



BOYS & GIRLS CLUBS

## Targeted Program Facilitator's Guide

Part of the Triple Play suite of programs, Social Recreation builds social-emotional skills in the gamesroom and beyond. In six thematic units, activities help young people develop healthy relationships with themselves and others, emotional regulation skills and responsible decision-making skills.

Ages  
**6-18**

**90**  
Sessions



# Social Recreation



## Triple Play

Triple Play is a suite of three Targeted Programs intentionally written to build the skills, attitudes, knowledge and behaviors essential to an overall healthy lifestyle. Healthy eating, physical activity and relationship building are addressed in Healthy Habits, Daily Challenges and Social Recreation. Together, the programs help young people learn to sustain the health of the mind, body and soul.

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## Introduction

### Triple Play

In order to enable all young people, especially those who need us most, to reach their full potential as productive, caring, responsible citizens, Boys & Girls Clubs focus on three priority outcome areas: Academic Success, Healthy Lifestyles, and Good Character and Citizenship.

Triple Play is a suite of three Targeted Programs that work together to promote Healthy Lifestyles. The three programs were intentionally written to build the skills, attitudes, knowledge and behaviors essential to an overall healthy lifestyle. Healthy eating, physical activity and relationship building are addressed in a suite of three easy-to-use resources. Each component is a complete curriculum; together, they help youth learn to sustain the health of the mind, body and soul.

### Social Recreation

Social Recreation is a social-emotional learning curriculum that builds skills a young person needs to make healthy choices. The program consists of six thematic units with five sessions each; activities help young people develop healthy relationships with themselves and others, emotional regulation skills and responsible decision-making skills.

### The Sports and Recreation Core Program Area

Programs in this area promote physical health by providing low-risk settings for members to explore moving their bodies and eating healthy foods. These playful experiences build movement and nutrition skills. Members develop positive attitudes toward physical activity and healthy eating to support a lifetime of healthy decisions. Targeted Programs and High-Yield Activities in the Sports and Recreation Core Program Area are linked to the Healthy Lifestyles priority outcome area.

### ***Sports and Recreation Outcome Statement***

Youth have the ability, confidence and motivation to lead physically active lifestyles and adopt healthful eating patterns.

Social-emotional skills are essential for youth to build healthy relationships with themselves and others, recognize and manage emotions, and solve problems.

**Triple Play was designed to promote:**

Nutritional Literacy	
Nutrition Skills	<ul style="list-style-type: none"> <li>• Choosing food</li> <li>• Preparing food</li> <li>• Planning food</li> </ul>
Social-emotional Skills	<ul style="list-style-type: none"> <li>• Identifying emotions</li> <li>• Impulse control</li> <li>• Stress management</li> <li>• Organizational skills</li> <li>• Perseverance</li> <li>• Identifying and solving problems</li> <li>• Nutrition goal-setting</li> <li>• Peer relationships</li> <li>• Adult relationships</li> </ul>
Physical Literacy	
Movement Skills	<ul style="list-style-type: none"> <li>• Locomotor</li> <li>• Physical fitness</li> <li>• Acrobatic</li> <li>• Object manipulation</li> <li>• Tactical</li> </ul>
Social-emotional Skills	<ul style="list-style-type: none"> <li>• Physical activity perseverance</li> <li>• Physical activity goal-setting</li> <li>• Teamwork</li> <li>• Impulse control</li> <li>• Identifying and solving problems</li> <li>• Peer relationships</li> <li>• Adult relationships</li> </ul>

### The Youth Development Professional's Role in Healthy Lifestyles

Positive youth development is an intentional approach that engages youth within their communities, schools, organizations, peer groups and families in a manner that is productive and constructive; recognizes, uses and enhances young people's strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.

Sports and Recreation programs, when facilitated with high-quality youth development practice, help youth develop the skills, confidence and motivation needed to maintain a healthy eating pattern and a physically active life.



Youth development professionals can help all youth live a healthier lifestyle with the following staff practices:

- During structured and unstructured Club time, staff intentionally integrate activities that explicitly build social-emotional skills.
- Staff facilitate and maintain Group Agreements at the start of any routine programmatic experience to establish a safe environment for sharing and learning.
- Staff provide the opportunity and space for youth and other staff to check in emotionally during the Club day; staff are able to recognize trends in emotions and modify programming as necessary.
- Staff allow youth opportunities to independently recognize and solve problems and decisions about health.
- Staff integrate trauma-informed approaches throughout the Club day, especially in health programs and activities.
- Staff provide ongoing assistance for youth to set ambitious yet realistic goals for their future in academics and health.
- Staff provide recognition when youth make choices that support their own health and/or the health of others.
- Staff share their personal challenges, and model appropriate and safe ways to address personal difficulties.

***Positive Youth Development Supports Character and Social-emotional Development***

Boys & Girls Clubs programs offer opportunities for staff to model, recognize, reinforce and reflect on character development. Positive youth development provides direction for how you interact with, engage and model behavior for youth. You get to shape the lives of young people every day. As a result, you set the expectations and show youth what essential character traits – caring, citizenship, fairness, respect, responsibility and trustworthiness – mean and how they look. These character traits come to life when youth practice social-emotional skills like teamwork, conflict management and emotional regulation.

Youth can start to build character using “caught and taught” approaches. Youth “catch” social-emotional skills when they observe youth development professionals modeling them, and when they interact with peers. Youth can also be “taught” skills to build good character when the skills are explicitly introduced and practiced through program sessions and activities. Use this formula to understand how character develops over time:

**Staff Model Good Character + Youth Practice Skills Regularly =  
Character Development**

Youth development professionals facilitating Social Recreation can model good character in the ways they support all youth, offer feedback rather than criticism, and encourage honesty and responsibility.

To build character traits, include many opportunities for youth to practice the social-emotional skills developed in Social Recreation. These include skills related to:

- How youth feel about themselves
- Their relationships with others
- Their ability to regulate emotions
- Their ability to solve problems

When Character Development is present:

- Youth development professionals model and youth practice skills that display respect, fairness, trustworthiness, responsibility, caring and citizenship.
- Youth successfully get along well with others.
- Youth are better able to control their emotions and solve problems.

When Character Development is absent:

- Youth do not feel a sense of belonging at the Club.
- Youth lack skills that foster positive peer relationships.
- Youth lack self-control and act out in frustration.

For more information, see “Practicing Social-emotional Skills to Achieve Character Development” in the BLUEprint at [BGCA.net/ProgramBasics](https://www.bgca.net/ProgramBasics). It will show you the specific social-emotional skills young people should practice to demonstrate positive behaviors indicative of essential character traits.

### ***Practice Positive Youth Development to Create Inclusive Clubs***

Inclusion is a core component to build a safe, positive environment in your Club. In order to fulfill our mission, Clubs must create safe, positive and inclusive environments for all youth and teens – including every race, ethnicity, gender, gender expression, sexual orientation, ability, socio-economic status and religion. By creating inclusive environments at the Club, we improve the overall experience for all young people. When staff use positive youth development practices, they help ensure all youth:

- Feel represented
- Have a sense of belonging
- Can meaningfully participate in programming

As you implement Social Recreation, consider strategies that help youth feel affirmed, safe and engaged with Club experiences. For more information on building and sustaining an inclusive environment, download the Program Basics BLUEprint at [BGCA.net/ProgramBasics](https://www.bgca.net/ProgramBasics).

### How to Use This Resource

This targeted program and facilitator's guide is designed to provide a convenient, one-stop resource for running an effective Social Recreation program. It is informed by and builds on the excellent work Clubs already are doing to foster healthy lifestyles in youth. It provides guidance for leading each session, as well as expanding your facilitation and gamesroom management skills. And, though Social Recreation has traditionally taken place in the gamesroom, the activities in this facilitator's guide can be used in nearly any space.

Social Recreation sessions are grouped by age range, then further organized into six thematic units addressing the development of one or more social-emotional skill. Each unit contains five lessons that are intended to build upon one another sequentially. You can choose the units themselves in any order you like. Ultimately, though, Social Recreation for ages 6-9 and 10-12 should be implemented in the manner which best addresses your members' needs. For example, if youth are having trouble controlling impulses and managing stress caused by external circumstances, you might facilitate a lesson from "Impulse Control and Stress Management," even if you've been working on a different unit. The lessons for 13- to 18-year-olds should be facilitated sequentially, as they provide teens with a framework to design and implement a Club service project. Facilitating these lessons out of order may result in confusion.

This guide is available on [BGCA.net](https://www.bgca.net). Clubs can download complimentary copies of most national programs and resources.

## Social Recreation Overview

**Ages 6-9**

#	Title and Skill	Learning Objectives
1	<b>Relationship Building</b>	Youth will form relationships with peers and adults.
2	<b>Teamwork</b>	Youth will be able to work effectively with others.
3	<b>Identifying Emotions and Empathy</b>	Youth will be able to express feelings and build their ability to understand and share in feelings of others.
4	<b>Identifying and Solving Problems</b>	Youth will be able to solve problems and develop healthy decision-making processes.
5	<b>Impulse Control and Stress Management</b>	Youth will practice controlling the desire to immediately react and develop healthy responses to stress.
6	<b>Perseverance and Self-efficacy</b>	Youth will be able to keep going even when something is hard; they will believe in themselves and their ability to accomplish tasks.

**Ages 10-12**

#	Title and Skill	Learning Objectives
1	<b>Relationship Building</b>	Youth will form relationships with peers and adults.
2	<b>Teamwork</b>	Youth will be able to work effectively with others.
3	<b>Identifying Emotions and Empathy</b>	Youth will be able to express feelings and build their ability to understand and share in feelings of others.
4	<b>Identifying and Solving Problems</b>	Youth will be able to solve problems and develop healthy decision-making processes.
5	<b>Impulse Control and Stress Management</b>	Youth will practice controlling the desire to immediately react and develop healthy responses to stress.
6	<b>Perseverance and Self-efficacy</b>	Youth will be able to keep going even when something is hard; they will believe in themselves and their ability to accomplish tasks.

**Ages 13-18**

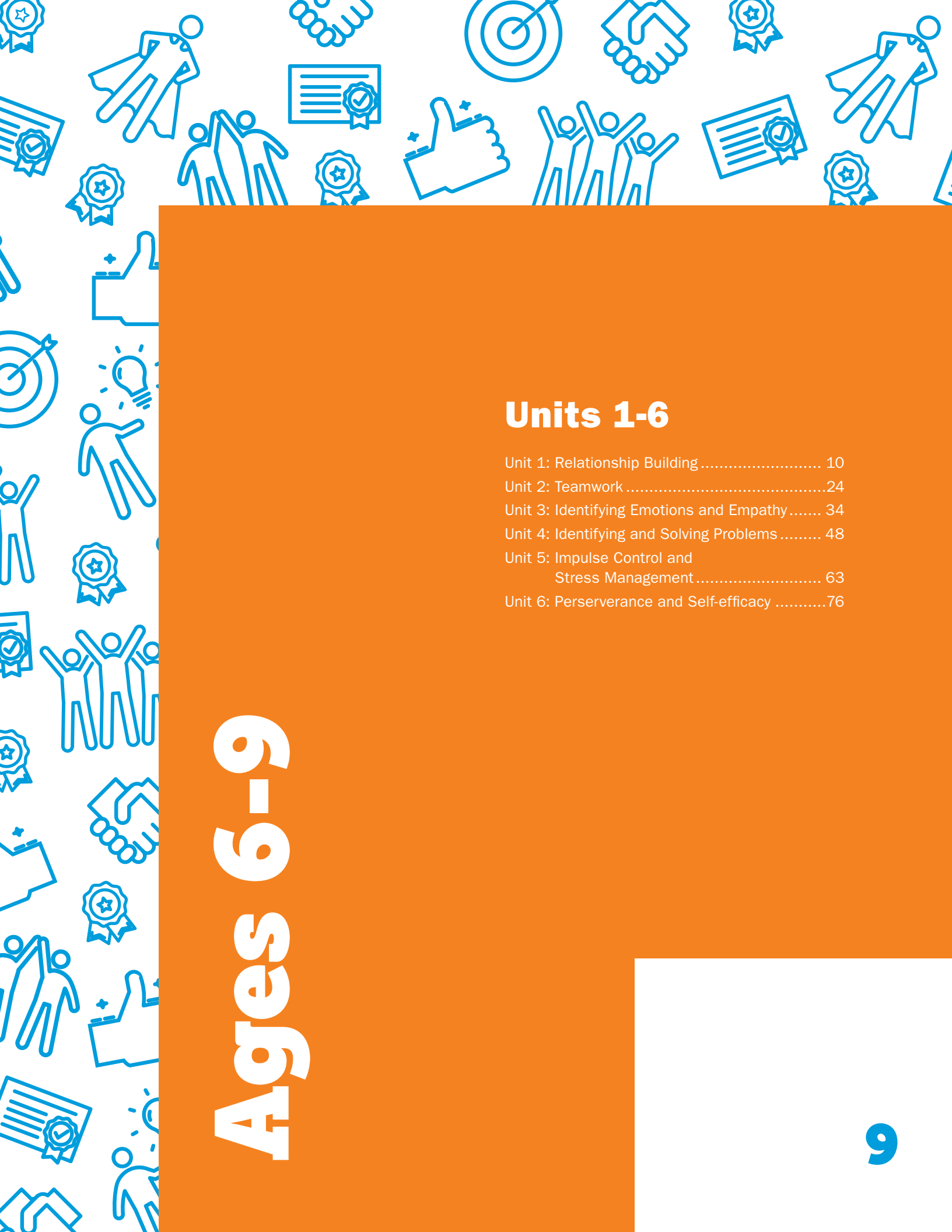
#	Title and Skill	Learning Objectives
1	<b>Relationship Building</b>	Teens will form relationships with peers and adults.
2	<b>Teamwork</b>	Teens will be able to work effectively with others.
3	<b>Identifying Emotions and Empathy</b>	Teens will be able to express feelings and build their ability to understand and share in feelings of others.
4	<b>Identifying and Solving Problems</b>	Teens will be able to solve problems and develop healthy decision-making processes.
5	<b>Perseverance and Stress Management</b>	Teens will be able to keep going even when something is hard and develop healthy responses to stress.
6	<b>Self-efficacy</b>	Teens will develop belief in themselves and their abilities to accomplish tasks.

### Recommended Resources

BGCA offers a range of developmentally appropriate Sports and Recreation programs to serve youth of all age groups:

<p><b>Middle Childhood</b> Ages 6-9</p>	<ul style="list-style-type: none"> <li>• Triple Play Daily Challenges</li> <li>• Triple Play Healthy Habits</li> <li>• Triple Play Social Recreation</li> <li>• ALL STARS</li> <li>• Play Ball</li> <li>• T.R.A.I.L. Diabetes Prevention (designed for Native youth)</li> </ul>
<p><b>Late Childhood</b> Ages 10-12</p>	<ul style="list-style-type: none"> <li>• Triple Play Daily Challenges</li> <li>• Triple Play Healthy Habits</li> <li>• Triple Play Social Recreation</li> <li>• ALL STARS</li> <li>• Play Ball</li> <li>• T.R.A.I.L. Diabetes Prevention (designed for Native youth)</li> </ul>
<p><b>Early Adolescence</b> Ages 13-15</p>	<ul style="list-style-type: none"> <li>• Triple Play Daily Challenges</li> <li>• Triple Play Healthy Habits</li> <li>• Triple Play Social Recreation</li> <li>• ALL STARS</li> <li>• Play Ball</li> </ul>
<p><b>Teen</b> Ages 16-18</p>	<ul style="list-style-type: none"> <li>• Triple Play Daily Challenges</li> <li>• Triple Play Healthy Habits</li> <li>• Triple Play Social Recreation</li> <li>• ALL STARS</li> <li>• Play Ball</li> </ul>

Other resources include Taking a Club-wide Approach to Healthy Eating: A Resource Guide for Staff and Leadership. Find these titles using the search bar on [BGCA.net](https://www.bgca.net).



# Ages 6-9

## Units 1-6

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Unit 3: Identifying Emotions and Empathy .....	34
Unit 4: Identifying and Solving Problems .....	48
Unit 5: Impulse Control and Stress Management .....	63
Unit 6: PERSISTENCE and Self-efficacy .....	76

**TIME**

50 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Supplies Needed:**

- Pens/pencils
- Markers
- Construction paper
- Sticky notes
- Poster board/flip chart paper

**Links to Resources:**

None

**Social-emotional Skill:**

- Teamwork
- Relationship building
- Identifying emotions
- Communication

**Key Terms:**

**Group Agreements:** A shared vision that a group creates in order to build an emotionally supportive environment.

# Session 1: Relationship Building

**Session Objective:** The Group Agreements is a shared vision that a group creates in order to build an emotionally supportive environment. It is a tool that can bridge the gap between how Club members are feeling and how they want to feel. It's important for youth who work together within a program area to complete a Group Agreements as a way to build a safe, positive emotional climate and bolster group connections within the program.

**Warm Welcome (2 minutes)**

Greet youth by name and engage in meaningful conversations.

**Community Builder (10 minutes)****Name Motion Circle**

- Each participant steps forward saying their name while performing a brief movement of their choice – for example, clapping or jumping in place.
- The group repeats the name and movement together.
- Then, have the group say all names with the matching movements of everyone who has already gone before moving on to the next person.

**Main Activity: Group Agreements Review (20 minutes)****Preparation**

- Have the space and all materials (e.g., colored pens, scissors, glue, etc.) available so youth can work.
- It's important to know how Agreements are different from rules. Most rules are meant to keep everyone in the Club physically safe. While physical safety is incredibly important, it is also necessary that everyone feels emotionally safe while at the Club. Agreements allow youth to define what feeling "emotionally safe" means to them and how they can support each other.
- The Group Agreements focus on feelings and behaviors that help to create the expectations for how everyone will treat each other.

## Session 1

Ages 6-9  
Relationship Building

# 10



**Introducing Youth to the Activity**

- Say, “Today, we’re going to start creating our program Group Agreement.”
- Have youth take a minute to think about the rules in your Club. Ask members to name some Club rules. Some common rules are, “Don’t run in the halls” or “Keep your hands to yourself.”
- Say, “Rules are created by staff to keep you safe. Group Agreements are like a promise we make to each other in front of our fellow Club members to make sure that everyone feels comfortable in a program.”
- Ask youth to share some promises they have made to friends or family members.
- Say, “The Group Agreements describe how we all want to feel in the program and what we can promise to do to make sure everyone has these feelings.”
- Say, “Today we will share how we want to feel and create promises for how everyone will treat each other in our group.”
- Say, “We are going to answer the following three questions:”
  - › How do we want to feel during our time together?
  - › What can we do to have these feelings every day?
  - › What can we do if someone’s feelings are hurt?

**1****Step-by-Step Directions****Step 1**

Ask, “How do we want to feel during our time together?”

- Ask youth what feelings they would like to have at the Club. List each feeling on the board or flip chart paper. It’s helpful to find images of faces or characters expressing different emotions to post next to each of the feeling words.
- The goal is to have five top feelings. Try to make sure each feeling is unique. Sometimes youth will know that they want to feel a particular way (e.g., part of a group), but do not have the vocabulary to describe the actual feeling (e.g., accepted, belonging). If this is the case, provide members with the best feeling word that describes their experiences. Some examples include: safe, kind, happy, proud.
- Once you have the top five feeling words, ask question number two.

**Session 1**

Ages 6-9  
Relationship Building

## Session 1

Ages 6-9  
Relationship Building

# 12

**2**

### Step 2

Ask, "What can we do to have these feelings every day?"

- Explain to youth that you want them to think about what they can do each day to make sure everyone feels the top five feelings (e.g., safe, kind, happy, etc.). Discuss each feeling one at a time. Below are some examples:
  - › Happy = smile when we are in the program together.
  - › Kind = share your materials, paper, computers, etc.
- It is common for different feelings to be associated with similar behaviors. For example, both feeling liked and being kind may involve smiling and being helpful. Try your best to help youth come up with one specific behavior for each feeling.
- Have youth choose one of the five feeling words that is most important to them.
- Have each youth write down the feeling word they chose and one thing they can do to help others feel that way. Then have youth draw a picture showing that behavior.
- Once they have finished their drawing, have them sign their paper, then hang all of their commitments on a wall in the program area.
- You can remind youth of the commitments they made throughout the program by referring back to the pictures on the wall.
- The Group Agreements should be displayed in a space that all members can see within the program area. It is important that all members see the Group Agreements daily to make sure they are being followed. Seeing the Group Agreements will remind them of their commitments, and also encourage members to keep each other accountable.

**3**

### Step 3

Ask, "What can we do if someone's feelings are hurt?"

- Ask youth what they can do if someone's feelings are hurt. Encourage youth to be as specific as possible. Below are a few examples:
  - › Ask, "Can I help you?"
  - › Tell Club staff.
  - › Help pick up something that was dropped.

- Together, decide on a final list of about three to five behaviors that will be included in your Group Agreements to address how youth will handle hurt feelings.
- Ask youth to draw a picture that represents one of the five behaviors.
- Once you have the behaviors drawn, you can add them to the wall along with the youth's commitment worksheets from step two.

### Youth Reflection (5 minutes)

- What did you learn about how others want to feel when they are in this group?
- What are you going to do to make sure you help others feel this way every day in our group?
- How can you do this in other areas of the Club? What would it look like in the gym or at school?

### Recognition (5 minutes)

Ask youth to share a time when someone in the group helped them feel one of the five feeling words that they chose for their Agreements.

### Closing and Transition (2 minutes)

- Ask youth to clean up their area and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

### Subsequent Sessions

#### Two-Minute Review of Group Agreements Prompts

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompts to review the Agreements with your group:
  - › Does everyone commit to our Agreements today?
  - › Is there anything we need to add?
  - › Is there anyone who still needs to commit to the Agreements?

## Session 1

Ages 6-9  
Relationship Building

If there are youth who join the group who were not a part of Session 1 and didn't get to participate in creating the Group Agreements, they can fill out a worksheet and add it to the Group Agreements wall.

**Potential Review Questions**

- What parts of the Agreements have helped our group?
- What feelings have we, as a group, done an especially good job of honoring during our program time?
- What behaviors have we all used successfully during our time together?
- What are some examples of problems the Agreements have helped us to resolve?
- How can we continue to honor these Group Agreements with the rest of the Club even after the program ends?

## Session 1

Ages 6-9  
Relationship Building

# Session 2: Relationship Building

**TIME**

45 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Session Objective:** Youth will be able to develop relationships with peers and adults.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (10 minutes)

### My Name is and I Like to ...

- Ask youth to stand in a circle.
- The first member says, “My name is \_\_\_\_\_ and I like to \_\_\_\_\_.” And they act out the thing they like to do. For example, “My name is Maya and I like to swim,” then Maya pretends to swim.
- The whole group then copies the member and says, “\_\_\_\_\_ likes to \_\_\_\_\_.”
- The next person repeats the process.
- Continue until every youth has shared their name and what they like to do, and the whole group has done the name and movement with them.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompts to review the Agreements with your group:
  - › Does everyone commit to our Agreements today?
  - › Is there anything we need to add?

## Main Activity: Going to a Party (15 minutes)

### Preparation

None

### Introducing Youth to the Activity

Say, “Today we’ll be playing a game that will help us get to know each other and help us practice our memory!”

### Supplies Needed:

None

### Links to Resources:

None

### Social-emotional Skill:

Relationship building

### Key Terms:

None

## Session 2

Ages 6-9  
Relationship Building

# 15

**1****Step-by-Step Directions****Step 1**

- Ask youth to sit or stand in a circle. Say, “We are having a party, and everyone has to bring something for the party that begins with the first letter of their name.”
- Give an example, such as, “My name is JANINE and I’m bringing a bag of JELLYBEANS.”

**2****Step 2**

The person to your right says their name and item, and then repeats your name and item. For example, “My name is ERIK and I am going to bring EGG SALAD. This is JANINE and she is bringing JELLYBEANS.”

**3****Step 3**

- Each person introduces themselves, announces their item, and repeats the name and item of everyone who proceeded them. The last person has to remember everyone in the group (or at least try).
- Encourage others to help with clues when someone gets stuck on someone’s name and item.

**Adaptation**

- After having completed a full round, ask everyone to switch their location in the circle and see if youth can still remember their names and items.
- Play the game a second time and have youth choose an item to bring to the party that starts with the LAST letter of their first name. For example, “My name is KASIM and I’m bringing M&Ms.”

**Youth Reflection (5 minutes)**

- What made this game fun?
- Why is it important to get to know other people in our Club?
- What will you do to keep building the relationships with other members that you’ve started today?

**Recognition (5 minutes)**

Congratulate the youth toward the end of the circle who had to attempt to remember everyone’s name.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 2**

Ages 6-9  
Relationship Building

# Session 3: Relationship Building



TIME

45 Minutes



SIZE

1-25



HANDOUTS

None

**Session Objective:** Youth will be able to develop relationships with peers and adults.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (10 minutes)

### Partner Switch

- Have youth get into pairs.
- Explain that in this game, they'll be touching each other in appropriate ways.
- Ask the first partner pair to be ready to follow your command. Call out, "Elbow to elbow" and have youth work together to follow that command.
- Call out a few commands, and then have partners switch when you say, "Partner to partner."
- Continue play for as long as youth are having fun.
- Some examples of commands include:
  - › Wrist to wrist
  - › Wrist to foot
  - › Foot to foot
  - › Back to back
  - › Knee to knee
  - › Knee to elbow
  - › Head to back

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What parts of the Agreements have helped our group?

## Main Activity: Find Somebody Who (15 minutes)

### Preparation

Make sure you have an open space where youth can move around freely.

### Supplies Needed:

None

### Links to Resources:

None

### Social-emotional Skill:

Relationship building

### Key Terms:

None

## Session 3

Ages 6-9

Relationship Building

### **Introducing Youth to the Activity**

Say, “We’re going to get to know each other a bit better individually today by finding people who have things in common with us.”

### **Step-by-Step Directions**

**1**

#### **Step 1**

- Begin by saying, “Find somebody who ... ” and filling in the blank. Examples include:
  - › Has the same number of brothers and sisters as you.
  - › Shares the same favorite fruit as you.
  - › Was born in the same month as you.
  - › Has the same favorite color as you.

**2**

#### **Step 2**

- Once youth have found a partner with whom they have this particular thing in common, give partner pairs one minute to discuss the answer to one of the following questions:
  - › If you could be any animal, what would it be and why?
  - › What is one thing you would change about the Club to make it a better place?
  - › If you could have one magical power, what would it be?
  - › How do you know if someone is being a good friend?
- Give a 30-second warning so that one partner knows when they should wrap up their answers and let the other partner begin talking.

### **Youth Reflection (5 minutes)**

- What did you learn about our group while we were playing this game?
- Why is it important to get to know people whom you may not have met before?
- What are some ways you could introduce yourself to other members after today?

### **Recognition (5 minutes)**

Give a strong person clap for the whole group upon completion. A strong person clap can be done by clapping two times and then flexing one muscle while grunting.

## **Session 3**

Ages 6-9  
Relationship Building



**Closing and Transition** (*2 minutes*)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 3**

Ages 6-9  
Relationship Building

**TIME**

45 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Supplies Needed:**

Cones (one fewer than the number of participants)

**Links to Resources:**

None

**Social-emotional Skill:**

Relationship building

**Key Terms:**

**Relationship building:** Process of forming peer and adult relationships.

# Session 4: Relationship Building

**Session Objective:** Youth will be able to develop peer and adult relationships.

**Warm Welcome** (2 minutes)

Greet youth by name and engage in meaningful conversations.

**Community Builder** (10 minutes)**Look Up, Look Down**

- Players stand in a circle with all their heads looking down.
- While looking down, each youth should secretly select another person's shoes.
- When you call, "look up," all the members should look up at the person whose shoes they have selected. They cannot change their selection.
- If two people are making eye contact when they look up, they both have to scream.
- The person who screams last is eliminated.
- The circle narrows as players are eliminated. Call, "Look down" and repeat the process until there is a winner.
- If enough youth are eliminated, youth can start a second game while the first is still going on.

**Group Agreements Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What feelings have we, as a group, done an especially good job of honoring during our program time?

**Main Activity: All My Friends and Neighbors ...** (20 minutes)**Preparation**

Place cones in a circle. For example, 24 players would use 23 cones.

**Introducing Youth to the Activity**

Say, "Today we're going to play a fast-paced game to let all of you get to know one another better. Go ahead and start thinking of some unique things about YOU to share with the group during the game."

## Session 4

Ages 6-9  
Relationship Building

# 20

1

**Step-by-Step Directions****Step 1**

- Ask youth to stand by the cones. Select one youth to start as the leader. They will stand in the middle.
- Play begins when the leader says, “I love all my friends and neighbors who ...” and they fill in the blank with something true about themselves. For example, “I love all my friends and neighbors who were born in Chicago,” or “I love all my friends and neighbors who have dogs as pets.”

2

**Step 2**

- As soon as they finish with the statement, everyone (including the person in the center) who this statement is also true for moves from their own cone to an empty cone in the circle.
- The last person left without a cone is the new leader and can share something true about themselves for the next round.
- Encourage players who aren’t moving (because the statement doesn’t apply to them) to “coach” each other and call out “space” when there is an open cone that a youth can take.

**Adaptation**

If the same player ends up in the middle more than once, allow them to switch out with someone who hasn’t been the leader yet.

**Youth Reflection (5 minutes)**

- What was surprising about what you learned about others in the Club today?
- What are some ways we could get to know others better at the Club?
- How will you be a leader at the Club to build relationships and make friends with others?

**Recognition (5 minutes)**

Congratulate everyone for playing the game, learning about each other, and having fun. Ask them to celebrate with a firework clap, which is giving someone else double high fives, shaking your hands like a firework, and saying, “Ahhhh!”

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 4**

Ages 6-9  
Relationship Building



**TIME**

45 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Supplies Needed:**

- Blindfolds (can be done without)

**Links to Resources:**

None

**Social-emotional Skill:**

Relationship building

**Key Terms:**

None

# Session 5: Relationship Building

**Session Objective:** Youth will be able to develop relationships with peers and adults.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (10 minutes)

### Find Your Match

- Make sure everyone has a partner. The partner pairs should make up their own unique sound. Allow partners to practice.
- Ask one member of each pair to go to one side of the room and one member of the other pair to go to the other side of the room.
- Ask everyone to close their eyes (or use blindfolds), and then make their noise out loud to see if they can find their partner from across the room.
- Be mindful of clearing away tables and chairs so players are playing in a clear space.
- If possible, get teens or other facilitators to redirect youth who might have an obstacle in their way.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What behaviors have we all used successfully during our time together?

## Main Activity: Duck, Duck, Club! (20 minutes)

### Preparation

Make sure you have an open space where youth can move around freely.

### Introducing Youth to the Activity

Say, “Today we’re going to practice each other’s names while playing a classic game we all know, but we’re going to play it with a twist!”

## Session 5

Ages 6-9  
Relationship Building

1

**Step-by-Step Directions****Step 1**

- Ask members to sit in a circle. Ask one member to be the “Goose.”
- The “Goose” will walk around the outside of the circle and tap each youth on the head while saying, “Duck.”
- When the youth taps someone’s head who is sitting in the circle and says the name of the Club site (instead of “Duck”), the youth who was tapped will stand up and waddle around the circle to chase the tagger. Both youth who are moving around the outside of the circle should be waddling, not running.

**Adaptation**

To engage more youth in this activity, introduce a second “Goose” after several rounds of game play. Both Geese should walk around the outside of the circle in the same direction with some distance between them.

**Youth Reflection (5 minutes)**

- What was hard about this game?
- Why might it be more fun to play games with people that you know?
- How can we support each other while we play games in the Club?

**Recognition (5 minutes)**

Congratulate each youth who managed to catch a Goose by making up a Goose call and asking youth in the circle to repeat the call back to you.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 5**

Ages 6-9  
Relationship Building

**TIME**

45 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Supplies Needed:**

- If available, have musical instruments for each youth (if you don't have musical instruments, ask youth to use their hands)
- Baton (e.g., marker/pen, stick, empty paper towel roll, etc.) for the conductor

**Links to Resources:**

None

**Social-emotional Skill:**

Teamwork

**Key Terms:**

None

# Session 1: Teamwork

## Session Objective: Youth will be able to work effectively with others.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

### Community Builder (10 minutes)

#### Animal Farm

- Before starting, number youth off from one to five (depending on the size of the group).
- Assign an animal to each number.
- Tell everyone what animal the number corresponds with. Ask what sound that animal makes. For example, dog (bark), duck (quack), cow (moo), cat (meow), sheep (baa), lion (roar), etc. Make sure all youth have a number. Also make sure all youth remember their animal.
- In this game, members must keep their eyes shut. They must find their fellow group of animals by walking slowly around the area and keeping their hands up as bumpers while making their animal sound.
- The game ends when everyone has found their animal group.

### Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What are some examples of problems the Agreements have helped us to resolve?

### Main Activity: Music Mix Machine (20 minutes)

#### Preparation

None

#### Introducing Youth to the Activity

Say, "We have the opportunity to practice teamwork by conducting our own symphony today. Let's make some music!"

## Session 1

Ages 6-9  
Teamwork

## 1

**Step-by-Step Directions****Step 1**

- Select a conductor for the orchestra.
- Allow each member to choose an instrument or create a musical noise that can be easily repeated. When the conductor points to a youth, that youth should play their instrument. When the conductor stops, the youth should stop playing. When the conductor moves the baton faster, youth should play faster. Youth should play slower when the baton is moved more slowly.
- After a few minutes, let a different member become the conductor so that each youth gets a chance to conduct their song.

**Adaptation**

- Consider acting out the conductor to demonstrate the “start,” “stop” and “faster/slower” movements.
- Once the group has mastered following the conductor, alter the activity by following the opposite rules. For example, play the instrument when the conductor signals you to stop.

**Youth Reflection (5 minutes)**

- In what ways did we work together as a team to complete this activity?
- How does it feel to wait while others are playing their instruments? How does this support teamwork?
- What are some things you can do when you feel like you want to jump in, but it’s not the right time?

**Recognition (5 minutes)**

Celebrate by asking youth to play their instruments as loudly as they can for one final note!

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 1**

Ages 6-9  
Teamwork

**TIME**

45 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Supplies Needed:**

- Long stick (like a broom stick) or a hula hoop
- Rubber chicken (or ball)
- Stopwatch or timer

**Links to Resources:**

None

**Social-emotional Skill:**

Teamwork

**Key Terms:**

None

## Session 2: Teamwork

### **Session Objective:** Youth will be able to work effectively with others.

#### **Warm Welcome** (2 minutes)

Greet youth by name and engage in meaningful conversations.

#### **Community Builder** (10 minutes)

##### **Helium Stick (or hula hoop)**

- If using a pole for this activity, get the youth to line up in pairs, one on each side, facing each other.
- If using a hula hoop (laid flat) for this activity, ask youth to get in a circle.
- Ask youth to place a hand in front of them with their index finger pointing out.
- Place the pole (or hoop) flat on top of all of their index fingers so it rests evenly. Make sure their index fingers are touching the pole (or hoop).
- The goal of the activity is to get everyone to lower the pole (or hoop) to the ground without any youth losing touch of it at any stage. As the leader, watch carefully to make sure their fingers are always kept in contact with the object.
- The activity is over when the pole (or hoop) has been placed gently on the ground

#### **Group Agreements Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › How can we continue to honor these Group Agreements with the rest of the Club even after the program ends?

#### **Main Activity: Chuck Race** (20 minutes)

##### **Preparation**

Ensure that there is space for every member to sit.

## Session 2

Ages 6-9  
Teamwork



**Introducing Youth to the Activity**

Say, “We have the opportunity to challenge each other to beat our own time today in a very specific task. Let’s see how well we can work together to beat our own time!”

**1****Step-by-Step Directions****Step 1**

- Explain that during this activity, youth will not be able to talk.
- When you say, “Go!” start a stopwatch and pass Chuck (the chicken/ball) to one youth.
- That youth will walk to another youth, hand Chuck to that person, and then sit down.
- The youth who has just received Chuck will walk it to another member, and then sit down.

**2****Step 2**

- Play continues until everyone is seated.
- Use the stopwatch to record how long it takes them to complete the activity.
- The goal of the activity is to play again and beat the time from the previous clock.
- Continue to play until they improve their time as a team.

**Youth Reflection (5 minutes)**

- What was hard about this activity?
- In what ways did it feel like we worked as a team?
- How could you be a better team player in other places in the Club? What about at school?

**Recognition (5 minutes)**

Ask all members to celebrate their own hard work by doing a chicken dance around the room.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 2**

Ages 6-9  
Teamwork

**TIME**

45 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Supplies Needed:**

Hula hoop

**Links to Resources:**

None

**Social-emotional Skill:**

Teamwork

**Key Terms:****Teamwork:** The ability to work effectively with others

# Session 3: Teamwork

## Session Objective: Youth will be able to work effectively with others.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

### Community Builder (10 minutes)

**Ants on a Log**

- Designate a line on the ground to stand on.
- Have all youth stand on the line.
- Number the players off one at a time.
- The goal of this activity is to get the whole group to switch positions on the line without falling/stepping off the line.
  - › For example, the player on the farthest left of the line will end up at the farthest right of the line by the end of the activity. The order of the players should be the same, but in reverse.

### Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompts to review the Agreements with your group:
  - › Does everyone commit to our Agreements today?
  - › Is there anything we need to add?

### Main Activity: Hula hoop Challenge (20 minutes)

**Preparation**

Make sure you have an open space where youth can form a circle.

**Introducing Youth to the Activity**

Say, "We have the opportunity to really practice teamwork today by passing a hula hoop around the circle and getting creative about how we move it with our bodies!"

**Step-by-Step Directions****Step 1**

- See adaptations for this activity before you start.

## Session 3

Ages 6-9  
Teamwork

# 28

- Youth can work together to pass the hula hoop over their head or under their feet to get it back to the starting point.
- Have the group form a circle and ask members to interlock their hands with the person next to them.
- Place the hula hoop over two people's interlocked hands so it cannot escape the circle.
- Explain that the goal of the game is to move the hula hoop all the way around the circle without anyone letting go of anyone's hands.

### **Adaptations**

- For younger youth, consider making this a progressive activity. For example:
  - › For the first round, walk around the circle with the Hula hoop and help each youth pass through the circle as practice.
  - › Once they've mastered getting through the hoop, then have them hold hands and get it around the circle together.
- As a variation, have youth race against the clock to beat their own time and pass the hula hoop faster around the circle. As another variation, have all youth play with their eyes closed.
- Make sure to accommodate youth with physical disabilities by working together to find modifications that will work to get the Hula hoop around the circle.

### **Youth Reflection (5 minutes)**

- What was it like working together to complete this activity?
- In what ways are we more effective when we work together?
- What teamwork strategies did you learn here that can be used in other places – like home or school?

### **Recognition (5 minutes)**

Teach youth the “Nailed It!” cheer: Hold up one hand as though positioning a nail. Move your other hand as though striking the nail; make a “bang” or similar noise with each strike. The group should strike three times in unison, then raise all hands in the air and exclaim, “Nailed it!” in celebration.

### **Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

## **Session 3**

Ages 6-9  
Teamwork



**TIME**

45 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Supplies Needed:**

One chair per youth

**Links to Resources:**

None

**Social-emotional Skill:**

Teamwork

**Key Terms:**

**Teamwork:** The ability to work effectively with others

# Session 4: Teamwork

## Session Objective: Youth will be able to work effectively with others.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

### Community Builder (10 minutes)

#### **Don't Wake the Dragon**

- Imagine that the youth are villagers in a town that is under attack by a nasty dragon.
- To save their village (and themselves), the youth must line up in order of tallest to shortest without speaking to one another.
- Once they have completed the task, the youth can simultaneously say, "Boo!" to scare off the dragon!
- If youth learn how to line up quickly from shortest to tallest, you can challenge them by asking them to line up by their birthdays.

### Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What parts of the Agreements have helped our group?

### Main Activity: Chair Game (15 minutes)

#### **Preparation**

Arrange the chairs in a close circle with no gaps. All youth should be seated in a chair to start.

#### **Introducing Youth to the Activity**

Say, "Today is another chance to practice teamwork. You will practice teamwork this time by working together to prevent one member from sitting down. Remember that the goal of today is to work together as a team to accomplish a goal."

## Session 4

Ages 6-9  
Teamwork

# 30

1

**Step-by-Step Directions****Step 1**

- Ask for a volunteer to stand in the middle so that a chair remains open.
- The youth's goal is to sit in the empty chair.
- All seated players will work together to stop the person in the middle from sitting in the open chair. For example, someone next to the empty seat tries to beat the person in the middle by shuffling over, and creating a new empty seat.
- The game continues until the person in the middle makes it safely to the empty seat. Then, ask for a new youth volunteer to go in the middle.

**Adaptation**

If you worry that this could be exclusive for your group, consider being the person in the middle the whole time. This way, youth are playing against you and working as a cohesive team, rather than against each other.

**Youth Reflection (5 minutes)**

- What was challenging about this activity?
- What might you do differently the next time you play?
- How can you use this experience to help when you're working with others?

**Recognition (5 minutes)**

Celebrate all members by doing a group high five. Decide what everyone will cheer for during the high five.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 4**

Ages 6-9  
Teamwork

**TIME**

45 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Supplies Needed:**

- Random items from the gamesroom
- Stopwatch or timer

**Links to Resources:**

None

**Social-emotional Skill:**

Teamwork

**Key Terms:**

**Teamwork:** The ability to work effectively with others

## Session 5: Teamwork

### Session Objective: Youth will be able to work effectively with others.

#### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

#### Community Builder (10 minutes)

##### Commercials

- Break the group into smaller teams and provide each team with a random item from the gamesroom.
- Each team should come up with a 60-second commercial to sell the product they are given from the gamesroom.
- Be creative in selecting items. The goofier the better.
- Give youth about five minutes to create, and five minutes to perform.
- Use a stopwatch or timer for each group's performance to ensure this doesn't take the entire activity time.

#### Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What feelings have we, as a group, done an especially good job of honoring during our program time?

#### Main Activity: Shoe Race (15 minutes)

##### Introducing Youth to the Activity

Say, "We'll be racing against each other as teams to see who can find, and put back on their shoes the fastest! This is another activity that requires working together effectively to win!"

##### Step-by-Step Directions

1

##### Step 1

- Split the groups into two equal teams. Everyone takes off their shoes and puts them in one large pile.
- One person from each team runs to the pile, finds and puts on their own shoes and runs back and tags the next person, who then runs to the pile to get their own shoes.
- Play continues until the first team gets all their shoes back on.

## Session 5

Ages 6-9  
Teamwork

# 32

**Adaptations**

- If some youth aren't willing to take off their shoes, make it an option for each youth to take off one appropriate accessory or layer of clothing (e.g., hoodie, headband, bracelet, belt, etc.) and put it in the pile.
- If youth master this game fairly quickly, give them time to debrief and plan how they could be more effective in their teams during the shoe relay. Use this as a reflection point at the end of the activity.

**Youth Reflection (5 minutes)**

- What is one way that you all worked together well as a team in this activity?
- In what ways did you work together more effectively after you had a chance to plan with your teammates?
- How does what you learned about yourself change how you might act at school when you're being asked to work as a team?

**Recognition (5 minutes)**

As this is the conclusion of the Teamwork Unit, allow some time for youth to work as a team to create their own group cheer recognizing some of the work they've done in the gamesroom. You could continue to use this cheer as a celebration and recognition throughout the remainder of the Social Recreation curriculum.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 5**

Ages 6-9  
Teamwork

**TIME**

45 Minutes

**SIZE**

1-25

**HANDOUTS**

Pages 262, 285

**Supplies Needed:**

- Mood Meter handout
- Story handout (for staff)

**Links to Resources:**

None

**Social-emotional Skill:**

Identifying emotions and empathy

**Key Terms:**

**Pantomime:** Acting in silence, with just motions and facial expressions

# Session 1: Identifying Emotions and Empathy

**Session Objective:** Youth will be able to express their own feelings and begin to recognize and understand others' feelings.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builders (10 minutes)

### Mood Meter

- Make sure you have a copy of the Mood Meter handout.
- Have youth form a circle.
- All youth check in on the Mood Meter and share a kind word about someone in the circle. Tell youth:
  - › Say, "It's important to know that it is OK to feel how you are feeling – everyone goes through lots of emotions every single day. It's normal to feel sad, excited, angry, calm or nervous every day, or even multiple times a day. The Mood Meter is what we will use as a check-in today."
  - › Ask each youth think of a word that describes how they are feeling right now (e.g., excited).
  - › Using the Mood Meter handout, each youth takes a turn while holding the Mood Meter to say their word and point to a colored area on the chart that represents how they are feeling.

### Kindness Circle

- After the Mood Meter, have members stand in a circle.
- Select one member to start.
- The member who starts will turn to the person on their left to say one kind sentence about them (e.g., I think Kiara is very helpful).
- After they share their one kind sentence, the person on the left will say one kind thing about the person on their left.
- This continues until everyone has shared.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.

## Session 1

Ages 6-9

Identifying Emotions and Empathy

34



- Use the following prompt to review the Agreements with your group:
  - › What behaviors have we all used successfully during our time together?

### **Main Activity: Feelings Story** (15 minutes)

#### **Preparation**

Be sure youth have enough space to move around.

#### **Introducing Youth to the Activity**

- Say, “Today you are going to have a chance to star in a story together! I am going to read a story out loud and you are going to have to act out what I am reading in pantomime. Pantomime means acting with no words. Show me what emotion you hear me talk about in the story. So if I say, ‘You find \$20 on the sidewalk,’ show me how you would react.” (Youth act surprised, excited, etc.)
- Say, “Great! Let’s jump into the story!”

**1**

#### **Step-by-Step Directions**

##### **Step 1**

- Read the story from the handout out loud for youth.
- Youth will act out the actions and emotions throughout the story.

#### **Youth Reflection** (5 minutes)

- What is one emotion you remember feeling when you acted out that story?
- What emotion was easy to act out? Why was it easy?
- What emotion was hard to act out? Why was it hard?

#### **Recognition** (5 minutes)

- Say, “Who knows what happens at the end of a great performance?” (A round of applause!)
- Have everyone give a round of applause by clapping five times in a circular motion.

#### **Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

## **Session 1**

Ages 6-9  
Identifying Emotions  
and Empathy

**35**

**TIME**

55 Minutes

**SIZE**

1-25

**HANDOUTS**

Pages 263, 285

# Session 2: Identifying Emotions and Empathy

**Supplies Needed:**

- Mood Meter handout
- Slips of paper with one shape on each (either a triangle, circle or square) – one for each youth, making groups of three to five youth
- Emotion Words handout (all cut out with one word per paper)

**Links to Resources:**

None

**Social-emotional Skill:**

Identifying emotions and empathy

**Key Terms:**

**Pantomime:** Acting in silence, with just motions and facial expressions

**Session Objective:** Youth will be able to express their own feelings and begin to recognize and understand others' feelings.

**Warm Welcome (2 minutes)**

Greet youth by name and engage in meaningful conversations.

**Community Builders (15 minutes)****Mood Meter**

- Make sure you have a copy of the Mood Meter handout.
- Ask youth to form a circle.
- All youth check in on the Mood Meter and share a kind word about someone in the circle. Tell youth:
  - › Say, "It's important to know that it is OK to feel how you are feeling – everyone goes through lots of emotions every single day. It's normal to feel sad, excited, angry, calm or nervous every day, even multiple times a day. The Mood Meter is what we will use as a check-in today."
  - › Ask each youth to think of a word that describes how they are feeling right now (e.g., excited).
  - › Using the Mood Meter handout, each youth takes a turn to say their word and points to a colored area on the chart that represents how they are feeling.

**Tense and Relax**

- After all youth have checked in on the Mood Meter, lead them through this activity.
- Ask, "Who knows what our muscles are doing when we breathe in and out?"
- Say, "When we breathe in and out our lungs are tensing and relaxing!"
- Say, "I am going to say a body part and then we will all practice tensing and relaxing, just like our lungs do."
  - › Start with your TOES – tense (pause) and relax (pause).
  - › Now, move to your ANKLES – tense (pause) and relax (pause).
  - › Now, move to your KNEES – tense (pause) and relax (pause).
  - › Now, move to your HANDS – tense (pause) and relax (pause).
  - › Now, move to your WRISTS – tense (pause) and relax (pause).

## Session 2

Ages 6-9

Identifying Emotions and Empathy

# 36

- › Now, move to your SHOULDERS – tense (pause) and relax (pause).
- › Now, move to your FACE – tense (pause) and release (pause).
- › Now, back to your SHOULDERS – tense (pause) and relax (pause).
- › Now, back to your WRISTS – tense (pause) and relax (pause).
- › Now, back to your HANDS – tense (pause) and relax (pause).
- › Now, back to your KNEES – tense (pause) and relax (pause).
- › Now, back to your ANKLES – tense (pause) and relax (pause).
- › Last, back to your TOES – tense (pause) and relax (pause).

### Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What are some examples of problems the Agreements have helped us to resolve?

### Main Activity: Emotion Charades (25 minutes)

#### Preparation

Be sure youth have enough space to move around.

#### Introducing Youth to the Activity

Say, “Who has played the game charades? Great! That’s what we will play together. The people in your group are your team and we will have a chance to act out the emotions we go through every day.”

#### Step-by-Step Directions

1

##### Step 1

- Say, “We will each take turns being the actor. When you are not the actor, you are part of the guessing team in your group.”
- Say, “The job of the actor is to get their team to guess what emotion they are acting out in pantomime. That means acting quietly, with just motions and facial expressions, no words.”
- Say, “Let’s try it together as a whole group!”
- Act out the emotion “tired” to try to get youth to guess.

## Session 2

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**2****Step 2**

- In teams, identify who will be the first actor based on whose birthday is coming up next.
- The actor selects a piece of paper with an emotion word from the cup or bowl. You may have to help youth if they don't understand their word.
- Actors try to get their team to guess their emotion word by acting it out silently, in pantomime.
- When a word is guessed, the actor sits back down and the next youth in the group becomes the actor.
- The round is over when all youth have had a turn acting at least once.

**Notes**

- If you have a large group, you should have the teams running at the same time.
- You can play multiple rounds.

**Youth Reflection (5 minutes)**

Have youth respond to the following questions:

- What emotion was easy to act out? Why?
- What emotion was hard to act out? Why?
- What emotion was hard to guess? Why?
- What emotion was easy to guess? Why?

**Recognition (5 minutes)****Applause Circle**

- Ask youth to stand in a circle.
- Starting with the youth to your left, everyone says their name and gives one clap and the youth who was named takes a bow. Then everyone says the name of the youth to their left, gives one clap, and takes a bow.
- Go in this pattern until everyone has been recognized.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 2**

Ages 6-9

Identifying Emotions  
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# Session 3: Identifying Emotions and Empathy



TIME

50 Minutes



SIZE

1-25



HANDOUTS

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**Session Objective:** Youth will be able to express their own feelings and begin to recognize and understand others' feelings.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builders (10 minutes)

### Mood Meter and Internal Weather Report

- Make sure you have a copy of the Mood Meter handout.
- Ask youth to form a circle.
- All youth check in on the Mood Meter and share a kind word about someone in the circle.
  - › Say, "It's important to know that it is OK to feel how you are feeling – everyone goes through lots of emotions every single day. It's normal to feel sad, excited, angry, calm or nervous every day, even multiple times a day. The Mood Meter is what we will use as a check-in today."
  - › Each youth think of a word that describes how they are feeling right now (e.g., excited) and think of what that feeling would look like as weather (e.g., a thunderstorm may represent anger).
  - › Using the Mood Meter handout, each youth takes a turn to say their word and weather report. They then point to a colored area on the Mood Meter that represents how they are feeling.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › How can we continue to honor these Group Agreements with the rest of the Club even after the program ends?

## Main Activity: You Know Me (25 minutes)

### Preparation

- Be sure youth have enough space to move around.
- Stand in a circle (if youth are not there already).

### Supplies Needed:

- Mood Meter handout
- Stopwatch

### Links to Resources:

None

### Social-emotional Skill:

Identifying emotions and empathy

### Key Terms:

None

## Session 3

Ages 6-9  
Identifying Emotions  
and Empathy

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**Introducing Youth to the Activity**

Say, “This game is about sharing some things about yourself and seeing who shares those things with you.”

**1****Step-by-Step Directions****Step 1**

- Start by giving the following example: “I’m going to say a prompt such as, ‘You know me – I feel excited to play outside!’”
- Say, “Then, if you agree with that statement, ‘I feel excited to play outside,’ you are going to walk to another place in the circle.”
- Facilitator examples:
  - › You know me – I feel sad when my friends don’t share with me.
  - › You know me – I feel proud when someone at my Club tells me I did a good job.
  - › You know me – I feel calm when I can color or draw.
  - › You know me – I feel nervous when I don’t know where I’m going.

**Notes**

- If you feel your youth can come up with their own prompts, you can let them lead. If not, add more of your own using the format, “You know me – I feel (emotion) when (example).”
- You can add directives for how to travel; for example: hop, waddle, dance, etc.

**Youth Reflection (5 minutes)**

Have youth respond to the following questions:

- What was one feeling you remember sharing?
- What was fun for you about this game?
- What was hard for you about this game?

**Recognition (5 minutes)**

- Say, “Thank you all for participating today! We are going to celebrate with a strong person clap.”
- Model the strong person clap by clapping two times and flexing your muscle with a strong grunt.
- Try it together.

**Session 3**

Ages 6-9  
Identifying Emotions  
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**Closing and Transition** (*2 minutes*)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 3**

Ages 6-9  
Identifying Emotions  
and Empathy

**41**

**TIME**

55 Minutes

**SIZE**

1-25

**HANDOUTS**

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**Supplies Needed:**

- Mood Meter handout
- Flip chart or white/chalk board area
- Markers or chalk
- Paper and writing utensil for each youth
- Ball of string or yarn

**Links to Resources:**

None

**Social-emotional Skill:**

Identifying emotions and empathy

**Key Terms:**

None

# Session 4: Identifying Emotions and Empathy

**Session Objective:** Youth will be able to express their own feelings and begin to recognize and understand others' feelings.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builders (10 minutes)

### **Mood Meter and Feeling Pose**

- Make sure you have a copy of the Mood Meter handout.
- Have youth form a circle.
- All youth check in on the Mood Meter and share a kind word about someone in the circle. Tell youth:
  - › “It’s important to know that it is OK to feel how you are feeling – everyone goes through lots of emotions every single day. It’s normal to feel sad, excited, angry, calm or nervous every day, even multiple times a day. The Mood Meter is what we will use as a check-in today.”
  - › Each youth think of a word that describes how they are feeling right now (e.g., excited) and think of what pose would match that emotion (e.g., hands on hips might represent anger).
  - › Using the Mood Meter handout, each youth takes a turn to say their word and do their pose. They then point to a colored area on the Mood Meter that represents how they are feeling.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompts to review the Agreements with your group:
  - › Does everyone commit to our Agreements today?
  - › Is there anything we need to add?

## Main Activity: Random Acts of Kindness (25 minutes)

### **Preparation**

- Be sure youth have enough space to move around.
- Organize the group in a seated circle, either at tables or on the floor.

## Session 4

Ages 6-9

Identifying Emotions and Empathy

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**Introducing Youth to the Activity**

- Say, “Acts of kindness are wonderful opportunities to learn how to show love and appreciation for others.”
- Say, “Acts of kindness help you think about how your actions impact others.”

**1****Step-by-Step Directions****Step 1**

- Say, “What are some examples of an act of kindness you’ve seen?” Examples could be:
  - › Holding the door for someone.
  - › Asking someone new to sit next to you or play a game with you.
  - › Sharing something you like with someone else.
- Make a list of their examples of acts of kindness.
- Ask youth which acts of kindness could be done in the Club each day. Put a star next to those actions.

**2****Step 2**

- Say, “Today our act of kindness will be writing a thank you note to someone we will see today – this could be someone at the front desk at the Club, at home or in school.”
- Give all youth paper and writing utensils.
- Ask youth to think of who they want to thank and why.
- Have each youth write their letter.
- You should be available if youth need help or have questions.

**Youth Reflection (5 minutes)**

Have youth respond to the following questions:

- How did you feel writing your letter? Why?
- Who did you choose to thank? Why?

**Recognition (5 minutes)**

- Have youth form a circle.
- Say, “Thank you all for participating today! We are going to give a shout out to each person in our group with a thank you web.”

**Session 4**

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- Pick someone from across the circle and thank them for something (e.g., Jenna – thanks for contributing to the group brainstorm today!).
- After you say the youth's name and thank them, you toss the ball of yarn to them, making sure you hold a piece of the string so it creates a web.
- Make sure everyone is thanked.

#### **Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

## **Session 4**

Ages 6-9  
Identifying Emotions  
and Empathy

# Session 5: Identifying Emotions and Empathy



TIME

50 Minutes



SIZE

1-25



HANDOUTS

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**Session Objective:** Youth will be able to express their own feelings and begin to recognize and understand others' feelings.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builders (10 minutes)

### Mood Meter and Best Thing

- Make sure you have a copy of the Mood Meter handout.
- Have youth form a circle.
- All youth check in on the Mood Meter and share a kind word about someone in the circle. Tell youth:
  - › “It’s important to know that it is OK to feel how you are feeling – everyone goes through lots of emotions every single day. It’s normal to feel sad, excited, angry, calm or nervous every day, even multiple times a day. The Mood Meter is what we will use as a check-in today.”
  - › Each youth think of a word that describes how they are feeling right now (e.g., excited) and the best thing that happened to them today (e.g., “I’m feeling excited and the best thing that happened to me today was eating my favorite snack – apple with peanut butter.”)
  - › Using the Mood Meter handout, each youth takes a turn to say their name and the best thing that happened. They then point to a colored area that reflects their emotion on the Mood Meter.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What parts of the Agreements have helped our group?

## Main Activity: Appreciation Station (25 minutes)

### Preparation

- Identify a wall or space in the gamesroom that can be designated as the Appreciation Station where youth and staff can post note of appreciation for other youth/staff.

### Supplies Needed:

- Mood Meter handout
- Paper
- Writing utensils
- Folded slips of paper with all youths' names (one name per paper)

### Links to Resources:

None

### Social-emotional Skill:

Identifying emotions and empathy

### Key Terms:

None

## Session 5

Ages 6-9  
Identifying Emotions  
and Empathy

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- Decorate this area with some color and a note that reads, “Appreciation Station: Shout out youth or staff you appreciate and tell them why!”

#### **Introducing Youth to the Activity**

- Say, “Sharing appreciation and gratitude is an important part of our Club community. When we thank others, we recognize them for something great they are doing.”
- Say, “To keep appreciation and gratitude an important part of our Club, we are going to create an Appreciation Station. This is a place where you can share your thanks and shout outs for other youth and staff at the Club who made your day better.”

#### **Step-by-Step Directions**

**1**

##### **Step 1**

- Say, “Let’s start by sharing an appreciation for someone in this room!”
- Have youth draw names from a hat.
- Have youth take a few minutes to think of something specific they would like to recognize that person for. They should do this by using the following model: I would like to thank (NAME) because (WHAT THEY DID). It made me feel (FEELING).
- Ask youth to take a few minutes to write an appreciation. Staff should help if needed.

**2**

##### **Step 2**

- When youth finish, instruct them on how to fold their appreciation into a paper airplane.
- Have youth form a line on one side of the room, holding their paper airplane appreciations.
- Count down from three and have youth launch their planes to the other side of the room.

**3**

##### **Step 3**

- Youth should go find one of the airplanes – it doesn’t have to be their own – and deliver it to the person it belongs to.
- Youth get to read their appreciation.
- Ask for any volunteers who want to share theirs.
- Once finished, post the appreciations from the group on the Appreciation Station board.

## **Session 5**

Ages 6-9  
Identifying Emotions  
and Empathy

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**Youth Reflection** (5 minutes)

Have youth respond to the following questions:

- Who did you choose to appreciate? Why?
- How did you feel reading your letter? Why?

**Recognition** (5 minutes)**Pass the GREAT**

- Have youth form a circle.
- Making eye contact, one youth starts by high fiving the person to their left and saying “GREAT!”
- Once they receive the high five, they turn to their left and high five the next person, saying “GREAT!”
- Go around the circle until everyone has had a high five.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Make sure all youth know where they will be transitioning to next to ensure there are clear instructions and expectations about where they will be going.

**Session 5**

Ages 6-9  
Identifying Emotions  
and Empathy



**TIME**

45 Minutes



**SIZE**

1-25



**HANDOUTS**

None

# Session 1: Identifying and Solving Problems

**Session Objective:** Youth will be able to solve problems and develop healthy decision-making processes.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

### Community Builder (10 minutes)

#### Guess the Leader

- Ask youth to form a circle and sit with their legs crossed on the floor, or in chairs, if needed.
- A detective is selected who will be the guesser.
- When the detective is selected, they should stand outside the circle, facing away with their eyes closed.
- Silently, select one of the youth remaining in the circle to be the leader.
- Everyone in the circle – not the detective – should know who the leader is, but not say anything to give it away.
- When the leader has been identified, everyone starts by tapping both hands on their lap.
- The detective is called back to stand in the middle of the circle.
- Quietly and secretly, the leader must occasionally change the activity everyone is doing. For example, they can start by tapping their lap, then the leader changes this to a clap and everyone follows.
- When the group sees the change, they should follow the leader's activity.
- The detective has to guess who the leader is.

#### Notes

- Remind youth to not give away who the leader is by staring at them the whole time.
- The leader must change the activity/motion frequently.
- The detective has up to three guesses to guess who the leader is.

## Lesson 1

Ages 6-9  
Identifying and  
Solving Problems

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- Once the guessing is complete, the leader is the new detective.
- The game can be played for up to three rounds, depending on interest.

### Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What feelings have we, as a group, done an especially good job of honoring during our program time?

### Main Activity: Mystery Creatures (20 minutes)

#### Preparation

- Before the session, have a list of different animals on small pieces of paper (one animal per piece of paper).
- When youth arrive, tape an animal card to the back of their shirt (without them knowing what animal it is).

#### Introducing Youth to the Activity

Say, “It’s time to play a guessing game! You all have been given an animal on your back and you have to guess what animal you are.”

#### Step-by-Step Directions

1

##### Step 1

- Say, “To guess your animal, you are going to ask YES or NO questions. For example, do I have scales? Do I live in water?”
- Say, “You will have a chance to walk up to one person, ask one YES or NO question, and then go to a new person to ask another question.”
- Say, “Keep asking until you guess your animal!”
- Ask youth to find their first person and look at the animal card on each other’s back.

2

##### Step 2

- Then have youth ask a Yes/No question – get the answer, then answer the other person’s Yes/No question.
- After they exchange questions, switch partners.
- Keep going until all the animals are guessed.
- Facilitate the rotating of partners and help youth if they don’t know what the animal is.

## Session 1

Ages 6-9  
Identifying and  
Solving Problems

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### **Youth Reflection** (5 minutes)

Have youth respond to the following questions:

- What was a good question you asked?
- What was a good question someone asked you?
- What was easy/hard about that activity? Why?

### **Recognition** (5 minutes)

- Ask youth to form a circle.
- Have everyone raise both hands in the air.
- One person starts and does a shout out to someone they want to thank for something they did. For example, "I want to give a shout out to Kelsie because she held the door open for me today."
- When a member has received a shout out, they put their arms down and give a shout out to someone who still has their arms up.

### **Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

## **Session 1**

Ages 6-9  
Identifying and  
Solving Problems

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# Session 2: Identifying and Solving Problems



TIME

50 Minutes



SIZE

1-25



HANDOUTS

None

**Session Objective:** Youth will be able to solve problems and develop healthy decision-making processes.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (15 minutes)

### Missing Statue

- Select a youth to be the museum curator.
- Tell the other youth they will be statues in a museum.
- With the museum curator watching, count down from five.
- When you get to zero, the statues should strike a pose and hold it. Youth should pose at different heights (e.g., high, low, etc.).
- While the statues hold their pose, the museum curator then goes to a corner, closes their eyes and counts to 10 slowly.
- During the 10 seconds, you select one statue to hide somewhere in the room. Ask the other statues to change their location in the room and strike another pose.
- The museum curator then turns around and looks at the statues. Give them museum curator three guesses to figure out who is missing.
- The person who is missing is the new museum curator.
- Note: This could also be played where one statue changes position and the curator has to figure out which statue changed.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What behaviors have we all used successfully during our time together?

### Supplies Needed:

- 2-3 balls (beach balls, if possible)
- Stopwatch or timer

### Links to Resources:

None

### Social-emotional Skill:

Identifying and solving problems

### Key Terms:

None

## Session 2

Ages 6-9  
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## Main Activity: Bubbles (20 minutes)

### Preparation

Make sure there is an open space for youth to move around (no objects on the floor that could be tripping hazards).

### Introducing Youth to the Activity

Say, "This game is called bubbles. Our job is to keep the balls floating above ground as long as we can!"

1

### Step-by-Step Directions

#### Step 1

- Ask youth to spread out around the space.
- The object of the game is to keep the ball up as long as possible by hitting the ball in the air.
- Each youth can only hit the ball one time per round. Youth should call the ball when it comes their way by saying, "Got it!"
- Youth must remain on the ground, but they can use any part of their bodies to hit the ball.
- Keep track of how many times the ball stays up, so youth can try to break their record.

### Variations

- Add another ball.
- Time the youth to see how long they can keep the ball up.
- Go in sequential order.

## Youth Reflection (5 minutes)

Have youth respond to the following questions:

- What was easy about this game? Why?
- What was difficult? Why?
- What do you notice when people communicate with each other?

## Recognition (5 minutes)

- Say, "Thank you all for participating today! We are going to celebrate with a strong person clap."
- Model the strong person clap by clapping two times and flexing your muscle with a strong grunt.
- Try it together.

## Session 2

Ages 6-9  
Identifying and  
Solving Problems

**Closing and Transition** (*2 minutes*)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 2**

Ages 6-9  
Identifying and  
Solving Problems

**53**

**TIME**

50 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Supplies Needed:**

A larger object that can be passed and used as a multi-purpose object (e.g., paper towel tube, large piece of flat cardboard)

**Links to Resources:**

None

**Social-emotional Skill:**

Identifying and solving problems

**Key Terms:**

None

# Session 3: Identifying and Solving Problems

**Session Objective:** Youth will be able to solve problems and develop healthy decision-making processes.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

### Community Builder (10 minutes)

#### What is it?

- Show youth the object and model different things it could be by pantomime acting with the object. For example, stand sideways and swing to act like a baseball player holding a bat, or pretend to fish to represent a fishing reel.
- Give youth 10 seconds to think of an object they could act out.
- Each youth gets a turn to act with the object and others try to guess what it is.
- When the object is guessed, they pass the object to their left.
- This could go on for multiple rounds.

### Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What are some examples of problems the Agreements have helped us to resolve?

### Main Activity: Doctor and Germ (20 minutes)

#### Preparation

Make sure there is an open space for youth to move around (no objects on the floor that could be tripping hazards).

#### Introducing Youth to the Activity

Say, "This game is called Doctor and Germ. It's a guessing game where a doctor has to determine who the germ is before everyone gets sick!"

## Session 3

Ages 6-9

Identifying and Solving Problems

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**1****Step-by-Step Directions****Step 1**

- Model for youth how to play by saying, “One of you will be selected as the germ. If I tap you on the head that means you are the germ, DON’T TELL ANYONE!”
- Say, “When we start to play, everyone will shake each other’s hand. If you are the germ, you will softly scratch the inside of each person’s hand.” Model this so youth do it gently and secretly.
- Say, “If your hand gets scratched, you then pretend to become dramatically sick.” Model this for youth by coughing, sniffing and then pretending to faint.
- Say, “Remember! Don’t get sick right away, take your time!”
- Ask if youth have any questions.

**2****Step 2**

- Select one youth to be the doctor. Once selected, the doctor turns away from the circle, eyes closed while you select a youth to be the germ.
- Ask youth to stand in a circle with their eyes closed.
- Silently tap one youth to be the germ.
- Call the doctor back to the group.
- Ask youth to begin walking around and shaking everyone’s hand.
- When the germ scratches a youth’s hands, they should eventually get sick, fall over and faint.

**3****Step 3**

- When there are three youth left standing (in addition to the doctor), stop the game and ask the doctor to guess who the germ is.
- The germ then becomes the doctor for the next round of playing.

**Youth Reflection** (5 minutes)

Have youth respond to the following questions:

- What do you think made this game difficult?
- What made it easier for the doctor to guess who the germ was?
- What should the doctor do or not do to guess correctly?

**Session 3**

Ages 6-9  
Identifying and  
Solving Problems

**Recognition** (5 minutes)

Say, “Thank you all for participating today! We are going to celebrate our participation with a Kool-Aid clap.”

- Model this by clapping your hands overhead as you slowly release your hands and bring them down, then say, “Oh yeah!”
- Try it together.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 3**

Ages 6-9  
Identifying and  
Solving Problems

# Session 4: Identifying and Solving Problems



**TIME**

55 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Session Objective:** Youth will be able to solve problems and develop healthy decision-making processes.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (15 minutes)

### Frogger

- Model for youth how to play by saying, “One of you will be selected as the frogger. If I tap you on the head that means you are the frogger, DON’T TELL ANYONE!”
- Say, “The frogger’s job is to stick their tongue out at someone while the detective is not looking. When they do this, the person who they stuck their tongue out at must freeze.”
- Say, “Remember! If the frogger sticks their tongue out at you, wait a moment before you make a funny face and freeze!”
- Ask if youth have any questions.
- Select one youth to be the detective. Once selected, the detective turns away from the circle with their eyes closed while you select a youth to be the frogger.
- Youth sit in a circle with their eyes closed.
- You silently tap one youth to be the frogger.
- Call the detective back to the group.
- The detective stands in the middle of the circle and slowly turns around to look at people.
- The detective has three chances to guess who the frogger is.
- The game continues until the frogger is discovered or the detective runs out of guesses.
- The frogger then becomes the next detective for another round of playing.

### Supplies Needed:

None

### Links to Resources:

None

### Social-emotional Skill:

Identifying and solving problems

### Key Terms:

None

## Session 4

Ages 6-9  
Identifying and  
Solving Problems

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**Group Agreements Review (2 minutes)**

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › How can we continue to honor these Group Agreements with the rest of the Club even after the program ends?

**Main Activity: Guess Who (20 minutes)****Preparation**

Depending on the number of youth, have rows of chairs set up facing each other – similar to the game Guess Who.

**Introducing Youth to the Activity**

Say, “Who has ever played Guess Who? Well now, we all get to be a giant board game!”

**1****Step-by-Step Directions****Step 1**

- Split the group into two teams.
- Model for youth how to play by saying, “Each team will huddle and I will select one person from each team to be the Face. The other team will try to guess who the Face is.”
- Each team gets a turn to ask a yes or no question.
- Say, “Can someone model a good yes or no question? For example, is the Face wearing glasses?”
- The questions keep going until one team guesses who the Face is.
- Ask youth if they have any questions about the instructions.

**2****Step 2**

- Have each team huddle and you select the Face for each team.
- The game begins with each team trying to guess the other team’s selected Face.
- All youth should have a turn asking a question. They can ask questions in any order.
- The game is over when one team guesses the other team’s Face correctly.

**Session 4**

Ages 6-9  
Identifying and  
Solving Problems

**58**



**Youth Reflection** (5 minutes)

Have youth respond to the following questions:

- What do you think made this game difficult?
- What made it easy? Why?
- What were good questions to ask?

**Recognition** (5 minutes)

- Say, “Thank you all for participating today! We are going to pass one clap around the circle – the key is to use eye contact!”
- Ask youth to get into a circle.
- Start by turning to the youth on your left and clapping at the same time.
- After each clap, youth turn to the person on their left to clap with them.
- End after the clap travels around the circle. See if youth can try it faster or with more accuracy.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 4**

Ages 6-9  
Identifying and  
Solving Problems

**TIME**

50 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Supplies Needed:**

Pieces of flip chart paper or flattened cardboard sheets

**Links to Resources:**

None

**Social-emotional Skill:**

Identifying and solving problems

**Key Terms:**

**Identifying and solving problems:** A healthy decision-making process

# Session 5: Identifying and Solving Problems

**Session Objective:** Youth will be able to solve problems and develop healthy decision-making processes.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (10 minutes)

### Matchy Matchy

- Prompt youth to form a line in the order of the month they were born (January on one end, December on the other end).
- Pick one side to be side A and one to be side B.
- Fold the line in half (the two middle youth are partners).
- If there is an odd number, you can include yourself.
- Give youth 30 seconds to look and study their partner.
- Then prompt side A to turn around.
- While side A is turned around, everyone on side B changes something about themselves (takes off one earring, shoe, or zips up a jacket).
- When side A turns back, they have to guess what their partner has changed about themselves.
- Switch sides and then have side B turn around and guess.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompts to review the Agreements with your group:
  - › Does everyone commit to our Agreements today?
  - › Is there anything we need to add?

## Main Activity: Shark in the Ocean (20 minutes)

### Preparation

- Have large pieces of flip chart paper or flat cardboard sheets spread out around the floor. Have fewer pieces of paper than the number of youth.
- Be sure there is enough room for youth to move around the space.

## Session 5

Ages 6-9  
Identifying and  
Solving Problems

# 60

**Introducing Youth to the Activity**

Say, “Watch out now ... we are about to play Shark in the Ocean! You will have to work together to make sure you don’t end up as lunch!”

**1****Step-by-Step Directions****Step 1**

- Start by having youth stand on one side of the room.
- Explain that each piece of paper is a boat. When they are inside a boat (on a paper), they are safe from sharks.
- Players must work together to safely move from one side of the ocean (the room) to the other.
- Model the game by saying, “When ‘free swim’ is called, that means the water is safe. You can pretend to swim (acting out) across the ocean.
- Say, “When ‘shark in the ocean!’ is called, you must attach yourself to a boat in some way. To be safe, no part of either of your feet can be touching the water!”

**2****Step 2**

- Boats cannot be moved, ripped or ruined in any way. Take boats away if they get damaged.
- After every round, take one boat away.
- Note: If youth are having trouble figuring out ways to share boats, remind youth of the second rule – no part of their FEET can touch the water. No rule prohibits other body parts from touching the water, just their feet.
- The game ends when either everyone makes it to the other side of the room safely, or when you run out of boats for everyone.

**Youth Reflection (5 minutes)**

Have youth respond to the following questions:

- What was hard about that game?
- What made it fun?
- How did you help more people get saved?

**Session 5**

Ages 6-9  
Identifying and  
Solving Problems

**Recognition** (5 minutes)

Say, “Thank you all for participating today! Pick someone to give a shout out to who helped you have a great day!”

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 5**

Ages 6-9  
Identifying and  
Solving Problems

# Session 1: Impulse Control and Stress Management



TIME

45 Minutes



SIZE

1-25



HANDOUTS

None

**Session Objective:** Youth will practice controlling the impulse to immediately react, and instead develop healthy responses to stress.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (10 minutes)

### Gotcha!

- Have youth form a circle.
- Tell youth to take their left hand and put it out, hand open, palm up, toward the person on their left.
- Tell youth to hold up the pointer finger on their right hand.
- Tell youth to take their right pointer finger and place it pointing down into the middle of the palm of the person on their right.
- Tell youth that each time you say the magic word “Gotcha,” they will try to grasp the finger that is in their left hand, while also attempting to pull their finger away from the player on the right.
- Everyone must keep their left hand open and their right index finger extended until they hear the magic word.
- For the first round, say the magic word randomly several times.
- For the second round, ask for a volunteer to say the magic word.
- For the third round, if a youth’s finger is caught, they must move to a different part of the circle.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What parts of the Agreements have helped our group?

### Supplies Needed:

None

### Links to Resources:

None

### Social-emotional Skill:

Impulse control and stress management

### Key Terms:

- **Impulse control:** Controlling the desire to react immediately
- **Stress management:** A healthy response to stress

## Session 1

Ages 6-9  
Impulse Control and  
Stress Management

**Main Activity: Red Light, Green Light** (15 minutes)**Preparation**

- Clearly define the start and finish line.
- If you have a large group, consider getting a volunteer or junior staff member to assist and split the group into two smaller groups.
- Designate yourself as the finish line. This enables the game to move around so that when players get close to the finish line, it moves farther away.
- For the hearing impaired, you can turn your back toward the group for red light, turn sideways for yellow light, and face your group for green light.

**Introducing Youth to the Activity**

Say, "Today we are going to play a game that requires you to listen and control yourself. You may have played it before. It is called Red Light, Green Light."

**Step-by-Step Directions****1****Step 1**

- First, describe the rules of the game to youth. Tell members that the goal of the game is to move from the start line to finish line.
- Show youth where the start and finish lines are. Have youth stand on the start line.
- Ask youth what green means (go!). Tell youth that when you say, "Green light," they can move forward.
- Ask youth what red means (stop!). Tell youth that when you say, "Red light," they have to stop moving and freeze in place.
- Ask youth what yellow means (slow down!). Tell youth that when you say, "Yellow light," they must move slowly.
- Stand directly behind the finish line, facing youth.

**2****Step 2**

- When you say, "Green light," everyone will move toward the finish line. When you say, "Red light," everyone must immediately stop. If members are still moving when you call "Red light," they must go back to the start line.
- A new round will start when everyone gets across the finish line or when most players make it across the finish line.
- The first person to finish round one can be the leader for round two, or ask for a volunteer to lead.

**Session 1**

Ages 6-9

Impulse Control and  
Stress Management**64**

**Youth Reflection** (5 minutes)

Have youth respond to the following questions:

- Did you have fun playing this activity?
- How did you feel if you had to go back to the start line?
- How does it feel when you have to restart a project at school? What are some ways you can motivate yourself to get through it?

**Recognition** (5 minutes)

Have everyone do a round of applause for the group. Demonstrate to youth that they will clap and move their hands in a circle.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 1**

Ages 6-9  
Impulse Control and  
Stress Management

**65**

**TIME**

45 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Supplies Needed:**

Two balls of different size and/or color

**Links to Resources:**

None

**Social-emotional Skill:**

Impulse control and stress management

**Key Terms:**

None

# Session 2: Impulse Control and Stress Management

**Session Objective:** Youth will practice controlling the impulse to immediately react, and instead develop healthy responses to stress.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

### Community Builder: (10 minutes)

#### **The Fox and the Rabbit**

- Have the group form a circle.
- Pass one ball around the circle like at hot potato.
- After the ball has gone around the circle once or twice, have youth pause.
- Explain that the ball in the circle is the rabbit. Now, you are going to add another ball to the circle that is the fox.
- Hand the balls out to two people on opposite sides of the circle.
- Explain that the fox and the rabbit should be passed – not thrown – around the circle in any direction. Each should be treated like a hot potato and should not be held for more than one second.
- When the fox catches the rabbit, start a new round.

### Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What feelings have we, as a group, done an especially good job of honoring during our program time?

### Main Activity: Freeze (15 minutes)

#### **Preparation**

- Clearly define the start and finish line.
- If you have a large group, consider getting a volunteer or junior staff member to assist and split the group into two smaller groups.

