

Session 1: All About Me

Welcome & Check In

Introductions & Nametags

Handout: Getting to Know You

Questions for Discussion: What does self - esteem mean?
 What do you like most about yourself?
 What makes you special?

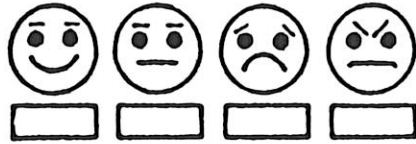
Activity: "All About Me" Collage

Snack Time

Discussion / Session Review

Free Play

Today I feel



Date: _____

My name is: _____

My nickname is: _____

I am _____ years old.

The color of my eyes is: _____

The color of my hair is: _____

I am in _____ grade.

I go to _____ school.

My best friend is: _____

My favorite singer or group is: _____

My favorite game is: _____

My favorite TV show is: _____

When I grow up I want to be: _____

One person who likes me a lot is: _____

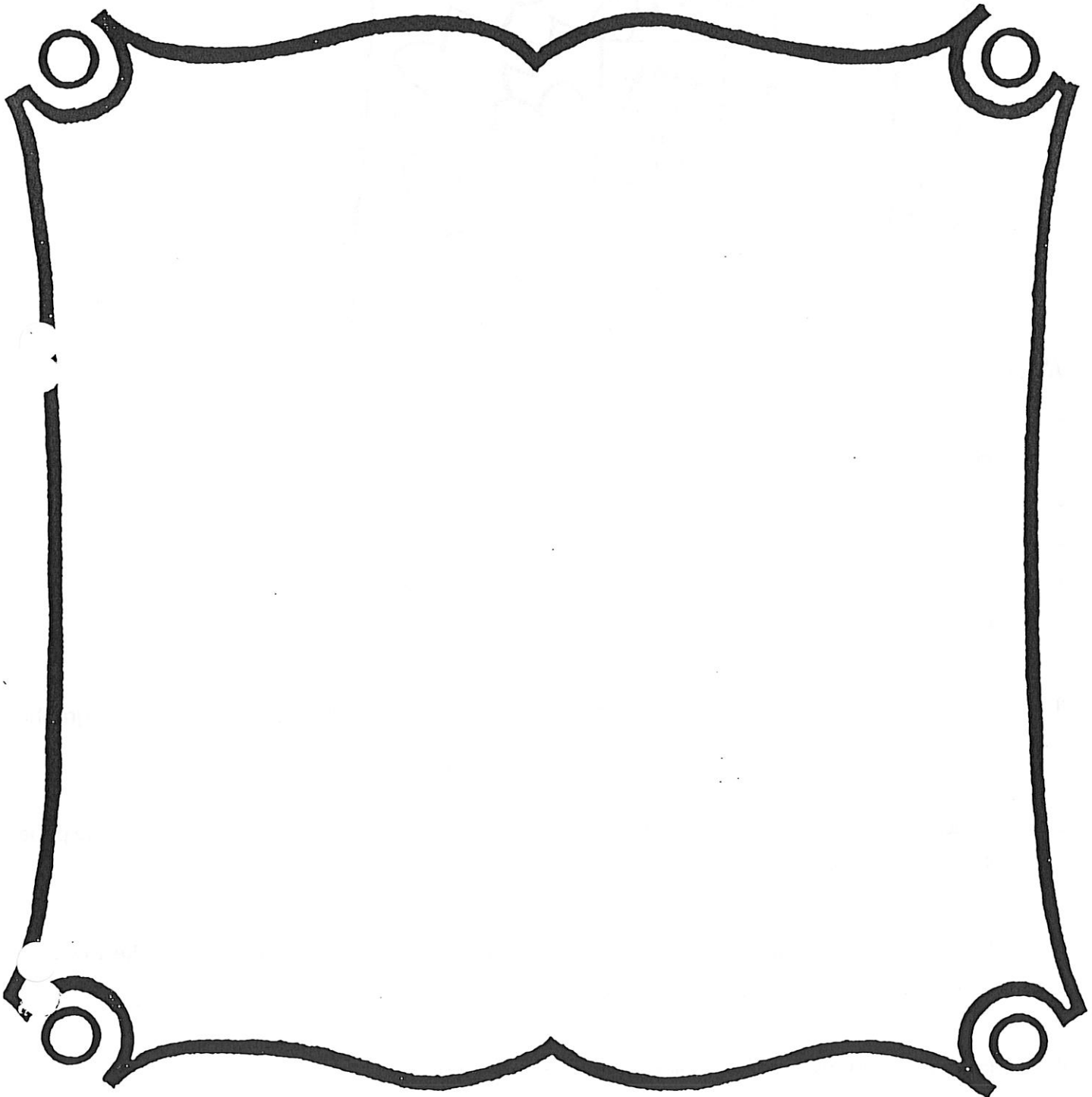
One thing that makes me happy is: _____

One thing that makes me angry is: _____

One thing that makes me sad is: _____

Date: _____

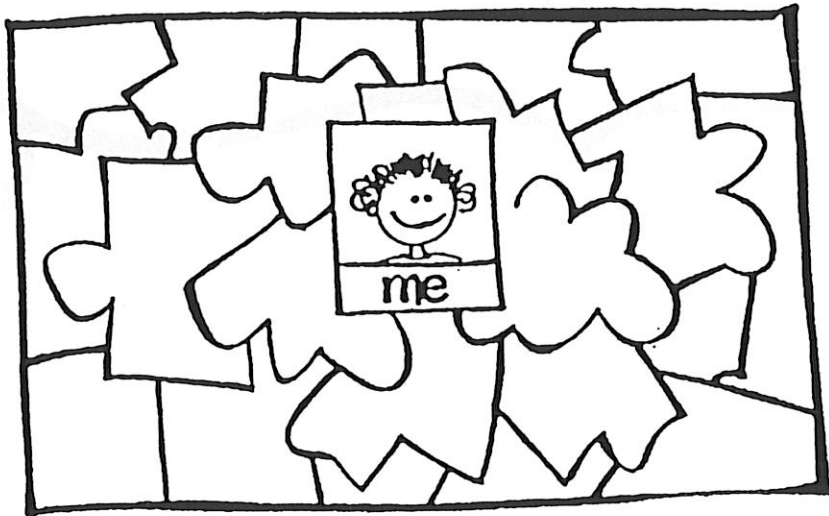
THIS IS
A PICTURE OF
ME:



GROUP ACTIVITY - THINGS I LIKE ABOUT MYSELF

"All About Me" Polaroid Collage - This activity was adapted from an Art Therapy presentation by Wanda Sawiki in London, Ontario, 1991.

Facilitator's Note: This activity will work without the Polaroid picture. You can adapt it by having the children draw a picture of themselves or bring a picture from home if possible.



MATERIALS

- Polaroid camera
- Paper
- Glue
- Scissors
- Magazines
- Markers

1. Take a Polaroid picture of each child in the group, wherever he/she chooses to be photographed in the room.
2. Attach the picture to a piece of paper. Have the children trace an outline of each hand on the paper. Some children will need assistance with this.
