



Ages and Stages:

Child Development &
Age-Appropriate Activities

Central Texas Afterschool Network



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Concepts in Development

Development Is an Ongoing, Dynamic Process

Development begins with conception and does not end until death. Development involves continuous change.

Development Is Directional

Most developmental processes evolve in predictable, defined directions. Development typically proceeds from simple to complex. This is repeated in all domains. The rudimentary and uncoordinated motor movements of a newborn infant become increasingly complicated and efficient as the child grows.

Complicated patterns of gross motor, fine motor, and eye-hand coordination and skill are precursors to such simple actions as maneuvering through space without injury, as well as to more complex activities such as playing basketball.

Development May Involve Stages

At certain predictable times in the developmental process, new and different abilities that have no obvious precursors from earlier developmental periods emerge. These developmental plateaus are often referred to as stages. Stages may represent a qualitative change in development. Stages represent the emergence of more complex behavior patterns. A six-year-old with well-developed language and good social skills is less likely to respond to frustration by having a tantrum. The new skills are more effective in removing the source of frustration and negotiating a solution.

Early tasks and abilities form the foundation for later development. For example, the ability to engage in interpersonal relationships is based on trust, a developmental milestone of the first year of life.

Development is Cumulative

Early developmental tasks form the foundation for the development of later, more complicated tasks. This is a critical concept in understanding the importance of early recognition and intervention when children are developmentally delayed. A child who fails to master early tasks will have more difficulty mastering the demands of later stages, and without remedial intervention, the child's development becomes more delayed, or shows increasingly abnormal patterns, over time.

Domain of Development is a term used to refer to primary or concentrated areas of development. The four domains of development are physical, social, intellectual, and emotional.

Important information will be presented about the skills, abilities and needs in each of these four domains of development. This information can be used to help you:

- Get to know the children in your program
- Develop good activity plans
- Construct a developmentally sound program of activities

Physical Domain

Physical development consists of the development of the body structure including muscles, bones, and organ systems.

Gross motor activities, such as standing, sitting, walking, and running, involve the large muscles of the body.

Lower Elementary

- Interested in perfecting skills that have recently come under control
- Will spend much time and energy practicing a variety of movements such as running and jumping, throwing and catching
- Games such as Mother May I? and Red Light/Green Light are important because they allow the child to practice known skills and introduce them to rules and roles

Upper Elementary

- In greater control of their body and its movement and are ready to begin more structured and adult-like activities such as dancing, gymnastics, and karate
- This is the time for learning the basic skills and rules of the sport
- Keep in mind that everyone needs an opportunity to play and succeed, so traditional rules may need to be changed or adapted

Fine motor activities, including speech, vision, and the use of hands and fingers, involve the small muscles of the body.

Lower Elementary

- Work to develop their eye-hand coordination by practicing skills such as cutting, pasting, tearing or drawing
- They are interested in doing rather than in creating an object or a product
- They use all of their senses when involved in an activity
- These activities are hard work for this age child, and they will tire easily

Upper Elementary

- Really enjoy sampling a wide variety of activities using real tools and utensils
- They are ready to engage in activities such as making models, building rockets, and making works of art such as carvings, mobiles and sculptures

Middle School

- Most gross motor skills, which are the larger movements of arms, legs, feet, or the entire body (crawling, running, and jumping) are developed by this age
- Motor skills are mostly equal in boys and girls at this stage, except that boys have more forearm strength and girls have greater flexibility
- Gain greater physical strength and prolonged endurance

High School

- Increased need for sleep because of physical development
- Most females reach maximum height by age 14, most males by age 16
- Males gain muscle, females gain fat. Both sexes are still developing bone mass.

Middle School

- Really enjoy sampling a wide variety of arts and crafts activities. Their visual-motor coordination is good, and they like using real tools and utensils. The process of doing is still more important than perfecting skills and creating products.
- Instead of finished products, they often prefer raw materials for creating their own unique products
- Enjoy a variety of activities at a more complex, exacting level of performance, such as woodworking, manipulating marionettes, making pottery, staging plays, advanced science projects, and generating computer graphics.

High School

- Attention to detail
- Fine tuning skills in specific areas/activities

Social Domain

Social development includes the child's interactions with other people and the child's involvement in social groups. The development of relationships with adults and peers, assumption of social roles, adoption of group values and norms, adoption of a moral system, and eventually assuming a productive role in society are all social tasks.

Lower Elementary

- Their developing self esteem requires positive reinforcement and it is important for them to be part of a group social and community awareness is expanding
- Interested in what is happening in the homes of other children
- They tend to see all adults as parents
- Form many friendships which last for short periods of time; frequently a friendship will develop because both children share the same interests
- See themselves as no longer being babies and take pride in being able to do things for themselves. They still, however, need and want the assurance of an adult's presence.

Upper Elementary

- Horizons are expanding to include the world beyond the neighborhood, and are intrigued with the community and all the people, businesses and events that occur there
- Begins to understand the meaning of friendship; qualities such as loyalty, honesty, trustworthiness and being a good listener are the characteristics that make a good friend
- Being someone's best friend is important.
- Have a much more realistic understanding of who they are and what they can do
- Tend to compare themselves to the adults they see; is not unusual for them to adopt the hairdos, dress and mannerisms of popular sports and music stars

Middle School

- Are intrigued with the community and all the people, businesses and events that occur there. They will enjoy field trips to neighborhood stores, factories and public buildings.
- They like to know the how-to, what and why of everything and everyone. Maps, making them as well as using them, are important to this age group.
- Can often be found in groups of the same sex peers. A friend is anyone who can meet the peer group's criteria for admittance.
- Think that they can do no wrong. Nothing about them is wrong, or so they think. Any criticism is considered a personal attack or the mutterings of someone who is obviously inferior to themselves. They are quick to correct others.

High School

- Early teens are generally self-centered, but capable of empathy.
- Relationship skills are well developed.
- Sexual identity is established
- Want to belong to groups, but be recognized as unique individuals within the groups.
- Older teens have increasing concern for others

Emotional Domain

Emotional development includes the development of personal traits and characteristics, including:

- personal identity
- self-esteem
- ability to enter into reciprocal emotional relationships
- mood and affect (feelings and emotions) that are reasonable for one's age and situation

Lower Elementary

- Express feelings and emotions behaviorally
- Demonstrative with both positive and negative emotions
- Experience feelings but are unable to label them
- Overall, they are emotionally on an even keel; if they do erupt, the upset is usually short term

Upper Elementary

- Although they can label many feelings and see their expression in others, older school-age children have problems seeing similar emotions in themselves
- Aware of degrees of emotion and will spend a lot of time finding just the right word to describe their feelings
- Exaggeration and sarcasm are frequently used to describe subtle meanings and nuances

Middle School

- Are beginning to use words more than actions to express feelings and emotions. Name-calling, teasing and rank-outs become a primary method for responding to upset. They use analogies or "kinda like" expressions for describing positive emotions. They definitely do not want to say or do "yucky" things, like giving their parents a kiss goodbye or saying "I love you."
- More concern about body image, looks, and clothes.
- Focus on self, going back and forth between high expectations and lack of confidence.

High School

- Searching for independence and identity
- Self-involvement, alternating between unrealistically high expectations and poor self-concept
- Seeking emotional autonomy from parents
- Younger teens have difficulty with compromise
- Unsettled emotions are common
- Examination of inner experiences

Intellectual Domain

Intellectual or cognitive development includes activities such as thinking, perception, memory, reasoning, problem-solving, and abstract thinking. Language, with its requirements of symbolization and memory, is one of the most important and complicated cognitive activities.

