

TUESDAY CLUB SESSION OUTLINES

SESSION ONE – GETTING TO KNOW ONE ANOTHER and BONDING THE GROUP

Children and parents are invited to attend together for the first fifteen minutes for introductions and discussion of rules and expectations for group behaviour. Also details relating to drop off, pick ups and notifications of absences are outlined. Whilst members are arriving children make their own name tags to wear.

RULES/EXPECTATIONS

- 1) Be friendly to each other and careful of the building/equipment.
- 2) One person speaking at a time, others listening
- 3) All gather together outside agency front door before crossing road together if going outside to play.
- 4) No "put downs" – ROK is a "bully free zone"
- 5) Have fun!!!!
- 6) Contributions from the group to group rules.....

Once rules established and discussed parents leave and those wishing to do so attend the parent session in an adjacent building. (**See below for details of PARENT SESSIONS)

NAME GAME

A toy mascot is selected and children and leaders use it to play the name game. The toy is thrown around the group who are seated in a circle with the thrower announcing the name of the person to whom they intend to throw it. The person who catches it says "thank you" and names the person who threw it to them before continuing. In this manner names are learned. After playing this for a suitable period participants are asked to cover their name tags and volunteers are called for to name group members.

AFTERNOON TEA

Afternoon tea is served around the table in the adjacent tea room. Children are encouraged to pass food plates around, taking one piece at time. In addition sharing is encouraged with participants invited to report something good/interesting that has happened to them in the past few weeks. This custom is maintained each week. Leaders ensure that everyone who is interested has a turn and share things themselves.

FIND OUT WHO???

This activity consists of working as a group to complete an exercise which asks 8 questions about a range of topics. The aim is to swap sheets with participants who provide the same answer as you and have them sign your sheet. (Examples include who has the same colour shoes; numbers of brothers and sisters; follows the same footy team.)

OUTSIDE/INSIDE PLAY

Depending of the weather it is suggested that the group might like to go outside and play keepings off the leaders. This encourages the children to work as a team and call out each other's names. Often they will suggest other games and these will be played as well with primary importance placed on the inclusion of all group members and finding ways to take all children's requests into consideration.

If the weather is unsuitable then board games are provided including twister and a cooperative memory game.

Knowledge into Action! Effective Practice for Child & Family Services

2 to 4 August 2004 Sydney Convention & Exhibition Centre

Session #22 "From Feeling Smart to Tuesday Club"

SESSION TWO – SELF-ESTEEM EXERCISE AND FURTHER BONDING

HANGMAN

As the group is arriving the leaders suggest a game of hangman to focus the group and once again place importance on turn taking, inclusion and positive feedback regarding the children's participation. This establishes a custom of playing hangman at the beginning of each session.

NAME GAME

The group is asked if they would like to refresh their memories regarding names by the playing of this game briefly, or other suggestions are taken about how else this could be done.

HOOP GAME

This game requires one to two hoops to be passed around the group who are holding hands in a circle without the circle being broken. Once proficiency is established with one hoop, another can be introduced and the exercise timed.

The hoop game encourages cooperation and relies on team work to achieve the goal of the exercise. It also serves to increase bonding amongst members.

AFTERNOON TEA

As with session one

STRENGTH CARD POSTER- SELF ESTEEM EXERCISE

The group is reminded that today they will complete a poster relating to the "**Strength Card**" they selected at the initial meeting regarding the group at the agency. The group is provided with poster paper, pens and other material to complete the task. The cards they have selected are provided for inspiration and leaders support and encourage them in this task. If there is time and if they are willing, individuals share their work with the whole group and in this way their strength is celebrated. It is suggested at the conclusion of the activity that the poster can be taken home to remind them of their strengths and skills.

INSIDE OUTSIDE GAMES

As with session one, games are played inside or outside depending on the weather and time constraints.

SESSION THREE- IDENTIFYING FEELINGS

HANGMAN

As above hangman is played whilst the group arrives and played until everyone has a turn.

BEAR CARD CHARADES

"**The Bears**" are used to play a game where children select an unseen card from the pack and are asked to act out the feeling. The group calls out different feelings until the "correct" one is identified. (Children are allowed to select another card if they have difficulty acting out what they see.) This activity can be done a number of times becoming more complex by the leader asking children when they last felt like "**The Bear**" they had selected and what the circumstances were surrounding that situation.

AFTERNOON TEA

As above including sharing time.

