

## **CBSG® Program - Kids' Connection Virtual Activity Guide**

Session	Activity	Handout	Suggested Modifications
<b>1. Getting to Know You</b>	<b>Major Message Rainbow</b>	KC 1:1 Ages: A, B, C	Prior to group, print <b>Handout KC 1:1</b> to show the participants as an example. On a piece of paper, instruct participants to draw 5 arches of a rainbow, wide enough to write inside. After writing their messages instruct them to share their responses with the group and process.
	<b>Major Message Activity</b>	KC 1:2 Ages: D, E	Instruct participants to write I AM; I CAN; I HAVE; I WILL; I BELIEVE in different areas on a piece of paper. After completing their messages, instruct them to share with the large group. After responses, process.
	<b>Stand Up If</b>	N/A Ages: All	Instruct participants to use a thumbs up reaction if the statement you say is true for them. ( <i>Note: instruct participants where the thumbs up reaction is by clicking on it.</i> ) When the statement is not true, instruct each to click off the <u>thumb up</u> reaction. Adapt each statement to best describe current events and relevant life experiences. ( <i>Note: For older participants insert a poll for each statement.</i> ) After responses, process.
	<b>Getting to Know You</b>	KC 1:3 Ages: A, KC 1:4 Ages: B, C, D	Choose appropriate questions for the age and experiences of the participants. ( <i>Note: Modify questions as needed.</i> ) Choose questions from a paper bag or small container. Depending on time, ask participants to respond individually, or to every question. After each respond, process.
	<b>What Would You Be?</b>	KC 1:5 Ages: D, E	Read the questions from the Handout and ask participants to respond on a piece of paper. After responses, process.

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<b>2. A Celebration of Me</b>	<b>All About Me Book</b>  <b>Celebration Shield</b>  <b>Ball Toss</b>  <b>"My Name Is..."</b>	KC 2:2 Ages: A, KC 2:5 Ages B, C  KC 2:8 Ages: C, D  KC 2:9 Ages: D, E  KC 2:10 Ages: D, E	<p>Prior to group, print an example of each <i>Book</i> or write down the questions for each age range for your reference. Instruct participants to answer the questions from each page on a piece of paper. After everyone has an opportunity to share, process.</p> <p>Prior to group, print <b>Handout KC 2:8</b> to show participants as an example. Instruct each to draw this shield on a piece of paper or to use any shape: square, circle, oval, etc. and divide their shield in to five sections. Instruct participants to write a Major Message in each of the sections: I AM, I CAN, I HAVE, I WILL, I BELIEVE. Instruct them to write words or draw pictures in response to each Major Message. Instruct them to share their shield with the group. After responses, process.</p> <p>(Note: As needed, adapt the Ball Toss questions to best describe current events and relevant life experiences of the participants.) Select participants to respond to the questions using a variety of ways in lieu of actually tossing a ball. <u>Suggestions:</u> 1) toss a "virtual ball" and call out the name of the person the ball is being tossed to, 2) choose participant names from a bag or container, 3) use alphabetical order based on first names, etc. After responses, process.</p> <p>Instruct participants to write the letters of their first name in a single line down the left-hand side of a piece of paper. Then, write a positive, descriptive word beginning with each of the letters. Instruct them to share their words with the group. After responses, process.</p>

Session	Activity	Handout	Suggested Modifications
<b>2. A Celebration of Me (cont.)</b>	<b><i>My Family Collage/ Individuality Collage</i></b>	N/A Ages: D, E	(Note: Based on your judgement, caregiver permission, the ages of the participants and their resources.) Instruct participants to use pictures from magazines, the newspaper, or draw their own pictures or use words to create a Family or Individual Collage on their own time prior to the next meeting time. They will share and process during the next session.

