



CLASSROOM AND SMALL GROUP ACTIVITIES

FOR TEACHERS,
COUNSELORS, AND
OTHER HELPING
PROFESSIONALS

VOL. II

**Pre-K–12 &
Beyond**

Other Awareness

Self-Control

Group Cooperation

Tommie R. Radd, PhD

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1075 Arcaro Ct.

Gahanna, OH 43230

800/377/1514 FAX:614/775-9077

gwg@allsucceed.com

www.allsucceed.com

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Radd, T. R. (2014). ***Teaching and Counseling for Today's World Pre-K–12 & Beyond Second Edition*** Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-58-2

Radd, T. R. (2014). ***Teaching and Counseling for Today's World Pre-K–12 & Beyond Second Edition, e-book***. Columbus, Ohio: Grow With Guidance. ISBN: 978-1-878317-61-2

Radd, T. R. (2007). ***The Grow With Guidance® System Manual Third Edition***. Omaha, Nebraska: Grow With Guidance. ISBN: 978-1-878317-53-7 (1-878317-53-9)

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- Contents -

PREFACE	ix
INTRODUCTION	1
OTHER AWARENESS	5-162
SECTION DEFINITIONS	6
Manners in Action	7
Information Sharing	8
Other Perspectives	9
Permission to Search	10
Friendship Factors	11
Needs in Lyrics	12
Seeing the Positive in Others	13
Suggestions or Demands?	14
Handling Frustrations	15
Positive Expectations	16
A Buddy to Help Others	17
Positive Introductions	18
Which Side Is Best?	19
Sending Messages	20
Effective Listening	21
Relating to Others	22
Relating To Others Activity Sheet	23
Responsibility for Others' Experiences	24
What Do You Wish?	25
Election Experience	26
Helping Experiences	27
Learning About Sharing	28
Learning About Sharing Activity Sheet	29
Positive Feedback	30
Leadership	31
People Information	32
People Information Activity Sheet	33
Mystery Friend	34
Student Sing-a-long	35
The Helpful Way to Say It Game	36
Acknowledging Others	37
Interdependence	38
Understanding Need Blocks	39
Super Sportsmanship	40
Understanding Interpretation Differences	41



- Contents -

OTHER AWARENESS (CONTINUED)	
The Rights of Others	42
The Rights of Others Activity Sheet	43
Buddy Business	44
What Are My Rights?	45
Responsibilities	46
Feeling Situations	47
Handling Different Opinions	48
Emotional Maturity	49
Problem Box Support	50
Security With Others	51
Spread the Joy	52
Developing Positive Human Relations	53
Applying the Definition of Average	54
Identify the Mystery Person	55
Expressions About Others	56
The Impact of Smiling	57
Understanding Your Needs	58
The Impact of the Bill of Rights	59
Prejudice or Fact?	60
Prejudice or Fact? Activity Sheet	61
Bullying Role-Play	62
Giving and Receiving Respect	63
Promoting Understanding	64
Group Interests	65
I'm a Computer	66
Describing Others	67
Who Are You? Game	68
Behavior Surprise	69
Magic Gift	70
A Positive Focus	71
The Power of Humor	72
Group Information Search	73
Group Uniqueness	74
Using Our Imaginations	75
Special Identity Experience	76
Gather All the Facts	77
Individual Differences	78



- Contents -

OTHER AWARENESS (CONTINUED)

The Joy of Sharing	79
Complement Experience	80
Growth Rate Differences	81
Magic Wand	82
The Impact of Our Needs	83
Alike or Different?	84
Your Point of View?	85
Your Original Print	86
Your Original Print Activity Sheet	87
Interview Experience	88
Interview Experience Activity Sheet	89
All Viewpoints	90
Basic Similarities	91
Animal Instruction	92
Your Talents and Abilities	93
Ways We Differ	94
Who Is It? Game	95
Identification Game	96
Phrases That Describe	97
Decision Puzzle	98
Decision Puzzle Clues	99
What Is Happiness?	100
What Is Happiness? Activity Sheet	101
Student for the Day	102
Traits of Being Friendly	103
Handling Winning Desires	104
Anger and Behavior	105
Charades	106
Charades Activity Sheet	107
Posture Expression	108
Impact of Environment	109
Talking Differences	110
Talking Differences Activity Sheet	111
Attitude Factors	112
Differences of Opinion	113
What's the Feeling?	114
Gesture Demonstrations	115



