

SESSION I—MAKING CONNECTIONS

BRIEF OVERVIEW OF SESSION

This session will provide an introduction to the group process, involve children in a getting acquainted exercise, provide group ground rules, and set the stage for the sessions on social skills.

GOALS

1. To help children understand their reasons for involvement in the group.
2. To encourage children to begin to make connections with other members of the group.
3. To present group ground rules.

MATERIALS NEEDED

1. Large sheets of newsprint for each child
2. Chart paper or chalkboard
3. Markers or crayons
4. 3" × 5" card for each child

PROCEDURE

1. Introduce yourself and have each of the group members introduce himself or herself by first name. Talk about the fact that this is a group where we will begin to identify and develop social skills that will enable us to make better friendships.
2. Begin to set the stage for the group by inviting a brainstorming session on group rules. Write the rules on chart paper or on the chalkboard and post them for future reference. Examples of possible initial group ground rules may include the following:
 - a What is said in the group, stays there (confidentiality).
 - b No put-downs are allowed.
 - c Only one person talks at a time.
 - d It is important to attend all sessions.

Note: If children do not suggest these group rules, you as facilitator should bring them up as part of the brainstorming session.

3. Give each child a piece of newsprint and instruct him or her to write three things that he or she really enjoys doing. (Make sure they allow a good deal of space between each of the three items.)

4. When all children have identified their three items, tape all of the sheets on the bulletin board or chalkboard where they can easily be seen by all.

5. Encourage the children to make "connections" with other group members by initialing on each chart the common interests they have with other group members. Example:

Name: RHONDA

Interest: Watching "The Disney Channel"

Initials: K.D., R.S., S.C.

Interest: Playing soccer

Initials: J.B., P.L., K.D.

Interest: Reading science fiction

Initials: R.S.

6. Allow time for the children to share at least one item from their charts and to connect briefly with the others who initialed their sheet. Talk briefly about how friendships often develop as a result of common interests.

CLOSURE

To conclude this initial session, congratulate the children for following the ground rules and remind them that they may want to follow up on some of the common interests or connections they have become aware of in today's group.

HOMEWORK

For a homework assignment, give each child in the group a 3" × 5" card and ask that he or she write an answer to the question "What is a friend?" and bring it to next week's session.

SESSION II—WHAT IS A FRIEND?

BRIEF OVERVIEW OF SESSION

In this session, children will begin to identify the characteristics of friendship. In doing so, they also will begin to identify some things that some children do that destroy friendships.

GOALS

1. To encourage the children to develop a definition of friendship.
2. To provide the opportunity for children to discuss the ideas, feelings, thoughts, and myths about what it means to be friends and have friends.

MATERIALS NEEDED

1. 18" x 24" poster paper for each child
2. Crayons or markers
3. Chalkboard and chalk
4. Copies of "Friendship Do's and Don'ts" worksheet (Activity Sheet 12.1)

PROCEDURE

1. Begin the session by encouraging each group member to read his or her definition of a friend from the homework card. List the comments from the definitions on the chalkboard. Examples might include
 - shares with others,
 - invites you to his or her house,
 - lets you play with his or her toys,
 - smiles, and
 - says nice things to everyone.
2. Allow time for the children to share experiences as to when someone has been a friend to them by doing one of the above mentioned things. Also discuss how the person reciprocated this friendly act.
3. Provide a piece of chart paper for each child and encourage him or her to develop a "Recipe for a Friend." (Or encourage each to work with a part-

ner.) Give some examples of the kinds of things that might be included in the recipe. Example:

- ½ C. of Kindness
 - 2 C. of Sharing
 - ¼ C. of Smiles
 - 1 tsp. of Consideration
- Mix all items together and bake up some good times.

4. Allow sufficient time for all children to complete their recipe and to share them with the group.

5. Place the "Recipes" on the bulletin board for future reference.

CLOSURE

Provide a few minutes at the conclusion of the session to encourage the children to remember to use the recipe items during the next week as they communicate with their friends.

HOMEWORK

Provide a copy of the "Friendship Do's and Don'ts" worksheet (Activity Sheet 12.1) for each child to complete and bring to the next session.