3. Have the children cut or tear pictures from magazines that represent things they like to do and things that they are good at and glue them on the paper.
4. Have the children decorate their page with the markers.

Session 2: Feelings

Welcome & Check In
Review of last session
Handout: Feelings

Questions for Discussion:

What are feelings? (happy, sad, angry, scared . . . ?)

Why do we have feelings? (feelings make us act certain ways)

Is it bad or wrong to feel angry? (No, anger is a normal feeling that people have)

What are some helpful (good) ways to express that we're angry? (count to 10, talk to someone about how you're feeling, use anger to play games better or to do our homework)

What are some harmful (bad) ways to express anger? (to hit / hurt someone, or when you don't do your homework, yell at sister / brother or parents)

Stories (depending on age of children) My Many Colored Days by Dr. Seuss

Glad Monster Sad Monster

Activity: :

Snack Time

Discussion

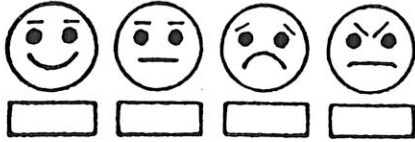
Free Play

Everyone gets angry ...
It's what you do when you
are angry that counts.

What are some "safe" ways to be angry?

- ★ _____
- ★ _____
- ★ _____
- ★ _____
- ★ _____
- ★ _____
- ★ _____
- ★ _____
- ★ _____
- ★ _____
- ★ _____

Today I feel



Date: _____

FEELINGS

Feeling words you can use to fill in the blanks:

ANGRY HAPPY LONELY EMBARRASSED
WORRIED HURT BORED EXCITED SAD

When Erik got to school, the kids in his class laughed at him because he had a hole in the seat of his pants. Erik felt _____.

Amy's father spanked her for not cleaning her room when he asked her to. Amy felt _____.

Tom's birthday party is tomorrow and Tom feels _____.

Kerry's best friend is moving away. Kerry feels _____.

John's dog ran away and he feels _____.

