

Explained why group was being run: To have "fun"

SELF AWARENESS GROUP

Bright, Always been bright: Into achievement appeared to have missed
Structure and Group Composition out on childhood activities.

Offer break group into 3 gps of 10.

30 students. Full time extension class, incorporating Yr's 5/6/7.

8 weekly sessions of one hour

Teacher participation

Aim

Develop feelings of Acceptance and Affection

Assist in developing a realistic picture of themselves

Extend the "base" of their self concept (many of these kids measured themselves only in academic terms)

Experience the benefits of relaxation

SESSION 1

Getting Acquainted

1. Class divided into 3 groups (using 3 different coloured slips of paper)

Groups reformed each week.

2. Finding out about people (Attached sheet)

3. Eye Contact Chain

2. Participants in each group form two lines, facing each other about a yard apart. If they hold hands, and the persons at the two ends hold hands, this forms a chain similar to a bicycle chain.

3. Without talking, look the person opposite you in the eyes.

Select and commit to memory some characteristics about that person which you will later report.

4. When the group feels so, everyone takes one step to the right.

Look the next person in the eyes and select and commit to memory some characteristics about that person.

5. Take another step to the right. Continue until you have looked at each person and remembered some of their characteristics.

6. Write a summary of your observations - what you can recall about each person.

4. Murder Game

Children in a circle/box of matches sent around, one for each person/whoever gets the burnt match is the murderer/murderer kills his victims by winking at them/ once killed the victim folds his arms/others have to guess who the murderer is/ if a child accuses another wrongly he is out.

SESSION 2 *Ch'n place this on top of all their work.*

1. Explanation of Code for all written/activity work. All work to be marked as follows
- | | |
|-----------|---------------------|
| red dot | not for publication |
| blue dot | child and G.O. |
| green dot | everyone |

2. People Commercials

On silhouette templates/ 3 commercials

- | | |
|----------|---------------|
| For Sale | (1 child) |
| Wanted | (1 family) |
| Wanted | (1 teacher) |

3. Diaries *Ch'n liked these. Tcher followed through every day.*

Begin a Success Diary/ teacher to allow time each day for children to fill in their daily diaries

A *Data Diary* should help you compile a great amount of information about yourself. It is not a general diary encompassing all of your daily activities. Rather, it is a specific kind of diary. Here are some of the *Data Diary* types from which you might select.

Daily Diary

How do I spend my 24 hours?

Confidence Diary

Keep a barometer of your varying levels of confidence and insecurity. Explain causes.

Decisions Diary

Life goes on, and if it is to get better for you, only you can change it. Record what decisions you made and when you took action.

Conflicts Diary

Describe some of the circumstances surrounding any conflicts you were involved in or may have witnessed. E.g., What were the causes? How did you react? Was it resolved? If not, could it have been resolved?

Current Events Diary

Success Diary

List days you consider successful and some things that made your day.

Bad Day Diary

This is a record of the events on days when it would have been better to have stayed in bed.

Cash Flow Diary

How did income and outflow compare today?

Inspiration Diary

Record deep feelings, sense of God or higher reality, spiritual or religious experience.

Affirmation Diary

Record nice things done for you and said about you.

Depression Diary

List the things and people who

SESSION 4

1. Relaxation Activity Feeling the Centre

"Most of the time we use only a small part of our lungs when we breathe. If we can learn to fill our bodies with breath by breathing more deeply and smoothly, we can increase the energy that flows through our bodies. Let's begin by letting our bodies relax . . . becoming very comfortable and closing our eyes.

"And now, becoming aware of your feet and moving them around a little to become aware of how they feel, send them a message to relax. Let all of the tension go out of them and feel them rest comfortably on the floor.

"Now relax your legs. Let go of them and let them sink into the floor, feeling relaxed and heavy.

"Let the feeling of relaxation enter your chest and your stomach. Feel the middle of your body become soothed and relaxed. Breathe deeply and smoothly, letting all of the tension go out of your body.

"Now let your neck and face relax. Feel the tension draining out of your face as you feel the soothing feeling of relaxation enter your face and your neck.

