

THE ACT GAME

ACT: ASSERTIVE COMMUNICATION TRAINING

A Social Skills Training Program for Children Grades 3 - 6

MODULE 2: FEELINGS

OBJECTIVES

1. Construct a personal discomfort hierarchy.
2. Identify situations that cause discomfort.
3. Increase relaxation and control of discomfort.
4. Improve request-making behavior.
5. Generate alternative solutions to problem situations.

RATIONALE

Having mastered the mechanics of the ACT Game and initial discrimination of the assertion continuum, attention is focused on developing an awareness of uncomfortable states and methods of emotional self-control. Emotions are considered vital to the development of social competence because of their relationship to self-esteem and their capacity to undercut assertive behavior. The frightened child is not likely to appear socially skilled. Often, children with high anxiety or discomfort are not aware of degrees of discomfort, and cannot tell that an anxiety-producing situation is about to unfold. The techniques employed for managing emotions are standard ones used in cognitive-behavioral treatment and education. They consist of labeling emotions, becoming aware of signs of tension, interrupting discomfort with relaxation, and substituting positive for negative cognitions.

Session 1, Module 2: Recognizing Discomfort

TEACH

Step 1: Introduce the Super Coach, the Trainer, and the content. The session for today is how to recognize and deal with feelings. We are particularly concerned with a child feeling uncomfortable.

Example: Here we are again. I am the Super Coach and this is the Trainer. This time, we want to learn about feeling uncomfortable. It is difficult to feel uncomfortable and to feel confident at the same time. To start us off on exploring feelings, we will do a little play.

Step 2: Introduce the play. Indicate the roles that the Super Coach and the Trainer will play. The play takes place in a park. A play is used to engage students quickly and stimulate the children's imagination. Focus the children's attention on the feelings that arise.

Example: The play is called "On the Grass." It takes place in a park. Super Coach plays the part of Policeman, and the Trainer is Scared Silly. I want you to look for something as you watch this play. See if you can figure out what feelings the characters have.

ON THE GRASS

POLICEMAN: Hey you! Get off the grass. You are not supposed to walk on the grass.

SILLY: I like the grass.

POLICEMAN: Don't get smart with me. Get off the grass. Can't you read the sign? It says to not walk on the grass.

SILLY: I can't do it.

POLICEMAN: What are you talking about?

SILLY: Well, the sidewalk is way over there. To get off the grass, I have to walk on the grass. What am I supposed to do?

POLICEMAN: Are you trying to confuse me?

SILLY: No.

POLICEMAN: I can give you a ticket. I can arrest you. I can take you down to the station

house. So, don't try anything funny.

SILLY: Please don't do anything to me. I am sorry I wandered off onto the grass. I am really a nice person.

POLICEMAN: If you do what I tell you to do and make it snappy, there won't be any trouble here. But if you don't do as I say, you are in for it.

SILLY: Please, please. Don't do anything bad to me.

POLICEMAN: Get going.

SILLY: I want to obey you, but how can I? You tell me not to walk on the grass, but I have to walk on the grass to get off it. Whatever I do, I lose. Do you want me to stand here forever? I can't think straight. (STARTS GIGGLING UP AND DOWN.)

POLICEMAN: Are you nervous?

SILLY: (QUICK ANSWER IN SMALL VOICE) No!

POLICEMAN: Are you uncomfortable?

SILLY: No!!

POLICEMAN: Well, if you are not nervous and you feel very comfortable, then get out of here! (CHASES SCARED SILLY OFF THE GRASS.)

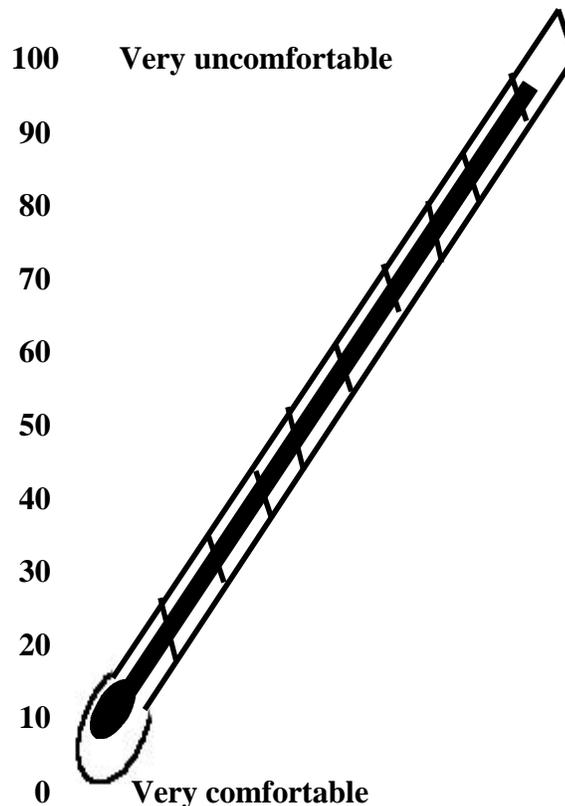
THE END

Step 3: Discuss which character was uncomfortable in the scene. As this lesson deals with feeling uncomfortable, the play is used to help children recognize discomfort and to identify with a person feeling nervous, upset, angry, or frightened. The play is a kind of an introduction to feelings.