It is important to differentiate language and speech. Understanding and formulating language is a complex cognitive activity. Speaking, however, is a motor activity. Language and speech are controlled by different parts of the brain.

Lower Elementary

- Learning fundamental communication, math and problem-solving skills
- Kids start looking at art and music more seriously
- Like to practice the new skills that they have learned, often by setting up pretend schools with younger siblings or with their dolls and stuffed animals.
- Not interested in reading, writing and arithmetic drills or tests

Upper Elementary

- They appreciate having the time and resources (encyclopedia, dictionary or trip to the library) to prepare a school assignment
- They are ready to learn good study skills and will benefit from study groups
- Need to use "real" toys in their play and are apt to include all sorts of sound effects while involved in play
- Eager to translate newly-acquired information into stories, articles and trivia games to be shared with family and friends

Middle School

- Like to forget about school as soon as they leave it
- They enjoy learning new skills and ideas by getting involved in projects that require thinking and doing
- They enjoy using their reading and writing abilities as long as they aren't the point of the activity.
- More ability for complex thought and abstract thinking
- Problem-solving and creative approaches to solving old problems capture their attention and interest
- They tend to see things as "black and white" and "yes" or "no", so they have difficulty appreciating other people's viewpoints

High School

- Continue to gain cognitive and study skills, can adapt language to different contexts
- Mastering abstract thinking
- Exploring and preparing for future careers and roles
- Set goals based on feelings of personal needs and priorities, likely to reject goals set by others.
- Personal philosophy begins to emerge
- Interest in moral reasoning

Interaction of Domains

Development in any domain affects, and is affected by, development in all of the other domains.

For example:

- How does a blind child learn the concepts of “near,” “far,” “round,” and “hazy”? All these concepts are normally learned through primarily visual (sensory) input. The absence of visual stimuli affects cognitive development.
- A child with emotional problems is likely to be fearful and anxious when confronted with difficult physical tasks, and he/she may avoid these activities. The child’s physical coordination, mastery of his/her own body, and motor skills will be affected as a result.

Program Planning to Meet Development Needs

The purpose of any developmentally based program is to help children grow and develop in ways that will lead to their becoming fully functioning and productive members of society.

Planning a future-oriented program requires staff members who are:

- Ready to design hands-on activities
- Excited about learning in new and different ways
- Enthusiastic about sharing what they know and creating ways for children to share what they know
- Able to look back and see changes that have occurred in the child's development and to mirror the joy of that development to the child.

As you look at the developmental continua, keep the following information in mind:

- Children should progress along each of the developmental continuum as a result of participating in the program.
- Although children follow the same sequence of development, they proceed at their own individualized rate.
- Development is not uniform, so expect to see some variation in placement on each of the continuum for every child.

Elementary: Ages 5-10

Characteristics of This Age-Group:

- High energy and need lots of activity
- Practicing large muscle and fine motor skills
- Developing physical flexibility
- Growing attention span
- Respond to simple rules and limits
- Eager to learn
- Creative
- Beginning to reason
- Feel their ideas count
- Easily hurt and insulted
- Identify with the family
- Eager to please
- Enjoy small groups
- Emphasize fairness

What Afterschool Should Offer This Age-Group:

- Wide variety of activities and choices, but offered under a set routine
- Frequent individual interaction with adults
- Games with simple rules
- Quiet areas as well as noisy areas
- Imaginative play opportunities
- Some clear responsibilities like clean-up
- Projects that apply school day lessons to family and community
- Opportunities to read aloud, silently, and to talk about books and ideas
- Matching, ordering and sorting activities
- Opportunities to apply arithmetic problems in real-world ways
- Small experiments with everyday products
- Nature walks and talks, outside experiences
- Opportunities to work with a variety of materials for projects
- Physical activities that do not emphasize competition, such as jump rope, marbles, jacks and kites
- Music, dance and drama opportunities
- Opportunities to try experiences from diverse cultures

Middle-School: Ages 10-14

Characteristics of This Age-Group:

- High energy and need lots of activity
- Like to achieve and be seen as competent
- Seem inconsistent in ideas and moods
- Use logic and reasoning
- Think beyond the immediate experience
- Can exchange ideas
- Seek independence
- Want voice in decisions
- Feel awkward and embarrassed in some situations
- Need praise and approval
- Identify strongly with peers
- Interested in experimentation

What Afterschool Should Offer This Age-Group:

- Wide variety of options
- Connections to real-world experiences
- Opportunities to interact in large and small groups as well as individual recognition
- Experiences that explore ethics and values with respected adults
- Opportunities to serve others
- Physical activity
- Opportunities for decision-making and leadership
- Opportunities to apply school day lessons through performances and projects
- Experiences emphasizing reasoning and problem-solving in art, science, mathematics
- Quiet times for homework with adult help and peer help when needed
- Games that provide opportunities to practice basic skills, such as chess, checkers, puzzles, word games
- Wide range of reading activities with discussion of the ideas found in the books
- Experiences built on a wide diversity of cultures and ethnic groups

High School: Ages 14-18

Characteristics of This Age-Group:

- Concerned about body and appearance
- Highly developed motor skills
- Worry about clumsiness, illness and diet
- Think abstractly
- Learn by doing
- Less influenced by parents, more influenced by peers
- Need and demand more freedom and privacy
- Mask true feelings
- Need praise and adult recognition
- Admire heroes that demonstrate characteristics of friendship and romance
- Recognize diversity of ideas

What Afterschool Should Offer This Age-Group:

- Opportunities to discuss and address physical risk, including smoking, drugs, drinking, and sexual activity
- Opportunities to tutor younger children
- Opportunities to show competence in a public setting
- Individual projects as well as teamwork in small and large groups
- Substantial choice with clear limits
- Opportunities to express feelings through projects
- Opportunities to express opinions with adults and peers
- Specific help with skill areas that are causing problems
- Opportunities to catch up or move ahead with academic interests
- Opportunities to work on school day projects and papers with library and Internet support
- Problem-solving and reasoning skills practice

Yoga Shorts

Yoga Sequence One:



Start with Mountain Pose. Stand with the big toes touching. Lift up all your toes and let them fan out, then drop them down creating a wide solid base. You can separate your heels slightly if your ankles are knocking together uncomfortably. Bring your weight evenly onto all four corners of both feet. Let the feet and the calves root down into the floor.



Place feet 3' apart and parallel to each other. Direct tailbone downward and engage abdominal muscles. Roll shoulders back and down. Interlace hands behind back (or hold a strap between your hands), straighten arms, inhale, and feel shoulder blades moving toward each other. Exhale, bend from pelvis, press through crown of head, and lengthen through torso. Stretch crown of head and tailbone in opposite directions. Align hips sockets over ankles. Allow arms to move down toward head. Take 3–5 breaths. To release, unclasp hands, place on thighs, bend knees slightly, and hinge up at pelvis, standing tall.



Standing Leg Stretch Stand next to chair and hold back with hand. Inhale, pressing through crown of head, becoming tall. Keeping knees together, bend right knee and clasp ankle. Roll both shoulders back and down, feeling chest expand. Breathe evenly and draw right heel toward hamstring. If needed, loop a strap around ankle to assist stretch. Repeat stretch with left leg.



Downward-Facing Dog Place chair against wall with hands shoulder-width apart. Bend from pelvis. Extend through straight arms, walk feet back, and inhale. Exhale, straighten legs, creating a straight line from wrists through elbows, shoulders and hip joints. Lengthen spine fully, pressing tailbone and crown of head in opposite directions. Relax in the stretch and take 5 deep breaths.