Session	Activity	Handout	Suggested Modifications
<b>3. Feelings</b>	<b><i>My Many Feelings Faces Necklace</i></b>  <b><i>Paper Bag Feelings Puppets</i></b>  <b><i>Feelings Box</i></b>	KC 3:1 Ages: A, B  KC 3:2 Ages: A, B  KC 3:3 Ages: A, B, C	<p>On separate sheets of paper draw faces representing different feelings (<i>Note: one emotion per page</i>). You can use the “emojis” from your phone as a guide. Hold up one page at a time and ask participants to guess the name of the feeling. As the participants guess each feeling, instruct them to “make a face” representing the specific emotion. (<i>E.g. “Show me your angry face!”</i>) Discuss the “like” and “don’t like” feelings faces they saw. Discuss appropriate ways they can express their “don’t like” feelings. After responses, process.</p> <p>Ask the participants to choose one of the following feelings- happy, sad, scared, mad, or confused. Instruct them not to say it out loud. Instruct each participant to “act out” or make a face of their emotion while the rest try to guess it. The group can write their answer in the Chat Box or say it out loud. Instruct the participants to share a time they felt each feeling. Help the participants identify at least one safe, trustworthy person they can share their feelings with. After responses, process.</p> <p>Prior to group, print, cut out and assemble the <i>Feelings Box Handout KC 3:3</i>. You will roll the box like a die for each participant. Each time the box is rolled ask a different participant to describe a time they felt the feeling seen on the box and how they expressed or showed the feeling. Keep rolling the box until all participants have had at least one opportunity to have a turn. (<i>Note: each feeling can be discussed multiple times.</i>) After responses, process.</p>

Session	Activity	Handout	Suggested Modifications
<b>3. Feelings (cont.)</b>	<b>Feelings Bag</b>  <b>Feelings Relay</b>  <b>Alphabet Feelings</b>	KC 3:4 Ages: B, C, D, E  N/A Ages: B, C, D  KC 3:5 Ages: C, D	<p>Prior to the group, print <b>Handout KC 3:4</b>, cut into strips, or use the Handout as a reference. (<i>Note: You may want to eliminate feeling words which are inappropriate for your group's age range or use them as "teachable moments."</i>) Choose a word from the bag for each participant. They can either describe a time they felt the feeling, OR act it out and let the group guess the feeling. After responses, process.</p> <p>Divide the group into two teams. You may want to flip a coin to choose which team starts. Each team member identifies which team they are on and writes as many feelings in the Chat Box within a one-minute period. (<i>Note: You may want to give each team time (e.g. three minutes) in a Breakout Room to create their list of feelings. The team will choose one member to share their list in the large group.</i>) The team with the most feeling words, wins. Using the lists, discuss "like" and "don't like" feelings and how to manage "don't like" feelings in healthy ways. After responses, process.</p> <p>Prior to group, purchase alphabet cards or make a card for every letter of the alphabet. Tell the group you are going to play a game called "Alphabet Feelings". Divide the participants into two teams. (<i>Note: Flip a coin to decide which team starts.</i>) When you show each letter, instruct a different member on alternating teams to name as many feelings as they can starting with the letter. Use a 30 second to 1-minute time-period. Discuss which feelings were "like" and "don't like" feelings and how to manage "don't like" feelings in healthy ways. After responses, process.</p>

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<b>3. <i>Feelings</i> (cont.)</b>	<b><i>Feelings Collage</i></b>	N/A Ages: E	<p>Prior to group, cut pictures and or words from magazines that express feelings. Divide a large piece of paper in half. Label one side "Easy to Share" and the other half "Hard to Share." Instruct the participants to do the same on a scrap piece of paper. As you hold up the magazine words or pictures, instruct the participants to decide if the feeling expressed is "Easy to Share" or "Hard to Share" and write it on their paper. Discuss what makes feelings easy and hard to share. Ask, "Are easy feelings always easy for everyone to share?" "What about hard feelings?" After responses, process.</p>
	<b><i>Feelings Bottle Game</i></b>	N/A Ages: E	<p>Prior to group, cut out magazine pictures of people representing different ages and ethnic backgrounds, expressing a variety of feelings. Glue the pictures to pieces of paper or cardstock. On slips of paper, write each participant's name. Place them in a paper bag or small container. Select a name, hold up a card and ask the participant to identify the feeling expressed and a time they experienced it. Discuss which feelings were "like" and "don't like" feelings and how to manage "don't like" feelings in healthy ways. After responses, process.</p>

