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Author(s):	Bibhuti K. Sar, Ph.D., Emma M. Sterrett, Ph.D., Jenny A. Taylor, M.S.W.
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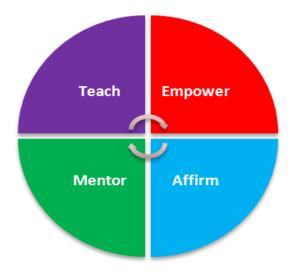
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T.E.A.M. Teach, Empower, Affirm, Mentor

A Risk Reduction Mentoring Curriculum

Instructor's Manual



Bibhuti K. Sar, PhD Emma M. Sterrett, PhD Jenny A. Taylor, MSW

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A creation of the University of Louisville, Kent School of Social Work, in collaboration with Exploited Children's Help Organization (ECHO).

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This curriculum was modeled in structure and organization after the developmental cross-age mentoring curriculum developed by Michael Karcher, PhD. We are most grateful to Dr. Karcher for sharing his mentoring curriculum and his expert advice as we developed, wrote and implemented this curriculum, using the organizational structure of the curriculum developed by him.

Philosophy and Goals

The philosophy of this curriculum is to directly target factors that have been found to put middle-school students at-risk for engaging in delinquent behaviors to decrease the rates of delinquency among these youth. The four risk factors with the most robust empirical support are: (1) truancy, (2) lack of school engagement, (3) association with deviant peers, and (4) victimization. This curriculum seeks to teach middle-school students skills and strategies to combat each of the four risk factors. These strategies are taught in the context of a group mentoring program in which the participants receive didactic instruction as well as opportunities to be supported by mentors as they practice using the skills. The curriculum is designed to be engaging and practical, with strategies the participants can apply in their daily lives. The curriculum also takes a strength-based approach with an emphasis on empowering youth.

About this Manual

Several empirically-based interventions were adapted to be implemented in a mentoring context and for use with middle-school students. These include Social Skills group Intervention for Adolescents (S.S. GRIN-A; Harrell & DeRosier, 2008), From Schools to Jobs (Oyserman, 2006), Responding in Peaceful and Positive ways (Farrell, Meyer, Sullivan, & Kung, 2003), Personal Values Card Sort (Miller, Baca, Matthews, & Wilbourne, 2001), and Check & Connect (Alvarez & Anderson-Ketchmark, 2010).

SESSION 1 Introduction Title: Getting to Know You

OVERVIEW

In this opening session, we will take time to complete some team building activities to aid in the relationship building process and to help participants become connected in working together. These activities will include both large group activities with all the mentors and mentees working together as well as smaller 1:1 activities where the mentors and mentees who are matched up together will participate in activities together.

GOAL

- To lay the ground work for the mentor and mentee's relationship
- To create a sense of ease and comfort in building a new relationship
- To create a sense of community that we will all be working together toward the same goal of staying in school

MATERIALS

- Flip Chart paper for rules
- People Bingo handout (1 for each)
- Mentor/Mentee Interview Guide
- Extra paper
- Markers

- Tape/ masking/ duct
- Paper

Mentoring Introduction (5 minutes)

- Review of mentoring schedule: every Monday 2:30-4
- Group Rules
 - Respect each other
 - Respect school property
 - o Participate
 - o Have fun

Part I: Group Activities (30 minutes)

A. PEOPLE BINGO (15 min)

- 1. Hand out a "People Bingo" handout to each participant
- 2. Next, roam around the room asking other participants if they have done/been to/experienced any item in the bingo squares
- 3. If so, have that person initial the square of the item they completed/experienced
- 4. Continue to ask other participants to fill in other squares
- 5. No one person is allowed to initial more than one square
- 6. Whoever has 4 initial in a row (vertically, horizontally, diagonally) first, wins.

MATERIALS – pen, People Bingo handout

B. I like everyone, especially those who (15 min)

Have everyone in the group stand in a circle with one person in the middle – mark spots where people are standing with tape so they have a spot to go to. The person in the middle says, "I like everyone, especially those who " Say some that is true for you – so "I like everyone, especially those who have brown hair" then everyone who has brown hair will walk through the center of the circle to another spot with tape on it. Since there is one more person than tape spot, the last person to find a tape spot will be the next person in the middle to start the next round by saying, "I like everyone, especially those who"

Part II: One-on-One Activities (50 minutes)

Group leaders facilitate the mentor-mentee interview activity followed by the ABCs of Me

A. Mentor-Mentee Interview (20 minutes)

Mentors and mentees spend 10 minutes interviewing each other using the interview guide below. Next, mentors and mentees introduce each other to the whole group using what they learned in their interview.

B. ABCs of Me (15 min)

You have been hired by the Creative Classroom Company to illustrate a poster to help children learn their ABCs. By happy coincidence, you and your first and last name are the subject of the poster!

- 1. First, take a piece of flipchart paper and write your first and last name vertically down the left side.
- 2. Next, choose a word that starts with each letter of your name. The word should describe something about you. Write those words horizontally across the paper, using the letters of your name as the first letter of each descriptive word.
- 3. After you have listed your words, draw an accompanying picture to illustrate each.
- 4. When you are finished, tape your poster to the wall.

LEADER NOTES-

1. The activities in this session went much faster than originally anticipated. Making the activities more challenging can help. (Adding last name to ABC's of me, creating narrower fields for People Bingo)

- 2. A third activity or icebreaker is needed to fill allotted time
- 3. "I like everyone" works well in 2-3 groups



PEOPLE BINGO

Exercises 4 times a week	Has own bedroom	Has traveled outside of the United States	Likes to play soccer
Favorite food is pizza	Has an older brother or sister	Likes to listen to metal music	Can do a cartwheel
Has a birthday in January	Owns a skateboard	Has flown a kite	Has watched more than 10 YouTube videos
Has a pet reptile	Plays corn hole	Has been on a boat	ls an only child

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Mentor-Mentee Interview Guide

- 1. What grade are you in? What are your favorite subjects in school/least favorite subjects?
- 2. What do you like to do for fun?
- 3. What's your favorite food?
- 4. Do you have a favorite movie/favorite television show?
- 5. What kind of music do you like?
- 6. Are you involved in any school activities? Which ones?
- 7. Have you lived any place else besides Louisville?
- 8. Do you have any brothers or sisters?
- 9. Do you have any pets?
- 10. When's your birthday?
- 11. Do you have a favorite sports team?
- 12. What's your favorite place to visit?
- 13. Do you have any hobbies?
- 14. Who is your favorite teacher and why.
- 15. What is one of your favorite memories?

SESSION 2 School Engagement Title Check and Connect

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
Х			Х

OVERVIEW

In today's session we are going to review part of the training that takes place each week. We focus on the Check and Connect process during this session as a problem-solving method to help the mentors and mentees get better acquainted on a more 1:1/personal basis. The Check and Connect process will be used during each subsequent mentoring session as a way to help the mentees process events over the past week with their mentor in hopes of gaining some perspective and assistance on making positive change.

Each mentor/mentee pair will be grouped with two other pairs to form a small group. This will enable consistency for the mentors and mentees in the event that a mentor or mentee is absent one week – the remaining group members will be comfortable discussing and reviewing the mentee's week. These specific small groups will only work together during the Check and Connect portion of each session for added connection and constancy.

GOALS

- Mentors and Mentees will gain greater comfort with each other through Check and Connect activities
- Learn how the Check and Connect process will help increase school engagement and decrease truancy
- Mentors and mentees will become comfortable with the process of Check and Connect
- To give mentees practice utilizing the problem solving skills to brainstorm to solutions to problems.

MATERIALS

- scenarios and copies of each so each mentor/mentee pair can go over 2-3 examples
- Check and Connect Sheet

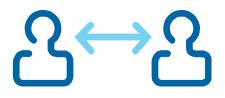


Ice breaker

10 minutes

COLOR, CAR, CHARACTER

Each participant writes his or her name on a piece of paper. Under his or her name each participant is to write a color which he or she feels fits his or her personality. Beneath the color the participant is to write the name of a car that he or she thinks is appropriate to his or her self-image. Finally, under the name of the car, the participant is to write the name of a fictional character with whom he or she identifies. Then, one at a time, the group members introduce themselves by stating their names, color, cars and fictional characters. In the introduction, each participant is to provide a brief rationale for each of his or her three choices.



Check and Connect (without problem solving steps)

10-15 min

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (*they can fill in why they think it is important*) – can you tell me why **you** think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."



Listen and Learn

5 min

Group leaders discuss with participants the importance of staying connected with school.

- Difficulties with individuals will occur, but if the students take the time to think about the best way to solve the problems they will almost always have a better outcome than if they act without thinking
- We're going to teach you steps to take in solving difficulties [Show participants poster board with the steps]
- The session leader will walk through the steps of Check and Connect with the group as a whole and walk through a possible scenario.
 - "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support



Core Activity

20-25 min

 Overview of activity Mentees and mentors practice the problem-solving steps in response to several scenarios

The facilitators demonstrate walking through the steps using a scenario. Then ask groups to practice following the steps.



Report Back

5-10 min

- Group mentors and mentees pairs into smaller groups of 4-5 pairs
- Small groups discuss the core activity
- One HS student reviews the activity they just completed
- Possible discussion questions
 - What was the point of the activity?
 - How can we use this outside of these sessions?
 - Name 1-2 ways it affected you
 - What did you like about it? What didn't you like about it?
 - How likely are you to do this type of activity again?

LEADER NOTES-

1. The Listen and Learn and the Core Activity went quickly and it would be difficult to extend them.

2. Adding another activity that is physical, less difficult and better connected to the content would fill the additional time

3. The small groups or "pods" that were used this session were successful in keeping participants on task during the core activity scenarios

HANDOUTS – Session 2



Scenario 1

Jill didn't come to school on Thursday because she did not finish her homework and decided it wasn't worth the hassle of listening to her teacher gripe at her, so she stayed home.

Scenario 2

Martin was late to school 3 of the last 5 school days because he oversleeps and loses track of time.

Scenario 3

Ti'Andra did not turn her homework in 2 times in the last week. She didn't understand the assignment, so she didn't complete it.

Scenario 4

Scott did not go to school last Thursday or Friday. He said some kids were bugging him about his clothes and didn't want to deal.

Scenario 5

Darrin was late to school one day this week because his mom had to go to work and someone had to watch his little sister until the baby sitter came. Darrin got a detention because he had come in late so many times.

Scenario 6

Sheryl got in a fight with her best friend and the friend threatened Sheryl saying if she showed up to school she would "mess with her on Facebook". Sheryl decided not to go to school.

Scenario 7

Doug had been feeling stressed about his grades slipping and was losing confidence in himself so he began skipping a day or so a week and coming in late as he got more upset.

Scenario 8

Brenda is often late for school because she is required to help her younger sister get on the bus which arrives at their house 30 minutes after school starts for Brenda. Brenda is becoming more and more worried about missing so much school and she doesn't know what to do.

Scenario 9

Leslie has failed the last 3 math tests and has blown off her teacher when she said she wanted to go over the tests with her. Her B average is dropping to a C and she knows her mom is going to freak out when she finds out.

Scenario 10

Andre missed school on Wednesday because some older kids at the school were picking on him. Andre was nervous about going to school and didn't want to get picked on.

SESSION 3 School Engagement Title Truancy - An Overview

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
Х	Х		Х

OVERVIEW

The group will look at a YouTube video on Truancy and discuss the video.

http://www.youtube.com/watch?v=wQvdQnkR5wA

The group will participate in a values activity to help solidify the values they have in themselves to make the right decisions for their futures.

GOALS

- Students will recognize that truancy does not serve them well
- Students will be able to recognize positive vs. negative decision-making
- Students will recognize their own values to help them through tougher times at school

Materials Needed

YouTube video Laptop Projector Inflated balloon (2) Newspaper (2 sheets per 6 groups)



Ice Breaker

10 minutes

KEEP IT UP

Materials: One large inflated balloon – 2 extra for backup

- Instruct participants to stand in a large circle
- Tell them that they are going to start the balloon moving around the circle and they must keep it in the air and moving at all times.
- Each time a participant has contact with the balloon, he or she must say their name.
- Everyone should come in contact with the balloon at least once. Move the balloon around the circle 3 times. If the balloon touches the ground, it is started again with the last person who touched it to begin again.



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

10 min

Today we are going to talk a little about Truancy and making good decisions.

(Ask the group) – What does "Truancy" mean?

Why do you think it happens?

How do you think you could avoid becoming truant?

First we are going to watch a short video about Truancy and talk a little about that and then we are going to do an activity.



Core Activity

25-30 min

REVIEW TRUANCY VIDEO

What did you think about that video? What do you think the main message was? What was something you learned from the video? How does this video relate to truancy?

TRUANCY ACTIVITY

- Ask five (5) mentors to leave the room with you (under the guise that they are going to do something else fun and don't need to hear the instructions anyway).
- While they are gone, divide the rest of the group into 5 groups. Tell the rest of the group we are going to do an experiment.

PAPER TOWER

Now, we are going to do an experiment to see which group can build the tallest tower (and have it stand on its own).

Each person in the group will get 1 sheet of newspaper to add to the single tower the group will make. You can scrunch it, stack it, shape it – whatever you want to try to build the tallest building.

Before you start – think about buildings and bridges that you see around town – what shape is often used and thought to be the strongest???? See if you can get your tower to stand for at least 1 minute.

After a couple minutes – invite the truant mentors back in, show them to a table that has newspaper on it and ask them to get started without giving them directions.

RESULTS

What happened? Which group had the tallest, longest standing tower? How did they create it? How did they cooperate as a group after receiving the directions?

Ask the larger group, "Was it helpful to have all the instructions before you began?

<u>Ask the "truant" mentors:</u> "How easy was it for you to catch up and feel like you knew what was going on?" How important was it to have the instructions?

How successful were the truant mentors without receiving the directions and having less time to complete their tower?

<u>Ask the mentees</u>: "How would it feel to be in the group of "truant mentors?" How successful do you think your group would have been without receiving all the information and instructions?

<u>Ask the whole group</u>: As a group, on one piece of paper, write a sentence or two about the experiment. "How do you think this experiment relates to being absent or truant from school?"



Report Back

5-10 min

- Group mentors and mentees pairs into smaller groups of 4-5 pairs
- Small groups discuss the core activity
- One HS student reviews the activity they just completed
- Possible discussion questions
 - What was the point of the activity?
 - How can we use this outside of these sessions?
 - Name 1-2 ways it affected you
 - What did you like about it? What didn't you like about it?
 - How likely are you to do this type of activity again?

LEADER NOTES-

- 1. This session was engaging, met time requirements and related to the content.
- 2. Secure internet connection and set-up audio visual equipment ahead of time

SESSION 4 School Engagement Title Adult Images

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
Х			Х

OVERVIEW

Students will be asked to imagine themselves as adults, see how their visions connect to school, and have them understand that connecting to school is common across their peer group. Youths choose among pictures portraying adults in the domains of work, family, lifestyle, community service, health, and hobbies. Pictures are of men and women of different ages, some alone and some in groups. The youth will then be asked to describe their images separately. Mentors are to reinforce the idea that adulthood involves work, relationships, lifestyle, and community participation. Emphasis is on positive reinforcement of good listening and the communication of a diverse array of images as well as any mention of specific integration of work and social domains. The pictures and discussion set the stage for the development of a timeline into the future. The mentees should recognize obstacles and understand that these obstacles should be taken into account in making plans.

GOALS

- Mentees will understand connections between present behaviors and how that can affect their ability to reach their goals.
- Mentees will enhance their problem-solving skills
- The activity will create an experience for imagining adulthood
- Mentees will have the ability to breakdown problems into manageable ones
- Mentees will begin to think long-term with the help of their mentors.
- Mentors will positively reinforce good listening from the mentees.

Materials Needed

- Magazine Pictures (male/female, in the four life domains, of varying ages)
- Markers
- Poster board, pre-labeled
- Pencils/pens
- Tape



Ice breaker

10 minutes

WHAT'S IN A NAME?

Participants sit in Mentor/Mentee pairs. Each pair gets a blank paper and a pen/pencil. Write out each of your first and last names on the top of the paper.

Example: "Kate" has the words "ate' and "eat" in her name

The pairs now have 5 minutes to create as many words as they can using just the letters in their names. Words need to be at least 3 letters long.

At the end of the time – ask the groups if they got more than 10 words, more than 20? 25? Etc. Congratulate the pair with the most words.



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (*they can fill in why they think it is important*) – can you tell me why **you** think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - o "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

5-10 min

Mentors and mentees address the need to be future-oriented. Mentors will positively reinforce good listening and goal orientation of the mentees.

Imagining adulthood:

Think about a time when you imagined something going well before you did it. Maybe you were playing basketball and about to shoot a basket and thought about it going in. Maybe you were about to take a test and imagined yourself getting an A. Maybe you were about to do a performance and imagined it going really well. Envisioning something going well ahead of time can help you to plan ways to be successful. You are able to determine if you are on track to reach your goal with your current actions/behaviors and start doing the things that are beneficial to your success.

Ask the group to share some of the things that they have envisioned in the past. Ask how they changed their actions and what they did differently in order to be successful at what they were planning to do. Discuss common themes such as studying harder for tests, practicing for competitions/performances, spending less time "goofing off", etc. Ask the group how they felt at times when they were successful and when they weren't successful in reaching a goal and what they might have done differently the times when they weren't successful.

Often when we envision our future selves, we can begin to see how our current actions can support these goals or stand in the way of achieving them. We will begin to think about ways we can start working towards achieving our desired adult goals.



Core Activity

25-30 min

- Overview of activity
 - Mentees and mentors are groups in pods for this activity. Each group receiving one poster board. Mentors label a piece of poster board with the following 6 categories: WORK, FAMILY, LIFESTYLE, COMMUNITY, SERVICE, HEALTH, and HOBBIES.
 - Mentees look through magazines and tear out pictures portraying adults in the above domains. Note: make sure there are plenty of magazines so that each participant can be looking at different pictures throughout the activity.
 - The mentee then describes his/her pictures to their mentor and explains why they chose them.
 - The "Adult Visions" handout is completed chosen pictures are identified along with reason pictures were chosen and age at which mentee anticipates what the picture represents.
 - As a group decide and tape pictures to the poster board under the appropriate headings. Making choices and hearing the choices of others provides an opportunity for thinking about the future and domains involved.
 - Discuss common ideas about careers and ask questions about what they might need to do prior to achieving their career goals.
 - Encourage participants to consider what is needed to support the family or hobbies that they are envisioning and what will be required of them to participate in their desired community activities.
 - Discuss whether any of their current actions/behaviors might prevent them from reaching their goals. If so, what might they do differently?
 - The mentors or group leader will write down the common themes on a board that everyone can see.
 - As a large group (pod), the facilitator will talk about the following: Did anyone mention Jobs? What kind of training is necessary? Did anyone mention vacations, college, family, friends? Etc.
 - Each group will choose someone to present their board/common themes to the larger group (entire group)



5-10 min

Report Back

- Group mentors and mentees pairs into smaller groups of 4-5 pairs
- Small groups discuss the core activity
- One HS student reviews the activity they just completed
- Possible discussion questions
 - What was the point of the activity?
 - How can we use this outside of these sessions?
 - Name 1-2 ways it affected you
 - What did you like about it? What didn't you like about it?
 - How likely are you to do this type of activity again?

LEADER NOTES-

- 1. This session was well received.
- 2. The facilitators labeled the poster board categories before handing them out
- 3. Requires many and on-topic magazines

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HANDOUTS – Session 4



Adult Visions

From the magazines, choose pictures that show parts of your vision of yourself as an adult. Choose pictures that show how you expect to be and/or desire to be when you are an adult. Choose at least one picture for each category. You may also cut out words. In the space below, write the age that this adult vision relates to – how old you will be when this is relevant to you? Next, write a few words about what this picture shows about the adult you want to become.

Picture Category	A few words on why you picked the picture	Age
Ex.Family/age25		
		32
This descent	and in a manufacture data the U.O. Dependence of the first This are at here as	

SESSION 5 School Engagement Title Timelines

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
Х			Х

OVERVIEW

This session will draw upon the adult images the mentees created in the previous session. Each mentee will create a timeline starting with the present and going as far into the future as they can. The timeline will include "forks in the road" where the mentee will have to make a choice between options. The timeline will also include "obstacles" – problems that must be dealt with – along with the plans or alternatives for dealing with them. The timelines will be shared and the mentors or trainers will help to identify points where decisions will need to be made and training that might be necessary for timeline goals to be met. Identifying possible obstacles can help to create plans to deal with it in advance. Positive reinforcement should be offered for the mentees efforts in developing a plan, thinking about their options over time, and coming up with alternatives to the plan.

GOALS

- Mentees will see that they have options for their futures
- Mentees will recognize obstacles to their plans and identify ways to overcome them
- Mentees will realize that choices they make now can influence their options in adulthood
- Mentees will begin to create personal goals for their futures

Materials Needed

- Long sheets of paper (3' x 1') for each participant
- Scratch paper
- Markers, crayons, colored pencils
- Rulers

This session adapted from: Oyserman, Daphna. (2006). Pathways for Youth: School-to-Jobs, an After-School Program



Ice breaker

10 minutes

TRUTH, TRUTH, LIE

Give the group some time to write down two things about themselves that are true, and one thing that is a "lie." Each group member will then share these facts about themselves and the rest of the group has to figure out which "fact" is actually a "lie."



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - o "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

10 min

- Review previous session on adult images
- What is a timeline?
 - It shows a series of events in order over time.
 - o A personal timeline shows events that you anticipate happening in your own life



Core Activity

25-30 min

- Facilitators will show the mentees examples of various time-lines, prepared ahead of time-some with straight lines, wavy lines, symbols, etc.
- Mentees will create a personal timeline
 - Timeline will describe the things the mentee sees happening between now and as far into the future as they can anticipate
 - Can use pictures or words on timeline
- Since the timeline is about future events, mentees need to consider the following:
 - 1. Because you can't know for certain what will happen in the future, mentees need to come up with alternatives or back up plans.
 - 2. Start with 6th grade and plan for high school and post high school choices
 - 3. Consider college, military, career, family choices
 - 4. Consider how long each of your goals will take to accomplish
 - 5. Consider what you need to do in order to be successful in accomplishing your goals
 - 6. Consider what might prevent you from accomplishing your goals
 - 7. Create back up plans to your goals (for example, an alternate college or career choice)
- Write down what you want to happen and also what you want to avoid happening.
- Make sure you have "forks in the road" on your timeline (for example, after high school what would happen if you go straight to college vs. the military or the job world)
- Use scratch paper to write down what you want on your timeline and make any additions before transferring the information to your final timeline.

• Mentors (and trainers) will assist mentees by asking questions based on the mentees adult images. Mentors will also help to identify where there might be obstacles to overcome (and an alternative will need to be created) and where there might be choices/forks in the road.