## Session 2

Ages 6-9

Impulse Control and Stress Management

66



**Introducing Youth to the Activity**

Say, “Today we are going to play a game that requires you to watch closely and react quickly. You may have played it before. It is called Freeze.”

**1****Step-by-Step Directions****Step 1**

- First, describe the rules of the game to youth. Tell members that the goal of the game is to move from the start line to touch the leader.
- Ask youth for a volunteer to be the first leader. If there are multiple volunteers, use rock-paper-scissors to determine who will be the first leader.
- Show the youth where the start and finish lines are. Have youth stand on the start line.
- Ask youth for a volunteer to be the first leader. If there are multiple volunteers, use rock-paper-scissors to determine who will be the first leader.
- Explain that when the leader’s back is turned, youth can move forward.
- When the leader turns around to face the start line, youth must freeze where they are. If youth are caught moving after the leader has turned around, they must go back to the start line.
- The first person to tag the leader is the winner.
- The winner of the first game becomes the leader for the next game.

**Youth Reflection (5 minutes)**

Have youth respond to the following questions:

- What was the hardest part of this game for you?
- What did you have to focus on to try to win?
- What other places do you have to focus to be successful?

**Recognition (5 minutes)**

Have members walk around giving each other high fives and fist bumps. When you say, “Freeze” they must stop moving and hold whatever position they are in.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 2**

Ages 6-9  
Impulse Control and  
Stress Management

**67**

**TIME**

45 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Supplies Needed:**

None

**Links to Resources:**

None

**Social-emotional Skill:**

Impulse control and stress management

**Key Terms:**

None

# Session 3: Impulse Control and Stress Management

**Session Objective:** Youth will practice controlling the impulse to immediately react and instead develop healthy responses to stress.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (10 minutes)

### Dead Fish

- Ask youth to show the group what kind of face a dead fish makes. Ask them to show the group how a dead fish acts.
- Explain that when youth hear the words “dead fish,” they should do their best impression of a dead fish. This could even involve lying down.
- When youth are doing their dead fish impressions, they can only move to blink.
- Start the game by having youth run around the space and make as much noise as they want. If you are sharing the space with other groups, have members walk and talk quietly.
- Randomly yell out “Five-four-three-two-one, dead fish!” and have youth become a dead fish as quickly as possible.
- If anyone is moving, they will step out to perform 10 jumping jacks. After that, they are free to return for the next round.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What behaviors have we all used successfully during our time together?

## Main Activity: Simon Says (15 minutes)

### Preparation

If you have a large group, consider getting a volunteer or junior staff member to assist, and split the group into two smaller groups.

## Session 3

Ages 6-9

Impulse Control and Stress Management

68

**Introducing Youth to the Activity**

Say, “Today we are going to play a game that requires you to watch closely and react quickly. You may have played it before. It is called Simon Says.”

**1****Step-by-Step Directions****Step 1**

- First, describe the rules of the game to youth. Let them know that you will start as Simon and they will be the players.
- Standing in front of the group, Simon tells players what they must do. However, the players must only obey commands that begin with the words, “Simon Says.”
- If Simon says, “Simon says touch your nose,” then players must touch their nose. But, if Simon simply says, “Jump,” without first saying, “Simon says,” players must not jump. Those who do jump must run and find a new spot to play from.
- Play until most youth have changed positions.
- Ask for a volunteer to lead the next game.

**Youth Reflection (5 minutes)**

Have youth respond to the following questions:

- How did Simon try to trick you into making a mistake?
- How did you avoid making a mistake?
- When are other times where you have to control how you react to someone or something?

**Recognition (5 minutes)**

Tell the group, “Simon says to give three people a high five.”

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 3**

Ages 6-9  
Impulse Control and  
Stress Management

**TIME**

45 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Supplies Needed:**

None

**Links to Resources:**

None

**Social-emotional Skill:**

Impulse control and stress management

**Key Terms:**

- **Impulse control:** Controlling the desire to react immediately
- **Stress management:** A healthy response to stress

# Session 4: Impulse Control and Stress Management

**Session Objective:** Youth will practice controlling the impulse to immediately react, and instead develop healthy responses to stress.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (10 minutes)

### **This is my Nose**

- Have the group form a circle by standing shoulder to shoulder.
- Ask for a volunteer to stand in the middle.
- The person in the middle of the circle walks up to a player in the circle, points to their own elbow and says, "This is my nose."
- The player must point to their nose and say, "This is my elbow."
- The person in the middle goes up to another player, points to another body part and misnames it.
- In order to move out of the middle, the person in the center must make a player in the circle mess up, and say or point to the wrong body part.
- When this happens, they switch places.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What are some examples of problems the Agreements have helped us to resolve?

## Main Activity: Remote Control (15 minutes)

### **Preparation**

If you have a large group, consider getting a volunteer or junior staff member to assist and split the group into two smaller groups.

## Session 4

Ages 6-9

Impulse Control and Stress Management

70

**Introducing Youth to the Activity**

Say, “Today we are going to play a game that requires you to listen closely and react quickly. It’s called Remote Control!”

**1****Step-by-Step Directions****Step 1**

- First, describe the rules of the game to youth. Tell members that the goal of the game is to move from the start line to finish line by reacting to the commands called.
- Show youth where the start and finish lines are. Have youth stand on the start line.
- Tell youth you will start as the leader and stand at the finish line.
- For the first round, use the following commands:
  - › Play: youth begin walking to the finish line.
  - › Fast forward: youth run to the finish line.
  - › Rewind: youth move backward.

**2****Step 2**

After the first round, or when youth are comfortable with the initial movements, add in the following commands:

- Pause: youth freeze.
- Slow motion: youth move super slowly.

**3****Step 3**

- In the third round, add in the last two commands:
  - › Power off: youth crouch down like an egg.
  - › Power on: youth stand up.
- If a person makes a mistake, they must do 10 jumping jacks to reenter the game and begin at the start line.

**Youth Reflection (5 minutes)**

Have youth respond to the following questions:

- What were you thinking about during the game?
- What was the most helpful thing for you to think about?
- When else might it be helpful to focus on only one thing?

**Session 4**

Ages 6-9  
Impulse Control and  
Stress Management

**Recognition** (5 minutes)

Ask members to give a high-five to the person standing to their right and left.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 4**

Ages 6-9

Impulse Control and  
Stress Management

**72**

# Session 5: Impulse Control and Stress Management

**TIME**

45 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Session Objective:** Youth will practice controlling the desire to immediately react and instead develop healthy responses to stress.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (10 minutes)

### Pulse

- Divide the group into two.
- Each group chooses a leader and forms a line behind the leader.
- A ball or beanbag is placed within reach of the last person in each line.
- Have team members hold hands.
- Ask members of the team to hold hands, as the “pulse” will be passed by a squeeze. A ball or beanbag is within the reach of the last person in each line.
- Pull a card from a deck or flip a coin, calling out the result (“red” or “black, or “heads” or “tails”).
- When “black” or “heads” is called, each leader squeezes the hand they are holding.
- The squeeze is passed through the line until it reaches the end.
- The last person reaches for the ball or beanbag.
- Whoever gets it wins, and goes to the other end of his/her line to become the leader.
- Play another round.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › How can we continue to honor these Group Agreements with the rest of the Club even after the program ends?

### Supplies Needed:

- Deck of cards or coin to flip
- Small ball or beanbag

### Links to Resources:

None

### Social-emotional Skill:

Impulse control and stress management

### Key Terms:

None

## Session 5

Ages 6-9  
Impulse Control and  
Stress Management

**Main Activity: Toucan, Elephant, Palm Tree***(15 minutes)***Preparation**

If you have a large group, consider getting a volunteer or junior staff member to assist and split the group into two smaller groups.

**Introducing Youth to the Activity**

Say, “Today we are going to play a game where you have to listen closely and work together to form some jungle plants and animals. It is called Toucan, Elephant, Palm Tree.”

**Step-by-Step Directions****1****Step 1**

- First, explain that for each word you call out, three people will have to work together to make the motions that go with the word.
- Have three volunteers demonstrate “toucan.” The person in the middle extends both arms in front of their body with their hands together to form the beak. The people standing on each side wave their outside arm to make the wings.
- Depending on the space, have the group walk or run. When you yell out “Toucan!” youth have get into groups of three and act out being the toucan.
- Repeat this several times until youth are comfortable forming the toucan.

**2****Step 2**

- Next, introduce the “elephant.” The person in the middle crosses their arms out in front of them forming a trunk, while the players to each side cup their arms toward the center person, forming large ears.
- Repeat the game for a couple rounds as before, randomly switching between “toucan” and “elephant.”

**3****Step 3**

- Last, introduce the “palm tree.” The person in the middle raises their arms straight up, while the players to the side do a hula dance.
- Depending on the space, have the group walk or run. When you yell out toucan, elephant or palm tree, youth must form groups of three and perform the correct movement.
- The last group to perform, or any players not in a group should facilitate the next round.

**Session 5**

Ages 6-9

Impulse Control and  
Stress Management**74**



**Youth Reflection** *(5 minutes)*

Have youth respond to the following questions:

- How was this activity?
- Was it confusing to follow the commands?
- What happened if you weren't carefully listening in this activity?  
What can you do if you're having trouble focusing in school or at home?

**Recognition** *(5 minutes)*

Have youth walk around, giving each other high-fives and telling each other what their favorite word was.

**Closing and Transition** *(2 minutes)*

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 5**

Ages 6-9  
Impulse Control and  
Stress Management

**75**

**TIME**

45 Minutes

**SIZE**

1-25

**HANDOUTS**

None

# Session 1: Perseverance and Self-efficacy

**Supplies Needed:**

- Whiteboard
- Markers or pencil
- Paper
- Beach ball or balloon for each participant

**Links to Resources:**

None

**Social-emotional Skill:**

Perseverance and self-efficacy

**Key Terms:**

None

**Session Objective:** Youth will develop skills to keep going despite obstacles and setbacks, and learn to believe in their own abilities.

**Warm Welcome** (2 minutes)

Greet youth by name and engage in meaningful conversations.

**Community Builder** (10 minutes)**Telephone**

- Divide the group into two teams.
- Ask for a volunteer from each group to meet and create a message together.
- Once signaled to start, the first person on each team will whisper the rumor/message to the next person on their team.
- They will whisper the message to the next person, and so on.
- The message/rumor cannot be repeated. This is a relay type game, so members should pass on the messages that they hear.
- The last person to receive the message will run to the whiteboard/paper to write the message. The team that is closest to the correct message gets a point.
- Choose new players to create the message and play again.

**Group Agreements Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompts to review the Agreements with your group:
  - › Does everyone commit to our Agreements today?
  - › Is there anything we need to add?

**Main Activity: Tap Ball** (20 minutes)**Preparation**

- If you have a large group, consider getting a volunteer or junior staff member to assist and split the group into two smaller groups.
- If you have limited equipment, use groups of two or three for individual tap ball, or only do group tap ball.

## Session 1

Ages 6-9  
Perseverance  
and Self-efficacy

# 76

**Introducing Youth to the Activity**

Say, “Today we are going to practice keeping the ball in the air for as long as possible. The more times you tap the ball, the longer you will be able to keep it in the air.”

**Step-by-Step Directions****1****Step 1: Individual Tap Ball (5-10 Minutes)**

- Have youth spread out in the space with a few feet between each other.
- Give each participant a beach ball or balloon.
- Tell youth that they can use any part of their body to keep the ball in the air.
- Each time the ball is tapped, they earn a point.
- Tell youth to keep track of their highest score.

**2****Step 2: Group Tap Ball (10 Minutes)**

- Have youth form a circle (or multiple circles if you have a large group).
- Ask for a volunteer to count.
- Ask for another volunteer to start the game by tossing the ball or balloon in the air toward another player.
- The group must work together to get as many taps as possible without the ball hitting the ground.
- The group can decide if it is OK for the ball to touch the other objects such as tables or chairs.

**Youth Reflection (5 minutes)**

Ask youth to answer the following questions:

- What did you do well individually? What did we do well as a team?
- What makes it easier or harder to stick with an activity that is challenging?
- How can you work with others to get through a challenge?

**Session 1**

Ages 6-9  
Perseverance  
and Self-efficacy

**Recognition** (5 minutes)

Have youth tell the person on their left something they did well during the session.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 1**

Ages 6-9  
Perseverance  
and Self-efficacy

# Session 2: Perseverance and Self-efficacy



**TIME**

45 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Session Objective:** Youth will develop skills to keep going despite obstacles and setbacks, and learn to believe in their own abilities.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (10 minutes)

### Jump the River

- Place objects (e.g., hula hoops, two lines of tape, jump rope, etc.) on the ground throughout the space to form rivers.
- Explain to the group that they are taking a walk in the woods and may need to cross a stream or river.
- Tell youth to walk throughout the space and when they come to a river (e.g., rope, hoop or tape line on the floor) they need to jump over the river without getting their feet wet. Members should work independently of their peers during this activity.
- When landing, youth should land on two feet, spreading their feet about shoulder width apart so they have a wide base of support.
- Tell youth to focus on landing on both feet at the same time without falling over.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What parts of the Agreements have helped our group?

## Main Activity: Peacock Feathers (20 minutes)

### Preparation

- If you have a large group, consider getting a volunteer or junior staff member to assist and split the group into two smaller groups.
- If you have limited equipment, have groups of two or three take turns with individual balancing, or only do group peacock feathers.

### Supplies Needed:

- Objects to jump over such as hula hoops, jump ropes or two strips of tape
- Clock or stopwatch
- Peacock feather or similar object for each participant

### Links to Resources:

None

### Social-emotional Skill:

Perseverance and self-efficacy

### Key Terms:

None

## Session 2

Ages 6-9  
Perseverance  
and Self-efficacy

79

### **Introducing Youth to the Activity**

Say, “Today we are going to practice balancing our feathers on our fingers for as long as possible.”

### **Step-by-Step Directions**

**1**

#### **Step 1: Individual Peacock Feathers (5-10 Minutes)**

- Have youth spread out in the space with a few feet between each other.
- Give each participant a peacock feather.
- Tell youth that they must balance the feather on their hands for as long as possible. Tell youth they cannot grip or hold the feather.
- Once youth have successfully mastered balancing the feather on their hands, let them choose another body part to balance the feather on.

**2**

#### **Step 2: Group Peacock Feathers (10 Minutes)**

- Have youth form a circle (or multiple circles if you have a large group).
- Ask for one volunteer to keep track of time.
- Ask for another volunteer to start the game by balancing the feather on their hand.
- The groups must work together to pass the feather around the circle by only balancing the feather on their palms or fingers.
- See how long it takes the youth to pass the feather around the circle.

### **Youth Reflection (5 minutes)**

Ask youth to answer the following questions:

- On a scale of 1-10, how did you feel like you did at persevering and sticking with it today?
- What could you do to be more successful at balancing the feather?
- What can you do for yourself in the future when it is hard to persevere or stick with something?

### **Recognition (5 minutes)**

Form a gratitude circle: Have each young person share something that took place during today’s session for which they’re grateful.

## **Session 2**

Ages 6-9  
Perseverance  
and Self-efficacy

# 80

**Closing and Transition** (*2 minutes*)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 2**

Ages 6-9  
Perseverance  
and Self-efficacy

**TIME**

45 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Supplies Needed:**

- 3 scarves per person
- 2 or 3 small juggling balls per person

**Links to Resources:**

None

**Social-emotional Skill:**

Perseverance and self-efficacy

**Key Terms:**

None

# Session 3: Perseverance and Self-efficacy

**Session Objective:** Youth will develop skills to keep going despite obstacles and setbacks, and learn to believe in their own abilities.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (10 minutes)

### Zen Counting

- Have youth sit in a circle.
- Explain that the goal is to count to 10 as a group.
- Go over the rules of the activity with youth:
  - › Only one person can talk at a time.
  - › If two people speak at the same time, the group must start over.
  - › The same person can't say two numbers in a row.
  - › You can't use any gestures. Your body must stay still, except for your face.
- Have the group try this a couple of times.
- Once youth have been successful, give them the option to try it facing out from the circle, while walking around the room, or counting to a higher number.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What feelings have we, as a group, done an especially good job of honoring during our program time?

## Main Activity: Juggling (20 minutes)

### Preparation

- If you have a large group, consider getting a volunteer or junior staff member to assist and split the group into two smaller groups.
- If you have limited equipment, use groups of two or three for individual tap ball, or only do group tap ball.
- Have youth spread out with space to move around.

## Session 3

Ages 6-9  
Perseverance  
and Self-efficacy

# 82



**Introducing Youth to the Activity**

Say, “Today we are going to practice juggling.”

**1****Step-by-Step Directions****Option 1: Scarf Juggling**

- Have each youth take one scarf and juggle it back and forth from hand to hand, throwing it upward and then catching it.
- Once youth are comfortable with one scarf, have them add another scarf, and then another.
- Once youth are comfortable juggling three scarves, have them count the number of times they can do it.

**2****Option 2: Ball Juggling**

- Start by juggling one ball. Use a circular motion and throw the ball up in an arc right above your eyes.
- Catch the ball with the other hand.
- Make a circular motion down and around to throw the ball in an arc back to the other hand.
- Keep your elbows touching your hips as you throw.
- Once youth are comfortable with one ball, they can add a second ball. Throw the second ball when the first ball is at the top of its arc.
- The two balls should be caught at different times.

**Youth Reflection (5 minutes)**

- What did you do well individually?
- What makes it easier or harder to stick with a challenging activity?
- What can you do for yourself in the future when it is hard to persevere or stick with something?

**Recognition (5 minutes)**

Have youth walk around and give three different people a triple high five. For a triple high five, give your partner’s hand three quick, successive high fives.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 3**

Ages 6-9  
Perseverance  
and Self-efficacy

**TIME**

45 Minutes

**SIZE**

1-25

**HANDOUTS**

None

# Session 4: Perseverance and Self-efficacy

**Supplies Needed:**

One hula hoop per member

**Links to Resources:**

None

**Social-emotional Skill:**

Perseverance and self-efficacy

**Key Terms:**

None

**Session Objective:** Youth will develop skills to keep going despite obstacles and setbacks, and learn to believe in their own abilities.

**Warm Welcome** (2 minutes)

Greet youth by name and engage in meaningful conversations.

**Community Builder** (10 minutes)**Up Down Stop Go**

- Demonstrate the following actions for “up,” “down,” “stop” or “go.”
  - › Up: youth squat down.
  - › Down: youth jump or stretch up as high as they can.
  - › Stop: youth move around the area, or run in place.
  - › Go: youth freeze.
- Do a practice round first so that all players understand the commands and movements that go with them.
- Call out the commands.
- For the first rounds, watch the group and stop when players do the wrong movement. Then, prompt them to complete the correct movement.
- Next, call out the commands without stopping.
- Youth who mess up and do not do the correct movement complete a task (10 jumping jacks) before returning to the game.

**Group Agreements Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What behaviors have we all used successfully during our time together?

## Session 4

Ages 6-9  
Perseverance  
and Self-efficacy

## Main Activity: Hula hoop (20 minutes)

### Preparation

- If you have a large group, consider getting a volunteer or junior staff member to assist and splitting the group into two smaller groups.
- If you have limited equipment, have groups of two or three take turns with individual hula hooping, or only do the group activity.

### Introducing Youth to the Activity

Say, “Today we are going to practice hula hooping individually and as a group.”

### Step-by-Step Directions

1

#### Step 1: Individual hula hoop (5-10 minutes)

- Have youth spread out in the space with a few feet between each other.
- Give each participant a hula hoop.
- Have youth practice hula hooping to see how many rotations they can get in a row.
- Encourage youth to try to beat their highest score.

2

#### Step 2: Circle the Circle (10 minutes)

- Have youth form a circle, holding hands with their neighbors (or multiple circles if you have a large group).
- Place a large hula hoop between two people by resting it on their clasped hands.
- Explain that the goal of the game is to move the hula hoop all the way around the circle without anyone letting go of anyone’s hands.
- The groups must work together to pass the hula hoop over their head or under their feet to get it back to the starting point.
- See how long it takes to get the hula hoop around the circle.
- If you have multiple groups, the groups can race one another to see which team can get the hula hoop around the circle first.

## Session 4

Ages 6-9  
Perseverance  
and Self-efficacy

85

### **Youth Reflection** (5 minutes)

Have youth respond to the following questions:

- On a scale of 1-10, how did you think you did at persevering and sticking with it today?
- What could you do to be more successful at moving the hoop around the circle?
- What can you do for yourself in the future when it is hard to persevere or stick with something?

### **Recognition** (5 minutes)

Have youth get into a circle and give a compliment from the activities today to the person to their right.

### **Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

## **Session 4**

Ages 6-9  
Perseverance  
and Self-efficacy

# Session 5: Perseverance and Self-efficacy



**TIME**

45 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Session Objective:** Youth will develop skills to keep going despite obstacles and setbacks, and learn to believe in their own abilities.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (5 minutes)

### All in One

- Everyone stands in a circle holding hands.
- Ask for a volunteer to stand in the middle of the circle.
- The person in the middle calls a member into the middle of the circle one at a time. The member who is called into the middle of the circle must still hold hands with the person on their left and their right.
- The goal is to see how many people you can fit in the middle without breaking hands on the outer circle.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompts to review the Agreements with your group:
  - › What are some examples of problems the Agreements have helped us to resolve?
  - › How can we continue to honor these Group Agreements with the rest of the Club even after the program ends?

## Main Activity: Warp Speed (20 minutes)

### Preparation

If you have a large group, consider getting a volunteer or junior staff member to assist and split the group into two smaller groups.

### Introducing Youth to the Activity

Say, “Today we are going to juggle as a group. We all have to concentrate. This might take us a couple of tries.”

### Supplies Needed:

- Small soft balls (1 for each youth if using added challenge)
- Add more and more balls, one at a time, until there are as many balls as people
- Clock with second hand, stop watch, etc. to keep time

### Links to Resources:

None

### Social-emotional Skill:

Perseverance and self-efficacy

### Key Terms:

None

## Session 5

Ages 6-9  
Perseverance  
and Self-efficacy

**1****Step-by-Step Directions****Step 1: Mark the Path**

- All members stand in a circle, including the facilitator.
- The facilitator says the name of a member in the circle, and then throws the ball to them.
- The member catches the ball, then says another name and throws the ball to that person.
- The challenge is simply to get the ball thrown around to everyone in the circle, and finally back to the facilitator.
- The ball cannot be thrown to a person standing directly beside you.

**2****Step 2: Speed**

- Throw the ball in the same order as above, except this time focus on completing the circuit as fast as possible.
- Challenge the group to see how fast they can pass one ball around the entire group. Time the group, and ask them to predict how fast they think they can do it.
- Allow time for discussion and planning.
- Ask members what their goal is, and then ask them to deliver it.
- If they make their goal, ask them to think of a more challenging goal.
- For added challenges:
  - › Members can move around in the space, but must always pass the ball to the same person.

**Youth Reflection (5 minutes)**

- Warp speed high-five: Start with the facilitator and run across the circle to give a high-five to the person you threw the ball to.
- What was the most difficult part of this challenge?
- What did you do to make sure you would be successful?
- Name other activities where you can use that strategy to ensure success.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 5**

Ages 6-9  
Perseverance  
and Self-efficacy



# Ages 10-12

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**TIME**

50 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Supplies Needed:**

- Pens/pencils
- Markers
- Sticky notes
- Poster board/flip chart paper
- Series of images or symbols (at least twice as many as the number of group members)
- Computer and printer can also be useful for members who want to print out their symbol

**Links to Resources:**

None

**Social-emotional Skill:**

Relationship building

**Key Terms:**

**Group Agreements:** A shared vision that a group creates in order to build an emotionally supportive environment

# Session 1: Relationship Building

**Session Objective:** The Group Agreements is a shared vision that a group creates in order to build an emotionally supportive environment. It is a tool that can bridge the gap between how Club members are feeling and how they want to feel. It's important for youth who work together within a program area to complete a Group Agreements as a way to build a safe, positive emotional climate and bolster group connection within the program.

**Warm Welcome (2 minutes)**

Greet youth by name and engage in meaningful conversations.

**Community Builder (10 minutes)****Name Motion Circle**

- Each participant steps forward saying their name while performing a brief movement of their choice – for example, clapping or jumping in place.
- The group repeats the name and movement together.
- Then, have the group say all the names with matching movements of everyone who has already gone before moving on to the next person.

**Main Activity: Group Agreements Review (25 minutes)****Preparation**

- Spread the images/symbols out on a table so they are all easily visible.
- Have all materials at hand (e.g., colored pens, scissors, glue, etc.) and space for members to work.
- It's important to know how Agreements are different than Rules. Most rules are meant to keep everyone in the Club physically safe. While physical safety is incredibly important, it is also necessary that everyone feels emotionally safe while at the Club. Agreements allow youth to define what feeling "emotionally safe" means to them and how they can support each other.

## Session 1

Ages 10-12  
Relationship Building

# 90



- The Group Agreements focus on feelings and behaviors that help to create the expectations for how everyone will treat each other.

### ***Introducing Youth to the Activity***

- Say, “Everyone take a minute to think about the rules in your Club. What are some Club rules that you can think of?”
  - › Some common rules are “Don’t run in the halls” or “Keep your hands to yourself.”
- Say, “Most rules are meant to keep everyone in the Club physically safe. While physical safety is incredibly important, it is also necessary that everyone feels emotionally safe while at the Club.
- Say, “We are going to create a Group Agreements that helps us define what it means for us all to feel emotionally safe.”
- Say, “We will share how we want to feel, and create expectations for how everyone will treat each other in our group.”
- Say, “We are going to answer the following three questions:
  - › How do we want to feel during our time together?
  - › What will we do in order to feel this way?
  - › What will we do when there is conflict?”

### ***Step-by-Step Directions***

**1**

#### **Step 1**

Ask, “How do we want to feel during our time together?”

- To answer this first question, have everyone take a few moments to personally reflect on how they are CURRENTLY feeling while they are at the Club.
- Make a T-chart on a piece of paper where the left column lists, “How I currently feel at the Club.”
- Have youth write down three to five words that describe how they currently feel in the left column.
- Have everyone take a few moments to personally reflect on how they WANT to feel when they are at the Club.
- Have youth write, “How I want to feel at the Club” on the right column of the T-chart.
  - › If youth have a positive feeling, encourage them to carry that feeling to the column that lists how they want to feel.
  - › If youth have a negative feeling, encourage them to think about what feeling would help them counter their current emotion.

## **Session 1**

Ages 6-9  
Relationship Building

› See example below:

How I currently feel at the Club	How I want to feel at the Club
<ul style="list-style-type: none"> <li>• Sad</li> <li>• Disrespected</li> <li>• Left out</li> </ul>	<ul style="list-style-type: none"> <li>• Happy</li> <li>• Respected</li> <li>• Included</li> </ul>

- Next, have everyone write down the words that they want to feel while at the Club on separate sticky notes.
- As a group, have youth post their five feeling words that they came up with on a flip chart.
- Go through all the sticky notes to decide on the top five feelings that your group shares.
- Write these five shared group feelings down on a piece of paper for everyone to see.

**2**

### Step 2

Ask, “What will we do in order to feel this way?”

- For this next question, divide participants into small groups or pairs and assign one of the five feeling words to each group.
- Each group or pair should come up with at least two positive behaviors that would help youth feel this way.
  - › For example, if the feeling word is “respected,” the behavior could be, “We make sure everyone has a chance to be heard by taking turns.”
- Come back together as a whole group and have youth discuss the behaviors that their small group created.
- Write these behaviors down on a piece of paper for everyone to see.
  - › Be sure to create specific and realistic behaviors for the Agreements that are easy to measure against to make sure youth stay on track.
  - › For example, instead of, “Be nice to everyone,” a more specific behavior could be, “Take time to talk to someone in the group if you notice they are having a bad day.”

**3**

### Step 3

Ask, “What will we do when there is conflict?”

- To answer the last question, start out with a few moments for individual reflection and brainstorming. Think about what helps you feel better when there is conflict or you are not feeling the way that you want to feel.

## Session 1

Ages 10-12  
Relationship Building

- Once everyone has had time to think, come back together as a group to decide on at least five specific behaviors that help with conflict resolution.
  - › For example, the behavior for what to do when you are not feeling respected could be, “I talk to the person who made me feel disrespected to let them know how I feel and seek to find a solution with them,” or “I seek out a staff member to tell them how I am feeling.”
- Once your group decides on the five main conflict resolution behaviors, you can write them down on a piece of paper for everyone to see.

#### 4

#### Step 4: Making Your Agreements

Now that you have answered the three questions, you are on the last step of the Agreements process!

- Take the answers from the three questions that you wrote down on the pieces of paper and create a final product for the entire group to sign. Feel free to get creative! Your Group Agreements could be a poster, an interactive wall, a bulletin board, a video, or anything else you can think of!
- You do not have to write down everything you came up with while answering the three questions for this final product – you can write down your five feeling words and a couple strategies, and then decorate it! You can choose what works best for your group.
- After the Group Agreements have been created, explain to the group that we are all a part of this group now. To symbolize that, they all have the opportunity to choose a symbol to represent themselves in the group.
- Guide them to the table with the images on it and have each youth choose a symbol from the table and write their name on it.
- Be sure to save the extra images for subsequent sessions in case you have youth who join the group at a later time.
- Go around the room and have each youth share their symbol and how or why it represents them.
- Have each youth share their image and then have them glue, tape or staple their image onto the Group Agreements as a way to show they are agreeing with the Group Agreements.

## Session 1

Ages 10-12  
Relationship Building

- The Group Agreements should be displayed in a space that all members can see within the program area. It is important that all members see the Group Agreements daily to make sure that they are being followed. This will help youth hold each other accountable to the Group Agreements, and allow them to make any updates as needed.

### Youth Reflection (5 minutes)

- What did you learn about how people want to feel when they are in this group?
- Why do you think that it is important to express how we want to feel? Why is it important to create expectations for how everyone will treat each other in this group?
- How might hearing how people want to be treated in this group affect the way you treat people throughout the whole Club?

### Recognition (5 minutes)

- Ask youth to share something that they learned about someone in the group that they didn't know before.
- Ask youth to share a connection that they didn't know they had with someone.
  - › For example, a member picked the symbol of a tennis racquet and another youth might share that they play tennis too.

### Closing and Transition (2 minutes)

- Ask youth to clean up their area and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

### Subsequent Sessions

#### Two-Minute Review of Group Agreements prompts

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompts to review the Agreements with your group:
  - › “Does everyone commit to upholding our Agreements today?”
  - › “Is there anything we need to add?”
  - › “Is there anyone who still needs to commit to the Agreements?”

## Session 1

Ages 10-12  
Relationship Building

- If there are youth who join the group who were not a part of Session 1 and didn't get to participate in creating the Group Agreements, they can make their commitment during this time.
  - › Youth can choose a symbol that represents them from the remaining images from Session 1 materials. If youth do not like the symbols, they can draw an image that represents them on the back.
  - › Once they choose their symbol they can share it with the group and tape or otherwise add their image to the Group Agreements display as a sign of their commitment to the Agreements.

#### **Potential Review Questions**

- What parts of the Agreements have been particularly helpful for our group?
- What feelings have we, as a group, done an especially good job of honoring during our program time?
- What behaviors have we all used successfully during our time together?
- What are some examples of problems the Agreements have helped us to resolve?
- How can we continue to honor these Group Agreements with the rest of the Club even after the program ends?

## **Session 1**

Ages 10-12  
Relationship Building



**TIME**

50 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Supplies Needed:**

- One ball or beanbag
- Carpet squares, gym spots, wood blocks, cardboard squares, pieces of paper

**Links to Resources:**

None

**Social-emotional Skill:**

Relationship building

**Key Terms:**

None

# Session 2: Relationship Building

**Session Objective:** Youth will be able to form relationships with peers and adults.

**Warm Welcome** (2 minutes)

Greet youth by name and engage in meaningful conversations.

**Community Builder** (10 minutes)

**Concentration Ball**

- Have all youth stand in a circle.
- Demonstrate how to make an underhand toss.
- Call on a member to select a theme, such as animals, sports or food.
- One person will start with the ball and say a word in that theme (e.g., if the theme is animals, the person could say, “dog”). That member then says the name of someone else in the circle, and then tosses the ball to that person.
- The person who catches the ball must say a different animal, then toss the ball to another person.
- Youth may not repeat answers.
- Members have three seconds to say their response.
- Youth cannot throw the ball back to the person who threw the ball to them.
- If they repeat an animal or cannot come up with an animal within three seconds, they are out.
- If someone gets out, they must do 10 jumping jacks before rejoining the circle.
- When you notice that three youth get stuck, switch themes.
- Other examples of themes include role models, colors, fruits, singers, etc.

**Group Agreements Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompts to review the Agreements with your group:
  - › “Does everyone commit to our Agreements today?”
  - › “Is there anything we need to add?”

## Session 2

Ages 10-12  
Relationship Building

## Main Activity: River Crossing (25 minutes)

### Preparation

- Set up two boundary lines about 20 feet apart from each other – these are the two sides of the river.
- Make sure there are river rocks (e.g., carpet squares, gym spots, wood blocks, cardboard squares, pieces of paper, etc.) for each member.

### Introducing Youth to the Activity

Say, “Today we will be playing a game called River Crossing, where you will have to work together as a team to make sure everyone gets across the river safely.”

1

### Step-by-Step Directions

#### Step 1

- Have all youth line up along one boundary line and stand off the shore of the river.
- Give each youth a river rock.
- If youth are not on the shore of the river, they must stand on the river rocks.
- If youth touch the ground (the “water”) they will be washed away and they have to go back to the shore of the river.
- Any river rock that is not being touched will be washed away (taken by the facilitator) and lost.
- Youth cannot slide the rocks across the water, they can only place them down.
- The goal is for all youth to get safely across the river to the other side of the shore.
- Often, groups will come up with a way to create a line – one person starts and lays a river rock down and steps on it, then the next person steps on the first rock as the first person lays the next rock down. Now the first person has their feet on two rocks. This process continues until they have successfully crossed the river.
- You should watch closely to make sure participants don’t step in the water or lose contact with a river rock.

### Youth Reflection (5 minutes)

- What did the group do well in order to get everyone across the river?
- What could you have done differently?
- What happens if you think of only yourself getting to the end and not your other group members?
- How can you work together as a team while at the Club?

## Session 2

Ages 10-12  
Relationship Building

**Recognition** (5 minutes)

- Ask youth to raise their hands to give a shout out to someone who did a good job coming up with a plan to cross the river.
- Ask youth to raise their hands to give a shout out to someone who was a helpful team member.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 2**

Ages 10-12  
Relationship Building



# Session 3: Relationship Building



TIME

50 Minutes



SIZE

1-25



HANDOUTS

None

**Session Objective:** Youth will be able to form relationships with peers and adults.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (10 minutes)

### Life Highlights

- Ask youth to sit in a circle.
- Ask youth to close their eyes and think about some of the happy, good memories in their life.
- Give them a minute to think and reflect.
- Ask them to keep their eyes closed and narrow down their best memories.
- Ask youth to open their eyes. Give each member 30 seconds to share one of their best memories and explain why they think it is the best.
- Make sure each member has the chance to share if they would like.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What parts of the Agreements have helped our group?

## Main Activity: Chairs in a Circle (25 minutes)

### Preparation

- Set up chairs in a circle.
- Make sure there are enough chairs – minus one – for each member.

### Introducing Youth to the Activity

Say, “Today we will be playing a game called Chairs in a Circle. It is similar to Musical Chairs. You are going to share fun facts about yourself.”

### Supplies Needed:

One chair fewer than the number of members

### Links to Resources:

None

### Social-emotional Skill:

Relationship building

### Key Terms:

None

## Session 3

Ages 10-12  
Relationship Building

1

### **Step-by-Step Directions**

#### **Step 1**

- Ask one member to volunteer to stand in the middle of the circle.
- Ask all other youth to sit in a chair in the circle – there should be no empty chairs.
- Ask the person in the middle to share something about themselves that they think other members can relate to.
- If the other members agree with the statement or have experienced the same thing, they stand up and switch chairs with someone else who stood up.
- The person in the middle also tries to find a chair to sit in.
- The last person standing without a chair becomes the next leader in the middle.
- Youth cannot switch chairs with the person directly next to them.

2

#### **Step 2**

- Keep playing until everyone has had a chance to be in the middle at least once.
- Sharing statements may include, “My name is Sara and I have a pet dog,” and all those with pet dogs will switch seats.

### **Youth Reflection (5 minutes)**

- What did you learn about what you have in common with other members of the group?
- What was hard about this activity?
- How can you use what you learned about your group members during this activity in other areas of the Club?

### **Recognition (5 minutes)**

Ask youth to raise their hands and say one cool thing they learned about someone else in the group that they didn't know before.

### **Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

## **Session 3**

Ages 10-12  
Relationship Building

# 100

# Session 4: Relationship Building

**TIME**

50 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Session Objective:** Youth will be able to form relationships with peers and adults.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (15 minutes)

### Superstar

- Ask youth to line up as quickly as possible based on birth month. The line should start with members born in January and end with members born in December.
- Have youth at one end of the line “fold the line” by moving to stand across from youth at the other end of the line.
- The rest of the line follows with each youth facing another youth in the line until everyone is paired up. If there is an odd number, there can be one group of three.
- Each pair will have two minutes to find out how many things they have in common that they didn’t already know about.
- Demonstrate with a volunteer by giving an example such as, “I wouldn’t tell my partner that I have brown hair, because they can see that. I wouldn’t tell them I’m in middle school because they know that. I might say that my favorite food is pizza.”
- When the time is up, have members get into a circle and stand next to their partner.
- One by one, each pair will share one thing they found out that they have in common.
- If others in the group also share that thing in common, they will put their hands in the air and yell “Superstar!”
- Then, the next pair shares. This continues until all pairs have gone.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What feelings have we, as a group, done an especially good job of honoring during our program time?

### Supplies Needed:

None

### Links to Resources:

None

### Social-emotional Skill:

Relationship building

### Key Terms:

None

## Session 4

Ages 10-12  
Relationship Building

# 101

## **Main Activity: Fishbowl** (20 minutes)

### **Preparation**

Make sure you have a large open space that is free of obstacles.

### **Introducing Youth to the Activity**

Say, “Today we will be doing an activity called Fishbowl. You will be paired up with other members and you are going to share fun facts and stories about yourself with each other.”

### **Step-by-Step Directions**

**1**

#### **Step 1**

- Split the group in half.
- Have each group form a circle – one inner circle and one outer circle.
- Each member in the inner circle is paired with a member in the outer circle. The two members who were paired should face each other. If there is an odd number, you can participate.
- You should pose a discussion topic to the whole group, and pairs will discuss their responses with each other. Examples of topics are food, favorite holiday or favorite subject in school.

**2**

#### **Step 2**

After about a minute, signal for members to rotate – members on the outside circle move one space to the right and members on the inside circle move one space to the left so everyone is standing in front of a new person.

**3**

#### **Step 3**

You should then pose a new question. Repeat the process until everyone has made a full rotation around the circle.

### **Youth Reflection** (5 minutes)

- How did you feel as you were sharing with your partner?
- What have you learned about your fellow Club members?
- How can you use what you learned about your group members during this activity in other areas of the Club?

## **Session 4**

Ages 10-12  
Relationship Building

**Recognition** (5 minutes)

Ask youth to give their partners a double-handed high-five, or “high-ten.”

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 4**

Ages 10-12  
Relationship Building



**TIME**

55 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Supplies Needed:**

- Paper
- Colored pencils, crayons or markers

**Links to Resources:**

None

**Social-emotional Skill:**

Relationship building

**Key Terms:**

None

# Session 5: Relationship Building

**Session Objective:** Youth will be able to form relationships with peers and adults.

**Warm Welcome** (2 minutes)

Greet youth by name and engage in meaningful conversations.