SESSION III—FRIENDSHIP DO'S AND DON'TS

BRIEF OVERVIEW OF SESSION

During this session, children will begin to identify some of the appropriate and inappropriate social skills that can either help or harm a friendship. They also will have an opportunity to practice some of the helpful situations through role-plays.

GOALS

1. To assist children in discriminating between helpful and hurtful responses (both verbal and nonverbal) that can help or hinder the development of relationships.
2. To help children recognize behaviors that are not working for them and that should be stopped.

MATERIALS NEEDED

1. "Friendship Do's and Don'ts" worksheets brought back by the children
2. Chalkboard and chalk

PROCEDURE

1. Compliment the children, as appropriate, on the completion of their homework assignment and encourage them to share the items they have listed under the do's and don'ts columns.
2. Begin to compile a master list of all of the suggested do's and don'ts from the assignments.

Friendship Do's

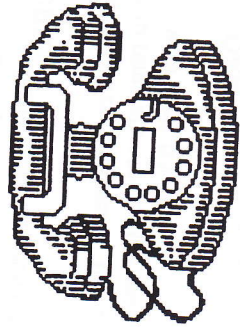
1. Sharing
2. Smiling
3. Taking Turns
4. Complimenting
5. Talking nicely with someone
6. Inviting

Friendship Don'ts

1. Calling Names
2. Hitting
3. Being Selfish
4. Talking behind someone's back
5. Saying mean things

Friendship Do's

- 1.
- 2.
- 3.
- 4.
- 5.



Friendship Don'ts

- 1.
- 2.
- 3.
- 4.
- 5.

Activity Sheet 12.1. Friendship Do's and Don'ts worksheet. Permission is granted to enlarge and photocopy for classroom use.

3. Talk briefly about each of the items on the lists and encourage the children to share experiences when they have done any of the listed items.
4. Invite the children to role-play some of the Friendship Do's as a way to practice for a real-life situation they may be facing. Provide as much time as possible and try to get all of the group members involved in the role-plays (if all are willing).

CLOSURE

Remind the children that today's session has provided them with many ideas for things they can do to develop friendships. Ask the children to think of the name of one person with whom they would like to develop a friendship in the future.

HOMEWORK

As a homework assignment, instruct the children to use at least three of the "Friendship Do's" in an attempt to develop a friendship with their chosen person.

SESSION IV—3 R'S FRIENDSHIP SKILLS

BRIEF OVERVIEW OF SESSION

In this session, children will begin to look at the 3 R's Decision Making model they have learned and apply it to positive social skill development.

GOALS

1. To assist children in identifying successful social skills that are based on Right, Reality, and Responsibility in making friends and getting along with others.
2. To help children recognize the 3 R's social skills they possess to help them in getting along with others.

MATERIALS NEEDED

1. Copies of the 3 R's Decision Making model shown in "3 R's Filters" hand-out (Activity Sheet 12.2)
2. Copies of "My 3 R's Strength" worksheet (Activity Sheet 12.3)
3. 5" x 8" cards with problem situations written on them

PROCEDURE

1. Briefly review the "Friendship Do's and Don'ts" from last session and allow time for the children to share experiences from their homework assignment. Ask the following questions: Was anyone successful in beginning a new friendship? Did anyone have difficulties? What kinds of difficulties? What were the good things that happened as a result of your homework?
2. Present the 3 R's model (Activity Sheet 12.2) and explain the filters of *Right, Reality, and Responsibility*.
3. Talk about how the filters can help one make good decisions about friendship.
4. Provide a few minutes for each child to identify at least one personal quality that would pass through the 3 R's filters and would be a good strength to use in developing friendships (Activity Sheet 12.3).

5. Present the following situations (or others of your choosing) as a way for children to decide if certain situations are good 3 R's things to do.

- a Mary wants to be friends with Jean so everyday she gives her a candy bar.
- b Jon is a good math student and would like to be friends with Charlie. He offers to help Charlie with his math homework.
- c Jennie heard Susie spreading a rumor about one of the other girls in the class. She shared the information with Lisa.
- d Pete has a really neat model car collection. He invites Joe over to his house to see it.