Standing Back Arch Place feet hip-width apart. Press down evenly through soles of feet. Lift kneecaps, draw tailbone down and engage abdominal muscles. Roll shoulders back and down, gently squeezing them toward each other. Place hands on either side of sacrum. Move pelvis forward, gaze up, and inhale. Take 2–3 breaths. If neck feels strained, tuck chin to chest.

Standing Stretch



Return to Mountain Pose.

Yoga Sequence Two:

Start with Mountain Pose.



Five Pointed Star

From the mountain posture, step the feet wide apart, with the arms out to the side. The feet should be under the wrists, facing forward and parallel. Press your weight into the feet, pull up the knee caps and squeeze the thighs, tuck the tailbone, and feel the legs strong and solid, rooted into the floor. Reach out through the fingertips, trying to touch the side walls. Relax the shoulders down and back, gently opening the chest towards the front of the room. Inhale and press the crown of the head up towards the ceiling. Look straight ahead with the chin parallel to the floor. Inhale deeply into the belly and chest, exhale press into the feet, fingers and crown, feeling your body expanding out in 5 directions. Keep breathing and hold for 4-8 breaths. To release, bend one knee and step back into the mountain pose.



and stretch outward to the left, tilting the left hip down and the right hip up. When you've stretched as far as you can, pivot your arms, letting your left hand reach down and come to rest against the inside of your calf or on a chair, while your right arms points straight up. Turn and look up at your right hand. Breathe deeply for several breaths. Inhale, and straighten up. Exhale, lower your arms. Put your hands on your hips and pivot on your heels, bringing your feet to face front. Repeat the posture on the other side. Return to Mountain Pose

Warrior

Begin in mountain pose with feet together and hands at side. Step your feet 4-5 feet apart. Turn your right foot about 45 degrees to the left. Turn your left foot 90 degrees to the left so that it is pointing straight out to the side. Slowly bend the left knee until the thigh is parallel with the floor, but keep the knee either behind or directly over your ankle. Raise your arms over head. Then slowly lower them until your left arm is pointing straight ahead and your right arm is pointing back. Concentrate on a spot in front of you and breathe. Take 4 or 5 deep breaths, lower your arms, bring your legs together. Reverse the position. Return to Mountain Pose.

Triangle

Stretches the spine, opens the torso, and improves balance and concentration. Start with your spread 3-4 feet apart, feet parallel. Turn your left foot 90 degrees to the left and your right foot about 45 degrees inward. Inhale and raise both arms so they're parallel with the floor. Exhale, turn your head to the left and look down your left arm toward your outstretched fingers. Check that your left knee is aligned with your left ankle. Take a deep breath



Scribbles

Supplies: markers & paper

1. INTRO-Participants are guided to choose a pen, close their eyes & scribble in the air on an imaginary canvas. As the leader, explain that it will be timed and they are to begin when you say start and stop when you say stop. Model the activity if needed.
2. Hand out paper, explain that this time they will create a scribble on the paper, have them close their eyes & scribble on the paper for a short time.
3. ROUND ONE-Ask them to hold their scribble up, turn it in different directions and ask them what they see in it
4. Allow them to use other colors to bring out what they see in the scribble.
5. Have them name their scribble and share it with the group.
6. ROUND TWO-Repeat 2. Ask them to pass the paper to the right, continue steps 3, 4 & 5.
7. ROUND THREE-Repeat 3 (**ADAPTATION: you may want to skip this part for K-3 as it can prove difficult for them developmentally**)
8. Assign them a partner or ask them to partner up. (**ADAPTATION: You can have them do the next steps without talking to create a different dynamic & end discussion.**)
9. Have them pick one scribble to use & ask them to decide together what they see in the scribble.
10. Continue with steps 4 and 5.
11. Follow up the activity with the following questions:
 - How did it feel to pass your scribble off in ROUND TWO?
 - Have you ever had to give up something of yours that you didn't want to before?
 - How did that make you feel?
 - How did you decide on what to draw in ROUND THREE?
 - How did you communicate without talking?
 - What did that feel like?
 - Have you ever felt that way before?
 - What was that like?

Masks

Supplies: paper plates/paper, markers, string, whole punch, scissors or clay, glitter, cloth, glue gun, beads, feathers raffia

1. PREP: Examples of masks, or pictures.
2. INTRO: Ask them what masks make them think of.
3. Talk about why people/superheroes/characters wear masks (ex: to hide an identity or history)
4. Have them create a mask of **the part of them that they know is there, but they rarely share.**
5. If doing the clay masks have them draft out their masks on paper first.
6. While they are making them, ask them to name the mask, think about what it would sound like if it had a voice, where it lives in them and what it would say to the world if it could.
7. Upon completion have them share in a group their masks name, where it lives in them, what it sounds like and what it would say to the world.
8. **ADAPTATION:** If you are not using clay & working with older elementary (4th grade and up) first have them create a face/mask that is what they wear in the world (what everyone sees). Then ask them to think about what would be behind that face/mask if it were peeled away. Have them draw a face/mask of the layer behind the first face/mask. Ask them to peel away the second face/mask & create what would be behind that. Ask them what the third face/mask would say if had a voice. Have them place the faces/masks in order of who they relate to most.



The Body and Feelings

Supplies: markers, paper with outline of body

1. Talk to students about how we feel different feelings in different parts of our bodies.
2. Hand out the paper with body outline and introduce the feelings one at a time (ex: frustration, happiness, sadness, shyness, joy, anger) by asking them if they have ever felt that feeling before.
3. Have them pick one color per feeling and ask them to draw on the outline where they feel that emotion in their body. Walk them through as many feelings as you like.
4. Encourage & allow them to share reminding them to be respectful & polite while listening..
5. After the bodies are colored as them to hold them up and show each other.
6. Talk about how feelings affect our bodies in different ways and how everyone feels things differently.
7. **ADAPTATION:** If you are working with older elementary (3rd & up) you can expand on the discussion in #6 by talking about what choices they make when they have each of the feelings. Focus on what they can do when they have those feelings in different places (ex: afterschool program, school, home) and talk about how rules change depending on the place they are in.

Teachable Moments

Much of a child/youth's emotional & social development can take place through positive peer and adult interactions. The following are some ways to ensure that a positive space is created for such development.

When you hear the classic "Miss, she hit me!!" or "He just called me ugly!"

1. Identify the feeling they are sharing with you by saying "You sound frustrated/mad/angry/sad about that."
2. Ask the child "What did you do when she hit you/called you that?"
3. Let them know that you appreciate that they came to you rather than the myriad of other things they could have done with their feelings (hitting back, screaming, insulting them back, kicking them.)
4. Explain that it is ok to feel that way and model how they can express their feelings to their peer. Ex: "It makes me feel angry when you hit me. Can you please not hit me again?" or "I feel sad when you call me ugly. Can you please not call me that again?"
5. Ask them to let the other child know how they feel in a polite way.
6. Go with them to tell the other student how they feel.
7. Encourage them by saying "Look how you just solved that problem on your own by sharing your feelings and being respectful!"
8. Ask them to try this the next time something happens.

Verbally acknowledging specific positive behaviors in the moment they occur.

"I really appreciate the way you spoke to Sarah by staying respectful but still letting her know you didn't like it when she rolled her eyes. When you focused on what she did, without putting her down as a person, it helped us all understand what you want."

Keep your voice calm and respectful.

When a child knows you respect them they will model that with peers.

When you see a child/youth breaking a rule...