**Community Builder** (10 minutes)

**Never Have I Ever ...**

- Ask for one member to volunteer to stand in the middle of the circle.
- Ask youth to sit in chairs in a circle – there should be no empty seats.
- The member in the middle says something they've never done before, beginning with, "Never have I ever ... " For example, "Never have I ever played the piano."
- Anyone who HAS done this must switch seats with someone else and find a new seat.
- The person in the middle must also try to find an empty seat to sit in.
- Members cannot take the seat of the person directly to their right or left.
- The member left without a seat is now in the middle.
- If there is only one person who has done what the person in the middle says, they switch spots with the person in the middle.
- Play continues with each person in the middle coming up with a new, "Never have I ever ... " phrase.
- Agree to omit topics that are inappropriate or that can make people uncomfortable.

**Group Agreements Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What behaviors have we all used successfully during our time together?

## Session 5

Ages 10-12  
Relationship Building

## Main Activity: Fabulous Flags (30 minutes)

### Preparation

Make sure you have paper and colored pencils, crayons or markers for all members.

### Introducing Youth to the Activity

Say, "Today we will be doing an activity called Fabulous Flags. You will have the chance to design a flag that represents who you are and share it with the rest of the group!"

**1**

### Step-by-Step Directions

#### Step 1

- Make sure each member has a piece of paper and access to colored pencils, crayons or markers.
- Have each member draw a flag that contains some symbols or objects that symbolize who they are or what they enjoy.
- Give everyone approximately 20 minutes to draw then come back together as a group.
- Ask for volunteers to share the meaning of what they drew.
- If the group is large, you can divide everyone into smaller groups and ask them to share their flags with each other.
- Time permitting, you can combine all of the flags to make one large group flag.

### Youth Reflection (5 minutes)

- How did you decide what was important to include on your flag?
- How did you feel as you were sharing your flag?
- What have you learned about yourself or your fellow Club members from this activity?
- How can you use what you learned about your group members during this activity in other areas of the Club?

### Recognition (5 minutes)

Ask youth to raise their hands and give a shout out to another member who they think has a cool, interesting or pretty flag.

### Closing and Transition (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

## Session 5

Ages 10-12  
Relationship Building

# 105

**TIME**

50 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Supplies Needed:**

- One ball
- One long jump rope

**Links to Resources:**

None

**Social-emotional Skill:**

Teamwork

**Key Terms:**

None

# Session 1: Teamwork

## **Session Objective:** Youth will be able to work effectively with others.

### **Warm Welcome** (2 minutes)

Greet youth by name and engage in meaningful conversations.

### **Community Builder** (10 minutes)

**Tornado**

- Ask members to stand in one big circle.
- Ask for a volunteer to be the tornado who will stand in the middle of the circle.
- Give one person in the circle the ball.
- The tornado in the middle will spin around 10 times.
- While the tornado spins, members should pass the ball quickly to the member next to them.
- The goal of this game is to NOT have the ball when the tornado stops spinning.
- When the tornado stops spinning, whoever has the ball becomes the next tornado.
- Play several rounds of this, until multiple people have had a chance to be the tornado.

### **Group Agreements Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What are some examples of problems the Agreements have helped us to resolve?

### **Main Activity: Turnstiles** (25 minutes)

**Preparation**

Make sure you have a long jump rope and a large open space.

**Introducing Youth to the Activity**

Say, "Today we will be playing a game called Turnstiles. You will have to work together to get our whole group past the spinning jump rope."

## Session 1

Ages 10-12

Teamwork



**1****Step-by-Step Directions****Step 1**

- Ask for one member to volunteer to help you turn the jump rope during the activity. You can switch volunteers throughout the activity to make sure everyone has a chance to participate.
- Ask members to line up facing the long jump rope.
- You and your helper will turn the long jump rope toward the members.
- One at a time, members must make it past the turning rope without touching it.
- If a member touches the rope, the member must go to the back of the line to try again.
- When a member makes it past the jump rope, they wait on the other side of the rope and cheer on their other group members.

**2****Step 2**

- Once everyone makes it to the other side, repeat the activity, except this time have members get past the rope in pair, or groups of four or eight.
- Turn the rope slower if members are struggling to get past it, or turn the rope away from the members to make it more challenging to get past.

**Youth Reflection (5 minutes)**

Pose the following questions to youth:

- What was challenging about this activity?
- What was different about trying to get past the rope alone versus trying to get past it as part of a group?
- What could make this activity easier next time?

**Recognition (5 minutes)**

Ask youth to raise their hands and give a shout out to another member who displayed great teamwork.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 1**

Ages 10-12  
Teamwork

**TIME**

60 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Supplies Needed:**

- One ball of string/yarn
- Tape
- Scissors

**Links to Resources:**

None

**Social-emotional Skill:**

Teamwork

**Key Terms:**

None

# Session 2: Teamwork

## **Session Objective:** Youth will be able to work effectively with others.

### **Warm Welcome** (2 minutes)

Greet youth by name and engage in meaningful conversations.

### **Community Builder** (15 minutes)

#### **Giants, Wizards, Elves**

- Designate a line in the middle of the playing area and a starting line along each side.
- Divide the group into two teams and put each team on opposite sides of the line.
- Explain that in this game there are three main characters: giants, wizards and elves.
- Each character has their own movement and sound:
  - › Giants: stand up very tall with hands raised overhead and make the sound, “Aaargh!”
  - › Wizards: stand with one foot in front of the other; an arm extended toward the front with fingers wiggling and make the sound, “Hissssss!”
  - › Elves: squat down and move from side to side with their arms waving about and make the sound, “Wooosh!”
- Tell members what character wins over what character:
  - › The giant wins over the wizard.
  - › The wizard wins over the elf.
  - › The elf wins over the giant.
- Begin by having each team huddle on their start line. Ask them to quietly choose which character to be as a group.
- Each team moves to the middle line. Yell, “One, two, three, what’s it going to be?” Then, each team flashes their character.
- Whichever team has the dominant character chases the other team back to their start line. All should be moving in the style of their characters.
- Anyone who is tagged before getting back to their start line becomes part of the opposite team.
- Play several rounds, with teams choosing a different character each round.

## Session 2

Ages 10-12  
Teamwork**108**

### Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › How can we continue to honor these Group Agreements Review with the rest of the Club even after the program ends?

### Main Activity: Spider Web (30 minutes)

#### Preparation

- Before the activity, you must create a spider web of string for members to cross through.
- To do this, string the yarn from one object to another (e.g., walls, doors, chairs, bookshelves, etc.). Use tape to keep the yarn in place.
- Make sure there are easier holes (e.g., larger, lower to the ground) and more difficult holes (e.g., smaller, higher up) so that all members can fit through the web.

#### Introducing Youth to the Activity

Say, “Today, we will be playing a game called Spider Web. You will have to work together to get our whole group through the spider web without getting tangled.”

#### Step-by-Step Directions

1

##### Step 1

- Once the web is completed, have the whole group stand on one side of the spider web.
- Tell members that the goal is for everyone to make it successfully through the web to the other side.
- Tell members that they cannot touch the web as they are going through the holes. If a member touches the web, they have to go back to the beginning.
- Members cannot pull on the string or change the shape of the web.
- Encourage members to help guide each other through the web.

2

##### Step 2

If the web is too easy, tell members that some of the holes are off limits to force them to change the path they take through the web.

## Session 2

Ages 10-12  
Teamwork

**Youth Reflection** (5 minutes)

- What was challenging about this activity?
- How did you use teamwork to get your whole group to the other side?
- Think about a challenge in your life. How could teamwork skills help you get through it?

**Recognition** (5 minutes)

Ask youth to give themselves a big round of applause for getting everyone through the web!

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 2**

Ages 10-12  
Teamwork

# Session 3: Teamwork



**TIME**

50 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Session Objective:** Youth will be able to work effectively with others.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (10 minutes)

### Rock, Paper, Scissors

- Have youth get into pairs. If there is an odd number of youth, you can participate in the activity as well.
- Review and model the following rules of Rock, Paper, Scissors: rock beats scissors, scissors beats paper, paper beats rock.
- Have each partner group introduce themselves and play a round of Rock, Paper, Scissors – or enough rounds to break a tie.
- Everyone who does not win becomes the winner’s cheerleader, following them around and shouting, “Go \_\_\_\_\_ !”
- The winner moves on to play another winning member.
- The winner advances to play again each round, and the non-winners now cheer for that winner.
- The game continues this way until it is down to two players and the whole group is cheering for one or the other.
- Youth can play multiple rounds of this game.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompts to review the Agreements with your group:
  - › “Does everyone commit to our Agreements today?”
  - › “Is there anything we need to add?”

## Main Activity: Flip Me the Chicken (25 minutes)

### Preparation

- Make sure you have a large, open space for this activity.
- You will need one rubber chicken or ball.

### Supplies Needed:

One rubber chicken or foam ball

### Links to Resources:

None

### Social-emotional Skill:

Teamwork

### Key Terms:

None

## Session 3

Ages 10-12  
Teamwork

**Introducing Youth to the Activity**

Say, “Today we will be playing a game called Flip Me the Chicken. You will all have to work together to prevent the farmer from tagging you by throwing the ball from person to person.”

**Step-by-Step Directions****1****Step 1**

- Ask for one member to volunteer to start as the farmer – their goal is to try to tag the other players.
- If a member gets tagged, they become the farmer.
- Members must toss the rubber chicken/ball underhanded to one another.
- A member must be holding the rubber chicken/ball in order to be safe from being tagged.
- Tags must be done safely, with an open palm on the side of the arm or middle of the back – you can model what a safe tag looks like.

**2****Step 2**

- Take at least one break during the game and ask members what strategies are working best and how they can improve their teamwork.
- Play until everyone has had at least one chance to be the farmer.

**Youth Reflection (5 minutes)**

- How did you have to work together in this game?
- What strategies did you use to keep your teammates safe?
- How did it feel when you were the farmer?
- Has there ever been a time where you noticed someone was left out of a team? What could you do to make sure everyone is included?

**Recognition (5 minutes)**

Ask youth to raise their hands to give a shout out to someone who displayed good teamwork during the game.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 3**

Ages 10-12  
Teamwork

**112**

# Session 4: Teamwork


**TIME**

45 Minutes


**SIZE**

1-25


**HANDOUTS**

None

**Session Objective:** Youth will be able to work effectively with others.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (10 minutes)

### Line of Silence

- Have all youth line up single file.
- Explain that this is a silent challenge.
- Instruct members to silently line up in a particular order. For example, ask them to line up according to height (tallest to shortest), date of birth (January to December), how long they've been a member at the Club (shortest to longest), or any other category.
- Time members to see how quickly they can line up.
- After members think they are in the correct order, you should go through the line and check to make sure everyone is in the correct spot.
- After the first round, have a discussion with the members about what was challenging about lining up. Also ask them to take note of the different ways they communicated with each other.
- Give the group another category for lining up and see if they can beat their previous time.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What parts of the Agreements have helped our group?

## Main Activity: Human Shapes (20 minutes)

### Preparation

Make sure you have a large, open space for this activity.

### Introducing Youth to the Activity

Say, "Today we will be playing a game called Human Shapes. You will all have to move your body and work together to make different letters and words."

### Supplies Needed:

None

### Links to Resources:

None

### Social-emotional Skill:

Teamwork

### Key Terms:

None

## Session 4

Ages 10-12

Teamwork

**1**

### **Step-by-Step Directions**

#### **Step 1**

- Ask members to spread out so they can swing their arms without touching anyone else.
- Explain that the group will work together as a team to use their bodies to form letters and words.
- Start out by asking the participants to make every letter of the alphabet with their body (A-Z). They will have to get creative with some of the letters!

**2**

#### **Step 2**

- Next, have members form groups of three or four.
- Tell members that they will be forming the words you say. You should say words that have three or four letters such as dog, bird, cat or fish.

**3**

#### **Step 3**

Next, have members form groups of five or six people to create longer words that have five or six letters (e.g., flower, horse or summer).

**4**

#### **Step 4**

- Finally, use a sentence or phrase (e.g., I love ice cream) that allows everyone in the group to be involved.
- To add a level of competition, you can split the team into smaller groups to see which team can accurately spell the word the fastest.

### **Youth Reflection (5 minutes)**

- What was hard about this game?
- How did you have to work together in this game?
- What strategies did you use to make sure everyone was involved in spelling the word?

### **Recognition (5 minutes)**

Ask youth to get into groups and spell, “Good job!” with their bodies.

### **Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

## **Session 4**

Ages 10-12  
Teamwork



# Session 5: Teamwork



**TIME**

60 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Session Objective:** Youth will be able to work effectively with others.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (15 minutes)

### Mime Down the Alley

- This activity gives youth an opportunity to communicate an object or idea to each other so that the last person has the same message as the first.
- Divide members into groups of 8-10.
- Have each group sit in a straight line, with everyone facing backward except for the first person.
- Tell members they are not allowed to talk at any point in the game.
- Give the first person in each line an object to mime (e.g., a toaster, a computer, a jack-in-the-box, etc.). The only requirement is that the object must be shown in pantomime from a seated position.
- The first person taps the second person in line on the shoulder so that they turn to face each other.
- The first person mimes the object, and when the second person thinks they know what the object is, they nod.
- Then the object is mimed to the next person, traveling down the line until it reaches the last person.
- The last person will then tell you what they think the object is.
- The goal is for the pantomime of the object to be clear enough that the member at the end of the line knows what it is.
- Usually, the object changes into something entirely different. The interesting thing is to see how it changed along the line.
- Each person should tell the others what they thought the object was, and discuss what they saw the others demonstrating.
- You can play several rounds of this game, switching the order of members in line each time.

### Supplies Needed:

None

### Links to Resources:

None

### Social-emotional Skill:

Teamwork

### Key Terms:

None

## Session 5

Ages 10-12  
Teamwork

115

### Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What feelings have we, as a group, done an especially good job of honoring during our program time?

### Main Activity: Skits (30 minutes)

#### Preparation

Make sure you are in a large, open space for this activity.

#### Introducing Youth to the Activity

Say, “Today we will be working in teams to create short skits. You will then perform your skits for the rest of the group.”

#### Step-by-Step Directions

1

##### Step 1

- Divide the group into smaller teams of four to six members per team.
- Give groups a time frame (10-15 minutes) to come up with a short skit about a specific topic of your choosing. For example, the topic for the skit could be a dream vacation, a trip to outer space, a wild safari, or anything else interesting to the members.
- Tell members that they can use any objects in the gamesroom as props.
- Make sure that all members are involved in the skit; everyone should have an active role.

2

##### Step 2

- Once teams have had a chance to create and practice their skits, they can present it to the larger group.
- Make sure everyone claps for each team after the skit performances.

#### Youth Reflection (5 minutes)

- How did you have to work together to make your skit?
- Was it hard to come up with a plan as a team? How did you decide the plot of your skit and what roles everyone would play?
- What strategies did you use to make sure everyone was involved in your skit?

## Session 5

Ages 10-12  
Teamwork

**Recognition** (5 minutes)

- Ask youth to raise their hands and say something they liked about another team's skit.
- Have youth do a big round of applause for everyone's skits, then have everyone take a bow!

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 5**

Ages 10-12  
Teamwork

**117**

**TIME**

45 Minutes

**SIZE**

1-25

**HANDOUTS**

Page 285

# Session 1: Identifying Emotions and Empathy

**Supplies Needed:**

- Ball of yarn and scissors
- Mood Meter handout

**Links to Resources:**

None

**Social-emotional Skill:**

Identifying emotions and empathy

**Key Terms:**

None

**Session Objective:** Youth will be able to express their own feelings and begin to understand and share others' feelings.

**Warm Welcome (2 minutes)**

Greet youth by name and engage in meaningful conversations.

**Community Builder (10 minutes)****Part 1: The Mood Meter**

This is a great tool to use with youth as a check-in as they start the program.

- Make sure you have the Mood Meter handout.
- Gather youth in a circle.
- Tell youth, "It's important to know that it is OK to feel however you are feeling – everyone experiences a range of emotions every single day. It's normal to feel sad, excited, angry, calm, nervous, etc. every day, even multiple times a day."
- Share the Mood Meter handout with the youth and describe the four different quadrants.
- Ask youth to think of a word that best describes how they are feeling in this moment.
- Have each youth share their word and where they feel it belongs on the Mood Meter.

**Part 2: "If I could be ..."**

- Gather youth in a circle together.
- Ask members, "If you could be one \_\_\_\_\_ what would it be and why?"
- Fill in the blank with any category you wish (e.g., animal, color, mode of transportation, type of shoe, etc.).
- Go around the circle and have each youth share their statement.

**Group Agreements Review (2 minutes)**

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What behaviors have we all used successfully during our time together?

## Session 1

Ages 10-12  
Identifying Emotions  
and Empathy

# 118

## Main Activity: Web of Connections (20 minutes)

### Preparation

- The group should be sitting or standing in a circle.
- You will need a ball of yarn.
- The members will throw a ball of yarn to each other to show connection and commonalities between group members. This will also give them an opportunity to reflect on the group.

### Introducing Youth to the Activity

- Say, "Today we are going to discover connections and commonalities within our group."
- Say, "When you have the ball of yarn, it is your turn to speak. Others should listen to whoever has the yarn and is speaking."
- Say, "No one has to speak, but please listen actively."
- Say, "Once you catch the yarn, you will hold a piece and toss it to the next person to share. Let's get started!"

## 1

### Step-by-Step Directions

#### Step 1

- The facilitator will start the activity by holding a ball of yarn and saying something they enjoy about spending time in the Club.
- The facilitator then holds on to the end of the yarn and passes the ball of yarn across the circle to another participant. Ideally, they shouldn't toss the yarn to someone directly next to the person who just spoke.
- This should then form a string of yarn between the facilitator and the person holding the ball of yarn.
- The person holding the ball of yarn is the next to share.
- Continue to pass the ball of yarn as each person contributes, with each participant holding on to the yarn as they pass the ball of yarn to the next participant.
- This should form a web of yarn between the members of the group, until everyone has gone and the ball of yarn returns to the facilitator.

## Session 1

Ages 10-12  
Identifying Emotions  
and Empathy

# 119

**2**

**Step 2**

- The facilitator can then reflect on the web saying, “As you can see, there are many different aspects of the Club that we enjoy, and some of us seem to enjoy the same things!”
- To end the activity, cut the section of yarn each participant is holding to form a small piece of yarn that they can tie around their wrists as a reminder bracelet.
- The facilitator can then reflect and say, “Each of you make up an important part of the Club experience. Who you are and what you enjoy is part of what makes our Club special. This string can remind you that you are an important part of our Club family.”

**Youth Reflection (5 minutes)**

- What did you learn about someone in the group that you may not have known before?
- Why is it important to know what other people enjoy doing in the Club?
- How might we support each other to make sure all youth have a positive Club experience?

**Recognition (5 minutes)**

- Find someone who shared something that you also like about the Club and give them a high five.
- Think about a time this week that you and your friend can engage in that activity together at the Club.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 1**

Ages 10-12  
Identifying Emotions  
and Empathy

**120**

# Session 2: Identifying Emotions and Empathy



TIME

45 Minutes



SIZE

1-25



HANDOUTS

Pages 285

**Session Objective:** Youth will be able to express their own feelings and begin to understand and share others' feelings.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (10 minutes)

### Part 1: The Mood Meter

This is a great tool to use with youth as a check-in as they start the program.

- Make sure you have the Mood Meter handout.
- Gather youth in a circle.
- Tell youth, "It's important to know that it is OK to feel however you are feeling – everyone experiences a range of emotions every single day. It's normal to feel sad, excited, angry, calm, nervous, etc. every day, even multiple times a day."
- Share the Mood Meter handout with youth and describe the four different quadrants.
- Ask youth to think of a word that best describes how they are feeling in this moment.
- Have each youth share their word and where they feel it belongs on the Mood Meter.

### Part 2: Good Things

- Ask each member to respond to their neighbor using one of these sentence prompts: "One good thing in my life is ... ," or "Something good that happened is ..."
- Tell youth that their good thing can be big or small. For example, "Last night I had pizza for dinner," or "My aunt came into town for a visit."
- Once they have shared with their partner, ask for volunteers to share their own or their neighbor's good thing.
- This is an opportunity for youth to share their lives and also be celebrated and affirmed by staff and other youth.

### Supplies Needed:

- Paper and pencils/pens
- Mood Meter handout

### Links to Resources:

None

### Social-emotional Skill:

Identifying emotions and empathy

### Key Terms:

None

## Session 2

Ages 10-12  
Identifying Emotions  
and Empathy

# 121

### **Group Agreements Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What are some examples of problems the Agreements have helped us to resolve?

### **Main Activity: Little-Known Facts** (15 minutes)

#### **Preparation**

Make sure that there is paper and pens/pencils for everyone in the group.

#### **Introducing Youth to the Activity**

- Say, “Today we will be discovering fun facts about each other!”
- Say, “We are going to leave this place knowing each other better than when we came in. Let’s get started!”

#### **Step-by-Step Directions**

**1**

##### **Step 1**

- Give each youth a piece of paper and a pen or pencil.
- Have each youth write down an interesting fact about themselves on a piece of paper. The fact should be one that most people don’t know.
- Emphasize that their interesting fact needs to be appropriate for the Club.

**2**

##### **Step 2**

- Have each youth ball up their paper and throw it across the room.
- Have youth pick up a paper ball near them and throw it again. Repeat this four times.
- Have youth pick up one balled up piece of paper and read the fact on the paper.
- Then each youth will try to find the youth it belongs to.

**3**

##### **Step 3**

Once youth find the person that the fact belongs to, have the group go around in a circle and share their partner’s interesting fact.

## **Session 2**

Ages 10-12  
Identifying Emotions  
and Empathy



**Youth Reflection** (5 minutes)

Have youth discuss the following questions:

- What new fact did you learn about someone in the group today? Was there anyone's fun fact that stuck out?
- Why is it important to know about the youth in your Club or program?
- What are some ideas of ways that your group can continue to discover new things about one another?

**Recognition** (5 minutes)

- Have youth raise their hand to give a shout out to the person who they thought had the most interesting or little known fact.
- Ask each youth to find one other youth and tell them, "Thanks for sharing. I enjoyed learning something new about you." Then have them ask one follow-up question about the fact they learned.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 2**

Ages 10-12  
Identifying Emotions  
and Empathy

**123**



**TIME**

55 Minutes



**SIZE**

1-25



**HANDOUTS**

Pages 285

# Session 3: Identifying Emotions and Empathy

**Session Objective:** Youth will be able to express their own feelings and begin to understand and share others' feelings.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

### Community Builder (10 minutes)

#### **Part 1: The Mood Meter**

This is a great tool to use with youth as a check-in as they start the program.

- Make sure you have the Mood Meter handout.
- Gather youth in a circle.
- Tell youth, "It's important to know that it is OK to feel however you are feeling – everyone experiences a range of emotions every single day. It's normal to feel sad, excited, angry, calm, nervous, etc. every day, even multiple times a day."
- Share the Mood Meter handout with the youth and describe the four different quadrants.
- Ask youth to think of a word that best describes how they are feeling in this moment.
- Have each youth share their word and where they feel it belongs on the Mood Meter.

#### **Part 2: Highs and Lows**

- Have youth get in a circle.
- Have each member go around the circle and share a high and low from the week/day.
  - › High: the best thing that happened to you
  - › Low: the worst/hardest thing that happened to you

#### **Supplies Needed:**

- Paper
- Pen/pencils
- Markers
- Mood Meter handout

#### **Links to Resources:**

None

#### **Social-emotional Skill:**

Identifying emotions and empathy

#### **Key Terms:**

None

## Session 3

Ages 10-12  
Identifying Emotions  
and Empathy

# 124

**Group Agreements Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › How can we continue to honor these Group Agreements with the rest of the Club even after the program ends?

**Main Activity: Thank-You Notes** (30 minutes)**Preparation**

- Provide construction paper or printing paper for each youth.
- Have pens/pencils and markers available for every youth.
- Have tables available for youth to use for writing.

**Introducing Youth to the Activity**

- Say, “What comes to mind when you hear the word ‘thankful?’”
- Say, “Think about something that someone has done for you that has made you thankful.”
- Say, “Today we are going to have an opportunity to say, ‘Thank you’ to someone who you are thankful for!”

**Step-by-Step Directions****1****Step 1**

- Use this Fold the Line grouper to get youth started:
  - › Instruct youth to form a line from youngest to oldest (using their birthday month and year).
  - › Once they have formed the line, have each youth state their age to see if they are in the correct order.
  - › If they are not in the correct order, have them get in the correct position.
  - › Have one youth at one end of the line “fold the line” by moving to stand across from youth at the other end of the line.
  - › The rest of the line follows with each youth facing another youth in the line.

**2****Step 2**

- Once they have their partner, have each youth share about the person who came to mind when they thought about someone they were thankful for.

**Session 3**

Ages 10-12  
Identifying Emotions  
and Empathy

**125**

- Have a couple of partners share with the group, if they feel comfortable.
- Tell youth that we are going to take the time to write a thank you note to the person in their life who they are the most thankful for (e.g., friend, staff, teacher, family member, etc.)
- When everyone is done, collect writing utensils and allow youth to take thank-you notes; remind them to give them to the person they wrote them for.

#### Youth Reflection (5 minutes)

- What are some other ways that you can show people that you are thankful for them besides sending thank you notes?
- Why do you think it is important to express thankfulness for others?
- What is something that you could commit to doing to show more people that you are thankful for them?

#### Recognition (5 minutes)

Have youth look around the group and think about someone in the group who they are thankful for.

- **Option 1:** Have youth go to that person, tell them that they are thankful for them, and mention one reason why they are thankful.
- **Option 2:** Have youth raise their hand and share someone they are thankful for in the group and why.

#### Closing and Transition (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

## Session 3

Ages 10-12  
Identifying Emotions  
and Empathy

# 126

# Session 4: Identifying Emotions and Empathy



TIME

45 Minutes



SIZE

1-25



HANDOUTS

Pages 264, 285

**Session Objective:** Youth will be able to express their own feelings and begin to understand and share others' feelings.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (10 minutes)

### Part 1: The Mood Meter

This is a great tool to use with youth as a check-in as they start the program.

- Make sure you have the Mood Meter handout.
- Gather youth in a circle.
- Tell youth, "It's important to know that it is OK to feel however you are feeling – everyone experiences a range of emotions every single day. It's normal to feel sad, excited, angry, calm, nervous, etc. every day, even multiple times a day."
- Share the Mood Meter handout with the youth and describe the four different quadrants.
- Ask youth to think of a word that best describes how they are feeling in this moment.
- Have each youth share their word and where they feel it belongs on the Mood Meter.

### Part 2: Mindful Breathing

This community builder introduces the concepts of focusing on the breath in a way that is easy for youth to understand. The meditation gradually builds awareness of how we can deepen our breath and teaches youth how to practice belly breathing.

- Make sure you have the Mindful Breathing handout.
- Find a relatively quiet space to begin.
- Tell members that they can stand, sit or lie down for this activity.

### Supplies Needed:

- A ball
- Paper
- Pens/pencils (enough for each member)
- Tape
- Mood Meter handout
- Mindful Breathing handout

### Links to Resources:

None

### Social-emotional Skill:

Identifying emotions and empathy

### Key Terms:

None

## Session 4

Ages 10-12  
Identifying Emotions  
and Empathy

# 127

- Consider playing some soft, calming instrumental music. Keep the volume very quiet so the music does not become a distraction for your members as they learn to focus solely on their breath and the sound of your voice.
- Read the script from the Mindful Breathing handout.
- Reflection: What did you notice about your breathing? Why might it be useful to practice being mindful of the way you breathe? How and when might you use mindful breathing techniques?

### Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompts to review the Agreements with your group:
  - › “Does everyone commit to our Agreements today?”
  - › “Is there anything we need to add?”

### Main Activity: Catching Kindness (20 minutes)

#### Preparation

- Make sure you have a ball or something to toss between the group.
- Ensure that there is paper, tape and writing utensils for all youth.
- Have an area of the wall in your program space where you can tape up some notes.

#### Introducing Youth to the Activity

- Say, “Today we will talk about ways we can be kind to ourselves and others, and to be thankful for what we have.”
- Say, “Acts of kindness can be big or small, but they make a big difference to the people around you.”

#### Step-by-Step Directions

1

##### Step 1

- Divide members into groups of six to eight and have them stand in a circle.
- Ask one member in each circle to start by throwing a ball to another member.
- When they throw the ball, they are to say something kind about the person they throw it to.
- Make sure everyone gets a turn.
- Play several rounds, and encourage members to go faster every time.

## Session 4

Ages 10-12  
Identifying Emotions  
and Empathy

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**2****Step 2**

- Next, tell the members you are going to play again, but this time the rules are a little different.
- They are to throw the ball to another member in their group, but this time when they throw, they are to say something nice about themselves, or something they are thankful for.
- Again, play several rounds to ensure each member gets a turn.

**Youth Reflection** (5 minutes)

Ask youth to discuss the following questions:

- Was it easier to say something kind about someone else or about yourself?
- How did you feel when someone said something nice about you?
- How did you feel when you said something kind about someone else?
- Why is it sometimes harder to be kind to ourselves?
- What are some ways that we can intentionally be kind to ourselves?

**Recognition** (5 minutes)

- Give each youth a piece of paper and a pencil or pen.
- Have each youth write a comment about themselves that was significant to them (e.g., Jaia has a really good voice).
- Have the youth post their paper on a wall or a door in a designated area for others to see as they leave.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 4**

Ages 10-12  
Identifying Emotions  
and Empathy

**TIME**

65 Minutes

**SIZE**

1-25

**HANDOUTS**

Page 285

# Session 5: Identifying Emotions and Empathy

**Supplies Needed:**

- Mood Meter handout
- Poster boards
- Construction paper
- Markers
- Any other craft material that could be used to design a blueprint for a gamesroom

**Links to Resources:**

None

**Social-emotional Skill:**

Identifying emotions and empathy

**Key Terms:**

None

**Session Objective:** Youth will be able to express their own feelings and begin to understand and share others' feelings.

**Warm Welcome (2 minutes)**

Greet youth by name and engage in meaningful conversations.

**Community Builder (10 minutes)****Part 1: The Mood Meter**

This is a great tool to use with youth as a check-in as they start the program.

- Make sure you have the Mood Meter handout.
- Gather youth in a circle.
- Tell youth, "It's important to know that it is OK to feel however you are feeling – everyone experiences a range of emotions every single day. It's normal to feel sad, excited, angry, calm, nervous, etc., every day, even multiple times a day."
- Share the Mood Meter handout with the youth and describe the four different quadrants.
- Ask youth to think of a word that best describes how they are feeling in this moment.
- Have each youth share their word and where they feel it belongs on the Mood Meter.

**Part 2: Pop Culture**

- Have youth form a circle.
- Have each youth pick a movie, song or TV show that best describes how they're feeling.
- Go around the circle and let each youth share their answers.

**Group Agreements Review (2 minutes)**

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What parts of the Agreements have helped our group?

## Session 5

Ages 10-12  
Identifying Emotions  
and Empathy

# 130



## Main Activity: Redesign Your Space (35 minutes)

### Preparation

- Do not complete this activity if your members do not have permission to move or change furniture and decorations in the gamesroom.
- Make sure each group has a poster board, construction paper, markers and enough material to make their blueprint.

### Introducing Youth to the Activity

- Say, “Today you are all interior designers and you are tasked with designing a new gamesroom.”
- Say, “This is not going to be your average gamesroom! The goal for each group is to design a gamesroom that has a calm, peaceful environment where youth can go if they’re feeling stressed and need to calm down.”
- Say, “You will want to keep the games you love, but think about what you can add to make it a place where you can both feel relaxed and have fun!”

### Step-by-Step Directions

1

#### Step 1

- Divide members into groups of five to six using the following Music Mixer grouper.
  - › Youth move around the room while the music plays.
  - › When the music stops, the facilitator calls out a number and youth must form a group of that size.
  - › Do this several times until you have the group size you need for the activity.

2

#### Step 2

- Distribute poster board and other materials to each team.
- Give each team 15 minutes to design their new gamesroom and draw a blueprint on the poster board.

3

#### Step 3

- Have each group share their blueprints.
- Each group should gather around and listen to the group that is presenting.
- Number each group and have youth vote on the gamesroom that they like best.

## Session 5

Ages 10-12  
Identifying Emotions  
and Empathy

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### **Youth Reflection** (5 minutes)

Discuss the following questions with youth:

- What were some of the key elements that you included in your gamesroom to promote a calming environment?
- Why do you think it is important to have space where you can de-stress and calm down in the Club?
- What could we do in our actual gamesroom to incorporate some of these changes? What materials could we use to make some of our changes?

### **Recognition** (5 minutes)

- Raise your hand and give a shout out to the person in your group who showed good leadership and creativity.
- Tell the group why you thought they did a good job.

### **Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

## **Session 5**

Ages 10-12  
Identifying Emotions  
and Empathy

# 132

# Session 1: Identifying and Solving Problems



**TIME**

45 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Session Objective:** Youth will be able to solve problems and develop healthy decision-making processes.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (10 minutes)

### Sandman

- Have youth sit in a circle.
- Ask youth to cover their eyes. If youth do not feel comfortable covering their eyes, they can just witness the activity.
- Pick one person to be the sandman by lightly tapping this person on their shoulder one time.
- Pick one person to be the alarm clock by lightly tapping this person on their shoulder two times.
- Once you've chosen the roles, ask youth to open their eyes.
- The sandman can put people to sleep by winking at them.
- If a youth is winked at, they should silently count to 10, and then place their hands together next to their cheek to indicate they are sleeping.
- The alarm clock can wake up sleeping youth by looking at the sleeping youth and touching his/her own nose. If the alarm clock is put to sleep, they can no longer wake others up.
- Youth can try to guess who the sandman is, but only while they are still in the game.
- If a youth guesses incorrectly, they become tired and fall asleep until the round is over.

## Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What feelings have we, as a group, done an especially good job of honoring during our program time?

### Supplies Needed:

- Playing cards
- Paper clips
- Pipe cleaners
- Construction paper
- Tape
- Straws
- Empty toilet paper rolls or paper towel rolls
- Legos
- Any other material that would be good for building
- Ruler, yard stick or tape measure

### Links to Resources:

None

### Social-emotional Skill:

Identifying and solving problems

### Key Terms:

None

## Session 1

Ages 10-12  
Identifying and  
Solving Problems

## **Main Activity: Tallest Tower** (20 minutes)

### **Preparation**

Divide youth into groups of four to eight using the following grouper:

- Pass out playing cards and have youth group up by color, suit or number.
- Create enough stations for the number of groups you have.
- Make sure each group has materials at their station.
- Each group should have a roll of tape.

### **List of possible building materials**

Newspaper, paper clips, pipe cleaners, construction paper, tape, straws, Legos, empty toilet paper rolls, paper towel rolls or any other material that would be good for building.

### **Introducing Youth to the Activity**

- Say, "Today you are all architects and will be designing the world's tallest tower."
- Say, "The goal is to use the materials to create the tallest free-standing tower possible."

### **Step-by-Step Directions**

**1**

#### **Step 1**

- Divide youth into groups of four to eight. Use the grouper provided above or another one.
- Make sure that each group has enough materials at their station.

**2**

#### **Step 2**

- Give each team 10-15 minutes to construct the tallest tower possible using the materials they have at their station.
- Ask youth to come up with a name for their tower and the city/country where it is located.
- Staff should circle around the groups to provide support as they are working.

**3**

#### **Step 3**

- When time is up, ask each group to share their tower with the group.
- Measure the towers to see which team has the tallest tower in the group.

## **Session 1**

Ages 10-12  
Identifying and  
Solving Problems

**Youth Reflection** *(5 minutes)*

- How did your team work together to build this tower?
- What were some of the challenges that you faced?
- Were there any strategies or approaches that your team implemented to overcome the challenges?
- When have you faced a challenge in life where you had to work together as a team to overcome the challenge?

**Recognition** *(5 minutes)*

- Have each youth think about someone in their group who showed good teamwork.
- Have youth raise their hand and give a shout out to the youth.

**Closing and Transition** *(2 minutes)*

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 1**

Ages 10-12  
Identifying and  
Solving Problems

**135**

**TIME**

50 Minutes

**SIZE**

1-25

**HANDOUTS**

None

# Session 2: Identifying and Solving Problems

**Supplies Needed:**

- Poster board or flip chart paper (1 for each small group)
- Markers

**Links to Resources:**

None

**Social-emotional Skill:**

Identifying and solving problems

**Key Terms:**

None

**Session Objective:** Youth will be able to solve problems and develop healthy decision-making processes.

**Warm Welcome (2 minutes)**

Greet youth by name and engage in meaningful conversations.

**Community Builder (10 minutes)****Rhythm Detective**

- Have youth form a circle.
- Explain and give a few examples of how to create a rhythm with hands and feet, such as using clapping, snapping and stomping.
- Ask for a volunteer to step outside the room with the door open. This youth is the detective.
- Ask for another volunteer who will initiate rhythm. Using their hands or feet, players clap, snap, stomp to develop their rhythm.
- Everyone in the circle copies the rhythm.
- The leader changes the rhythm every few seconds and the rest of the group must follow suit, also changing the rhythm.
- The youth who has been out of the room returns and comes to the center of the circle.
- The other youth will begin doing the rhythm at the leader's initiative.
- The youth in the center of the circle has three guesses to identify who is leading the rhythm.
- If they guess correctly, the leader of the rhythm becomes the detective and the previous detective picks the next rhythm leader.
- If they cannot guess in three tries, they choose the next detective and someone else becomes the rhythm leader.

**Group Agreements Review (2 minutes)**

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompts to review the Agreements with your group:
  - › What behaviors have we all used successfully during our time together?

## Session 2

Ages 10-12  
Identifying and  
Solving Problems

# 136

## Main Activity: Create a Game (25 minutes)

### Preparation

Use the following Music Mixer to divide the youth into groups of five or six:

- Youth move around the room while the music plays. When the music stops, the facilitator calls out a number and youth must form a group of that size. Do this several times until you have the group size you need for the activity.
- Make sure each group has a poster board or flip chart paper and markers.
- Ensure that there are materials in the gamesroom that youth can access.

### Introducing Youth to the Activity

- Say, “Today we are going to create our own game!”
- Say, “Your group’s game can be anything from a board game to an active game like a relay.”
- Say, “You will work as a team to design a game that would be fun for all!”

### Step-by-Step Directions

1

#### Step 1

- Divide youth into groups of five to six using a grouper such as the Music Mixer.
- Have each group sit together and brainstorm what type of game they want to design (e.g., board game, relay race, tossing game, hopscotch/jumping game).
- Have youth think about the materials that they would need to play this game and give them time to find those materials in the gamesroom.
- Have youth think of a name for their game and also write out the rules for the game on their poster board. Each game should have at least four to five written rules to share with the group.
- Give youth an opportunity to practice their game in their small groups.

2

#### Step 2

Give each group an opportunity to explain their game to the rest of the group.

3

#### Step 3

Depending on time, allow youth to try out one or multiple games that were created by their peers.

## Session 2

Ages 10-12  
Identifying and  
Solving Problems

### **Youth Reflection** (5 minutes)

Ask youth the following questions:

- What was something (e.g., fun, balls, active movement) that you wanted to make sure was included in your game?
- Why was it important to spend time designing the rules for your game?
- How can you support others when they don't understand a game or they are confused?
- If you were to do this activity over again, what would you change or do differently?

### **Recognition** (5 minutes)

- Think about each group's game and tell each group one positive thing about their game design.
- Give youth an opportunity to share something positive that they noticed in one of their peers during this activity.