Session	Activity	Handout	Suggested Modifications
<b>4. Handling Anger</b>	<b>"Handling Anger" Role Plays</b>	KC 4:1 & KC 4:2 Ages: A, B  KC 4:3 & KC 4:4 Ages: C, D  KC 4:4 & KC 4:5 Ages: E	<p>Prior to group, print <b>Handout KC 4:1</b> to refer to during group. Type <b>Handout KC 4:2</b> in the Chat Box or "share your screen" during the situations with the participants for a reference when they act out the scenarios. Choose two participants or ask for two volunteers. One at a time, read aloud and/or type the situations in the Chat Box. Instruct participants to use what they learned about controlling angry feelings from the Guided Discussion. After everyone has acted out a situation, process.</p> <p>Prior to group, print <b>Handout KC 4:3</b> to refer to during group. Type <b>Handout KC 4:4</b> in the Chat Box or "share your screen" during the situations with the participants for a reference when they act out the scenarios. Ask for a volunteer pair to start and have the pair role-play one of the situations, using the Three Steps of Handling Anger on <b>Handout 4:4</b>. After everyone acts out a situation, process.</p>

Session	Activity	Handout	Suggested Modifications
<b>5. Dreams &amp; Goal Setting</b>	<b>Dream Cakes</b>	KC 5:1 Ages: A, B	<p>Prior to group, print <b>Handout KC 5:1</b> and make an example <i>Dream Cake</i> to show participants. Instruct them to draw their own cake with big candles on a piece of paper. Read the questions on each candle aloud and instruct participants to write their answers. (<i>Note: You may need to type out answers in the Chat Box for the participants to copy.</i>) Say “I believe you will make your dreams come true!” Type the statement “I believe I will make my dreams come true” in the Chat Box and instruct them to write it on the bottom of their paper. After each shares their cake, process.</p>
	<b>Skywriting</b>	KC 5:3 Ages: A, B	<p>Instruct participants to draw a balloon on a piece of paper. You can use the “white board” to draw an example. Instruct the participants to color their balloon and write their name on the top of their paper. Ask, “What do you want to be when you grow up?” Type each answer in the Chat Box for participants to copy in or around their balloon. Ask, “What are some steps you need to take to achieve your dream or reach your goal?” In the Chat Box, type each step for participants to copy in or around their balloon. After they share their balloons, process.</p>
	<b>At the End of My Rainbow</b>	KC 5:4 Ages: C, D	<p>Prior to group, print <b>Handout KC 5:4</b> to show participants. Instruct them to draw what they see on the handout on a piece of paper. Instruct them to write a dream they have in the “pot of gold.” Ask, “What are some steps you need to take to achieve your dream?” Instruct them to write the steps in the arcs of the rainbow. After they share their dream and steps, process.</p>

Session	Activity	Handout	Suggested Modifications
<b>5. Dreams and Goal Setting (cont.)</b>	<b>Nudge Your Neighbor</b>  <b>Dream Shoes</b>  <b>Let's Take a Trip</b>	N/A Ages: D, E  KC 5:5 Ages: D, E  KC 5:6 Ages: E	Instruct participants to answer the questions you type in the Chat Box. Designate a participant, or ask for a volunteer, to answer a question. After a question is answered the person chooses the next person to answer. ( <i>Note: Make sure the names of participants are on their screen.</i> ) After everyone has an opportunity to answer, process.  Instruct participants to bring their favorite pair of shoes and show them to the group. Encourage them to imagine where they would go if their shoes could take them anywhere. After everyone has an opportunity to share, process.  Explain the group is going to “take a trip” to Washington DC. The itinerary includes visiting the U.S Capital, The White House, and the Supreme Court. In the Chat Box, list the order of steps and decisions to be made in preparation for the trip, how each step will be taken, and who will be responsible. ( <i>Note: The participants can take turns writing each step in the Chat Box.</i> ) After the steps are completed, process.