6. Provide adequate time for discussion of each of the situations.

CLOSURE

Bring closure to this session by reminding the children that the 3 R's Decision Making model can be very helpful to them in making and keeping friends if they filter their potential actions through each of the three filters as a way of determining if they are appropriate.

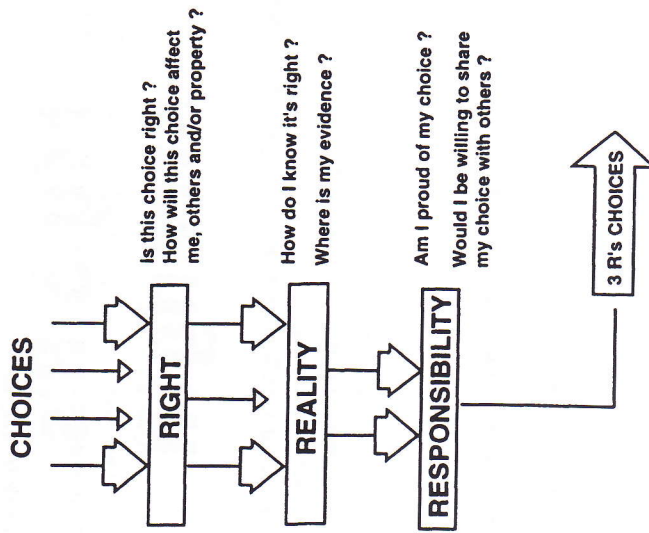
HOMEWORK

Ask children to think about the answer to the following unfinished sentences and be prepared to share their answers at the beginning of the next session.

I am a good friend because. . . .

One thing that keeps me from making more friends is. . . .

THE 3 R's FILTERS



Activity Sheet 12.2. 3 R's Decision Making Model. Permission is granted to enlarge and photocopy for classroom use.

My 3 R's Strength

Activity Sheet 12.3. My 3 R's Strength worksheet. Permission is granted to enlarge and photocopy for classroom use.

SESSION V—MAKING AND KEEPING FRIENDS

BRIEF OVERVIEW OF SESSION

In this session, children will begin to put together all that they have learned in the four previous sessions and will identify personal qualities that can assist them in making new friends and keeping them.

GOALS

1. To assist children in recognizing a variety of ways in which they can develop connections with others.
2. To encourage children to utilize the strengths they have to enhance their interpersonal relationships with others.

MATERIALS NEEDED

1. Chart paper and markers for each group of two
2. Computer program for development of a poster (or use the "Keys to Friendship" worksheet [Activity Sheet 12.4] provided)

PROCEDURE

1. Begin the session by encouraging the children to share their comments from their homework assignment for unfinished sentences. Have each person describe a strength and a weakness he or she sees in himself or herself.
2. Ask the children to find a partner and begin to develop a list of "keys" for making and keeping friends. Remind them to use some of their newly learned social skills to work together cooperatively.
3. Allow time for the groups to share their "Keys" with others. Make a master list of "Keys," which may include but not be limited to the following:
 - a get involved in school activities,
 - b smile,
 - c be a good listener,
 - d share talking time with your friends,
 - e always call people by their name,
 - f be willing to start a conversation with others,
 - g spend time with people who have similar interests,

- h invite people to do things with you,
- i give honest compliments, and
- j invite people to come to your home (if you are allowed).

4. Encourage the children to create a personalized list of "Keys" that they will take home and post in an area that they will see often so that they can refer to the list on a regular basis. (If you have access to a computer lab where each child can create his or her own personalized chart, this would be a great way to allow the children to have some fun while creating their "Keys" chart. If not, the chart provided (Activity Sheet 12.4) is another option.

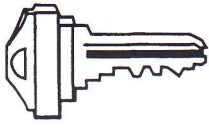
CLOSURE

Provide a few minutes at the conclusion of this session for the children to talk a bit about some of the skills they have learned and practiced to this point. Encourage them to talk about the ones that have worked best for them during the past few weeks.