### **Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

## **Session 2**

Ages 10-12  
Identifying and  
Solving Problems

# 138



# Session 3: Identifying and Solving Problems



**TIME**

45 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Session Objective:** Youth will be able to solve problems and develop healthy decision-making processes.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (10 minutes)

### Poison Dart Frog

- The job of the detective during this game is to figure out and catch the poison dart frog before it claims too many victims.
- Ask for a volunteer who will be the detective and have them leave the room.
- While the detective is out of the area, the rest of the youth will sit in a circle with their heads down and eyes closed, and you'll pick one member to be the poison dart frog by tapping them on the head.
- Ask the detective to return.
- Explain that the detective will have three guesses to identify the suspect frog before it gets away.
- If caught, the suspect becomes the next detective and tries to catch the next suspect frog.
- Explain to members that they will all walk around the room until they are caught by the suspect frog.
- The frog's weapon is their tongue. So, if they stick their tongue out at you, you have been nabbed.
- When you are nabbed, you must lie down to show that you have been nabbed.
- The detective must use information based on the victims who fall to figure out who the suspect frog is.
- If the detective does not guess correctly after three tries, reset and pick a new suspect frog.
- If the suspect frog gets caught, they will become the next detective.
- You can play multiple rounds of this game.

### Supplies Needed:

- Paper
- Pens for all youth

### Links to Resources:

None

### Social-emotional Skill:

Identifying and solving problems

### Key Terms:

None

## Session 3

Ages 10-12  
Identifying and  
Solving Problems

**139**

**Group Agreements Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What are some examples of problems the Agreements have helped us to resolve?

**Main Activity: Telephone Pictionary** (20 minutes)**Preparation**

- Divide youth into two even sized lines.
- Say, “As quickly as possible get into groups of two! Groups of five! Groups of three!”
- Repeat this until you have the optimal number of groups and group sizes. Then have them get in line.
- Make sure you have paper and a pen for everyone in the group.

**Introducing Youth to the Activity**

- Say, “How many of you have ever played the game Telephone?”
- Say, “What happens when the message gets passed down from person to person?”
- Say, “Let’s see what happens when you can’t speak at all! We are going to try Telephone Pictionary!”

**Step-by-Step Directions****1****Step 1**

- Have youth form two equal, single file lines. Depending on the size of the group, you can add another line of youth. Consider using the grouper provided above.
- Have each line of youth sit on the ground parallel to one other.
- Each youth should have a sheet of paper and a writing utensil.

**2****Step 2**

- The staff member will whisper the same object or phrase to the person at the back of each line.
- That person will then attempt to draw what was told to them, and pass the drawing to the person in front of them.

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- The next person in line will then try to interpret the drawing without talking, then draw it on the person's paper in front of them.
- That person will then draw what was drawn on their paper and give it to the person in front of them until it reaches the front of the line.

### 3

#### Step 3

- Once it reaches the front, have each team share what they came up with, then the staff member will share what it actually was.
- You can play several rounds with members switching spots in line.

#### Youth Reflection (5 minutes)

- What did you notice about the picture as it was passed down?
- How did you try to help the person in front of you get the right "message" or picture?
- When have you experienced a message getting misunderstood or repeated incorrectly?
- What could you do if you hear people sharing false information or starting rumors?

#### Recognition (5 minutes)

- Ask youth, "Is there anyone in this group who you have ever witnessed stopping a rumor from starting?" Give them the opportunity to publicly recognize their peer.
- Tell youth to find someone who they worked with on this activity and give them a high five for their efforts!

#### Closing and Transition (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

## Session 3

Ages 10-12  
Identifying and  
Solving Problems



**TIME**

55 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Supplies Needed:**

- Paper and pens  
(enough for each member)
- Tape or construction paper

**Links to Resources:**

None

**Social-emotional Skill:**

Identifying and solving problems

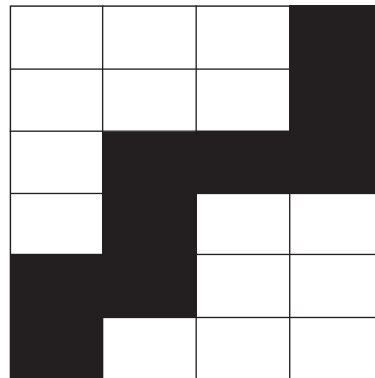
**Key Terms:**

None

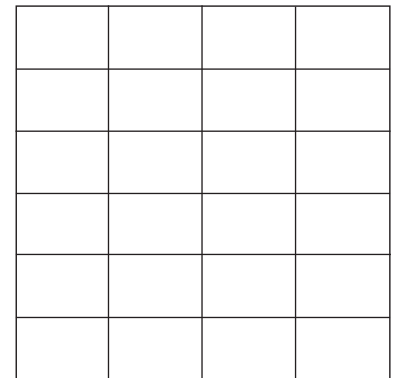
# Session 4: Identifying and Solving Problems

**Session Objective:** Youth will be able to solve problems and develop healthy decision-making processes.

**Example Grid Map**  
*(for facilitator)*



**Example Floor Grid**  
*(made with tape or paper)*



**Warm Welcome** *(2 minutes)*

Greet youth by name and engage in meaningful conversations.

**Community Builder** *(10 minutes)*

**What Changed?**

- Pick four people to stand in the front of the group.
- The four members stand frozen in a posture and the rest of the group memorizes how they are positioned.
- Then, the group turns around and the four members up front pick one thing each to change about their stance or appearance.
- When the group is ready, they turn back around.
- If the group notices something different about any of the four members, they raise their hand to guess what is different about someone up front.
- If that person guesses right, they trade places with the person up front. After the group has guessed all the members' changes, a new round begins.

## Session 4

Ages 10-12  
Identifying and Solving Problems

### Group Agreements Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › How can we continue to honor these Group Agreements with the rest of the Club even after the program ends?

### Main Activity: Find Our Way (30 minutes)

#### Preparation

- Create a grid of squares on the floor using either painter's tape or masking tape, or by laying down pieces of construction paper.
- You may want to consider creating two separate grids if you have a large group.
- Start with a 4x6 square.
- The bigger the square, the longer and more challenging the activity will be. Adjust your grid size to the needs of your group and to the constraints of your space.
- Create at least two maps on a sheet of paper for the group facilitator's use. Use the grid sheet example or create a new one.
- Fill in the squares on the grid on the piece of paper to create a path that starts on one side of the grid and flows to the opposite side.
- Each step of the path should include a square that was adjacent to, or diagonal to the previous square in the path

#### Introducing Youth to the Activity

Share the "Find Your Way" rules with youth:

- Say, "The goal of this game is to get your entire team across the grid."
- Say, "You and your team must find the right path to get across."
- Say, "You cannot talk to each other, but you can point and use motions to help each other."
- Teams will go one at a time through the grid to find the path. Only one member should be on the grid at one time.
- Tell youth that when they step on a square, they should look at you to tell them whether they are on the correct path or not.
- If youth are on the correct path, they can continue to guess the next square in the path.

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Identifying and  
Solving Problems

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- If youth are not on the correct path, they must go back to the start of the path with their teammates and try again.
- Tell youth to watch their teammates as they discover which squares are on the path so they can remember where to go.

### **Step-by-Step Directions**

**1**

#### **Step 1**

- Designate a “start” side of the grid.
- Have the group stand together near the “start” side of the floor grid.
- Have one youth attempt to discover the pattern.
- While one person is trying to get across the grid, the rest of the group is watching so they learn the path.
  - › The youth are also helping the person along with silent hand motions based on the attempts of youth who have gone before them.
  - › Even though only one person is on the path at a time, it’s a team effort and best achieved when group members are helping each other out.
- Using the path the facilitator created on the grid, have the youth begin to find their way across the larger floor grid.
- To start, all youth should stand on the start side. (Whatever side you determine.)
- One youth should step onto the grid in the first row.
- The rest of the members should be silently watching to try to memorize the path as the correct squares are uncovered.
- If the square they step on matches the grid map, the facilitator nods his/her head “yes” signaling the youth can guess again.
- If the youth steps on a square that does not match the grid map, the facilitator shakes their head “no” and the youth returns to the end of the line and it is the next youth’s turn.

**2**

#### **Step 2**

- Once the grid pattern is discovered, each youth will have to travel across the grid until the whole team reaches the other side.
- The facilitator should decide, and set clear expectations about, whether members will be sent back to the beginning.
  - › If most of the members have crossed and one person makes an incorrect guess, it may feel demoralizing for that member if the whole group has to return.
  - › However, if mistakes are made by one member, the debrief can focus on how the team was working together and how they could have better supported that youth.

## **Session 4**

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**Youth Reflection** (5 minutes)

- What was challenging about this experience with your team?
- What strategy did you use?
- Where/when did you have a breakthrough?
- How did you support your teammates to ensure that all got across?
- How can we support each other in the Club?

**Recognition** (5 minutes)

- Give each youth a piece of paper and a pen.
- Have each youth write a comment (e.g., Jaia has a really good voice)
- Have the youth post their paper on a wall or a door in a designated area for others to see as they leave.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 4**

Ages 10-12  
Identifying and  
Solving Problems

**145**



**TIME**

45 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Supplies Needed:**

None

**Links to Resources:**

None

**Social-emotional Skill:**

Identifying and solving problems

**Key Terms:**

None

# Session 5: Identifying and Solving Problems

**Session Objective:** Youth will be able to solve problems and develop healthy decision-making processes.

**Warm Welcome** (2 minutes)

Greet youth by name and engage in meaningful conversations.

**Community Builder** (10 minutes)

**This or That**

- Start with everyone standing together in a group.
- Divide the room in half, and tell members that they will have to move to one side of the room based on their preferences to what the staff member calls.
- The staff member will call out different choices and members have to move to the side of the room that matches their preference.
- Examples:
  - › Cats or dogs
  - › Beach or mountains
  - › Basketball or football
  - › Apple or banana
  - › Christmas or your birthday
  - › Sports or theater
  - › Water park or amusement park
- After each round of choices, encourage members to discuss their preferences with each other.

**Group Agreements Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompts to review the Agreements with your group:
  - › “Does everyone commit to our Agreements today?”
  - › “Is there anything we need to add?”

## Session 5

Ages 10-12  
Identifying and  
Solving Problems

# 146



## Main Activity: 20 Questions (20 minutes)

### Preparation

- Determine if you want to have one large group or multiple small groups.
- Have chairs available for youth to sit in a circle.

### Introducing Youth to the Activity

- Say, “Today we are going to see how good you are at reading people’s minds!”
- Say, “Well, you will get a little help too. You will get 20 questions to see if you can discover what one of your peers is thinking.”
- Say, “Let’s see if you can guess correctly!”

1

### Step-by-Step Directions

#### Step 1

- Have youth sit in a circle.
- Depending on size, you can either make one large group or multiple smaller groups.
- One person in the group gets to think about an object and tell it to the staff person.
- The rest of the group can ask 20 yes/no questions to try to figure out what the object is.

2

#### Step 2

- The person who guesses the object correctly then gets to think of the next object.
- Repeat the activity as time allows.

### Youth Reflection (5 minutes)

- What were some of the strategies that you used to try to guess correctly?
- What body language did you notice in the person in the middle?
- When is it necessary to ask good questions?
- Why is it important to ask questions before moving forward on something or assuming something?

## Session 5

Ages 10-12  
Identifying and  
Solving Problems

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**Recognition** (5 minutes)

- Ask youth to think about someone this week who they've seen do something kind for someone. Have a member share with the group.
- Have youth find someone who they connected with on a preference in This or That. See if they can come up with another preference that they agree on and share this with the group.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 5**

Ages 10-12  
Identifying and  
Solving Problems

**148**

# Session 1: Impulse Control and Stress Management



TIME

50 Minutes



SIZE

1-25



HANDOUTS

None

**Session Objective:** Youth will practice controlling the impulse to immediately react and develop healthy responses to stress.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversations.

## Community Builder (15 minutes)

### SPUD

- Line youth up and give them a number from one up.
- With everyone standing close to you, throw the ball straight into the air while shouting one of the member's numbers.
- The youth whose number has been called quickly gets the ball and shouts "SPUD" as soon as they touch it.
- All other youth run away until they hear "SPUD." When they hear "SPUD," the players freeze exactly where they are.
- The player with the ball may then take four steps, spelling one letter of S, P, U, D with each step toward any other player. They may roll or throw the ball at a player, trying to hit below the waist.
- The frozen youth cannot move their feet, but may try to catch the ball or evade it with their upper body.
- If the player is hit with the ball, they get a letter (S). If they catch it or the thrower misses, the thrower gets a letter.
- The player who gets the letter gets to begin the next round by throwing the ball up and shouting a new number.
- If a player gets all four letters (SPUD), they are out and must to do a task (10 jumping jacks) to get back into the game.

### Variations

- Members can freeze in different poses, which you call out at the beginning of each round.
- Math equations can be shouted out, where the answer is the member's number.

### Supplies Needed:

One playground ball

### Links to Resources:

None

### Social-emotional Skill:

Impulse control and stress management

### Key Terms:

**Group Agreement:** A shared vision that a group creates in order to build an emotionally supportive environment.

## Session 1

Ages 10-12  
Impulse Control and  
Stress Management

# 149

**Group Collaborative Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What parts of the Agreements have helped our group?

**Main Activity: Hand Tap** (20 minutes)**Preparation**

Clear off space on a table or on the floor where youth can gather.

**Introducing Youth to the Activity**

Say, “Today we’re going to play a game where you have to focus your attention and control your reactions and impulses. It’s going to move quickly and be fun and competitive so pay close attention to the instructions.”

**Step-by-Step Directions****1****Step 1**

- Have youth sit around a table or in a circle on the floor.
- Each youth should place both hands on the table, palms down and cross each of their hands with the youth next to them.
- Explain the following rules:
  - › We will pass the tap around the circle in a clockwise direction. Tap your hand when it’s your turn.
  - › Don’t lift your hand when it’s not your turn.
  - › To reverse the order, double tap.
  - › To skip the person next to you, close your fist to tap.
  - › If you miss a tap, or tap when you’re not supposed to, you lose a hand.
  - › You are eliminated from the game when you lose both hands.
- Demonstrate how to pass the tap around the circle in a practice round.

**2****Step 2**

- Add in the other rules one at a time until youth get the hang of it before entering elimination mode.
- Ensure that players who are eliminated have an alternate activity to play, or a role in officiating the remainder of the game.

**Session 1**

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Impulse Control and  
Stress Management

**150**

**Youth Reflection** (5 minutes)

Pose the following questions to youth:

- Was there a time in the game when you weren't able to stop yourself from tapping when it wasn't your turn?
- When has there been a time when you weren't able to stop yourself from doing something you knew you weren't supposed to do (e.g., at home, in the classroom, etc.)?
- What can you do to try to stop yourself from breaking rules in the future?

**Recognition** (5 minutes)

Ask youth to publicly recognize a peer who did any of the following things during the game. Ask them to be specific about how the peer did it.

- Stayed calm and patient
- Showed good sportsmanship
- Helped a peer
- Managed their anger or competitiveness positively

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 1**

Ages 10-12  
Impulse Control and  
Stress Management

**151**



**TIME**

45 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Supplies Needed:**

None

**Links to Resources:**

None

**Social-emotional Skill:**

Impulse control and stress management

**Key Terms:**

None

# Session 2: Impulse Control and Stress Management

**Session Objective:** Youth will practice controlling the impulse to immediately react and develop healthy responses to stress.

**Warm Welcome** (2 minutes)

Greet youth by name and engage in meaningful conversation.

**Community Builder** (10 minutes)

**Tree, House Neighbor**

- Have members stand in a large circle.
- Begin the game by standing in the middle of the circle.
- During each round of play, you'll point toward one member who is in the circle and say either, "house," "tree" or "neighbor."
- If you say, "house," the person you pointed to will crouch down, and the players on both sides of that person will turn toward each other and form a "roof" over the frame (the middle player) of the house by giving each other a high-10 over the player's head.
- If you say, "tree," that player will stand like a tree trunk, straight and with their arms to their side. The two players on either side then form branches by facing away from each other and forming arches with their arms away from the trunk.
- If you say, "neighbor," that player must cross their arms and hands in front of their body, reaching out their hands to the players on either side of them. The players on the sides then quickly shake the middle player's hands.
- The speed of the game can get faster as it goes on and players get better.
- If a player makes a mistake, they can do jumping jacks and get back into the circle, try to distract a player, or cheer for the remaining of the game.

## Session 2

Ages 10-12

Impulse Control and  
Stress Management

# 152

**Group Collaborative Review (2 minutes)**

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What feelings have we, as a group, done an especially good job of honoring during our program time?

**Main Activity: A Night at the Museum (20 minutes)****Preparation**

Make sure you have a large, open space where youth can sit.

**Introducing Youth to the Activity**

Say, “Today we’re going to play a game called A Night at the Museum. Has anyone been to a museum before? What kinds of things can you find in museums?” For example, statues, paintings, etc.

**Step-by-Step Directions****1****Step 1**

Select one or two youth to be the museum guards. The rest are statues.

**2****Step 2**

Explain the following rules:

- If you move while you’re a statue and the museum guard catches you, you’re out.
- The last statue standing gets to be the next museum guard.
- You can move or strike a new pose when the museum guards aren’t looking at you, just don’t let them see you or you’re out!
- Have the museum guard(s) close their eyes and count to ten.
- Everyone else should strike a pose to become a statue.
- The museum guards should walk throughout the group, watching all the statues, looking for any movement.

**Youth Reflection (5 minutes)**

Pose the following questions to youth:

- How did you keep yourself still? Did you feel like laughing?
- What do you do if you ever feel like moving around when you’re not supposed to? For example, when you’re in class?
- What ideas does the group have about what to do if you’re feeling antsy in class?

**Session 2**

Ages 10-12  
Impulse Control and  
Stress Management

**Recognition** (5 minutes)

- Have the group form a circle. Ask each young person to share something they learned in this session and pat themselves on the back.
- Ask each youth to give a shout-out identifying a peer they were grateful for during the game and why.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 2**

Ages 10-12  
Impulse Control and  
Stress Management



# Session 3: Impulse Control and Stress Management

**TIME**

55 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Session Objective:** Youth will practice controlling the impulse to immediately react and develop healthy responses to stress.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

### Community Builder (15 minutes)

#### Birds of Prey

- Divide the group into two equal teams. Have each team get into single file lines holding hands with the teams facing each other.
- Place the bandana on the ground at the rear of the lines directly in between the two lines.
- Stand at the front between the two lines. Flip a coin. Only the first players in each line can watch to see if it lands on heads or tails. The rest of the players must have their eyes closed.
- If the quarter lands on heads, the youth at the front sends a squeeze (or pulse) down the line, which should reach the end of the line.
- When the squeeze reaches the last player in line, they try to pick up the bandana first.
- The player in front moves to the back of the line and the players rotate forward.
- If the coin lands on tails, nothing happens. Just flip the coin again.
- The game ends when the player who began the game at the front of the line reaches the front again.

#### Variations

- Play sitting down.
- Have a different signal to pass back.
- If a player sends a pulse when the coin lands on tails, the player at the back of the line returns to the front of the line, making the game more challenging and longer.

#### Supplies Needed:

- One bandana
- One coin
- One object (e.g., rubber chicken, ball, etc.)

#### Links to Resources:

None

#### Social-emotional Skill:

Impulse control and stress management

#### Key Terms:

None

## Session 3

Ages 10-12  
Impulse Control and  
Stress Management

# 155

**Group Collaborative Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What behaviors have we all used successfully during our time together?

**Main Activity: One Fish, Two Fish, Red Fish, Blue Fish** (25 minutes)**Preparation**

Youth will be lined up on the start line. Place the object (e.g., rubber chicken, ball, etc.) a distance in front of the start line.

**Introducing Youth to the Activity**

Say, “Today we’re going to play a game called One Fish, Two Fish, Red Fish, Blue Fish. In this game, you will have to work together with your peers and switch back and forth between moving and stopping very quickly.”

**Step-by-Step Directions****1****Step 1**

- The leader stands behind the object with their back to the members and says, “One Fish, Two Fish, Red Fish, Blue Fish.”
- Youth may only move when the leader’s back is turned the other way and is speaking the phrase.
- When the leader finishes saying, “Blue Fish,” they turn around and all other youth must freeze.
- If any of the youth are moving after, “Blue Fish” the whole group goes back to the line.
- If no one is caught moving, the leader should turn around again and loudly say, “One Fish, Two Fish, Red Fish, Blue Fish” and the players can move from their current spot.

**2****Step 2**

- Once players get close enough to take the object from behind the leader, the players grab it and pass or throw it amongst themselves when the leader’s back is turned, then hide it behind their backs so the leader doesn’t know which person has the object.
- Players still may move during the phrase, but once the object is taken, the leader gets one chance to guess who has the object. If the leader guesses correctly, the object is returned and the member who had the object becomes the leader.

**Session 3**

Ages 10-12  
Impulse Control and  
Stress Management

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- After incorrect guesses, the players continue moving during the phrase.
- The goal is for the players to get the object back to their start line without the leader guessing who has it.

#### **Variations**

- Set a number of how many people must hold the object.
- Increase the distance to lengthen game and give more opportunities.
- Increase the complexity by not allowing members to throw the object.

#### **Indoor Modifications**

- Adjust how the players move (e.g., skipping, hopping, backwards, heel-to-toe, etc.).
- To keep the noise down, use hand signals instead of words.
- If there are too many players for the room, divide the youth into groups and play multiple rounds.

#### **Youth Reflection (5 minutes)**

Pose the following questions to youth:

- Was there a time in the game when you weren't able to stop moving your body when the leader turned back around?
- When is another time when you had to stop moving your body quickly to avoid running into someone? When playing a sport? When riding a bike?
- What must you do to make sure you move or stop moving your body quickly?

#### **Recognition (5 minutes)**

Ask youth to publicly recognize a peer who did any of the following things during the game. Ask them to be specific about how the peer did it.

- Stayed calm and patient
- Showed good sportsmanship
- Helped a peer
- Managed their anger or competitiveness positively

#### **Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

## **Session 3**

Ages 10-12  
Impulse Control and  
Stress Management

# **157**



**TIME**

45 Minutes



**SIZE**

1-25



**HANDOUTS**

None

# Session 4: Impulse Control and Stress Management

**Session Objective:** Youth will practice controlling the impulse to immediately react and instead develop healthy responses to stress.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

### Community Builder (10 minutes)

#### Shadow, Shadow

- Explain that the object of this game is to continuously follow a partner around the space without running into him/her.
- Select two volunteer members to demonstrate how to move and how to be a shadow, by following each other around and copying their movements.
- Ask the volunteer demonstrators to exaggerate and make funny movements to make the game fun.
- Have the group select a signal such as a clap or hand signal to begin moving and to stop moving.
- Encourage all youth to be aware of their space and to avoid contact with their partner and others.
- Ask for youth to get with a partner who is closest to them.
- Identify what type of movement is possible (e.g., walking, fast walking, running, etc.).
- Have members change roles after one minute so both sides have the chance to lead.

#### Variations

Add various movements such as skipping, hopping, leaping, crawling, etc.

### Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What are some examples of problems the Agreements have helped us to resolve?

## Session 4

Ages 10-12

Impulse Control and Stress Management

# 158

## Main Activity: Radio (20 minutes)

### Session Preparation

Make sure you have an open space for this activity.

### Introducing Youth to the Activity

Say, “Today we’re going to play a game called Radio. During this activity, you will practice reacting quickly to prompt given by your peers.”

1

### Step-by-Step Directions

#### Step 1

- Members sit or stand in a circle, with room to stand outside the circle.
- Each syllable of the word radio has a hand gesture. “Ra” is one hand on the head pointing right or left. “Di” is one hand under the chin pointing right or left. “O” is a finger pointed to anyone in the circle.
- The game begins with somebody gesturing “ra.” If the person points to the left, the action is passed to the person on the left, and that person must pass “di” to the left or right by using the chin gesture. The person receiving the “di” points the “o” to anyone in the circle by pointing and looking at someone in the eye.
- If a mistake is made (e.g., the wrong person responds, or the person pointed to doesn’t respond immediately), the member who made the mistake is out.
- That person stands outside the circle and becomes a heckler, whispering words to confuse the group. As others get out, they join the hecklers.

2

#### Step 2

You can continue until there is only one person left, or stop when time runs out. Regularly stopping short of a “winner” emphasizes fun rather than competition.

### Youth Reflection (5 minutes)

Pose the following questions to youth:

- Did you struggle to do the right gesture to match the sound when it was your turn?
- Have you ever had the wrong reaction to something in the heat of the moment?
- What things can you do to help yourself have the best reaction to things that happen?

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**Recognition** (5 minutes)

Ask youth to publicly recognize a peer who did any of the following things during the game. Ask them to be specific about how the peer did it.

- Stayed calm and patient
- Showed good sportsmanship
- Helped a peer
- Managed their competitiveness positively

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 4**

Ages 10-12  
Impulse Control and  
Stress Management

**160**

# Session 5: Impulse Control and Stress Management

**TIME**

45 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Session Objective:** Youth will practice controlling the impulse to immediately react and instead develop healthy responses to stress.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

### Community Builder (10 minutes)

#### Zig, Zag, Zop

- Have everyone sit in a circle. One youth starts by saying ZIG, clapping their hands above their head, and looking at another youth.
- That youth now says ZAG while touching their nose with a finger, and looking at another youth.
- Now the third youth says ZOP while looking at another youth and pointing to them with a fully extended arm.
- If a youth does not do the correct movement on their turn, they must sit down.
- For an advanced version – speed it up. If a youth hesitates, they are out.

### Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › How can we continue to honor these Group Agreements with the rest of the Club even after the program ends?

#### Supplies Needed:

None

#### Links to Resources:

None

#### Social-emotional Skill:

Impulse control and stress management

#### Key Terms:

None

## Session 5

Ages 10-12  
Impulse Control and  
Stress Management

# 161

**Main Activity: Shipwreck** (20 minutes)**Session Preparation**

Make sure you have a large, open area for youth to participate in this activity

**Introducing Youth to the Activity**

Say, "Today we're going to play a game called Shipwreck. During this activity, you will work together to keep the ship afloat. You will learn all the different tasks sailors have to manage on the ship. No one can keep the ship going alone. It takes the whole crew."

**Step-by-Step Directions****1****Step 1**

- Have youth line up on a clearly marked line in the middle of the playing area.
- Explain that you will be the captain of this ship and you're going to give commands to the members/crew to perform a specific movement or sound.
- The crew is sailing treacherous seas and need to work together and follow the captain's commands to survive.
- Describe the playing area and designate which end is the bow (front) of the ship and which end is the stern (back).
- Designate an area to serve as the brig (ship's jail).

**2****Step 2**

- Inform youth that this game contains a lot of commands. Review them slowly to make sure everyone feels comfortable.
- Each time you read a command, have the members practice what it should look like.
- **Roll call:** The crew must line up at the midline of the playing area, feet together, toes on the line, salute and say, "Aye-aye captain!" The crew may not lower their salute until the captain salutes and says, "At ease."
- **Crow's nest:** Players act as if they are climbing up a ladder to the crow's nest at the top of the main mast, which is an area at the highest point of the ship to lookout.
- **Swab the deck:** Players act like they are mopping the deck.
- **Shark attack:** The captain becomes a shark and tries to tag the crew. Those tagged go to the brig to dance or perform a designated exercise to rejoin the game.
- **Break time:** Active crew members can run to the brig and tag as many people as possible. Those who are tagged can come back in and play again.

**Session 5**

Ages 10-12  
Impulse Control and  
Stress Management

**162**



- **Sailor overboard:** Crew pairs up and decides which one gets on their hands and knees and which one stands and places a foot gently on the other's back while acting like they are using a spyglass to find the sailor in the water.
- **Drop anchor:** Crew lies on their backs with legs up and acts like an anchor.
- **Pirates:** Crew closes one eye, puts up a hook finger, hobbles around like they have a peg leg and says, "Aaargh!"
- **Row to shore:** Crew gets in lines of four and players act as if they are rowing to safety, while singing "Row, row, row your boat."

### Youth Reflection (5 minutes)

Pose the following questions to youth:

- What was challenging about this activity?
- Why do you think the commands were overwhelming to remember?
- What can you do when you have a lot of information to learn in a short amount of time, like at school?

### Recognition (5 minutes)

Ask youth to publicly recognize a peer who did any of the following things during the game. Ask them to be specific about how the peer did it.

- Showed good sportsmanship
- Helped a peer
- Never gave up

### Closing and Transition (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

## Session 5

Ages 10-12  
Impulse Control and  
Stress Management

**TIME**

60 Minutes

**SIZE**

1-25

**HANDOUTS**

None

# Session 1: Perseverance and Self-efficacy

**Session Objective:** Youth will develop skills to keep going despite obstacles and setbacks, and learn to believe in their own abilities.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

## Community Builder (15 minutes)

### Hacky Sack

#### Round 1: Individual

- Give each youth a hacky sack and have them spread out through the space.
- Youth should work individually and keep track of how many times they can kick the hacky sack to keep it off the ground.
- Youth should strive to keep improving their own record.
- Recommend that youth use their inner foot, outer footer, knee, top of the foot and head to keep the hacky sack in the air.
- For advanced youth, suggest that they try a “stall” by stopping the hacky sack in motion, usually with the top of the foot or the back of the neck, or a “jester” by wrapping the hitting foot behind the passive foot and hitting the hacky sack with the inner foot.

#### Round 2: Team

- Using only one hacky sack, instruct youth to form a circle and work together to keep the hacky sack off the ground by passing it to one another member.
- Youth should all count aloud to keep track of the number of hits and strive to break their record as a team.

## Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › “Does everyone commit to our Agreements today?”
  - › “Is there anything we need to add?”

**Supplies Needed:**

- 1 hacky sack per youth
- Ball (any kind)
- 4 blindfolds

**Links to Resources:**

None

**Social-emotional Skill:**

Perseverance and self-efficacy

**Key Terms:**

None

## Session 1

Ages 10-12  
Perseverance and  
Self-efficacy

# 164

## Main Activity: Wild Woosily Ball (30 minutes)

### Session Preparation

Divide the group into teams of five.

### Introducing Youth to the Activity

Say, “Today we’re going to play a game where you have to trust your teammates if you hope to win. You will have to keep trying, even if you are frustrated or if you think your team is behind.”

### Step-by-Step Directions

1

#### Step 1

- › Each team should create a team name.
- › Explain the following rules of the game:
  - › One player on each team will be the blindfolded wild woosily hunter. It is their job to find the wild woosily ball.
  - › The rest of the team should guide the hunter using only words. They must stay off the playing field.
  - › Youth cannot use any directional words, like right, left, up, down or turnaround to guide their hunter.
  - › If youth use a directional word, the hunter has to pause for five seconds while the rest of the team remains silent.
  - › Select a theme for the first round of the game (e.g., colors, types of shoes, types of fruit, sports teams, types of instruments, etc.).
  - › Each team should come up with their own set of code words according to the theme to direct their teammate to the wild woosily ball (e.g., right=blue, left=red, forward=green).
- › Instruct the teams to place the blindfold on their first hunter.
- › Place the wild woosily ball in a random place on the playing field.
- › Play several rounds, allowing different youth to be the hunters each round.

## Session 1

Ages 10-12  
Perseverance and  
Self-efficacy

165

### **Youth Reflection** (5 minutes)

Pose the following questions to youth:

- What was the most challenging part of this game?
- How did you feel if you accidentally used a directional word and caused your hunter to have to pause?
- Sometimes when we make mistakes we feel like we want to give up. What are the benefits of not giving up?

### **Recognition** (5 minutes)

- Ask youth to publicly recognize a peer who did any of the following:
  - › Never gave up
  - › Kept a positive attitude
  - › Tried their best
- Ask youth to be specific about how the peer did it. As each person is recognized, have the group celebrate them by doing a wild woosily cheer.

### **Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

## **Session 2**

Ages 10-12  
Perseverance and  
Self-efficacy

# Session 2: Perseverance and Self-efficacy

**TIME**

50 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Session Objective:** Youth will develop skills to keep going despite obstacles and setbacks, and learn to believe in their own abilities.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

## Community Builder (10 minutes)

### Number Smash

- Create a large circle using rope.
- Spread labeled numbers around randomly throughout the space inside the circle. Don't place the labeled numbers in numerical order. The numbers should face up.
- Tell youth that they must smash each number in order (1, 2, 3 ...) as fast as they can.
- Everyone should touch at least one number.
- Five seconds are added to the total time for the following penalties:
  - › Smashing numbers out of order.
  - › More than one person being in the circle at a time.
  - › Smashing more than one number at a time.
- Play as many rounds as you wish, timing the group each round. Encourage them to beat their record.

## Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What parts of the Agreements have helped our group?

### Supplies Needed:

- 30 index cards
- Paper plates or pieces of paper, numbered 1-30
- Rope, string or tape
- 3-4 of three different items to represent crops (e.g., balls, cones, hula hoops)

### Links to Resources:

None

### Social-emotional Skill:

Perseverance and self-efficacy

### Key Terms:

None

## Session 2

Ages 10-12  
Perseverance and  
Self-efficacy

# 167

**Main Activity: Fox and Hound** (25 minutes)**Session Preparation**

- Select three different types of crops, (e.g., balls, hula hoops and cones). You need three to four of each prop.
- Spread the props out evenly across the playing space. Designate a fox safety zone on one side.

**Introducing Youth to the Activity**

Say, “Today we’re going to play a game that requires you to keep working to achieve the goal even though you will have setbacks. You will work together with your team to save each other and ultimately try to succeed.”

**Step-by-Step Directions****1****Step 1**

- Designate two youth to be the hounds and defend the crops. The rest of the group will be foxes and attempt to gather all the crops.
- Foxes gather crops by running onto the farm, picking them up and taking them to the safe zone. Hounds protect the crops by tagging foxes that are on the farm.
- Foxes that are tagged have to remain frozen until another fox comes and tags them to unfreeze them.
- Foxes cannot be tagged when they are in the safety zone.

**2****Step 2**

- Explain that each crop has to be gathered in different ways. Balls require one fox. Cones require two. Hula hoops require three. Foxes can work together by linking arms.
- Foxes can only pick up one crop at a time. They must place it in the safety zone before returning to gather another crop.
- Once foxes are holding a crop, they are safe and may walk back to the safety zone with it.
- The game ends when all the crops and foxes have returned to the safety zone, or when all foxes are tagged and frozen on the farm.

**Youth Reflection** (5 minutes)

Pose the following questions to youth:

- Could you have played this game on your own?
- What strategies did you use when things got tough (e.g., almost all the foxes were frozen)?
- What strategies did you use in this game that you can use in real life when things get tough?

**Session 2**

Ages 10-12  
Perseverance and  
Self-efficacy

**168**

**Recognition** (5 minutes)

Ask youth to publicly recognize a peer who did any of the following things during the game:

- Refused to give up
- Kept a positive attitude
- Tried their best
- Helped their peers
- Ask them to be specific about how their peer did it. As each person is recognized, have the group celebrate them by doing a fox or hound cheer.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 2**

Ages 10-12  
Perseverance and  
Self-efficacy

**169**



**TIME**

55 Minutes



**SIZE**

1-25



**HANDOUTS**

None

# Session 3: Perseverance and Self-efficacy

**Session Objective:** Youth will develop skills to keep going despite obstacles and setbacks, and learn to believe in their own abilities.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

### Community Builder (10 minutes)

#### **The Human Knot**

- Divide everyone into small groups of up to 12 and have each group form a tight circle.
- Have each member raise their right hand and grab the hand of anyone in the group except the person standing next to them.
- Ask members to take their left hand and grab the hand of anyone in the group except the people standing next to them and the person whose hand they are already holding.
- The challenge is to get untangled without letting go of each other's hands.

#### **Variations**

- Make the groups larger.
- Add restrictions, such as no talking.

### Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What feelings have we, as a group, done an especially good job of honoring during our program time?

### Main Activity: Future Time (25 minutes)

#### **Session Preparation**

Ensure that you have a variety of art supplies available for youth to use such as pencils, pens, markers, white paper, construction paper, magazines, newspapers, glue, tape, etc.

## Session 3

Ages 10-12  
Perseverance and  
Self-efficacy

# 170



**Introducing Youth to the Activity**

Say, “Today you’re going to dream about your future. It’s important to have hopes, plans and goals for the future. Dreaming about your goals is the first step to achieving them, followed by all the hard work and perseverance it will take to get there.”

**1****Step-by-Step Directions****Step 1**

- Using the metaphor of a clock and the idea that we should always know what time it is, youth will use the theme of the clock to consider their future.
- Youth will use the art supplies provided to create a clock that tells the story of their envisioned future.
- Youth will set a vision for themselves 1-12 years from now, setting a goal at each hour on the clock.
- They will draw a clock on a piece of paper and write, draw or cut out pictures and words to represent their goals each year.

**2****Step 2**

- Once most youth have finished, ask the group for volunteers to present their clock to the group, sharing how they plan to achieve their goals.

**Youth Reflection (5 minutes)**

Pose the following questions to youth:

- What years on the clock are you most excited about?
- Why are you so excited about those years?
- What stepping stones will you have to achieve to get there?

**Recognition (5 minutes)**

- Have youth stand in a circle.
- The person holding the ball should give a shout out to another person in the circle as they throw the ball to them.
- Youth should continue throwing the ball and giving shout outs until all members have been recognized.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 3**

Ages 10-12  
Perseverance and  
Self-efficacy



**TIME**

45 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Supplies Needed:**

- 10 blindfolds
- 15 objects to be used as “mines”

**Links to Resources:**

None

**Social-emotional Skill:**

Perseverance and self-efficacy

**Key Terms:**

None

# Session 4: Perseverance and Self-efficacy

**Session Objective:** Youth will develop skills to keep going despite obstacles and setbacks, and learn to believe in their own abilities.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

## Community Builder (10 minutes)

### Back-to-Back Get Up

- Divide the group into pairs.
- Have everyone stand back to back.
- Inform youth that the object of this activity is to work together with a partner to support each other to sit down and then stand up back to back.
- Ask partners to cooperatively press their backs together and then have them try to sit down slowly, without the use of their hands.
- Once pairs sit down, ask youth to try to stand back up while still pressing their backs together and moving their feet close to their bottoms.
- Ask members what was hard about this activity? How did they work together to stand up?
- Next, have youth form groups of three and try it again.

## Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What behaviors have we all used successfully during our time together?

## Session 4

Ages 10-12  
Perseverance and  
Self-efficacy

172

## Main Activity: Minefield (15 minutes)

### Session Preparation

In an open room or field, lay out various “mines” such as tennis balls, soccer balls, hula hoops, bats, cones, etc.

### Introducing Youth to the Activity

Say, “Today we’re going to play a game where you have trust your teammates if you want to win. You will have to keep trying even if you are frustrated or you think your team is behind.”

**1**

### Step-by-Step Directions

#### Step 1

- Split the group into pairs with one person in each pair blindfolded.
- The blindfolded person cannot speak.
- Have the non-blindfolded partner stand outside the minefield.
- This person will direct the blindfolded partner through the minefield using verbal directions.
- If the blindfolded partner steps on a mine, they have to start over.
- Play two rounds, allowing the partners to switch roles.

### Youth Reflection (5 minutes)

Pose the following questions to youth:

- What was the most challenging part of this game?
- How did it feel to have to trust your partner when you were blindfolded?
- What can you do in life to make sure other people trust you?

### Recognition (5 minutes)

Have the pairs give each other a fist bump and, as their fists come apart, make the sound of an explosion.