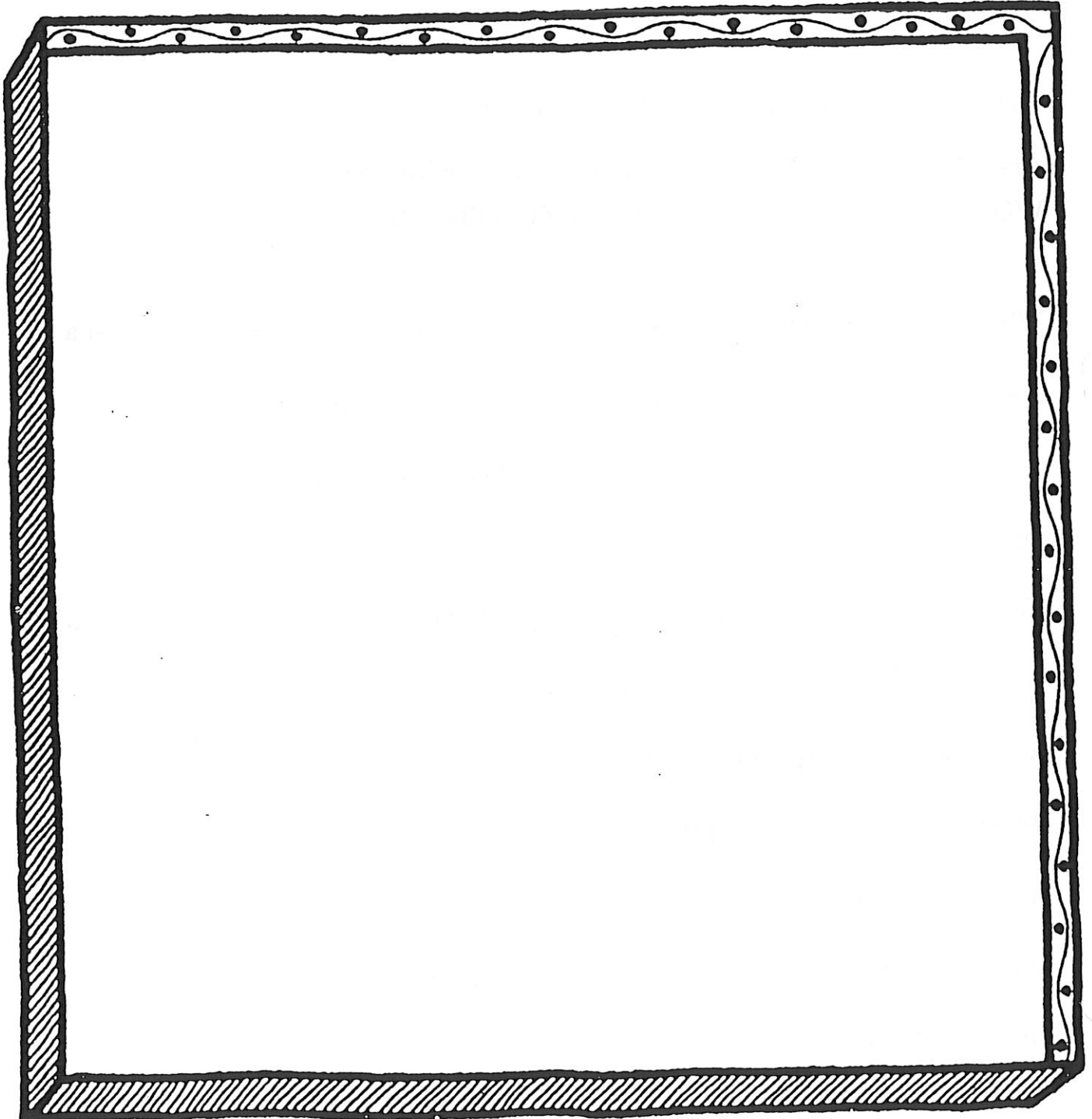
Tony's teacher said: "The principal wants to see you right now in his office." Tony feels _____.

Jimmie's older brother is taking him to Disneyland today.

Jimmie is feeling _____.

Date: _____

THIS IS
A PICTURE OF ME
WHEN I FEEL _____:



HOME MADE SCHOOL JOURNALS

We provide both of our children (ages 2 and 6) with a journal for home each year. They take it on trips with them and use it when they feel like it at home. It's sort of a cross between a homework journal, a diary and a scrapbook. We write and draw in it and we glue in special things (tickets, leaves, photos, etc).

