

Family Education & Support Youth Program

Name of the Topic Area: Session One - Orientation

Duration: 60 Minutes

Module learning objectives:

Participants will be able to:

1. Understand the purpose of the group.
2. Establish ground rules.
3. Describe element of the concept of empathy.
4. Identify personal goals in this group.
5. Share aspects of self with the group.

Methodologies:

1. Refer to “Establishing ground rules for group” worksheet.
2. Write ground rules on chart paper.
3. “Walking in Other People’s Shoes” handout.
4. “My Goals for the Group” handout.
5. Group drawing activity.
6. Sentence completion activity.

Facilitator’s Actions:

1. Discuss with the group members the goal of this program:
 - a. Explain that by including the members’ parents/caregivers and themselves in the program, the whole family can better understand each other.
 - b. “What is your goal?” The facilitator will then ask each group member to start to think about one thing that they would like to work on and one thing about themselves they would like for their parents/caregiver to better understand. Members will be asked to revisit this later in this session.
2. Ask the group what they think are important ground rules for the group and write appropriate suggestions down. Once consensus has been reached on ground rules, return to next session with ground rules documented on chart paper or on handouts. Members can be reminded about ground rules and make changes as the group decides.
 - a. Tool for the facilitator in this process. Refer to “Establishing ground rules for group” worksheet.
 - b. Use “Walking in Other People’s Shoes” handout to help members get a sense of how others might want to be treated in **and out of** the group.
3. Ask members to revisit their personal goals for this group. Members can write the goals on the “My Goals for the Group” handout TWICE. Members can take a

- copy with them after the group if they choose and the facilitator will keep one for members to refer to and adapt as needed throughout the program.
4. Healthy Snack Time!
 5. Facilitate icebreaker and movement exercise. Facilitator asks members to congregate in the center of one side of the room. Direct members to move to one side of the room if they currently feel like an eagle or to the other side of the room if they feel more like a golden retriever. When members move to the respective side of the room, ask each member to explain why they feel more like the chosen animal. As the facilitator, model this and explain why you feel like the animal you chose. For example, you might use self deprecating humor and say, “I feel more like an eagle after having had a soda and a cup of coffee this afternoon. The caffeine is making me feel like I can fly and focus on details.”
 6. The facilitator will encourage the members to get to know each other by completing the Inside and Out Activity:
 - a. Outline members on large poster boards and each writes or draws about themselves inside the outline. Members share what they wrote or drew about themselves and outlines are posted.
 7. Facilitate sentence completion closure activity. Each member states “What I liked most about today’s group was _____ because I _____.” The facilitator can model this for members by saying what you liked most and link it to your behavior or thoughts about it.

Materials:

Handouts, chart paper, poster board, markers, tape, assorted snack foods and beverages.