Knowledge into Action! Effective Practice for Child & Family Services

2 to 4 August 2004 Sydney Convention & Exhibition Centre

Session #22 "From Feeling Smart to Tuesday Club"

OUTSIDE/INSIDE GAMES DEPENDING ON THE WEATHER

As above, however children are increasingly asked to take the lead with suggestions for games and required to explain to the group the rules of the game selected.

SESSION FOUR- FURTHER IDENTIFICATION OF FEELINGS - SELF AND OTHERS

SCHEDULE OF SESSION AS ABOVE

CORE ACTIVITY

The aim of this activity is to identify feelings in oneself and others and recognize that children may feel differently about the same event because they have different thoughts about it.

This activity is taken from Vernon (1989 pp101-102).

Children are asked to make four plates with happy/sad/angry and worried faces on them. A lucky dip box is passed around and particular scenarios are read out and participants asked to hold up a plate according to how they feel about it.

Examples include:

- 1) Your neighbour is going away and asks you to look after their dog.
- 2) Your teacher is keeping you in for recess/snack to finish some work
- 3) You win a trip for your family to Movieworld.
- 4) You are going shopping with your family after school
- 5) You have been sick and cannot do sport at school today.
- 6) Collingwood wins the Grand Final.
- 7) Your friend is moving.
- 8) A bully threatens you.
- 9) Your mother gets a new job
- 10) You passed a test you thought you would fail.
- 11) You have to clean your room before you can play with your friend.

Discussion occurs during this activity, after every scenario so as to highlight the learning of the participants about their own feelings, the thoughts behind these, and those of other members of the group.

SESSION FIVE- ANGRY FEELINGS AND INTRODUCTION OF THE SELF-MANAGEMENT TECHNIQUE

SCHEDULE OF SESSION AS ABOVE

CORE ACTIVITY

After/before outside games, "angry **Bears**" are shown to the group and they are asked to discuss the feelings represented; what they do when they are angry, and when they last felt like this. A brainstorming activity is then undertaken in which children's suggestions about what works for them in terms of managing anger are written on the whiteboard for the group to discuss.

The concept of **STOP, THINK, DO** is then introduced as a means of dealing with situations in which anger may interfere with a positive outcome. Badges of red, yellow and green circles on a black background are made to reinforce the learning of the **STOP, THINK, DO** strategy. (Petersen and Gannoni (1992) p.45)

Knowledge into Action! Effective Practice for Child & Family Services

2 to 4 August 2004 Sydney Convention & Exhibition Centre

Session #22 "From Feeling Smart to Tuesday Club"

SESSION SIX – USING STOP THINK DO IN THE PLAYGROUND - A VIDEO PRESENTATION

SCHEDULE OF SESSION AS ABOVE

After/before some outside games are played, the video "**STOP and THINK Friendship**" is presented. (Petersen and LeMessurier (2000)). Over afternoon tea the video is discussed and children are asked to comment on it, specifically what they liked/disliked and what might be useful for them to employ in their own situations.

SESSION SEVEN – COOL WAYS TO SOLVE PROBLEMS AND SOME ANTI-TEASING TRICKS

Cool, Weak and Aggro ways of dealing with problems are discussed as per last session's video. An activity relating to this is undertaken. This activity is taken from the **STOP and THINK Friendship workbook**. (Petersen and LeMessurier (2000))

Anti-teasing tricks are read out and discussed (pp36 and 37 **STOP and THINK Friendship Workbook**, (Petersen and LeMessurier (2000)). In particular, the children are asked whether any of the anti-teasing tricks would be useful for them to implement. If not why not, and what might work better?

During this discussion children are encouraged to give examples of how they have managed difficult playground situations successfully, and these can be noted on the whiteboard. Children are also encouraged to assist each other with ideas and suggestions for the future.

Children are then taken through a guided activity after which they are asked to draw an imaginary shield that would protect them from any teasing. (Petersen and LeMessurier (2000) p.37) Upon completion, their individual shields and their special features are discussed and shared with the group.

This is the second last week so some discussion is undertaken about how the group feels about finishing up and there is a review about what we have done including favourite activities and not-so-favourite activities. Children are asked to select some cards from the "**Mates Traits**" deck (St.Luke's Innovative Resources) which best represent what happened in Tuesday Club.

The group is reminded about the party the following week.

SESSION EIGHT – CELEBRATING WHAT WE HAVE LEARNED AND SAYING GOOD-BYE

Party-time!!!!