- Contents -

OTHER AWARENESS (CONTINUED)	
Sharing Fun	116
Enjoyment of Sharing	117
Story Feelings Faces	118
Feelings Role-Play	119
Cartoon Creation	120
Colors and Feelings	121
Empathy for Others	122
Helping Others	123
Honesty Experience	124
Handling Anger	125
Teacher Communication	126
Expressing Fears	127
Handling Classroom Anger	128
Building Bridges	129
Define Hurtful Behavior	130
Sharing Experiences	131
Different Reactions	132
Different Reactions Activity Sheet	133
Owner Location Game	134
Posture Communication	135
A Radiant Glow	136
The Impact of Aggression	137
Ways Teachers Help	138
Concerns Survey	139
The Impact of Feelings	140
Including Others	141
Need for Safety	142
Need for Safety Activity Sheet	143
Communicating Gestures	144
Communicating Gestures Activity Sheet	145
Exploring Gestures	146
Role-Play a Hurtful Action	147
Helpful and Hurtful Actions	148
Feeling Situations	149
Hurtful Actions in Fairy Tales	150
Guess the Feeling	151
Feeling Word Communication	152
Expanding Feeling Vocabulary	153



- Contents -

OTHER AWARENESS (CONTINUED)

Being New	154
Being New Activity Sheet	155
Hurtful Behaviors	156
Guess Their Answers	157
Assertion and Aggression Projects	158
Problem Experiences	159
Feeling Comparisons Game	160
Feeling Comparisons Game Activity Sheet	161

SELF-CONTROL 163-236

SECTION DEFINITIONS 164

What Would You Do?	165
Seeing My Future	166
Seeing My Future Activity Sheet	167
Developing Self-Discipline	168
Personal Reflection	169
Giving Compliments	170
Becoming Secure	171
Ways Others See You	172
Ways Others See You Activity Sheet	173
Becoming What You Wish	174
Influence of Experiences	175
Feelings and Self-Control	176
Feelings and Self-Control Activity Sheet	177
Characteristics for Student Success	178
Characteristics for Student Success Activity Sheet	179
Attitude Survey	180
Attitude Survey Activity Sheet	181
Working At Home	182
Becoming a Leader	183
Needs Awareness	184
Needs Awareness Activity Sheet	185
Meeting Your Needs	186
Meeting Your Needs Activity Sheet	187
Meeting Basic Needs Through Leisure	188
Meeting Basic Needs Through Leisure Activity Sheet	189
Assessing Your Interests	190
Assessing Your Interests Activity Sheet	191



- Contents -

SELF-CONTROL (CONTINUED)	
Hurtful Behaviors	192
When to Ask for Help	193
Dreams of the Future	194
Communicating Progress	195
Describe Yourself	196
Special Job Role-Play	197
Handling Restlessness	198
Mirror Person	199
Assessing Change	200
Assessing Change Activity Sheet	201
Evaluating Your Work	202
Home Responsibilities	203
What's Your Guess?	204
Control Your Emotions	205
Ways Others Influence Behavior	206
The Impact of Rules	207
Handling Anxieties	208
Ways to Verbalize Anger	209
Controlling Your Activity	210
Thinking Chair	211
Handling Peer Pressure	212
Handling Peer Pressure Role-Play	213
Behavior Problems and Solutions	214
Choices and Consequences	215
Create a Story	216
No Conflict Allowed	217
What Would Happen?	218
Feelings in New Situations	219
If That Doesn't Work . . .	220
Owning Your Behavior	221
Telling or Tattling?	222
Appropriate Behavior	223
Talk It Over	224
Challenge Bank	225
Group Pattern Experience	226
Handle Your Anger	227



