



Group Counseling with Adolescents: A Multicultural Approach

Viewer's Guide/Individual Version

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ASGW Statement of Mission

The Association for Specialists in Group Work is a division of the American Counseling Association. As Counseling Professionals who are interested in and specialize in group work, we value the creation of community; service to our members, their clients, and the profession; and leadership as a process to facilitate the growth and development of individuals and groups.

The purpose of the Association shall be to establish standards for professional and ethical practice; to support research and the dissemination of knowledge; and to provide professional leadership in the field of group work. In addition, the Association shall seek to extend counseling through the use of group process; to provide a forum for examining innovative and developing concepts in group work; to foster diversity and dignity in our groups; and to be models of effective group practice.

ASGW Value Set

- **Service**
- **Leadership**
- **Community**

ASGW Vision

We are becoming an organization that...

is exciting, dynamic, and futuristic;
encourages an active and involved membership;
is inclusive, creative, and resourceful;
makes members feel welcome and valuable;
takes action to promote diversity and dignity within and outside itself;
reflects multicultural diversity in leadership positions;
involves and mentors new leaders;
is aware of a responsibility to both individuals and society;

promotes the use of group work to achieve social justice;
facilitates change;
offers learning and fun within the same activity;
educates and is educative;
views conflict as a prerequisite to growth and development;
takes moderate risks and accepts moderate failures;
insists on quality training and expert performance;
has energized, competent, and skilled leaders;
trains group work leaders at a variety of levels for a variety of settings;
is regularly developing and disseminating outstanding training materials;
is recognized nationally as the preeminent group work training organization;
offers a variety of models of theory and practice for application;
implements its national standards for group work;
advances ethical group work practice;
sponsors seminars, workshops, conferences, and a national group work leadership institute;
is developing a national center for group work training;
has facilitators who are specialists in general group work methodology and also in specific subspecialties;
uses the group process observer as an essential ingredient of organizational dynamics and advocates its use elsewhere;
has examined and acted on organizational assessment review;
collaborates across divisional boundaries to improve cross functional practices;
collaborates across organizational boundaries to develop cooperative ventures and to provide consultation;
is in communication with related group work professional organizations nationally and internationally;
has sponsored development of a national group work leader certification process;
takes a proactive stance on matters of professionalization;
monitors and appropriately interacts with its parent organization, the American Counseling Association;
fulfills our mission and lives our values.

About the Authors

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Objectives

As a result of watching these small group sessions and completing the instructor's guide, the counseling student will be able to do the following:

- Identify the various stages of a psychoeducational group
- Identify specific group leader skills used by the group leaders, including drawing out, modeling, cutting off, encouraging, questioning, processing, redirecting focus to the here-and-now, setting expectations, relieving anxiety, appropriate use of self-disclosure and effective use of "wait" time
- Recognize the process of the group as well as the content
- Identify growth of the group
- Recognize acquired skills among the group members
- Discern the behaviors of group members when attempting to understand their emotional state and thought process.

Information Session

Normally, the group leaders would have met with the individual members separately prior to starting the small group. Because this opportunity was not available for Sheri and Sam, they meet with the members as a group before the first session. This allowed the group leaders to explain the objectives of the group meetings both in general and specific terms, discuss the expectations and present the topics of discussions. It also allowed the group members an opportunity to meet the leaders, to ask questions and to make a final decision on their desire to participate in the group.

- Sheri begins by explaining the reasons groups are formed and how they help individuals. What did she and Sam say will be the purpose of this particular group?
- What are the things that every one in this group has in common?
- What does Sheri say that the group members can expect from the leaders? What are the expectations the leaders have of the group members?
- What subject does Sam mention will be a topic of discussion for the sessions?
- Based on body language, what do you think the group members might be thinking and feeling during this information session? How well do they appear to be listening to the group leader?
- What additional information or questions, might have been helpful? Are there any parts of this information session that you would have changed or deleted?

Introduction with Sam Steen and Sheri Bauman

Sam and Sheri explain to the viewer some of the decisions they made concerning the DVD, such as their reasons for limiting the amount of editing, the purpose and use of activities, and some of the differences between this DVD of eighth-grade students and their prior DVD of fifth grade-students.