Example: In this silly scene, was Scared Silly uncomfortable? What did he/she do that showed how he/she felt? Was the Policeman uncomfortable? What did he/she do that helped you decide if he/she was uncomfortable or not? If you had been Scared Silly, would you have been uncomfortable?

Step 4: Use the Feeling Thermometer. Pass out the Feeling Thermometer, explain it, and use it for examining the scene and for identifying how individuals feel in different situations. The Feeling Thermometer is a piece of paper with a thermometer on it, degrees, and space to write situations. The 100 degrees stands for an extreme. In this case it means feeling terribly uncomfortable. 0 degrees is totally calm and peaceful. Use tokens as appropriate.

FEELING THERMOMETER



Example: This diagram is called a Feeling Thermometer. 100 means a person is very, very uncomfortable. Zero - 0 - is when the person is completely calm and feels no discomfort. Two people can be in the same situation and have different comfort levels. How much discomfort did Scared Silly feel?

The Feeling Thermometer helps us with our feelings. We can tell how strong our feelings are by using the Feeling Thermometer. We can also tell when we are calm and relaxed. We are going to practice using the Feeling Thermometer. First, we will use some other characters to think about and use the Feeling Thermometer and then we'll practice with our own feelings of comfort and discomfort. I want you to tell how the character was feeling exactly the moment his feelings changed.

- Anakin Skywalker is playing cards with R2D2. A hairy disgusting creature comes up from behind and grabs him. How uncomfortable is Anakin right now? What number shall we say?
- Calvin and Hobbes are watching TV. Calvin's mom comes in with cookies and milk for them with a nice smile on her face. Is Calvin feeling comfortable or uncomfortable right now?
- John is eating his lunch in the cafeteria. Another kid trips and some of his lunch lands on John's pants. How does John feel right now? Where is he on the Feeling Thermometer?

Great, you are understanding the Feeling Thermometer really well. Let's practice with ourselves.

What number are you feeling if:

1. You are 15 minutes late to school.

I noticed some of you picked different numbers. In the same situation, some people can have very anxious feelings and other people feel more calm. Maybe it is one person's first time being late, but the other kid is late all the time. They might feel differently.

2. Jeremy, will you come up and give a little speech about some time you felt uncomfortable?

(Jeremy comes to the front.) How are you feeling right now, comfortable, uncomfortable, in the middle? What number on the Feeling Thermometer?
Some people really like to speak in front of the class. For others, it is not comfortable. Think about yourself. If I asked you to come up right now, how would you feel? Give it a number. Here's an example: I like teaching so this is easy for me. I am at a 10 in front of the class right now. If the superintendent walked in to see me teach this program, I might be at 90.

3. You are showing your mom your great spelling test. She is telling you how proud she is.
4. The teacher tells you that if you don't stop talking, you will lose recess.

Encourage students to share their degrees of discomfort. Point out how students don't all feel the same. Then allow students to come up with their own situations.

Now let's see if you can think of a situation that would make you feel 100 degrees of discomfort, 75 degrees of discomfort, 50 degrees of discomfort, and 25 degrees of

discomfort. Take a few minutes for students to come with situations at the different levels. If you find it difficult to think of enough situations, review in your mind situations at home, in school, with friends, with neighbors, with strangers, when you are performing (plays, music, sports, art, dance).

Step 5: Construct a group rating of uncomfortable situations. Develop a continuum of discomfort. As students call out situations, the Super Coach writes them on newsprint. It is important for children to see that situations can fall all along the Feeling Thermometer scale. Some children are only able to think of situations at the extremes. Use tokens.

Example: Let's see if the whole class can come up with situations that fit in different places on the Feeling Thermometer. We will start with 100 degrees of discomfort. What situations would make you that uncomfortable? What about at 75 degrees of discomfort? What about 50 degrees? What about 25 degrees?

Those were good examples of uncomfortable situations.

Step 6: Have the group identify the advantages and disadvantages of being aware of discomfort and anxiety. Feelings provide an early warning system that tell the individual that something is good, or that something is wrong and needs fixing. Feelings are physical responses to internal and external stimuli. Without feelings, life would be dangerous and boring. Use tokens to reward students for participating with the class activities.

Example: We have been making ourselves more aware of when we feel uncomfortable. Why is that a good thing to do? Isn't it better to walk around not realizing that you are feeling upset? What are your ideas about the advantages and disadvantages of being aware of how much discomfort we feel in different situations?

Possible ideas are:

Advantages

- Can try to fix the situation.
- Can find a way to stay cool.
- Can spend energy on the most important situations.
- Can prepare for difficult situations.
- Can help you make better decisions.
- Can calm yourself down so you make better decisions.

Disadvantages

- If you admit how much, you may get overwhelmed.
- Discomfort in one area may spread all over my body.
- What I do not know will not hurt me.

To know our feelings, it is important to know exactly what your feelings, actions, and thoughts are at each point in time. When your Feeling Thermometer is 100, your body will feel tense. Some people feel tense in their stomach; others will feel discomfort in their neck; some will have knees that begin to shake. Each person will react to a high Feeling Thermometer in a different way. Your job is to know which way your body will react. Right now, who has a Feeling Thermometer over 50? Anyone?

What is your Feeling Thermometer? Where in your body does your body feel uncomfortable? Where is the discomfort now?