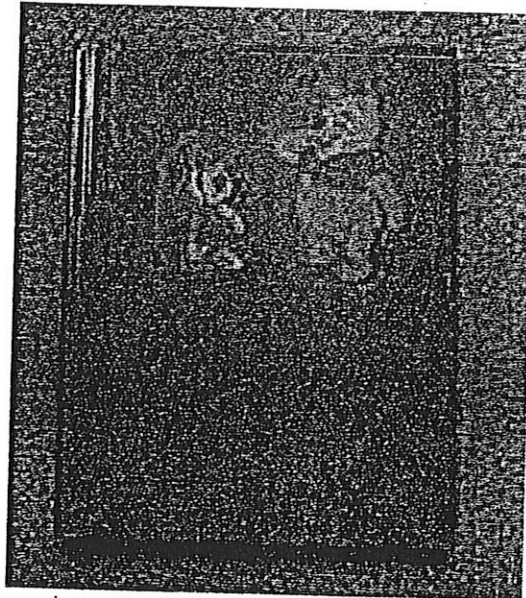
We had a hard time finding hard cover journals with cute characters on them, so this year we made our own. The hard cover ones are much nicer for using in the van, outside on the lawn or on their bedroom floor.

Clip your favorite images out of coloring books, magazines or use the templates we've provided.

Purchase a hard cover book (ours was about \$5) and some clear contact paper (ours was about \$1 for two books)... we bought both of these at an office supply store.

Print out the template pieces, arrange on the book and cover with contact paper.

To put the prices in perspective, a Winnie the Pooh soft cover notebook cost \$10 at the same store!



BASKETBALL

Theme: Identifying and Expressing Feelings
Recommended Age Range: 7-16
Treatment Modality: Individual, Group, Family
Stage of Treatment: Middle

Goals

1. Facilitate identification and expression of feelings
2. Normalize that people experience both positive and negative life events

Materials

- NERF BASKETBALL (NERF ® is a Trademark of Hasbro. © 1999 Hasbro. All Rights Reserved. Used with permission). Alternatively, a garbage can and crumpled paper can be used.
- Questions (included)
- Blue and yellow index cards or card stock

Advance Preparation

Copy each "Happy Face" question from the BASKETBALL question card sheet onto yellow index cards, and draw a happy face on the reverse side of each card. Copy each "Sad Face" question from the Basketball question card sheet onto blue index cards, and draw a sad face on the reverse side of each card.

Description

Explain to the group that they are going to play a special kind of basketball, which will help them to discuss happy and sad feelings. The rules are explained as follows:

Players take turns shooting a basket. If a player successfully throws the ball through the basketball hoop, he picks a card from the "happy face" pile. These questions relate to happy experiences in a person's life. If a player misses the basket, he picks a card from the "sad face" pile. These questions relate to unhappy experiences in a person's life. The player can choose to answer that question, pass, or ask the group for help. The game continues until all the questions have been answered, or until each player has had a pre-chosen number of turns. If all of the question cards have been answered before the game is over, the pile of cards can be shuffled and re-used.

Active discussion between the group members is encouraged during the game. The therapist may wish to stop the game periodically to expand on feelings or issues disclosed by the group members.

Variation for individual therapy: The child and therapist take turns as above. During the game, the therapist can respond by reflecting the child's feelings and, where appropriate, by asking the child to elaborate. The therapist can tailor his responses to model and encourage open disclosure, or draw the child closer to specific treatment issues. This should be done gradually and with sensitivity to the child's readiness to deal with salient issues.

Variation

Players take turns shooting a basket. If a player successfully throws the ball through the basketball hoop, he picks a card from the "happy face" pile".

These questions relate to happy experiences in a person's life. If a player misses the basket, he picks a card from the "sad face" pile. These questions relate to unhappy experiences in a person's life.

Every player keeps his/her card until everyone has a turn. Then the players sit down and make a circle and begin to share their happy or sad card. The leader validates the experiences asking different questions (see discussion). Depending of the amount of children, they can play again and take different cards.

This adapted variation is taken from the book "Creative Interventions for Troubled Children and Youth" by Liana Lowenstein.

Questions BASKETBALL

Happy Face Cards

Tell about the happiest moment of your life.

Tell about a happy memory you have from when you were very little.

Tell about a time someone did something nice for you.

Tell about something you have accomplished.

Tell about a time you and your family did something fun together.

Tell about a time you did something brave.

Tell about a good dream you had.

Tell about something that makes you laugh.

What's the best thing that's happened to you this week?

Tell about a time you were able to solve a problem you had.

Sad Face Cards

Tell about a sad moment in your life.

What would you say to a child who was smiling all the time, when you know he is really sad?

What is your biggest worry?

Tell about a bad dream that you had.

