GROUP WITH KIDS

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Group rules or norms –

Everyone can have a chance to talk

Everyone is listened to

Everyone is respected (no laughing or making fun)

Everyone is honest

Everyone respects confidentiality

Initial stage:

Focus on:

Introductions (name game….)

Purpose of the group (younger children need more structure and may require the facilitator to set the topic – especially at the beginning – example: we are going to talk about how you like to share with the other children in your classroom. Older youth may set the topic by asking them what are the topics they would like to discuss….

Suggestion: end with an open ended question for each member to complete: I think that this group will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

As the facilitator – send students back to class with a positive thought for the day (quote, poem, compliment, etc.)

Transition stage:

Trust is or is not established

Members are sometimes afraid to disclose

Members want to know that the group is safe

Members choose roles

Check in at this time to find out how each member is feeling about the group.

Are they feeling safe?

Were they excited to return to group?

Working stage:

Members trust each other

Goals are clear

Members feel like they belong

Feeling of group cohesion

Support risks that the members are taking and reinforce the “respect”

Final stage:

Start talking about the final session 3 sessions out….we have 2 more sessions….we have one more session…..

Plan an activity at the end to thank the members for participating and to give them a chance to express what they will take with them from group.

Suggestion: check in with each member individually a week later …..

Activities:

Small group for grades K-2

Play Dough family - Allow children to create their families out of play dough and then share with the other members the dynamics of their families

Or Play Dough object – create an object that most describes you. Share with the group

Picture of me – Draw a picture of self, describe the picture to other members, tell 3 things about yourself

Throw the Ball to me – have a big ball and throw the ball to each member – when that person gets the ball – that person has to say something nice about their self - then change it up and have them say something nice about someone else….etc……

Use a Beach ball and write questions or statements to finish on the beach ball. Throw the ball. Answer the question or finish the statement where your left or right thumb is when you catch the ball

Small group for grades 3-5

Feelings – select a card and tell about a time when you felt that way

M&M’s – bag of mm’s (each color requires a different disclosure) or colored pom pom’s or pick up sticks

Red – tell something you like to do

Green – tell something about your family

Yellow – tell about your favorite subject in school

Brown – tell something about your best friend

Orange – say something about the group

Small group for grades 6-8

Sail boat – Relaxation -

Close your eyes – imagine a small boat in a big storm. Waves are big….getting bigger…you are rocking back and forth….you are fighting the wind and the rain, you are struggling to stay afloat….open your eyes….now draw a picture of yourself as a boat in the storm…..

Ask them questions after they are finished….

Why such a big/small boat in a strong storm?

What was happening blown by the waves?

How do you feel toward the storm?

What is going to happen next?

What are real life experiences you have had like this?

Now imagine the wind is still……what calmed the wind …..what calms the storms in your life?

Putting words together - create a word with one letter on each page. Then allow the group to put it together (together) – may choose a word that appears to be a theme….or a word like CONFIDENTIALITY – something they have been struggling with – to create dialogue about the word and to elicit cohesion.

Listen to the instructions of your partner

1. Draw a 1 inch box in the upper right hand corner of the paper
2. Connect a 4 inch circle to the lower left hand corner of the 1 inch box
3. Draw a diagonal line through the 4 inch circle from the upper left hand corner of the paper to the middle right hand side of the paper.
4. From the middle of the circle starting at the line running through the circle, draw a 4 inch triangle with 3 even sides. One point of the triangle should touch the line.
5. Under the triangle draw a 2 inch rectangle. The one long side should touch the bottom of the triangle
6. Draw a 3 inch circle that intersects with the lower left hand corner of the rectangle
7. Draw 3 ½ inch even sided triangles inside the 3 inch circle.
8. To the left side of the 4 inch triangle, draw a 2 inch smiley face, not touching any of the other items.
9. Write your name in the rectangle.

Write your partner’s name in the 1 inch box.