Session	Activity	Handout	Suggested Modifications
<b>5. Dreams and Goal Setting (cont.)</b>	<i>Short-, Middle-, Long-Term Goals</i>	KC 5:7 Ages: E	Prior to group, print <b>Handout KC 5:7</b> to read aloud. Explain to participants short-, middle-, and long-term goals. Instruct participants to hold up one finger when the statement read is a short-term goal, two fingers for middle-term goals, and three fingers for long-term goals. After the activity, process.

Session	Activity	Handout	Suggested Modifications
<b>6. Making Healthy Choices</b>	<b><i>Hooty The Puppet</i></b>  <b><i>"I Can Make Healthy Choices" Game</i></b>  <b><i>Healthy Choices Charade</i></b>	KC 6:1 Ages: A  KC 6:2 Ages: A, B  KC 6:3 Ages: A, B, C	Prior to group, print and make an example of each puppet. Instruct participants to find a sock around their house to show the group. Show them the different puppet characters. Instruct each to choose one of the puppet characters. Using their sock, place their hand inside to make the puppet talk. Instruct participants to introduce their puppet to the group, share its name, what they do, what they like, and different characteristics that make their character unique. Ask, "What is one way your puppet could say "no" to his friends if they asked him to use alcohol, tobacco, or other drugs?" "Who is a safe, trustworthy person you can talk to?" After discussion, process.  Prior to group, print <b>Handout KC 6:2</b> to show participants. Explain to them some of the pictures are going to be examples of healthy choices and some, unhealthy choices. As you show each picture, instruct them to put their thumbs up if it is a healthy choice or thumbs down if it is an unhealthy choice. After all examples are discussed, process.  Send a situation to each participant privately using the Chat Box. Instruct participants to act out the situation without using words or sounds - a charade. Instruct participants watching to guess what the charade is and give a thumbs up if the charade is a healthy choice or a thumbs down if it is an unhealthy choice. After everyone has shared, process.

Session	Activity	Handout	Suggested Modifications
<b>6. Making Healthy Choices (cont.)</b>	<i>I Would Never Do That</i>	N/A Ages: D, E	Divide participants into groups of three to four. If you can send them to Breakout Rooms, instruct them to make a list of risky behaviors they would never do (e.g. drink and drive). Instruct participants to report back to large group or write their list in the Chat Box. Read each list aloud and instruct the participants to show with a thumbs up or thumbs down if they would do the behavior. After everyone has shared, process.
	<i>Making Choices</i>	N/A Ages: D, E	Instruct participants to list specific problems or situations for people who use alcohol and other drugs in the Chat Box. Read each example aloud and ask for participant replies. Instruct the other participants to offer a healthy choice for dealing with the situation. After everyone has shared, process.
	<i>Healthy Choice Collage</i>	N/A Ages: D, E	Using a piece of paper, instruct participants to draw a picture or use words to describe a healthy activity they might choose to do. ( <i>Note: You can use the “white board “option through the virtual platform instead of paper.</i> ) The participants can also type their ideas on the Chat Box. After everyone has shared, process.
	<i>Stress Busters</i>	N/A Ages: E	Using the term “stressors,” brainstorm what causes stress in life instructing participants to type their answers in the Chat Box. Ask, “What are ways to handle these stressors?” Discuss positive and negative possibilities. After everyone has shared, process.