"Relax your arms and your hands, feeling them resting comfortably, completely supported. Breathe deeply, sending the feeling of relaxation to your arms and hands."

Pause (thirty seconds)



"Inhale slowly through your nose. Let your stomach fill up with breath, then fill your chest. Breathe out smoothly, emptying your chest first, then your stomach. Try to let the breath come and go smoothly and peacefully. Let it flow in and out of your body, filling your body with energy. Feel yourself breathing deeply and smoothly, the energy flowing in and out of you. Listen to your breath flowing in and out of you."

Pause (ten breaths)

"The center of your body is where it balances. For many people the balance point is just below the navel. As you breathe in, imagine that your breath is pouring into your body through the center of your body. Let yourself feel the energy rushing into your body through the center, just below the navel. Feel your breath flow into your body, up through your chest, filling your head. Hold the breath inside you for a moment, then let it flow out, carrying with it any tension you feel. Breathe through your center, filling your body with energy, then let the breath flow out of you, relaxing your body completely."

Pause (ten breaths)

"Let yourself feel . . ."

you don't like, breathe it out and then replace it
pure, clean energy when you breathe in.

"Now feel the alertness coming into your body.
your feet and hands begin to stir. Feel your muscles
to move. Open your eyes, feeling rested and full
energy."

4. Fire drill

Any number, divided into groups of 4 or 5. Time about 15 minutes, or longer if groups are interested in exploring differences. Equipment pencils, paper. Leader asks participants to imagine their house is on fire; family and pets are safe, and they have time to collect and rescue four possessions. Allow a few minutes to think, write down. Share lists in groups, look at why they are important, explore differences in what we value most. (No reporting needed.)

3. How I see you

83. How I See You

Give each person a sheet of newsprint and a felt-tipped marker or crayon. Each writes his name at the top of the paper (placed sideways, so that the width is greater than the depth). He then rules three columns headed respectively, "How I see you", "I'd like to see more of", "I'd like to see less of". Each person affixes his sheet to a wall, and members of the group move around, writing comments briefly on others' sheets, when they have a message under one of the three headings. Their name is written in brackets at the end of their comment. Allow time for all who wish to write their feedback, and for each person to read the messages others have given him. They then have the opportunity to ask for further information about the feedback they have been given or examples of behaviours which led to the comment.

4. Decisions Diary continued

New weekly diary

5. Deep relaxation

"This is an activity that can help us learn to relax our bodies and minds by tensing and releasing muscles. We must be tense and relaxed at the same time, so if we try to relax we can avoid wasting energy through muscle tension. If you ever feel tense, while asking a question or taking a test or anytime, you can use the feeling of relaxation to feel better.

Bad Day Diary: push them up through your ears. Hold them tightly the (ten seconds). Now let them go and feel all the tension drain out of your body."

Pause

"Continuing to keep your eyes closed, open your mouth as far as it will go, stretching the muscles at the corners of your mouth. Hold it tightly (ten seconds) Relax and enjoy the tingling feeling as the tension dissolves in your mouth."

Pause

"Now press your tongue against the roof of your mouth and tighten your jaw muscles. Press tightly and hold it (ten seconds). Now let go and relax. Let the peaceful feeling of relaxation flow through your body."

Pause

Pause (ten seconds or so between instructions)

"Now draw up your arms and tighten your biceps as up your face tightly and hold it (ten seconds). Relax now as you can. Hold them tightly (ten seconds). Now feeling the tension flow out of your face." ax and feel the tension drain out of your arms."

Pause

Pause

Now tense the muscles of your thighs by
pulling your legs. Hold them tightly (ten seconds).
Relax your thighs—let all of the tension drain out of

“See if there are any places of tension left in your
body. If you feel tense in some area, take a deep breath
and send the breath to that place. Fill that tense area
with breath, and let the feeling of tension leave your
body.”

Pause

Now tense the backs of your legs by straightening
your legs. Hold your legs tensely (ten seconds). Now relax
and let all of the tension go.”

“Let the soothing feeling of relaxation fill your body.
Each breath takes you deeper and deeper into relaxation.”

Pause (thirty seconds to one minute)

Now tense your feet by curling the toes. Keep them
tightly (ten seconds). Now relax your toes and feel
the soothing feeling of relaxation come into your feet.”

