Group Storm Chasers

Age Group – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time Frame – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of Students Participating- \_\_\_\_\_\_\_\_\_\_ (8 – 10 is ideal)

Meeting Day – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(7 consecutive weeks)

Allotment of time – each week the group will meet for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other Information

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Student Group Demographics (Ideal)

* Male
* Female
* Gender non- conforming

\*Ideally the group will consist of relatively equal numbers of all genders

Group Information

Groups that cover more abstract concepts should be diverse in members, but there is no aim to diversify to the point that frustration is generated. There should be great effort put into the screen and selection process. The students should be developmentally capable of grasping abstract concepts and understanding that difference among student groups should be celebrated. This group of students should be able to identify personal thoughts and beliefs and justification for them and still be able to understand they cannot be assigned a “right” or “wrong”.

Group Goal

The goal of this group is to bring students together in an effort to help them realize the conceptual storms that affect them, the school, and society as a whole. The group will discuss these “storms” in an effort to learn to identify them, mitigate and diminish the damage, and hopefully warn others.

Weekly Topic Outline

Week 0 Preparation

|  |  |
| --- | --- |
| Week 1 | Welcome and Group Agreement |
| Week 2 | Hurricane Respect & Hurricane Disrespect |
| Week 3 | The Boundary Tsunami |
| Week 4 | Emotional Earthquakes |
| Week 5 | Tempting Tornado |
| Week 6 | Warning Systems |

Week 7 Are we T.V. / Radio Ready?

Week 0

Preparation and determination of group members

* This week students will be given the group screening survey.
* After screening all students a final group will be determined. If there is a lack of willingness more students will be screened until a group of 8 to 10 students has been obtained.
* Make sure that students teachers, co-workers, and secretaries are aware of the group and understand the issues interruptions bring to the group.
* Make sure there is another counselor available to handle crisis situations or to meet with students during your group time
* make sure you have confirmed space for meeting and gathered all supplies needed for the first few weeks of group

Week 1 - Welcome

Goals

* A pretest will be given to all students questioning their knowledge and thoughts about topics that will be covered in group.
* A letter will be given to all students for their parents notifying them about the group participation.
* A group agreement will be made and signed.
* Write names on (decorate if time allows) Folders for each student

Activity

Icebreaker activity – Share with me Skittles / Meaningful M&M’s

In order to make the students feel more comfortable and to introduce students who may not know each other.

Share out with Group

Question – What excites you the most about being in this group?

Homework

Fill in definitions of group topics

Week 2 – Hurricanes and Respect/ Disrespect

Goals

* Identify what a hurricane is and the damage it does
* For students to explore their definition of respect and identify what it looks like, sounds like, and feels like.
* For the students to explore disrespect and identify what it looks like, sounds like, and feels like.
* Students to consider the diversity of respect among genders, sexual orientations, ethnicities, and belief systems.

Possible Topics for Discussion Based on Group

What is respect?

How do you show respect to another student, parent, teacher, bus driver, human being?

What is disrespect?

How do you show disrespect to another student, parent, teacher, bus driver, human being?

How is disrespect like a hurricane ?

Do we all define respect and disrespect the same?

How do our definitions being different affect us and how we treat people?

Can we determine any forms of respect or disrespect that might be universal?

What might happen if we disrespect someone ? How can we repair the damage that is done?

Activity

Working through scenarios, behaviors, or actions with a partner (allow student to choose their own partners the first week, but make note of who is partnered up together so that you can be sure if partner work is done again they work with someone different)

Working through scenarios as a group (allow different group members to present the scenarios and the group as a whole to work through making a decision)

Share out- Question

What would a world where everyone respects each other look or be like?

Homework

Worksheet

Use this worksheet each day to show 3 compliments that you gave to others (that were sincere and respectful) and 3 ways that you feel you were disrespected, how you think you handled it on a scale of 1 to 5 and how you responded.

Week 3- Boundary Tsunami

Goals

* Identify what a tsunami is and the damage it does
* Identify what a boundary is
* Identify where we should use boundaries

Possible Topics for Discussion Based on Group

What is a tsunami?

What is a boundary?

How do our boundaries affect our choices?

What boundaries do you have ?

What might happen if there were no boundaries?

What types of boundaries are there ? (hard and fast, firm and appropriate, inconsistent and

nonexistent)

How are boundaries and tsunamis alike?

How do you determine a boundary?

How do you know when you cross a boundary?

Why should we not cross or defy boundaries?

Depending upon the person or boundary what might happen if we cross it?

How do boundaries and respect/disrespect relate?

Activity

Homework

Week 4- Emotional Earthquakes

Goals

* For students to determine how their emotions effect their daily lives
* For students to explore how unknowingly their emotions might affect others
* For students to acknowledge that a person can have emotions that elicit reposes or feelings that aren’t meant to them personally

Possible Topics for Discussion Based on Group

What is an emotion?

How might your emotions effect your daily life?

How might someone else’s emotions affect your life?

What is an earthquake?

How might an earthquake and emotions be similar?

What tool measures an earthquake?

Do we have any way to measure our emotions?

How might being able to self-monitor and measure our emotions be beneficial to us and to others?

How might emotions show up in a classroom, friendship, at home?

What types of emotions are there?

How might we release bad emotions?

How might we share good emotions?

Activity

Homework

Week 5- Tempting Tornado

Goals

* Identify several things that might be tempting

(give in to peer pressure, not stand up to a bully, drugs, alcohol)

* Identify why things that are tempting are labeled as tempting for a person
* Help students learn about good decision making
* Help student learn about standing up to bullies and peer pressure

Possible Topics for Discussion Based on Group

What is peer pressure?

Why might a student give in to peer pressure?

Why is it hard to stand up to peer pressure?

How do we know if a decision is good or bad?

When we feel tempted – what causes this tempting feeling?

Have you heard of a tornado chaser or a storm chaser?

Do you know why they chase such deadly storms? (excitement and thrill- to gain knowledge or know what something is like – to help others)

If we compare bullying situations where you should stand up for yourself or others to tornado chasing how might that be similar?

How is standing up to peer pressure and chasing tornados similar?

How do we know we have made good decisions?

Activity

Homework

Week 6– Warning Systems

Goals

* Help students to identify ways they can use their knowledge
* Help students explore ideas for helping others realize what they have learned

Possible Topics for Discussion Based on Group

What is a warning system?

Since we have participated in group how can we be a “warning system” for ourselves when these storms approach?

How can function as a warning system for others?

What are some things that we can do to be a warning system for others without being disrespectful of another person or their thoughts or beliefs?

Activity

Homework

Brainstorming for ways to share knowledge with others

Week 7– Are we T.V. / Radio Ready?

Goals

* Reflection
* To explore ways we can communicate what we have learned to others
* Post test
* Survey

Activity

Share out - Name three things that you will take away from group.

Share -out – Ways to share with students what you have learned

(brainstorming homework-last week)

Signing of The Respect Pact

Post -test

Optional Homework

Poster