Next time, we will begin to notice what you think when you have a high Feeling Thermometer and what you do when you have a high Feeling Thermometer.

PRACTICE

Step 7: Divide the class into small groups (6 to 10). Give the teams a situation to work on.

Small teams provide more opportunities for practice and more intense participation. Before role-playing, teams will work together to set goals. The teams' tasks are to identify a goal for the situation and assess the discomfort level involved. It is difficult for good problem-solving to occur if the participants don't understand what they want to accomplish. This is why setting a goal is so crucial. The more a person cannot control his/her feelings, the more barriers there will be to effective problem-solving. Use tokens.

Example: First, I will divide the class into small teams of 6 to 10 people. Before we play the ACT Game, we will practice selecting goals and seeing how comfortable or uncomfortable we feel about these goals.

Here is a situation for you to work on. Your task is to decide on the goal for this situation. Make sure the goal is stated positively - not negatively. The goal should be stated in one sentence. Also decide on how much discomfort is involved, using the Feeling Thermometer. The situation is as follows: Your little sister told your mother that you stole money from her. All you took was a quarter and you did plan to give it back. Your mother wants to talk to you.

Teams determine how the character is feeling. What is his/her degree of discomfort? What is his/her goal? After teams identify degree of discomfort and goal, have whole class sharing where each team tells what they think. Teams can see that other teams may have similar or different goals. Then play the ACT Game.

THE GAME

Step 8: Prepare the teams for playing the Game. Appoint actors and directors. Give teams the situation for playing the Game, assign parts to the actors, and give tasks to the directors. The Game provides a concentrated experience in problem solving. Actors work on the problem. Directors observe and give feedback. Then the groups switch: actors become directors, and directors become actors.

Example: Now we are going to play the game. Here is the situation: The classroom is noisy and you cannot study your lesson.

For the actors, the parts are the main person who cannot study, three noisy students, and the teacher.

The main actors will tell the directors what their goal is and then act out what they would do in this situation.

One of the directors will tell the actors when to start and finish. Each director will have one behavior to observe. Those behaviors are posture (straight, slumped over, leaning toward the speaker), gestures (large, small, threatening, withdrawing), voice level (soft, loud), voice tone (pleasant, whining), and eye contact (direct, away).

When the role-play is over, the directors will give feedback to the actors. Role-plays will last 2-5 minutes with 3 minutes for feedback. We will try to give as many actors as possible a chance, and after a while the actors and directors will switch roles.

The directors should start the actors going in the role-play. After 2-5 minutes, the director stops the scene and gives feedback to the actor. First, the directors ask the actors what they liked in their performance and what they would do differently next time. Then the directors comment on the goal and what they observed in the area they focused on, and provide general comments on the role-play. Go ahead and begin the role-plays, providing feedback after each one.

New Situations (Randomly select problems from the bowl, or select a problem that would benefit your students.)

- You are in a reading group that is going too slowly and you want to be in a faster one.
- You are working in a group project and not all the group members are doing their part on it. You end up carrying the load.
- You saw your older sister smoking in the park. She is only 13. What should you do?

- You have a spelling test tomorrow and cannot find the list of words. Your good friends are not in that class.
- A new girl just entered your class and everybody is ignoring her.
- Your best friend wants you to let him see your answers on a test in math. Your friend believes that without the answers, he will fail the test.
- Your good friend isn't talking to you and you don't know why.

Step 9: Have the children in each team switch roles when the actors have all had a turn.

If time is short, switch before everyone has had a chance. If time has run out before everyone has done a role-play, the Super Coach needs to make a note of the students who were omitted and try to let them have a chance in the next lesson's playing of the Game.

Example: Now it is time to switch roles. Actors become directors, and directors become actors. Give feedback.

REVIEW AND CLOSING

Step 10: End with tokens and affirmations. One form of affirmation is reinforcing approximations. For example, if a child can only do one step in problem solving, give credit for that movement toward the goal. One step is better than none. Be careful not to leave out a child. Catch a child doing something good.

Example: You did a good job today. Remember we all have to take steps that move us toward a goal. You may not have taken all the steps today, but you did take some important ones. Stephanie, you did a great job looking at the other person. Next week, you might want to practice standing up straight.

I look forward to seeing you at the next lesson on problem solving.

END OF SESSION 1, MODULE 2

Session 2, Module 2: Recognizing Signs of Discomfort

TEACH

Step 1: Introduce the Super Coach, the Trainer, and the content. This lesson is on how you can tell you are anxious or uncomfortable.

Example: Here we are again. I am the Super Coach, and this is the Trainer. Today, we will answer the question of how can you tell when you are anxious or upset. In a minute we will start with a little skit about a TV program.

Step 2: Introduce the TV program. The TV program directs children to look for signs of distress, yet it does it in a fun way. The play is called “Who Sweats at the Zoo?”. It would be helpful if the Super Coach and Trainer had signs to hold up to show what animal they are, or they could put on hats to resemble each animal character. Use your creativity as time permits.

Example: We are pleased to see you again. The Super Coach will be Ms. Turn-off TV and the Trainer will play the animals in the zoo. We are going to start with a little TV program for your entertainment. Remember that last time we learned about what makes us uncomfortable. Today we want to learn the signs of being uncomfortable.

Step 3: Do the TV program.

WHO SWEATS AT THE ZOO?

