





























































PHASE 1: Getting to know you (Minimum 1 hour)







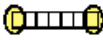
Aims	Learning Outcomes	Activities	Resources
<p>To enable participants to meet other group members & facilitators and start to get to know each other.</p> <p>To support participants with recognising the aims of the group and to establish group rules.</p> <p>To enable participants to begin to identify their strengths and recognise strengths in others.</p>	<ul style="list-style-type: none"> • Participants will identify the names of all group members and facilitators. • Participants will demonstrate some understanding of the aims of the group. • Participants will identify the group rules. • Participants will identify what they are good at/their strengths. • Participants will identify what others are good at by engaging in active listening – facilitators can judge what is appropriate for activities. • Participants will engage in the group setting and take turns. • Participants start to learn relaxation and mindfulness skills. 	<ul style="list-style-type: none"> • Facilitators welcome everyone to the group and give a little explanation of what the group is going to be about, using language and visuals appropriate to the needs of the participants. • Participants introduce themselves. • Ice breaker games. • Facilitators lead a discussion amongst the participants and make a poster regarding the rules of the group. • Participants show a picture of them doing their favourite thing and share this with the group. • Participants talk about their strengths and skills. • Practise taking turns and learn more about each other e.g. play music and pass the object – when music stops, participant tells group something about them/their family/their house etc. • Introduce simple relaxation activity e.g. teaching a simple breathing exercise. Participants practise this over the coming days/week until next session. • End of session feedback from participants. 	<ul style="list-style-type: none"> • Visual timetable template • Activity visuals • Ice breaker games • Group check-in / feelings dial • Friends’ rules (example) • Getting to know you (2 options) • These are my strengths • These are some things I like to do • Expressions all about me • All about me • 5 things I love about myself • 5 things I like about myself • Strengths cards (from original GUAB pack) • Good listening skills • Relaxation script(s) • Mindfulness cards (scripts) • Folders <p>Information from parents/carers needed in advance of the group so that facilitators can provide support:</p> <ul style="list-style-type: none"> • Photo of pupil doing their favourite thing. • Siblings, interests, hobbies, skills/strengths










EVALUATION OF PHASE 1: Getting to know you		FACILITATOR:	DATES:
Some prompts for Facilitators to reflect on:			
<div><div>1. What activities did you deliver?</div><div>2. Was the content delivered as it was designed or did you have to differentiate any of it?</div><div>3. What activities worked well / not so well?</div><div>4. Do you think the young people understood these activities? How did you know?</div><div>5. What could make this activity/session better?</div><div>6. Are there additional notes needed to accompany this activity?</div><div>7. Was there enough of a range of activities for each developmental stage to meet the needs in your group?</div><div>8. Were there enough practical/fun activities vs discussion and relaxation?</div></div>			


PHASE 1:
Getting to
know you













RESOURCE SHEET _

				
Who	lives	in	your	house?
				
Who	is	your	favourite	singer?
				
Do	you	have	a	pet?
				
What	would	you	do	if
				
no	one	was	looking?	
				
What	is	your	favourite	food?
				
Which	do	you	like	most
				
crisps	or	chocolate?		
				
What	is	your	favourite	film
				
or	book?			
				
What	is	your	favourite	lesson
				
at	school?			


What

do

you

do

on

a

weekend?


What

is

the

funniest

thing

that

has

happened

to


you?


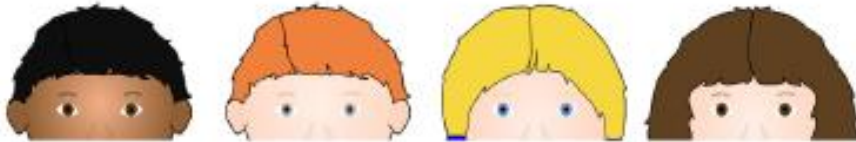


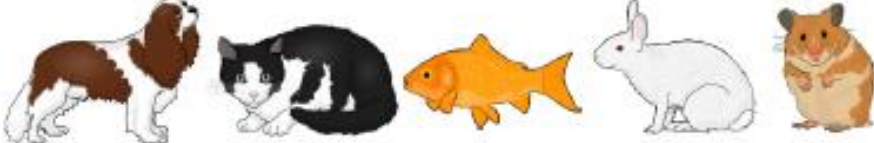




If

you

could

be

anyone

else

for

the

day

who

would

you

be?

