

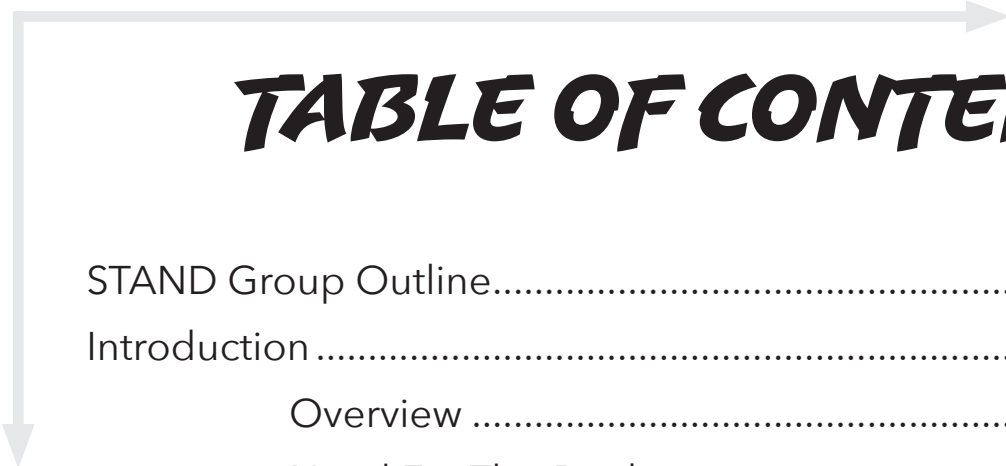


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STAND GROUP OUTLINE

Session I: Introduction

- > Review confidentiality and group rules
- > Activity to define "strength"

Session II: Starting Blocks

- > Warm up and stretch 3-5 minutes
- > Timed 50-yard dash
- > Activity to identify personal strengths and weaknesses

Session III: What Did You Say?

- > Students will perform 5-10 minutes of calisthenics
- > Lesson and activity to learn about verbal and non-verbal communication

Session IV: Talking to Myself

- > Warm up and stretch 3-5 minutes
- > Timed 50-yard dash
- > Students will share some of their positive and negative self-talk
- > Practice changing negative self-talk to positive

Session V: Let's Work it Out

- > Students will engage in 5-10 minutes of calisthenics
- > Introduction to conflict resolution reviewing the SODAS method for problem solving

Session VI: Give and Take

- > Warm up and stretch 3-5 minutes
- > Timed 50-yard dash
- > Activity to practice compromise

STAND GROUP OUTLINE

Session VII: Team Player

- > Students will engage in 5-10 minutes of calisthenics
- > Guest Speaker (A male role model to discuss challenges of being responsible and a leader. Possibly a Coach, Principal, or an older student who is an example to others.)

Session VIII: We're All in This 2Gether:

- > Timed 50-yard dash
- > Team building activity

Session IX: Wrap it Up:

- > Review progress with personal timed sprints
- > Review personal strengths discovered or developed
- > Closing activity

Appendix A: Personal Strengths Checklist

Appendix B: Student Time Log

Appendix C: Parent Notes

Appendix D: Scenario Cards for Session 3

Appendix E: Scenario Cards for Session 6

SESSION 3: WHAT DID YOU SAY?

MATERIALS

- > Stopwatch
- > Pencil for each student
- > Scenario cards, Appendix D

OVERVIEW

- > The students will examine verbal and non-verbal communication and how it can affect one's intended message.

OBJECTIVES

- > Practice positive communication skills.
- > Check-in on daily exercise.
- > Check-in on practice of personal strengths.

SESSION 3: WHAT DID YOU SAY?

PROCEDURES

1. Students will warm up by performing various calisthenics (one minute each of: stretching, jumping jacks, running in place and then attempt 5-10 push ups)
2. Ask for feedback on daily exercise and offer encouragement to start or continue.
3. Ask for feedback on practicing personal strengths and offer encouragement.
4. Define and give examples of verbal communication skills ("I message," use of feeling words, etc.) and non-verbal communication skills (tone of voice, volume, eye contact, body stance, etc.)
5. The facilitator will role play messages where verbal and non-verbal communication contradict, and messages where verbal and non-verbal communication match. For example, a student can say "yes, ma'am," but with a sarcastic tone of voice or as he rolls his eyes, and the message is perceived as being disrespectful. A student may say he's "very sorry," but smile as he says it. Conversely, a student may be able to explain his side of a situation when he makes eye contact and speaks in a normal volume to an adult or maintains eye contact with a neutral face and listens quietly while being redirected.
6. Share a scenario card with each student and let them read over their card.
7. Students will role play the scenario on their card one at a time.
8. The "audience" will provide feedback on the "actor's" verbal and non-verbal language.

SESSION 3: WHAT DID YOU SAY?

DISCUSSION QUESTIONS

1. Could you see/hear the difference between the verbal and non-verbal communication?
2. Which example/role play do you think (student's name) would have a negative consequence for? Why?
3. In which example do you think (student's name) message would be received as he intended? Why?
4. Do you think you need to practice the verbal or non-verbal communication skills more? Which ones specifically?

FOLLOW-UP

1. Encourage the students to practice positive communication skills.
2. Encourage daily exercise.
3. Distribute the Parent Notes.



SCENARIO CARDS

Your teacher confronts you in front of the class for talking in the hall but you were not talking, it was the person next to you. You respond with, "Yes, ma'am."

Your friend comes to school with a new hair style that you don't really like. Everyone else is complimenting him on it and he looks at you. You tell him, "Nice hair."

Your mom tells you to turn off the video game and you have almost beaten the level you are on. You ask if you can finish this level first.

A teacher asks you to pick up some trash on the cafeteria floor that isn't yours. You say, "Ok" and pick it up.

The bus driver tells you to move to the seat behind him. You like where you are sitting but get up to move seats anyway. You are angry that you've been singled out and embarrassed.

In the past, you have taken things that weren't yours so when \$5.00 is missing from a classmate's backpack, you are sent to talk to the principal. You are angry that you are being accused but try to explain that you did not take the money.