TV INTERVIEWER: I am Ms. Turn-Off-TV and I am interviewing creatures to learn more about how we can tell they are upset. Here comes one now. Hello! Hello! You are a duck.

MR MALLARD: I am a male duck. That’s why I look so pretty. My wife calls me Mallard.

TV INTERVIEWER: My question is how can you tell when a duck is upset and uncomfortable?

MR MALLARD: That’s easy. He goes “quink.”

TV INTERVIEWER: You mean to tell me that instead of a duck going “quack,” he goes “quink”? I have never heard of such nonsense. Let’s talk to someone else. Excuse me. Aren’t you a turtle?

THERESA TURTLE: No, I am a helmet with legs.

TV INTERVIEWER: Don’t get funny whoever you are.

THERESA TURTLE: My name is Theresa Turtle. What do you want to know?

TV INTERVIEWER: How can someone know when a turtle is anxious and upset?

THERESA TURTLE: You must know that we turtles don't get upset. Only in extreme situations.

TV INTERVIEWER: In an extreme case, what do you do?

THERESA TURTLE: We run like crazy. I can do a mile in 5 minutes and 40 seconds. My cousin, Johnson, is an Olympic medal holder.

TV INTERVIEWER: I have never seen a turtle run that fast. They just plod along. Are you putting me on?

THERESA TURTLE: That proves it. I told you turtles rarely get upset. That's why you've never seen one sprint down a path in the woods to her favorite pond.

TV INTERVIEWER: Here comes somebody else. I hope they do not have a crazy story to tell me about how they handle feeling uncomfortable. Hello! What a beautiful black and white coat you have on. Black and white coat? Oh, no. I am sorry, mister, we are going off the air. There are no more questions.

SAM SKUNK: My name is Sam Skunk, and I have always wanted to be interviewed on TV. But you don't like skunks? Do you?

TV INTERVIEWER: I love them. Some of my best friends are skunks. Would you please go away?

SAM SKUNK: You are getting me a little annoyed here. You know what happens when skunks get anxious?

TV INTERVIEWER: I don't mean to make you upset or uncomfortable. Please, please. Go across the street.

SAM SKUNK: When skunks get upset, they raise their tail up.

TV INTERVIEWER: Like yours is?

SAM SKUNK: Like mine is, and they turn their back to the one who has made them uncomfortable - like I am doing.

TV INTERVIEWER: Help! Help! Don't let this skunk spray me. Get this skunk out of here. This program has been taken off the air. Oh, no!

THE END

Step 4: Use the story to explain the signs of being uncomfortable. Examine what was learned from the duck, the turtle, and the skunk. Concentrate on signs that can be seen, smelled, heard, felt, and tasted.

Example: Let's take a look at the TV interview. The TV interviewer was trying to find out what tells us that someone is uncomfortable. The duck said that ducks go "quink" instead of "quack." Isn't that silly? Have you ever heard a duck go "quink"?

The turtle claimed that it would run really fast. Have you ever heard of a turtle running faster than a deer, or a tiger, or horse? Have you ever seen a turtle pull its legs into its shell and then close up its shell tightly? I think that is what turtles really do when they are frightened.

The skunk showed the TV reporter. Its tail stood up. The skunk turned so that its rear end was pointing at the TV interviewer, and it was ready to spray the interviewer with a terribly smelly perfume. Do skunks really spray people or other animals with something that stinks?

Which animal told the truth about what they do when they are upset?

Step 5: Teach the children what the signs of discomfort are. Provide the children with a list of signs and then have them play a game of charades, acting out the uncomfortable sign. Acting out the signs makes the situation more real and cements the sign in the child's memory. Use tokens.

Example: When people feel uncomfortable or nervous, they show it in different ways. I will read to you a list of signs that tell us someone is anxious.

- Sweaty palms
- Sweat under the arms
- More frequent need to go to the bathroom
- Upset stomach
- Heart beats faster
- Hands shake
- Body gets tense
- Face gets red
- Biting nails
- Rubbing hands together
- Running finger around lips
- Tapping feet or pencil
- Breathing fast

I have cards on which the signs are written. Each person will get a card. When it is your turn, act out the sign and let's see if the class can guess what the sign is. The one rule is that when you can't use words to give the class hints. This is charades of uncomfortable signs. The class should try to guess what the sign is. Go ahead.

Students will act out the signs and others will guess. Help students identify the specific non-verbal cues that helped them guess correctly.

PRACTICE

Step 6: Divide the class into small groups (6 to 10), and in each small group give the teams a situation to work on. Their task is to identify a goal for the situation and assess the discomfort level involved. Identifying the goal is an important step in problem-solving. Practice in setting the goal for a situation occurs in the teams. Strong emotions can block successful problem-solving; thus, the teams try to identify the feelings generated by the problem situation. Use tokens.

Example: First, I will divide the class into small teams of 6 to 10 people.

Here is a situation for you to work on. Your task is to decide on the goal for this situation. You will talk about your goals as a team. Then we will share our goals with the other teams. It will be interesting to see if our goals are similar or different. Make sure the goal is stated positively - not negatively. Before you can decide on a goal, you must know how you feel, and how much discomfort is involved. Use the Feeling Thermometer. The situation is as follows: Some of your friends smoke in secret. They want you to smoke with them.

What is the problem?

What are some goals? What is your goal?