Ask them "What do you think I might ask you to right now?" or "Why do you think I just walked across the room to talk to you?" They have the ability to evaluate their behaviors and will often correct it on their own if given the chance.

Allow the youth to teach each other.

When new students join the program ask longtime attendees if they would like to show the new kid the routine. Taking on a leadership role helps them to develop their natural abilities and develops their social skills.

Truly listen to their individual needs, be flexible and willing to adapt to them.

They will let you know what they need if you simply listen and ask them what they are enjoying doing most. Feel free to assign individualized "jobs" for those that need to have that leadership role. The smallest adaptation can create a sense of identity within the larger group.

Encouraging Shy Children

What is shyness? Because shyness is a lay term, it has no single standardized definition. And while existing definitions differ from expert to expert, most definitions incorporate elements of the following:

Shyness is the act of feeling uncomfortable in social situations in ways that interfere with our ability to enjoy ourselves, to perform at the level we're capable of or that cause us to avoid social situations altogether.

What can you do to encourage shy children in your group?

Normalize shyness and depict it in a positive light. "Normalizing" shyness should be pretty easy. Given that nearly fifty percent of the adult population in the United States is believed to be shy, shyness really is normal.

The problem is that most people are embarrassed by their shyness and keep it to themselves. As a result they go through life thinking they're different from everyone else when nothing could be farther from the truth. As educational professionals, you are in a position to dispel this notion by showing your students just how "normal" shyness is and that shyness doesn't have to hold them back.

Compare shy children to other shy children who have grown up to be successful adults: "*I guess you're going to be a great movie star like Tom Hanks. He used to be really shy!*" Portray shy people as more courageous than the average person, because it takes more energy for them to do the same things that an outgoing person would do.

Make regular contact. It's easy for shy children to fall through the cracks and the farther they fall, the harder it is for them to accept attention when it's given. Making contact with shy children on a regular basis—daily, if possible—helps keep shy children connected. You don't have to do much—a comment, question or smile can make a big difference. The key is to make contact in a way that doesn't single shy children out as being different.

Give shy children a job to do. Much like shy adults, shy children do better when they have something to do that allows them to: 1) feel like they're making a contribution and 2) have a reason to interact with others—in this case, their fellow students. The trick is to match the level of social interaction of a task with the tolerance level of each child. Some children thrive with no more than a little push. These children often lack the confidence to get started or, in some cases, simply don't know how to approach other children. Any assignment that helps them break the ice may be all they need to get the social ball rolling. Other children require much more support. They are terrified just to be in the classroom and you will need to proceed more cautiously. For these children something as simple as a brief encounter with their teacher is enough to send them reeling.

Comment on their successes and post their work. Most shy children crave attention, but dread it at the same time. They want to feel special, but have difficulty being in the limelight. Posting their work in prominent places in the classroom can be a big boost to their self-esteem, just as commenting on their accomplishments in front of the class can make a huge difference.

Compliments, however, must be given with care. When dealing with children that shun attention, it's best to use a hit and run approach to compliments—that is, to offer a compliment, then *immediately* move to another subject. Don't give them the opportunity to struggle or even think about what they need to do to respond *or*, if the compliment was made in front of the entire class, don't leave enough time for the class to turn and look at the student. Simply move forward knowing that a good deed has been done.

Finally, never compliment children about things you don't mean. It only confuses them in the long run.

10 Activities with Foam Noodles

Over/Under

A variation on the limbo. Hold noodle horizontally, then challenge kids to move over or under the noodle as if she were one of her favorite animals: she can slither like a snake, crawl like a cat, or hop like a bunny.

Noodle Alphabet

Each student will find a partner. Together, the partners will each collect 2 noodles and find an open space. The students will place their noodles on the floor in their space. The partners will work together to create letters of the alphabet on the floor using their noodle pieces.

Noodle Hockey

The teacher will spread a large number of recycled paper balls in the center of the activity area. Each student will get a noodle and then go to their designated side of the playing area. When the teacher says "go", the students will use their noodle like a hockey stick and attempt to move ONE noodlette to their side of the gym.

Torchbearer Relays

The teacher will arrange the group so there are 4 to 10 lines (depending on class size). Each line will be located on the office side of the gym and will face the stage. Once the lines have been made the teacher will have the students review the relay rules. Hold the noodle upright and place a beanbag on top. Challenge the children to move around the room or in a line without the flame going out—that is, without the beanbag falling off.

Noodle Stories

Students find their self space with a noodle and follow the teacher's lead. The teacher creates stories to go along with activities and asks students to use their imagination. i.e. "We are going to travel around the school/town/world with our noodle...

- 1) moving through the jungle like an elephant." (Students make a trunk with the noodle.)
- 2) moving like a dinosaur with a big tail."
- 3) moving like a snake." (Students hold one end of the noodle and slide the other end along the floor.)
- 4) moving like a unicorn." (Place the noodle on top of your forehead.)

Zorro Tag

You will need cones or other markers for boundaries, 3-5 foam noodles, and 4-6 Frisbees. Set up cones to establish boundaries. Select 3-5 students to be Zorro/Zorra and give these students a foam noodle to tag other students on the back. The Zorro's/Zorra's may also wear an eye mask (optional). Select 4-6 students to be Protectors and give these students a Frisbee (shield) to free tagged or frozen students. Protectors can not be tagged by the Zorro's/Zorra's. Have all students spread out in the playing area. On the teacher's "GO" signal, the Zorro's/Zorra's will try to tag the students who do not have a shield (Frisbee). If a student is tagged by a Zorro/Zorra, he/she is frozen until a Protector hands off or tosses them a Frisbee. Once the frozen student receives a Frisbee, he/she becomes the new Protector and play resumes. Make sure to stop the activity to change Zorro's/Zorra's and Protectors.

Giant Softball Game

If a giant were playing softball, what would he use for a ball? That's right! A beach ball. Set up the game as you would for traditional softball. You need a flat playing area to set up the three bases. Bring them closer to home plate, since beach balls don't travel as far as softballs. Your giant-sized bat is a foam swim noodle. Watch what happens when the noodle hits the beach ball! In the outfield, players need a hula hoop. When the beach ball comes flying towards them, they "catch" it as best they can with the hula hoop (depending on the relative size, the ball might go right through), and then throw the ball. Instead of racing around the bases, runners must skip from base to base. This works especially well with mixed age groups, since athletic ability is not a top requirement.

Charoodles

You will need a ball, a cup, a foam square, and a long noodle. Use these to act out items on category cards you have made up. In 90 seconds or less the children try to get their teammates to guess what they're doing waving that wacky noodle around and wearing the cup on their heads.



Wall Charades

Supplies: photos/pictures with name written below them, tape & wall or sticky wall, paper & markers, box/container

PREP: Tape/display on a wall 5-10 pictures with names below them to identify what they are. Cut up paper for them to write their names on. Create a space where there is room for an audience and a stage for youth to act.

1. Explain that they are going to play charades using the pictures on the wall. Remind them that Charades is played in silence.
2. Review each picture, have them write their names on a piece of paper, put it in the box/container and explain that they will have a certain amount of time to watch the student act before guessing.
3. Call time and have the students guess what picture was depicted.
4. Repeat the process allowing the one who just acted to pick the next name.

Multiple Intelligences: How to Teach Anything 9 Different Ways

Research shows that 90% of learning in elementary schools is via linguistic and logical-mathematical methods. Our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. Very few present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, or inner reflection, even though child development experts agree different children learn in very different ways. -The theory of multiple intelligences is so intriguing because it expands our horizon of available teaching and learning tools beyond the conventional linguistic and logical methods used in most schools.