RESOURCE SHEET _

ESL Questions Picture Prompt Slips

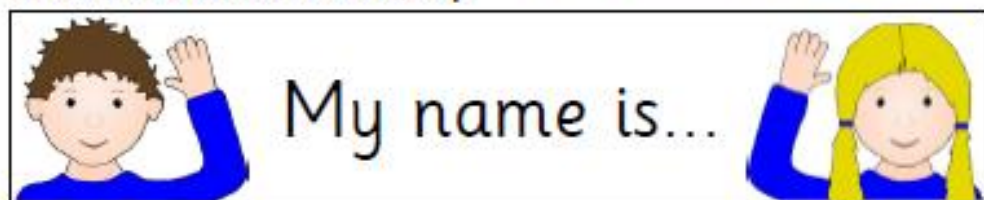
Use these slips to prompt children to answer questions or make a statements about themselves related to the items on the slip.

	Questions / Statements
	<p>What colour are your eyes?</p> <p><i>My eyes are...</i></p>
	<p>What colour is your hair?</p> <p><i>My hair is...</i></p>
	<p>What is your favourite colour?</p> <p><i>I like...</i></p>
	<p>How old are you?</p> <p><i>I am...</i></p>
	<p>What is your favourite pet?</p> <p><i>I like...</i></p>
	<p>What is your favourite animal?</p> <p><i>I like...</i></p>
	<p>What is your favourite fruit?</p> <p><i>I like...</i></p>
	<p>What is your favourite food?</p> <p><i>I like...</i></p>

ESL Questions Picture Prompt Slips

Use these slips to prompt children to answer questions or make a statements about themselves related to the items on the slip.

Questions /
Statements



What is your
name

*My name is...
I am...*



How are you
(feeling)?

I am (feeling)...



Where do you
live?

I live in...



Do you have
any brothers or
sisters?

I have...

Friends' Rules

Listening with ears

and eyes



Use inside Voice

Keep hands to yourself








Take turns

Don't hurt others



Social Skill Group Check-in

		Feeling Words	Looks like/Feels like	Your Name
5	Enraged, Meltdown	Kicking, Breaking things, Hitting, Throwing Things, Yelling, Spitting		
4	Stressed, upset, Frustrated	Louder voice, red face, faster breathing, tense muscles, headache		
3	Neutral, So-So. Fine, Okay	Slightly tense muscles, a bit tired, maybe a bit hungry, a few worried thoughts, but a few happy thoughts.		
2	Happy, Content, Calm	Small smile sometimes, feel relaxed, not hungry or not tired. Feel ready to learn, talk or play.		
1	Excited- VERY HAPPY	Body engine running fast, body has a lot of energy, brain is thinking fast. Excited to do really fun things!		

Kari Dun Buron and Mitzi Curtis, The Incredible 5 Point Scale. (2003).

Autism Asperger Publishing Company. www.5pointscale.com

RESOURCE SHEET _

These are my strengths



brave



kind



helpful



sporty



hard working



listen well



musical



friendly



funny



try hard



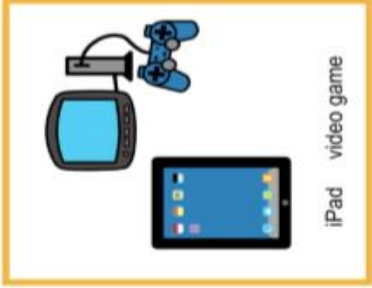
like making things



adventurous



family



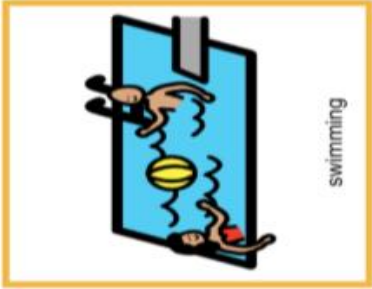
iPad video game



treats



friends



swimming



toys and games



football sports



books stories



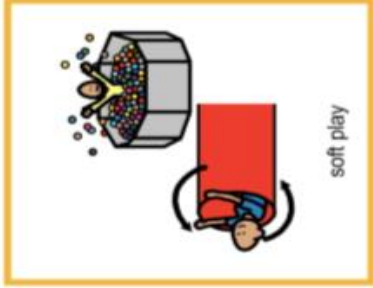
TV movies



music songs



gift present



soft play



animals pets








awards



compliment

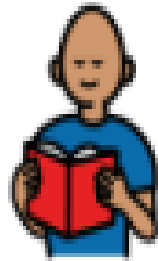
RESOURCE SHEET _

<p>These are</p> 	<p>some things</p> 	<p>I</p> 	<p>like</p> 	<p>to do...</p> 
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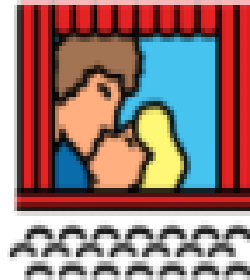
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read



