

Unit II: Skill Development

Lesson Focus Area: Group Dynamics

Lesson 2.1: Group Building: Emotional Trust

Activity: Feeling Charades

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Lesson 2.2: Group Characteristics

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Handout: Productive Group Characteristics

Focus Area Round Up: Group Dynamics

Terminology and Concept Review

Boundary Breaking Question

Guided Journal Topic

Lesson Focus Area: Self-Awareness

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Activity: Me Pictures

Lesson 2.4: Personal Growth and Discovery

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Lesson 2.5: Self-Awareness Exercise

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Focus Area Round Up: Self-Awareness

Terminology and Concept Review

Boundary Breaking Question

Guided Journal Topic

Lesson Focus Area: Understanding Behavior

Lesson 2.6: Influences on Our Behavior

Activity: Positive Reinforcement Game

Activity: Looking at Behavior

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Handout: Encouragement: Some Points to Remember

Activity: Role Model Exercise

Lesson 2.7: Causes of Misbehavior

Handout: Four Goals of Misbehavior

Focus Area Round Up: Understanding Behavior

Terminology and Concept Review

Boundary Breaking Question

Guided Journal Topic

Lesson Focus Area: Communication, Listening, and Facilitation Skills

Lesson 2.8: Active Listening

Handout: Listening Skill and Self-Esteem

Activity: Practice Session on Communication

Activity: Listen Carefully

Activity: Boat Ride

Lesson 2.9: Facilitative Responses

Handout: Facilitative Responses/Techniques

Focus Area Round Up: Communication

Terminology and Concept Review

Boundary Breaking Question

Guided Journal Topic

Lesson Focus Area: Decision-Making and Problem-Solving

Lesson 2.10: Getting Started

Activity: Making a Decision

Handout: Models for Decision Making and Problem Solving

Activity: Factors Affecting Decisions

Handout: Factors Affecting Decisions

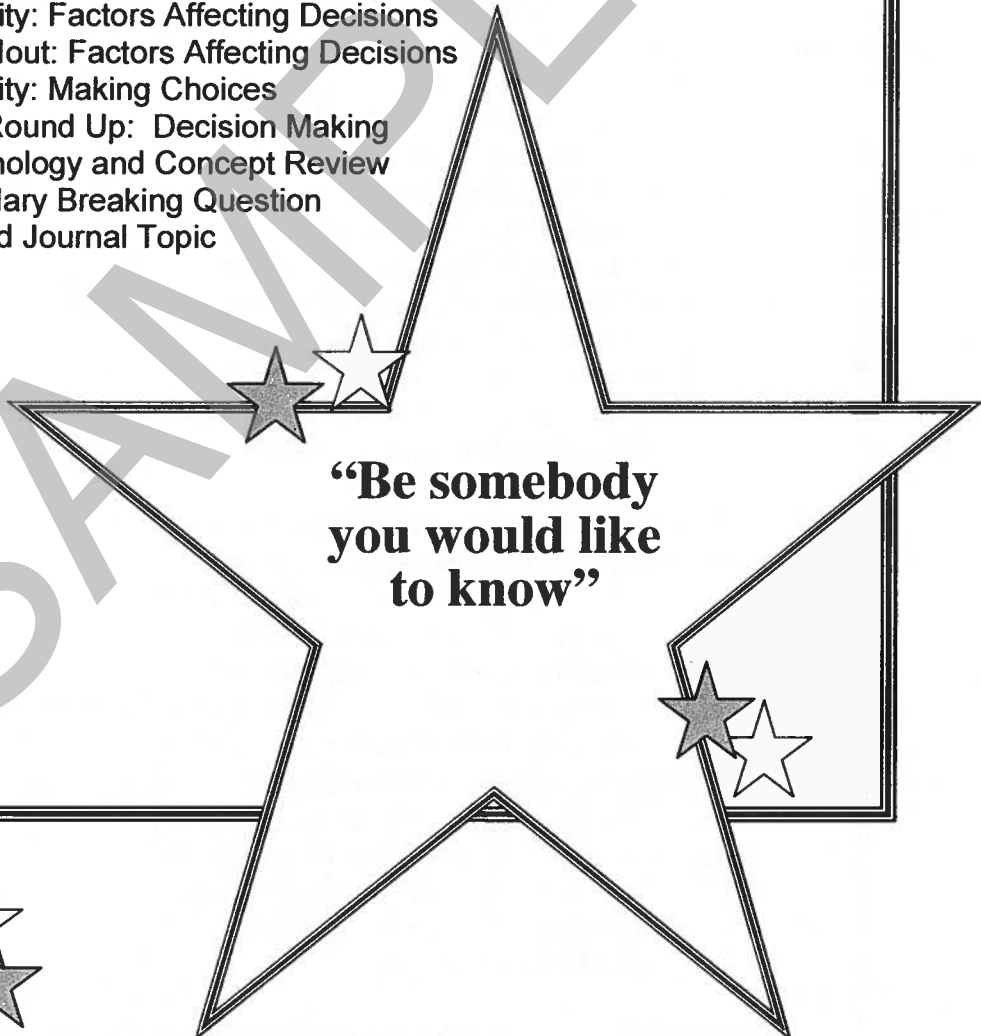
Activity: Making Choices

Focus Area Round Up: Decision Making

Terminology and Concept Review

Boundary Breaking Question

Guided Journal Topic



**“Be somebody
you would like
to know”**

Lesson Focus Area: Group Dynamics

Lesson 2.1: Group Building: Emotional Trust

Trust is a major component of helping relationships. It must be established before help can occur. There are many kinds of trust and many different levels, for example, emotional trust. How easily do you share your feeling with others? With who are you comfortable revealing feelings? Which feelings are you willing to share?