- What did Sheri say was the purpose of limiting the amount of editing in this DVD?
- What does Sheri explain to be the purpose of the activities? How does the use of activities differ with this group of eighth grade students and the group of fifth grade students of their previous DVD?
- What differences in behavior would you expect to see between this group of eighth grade students and the previous group of fifth grade students? How would planning for a group of eighth grade students differ from planning for a group of fifth grade students?

Session 1

This is the first of eight sessions to be conducted over a two-day period. In this session, Sam and Sheri use two activities to relieve anxiety and introduce the group leaders and members to each other. The first activity was relatively simple and only required the group member to share superficial information. The second activity allowed the group members to reveal more personal information if they chose to do so. It also allowed them to control the degree of self-disclosure that they felt comfortable sharing. They reviewed the norms that were established in the information session and also discussed confidentiality. The session closes with Sheri asking the group if there are any last thoughts.

Introduction

Sam asks the group members if they prefer to be called boys and girls or young men and young women. They respond by saying boys and girls. Then he introduces the first activity, which is to tell the group members information about their given name.

- The group requests to be called boys and girls and not young men and young women. What does this tell you about the group members?

Activity 1: “Name Game

This ice-breaker requires the members to share their name, the story behind their parents decision to give them that name, what their name would have been had they been born the opposite gender or what they would like for their name to be had they been born of the opposite gender, whether or not they like their name and finally if they have a nickname. There is no assigned order for participation.

- Sam explains that the purpose of the game is to learn each other's name. What other reasons might he have had for choosing this opening activity? What other ice-breaker activities could have been chosen?
- Sheri volunteers to go first in this activity, while Sam is the last person to share information about his name. What advantages are there in having the leaders participate in the activities? Are there any disadvantages to having leaders participate in this way? Might the advantages and disadvantages change as the sessions progress?
- Notice the order in which the group members volunteer for the first activity. Do you think you can make any predictions about the individuals based on this order?
- What would you say the comfort level is within the group during this activity? What do the leaders do to ease the initial tension?
- Two of the six group members had known each other before entering the group. Can you identify them based on their behaviors?
- Sheri self-discloses her reaction to people when they mispronounce her last name. Why might she have done this?

NOTE: There are two Tylers in this group. The one who spoke first and who did not state his last name will be referred to as Tyler (1). The Tyler who spoke second and who identified his last name will be referred to as Tyler (2) in this instructor's manual.

Norms and Confidentiality

Sam asks the group members to recall the discussion they had in the information session concerning the group norms. He gets them started by reminding them to listen to one another. He then discusses confidentiality.

- Were the group members able to recall the norms that were discussed in the information session? Does this surprise you?
- Sam uses information he learned from the name game activity to refer to group members. (He calls Alejandra “Prometheus” and earlier referred to Justin as “Trey” and Brianna as “Pork chop”) What might be his reasoning for doing this?

Activity 2: “Self-disclosure through Art”

Sheri introduces the next activity, which is to identify through pictures or words the group members’ name, places of which they have good memories, people that they admire, the group members’ talents, and their dreams. She has already done this activity prior to the start of the session. The members then share with the group their responses.

- The initial reaction to this activity by a couple of group members reveals some anxiety concerning their artistic abilities. What do the group leaders do to try to relieve this anxiety? How might the group leaders encourage engagement from the members when requesting that they participate in activities such as drawing, dancing, creative writing, or other forms of artistic expression?
- Which group member asks Sheri about a name she notices on her paper? What might the group member have revealed about herself by demonstrating this behavior?
- Notice to whom the group members look when they are explaining their activity. Are they looking at a leader? If so, which one? Do they look at other group members, no one in particular, or the camera? How might this change as the sessions progress?
- The group members begin to ask questions and talk with one another during this activity. What do the group leaders do to encourage this behavior even further?

- Sheri explains her own behavior of looking away when Tahlia faces her when speaking. Why might it be helpful when the leaders explain their behaviors like this?
- When Sheri asks Tahlia about her mom, Tahlia begins to cry unexpectedly. How do the leaders respond to this? How would you have responded to this situation?
- While explaining his drawings, Sam self-discloses a personal story of being discriminated against due to his race. How might he be using this as a precursor of discussions to come?