Making Play – Dough

1 cup flour

½ cup salt

1cup water

1 tablespoon oil

2 teaspoons cream of tartar

Food coloring

Mix dry ingredients in a saucepan. Add oil, water and food coloring and cook over medium heat, stirring constantly. Remove from heat when dough begins to pull away from the sides of the saucepan and forms a ball. Pour out and knead a few minutes. Store play-dough in a plastic bag or air tight container.

Use rulers to determine how you are feeling (hand out rulers) Where are you on the scale. 1 being worst……12 being the best.

1 2 3 4 5 6 7 8 9 10

2 truths and one lie

Have youth share two statements that are true about their self and one statement that is a lie. Others in the group will guess which is true and which is false.

Use word magnets to make statements or create a personal quote

Cohesion in a Word

– Have group work together to put a word together

Choose one work with 10 letters or more.

Write each letter on a standard size sheet of paper

Give a letter to each person in the group (some may get more than one letter)

Have the group stand up and put their individual letters on the floor

The group then works together to figure out the word

The word should relate to the topic of the group that day

Choose an animal and tell how that animal is most like you

(use plastic animals, cut outs from magazines, have the youth draw an animal)

Colors of the Heart

Color my World

With both of these activities, allow students to choose the colors of crayons they want.

Tell the students to create a key color chart with each color representing a certain feeling (this may be done ahead of time for small children)

Color the world or the heart with how much of each color (feeling) they have right now in their heart (or world).

LET ME INTRODUCE MYSELF

Draw a picture of yourself

MY NAME IS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I AM \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_YEARS OLD

I HAVE\_\_\_\_\_\_\_\_\_\_\_\_\_\_BROTHERS/\_\_\_\_\_\_\_\_\_\_\_\_SISTERS

I HAVE A PET \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My favorite food is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My favorite color is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My favorite book is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When I grow up \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Let’s Go On a Helicopter Ride

Sometimes when we are going through a difficult time it is hard to see the big picture. So let’s get in the helicopter and take a ride. Still on the ground, look at your situation…..now we are lifting off…..we are going higher and higher. As we get higher and higher, how is your perspective changing of that problem still on the ground? What is the view like now?

*Play therapy*

*The objects are the words*

*Play is the language*

Small sand trays, Frisbees, pie pans, paper plates

Put a small amount of sand in each tray. Have an assortment of minitures in the middle of the table. These could be animals, trees, people, furniture, fences, etc. Allow each person to select 4 to 6 items (depending on how much time and how big the tray is). Tell them to pick the items that grabs their attention. Arrange the items in the sand. Do not think about it too much, just arrange. Now look at the arrangement and the items you chose. What does the scene or the items mean to you?

This is your crystal ball. Look inside the crystal ball and see your future.

Write what you see inside the ball.

Do you want to change it?

Do you like what you see?

How would you change what you see?

How do you accomplish what you see that is positive?

Anger Management with Tissues

Have a bowl of water and a box of tissues.

Allow the students to take a tissue and put it in the water.

Squeeze out the excess water.

Throw the wet wad at the board or a wall outside.

This could also be thrown at a target created with chalk on the blackboard or a wall

Anger management with Balloons

Have youth blow up the balloon representing how angry he or she feels

Then have them release the air slowly

If a youth continues to blow up the balloon past its capacity, the balloon can explode.

If a youth decides to release the air, it can save the balloon

Worry Stone - write on the stone what you are worried about and then keep it until you are ready to throw it away (some place safe)

Worry pillow – Have a problem? Create a tie up pillow and put the worry in the pillow. When you have slept on it, take the worry out and throw it away