• Timelines will be presented in groups – others will listen and ask questions about the speakers goals, obstacles, forks in the road

- Summary four themes
 - 1. Domains of adulthood jobs, family, community participation, lifestyle choices
 - 2. Planning and preparing plan in advance for possible problems or obstacles
 - Getting information to overcome obstacles consider community resources for information needed (how to get training, amount of training needed, how to apply, cost involved...)

4. Getting there from here – how to move toward goals/strategies to break them into smaller steps. This will help with determining what can be done now to start moving toward your goals and what choices can be made when there are forks in the road.



Report Back

5-10 min

- Group mentors and mentees pairs into smaller groups of 4-5 pairs
- Small groups discuss the core activity
- One HS student reviews the activity they just completed
- Possible discussion questions
 - What was the point of the activity?
 - How can we use this outside of these sessions?
 - Name 1-2 ways it affected you
 - What did you like about it? What didn't you like about it?
 - How likely are you to do this type of activity again?

LEADER NOTES-

- 1. This session was well received and within time allotments.
- 2. Take the time to show examples of timelines and explain

SESSION 6 School Engagement Title Possible Selves & Strategies

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
Х			Х

OVERVIEW

This session will draw upon the adult images and the timelines lessons. We will discuss strategies for the mentees to move toward accomplishing the first goal of their timelines. Youth have often never considered the connection between what their current activities and their long term goals. We will be creating a "strategies poster" that will link next year and possible adult selves through the strategies used to reach their future goals. This will clarify the mentee's pathway and how others in the community and activities they can participate in now can be helpful in reaching their future goals.

GOALS

- Mentees will see that what they are currently doing can help promote attaining their adult images.
- Mentees will identify community resources to help them in planning to reach their goals
- Mentees will realize that choices they make now can influence their options in adulthood
- Mentees will recognize what they expect to be like and what they want to avoid being like next year and further into their futures.

Materials Needed

- Prepared poster boards (see sample)
- Stickers (next year, strategies pre printed and blank, adult)
- Red and blue markers for each participant
- Black markers and pencils

This session is adapted from: Oyserman, Daphna. (2006). Pathways for Youth: School-to-Jobs, an After-School Program



Ice breaker

10 minutes

TREE OF ME

MATERIALS: 3-5 (1 per group) Large poster board with an outline or cut-out of a tree and branches (no leaves), small cut outs of leaves – enough for 2 per person, tape

- Hang trees around the room 1 near each group
- Give each participant 1 leaf
- Ask participants to write one thing they like about themselves on the leaf and put their name on it as well.
- When participants are done ask them to put their leaf on the group tree anywhere they want it
- Save the second leaves to be passed out after core activity



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

10 min

- Review previous session on timelines
- Discuss "strategies poster" and give instructions for completion



Core Activity

25-30 min

ACTIVITY - Creation of "strategies poster"

- Mentees will map out their next year possible self by placing stickers (red) to represent what they want to be like and what they want to avoid being like next year on the left side of a poster board.
- Mentees will consider this image and choose stickers (blue) that represent what they are doing now (or could be doing now) to achieve this image of their positive possible self and what they are doing (but perhaps should not be doing) to achieve their negative possible self. Those stickers will be placed in the middle section of the poster board.
- Mentees will then connect their possible self images on the left with the actions in the middle using red lines to show strategies they are currently doing and blue lines to show strategies they are willing to try but are not currently doing.
- Mentees will now put stickers (third set) to represent their adult images on the right side of the poster board and consider what strategies they are using to work toward their next year positive possible self can be used to reach their positive adult images. They will also consider how to avoid a negative adult image.
- If time allows, posters will be shared with the group sometimes insight to others strategies can help us to see ways to overcome our own obstacles.



Report Back

5-10 min

- Group mentors and mentees pairs into smaller groups of 4-5 pairs
- Small groups discuss the core activity
- One HS student reviews the activity they just completed
- Possible discussion questions
 - What was the point of the activity?
 - How can we use this outside of these sessions?
 - Name 1-2 ways it affected you
 - What did you like about it? What didn't you like about it?
 - How likely are you to do this type of activity again?

LEADER NOTES-

- 1. Limit the stickers to one page per person or 1/2 page per category
- 2. Color coding the font on each set is less confusing
- 3. The sponge is altered to introduce needed movement into the session



Sponge Activity

Revisit the Ice Breaker

- Pass out the second leaf to each participant
- While considering their possibilities, have them think about what was written on the first leaf placed on the tree
- On the second leaf have them write one specific thing they will like about themselves entering the next year based on their strategies also with their name written on the leaf
- Have each group return to their tree and add the new leaves
- In an orderly manner have the groups rotate around the room to view the trees of all groups

After taking a picture of the trees allow the students to remove their 2 leaves and take them. Suggest taping them to a binder or use them as a bookmark

SESSION 7 School Engagement Title Problem-Strategies

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
Х			Х

OVERVIEW

In this session, we will give youth an active learning experience in coping with everyday problems in school. By highlighting the idea that they need to deal with school in the present, we reinforce that school is relevant to their own adult visions and timelines. In this session, we outline the process of making a plan and eliciting help from others.

GOALS

- To promote active engagement and resourcefulness rather than disengagement
- Learn to break down information into workable, simpler components
- To work in groups to increase problem-solving strategies/asking and receiving help from others.

Materials Needed

- CD jewel cases for each participant
- 15-20 song lyrics with artist, title, music type (rap)
- Sharpies
- Large poster listing categories

This session is adapted from: Oyserman, Daphna. (2006). Pathways for Youth: School-to-Jobs, an After-School Program



Ice Breaker

10 minutes

Human Knot (to work on team work and group problem-solving)

Divide into 3 groups of mentors and mentees. Have the groups stand in a circle. Each participant puts their right hand into the center of the circle and grabs another player's hand. Any hand except that of the person directly next to you. The each player does the same with their left hand.

Once everyone hand is taken, the group has to work together to get untangled without letting go of the hand of the person you first grasped.

When untangled, the group may not all be facing the same way, but should be able to be in a circle again.



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

5 min

Today we are going to work on overcoming some of the obstacles to using strategies. Has anyone ever heard the word "inoculation" or "vaccination"?

(Get some guesses from the group).

Inoculation or vaccination is a way of thinking about possible obstacles ahead of time to help reduce the chance that everyday problems in school will get to be too much for you.

Today we are going to work on strategies for solving everyday problems at school because these problems can be expected to come up and working on possible plans in advance is a way of inoculation or prevention.

We are going to try to solve a puzzle alone and then as a group. Alone it is almost impossible, but as a group each person will offer a possible strategy to solve the puzzle. This will help you think about problems with multiple possibilities – just like we did when we created your timelines and adult visions.

This session is adapted from: Oyserman, Daphna. (2006). Pathways for Youth: School-to-Jobs, an After-School Program



Core Activity

25-30 min

(In advance print, cut apart and separate chorus and lyrics of each song(use easily recognized music), title, artist and music style. In groups of 5-6 mix the pieces up so that each person has parts of at least 2 songs in their CD case. Only 10-12 songs are needed in total. Make the same set for each group)

PART 1

Display a large sheet of the categories for the group. In each group, give each participant a CD case containing parts of at least two songs. Ask them to work individually to separate their pieces into the categories.

PART 2

Next, allow the groups to work together to place all of the correct pieces of each song into a single CD case. As each case is completed, have them write the name of the song on the outside. (This can later be removed with rubbing alcohol to re-use the cases) When each case is complete the group is finished.

After all groups are finished, Congratulate the first group finished on working well together. Have them discuss the strategies and steps, both successful and unsuccessful, used to finish the puzzle. Allow other groups to contribute.



Report Back

5-10 min

- Group mentors and mentees pairs into smaller groups of 4-5 pairs
- Small groups discuss the core activity
- One HS student reviews the activity they just completed
- Possible discussion questions
 - What was the point of the activity?
 - How can we use this outside of these sessions?
 - Name 1-2 ways it affected you
 - What did you like about it? What didn't you like about it?
 - How likely are you to do this type of activity again?

LEADER NOTE

- 1. This session's original core activity was not completed and has been changed to be more accessible to the age group
- 2. The human knot goes very quickly so be prepared with variations/ multiple attempts



Sponge Activity

Option 2 – Hula Hoop game Materials: 2 hula hoops

Divide the larger group in two. Have them form two lines Each line should be standing shoulder to shoulder holding hands Starting at one end, give the person at the end a hula hoop. The group needs to pass it down the line without letting go hands. Whichever team does this the fastest wins.

Do this again in a variety of ways – girls against boys, mentors against mentees, try 2 passes (down the line and back again), ask the group for ideas.

HANDOUTS – Session 7



POP MUSIC JUST GIVE ME A REASON PINK

(VERSE)

Right from the start

You were a thief

You stole my heart

And I your willing victim

I let you see the parts of me

That weren't all that pretty

And with every touch you fixed them

Now you've been talking in your sleep, oh, oh

Things you never say to me, oh, oh

Tell me that you've had enough

Of our love, our love

(CHORUS)

Just give me a reason

Just a little bit's enough

Just a second we're not broken just bent

And we can learn to love again

It's in the stars

It's been written in the scars on our hearts

We're not broken just bent

And we can learn to love again

(VERSE)

I'm sorry I don't understand

Where all of this is coming from

I thought that we were fine(Oh, we had everything)

Your head is running wild again

My dear we still have everythin'

And it's all in your mind(Yeah, but this is happenin')

You've been havin' real bad dreams, oh, oh

You used to lie so close to me, oh, oh

There's nothing more than empty sheets

Between our love, our love

Oh, our love, our love

(CHORUS)

Oh, tear ducts can rustl'll fix it for us

We're collecting dust

But our love's enough

You're holding it in

You're pouring a drink

No nothing is as bad as it seems

We'll come clean

Session 8 – School Engagement Title: Study Skills

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
	X		х

OVERVIEW

Students will get to review skills that can assist them in creating better study habits.

GOALS

Student will acquire a set of skills to assist them in completing homework

Materials Needed

Bingo cards/ multiple layouts

Bingo markers or pens

Caller card for facilitator

Paper/ pencil for states



Ice Breaker

10 minutes

Common Denominator

- Break participants into small groups (6 per group). Give each group 1 index card with a category on it (already written)
- Instruct participants to find two or more things in common with other group members pertaining to their category.
- Ask groups to report to the larger group what the group members found they had in common.

Index card categories: Home, Family, Recreation/Fun, Education, Food, Celebrations, Hobbies, Travel, Pets, Dreams



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

5 min

We have been talking about connecting to school for a while now and one thing that also helps us connect with school is doing well on our homework and tests.

Read attached poem to the group.

Discuss that doing nothing is never an option. Trying to complete a task, to the best of your ability will get you further in school and life than doing nothing at all.



Core Activity

25-30 min

ACTIVITY 1: Memorization Game

Break the group up into smaller groups.

SAY:

A primary component of studying involves learning the terminology of the subject matter. Whether it is memorizing geometrical shapes and their names or the capitols of cities around the world, finding the best memorization method varies by individual. Making a sentence out of the first letter for each capitol you need to memorize is an example of a memorization game. Limericks, poems and songs are other memorization tools.

ACTIVITY

I am going to give you a list of 10 states. I want your group to come up with a way to memorize those states whether it's a chart, a song, a dance, a word using the first letters of each state – anything that helps you memorize the list so it sticks in your heads.

Your states are: Kentucky, South Dakota, California, Texas, Alabama, Utah, Indiana, Maine, Ohio, Tennessee

Allow the group 10 minutes to come up with a memorization technique and then ask them to share with the class.

ACTIVITY 2: Study Skills Bingo

Each participant gets a game card and a marker. The facilitator (or unoccupied mentor) can randomly draw cards from a bowl or hat and read each one until someone calls out BINGO. The first mentor and the first mentee to have 5 in a row win a piece of candy.



Report Back

5-10 min

- Group mentors and mentees pairs into smaller groups of 4-5 pairs
- Small groups discuss the core activity
- One HS student reviews the activity they just completed
- Possible discussion questions
 - What was the point of the activity?
 - How can we use this outside of these sessions?
 - Name 1-2 ways it affected you
 - What did you like about it? What didn't you like about it?
 - How likely are you to do this type of activity again?

LEADER NOTES:

- 1. The bingo game would work better with fun "markers" (smarties candy is always a hit)
- 2. The bingo game needs a variety of cards or everyone wins at the same time
- **3.** <u>www.bingocardgenerator.net</u> or <u>www.bingocardcreator.com</u> are just two of many sites that allow you to make your own cards and will shuffle them before printing to create assorted layouts



Sponge Activity

Option 1 – do the ice breaker again Option 2 – Charades

Name of Activity: Charades Rules/Directions: Leaders chose a topic for participants (or pairs) to act out.

Cat Dog Someone flying a kite Someone fishing Race car driver Romeo and Juliet Dancer Eating an ice cream cone Baseball player Robot Person on telephone Dog Walker Airplane Hopscotch player Ping-Pong player Blind person Alarm clock Soap Shovel Skateboarder Grocery Shopper Slipping on banana peel Michael Jackson Violin player Ballerina someone making a slam-dunk In an earthquake

HANDOUTS - Session 8



Study Skills

To become a successful student, you need:

A positive attitude A commitment and interest in learning Pride in the best work you can do A willingness to go beyond your comfort level

You need a good place to do your homework.

Choose somewhere in your house that is quiet. (For example, you may choose to work in your bedroom.)

You need to have good lighting, so you can see properly what you are doing. You need a table or desk that is big enough to hold your work materials.

You need a proper chair so you can sit comfortably.

You need the proper supplies to complete your assignments.

Make sure you have the supplies you need. They could include: (Pencils, pens, paper, highlighter pens, eraser, ruler, calculator, scribblers, notebooks, dictionary/ thesaurus, work logs, calendar.

Individual vocabulary notebook, topic browsing planners, graphic organizers, file folders, Clock, etc.)

You may want to use headphones to block out sounds or you may want to listen to light, Classical or instrumental music at a low volume. (Music with lyrics is not recommended.) If you are going to use a computer, make sure it is working properly, and that you know How to access / save your work.

Have two file folders, labeled "work in progress" and "completed work."

You need to organize your time.

Set aside a special time each day for your work. Try to make it earlier in the evening, or in the afternoon before supper.

On the weekend, choose times when you are most alert.

Set yourself a goal to finish within a certain time limit

Then, set a beginning and end time.

Lastly, do not leave assignments until the night before they are due, because you are unlikely to have access to the supports you need to complete the assignment. Plan ahead!

Now that you have a time and a place, you need to organize yourself.

Gather everything that you will need to complete your tasks. (Remember to include your homework notebook, or the assignment sheet given to you by the teacher. Divide big assignments into smaller, more workable tasks.

Set a time for each task. You can use a clock if you wish.

Check your calendar for due dates of assignments, and fill in any new deadlines.

Check your homework notebook for work to be completed for the following day.

Develop effective memorization methods. While memorization is far from being all you'll need in middle school and high school, it is often called into use.

Remember you owe it to yourself to always do your best work. Have pride in what you do. It will make you feel more successful.

What do you do if you need help?

Decide what questions you need to ask. This is very effective because people then know how they can help.

If you are well organized, you have time to ask your teacher.

If you are at home, you could ask one of your parents.

You could ask a bigger brother or sister, if you have one.

You could ask your babysitter, if you go there after school.

Lastly, you could call a friend.

Preparing for exams and tests:

Make sure you have all your notes in order and that important information is highlighted. Make a list of things you need to know for the test.

Some people study best with a partner. To review information orally, take turns quizzing each other.

Organize your study time to prepare well. Do not cram the night before.

Taking a test:

It is important to relax. Breathe deeply several times before you even look at the paper. Read over the entire test.

Calculate how much time you will spend on each question.

Put checks by the easier questions and do those first. This will give you a sense of accomplishment and of confidence.

Always make sure you do each question. This is one reason why time management is very important.

If you get stuck, skip that question, and leave it until the end. Do not be afraid to ask the teacher if you need to have things explained further.

Have an extra pen / pencil with you.

READ TO GROUP at beginning

The Pledge of the Student in Trouble by Donald Edge

Although I think I'm not good at school, the only thing I can't do is

NOTHING

However, I AM allowed to

cry whine complain be impatient be frustrated be bad tempered think of quitting

but only if

l try my hardest.

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STUDY SKILLS BINGO

S	Т	U	D	Υ
Choose times you are most alert	Pay attention in class	Break larger projects into smaller parts	Ask for teacher help when unsure of an assignment/concept	Keep your class notes organized
Use good lighting	Use color coded folders - one color per class	Use an assignment book or planner	Make a list of things you need to know for a test	Look for key words, chapter summaries or practice problems
Read over the full assignment	Schedule breaks		Gather all the materials you need before you start homework	Attend review sessions if offered
Study with a partner	Create a quiet study space	Study in the same place each day	When taking tests, do the easier questions first	Complete all assignments
Have an extra pen or pencil	Use Flashcards for memorization	Talk about assignments with friends	Have pride in your work	Participate in class

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SESSION 9 School Engagement Title Section Review

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
Х			Х

OVERVIEW

Students will review the material covered over the last 8 weeks to help solidify the information they learned in a game format.

GOALS

- Students will gain further insight into the material previously covered
- Student's knowledge of School Engagement will be solidified
- Student's will gain helpful review of what it means to be engaged in school

Materials Needed

Ouestions for review Board Game (different boards like Candy Land, Chutes and Ladders, etc) Player Pieces



Ice Breaker

10 minutes

CATERPILLAR RACE

- 1. Break the larger group into 2-4 smaller groups
- 2. Have the teams line up one behind the other at one end of the room (at the opposite end of the room will be a chair)
- 3. Players hold onto the waist (or shoulders) of the person in front of them forming a 'human caterpillar'
- 4. The object of the race is for the human caterpillar to move across the room, around the chair and back to the start without any team member losing hold of the waist of the person in front of them.
 - a. If a team does lose grip of a player, they must return to the start and begin again.
- 5. The human caterpillar that is the first to complete the course without losing a member is declared the winner
- 6. Try to keep the noise down. Caterpillars don't make any noise!
- 7. Leader: Adding obstacles along the way can make this activity more engaging for older groups



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

5 min

We are going to play a game now to review all the session that we have done since beginning the program in September.



Core Activity

25-30 min

Have the mentor/mentee pairs split into 5 -6 groups (6 pairs in each group).

The teams will each receive a stack of cards (see handout), game board and player pieces, and a sheet of game directions

Players will follow the directions on the gameboard and as directed draw the review cards

See Handout for phrases/questions/statement.



Report Back

5-10 min

What was the point of the activity? How can we use this outside of these sessions? Name 1-2 ways it affected you What did you like about it? What didn't you like about it? How likely are you to do this type of activity again?

LEADER NOTES:

1. Print the review questions on cardstock like gamecards

2. The kids enjoyed fun player pieces like plastic animal pieces from dollar tree 3. Create a generic sheet of directions that work with the gameboards you choose



Sponge Activity

Option 2 – 7 Up

Heads up 7 Up

Pick 7 people to stand at the front of the room. Everyone else then puts their *"heads down and thumbs up*". By "heads down", we also mean eyes closed so they cannot see what is happening in the room. By "thumbs up", we mean having their thumb pointing up so it can be grabbed.

The 7 people up the front sneak up and pushes down the thumb of someone in the room, and then sneak back to the front of the room.

Once that's done, everyone opens their eyes and the people who's thumbs were squeezed have to pick which one of the 3/4 people it was that squeezed their thumbs. If they guess right, they get to go up the front and the person who was 'guessed' sits down.

Repeat as many times as necessary (or until it gets old)

HANDOUTS - SESSION 9



- 1. You started to get to know your mentor (Getting to Know You)
- 2. Talked about how to be better at coming up with ways to solve problems and getting help from others. (Problem Strategies)
- 3. Looked at how our values help us make tough choices. (Truancy)
- 4. Mentors and Mentees talk about the previous week and how things were (Check and Connect)
- 5. Activity where we created something where we looked at what our life would be like from now through college, work, family (Timelines)
- 6. Imagined adulthood (Adult Images)
- 7. Made a poster about the things that we should do and things we should avoid in the next year (Possible Selves/Strategies)
- 8. Getting more comfortable talking with our mentor about our days (check and connect)
- 9. Played Bingo (study skills)
- 10. Build a tower out of paper (Truancy)
- 11. Began building a new relationship (getting to know you)
- 12. Talked about how what we do now can affect future goals (Adult Images)
- 13. When you break down problems into workable portions (Problem Strategies)
- 14. Discussed that what we do now can help get us to who we want to be as an adult (Possible Selves/Strategies)
- 15. Got ideas about how to study better (study skills)
- 16. Began to think of ourselves as adults, with the help of our mentors. (Adult Images)

- 17. Began creating our own sense of community within our mentoring sessions (Getting to know you)
- 18. Learned how connecting with one other person can help us feel better about coming to school. (check and connect)
- 19. Heard about some skills that can help us in completing homework (Study Skills)
- 20. Skipping school will not help you reach your goals (Truancy)
- 21.) Talked about how the choices we make now can influence choices we want for when we are adults (Timelines)
- 22. The more engaged you are to your situation and the people around you the better you can handle problems. (Problem Strategies)

SESSION 10 Peer Relationships Title Function of Friendships and Peer Influence

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
Х		Х	

OVERVIEW

In this session, the concept of peer influence will be introduced. Mentees will be taught/discuss the functions friendships serve. They will also discuss positive and negative peer influence. The idea of Peer Power, the idea that positive peers can offer support in making good choices, will also be discussed.

GOALS

- To normalize the need for friendships
- To discuss functions friendships serve
- To discuss the ways positive peers can help reinforce good choices

Materials Needed

- Poster Board (and tape)/Large Flip-Chart
- Markers
- Ball



Ice breaker

10 minutes

THINK FAST

- Break the larger group into 2-3 smaller groups. Have the groups stand in a circle.
- Tell the group they will be playing a game where they have to think fast
- One person in the circle is given a small object, like a ball or pencil or something they can easily pass around the circle.
- The leader stands in the middle of the circle with their eyes closed
- When the leader says "Start" the players in the circle pass the object to the person to their right until the leader says "Stop".
- When the leader says "stop" they also call out a letter of the alphabet.
- The player who has the object must then call out 3 things that begin with that letter in 5 seconds. If they are able to do that, they are safe. If they take too long or cannot come up with 3 things that begin with that letter, they are now the person in the middle of the circle.

For example – the leader says Start and the group begins passing the object around the circle. With the leader's eyes still closed, the leader says, "Stop" "B". The person holding the object must then quickly say 3 things that begin with "B" – like Ball, bush, bicycle.