- Contents -

SELF-CONTROL (CONTINUED)	
Anger Discussions	228
Anger Discussions Activity Sheet	229
Sentence Completion	230
Sentence Completion Activity Sheet	231
Televised Solutions	232
The Impact of Needs on Actions	233
Create Learning Stories	234
Assertive Behavior	235
Controlling Aggression	236
GROUP COOPERATION	237-290
SECTION DEFINITIONS	238
Conformity Experience	239
Your Family Map	240
Where Are You?	241
Group Work Experience	242
How Do You Work?	243
Creating New Countries	244
Get The Whole Picture	245
Everyone Benefits	246
Things Done Well	247
Sharing Traditions	248
Becoming Independent	249
Every-Day Routines	250
Positive Home Environment	251
Learning From Animals	252
Jealousy Awareness	253
Improving Relationships	254
Considering Family Members	255
Strength in Numbers	256
Group Identity	257
Mosaic Experience	258
An Effective Follower	259
Sharing a List	260
Creating Family Harmony	261
Follow My Lead	262
Follow My Lead Activity Sheet	263
Cooperation Experiences	264



- Contents -

GROUP COOPERATION (CONTINUED)

Career Cooperation	265
Classroom Improvement	266
Improving Communication	267
Improving Cooperation	268
Using Our Senses	269
Who Said It?	270
Going on the Air	271
Group Clean-Up Day	272
Sharing Mirror	273
Balance Experiences	274
Effective Leadership	275
Group Problem Solving	276
Learning Cooperation	277
Sweet Rewards	278
Password Game	279
Rope-Jumping Experience	280
Responsibility in Groups	281
Family Challenges	282
Sharing Collage	283
Create a Mural	284
Responsibilities and Rules	285
Student Government	286
Group Participation Experience	287
My House and Family	288
Assertive Group Effects	289

FEELING WORDS LISTS AND CARDS 291-306

Feeling Words Lists	293-295
Feeling Words Cards	296-305
Creative Corners	306-307



- Other Awareness -

Notes:

OTHER PERSPECTIVES

Purpose: Help students learn the uniqueness and differences of people.

Tell the students:

It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Divide the group into three smaller groups, naming one “elves,” another “giants,” and the last “norms.” Tell the elves to imagine that they are no bigger than their thumbs and ask the giants to imagine that they are tall enough to reach a cloud. The norms remain just as they are.

Give copies of three cards to each group. One card would read, “Describe a big garden of flowers.” Another would read, “Describe a cow.” And the third card would read, “Describe a tree.”

After allowing time for discussion, call on a spokesman for each group to describe the first card, then proceed to cards 2 and 3.

The accuracy of each group’s perspective is not as important as the effort put into “seeing” the object in terms of its size. (Have students switch groups to give all the opportunity to be in each group.)

Discuss viewpoints and perspectives. Expand with more empathic-evoking challenges (i.e., describe most likeable, most quiet, etc.).

Materials:

Three sets
of three
directions
cards



Notes:

- Other Awareness -

NEEDS IN LYRICS

Purpose: Help students to learn and acknowledge the needs of others and to behave accordingly.

Tell the students:

It is important that we are aware of the needs of others. This activity helps us learn more about their needs. Please listen, follow directions, and participate.

The lyrics of current songs often concentrate on people, their needs, and how their needs are satisfied. Ask the group to suggest songs of this type and to bring in songs to hear. Ask the students to listen to and discuss these songs by asking the following questions:

1. What behavior is being expressed in the song?
2. What needs are expressed in the lyrics?
3. How do the lyrics suggest meeting the needs?
4. How does the individual's behavior affect others?
5. How does the individual's behavior affect him or herself?
6. What may have motivated the composer to write the song?

Provide copies of song lyrics for each student as the song is played.