Instructions

1. Lay fleece right sides together. Smooth out any wrinkles, then use safety pins to pin the two layers together in several places toward the middle to keep things from shifting.
2. Draw a square as large as will fit in your fleece panels with the marking pen or tailor's chalk. Use your ruler to help you make straight edges and ensure that your sides are all the same length.
3. Cut along your square outline with your scissors, being careful to cut through both layers. Use long strokes with sharp scissors for the neatest edges.
4. Cut six inches into the fleece at one inch intervals, along all four sides of your squares. Again, use your ruler to help guide you and make sure that you cut through both layers. You'll end up with a big square left in the middle and lots of fringes on the sides. Cut off one set of fringe pieces from each corner.
5. Separate the fleece layers, then put them together again so that the right sides are facing out. Line up the corners, using the missing fringe spots as your guide.
6. Tie the layers of fleece together. Match up opposite pieces of fringe from the top and bottom, and secure tightly with an overhand knot. Continue in this fashion around the pillow until you have all but half of one side done.
7. Stuff your pillow with your stuffing (fiberfill, cotton, etc). You can pack it loosely just using your hands and fingers to put in a small amount of filling, or make it quite firm by using the handle of a wooden spoon to tightly pack the corners and body of the pillow with a lot of filling to add bulk and firmness.
8. Finish tying the last sets of fringes. Tighten up your knots one last time. Fluff your completed pillow

(Cinema Therapy) Movies and Group

1. Which character in the movie reminds you of yourself?
2. The characters in the movie had \_\_\_\_\_\_\_\_\_\_ (magical powers, money, fame). If you had \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (magical powers, money, fame) what would you do with this?
3. In the movie, there was a \_\_\_\_\_\_\_\_\_\_\_(battle, conflict, fight). How would you have handled this situation?
4. What is a take-away for you from this movie?

Magic Key

You are in a castle with several floors and many doors. You have been given a key that opens the door to your happiness. Walk through the castle and try the key in each door until one opens. When you have found the door that the key opens, open the door. What is in the room? What is it that you have wanted all of your life? What is in the room that would be the one thing you have been searching for that would make you happy?

**What would you rather be?**

Everyone is in the middle of the room.

On one side of the room there is a sign that says I agree

On the other side of the room there is a sign that says I disagree

The counselor reads the following statements and the youth go to the side of the room that matches their agreement or disagreement with the statement:

I would rather read minds than know the future

I would rather wear earmuffs than a nose plug

I would rather be able to stop time than fly

I would rather have a bee sting than be covered with poison ivy

I would rather lose my arms than my legs

I would rather find love than have a million dollars

I would rather fight a dragon than an octopus

**Yes No continuum**

I like chocolate more than I like ice cream

Sometimes I am afraid to really be me

I have been on a boat before

I get embarrassed to talk in front of a crowd

I am good at writing

I play a musical instrument

I can remember the last time I cried

I wish I could be someone else for one day

I have bullied other kids before

I have been bullied

I have a hard time trusting people

FEELINGS BINGO

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| Angry  Anxious  Annoyed  Bothered  Cautious  Cranky  Down  Disappointed  Excited  fabulous | Happy  Hurt  Ignorant  Jealous  Kind  Silly  Proud  Scared  Sick  Nervous  sr | Surprised  Fun  Shy  Insecure  Stressed  Sorry  Respected  Lonely  Content  glad | Mad  Defeated  Depressed  Loved  Forgotten  Missed  Lost  Amazed  Tense  agitated |

Creating a postcard to send

Half of a Piece of construction paper

Magazines

Think of a person you would like to contact if you could.

What would you like them to know about you?

Choose some pictures from the magazine and cut them out and paste them on the construction paper. Write a message on the back.

Share.

Delivering a message with Finger paint in a bag

Use sandwich bags (get the good kind)

Put about two tablespoons of finger paint in the bag and seal taking out all of the air.

Push the finger paint all around in the bag until the inside of the bad is completely covered.

Use this as way to send a message writing on the outside of the bag with your finger.

Soundtrack of Life

The client is instructed to create a soundtrack title, cover design and playlist to describe his or her life. Songs can be fictitious or real, whatever they prefer. Real can allow you to look into the lyrics as well as to discuss the meaning. Therapist can process with the client and reflect on the themes.

Rosebush imagery

Client is asked to imagine him or herself as a rosebush. The questions are asked:

Where are you growing?

Do you have thorns? Buds? Branches? Roots?

Are other flowers or vegetation surrounding you?

Do you have a fence around you?