“Now you will be coming out of relaxation in a
moment, and you will feel rested and alert. I will count
backward from ten to one, and as I do, feel your body
becoming alert at your own rate.

Your whole body is feeling loose and relaxed now.
Feel yourself completely supported by the floor, and
breathe deeply, and as you breathe in, let each breath fill
your body with deeper and deeper feelings of relaxation.”

“Ten, nine, eight, feel the alertness returning to your
body. Seven, six, five, feel your toes and fingers begin
to move. Four, three, move your arms and legs. Two, eyes.
One, get up slowly, feeling completely rested and alert.”

Teacher to continue relaxation exercises each day

SECTION 5 Group Cooperation

Human Machine

15 Communication and Group Formation Human machine I

Age group: all ages

Size of group: 8-15

The group has to produce a machine. First players choose an
inventor who has to come up with the idea for the machine, and
an engineer, and several workers who are to build the machine
according to the inventor's instructions out of the rest of the
players. The machine is then set in motion; the players accom-
pany and punctuate their movements with noises.

What to watch out for:

How are roles allocated?

2. Rope Activity

Communication and Group Formation
Rope exercise

16

Age group: all ages
Size of group: 8-14
Materials: a rope

A rope is placed on the floor in a circle. Everyone takes hold of it as if it were a large circular glass plate. The "plate" has to be carried round the room, lifted up and put down carefully.

The rope is changed into the shape of a rectangle, a square, etc., by the group acting jointly.

What to watch out for:

Are the communal movements awkward or smooth?
Who determines the speed of the group's movement?
Who initiates the change of shapes?

3. Group Discussion

Aim of the activities/what happened/feedback by G.O and teacher/what they saw.

4. New Daily Diary : Pretend Diary

5. Relaxation Activity Breath Awareness

"Let your eyes gently close, feeling them relax in the darkness. Let your body begin to settle down, one part at a time. Let your head and neck relax . . . then your chest . . . your stomach . . . your buttocks . . . your legs. Now gently let your right hand come up to rest on your stomach. Feel the rise and fall of your stomach as your breath flows in and out of your body."

Pause 10 seconds

"Now place your left hand on your chest, feeling the rise and fall as your breath flows in and out of your chest. Compare your hands to see which moves first and which moves more. Listen to your breath flowing in and out of your body."

Pause 20-60 seconds

"During the pause, listen to your body, to what is going on inside it."

Pause 15 seconds

Pause 30 seconds

"Now let the breath come in through your nose and flow out through your mouth. As you let it flow out through your mouth, make a smooth blowing sound that only you can hear. Make a sound as soft as a gentle wind. In through the nose, through the mouth."

"And now let your breathing go back to normal again, enjoying the feeling of relaxed alertness you feel inside. When I count backwards to 1, sit up feeling refreshed and calm. 10-9-8-7-6-5-4-3-2-1."

Pause 20 seconds

1. Relaxation Activity , Finding a Space

"Let your body settle down and find a place where it feels comfortable and supported . . . letting all of the tension drain out of your body, letting each breath fill you with peaceful, soothing relaxation."

Pause (ten seconds)

"And now as your body quiets down, let your mind become quiet also. Imagine that your mind is quiet and peaceful, slowing down to a soothing slow pace . . . and as your mind becomes quiet, we will go in our minds to a place where we feel completely safe and secure. This can be a place you already know about, perhaps a room in a house, or it can be a place you build in your mind, but wherever it is, go there now and arrange it just the way you want it to make you feel safe, solid, and secure."

Pause (one to two minutes)

"And now that you have that place, you can go there whenever you want. You can go there to think, to be by yourself even if you're with others, to feel good no matter where you are. Now let's return to the present, knowing that our place will be there when we want it."

2. Problem Solving Activity Lutts and Mipps*Goals*

- I. To study the sharing of information in a task-oriented group.
- II. To focus on cooperation in group problem-solving.
- III. To observe the emergence of leadership behavior in group problem-solving.

Group Size

From six to twelve participants. Several groups may be directed simultaneously in the same room.

Time Required

Approximately forty-five minutes.