- **Verbal-Linguistic Intelligence** — well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words
- **Mathematical-Logical Intelligence** — ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns
- **Musical Intelligence** — ability to produce and appreciate rhythm, pitch and timber
- **Visual-Spatial Intelligence** — capacity to think in images and pictures, to visualize accurately and abstractly
- **Bodily-Kinesthetic Intelligence** — ability to control one's body movements and to handle objects skillfully
- **Interpersonal Intelligence** — capacity to detect and respond appropriately to the moods, motivations and desires of others
- **Intrapersonal Intelligence** — capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes
- **Naturalist Intelligence** — ability to recognize and categorize plants, animals and other objects in nature
- **Existential Intelligence** — sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here

All human beings possess all nine intelligences in varying amounts. Each person has a different intellectual composition. We can improve education by addressing the multiple intelligences of our students. These intelligences are located in different areas of the brain and can either work independently or together.

Interpersonal:

- Survey the class and record the 5 favorite animals

Intrapersonal:

- Imagine you are caring for an orphaned animal

Naturalist:

- Make a poster comparing different animal footprints

Existential:

- Contemplate the answer to the question, "Why is evolution controversial?"

Bodily-Kinesthetic:

- Mime and role play different animals

9 Ways to
Learn About
Baby Animals

Verbal-Linguistic:

- Put these baby animals in alphabetical order

Mathematical-Logical:

- Organize pictures of animals into groups, such as mammals and non-mammals

Visual-Spatial:

- Construct a model penguin habitat

Musical:

- Create a dance about some of the baby animals observed in a video

Often-Ignored MI: Music and Rhythm

When learning a song, tapping out a rhythm, playing a musical instrument, or performing a dance step, a child experiences the unique integration of body and mind that musical intelligence provides. Sensory integration is a crucial factor in children's learning readiness for school subjects such as reading, writing, and math. Here are some ways to use music for increased memory retention, heightened attentiveness, focused concentration and inspired student motivation.

New Mnemonics

A mnemonic device is method for enhancing memory, by creating patterns that the brain can "visualize." When using the term mnemonic device, most people are referring to a trick that one uses to help memorize something. A great example is a rhyme. Rhymes are easier to remember because they can be stored by acoustic encoding. How many of you know this mnemonic rhyme?

*'59 was the date,
When Alaska and Hawaii became new states*

Another mnemonic device is an acronym, a word formed from the first letters or groups of letters in a name or phrase, such as when memorizing the colors of the rainbow, (In order: Red, Orange, Yellow, Green, Blue, Indigo, Violet), we can use the acronym ROY G. BIV, a made-up name.

Rap It Up!

Rap is another kind of mnemonic devices that is perfect for those with aptitudes in the musical/rhythmic intelligence because it incorporates rhythm as well as melody into the learning process. Students who have written the mnemonic device (rap) themselves may take greater ownership and find themselves walking around school rapping about a variety of subjects.

*If I give something to you and get
something else back,
that's a **quid pro quo** like we scratch
each other's backs*

I Am a Songwriter

Students who create lyrics using existing songs enable a brain pathway to be utilized in order to learn all kinds of linguistic, spacial, and mathematical information. Once learned, the information stays with the students for a long time. Use songs previously learned or well known, and help them change the lyrics to the content being studied.

Categories

Have all the children sit in a circle. Begin a beat: slap your knees twice, clap your hands twice, and snap fingers on each hand...slap slap, clap clap, snap, snap...continue this steady beat through the game. Then, begin the following chat, each person saying a different line (ONLY speak on the snaps!)

Person 1: Categories
Person 2: Such as?
Person 3: [names a category] animals
Person 4: [names item in category] cat

Continue as such around the circle. For younger children, modify the beat for just hand clapping or patting their knees, and use consecutive items, such as numbers 1-10 or the letters of the alphabet.

Dance It Out

This exercise allows students to perform dance steps to answer questions about new content. For example, students can listen to Korsakov's "Flight of the Bumblebee" and stand up and interpret the music through movement. You can ask the to consider how the music made them feel, and then ask them to use their response to the music to describe how fast or slow bees move, to determine whether bees' movements are focused or unfocused, and whether bees are serious or lighthearted. (Keep in mind, there are no "right" answers to those questions.)

Icebreakers, Initiatives, and Adventure Programming

As educators know, making learning fun is a powerful and important strategy for helping youth and adults better understand the message and its implications. There are a number of different ways to engage groups as outlined below:

Icebreakers:

The purpose of Icebreakers is to facilitate introductions and warm-ups to introduce participants to each other, or to a specific topic.

Adventure Programming:

Adventure education programs are designed to create problem solving situations within a specific physical and social environment which impels, not compels, the participant to accomplish outlined tasks, providing him/her with the experience of success.

Initiative Activities:

Initiative exercises offer a series of clearly defined problems. Each task is designed so that a group must employ cooperation and some physical effort to gain a solution.

Basic Guidelines:

Choose a problem suited to the age and physical ability of the group

Find a safe and convenient place to set up the problem.

Make all rules and procedures clear to the participants before they attempt the problem.

Present the situation and rules, then step back and allow the group to work through the problem.

De-Briefing

A critical piece of this type of learning is the De-Briefing. Talking things out in the group gives the participants the opportunity to gain strength, and become a more integral part of the change process.

Debriefing should not be viewed as a separate activity. Rather, it is connected to the whole of the experience. Debriefing allows the group to come forth with their perceptions and conflicts.

Think about these components while debriefing:

- Everyone participates
- Safety/trust issues are paramount
- The leader provides the structure for the activity, but relies on the group to provide the solution
- Emphasis on the present experience

Set up in a circle after the activity and begin the processing:

"Well, how do you feel about that experience?"

Silence

"How about you, David?"

"Uh, I don't know"

"Paula?"...(shrugs her shoulders)

We've all been there. We know the students have experienced something. We saw it in their expressions, heard it in their exchanges, so why can't they talk about it?

Examining this interaction, you can see that the leader has jumped right into the most difficult and abstract debriefing topic, that of evaluation and opinion. The leader might have had more interaction if he or she had started at a level appropriate to the group. So often we go right to the heart of things! The lack of group response can come more from uneasiness with the questioning rather than an inability to discuss what has happened.

To answer this problem, Terry Borton, in Clifford Knapp's book: *The Art and Science of Processing Experience* is helpful in structuring an effective debriefing sequence. She presents three tiers: the What?, the So What? And the Now What?

The What?

The what? helps us ease into the discussion by beginning with the facts. In these types of activities there are always a lot of facts and interactions to work with.

"So, when we first started, who did the first thing?"

"Paula asked us all to stand in a circle"

"Then what happened?"

"Nick volunteered to hold on to the rope"

etc...

The what? leads naturally into interpretation.

The So What?

Active listening presupposes that we do something with what we hear. The interpretative aspects of the so what? provide us with the place to do that. Because we've gotten the group to talk, it's much easier to get into this. According to Borton, it *"pertains to the difference the experience made to the individuals, the consequences, and the meaning for them."* (Knapp, p.6) It's here the group members abstract and generalizes what they're learning from the experience.

Use the so what? by shifting from the descriptive to the interpretative. You can ask the group to reflect on goals you set up at the beginning, so during the so what? you might ask *"did we honor the rules we agreed to? How so?"*

The Now What?

The now what? is the process of taking lessons learned from the experience and reapplying them to other situations. It is standard device at the end of debrief to ask a question like *"what lesson did we learn by doing Blindfold Trust? That we can use when we do "Chocolate River?"* Taking the learning from one activity to the next helps the group connect what they have been doing to a larger picture. Sometimes you will have to help them make the connections.

