activity	Time	Required Materials
6.1 Hello Time: Happy/Sad	15 Minutes	Pictures of happy/sad faces (optional)
6.2 Circle Time: Positive Self Talk	20 Minutes	None
6.3 I'm Someone Special	20 Minutes	Construction paper cut as a crown, glue, magic markers, decorative items, stapler
6.4 Circle Time: Hurting Touch and Gentle Touch	20 Minutes	None
6.5 Puppet Power: I Messages	20 Minutes	Personal Power Puppets
6.6 Picture Yourself/Picture Your Family	15 Minutes	Paper, crayons, magic markers
6.7 Children's Parade	10 Minutes	Crowns, Yourself/Your Family Pictures
<p>Children's Break Time</p> <p>At an appropriate time, or roughly one hour into the session, you can offer children snacks and drinks either as a separate 10 minute activity or incorporate snack time into one of the activities.</p>		

NOTES:

ACTIVITY 6.1 Hello Time: Happy/Sad
TIME 15 Minutes
MATERIALS: Pictures of happy/sad faces (optional)

GOAL To increase children’s awareness of self and others.

OBJECTIVES

1. To increase children’s awareness of when they are happy.
2. To increase children’s awareness of when they are sad.
3. To increase children’s appropriate social interactions.

PROCEDURES

1. Ask the children to find a place on the “Silver Circle.” Welcome them to the group by demonstrating how excited you are to see them.
2. Mention that today in Hello Time they will get a chance to talk about how they are feeling and things that make them happy and sad. Begin by having the group say, “Hello _____, how are you feeling today?” to each child, going around the circle. (You may want to remind the children about being good listeners.)
3. After each child responds to how they are feeling, ask them to complete the following sentences:
 - **I am the happiest when** _____.
 - **I am the saddest when** _____.
4. Encourage a brief discussion to each response by reflecting their responses with their feelings.

NOTES AND SUGGESTIONS

Happy/Sad feelings should be easy for children to identify. You may want to use happy/sad feeling faces as props.

YOUR ADDITIONAL NOTES:

ACTIVITY 6.2 Circle Time: Positive Self-Talk**TIME** 20 Minutes**MATERIALS** None

GOAL To reinforce positive self-growth through cognitive behavior modifications.**OBJECTIVES**

1. To increase children's ability to think of themselves as capable.
2. To build feelings of self-confidence.
3. To increase personal power.

PROCEDURES

1. Discuss with the children the term **SELF-CONCEPT**. Self-concept is the way we think and feel about ourselves. Sometimes we think and feel good things about ourselves; sometimes we think and feel bad things about ourselves. Can anyone remember a time when they did something wrong and really felt bad about themselves? What are things you do to feel good about yourself?
2. Explain that we are going to learn a new way to help us feel good about ourselves, especially after we've done something wrong. We're going to say, "No matter what I do, I am still a good person." Who can repeat what I said? When are we going to say these words?
3. Let's practice as a group. I want everyone to say, "No matter what I do, I'm still a good person." Let the group practice repeating the phrase several times.
4. Use the fooler approach. Get the children to "catch" you saying something bad about yourself. Then ask them to tell you what to say instead. Give examples: "Let's suppose I lost my favorite toy. Should I say to myself, 'Boy, am I a jerk'?" Class response: "No!" "Well, what should I say instead?" Class response: "No matter what I do, I'm still a good person."
5. Use other examples of failing, losing or breaking something, or being spanked. Have class respond with the appropriate statement.
6. Finish the activity by asking the children to think about how they can use this statement when they are at home and at school.

NOTES AND SUGGESTIONS

1. Encourage the children not to be afraid of saying the phrase at home. Moms and Dads are learning the same thing.
2. Behavior is sometimes good or bad, appropriate or inappropriate. However, children as people are always good, it's the behavior that's unacceptable. If you believe this, so will the children.

ACTIVITY 6.3 I'm Someone Special**TIME** 20 Minutes**MATERIALS** Construction paper cut as a crown, glue, magic markers, decorative items, stapler

GOAL To reinforce feelings of self-esteem and power.**OBJECTIVES**

1. To reinforce positive feelings of self.
2. To demonstrate support for self.
3. To remind children of positive experiences in the program.

BEFORE THE ACTIVITY BEGINS...Note that you will need to make pre-cut gold crowns. The crowns can be made from yellow construction paper.**PROCEDURES**

1. Explain to the children that they are going to make themselves a special crown that shows everyone how special they really are.
2. The special crown can say anything that indicates something positive about themselves. Brainstorm some ideas for crowns. I'm Me! I'm Special! I Like Me!, etc.
3. Have the children select a pre-cut crown. Help them design the picture on the crowns to be about themselves.
4. Praise the children's work.
5. When the crowns are completed, have the children wear the crowns.
6. Allow transition time to the next activity.

NOTES AND SUGGESTIONS

1. Crowns are encouragement for children to remember how special they are.
2. Crowns, sayings, badges, praise are all ways to help children feel secure about who they are and their positive value.

YOUR ADDITIONAL NOTES:

ACTIVITY 6.4 Circle Time: Hurting Touch and Gentle Touch**TIME** 20 Minutes**MATERIALS** None

GOAL To reinforce children's awareness of hurting touch.**OBJECTIVES**

1. To reinforce children's awareness of threatening situations.
2. To reinforce children's recognition of hurting touch.
3. To increase children's awareness of feelings associated with hurting touch.