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<b>7. Friends</b>	<b>Helping Hands Game</b>	KC 7:1 Ages: A, B, C	<p>Print and cut out the hands in <b>Handout KC 7:1</b> and number them on the back 1-16. Have participants take turns choosing a number between 1 and 16. Read the message on the hand aloud. The participants have to decide if the message is an example of a friend “giving a helping hand” in which they will give a thumbs up or “not giving a helping hand” in which they will give a thumbs down. If/when a participant chooses a blank hand, they share an example of a friend “giving a helping hand.” After everyone has shared, process.</p>
	<b>Friendship Tree</b>	KC 7:2 Ages: A, B, C	<p>Prior to group, using a poster board or large sheet of paper, draw a large tree for participants to have as a visual. Print and cut out the leaves from <b>Handout KC 7:2</b> and number each on the back from 1 to 18. Instruct each participant to choose a number. Read each leaf aloud. Ask the participant if the message is a true, healthy statement about being a friend, if it is, tape the leaf to the tree you drew. If the message is not a true, healthy statement about being a friend, tape the leaf to the ground under the tree. If/when a participant chooses a blank leaf, instruct them to share a true, healthy statement about being a friend and tape that leaf to the <i>Friendship Tree</i>. After everyone has shared, process.</p>

Session	Activity	Handout	Suggested Modifications
<b>7. Friends (cont.)</b>	<b>The Friendship Fish</b>  <b>Being a Friend Role Plays</b>  <b>Top Ten Reasons</b>	KC 7:3 Ages: B, C  KC 7:4 Ages: C, D  N/A Ages: E	Prior to group, print <b>Handout KC 7:3</b> and prepare a colorful <i>Friendship Fish</i> as a visual for participants including writing compliments on each scale. ( <i>Examples: You, are a great listener! You color very well! I like your smile! You are very helpful! You always share.</i> ) Show the participants your <i>Friendship Fish</i> and instruct them to draw their own on a piece of paper. “Give” a compliment from your scales to each participant. Then, instruct participants to write compliments on their scales. Taking turns instruct the participants to “give” a compliment to another person in group. When a person receives a compliment, instruct them to then give a compliment to another person until everyone has received a compliment. Once each has given and received a compliment, process.  After discussing ways to make friends, brainstorm new ways and instruct participants to write the new ideas on a piece of paper. Using <b>Handout 7:4</b> , read each situation and ask for responses. Participant can “shout out” or “chat out” answers by unmuting or typing answers in the Chat Box. ( <i>Additional option: Number the role plays 1-6, divide group into pairs, and instruct participants to choose a number and read aloud the role play. Or each participant can act out a role play with the facilitator.</i> ) To process, ask, “What are some things we learned from the role plays?”  Follow the instructions in the Facilitator’s Manuals Activity Section. After everyone shares, process.

Session	Activity	Handout	Suggested Modifications
<b>8. Resisting Negative Peer Pressure</b>	<b>Practicing with Puppets</b>	KC 8:2 Ages: A, B	<p>Prior to group, print and make an example of each puppet and copy and cut out the situations in <b>Handout KC 8:2</b>. Number the situation strips 1-10 or color each strip a different color. Instruct participants to find a sock in their home to show the group. Show them the different puppet characters. Instruct each to choose one of the puppet characters. Using their sock, place their hand inside to make the puppet talk. Participants take turns choosing a number or color. When a number or color is chosen, read the situation aloud. Using their puppet, instruct participants to share a refusal response or a way to say “no” to the situation. After each participant has responded and all situations have been read, process.</p>
	<b>Resisting Negative Peer Pressure Role Plays</b>	KC 8:1 and 8:3 Ages: C, D or KC 8:1 and 8:4 Ages: E	<p>Prior to group print the Handouts and show the participants the “5 B’s” of <i>Saying No</i> on <b>Handout KC 8:1</b>. Using <b>Handout KC 8:3</b> or <b>KC 8:4</b>, number the role plays 1-9. Instruct each participant to choose a number. Read each situation aloud and instruct participants to share a way to “Resist Negative Peer Pressure” using the 5 B’s. After each participant has responded and all situations have been read, process.</p>