Keep the game going for 5-8 minutes. Leader- to keep the pace fast have a buzzer/timer/caller for 5 seconds Can be adapted as needed



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - o "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

10 min

- 1. Functions of friendships: Ask participants to think of reasons people have friendships or things they get out of their friendships. Write the answers on the board. Ask for examples of each type of function. Point out gender differences if relevant. Some examples include:
 - Companionship
 - Intimacy, Sharing
 - Support
 - Guidance, Advice
 - Concrete help
 - Reminding you of your strengths
 - Affection
 - Reinforcing good decisions we make
- 2. Peer Influence
 - Relationships with friends and other kids your age can be related to how we feel emotionally, how we behave, how we do in school, and how we interact with other people in the future.
 - As we get older, we spend more and more time with people our own age
 - Peers can have a positive or negative influence on us.
 - Ask participants to write down one positive way a friend has influenced them (such as made them feel better when they were down, or helped them with homework) and one negative way a friend has influenced them (such as suggesting they do something that could get them in trouble, or leaving out/rejecting a peer).
 - Ask for participants to share their responses.



Core Activity: Peer Power

25-30 min

Overview of activity

Note: Split the Participants Up into 3 Groups of 10 mentor/mentee pairs each.

Instruct one group member to stand on one side of the room while the others, along with the group leader, stand on the other side of the room. Ask the group members to try and pressure the lone group member to drink alcohol. Ask the lone participant to resist. After a few seconds pick another member to join the participant on the other side of the room. Instruct the large group to continue pressuring the two participants to drink and the two participants to resist. Continue this process until there is one participant left pressuring the others to drink.

Repeat activity using different topics for peer pressure (e.g., smoking, bullying, shop-lifting, skipping school) and different participants as the first person to try to resist.

In mentor-mentee pairs, process with participants how it felt to resist in a small group as opposed to in a large group.



Report Back

5-10 min

Group mentors and mentees pairs into smaller groups of 4-5 pairs Small groups discuss the core activity One HS student reviews the activity they just completed Possible discussion questions What was the point of the activity? Highlight the importance of having friends who will reinforce your good decisions How can we use this outside of these sessions? Name 1-2 ways it affected you What did you like about it? What didn't you like about it? How likely are you to do this type of activity again?

LEADER NOTES-

1. This core activity was not very engaging

2. It might be better to persuade them to do something innocent (take off their shoes) then let the facilitator link the scenario to negative behaviors during discussion.



Sponge Activity

– Hidden Clip

Have the large group stand in a circle with a facilitator in the middle of the circle. The people in the circle should be facing out (so the facilitator is looking at the backs of the participants).

The facilitator will put a clip/sticker somewhere on one person and tap that person's back so they know they are "it".

Then the facilitator has the participants close their eyes and turn back around.

Participants then SILENTLY try to find the clip. If they see it, they must sit down WITHOUT SAYING ANYTHING until everyone has seen the clip. Then you can start over with standing in a circle to place the clip on another person.

While the participants are looking for the clip, the person with the clip should also be acting like they are looking even though they know they have it – so it is not obvious right away.

SESSION 11 Peer Relationships

Title Choosing Friends

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
Х		Х	

OVERVIEW

Participants will learn the importance of choosing friends well and will be given an opportunity to reflect on and discuss the qualities that are most important to them in a friend.

GOALS

- Mentees will consider and describe the qualities they are looking for in a friend
- Mentees will consider and describe qualities they would not want in a friend
- Mentees will practice choosing friends from a given set of information

Materials Needed

• Autograph sheet



Ice breaker

10 minutes

AUTOGRAPH SHEET: Participants are given a sheet with various traits on it. The objective is to find a person in the group who fits one of the descriptions and get that person's autograph next to the trait. When making up the list, be creative, but include traits pertinent to the group. Each person may sign each sheet only once. Here are some examples:

Likes avocado
Has a job
Has been to a fortune teller
Speaks another language
Has more than 4 siblings
Has lived outside of KY
Has swam in the ocean
Likes to drink black coffee
Has multiple pets in their home
Can play a musical instrument



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - o "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

5 min

- The first step in having good friendships is picking the right people to be our friends. Why is that important?
- Who is your ideal friend?
 - Hand out magazines, newspapers, paper, scissors and glue. Give the group 10 minutes to create a collage representing their ideal friend. Ask each member to share the qualities they included. Ask participants to share characteristics of a good friend. What are the top three qualities they want their friends to possess?
 - It's also important to think about what kinds of friends we want to avoid or stay away from. What are some types of peers that you would not want to be your friend? A lot of us have "deal-breakers" when it comes to who we are going to be friends with. Dealbreakers are qualities that if a person possessed we would absolutely not be friends with them. Do you have any deal-breakers?
- How can we tell if a person is someone we'd want to be friends with?



Core Activity:

25-30 min

Would you want this person as a friend?

- Overview of activity
 - Make a collage out of the magazine pictures you have in front of you. Your collage should represent your "ideal friend" or "wants" in a friendship. On the back of your board make a collage of" deal breakers" or things that would end a friendship for you.
 - Allow 10-15 minutes for participants to put together their collage
 - Ask several members to share their collage and why they chose the things they did to create their "ideal friend" and "deal-breakers'.
 - ASK: What are the top three qualities they want their friends to possess?
 - ASK: What are your top three deal-breakers?



Report Back

5-10 min

- Group mentors and mentees pairs into smaller groups of 4-5 pairs
- Small groups discuss the core activity
- One HS student reviews the activity they just completed
- Possible discussion questions
 - What was the point of the activity?
 - To give mentees practice picking friends
 - To explore the extent to which we make assumptions about others and the accuracy of those assumptions
 - How can we use this outside of these sessions?
 - Name 1-2 ways it affected you
 - What did you like about it? What didn't you like about it?
 - How likely are you to do this type of activity again?

Leader notes-

1. Have an example ready of a collage



Sponge Activity

Puzzles

Divide the larger group into 5-8 smaller groups (depending on how many puzzles you have (we used 24 piece puzzles)

Place the puzzle pieces in a pile at the end of a table (or where you want the puzzles built)

Each group is given one puzzle piece to start

As a group they are to complete the puzzle in relay form.

Teams line up at the opposite end of the room from where the puzzle pieces are

The person at the front of the line, on "go", runs to their puzzle and works on the puzzle until they get one piece to fit. They run back to their team and the next person in line does the same until the puzzle is complete.

The first team that successfully completes their puzzle wins!

Autograph Sheet	
Likes Broccoli	
Can speak another language	
Has been outside Kentucky	
Likes soccer	
Enjoys reading for fun	-
Has a pet	-
Math is their favorite subject	-
Likes ballet	
Exercises at least 3x a week	_
Plays an instrument	
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SESSION 12 Peer Relationships Title Showing Respect

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
		Х	

OVERVIEW

The participants discuss the importance of respect in friendships and construct their own definition/illustration of respect that they then join together to create a "Wall of Respect."

GOALS

- Highlight the importance of respect in friendships
- Help participants connect to their own definitions of respect

Materials Needed

- Pieces of paper in assorted brick colors cut into the shape of a brick. Enough for each participant to have 2
- Access to tables, wall space or large poster board
- Writing utensils
- Glue or tape
- Markers, colored pencils
- Flip chart



Ice Breaker

5-10 minutes

Stand Up

Divide the group into pairs. Have the partners sit on the floor, back-to-back. Ask the partners to link arms together and try to stand up, keeping arms interlocked at all times.

After a pair has succeeded, have them get together with another pair, sit down, link arms and stand up. Keep combining groups until everyone is in one large group and can stand up.



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (Student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

10 min

So far we've talked about how we have friends and how to choose friends. This week and next week we're going to talk about ways to keep friends. One way is to show respect and make sure your friends are respecting you. Let's create a group definition of respect. What does respect look like or feel like for you? Why is respect important?



Core Activity

25-30 min

Definitions of Respect

Webster's Definition of Respect is: an act of giving particular attention or high or special regard.

We are going to make a Wall of Respect together. (Hand out sheets of paper cut in the shape of a brick, for example, 2" X 3," and writing and drawing utensils) on your first brick draw a picture of someone showing respect. On the second brick write an example of a time you received respect. [Give the participants 10-15 minutes]

Now in your small groups take turns and explain what you wrote or drew on your brick. After your turn you're going to attach your bricks to the Wall of Respect [you can decide whether to use the groups tabletop, wall space or a large piece of paperboard]

[Questions to ask participants] What did you think of the definitions/examples of respect? Did you notice any similarities? Do you always live up to your own definition of respect in the way you act toward other people?



Report Back

5-10 min

Group mentors and mentees pairs into smaller groups of 4-5 pairs Small groups discuss the core activity One HS student reviews the activity they just completed Possible discussion questions What was the point of the activity? How can we use this outside of these sessions?

Name 1-2 ways it affected you

What did you like about it? What didn't you like about it? How likely are you to do this type of activity again?

LEADER NOTES-

- 1. The facilitator should create the group definitions on a flip chart while leading. The ideas can be consolidated into a single definition and written and displayed before beginning the core activity.
- 2. Explain the directions for the sponge ahead of time with mentors
- 3. The icebreaker can be frustrating to some. Allow them to try with multiple people from their small group after succeeding with their mentor



Sponge Activity

"Flip me the bird"

This is a large group activity along the lines of keep-a-way

Knot some fabric or towel strips together (we used a rubber chicken) to be designated as the "birds". The birds represent safety. If you have a "bird" you are safe and cannot be tagged

There should only be 2 "birds" in play.

Two people are designated as "it"

"It" runs around and tries to tag the other players. If "it" gets close to you, you can call out, "Flip me the bird" and someone can throw you a bird.

If you catch the "bird" before you get tagged, you are safe. If you get tagged you are now "it".

If "it" catches the bird instead of a player, the person who threw the bird is now "it".

The birds must keep moving. You cannot hold on to a bird for more than 5 seconds

SESSION 13 Peer Relationships Title Listening Skills

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
		Х	

OVERVIEW

Teach the participants listening skills.

GOALS

- Identify poor listening skills
- Identify good listening skills
- Practice good listening skills

Materials Needed

- An envelope of slips of paper with conversation topics and a "wild" card labeled "distraction"
- An envelope with three cards; listener, speaker, observer
- Flip chart/ tape
- Markers



Ice Breaker

10 minutes

Telephone

Can be done in one large group or 2-3 smaller groups. The bigger the group is, the harder the task.

Participants sit or stand in a circle. The facilitator whispers a short message into one participant's ear. That participant passes it to the person on his/her left. The person passing the message is only allowed to say the message 1 time and the receiver needs to make their best guess and pass it on to the next person.

When it gets to the last person in the circle (the person to the right of the person who started the message) that person says aloud what the message was that he/she heard – see how close it is to the original message.



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

10 min

Last week we talked about one behavior it's important to do to maintain good friendships (showing/giving respect). Now we're going to talk about another behavior, being a good listener.

Let's create a group definition of listening. What does listening look like or feel like for you? Why is it important to be a good listener? [Potential answers: learn information, show that you care]



Core Activity

25-30 min

Being a Good Listener

Today we're going to practice listening skills. Can I have a volunteer? [To volunteer] I want you to tell me about what you did over the weekend. [As the volunteer is speaking the leader should demonstrate poor listening skills, such as turning away from the volunteer, not making eye contact, interrupting].

[To the volunteer] What do you think about what I was doing? Did it feel like I was listening to you? [To the whole group] Was I showing good or poor listening skills? Why? [Potential answers: no eye contact, body turned away from the speaker, interrupting]. Okay, so what would I have to do to show good listening skills?

Who wants to come up and demonstrate good listening skills? [To volunteer] I want you to tell the same story again, but this time (volunteer 2) is going to show good listening skills? [To the volunteer] What do you think about what (volunteer 2) was doing? Did it feel like she/he was listening to you? [To the whole group] Was (volunteer 2) showing good or poor listening skills? Why? [Potential answers: eye contact, leaning forward, saying "mhm" or "unhunh"]

Now we're going to split up into 5 groups and take turns practicing good listening skills. Each group will be given an envelope of topics and an envelope with three cards, Speaker, Listener, and observer. Taking turns so that everyone plays each of the three roles, players will choose a role from the envelope and then a topic from the second envelope. If the "wild" card (distraction) is drawn from the topic envelope, that means that a 4th person will join that group as a distraction during both the "poor" and "good" listening demonstrations, (i.e., talking loudly nearby, interrupting the speaker, physically disruptive near by like dropping a book bag,) A topic must still be drawn by the group. After the round the wild card may either be returned to the envelope or only used once during the game. Each listener will be a "poor" listener first. The observer will suggest improvements and the listener will then try again as a "good" listener. New people will take a turn and draw from the envelopes until everyone in the group has played each role at least once.

[After 20 minutes] Okay let's all come back together. I want one person from each group to briefly describe how the exercise went and one listening skill they saw.

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Report Back

5-10 min

- Group mentors and mentees pairs into smaller groups of 4-5 pairs
- Small groups discuss the core activity
- One HS student reviews the activity they just completed
- Possible discussion questions
 - What was the point of the activity?
 - How can we use this outside of these sessions?
 - Name 1-2 ways it affected you
 - What did you like about it? What didn't you like about it?
 - How likely are you to do this type of activity again?

LEADER NOTES-

- 1. Colored paper and card stock went over well with this age group and made the core activity feel like a game
- 2. This activity needs to stay organized but was well received
- 3. The sponge "corners" needs to keep a quick pace

4. The facilitator should create the group definitions on a flip chart while leading. The ideas can be consolidated into a single definition and written and displayed before beginning the core activity.



Sponge Activity

Option 2 – 4 Corners

Number the 4 corners of the room (1-4)

One person is designated as "it".

The rest of the group is to go to one of four corners. Without looking, "it" then calls out a number (1-4). Those who were in the corner who's number was called are all out and must sit down.

Then the remaining groups go to another corner. "It" will again call out a number. The participants in the corner whose number is called must sit down.

The game continues in this fashion until 1 person is left. That person then becomes "it".



HANDOUTS - Session 13

Conversation Topics

Describe your favorite television show

Describe your favorite video game

Describe your favorite movie

Describe your favorite book

Describe what you want to be when you're an adult and why

Explain how to make a favorite food

Give directions to your favorite store in the mall

Talk about the best/weirdest/coolest dream you ever had

Describe your perfect day – what would you do? Where would you go?

SESSION 14 Peer Relationships Title Resisting Peer Pressure

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement	
Х		Х		

OVERVIEW

Participants will learn how to resist peer pressure by remembering values and using effective, assertive language.

GOALS

- Participants will discuss potential responses to peer pressure that are consistent with their values
- Participants will learn how to respond to peer pressure in an assertive manner
- Mentees will learn and practice the A.I.D. skills and receive feedback
- Mentees will consider their values and how to respond to peer pressure in ways that match their values

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Materials Needed

- Role play scenarios
- Paper
- Pencils/pens



Ice breaker

10 minutes

Three Questions Game

Everyone in the group writes down 3 provoking questions they would like to ask others in the group. Not the normal "what's you name" type questions but something like, "Where is the most interesting place you have ever traveled" or "Name a topic you feel absolutely passionate about". Give them time to mingle, and to ask three different people in the group one of their three questions. Get back together and have each person stand and give their name. As they say their name, ask the group to tell what they know about this person



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

10 min

- Review: Peers can influence us to engage in positive and negative behaviors.
- How can we resist peer pressure? P.A.I.D.D.
 - o (One we already covered:) Picking friends who provide Peer Power
 - o Introduce A.I.D.:
 - Assertiveness-a way of maintaining our values and self-respect without threatening or disrespecting another person
 - Ignore-act as if the situation does not bother you, give the person no verbal or no-verbal attention
 - Diffuse-make a joke, change the subject
 - Session leaders and volunteers demonstrate each type of response through a role-play
 - Defining and remembering our values



Core Activity: A.I.D. Role-plays

25-30 min

Overview of activity

Role-plays. Use the AID conflict resolution techniques to respond to the following situations.

Tell students that we are going to do some skits so we can see how effective AID can be when dealing with difficult situations or peers.

Ask the group to divide into groups of 8 (4 mentors/4 mentees).

Ask for a group to volunteer to start. Give them one of the scenarios to "act out" so as to demonstrate to the rest of the group what being assertive, ignoring and diffusing a situation may look like.

Have the groups do skits of the scenarios demonstrating assertive, diffusing or ignoring behavior. Ask them to process what was happening; how realistic it felt, what would have happened had they become defensive.

Ask the group to create 3 skits, one for each behavior, from the given scenarios. Have each group perform one skit for the large group and have the large group guess which behavior they are demonstrating.

If time allows ask the groups to create and original skit demonstrating all three responses.



Report Back

5-10 min

Group mentors and mentees pairs into smaller groups of 4-5 pairs Small groups discuss the core activity One HS student reviews the activity they just completed Possible discussion questions What was the point of the activity? Practice resisting peer pressure Define our values How can we use this outside of these sessions?

Name 1-2 ways it affected you

What did you like about it? What didn't you like about it?

How likely are you to do this type of activity again?

LEADER NOTES-

- 1. Having the groups create original skits and guessing which strategy was used worked very well.
- 2. We did not have time for a sponge



Sponge Activity

- Get Lost

Form trios and have kids introduce themselves. Then tell trio members to alphabetize their first names and make the person with the name closest to A "get lost".

These people must quickly join different pairs. The last person to reach a different pair and the kids in that pair are eliminated from the game.

Then instruct the new trio members to introduce themselves and tell each other when they were born. Direct the oldest and the youngest trio members to tell the other member to "get lost".

Continue play with new criteria for getting lost.

- has the most colorful socks,
- has the oldest living grandparent,
- has the most cousins,
- has the least pets,
- owns the largest pet
- birthday closest to Christmas day

HANDOUTS - Session 14



Scenario 1: Smoking

An eighth grade student asks a sixth grade student to smoke with him when they get off the bus. They both get off at the same stop. The sixth grade student does not want to smoke but is scared of how the eighth grader will react if they say no. The sixth grade student could:

- a) Practice Assertiveness: Tell the eighth grader that it's their decision that they chose to smoke but they personally do not want to do it because it is bad for their health.
- b) Ignore: Get off the bus and walk home without acknowledging the eighth grader.
- c) Diffuse the situation: Tell the eighth grader they prefer not to sound like a forty year old when they are seventeen.

Scenario 2: Cutting class

A friend of yours asks you to cut your last class because it is so nice outside. They continue to ask you and try to persuade you. You know cutting class is wrong and you do not want to get in trouble, but feel pressured because this is a friend of yours. You could:

- a) Practice Assertiveness: tell your friend you like your last class and can enjoy the weather after school is over. After all, it is just an hour away until the school day is over.
- b) Ignore: Do not respond to your friend and just walk into your last class and sit down.
- c) Diffuse the situation: Tell your friend about the upcoming skating party and ask them if they are going to take their mind off of skipping class.

Scenario 3: Cheating on a test

You friend who sits next to you in class asks if they can copy off you during the test. You have studied hard for it and do not want to share your answers. Your friend tells you they are struggling in that class and it would help them out a lot if they could look at your paper. You could:

a) Practice Assertiveness: Tell them you studied hard for this and you do not think it is right for them to copy off of you. You also do not want to get in trouble but you offer them help studying.

- b) Ignore: Continue working on your class work without acknowledging them acting as if you do not hear them.
- c) Diffuse the situation: Jokingly tell them you will not always be in their class for them to copy so it is probably not a good idea.

Scenario 4: Bullying

A friend of yours is bullying another classmate between classes. You walk by and she insists that you join in. You know that it is not the right thing to do but don't want to ridiculed by your friend. You could:

- a) Practice assertiveness: Have your friend walk with you to class so that they leave the person they are bullying alone.
- b) Ignore: Ignore your friend and continue walking to class. Once you see your teacher you let them know what is going on.
- c) Diffuse: Ask your friend if they are staying after school for soccer and suggest they walk home together.

Scenario 5: Choosing friends for you

You are hanging out with a girl from your class during lunch. One of your friends comes up to your table and tells you that you should not be friends with you because she is not cool. You really enjoy hanging out with this girl and don't appreciate your friends' comments. You could:

- a) Practice Assertiveness: Tell your friend that you guys are enjoying each other's company and she is welcome to sit down and talk with you two.
- b) Ignore: Continue talking and laughing with your new friend as if you didn't hear anything.
- c) Diffuse the situation: Tell your friend that you are excited about the upcoming basketball game.

Scenario 6: Fighting

During class change you see your friends fighting with another group of students. Your friends try to pressure you into helping them and being on their side. You know fighting only gets you in trouble. You could:

- a) Practice Assertiveness: Tell your friends that it really isn't nice what they are doing and go get a teacher.
- b) Ignore: Continue walking and find someone who can help the situation.
- c) Diffuse the situation: Jokingly tell your friends that their future home will be "juvy" if they do not stop starting fights and insist that you plan to continue living in the comfort of your home.

SESSION 15 Peer Relationships Title Values in Friends

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
Х		Х	

OVERVIEW

Participants will learn how to resist peer pressure by remembering values and using effective, assertive language

GOALS

Participants will identify values most important to them

Participants will discuss potential responses to peer pressure that are consistent with their values

Participants will practice how to respond to peer pressure in an assertive manner.

Materials Needed

- Values cards
- Icebreaker handout
- Graph paper
- Pens/pencils
- Markers
- Scratch paper



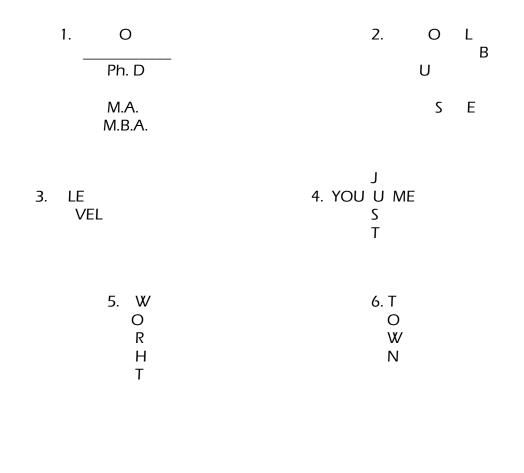
Ice Breaker

10 minutes

ENTRANCE EXAMS

In mentor/mentee pairs, participants will be asked to think creatively to solve a series of visual riddles

Each pair will receive the "Riddles List" and will be given 5 minutes to see how many they can solve. At the end of the 5 minutes – go through each riddle and ask for the answer. Provide the answer if no one in the group guesses it.



7. R 8. HE'S HIMSELF E T A B

CRAZY		10.	OATH
YOU	-		U R

9,

Three degrees below zero
 See-through blouse
 Split level
 Just between you and me
 Throw up
 Throw up

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Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

10 min

Over the last couple of weeks we have talked a lot about friendships and this week we are going to add to that a little more.

We talked about: **PAIDD** (Picking friends who provide peer power, Assertiveness, Ignore, Diffuse, Define our values)

We are going to get a better idea of what we believe our values to be so that we can add on to this last part of P.A.I.D.D.

Knowing what we hold dear will help us be stronger when we are faced with peer pressure, bullies or in any instance where someone is making us feel uncomfortable. We want to look at what our core values are so that we can defer to them when we are in doubt or feel pressured to do something we don't want to do.



Core Activity

25-30 min

Values card-sort.