Materials

- I. Copies of the Lutts and Mipps Instructions Form for all participants.
- II. A set of Lutts and Mipps Information Cards for each group (26 cards in a set).
- III. Copies of the Lutts and Mipps Reactions Form for all participants.
- IV. Paper and pencil for each participant.

Physical Setting

Members of each group are seated in a circle.

Process

Variations

- I. The problem can be simplified by handing out data sheets that include both answers and questions.
- II. The problem can be made more difficult by adding redundant or unnecessary information.
- III. The same structure can be used with a different problem more relevant to the group.
- IV. A competition among the groups can be set up: The winner will be the group that achieves the correct solution in the least amount of time.

Similar Structured Experiences: Vol. II: Structured Experience 29; '72 Annual: 80, Vol. IV: 102, 103, 117.

LUTTS AND MIPPS INSTRUCTIONS FORM

Pretend that lutts and mipps represent a new way of measuring distance and that dars, wors, and mirs represent a new way of measuring time. A man drives from Town A, through Town B and Town C, to Town D.

The task of your group is to determine how many wors the entire trip took. You have twenty minutes for this task. Do *not* choose a formal leader.

You will be given cards containing information related to the task. You may share this information orally, but you must keep your cards in your hands throughout the task.

LUTTS AND MIPPS INFORMATION CARDS

To make a set of cards, type each of the following sentences on a 3" x 5" index card (a total of 26). A set should be distributed randomly among members of each group. Each group must have all twenty-six cards.

1. How far is it from A to B?
2. It is 4 lutts from A to B.
3. How far is it from B to C?
4. It is 8 lutts from B to C.
5. How far is it from C to D?
6. It is 10 lutts from C to D.
7. What is a lutt?
8. A lutt is 10 mipps.
9. What is a mipp?
10. A mipp is a way of measuring distance.
11. How many mipps are there in a mile?
12. There are 2 mipps in a mile.
13. What is a dar?
14. A dar is 10 wors.
15. What is a wor?
16. A wor is 5 mirs.
17. What is a mir?
18. A mir is a way of measuring time.
19. How many mirs are there in an hour?
20. There are two mirs in an hour.
21. How fast does the man drive from A to B?
22. The man drives from A to B at the rate of 24 lutts per wor.
23. How fast does the man drive from B to C?
24. The man drives from B to C at the rate of 30 lutts per wor.
25. How fast does the man drive from C to D?
26. The man drives from C to D at the rate of 30 lutts per wor.

Session 7

Ego Strengthening

1. Relaxation Activity The Relaxing Cloud

Age Range: All ages

Here is a pleasant process that can quickly bring it a restful state of relaxation.

until they close, feeling warm and relaxed. As your mind relaxes and floats along, imagine that you are lying outside, watching clouds float by above in the sky. Watch them peacefully and lazily float along, easy and graceful."

Pause 5 seconds

INSTRUCTIONS

"Let's begin by lying down on the floor, on your back, finding a good spot and letting your body move until it feels comfortable."

"Now find a place in your body which is very relaxed."

Pause 5 seconds

Pause 5-10 seconds

"Now choose a spot on the ceiling to look at. Let your eyes softly focus on that spot as the rest of the room just fades away."

"Imagine that area surrounded by a warm, fuzzy cloud of relaxation. Let that area be supported inside the cloud, very relaxed, very warm."

Pause 5 seconds

Pause 5-10 seconds

"Continue letting your eyes get softer and softer"

"Now let the cloud expand through other parts of you . . . until all of you is floating along inside this beautiful, warm cloud."

Pause 1-2 minutes

"And now it's time to come back to the people around you. Count backwards from 10 down to 1 [provide the count for younger children], and when you come to 1 sit up, feeling peaceful and alert."

2. Killer Statements

What they are/why they hurt/why we use them

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2. Killer Statements

What they are/why they hurt/why we use them

killer statements and gestures

Conduct a class discussion around the following questions:

Have you ever worked very hard at something you felt was not understood or appreciated? What was it? What was said or done that made you feel your effort was not appreciated?