PROCEDURES

1. Ask the children to find a spot to sit on the "Silver Circle." Mention that today in Circle Time we are going to discuss a special kind of touch. The kind of touch we will talk about is **HURTING TOUCH**.
2. Hurting touch is when we hit, push, spank, punch, slap or grab ourselves or someone else or when someone does those things to us.
 - a. Has anyone ever had a hurting touch?
 - b. How do you feel after a hurting touch?
 - c. Has anyone ever given someone else a hurting touch?
 - d. How do you think the other person feels?
 - e. When people are using hurting touch, how are they using their personal power?

NOTES AND SUGGESTIONS

1. Elicit responses from the group regarding inappropriate touch. Some children may feel most uncomfortable. Be extra sensitive.
2. The focus is on helping children become aware of hurting touch. Reinforce efforts to recognize hurting touch.
3. You may uncover issues of excessive or abusive hitting that you were unaware of before the discussion. Be prepared to support the child and family
4. A number of children may not want to use hitting as a way of interacting with others but are unaware of what else to do. Help them discover alternatives to hitting.

YOUR ADDITIONAL NOTES:

ACTIVITY 6.5 Puppet Power: I Messages**TIME 20 Minutes****MATERIALS Personal Power Puppets**

GOAL To increase the child's ability to communicate by taking responsibility for their behavior.**OBJECTIVES**

1. Children will learn the use of "I Messages."
2. Children will increase their ability to differentiate a person from behavior.
3. Children will increase their ability to take responsibility for their feelings.

PROCEDURES

1. Begin the discussion by explaining that it is very easy to blame others for the way we feel. Blaming others is a sign that a person doesn't have control of their feelings. Blaming is not a good way to use our personal power. Instead of blaming others, we need to find other ways to express our feelings.
2. A good way to start talking about the way you feel is by saying,

"I feel _____ because _____."
3. Act out the following skits using the puppets. Ask the children to pick which is the better way to say how you feel.

Example #1

You Message - Blaming others for anger

"You make me very angry when you use my bicycle without asking me first."

OR

I Message - Ownership of anger

"I get angry with you when you take my bicycle without asking first."

Example #2

You Message - giving credit to others for your happiness

"You make me happy when I see you smile."

OR

I Message - taking ownership of happiness

"I feel happy when I see you smile."

Example #3

You Message - Blaming others for sad feelings.

"You make me feel so sad when you say those things to me."

OR

I Message - Ownership of feelings

"I always feel so sad when you say those things to me."

NOTES AND SUGGESTIONS

1. If the child makes a negative comment about someone at home or in school, have him go on to state something he likes about that person as well. Help the child to keep his comments very specific. Avoid “it,” “they,” and “she.”
2. Help the children to take responsibility for their feelings. Have them change, “It makes me mad...” to “I get mad....” Using “it” projects their anger outward to some identified thing. By using “I” they can internalize their anger and begin to integrate it with the rest of themselves. By using a specific language, they will come to realize that they do not need to dislike the whole person but can dislike only the way a person says things or acts. In that way, their anger need not be overwhelming to them or to others.

YOUR ADDITIONAL NOTES:

ACTIVITY 6.6 Picture Yourself/Picture Your Family**TIME 15 Minutes****MATERIALS Paper, crayons, magic markers**

GOAL To increase child's awareness of self and family.**OBJECTIVES**

1. To draw a picture of self.
2. To draw a picture of self with family.

PROCEDURES

1. Assemble the children around a table. Have materials ready.
2. Instruct the children to make two drawings: one drawing of themselves; one drawing of themselves with their family.
3. In both pictures the child may depict a portrait of themselves and/or family, or an action picture.
4. After the pictures have been drawn, ask each child to identify their pictures and to tell the others what the picture is about.
5. Write the role of each family member (father, mother, etc.) under each figure.
6. At the appropriate time, transition the children for the Children's Parade. Have them practice the song, "Here's Our Crown" in Activity 6.7 to sing as they march into the parents' room.

NOTES AND SUGGESTIONS

1. Pictures may show some significant interaction patterns and family characteristics.
2. Encourage the children to share with you who the family members are and what they are doing.

YOUR ADDITIONAL NOTES:

ACTIVITY 6.7 Children’s Parade
TIME 10 Minutes
MATERIALS Crowns, Yourself/Your Family Pictures

GOAL To increase positive parent-child interactions.

OBJECTIVES

1. To encourage children to display their projects.
2. To promote family good times through music and dance.

PROCEDURES

1. Have the children line up and march into the parents’ room holding the gold crowns they completed this session.
2. Ask parents to sit in their chairs facing the children. Have the parents and children sing “Here Are Our Crowns” to the tune of “This Old Man” for children to march to while displaying their materials.

Here Are Our Crowns

*Here are our crowns, here’s mine too.
Each is wearing one for you.
So we’ll stand up, turn around, dance around the floor.
So you can see us one time more.*

3. After the “parade” have the children share their projects with their parents.
4. Next, have the parents and children stand in a circle and sing the song, “You Are Special.” Have the children teach the parents the words and actions and encourage all to participate. Sing the song for each family, one family at a time steps into the circle.
5. End the session with a group hug. All parents and children stand in a circle holding hands.

NOTES AND SUGGESTIONS

1. Remind families that next week is the last class.
2. Make plans for a *Celebration of Participation*. Perhaps you want to arrange a pot luck dinner. Explore ideas with the facilitators of the parents’ group.