We celebrate what we have learned and what we have found useful.

Initially the children get together without parents, they each chose an activity they enjoyed that we can do again at this session. Also the group has one last sharing time and they are encouraged to say something about their group experience to the group.

Parents come to join the group for the last half to partake of party food and witness the giving out of the certificates.

Knowledge into Action! Effective Practice for Child & Family Services

2 to 4 August 2004 Sydney Convention & Exhibition Centre

Session #22 "From Feeling Smart to Tuesday Club"

Activity; Children are asked to leave room and change something about their appearance. When they come back in their parents are asked to identify what has changed. It is observed that children may have changed in other ways too and it is important to note and point out these changes as they are observed.

Certificates from the **STOP and THINK Friendship Workbook** are handed out to participants. At the presentation of each certificate each group member is complimented on their unique contribution to the group. This feedback includes comments from all three group leaders.

PARALLEL PARENTING SESSIONS

Four sessions are held for parents of Tuesday Club participants. Sessions are held in an adjacent building at the same time as Tuesday Club i.e 4.30 – 6.00 p.m.

Sessions cover the following areas:

- 1) Why we parent the way we do; influences, expectations and strengths**
- 2) Strategies for problem solving including STOP, THINK, DO**
- 3) Video presentation; STOP and THINK Friendship Neighborhood**
- 4) Supporting your child's self-esteem and promoting change**

These sessions are lead by an experienced parent educator from Anglicare Parentzone Bayswater Victoria.

REFERENCES/RESOURCES (**Also included in main list)

PETERSEN, L. & GANNONI (1992) *Manual for Social Skills Training in Young People with Parent and Teacher Programmes*, Research Press, Illinois ***

PETERSEN, L. & LeMESSURIER, M. (2000) *STOP and THINK FRIENDSHIP Video Package and Workbook* ***

St. LUKE'S INNOVATIVE RESOURCES, Bendigo, Victoria; Strength Cards
The Bears, Mates Traits

VERNON, A. (1989) *Thinking, Feeling, Behaving. An Emotional Education Curriculum for Children Grades 1-6*. ACER Melbourne ***

Knowledge into Action! Effective Practice for Child & Family Services

2 to 4 August 2004 Sydney Convention & Exhibition Centre

Session #22 "From Feeling Smart to Tuesday Club"

REFERENCES - From Feeling Smart to Tuesday Club – Anne Vranisan

- BERG, I.K. and DOLAN, Y. (2001) *Tales of Solutions – A collection of Hope – Inspiring Stories* W.W. Norton and Co. New York.
- BUNSTON, W. PAVLIDIS, T. & LEYDEN, P. (2003) Putting the GRO into groupwork. *Australian Social Work* 56 (1) 40-49
- DEAL, R. and VEEKEN, J. (1996) *Strength Cards for Kids* St. Luke's Bendigo Victoria
- DURRANT, M. (1994) *Creative Strategies for School Problems*. Eastwood Family Therapy Centre, Australia
- ECCLES, J. (1999) The Development of Children Ages 6-14 *The Future of Children WHEN SCHOOL IS OUT* 9 (2) Fall 1999
- GELDARD, K. & GELDARD, D. (1997) *Counselling Children A Practical Introduction* Sage Publications
- GULLONE, E. (2002) *Reach Out for Kids (ROK) Youth Program: A three month follow-up evaluation*. Monash University. Unpublished
- HEAP, K (1985) *The Practice of Social Work with Groups* George Allen & Unwin, London
- NAPIER, R. & GERSHENFELD, M. (1981) *Groups Theory and Experience* Houghton Mifflin
- PETERSEN, L & GANNONI (1992) *Manual for Social Skills Training in Young People with Parent and Teacher Programmes*, Research Press. Illinois
- PETERSEN, L. & LeMESSURIER, M. (2000) *STOP and THINK FRIENDSHIP Video Package and Workbook* South Australia
- SELEKMAN, M. (1997) *Solution – Focused Therapy with Children* The Guildford Press New York
- VERNON, A. (1989) *Thinking, Feeling, Behaviour. An Emotional Education Curriculum for Children Grades 1-6*. ACER Melbourne
- WHITE, M. & EPSTON, D. (1989) *Literate Means to Therapeutic Ends* Dulwich Centre Publications Adelaide
- YALOM, I.D. (1985) *The Theory and Practice of Group Psychotherapy* Basic Book Inc New York