Closing

To close, Sheri reiterates that this was the first session in which they were able to get to know each other. The leaders ask the group members some closing processing questions to end the session.

- What processing questions do the leaders ask at the end of the session? How might these questions have maximized their learning experience?
- Sheri and Sam use “wait time” to encourage the members to talk at the end. How much time should the leaders give the members to answer a question before they break the silence? Are there any factors that might cause the length of effective wait time to vary?
- At the end of session one, which group members have begun to open up to the group and share personal events? Which group members are asking questions of other group members? Which group members need encouragement to participate in the discussions? Which group members, if any, are emerging as leaders?

Session 2

The group has now met one time where they have learned each others name and a little bit about each other. They now move to a more difficult topic of group identities and discrimination. They begin to open up to each other and discuss their feelings on these sensitive subjects. The topics of tolerance and white privilege are explored.

Introduction

Sheri opens the session by asking the group members to finish the sentence, “Right now I am feeling” She then asks, “Does anybody have anything on their mind that they want to share with the group?” What was accomplished by posing these two opening questions?

Activity “Group Identity”

Sam conducts an activity where the members move to the middle of the circle if they identify with a given group. He begins with relatively superficial group identities, such as wearing glasses, and moves to deeper topics of sexual orientation and racial identities.

- The topic of conversation is much more difficult in this session than in the first session. What do the leaders do to encourage participation from the group members?
- With which of the questions that Sam poses do group members appear to be comfortable? Are there any questions that he poses with which group members appear to be embarrassed or hesitant to answer?
- Sam asks the members to discuss something embarrassing or not so positive about being in one of these groups. What is the mood of the group as the members discuss this topic?

- Notice instances where the group members are beginning to talk to each other and not just to the leaders. What are the leaders doing to further encourage this behavior?
- It appears to be important to some of the group members that they are seen as being a tolerant person. How might the leaders challenge them to consider times when they are not so tolerant without being condescending and shutting them down?
- The leaders use drawing out skills to encourage Tyler (2) and Tahlia to contribute to the discussion. Do these two group members appear to have been wanting to say something but just needed some encouragement, or do they appear to be disconnected from the conversation?
- Tahlia again begins to cry during this session. How do the leaders respond to her display of emotions this time? Would you have done the same, or handled it differently?
- Tyler (2) states that he felt left out because he did not move to the middle of the circle many times. Justin encourages him to reframe this. What does he say? How can a leader point out a positive skill such as Justin's reframing of Tyler (2)'s statement without causing embarrassment to either group member?
- Tyler (1) defined white privilege as "white people being better and more privileged and get more things"? Was this an accurate description of white privilege? How would you have responded to this statement?

Closing

After the members discuss their responses to the activity, Sam and Sheri lead the group into some closing processing questions and discussions.

- What question does Sam pose to close this session? What other questions or activities could have been chosen for this particular session?
- Sam comments that Tahlia did not share much during this session. How do Sheri and Justin respond to this statement? How does this impact the group?
- What do you think the group members gained from this session?

Debrief

- Sheri and Sam mention trusting “the process”. To what are they referring?
- Sheri and Sam discuss Tahlia’s display of emotions. They ponder whether or not they should have allowed the group members to comment on how they felt when she began to cry. What might be the advantages and disadvantages of leading this type of discussion with the group members?
- They also discuss whether or not they allowed Justin too much talk-time. They agreed that his comments were important enough to allow him this extra talk-time. At what point should a leader limit the amount of time a group member is allowed to talk? How could this be done in a sensitive manner?

Session 3

In the third session, each group member receives a card with a different sentence stem on it. The member reads the sentence stem and completes the sentence. The group members appear more relaxed and comfortable sharing about themselves. Sheri and Sam do not participate in this activity as they have done in the past.

Introduction

Sheri welcomes the group members back and begins with a check-in question. She asks for a response from each member.