Activity: Feeling Charades

Objective: To identify and express specific emotions and the way they are expressed.

Materials: slips of paper, each containing a different emotion.

Procedure:

1. Select emotions from the following list and write one emotion on each slip of paper.

Angry	Frustrated
Afraid	Lonely
Proud	Bored
Excited	Tired
Happy	Embarrassed
Sad	Silly
Confused	Cautious

2. Have each student draw one slip of paper.

3. Tell the students to think about their word, but not to share it with anyone else – if they do not know what their word means, whisper it to them.

4. This game is played like charades. One student acts out their emotion and the others try to guess the emotion being expressed.

Process:

When is it OK for you to show your feelings?

Which feelings are more difficult to express?

What makes emotions difficult to show?

What can you do to make someone aware that you are angry?

Comments:

Point out that:

All people have feelings.

Some feelings are pleasant and some are unpleasant.

Everyone experiences bad feelings. The important thing to learn is how to express them in ways that will not hurt other people.

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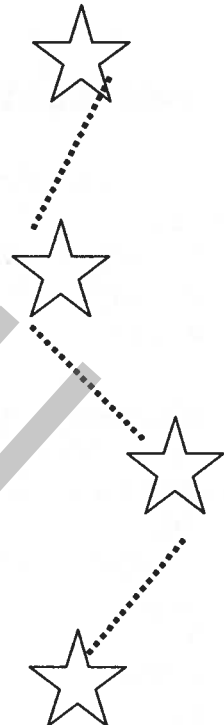
Handout: Pleasant and Unpleasant Feelings

Pleasant Feelings:

Accepted
Admired
Amused
Appreciated
Calm
Certain
Challenged
Cheerful
Close
Comfortable
Confident
Contented
Cozy
Delighted
Eager
Enthused
Enthusiastic
Excited
Fantastic

Fascination
Free
Friendly
Grateful
Happy
Hopeful
Important
Included
Inspired
Interested
Involved
Joyful
Liked
Loved
Needed
Optimistic
Peaceful
Pleased
Powerful

Proud
Refreshed
Relaxed
Respected
Satisfied
Secure
Settled
Special
Stimulated
Strong
Successful
Supported
Supportive
Sure
Touched
Thrilled
Trusted
Trusting
Warm

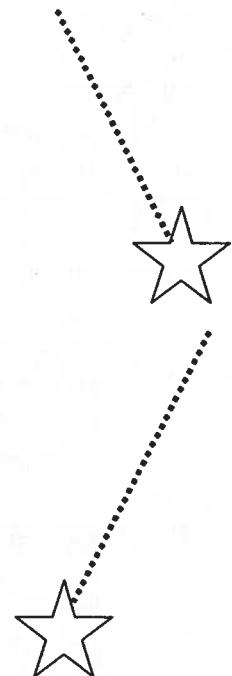


Unpleasant Feelings:

Afraid
Aggravated
Alone
Angry
Annoyed
Ashamed
Bitter
Bored
Cheated
Confused
Crazy
Defeated
Depressed
Desperate
Disagreeable
Disappointed
Discouraged
Discourage
Disgusted
Disliked

Disturbed
Down
Dumb
Embarrassed
Exhausted
Fearful
Frightened
Furious
Hated
Helpless
Hopeless
Horrible
Hurt
Insecure
Irritated
Left-Out
Lonely
Mad
Miserable
Mixed-Up

Overwhelmed
Picked-On
Pressured
Put-Down
Rejected
Restless
Sad
Scared
Shocked
Shy
Startled
Stupid
Teased
Tense
Terrible
Tired
Unconfident
Unloved
Unwanted
Worried



Lesson 2.2: Group Characteristics

Part of the peer helping experience is the development of a closely bonded effective team which accomplishes goals set by needs within their school and community. Learning about group dynamics, effective characteristics and techniques for team building helps peer helpers not only build stellar peer programs within their school but allows them lead all teams more effectively.

Activity: “Which Way Does Our Group Go?”

Objective: To allow group members to look inside themselves (and the group) and see if they are developing productive or non-productive habits.

Materials: Handout “Productive Group Characteristics”

Procedure:

1. Sit in a circle.
2. Distribute the handout.
3. Allow the group to select a recent activity or project, on which they had worked that they wish to “dissect”.
4. Follow the handout and ask the group to assess the productive vs. the non-productive characteristics they displayed when working on the chosen project.
5. Cover all points on the handout and discuss reasons the characteristics help or hurt productivity.
6. Have students list behaviors they already use that are “productive”.
7. Allow students to make a separate “needs improvement” list for the characteristics that they would like to change or develop.

Process:

1. How did you feel while assessing our group’s strengths?
2. How did you feel when you learned we had developed some non-productive habits?
3. How does this help us with our role as peer helpers?
4. Does the group believe they are a productive group according to this description?
5. What has to happen first in order to become a completely productive group?



HANDOUT: Productive Group Characteristics

Clearly state the task (goal of the project).

Keep groups small.

Help each other stay committed to the peer helping.

Care for one another.

Plan and then take steps towards a goal.

“WORK” in meetings (keep the group working together and watch for activities that waste time and energy).

Do problem solving and decision-making (follow the steps).

Maintain a low frustration level (try to keep anger and stress low).

Maintain openness and trust between group members
(talk things out and share feelings).

Bring disagreements and controversies to a positive conclusion.

Help develop loyalty to the group cause (do activities to bring group closer together and dedicated to the group and goals).

Good leadership makes a group productive and strong.