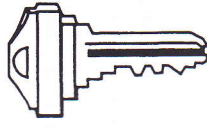
HOMEWORK

Provide a sheet of paper for each child to write down a personal social skills goal for next session. This will prepare us for Session VI, "Goal Setting for Friendship."

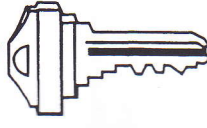
Keys to Friendship



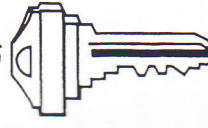
1.



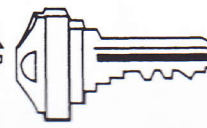
2.



3.



4.



5.

SESSION VI—GOAL SETTING FOR FRIENDSHIP

BRIEF OVERVIEW OF SESSION

In this session, children will set a specific goal that they wish to achieve in terms of their social skills. They also will learn a process by which to set and evaluate goals.

GOALS

1. To assist each child in the group in setting a personal goal that he or she wishes to achieve.
2. To encourage children to set goals and practice positive attitudes, knowledge, and skills that will enhance their friendships and relationships with others.

MATERIALS NEEDED

1. Sample "Goal Worksheet" (Activity Sheet 12.5) on chart paper for demonstration
2. Copy of "Goal Worksheet" for each child

PROCEDURE

1. Spend a few minutes discussing the "Keys to Friendship" activity from last session. Encourage the children to talk about where they placed their chart and to share any positive effects from the use of specific ideas from the chart.
2. Introduce the idea of goal setting as a means for helping one plan ways to enhance social skills and involvements. Demonstrate using the following sample:

Goal: To invite John to go to the movies next Saturday.

Things I need to do:

1. Ask dad if he will take us.
2. Make sure I have enough money.
3. Get the movie schedule so I know when it starts.
4. Call John and ask if he wants to go.
5. Have something else to do if John can't go.

Carry out the actions (check off each item when completed):

- ___ Ask dad.
- ___ Check money.
- ___ Get schedule.
- ___ Call John.

Follow through on the goal:

I called John and he said Yes! We went last Saturday.

Evaluate:

- Was it a good goal?
- Did I enjoy it?
- Did John enjoy it?
- Would I like to do something like this again?
- Do John and I enjoy the same types of things?

3. Provide a "Goal Worksheet" (Activity Sheet 12.5) for each child and allow time for completion of the worksheet.

4. While children are working on their goal sheets, spend a bit of individual time with each child and discuss his or her personal goal.

CLOSURE

When the children have completed their goal sheets, an effective closure would be to provide a bit of time for them to share their goal plans if they wish to do so.

HOMEWORK

For homework, each child should be encouraged to carry out his or her goal plan.

Goal Worksheet

My Goal:

Things I Need to Do:

Carry Out My Actions:

Follow Through:

Evaluate:

SESSION VII—PEER PRESSURE

BRIEF OVERVIEW OF SESSION

In this session, children will begin to discuss friendship in terms of peer pressure. They will identify areas of concern with which they have had to deal in friendships.

GOALS

1. To assist children in identifying areas of concern resulting from peer pressure.
2. To begin to work on potential skills for dealing with peer pressure.

MATERIALS NEEDED

1. Chart paper and markers
2. Copies of "Peer Pressure Cooker" worksheet (Activity Sheet 12.6)

PROCEDURE

1. Begin by reviewing the Goals Worksheet that the children developed last session.
 - a What have been your successes?
 - b What kinds of problems have you had?
 - c Did anyone complete their goal?
 - d What changes would you make for the future?
2. Remind the children that today we are going to talk about what happens when friends make requests of peers that we feel are wrong. Some kids will go along with such a request because they do not want to lose a friend. This is called *peer pressure*.
 3. Provide a few moments for the children to talk about times when they have been in such a situation. List these situations on the chart:
 - a Friend wants to copy my homework.
 - b Friend wants you to smoke with him or her.
 - c Friend asks you to take something from the store.

Activity Sheet 12.5. Goal Worksheet. Permission is granted to enlarge and photocopy for classroom use.

4. Talk with the children about how one can refuse to do an inappropriate act and still, hopefully, maintain the friendship. Admit to the children that sometimes you may lose a friendship in this type of situation, but at that point, you have to ask if that person really is a "friend."