- Sheri begins by asking the group members what they remember from the previous sessions. How do they respond?
- When Sheri asks Alejandra what she remembers from the previous sessions, she responds by saying that she does not know. How would you handle a response such as this?
- Sheri addresses Tahlia's emotional responses by asking her what she would like to have happen should this occur again. How does Tahlia respond? Would you have addressed this issue in this way? Do you think bringing this issue out in the open may have lessened the anxiety the other group members may have been experiencing? Do you think it lessened Tahlia's anxiety?

Activity: “Sentence Stems”

Sheri allows the members to choose a card with a sentence stem. The cards were prepared before the session. The members are instructed to wait until their turn to read the card. This will help them to concentrate on the discussion at hand and not to contemplate their response as the others are talking.

- Again notice where the group member looks as he or she is speaking in this activity. Has it changed any since the first session?
- Notice the interaction the members have among themselves during the discussion. How has this changed since the first session?

- At the 15:00 point, Sheri asks the group what it would look like if someone in the group felt they were better than everybody else. What might she have been trying to accomplish with this question?
- Sheri mentions that she has noticed people rotating back and forth in their chairs. Had you noticed this also? What would be the advantages and disadvantages of having chairs that rotate?
- What behaviors do Alejandra exhibit when she is answering the question on her card? What emotions might these behaviors indicate?
- Notice the interaction that is taking place between Justin and Tahlia. On more than one occasion, Justin seems to come to Tahlia's defense or seems to compliment her. In what way does he compliment her when she is answering her question?
- There was considerably more interaction among the group members during this activity than in previous sessions. Specifically which members are interacting with each other?
- Sheri comments that she felt the energy was a little low in this session; however Sam disagrees. What were your observations? Was the pace of the session too fast or too slow? Could anything have been done to improve this?
- Sam asks if there was a time when anyone wanted to say something but held back. Alejandra responds and reveals that she is not Catholic like the other group members. This leads to a short discussion. What was the significance of this discussion as far as the growth of the group is concerned?

Closing

After the discussion, Sheri leads the group in a closing activity. The members are allowed to volunteer for this activity.

- What is the closing activity for this session? Who responds and what do they say?
- The leaders are insistent that the members talk directly to each other instead of about them during these last few minutes. What might they be trying to accomplish?
- Notice that Sam and Sheri did not participate in this activity as they had done in the past. Why might they have chosen not to do this?
- How has the group grown since the first session?

Debrief

- Sheri and Sam again discuss the issue of Tahlia's crying and how Sheri chose to address this. How comfortable do you feel when people start crying? What can you do to prepare yourself ahead of time for this event?
- It appears that there is some subgrouping between Tahlia and Alejandra. What solution do Sheri and Sam devise to address this? Can you think of anything else they might do to decrease the nonverbal communication that is happening between these two group members?
- The group members commented on the leaders not participating in the activity in this session. How do the leaders agree to handle this comment? Do you think the leaders should participate in activities if the group members request? What would be an activity in which it would not be appropriate for the group leaders to participate?

Session 4

In this session the group members begin an activity and will complete it in the following session. The activity involves finding the strengths of others and telling them their strengths in written form.

Introduction

Sheri begins by asking the members to share a positive event from the past week. This gives each person an opportunity to be heard and to hear each of the other members.

- Notice how Sheri is sitting between Tahlia and Alejandra. Does this appear to diminish the nonverbal communication between the two of them? One of the purposes of doing this was to decrease the opportunity for Tahlia to elicit approval from Alejandra when speaking. Does the seating arrangement appear to accomplish this purpose?
- Who requests that the leaders share about their past week? Is this typical of her behavior? At what point could a group member's questions detract from the objectives of the session? How could the leaders handle this?

Activity “Finding Strengths in Others”

In this activity the group members were to consider three significant events in their lives and either draw them or write them on paper. Then they were to choose one of the stories to share with the group. After each person shares his or her story, the others will write on a note card what they perceive as the strengths of that person.

- The group members did not put their names on the cards, which means that when each person reads the feedback on the card he or she will not know who

wrote it. How would the activity be different if the group members were instructed to sign their name to their comments?