- Each mentee will be given a stack of CORE VALUE CARDS.
- Ask participants to sort the Values Cards (See Handout) in order of most important to least important to their sense of self.
- As the Mentees are sorting them, they should be explain to their mentor their reasoning for the order
- The facilitator will read the example scenarios and the larger group will provide examples of which values can be placed with the scenario REMIND STUDENTS THERE IS NO WRONG ANSWER.
- Under each value and its definition have the participant write a sentence describing a scenario of peer pressure in which they could rely on the value. For example, HONESTY, to be honest and truthful, "I am honest when I return something someone drops when others encourage me to keep it." KINDNESS, to be nice, warm, and helpful toward other people, "I show kindness when I talk to a new student, even if my friends laugh."
- Give each participant a few sheets of graph paper. Have them create a cross-word puzzle using the names of the values (this is flexible and can be limited to top 5 values, etc) and writing their personal "clues" into the key. For Ex, Honesty connected with the 'N" of kindness. The clues can read, "the value of returning something dropped", or "the value used to welcome a new student." (An example will be provided) The final copy can be on graph paper with the clues. Don't forget to make an answer key!
- If time permits the puzzles can be exchanged.
- Divide the participants into 6 teams and tell them you're playing a game to see which team can identify the highest number of values that go with scenarios correctly.

- Ask them to come up with a team name. Encourage them to discuss the values with each other on their teams before raising their hands to give an answer.
- Read different scenarios involving peer pressure and options for responding and ask which of the options fit with their values and which value it is.
- Allow teams time to work on this 15 minutes or so (more or less depending on how quickly the teams are working together).
- After all teams have looked at all scenarios. Ask the group who had the most values assigned to that scenario, how many values they came up with for each scenario and why



Report Back

5-10 min

Group mentors and mentees pairs into smaller groups of 4-5 pairs Small groups discuss the core activity One HS student reviews the activity they just completed Possible discussion questions What was the point of the activity? How can we use this outside of these sessions? Name 1-2 ways it affected you

What did you like about it? What didn't you like about it? How likely are you to do this type of activity again?

LEADER NOTES-

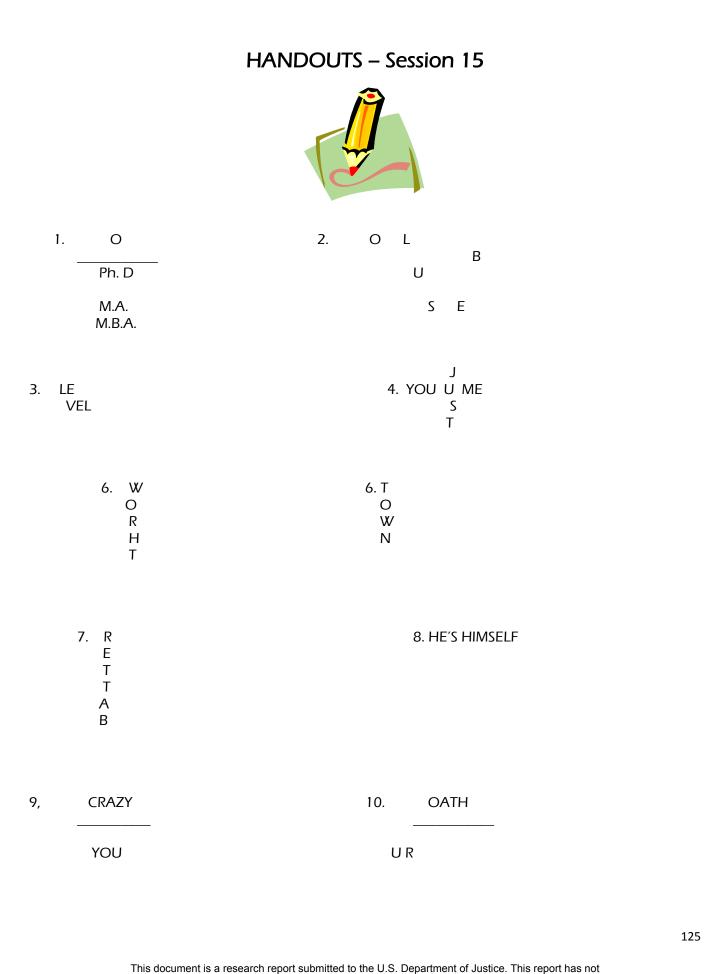
- 1. We did not have time for a sponge with this session
- 2. Show an example of each step of a crossword puzzle as you read the directions to the group



Sponge Activity

Option 2 – Marooned

You are marooned on an island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded. Note that they are only allowed five items per team, not per person. You can have them Write their items on a flip chart and discuss and defend their choices with the whole group. This activity helps them to learn about other's values and problem solving styles and promotes teamwork.



Values Card-Sort scenarios:

- A classmate asks if he/she can copy off of your homework before you turn it in. You worked very hard on your homework assignment and don't want to give them an easy way out. You want to tell the teacher because your classmate will not leave you alone but you don't want them to be mad at you. You could:
 - a. Decide telling the teacher is the best choice and that your classmate will get over it within a few days.
 - b. Tell them they will not be able to make it to the next grade if they can't do their own homework.
 - c. Offer to help them with their homework but do not let them see your paper or do it for them.
- 2. A friend of yours sees you at the bus stop before school. They want you to skip first period with them. You tell them you aren't going to skip class because school is important to you. Your friend laughs at you. You could:
 - a. Jokingly say "school is cool, don't be a fool" and get on the bus.
 - b. Ignore them and get on the bus.
 - c. Tell them you really want them to come to school with you, and offer to eat lunch with them.
- 3. After lunch your friend is making fun of another classmate. They try to get you to join in. You like the person they are making fun of and think they are cool. You could:
 - a. Tell them you will not make fun of them and that they both are invited to hang out with you after school.
 - b. Tell them that they are being very disrespectful and you will tell the teacher if they don't stop.
 - c. Walk away and bring your classmate with you.

- 4. Your friends want to skip basketball practice and hang out with the eighth graders who are smoking cigarettes behind the school. They are begging you to come with them and saying you will no longer be a part of their group if you don't. You know smoking is bad and very unhealthy, and that it can negatively affect your involvement in basketball. You could:
 - a. tell them no and tell the coach what they are planning on doing
 - b. Go back into practice with your other friends and work hard to get better at basketball.
 - c. Suggest to them that you really enjoy hanging out with them but basketball is more important than smoking.
- When walking into school you notice a group of your friends littering outside of the front door.
 You could:
 - a. Pick up the trash and encourage them to do the same.
 - b. Make a joke about pollution encouraging them to clean up.
 - c. Let the teacher know what happened.
- 6. A classmate in a wheelchair drops their books while entering the classroom. No one goes over

to help him but instead laughs and turns away. You could:

- a. Pick up his books for him while asking him how his day has been.
- b. Ask him if there is anything else you can do for him, and what other challenges he faces so that maybe you can help in more ways.
- c. Encourage classmates to be more understanding.

Honesty	Service
To be honest and truthful	To help those less fortunate than myself
Humor	Intelligence
To make other people laugh and feel good	To be smart or do well in school
Adventure	Kindness
To have new and exciting experiences	To be nice, warm, and helpful toward other people
Co-operation	Independence
To get along and work well with others	To make up my own mind and stick to what I decide no matter what other people think
Hard-work	Fitness
To put forth my full effort/give my all	To be physically fit and strong

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Crossword DIRECTIONS

Tips to create a crossword puzzle:

Choose at least 10 words for the entire puzzle: 5 down and 5 across. Plan your words to cross another word at least once horizontally or vertically (think like the game Scrabble)

Lay your words out in the grid in pencil on scrap paper. If you can't get a word to fit, choose another word from your list. Once you are sure all the words fit together, draw it on the graph paper and number it (1 across, 1 down, etc). Draw in the squares where the letters of each word will be. You can color empty squares in solid if you like.

Written clues for each word "answer" appropriate for the age group that will solve the puzzle. Once all clues are written at the bottom of the puzzle remember to make an answer key on a separate piece of paper!

SHOW EXAMPLE

SESSION 16 Peer Relationships Title Ending Friendships

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
Х		Х	

OVERVIEW

Participants will consider their own ideas of respect how people demonstrate respect to them and how they demonstrate respect for others. They will particularly be asked whether a peer pressuring them to do something they don't want to do is showing respect. Secondly, participants will discuss reasons, one of which may be that the friend is not showing respect, they may decide to end friendships and ways to do so.

GOALS

- Participants will consider and discuss their own ideas of respect
- Participants will discuss reasons to end friendships
- To normalize the experience of ending a friendship
- To share ideas of how to end a friendship effectively

Materials Needed

- 6 spoons
- 3 small balls
- Scenario cards
- Game board
- Crayons/player pieces
- Dice



Ice breaker

10 minutes

Spoon Relay race

Divide the group into 3 teams

Each team stands in a line at one end of the room and a chair is placed at the opposite end of the room

The person at the front of each line is given a spoon and a small ball (golf ball, super ball, something like that). Place the ball on the spoon

The idea is to get from the starting point, down and around the chair and back to your line without dropping the ball off the spoon. Pass the spoon and ball to the next person in line and repeat until everyone has had a chance to participate.



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "How did it go working on the issue we talked about last time?" "What worked? What do you want to try differently?" (review issue presented last meeting)
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - "Stop. Let's think about that problem."
 - "What choices did you have in handling it?"
 - o "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

10 min

Ask the participants to discuss ways they show respect to other people especially their friends.

- Review how we show respect listen for the following examples:
 - Listening/Not interrupting
 - A moderate tone of voice
 - Treating someone fairly

Note to group: we have been focusing the last few weeks on building positive friendships and balancing those positive choices with our own values. Sometimes we have to end friendships because of value differences or we grow apart or for a variety of reasons.

What are some reasons you can think of that we might need to end a friendship?

Ask participants to think about reasons they may have to end a friendship. I.e.

- Sometimes you have a friend and you learn some new things about them. Ask for examples.
- Or they engage in new behaviors that you don't like. Ask for examples.

If you felt you had to end a friendship, what are some ways that you might do that?

- Would you just come right out and say it? How would you say it?
- What do you think would be the best way to end a friendship?



Core Activity: Sharing Stories of Ending a Friendship 25-30 min

Overview of activity

- Divide the larger group into 6 small groups of mentor/mentee pairs
- Each group gets a game board and a set of scenarios and player pieces
- Each group member will use crayons to color their playing piece if 3D pieces aren't provided
- The youngest player goes first they roll the die and move their piece that number of spaces. They must do what is asked of them on that space (i.e. do 5 jumping jacks, go back 2 spaces, pick a scenario card)
 - If the player lands on a scenario card space, they choose a scenario card and briefly discuss the nature of the friendship issue (e.g. your friend is picking on another classmate who is also your friend. This has happened a lot – do you start distancing yourself from that person being the bully? Do you tell them you can't be their friend? What would you say?
- If a player lands on a "Wild Card" Space. That player must describe a time when they personally had to end a friendship and how they did it.
- The next person rolls the die and follows the same steps.
- The player who reaches the finish first wins the game.

Once all groups have completed the game, have them come back to the larger group to process and discuss what they discovered.

Ask the group to volunteer comments on the following questions:

- Can anyone describe a time they had to end a friendship? What happened?
- What was their reason for ending the friendship?

- How did they feel when they ended the friendship?
- How did the other person react?
- How did you act after ending the friendship?
- Do you think you would ever be able to be friends with them again?
- Thinking back to this person you ended a friendship with and the values cards we did last time, did this person have the values and qualities that are most important to you?

After 20-25 minutes ask a volunteer from each group to share a story with the entire group.



Report Back

5-10 min

Group mentors and mentees pairs into smaller groups of 4-5 pairs Small groups discuss the core activity One HS student reviews the activity they just completed Possible discussion questions What was the point of the activity? To normalize the process of ending a friendship To discuss different ways of ending a friendship How can we use this outside of these sessions? Name 1-2 ways it affected you What did you like about it? What didn't you like about it?

How likely are you to do this type of activity again?

LEADER NOTES-

- 1. This session needs to be well organized
- 2. There is time for the sponge
- 3. The participants really enjoyed having game pieces. We used inexpensive plastic figurines (dinosaurs, frogs, insects, etc)



Sponge Activity

Option 2 – Wink

Have mentors and mentees stand in a circle facing out (backs to middle of circle). Facilitator picks one person to be "it" by tapping them on the back.

The "it" person will then look around the circle and wink when able to make eye contact, wink at others. If you see you are being winked at, you must sit down in the circle – you are out.

When another player figures out who is "it" that round is over. Those who were sitting can stand. All stand in circle, facing out and the facilitator will choose another person to be the winker (It).

Do as many rounds as you have time for.

HANDOUTS – Session 16



Scenarios

At the school dance last weekend your friend got mad at you because you danced a lot with the guy/girl they like - your friend is really mad at you. What do you do? End the friendship or try to work it out?
A friend is spreading rumors about you. How would you confront this person? Would you end the friendship? How?
You found out that your good friend told your girl/boyfriend a secret you asked them not to tell anybody. Is this a deal breaker for the friendship? Why or why not?

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You and your friend have done everything together since Kindergarten. Now that you are in Middle School, his/her grades have gotten really bad, while you still think that good grades are important, so you study. Is this person still a good influence for you? Why or why not?	You and your friend both try out for the soccer team but he/she makes the team and you don't. You're very upset about this. Can you still be friends? How do you deal with being jealous of your friend?
When the class bully was making fun of you, your friend didn't say anything or stand up for you even though he/she knows you get really nervous around this person. Is this person someone you can remain friends with? Why or why not?	Your friend took an unflattering picture of you and put it on Facebook without you knowing. Do you confront this friend or end the friendship? What would you say?
Your friend sent a text to your larger group of friends making fun of something you did that day. Do you end the friendship with the person who sent the text? What would you say to that person?	Your friend is pressuring you to skip your last class to go hang out. You have a test in your last class and say you can't. Your friend gets mad and says you're too much of a dork to hang out with. Do you try to get them to come back? Are they worth the friendship? Explain.
Your longtime friend starts hanging out with another crowd and gives you the cold shoulder. You don't know why. Do you try to make the friendship work or end it? How do you end it?	Your friend is always flirting with the guys/girls that you like. They know this bothers you but they do it anyway. Do you keep this friendship? What do you say?

SESSION 17 Peer Relationships Title Review of Section

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement

OVERVIEW

We will review all the sections of Peer Relationships in the form of a game.

GOALS

Participants will review material covered in the last 6 weeks Participant's knowledge of Peer Relationships will be reviewed as a whole Participants will gain greater comfort with the Peer Relationships material

Materials Needed

- 1.Review questions
- 2. Objects to be pass around circle (ball, small stuffed animals, etc)
- 3. HULAHOOPS



Ice Breaker

10 minutes

Hula Hoop Pass

Have the group form a circle holding hands. Pick 2 participants opposite each other to start the hula hoops. Send the hoops around the circle in the same direction until the get back to the starting points.

This can be done for fun; it can be timed – and then again trying to improve the time.

Variation: have 2 teams stand facing each other – start a hula hoop at one end, the hoop has to make it to the other end without the team letting go hands. First team to get hoop to the opposite end wins.

Again: mentors against mentees, boys against girls, randomly divide teams, line up tallest to shortest, etc.



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

10 min

Over the last couple of months we've really focused on positive peer relationships, how to handle negative peer relations, being a good listener, and knowing when it's time to end a friendship when it has run its course.

Since we have reached the end of this section, we want to split up into teams and play a game to review the material we have learned.



Core Activity

25-30 min

Have the mentor/mentee pairs split into 6 groups (3-4 pairs in each group).

The teams will compete to see who can answer the review material correctly and fastest.

All questions will be on one color of paper and all categories will be on a different color paper (e.g.. Blue and yellow)

Each team will get a set of categories and questions and tape to secure to the wall

Team must work together to correctly pair the question with the category

For example: "Practiced AID" should be placed under or near the category "Resisting Peer Pressure"

Teams can do this in a variety of ways – put all questions under a category on the wall, put the category in the middle with all the questions surrounding it – any way that makes sense to the team.

See Handout for phrases/questions/statement.



Report Back

5-10 min

Group mentors and mentees pairs into smaller groups of 4-5 pairs Small groups discuss the core activity One HS student reviews the activity they just completed Possible discussion questions What was the point of the activity? How can we use this outside of these sessions? Name 1-2 ways it affected you What did you like about it? What didn't you like about it?

How likely are you to do this type of activity again?

LEADER NOTES-

1. Core activity needs to be longer or have another sponge



Sponge Activity

Option 2 – Group Juggle

Have the large group stand in a circle, shoulder to shoulder. Have them start by passing 1 object around the circle. Have them do this 2-3 times.

Add another object to be passed around (start about 1/2 way from where the original object is) – so 2 objects are being passed around the circle.

See how quickly they can do this without dropping either object

Add another object but have this one move in the opposite direction.

See how quickly they can move these objects around the circle 4 times.

Add another object or make it into a speed game – see how long it takes to pass the 3 objects around 3 times. Try again – see if it can be done faster

HANDOUTS – Session 17



Review Questions

- 1. We all need friends (Function of Friendships and Peer Influence)
- 2. Practiced good listening skills (Listening Skills)
- 3. Practiced choosing friends from information you are given (Choosing Friends)
- 4. Looked at what values are most important to us (Values in friends)
- 5. Practiced ways we can respond to peer pressure that go along with our values. (Resisting Peer Pressure)
- 6. It's okay to not want to be friends with someone anymore (Ending Friendships)
- 7. Identified good listening skills (Listening Skills)
- 8. Talked about why we have friends (Function of Friendships and Peer Influence)
- 9. Described qualities they would **not** want in a friend (Choosing Friends)
- 10. Practiced A (avoid) .I (ignore) .D (diffuse). skills (Resisting Peer Pressure)
- 11. Talked about reasons to end a friendship (Ending Friendships)
- 12. Defined what we see as "respect" (showing respect)
- 13. Thought about and described the qualities we want in a friend (Choosing Friends)
- 14. It's important for friends to respect each other (Showing respect)
- 15. How positive peers can help us to make good choices (Function of Friendships and Peer Influence)
- 16. Demonstrated what someone is doing when they are not listening (Listening Skills)
- 17. Did skits to show how to deal with peer pressure (Resisting Peer Pressure)
- 18. Used our values as a base for how to deal with peer pressure (Values in friends)
- 19. Noticed when certain friendships aren't good for us anymore (Ending Friendships)

20. Shared ideas of how to end a friendship effectively (Ending Friendships)

21. Learned how to be assertive (Resisting Peer Pressure)

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SESSION 18 Victimization Title: Targets

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
Х	Х		

OVERVIEW

This lesson will deal with making wise choices and standing up for yourself when you are being pressured by someone else to do something you don't want to do or something that you know is wrong. A video will be shown where some teenagers are in "Victim School". They will learn what it means to be a victim and how to avoid becoming one.

For some people, when they are victimized it is a learning experience, for others being a victim becomes a way of life. The primary reason that someone becomes a victim is that they are determined to be weaker than the person doing the victimizing. The aggressor prey on the insecurities of the victim. To avoid becoming a victim, one must take responsibility for themselves and not let their insecurities stand in the way of taking care of themself.

GOALS

Students will be able to define what a victim is.

Students will identify how a person becomes a victim and what a victimizer looks for in a potential victim.

Students will identify how to avoid becoming a victim or to stop being a victim.

Students will identify what to do in situations where they feel uncomfortable or victimized. Students will identify people they can talk to for help in dealing with uncomfortable situations.

ACTIVITY

- Video
- Short discussion led by leader
- Individual discussions between mentor/mentee (discussion points to be provided)

Materials Needed

- TV
- VHS player
- Discussion points handout



Ice breaker

10minutes

Line Up

In a large group, provide a variety of ways to line up and see how quickly the larger group can get themselves organized.

Can also divide the one large group into 2-3 smaller groups and do this as a race.

Line Up ideas:

- Alphabetical order by first names
- Tallest to shortest
- Line up by age youngest to oldest
- Line up by birthday date
- Combined ages of parents youngest to oldest
- Total age of siblings youngest to oldest
- Anything else you can come up with ask the group for ideas as well.



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

10 min

Sometimes kids are put into situations that they don't expect to be in or that adults force them into. Today we are going to talk a little about being a victim. That can be a victim of peer pressure, abuse – anything really that affects your life.

First we are going to watch a video to explain this a little more and then we are going to break into groups to talk about it to make sure we all feel okay with the information.

- Victim #1 Dealing with peer pressure
 - This victim blames his peers for pressuring him to do what he doesn't want to do and he knows isn't right
 - The victim learns that he is responsible for his decision and can't blame others because he decided to do what they told him to do
 - Lesson when you give up your authority, you let someone else have control of your actions/life.
- Victim #2 Dealing with physical abuse
 - This victim makes excuses for why her boyfriend beats her (says it is probably her fault, that he is sorry when he does it...)
 - The victim realizes that she is insecure and worries that if she leaves this boyfriend that she might not find another one.
 - Her friends encourage her to say no, leave the boyfriend, and tell someone what he is doing.
 - Lesson Insecurities, fear, and affection get in the way of standing up for yourself.

• Victim #3 – Dealing with enticement by a stranger

- This victim is lured to a stranger's room and learns that the stranger wants him to perform sexual acts.
- The victim beats the old man and leaves the room and never tells anyone what happened.
- The victim learns that by not telling, the stranger is free to lure and abuse other kids
- Lesson By telling someone when you are victimized, you are standing up for yourself and protecting other people from being victimized in the same way.
- Victim #4 Dealing with sexual abuse by someone you know
 - This victim has endured several years of sexual abuse by her neighbor
 - The victim visited her neighbor often before he began playing "touching games"

- The victim told her mother and she did not believe her so she just tried to avoid the neighbor
- The victim says that her neighbor was nice in a lot of ways and she didn't want to get him in trouble – she would feel bad if he went to jail and she was embarrassed and afraid
- The victim said she thought the abuse might have been her fault
- The victim learns that it is not her fault that her neighbor was abusing her and that she needs keep telling what is happening until she gets the help she needs for it to stop.
- Lesson Abuse is NEVER the victim's fault! If you tell someone what is happening and they don't believe you, you need to keep telling until someone does believe you. It is likely that the neighbor abused more children.
- Victim #5 Dealing with an abusive parent
 - This victim is living with an alcoholic father who hits him, blames him for everything, and grounds him for no reason
 - The victim runs away from home (instead of dealing with the situation)
 - The victim learns that he needs to tell someone about what is happening so he can get the support he needs from a trusted adult/friend
 - Lesson Running away from a problem makes you a victim in many ways. If you don't deal with a bad situation, it can lead to a worse problem. You can get the support you need by talking to a trusted adult about your problem.



Core Activity

25-30 min

Today we are going to watch a video of kids who end up being a target for being victimized by others.

Watch the ECHO video about "Targets" and divide the group into 3 (at least) smaller groups to go over the discussion questions in the handout.



Report Back

5-10 min

Group mentors and mentees pairs into smaller groups of 4-5 pairs Small groups discuss the core activity One HS student reviews the activity they just completed Possible discussion questions What was the point of the activity? How can we use this outside of these sessions?

