

Dear Vicky,

Sorry it took so long but with
11 classes to grade finals, and read papers
I've been lost in paperwork. I hope this note
finds you and Dr Azar in good health and
spirits

Love You both

Jacques

C I R C L E T I M E

A S O C I A L S K I L L S

T R A I N I N G G R O U P

Created by:
Jacques P. Jamner



SOCIAL SKILLS GROUP
CIRCLE TIME

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Introduction:

Circle time is designed to teach social skills to students in a non-threatening manner. Practicing the skills in a real life situation enables the students to practice and learn more effectively. The concept of "group" has been proven effective as a means of teaching skills to both children and adults. The group concept allows children to learn and practice skills which would be difficult in real life situations. The focus of group is that of learning skills within a safe and positive environment. The students are able to practice, receive feedback and learn through the modeling of their peers. This program is designed for both elementary and secondary school-aged children

The following are skills which will be taught within the Social Skills Group:

Skills:	Self-esteem building	Cooperative play
	Frustration tolerance	Temper control
	Listening skills	Assertiveness training
	Accepting criticism	Self-concept
	Self reliance	Team building
	Group cooperation	Leadership skills
	Getting along with others	Sharing
	(feeling/possessions)	
	Stress Management	Relaxation training

Each of the targeted skills will be taught through the use of specific group activities. Each activity has its own set of objectives with a specified task accomplished. These skills have been selected since they all are skills which are important for student success.

Staff Requirement: One Group Leader and one or more Co-facilitator(s)

Time allotment: Each group will last approximately 45 minutes.

Materials required: Circle Teddy, markers, paper, (as needed) and ball

Group Organization: The group will have three major components: Group Opening; Activity time; and Closing Circle

Group Opening: The students will introduce themselves and state how they feel, Circle Teddy will be introduced, the group rules will be instructed.

Activity Time: Each group will consist of from one (1) to five (5) separate activities which will reflect specific skills. The type of skills practiced will determine the length of time required during each group. Every student will participate in each activity dependent upon the length of the activity.

Closing Circle: The students will be instructed to say goodbye to the other participants and to Circle Teddy. Secondary students will just say goodbye to each other.

Group Rules:

- 1) You can only talk if you have the Circle Teddy.
- 2) If a student wants to let another student talk he/she must pass the Teddy to that student via the other student.
- 3) If a student is disruptive he/she will be asked to leave the group for 5 minutes.
- 4) If the facilitator or co-facilitator raises two fingers in the air, the students are to be quiet.

Group Format:

Step I - Facilitator will be announced by the classroom teacher, explaining that a fun activity will be given.

Step II - Facilitator will explain to the students about circle time. The class will be asked by a show of hands if anyone knows what circle time is. Two or three students will be called upon to answer the question.

Step III - Students will be asked to form a large circle in the middle of the room quietly.

Step IV - The teacher will be invited to join the group facing opposite the facilitator in the circle.

Step V - The facilitator will introduce "Circle Teddy" to the elementary school-aged students. A baseball will be used for the middle school students.

Step VI- Group rules will be explained:

- 1) You can only talk if you have the Circle Teddy. or the baseball.
- 2) If a student wants to let another student talk he/she must pass the Teddy or the baseball to that student via the other student.
- 3) If a student is disruptive he/she will be asked to leave the group for 5 minutes.
The student will be asked to sit either by his desk or at a pre-determined location in the classroom.
- 4) If a student is sharing no student is to laugh at that student. If he/she does, that student will be removed from the group for 5 minutes.
- 5) If the facilitator raises two fingers, the group is to be quiet.

Step VII- The student will be instructed that we will play several games and they must be good listeners so that they know what they should do.

Step VIII- Goodbye Circle - The elementary school-aged students will be asked to say goodbye one at a time to Circle Teddy by passing him around and giving him a hug, a kiss, a pat, or a handshake. The student passing Teddy will hold him while the other student says goodbye. Then the student saying goodbye holds it for the adjoining student to say goodbye. The middle school-aged students were asked to say good-bye to each other and the facilitators.

