

FACE4Kids Small Group 8-Week Lunch Bunch

INTRODUCTION

Welcome! If you are receiving these materials, your school has signed up to participate in the FACE program. Typically, students meet with their FACE instructor for a series of 8 weeks. School counselors can provide adjunct support and guidance to FACE participants by using these small group materials.

SCHEDULING

These plans are designed to be implemented in conjunction with FACE. You may choose to implement them in before, after, or even during the 8 weeks of the FACE program.

The lessons can be shared with FACE participants during lunch, a resource period, or any other time available during the school day. Ideally, you will find a 30 minute-1 hour period that works best for your school. The plans are flexible and are organized in such a way that you can choose activities based on your students' interests and needs, as well as your available time.

DIRECTIONS FOR USE

In the FACE program, the participants focus on one character education word each week. These small group plans are organized around the weekly FACE words.

Definitions, quotes, book suggestions, discussion questions, and a choice of activities are provided. **Think of these components as a menu and feel free to pick and choose what parts you want to use.** For example, you may choose to simply read one of the suggested books and ask the discussion questions. Another week, you may choose to discuss 1-2 quotes and then pick one of the suggested activities. The choice is yours!

The main idea is for the participants to know you care about them and that you expect them to use and model the behaviors discussed as leaders of their school. This way, you are reinforcing the behaviors and qualities introduced in FACE.

SUPPLIES

Because the plans are flexible and **you will choose the specific activities you wish to complete**, needed supplies will vary. At the start of each lesson, you will see notes on what supplies are needed for each of the activity choices.

Most activities involve only basic art supplies. If you choose to use a book during group, see if you can get it from the library. Be sure to read ahead to the following week in case you choose an activity that requires some preparation.

Finally, consider what sort of weekly reinforcement rewards (see BEHAVIOR MANAGEMENT section below) you may want to use. If possible, try to avoid sugary treats for rewards as the focus of FACE is on healthy lifestyles. Some ideas include stickers, pencils, notepads, erasers, bracelets, etc.

BEHAVIOR MANAGEMENT

Behavior management is always an important component in a successful group. Please use whatever system you have found to be most successful. However, if you are looking for a new system to try out, here's an idea.

Stick Chart

Use an 8x10 piece of cardstock to make a behavior board. Create a pocket for each student in the group and write one student's name on each pocket. Slide a Popsicle stick into each pocket. Also draw 8 small boxes, labeled 1-8, along the bottom of the board.

During your first meeting, choose a group name and create rules for showing respect. Agree and sign the rules and keep these posted at each session.

Let students know that as long as they follow the rules, they can keep the stick in its pocket. If they break a rule, they will first get a warning. If they break it again, you will take out their stick. If they follow the rules for the rest of the session, they can earn it back (unless the stick is pulled during the last few minutes of group and they will not have time to earn it back).

*At the end of a session, anyone who has a stick in their pocket gets a small prize. If **everyone** has their stick in their pocket at the end of the session, put a check mark in the first box (labeled 1) along the bottom of the chart.*

*Continue to mark off boxes along the bottom of the chart each week that all group members keep their stick. Let the group know that at their last meeting (week 8), you will bring pizza or some other reward to the group **if** the group has accumulated 6 or more checks by the end of week 7.*

FITNESS COMPONENT

Fitness plays a large role in the FACE sessions and can fit nicely into your group plans by starting each session with some movement activities. Feel free to let participants take turns choosing a stretch/movement at the beginning of each session, or if you have the space, bring jump ropes or juggling balls to help wake up participants' minds and bodies. Alternatively, bring your computer and check out www.gonoodle.com for some indoor mini-workouts.

CONNECTION TO ASCA MINDSETS and BEHAVIOR STANDARDS

Here are some of the *ASCA Mindsets and Behavior Standards* that connect to these small group plans.

ASCA Mindsets- Beliefs Students Have About Themselves

1- Belief in development of whole self; including a healthy balance of mental, social/emotional and physical well-being

6- Positive attitude toward work and learning

ASCA Behavior Standards- Self Management Skills

1- Demonstrate ability to assume responsibility

ASCA Behavior Standards- Social Skills

3- Create relationships with adults that support success

Lesson 1: FUN

NOTE: At this first session, encourage students to get to know one another with an icebreaker game. Work together to establish rules and expectations. Share basic information with students about what to expect (topics of meetings, connection to the FACE program, when/where you will be meeting, etc.) Establish a behavior reinforcement system.

Supplies: Activity 1-paper and pencils/crayons

Definition:

Fun- something that provides mirth and amusement

Quotes:

“There’s no fear when you’re having fun.” –Will Thomas

“Never, ever underestimate the importance of having fun.” – Randy Pausch

“You can be childlike without being childish. A child always wants to have fun. Ask yourself, ‘Am I having fun?’- Christopher Meloni

“Fun is one of the most important and underrated ingredients in any successful venture. If you’re not having fun, then it’s probably time to call it quits and try something else.”
-Richard Branson

Books:

Where the Sidewalk Ends (Shel Silverstein)

The Essential Calvin and Hobbes: A Calvin and Hobbes Treasury (Bill Waterson)

Discussion Questions:

- 1) List two fun things in your life and why you think they are fun.
- 2) Why is it important to make time for fun?
- 3) When do you make time for fun?