Name 1-2 ways it affected you What did you like about it? What didn't you like about it?

How likely are you to do this type of activity again?

LEADER NOTES-

- 1. This session went smoothly and the participants were engaged and interested in the content
- 2. For future reference: the current video is very black and white with heavy focus on fault or taking responsibility. The pre-written process questions followed this logic but facilitators felt it contained lots of "shoulds", forced disclosures and false statements of power/fault in situations. If the current video is used again the processing needs to address this. Overall facilitators feel a search for new media is best.
- 3. The line up icebreaker was luke-warm.



Sponge Activity

Option 1 – do the ice breaker again **Option 2** – Sharks and Minnows

Make sure you have space for running/fast walking

Have all the participants go to one side of the room. Ask for 1-2 volunteers to be "sharks" – everyone else is a "minnow"

On "go" – the minnows try to run to the other side of the room, while at the same time, the sharks (who are in the middle of the space) try to tag the minnows as they run past

The sharks try to tag all the minnows – the last minnow to be "caught" wins the game.

HANDOUTS – Session 18

TRAINER NOTES

"Targets" discussion points

After viewing the "Targets" video, the mentor and mentee will discuss what was learned. The mentor will lead the discussion with the following points:

- 1. How did the video describe a victim? Someone who is deceived, cheated, or injured. Someone who is tricked or pressured to give up control of their decisions. Someone who is made to feel like what is happening is their own fault or something that they can't control.
- 2. How does someone become a victim? People who are victimizers prey on a person's insecurities. They choose to pick on or harm someone who appears to be weaker than they are or who is gullible or trusting of the victimizer.
- 3. What can you do to avoid becoming a victim or to stop being a victim? You have to deal with your own insecurities so you can stand up for yourself. You have to listen to the "little voice" inside you and pay attention to uncomfortable feelings and get help from people when you need it.
- 4. How did the boy who was driving deal with the peer pressure from his friends? He gave in to it. **Be sure to say that is easy to do and hard to resist peer pressure**
- 5. What could the boy have done differently? Make his own decision about what to do based on his own values. He wasn't drinking and he wanted to leave earlier. **It is hard to resist peer pressure** Giving in to peer pressure gives someone else control of your decisions and actions.
- 6. Why did the girl say she "fell down" instead of telling that her boyfriend hit her and then make excuses for why he hit her? She was insecure she didn't have confidence in herself. She is afraid she won't find another boyfriend.
- 7. What did the girl need to do? Stand up for her. Tell him to stop. Break up with him. When you feel insecure, fear and affection get in the way of standing up for yourself.
- 8. What about the boy who met the old man in the video arcade? Was it his fault that he went to that man's hotel room? NO! The man tricked the boy and offered him things to get him to go with him. It is NEVER a victim's fault when they are tricked or something happens to them.
- 9. Was the boy wrong to beat the old man up? NO! The boy needed to get away from the man any way that he could. He should not stay and beat the man for a longer time than he needed in order to get away from the man. The goal is to get away and staying to fight could prevent him from getting away.
- 10. What should the boy have done after he got away? He should have told someone who could help him (a parent, policeman, the clerk at the hotel...). It is helpful to have a

description of the man (what he looked like, what he was wearing, did he have a car, his hotel room #....). By telling, you are taking up for yourself and also helping to stop the person from doing the same thing to someone else.

- 11. How do you think the girl felt about what her neighbor was doing to her? Scared, confused, upset, mad...
- 12. Do you think what was happening was her fault? No! It is never your fault when something like this happens. The neighbor knew that it was wrong. He didn't suddenly start touching her he made sure she trusted him and then started playing a "touching game".
- 13. She told her mother who didn't believe her. What should she have done? When something like this is happening, you should keep telling until someone does believe you – she could keep telling her mother or tell someone else. She also should be assertive in telling the neighbor NO!
- 14. What about the boy who ran away? He said his dad was hurting him and his mom. What could he have done? He needed to talk to someone (teacher, other family member, a friend or friend's parent, someone at church...) to get help. There are support groups and services to help alcoholics and families of alcoholics.
- 15. What did running away do for the boy? He had more problems he felt scared about hitching a ride, he didn't have money or a place to stay, he probably worried about his mom/family. **Running away from problems usually just creates more problems. You need to get help in dealing with problems.
- 16. What did you learn from this video?
 - If you have a problem, you need to talk about it and get help in dealing with it
 - You need to pay attention when you feel uncomfortable and tell if something is happening to you or bothering you
 - You need to not listen to what other people are telling you to do make your own decisions even when you feel pressured to do something else

SESSION 19 Victimization Title Risk Reduction

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
Х	Х	Х	Х

OVERVIEW

In today's session, participants will be taught how to identify "red flags" that may indicate a high-risk situation; how to develop a safety plan in response to a violent or abusive situation (i.e. identify safe places and people that they can turn to); the right to say "no", the difference between appropriate and inappropriate touch and work toward developing skills to respond to inappropriate physical behavior from others.

GOALS

Participants will recognize danger cues that may indicate an unsafe situation Participants will practice appropriate and confident responses potential life challenges Participants will understand their right to say "no" in uncomfortable situations Participants will practice saying "no" to an adult (team leader)

ACTIVITY

Materials Needed

2 Cards with each key word: Volume, Eye contact, Posture, Facial Expression, Language

Rope/jump rope

Music for the limbo

Hula Hoop

Paper/pens



Ice breaker

10 minutes

Limbo

Facilitators bring in a jump rope or other long rope/cord

Participants line up and try to get under the rope so that their head is the last thing to pass under.

Start with the rope held high and lower it at each turn.

If participants put their hands down on the floor or if their head is NOT the last thing to pass under the rope, they are out.

Go until there is only 1 person remaining

If you have the ability – play music while doing this – keeps those waiting in line entertained by singing or dancing along while waiting their turn.



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

10 min

Today we are going to talk a little about situations that can make us feel uncomfortable. Some of this conversation may feel weird, but it is important information to have.

Our bodies are our own. There are good ways that we can touch other people like giving high fives, handshakes and things like that, but we also have private areas of our body – like anyplace a bathing suit would cover. Sometimes people have to touch your private areas, like at the doctor, but NOBODY has the right to touch your body in ways that make you feel uncomfortable – even if it is someone you know and care about. If you feel funny or strange about a touch you CAN and SHOULD tell that person "NO!" and mean it. You also need to tell another adult, (a parent, teacher, relative, friend – someone you trust) and KEEP TELLING PEOPLE UNTIL SOMEONE LISTENS TO YOU.

There are 3 things you can and should do if someone tries to touch your private areas or in any way that makes you feel uncomfortable.

- Say "No"
- Get away from the person
- Tell an adult you trust what happened. Remember, if someone tries to touch you, it is NOT your fault. NEVER be too afraid to tell what happened.



Core Activity

25-30 min

Role Play

SET UP: Have the group stand in a circle with those demonstrating in the middle. Ahead of time, print out cards that have the things to pay attention to (Physical space, eye contact, volume of voice, posture, chosen words, etc). Make 2 of each of these cards and hand them out to participants in the circle – let them know that this is what they are to pay attention to in particular when then demonstration is occurring.

We are going to demonstrate a safety skill for you. This is a really important skill to learn and important to know whether you have experienced an inappropriate touch or not. Here we go.

[This can be demonstrated with 2 facilitators or with a facilitator and a mentor]

Provide each small group/pod with a card with a key word on it prior to starting the role play. This will be something they can focus on and report back to the larger group – things like: eye contact, posture, etc

Facilitator: Today we are going to talk about personal safety skills and we are going to start by practicing what to do if someone should touch you in a way that feels somewhat uncomfortable. Not necessarily sexual abuse, but there may be every-day things that happen that make you uncomfortable. Okay, for example, when I was growing up, my grandma used to pinch me on the cheek to say hello when she came to visit. I hated it. I couldn't tell her I hated it because my mom would always say something like, "Be nice to your Grandma, that's just what she does." So I was nice.

What is something that might make you feel uncomfortable?

Participant: I don't like it when people stand too close to me.

Facilitator: Okay, yes, so space and your boundaries are important. Let's practice a scenario so we can start getting a hang of the skills we talked about before. These are not things that are usually taught, so don't worry about being right or wrong – we will just practice. OK?

Participant: OK

Facilitator: Let's pretend that I don't like it when someone touches me on the shoulder when they are talking to me. Are you ok with touching my shoulder?

Have this short scenario written out on a card – just so the participant has something tangible to hold on to.

Participant: Yeah, it's ok

Facilitator: Okay – So if you touch me on the shoulder, I'll show you what I would do if we were in that situation and I needed to speak up for myself, alright? Go ahead.

Participant (puts hand on facilitator's shoulder)

Facilitator: "Emily, I don't like it when you touch me on the shoulder. Please stop."

Alright – what did I do that made that work?

Participant: You said what you didn't like, and you asked, or told me to stop.

Facilitator: Exactly – I told you what I didn't like. I started with an "I" statement, which is actually really important. I didn't just say, "get off" and push you away in a mean way. If we were friends or if you are someone that I know, I want to keep my relationship with you, AND I want to tell you in a way that I hope you will respect. So, I started with "I" and I told you EXACTLY what I didn't like. I want to be specific and not just say "stop" because you may not know what I mean by that. I also told you what I wanted you to do.

ASK THE PARTICIPANTS IN THE CIRCLE WHO HAVE THE CARDS THAT SAY, "LANGUAGE" WHAT THEY NOTICED

Participants: To stop

Facilitator: Right – to stop. I didn't ask you, I told you. So it is not just what I said that made it work, but the way I said it. My body language. What was something about my body language that made this work? What about my eyes – ASK THE PARTICIPANTS IN THE CIRCLE WHO HAVE THE CARDS THAT SAY, "EYE CONTACT" WHAT THEY NOTICED

Participant: You looked me in the eye

Facilitator: Right. I looked you right in the eye and that says I'm talking to you and I'm serious. Sometimes it's really hard to look people in the eye – especially if they are making you feel uncomfortable. But a trick is if you look somewhere around here (motion around your eyes) it makes it seem as though you are looking them in the eye, even though you may not be looking directly into their eyes. You can kind of pretend by looking in the eye area. Ok? Another thing was my voice. What did you notice about my voice?

ASK THE PARTICIPANTS IN THE CIRCLE WHO HAVE THE CARDS THAT SAY, "VOICE" WHAT THEY NOTICED

Participant: Strong, loud but not mad

Facilitator: Right – I wasn't yelling at you or swearing. I was serious and used a firm voice. Sometimes when we get nervous we tend to get a shaky voice or giggly or we may say things in the form of a question rather than a statement because we don't want the other person to feel bad. So it may sound like this, "Please, stop" (make it sound like a question or silly) – and that doesn't sound as confident as (with emphasis) "Please STOP." It should sound like there is a period at the end of that sentence, ok? What about my face –

ASK THE PARTICIPANTS IN THE CIRCLE WHO HAVE THE CARDS THAT SAY, "FACIAL EXPRESSIONS" WHAT THEY NOTICED

Participant: Kind of plain - you weren't smiling

Facilitator: That's called a "neutral" or serious face. I want to be serious because if I'm laughing or giggling what message am I sending you?

Participant: That you're not serious or it's not a big deal

Facilitator: Right – that I'm not serious. That maybe I'm just playing around and don't really mean it. So I need to be serious with my words and my face, look people in the eye. What else did you notice I was doing?

ASK THE PARTICIPANTS IN THE CIRCLE WHO HAVE THE CARDS THAT SAY, "POSTURE" WHAT THEY NOTICED

Participant: You stood up straight (or help the participant with this)

Facilitator: Yeah – confident and strong. Okay, so I want you to try that now. Stand up tall with two feet planted on the floor, back straight, chin up and look at

The person's face (remember it makes it looks like you're looking me in the eye). So even if you don't feel confident inside, you LOOK confident on the outside.

Have the group stand in their mentor/mentee pairs and practice this together

Okay – now it's your turn. Now you're going to practice what I just did. I'm going to put my hand on your shoulder – if that is ok – and we'll pretend like that is something that really bothers you, and I want you to, with your words, use an "I" statement to tell me what you don't like. Okay? Remember – eye contact, serious face, firm voice, confident posture.

Mentors/Facilitator – puts hand on mentee's shoulder

Mentors/Facilitator: Hey (name of mentee) How are you? (Put hand on shoulder)

Mentee: I don't like it when you put your hand on my shoulder. Please stop.

Facilitator (to group): How was that? You did a great job!

Get feedback from group? Anyone nervous? Shaky?

Facilitator to group: That's okay to feel weird or shaky, this was the first time you practiced this, so you're not expected to know how to do it. But if you practice it, you'll get better and it won't feel so weird.

ASK Mentors: What did you notice in your mentees that they did really well in this exercise?

Get feedback

Facilitator: Remember if this was a real situation and you REALLY felt uncomfortable, you might forget to tell the person to stop and focus on what they are doing. That's okay – if you need to stop and think for a minute that is absolutely fine. Take your time and repeat yourself if you need to. You want to

Sound confident, so if it takes a minute to gather your thoughts as opposed to saying it really fast, take a sec and find your words.

You can even practice this in the mirror at home so you know what you want to say – your voice will be firmer.

Let's try it one more time and work on some of the things your mentor pointed out. If you were sounding shaky, try again being firmer. If you were fidgety, try to stand straighter. If you weren't able to look your mentor in the eye, try again.

- Practice again
- Ask Mentees to offer feedback to each other as to how assertive they were in saying "no".

If extra time allows:

- Ask Mentees to make a list of 3-5 people that they could tell if someone was making them feel uncomfortable
- Write a sentence of what they would say to that person
- Ask Mentors to role play being one of those trusted adults and mentees role-play how they would tell that person they are being made to feel uncomfortable.

Process/Report Back in smaller groups with facilitator in each group

- 1. Why did we do this activity?
- 2. What was the hardest part about this exercise?
- 3. How do you think it would be to look someone in the eye who is making you feel uncomfortable? Why?
- 4. How easy do you think it would be to use these skills? Why?
- 5. What is something you liked about this activity? Something you didn't like.



Report Back

5-10 min

Group mentors and mentees pairs into smaller groups of 4-5 pairs Small groups discuss the core activity One HS student reviews the activity they just completed Possible discussion questions What was the point of the activity?

What was the point of the activity? How can we use this outside of these sessions? Name 1-2 ways it affected you What did you like about it? What didn't you like about it? How likely are you to do this type of activity again?

LEADER NOTES-

- 1. The core activity went very well
- 2. Feedback suggested that the facilitators need to be in top form to keep this session flowing well
- 3. The listen and learn was a challenge. Prepare the mentors ahead of time to deal with this difficult topic appropriately



Sponge Activity

Option 1 – do the ice breaker again Option 2 – Obstacle course

Set up a simple obstacle course and have teams go through the activities. Examples: Hula hoop 5 times Jump rope 3 times Balance on one foot for 10 seconds Walk heel to toe with bean bag on head Sing "Row Row Row Your Boat"

SESSION 20 Victimization Title: Bullying

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
Х	Х		

OVERVIEW – Bullying will be discussed and the mentors/mentees will work together on a game to help students find a way to avoid or stop being a victim of bullying.

GOALS

Students will identify what bullying is and will understand the negative effect it has on both the victim and the bully.

Students will learn ways to make bullying stop or to avoid becoming the victim of bullying.

Students will practice being a "bully" and a "victim" to build confidence.

ACTIVITY-Discussion & "Bullying Insight Game"

Materials Needed – Bullying Insight Game Instructions



Ice breaker

10 minutes

"I like everybody, especially those..."

Give the following directions:

- Everyone take your chairs and place them in a circle.
- We need a volunteer to be our 1st leader, and have you move your chair out of the circle and place it to the side (Thus, there should be one fewer chair in the circle than people) and then stand in the middle of the circle to start our activity.
- Ask the leader to call out what he or she likes about people; if this pertains to anybody in the group, that person must get up and find another chair. The leader also finds an empty chair. The person who does not find a chair will be the new leader. For example, "I like people, especially those who wear jeans." Everyone wearing jeans must find a new seat.
- Continue giving similar instructions until everyone is loosened up.



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

10 min

Ask mentees what they think of when they hear the word "bullying". Make sure to try to elicit some of the issues below:

- Unwanted & aggressive behavior
- Behavior is repetitive or has the potential to be repeated
- Imbalance of power kids who bully use power (physical strength, knowledge of a secret or something embarrassing to the victim, or popularity) to control or harm their victim.
- Physical bullying includes harming someone or their possessions:
 - Hitting, kicking, pushing
 - o Spitting
 - Taking or damaging someone's belongings
 - Mean hand gestures
- Verbal bullying includes saying or writing mean things:
 - Teasing, name calling, inappropriate comments
 - Writing on walls/property
 - o Threats
- Social bullying involves damaging someone's reputation or relationships:
 - Deliberately excluding someone from a group or activity
 - o Telling others not to be friends with someone
 - Spreading rumors
 - Deliberately embarrassing someone in pubic
- Kids most likely to be bullied are perceived as:
 - weaker or less able to defend themselves
 - o different than their peers in some way
 - o less popular
- Kids most likely to bully others
 - Like to be "in charge", are very concerned with popularity
 - Can seem isolated and withdrawn, low self esteem, easily influenced by peers, don't relate to other people's feelings or emotions
 - Aggressive & easily angered/frustrated

- Have less parental involvement
- o Don't follow rules
- See violence as a positive thing
- o Have friends who also bully others
- It is important that you get help if you are being bullied or if you are being a bully yourself.
- Effects of bullying include:
 - Victims: depression/anxiety, health concerns, poor academic performance, retaliation (possibly violent) on the bully
 - Bullies: more likely to abuse alcohol/drugs, get in fights, vandalize, drop out of school, legal trouble, be abusive in relationships.

Reference: <u>www.stopbullying.gov</u>



Core Activity

25-30 min

Today we are going to play a game to practice responses to verbal bullying. It is important that you know to get help from a trusted adult if you are being bullied or if you have the desire to bully others.

Bullying Insight Game:

www.bulliestobuddies.com

Step One:

Set up the game with the student by asking questions that give you a full picture of the things that are being said to anger him/her. Ask the following questions:

- A. Who gets you angry/drives you crazy?
- B. How often?
- C. How do they do it?
- D. Why do you think they do it?
- E. What do you do to try to make them stop?

<u>Step Two:</u>

Ask for 2 mentors to volunteer to demonstrate in front of entire group. One mentor will be the "Bully" and one will be the "Victim"

Next, tell the mentors: "You're going to play a game. This game will teach you the real reason you get angry and driven crazy by others and how to make them stop."

"In this game, the "bully's" job is to insult the "victim", and the "victim's" job is to stop the "bully". But don't let them stop you, because if they stop you, the "victim" wins and the "bully" loses."

"Don't worry about really hurting the "victim's" feelings. It's only a game, and we know it's not for real. We all want you to do a good job."

Step Three:

To the "Victim": When the "bully" starts insulting you, get angry and actively attempt to stop him/her. Become increasingly angry and threatening. (Make sure you are sounding angry and frustrated – ball up your fists or make your face turn red with anger. Do not laugh or it will not be effective).

Keep getting angry for a while. If the "bully" is smiling and laughing while you are getting angry, you know you are doing a good job. After a few minutes, when you are worn out, tell the "bully" you are giving up.

Tip: If doing this between students and the student is reluctant to insult you, reassure him/her that it is only for the purpose of teaching an important question. Additionally, if the student has a difficult time getting started with insulting you, suggest that the student just call you an 'idiot" or a "jerk" over and over. Most students will find this quite easy to do.

Step Four:

In step three, the "bully" discovered how easy it is to be insulting and is convinced you can't possibly make him/her stop. Now have the "victim" say:

"So if you want to insult me, I can't stop you right?"

The "bully" will almost certainly say that you can't. Then have the pair try it again with this addendum:

"We're going to try this game again. It's the same game. The "bully's" job is to insult the "victim" and the "victim's" job is to make the "bully" stop.

To the "bully": Remember, don't let the "victim" stop you or the "victim" wins and you, the "bully" lose."

To the "victim": instead of getting angry – this time you may ignore the "bully", joke along with him/her, do not say anything – just look at them like they are being a fool, that kind of thing. Whatever you do – DON"T get angry – if you do get angry, then the 'bully' wins. Show the "bully" that no matter what he/she says, it's not going to bother you.

This time, the "victim" does absolutely nothing to stop the "bully"; stays completely calm and happy.

Do this until the "bully" stops or gives up. Then you may want to add:

"You're sure you give up? Because you don't have to. If you want to continue – I really don't mind."

Step Five

Which time was more enjoyable for the audience, 1st or 2nd?

(The first time was more fun)

Who won the 1st time?

(The "bully" won.)

Who won the 2nd time?

(The "victim" won)

Who looked like a fool the 1st time?

(The "victim" looked like a fool the first time)

Who looked like a fool the 2nd time?

(The "bully" looked like a fool the second time)

Which time could you respect the "victim" more, 1st or 2nd?

(The "victim" was easier to respect the second time)

Say, "That's right, even though the "victim" was standing up for themself and acting tough, the first time it was hard to respect him/her because he/she was acting foolish – almost over-reacting."

Which time did the "victim" work harder?

(The "victim" worked harder the first time)

Did the "victim" work hard the 2nd time?

(No. The second time the 'bully" was working harder).

"That's right. The first time the "victim" was working very hard. The 2nd time was effortless."

The first time, was the "victim" treating the "bully" like a friend or enemy?

(Like an enemy)

What about the 2nd time? Friend or enemy?

(The second time the "victim" was not fighting against the "bully", but just playing along – letting the insults roll off their back. Treating the "bully" like a friend was much easier and got better results.")

When the "bully" was insulting the "victim" and he/she was getting mad, who was making the "victim" mad? (*Students will usually say the "bully" was making the other person mad*. It only **looked** like the "bully" was making the "victim" mad. Do you know who was *really* making the "victim" mad?

The "victim" was making himself or herself mad. We had these two do the same thing twice. One time the "victim" got mad, the other time he/she didn't.

Ask the students: Do you have a remote control with an anger button that you press to control someone's brain? Of course not. If you don't want to get mad about the things a "bully" says, they can't make you mad.

Each time we played the "game", there was an illusion. What you saw the "victim" doing was not really what the "victim" was doing. The first time, it looked like the "victim" was trying to stop the "bully". If we asked a thousand people would they all say they saw the "victim" trying to stop the "bully"?

Probably, but do you know what was really happening?

The "victim" was making the "bully" go on and on. The "victim" was allowing the "bully" to win and have fun while making the "victim" look bad. Why would the "bully" stop? The "victim" was actually making the "bully" continue and could have kept going all day. The "bully" had to stop because he/she wore themself out.

This is what has been happening with the kids who call you names. You have been getting mad and trying to make them stop. But you haven't been stopping them. You have been helping them do it. You just couldn't see it.

Wasn't it fun watching the "bully" get the "victim" upset?