- What do you think is the objective of this activity? How might the group members grow by participating in this activity, both as the one telling the story and receiving feedback, and the one giving the feedback?
- Consider the events and stories Justin has shared with the group in past sessions. What do you predict will be the subject of the significant event that he will choose to share with the group?
- Brianna begins her story by saying she doesn't feel like crying right now so she will just talk about sports. Would you have addressed this comment? If so, what would you have said?
- What do you predict will be the subject matter of the story Tyler (2) chooses to share with the group? How might the leaders encourage him to share something about himself that does not involve baseball? Is it important that Tyler (2) do this?
- Alejandra is initially hesitant to share her story, but then ends up sharing the story in depth. After her story there is a discussion about girlfriend/boyfriend relationships. How did the leaders encourage her to begin her story? What might have been the source of her hesitancy?

Closing

The leaders choose to allow each group member to discuss their stories in length and to allow ample discussion about each story. Because of the interest the members had in each other's story, the session ends without there being ample time for the members to read the comments on the note cards. This will be accomplished in the following session.

- What were the closing questions that Sam asks the group members to consider? How did these questions help the group members process the session? What else could he have asked to help process the session?
- The session ended without the members reading the comments the other group members had written about them. What would be the advantage of reading the comments in the same session as they were written? Are there any advantages of waiting a week and reading the comments the next session?
- When an activity is taking longer than planned, when is it appropriate to control the pace of the session in order to finish on schedule? When is it better to allow group members to control the pace and put off an activity or part of an activity until the next session?

Debrief

Sam and Sheri discuss both the process and the content of the session, the amount of risk taking the members are willing to take and the amount of engagement of specific members. Then they plan the next session.

- Sam discusses how he thought the activity hindered the process. Did you perceive this? What would be signs to look for that might signify this is happening?
- Sam and Sheri discuss Tyler (1)'s comment that he feels safe in this group. What have the leaders done to help create this safe environment? How important is it that the group members feel safe in a session such as this?
- The leaders agree that both Tyler (1) and Tyler (2) seem to disengage somewhat when the conversation centers on relationships. Had you noticed this? What behaviors did they exhibit that gave clues they were doing this?

Session 5

The focus of session five is on identifying and talking about strengths in each other. The group members have written strengths about the other members on note cards, and the main activity of the session is reading and processing the strengths identified.

Introduction

To begin the session, Sam asks the students to recall how they finished the previous session. The group members are able to identify that they finished the previous session by writing about stories and strengths they saw in other people in the group. The group members indicate they are interested in finding out what their fellow members wrote about them.

- What did you notice about the student's body language at the beginning of the fifth session? In particular, what did you notice about Alejandra's body language?

Activity: "Strengths Cards"

The students had completed the strengths cards in the previous session, but did not have a chance to read the cards or process the activity. Sheri asks the students to think about any themes that came up in their cards, and students are asked to discuss what their reaction is to the comments on the cards.

- When the students were processing the activity, Sam reflected back one of the student's words when he said "keeping it real." What effect (if any) did using the student's words have?
- At a few different points during the activity, the students asked the leaders if they could ask each other who wrote the comments. What did you think about the way Sheri and Sam handled this question?

How would you have handled this? Eventually, some of the students figured out who wrote some of their comments. Did this add or detract (or neither) to/ from the activity?

- There were a couple of times when students were giving feedback to other students, but they were addressing it to the leaders rather than the other members. In these situations, what did the co-leaders do? Why do you think they did this?

Activity: Member-directed conversation, topic: High school

- About half-way through the session, Sheri opened the discussion up for any conversation the students wanted to have. What are some advantages and disadvantages of using this technique? What kind of conversation resulted?
- At one point during this conversation, Sam confronts a student about the incongruity in his body language and what he is saying. How effective is this confrontation? If you were one of the leaders, would you have been comfortable confronting this incongruity? Why or why not?
- Was this conversation useful? If so, how so? If not, is there something the leaders could have done differently to make it more useful?
- Towards the end of the session, Sheri asks what commonalities all the students in the room have. What might be her goal in doing this? How effectively is the goal accomplished? What commonalities do the students highlight?