Activities:

- 1) Ask students to create a chart by folding a piece of paper into 4 sections. Label each section as follows: Family/home, Friends, School, and Outdoors. Encourage students to write or draw the ways they like to have fun in each of these settings.

Lesson 2: FRIEND

Supplies:

Activity 1- paper and pencil
Activity 2- paper and markers
Activity 3- “Dear Abby” letter
Activity 4- none

Definition:

Friend- a person attached to another by feelings of affection or personal regard.

Quotes:

“The only way to have a friend is to be one.” –Ralph Waldo Emerson

“The biggest ingredient in a best friend is someone whose actions you respect and who you can truly be yourself around.” –Renee Olstead

“A friend may be waiting behind a stranger’s face.” –Maya Angelou

“A friend is someone who gives you total freedom to be yourself.” –Jim Morrison

Books:

The Name Jar (Yangsook Choi)
Frog and Toad Are Friends (Arnold Lobel)

Discussion Questions:

- 1) Who is one of your friends? What makes them special to you?
- 2) What do you have to offer as a friend?
- 3) How can you be a better friend? What can you agree to do starting today to improve your friendship skills?

Activities:

- 1) Ask participants to create an acrostic poem. Utilizing the letters F-R-I-E-N-D, students will write a word that starts with each letter and describes what a friend means to them.
- 2) Have students make a “WANTED” poster. Draw or write about what makes a good friend to them.
- 3) Before group, prepare a “Dear Abby” letter describing a friendship problem that is relevant to your school setting. Have students come up with suggestions for solving.
- 4) Discuss with participants how a new student may feel. Help the group come up with actions that they can take when they encounter new students to help them feel more comfortable.

Lesson 3: RESPECT

Supplies:

Activity 1- construction paper and markers

Activity 2- none

Activity 3- poster board and markers

Activity 4- paper and pencils

Definition:

Respect-to hold someone in high regard.

Quotes:

“Most good relationships are built on mutual trust and respect.” –Mona Sutphen

“Without feelings of respect, what is there to distinguish men from beasts?” –Confucius

“One of the most sincere forms of respect is actually listening to what another has to say.” –Bryant H. McGill

“Respect for ourselves guides our morals. Respect for others guides our manners.” – Laurence Sterne

Books:

Recess Queen (Alexis O’neill)

Interrupting Chicken (David Ezra Stein)

Discussion Questions:

- 1) Who is someone you respect. Why do you respect them?
- 2) How can you show respect toward yourself?
- 3) What are ways to be respectful to others at home? At school?

Activities:

- 1) Have students design a bumper sticker with a slogan about respect.
- 2) Teacher students how to greet others respectfully. First model the behavior to the group and then have students take turns practicing.
- 3) Write “respect” in the middle of a poster board. Give group members markers to surround the word with synonyms and/or related words.
- 4) Ask students to create a recipe for respect.

Lesson 4: RESPONSIBILITY

Supplies:

Activity 1- marshmallows and toothpicks

Activity 2- paper and pencils

Activity 3- poster and markers

Definition:

Responsibility - the quality or the state of being dependable.

Quotes:

“You must take personal responsibility. You cannot change the circumstances, the seasons, or the wind, but you can change yourself.” –Jim Rohn

“Successful people have a social responsibility to make the world a better place and not just take from it.” –Carrie Underwood

“If you take responsibility for yourself, you will develop a hunger to accomplish your dreams.” –Les Brown

“Life is a gift and it offers us the privilege, opportunity, and responsibility to give something back by becoming more.” –Tony Robbins

Books:

Strega Nona (Tommie dePaola)

The Paper Boy (Dav Pilkey)

Discussion Questions:

- 1) What responsibilities do you have at home? At school? At sports/clubs? With friends?

Activities:

- 1) Have students make a small building model with marshmallows and toothpicks. Each student takes on the responsibility for a job and they must work together to accomplish the project. Jobs could include designer, engineer, builders, maintenance, etc.
- 2) Tell students to make an anchor chart that describes what *responsibility* means. Divide a paper into 4 sections and answer the following: What does responsibility mean? What are related characteristics? Give an example. Give a non-example.
- 3) Make a poster with group members that encourages others to take responsibility for our earth. What are the actions students can take to care for our natural resources?

Lesson 5: KINDNESS

Supplies:

Activity 1- computer (to show video clip); any supplies needed for community project

Activity 2- construction paper, markers and stapler

Activity 3- poster board and markers

Definition:

Kindness-the quality of being friendly, generous, and considerate

Quotes:

“You can never do a kindness too soon, for you never know how soon it will be too late.”