(Yes)

Don't you think the kids have fun getting you upset?

(Yes)

That's the real reason they are calling you names. They are not calling you fatso because you're overweight or four-eyes because you wear glasses. They are doing it because you get upset when they call you those things. You give them a good reaction.

Meanwhile, you have been making yourself upset. You have been making yourself lose and not have any fun. You have been making yourself look like a fool and making them have no respect for you. You have been making them continue doing exactly what you don't want them to do.

The second time we played the game, there was also an optical illusion. It looked like the "victim" wasn't doing anything to stop the "bully". If a thousand people had been watching, could any one of them say they saw the "victim" doing something to stop the "bully" the second time?

(No)

That is right. Even though you thought it was impossible for the "victim" to stop the "bully", the "victim" made the "bully" stop very quickly, and no one could see it coming.

Until now, you have been thinking that bullies are making fun of me and I have to make them stop. As long as you think you have to make them stop, they are never going to stop.

Now, do you want to be the winner or the loser?

This is how you are going to win. Over the next two weeks, you are going to show bullies that they no longer have the power to get you mad. They have the right to attempt to get you mad all they want, but they can't do it. If they call you names, who will look like a fool? You or them?

(Them)

And who is going to feel like a fool, you or them?

(Them)

Do you mind if they look and feel like fools when they call you names? (No)

Of course not. You'll be happy if they look and feel like fools because you are going to be the winner.

Two warnings:

Tell the students: "The problem is not going to get better right away. It will get worse before it gets better. The bullies who have been picking on you aren't going to give up right away. They will try even harder to get you mad, because they don't like losing. So in the beginning, when you see them getting worse, don't think "Oh, no, this doesn't work!" It does work, it just gets worse before it gets better; just hang on.

"The second warning is: You have to do this 100% of the time. If you do it 90% of the time, it will not work. If you get upset once, they will see that they have to just have to try harder and more often until they get you angry."

YOU CAN DO THIS! IT JUST TAKES PRACTICE

Now – we want you to try this too so you can see what it feels like.

Divide the larger group into smaller groups of 4 (so you have 2 mentors and 2 mentees in each group). 2 mentees to demonstrate.

Ask the mentees to try both ways of "being a victim". Allow them to try this for about 2 minutes per "game". Then have them switch roles. The mentors need to help keep the mentees "in character" and answer questions as they arise.

This way – each mentee has a chance to see what it feels like to be the "bully" and the "victim".

Process this mentee/mentee bully/victim scenario in the Report Back time.



Report Back

5-10 min

Group mentors and mentees pairs into smaller groups of 4-5 pairs Small groups discuss the core activity

One HS student reviews the activity they just completed

Possible discussion questions

How did it feel to be the bully?

The victim?

Can you see how this might be easier to "play along" than to get upset and angry? Do you like the person who is bullying you? If no, then does it really matter what they say?

What was the point of the activity?

What did you like about it? What didn't you like about it?

How likely are you to do this type of activity again?

LEADER NOTES-

- 1. Prepare the mentors ahead of time to get the most out of the core activity, the material and exercise are good but it is an uncomfortable exercise. Really emphasize the importance of acting like a real bully (racial slurs, physical attributes, etc) and equally the importance of anything being said is not real and only part of the exercise. Facilitators need to be ready to reel it in
- 2. Possibly ask the demonstrating mentors to prepare something a week ahead.
- 3. Mentees seemed to prefer mentors to facilitators for the role-play.
- 4. With a large group a circle with demos in the center may work better



Sponge Activity

Option 1 – do the ice breaker again

Option 2 – Sharks and Minnows

One person is chosen to be in the middle – a shark – the others are all on one side of the room – the minnows. On "go" the minnows try to run to the other side of the room, while the shark runs around and tries to tag as many people as possible.

If a minnow is tagged, that person is now seaweed – they can help tag other minnows to help the shark, but they cannot move their feet. The minnows keep running back and forth on the leaders "go" and try to avoid being tagged by the shark or the seaweed.

The last minnow standing is the winner and gets to be the next shark.

What to do if bullied:

Ignore the bully Sometimes ignoring the bully may get him to leave the victim alone

Stay Positive Keep a positive attitude about yourself to show the bully you aren't afraid of him

Hang out with friends in groups There are strength in numbers

Be confident Stand up to him and show how amazing you are

Ask for help Ask a friend, professor or someone you're close to for help with the situation

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Source. http://us.reachout.com/butbings

Graphic by Bryan Jones

SESSION 21 Victimization Title: Recognizing Bullying

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
Х	Х		

OVERVIEW

Bullying is a serious and pervasive problem among middle school students. Knowing about different kinds of bullying helps students recognize and report mistreatment, support peers who are bullied, and avoid bullying others.

Goals:

- Recognize and define bullying.
- Understand how bullying can affect then and their peers.
- Empathize with individuals who are bullied.
- Understand what they can do if they or someone they know are bullied.

Materials Needed:

- Picture of someone pushing another person
- 10-12 pictures of people being bullied.
- A small ball for sponge



Ice Breaker

10 minutes

Rescue Me

Divide the larger group into smaller teams

Each team gets carpet squares, felt squares, paper, etc – something they can stand on. Not enough for one for everyone, maybe ½ the number of squares to how many are in the group (i.e. if a group of 8, 4 squares).

The squares are to be used to get everyone in the group from point A to point B without touching anything but one another and the "magic squares".

Pretend the floor is hot lava or a very narrow bridge, etc.

Groups cannot leave anyone behind nor can they leave behind any carpet squares. All people and squares need to be at Point B together



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

10 min

Ask: What does the word "bullying" mean?

Show Picture (picture of someone pushing). Ask students how would you label the bullying shown in this picture in on or two words?

Examples: pushing, shoving, hurting

Say: There are two ways a person can be bullied: either face to face, like this picture or behind the back.

What would be an example of behind the back bullying?

Examples: gossiping, spreading rumors, using technology to harm, harass or intimidate)

One definition of bullying is: when one or more people repeatedly harm, harass, intimidate or exclude others. Bullying is unfair and one-sided.

Ask: What does repeatedly mean? Something done more than one

Say: With bullying, "repeatedly" could mean a couple of things:

- 1. Someone bullies the same individual over and over
- 2. Someone bullies many different people, even if it's just once for each time

Say: When someone does something over and over, they are making a <u>choice</u> to do it intentionally. (Not accidental or innocent)

Ask: Can you hurt someone's feeling unintentionally? Yes. You can say or do something that hurts someone else's feeling without meaning to, but if you do it over and over then it appears you are doing it on purpose.

Ask: Do you think you can bully someone unintentionally? *Students may be split over this question. One example is when teasing turns to bullying.*

Say: Sometimes "kidding around" or "teasing" can turn into bullying. Ask: How would people know when they have crossed the line from kidding around to bullying? When you begin to hurt the feelings of those you think you or teasing or when they ask you to stop.

Key Point: If someone is told to stop repeated teasing or kidding around and he or she doesn't then it's intentional. It crosses the line and becomes bullying.

Ask: What do you think it means to be unfair or one-sided? *The person being bullied is not easily able to defend him or herself or to make it stop.*

Say: Another way it can be unfair is something called imbalance of power. Ask: Does anyone know what that means? *Students may be physically bigger than the other; strength; age; popularity; money; number of people; anonymity*

Say: One sided means that one person started the situation and the other did not help start is AND wants it to stop. This is different than conflict were both people are involved in starting and continuing the conflict.

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Core Activity

25-30 min

- On a separate pieces of paper, write the words "Harming", "Harassing", "Intimidating", and "Excluding" so you have 1 word on 4 pieces of paper.
- Hang these papers in the 4 corners of the room
- Have a bunch of pictures of kids bullying other kids (we ended up with 20 or so from the Internet).
- Tell the participants that we are going to play a game like 4 Corners only with a bullying theme.
- The leader holds up one of the bullying pictures and asks the group to decide what word they think could describe the picture harming, harassing, intimidating or excluding and go to that corner.
- Once participants are in a corner call on different participants to tell why are they in the corner they chose. Go around to each corner and ask for reasons why they chose that particular word there are no wrong answers
- Once you get an idea why people chose their corners hold up the next picture and ask them to do the same.
- Keep this going until they have done 8-10 pictures stressing the importance of knowing WHY they see bullying as harming, harassing, intimidating or excluding.



Report Back

5-10 min

Group mentors and mentees pairs into smaller groups of 4-5 pairs Small groups discuss the core activity One HS student reviews the activity they just completed Possible discussion questions What was the point of the activity? How can we use this outside of these sessions?

Name 1-2 ways it affected you

What did you like about it? What didn't you like about it? How likely are you to do this type of activity again?

LEADER NOTES-

- 1. Keep the "corners" close so that you can keep their attention and everyone can see the pictures
- 2. Listen and Learn lost momentum and might work better in smaller groups



Sponge Activity

Option 1 – do the ice breaker again Option 2 – POP-UP

1.Tell participants that they have had some time to get to know each other

2. We are going to do an activity that allows us to see what we know about each other

3. We will start by standing in a circle

4. I will start by tossing the ball to someone and calling out something positive I know about that person. That person then points to someone else and says something they know about that person.

5. No NEGATIVE comments are allowed. Also try to avoid physical compliments like "she is pretty". For example you can say "she is a twin", "she is on the softball team", "he has a job after school."

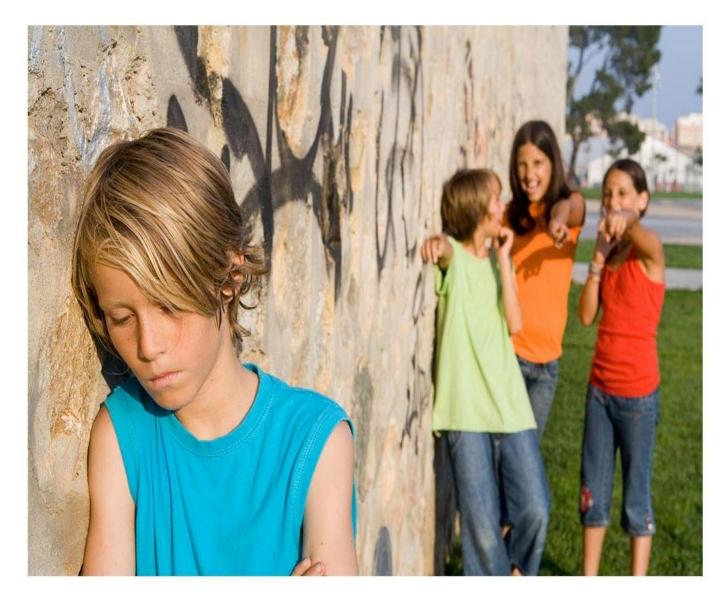
6. If you can't remember anything specific you can say "he is always smiling' or something similar.

7. Once you have had a turn to comment and be commented on you may sit down until everyone has had a turn to do each.

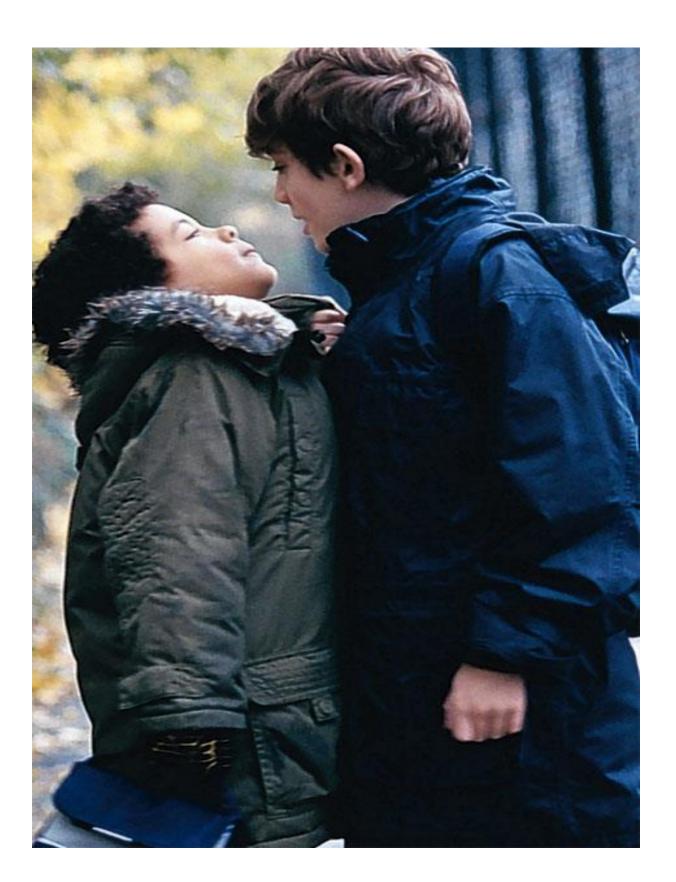
HANDOUTS – Session 21



Examples:



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SESSION 22 Victimization Title: Bystanders

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
X	Х		

OVERVIEW

Students can use their power as bystanders to discourage bullying and support students who are bullied. This includes learning how bystanders sometimes contribute to bullying and what they can do to be a part of the solution to the problem.

GOALS

- Recognize and define the role of a bystander in bullying.
- Understand how a bystander can be apart of the problem or part of the solution
- Apply empathic concern and perspective taking
- Identify ways to be part of the solution to bullying

Materials Needed

- 20 paper towel and/or toilet paper rolls cut in half lengthwise
- Marbles
- Computer/Projector
- You Tube Videos
- Speakers



Ice Breaker

10 minutes

Roll Out the Marble Need to plan ahead on this one and start collecting empty rolls of paper towels and toilet paper for a while.

- 1. **To get started:** Cut the cardboard tubes into equal-length troughs, one for each player (ours were approximately 1 foot long). Have players line up 2 to 3 feet apart.
- 2. **To play:** The first person in line sets the marble on one end of his trough, then, without touching the marble, rolls it the length of his tube and into the next player's (it's okay if troughs touch). That player passes the marble to the next, and so on. As each player passes the marble, he moves to the end of the line, eventually catching the marble again and passing it on. If someone drops the marble, he's out and the marble goes back to the beginning of the line. Whoever's left is the winner.
- 3. **Our testers' twist:** For larger groups, divide the players into 2 teams. Give each team a marble and have them race to pass it around the group 3 times. If a team drops their marble, they must start all over again.



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - o "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

10 min

Show picture of someone being bullied with bystanders off in distance.

Ask: What do you notice in this picture? A group of people standing around looking at another kid who is grabbing a boy. Three kids watching someone bully a boy. Three kids not doing anything to stop a boy bullying another boy.

Say: Last time we learned how to recognize bullying.

Ask: What kind of bullying do you think this is? Harming, intimidating, face to face

Ask: Who can tell me another word for the teen watching? Bystanders

Say: <u>A bystander is anyone who is aware that bullying is happening</u>. You may see it yourself, or you may just hear about it. Either way, you KNOW that it is happening, and so you are a bystander.

When you actually see face to face bullying, it's easy to understand that you are a bystander.

However, last week we talked about another kid of bullying, the kind that happens behind someone's back, even on the internet.

Ask: How could you be a bystander to behind the back bullying? *Hearing rumors. Having harassing electronic messages forwarded to you. You forwarding texts or emails, Hearing gossip. Reading graffiti. Knowing about harassing emails or photos that have been posted anonymously.*

Use chart paper for next activity.

Say: Now we are going to talk about bystander responses to bullying. We are going to make a list of responses.

A bystander can either be part of the problem (write a P on one side of chart paper), or they can be part of the solution (write a S on the other side of the paper).

Ask: What things have you noticed bystanders in this school doing or not doing, either positive or negative? Add answers to appropriate side of chart. *Laughing, watching, joining in, encouraging others to watch, egging people on, pretend it isn't happening, leaving the scene, telling someone about bullying, getting help, offering support.*



Core Activity

25-30 min

Girl with Speech Disorder http://www.youtube.com/watch?v=RDqQgCuI-D8&list=PL43553ABDB09C5C4E&index=26

Facebook Bullying http://www.youtube.com/watch?v=T6r-D-GGaM0

Mean Girls http://www.youtube.com/watch?v=If6McCdJIgU

Play each clip – ask discussion questions in between – What did they see happening? Were the bystanders part of the solution or part of the problem? Encourage conversation about how easy/hard it would be to intervene in each of these situations. Ask if any of them have ever been part of bullying like this and not realized it at the time? Thinking back, what could they have done to help put an end to the bullying?



Report Back

5-10 min

Group mentors and mentees pairs into smaller groups of 4-5 pairs Small groups discuss the core activity One HS student reviews the activity they just completed Possible discussion questions What was the point of the activity?

How can we use this outside of these sessions? Name 1-2 ways it affected you What did you like about it? What didn't you like about it? How likely are you to do this type of activity again?

LEADER NOTES-

- 1. The marble icebreaker went fast. Can be made more challenging by not allowing the tubes to touch, Etc.
- 2. The core activity is very engaging so make sure all media devices are working and have speakers so everyone can hear the videos.



Sponge Activity

Option 1 – do the ice breaker again **Option 2** - Funny Faces

For this game you'll need to form a circle. You have one person in the middle. You can call that person the monkey in the middle. They close their eyes. While having their eyes closed, they spin around 3 times with their finger pointed out. They stop, open their eyes. The person they are pointing to is their challenge. They have to do something, while staying gin the circle to get them to laugh. You can make funny faces, do a silly dance, move in a weird way, and make a weird sound – anything WITHOUT touching the person to get them to laugh. The person in the middle gets 20 seconds to make the other one laugh – if they do, the person who laughs is now in the middle and the first person joins the circle. If the monkey in the middle does not get the person to laugh, they must spin around and try again with someone new. OR they can call on 1 person to help them get the person to laugh and the clock resets to 15 seconds.

Keep going until the group tires of the game.

SESSION 23 Victimization Title: Cyberbullying

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
	Х	Х	Х

OVERVIEW

A guest speaker from Exploited Children's Help Organization will describe what cyberspace is, touch on topics such as cyber bullying, sharing too much online, the importance of reporting situations that make them feel scared or uncomfortable, etc. We will briefly discuss social web sites, such as Facebook, and proper use of it if, and the need for their parents' approval. We encourage kids to only 'talk' to or 'friend' people they know, and stress that they are accountable and responsible for what they say and do in cyberspace. We will bring a safety info sheet for each child to take home to his/her parents and share what they learned. We encourage children to talk with their parents, make them their friend, and create a comfort zone with their parents about using the Internet so that if they ever need their assistance with anything, they can go to them for help. A direct but kid friendly video will be used in the presentation.

Students will explore how it feels to be cyber bullied, how cyber bullying is similar to or different than in-person bullying, and learn basic strategies for handling cyber bullying when it arises. Students discuss positive and negative aspects of interacting with others online. They learn the definition of cyber bullying and watch first hand accounts of cause and effect of cyber bulling.

GOALS

- Empathize with the targets of cyber bullying
- Recognize some of the key similarities and difference between in-person bullying and cyber bullying
- Identify strategies for dealing with cyber bullying

Materials Needed:

Account Access to <u>www.netsmartz.org</u>

Cyber bullying videos www.netsmartz.org

Cyber bullying Student Handout: Your Guide to Social Networking, Your Netsmartz

Cyber bullying Parent Tip Sheet: Guide to Smart Phone Safety

Balloons



Ice Breaker

10 minutes

Balloon Sandwich

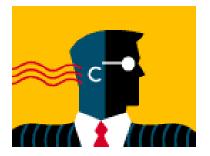
- 1. Mentor/mentee pairs line up back to back at a starting line. Place a balloon (not a helium one) between their backs so that they must hold it there and not let it fall to the ground (emphasize no hands!).
- 2. At the sound of a whistle, the pairs must take off in this position, shuffling their way toward a finish line. If the balloon pops or drops, they must return to the starting line for a replacement.
- 3. The first sandwich to cross the line wins.



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - o "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

10 min

Key Vocabulary

Cyber bullying: bullying, teasing humiliating and harassing, through Internet applications and technologies such as IM, social networking sites, and cell phones.

Target (victim): person being cyber bullied

Bully: person/s inflicting the harm

Bystander: Person/s allowing it to continue

Empathize: How to process it and stop it

"Spot it, Deal with it, Talk about it" by using "Ignore, Block, Tell"

Ask: What are some positive aspects of going online?

- Gather information quickly
- Meet people with similar interests
- Communicate with people around the world
- Connect with family and friends that live away
- Have fun play games, watch movies, etc...

Explain: To really enjoy the Internet, it's important for students to learn how to responsibly handle any situation they might encounter online so they can keep their experiences positive

Ask: What are some ways that people hurt other people's feelings online?

- Joking comments that hurt feelings
- Inappropriate comments or pictures

• Logs into your account and pretends to be you

Ask: How do you think it feels to be bullied and why? *Guide students to put themselves in others' shoes. Common feelings: humiliated, sad, angry, and helpless.*

Draw: a two-columned chart on chart paper. Label one side "Similarities" and the other side "Differences."

Explain: There are similarities and differences between in-person bullying and cyber bullying. Bother are harmful to the target, but should be aware there are differences between the two as they learn how to deal with cyber bullying.

Ask: What are the similarities with in-person bullying and cyber bullying? Write answers under similarities column. *Makes kids feel uncomfortable, embarrassed, sad, helpless, and angry, etc.*

What are the differences between in-person bullying and cyber bullying? Write answers under differences.

- Kids more hurtful and extreme language used online
- Online 24/7
- Stops when you get home offline
- Very public and too many people online; usually within your school or a group of friends – offline
- Cyber bullies sometimes attack anonymously; traditional bullying target knows who it is
- In-person physical and emotional harm
- Online emotional harm
- Age and size often less important online because people aren't face to face, i.e. teachers can be targets to students



Core Activity

25-30 min

Define and Discuss the 8 types of cyberbullying:

Flaming: Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.

Denigration: Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.

Exclusion: Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.

Outing: Sharing secrets about someone online including private information, pictures, and videos.

Trickery: Tricking someone into revealing personal information then sharing it with others.

Impersonation: Pretending to be someone else when sending or posting mean or false messages online.

Harassment: Repeatedly sending malicious messages to someone online.

Cyberstalking: Continuously harassing and denigration including threats of physical harm.

Part 2:

Watch video 1 <u>www.netsmartz.org</u>

Texting example

Process:

Ignore; "Is responding to the text a smart move?"

Block; "How can you minimize and prevent further damage?"

Tell; "Who should you tell and why?"

Watch video 2 www.netsmartz.org

Real-life stories: The bullied

Process: Ignore, Block, Tell beyond texting

Watch video 3 www.netsmartz.org

Real-life stories: The bully

Process: roles people play, discuss the role of the bystander/and or bully. "Have you ever forwarded a message and then felt badly afterward?"

Watch video 4 www.netsmartz.org

Cyber bullying: An overview

Process: "How were the people involved permanently changed?" "How would the steps of Ignore, Block, Tell have assisted in these scenarios?"