Tell about a time someone did something that upset you.

When was the last time you cried? What happened that made you so upset?

Tell about a problem you are having at school.

Tell about a problem you had this week.

Tell about a problem you are having at home.

What is something you would like to work on or improve about yourself?

Discussion

Modifying the traditional game of basketball can help otherwise resistant clients openly identify and express their feelings. The therapist can use this game to assess the child's feelings, attitudes, and style of interaction, and to intervene therapeutically when the child is being emotionally guarded, oppositional, or socially inappropriate. The "happy" and "sad" question cards can be used to enable the child to become aware of and express both positive and negative feelings and experiences.

In a group context, the therapist can normalize and validate the experiences of the group members by asking questions, such as, "Has this happened to anyone else here?" "Who else in this group has felt this way?" "What do others in the group think about what was just said?" As the group members answer the questions, the therapist can offer praise and encouragement by saying, "You were brave to have talked about that," or "You are doing a great job sharing your feelings with the group!" The therapist can reinforce appropriate social interaction throughout the game; for instance, "Everyone is doing such a good job of listening to each other!"

During the game, group members are given the option of passing on their turn so they do not feel pressured to discuss issues beyond their emotional readiness. In this way, group members can be encouraged to share information at a pace that feels safe and comfortable.

PINCHER CREEK WOMEN'S EMERGENCY SHELTER

With the support of the Lethbridge and District YWCA and and sponsors, The Foresters, PCWESA has been able to bring the Project Child Recovery to their community.

Project Child Recovery is a group for children aged 6 to 12 years of age who may have experienced the adverse effects of a traumatic event that has occurred within their environment.

The following exercise on helping children to identify and express different feelings is taken from the Project Child Recovery curriculum.

Group Rules: (review)

Confidentiality – (review)

Feelings Grab Bag (included in Facilitator Kit)

Adapted from Rhonda Freeman's group program for children of separated and divorced families. Family Service, Association of Metropolitan, Toronto.

Activity description from Sinclair, Deborah, 1985. Understanding Wife Assault: A Training Manual for Counsellors and Advocates. Toronto: Ministry of Community And Social Services, Family Violence Program

Have the children sit in a circle, Place feeling words cards that are familiar to the group, place cards inside the bag. (e.g. of words anger, fear, confession, worry etc.) Go around the circle and have each child draw a card and act out the feeling on the card. Have the child (with help from the group) describe a time when she/he might have had that feeling. Encourage the group to discuss ways to handle different feelings." We have talked about a lot of different feelings today. Now, we're going to talk about angry feelings. Sometimes I feel angry. Have you ever felt angry?"

Dealing with Anger

While sitting in a circle, the children build on the following activity by brainstorming what happens prior to feeling **angry**. Following the brainstorming session ask how they handled their angry feeling in the past. Then discuss if these are "healthy " or "unhealthily" methods of dealing with anger. This will provide a foundation of knowledge to build upon in Session Three when healthy ways to deal with anger are brainstormed and expanded upon.

Some possible discussion questions are:

- " Do you think all children sometimes feel angry?"
- " Do grown ups ever feel angry?"

You may want to close with a statement similar to this:

"Yes, all people have feelings. Everybody feels angry sometimes. It's O.K. to feel angry, but some ways we handle angry feelings, like hitting or yelling, are not O.K."

Brainstorming Different Feelings Exercise

What Happens Before Feeling That Way	Feeling Word	Ways of Expressing That Feeling
<ul style="list-style-type: none"> - have a fight with someone close to you - someone hits you 	mad	<ul style="list-style-type: none"> - tell, someone - yell it out - show it on your face - have a tantrum
<ul style="list-style-type: none"> - makeup with the person you fought with - do something special with someone you care about 	happy	<ul style="list-style-type: none"> - smile - laugh - give someone something
<ul style="list-style-type: none"> - someone yells at you - someone hits you - a pet dies 	sad	<ul style="list-style-type: none"> - frown - cry - look depressed
<ul style="list-style-type: none"> - have to do something you don't want to - try to do something and can't do it (Facilitators) 	frustrated	<ul style="list-style-type: none"> - a sigh or a growl - throw arms up (Facilitators)
<ul style="list-style-type: none"> - a test - have to be on stage 	nervous	<ul style="list-style-type: none"> - shaking - biting nails - twitch (Facilitators)
<ul style="list-style-type: none"> - if someone breaks into your house 	scared	<ul style="list-style-type: none"> - wide eyes - yell - shake

During this activity, have each child in turn show how to mad or angry face. This activity is helpful to the Facilitators as it demonstrates the child's ability to express emotion.