Closing

At the end of the session, Sheri closes by asking the students how they would like to wrap up the session. The members

say they would like to play a game. After talking about a few options, the group agrees on charades.

- What was your reaction to the way the session ended? Would you have done something different to conclude the session?
- Sam points out that there are three sessions left after this group. Why does he do this?
- With about one minute left in the session, Sam asks if anyone was offended by anything that was on their cards from the strengths activity. One student said there was something that bothered her, but there was not enough time to talk about it in this session. Should Sam have brought this up so close to the end of the session?

Debrief

- While processing, Sam states the leaders should have asked the students if there was anything written on their cards that they did not agree with earlier in the session. Should the facilitators have done this? How do you think the session might have looked different if they had?
- Sheri comments that the students are becoming more cohesive at this point in the group. What group processes do you see happening? What evidence supports that the students are becoming more cohesive? What stage is this group in?
- Sam and Sheri agree that they would like the group to explore things a bit deeper than they have up to this point. If you were leading this group, how would you facilitate this?
- Was there anything about his session that you would have wanted to discuss in the debrief had you been Sam or Sheri?

Session 6

This session focuses on the Quadrant Activity, designed to get students talking about discrimination. At the beginning of the session, the leaders take a moment to address the member who expressed feeling offended or upset at what was written on one of her cards from the previous session. Additionally, part of the beginning of the session is spent addressing something that is going on in the group that is making the group members uncomfortable.

Introduction

Sam starts off the session by stating he made a mistake by asking if anyone was offended by anything they read on their cards at the very end of the session.

- What are your thoughts on this disclosure?
- What did you notice about the body language between Tahlia and Alejandra when they were talking about what Tahlia wrote on Alejandra's card?
- What is your reaction to the discomfort displayed by the students a few minutes into the session? How do the facilitators handle this situation? Would you have handled it differently?
- One of the students made a comment that someone in the group "screamed like a girl." The facilitators attempted to discuss this, but the conversation did not progress. Should the facilitators have been more direct about discussing this comment?
- How do the facilitators make the link between the issues Alejandra is having with her significant other to relationships in general with the rest of the group? Was this effective?
- About half-way through the session, Justin asks how they are doing. What is the significance of this

question? How effective were the facilitators in working with this question? Would you have done anything differently?

Activity: “The Quadrant”

Sheri passes out sketch pads and markers/colored pencils to the group. She explains to the members that they need to divide their paper into four quadrants. In one quadrant, they are asked to write a time when they were discriminated against for any reason. In the second quadrant, they are asked to write a time when they, purposefully or not, discriminated against someone else. In the third quadrant, they are asked to write about a time when the members witnessed an act of discrimination and intervened. In the last quadrant, the members are to write about a time when they witnessed an example of discrimination and did not intervene.

- The students asked the facilitators to define “discrimination” at the beginning of the activity. How well did Sheri and Sam explain the concept? Were you surprised the students needed more clarification on the concept? Does their lack of understanding of the word mean they were not ready for the activity?
- Several of the students say they cannot think of a time when they discriminated against someone. If you were the leader, how would you handle this?
- After Justin gave his example of when he felt discriminated against, Alejandra asked how he knew the police pulled him over based on his race. How did Sam and Sheri help explain this? Were they effective?
- During the activity, Sam discloses a time when he felt discriminated against. In what ways was this helpful to the group?
- Most of the students give examples of when they intervened when someone was discriminated against,

or when they were discriminated against, but there were only a couple of examples of members seeing discrimination and not intervening or discriminating against someone else. Is this significant? If so, in what way? If there were more time left in the session, should the facilitators have pointed this out?

- One of the students describes seeing discrimination and not intervening. What is happening in the group that allows this member to take this kind of risk? How do the members and leaders respond to his comments?
- Beginning in session five and through the rest of the sessions, the facilitators remind the group of how many sessions they have left. What is the purpose in doing this?
- There is not a structured closing activity in this session. What do you think about this? Should the facilitators have stopped the processing of the previous activity earlier in order to do a more formal closing?