Use the energy of the experience to start participants thinking about what they can do in other areas of their lives. I.e. the concentration a participant exhibited during the activity could be applied to being able to concentrate during an academic class, or the caring that is necessary to hold down a job.

Debriefing has certain principles that need to be remembered:

- Don't be surprised by resistance.
- Make the debrief initiative centered, where the discussion is connected to the group problem-solving experiences so important to these types of activities
- Train yourself to listen and observe all activities prior to the debrief, and utilize that material in an appropriate manner within the debrief
- Sequence the debrief in such a way that it leads up to more gutsy issues.

Icebreakers

- **INTRODUCE MYSELF.** Participants introduce themselves and tell why they are there. Variations: Participants tell where they first heard about the class, how they became interested in the subject, their occupations, home town, favorite television program, or the best book they have read in the last year.
- **INTRODUCE ANOTHER.** Divide the class into pairs. Each person talks about him/herself to the other, sometimes with specific instructions to share a certain piece of information. For example, "The one thing I am particularly proud of is..." After five minutes, the participants introduce the other person to the rest of the class.
- **CHARACTER DESCRIPTIONS.** Have students write down one or two adjectives describing themselves. Put these on a stick-on badge. Have class members find someone with similar or opposite adjectives and talk for five minutes with the other person.
- **I'VE DONE SOMETHING YOU HAVEN'T DONE.** Have each person introduce themselves and then state something they have done that they think no one else in the class has done.
- **FIND SOMEONE.** Each person writes on a blank index card one to three statements, such as favorite color, interest, hobby, or vacations. Pass out cards so everyone gets someone else's card. Have that person find the person with their card and introduce themselves.
- **FAMOUS PERSON.** People write a famous name on a piece of paper and pin it on someone else's back. Person tries to guess what name is pinned on his/her by asking others around the room yes or no questions. Variation: Use famous place instead of famous person.
- **MY NAME.** People introduce themselves and tell what they know about why they have their name (their mother wanted to name me after her great aunt Helen who once climbed Pike's Peak in high heels, etc.). It could be the first, middle or nickname.
- **HOW DO YOU FEEL?** Ask the students to write down words or phrases that describe their feelings on the first day of class. List the responses on the blackboard. Then ask them to write down what they think you as the teacher are feeling this first day of class. List them on the blackboard in a second column and note the parallels. Briefly comment on your feelings and then discuss the joint student/teacher responsibilities for learning in the course.
- **COMMON GROUND.** This works best for small groups or for each small group sitting together as a team (4-6 learners). Give the group a specific time (perhaps 5 minutes) to write a list of everything they all have in common. Tell them to avoid the obvious ("we're all taking this course"). When time is up, ask each group how many items they have listed. For fun, ask them to announce some of the most interesting items.

Initiative Activities

Blind Polygon

This simple initiative a gem to include in your personal bag of tricks. It requires a minimum of props, it's simple to explain (remember), and it is invariably well received by participants. Don't forget to spend time talking about blindfolds and trust.

Objective I: For a blindfolded group, standing in a circle holding a rope, to form a square or triangle configuration using the rope to establish the boundaries.

Objective I Rules:

- No one may let the rope leave their hands for more that 5 seconds at a time.
- The group must decide when they think the figure is correct, at which point they may remove their blindfolds.

Objective II: For a blindfolded group to find the rope before proceeding to Objective I. After blindfolding the group simply wad up the rope and set it 10' or so away from the group.

Debrief

Consideration:

Keep your (instructor) comments to a absolute minimum during the attempt. If no rope is available, have students hold hands in order to form the requested polygon.

The Great Egg Drop

This is a very simple initiative task to set up and one fro which you can expect considerable participant feedback during the debrief.

Objective: For a small group, 3-5, to design a delivery system that will protect a raw egg dropped from a height of eight feet onto a hard surface. Success and failure is unequivocal: the eggshell either cracks, or it doesn't.

Materials Needed:

- Enough raw eggs so that each group can have one
- A roll of 1/2" masking tape
- A box of plastic drinking straws (250)
- A plastic garbage bag
-

Each Group Is Given The Following Materials:

- **1 raw egg**
- **30" masking tape**
- **20 straws**

Instructions:

"Your group represents one of many business groups that are vying for a lucrative construction contract. The contract will be awarded to the HI-TECH group who develops a fail-safe delivery system for the egg, using the least amount of materials and the least amount of time. The essential and final criteria for success, however, is an intact egg at the end of the test. This is particularly significant when you realize that your successful design will establish the structural guidelines fro NASA's manned space egg to Mars."

Each group will have 20 minutes to complete their planning and construction. At the end, a spokesperson from each group must make an oral presentation talking about the virtues of their product. The delivery package must also be given a commercial name.

The final decision by the distinguished judges (you), as to which group gets the contract, will be made after each group makes their presentation and egg drop in completed.

From a practical standpoint, perform all the drops on top of the plastic garbage bag. It makes discarding of the failed projects considerably easier.

Debrief

Toxic Waste

Summary

Equipped with a bungee cord and rope, a group must work out how to transport a bucket of "Toxic Waste" and tip it into the neutralization bucket. Toxic Waste can be used to highlight almost any aspect of teamwork or leadership.

Time

Total time ~30-50 minutes, consisting of:

~5 minute briefing

~5 minutes group planning time, no action

~15-30 minutes of active problem-solving

~10 minutes discussion/debrief

Group Size

Group sizes of approximately 7 to 9 are ideal, but the activity can be done with as few as 4 or as many as 12.

Equipment:

A length of retired belay rope that is no longer than 50'

A length of 9mm sling rope or 1" webbing that measures 18'-26' long

1 locking carabineer

1 large bucket

1 small bucket

Some balls or beanbags

Toxic Waste

Instructions

- Use the rope to create a circle at least 8 ft in diameter on the ground to represent the toxic waste radiation zone. The larger the radiation zone, the more difficult the activity.
- Place the small bucket in the center of the radiation zone and fill it with water or balls to represent the toxic waste.
- Place the neutralization bucket approximately 30 to 50 feet away. The greater the distance, the more difficult the activity.

Put all other equipment (i.e., bungee, cords, and red herring objects (optional) in a pile near the rope circle.

Directions

- The challenge is for the group to work out how to transfer the toxic waste from the small bucket into the large bucket where it will be "neutralized", using only the equipment provided and within a time frame. The waste will blow up and destroy the world after 20 minutes if it is not neutralized.
- Anyone who ventures into the radiation zone will suffer injury and possibly even death, and spillage will create partial death and destruction. Therefore, the group should aim to save the world and do so without injury to any group members.
- The rope circle represents the radiation zone emanating from the toxic waste in the bucket. Emphasize that everyone must maintain a distance (circle radius) from the toxic waste wherever it goes, otherwise they will suffer severe injury, such as loss of a limb or even death.

Give the group some planning time with no action e.g. 5 mins, then start the clock and indicate its time for action, e.g., 15 or 20 mins.