How do you feel acting on this goal? Do all team members feel the same or is there a difference in how team members feel?

THE GAME

Step 7: Set up for playing the Game. Assign actors and directors. Give the teams the situation for playing The Game, assign parts to the actors, and give tasks to the directors. This basic approach will continue throughout. Teams will work on problem situations. Actors will try to follow the problem solving steps. Directors will give feedback. Then, they will switch. New situations are worked on as needed.

Example: Now we are going to play the Game. Here is the situation: A friend of yours

passed you a note in class to hand to someone else. If you pass it, you are sure to get caught.

For the actors, the parts are you, your friend, the person who was to receive the note, and the teacher.

You will tell the directors what your goal is and then act out what you will do in this situation.

One of the directors will tell the actors when to start and finish. Each director will have one behavior to observe. Those behaviors are posture (straight, slumped over, leaning toward the speaker), gestures (large, small, threatening, withdrawing), voice level (soft, loud), voice tone (pleasant, whining), and eye contact (direct, away).

When the role-play is over, the directors will ask the actors what they liked and what they would do differently. Then the directors will give feedback to the actors. Role-plays will last 2-5 minutes with 3 minutes for feedback. We will try to give as many actors as possible a chance, and after a while the actors and directors switch roles.

Step 8: Switch roles and give new situations. As time permits, let new actors try to solve other problems. After a while switch so that the actors become directors and the directors become actors. Stay actively involved as Super Coach, shaping the roles of the actors and directors, and giving feedback. After a lot of practice, switch actors and directors and give new situations.

New Situations (Randomly select a problem for the bowl, or choose a problem that you find appropriate for your students.)

- Your mother told you to clean up your room by dinner time. You forgot.
- You borrowed your brother's sweatshirt and accidentally spilled mustard on it.
- Your parents are invited to school for a program and you are a main character. They tell you they can't come because they work evenings.
- You handed in homework late. The teacher asked you to stay after school. You already told a new friend that you would meet her at that time.
- You went to the grocery store for your mother. She says that the bread you brought home was moldy. She wants you to return it.

REVIEW AND CLOSING

Step 9: End with tokens and affirmations, including reinforcing approximations. Review the lesson. Have team members share what they liked and what they would change about today's work. Compliment teams on their good acting. Compliment individuals with tokens. Try to pay attention to different students in each session. Be careful not to leave out a child. Catch a child doing something good. Reinforcing approximations means rewarding steps in the right direction even though the whole sequence is not in place.

Example: You did a good job today. Remember, we all have to take steps that move us toward a goal. You may not have taken all the steps today, but you did take some important ones. Angelo, you did a great job looking at the other person. Next week you might want to practice standing up straight.

Now I want each of you to complete this sentence: "I am good at..."

In the next session, we will talk about how to handle feeling uncomfortable in situations with others.

END OF SESSION 2, MODULE 2

Session 3, Module 2: Reducing Discomfort

TEACH

Step 1: Introduce the Super Coach, the Trainer, and the content of the lesson. If possible, the Super Coach will dress up like a weird doctor and the Trainer like a patient with many complaints. Or clip signs to the rim of baseball hats: Doctor, Patient. Explain that last time the lesson was on signs of discomfort, and this time it is on reducing discomfort.

Example: Welcome back. I am Super Coach and this is the Trainer. The first time we met, we learned how to be assertive. The second time we met, we first found out how uncomfortable we were in different situations. Then we worked on being able to tell when someone was uncomfortable. What were the signs? Remember having sweaty hands, being flushed, or having a hot feeling in the face. Today, we want to practice making ourselves more comfortable.

Step 2: Introduce the play. Super Coach will play Dr. Doolittle, and the Trainer will play Sidney Sickness. The play takes place in Dr. Doolittle's office. Again, a little play is used to break the ice, get the children involved, and introduce some of the themes for the lesson.

Example: In this play, Super Coach plays the part of Dr. Doolittle, and the Trainer is Sidney Sickness. The scene takes place in Dr. Doolittle's office. The play is called "A Doctor's Visit to Forget."

A DOCTOR'S VISIT TO FORGET

DR. DOOLITTLE: So, what is wrong today, Sidney Sickness?

SIDNEY: I am so jumpy today. (JUMPS AROUND THE OFFICE.) I just can't stop myself. I feel like I am doing the kangaroo. Please help me. Cure me of my jumpiness.

DR. DOOLITTLE: Of course. Immediately. One cure for jumpiness coming up. Please sit in this chair. (SIDNEY SITS AND DR. DOOLITTLE TIES SIDNEY TO THE CHAIR.) There, that should cure you of your jumpiness.

SIDNEY: No, no, no! Get me out of here!

DR. DOOLITTLE: OK, OK. (UNTIES SIDNEY.)

SIDNEY: Oh, my back is killing me. (JUMPS AROUND AGAIN.)

DR. DOOLITTLE: Please sit down right here, very straight. Is the pain in the back of your noodle? (RUBS HANDS ON HEAD.)

SIDNEY: No.

DR. DOOLITTLE: Is the pain in the back of your neckbone? (PUSHES ON NECKBONE.)

SIDNEY: No.

DR. DOOLITTLE: Is the pain in the back of your wallet?

SIDNEY: No.

DR. DOLITTLE: When you get my bill, there will be a lot of pain. So, where does it hurt?

SIDNEY: I don't know. I am all confused.