Session	Activity	Handout	Suggested Modifications
<b>9. Putting It All Together</b>	<b>Beach Ball Toss</b>  <b>Happy and Sad Faces</b>  <b>"Putting It All Together Jeopardy" Game</b>	N/A Ages: A  KC 9:1 Ages: A  "Jeopardy" online version Ages: B, C, D, E	<p>Prior to group, using a beach ball write the questions from the Facilitator's Manual Activity instructions onto the ball with a permanent marker. Toss the beach ball into the air. When it is caught, read aloud the question your right thumb lands on. Before tossing the ball, instruct a participant to answer the question. After everyone has an opportunity to answer, process.</p> <p>Prior to group, cut out the faces from <b>Handout KC 9:1</b> and glue each onto a piece of paper. Show participants the faces and instruct them to draw similar faces on their sheet of paper. Read aloud the questions from the Facilitator's Manual Activity and instruct participants to answer by showing their happy or sad face. After everyone has an opportunity to answer, process.</p> <p>Prior to group, locate the Jeopardy on your USB. Prepare the participants for the "Jeopardy" game by showing the online game board's five categories: 1) Celebrating Me, 2) Dreams &amp; Goal Setting, 3) Feelings &amp; Anger, 4) Making Healthy Choices, &amp; 5) Friends/Peer Pressure. Show the questions ranging from 100 to 400 points. (<i>Note: Participants can be divided into two teams or remain singular.</i>) Participants or Teams will take turns and call for a Category and a specific question point. After everyone has taken turns and there is a winner, review what they learned throughout group.</p>

Session	Activity	Handout	Suggested Modifications
<b>10. Celebration &amp; Commitment</b>	<i>What I Have Learned</i>  <i>Major Message Rainbow</i>  <i>Major Message Activity</i>	KC 10:1 Ages: All  KC 10:2 Ages: A, B, C  KC 10:3 Ages: D, E	Prior to group, using <b>Handout KC 10:1</b> , mark each question 1-9 or designate a different color for each. Instruct participants to choose a number or color. Read each question aloud for each participant to “shout out” the answer by unmuting or “chat out” by typing it in the Chat Box. Discuss which session(s) was their favorite(s) and what specifically helped them most. After everyone has an opportunity to answer, process.  Prior to group, prepare a <i>Major Message Rainbow</i> by drawing a rainbow with five arcs to show participants or print <b>Handout KC 10:2</b> to show as an example. Instruct them to draw their own rainbow on a piece of paper labeling each arc with the Major Messages (I Am, I Can, I Have, I Will, I Believe) as your example shows. Each participant will write their five messages in the rainbow arcs. Encourage participants to share their Major Messages with the group. After everyone has an opportunity to share, process. ( <i>Note: if the Major Message Rainbow Activity was completed in Session 1, ask participants to compare their messages for changes.</i> )  Prior to group, prepare a <i>Major Message Activity</i> by writing your Major Messages (I AM, I CAN, I HAVE, I WILL, I BELIEVE) on a piece of paper or print <b>Handout KC 10:3</b> as an example. Instruct them to write their own messages on a piece of paper and share with the group. After everyone has an opportunity to share, process. ( <i>Note: if the Major Message Activity was completed in Session 1, ask participants to compare their messages for changes.</i> )