Facilitator Notes (Toxic Waste)

- Toxic Waste is not an easy exercise and most groups will benefit from some coaching along the way.
 - The solution involves attaching the cords to the bungee loop, then guiding the bungee with the strings to sit around and grab the toxic waste bucket. Then with everyone pulling on their cord and with good coordination and care, the toxic waste bucket can be lifted, moved and tipped into the empty neutralizing bucket.
 - If someone breaches the toxic waste zone, indicated by the circle, enforce an appropriate penalty e.g., loss of limbs (hand behind back) or function (e.g., blindfolds if a head enters the zone) that lasts for the rest of the game. If a whole person enters the zone, they die and must then sit out for the rest of the activity.
 - If the group struggles to work out what to do, freeze the action and help them discuss.
 - If the group spills the waste entirely, make a big deal about catastrophic failure (everyone dies), invite them to discuss what went wrong and how they can do better, then refill the container and let them have another go.
 - Ideas for varying the level difficulty of the activity:
 - Adjust timeframe
 - Adjust distance between the buckets
 - Include obstacles between the buckets
- Include red herring objects in available equipment*

Processing Ideas (Toxic Waste)

- There are invariably plenty of key communications and decisions during the exercise that provide for fruitful debriefing.
- The exercise will tend to naturally expose processes and issues related to many aspects of teamwork, including cooperation, communication, trust, empowerment, risk-taking, support, problem-solving, decision-making, and leadership.
- Can be videoed for subsequent analysis and debriefing.
- How successful was the group? e.g. consider:
 - How long did it take?
 - Was there any spillage?
 - Were there any injuries? (Often in the euphoria of finishing participants will overlook their errors and seem unconcerned about injuries and deaths caused by carelessness along the way. Make sure there is an objective evaluation of performance - it is rarely 'perfect'.)
- How well did the group cope with this challenge? (e.g., out of 10?)
- What was the initial reaction of the group?
- What skills did it take for the group to be successful?
- What would an outside observer have seen as the strengths and weaknesses of the group?
- How did the group come up with its best ideas?
- What did each group member learn about him/her self as a group member?
- What lessons did the group learn from this exercise that could be applied to future situations?

Adventure Programming

These types of activities are most known as ROPES Courses, both low and high elements. We cannot go into detail, but if interested, there are a number of professional associations and books. To get you started, check with AISD to see if they are offering any training. Other references:

Book:

Cowtails and Cobras II, A Guide to Initiatives, ROPES Courses, & Adventure Curriculum by Karl Rohnke

Website:

Association for Experiential Education (AEE) <http://www.aee.org/customer/pages.php?pageid=28>

Depression

Description: You have a student who is “acting depressed” (i.e., he is unusually sad and/or withdrawn).

Because “acting depressed” is not a discrete behavior, but a label that encompasses a variety of behaviors, and because these behaviors may represent a serious medical/psychological condition, there are no MODEL PLANS included with this problem. The purpose of the following information is to suggest some basic procedures and considerations for assisting a student who “acts depressed.”

The following is a checklist of general systems. If four or more symptoms are evident, the need for a professional assessment exists.

Difficulties they may experience:

- Expressed sadness or “emptiness.”
- Expressed hopelessness or pessimism.
- Expressed unnecessary “guilt.”
- Expressed worthlessness.
- Unable to make decisions.
- Loss of interest or pleasure in ordinary activities.
- Increased boredom.

Physical complaints:

- Complains of loss of energy—seems slowed down.
- Trouble going to sleep, staying asleep, or getting up.
- Appetite problems—losing or gaining weight.
- Headaches, stomachaches, or backaches.
- Chronic aches and pains.

Difficulties in school:

- More than unusual problems with schoolwork, as well as difficulties at home.
- Unable to concentrate or remember.
- Wants to be alone.
- Avoiding social contact with friends.
- Cutting classes.

Dropping hobbies and other activities:

- Expression of irritability.
- Increased shouting and screaming.
- Increased intolerance of everyday events that would have been seen as nothing.
- Talked about death. Talked about suicide or attempted suicide.
- May be drinking or taking drugs.

Cliques/Ganging Up

Description:

There are students who form a subgroup and exclude and/or tease other students.

Goal:

The students will learn how, and why it is important, to form friendships and groups without making others feel excluded or bullied.

Two Model Plans:

Plan A:

Respond consistently each time the ganging up behavior excludes one or more students.

- Do not let the group play/work together for the remainder of the period.
- Have the group identify how they are going to avoid the situation in the future (i.e., have the students develop a plan).
- Give each member of the group a brief timeout (in different locations).
- Keep the group in from P.E. or after class to discuss more inclusive ways they can be together.
- Have the group apologize to the student(s) who were being teased or excluded.
- Have the group stay after school for lessons on "compassion," or other appropriate topics.
- Have the group describe (or write, if appropriate) how they would feel if they were mistreated in the way they have been mistreating the other student(s).
- Contact the student's parents, or have the group contact them, so that they are aware of their children's behavior

Praise individual students for meeting your expectations about including and treating others with respect.

PLAN B:

I. Conduct lessons to teach the students how to identify situations in which ganging up is occurring and strategies for addressing the situation.

Typical "ganging up" behaviors might include (but are not limited to):

- Teasing/taunting
- Making ethnic/racial slurs
- Isolating/excluding one person from a group
- Taking an individual's possessions
- Arranging pranks/embarrassing situations directed at one person
- Starting rumors about a person
- Passing notes and writing graffiti about a person
- Threatening someone

II. Respond consistently to all instances of ganging up with gentle corrections and appropriate consequences (see PLAN A).

III. Periodically meet individually with any students who have been the most frequent victims of ganging up.

IV. Use reinforcement to encourage appropriate behavior.

V. Keep on the alert for possible instances of ganging up.

Suggested Steps for Developing and Implementing a Plan

The following information is designed to help you implement an appropriate and effective intervention plan, whether you choose to use one of the MODEL PLANS (previous page) or create a customized plan of your own. The steps are, however, suggestions-they are not intended to be followed rigidly or in any particular situation to make them work for you.

1. Document the nature/extent of the problem.
2. Identify a focus for the intervention and labels for referring to the appropriate and inappropriate behaviors.
3. Decide how to present the situation to the students.
4. Determine when and how to include the parents.
5. Give the student's regular, ongoing feedback about their behavior.
6. Evaluate the situation (and the plan.)

Team-Builders and Cooperative Games

These websites offer access to an incredible amount of descriptions of team games-physical, social, emotional, and intellectual. You should also read tips for facilitating and processing games. It is important to understand how to effectively run and process activities with adolescents.

Mega-List of 2000+ Free Online Descriptions of Games to Play with Groups:
<http://wilderdom.com/games/index2.html>

Team Building Activities, Initiative Games, & Problem Solving Exercises:
<http://wilderdom.com/games/InitiativeGames.html>

Index to Group Activities, Games, Exercises & Initiatives: <http://www.wilderdom.com/games/>

Psychological Exercises for Insight & Self-Awareness Groups:
<http://www.wilderdom.com/games/PsychologicalExercises.html>

Roger Greenaway's Active Reviewing Site: <http://reviewing.co.uk/>

Top 10 Team Building Exercise Tips: <http://www.funteambuilding.com/top10.html>

Art Activities Fostering Emotional and Social Development

Design Your Own CD

Materials: Paper cut to fit in a jewel case, markers, pens, glue, scissors, magazines, jewel cases make the results more impressive, but are not necessary. You can be creative in how the cds are presented

Time: This activity will take at least 40 minutes, depending on how much they want to develop their cd. Factor in time for each participant to share their finished product.

You have just been given a recording contract. Now you'll need to design how your cd will look. What do you want your cd to be called? Think of names for songs, credits (who you want to thank), what your bio will say about you, whatever else you want to include. The cover art can be made using markers, paints, collage. Be creative!