movies



sports



dance



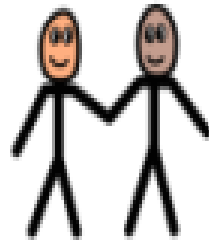
music



video games



hanging out



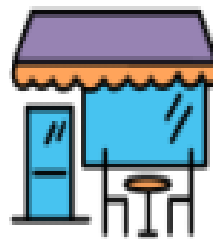
shopping



swimming



restaurant



Expressions All About Me

I worry about _____

I dream about _____

I am proud of _____

I am interested in _____

I am afraid of _____

I don't believe in _____

I am good at _____

I am poor at _____

I have to _____

I feel like _____

I regularly _____

I never _____

I can't stand _____

I have difficulty _____

I have a habit of _____

I no longer _____

_____ makes me laugh

_____ makes me sad

_____ makes me angry

All About Me!

My Name: _____



My favorite places to go:



My Age: _____

My favorite color:



My favorite foods:



My favorite book:



My favorite things to do:



5 Things I Love About Myself

Directions:
You are an Awesome Person!
In the circles below, write 5
things you just love
about yourself!

https://www.teacherspayteachers.com

Name & Date:

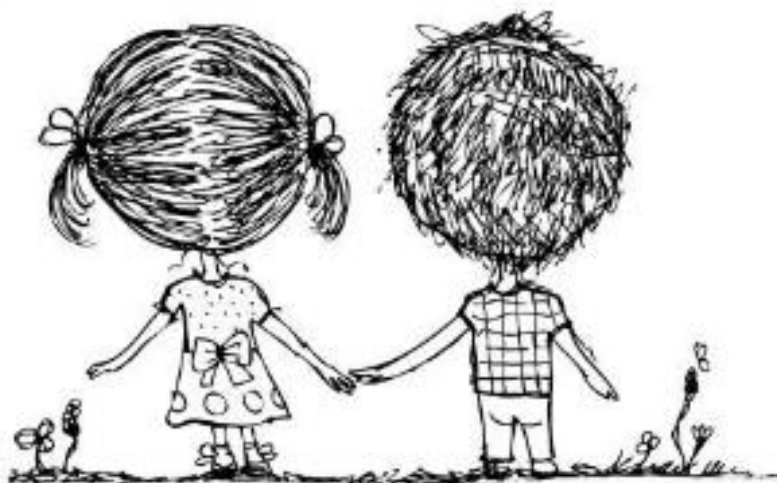
5 Things I Love About Myself

Directions:
You are an Awesome Person!
In the circles below write 5
things you just love
about yourself!

Name: _____ Date: _____

5 THINGS THAT I LIKE ABOUT MYSELF...

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____



ALL ABOUT

I am  years old!

I live in 

 This is me!

 My Family!

I want to be a  when I grow up!



My Friends Are



Favorite Color



Favorite Book



Favorite Food



RESOURCE SHEET _

These are the things I LIKE about me ... (list)

These are things I DO WELL ... (list)

There are things others tell me I am good at ... (list)

No one is perfect ... but EVERYONE is good at something.

Marge Heegaard. When something terrible happens: Children can learn to cope with grief.

RESOURCE SHEET _

Good Listening Notes

To work well as a group, it is important that we develop good listening skills to ensure that everyone feels heard and respected.

When you are listening to someone, you can show them that you are listening by:

1. Looking at the person who is speaking and keep looking at their eyes.
2. Pay attention to what the person is saying.
3. Listen to the words the person is saying and try to picture what the person is saying in your head.
4. Don't interrupt. Instead, wait until the person is finished speaking before asking any questions.
5. Asking questions shows the person that you are trying to understand what they are saying to you.
6. Repeat back to make sure you have understood correctly what the person is telling you.
7. You can say something to the speaker about what they have told you (giving feedback).

Games to practice good listening skills

1. Thought whispers: One person in the group thinks of a thought or statement and whispers it to the person next to them who then whispers it to the next person and so on.
2. Identify the sounds: Pupils listen to a variety of sounds and they need to identify what they are. The following could be used:
 - a. Bell ringing
 - b. Dog barking
 - c. Cat meowing
 - d. Car engine revving
 - e. Guitar playing
3. Listen to patterns of claps and repeat backs: facilitator claps out a short rhythm appropriate to the needs of the pupils (start with 1 or 2 claps with pauses/at different speeds and build up) and the group clap it back to them.