Session	Activity	Handout	Suggested Modifications
<b>Additional Session - Chemical Dependency: A Family Disease</b>	<i>Pepper Story</i>  <i>Bicycle Ride</i>  <i>Bubble Game</i>  <i>Think, Feel, And Do</i>  <i>Living Near a Chemical Dump</i>	KC AS:1 Ages: A, B  KC AS:2 Ages: A, B, C, D  KC AS:3 Ages: B, C  KC AS:4 Ages: B, C, D  KC AS:5 Ages: E	<p>Prior to group, print and make a Pepper puppet following the instructions in the Activity and using <b>Handout KC AS:1</b>. Instruct participants to find a sock in their home to show the group. Using their sock, place their hand inside to make the puppet talk. As the <i>Pepper Story</i> is read aloud, instruct the participants to use their puppet to “act out” the story. Using the questions in the Facilitator’s Manual Activity section to process, encourage all participants to answer at least one question.</p> <p>Follow the instructions in the Facilitator’s Manuals Activity Section. Read <b>Handout KC AS:2</b> aloud. After the story, process.</p> <p>Prior to group, print <b>Handout AS:3</b>. Designate a bubble gum flavor for each question. Instruct participants to choose a flavor. Read aloud the corresponding True/False question asking the participant to answer. After everyone has an opportunity to answer, process.</p> <p>Prior to group, print <b>Handout KC AS:4</b> cut out the situations and number the strips. Instruct participants to choose a number. Read aloud the corresponding situation and instruct the participant to respond to the situation using “<i>Think, Feel, and Do.</i>” After everyone has an opportunity to answer, process.</p> <p>Prior to group print <b>Handout KC AS:5</b> to read aloud. After the story, process.</p>

Session	Activity	Handout	Suggested Modifications
<b>Additional Session - Chemical Dependency: A Family Disease (cont.)</b>	<i>Living with Chemical Dependency</i>  <i>My Personal Statement about Chemical Dependency</i>  <i>What Everyone Should Know</i>	KC AS:6 Ages: E  N/A Ages: E  KC AS:7 Ages: E	Prior to group print <b>Handout KC AS:6</b> to read aloud. After the story, process.  Give participants the option of responding to the statements in the Facilitator's Manual Activity concerning how chemical dependency can affect lives using verbal answers, drawing a picture, or writing a story. Give participants 10 to 15 minutes to complete their choice. Encourage participants to share what they created with the rest of the group. After everyone has an opportunity to share, process.  Prior to group, cut out <b>Handout KC AS:7</b> statements and number them 1-7. Get as creative as you are able and design a poster board, or large sheet of paper, with the Title " <i>What Everyone Should Know.</i> " Instruct participants to choose a number between one and seven. When a number is called read the statement aloud. Record these statements on the poster board or large sheet of paper. ( <i>Note: the participant can type their statement in the Chat Box.</i> ) After each statement is read and discussed, process.

Session	Activity	Handout	Suggested Modifications
<b>Additional Session - "Changes &amp; Challenges in My Life"</b>	<b><i>Helping Hands Book</i></b>  <b><i>Butterfly Clothespins</i></b>  <b><i>Red Light- Green Light</i></b>  <b><i>Stressful Situations</i></b>	KC AS:9 Ages: A, B  N/A Ages: B, C, D  N/A Ages: B, C, D  KC AS:11 Ages: E	<p>Instruct participants to draw or trace their hand on a piece of paper. On each finger of their traced hand, instruct them to write the name of a person they can ask for help when they feel stressed. Instruct participants to hold up one finger at a time sharing the person they can turn to with the rest of the group. After everyone shares, process.</p> <p>Prior to group, make an example of a <i>Butterfly Clothespin</i> or draw a butterfly to show the group. <i>Read the Very Hungry Caterpillar</i> aloud. Ask the participants to draw their own butterfly and caterpillar to share with the group. After everyone shares, process.</p> <p>Explain to participants that during this activity we will get a better understanding of things we can and cannot change. A thumbs up will represent things we CAN change and a thumbs down will represent things we CANNOT change. Read each situation aloud. To answer, the participants will show a thumbs up or thumbs down. After discussing the details of each situation, process.</p> <p>Prior to group, print <b>Handout KC AS:11</b>, cut out the situations and number the strips. Instruct participants to choose a number. Read aloud the corresponding situation and instruct the participants to identify healthy ways to cope with the stressful situations. Instruct the participants to identify people who can help them with the stressful situations. (<i>Note: A alternative to this Activity is to ask participants to make their own list of stressful situations.</i>) After everyone has an opportunity to answer, process.</p>