### Closing and Transition (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

## Session 4

Ages 10-12  
Perseverance and  
Self-efficacy



**TIME**

60 Minutes



**SIZE**

1-25



**HANDOUTS**

None

# Session 5: Perseverance and Self-efficacy

**Session Objective:** Youth will develop skills to keep going despite obstacles and setbacks, and learn to believe in their own abilities.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

## Community Builder (20 minutes)

### Hand Tap Circle

- Have youth sit around a table or in a circle on the floor.
- Each youth should place both hands on the table, palms down and cross each of their hands with the youth next to them.
- Explain the following rules:
  - › We will pass the tap around the circle in a clockwise direction.
  - › Tap your hand when it's your turn.
  - › Don't lift your hand when it's not your turn.
  - › To reverse the order, double tap.
  - › To skip the person next to you, close your fist to tap.
  - › If you miss a tap or tap when you're not supposed to, you lose a hand.
  - › You are eliminated from the game when you lose both hands.
- Demonstrate how to pass the tap around the circle in a practice round.
- Add in the other rules one at a time until youth get the hang of it before entering elimination mode.
- Ensure that players who are eliminated have an alternate activity to play or a role in officiating the remainder of the game.

## Session 5

Ages 10-12  
Perseverance and  
Self-efficacy

# 174

**Group Collaborative Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What are some examples of problems the Agreements have helped us to resolve?
  - › How can we continue to honor these Group Agreements with the rest of the Club even after the program ends?

**Main Activity: Relay Race** (25 minutes)**Session Preparation**

Make sure you have a large, open area for this activity.

**Introducing Youth to the Activity**

Say, “Today you have the chance to be the engineers of your own fun. You get to build your own amusement park in the gameroom.”

**Step-by-Step Directions****1****Step 1**

- Split the group into two teams and ask each team to engineer their own obstacle course using equipment and materials that are already in the gameroom.
- Once both teams are finished, have each team demonstrate how to make it through their obstacle course.

**2****Step 2**

Once both teams understand the proper way to make it through both obstacle courses, both teams should do a timed relay race through both obstacle courses to see who can make it through the fastest.

**Youth Reflection** (5 minutes)

Pose the following questions to youth:

- What did you like most about this activity? What was the hardest part?
- When have you gotten to “engineer your own path” in your own life?
- What are important things to consider when making your own decisions in life?

**Session 5**

Ages 10-12  
Perseverance and  
Self-efficacy

**175**

**Recognition** (5 minutes)

- Lead a round of applause for first one team, then the other.
- Ask individual youth to name something they liked about Social Recreation. Congratulate everyone for completing the program.

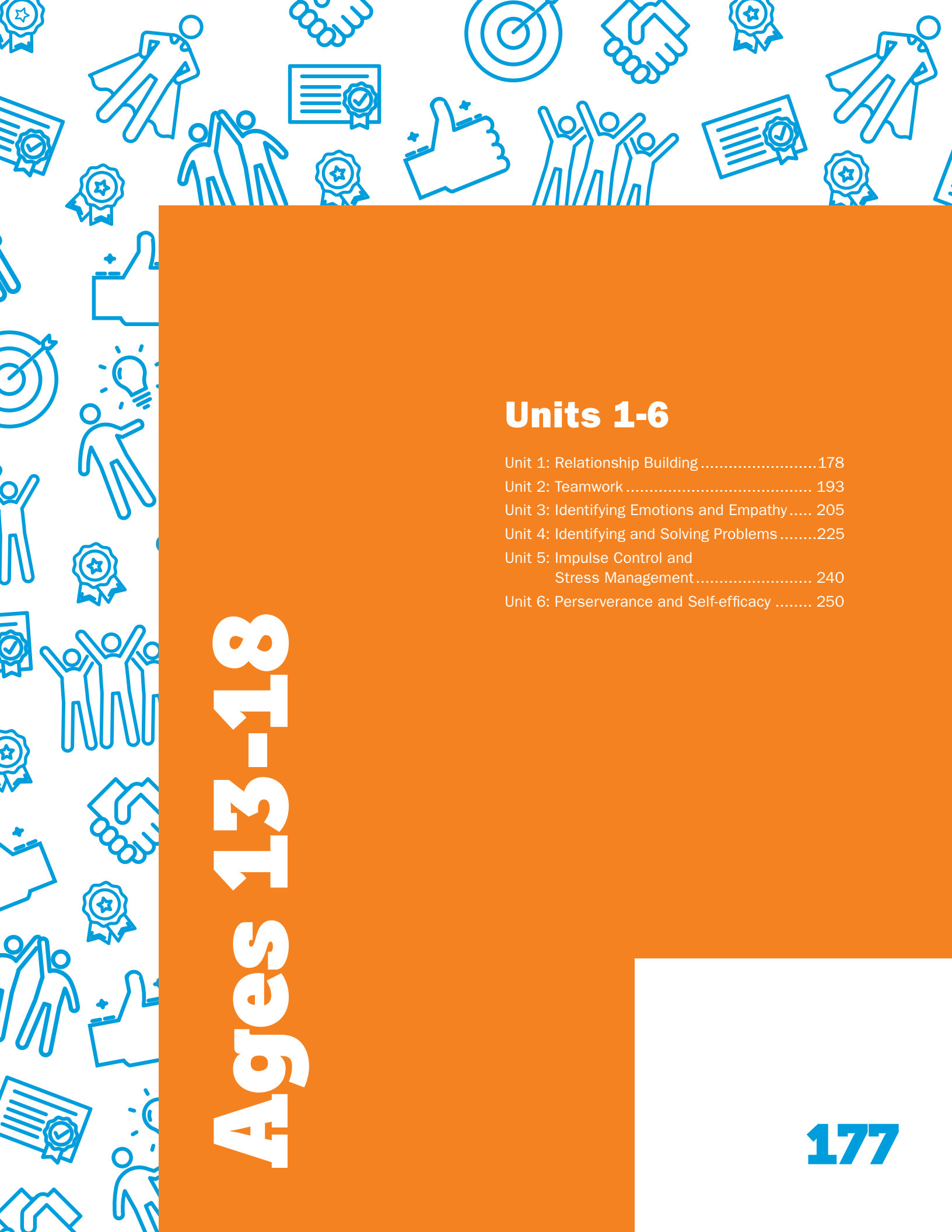
**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

**Session 5**

Ages 10-12  
Perseverance and  
Self-efficacy

**176**



# Ages 13-18

## Units 1-6

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**TIME**

50 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Supplies Needed:**

- Pens/pencils
- Markers
- Sticky notes
- Poster board/flip chart paper
- Video recorder (optional)

**Links to Resources:**

None

**Social-emotional Skill:**

Relationship building

**Key Terms:**

**Group Agreement:** A shared vision that a group creates in order to build an emotionally supportive environment.

# Session 1: Relationship Building

**Session Objective:** The Group Agreement is a shared vision that a group creates in order to build an emotionally supportive environment. It is a tool that can bridge the gap between how Club members are feeling and how they want to feel. It's important for youth who work together within a program area to complete a Group Agreement as a way to build a safe, positive emotional climate and bolster group connection within the program.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

## Community Builder (10 minutes)

### Name Motion Circle

- Each participant steps forward saying his/her name while performing a brief movement of choice – for example, clapping or jumping in place.
- The group repeats the name and movement together.
- Then, have the group say all names with matching movements of everyone who has already gone before moving on to the next person.

## Main Activity (20 minutes)

### Preparation

- Have all materials at hand, (e.g., colored pens, scissors, glue, etc.) and space for members to work.
- It's important to know how Agreements are different than Rules? Most rules are meant to keep everyone in the Club physically safe. While physical safety is incredibly important, it is also necessary that everyone feels emotionally safe while at the Club. Agreements allow youth to define what feeling "emotionally safe" means to them and how they can support each other.
- The Group Agreements focus on feelings and behaviors that help to create the expectations for how everyone will treat each other.

## Session 1

Ages 13-18  
Relationship Building

# 178



**Introducing Youth to the Activity**

- Say, “Everyone take a minute to think about the rules in your Club. What are some Club rules that you can think of? Some common rules are “Don’t run in a halls,” or “Keep your hands to yourself.”
- Say, “Most rules are meant to keep everyone in the Club physically safe. While physical safety is incredibly important, it is also necessary that everyone feels emotionally safe while at the Club.
- Say, “We are going to create a Group Agreement that helps us define what it means for us all to feel emotionally safe.”
- Say, “We will share how we want to feel and create expectations for how everyone will treat each other in our group.”
- “We are going to answer the following three questions:
  - › How do we want to feel during our time together?
  - › What will we do in order to feel this way?
  - › What will we do when there is conflict?

**1****Step-by-Step Directions****Step 1**

Ask, “How do we want to feel during our time together?”

- To answer this first question, have everyone take a few moments to personally reflect on how they are currently feeling while they are at the Club.
- Make a T-chart on a piece of paper where the left column says, “How I currently feel at the Club.”
- Have youth write down three to five words that describe how they currently feel in the left column.
- Have everyone take a few moments to personally reflect on how they want to feel when they are at the Club.
- Have youth write, “How I want to feel at the Club” on the right column of the T-chart.
- If youth have a positive feeling, encourage them to carry that feeling to the “Want” column.
- If youth have a negative feeling, encourage them to think about what feeling would help them counter their current emotion.

See example below:

How I currently feel at the Club	How I want to feel at the Club
<ul style="list-style-type: none"> <li>• Sad</li> <li>• Disrespected</li> <li>• Left out</li> </ul>	<ul style="list-style-type: none"> <li>• Happy</li> <li>• Respected</li> <li>• Included</li> </ul>

**Session 1**

Ages 13-18  
Relationship Building

Next, have everyone write down the words that they want to feel while at the Club on separate sticky notes.

- As a group, have youth post their five feeling words on a flip chart.
- Go through all the sticky notes to decide on the top five feelings that your group shares.
- Write these five shared group feelings down on a piece of paper for everyone to see.

**2****Step 2**

Ask, “What will we do in order to feel this way?”

For this next question, divide participants into small groups or pairs and assign one of the five feeling words per group.

- Each group or pair should come up with at least two positive behaviors that would help youth feel this way. For example, if the feeling word is “respected” the behavior could be, “We make sure everyone has a chance to be heard by taking turns.”
- Come back together as a whole group and discuss the behaviors that their small group created.
- Write these behaviors down on a piece of paper for everyone to see.
- Be sure to create specific and realistic behaviors for the Agreements that are easy to measure against to make sure youth stay on track. For example, instead of, “Be nice to everyone,” a more specific behavior could be, “Take time to talk to someone in the group if you notice they are having a bad day.”

**3****Step 3**

Ask, “What will we do when there is conflict?”

- To answer the last question, start out with a few moments for individual reflection and brainstorming. Think about what helps you feel better when there is conflict or you are not feeling the way that you want to feel.
- Once everyone has had time to think, come back together as a group to decide on at least five specific behaviors that help with conflict resolution.
- For example, the behavior for what to do when you are not feeling respected could be, “I talk to the person who made me feel disrespected to let them know how I feel and we seek to find a solution together,” or “I seek out a staff member to tell them how I am feeling.”
- Once your group decides on the five main conflict resolution behaviors, you can write them down on a piece of paper for everyone to see.

**Session 1**

Ages 13-18  
Relationship Building

**180**

## 4

**Step 4: Making Your Agreements**

Now that you have answered the three questions, you are on the last step of the Agreement process.

- Take the answers from the three questions that you wrote down on the pieces of paper and create a final product for the entire group to sign. Feel free to get creative! Your Group Agreements could be a poster, an interactive wall, a bulletin board, a video or anything else you can think of.
- You do not have to write down everything you came up with while answering the three questions for this final product – you can write down your five feeling words and a couple of strategies, then decorate it! You can choose what works best for your group.
- The Group Agreements should be displayed in a space that all members can see within the program area. It is important that all members see the Group Agreements daily to make sure that it is being followed. This will also help youth hold each other accountable and allow them to make any updates to the Agreements as needed.

**Youth Reflection (5 minutes)**

- What did you learn about how people want to feel when they are in this group?
- Why do you think that it is important to express how we want to feel?
- Why is it important to create expectations for how everyone will treat each other in this group?
- How might hearing how people want to be treated in this group affect the way you treat people throughout the whole Club?

**Recognition (5 minutes)**

Ask youth to give a shout out to someone in the group who has helped them feel one of the five desired feeling words that they defined.

**Closing and Transition (2 minutes)**

- Ask youth to clean up their area and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 1**

Ages 13-18  
Relationship Building

### **Subsequent Sessions**

#### **Two-Minute Review of Group Agreement Prompts:**

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › “Does everyone commit to upholding our Agreements today?”
  - › “Is there anything we need to add?”
  - › “Is there anyone who still needs to commit to the Agreements?”
- If there are youth who join the group who were not a part of Session 1 and didn’t get to participate in creating the Group Agreements, they can make their commitment during this time.

#### **Potential Review Questions**

- What parts of the Agreements have been particularly helpful for our group?
- What feelings have we, as a group, done an especially good job of honoring during our program time?
- What behaviors have we all used successfully during our time together?
- What are some examples of problems the Agreements have helped us to resolve?
- Who is someone in the group who has helped you feel one of the five desired feeling words within the Agreement?
- How can we continue to honor these Group Agreements with the rest of the Club even after the program ends?

## **Session 1**

Ages 13-18  
Relationship Building

# Session 2: Relationship Building

**TIME**

45 Minutes

**SIZE**

1-25

**HANDOUTS**

Page 265

**Session Objective:** Youth will be able to build peer and adult relationships.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

## Community Builder (10 minutes)

### Two Truths and a Lie

- Teens sit in small groups and come up with two things about themselves that are true, and one thing that is a lie.
- Teens take turns sharing their three facts with the group, and the group has to figure out which fact is the lie.
- Repeat this until all teens have had a chance to share.

## Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › Does everyone commit to upholding our Agreements today?
  - › Is there anything we need to add?"

## Main Activity (25 minutes)

### Preparation

Have one Interview Questions handout for each pair.

### Introducing Youth to the Activity

Say, "Today we will be getting to know each other better. You will take turns interviewing your partner and learning more about each other."

### Step-by-Step Directions

**1**

#### Step 1

- Ask teens to form a circle.
- Then, ask them to pick out one person who they feel they know the least. If there is an odd number of teens, the facilitator can participate in the interviews, or there can be one group of three.

**Supplies Needed:**  
Interview Questions handout

**Links to Resources:**  
None

**Social-emotional Skill:**  
Relationship building

**Key Terms:**  
None

## Session 2

Ages 13-18  
Relationship Building

# 183

**2**

**Step 2**

- Have each pair stand together and give the pair one Interview Questions handout.
- Tell teens that they will take turns asking each other all of the questions on the handout to get to know each other better.
- Each person will have about 10 minutes to ask questions before they switch.

**3**

**Step 3**

- After each partner has had a chance to share, have everyone come back together as a group and stand in a circle.
- Teens will share the most interesting thing they learned about their partner. Go around the circle until each teen has shared.

**Youth Reflection (5 minutes)**

Pose the following questions to youth:

- What was it like sharing information about yourself with another person?
- What did you enjoy about interviewing your partner?
- How can you use the information that you learned about your partner?

**Recognition (5 minutes)**

Have teens find the person they interviewed and give them a high five.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

## Session 2

Ages 13-18  
Relationship Building

# Session 3: Relationship Building

**TIME**

60 Minutes

**SIZE**

1-25

**HANDOUTS**

Page 286

**Session Objective:** Youth will be able to build peer and adult relationships.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

## Community Builder (15 minutes)

### The Write Around

- Pass out Sentence Starters handout and ask each member to write only their name at the top of the paper. Collect the handouts and pass them out once again, randomly this time. Make sure each member received a different member's handout.
- Instruct the members to be silent for a few minutes while they write something about the person whose handout they received. They can respond to just one sentence starter or several if they have more good things to say about their person.
- After the few minutes are up, have each member pass the handout to another member (not the handout's owner, yet). Encourage the members to complete whichever sentence starter calls to them, whether another member has completed it or not.
- After doing a few rounds of this, pass all of the papers back to their owners and give them a chance to read all of the nice things their peers have written about them.
- If you'd like to continue the good feeling, you can ask for volunteers to share one or two of the positive things on their handout. It will make the reader feel good, the writer feel good, and encourage everyone to be a little more positive.

## Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What parts of the Agreements have been particularly helpful for our group?

### Supplies Needed:

- Sentence Starters handout
- Camera or camera phone

### Links to Resources:

None

### Social-emotional Skill:

Relationship building

### Key Terms:

None

## Session 3

Ages 13-18  
Relationship Building

# 185

**Main Activity** (30 minutes)**Preparation**

None

**Introducing Youth to the Activity**

Say, "This will be a fun and engaging activity! Get ready to move around and have some fun! In groups, you must find random objects around the Club and take pictures as quickly as possible!"

**Step-by-Step Directions****1****Step 1**

- First, divide the group into even teams by counting off. For example "1, 2, 1, 2, 1, 2." Have "ones" go to one side, and "twos" go to the other side.
- Give a list of items to each team and set a time for all the teams to be back at the meeting location.
- At the end of the time, whichever team gets the most points, wins.

**2****Step 2**

Feel free to come up with your own list. If you are looking for ideas, here are some fun items to include:

- Team holding balls from the pool table (100)
- Team forming a human pyramid (100)
- Team with 20 paint brushes (200)
- Team with a toy (200)
- Team on a swing set/pushing swingers (250)
- Team throwing a flying disc (250)
- Team wearing shirts inside out (250)
- Team holding a Club shirt (300)
- Team all holding membership cards (300)
- Teammate playing a video game (300)
- Four teammates on a slide (300)

**3****Step 3**

At the end of the time limit, meet with the entire group and add up points to see which team completed the most challenges correctly.

**Session 3**

Ages 13-18  
Relationship Building



**Youth Reflection** (5 minutes)

Pose the following questions to youth:

- What part did you laugh at?
- What was confusing, exciting or overwhelming?

**Recognition** (5 minutes)

- Ask teens to give a high five to every member of their team.
- Ask each member to name one thing for which they were grateful—about an individual or their team as a whole—during the game.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 3**

Ages 13-18  
Relationship Building



**TIME**

50 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Supplies Needed:**

None

**Links to Resources:**

None

**Social-emotional Skill:**

Relationship building

**Key Terms:**

None

# Session 4: Relationship Building

**Session Objective:** Youth will be able to build peer and adult relationships.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

### Community Builder (10 minutes)

**Unique in Common**

- Have teens form groups of two to three.
- Give teens five minutes to figure out the most unique thing they have in common with each other. This should not be an obvious fact like, “We all have brown eyes,” but a more unique fact like, “We all have a younger brother.”
- After the five minutes are up, each group will share the most unique thing they all have in common with the larger group.

### Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What feelings have we, as a group, done an especially good job of honoring during our program time?

### Main Activity (25 minutes)

**Preparation**

Make sure you have a large, open outdoor space to do this activity. If you do not have access to outdoor space, make sure teens know which rooms in the Club they can use for the game.

**Introducing Youth to the Activity**

Say, “Today we are going to play a game called Sardines. It is similar to Hide and Seek, but in reverse! You will all be working together to find the hidden person.”

## Session 4

Ages 13-18  
Relationship Building

**1****Step-by-Step Directions****Step 1**

- Start by explaining the rules and boundaries of the game. If you are outside, show teens where they are allowed to play. If you are inside, show teens which areas within the Club they are allowed to use.
- Ask for a volunteer to be the first person to hide.

**2****Step 2**

- Give the person a set amount of time (e.g., 5 minutes) to hide, while everyone else closes their eyes or sits in a neutral spot away from the playing area.
- When time is up, everyone splits up and tries to find the hidden person.
- When someone finds the hidden person, the game is not over. He or she quietly hides alongside the hidden person.
- Over time, several people will be hidden together, resembling a bunch of sardines.
- The last person to find the hidden party loses that round.

**3****Step 3**

- He or she is the next person to hide. Alternatively, you can reward the first person to find the hidden person by allowing that person to hide if he or she wants to.
- You can play several rounds of the game.

**Youth Reflection** (5 minutes)

Pose the following questions to youth:

- What was challenging about this game?
- How did you work together to hide from the others?
- What would you do differently if we played this game again?

**Recognition** (5 minutes)

Ask teens to give a round of applause to celebrate the group's collaboration today.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 4**

Ages 13-18  
Relationship Building



**TIME**

50 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Supplies Needed:**

None

**Links to Resources:**

None

**Social-emotional Skill:**

Relationship building

**Key Terms:**

None

# Session 5: Relationship Building

**Session Objective:** Youth will be able to build peer and adult relationships.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

### Community Builder (10 minutes)

#### **Never Have I Ever ...**

- Ask youth to sit in chairs in a circle. There should be no empty seats.
- Ask for one member to volunteer to stand in the middle of the circle.
- The member in the middle says a simple statement about something they've never done before, beginning with, "Never have I ever ..." For example, "Never have I ever played the piano."
- Anyone who HAS done this must switch seats with someone else and find a new seat.
- The person in the middle must also try to find an empty seat to sit in.
- Members cannot take the seat of the person directly to their right or left.
- The member left without a seat is now in the middle.
- If there is only one person who has done what the person in the middle has never done, they switch spots with the person in the middle.
- Play continues with each person in the middle coming up with a new, "Never have I ever ..." phrase.
- Agree to omit topics that are inappropriate or that can make people uncomfortable.

### Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What behaviors have we all used successfully during our time together?

## Session 5

Ages 13-18  
Relationship Building

# 190

## Main Activity (20 minutes)

### Preparation

Ensure that you have an open space for members to participate in the activity.

### Introducing Youth to the Activity

Say, "Today we will be playing a game that is a combination of Telephone and Charades. You will work on your communication skills as a group."

### Step-by-Step Directions

**1**

#### Step 1

- Split the group into two even teams. If there are an odd number of teens, have one person sit out each round and serve as the leader who will pick what each group will act out.
- Have each team stand in a single-file line.

**2**

#### Step 2

- The facilitator (or teen leader) will select one thing for each group to act out and tell the first person in each line what it is. For example, brushing your teeth, driving to school, taking a test, snorkeling, etc.
- The first person in each line then turns around, taps the next person in line on the shoulder, and then acts out the clue using the rules of the classic game Charades (no talking or noises permitted).
- The next person in the line then taps the third person and acts out their understanding of what was acted out.
- This process continues until it reaches the last person in line.
- The last person standing in line attempts to guess what the original clue was.
- The first team to correctly guess the clue gets a point.

**3**

#### Step 3

- Have teens switch places in line, then start again with a new clue.
- Play several rounds, and the team with the most points at the end is the winning team.

## Session 5

Ages 13-18  
Relationship Building

### **Youth Reflection** (5 minutes)

Pose the following questions to youth:

- What is one strategy that you used to communicate with your team members?
- What was challenging or irritating about this activity?
- Was this harder or easier than you expected it to be?

### **Recognition** (5 minutes)

Have everyone give a round of applause for the winning team and then give a “high-ten” (high-fives with both hands) to someone near them.

### **Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

## **Session 5**

Ages 13-18

Teamwork

# **192**

# Session 1: Teamwork



## TIME

55 Minutes



## SIZE

1-25



## HANDOUTS

None

## Session Objective: Youth will be able to work effectively with others.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

### Community Builder (10 minutes)

#### Story Time

- Have everyone sit in a circle.
- Ask for one volunteer to start the story.
- This person will say a sentence to start off the story, such as, “Yesterday I went to the mall,” or “Today I was sitting in math class.”
- The person to their left will build on the story by saying another sentence.
- This continues until each person has had a chance to add to the story and the story comes to a conclusion.
- You can do multiple rounds of this activity, with different story themes.

### Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What are some examples of problems the Agreements have helped us to resolve?

### Main Activity (30 minutes)

#### Preparation

- Have building supplies for each group. These supplies could be building blocks, paper, cardboard, sticks, straws, tape, paper plates, cups or any other building supplies you have.
- Divide the room in half with some type of barrier so the teams cannot see each other.
- Make sure that both teams have the same building supplies.

#### Supplies Needed:

- LEGOs
- Paper
- Cardboard
- Sticks
- Straws
- Tape
- Paper plates
- Cups
- Any other building supplies you have

#### Links to Resources:

None

#### Social-emotional Skill:

Teamwork

#### Key Terms:

None

## Session 1

Ages 13-18  
Teamwork

**Introducing Youth to the Activity**

Say, “Today we will be testing out your teamwork and communication skills. You will have to work together and across teams to build the same bridge. The only catch is, you can’t see what the other team is building.”

**Step-by-Step Directions****1****Step 1**

- Split the group into two even teams.
- Tell each team to go to one side of the barrier. Each team has the same building supplies, and they should not be able to see the other team’s workspace.

**2****Step 2**

- Explain that without talking to each other, except at a designated site outside the room, the two teams must construct two halves of a bridge that meet when the divider is removed.
- Each team can communicate with the other team only at a meeting area designated by the facilitator. Team members should not look at the other team’s work while walking to the meeting area.
- No more than two representatives from a team may go to the meeting area at the same time.

**3****Step 3**

- After returning from the meeting area, the representatives can share what they learned with the rest of their team.
- Once both teams have had about 20-25 minutes to build their half of the bridge, the facilitator will remove the divider between the two teams.
- Teams will be able to see how similar or different their bridges were.

**Youth Reflection (5 minutes)**

Pose the following questions to youth:

- How successful were your teams in creating your bridge?
- How did your team work together?
- How did you communicate between groups?
- What did you do to come up with solutions when your initial ideas didn’t work?

**Session 1**

Ages 13-18  
Teamwork



**Recognition** (5 minutes)

- Give a quick but intentional shout out for any teen who went above and beyond during the activity. This could be cleaning up after someone else, actively participating throughout or just being helpful overall.
- Have the group give themselves a round of applause.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Make sure youth know where they will be transitioning to next to ensure there are clear instructions and expectations about where they will be going

**Session 1**

Ages 13-18  
Teamwork

**195**

**TIME**

50 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Supplies Needed:**

- Eggs
- Paper
- Tape

**Links to Resources:**

None

**Social-emotional Skill:**

Teamwork

**Key Terms:**

None

# Session 2: Teamwork

## Session Objective: Youth will be able to work effectively with others.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

### Community Builder (10 minutes)

**The Human Knot**

- Divide everyone into small groups of up to 12 and have each group form a tight circle.
- Have each member raise their right hand and grab the hand of anyone in the group except the person standing next to them.
- Ask members to take their left hand and grab the hand of anyone in the group except the people standing next to them and the person whose hand they are already holding.
- The challenge is to get untangled without letting go of each other's hands.

**Variations**

- Make the groups larger.
- Add restrictions, such as no talking.

### Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › How can we continue to honor these Group Agreements with the rest of the Club even after the program ends?

### Main Activity (25 minutes)

**Preparation**

- Have one egg, paper and tape for each group.
- Be prepared to use a quick grouper to split your group up evenly into two or three groups. An example of a grouper you can use is birth months.

**Introducing Youth to the Activity**

Say, "Today, we will be testing out your teamwork skills. You will have to work together as a group to protect your egg from breaking."

## Session 2

Ages 13-18  
Teamwork

# 196

**1****Step-by-Step Directions****Step 1**

- Begin with the grouper called birth months by having members get into groups by their birth month without talking.
- Once the youth have correctly lined up, divide them into even numbers so that you have two or three groups, depending on the number of teens. For instance, if you had 12 teens, split them up so there are three groups of four or two groups of six.
- Ask each group to go to a corner.

**2****Step 2**

- Give each group paper, tape and one egg.
- Tell them that they have to build a rocket that will be dropped from six feet in the air. The rocket will have the egg in it, and the rocket should protect the egg from breaking when it is dropped.

**3****Step 3**

- Give teens 15 minutes to build their rocket, then take turns dropping the rocket with the egg in it.
- The team with the egg in the best condition after they drop their rocket wins.

**Youth Reflection (5 minutes)**

Pose the following questions to youth:

- Where did your group struggle with the most?
- How did you decide which way to build your rocket?
- What did you do to come up with solutions when your initial ideas didn't work?

**Recognition (5 minutes)**

- Teach youth the “Nailed It!” cheer: Hold up one hand as though positioning a nail. Move your other hand as though striking the nail; make a “bang” or similar noise with each strike. The group should strike three times in unison, then raise all hands in the air and exclaim “Nailed it!” in celebration.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 2**

Ages 13-18  
Teamwork



**TIME**

50 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Supplies Needed:**

- One tarp, sheet or rug
- One blindfold or similar object
- A stopwatch or other clock for timing

**Links to Resources:**

None

**Social-emotional Skill:**

Teamwork

**Key Terms:**

None

## Session 3: Teamwork

**Session Objective:** Youth will be able to work effectively with others.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

### Community Builder (10 minutes)

#### Tarp Flip

- Place a tarp, sheet, rug or similar item in the middle of the room.
- Have everyone in the group stand on top of the tarp.
- While standing on top of the tarp, the group must create a plan to flip the tarp over and get everyone onto the opposite side of the tarp without anyone stepping off.
- If someone steps off of the tarp at any time, the entire group must start over.

### Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › “Does everyone commit to our Agreements today?”
  - › “Is there anything we need to add?”

### Main Activity (25 minutes)

#### Preparation

- Make sure you have a large, open area for this activity.
- Have blindfolds, bandanas, scarves or similar items for each teen.

#### Introducing Youth to the Activity

Say, “Today we will be testing out your teamwork and communication skills. You will have to work together to guide your blindfolded teammates across the obstacle course. This will also help you build trust among your team.”

## Session 3

Ages 13-18  
Teamwork

# 198

**1****Step-by-Step Directions****Step 1**

- Begin by dividing the group into teams of four to five people.
- Let the teens go wild creating one or two obstacle courses in the room, using any objects they can find.

**2****Step 2**

- When they are done building the obstacle course, ask for one person on each team to volunteer to be the guide.
- Blindfold the rest of the team.
- The team guide will not be blindfolded because they will be guiding the rest of their teammates through the obstacle course.
- When you start the stopwatch, the guide has three minutes to get their entire team safely through the obstacle course.
- The team who can get their members across the obstacle course the fastest, wins.

**3****Step 3**

- After each round, you can switch up the guide for the team.
- If you want a different variation on the game or if you have a smaller group, you can have everyone compete in pairs instead.

**Youth Reflection (5 minutes)**

Pose the following questions to youth:

- What was it like to be the guide, and be fully responsible for the safety of your team?
- Did you have any difficulty trusting your partner while you were blindfolded? Why or why not?
- What do you think was the purpose of this activity?

**Recognition (5 minutes)**

- Give a quick but intentional shout out for any teen who went above and beyond during the activity. This could be cleaning up after someone else, actively participating throughout, or just being helpful overall.
- Have the group give themselves a round of applause.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 3**

Ages 13-18  
Teamwork

**TIME**

50 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Supplies Needed:**

- Potato sacks
- Cardboard
- Carpet squares or anything that the Club members can stand on and carry

**Links to Resources:**

None

**Social-emotional Skill:**

Teamwork

**Key Terms:**

None

# Session 4: Teamwork

## Session Objective: Youth will be able to work effectively with others.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

### Community Builder (10 minutes)

#### ***I'm a Tree***

- Have the group stand in a circle.
- Ask one teen to volunteer to stand in the middle of the circle.
- The teen in the middle strikes a pose like a tree and says, "I'm a tree."
- Another teen from the circle will walk into the middle and strike a pose that goes with a tree. For example, "I'm a leaf."
- Another teen from the circle will come in to the center of the circle and complete the picture with another pose. For example, "I'm a flower." This completes the scene.
- The teen who started in the middle picks one of the two other people to leave the middle and re-join the circle.
- The teen who remains in the middle of the circle keeps their pose and repeats what they are. For example, "I'm a flower."
- The game continues with two new teens entering the middle of the circle to complete the scene. For example, "I'm a bee" and "I'm a beekeeper."
- Continue playing for approximately 10 minutes, or until teens are stuck on a scene.

### Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What parts of the Agreements have helped our group?

## Session 4

Ages 13-18

Teamwork

# 200

## Main Activity (25 minutes)

### Preparation

- Clearly define a start and finish line.
- Gather a number of potato sacks (or pieces of paper, cardboard or carpet squares). Make sure you have one less potato sack than the number of people in the group.
- Define the Toxic Zone with tape or cones and share it with the group.

### Introducing Youth to the Activity

Explain that the object of this game is to get all team members from one side to the other without touching the floor, or the toxic sludge.

### Step-by-Step Directions

1

#### Step 1

- Divide players into two teams.
- Hand out potato sacks (or similar object) to teens so that each team has an equal number. Each team should have one less potato sack than the number of people on their team.
- Show teens where the start and finish lines are located.
- Remind both teams of where the Toxic Zone is located.

2

#### Step 2

- Explain that the object of this game is to get all team members from one side to the other without touching the floor, or the toxic sludge.
- Inform the teens that if they step off the potato sack and into the toxic sludge (the floor), the whole team must return back to the start line.
- Each team should come up with a strategy to get all of their teammates across safely.

### Variations

- Choose the amount of potato sacks based on the experience level of the group. Less potato sacks makes the game harder.
- Have everyone race together against a clock instead of playing on teams. Inform them that their side of town is going to explode in 10 minutes and they must have everyone across by that time.
- Have players figure out their plan before they start and then remain silent during the game.
- Randomly blindfold or silence a few members of the group.
- Rename the game (e.g., Alligator Swamp) and tell a different story with the same goals.

## Session 4

Ages 13-18  
Teamwork

201

**Youth Reflection** (5 minutes)

Pose the following questions to youth:

- What did you do to make sure all of your team members made it to the other side?
- What did it feel like to start over?
- What would you do differently?

**Recognition** (5 minutes)

- Ask teens to give a high five to every member of their team and tell each of them one great thing that they did today.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 4**

Ages 13-18

Teamwork

**202**



# Session 5: Teamwork


**TIME**

60 Minutes


**SIZE**

1-25


**HANDOUTS**

Pages 266-267

**Session Objective:** Youth will be able to work effectively with others.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

## Community Builder (10 minutes)

### Marooned

- Break teens into groups of four to six.
- Tell teens to imagine they are about to be marooned on a deserted island with their group.
- Each person in the group must contribute one item from his or her belongings to help the group survive.
- Groups should discuss and be prepared to share each item, why it was chosen, and how it will help them survive.
- Remind teens that cellphones can't be charged because there is no electricity or internet on the deserted island.

## Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › “What feelings have we, as a group, done an especially good job of honoring during our program time?”

## Main Activity (30 minutes)

### Preparation

- Ensure that you have enough copies of the handout. Divide the group into two or three teams by counting off (each group should have at least five people).
- Make sure each group has a couple of pens or pencils.

### Introducing Youth to the Activity

Say, “You and your companions have just survived the crash of a small plane. Both the pilot and co-pilot were killed in the crash. It is mid-January, and you are in Northern Canada. The daily temperature is 25 degrees below zero, and the nighttime temperature is 40 degrees below zero.

### Supplies Needed:

- Survival Scenario handout
- Survival Scenario: Ranking handout
- Handouts for each team
- Pens/pencils

### Link to Resources

None

### Social-emotional Skill:

Teamwork

### Key Terms:

None

## Session 5

Ages 13-18  
Teamwork

# 203

There is snow on the ground, and the countryside is wooded with several creeks crisscrossing the area. The nearest town is 60 miles away. You are all dressed in city clothes appropriate for a business meeting. Your group of survivors managed to salvage the following items.” Have the teens look at their handout.

**1****Step-by-Step Directions****Step 1**

- Inform the group that their task is to list the 12 items in order of importance for their survival.
- The entire group must come to an agreement on the items.
- They must also list the uses for each object and explain why they ranked the object where they did.
- Give the groups 20-25 minutes to examine the list and debate about which items are the most important.

**2****Step 2**

- Bring the group back together to share the final answers and reasons for the list being in that order. The facilitator has the official ranking list provided in the handout.

**Youth Reflection (5 minutes)**

Pose the following questions to youth:

- What is one strategy that you used?
- What made you irritated or angry?
- How did you work together as a team to come up with your list?

**Recognition (5 minutes)**

Give a quick but intentional shout out for any teen who went above and beyond during the activity. This could be cleaning up after someone else, actively participating throughout, or just being helpful overall.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 5**

Ages 13-18  
Teamwork

# Session 1: Identifying Emotions and Empathy



**TIME**

55 Minutes



**SIZE**

1-25



**HANDOUTS**

Page 285

**Session Objective:** Youth will be able to express their own feelings and begin to recognize and understand others' feelings.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

## Community Builder (10 minutes)

### The Mood Meter

- Make sure you have the Mood Meter handout.
- Gather teens into a circle.
- Explain that being able to identify your emotions is a key skill that every adult needs.
- Ask teens why they think being able to identify your emotions might be an essential skill not only for teens, but also for adults. Answers may include:
  - › Identifying your emotions allows you to check in on how you're feeling.
  - › Identifying your emotion allows you to reflect on why you might be feeling that way. For example, if you're in a bad mood when you get to school it might be because of something that happened when you were getting ready or something that happened on your way to school. Knowing what causes emotions gives you the ability to prevent negative emotions in the future.
  - › Identifying your emotions allows you to control your reactions and responses. Using the same example, if you get to school feeling angry, you might know to stay away from other students who have a tendency to trigger you or make you angry.
  - › Identifying your emotions allows you the space to self-regulate. Using the same example, once you get to school in a bad mood, you might want to take a couple minutes to yourself and do an activity that makes you feel better, such as journaling or deep breathing so you can start your day with a clear mind.
- Show teens the Mood Meter handout and explain that it is a tool to help you easily identify your emotions.
- They can use the Mood Meter by thinking of these guiding questions:

### Supplies Needed:

- Sticky notes
- Markers
- Chart paper
- Mood Meter handout
- Bag or hat
- Writing utensils

### Link to Resources:

None

### Social-emotional Skill:

Identifying emotions and empathy

### Key Terms:

None

**Session 1**  
Ages 13-18  
Identifying Emotions  
and Empathy

**205**

- › How are you feeling today? How pleasant? How much energy? Where would you plot yourself on this Mood Meter?
- › What caused you to feel this way?
- › What word best describes where you plotted yourself?
- › Is this how you want to feel? If not, what will you do?
- Explain that it's important to know that it is OK to feel how you are feeling – everyone experiences a range of emotions every single day. It's normal to feel sad, excited, angry, calm, nervous, etc. every day, even multiple times a day.
- Point to where you are feeling on the Mood Meter and explain why. For example, you might say, "Today I would say I am right in between the green and yellow, because I am happy to be here with you, but feeling a little tired."
- Ask teens to point to the area on the Mood Meter that best describes how they are feeling. If they feel comfortable, they can share why they picked that area.

### **Group Collaborative Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What behaviors have we all used successfully during our time together?

### **Main Activity** (30 minutes)

#### **Preparation**

- Be sure to either have sticky notes or pieces of paper ready.
- Be prepared to have conversations about potentially difficult subjects.

#### **Introducing Youth to the Activity**

- Ask teens to define what they think a fear is.
- The definition of a fear is an unpleasant emotion caused by the belief that someone or something is dangerous, likely to cause pain or pose a threat.
- Explain that fear is a normal and natural feeling to have at the start of any program or activity. A good way to deal with fears is to put them out in the open.
- Explain that expressing your fears and having them heard can almost immediately reduce their power.

## **Session 1**

Ages 13-18  
Identifying Emotions  
and Empathy

# 206

**1****Step-by-Step Directions****Step 1**

- Ask everyone to anonymously complete the following sentence on a sticky note or piece of paper: “I am most afraid that ...” or “In this group/program the worst thing that could happen to me would be ...”
- Collect the sticky notes or pieces of paper and mix them around in a hat or bag.

**2****Step 2**

- Ask each teen to pull out a piece of paper.
- One by one, each teen will read out the fear of someone else and try to elaborate on what they feel that person is most afraid of in this group.
- No other teen should comment on the fear, just listen and move on to the next person.