5. Present the following possible "refusal techniques."

- a Say, "I don't want to do that."
- b Just walk away.
- c Make a joke, "You've got to be kidding. You know I wouldn't do that."
- d Say, "I don't feel comfortable doing that."
- e Say, "I'd rather not do that."

6. Ask for feedback from the children on their reactions to the refusal techniques. Provide some time for discussion, questions, concerns, and so forth.

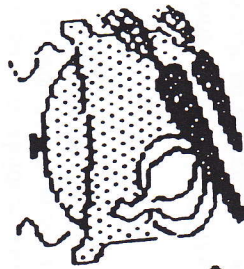
CLOSURE

Remind the children that, while friendship is important, we do not want to be pressured by peers to do things that we do not want to do. We need to remember the 3 R's filter to help us make good friendship decisions.

HOMEWORK

Give a copy of the "Peer Pressure Cooker" worksheet (Activity Sheet 12.6) to each child and ask that the worksheet be completed for next session. Also suggest that the children try one of the "refusal" techniques during the upcoming week.

Peer Pressure Cooker



1. What happened?

2. How did I react?

3. What else could I have done?

Activity Sheet 12.6. Peer Pressure-Cooker worksheet. Permission is granted to enlarge and photocopy for classroom use.

SESSION VIII—PRACTICING REFUSAL SKILLS

BRIEF OVERVIEW OF SESSION

In this session, children will have an opportunity to practice the “refusal skills” introduced in the previous session. Through involvement in role-play, they will be able to rehearse the skills that they feel will work best for them.

GOALS

1. To continue identifying skills that will help children resist peer pressure.
2. To provide an opportunity for children to practice refusal skills.
3. To bring closure to the group experience.

MATERIALS NEEDED

1. 5" × 8" cards for role-play situations
2. Evaluation questionnaire for each child
3. Large chart with SOCIAL SKILLS written vertically down the left side.

PROCEDURE

1. Allow a few minutes for the children to share situations from their “Peer Pressure Cooker” worksheet. Encourage dialogue among the group members in regard to the “What else could I have done?” question.
2. Choose one or more of the situations and ask the children to role-play the situation using the refusal skills discussed during the previous group session. Compliment the children for their work in the role-plays.
3. Provide some additional situations for role-playing. You may use the ones provided below or tailor make some of your own.
 - a. A friend asks you to watch his dog while his family is on vacation. You already have something planned for that week.
 - b. You and a friend are in a music store and you see a tape that you would love to have. Your friend encourages you to steal it because “the owner will never miss it.”
 - c. You are at a friend’s house watching TV. His mom has to go to the store and leaves the two of you there alone. After his mom goes, he brings out a bottle of Vodka and offers you a drink. (He says he’ll put water in the bottle so no one will ever know any of it is missing)

- d. Your best friend asks you to go to the movies but you are grounded and know you will not be allowed to go.
- e. You worked hard on your homework and now your friend wants to copy it.
- f. You are at a birthday party and someone there offers you drugs.

4. Talk with the children about the role-plays. Encourage them to discuss the kinds of things they did to keep from doing something they did not want to do. Remind them that being honest and saying “no” is much better than “going along with the crowd” when they know something is wrong.

5. Remind the children that the skills they have learned in the group will help them make and keep friends.

CLOSURE

As a way to bring closure to the group, show the children the chart with the words *social skills* on it. Ask them to think of sentences or phrases beginning with each of the letters to remind them of some of the skills they have learned.

- S—smile often
- O—offer to help someone
- C—courtesy is always important
- I—interest in what others have to say
- A—always take turns with others
- L—listen when someone else is talking
- S—share time and talents with others
- K—kindness is important
- I—invite someone to play with you
- L—loyalty is a special friendship quality
- L—lucky are those who have good friends
- S—success is achieved by those who try

At the conclusion of the activity, pass out the evaluations and provide time for children to complete them.

HOMEWORK

Because this is the final session in the social skills unit, the only homework assignment will be to use the skills they have learned on a regular basis and to check back to let the facilitator know how they are doing.