Inside/Outside

Materials: Construction paper, markers, glue, scissors, magazines

Identity and the perceptions of others are central to adolescent development. This activity is simple to facilitate and doesn't require much in terms of materials, but can generate some great discussion. Have youth fold their papers so that there is an outside and can be opened to show an inside (Card style, or anyway that they want) On the outside they can write words, draw images, or collage how they think other people see them. Then on the inside they can use the same techniques to create images that represent how they think they really are, things that they think others may not notice or they may keep hidden. Have participants share their finished products if they feel comfortable.

The Monster in Me

Materials: Watercolor paper, oil pastels, watercolors and brushes

This activity was designed for younger children, but is fun and brings out great discussion with older groups as well.

Sometimes we may feel like there is a monster that lives inside of us and comes out when we are having a bad day. You might feel out of control of your behavior, or dislike the way you act. Think about what your monster might look like (no ears because it doesn't want to listen, red eyes because it's tired) and what makes your monster appear. Now draw your monster's face with the pastels. When you are done you can use the watercolors to fill in the rest.

Having an example is helpful for some participants but also let them know monsters can be abstract or however they imagine them. The results are really dramatic when the two mediums are mixed.

Activities adapted from *Window Between Worlds* art group curriculums.

Journal and Reflective Writing Topics for Teens

For adolescents and older teenagers, there is an increasing need to express emotions and opinions. Journal and reflective writing are extremely effective and useful ways for teens to let out their feelings in a safe and free form. Reflective writing is a useful tool for starting or ending the day!

What is...

- What is something you dislike about yourself?
- What is something you do well?
- What is your favorite room in your home and why?
- What is the worst thing parents can do to their children?
- What is your favorite time of day?
- What is your idea of a dull evening?
- What is the best way to treat meddlesome people?
- What is something you are optimistic about?
- What is something you are pessimistic about?
- What is your most indispensable possession and why?
- What is the meaning of "He laughs best who laughs last"?
- What is your favorite song and why?
- What is the best birthday present you ever received?
- What is the best birthday present you could receive?
- What is something that makes you feel sad?
- What is your favorite book and why?
- What is something that really bugs you?
- What is something that really makes you angry?
- What is the best advice you ever received?
- What would happen if you could fly whenever you wanted? When would you use this ability?
- What would happen if there were no television? Why would this be good? bad?
- What if cows gave root beer instead of milk?
- What if all the streets were rivers? What would be different?
- What would happen if people never co-operated? Why do you think it is important to co-operate?
- What would happen if animals could talk? What are some of the questions you would like to ask animals?

- What would happen if you could become invisible whenever you wanted to? What are some of the things you could do that you cannot do now?
- What would happen if everyone wore the same clothes?
- What would happen if you threw a piece of trash on the ground? What if everyone did?
- What if you could walk up walls and across ceilings?
- What would happen if children ruled the world?
- What would happen if you found gold in your backyard?
- What would you do if a bully bothered you on your way home?
- What would you do if Your friend had a broken leg? How would you cheer him up?
- What would you do if you found a magic wand?
- What would you do if you wanted to be friends with someone who spoke no English?
- If you could have been someone in history, who would you have been?
- If you could only take 3 people with you on a trip around the world, who would you take and why?
- If you could give any gift in the world, what would you give and to whom?
- If you could live anywhere in the world, where would it be?
- If you received any sum of money as a gift, what would you do with it?
- If you could do whatever you wanted to right now, what would you do?
- If you were principal of this school, what would you do?
- If you were a mouse in your house in the evening, what would you see your family doing?
- If you were five years older you would...
- If it were your job to decide what shows can be on t.v., how would you choose?
- If you owned a store, what would you do to discourage people from stealing from you?
- If you could participate in an Olympic event, which one would you choose and why? <P
- If you could break the Guinness Book of Records it would be for?
- If you had to describe yourself as a color, which would you choose?
- What do you think the world needs now?
- What do you think your friends say to each other when you're not around?
- What do you think about the amount of violence on T.V.?
- What do you think about people polluting the environment?
- What do you think about having set rules for people to follow?
- What do you think about people who are inconsiderate of others?
- What do you think should be done to keep people who are under the influence of alcohol off the road?

Time Fillers and Sponge Activities

All your kids have finished early and you don't have anything planned!

Several kids are starting to complete their work. What are they supposed to do?

You had to change lessons or plans at the last minute. Eek!

What's the point in starting a whole new activity if you can't finish it?

Time fillers and sponge activities are great ways to fill that void in programming and planning. Whether it's 3 minutes or 30 minutes, there are many easy and educational ways to use extra time with your students. These activities can be adapted for a variety of age groups and you can put your own spin on them to make them fun and interesting for your students!

Sponge Activities

Sponge activities are designed to soak up spare time and brain power all at once! Make sure your students always keep their thinking hats on

1. Compile a list of activities that students could complete in small time frames. They can range in topics, subjects, and skill sets. Here are some below.
 - *Write down the first word that pops into your head. How many words can you think of that rhyme with that word? Can you make a poem using them?*
 - *Finish the story: "Everything was going great until....."*
 - *Write a movie review for a recent film you either really enjoyed or really disliked.*
 - *Write a word problem using at least two different math operations. Have another student or teacher solve it!*
 - *Create a drawing using only numbers. How many objects or designs can you make from numbers?*
2. Assemble all of these activities in some form or fashion that is kid-friendly. They need to be able to grab these activities when they are finished with their other work. One suggested way is to write each activity on an index card and then put all the cards on a ring. This way, kids can flip through activities easily!
3. Introduce sponge activities as a resource for kids. Show them where they can find this resource and familiarize them with any special procedures or rules you may have for using them.
4. You can designate an area or space in your room or center to display things that students have created during sponge activities!!!

Time Fillers

"Zip Zap Zop"

Group Size: 4-25

Description: This activity is a high pace game that is easy to say but takes a lot of concentration. Start the group off by forming a circle. Pick a person to start the game by saying "zip". While they say "zip", they will step forward and clap to someone at the same time. The person that gets pointed at then returns the same motion to someone else in the circle while saying "zap". Then the next person continue to someone in the circle by saying "zop". Then the next person starts over at "zip" and the game continues until someone pauses, stutters, or uses the wrong phrase. That person must leave the circle. The game continues as such until there is only one person standing!

"Left Brain Right Brain"

Group Size: 3-25

Description: The scene will be at either a convention or talk show and a specialist will be informing us on a topic that the audience is highly interested in. (Ask the students for a topic.) Choose two people to come in front of the group and act as the left and right parts of the specialist's brain. Have them sit or stand side by side. Choose a group leader to act as the on/off switch for the "brain". (Or the teacher may act as the switch.) Have the specialist (i.e. "brain") begin talking on the chosen topic. When the group leader taps the head of the side of the brain that is talking, they must stop on the word they are on and the other side of the brain picks up and continues the conversation in whichever way he/she chooses....until the group leader taps their head and then vice versa. The other children that are not in the skit will be the audience and will pick the topics that the brain will talk about.

"One Word Story"

Group Size: 4-25

Description: Have the group either sit in a circle or stand shoulder to shoulder in a line. The children will pick a topic of interest and the group leader will choose a child to start the story. The person then starts the story off by saying ONE WORD and then the person next to them says another word and so on. The story keeps going until someone decides to say "The End" on their turn.

"Press Conference"

Group Size: Any

Description: Start off by picking one person to leave the room. While that person is outside of the room, the group will pick a famous figure for the person to be when they return. He/She will return to the room not knowing which celebrity they are. The group acts as reporters who stand up and ask the person questions to try to help him/her figure out who they are. People acting as reporters should only give hints or clues (but not tell them who they are). The questions keep flying until the interviewee can who he/she is supposed to be. Make sure the audience doesn't give it away!!



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