Are you protected by anything?

What do you feel around you?

Does anyone take care of you?

Are there animals around you?

LIFE WITH THE WRIGHT FAMILY

One day the Wright family decided to take a vacation. The first thing they had to decide was who would

be left at home since there was not enough room in the Wright family car for all of them. Mr. Wright decided

that Aunt Linda Wright would be the one left at home. Of course this made Aunt Linda Wright so mad that she

left the house immediately yelling "It will be a right cold day before I return".

The Wright family now bundled up the children, Tommy Wright, Susan Wright, Timmy Wright and

Shelly Wright and got in the car and left. Unfortunately, as they turned out of the driveway someone had

left a trash can in the street so they had to turn right around and stop the car. They told Tommy Wright to get out of the car and move the trash can so they could get going. Tommy took so long that they almost left him in the street. Once the Wright family got on the road, Mother Wright wondered if she had left the stove on. Father Wright told her not to worry he had checked the stove and she had not left it on. As they turned right at the corner, everyone started to think about other things that they might have left undone.

No need to worry now, they were off on a right fine vacation. When they arrived at the gas station, Father Wright put gas in the car and then discovered that he had left his wallet at home. So Timmy Wright ran home to get the money that was left behind. After Timmy had left, Susan Wright started to feel sick. She left the car saying that she had to throw up. This of course got Mother Wright's attention and she left the car in a hurry. Shelly Wright wanted to watch Susan get sick, so she left the car too. Father Wright was left with Tommy Wright who was playing a game in the backseat.

With all of this going on Father Wright decided that this was not the right time to take a vacation, so he gathered up all of the family and left the gas station as quickly as he could. When he arrived home, he turned left into the driveway and said "I wish the Wright family had never left the house today! Right?”

STICKY DOT SURVEY

I can’t stop thinking about my problems

I find it difficult to feel any joy or happiness

I feel I am a bad person

I don’t like the way I look

I worry about getting hit or beaten up

I have trouble sleeping

I am eating more lately

I get into bad moods a lot

I feel like my live will never be okay

I am not getting along with my family

I am not doing well in school/on the job

A Lot On My Plate

Give each person a paper plate and 10 small strips of paper. Using markers write down all of your worries or concerns in your life right now on those strips of paper and put them on the plate. Discuss items that you could remove from your plate and how that might be possible.

Feelings Parking lot

Create a parking lot on a poster board. Write a feeling in each of the parking spots. Give each child a matchbox size car and allow them to drive down the middle of the parking lot and park their car where the parking spot matches their feeling.

Team Players

Two or more teams

Each team receives a poster board and markers. The teams spread out to different parts of the room. No one is allowed to talk. Without talking, the individual teams determine who will go 1st, 2nd etc. You only want about 3 people per team.

The first person starts a sentence but can only write up to 3 words, the next person continues, then the next person continues (with same sentence or starts a new sentence). Everyone writes at least 3 times.

The individual groups come back together to discuss topics raised and what it was like to work together without talking and having to finish someone else’s work or build on what someone else already started.

What was it like to be first? Second?

String Dolls

Fold a long strip of paper accordion style.

2. Draw the outline of the doll on the top of the folded paper. The arms should reach to the edges of the paper.

3. Cut out the dolls, being sure not to separate the arms

Think about a time when someone did you wrong

Who were the people involved in the situation. Write their names on the dolls.

Now put a star on the person(s) who was the hero.

Put a band-aid on the person (s) who were hurt

Put a white circle on the person (s) that did the hurting

Paint Your Feelings

Allow youth to paint freely for 15 minutes. (time depends on age)

No talking. Process

Meaning in Rice

Give each student an empty clear water bottle. Tell them to fill it with rice or sand. ¾ of the way.

Select 10 objects from the items given that represent something meaningful to you. Put them in the bottle. When you need to be reminded of what is important, looking in the bottle.

Items that can be used for selection

Beads with letters

Cotton balls

Rubber bands

Beads of color

Miniatures of any kind

Pom pom balls

Feathers