–Ralph Waldo Emerson

“No act of kindness, no matter how small, is wasted.” –Aesop

“He who plants kindness gathers love.” –Saint Basil

Books:

Have You Filled Your Bucket Today? (Carol McCloud)

Those Shoes (Maribeth Boelts)

Discussion Questions:

- 1) What is something nice that someone did for you that you won't forget?
- 2) How does it make you feel when someone does something nice for you? How does it feel to do something nice for someone else?

Activities:

- 1) Show the Kind Kids Club video at www.randomactofkindness.org. Kids in the video write encouraging messages with sidewalk chalk around the outside of the school. They also make bookmarks with kind words and slip them into random books in the school library. Discuss what sorts of projects your group could do to show random acts of kindness. Help them accomplish their plans.
- 2) Help students create a paper chain on which ideas for kind acts are stapled together. Discuss how kind acts often form chain reactions. Encourage students to choose 1 or more kind acts to complete this week.
- 3) Have students create a poster encouraging students at your school to be “Upstanders” against bullies.

Lesson 6: WINNER

Supplies: Activity 1- paper and crayons Activity 2- none
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Definition:

Winner- a person or thing that wins

Quotes:

“Winners are not people who never fail, but people who never quit.” –Unknown

“You can’t win unless you learn how to lose.” –Kareem Abdul-Jabbar

“It’s not whether you win or lose. It’s how you play the game.” –Grantland Rice

“I’ve missed more than 9000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.” –Michael Jordan

Books:

Wilma Unlimited: How Wilma Rudolph Became the World’s Fastest Woman
(Kathleen Krull)

Stephen Curry: The Boy Who Never Gave Up (Anthony Curcio)

Kid Athletes: The Tales of Childhood from Sports Legends (David Stabler)

Discussion Questions:

- 1) What does it mean to be a good sport? Give examples and non-examples.
- 2) How do you feel when you win? When you lose? How do you show your feelings?
- 3) Do people who are good sports cheat?

Activities:

- 1) Encourage students to create some greeting cards with the following themes: a congratulations card for a good sport; an encouragement card for a member of a losing team; a card reminding a sore loser about good sportsmanship.
- 2) Discuss these “What would you do” scenarios. Ask participants, what would a good sport would do? What would a sore loser do? What might happen next in each case?
 - a. You are playing basketball with some kids in your neighborhood. The other team makes a shot they insist should count but your team disagrees.
 - b. You are playing one of the best teams in the soccer semi-finals. With three minutes left, your team is down by 1 point. Your coach pulls you out of the game and gives one of your teammates who rarely plays a chance on the field.

Lesson 7: LEADERSHIP

Supplies:

Activity 1- blindfold

Activity 2- magazines, paper, scissors, glue

Activity 3- poster board, markers

Definition:

Leadership - an act or instance of leading; guidance; direction.

Quotes:

“If your actions inspire others to dream more, learn more, do more, and become more, you are a leader.” –John Quincy Adams

“Leadership is practiced not so much in words as in attitude and in actions.”

–Harold S. Geneen

“Leadership and learning are indispensable to each other.” –John F. Kennedy

“Leadership is unlocking people’s potential to become better.” –Bill Bradley

Books:

7 Habits of Healthy Kids (Sean Covey and Stacey Curtis)

The Three Questions (Jon J. Muth)

Swimmy (Leo Lionni)

Discussion Questions:

- 1) Who do you look up to as a leader?
- 2) What are the ways you are a leader at school and home?
- 3) How will you lead in the future?
- 4) What qualities make someone a leader?

Activities:

- 1) Play a game of “Leading the Blind.” Individual group members take turns directing all other blindfolded members as they navigate across an area such as a hallway, classroom, or playground. Take turns letting each member lead.
- 2) Encourage students to create a collage using old magazines with the theme: “How will I lead in the future?”
- 3) Work with participants to make a chart outlining what leaders do/don’t do and say/don’t say.

Lesson 8: Celebration and Review

NOTE: Use this session to celebrate the accomplishments of group members and encourage them to progress toward their role as leaders of the school. If members will begin FACE following this group, be sure to share with them the applicable information and permission forms. If your group has earned a behavior reward, be sure to have it ready to present to them.

Supplies:

General- End of group reward (pizza or other); FACE forms

Activity 1- notecards and pencils

Activity 2- poster board and markers

Discussion Questions:

- 1) How have you changed as a result of participating in the group?
- 2) What were your favorite parts?
- 3) What would you change?

Activities:

- 1) Support Circle- Have each member privately write down something they respect about every other member on notecards. Collect the notecards and read them aloud. Have each member accept the compliments with a simple "thank you."
- 2) Create a banner or poster with the name of your group and all its participants. Allow members to decorate it with words or pictures evoking memories and qualities of group participants.