**3****Step 3**

When all of the fears have been read aloud, ask teens the following questions:

- Were there any similarities or themes between the fears?
- What did you notice about some of the fears?
- What can we do to help alleviate some of these fears?
- Can any of these fears be addressed by the collaborative?

**Youth Reflection (5 minutes)**

Pose the following questions to youth:

- What was it like participating in this activity?
- What was it like to hear other people’s fears?
- What did you learn from this activity?
- How can you recognize your fears in the future?

**Recognition (5 minutes)**

Ask teens to stand in a circle and share one thing they learned about someone else in the group today.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 1**

Ages 13-18  
Identifying Emotions  
and Empathy

**207**



**TIME**

55 Minutes



**SIZE**

1-25



**HANDOUTS**

Pages 268-275,  
285

# Session 2: Identifying Emotions and Empathy

**Session Objective:** Youth will be able to express their own feelings and begin to recognize and understand others' feelings.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

## Community Builder (10 minutes)

### Mood Meter

- Make sure you have the Mood Meter handout.
- Ask teens to stand in a circle around the Mood Meter.
- Have each teen state where they are on the Mood Meter based on their feelings.
- Ask teens to use the following guiding questions to describe where they are on the Mood Meter:
  - How are you feeling today? How pleasant? How much energy? Where would you plot yourself on this Mood Meter?
  - What caused you to feel this way?
  - What word best describes where you plotted yourself?
  - Is this how you want to feel? If not, what will you do?

## Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What are some examples of problems the Agreements have helped us to resolve?

## Main Activity (20 minutes)

### Preparation

- Hang printed identity signs from the handouts all round the room.
- The signs should be single pieces of paper with each identity word on each separate page.
- Be sure to clear the room of tripping hazards, as teens will be moving frequently during this activity.

## Session 2

Ages 13-18  
Identifying Emotions  
and Empathy

# 208

- This activity might illicit an emotional response from some participants. Be sure to encourage participation but not force it.
- Be sure to follow the activity with the reflection questions

### ***Introducing Youth to the Activity***

- Explain to teens they are going to be playing a game called Identity Signs.
- Read the following instructions out loud:
  - › This activity is totally silent. It is important that no one speaks.
  - › Around the room there are signs that represent different aspects of someone's identity.
  - › I am going to read a statement out loud and I want you to stand by the part of your identity that you think best matches the statement.
  - › If you feel like there isn't an identity sign that fits you, or you don't want to answer at any time, you can stand under the neutral sign.
- Ask teens what clarifying questions they have about the activity.

## **1**

### ***Step-by-Step Directions***

#### **Step 1**

- Have teens stand up in the center of the room.
- Read the following statements and ask teens to stand under the identity sign that best matches each statement. Allow for about 30 seconds in between the reading of each statement. Even if teens pick their signs quickly, allow time for them to notice where everyone else is standing.
  - › The part of my identity that I am most aware of on a daily basis is ...
  - › The part of my identity that I am least aware of on a daily basis is ...
  - › The part of my identity that was most important to my family growing up is ...
  - › The part of my identity that I wish I knew more about is ...
  - › The part of my identity that others judge me the most by is ...
  - › The part of my identity that gives me the most privilege is ...
  - › The part of my identity that I believe is most misunderstood by others is ...
  - › The part of my identity that I feel is difficult to discuss with others who identify differently is ...

## **Session 2**

Ages 13-18  
Identifying Emotions  
and Empathy

# **209**

- › The part of my identity that makes me feel most discriminated against is ...
- › The part of my identity that I am the most proud of is ...
- Thank teens for their participation in the activity and ask them to take a seat in a circle.

**2**

### Step 2

- Ask teens why they think it was a silent activity.
- Explain to teens that the activity is done silently because it requires participants to make a decision without explaining why they chose to stand there.
- Explain that the purpose of the activity is to start a discussion about different identities and to learn the experiences of others and how we experience our identities on a daily basis.

**3**

### Step 3

Explain to teens that identity is somewhat like an iceberg. Above the water you may be able to guess certain things about a person's identity.

- Just like an iceberg, there is much more to a person below the surface that highlights many more parts of their identity like religion, national origin or sexual orientation.
- All of these identities work together to shape our experience in the world. As you could see participating in the activity, these identities cause us to experience the world differently. Even some people with the same identity might have different feelings or experiences attached to that identity.

### Youth Reflection (10 minutes)

Pose the following questions to youth:

- What are your initial reactions to that activity?
- What did you find surprising about that activity?
- Without naming any names, were you surprised by where some people went? Did everyone go where you expected them to go?
- What was difficult about the activity?
- Does anyone feel comfortable sharing which question was the hardest to answer?
- What did you learn from this activity?
- What did this activity make you feel differently about?
- What “aha” moments did you have about identity and other people's experiences in this activity?
- What “aha” moments did you have about others who identify differently?

## Session 2

Ages 13-18  
Identifying Emotions  
and Empathy

**210**



**Recognition** (10 minutes)

- Have teens stand in a circle.
- Each teen will say something positive about the person standing to their immediate right.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 2**

Ages 13-18  
Identifying Emotions  
and Empathy

**211**



**TIME**

55 Minutes



**SIZE**

1-25



**HANDOUTS**

Page 285

# Session 3: Identifying Emotions and Empathy

**Session Objective:** Youth will be able to express their own feelings and begin to recognize and understand others' feelings.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

### Community Builder (5 minutes)

#### Mood Meter

- Make sure you have the Mood Meter handout.
- Ask teens to stand in a circle around the Mood Meter.
- Have each teen state where they are on the Mood Meter based on their feelings.
  - › Ask teens to use the following guiding questions to describe where they are on the Mood Meter:
    - › How are you feeling today? How pleasant? How much energy? Where would you plot yourself on this Mood Meter?
    - › What caused you to feel this way?
    - › What word best describes where you plotted yourself?
    - › Is this how you want to feel? If not, what will you do?

### Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › How can we continue to honor these Group Agreements with the rest of the Club even after the program ends?

### Main Activity (20 minutes)

#### Preparation

- If you don't have enough space for everyone to stand in a line, have teens stand in a circle and step in and out of the circle.
- This activity requires a high level of trust between the group and may cause a negative reaction for some teens. Make sure teens feel safe and comfortable during this activity.

## Session 3

Ages 13-18  
Identifying Emotions  
and Empathy

# 212

**Introducing Youth to the Activity**

- Explain to teens they will stand in a line and you are going to read a series of statements. If the statement is true for them they should walk across the line, turn around and look at the group and then walk back to their place.
- Let teens know that some of the questions are personal, and if they don't feel comfortable crossing the line they don't have to.
- Let teens know that this is a completely silent activity. No one will be judged for crossing the line or not crossing the line. If they know a statement is true for someone else and that person does not cross the line, they should respect that person's privacy and not call them out.
- Let teens know that in order to respect the privacy of their peers, they will follow the Reverse Vegas rule. The Reverse Vegas rule states that any lessons they learn or insights they have in this activity they should take back and share, but anything someone says or does stays in this room.
- Ask teens if they feel comfortable with the Reverse Vegas rule.
- Let teens know they will have time to debrief once the activity is over, so if they have an "aha" moment or a question, they can save it until the end.

**Step-by-Step Directions****1****Step 1**

- Ask teens to form a line facing the same direction in the order of their birthdays. They should do this without speaking.
- Once they have formed their line, have teens each state their birthday out loud one at a time to see if they're in order.
- Draw an invisible line about three feet in front of them.

**2****Step 2**

- Let teens know you are going to read the statements. Ask if they have any clarifying questions.
- Read "Cross the line if you ..."
- › Love chocolate
- › Think fall is the best season
- › Have a sibling
- › Are an only child
- › Like rap music
- › Have ever been in a fight
- › Have ever been bullied

**Session 3**

Ages 13-18  
Identifying Emotions  
and Empathy

**213**

- › Have ever bullied someone
  - › Have seen someone being bullied, but didn't say anything
  - › Play sports
  - › Love to dance
  - › Had an argument with your parent(s) or guardian(s) in the last week
  - › Sometimes get scared
  - › Cried in the last month
  - › Feel like your family is proud of you
  - › Have an adult you trust
  - › Have been treated unfairly because of your race
  - › Have been treated unfairly because of your gender
  - › Have been treated unfairly because of your sexual orientation
  - › Have been treated unfairly because of your age
  - › If at any point you were uncomfortable admitting to something so you didn't cross the line even though that statement was true for you
- Thank teens for their participation and ask them to sit down for a debrief discussion.

### Youth Reflection (15 minutes)

Ask teens the following questions to debrief the activity:

- What was it like participating in that activity?
- What did you like or not like about that activity?
- Without calling anyone out, were you surprised when some people crossed or didn't cross the line?
- What was the most difficult part of that activity?
- What did you learn from this activity?
- What did this activity make you feel differently about?

## Session 3

Ages 13-18  
Identifying Emotions  
and Empathy

# 214

**Recognition** *(10 minutes)*

- Have teens stand in a circle.
- Each teen will share something they like about themselves.
- After someone shares, the whole group will give three claps of appreciation.
- Repeat until everyone has had a chance to share.

**Closing and Transition** *(2 minutes)*

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 3**

Ages 13-18  
Identifying Emotions  
and Empathy

**215**



**TIME**

60 Minutes



**SIZE**

1-25



**HANDOUTS**

Pages 276, 285

# Session 4: Identifying Emotions and Empathy

**Session Objective:** Youth will be able to express their own feelings and begin to recognize and understand others' feelings.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

### Community Builder (10 minutes)

#### Mood Meter

- Make sure you have the Mood Meter handout.
- Ask teens to stand in a circle around the Mood Meter.
- Have each teen state where they are on the Mood Meter based on their feelings.
- Ask teens to use the following guiding questions to describe where they are on the Mood Meter:
  - › How are you feeling today? How pleasant? How much energy? Where would you plot yourself on this Mood Meter?
  - › What caused you to feel this way?
  - › What word best describes where you plotted yourself?
  - › Is this how you want to feel? If not, what will you do?
- Raise Your Voice
- Have teens line up in order of how long they've been attending the Club.
- Fold the line directly in half and pair the teen who has been there the least amount of time with the person who has been there the most amount of time, and so on.
- Let teens know the purpose of the activity is to talk for one minute on a specific topic to their partner.
- They should pick a topic that they are passionate about. For example:
  - › The best movie I've seen
  - › My favorite musician
  - › My favorite food
  - › My dream career
- Start the timer for one minute and have one partner share.
- After one minute, have the other partner share.

#### Supplies Needed:

- Mood Meter handout
- Find Your Passion handout
- Pens/pencils
- Ball

#### Link to Resources:

None

#### Social-emotional Skill:

Identifying emotions and empathy

#### Key Terms:

None

## Session 4

Ages 13-18  
Identifying Emotions  
and Empathy

# 216

### Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › “Does everyone commit to our Agreements today?”
  - › “Is there anything we need to add?”

### Main Activity (30 minutes)

#### Preparation

- Have enough printed handouts for all of the teens.
- Remember, the purpose of this activity is for teens to start to identify things they are passionate about in an effort to help them understand their purpose. The purpose of the activity is not for teens to leave with a career plan. Finding your passion/purpose takes time, patience and a multitude of life experiences.

#### Introducing Youth to the Activity

- Ask teens if any of them know what their passions are. If they are willing to share, ask them to talk about their passion and how they discovered it.
- Let teens know that it is perfectly normal to not know what their passions are at this age. Oftentimes as you get older, your passions will change and grow as you have more life experiences.
- Both positive and negative experiences help us determine what our passions are. For example, if you currently have a job working in retail at the mall, you may have found that you love talking to customers but have a hard time organizing products in the store. This experience taught you that you are great at customer service and might do well in a field working closely with people.
- If you feel comfortable, share with teens how you’ve arrived at your passion and how that may have changed over time. Alternatively, if you haven’t found your passion yet, share the steps you are taking to discover it.
- Let teens know that their ultimate purpose in life is a magical mix between a need in the world, their unique skills, and what they love to do.
- Let teens know they will be filling out a worksheet that may help them start to identify what their purpose could be.

## Session 4

Ages 13-18  
Identifying Emotions  
and Empathy

# 217

### **Step-by-Step Directions**

**1**

#### **Step 1**

Hand out the Find Your Passion worksheet and have teens work on them silently and individually. You might want to set a calming atmosphere to help them focus by playing instrumental music, or allowing them to move around the room in an area they feel most comfortable.

**2**

#### **Step 2**

Give teens about 10 minutes to fill out the worksheet on their own. Ask them to write down as many things that come to mind in each circle without thinking about it too much.

**3**

#### **Step 3**

- Once teens have filled out their sheets, have them count off to split up into groups of four or less.
- Ask teens to share what they wrote on their worksheets and have other group members help them brainstorm what their possible purpose could be.

**4**

#### **Step 4**

Give each teen about five minutes to share and hear brainstorming ideas. Set a timer so you can instruct them to switch to a new person.

### **Youth Reflection (10 minutes)**

Pose the following questions:

- What was that activity like for you?
- What surprised you about participating in that activity?
- What pressure do you feel from your family, etc. to discover your passions and purpose at school?
- How can you manage the expectations of others when it comes to defining your purpose?
- How can you manage your own expectations when it comes to defining your purpose?

## **Session 4**

Ages 13-18  
Identifying Emotions  
and Empathy

# **218**



**Recognition** (5 minutes)

- Have teens stand in a circle.
- The person holding the ball will have to pass it to someone else in the circle and finish the prompt, “Your talent I most admire is ...”
- The person who receives the ball must pass it to someone else and repeat the prompt.
- They are not allowed to pass the ball to someone who has already received it.
- Continue until everyone has had a chance to participate.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 4**

Ages 13-18  
Identifying Emotions  
and Empathy

**219**



**TIME**

60 Minutes



**SIZE**

1-25



**HANDOUTS**

Page 285,  
277-279

**Supplies Needed:**

- Mood Meter handout
- Know Your Strengths handouts
- Pens/pencils
- White board

**Link to Resources:**

None

**Social-emotional Skill:**

Identifying emotions and empathy

**Key Terms:**

None

# Session 5: Identifying Emotions and Empathy

**Session Objective:** Youth will be able to express their own feelings and begin to recognize and understand others' feelings.

**Warm Welcome** (2 minutes)

Greet youth by name and engage in meaningful conversation.

**Community Builder** (15 minutes)

**Mood Meter**

- Make sure you have the Mood Meter handout.
- Ask teens to stand in a circle around the Mood Meter.
- Have each teen state where they are on the Mood Meter based on their feelings.
- Ask teens to use the following guiding questions to describe where they are on the Mood Meter:
  - › How are you feeling today? How pleasant? How much energy? Where would you plot yourself on this Mood Meter?
  - › What caused you to feel this way?
  - › What word best describes where you plotted yourself?
  - › Is this how you want to feel? If not, what will you do?

**Your Stereotypical Life**

- Have teens stand up.
- Tell them that when they hear you say, "Find a group of (a number)," they have to form a group of that number.
- The object is to get them into pairs. Say:
  - › Find a group of three
  - › Find a group of six
  - › Find a group of four
  - › Find a group of two
- Instruct teens to remain in their pairs. If you have an odd number of teens, there can be a group of three.
- Ask them to determine a "Partner A" and "Partner B."
- Say, "For the next minute you're going to tell your partner your life story. There are only three rules:

## Session 5

Ages 13-18  
Identifying Emotions  
and Empathy

# 220

- › Only one person talks at a time. Partner A will go first and Partner B should nod or say, “Tell me more.”
- › You must talk for the entire minute.
- › You may only tell the other person things about yourself that are true and also stereotypical of people of your gender. For example, if you are a girl, you might describe yourself as sensitive. You can say, “I’m sensitive.” Do not share things about yourself that are not stereotypically associated with your gender.
- Ask teens what clarifying questions they have.
- Start the timer for one minute and have Partner A begin talking.
- After one minute, say, “Now, we’re going to change things up. Partner B is going to talk first, and you’re going to tell Partner A about your life. Describe yourself by saying things that are true about you, but NOT stereotypical of your gender.”
- Allow one minute for partner B to talk, then ask teens to gather to discuss the following debriefing questions as a group:
  - › What was that like?
  - › Why was it hard?
  - › Why was it fun?
  - › By show of hands or claps, who thought the first half was easier? Who thought the second half was easier? Why was each part easier?
  - › What was challenging about describing yourself in this way?
  - › Why do you think we did this activity?
  - › What lessons did you learn that you might be able to apply in the future?
- Sample answers may include:
  - › We often think of others, but not ourselves as stereotypes. We are also aware of and sometimes uncomfortable with how well we do or do not meet the stereotypical expectations of our gender.
  - › Naming these experiences allows us to talk about them and maybe break down stereotypes.
  - › Having the opportunity to tell our stereotypical life story allows us to recognize how incomplete it is, and how incomplete other stereotypes are in describing us.

## Session 5

Ages 13-18  
Identifying Emotions  
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# 221

### **Group Collaborative Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What parts of the Agreements have helped our group?

### **Main Activity** (30 minutes)

#### **Preparation**

There may be more than one teen who is a good fit for a role. If this happens, suggest they create a committee to work on that role together.

#### **Introducing Youth to the Activity**

- Have teens brainstorm what roles might be helpful for their group project.
- As teens call out possible roles, be sure to write them on the board or somewhere visible.
- Explain to teens that the goal of this activity is for teens to identify their inherent strengths to contribute to the group project.
- Explain to teens that they will get a series of handouts that ask what their strengths are. If they answer “yes” to a certain strength, that may be their strength.
- It is OK to have different strengths.
- They should use their strengths to determine what role they want to play in their group project.

#### **Step-by-Step Directions**

**1**

##### **Step 1**

- Hand out the Know Your Strengths handouts to teens.
- Give them about 10 minutes to fill out the worksheets on their own.
- Once they have filled out their worksheets, ask them to tally up which “categories” they answered yes to the most.

## **Session 5**

Ages 13-18  
Identifying Emotions  
and Empathy

# 222

**2****Step 2**

- Read the following descriptions of the categories. Remind teens that because everyone has unique talents and strengths, it is likely they won't find a perfect match. Personality assessments should be used with a grain of salt, as they may only provide some insight:
  - › Creators like to compose music, write books, enjoy digital art, appreciate how things look and interpret the world in new ways.
  - › Doers are people who like to work outside with plants and animals, who are inclined to work with tools and their hands.
  - › Helpers like to work with people, like to communicate with others, are interested in teaching and/or caring for others, and are often described as outgoing.
  - › Influencers like to work with other people, influence other people, lead other people, manage money or companies, work in sales, and are often described as outgoing.
  - › Investigators like to investigate, evaluate and solve problems.
  - › Organizers like to work with numbers, facts and data. They also like to handle details and follow instructions. They are often somewhat reserved.
- Have teens select which roles they think they would be good for.

**3****Step 3**

- After completing this activity, ask teens if there are any additional roles they didn't think of before that might be good for this role.
- Once teens have self-selected their roles, ask them to come up with the primary goal of their role. For example, if your role is a secretary, your primary goal might be to keep the group project organized by taking notes and keeping track of the overall progress of the activity.

**4****Step 4**

Write the primary goals next to each role in a visible place. Keep this information somewhere safe so you can remind teens of their primary goals throughout completion of the project.

## Session 5

Ages 13-18  
Identifying Emotions  
and Empathy

# 223

### **Youth Reflection** (10 minutes)

Pose the following questions to youth:

- What was that activity like for you?
- Were you surprised by some of your strengths identified by the handouts?
- How do you think your strengths will be able to shine in this project?
- What are you most excited about for this project?
- What fears do you have about this project? What are some things we can do as a group to address these fears?

### **Recognition** (5 minutes)

Recognize teens by shouting out one specific behavior they did today that contributed (or will contribute) to the group process.

### **Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

## **Session 5**

Ages 13-18  
Identifying Emotions  
and Empathy

# 224

# Session 1: Identifying and Solving Problems



## TIME

55 Minutes



## SIZE

1-25



## HANDOUTS

None

**Session Objective:** Youth will be able to solve problems and develop healthy decision-making processes.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

### Community Builder (5 minutes)

#### What Movie Are You?

- Ask teens to sit or stand together.
- Give teens a couple minutes to brainstorm a movie title based on how they are feeling.
- Give each teen a chance to go around the circle and share their movie title with the group.

### Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What feelings have we, as a group, done an especially good job of honoring during our program time?

### Main Activity (30 minutes)

#### Preparation

- For this activity, teens will need access to the internet either via a computer or their cellphones. Be sure to consult your Club's cellphone policy to ensure it is in accordance with this activity.
- Alternatively, instead of having teens find photos on the internet for the activity, you can find photos before the activity and just focus on discussion during this activity.
- You can find resources and additional Sessions for teens at: [worldslargestlesson.globalgoals.org](http://worldslargestlesson.globalgoals.org)

#### Supplies Needed:

- Computer
- Access to internet

#### Links to Resources:

- 17 Global Goals: [Globalgoals.org](http://Globalgoals.org)
- Global Goals Resources for Youth: [Worldslargestlesson.globalgoals.org](http://Worldslargestlesson.globalgoals.org)

#### Social-emotional Skill:

Identifying and solving problems

#### Key Terms:

**Global Goals:** Goals set by the United Nations to end to extreme poverty, inequality and climate change by 2030

## Session 1

Ages 13-18  
Identifying and  
Solving problems

# 225

**Introducing Youth to the Activity**

Say, “In this activity, we are going to explore the United Nations’ 17 Global Goals for Sustainable Development. The Global Goals were developed in 2015 by world leaders at the U.N. in an effort to create a better world by 2030.”

- The goals are:
  - › No poverty
  - › Zero hunger
  - › Good health and well-being
  - › Quality education
  - › Gender equality
  - › Clean water and sanitation
  - › Affordable and clean energy
  - › Decent work and economic growth
  - › Industry, innovation and infrastructure
  - › Reduced inequalities
  - › Sustainable cities and communities
  - › Responsible consumption and production
  - › Climate action
  - › Life below water
  - › Life on land
  - › Peace, justice and strong institutions
  - › Partnerships for the goals
- Explain to teens that they will form groups and choose one Global Goal to focus on. They will then find a photo and image that tells the story of their goal.
- They can find short animations and more information about the Global Goals at [Worldslargestlesson.globalgoals.org](http://Worldslargestlesson.globalgoals.org).
- Ask teens why they think these Global Goals were developed.

**Step-by-Step Directions****1****Step 1**

- Divide teens into groups of two or three by counting off.
- Give each group a few minutes to select their Global Goal.

**Session 1**

Ages 13-18  
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**226**



**2****Step 2**

- Once they have selected their goal, ask teens to imagine they are making an advertisement for their goal, explaining both the need and why it is important. They will need to find a quote and image that represent the need and importance. They should prepare a one-minute speech to explain their ad and why they picked their image and quote.
- Give teens 20 minutes to come up with their advertisement.

**3****Step 3**

Once groups have finalized their ads, have them present the image and quote to other teens one by one.

**Youth Reflection (10 minutes)**

Pose the following questions to youth:

- What was this activity like for you?
- Which goals surprised you?
- What differences did you notice about global issues verses the issues you know about in the U.S.?
- What was it like to make a narrative choosing just one photo and a quote?
- Do you think a photo and a quote is sufficient enough to tell a story? Why or why not?

**Recognition (5 minutes)**

Have teens give a shout out to each of their group members for their contribution to the advertisement.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 1**

Ages 13-18  
Identifying and  
Solving problems

**227**

**TIME**

60 Minutes

**SIZE**

1-25

**HANDOUTS**

None

**Supplies Needed:**

- Access to the internet via cell phones/computers
- Whiteboard or poster paper
- Markers
- Writing utensils

**Links to Resources:**

- Global Goals: [Worldslargestlesson.globalgoals.org](http://Worldslargestlesson.globalgoals.org)
- Youth Global Goals Projects: [Bit.ly/2DRrdlb](http://Bit.ly/2DRrdlb)

**Social-emotional Skill:**

Identifying and solving problems

**Key Terms:**

None

# Session 2: Identifying and Solving Problems

**Session Objective:** Youth will be able to solve problems and develop healthy decision-making processes.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

### Community Builder (5 minutes)

#### Changing Perspective

- Ask everyone to point a finger toward the ceiling with their arm outstretched and draw a circle about two feet wide above their heads in a clockwise direction.
- Demonstrate the action for the teens.
- While keeping their finger pointing to the sky and still drawing the circle, participants should bring their circle down and continue circling until their hand is about chest level.
- Now ask teens which way their circle is going. If they continued to go in the same direction, their circling will now appear to be going counter clockwise.
- Repeat the process for those who didn't get it or were confused the first time.
- Debrief the activity with the following questions:
  - › How did the circle change depending on what angle you were looking at?
  - › How might this be similar to our ideas about something and the perspectives we have?
  - › How can you make an effort to understand someone else's perspective?

### Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What behaviors have we all used successfully during our time together?

## Session 2

Ages 13-18  
Identifying and  
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## Main Activity (40 minutes)

### Preparation

- Teens may want to access the internet using their cellphones. Check your Club's cellphone policy to ensure they are operating in accordance with established rules.
- Teens will be using the information discussed in the previous session. If you have teens who weren't previously present, show them [Worldslargestlesson.globalgoals.org](http://Worldslargestlesson.globalgoals.org) so they can catch up on the Global Goals.

### Introducing Youth to the Activity

- Explain to teens that they will use the information they learned from researching the Global Goals during the previous session to come up with an innovative product that to make a difference toward one of the goals.
- Remind teens of the Global Goals:
  - › No poverty
  - › Zero hunger
  - › Good health and well-being
  - › Quality education
  - › Gender equality
  - › Clean water and sanitation
  - › Affordable and clean energy
  - › Decent work and economic growth
  - › Industry, innovation and infrastructure
  - › Reduced inequalities
  - › Sustainable cities and communities
  - › Responsible consumption and production
  - › Climate action
  - › Life below water
  - › Life on land
  - › Peace, justice and strong institutions
  - › Partnerships for the goals
- No product is off limits. Teens should come up with exciting and new ideas, even if their innovation doesn't come close to a product that doesn't exist yet.

## Session 2

Ages 13-18  
Identifying and  
Solving problems

# 229

- Teens should think of the end user when designing their product. What would the person using the product need or like to have? What might not be important to them? What might be a barrier for them to access your product? How can you reduce or eliminate the barriers?
- For some inspiration, you can send teens to the following website, which shares the work of other youth around the world: [Bit.ly/2DRrdlb](https://bit.ly/2DRrdlb).

### **Step-by-Step Directions**

**1**

#### **Step 1**

- Have teens get into groups of about four.
- Each group should choose a Global Goal to design an innovation around.

**2**

#### **Step 2**

- Ask teens to prepare a three-minute presentation. The presentation can be verbal with drawings or on PowerPoint.
- The presentation should include:
  - › The name of their company
  - › The name of the product
  - › What the product does
  - › How the product will improve the issue identified by the Global Goal
  - › The cost of the product

**3**

#### **Step 3**

Give teens about 30 minutes to come up with their genius innovation. Be sure to circulate around the room and offer help to any groups that might be stumped.

**4**

#### **Step 4**

- After groups have come up with their three-minute presentation, invite the groups to present.
- Have other groups give feedback. All comments should start with one of the following prompts:
  - › I like ...
  - › I wish ...
  - › I wonder ...

## **Session 2**

Ages 13-18  
Identifying and  
Solving problems

# 230

**Youth Reflection** (5 minutes)

Pose these questions to youth:

- What was that activity like for you?
- What was easy about it? What was difficult about it?
- How did you decide on your final product? What considerations did you make?
- Did you think of different perspectives when creating your product? Why or why not? Why might considering perspectives be important?

**Recognition** (5 minutes)

Recognize each group with one specific thing you liked about their presentation.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 2**

Ages 13-18  
Identifying and  
Solving problems

**231**

**TIME**

55 Minutes

**SIZE**

1-25

**HANDOUTS**

None

# Session 3: Identifying and Solving Problems

**Session Objective:** Youth will be able to solve problems and develop healthy decision-making processes.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

### Community Builder (10 minutes)

#### Photo voice

- Explain to youth that photo voice is a method a lot of researchers use to learn the opportunities for improvements and strengths of a community from the perspective of people who live there.
- Say, “The idea of photo voice is simple. You ask people to go into their community and take photos of it. The photos should be able to speak to the strengths of your community as well as any opportunities for improvement.”
- Say, “Your task is to take five minutes to explore the Club and take two photos of whatever you want. One photo should show what you love about the Club. This could be an object, a room or even a person. You want to think of this photo as highlighting something uniquely great about your Club.”
- Say, “The second photo you should take is something you’d like to see improved. This also could be anything from a photo of a park left with trash in it to a space in the Club that you’d like to make more comfortable for your peers.”
- Give teens 5-10 minutes to explore the Club and take photos. If you have a large group of teens, or not all teens have a mobile device that allows them to take photos, split them into groups and ensure they have at least one device they can take photos with.

### Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What are some examples of problems the Agreements have helped us to resolve?

## Session 3

Ages 13-18  
Identifying and  
Solving problems

# 232

## Main Activity (30 minutes)

### Preparation

During this activity, teens will be discussing potential improvements to the Club. Try to steer the conversation toward opportunities for improvement that teens can influence rather than things that are out of their control.

### Introducing Youth to the Activity

- Welcome teens back.
- Explain to them that they will now have a chance to share their photos and explain why they decided to take the specific photos.
- This discussion will help them to eventually decide which project they'd like to do to at their Club.

### Step-by-Step Directions

1

#### Step 1

- On a whiteboard or poster board, start a list for the strengths of the Club and opportunities for improvement.
- Ask teens to share, one by one, the photos they picked and why.
- As they begin to share, write down the major themes they are expressing.
- Try to draw parallels between each teen's photos to see if any natural themes emerge.

2

#### Step 2

- Encourage others to comment on the photos by using the following prompt:
  - › What did you think of these photos?
  - › Are these strengths true for you as well? Why or why not?
- Are these opportunities for improvements true for you as well? Why or why not?

3

#### Step 3

Once the activity is complete, keep the lists you've generated in a safe place for the next session.

## Session 3

Ages 13-18  
Identifying and  
Solving problems

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### **Youth Reflection** (5 minutes)

Pose the following questions to youth:

- What was that activity like for you?
- Why is an activity like photo voice important?
- Why do you think we focused not only on the opportunities for improvement, but also on the strengths of the Club?
- How can we use the strengths of the Club to advance our project?
- What are you most excited about?
- What are you still nervous about? How can we address those issues?

### **Recognition** (5 minutes)

Ask teens to stand in a circle and give a shout out of recognition to someone else in their group.

### **Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

## **Session 3**

Ages 13-18  
Identifying and  
Solving problems

# 234



# Session 4: Identifying and Solving Problems



**TIME**

55 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Session Objective:** Youth will be able to solve problems and develop healthy decision-making processes.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

## Community Builder (10 minutes)

### What Would X Do?

- Give teens a strip of paper and ask them to write down issues that they know other teens are dealing with right now. Examples could include: Pressure from parents, schoolwork, deciding what they want to do after high school, drama with friends, etc.
- Put the folded strips of paper into a bag.
- Have each teens come up with a different celebrity they admire, or who inspires them.
- Their job is to assume the role of the celebrity they picked. They will each pick a problem out of the bag and respond to the problem the same way they think the celebrity would.
- Have each teen read and respond to a problem.

## Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › How can we continue to honor these Group Agreements with the rest of the Club even after the program ends?

## Main Activity (30 minutes)

### Preparation

- This session uses the list(s) created during the last session of the strengths and opportunities for improvement in the Club to determine the teen's Club project.
- If you were unable to save that list, you can include a brief brainstorming session of possible ideas.

### Supplies Needed:

- Strips of paper
- Bag
- Writing utensils

### Link to Resources:

None

### Social-emotional Skill:

Identifying and solving problems

### Key Terms:

None

## Session 4

Ages 13-18  
Identifying and  
Solving problems

235

**Introducing Youth to the Activity**

- Say, “Last session, we came up with a list of the Club’s unique strengths, and some potential opportunities for improvement.”
- “In today’s session you are going to decide on the topic for your project and decide how you plan to improve the topic. Remember to think about solutions that you are able to influence. You want a project that you’ll be able to effectively execute.”

**Step-by-Step Directions****1****Step 1**

Remind teens of the activity they completed as inventors. Just as in the inventor activity, now they will design an improvement project that keeps the end user in mind and ultimately makes the Club a better place for members and staff.

**2****Step 2**

Have teens use the following guiding questions to determine what their opportunity for improvement is going to be.

- Is this an issue that we can help improve?
- Do we have all of the resources we need to conduct this project? If not, where could we find them?
- Who does this project directly benefit? How can we keep them in mind when facilitating the project?
- How will this project contribute to the Club environment?
- How can we make sure this project has long lasting positive effects?

**3****Step 3**

Once teens have decided on their project, let them know that in the next session they will be creating a project plan to achieve their goal. They can start to think about what role they want to play in the project.

**Youth Reflection (5 minutes)**

Pose the following questions to youth:

- What was that activity like for you?
- What are you most excited about?
- What are you fearful about? How can we address those fears?

**Session 4**

Ages 13-18  
Identifying and  
Solving problems

**236**

**Recognition** (5 minutes)

Have teens stand or sit in a circle and share one thing someone did for them that was nice this week.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**TIME**

55 Minutes

**SIZE**

1-25

**HANDOUTS**

Pages 280-281

# Session 5: Identifying and Solving Problems

**Session Objective:** Youth will be able to solve problems and develop healthy decision-making processes.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

### Community Builder (10 minutes)

#### Twitter-fy Your Problem

- Using the Club issue and project chosen from the last session, have teens each come up with a Twitter-worthy tweet describing what they are choosing to do.
- Teens only have 140 characters to create their tweet. They can use hashtags, emojis and pictures in their tweet.
- If you have a large group, have teens pair up and share their tweet.
- If you have a small group, have teens share their tweets with the rest of the group.
- Explain that the purpose of the activity was for everyone to make sure they understood their project and could communicate it in a concise way.

### Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › “Does everyone commit to our Agreements today?”
  - › “Is there anything we need to add?”

### Main Activity (30 minutes)

#### Preparation

- In this session, teens will be developing a project plan.
- This activity should be mostly teen led. If teens are stumped or having issues creating their project plan, assist them by asking clarifying questions. This will allow them to find a solution on their own, while allowing you to play the role of support person.

## Session 5

Ages 13-18  
Identifying and  
Solving problems

# 238

**Introducing Youth to the Activity**

- Say, “Last session, we chose our project. In this session, you guys are going to come up with a project plan to execute the project.”
- Explain to teens that they will determine all the steps they need to take, determine who is taking on each task, and then create a schedule for accomplishing their goal.

**Step-by-Step Directions****1****Step 1**

- Ask for a teen volunteer to guide the process of the project plan. It will be their job to take notes and keep everyone on track with the process.
- Ask for another teen volunteer to be the note taker to capture all of the genius ideas spoken about during this session.

**2****Step 2**

Handout the project planning basics sheets to each member and ask the volunteer lead to read the questions from the worksheet out loud.

**3****Step 3**

Once they have finished working through the project planning worksheet, they should use the information gathered to work on their project-planning calendar and determine deadlines and roles for the tasks to complete the project.

**Youth Reflection (5 minutes)**

Pose the following questions to youth:

- What was that activity like for you?
- What are you most excited about?
- What are you fearful about? How can we address those fears?

**Recognition (5 minutes)**

Recognize teens for the effort they put into today’s project planning with specific recognition. For example, “Sarah, thank you for keeping us on track with the project by writing down notes.”

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 5**

Ages 13-18  
Identifying and  
Solving problems

**239**



**TIME**

55 Minutes



**SIZE**

1-25



**HANDOUTS**

None

# Session 1: Perseverance and Stress Management

**Session Objective:** Youth will be able to keep going even when something is hard; they will develop a healthy response to stress.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

## Community Builder (10 minutes)

### Mindful Meditation

As the facilitator, you should read the mindfulness script in a slow, quiet, soothing voice. Teens can sit in chairs or lie on the ground. You can also turn off the lights in the room.

### Script

- Begin by bringing your attention to your body.
- You can close your eyes if that's comfortable for you.
- Notice how your body is seated. Feel the weight of your body on the chair and on the floor.
- Take a few deep breaths.
- As you take a deep breath, bring in more oxygen to enliven the body. And as you exhale, have a sense of relaxing more deeply.
- Notice your feet on the floor, notice the sensations of your feet touching the floor. The weight, pressure, vibration and heat.
- Notice your legs against the chair. Notice the pressure, pulsing, heaviness and lightness.
- Notice your back against the chair.
- Bring your attention into your stomach area. If your stomach is tense or tight, let it soften. Take a breath.
- Notice your hands. Are your hands tense or tight? See if you can allow them to soften.
- Notice your arms. Feel any sensation in your arms. Let your shoulders become soft.
- Notice your neck and throat. Let them become soft. Relax.
- Soften your jaw. Let your face and facial muscles go soft.
- Then notice your whole body. Take one more breath.
- Be aware of your whole body as best you can. Take a breath. And then when you're ready, you can open your eyes.

## Session 1

Ages 13-18

Perseverance and  
Stress Management

# 240

**Group Collaborative Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What parts of the Agreements have helped our group?

**Main Activity** (30 minutes)**Preparation**

Make sure teens have all of the materials necessary to work on their projects.

**Introducing Youth to the Activity**

Say, “Today, you will have time to work on the project you picked in the last Session to help improve your Club. Use your project plan and any other materials necessary to help you stay on track.”

**Step-by-Step Directions**

Teens will work on their group project for 30 minutes.

**Youth Reflection** (5 minutes)

Pose the following questions to youth:

- How do you think the project is going so far?
- What can you do to prepare for the next session to make sure the project stays on track?

**Recognition** (5 minutes)

Have teens go around the room and give sincere compliments to someone else who they think did a good job during the session today. This could be anything from keeping the group on task, taking notes or cleaning up after the session.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 1**

Ages 13-18  
Perseverance and  
Stress Management

**241**



**TIME**

55 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Supplies Needed:**

None

**Links to Resources:**

None

**Social-emotional Skill:**

Perseverance and stress management

**Key Terms:**

None

# Session 2: Perseverance and Stress Management

**Session Objective:** Youth will be able to keep going even when something is hard; they will develop a healthy response to stress.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

## Community Builder (10 minutes)

### **Rose, Bud and Thorn**

- Have members sit in a circle and each take turns sharing their Rose, Bud and Thorn with the rest of the group:
  - › What was the highlight of your day? (Rose)
  - › What went wrong during your day? (Thorn)
  - › What are you looking forward to tomorrow? (Bud)

## Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What feelings have we, as a group, done an especially good job of honoring during our program time?

## Main Activity (30 minutes)

### **Preparation**

Make sure teens have all of the materials necessary to work on their projects.

### **Introducing Youth to the Activity**

Say, “Today you will have more time to continue working on your project. Use your project plan and any other materials necessary to help you stay on track.”

### **Step-by-Step Directions**

#### **Step 1**

Teens will work on their group project for 30 minutes.

## Session 2

Ages 13-18

Perseverance and  
Stress Management

# 242

1



**Youth Reflection** (5 minutes)

Pose the following questions to youth:

- How do you think the project is going so far?
- What can you do to prepare for the next session to make sure the project stays on track?

**Recognition** (5 minutes)

Have teens come up with a cheer, then practice it several times.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 2**

Ages 13-18  
Perseverance and  
Stress Management

**243**



**TIME**

60 Minutes



**SIZE**

1-25



**HANDOUTS**

None

# Session 3: Perseverance and Stress Management

**Supplies Needed:**

- Access to a computer/phone with internet
- Speakers
- Paper
- Pen/pencil

**Links to Resources:**

Jar of Life Video: [Youtube.com/watch?v=6\\_N\\_uvq41Pg](https://www.youtube.com/watch?v=6_N_uvq41Pg)

**Social-emotional Skill:**

Perseverance and stress management

**Key Terms:**

None

**Session Objective:** Youth will be able to keep going even when something is hard; they will develop a healthy response to stress.