Pass out and review the handouts

Guide to Smart Phone Safety (for parents)

Your guide to Social networking, Your Netsmartz



Report Back

5-10 min

Group mentors and mentees pairs into smaller groups of 4-5 pairs Small groups discuss the core activity One HS student reviews the activity they just completed Possible discussion questions What was the point of the activity? How can we use this outside of these sessions? Name 1-2 ways it affected you

What did you like about it? What didn't you like about it? How likely are you to do this type of activity again?

LEADER NOTES-

- 1. The core activity and handouts require an account with <u>www.netsmartz.org</u>
- 2. Have media equipment and speakers
- 3. Be careful not to pressure disclosure, it's a sensitive topic



Sponge Activity

Option 1 – do the ice breaker again Option 2 – Movie Charades

Movie Charades

Movies: Lion King, Home Alone, The Swan Princess, Tangled, Harry Potter, Spiderman, Batman, Avatar, Karate Kid, Alice in Wonderland, Superman, Up, Breaking Dawn, Finding Nemo, Monsters, Inc,

HANDOUTS – Session 23



The handouts must be printed directly from www.netsmartz.org

SESSION 24 Victimization Title Review of Session

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
Х	Х	Х	Х

OVERVIEW

Students will review the material covered over the last 7 weeks to help solidify the information they learned in a game format.

GOALS

• Students will review key points from the year of mentoring.

Materials Needed

Ouestions for review Board Game (different boards like Candy Land, Chutes and Ladders, etc) Player Pieces



Ice Breaker

10 minutes

WE'LL BE BACK IN A MOMENT

- Divide the larger group into smaller groups of 6
- Tell the group that now that they have been in this mentoring program for a while, they should have a good idea what it's all about.
- Tell the groups that they have 3 minutes to create a commercial to "sell" this mentoring program. The commercial cannot be more than 1 minute long
- Ask groups to present their 1 minute commercials



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

10 min

We are going to play a game now to review all the session that we have done over the last couple of months.



Core Activity

25-30 min

Have the mentor/mentee pairs split into 5 -6 groups (6 pairs in each group).

Each group will be given a game board, playing pieces, 1 die, and scenarios. Play the game and answer questions along the way – do what the board asks.



Report Back

5-10 min

Group mentors and mentees pairs into smaller groups of 4-5 pairs Small groups discuss the core activity One HS student reviews the activity they just completed Possible discussion questions What was the point of the activity? How can we use this outside of these sessions? Name 1-2 ways it affected you What did you like about it? What didn't you like about it? How likely are you to do this type of activity again?

LEADER NOTES-

- 1. The board game works well for review sessions
- 2. Always have a second sponge ready because review sessions go quickly
- 3. Print the review questions on cardstock like game cards
- 4. The kids enjoyed fun player pieces like plastic animal pieces from dollar tree
- 5. Create a generic sheet of directions that work with the game boards you choose



Sponge Activity

Option 1 – do the ice breaker again **Option 2** – Red Light Green Light

• Line up all the participants in a row. Select one person to be the caller and place him at least 20 feet in front of the rest of the group. When the caller shouts out "green light!" the other kids advance toward him, and then they have to freeze when he shouts "red light!" If a child moves after "red light!" is called, she has to return to the starting line and begin again. The goal is to move quickly, but not too quickly to freeze suddenly. The first child to reach the caller becomes the new caller and the game begins again.

HANDOUTS – Session 24



Give an example of how you would tell someone you are uncomfortable with what they are doing	Describe what a "bystander to bullying" is
True/False: Bullying can ONLY happen when two people are face to face?	Give an example of how someone may use intimidation to bully someone
Give an example of a way you can make bullying stop	Your friend sends a group text with a picture of another friend making fun of him/her. How do you handle this?
We watched a video of what makes someone a target. Give an example of how you can be a target.	What are 3 things you need to keep in mind when telling someone to stop doing something that makes you uncomfortable?

A friend shoves you and takes your money. You tell you mom, but she doesn't believe you – thinking you are misunderstanding the situation. What do you do?	Name 2 ways bullying can be "behind the back"
You start to hear rumors about a friend at school; at home you see the same negative stuff on Facebook. As a bystander, what can you do to help stop the bullying?	Give an example of how teasing can turn into bullying.
You see a group of kids teasing another person, how can you be part of the bullying solution?	Give an example of when excluding becomes bullying
You tell a friend a secret and they begin teasing you about it in front of others. How do you get help?	Give an example of how harassing is a form of bullying.

SESSION 25 Wrap-Up Title Review and Conclude

Risk-Factors Addressed

Truancy	Victimization	Anti-Social Peers	Lack of School Engagement
Х	Х		

OVERVIEW

Students will have time to celebrate their work and say good-bye to their mentors/mentees.

GOALS

Students will review concepts from the sessions in the form of a game Students will complete post-test questionnaires Students will have time to celebrate their work and have closure with their mentor/mentee.

Materials Needed

Contract Hand-out Closing Materials/certificates Video equipment to view video clips of mentees and mentors accessing the program PIZZA!



Ice breaker

10 minutes

CONTRACT WITH MYSELF

Materials: one "contract with myself" for each mentee

- Give each mentee a CONTRACT to complete
- Instruct mentees to share their completed statements with their mentors



Check and Connect

10-15 minutes

- Mentors and Mentees sit or stand together
- "How have you been?"
- "Let's talk about school this past week. You know I think school is important because (they can fill in why they think it is important) – can you tell me why you think it is important?"
 - I see that you (arrived late, left school early, attended only X number of days, etc)
 what was going on those days? Let's try to figure out a couple ways this could have worked differently and how we can plan to avoid this.
- "What was harder this week with school?" "Did you have trouble with any teachers or other students?" (student relays an issue)
 - o "Stop. Let's think about that problem."
 - o "What choices did you have in handling it?"
 - "Let's choose one of the better choices and try it out"
 - Discuss ways it could work go over different scenarios of how a good choice could be played out
 - Encourage student to try it during the week mentor can offer the mentee to email them with questions/support
- "We talked about something that was difficult for you this week. What is something that went well? Tell me about something you felt good about at school."
- "Remember to try out the choices we talked about when you are in a hard situation and we'll catch up next time



Listen and Learn

10 min

(See core activity)

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Core Activity

25-30 min

Participants will visit with and say goodbye to their mentors and mentees. Video clips (from the IPAD feedback videos may be shown to the group. Presentation of certificates of participation

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Report Back

5-10 min

Group mentors and mentees pairs into smaller groups of 4-5 pairs Small groups discuss the core activity One HS student reviews the activity they just completed Possible discussion questions What was the point of the activity? How can we use this outside of these sessions?

Name 1-2 ways it affected you

What did you like about it? What didn't you like about it? How likely are you to do this type of activity again?

LEADER NOTES-

- 1. They really enjoyed having the down time to visit over pizza
- 2. The addition of the IPAD clips to the presentation of certificates would enhance the "Closing Ceremonies"



Sponge Activity

Repeat a favorite icebreaker if needed

HANDOUTS – Session 25



Contract with Myself – HANDOUT

- 1. I plan to use the information I learned this year to
- 2. In the next year, I plan to use the information I learned here to
- 3. What I liked most during this program was
- 4. I learned ______ about myself this year.

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Ice Breakers

The 4 C's

Materials:

Instructions:

Name a cartoon character, color, car and cuisine that best describes your personality and tell us why. Present this to the small group.

This activity gives the participants insight into the various personalities.

<u>"4 CORNERS"</u>

Materials: paper to be placed at each of the 4 corners

Instructions:

Number the 4 corners of the room (1-4)

One person is designated as "it".

The rest of the group is to go to one of four corners. Without looking, "it" then calls out a number (1-4). Those who were in the corner whose number was called are all out and must sit down.

Then the remaining groups go to another corner. "It" will again call out a number. The participants in the corner whose number is called must sit down..

The game continues in this fashion until 1 person is left. That person then becomes "it".

<u>"AS IF"</u>

Materials:

Instructions:

Leader reads a sentence to the class. Have students act out each sentence for 10-15 seconds. Jog in place as if a big scary bear is chasing you Walk forwards as if you're walking through chocolate pudding Jump in place as if you are popcorn popping Reach up as if grabbing balloons out of the air March in place and play the drums as if you are in a marching band Paint as if the paint brush is attached to your head Swim as if you are in a giant pool of Jell-O Move your feet on the floor as if you are ice skating Shake your body as if you are a wet dog

If time allows, ask students to create their own sentences.

Back to back Drawings

Materials: each person needs – one sheet of paper and pencil **Instructions**:

Have everyone pick a partner and then sit back to back. Have one person start. They are to draw a simple drawing using 3 geometric shapes. Once they are done, they have to tell the person to their back how to draw the same picture. The person drawing is not allowed to talk to the person giving the directions. They must simply draw what the other person tells them to. Once they have completed that,

see how close their drawings were. Then they are to switch, and the first person listening, now has to recreate the drawing of the other person without talking. Look at the difference and notice how they are not exactly alike.

Bag Ball

Materials: large rubber bands for each participant, medium to large paper bag (you will need 2 per each line), 10 ping pong ball per line

Instructions:

Break students up into two teams and form two lines. (You may need more than two teams, it works best if each team as no more than 10 people per line). Hands will be connected with a large rubber band. Participants at each end of the line will have one free hand. Place a paper bag containing 10 ping pong balls at one end of each team line. Place a 2nd empty paper bag at the other end of the line. Balls will be handed down the line as quickly as possible with the tied hands but only one ball can be transported at a time. If a team member drops the ball you start over. The first team to move all the tennis balls from one end to the other wins.

Note: It works best if you have a facilitator at the beginning and end of each line to ensure that the ball has been dropped before the next one starts.

BALLOON SANDWICH

Materials: balloon for each pair

Instructions:

Mentor/mentee pairs line up back to back at a starting line. Place a balloon (not a helium one) between their backs so that they must hold it there and not let it fall to the ground (emphasize no hands!). At the sound of a whistle, the pairs must take off in this position, shuffling their way toward a finish line. If the balloon pops or drops, they must return to the starting line for a replacement. The first sandwich to cross the line wins.

Bus Ride

Materials:

Instructions:

Have people make straight line so that they can step to the right or the left based on their preference. Note: It works best if you have large space for this activity.

Tell the students to step to the right for the first choice, or to the left for the second. A practice run through this activity also helps participants get the hang of it.

Choices:

Chocolate or vanilla? Beach or mountains? UofL or UK? Coke or Pepsi? Cat or dog? Radio or TV? Ketchup or mustard? Summer or Winter? Salt or sugar? Math/science or English? Chinese or Mexican? Sleep or eat? Cake or pie? Pizza or Hamburger? This is good exercise to help explain how each one of the students has different preferences and each is unique in their likes and dislikes (much like different cultures). <u>Categories</u> Materials: one piece of paper and pen per group

Instructions:

Each group needs to choose a recorder who writes fast. This is the only person allowed to write answers on the paper. We will give you a category and your team will come up with as many answers as you can. You cannot duplicate your answers.

When we say "STOP" the recorder will stand up and stop writing. For example, we will give you a category like "Flowers" and you and your group will have one minute to tell have your recorder list as many answers as possible. You cannot duplicate your answers. The group with the most answers wins and you will get a prize.

Your team can only win one time. At the end we will also pick a group with the most creative answer. Any questions?

Facilitator will chose the Categories/Questions Options (pick any of the following or your own): ice cream flavors, things you can't see, board games, people you admire, things you save up to buy, dangerous animals, movie stars, vegetables, sports, words associated with winter, words ending with "ing", reasons to call 911, flowers, types of cookies, United States capitols, method of transportation, TV shows, beach toys, something you would hate to lose at school, fruits, things in a grocery store, things found in a hospital, things that smell good, children's books, Olympic events etc.

Catch Me If You Can

Materials:

Instructions:

Players should be paired up. All players divide into two lines (facing in) shoulder to shoulder, with partners facing each other.

Participants should be given approximately 30 seconds to look at their partners, taking in all details about the individual. The leader then instructs the two lines to turn and face away from the center. One or both lines has 15-20 seconds to change something about their appearance (i.e. change a watch to different wrist, unbutton a button, remove a belt, etc.). The change must be discrete, but visible to the partner.

The players again turn in to face each other and have 30 seconds to discover the physical changes that have been made. Players get to interact with each other and have fun!

CATERPILLAR RACE

Materials: Instructions: Break the larger group into 4 smaller groups Have the teams line up one behind the other at one end of the room (at the opposite end of the room will be a chair)

Players hold onto the waist of the person in front of them forming a 'human caterpillar'

The object of the race is for the human caterpillar to move across the room, around the chair and back to the start without any team member losing hold of the waist of the person in front of them.

If a team does lose grip of a player, they must return to the start and begin again.

The human caterpillar that is the first to complete the course without losing a member is declared the winner

Clip game:

Materials: clips, different colors and sizes

Instructions:

Have everyone come into a circle and face outward with their hands over their eyes. The facilitator will put a clip on the back of one person and tap them on the back. They are it. The rest of the group then turns around and tries to spot the person with the clip on their back. When they do they sit down but don't make a sound.

Note : THIS IS A SILENT GAME. A variation is not to tell the person or persons you put the clip on him or her. This game is also fun to add more clips and different colored clips after participants have gotten the hang of playing the game with one clip.

COLOR, CAR, CHARACTER

Materials: pieces of paper for each participant

Instructions:

Each participant writes his or her name on a piece of paper. Under his or her name each participant is to write a color which he or she feels fits his or her personality. Beneath the color the participant is to write the name of a car that he or she thinks is appropriate to his or her self-image. Finally, under the name of the car, the participant is to write the name of a fictional character with whom he or she identifies. Then, one at a time, the group members introduce themselves by stating their names, color, cars and fictional characters. In the introduction, each participant is to provide a brief rationale for each of his or her three choices.

COMMON DENOMINATOR

Materials: Index card for each participant

Instructions:

Break participants into small groups (6 per group). Give each group 1 index card with a category on it (already written)

Instruct participants to find two or more things in common with other group members pertaining to their category.

Ask groups to report to the larger group what the group members found they had in common.

Index card categories: Home, Family, Recreation/Fun, Education, Food, Celebrations, Hobbies, Travel, Pets, Dreams

COUNT OFF

Materials:

Instructions:

Works best in groups of 10-20. Two groups could be competing to see who goes on the longest. Arrange group members in a circle.

Have the group members' count off one by one until everyone has a number.

Once everyone has a number, number one will start off by saying their own number and then call out any number up to the highest number in the group. "One calls out six."

The person that is called out, repeats their own number, and then will call out another number; (i.e. Six calls out eleven ...eleven calls out five...etc.)

The object of the game is to keep it going as long as possible.

If a person stalls and breaks the momentum, the game starts over. When the game starts over it should shift from number 1 beginning the game to number two beginning the round. This gives everyone a better chance of playing.

Charades Challenge

Materials: 3 buckets with the same charades actions cut into pieces.

Instructions:

Break the students up into 3 groups. Ask each group for 3 volunteers who will act out the charade actions. This is a team challenge.

Each actor will have 1 minute to draw actions from the bucket and silently act out what the card says while their group tries to guess what the card says. The actor can draw as many actions as they can in one minute. Each of the 3 volunteers will go and at the end the facilitator will count the number of correct guesses and the group with the highest number wins.

Note: if a student wants to pass on a card they can put it back in the bucket so another team mate can draw it but after the card has been guessed the card is not used again.

Charade relay

Materials: list of 20 popular TV programs

Instructions:

Make a list of 20 popular TV programs. Divide your group into smaller teams. You stand somewhere in the middle. The game begins by each team sending one person to you. Show them the first TV program on your list. They return to their team and silently act it out in front of the group. As soon as someone guesses it, that person runs to you for the next clue and repeats the process. The wining group is the one which has acted out and guessed either all 20 programs or the most.

Conversations

Materials: Sheet of paper with a series of instructions. One sheet for each pair.

Instructions:

Each pair is given a sheet of paper with a series of instructions to follow. Some examples to put on paper:

- Count the number of brown eyed boys in the room.
- Find out who has made the longest journey.
- Who has the most unusual hobby?
- Find the weirdest thing anyone has eaten.
- Who has had the most embarrassing experience?
- Who knows what "Hippopotomonstrosesquippedaliophobia" is a fear of? (Nearest

guess wins. Fear of long words – not a giant hippo in sight!)

• Who knows what"Arachibutyrophobia" is a fear of? (Fear of peanut butter sticking to the roof of your mouth)

- What is Alektorophobia? (Fear of chickens)
- What do you think this phobia is: Ephebiphobia? (Fear of teenagers)
- Who know what Anglophobia is? (Fear of England of English culture

DESERT ISLAND

Materials:

Instructions:

Announce, 'You've been exiled to a deserted island for a year. In addition to the essentials, you may take one piece of music, one book ,and one luxury item you can carry with you i.e. not a boat to leave the island! What would you take and why?'

Allow a few minutes for the young people to draw up their list of three items, before sharing their choices with the rest of the group. As with most icebreakers and relationship building activities, it's good for the group leaders to join in too!

DUCK DUCK GOOSE

Materials:

Instructions:

In this game, kids sit down in a circle facing each other. One person is "it" and walks around the circle. As they walk around, they tap people's heads and say whether they are a "duck" or a "goose". Once someone is the "goose" they get up and try to chase "it" around the circle. The goal is to tap that person before they are able sit down in the "goose's" spot. If the goose is not able to do this, they become "it" for the next round and play continues. If they do tap the "it" person, the person tagged has to sit in the center of the circle. Then the goose becomes it for the next round. The person in the middle can't leave until another person is tagged and they are replaced.

Famous Duo's

Materials: Famous Duo's handout

Instructions:

You will need small groups of six for this activity with each group getting one handout. The first group to complete all duos correctly wins.

Variation: This activity is also fun to do with mentee and mentor pairs competing against one another.

Fear in a Hat (Use a bag, bowl, whatever works)

Materials: each person needs a sheet of paper; pens for each person; hat

Instructions:

Have group members write their personal fears anonymously on pieces of paper which are collected in a hat. Then each person randomly selects and reads someone else's fear to the group and explains how the person might feel. The students do not have to identify themselves and no one is to make fun of anyone's fear.

This activity helps participants think about other's perspectives. It is a good game to get to know other people's fears, and to empathize with them.

Find that Person

Materials: 2 hats, or something to hold names, one hat has all mentees' names and the other hat has all mentors' names in it

Instructions:

Bring around each hat with names in it and each person will pull out a name of another person. Mentees will pull out of the mentors' hat and mentors will pull out of the mentees' hat.

Once everyone has pulled a name, the goal is to find the person and one interesting fact about that person.

After a few minutes, we will go around the tables and each person will tell the interesting fact that he/she learned. The game must move quickly for everyone to have a chance to talk.

"Flip me the bird"

Materials: fabric or towel strips (knot together); or rubber chickens – need 2 birds in play **Instructions:**

This is a large group activity along the lines of keep-a-way

Knot some fabric or towel strips together (we used a rubber chicken) to be designated as the "birds".

The birds represent safety. If you have a "bird" you are safe and cannot be tagged. There should only be 2 "birds" in play. Two people are designated as "it"

"It" runs around and tries to tag the other players. If "it" gets close to you, you can call out, "Flip me the bird" and someone can throw you a bird.

If you catch the "bird" before you get tagged, you are safe. If you get tagged you are now "it".

If "it" catches the bird instead of a player, the person who threw the bird is now "it".

The birds must keep moving. You cannot hold on to a bird for more than 5 seconds

Follow the Leader

Materials:

Instructions:

You will break up into 3 groups by counting off the kids 1, 2, 3 and send them to different areas of the room (mentor and mentees do not need to be in the same group for this activity). This game is to have everyone get better acquainted with each other.

The group leader asks the other students to think of something they like to do. After everyone has a minute, the group leader will start and say, "My name is Dan and I like to swim." The next person repeats what the person in front of them said and introduces themselves (i.e. His name is Dan and he likes to swim, I'm Kelly and I like to ski...) it goes on and each person must build on the last until the last person has to remember what everyone said. Group members at any time may help a person who is having difficulty remembering.

FUNNY FACES

Materials:

Instructions:

For this game you'll need to form a circle. You have one person in the middle. You can call that person the monkey in the middle. They close their eyes. While having their eyes closed, they spin around 3 times with their finger pointed out. They stop, open their eyes. The person they are pointing to is their challenge. They have to do something, while staying gin the circle to get them to laugh. You can make funny faces, do a silly dance, move in a weird way, and make a weird sound – anything WITHOUT touching the person to get them to laugh. The person in the middle gets 20 seconds to make the other one laugh – if they do, the person who laughs is now in the middle and the first person joins the circle. If

the monkey in the middle does not get the person to laugh, they must spin around and try again with someone new. OR they can call on 1 person to help them get the person to laugh and the clock resets to 15 seconds.

Keep going until the group tires of the game.

Getting to Know You

Materials: piece of paper for each person, table tents or papers with the below questions printed on it **Instructions:**

Break the students into groups of 6-10. Each group will chose a leader.

Have everyone write on a piece of paper their answers to these questions but don't let anyone see the answers:

Where in the world would you most like to travel?

What is the most bizarre food you have ever eaten?

What is your favorite TV show?

Have the students sign their name and give the answer sheets to the leader. The leader then reads the answers to the whole group, and members try to guess whom each set of answers belongs to. If they do not get it right identify the student.

Variation: We did this activity among the pods or tables and not with the large group due to time constraints.

GROUP JUGGLE

Materials: objects to pass around

Instructions:

Have the large group stand in a circle, shoulder to shoulder. Have them start by passing 1 object around the circle. Have them do this 2-3 times.

Add another object to be passed around (start about $\frac{1}{2}$ way from where the original object is) – so 2 objects are being passed around the circle. See how quickly they can do this without dropping either object

Add another object but have this one move in the opposite direction. See how quickly they can move these objects around the circle 4 times. Add another object or make it into a speed game – see how long it takes to pass the 3 objects around 3 times. Try again – see if it can be done faster

Hula Hoop Pass

Materials: one to two hula hoops per each circle formed

Instructions:

In one large circle (could be done in two or more smaller circles), group members hold hands to connect the circle. Place a hula hoop into the circle by disconnecting two people's hands, placing the hula hoop on one person's arm and them reconnecting their hands. The object is to pass the hoop around the circle by stepping and wiggling through it. The goal is to go completely around the circle without breaking of holding hands.

Hum That Tune

Materials: small piece of paper with nursery rhyme for each person

Instructions:

Each person in the group is given a small piece of paper with the name of a nursery rhyme or other song

written on the paper. (i.e. Row, Row, Row Your Boat, Rock-A-Bye Baby, etc.) All the people who are given the song must hum that tune and fine everyone else singing the song. They then form a group.

The Human Knot Game

Materials:

Instructions:

Groups of 10-12 are ideal. Arrange group members in a circle, standing shoulder to shoulder. Everyone put their right hand up in the air, and then grab the hand of someone across the circle from them. You cannot grab the hand of the person next to you.

Everyone then puts their left hand up in the air and grabs the hand of a different person.