DR. DOOLITTLE: You lost your pain, but I will find it. (BEGINS POKING VIGOROUSLY.) Is it here?

SIDNEY: Yes, yes. It hurts. What are you doing to me - poking all over? Why are you poking so hard?

DR. DOOLITTLE: I am looking for pain holes. When I find them, I must stick my elbow in them and cause as much pain as possible. That frees up the cellular mass to reduce its size, and then there is no more pain. (CONTINUES TO PRESS HARD WITH HIS ELBOW.)

SIDNEY: Oh, stop, please stop. The pain is more than I can stand.

DR. DOOLITTLE: Just go along for a minute. I'll count slowly. 5.....4.....3.... Are you still going on vacation?

SIDNEY: Keep counting. You are cheating on me.

DR. DOOLITTLE: 3.....2.... Do you have the time?

SIDNEY: Say "1". Please say "1."

DR. DOOLITTLE: (WHISPERS SOFTLY) 1. Did you hear that?

SIDNEY: No, I didn't.

DR. DOOLITTLE: I was right, Sidney. Your jumpiness was because you have a hearing problem. Let me check. (LOOKS UP SIDNEY'S NOSE.)

SIDNEY: You are looking up my nose, you fool. That's not my ears.

DR. DOOLITTLE: (SPEAKS UP SIDNEY'S NOSE) Can you hear me, Sidney?

SIDNEY: Of course, you dummy.

DR. DOOLITTLE: There must be something else I can do. I know of one more trick. I mean, cure for jumpiness. Repeat after me.

SIDNEY: After me.

DR. DOOLITTLE: Not yet, Sidney. I haven't said anything yet.

SIDNEY: Not yet, Sidney. I haven't said anything yet.

DR. DOOLITTLE: Stop it. Repeat: My eyes are closing. I feel sleepy.

SIDNEY: My eyes are closing. I feel sleepy.

DR. DOOLITTLE: I am breathing deeply.

SIDNEY: I am breathing deeply.

DR. DOOLITTLE: When I count to 10, I will feel completely relaxed. My jumpiness will have disappeared. 1...2...3....4...(SLOWS DOWN THE COUNT.)
....5.....6.....7....(FALLS SOUND ASLEEP.)

SIDNEY: Wake up, Dr. Doolittle! Wake up. Nurse, nurse. Come here. Dr. Doolittle is completely asleep. (JUMPS AROUND THE ROOM.)

THE END

Step 3: Explore how reducing discomfort was modeled in the play. Ask questions about the scene to stimulate interest in finding ways to help someone feel more comfortable.

Example: Would you use Dr. Doolittle for your doctor? Did Dr. Doolittle help Sidney Sickness feel more comfortable? What are some of the ways that you have used to make yourself feel more comfortable, less anxious, less nervous, less tense, less jumpy in difficult situations? Let's hear your ways of feeling better. Lead a discussion focusing on specific ways to feel more relaxed and comfortable. Write them on the board or chart paper. Students can get up and show how they relax. Help them think of things they are doing when they are relaxed. How are they breathing, fast or slow? How do they stand

when they are relaxed?

Step 4: Demonstrate how to relax and reduce feeling uncomfortable. Use breathing and imagining. There are basically three ways to relax. One is through, slow, deep breathing. Another is physical - tightening and then letting the tension go. The third is by using the imagination, like seeing oneself lying on the beach. Children are shown options so that they can choose the one that fits them best.

Example: Now that you know how uncomfortable you feel in different situations what the signs of being uncomfortable are, we need to learn how to reduce feeling uncomfortable. What can you do?

First, let's try breathing. Get comfortable in your chair. Take a deep breath in and let it out slowly. (Model this for the students.) That's the idea. We will do it three times. Ready? Take a deep breath in, pause, and let it out slowly. Two, take a deep breath in, pause, and let it out slowly. Three, take a deep breath in, pause, and let it out slowly. Good! How does your body feel?

Now imagine you are floating on a cloud. You can close your eyes if you wish. The cloud is soft and safe and warm. You are just drifting along. You feel so light and dreamy. You spread out completely. The sky is pale blue. (Pause for a moment.) I will count to five and when I get to zero, you will be back on earth and you will feel very good. (Elaborate on this activity since the students' maturity allows them to get into the visualization.)

Talk about how this felt. Do it again.

Have students tense different muscle sets, hold, and then relax. Tense, or tighten the forearms. Hold. Relax. Can students feel the difference? After brief discussion, tense, hold, relax shoulders, face, legs...

PRACTICE

Step 5: Divide the class into small groups (6 to 10), and in each small group appoint actors and directors. Better work is done in small groups. Having actors and directors helps to ensure that what is practiced is acceptable. Their task is to identify a goal for the situation and to assess the discomfort level involved. Before actually playing the Game, there is practice in setting a goal and identifying discomfort. Use tokens.

Example: First, I will divide the class into small teams of 6 to 10 people.

Here is a situation for you to work on. Your task is to decide on the goal for this situation. Make sure the goal is stated positively - not negatively. A goal should be stated in one

sentence. Also decide on how much discomfort is involved, using the Feeling Thermometer.