Step IX - The students will be informed that they did a nice job with the group. The teacher will be thanked for allowing the facilitator to perform the group. The students will be instructed to go back to their seats quietly.

ACTIVITY GROUPS

Activity # 1 - Copy Cat/ Funny Cat! (Group cooperation)

One student will be given Circle Teddy and instructed to make a motion or gesture. The facilitator will model several gestures which might be used. Students are told this exercise is to be done without talking in silence.

Examples: clapping, hand roll, finger tapping, pointing to a body part.

Once every one has imitated that motion, Teddy is then passed to the adjoining student, with this student creating his own motion. This exercise is concluded when everyone has a turn.

Activity # 2 - If I could be any Animal I would be ____! (self-esteem)

One student will be given Circle Teddy and instructed that you may only talk when you have the Teddy in your hands. The student with the Teddy will then pass it to the student of his/her choice. This will be done by the student leaving the circle and giving the Teddy to that student. The students will be instructed that all students should have a chance. This exercise is concluded when all students told the group what animal he/she would like to be any why.

Activity # 3 - Pass a touch! (Sharing)

Students will be instructed to choose a good touch and to pass that touch along with Circle Teddy. The touch will be passed to the adjoining student. This exercise will be

completed when all students have had an opportunity to pass a touch.

Examples: one finger tap on the shoulder, drawing a circle on the back, tap on the head, finger touch nose, toes, knee.

Activity # 4 - Pass the Teddy! (Sharing)

Students will be instructed to pass the Teddy across the circle, gently... to a partner facing opposite them. They have to make sure that everyone has a turn and that Teddy does not fall. If Teddy falls, both the tosser and the catcher both must leave the circle. The exercise is concluded when Teddy is touched by everyone in the group.

Activity # 5 - I like you because ____! (Team building)

Students will be instructed to say something nice about the person next to them while passing Circle Teddy. The student is to face that student, make eye contact with them and while both are holding Teddy say something nice about them. The student is only required to say one nice thing. If a student is rude, that student is asked to leave the group.

Activity # 6 - I get mad when ____! (Temper Control)

Students will be instructed one at a time to discuss a situation that made them upset. That student will state what they did or how they acted. The group will be asked to share how they would have acted. The student sharing his story will then give the Circle Teddy to another student who raises his hand to share what he or she would have done in that situation. The exercise will conclude when all students have had an opportunity to share their experience.

Activity # 7 - Aladdin's Lamp (Group cooperation)

Students will be told, "You are walking on a beach when all of a sudden you see a shiny lamp. You pick up the lamp and

begin to rub it. Suddenly, a big puff of smoke comes out of the lamp and a genie appears. The genie says, "I am yours to command, you have but to ask. You may have any three wishes". The students will be asked to choose three wishes that they have and explain why they chose them. Circle Teddy is the genie. The group must come up with three wishes as a group out of all the wishes requested.

Activity # 8 - There's a Monster under my bed! (self-reliance)

The students will be asked to share a time when they were really scared or afraid. The student will share what happened and what they did about it. Every student will have an opportunity to share their scary experience. The other members of the group will be asked to share what they might have done in that specific circumstance. Students will be asked to raise their hands in order to be recognized.

Activity # 9- I feel Happy when ____! (Relaxation- step I)

The students will be asked to share a time, place, and with whom when they really felt the happiest. The students will be asked one at a time to talk about a time or experience that they remember which really made them happy. Each student will be asked to share that one very special time with the group.

Activity #10 - I Get real frustrated when ____!
(Relaxation)

The students will be asked to share something that gets them really frustrated or angry. After each student has shared with one sentence that situation, the students will be instructed first to think about how mad they were for a few seconds. Then the students will be instructed to close their eyes, and count to ten while thinking about the time they were really happy. After they quietly counted to ten, the students, should all take a deep breath and then open their eyes. This exercise is concluded when everyone has their eyes open.