Have you ever wanted to share things—ideas, feelings, something you've written or made—but were afraid to? Were you afraid that people might put you or it down?" What kinds of things might they say or do that would put you, your ideas, or your achievements down?

Introduce the concept of "killer statements and gestures" to the students. All of us have many feelings, thoughts, and creative behaviors that are killed off by other people's negative comments, physical gestures, etc. Some killer statements that are often used (even by teachers!) are:

We don't have time for that now.
That's a stupid idea. You know that's impossible.
You're really weird!
Are you crazy? retarded? kidding me? serious?
Only girls/boys do that!
Wow, he's strange, man, really strange!
That stuff's for sissies.

Tell the students that they're going to be social science researchers for the day. Ask them to keep a record of all the killer statements they hear in school, at lunch, at home, and at play. Discuss the findings with them during the next class.

Here is another exercise that can help students identify and legitimize some of their hostile feelings which they may be channeling into killer statements. This activity also helps the students discharge some of these feelings in a way that is not psychologically harmful to the other students.

statements, gestures, and sounds they want to. They can shout at the air, their desk, chair, or whatever else feels comfortable.

Some other ideas are to have students make collages of killer statements and gestures. They can discuss how killer statements serve them. Questions can be asked such as: "What do killer statements protect you from?" Are there things that you would really like to say but are afraid to disclose and therefore you substitute killer statements—for instance, saying "That's for sissies!" instead of "I'd like to do that, but I probably wouldn't do it very well" or "That's not a bad shot for a girl" instead of "I, like you." V

3.

CAR WASH

A lovely little activity was introduced to one of our college classes recently by a student. He said it was called "Car Wash," and for very good reason, as you'll see.

The Car Wash consists simply of lining up your class or group in two parallel lines quite close together. Then one student is sent through the wash (between the lines) and everyone touches him or her and says words of praise and affection and encouragement. The pats on the back, hand-shaking, and verbal support produce a sparkling, shiny, happy "car" at the end of the wash!

We usually run one or two people through the car wash each day rather than everybody in one big clean-up. That insures that the responses of the washers are fresh, personalized, and enthusiastic.

5. Still Waters of the Mind

This is an exquisitely simple meditation that teaches us to watch the waves of our minds until we come to the still point within us all. It is best done lying down.

"Find a space on the floor where you can lie down and feel comfortable. Let your body relax so that it feels supported by the floor and let all the tension drain out of you so you can be peaceful yet very alert."

Pause 5-10 seconds

"And now let your mind relax and picture yourself floating along on a raft on a lake . . . feel the gentle ripples of the water flowing under you . . . feel the water supporting you. Whenever thoughts go through your mind just pretend they are ripples on the lake, then go back to just floating on the lake again. Let your thoughts be ripples."

Pause 1-2 minutes

"Now let your lake be perfectly still . . . let all the ripples become still and peaceful."

Pause 10-15 seconds

"Then let your mind become active again, and sit up, feeling rested and alert."

Session 8 Ego Strengthening

1. IALAC Story

What is the size of your sign/how do we make it bigger/smaller/is it + or -

2. Positive messages to each class member

3. Saying goodbye

4. Light Meditation

Age Range: Third grade to adult

Here is a beautiful meditation that can put children in touch with the natural light within them. It is done lying down.

INSTRUCTIONS

"Let your eyes close and your body wiggle around until it has found a place to relax and be easy. Notice

70 THE SECOND CENTERING BOOK

the breath coming in and out of you . . . follow its path in and out of your body."

Pause 10-20 seconds

"Now feel your toes . . . let them disappear into light . . . feel your feet . . . let your feet disappear into light. Feel your ankles and let them disappear into light . . . feel your legs and feel them disappear into light . . . feel your buttocks and feel them disappear into light . . . feel your stomach and let it disappear into light . . . feel your chest and feel it disappear into light . . . feel your shoulders and feel them disappear into light . . . feel your face and feel it disappear into light . . . feel your head disappear into light . . . feel your mind disappear into light. Let all of you disappear into light. . . ."

Pause 10 seconds

"Let the light shine through you and all around you so that everyone else is bathed in your light."

Pause 10 seconds

"And when you want to feel beautiful and bright, just relax and let the light shine through you."