The situation is as follows: You spent hours and hours collecting cans and bottles for recycling. You could make 5 cents on each one. When you got to the store, they said they didn't take them any more. The next store that takes them is a mile away. How do you feel right then? Practice, take a breath slowly, then choose a goal. What do you want to happen? What will you do? Check your Feeling Thermometer again. How do you feel about acting on your goal? Talk about your feelings and goals with your team.

THE GAME

Step 6: Prepare the teams for playing the Game. Give the teams the situation for playing the Game, assign parts to the actors, and give tasks to the directors.

Example: Now we are going to play the Game. Here is the situation: You met a new friend. Now one of your old friends seems jealous and gets mad when you do things with your new friend. Your older sister says you should stick with your old friend.

For the actors, the parts are the person who has the problem, the old friend, the new friend, and the older sister. The main person will tell the directors what his/her goal is and then act out what he/she will do in this situation.

One of the directors will tell the actors when to start and finish. Each director will have one behavior to observe. Those behaviors are posture (straight, slumped over, leaning toward the speaker), gestures (large, small, threatening, withdrawing), voice level (soft, loud), voice tone (pleasant, whining), and eye contact (direct, away).

When the role-play is over, the directors will ask the actors what they liked about their performance and what they would do differently. Then the directors give feedback to the actors. Role-plays will last 2-5 minutes with 3 minutes for feedback.

We will try to give as many actors as possible a chance, and after a while, the actors and directors switch roles.

Step 7: As time permits, let new actors try to solve other problems. After a while, switch so that the actors become directors, and the directors become actors. Stay actively involved as Super Coach, shaping the roles of the actors and directors, and giving feedback.

New Situations (Randomly select a situation from the bowl, or choose an appropriate situation for your students.)

- All your friends get to stay up 1 hour later on weekdays and 2 hours later on weekends. You get teased about being a baby.
- You and your friends like to go to a particular mall and hang out. Every time you get a group together and start talking, a mall security guard comes up and say you can't hang around there. He breaks up the conversation.
- You are carrying home a note from your teacher to your parents. The note is negative about your behavior, but you don't know exactly what it says. You don't like this teacher.
- Your mother thinks you don't help out enough at home. She is always pointing out that when your older brother and sister were your age, they did twice as much around the house. She wants to talk with you again about the situation.
- You have an after-school job helping out a couple of elderly people in the neighborhood. You want to be able to spend some of the money. Your father wants you to put all of it in the bank.

REVIEW AND CLOSING

Step 8: End with tokens and affirmations, including reinforcing approximations. Be careful not to leave out a child.

Example: You did a good job today. Remember we all have to take steps that move us toward a goal. You may not have taken all the steps today, but you did take some important ones. Rebecca, you did a good job knowing how you felt today. Next time you might want to try taking a few slow breaths.

Think about a time when you were assertive during the last week. Share the time with your team members.

In the next session, we will talk some more about our feelings and talk about how to ask for what we want.

END OF SESSION 3, MODULE 2

Session 4, Module 2: Feeling and Requesting

TEACH

Step 1: Introduce the Super Coach, the Trainer, and the content of the lesson. Explain that the lesson is about feelings and making a request of someone. Indicate that a brief play is to follow.

Example: I am the Super Coach and this is the Trainer. We are glad to see you. Today we will work on feelings some more, and we will learn about making a request. To start the class we will put on a little play. There are two characters having a serious conversation. One character is called Mouse and the other one is called Proud Paul.

Step 2: Introduce the play. Point out what to look for in the little play. Have the children pay attention to the goal, feelings, and possible solutions. Indicate who plays what role.

Example: Now we are going to act out the play. Look for the goal and the feelings that Mouse and Proud Paul have. Also, what ideas did they have about fixing the situation? The Super Coach will play the part of Mouse and the Trainer will play the role of Proud Paul. The play is called “Talk About Feelings.”

TALK ABOUT FEELINGS

MOUSE: I want to ask you something.

PAUL: What’s that, Mouse?

MOUSE: You had a party on Sunday.

PAUL: That’s right.

MOUSE : Paul, this is hard to say, but how come you didn’t invite me?

PAUL: I don’t know.

MOUSE : We have been good friends for years.

PAUL: I know.

MOUSE: We met when we were 3 years old - in preschool. It was your idea to give me the nickname “Mouse.” I always had that little mouse in a cage. I

remember so well the day when T-Bone McNeil ran over it with his bicycle. I was cleaning the cage in the garage. The mouse was in an onion sack. T-Bone had it on the handlebars of his bike. We had a funeral in my backyard. You carried the coffin. I cried.

PAUL: Me too.

MOUSE: Paul, I thought we were good friends. I can't understand why you didn't invite me. Did I do something to make you mad?

PAUL: No, you didn't do anything wrong.

MOUSE: So, what is going on?

PAUL: Well, the truth is that I met a new friend.

MOUSE: That's nice. It's good to have lots of friends, but why do you have to get rid of the old ones?

PAUL: I thought you would be mad at me if you knew I had a new friend.

MOUSE: I'd like to meet your new friend.

PAUL: But, Mouse, what if my new friend ends up liking you better than me? Then I'd lose out.

MOUSE: No matter how much I might like your new friend, I am not going to drop you.

PAUL: You never know.

MOUSE: What can I do?

PAUL: I don't know. What are we going to do?

MOUSE: I could never see you again and you could never see me again.

PAUL: Harsh.

MOUSE: By the way, you should know that I was angry with you when I found out about the party, and then I felt really hurt. I need to feel I can trust you again.