Check to make sure that everyone is holding the hands of two different people and that they are not holding hands with someone directly next to them.

Group members untangle themselves to make a circle without breaking the chain of hands. The fastest group wins.

IF

Materials: 20 cards with "if" questions (20 cards for each small group) **Instructions:**

Ask the group to sit in a circle. Write 20 'IF' questions on cards and place them (question down) in the middle of the circle. The first person takes a card, reads it out and gives their answer, comment or explanation. The card is returned to the bottom of the pile before the next person takes their card. This is a simple icebreaker to get young people talking and listening to others in the group. Keep it moving and don't play for too long. Write your own additional 'IF' questions to add to the list.

- 1. If you could go anywhere in the world, where would you go?
- 2. If I gave you \$10,000, what would you spend it on?
- 3. If you could watch your favorite movie now, what would it be?
- 4. If you could talk to anyone in the world, who would it be?

5. If you could wish one thing to come true this year, what would it be? 6. If you could live in any period of history, when would it be?

7. If you could change anything about yourself, what would you change? 8. If you could be someone else, who would you be?

- 9. If you could have any question answered, what would it be?
- 10. If you could watch your favorite TV show now, what would it be?
- 11. If you could have any kind of pet, what would you have?

12. If you could do your dream job 10 years from now, what would it be? 13. If you had to be allergic to something, what would it be?

14. If you sat down next to Jesus on a bus, what would you talk about? 15. If money and time was no object, what would you be doing right now? 16. If you had one day to live over again, what day would you pick?

- 17. If you could eat your favorite food now, what would it be?
- 18. If you could learn any skill, what would it be?
- 19. If you were sent to live on a space station for three months and only allowed
- to bring three personal items with you, what would they be?
- 20. If you could buy a car right now, what would you buy?

Interview

Materials:

Instructions:

Divide large group up until pairs. Ask them to take three minutes to interview each other. Each interviewer has to find 3 interesting facts about their partner. Bring everyone back together and ask everyone to present the 3 facts about their partner to the rest of the group.

Watch the time on this activity, keep it moving along. The pairs could present in their pods to help manage the time.

I've got mail

Materials: chairs arrange in circle, enough chairs for each participant minus one Instructions:

This is a fast paced icebreaker that gets student moving and laughing. Arrange a circle of chairs. Ask each student to sit in one of the chairs (have an exact number minus one who will be it). Tell students that if they agree with your next statement, they should stand up and move to another chair. Stand in the center of the circle and say: "My name is ______ and I've got mail for everybody who...." (choose an ending that would likely apply to nearly everyone in the class, such as "likes chocolate ice cream." At this point, everyone who likes chocolate ice cream gets up and runs to another empty chair.

As the students move, make sure you occupy one of the empty seats. If you do, then one students will have no seat to occupy and will replace you in the center. Have the new person in the center finish the same incomplete sentence. Play the game as often as it seems appropriate.

Note: This game can get out of hand quickly. The participants start to run and struggle for one available chair which can lead to falling on one another. We had to put additional rules to play the game in orderly manner, such as no running or you're out of the game, etc..

KEEP IT UP

Materials: One large inflated balloon – 2 extra for backup

Instructions:

Instruct participants to stand in a large circle. Tell them that they are going to start the balloon moving around the circle and they must keep it in the air and moving at all times.

Each time a participant has contact with the balloon, he or she must say their name.

Everyone should come in contact with the balloon at least once. Move the balloon around the circle 3 times. If the balloon touches the ground, it is started again with the last person who touched it to begin again.

Letter Category Challenge

Materials: Letter Category Challenge handout for each group and pen

Instructions:

Each group needs the Letter Category Challenge handout and to choose a recorder. As soon as the group is finished the recorder must stand up and read aloud their answers. If they are correct give them some candy. No team can win more than one time to be fair on the candy. If they legitimately win more than once, give them praise but the next team in line wins. The categories are as follows: •TV Show

- •Singer
- •Food
- •Animal
- •Color
- •Place
- •Type of car
- •Sport
- •Famous person

The recorder of the group quickly listens and writes down the answers that matches each category. For example, the letter M:

- •TV Show = Mash
- •Singer = Madonna
- •Food = Mashed Potatoes
- •Animal = Monkey
- •Color = Maroon
- •Place = Mississippi
- •Type of car = Mustang
- •Sport = Martial Arts
- •Famous person = Michael Jordan

Note: You cannot use word with "The" as the answer for a "T" category and the Famous Person category must be the first letter of the first name.

The facilitators will choose any letter, announce it and the game starts.

LIMBO

Materials: jump rope or other long rope/cord

Instructions:

Participants line up and try to get under the rope so that their head is the last thing to pass under.

Start with the rope held high and lower it at each turn.

If participants put their hands down on the floor or if their head is NOT the last thing to pass under the rope, they are out.

Go until there is only 1 person remaining

If you have the ability – play music while doing this – keeps those waiting in line entertained by singing or dancing along while waiting their turn.

<u>Line up</u>

Materials:

Instructions:

Ask the youth group to line up. Works best with 8-10 in a line but do whatever works best for your group. Call out an order and challenge each line to complete the task first. Ask the group to form a new line in order of one of the following (your choice):

Height, from smallest to tallest.

Birthdays, from January through to December.

Shoe size, from smallest to largest.

Alphabetical first names (A-Z).

Anything else you think up. Do as many as time allows.

Variation: This is an exact game to play with NO TALKING. It adds difficultly as well as team coordination.

MAROONED

Materials: flip chart and marker

Instructions:

You are marooned on an island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded. Note that they are only allowed five items per team, not per person. You can have them

write their items on a flip chart and discuss and defend their choices with the whole group. This activity helps them to learn about other's values and problem solving styles and promotes teamwork.

Musical Chairs

Materials: Chairs for each participant minus one arranged in a circle, music

Instructions:

A non-playing individual plays recorded music. While the music is playing, the players in the circle walk in unison around the chairs. When the music player suddenly stops the music, everyone must race to sit down in one of the chairs.

The player who is left without a chair is eliminated from the game, and one chair is also removed to ensure that there will always be one fewer chair than there are players. You can remove more than one chair at a time to make it more competitive.

The music resumes and the cycle repeats until there is only one player left in the game, who is the winner. When down to the last two players the chair may be moved as long as the music has stopped before the chair has been touched.

Names and Adjectives

Materials:

Instructions:

Ask each participant to take a few moments to think of an adjective that starts with the same first letter as their first name (e.g. "Merry Michelle"). Start by modeling it yourself. Then move around the group asking each person to state their name/adjective combination. Additionally, participants can be asked to share other pertinent information. At various points during introductions, or at the end, ask for volunteers to remember each of the names, with adjectives that have been volunteered thus far. Reinforce the efforts and successes of volunteers.

Over and under speed race

Materials :4 balls or balloons

Instructions:

Break the kids up into 4 groups and have everyone line up facing the same direction. The person at the front of the line passes the ball over their head backwards, the next person passes the ball through their legs and the next person must go over head again...they alternate over and under until the ball reaches

the final person and that person quickly moves to the front of the line and starts again. If a player passes the ball under when it should be over or vice versa, the ball must go back to the front of the line and start over. Once the original person is back in the front of the line the time stops. The team who finishes first, wins.

Note: The kids have to pay attention to if they are passing over or under with each leader change. A facilitator should be watching each group to make sure they are doing it correctly or they have to start back at the front of the line.

Pass the Balloon

Materials:

Instructions:

(You may want to break up into 2 groups to make it a speed challenge.)

Have everyone form a circle. Place a balloon between the knees of the tallest person; he or she must pass the balloon to the knees of the person to the left without using their hands. This continues until the balloon goes entirely around the circle. If it makes it all the way around add another balloon. As soon as the group is finished the recorder must stand up and read aloud their answers. If they are correct give them some candy. No team can win more than one time to be fair on the candy. If they legitimately win more than once, give them praise but the next team in line wins. Variation: We changed this to passing between elbows. We thought it was more appropriate for the age group.

PENNY HOCKEY

•

Materials: 3 pennies per mentee, pinky fingers, index finger **Instructions:**

The Face-off Arrange 3 pennies in a triangle along the edge of a table while your opponent creates a goal and goalie with his fingers at the other end, as shown. To start the game, flick the back penny to send all 3 pennies forward. Then begin moving the pucks down ice.

Advancing the pucks Using your fingertip, move the pucks down ice by flicking the rear penny between the other 2 (see above). If you mess up — your penny stops short or goes off the table, for instance — your opponent takes possession of the pennies for a new face-off.

• **He shoots, he scores! (He hopes)** When you're close to the goal, take a shot. Flick the rear penny between the other 2 and past the goalie for a goal. After a score or a save, your opponent takes over with a face-off. For an added challenge, put one of the pennies head-side up and make it the only one you can shoot with.

People to People

Materials:

Instructions:

Have the large group stand in a circle. The facilitator calls out a body part and a number. (i.e. 5 elbows) Everyone has to immediately get into groups of five with their five elbows sticking together in the center.

Students must form brand new groups with each call out so they cannot use the same people for each call out.

Example Call outs: 10 pinkies, 8 right foots, 6 hips, 4 left knees, 3 ears, 6 left shoulders, the game is over.

Note: If there are an odd number of students for the categories just have them do the best they can.

POPCORN

Materials:

Instructions:

Participants will stay in a large group sitting down. Call out a list of things people might have done (20) and anyone who has done it must pop up and then sit down. Increase the speed with each question. For example, "has been to a museum, has camped, has changed shoes twice in a day, has been swimming in the ocean," etc.

POP-UP

Materials:

Instructions:

Tell participants that they have had some time to get to know each other. We are going to do an activity that allows us to see what we know about each other. We will start by standing in a circle. I will start by tossing the ball to someone and calling out something positive I know about that person. That person then points to someone else and says something they know about that person. No NEGATIVE comments are allowed. Also try to avoid physical compliments like "she is pretty". For example you can say "she is a twin", "she is on the softball team", "and he has a job after school." If you can't remember anything specific you can say "he is always smiling' or something similar. Once you have had a turn to comment and be commented on you may sit down until everyone has had a turn to do each.

PUZZLES

Materials: one 24 piece puzzle for each small group

Instructions:

Divide the larger group into 5-8 smaller groups (depending on how many puzzles you have (we used 24 piece puzzles)

Place the puzzle pieces in a pile at the end of a table (or where you want the puzzles built)

Each group is given one puzzle piece to start. As a group they are to complete the puzzle in relay form. Teams line up at the opposite end of the room from where the puzzle pieces are located. The person at the front of the line, on "go", runs to their puzzle and works on the puzzle until they get one piece to fit.

They run back to their team and the next person in line does the same until the puzzle is complete. The first team that successfully completes their puzzle wins!

RED LIGHT, GREEN LIGHT

Materials:

Instructions:

Line up all the participants in a row. Select one person to be the caller and place him at least 20 feet in front of the rest of the group. When the caller shouts out "green light!" the other kids advance toward him, and then they have to freeze when he shouts "red light!" If a child moves after "red light!" is called, she has to return to the starting line and begin again. The goal is to move quickly, but not too quickly to freeze suddenly. The first child to reach the caller becomes the new caller and the game begins

RESCUE ME

Materials: carpet squares, felt squares, paper, etc... (something they can stand on), ½ the number of squares to how many are in the group (i.e. if a group of 8, 4 squares)

Instructions:

Divide the larger group into smaller teams. Each team gets carpet squares, felt squares, paper, etc. – something they can stand on. Not enough for one for everyone, maybe $\frac{1}{2}$ the number of squares to how many are in the group (i.e. if a group of 8, 4 squares).

The squares are to be used to get everyone in the group from point A to point B without touching anything but one another and the "magic squares".

Pretend the floor is hot lava or a very narrow bridge, etc. Groups cannot leave anyone behind nor can they leave behind any carpet squares. All people and squares need to be at Point B together. Assign each corner of the room a number: 1, 2, 3 or 4

Choose one participant to be "it." That person turns their back on the group and counts to 10. While "it" is counting, the rest of the group runs to one of the 4 corners of the room. "It" will then call out a number (1, 2, 3, or 4). Anyone who is in that corner must sit down – they are out.

The "it" will count to 10 again and the remaining participants will go to another corner and the game continues until there is 1 person remaining. That person is the winner and becomes "it" for the next round.

Seven Up, AKA Heads Up Seven Up:

Materials:

Instructions:

Seven people from the group are chosen to stand in the front of the room while all others remain seated with their heads down. Each of the seven taps one person on the head and that person raises their hand but keeps their eyes closed. Once all seven tappers have returned to front, all participants are asked to raise their heads. The seven who were tapped stand up. One by one, the tapped seven must guess who in the "original" seven tapped them on the head. If correct in his/her guess, the "Guesser" switches places and becomes a "Tapper." If incorrect, the player puts his/her head down with the rest of the group to begin play again.

Note: It is a good idea for a facilitator to write down who the "Tapper" tapped to guartenee honesty.

<u>Silent Ball</u>

Materials: one to two balls, we chose soft balls to ensure safety but volleyballs, kickball or whatever you have on hand will work

Instructions:

Mentors and mentees will spread out and sit on the floor of a large open room. The object of this game is to use body language and non-verbal skills to communicate. With two balls, mentors and mentees will throw the ball to someone else in the room. They must not speak or make any sounds during this time. The passer must throw the ball in a manner that is catchable (i.e. not too high, not too low or hard, etc.). The receiver must catch the ball in the air without getting on his/her feet. If they fail to catch a catchable pass, they are ruled out. If the pass is uncatchable, the passer is out. If anyone speaks or makes any unnecessary noises, they are ruled out.

SHARKS AND MINNOWS

Materials:

Instructions:

Make sure you have space for running/fast walking

Have all the participants go to one side of the room. Ask for 1-2 volunteers to be "sharks" – everyone else are the "minnows"

On "go" – the minnows try to run to the other side of the room, while at the same time, the sharks (who are in the middle of the space) try to tag the minnows as they run past

The sharks try to tag all the minnows – the last minnow to be "caught" wins the game.

SPOON RELAY RACE

Materials: spoon for each team, small ball for each team (golf ball, super ball, etc.)

Instructions:

Divide the group into 3 teams. Each team stands in a line at one end of the room and a chair is placed at the opposite end of the room. The person at the front of each line is given a spoon and a small ball (golf ball, super ball, something like that). Place the ball on the spoon.

The idea is to get from the starting point, down and around the chair and back to your line without dropping the ball off the spoon. Pass the spoon and ball to the next person in line and repeat until everyone has had a chance to participate.

STAND UP

Materials:

Instructions:

Divide the group into pairs. Have the partners sit on the floor, back-to-back. Ask the partners to link arms together and try to stand up, keeping arms interlocked at all times.

Once everyone has done this, two pairs join together and the group of four tries to repeat the task. After they succeed, add another two and try again. Keep adding people until your whole group is trying to stand together. A sight to behold!.

Telephone Charades

Materials: action sheet, cut up

Instructions:

This is an active icebreaker that combines charades with the "telephone down the line" game. (Cut up the attached sheet of humorous actions to be acted out.) Some examples are: Basketball player shooting hoops a cat bathing itself going skydiving

fishing and catching a huge fish

Have four – eight teams' line up in a row, with everyone facing one side of the room. Everyone will remain facing that direction except for the first person in the line. Ask the first person to turn around and show them the clue card with the first action to be acted out. The first in line will have 30 seconds to decide how they want act out the clue card (silently). He or she then taps the next person in line on the shoulder and silently they act out the action. The second person then taps the third person and acts out his or her understanding of what was acted out. This process continues until it reaches the last person in line, who must guess what the action is. This game is funny because the acting tends to warp and get distorted based upon each person's interpretation of what is going on.

Telephone Game

Materials:

Instructions:

Sit the students in a circle and whisper a phrase to one of the students. They must then whisper it to the person sitting to their right. After it goes all the way around, the last person stands up and announces the phrase.

Example: "I can think of at least five things to do so I won't become crazy from cabin fever...go to a movie, bowling, Rock band, make fudge cookies or even play Candyland." (You can make up your own phrase as well)

The point is to see how a simple message can get misconstrued when lots of people repeat it.

THINK FAST

Materials: small objects that are to be passed around; need one object for each small group **Instructions:**

Break the larger group into 2-3 smaller groups. Have the groups stand in a circle.

Tell the group they will be playing a game where they have to think fast

One person in the circle is given a small object, like a ball or pencil or something they can easily pass around the circle.

The leader stands in the middle of the circle with their eyes closed

When the leader says "Start" the players in the circle pass the object to the person to their right until the leader says "Stop".

When the leader says "stop" they also call out a letter of the alphabet.

The player who has the object must then call out 3 things that begin with that letter in 5 seconds. If they are able to do that, they are safe. If they take too long or cannot come up with 3 things that begin with that letter, they are now the person in the middle of the circle.

For example – the leader says Start and the group begins passing the object around the circle. With the leader's eyes still closed, the leader says, "Stop" "B". The person holding the object must then quickly say 3 things that begin with "B" – like Ball, bush, bicycle.

Keep the game going for 5-8 minutes.

Leader- to keep the pace fast have a buzzer/timer/caller for 5 seconds Can be adapted as needed

TREE OF ME

MATERIALS: Large poster board with an outline of a tree and branches (no leaves), small cut outs of

leaves - enough for 1 per person, tape

Instructions:

Give each participant 1 leaf

Ask participants to write one thing they like about themselves on the leaf and put their initials on it as well.

When participants are done - ask them to come put their leaf on the tree anywhere they want it

<u>Two Truths & A Lie</u> Materials:

Instructions:

Have everyone sit in a circle. Each person prepares three statements, two of which are true and one of which is a lie. In any order, the person shares the three statements to the entire group. The object of the game is to figure out which statement a lie. The rest of the group votes on each statement, and the person reveals which one is the lie.

Vacations

Materials:

Instructions:

Break up into ten groups of six. Have everyone to go around the group and introduce themselves. Then each person is to describe the details of their perfect dream vacation.

Wax Museum

Materials:

Instructions:

All the students will be wax statues. The facilitators will choose 2 "Knight Guards" who will be it. At first all the "wax statues" will roam freely and find a spot and a position they are comfortable in. Then the facilitators will let the "Knight Guards" in the room, and everyone must not move.

If a knight guard catches any of the statues moving they are out.

While the knight guards move around the room they have the ability to remold each wax statue into any position such as putting them on one foot, with hands behind their back etc..

If the knight guard's back is turned, the statues can reposition themselves. But, if the knight guard catches them or they fall, they are out.

WE'LL BE BACK IN A MINUTE

Materials: ipad or something to video the commercials

Instructions:

Divide the larger group into smaller groups of 6

Tell the group that now that they have been in this mentoring program for a while, they should have a good idea what it's all about.

Tell the groups that they have 3 minutes to create a commercial to "sell" this mentoring program. The commercial cannot be more than 1 minute long

Ask groups to present their 1 minute commercials

<u>The Winker</u> Materials: Instructions:

Number of People: 10-35

Everyone must stand in a circle. You should be able to see everyone's eyes. Determine who will be the winker. The winker(s) must take out the opposing players by making eye contact and winking at them. Everyone's job is to silently look around and observe to find out who the winker is. If you are winked at by the winker you are out and you must sit down and remain quiet.

If you think you know who the winker is, you can raise your hand.

Once you are called on, you may guess who you think the winker is. If you make an incorrect guess, you are out and must sit down.

If you guess correctly, you become the picker.

Note: If you are out you cannot guess who the winker is.

WHAT'S IN A NAME?

Materials: Sheet of paper per every pair

Instructions:

Participants sit in Mentor/Mentee pairs. Each pair gets a blank paper and a pen/pencil.

Write out each of your first and last names on the top of the paper. The pairs now have 5 minutes to create as many words as they can use just the letters in their names. Words need to be at least 3 letters long. Example: "Kate" has the words "ate" and "eat" in her name

At the end of the time – ask the groups if they got more than 10 words, more than 20?, 25? Etc. Congratulate the pair with the most words.

WHO AM I?

Materials: Self-adhesive label or post-it note for each participant.

Instructions: Write on the post – it notes the name of a well-known or famous person. This can be an historical character or current sportsman, musician, TV personality, celebrity etc. Have a good mix of men and women. Keeping the names hidden, stick the post-it notes on the foreheads of everyone in the group. They must then ask questions of the others to find out their identity.

Each person takes a turn to ask questions and figure out who they are. For example, Am I alive? Am I female? Am I in a band? Only yes or no questions can be asked. If the answer is no, their turn is over. If the answer is yes, they can ask another question and keep going until they get a no, or guess who they are. Keep playing until everyone has guessed, or if time is short, stop after the first few correct answers.

<u>Word Link</u>

Materials:

Instructions:

This is a word association game. Ask the group to sit in a circle. The first person starts with any word they wish i.e. red. The next person repeats the first word and adds another word which links to the first i.e. tomato. The next person repeats the previous word and another word like i.e. soup, and so on. To keep this game moving, only allow five seconds for each word link.

Would you rather..?

Materials:

Instructions: masking tape

Place a line of tape down the center of the room. Ask the group to straddle the tape. When asked 'Would you rather?' they have to jump to the left or right as indicated by the leader.

Would you rather..?

- Visit the doctor or the dentist?
- Eat broccoli or carrots?
- Watch TV or listen to music?
- Own a lizard or a snake?
- Have a beach holiday or a mountain holiday?
- Be an apple or a banana?
- Be invisible or be able to read minds?
- Be hairy all over or completely bald?
- Be the most popular or the smartest person you know?
- Make headlines for saving somebody's life or winning a Nobel Prize? Go without television or fast food for the rest of your life?

- Have permanent diarrhea or permanent constipation?
- Be handsome/beautiful and dumb or be ugly and really smart?
- Always be cold or always be hot?
- Not hear or not see?
- Eliminate hunger and disease or be able to bring lasting world peace?
- Be stranded on a deserted island alone or with someone you don't like?
- See the future or change the past?
- Be three inches taller or three inches shorter?
- Wrestle a lion or fight a shark?

YURT CIRCLE

Materials:

Instructions:

Form a circle with an even number of players. All face the center, standing almost shoulder to shoulder and holding hands. Go around the circle and one person says, "In", the next says "Out" and so on. When you're finished, each In should be standing between two Outs and vice versa.

Hold hands. Count to three, and the Ins lean toward the center of the circle while the Outs lean back. We all keep our feet stationary and support ourselves with our hands. With practice, we can lean amazingly far forward and backward without falling.

Once the vurt is stable, try counting to three and having the Ins and Outs switch roles while we continue holding hands. If you get really proficient, you can try switching back and forth in rhythm.

ENTRANCE EXAMS

Materials: handout with riddles for each pair

Instructions:

In mentor/mentee pairs, participants will be asked to think creatively to solve a series of visual riddles Each pair will receive the "Riddles List" and will be given 5 minutes to see how many they can solve. At the end of the 5 minutes – go through each riddle and ask for the answer. Provide the answer if no one in the group guesses it

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