Activity # 11 - The Cat and the Mouse (Cooperative Play)

The students will be asked to stand and form a circle. Then the students will be asked to interlock elbows in groups of two or three allowing breaks in the circle. One student will be chosen to be the mouse the other the cat. In exercise A, the cat cannot go inside the circle but must chase the mouse around the circle. In exercise B, the cat is allowed to go through the breaks in the circle. The only problem! The circle can change holes at any time. The students in the circle are allowed to disconnect from one partner and connect to another at any time. Only one change is allowed at a time. The game concludes after several students have had a turn playing either the mouse or the cat. The facilitator will signal to the students when it is time to close and re-open the circle. Once the cat has caught the mouse, then the mouse becomes the cat and the cat becomes the mouse.

Activity # 12 - Hide and Sneak (Self-concept)

Each student will be asked to take a piece of paper and attach by tape a piece of string to two corners of that sheet. The string should be long enough so that they can slip it over each of their heads. The sheet should be placed so that it rests against their backs. Half the group will be ask to face the outside of the circle (every other student) with the other half going inside the circle. The students inside the circle will be given a marker. The students inside the circle will be instructed to choose a student and write a nice message to that student on the sheet of paper. The students sitting in the circle will be instructed not to turn around. They will not be allowed to see who is writing on their back. They will be told to close their eyes to make sure this is accomplished. When every student or sneak has finished, then they are to return to their spot in the circle. When the circle is complete again then the students facing outward will be instructed to turn around. The students will be asked to take the paper from their neck and read them one at a time to the group. This exercise will be repeated so that the other half or the group also has a chance.

Activity # 13 - I don't like it when you ____! (Accepting Criticism)

Each student one at a time by raising their hand will be asked to tell someone in the group something about them that they don't like. (ie. I don't like it when you cheat, call me names, lie, hit me, etc). The student that is delivering the comment gives the Circle Teddy to the student that is receiving the comment. The student that is now holding the Teddy should state, I'm sorry I'll try not to do that to you. That student now can either pass a comment or the Teddy to another student.

Activity # 14 - Pretzel Unmaker

The students will be broken into two groups (every other student). The groups will be named the "Tiger Group" and the "Lion Group". One group will be ask to stand and form a close tight circle facing each other. They are to hold the hand of a student in front of them, so that every student is either holding someone's hand or has his hand held by another student. The object of the task is for the students to untangle each other so that they now form a large circle. The students are allowed to help each other by talking to each other but the hands must never come apart. One of the groups facilitators are to be part of the group. Once the large circle is complete then they are to sit back in the circle with the other students trying the same exercise. The winner is the group that accomplishes the task.

Activity # 15 - Can We Be Friends

Two students in the group will pair off with one student asking the other if he or she would be his or her friend. The students will meet in the center of the circle and practice the act of meeting and making new friends. The other student will do the same thing.

Activity # 16 - Resisting Peer Pressure

The students were given a situation where one student was to roleplay a drug pusher with the other students being a potential buyer. The potential buyer was required to determine ways of resisting the peer pressure to buy the drug. The drug pusher was required to try to convert the non-user into a user.

Activity # 17 - Ignoring Insults

The students were asked to roleplay a situation where one student was in the position to make fun of another student because they are in an emotionally disabled classroom. The other student was required to ignore the insults and attempt to leave the negative situation without incident.

Activity # 18 - Requesting Help

The students were asked as a group to roleplay a classroom setting where one student played a teacher and the other participants played the students. One student was then designated to have a problem with an assignment which was frustrating, and request assistance. The students were requested to determine different methods of asking for assistance as well as coping with the frustration.

Activity # 19 - Reinforcing the Teacher

The students were asked to roleplay both a student and a teacher. One student roleplayed a situation where he/she was asking for assistance from the teacher. The student was instructed to both praise and thank the teacher for the assistance. Various scenarios would be created with various types of praise practiced.