PAUL: I am sorry. It was stupid.

MOUSE: We could put off doing anything for a month. Not try to fix anything.

PAUL: I don't like that idea.

MOUSE: Before reacting, let's think of some different solutions.

PAUL: How about if I had another party and invited you?

MOUSE: I could come over to your house sometime when your friend is there and meet casually.

PAUL: I have a better idea. My parents were going to get tickets for the circus for my friend and me. I'll ask them to get one more.

MOUSE: Why not ask them to get two more, and I'll invite another person.

PAUL: How come?

MOUSE: If there are three people, someone is on the outs and someone can get jealous. Now let's talk about the ideas we came up with.

PAUL: Not seeing each other ever again is too much. Also, I don't like putting it off for a month.

MOUSE: Doing something together is a good start.

PAUL: But having other people involved makes it safer.

MOUSE: I'll buy four circus tickets.

PAUL: Tickets to the circus for you, me, my new friend, and someone you want to invite. How about another mutual friend like Tommy?

MOUSE: Great idea. I'll call Tommy, and you call your friend.

PAUL: Sounds good to me.

THE END

Step 3: Explain how the play fits in with the other sessions and ask questions related to the goal, feelings, and possible solutions. This lesson pulls together some themes of the previous lessons. Use tokens.

Example: In other sessions, we learned about the importance of knowing when you are uncomfortable, what situations make you uncomfortable, and how to reduce your discomfort. This time we want to put some of those lessons together. We want to do a scene where feelings are important and where we think of more than one solution to the problem. If you have only one solution, the person will most likely do it, even if it is not a good idea. If there are only two solutions, children think that one is good and the other bad. Having at least three things you can do to fix the situation, gives you a choice and leads to a better solution. We think it is a good idea to find many alternatives or choices.

In the play we just saw, what was the goal? What are your ideas?

What feelings did Mouse and Paul have? Let's talk about the feelings.

What did Mouse and Paul think of as ways to fix the situation? Can you name three?

PRACTICE

Step 4: Divide the class into small groups (6 to 10), and in each small group appoint actors and directors. Give the teams a situation to work on with the task being to identify a goal for the situation, to assess the discomfort level involved, and to think of some possible solutions. Use tokens.

Example: First, I will divide the class into small teams of 6 to 10 people.

Here is a situation for you to work on. Your first task is to decide on the goal for this situation. Make sure the goal is stated positively - not negatively. Also decide on how much discomfort is involved, using the Feeling Thermometer. The third task is to think of some ways to fix the situation. Try to come up with at least three alternatives or choices of how to act.

The situation is as follows: Your mother says you have to clean up your room by 4 o'clock. You told some kids that you would meet them at 3 o'clock. The time is 12 minutes to 3 o'clock.

Follow team-sharing procedures suggested in previous sessions.

THE GAME

Step 5: Prepare for playing the Game. Assign actors and directors roles. Give the teams the situation for playing the Game, assign parts to the actors, and give tasks to the directors.

Example: Now we are going to play the Game. Here is the situation: Your brother took your sweater without asking. Your mother says there are more important things in life to get upset about. Your father says you and your brother have to settle this problem on your own - without their help.

For the actors, the parts are the person who has the problem, the brother, the father, and the mother. It is very important in this role-play and any others that you do today to list at least three ways to solve the problem. A good rule is not to criticize or evaluate an idea until all the possible solutions have been mentioned.

The main actors will tell the directors what their goal is, consider alternatives plans of action, and then act out what they would do in this situation. One of the directors will tell the actors when to start and finish. Each director will have one behavior to observe. Those behaviors are posture (straight, slumped over, leaning toward the speaker), gestures (large, small, threatening, withdrawing), voice level (soft, loud), voice tone (pleasant, whining), and eye contact (direct, away). This time, pay particular attention to gestures.

When the role-play is over, the directors will give feedback to the actors. Include in the feedback whether actors had at least three alternatives.

Role-plays will last 2-5 minutes with 3 minutes for feedback. We will try to give as many actors as possible a chance, and after a while, the actors and directors will switch roles.

Step 6: Switch actors and directors, and give new situations. Let new actors try to solve other problems. After a while switch so that the actors become directors and the directors become actors. Stay actively involved as Super Coach, shaping the roles of the actors and directors, and giving feedback.

New Situations

- At school, some kids were shouting in the halls and a teacher thought you were one of them. She told you to go to the Assistant Principal's office.
- There is a big kid at school who keeps picking on you.
- Your mother asked you to go to the store and buy some special brand of hot sauce. You have looked and looked and can't find it.
- You and all your friends are sitting on the front steps totally bored.
- Your friends think it is fun to sneak into the movies without paying. You and three of your friends are about a block from the movies and want to see the movie that is playing.

REVIEW AND CLOSING

Step 7: End with tokens and affirmations, including reinforcing approximations. If a student comes close to doing a behavior correctly, give the child praise. Look for closer and closer approximations. Be careful not to leave out a child.

Example: You did a good job today. Remember we all have to take steps that move us toward a goal. You may not have taken all the steps today, but you did take some important ones. Bernice, you identified and expressed your feelings just fine. Next time, see if you can take in a few breaths and relax.

Have students finish this sentence: “Today I did well when I...”

END OF SESSION 4, MODULE 2