Materials:

Songs and lyrics



- Other Awareness -

Notes:

WHAT DO YOU WISH?

Purpose: Help students to learn the uniqueness and differences of people.

Tell the students:

It is important that we are aware of the uniqueness and differences of others so that we may feel happier and get along better. This activity helps us learn more about others. Please listen, follow directions, and participate.

Have the students write and illustrate their own "I wish I were . . ." stories without signing their names.

After the stories have been written, redistribute them and have them read aloud. (If this could be embarrassing for some students because of reading or writing difficulties, read them yourself or make sure they are read by students who will not emphasize the mistakes.)

After each story is read, have the group discuss:

1. Reasons a student might wish to be what is suggested in the story.
2. What the student might do to realize the wish.
3. How realistic the expressed perception, wishes, and intentions have been illustrated.

Ask students to determine ways of applying the activity ideas to other situations.

Materials:

Drawing paper
Drawing supplies
Stapler



Notes:

- Self-Control -

DESCRIBE YOURSELF

Purpose: Help students learn the importance of knowing their abilities, interests, attitudes, and character qualities.

Tell the students:

It is important for us to discover our abilities, interest, attitudes, and character qualities. This activity gives us practice. Please listen, follow directions, and participate.

Discuss with the class group (or individually) the importance of knowing our own abilities, interests, attitudes, and character qualities.

Direct the class to make a list of traits that “you think best describe you”.

Then do the following:

1. List those things that can be changed.
2. List those things that cannot be changed.
3. Using the list of things that can be changed, list strong qualities and those that need strengthening separately.
4. Draw a plan of action that will help you become what you desire to be.

Materials:

None



- Self-Control -

Notes:

SPECIAL JOB ROLE-PLAY

Purpose: Help students learn strategies for demonstrating appropriate work behavior.

Tell the students:

It is important for us to learn to demonstrate appropriate work behavior that helps us. This activity gives us practice. Please listen, follow directions, and participate.

Have a class discussion on the importance and dignity of work. Let each student role-play something he or she does at home to help. Ask students to explain the reason doing it is important to him or her and to the family.

Begin by saying:

Each of us has a responsibility or a special job, either at home or at school. Our jobs need to help us feel useful. Think of a special job you have. Act it out and we'll see if we can guess what it is.

Ask students or student groups to respond to the different role plays. Determine the impact self-control plays in each situation.

Optional: You may let each student role-play something he or she does at school and at other settings to help.

Materials:

None



Notes:

- Group Cooperation -

CREATE A MURAL

Purpose: Help students learn to be responsible and dependable when completing group projects.

Tell the students:

It is important to learn to be dependable and responsible when completing group projects. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

Select a story that is appropriate for your group.

Ask the students in the group to design and paint a mural of the story.

Divide into small groups and ask each group to be responsible for a part of the story. Each section is to be attached when finished to make a large mural.

After the groups are finished with their portion of the mural, have a special time to assemble the mural.

Ask students to discuss the behaviors in their group that helped the project.

Materials:

4 large pieces of
paper
Paint
Art supplies



- Group Cooperation -

Notes:

RESPONSIBILITIES AND RULES

Purpose: Help students learn strategies for working effectively in groups when completing group projects.

Tell the students:

It is important to learn ways to work effectively in groups when completing group projects. Everyone in a group counts on each other. This activity will give us practice. Please listen, follow directions, and participate.

Discuss with your group the advantage of belonging to a group. Discuss the roles that responsibilities and rules play to make the group a success. Ask students to list rules they think are important to have in their group.

Examples include the following:

1. Members listen when someone speaks.
2. Everyone is willing to do his or her share.
3. Group success results when the members know how to work with others.

Discuss the responsibilities and rules generated from the students.

Ask the students to form small groups and demonstrate what would happen if these rules were and were not followed.

Discuss the feelings of the students after the role-play is complete.

Ask students to determine ways of using the ideas in other situations.

Materials:

None



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