**Warm Welcome** (2 minutes)

Greet youth by name and engage in meaningful conversation.

**Community Builder** (15 minutes)

**Jar of Life**

- This activity focuses on prioritization and making time for the important things in life.
- Purpose: It can be hard to find time to focus on all of the important things in your life. It is important to learn what you should prioritize in order to create a healthy balance.
- Have the teens watch the following “Jar of Life” video: [Youtube.com/watch?v=6\\_N\\_uvq41Pg](https://www.youtube.com/watch?v=6_N_uvq41Pg).
- Now it’s time for your teens to try. Ask teens to draw their own jar or write down answers to the following questions:
  - › What are your rocks?
  - › What are your pebbles?
  - › What is your sand?
  - › How can you make time for the most important things in your life (rocks)?

**Group Collaborative Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What behaviors have we all used successfully during our time together?

## Session 3

Ages 13-18  
Perseverance and  
Stress Management

# 244

**Main Activity** (30 minutes)**Preparation**

Have all materials at hand (e.g., colored pens, scissors, glue, etc.) and space for members to work.

**Introducing Youth to the Activity**

Say, “Today you will have more time to continue working on your project. Use your project plan and any other materials necessary to help you stay on track.”

**Step-by-Step Directions**

Teens will work on their group project for 30 minutes.

**Youth Reflection** (5 minutes)

Pose the following questions to youth:

- How do you think the project is going so far?
- What can you do to prepare for the next session to make sure the project stays on track?

**Recognition** (5 minutes)

Form a “Gratitude Circle”: Go around the circle, with each teen naming something that happened during today’s session for which they are grateful.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 3**

Ages 13-18  
Perseverance and  
Stress Management

**245**

**TIME**

55 Minutes

**SIZE**

1-25

**HANDOUTS**

Page 285

**Supplies Needed:**

Mood Meter handout

**Links to Resources:**

None

**Social-emotional Skill:**

Perseverance and stress management

**Key Terms:**

None

# Session 4: Perseverance and Stress Management

**Session Objective:** Youth will be able to keep going even when something is hard; they will develop a healthy response to stress.

**Warm Welcome (2 minutes)**

Greet youth by name and engage in meaningful conversation.

**Community Builder (10 minutes)****Mood Meter and Emotion Emoji Check-in**

- Make sure you have the Mood Meter handout.
- The Mood Meter is a great tool to use with teens as a check-in as they enter the Club or at the start of a program. Get creative! Try to incorporate a Mood Meter check-in to your daily routine at the Club.
- Share that it is OK to feel how you are feeling – everyone experiences a range of emotions every single day. It's normal to feel sad, excited, angry, calm, nervous, etc. every day, even multiple times a day.
- Using the Mood Meter handout, ask teens to plot where they are feeling today. Ask teens to take turns sharing their answers to the following four questions:
  - › How are you feeling today? How pleasant? How much energy? Where would you plot yourself on this Mood Meter?
  - › What caused you to feel this way?
  - › What word best describes where you plotted yourself?
  - › Is this how you want to feel? If not, what will you do?
  - › What emoji best describes how you're feeling today?

**Group Collaborative Review (2 minutes)**

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › How can we continue to honor these Group Agreements with the rest of the Club even after the program ends?

## Session 4

Ages 13-18

Perseverance and  
Stress Management**246**

**Main Activity** (30 minutes)**Preparation**

Make sure teens have all of the materials necessary to work on their projects.

**Introducing Youth to the Activity**

Say, "Today you will have more time to continue working on your project. Use your project plan and any other materials necessary to help you stay on track."

**Step-by-Step Directions**

Teens will work on their group project for 30 minutes.

**Youth Reflection** (5 minutes)

Pose the following questions to youth:

- How do you think the project is going so far?
- What can you do to prepare for the next session to make sure the project stays on track?

**Recognition** (5 minutes)

Have teens go around the room and give sincere compliments to someone else they think did a good job during the session today. This could be anything from keeping the group on task, taking notes or cleaning up after the session.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 4**

Ages 13-18  
Perseverance and  
Stress Management

**247**



**TIME**

55 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Supplies Needed:**

None

**Links to Resources:**

None

**Social-emotional Skill:**

Perseverance and stress management

**Key Terms:**

None

# Session 5: Perseverance and Stress Management

**Session Objective:** Youth will be able to keep going even when something is hard; they will develop a healthy response to stress.

## Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

## Community Builder (10 minutes)

### Coping Strategies

- Ask each member to think of a challenging situation they have dealt with.
- They will then write down at least three strategies to help them cope with stress and persevere during difficult times.
- For example, count to 10, breath deeply, listen to music, go on a run, etc.
- They will then share these strategies as a group and discuss ways they can incorporate coping strategies into the Club day.

## Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › Does everyone commit to our Agreements today?
  - › Is there anything we need to add?

## Main Activity (30 minutes)

### Preparation

Make sure teens have all of the materials necessary to work on their projects.

### Introducing Youth to the Activity

Say, “Today will be the last day we have to work on your project. Use your project plan and any other materials necessary to help you stay on track and wrap up your work.”

## Session 5

Ages 13-18

Perseverance and  
Stress Management

# 248

**1****Step-by-Step Directions****Step 1**

Teens will work on their group project for 30 minutes.

**2****Step 2**

By the end of the Session, teens should have completed their project.

**Youth Reflection (5 minutes)**

Pose the following questions to youth:

- How do you feel now that the project is over?
- What was the most challenging thing about completing the project? The most rewarding?

**Recognition (5 minutes)**

Instruct teens to high-five three people in the room they've never high-fived before.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 5**

Ages 13-18  
Perseverance and  
Stress Management

**249**



**TIME**

55 Minutes



**SIZE**

1-25



**HANDOUTS**

None

**Supplies Needed:**

- Pens/pencils
- Paper for note-taking

**Links to Resources:**

None

**Social-emotional Skill:**

Self-efficacy

**Key Terms:**

**Gender norm:** A social role encompassing a range of behaviors and attitudes that are generally considered acceptable, appropriate or desirable for people based on their actual or perceived gender identity. For example, women are perceived to be sensitive and men are often perceived to be strong.

# Session 1: Self-efficacy

**Session Objective:** Youth will develop belief in themselves and their abilities to accomplish tasks.

**Warm Welcome** (2 minutes)

Greet youth by name and engage in meaningful conversation.

**Community Builder** (10 minutes)

**Am I Assertive?**

- If you have a large group of teens, split them into pairs to share and complete this activity.
- Say, “Assertiveness is the ability to express your wishes and beliefs in a positive way. Too little assertiveness can make you a doormat (a colloquial phrase meaning people often ignore your wishes and walk all over you). Too much assertiveness and you might be perceived as bossy or aggressive.”
- Ask teens to think of a time when they felt like a doormat.
  - › What happened?
  - › What did you do?
  - › How did it feel?
  - › What would have been a better way to handle it?
- Now ask teens to think of a time when they were too assertive.
  - › What happened?
  - › What did you do?
  - › How did it feel?
  - › What would have been a better way to handle it?
- If teens are in pairs, ask them to share examples with their partner.
- Ask the larger group how gender roles and norms might play into how assertive they seem to others. For example, women in positions of power are often seen as bossy versus men in positions of power who are often seen as less assertive.
- Where might these stereotypes stem from?
- How can we combat stereotypes like this?

## Session 1

Ages 13-18  
Self-efficacy

# 250



**Group Collaborative Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What parts of the Agreements have helped our group?

**Main Activity** (30 minutes)**Preparation**

Prepare pens/pencils and paper, along with anything else you might need for brainstorming and note-taking.

**Introducing Youth to the Activity**

- Say, “Now that you have completed your project, it is time to share the results with your Club/community. Today you are going to decide the format of the presentation and what should be included.”
- Say, “In the next session, you will have time to work on the presentation itself. For today, just consider how you’d like to present the information and what should be included.”

**Step-by-Step Directions****1****Step 1**

- As a group, ask teens to brainstorm creative ideas for sharing the results of their Club project with the other Club members and their community.
- If they are stumped on possible ideas, offer up some of these suggestions:
  - › Create a video to share
  - › Traditional PowerPoint presentation
  - › Prezi presentation ([prezi.com](http://prezi.com))
  - › Social media posts
  - › Blog posts
  - › A tour

**2****Step 2**

Once they have decided on a format to share their project, ask teens to think about what or who they should include in the presentation. Ask a teen to volunteer to keep track of the ideas.

**Session 1**

Ages 13-18  
Self-efficacy

Use these guiding questions to engage teens in discussion about their project presentation:

- What process did we take to arrive at this project?
- Why is this project important?
- What steps did we take to complete the project?
- What were the results of the project?
- Who do we need to acknowledge and thank?
- What is our contact information?

### **Youth Reflection** (5 minutes)

Pose the following questions to youth:

- Going back to our opening activity, what difficulties do you have with being too assertive or not being assertive enough?
- How do you find the balance when it comes to being assertive?
- How do you account for the circumstances that affect how assertive you can or can't be in a situation?
- How can you be assertive while still respecting those around you?

### **Recognition** (5 minutes)

Engage the teens in the following strongperson clap in acknowledgment of their hard work so far:

- Clap twice
- Ball up two fists in front of your face and pull them both down simultaneously, loudly grunting, "Ugh!"

### **Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

## **Session 1**

Ages 13-18  
Self-efficacy

# Session 2: Self-efficacy



## TIME

55 Minutes



## SIZE

1-25



## HANDOUTS

None

**Session Objective:** Youth will develop belief in themselves and their abilities to accomplish tasks.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

### Community Builder (10 minutes)

#### Learn from the Past

- If you have a large group of teens, divide them into groups of four to complete this activity.
- They will do the first part of this activity silently on their own.
- Ask teens to think about a time they failed or a time when something didn't go as planned. Respond to the following prompt on an index card or sticky note:
  - › What could you have done differently?
  - › What changes can you make now to ensure that won't happen again?
- Ask teens who feel comfortable to share what they wrote with the group.
- Ask teens why they think people often don't discuss failure. Why is it helpful to talk about failure? How can we rethink failure, and turn it into a positive session?

### Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What feelings have we, as a group, done an especially good job of honoring during our program time?

#### Supplies Needed:

- Pens/pencils
- Index cards or sticky notes
- Paper for note-taking
- Technology for presenting (optional)

#### Links to Resources:

None

#### Social-emotional Skill:

Self-efficacy

#### Key Terms:

None

## Session 2

Ages 13-18

Self-efficacy

### **Main Activity** (30 minutes)

#### **Preparation**

In this session, teens will be working on their presentation. Be there for guidance, but allow them to lead the sessions themselves.

#### **Introducing Youth to the Activity**

Let teens know that in this session they will have a chance to work on their presentation using the information from the previous session.

**1**

#### **Step-by-Step Directions**

##### **Step 1**

- Allow teens to work on their presentations.
- Float around the room to see if you can provide any assistance or help.
- If teens are doing an in-person presentation, encourage them to do a practice run of it.

### **Youth Reflection** (5 minutes)

Pose these questions to youth:

- How do you think the Club/community will react to your presentation?
- What are you nervous about with this presentation?
- What can we do to address those nerves?

### **Recognition** (5 minutes)

- Stand in a circle with your teens.
- Ask each teen to recognize the person to their left for their contribution to the overall project or presentation.

### **Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

## **Session 2**

Ages 13-18  
Self-efficacy

# Session 3: Self-efficacy



## TIME

55 Minutes



## SIZE

1-25



## HANDOUTS

None

**Session Objective:** Youth will develop belief in themselves and their abilities to accomplish tasks.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

### Community Builder (10 minutes)

#### Positive Self-Talk

- Have each teen grab a sheet or two of loose-leaf paper.
- Let them know they are going to be journaling on their own for five minutes. Encourage them to keep writing for the entire five minutes.
- Write the following prompts on a whiteboard or poster board:
  - › I like myself because ...
  - › I'm an expert at ...
  - › I feel good about ...
  - › My friends would tell you I have a great ...
  - › My favorite place is ...
  - › I'm loved by ...
  - › People say I am a good ...
  - › I've been told I have pretty ...
  - › I consider myself a good ...
  - › What I enjoy most is ...
  - › The person I admire the most is ...
  - › I have a natural talent for ...
  - › Goals for my future are ...
  - › I know I will reach my goals because I am ...
  - › People compliment me about ...
  - › I feel good when I ...
  - › I've been successful at ...
  - › I laugh when I think about ...
  - › The traits I admire myself for are ...
  - › I feel peaceful when ...

#### Supplies Needed:

- Pens/pencils
- Loose-leaf paper

#### Links to Resources:

None

#### Social-emotional Skill:

Self-efficacy

#### Key Terms:

None

## Session 3

Ages 13-18  
Self-efficacy

# 255

- Once teens have had five minutes to journal, debrief the activity with the following questions:
  - › What was that activity like?
  - › What was easy about it? What was difficult about it?
  - › How often do you think about some of these topics? If you don't think about them, why not?
  - › What did it feel like to write positive things about yourself?
  - › How can you incorporate something like this into a routine?

### **Group Collaborative Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What behaviors have we all used successfully during our time together?

### **Main Activity** (30 minutes)

#### **Introducing Youth to the Activity**

Say, "Today you will be presenting your projects so that you can showcase all of the hard work you've done, good luck!"

#### **Step-by-Step Directions**

Before the presentation, run through this checklist with teens:

- We have all the materials we need
- We have tested any technology we are using
- We have tested the sound we are using
- We have scripts or notes
- Everyone knows their role

### **Youth Reflection** (5 minutes)

Pose the following questions to youth:

- What was it like to share your hard work?
- Was it what you were expecting? Why or why not?
- What are you most proud of?

## **Session 3**

Ages 13-18  
Self-efficacy

**Recognition** (5 minutes)

- Stand in a circle with your teens.
- Ask each teen to recognize the person to their right for their contribution to the overall project or presentation.

**Closing and Transition** (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 3**

Ages 13-18  
Self-efficacy

**257**



**TIME**

55 Minutes



**SIZE**

1-25



**HANDOUTS**

Page 282

# Session 4: Self-efficacy

**Session Objective:** Youth will develop belief in themselves and their abilities to accomplish tasks.

### Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

### Community Builder (10 minutes)

#### Your Best Self

- If you have a large group of teens, you may want to split them up into small groups to complete this activity. You can do this by having them count off.
- Ask teens to use the Your Best Self handout and respond to the prompt on the sheet.
- Give teens about 5-10 minutes to fill out the paper.
- Debrief the activity using the following questions:
  - › What was that activity like?
  - › What were the differences between how you see yourself and how you think others see you?
  - › Why do you think these differences exist?
  - › What can you do to reduce or eliminate these differences?

### Group Collaborative Review (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › What are some examples of problems the Agreements have helped us to resolve?

### Main Activity (30 minutes)

#### Preparation

Gather the group in a space with comfortable seating.

## Session 4

Ages 13-18  
Self-efficacy

# 258



**Introducing Youth to the Activity**

Say, "After completing the project and presenting it, we are going to take some time to talk about the process and how we think it went."

**Step-by-Step Directions**

Start a group discussion about the project using the following questions:

- What made you take on this project? What areas of the Club did you think needed improvement?
- How did the project planning phase go? Were there any unexpected challenges or victories?
- Who were your key people, or the people your group needed to get the job done?
- What do you think other members thought of your project? What impact did it have on your fellow Club members?
- How has your team grown or changed during this process?
- What was the impact of your project on your entire Club? Were you successful in addressing the areas of Club climate that you had intended to improve?
- If you were to repeat your project, what might you do differently?
- How can you keep your project alive and continue to improve the Club?

**Youth Reflection (5 minutes)**

Pose the following questions to youth:

- How did this project meet your expectations?
- How do you feel after completing it?

**Recognition (5 minutes)**

Stand in a circle with teens and have them share something they learned about each other during this whole process.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 4**

Ages 13-18  
Self-efficacy

**TIME**

55 Minutes

**SIZE**

1-25

**HANDOUTS**

Pages 283-284

**Supplies Needed:**

- Goal Setting handout
- Certificates of Participation
- Pens/pencils
- Ball of yarn
- Goal Setting handout

**Links to Resources:**

None

**Social-emotional Skill:**

Self-efficacy

**Key Terms:**

None

# Session 5: Self-efficacy

**Session Objective:** Youth will develop belief in themselves and their abilities to accomplish tasks.

**Warm Welcome** (2 minutes)

Greet youth by name and engage in meaningful conversation.

**Community Builder** (10 minutes)**Goal Setting**

- Explain to teens that setting goals is an important strategy in creating the life you want.
- People who set goals are more likely to achieve and reach them.
- Have teens think about what long-term goals they want to achieve when it comes to academics, social life and family life.
- Have teens use the Goal Setting handout provided to guide their goal setting.
- If any teens feel comfortable sharing, ask them to share what they wrote with the group.

**Group Collaborative Review** (2 minutes)

- Reference the Group Agreements in your program area to remind youth of their commitment to one another.
- Use the following prompt to review the Agreements with your group:
  - › How can we continue to honor these Group Agreements with the rest of the Club even after the program ends?

**Main Activity** (30 minutes)**Preparation**

The purpose of this session is to give teens time to celebrate their hard work on the project. Ask teens beforehand if there is a special way they'd like to be recognized, such as a pizza party or dance party.

**Introducing Youth to the Activity**

Thank teens for their hard work on the project and let them know it is time to celebrate!

## Session 5

Ages 13-18  
Self-efficacy

# 260

**1****Step-by-Step Directions****Step 1**

Pass out signed certificates for completion of the project.

**2****Step 2**

Enjoy your celebration!

**Youth Reflection (5 minutes)**

- Have youth stand in a circle. Hand a ball of yarn to one participant.
- The person with the ball of yarn should hold on to the end of the string and toss the ball to someone else in the group who is not standing directly next to them.
- They will then share something they are taking away from this process. This will continue until everyone has a piece of the web.
- Once a web is formed, inform teens that the web symbolizes the shared connection this group has developed, the hard work they've put into the project and the friendships and bonds formed during this process.
- With each teen still holding on to their part of the string, use a pair of scissors to cut all of the connecting strings, symbolizing that the community service project is coming to an end but they will all still keep the sessions learned and the relationships formed. You can make bracelets out of the strings left as a keepsake for this process.

**Recognition (5 minutes)**

Allow teens to shout out their peers for their hard work. Ask each teen to share one thing they are grateful to have learned over the last few sessions.

**Closing and Transition (2 minutes)**

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide youth with clear instructions for the transition to their next program area or activity.

**Session 5**

Ages 13-18  
Self-efficacy

**261**

You wake up early one morning to the sound of the ice cream truck outside your window.

Ice cream is your favorite food, so you jump out of bed and run outside.

When you get outside, you can't see the ice cream truck anywhere.

You look around everywhere, behind trees, over the bushes to your neighbor's yard, and can't see it anywhere.

Out of nowhere, you see a sheep driving a jeep.

The jeep stops right in front of you and the sheep says, "Let's go find that ice cream truck!"

You jump in the jeep and you and the sheep speed down the road.

You hear the chimes from the ice cream truck ahead – you're getting closer!

Uh oh ...the jeep won't go! You are stuck in a big mud puddle!

You leap from the jeep to help the sheep push.

You push and push with all your strength until ...

Oh no! Where did the jeep go?!

You pushed the jeep so hard that it sprang out of the mud puddle and started racing down the hill.

You run after it, but it is too late ... the jeep has crashed into a tree.

"Uh oh," said the sheep.

You sit down and tell the sheep that it will be OK. Someone can help fix the jeep.

Suddenly, a friendly looking fox with a toolbox comes over and says, "Can I help?"

You all work together to get the jeep fixed!

"Now that the jeep is all fixed, would you like to get some ice cream?" asks the fox.

Yes! Finally!

You, the fox and the sheep jump in the jeep and the fox leads the way.

After one final hill you've made it! You see the ice cream truck parked right next to your house.

You taste the cool, sweet taste of your favorite ice cream.

As you turn to thank your new friends, the fox, sheep and jeep are gone!

You hear your grandma calling you ...

And you wake up!

**Emotion Words**

<b>EXCITED</b>	<b>FULL</b>
<b>SAD</b>	<b>HUNGRY</b>
<b>AFRAID</b>	<b>ENERGIZED</b>
<b>DISGUSTED</b>	<b>CALM</b>
<b>BORED</b>	<b>RELAXED</b>
<b>HAPPY</b>	<b>SURPRISED</b>
<b>PROUD</b>	<b>DRAINED</b>
<b>FRUSTRATED</b>	<b>SECURE</b>
<b>STRESSED</b>	<b>ALONE</b>
<b>TIRED</b>	<b>THRILLED</b>

**Script for facilitators:**

- Place both of your hands on your belly. Close your eyes, or look down so you are not distracted by what is around you. Begin to concentrate on your breath.
- Breathe in and out normally. Breathe in, breathe out.
- Rest your hands on your stomach, close to your belly button. Notice your hands moving each time you breathe in and out.
- Without speaking, think about what it is that you can feel.
- Breathe in and out.
- What is moving your hands? Is it the air filling your lungs?
- Keep breathing in and out, in and out.
- Try not to change anything about the way you are breathing. Even though you are paying close attention to it. Just keep breathing the way you always do.
- Notice which parts of your lungs fill with air when you breathe naturally.
- Does the air go right down to the bottom of your lungs? Right down behind your belly button? Or does your breath stay mostly in the top part of your chest.

**Pause**

- On the next breath in, breathe right down deep into your belly. Right down behind your belly button, underneath your hands.
- Your hands are still resting on your belly. Feel your breath moving your hands up (pause) and down (pause).

## Interview Questions

If you could have an endless supply of any food, what would you get?

If you were an animal, what would you be and why?

What is one goal you'd like to accomplish during your lifetime?

When you were little, who was your favorite super hero and why?

Who is your hero? (e.g., a parent, a celebrity, an influential person in one's life)

What's your favorite thing to do in the summer?

If they made a movie of your life, what would it be about and which actor would you want to play you?

If you were an ice cream flavor, which one would you be and why?

What's your favorite cartoon character, and why?

If you could visit any place in the world, where would you choose to go and why?

What's the ideal dream job for you?

Are you a morning or night person?

What are your favorite hobbies?

What are your pet peeves or interesting things about you that you dislike?

What's the weirdest thing you've ever eaten?

Name one of your favorite things about someone in your family.

Tell us about a unique or quirky habit of yours.

If you had to describe yourself using three words, they would be ...

What is your favorite thing about school?

If you could be anybody else, who would you be?

**Survival Scenario**

You and your companions have just survived the crash of a small plane. Both the pilot and co-pilot were killed in the crash. It is mid-January, and you are in Northern Canada. The daily temperature is 25 below zero, and the nighttime temperature is 40 below zero. There is snow on the ground, and the countryside is wooded with several creeks crisscrossing the area. The nearest town is 60 miles away. You are all dressed in city clothes appropriate for a business meeting. Your group of survivors managed to salvage the following items:

- A ball of steel wool
- A small ax
- A mirror
- Can of Crisco shortening
- Newspapers (one per person)
- A lighter (without fluid)
- Extra shirts and pants for each survivor
- 20 x 20-foot piece of heavy-duty canvas
- A plastic map of the area
- 5-gallon container of water
- A compass
- Family-size chocolate bars (one per person)

Your task as a group is to list the above 12 items in order of importance for your survival. List the uses for each. You **MUST** come to agreement as a group.

- First, participants rank the items individually.
- Discuss rankings as a group and come to a group consensus.
- Score answers against the expert opinion (below).



## Survival Scenario: Rankings

**Lighter (without fluid):** The gravest danger facing the group is exposure to cold. The greatest need is for a source of warmth and the second greatest need is for signaling devices. This makes building a fire the first order of business. Without matches, something is needed to produce sparks, and even without fluid, a lighter can do that.

**Ball of steel wool:** To make a fire the survivors need a means of catching the sparks made by the lighter. This is the best substance for catching a spark and supporting a flame, even if the steel wool is a little wet.

**Extra shirts and pants for each survivor:** Besides adding warmth to the body, clothes can also be used for shelter, signaling, bedding, bandages, string (when unraveled) and fuel for the fire.

**A mirror:** A mirror can be used as a signaling device. The mirror can reflect sunlight and generate five to seven million times the power of a candle. This is bright enough to be seen beyond the horizon. While this could be limited somewhat by the trees, a member of the group could climb a tree and use the mirrored lid to signal search planes. If they had no other means of signaling than this, they would have better than an 80 percent chance of being rescued within the first day.

**Can of Crisco shortening:** This has many uses. It can be rubbed on exposed skin for protection against the cold. When melted into oil, the shortening is helpful as fuel. When soaked into a piece of cloth, melted shortening will act like a candle. The empty can is useful in melting snow for drinking water. It is much safer to drink warmed water than to eat snow, since warm water will help retain body heat. Water is important because dehydration will affect decision-making. The can is also useful as a cup.

**20 x 20-foot piece of canvas:** The cold makes shelter necessary, and canvas would protect against wind and snow (canvas is used in making tents). Spread on a frame made of trees, it could be used as a tent or a windscreen. It might also be used as a ground cover to keep the survivors dry. Its shape, when contrasted with the surrounding terrain, makes it a signaling device.

**Small ax:** Survivors need a constant supply of wood in order to maintain the fire. The ax could be used to chop wood for fire, as well as for clearing a sheltered campsite, cutting tree branches for ground insulation, and constructing a frame for the canvas tent.

**Family size chocolate bars (one per person):** Chocolate will provide some energy. Since it contains mostly carbohydrates, it supplies energy without making digestive demands on the body.

**Newspapers (one per person):** These are useful in starting a fire. They can also be used as insulation under clothing when rolled up and placed around a person's arms and legs. A newspaper can also be used as a verbal signaling device when rolled up in a megaphone-shape. It could also provide reading material for recreation.

**Compass:** Because a compass might encourage someone to try to walk to the nearest town, it is a dangerous item. Its only redeeming feature is that it could be used as a reflector of sunlight (due to its glass top).

**A plastic map of the area:** This is also among the least desirable of the items because it will encourage individuals to try to walk to the nearest town. Its only useful feature is as a ground cover to keep someone dry.

**A 5-gallon container of water:** This item is not desirable as there is snow everywhere that can be melted down into water. It can only be useful as a container to carry other items.

**GENDER**

**Identity Signs**

**AGE**

**RACE/  
ETHNICITY**

Identity Signs

# SEXUAL ORIENTATION

# RELIGION

**Identity Signs**

**EDUCATION**

# FAMILY



Handout Title

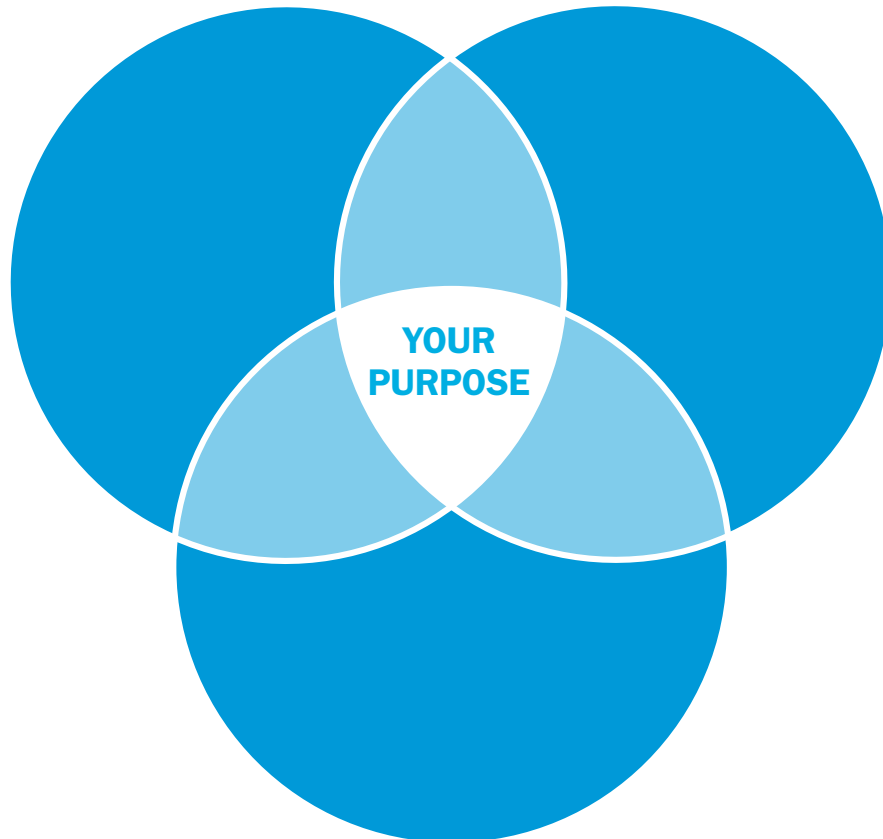
# **SOCIO- ECONOMIC STATUS**

**A NEED IN THE WORLD/TARGET/USER**

What is begging to be addressed? What keeps you up at night or makes you angry that not more is being done about it?

**YOUR SKILLS/GIFTING**

What do people compliment you on that comes naturally to you? Think beyond the resume.



**WHAT YOU LOVE TO DO**

How would you spend your time if you had no other responsibilities?

**Know Your Strengths**

**Are you a creator?**

Question	Yes	No
Do you like to use your imagination?		
Do you like to make up new ideas?		
Are you good at creative projects, like art, writing, music, photography etc.?		
Are you a self-starter?		
Do you like to try new things?		
Do you like to take ideas and make up songs, artwork or stories about them?		
Do you make decisions based on gut feelings?		
Do you make pictures or words in your mind when others talk?		
Do you enjoy working with others to brainstorm ideas?		

**Are you a doer?**

Question	Yes	No
Do you prefer to be physically active instead of working at a desk?		
When an idea is introduced, do you immediately start to make plans in your head?		
Do you enjoy taking things apart and reassembling them?		
Do you like to work with other people as part of a team?		
Do you like to try new things?		
Do you understand things better when you see pictures and drawings instead of reading about them?		
Do you like playing sports?		
Do you enjoy working with plants or animals?		
If someone explains how to operate something, do you learn quickly?		

**Are you a helper?**

Question	Yes	No
Do you like to work with people?		
Do you like to volunteer?		
Do you like making new friends?		
Do you like to teach others how to do things?		
Do your friends/peers often come to you for help?		
Do you like being a member of clubs and working in club activities?		
Do you like playing sports?		
Would you rather do good than make a lot of money?		
Are you good at explaining things to other people?		

**Are you an influencer?**

Question	Yes	No
Do you like to discuss your reasons for things with others?		
Do you like to sell things?		
Do people often come to you for advice?		
Do you really enjoy connecting with people on social media?		
Do you enjoy working with people?		
Have you ever been elected to be the leader of a group or activity?		
Do you like playing sports?		
Would you like to own your own business or run a company one day?		
Do you like to stay up to date with the latest trends?		
Is it easy for you to make friends?		

**Know Your Strengths**

**Are you an investigator?**

Question	Yes	No
Do you enjoy working on puzzles?		
Is science one of your favorite subjects?		
Are you often curious about how things work?		
Do you work on a problem until you find the right answer?		
Do you try to find better or easier ways to do things?		
When someone tells you something is impossible, do you want to try to find a way to do it?		
Do you like mysteries?		
Do you like to find out about new things?		
Do you like working with numbers?		
Do you like to work alone?		

**Are you an organizer?**

Question	Yes	No
Do you enjoy keeping your schoolwork organized and putting things away neatly?		
Do you prefer working with numbers and facts instead of people?		
Do you follow instructions well and with enthusiasm?		
Do you enjoy helping others get organized?		
Are math and English your best subjects?		
Do you often organize fun activities for your friends?		
Do you solve problems in an orderly way?		
When you listen, do you remember all of the details?		
Do you like working with numbers?		
Do you like following schedules and routines?		

**To make sure you are thinking of all of the different aspects of your project and what needs to be addressed, answer the following questions:**

**WHO?**

- Who is involved?
- Who will be responsible for the various tasks?
- Who will be impacted?
- Who will participate?
- Who has the ability to influence or approve your plan?
- Who will you rely on as advocates?

Brainstorm as many who's as possible related to your project.

**WHEN?**

- When will the event, project or outcome happen?
- How much time do you need to plan, setup and/or raise awareness?

**WHY?**

- Why is this worth doing?
- Why does this project connect to your passions?

**WHAT?**

- What exactly will be happening?
- What needs to be done?
- What materials and objects do you need?

**WHERE?**

- Where will you plan?
- What space is needed for the actual project or event?

**HOW?**

- What major challenges or obstacles can you identify that your team can work to address?



How do you see yourself?

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How do you think others see you?

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How do you want to be seen?

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---

What do you think your reputation is?

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What would your peers say about your reputation?

---

---

What do you want your reputation to be?

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# *Certificate of Recognition*

AWARDED TO

For being committed to improving the Boys & Girls Clubs

Awarded this \_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_

\_\_\_\_\_  
*Presenter Name and Title*

What do I want to achieve in school?

What do I need to do to achieve this?

Who do I need to involve to achieve this?

How will I know I'm successful?

What do I want my social life to be like?

What do I need to do to achieve this?

Who do I need to involve to achieve this?

How will I know I'm successful?

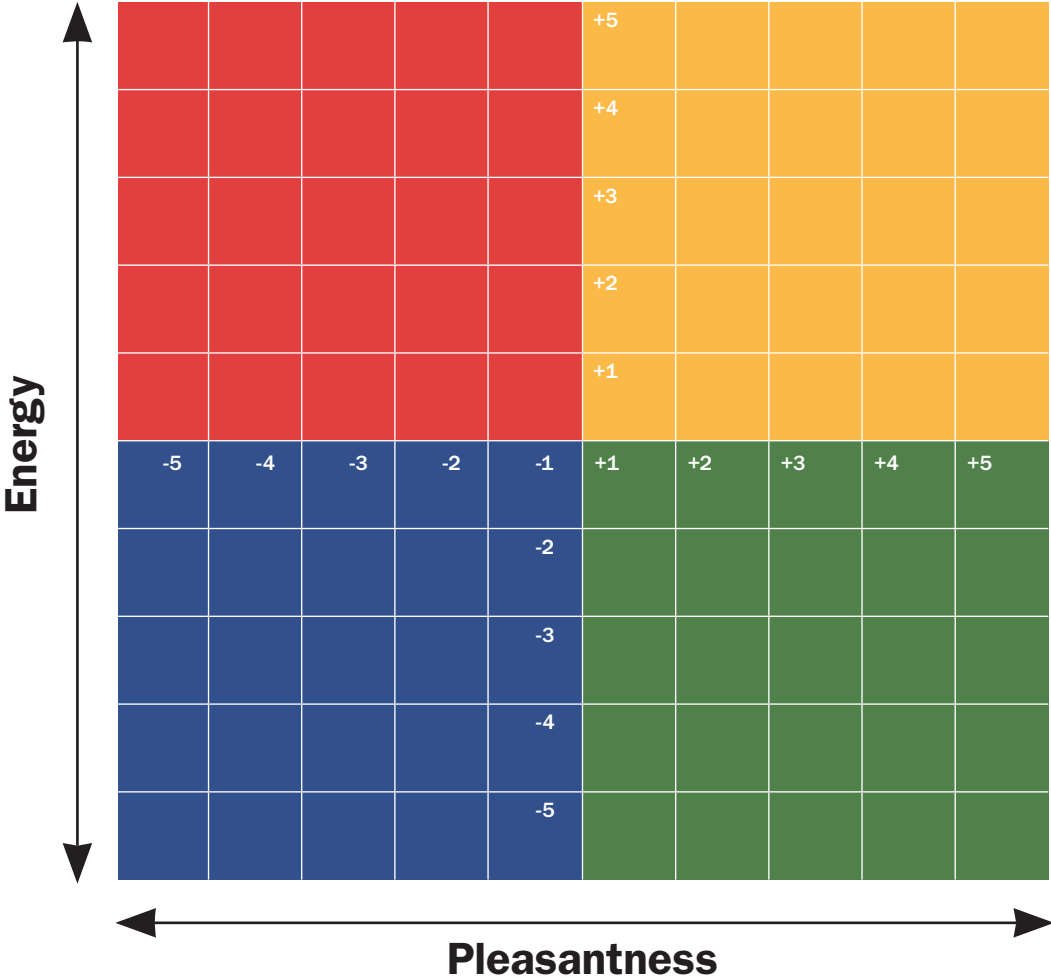
How can I improve my family life?

What do I need to do to achieve this?

Who do I need to involve to achieve this?

How will I know I'm successful?

Mood Meter



- **The blue area** is for both low pleasantness and low energy feelings such as sadness, loneliness or depression.
- **The green area** is for feelings that are still low energy, but higher in pleasantness such as calmness, security and feeling carefree.
- **The yellow area** is for feelings that are high in pleasantness, but now also high energy such as happiness, excitement or inspiration.
- **The red area** is for feelings that are low in pleasantness, but still high energy such as anger, anxiousness or feeling worried.

**Sentence Starters**

My Name is: \_\_\_\_\_

One idea I've gotten from you is ...

I really like your personality because ...

I know I can count on you when ...

I really appreciate when you ...

Some adjectives that describe you are ...

I am impressed by the way you ...

I look forward to seeing you because ...

## Research Basis

This 2018 edition of Triple Play's Social Recreation is grounded in the work of positive youth development and social-emotional development. The Social Recreation program employs proven best practices from both disciplines to meet the needs of youth in an age-appropriate and engaging manner. The social-emotional skills developed in the program provide young people a solid foundation for living a healthy life. For example, relationship building and teamwork skills contribute to success in team-based physical activities, while impulse control and stress management support healthy eating patterns.

Socially and emotionally competent youth become thriving adults. Research on programs that promote competence in social and emotional skills show that participants make impressive achievements in virtually every area of life. Young people who benefit from these programs have shown improvement in outcomes in the three priority areas Boys & Girls Clubs aspire to impact for young people. Such results demonstrate that programming that incorporates social-emotional development can be a key lever in moving the needle on Club youths' outcomes in Academic Success, Good Character and Citizenship, and Healthy Lifestyles.

However, young people have increasingly limited opportunities to develop such necessary social-emotional skills as building healthy relationships or solving problems. In a study of nearly 150,000 middle and high school students, only 20-45 percent reported having social competencies such as empathy and decision-making (Benson, 2006; Brackett & Rivers, 2014). Many youth do not have access to intentionally designed, safe and positive environments where they are encouraged to practice and develop these skills.

Social Recreation helps Club staff create safe and inclusive environments where young people can practice critical social-emotional skills through interactive, thought-provoking activities and youth-led projects. This program provides developmentally appropriate activities for Club members of all ages. As structured sessions that build upon each other encourage young people to keep coming back, Social Recreation also turns the gamesroom into a place for developing meaningful connections between youth and staff.

By participating in Social Recreation, members will develop the following skills that lead to resilience:

- **Connection:** Positive connection to self and others
- **Confidence:** Belief in oneself to make decisions
- **Competence:** Ability to face adverse situations in a constructive way
- **Coping:** Ability to overcome internal and external challenges

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# Sports and Recreation

Programs in this Core Program Area promote physical health by providing low-risk settings for members to explore moving their bodies and eating healthy foods. These playful experiences build movement and food skills. Members develop positive attitudes toward physical activity and healthy eating to support a lifetime of healthy decisions. Targeted Programs and High-Yield Activities in the Sports and Recreation Core Program Area are linked to the Healthy Lifestyles priority outcome area.



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**SPORTS AND  
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