Debrief

- Sheri states she was concerned about the direction of the group at the beginning of the session. Were you concerned as you watched it? How do you think the facilitators were able to get things back on track?
- Sheri suggests a check-in where the students indicate how safe they feel on a scale of 1-10. What is the purpose of this exercise? If you were leading this group, would you use something similar at this point in the process? What stage does a group need to be in for this to be effective?
- Sheri points out several times that Sam is more comfortable working with some of the adolescent “silliness” than she is. Does this come across in the

sessions? How do you feel you would handle working with an adolescent group? If you feel similar to Sheri that it may be difficult for you, what are some of the ways you could work on this?

Session 7

This is the last working session of the group. The leaders first check in with the members. Then they lead a discussion on which identities the group members feel are most important in defining who they are and the stereotypes that are associated with these identities.

Introduction

This session begins with a check-in on how safe the members feel in the group. Most of the group members report feeling a “10”, and two members say 9.9. Sam asks the members who are a 9.9 what it would take to get them to a 10, and the students tell him nothing is perfect, but that they feel very safe in the group. Sam also asks if there was any time when the members felt unsafe.

- Sam states he is surprised to hear one of the members say she has always felt safe in the group. Were you surprised to hear that as well? What was the purpose of Sam giving this feedback?
- Before the group begins, Sheri mentions that the group will be saying good-bye soon. Why does she do this?

Activity: “Identity”

Sheri asks the students to think about the most important aspects of their identity, and what some of the stereotypes people have of that group. Examples include: gender, race, religion, ability, and age. The students are also asked to

discuss how they would like to change the stereotypes with which identify. She models the activity using women as her example.

- After Sheri explains the first step of the activity, she checks with the group to see if they understand what they are doing. Alejandra states she does not understand, and Sam asks the group if anyone does understand and can explain it. What is his purpose in doing this rather than answering her question directly?
- During the activity, most of the students talk about age and gender as being the most important parts of their identity. Given the students' developmental level, does this seem appropriate?
- Tahlia discloses that her father used to hit women (it is unclear who she means specifically). The leaders chose not to pursue this comment; would you have done the same thing? How might the session look different if the leaders had pursued this comment?
- How does Sheri demonstrate cutting off skills in this session?

Closing

In the closing exercise, Sam invites the members to ask each other any lingering questions they would like to have answered. Each member takes a turn being asked questions, and the group members also ask Sam a few questions.

- What do you think about the closing exercise in this session? How do you think Sam negotiated being in “the hot seat?”
- Several of the members asked questions about topics such as other members' favorite sports or favorite classes in school. Do you think these were the types of questions the leaders had in mind when they chose this activity?

Debrief

The facilitators talk about modeling in the session. What examples can you give of them modeling?

Session 8

This is the final session of the group. Sheri introduces the final activity immediately after the session begins, and the group members complete and process the activity for the duration of the session.

Activity: “Group Puzzle”

Sheri explains that each person in the group is going to take a piece of the puzzle and draw or write something that they contributed to the group, or that they learned as a result of being in the group. The members spent a few minutes working on their puzzle piece, and then they put the puzzle together and processed the activity.

- What were some advantages and disadvantages of the closing puzzle activity? What themes did you notice about what participants said they gained from the group?
- Several of the students write about happiness. What is the significance of this?
- What might Sam and Sheri be trying to accomplish with this closing activity? Do you think it was a good way to wrap up the group process? Is there a different activity that you might have chosen with this group?

Debrief

- Sheri mentions that the last session was rushed. Did it feel rushed as you watched it?
- Sheri points out that she and Sam have very different styles? What are some of the differences that you notice? In what ways did you notice them working off of each other?
- Do you think the group accomplished what they intended? What additional activities or processing strategies could the facilitators have used to further address their goals?

Final Questions for Discussion

- What are some challenging aspects about working with this age group? What are some advantages or rewards? Would you have felt comfortable leading these eighth grade students?
- These sessions were recorded over a two-day time period. What might have been different had the group met once a week for eight weeks?
- What are some of Sheri's strengths as a group leader? What are Sam's strengths?
- What did you learn from this DVD series about leading a small group? What might be a rewarding aspect of leading small groups? What might be a personal challenge for you?

Notes

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