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POWER PLAY

PURPOSE

School isn't just about learning how to do math and science anymore. School involves learning how to deal with friends and difficult situations. Unfortunately, there is no magic formula for making any of these situations go away. However, there are strategies and skills that can assist students in many difficult situations.

Power Play is designed to empower students to deal with their problems in a positive and assertive manner. The book is designed to help children become responsible, face their problems, and become more independent while dealing with antagonistic students. The games and activities also teach friendship-making skills and appropriate ways of interacting with other children. The games and activities described in *Power Play* are presented in a non-threatening manner to encourage greater participation from a broader range of students.

Using activities from *Power Play*, students are encouraged to learn various skills through a game format. Activities can be used in a variety of settings such as whole class guidance lessons, small group counseling sessions, or individual counseling sessions. Counselors must be prepared to help students in different situations using a variety of interventions, and *Power Play* provides a creative approach for learning to deal with difficult situations while providing an opportunity for fun and laughter at the same time. Utilizing a fast-paced presentation style, the activities are simple and direct approaches to dealing with uncomfortable encounters. The games require few props and are relatively simple to prepare. Most games steer clear of a lot of paper and pencil activities to allow active participation of all students in a non-threatening manner.

A game format is useful in teaching guidance and counseling for many reasons:

1. Games are less intimidating and threatening to students than openly discussing feelings in a classroom situation.
2. Games provide a higher level of student participation and involvement which helps in class management.
3. Games are fun, positive, and thought provoking.
4. Games require different learning styles including auditory, visual, and kinesthetic.
5. Games provide role-playing and modeling opportunities.
6. Games enhance memory through participation, and they serve as points of reference to remind students of various lessons learned.

7. Games can be enjoyed again and again for added proficiency in skills.
8. Games allow positive behaviors to be immediately reinforced with points, rewards, treats, or applause.
9. Games simulate life situations by calling for quick thinking and quick responses.
10. Game concepts and solutions are reality-based and provide opportunities for cognitive restructuring for therapeutic purposes.
11. Games provide an opportunity for overlearning concepts by emphasizing similar skills in a variety of activities.
12. Games provide an enjoyable format for children to learn; usually children are very receptive to concepts presented in this manner.

The games in this book also contain a most important section - the follow-up section. This section includes questions to be discussed after each game is played. These questions allow students to more fully understand how the skills learned can be used in the classroom, on the playground, in the cafeteria, or in other situations around the school. Questions and answers offer encouragement and support for students to try the techniques in situations similar to those in the games.

Variations are included for easy adaptation to the needs of the students. Since the games provided grow out of real-life circumstances, the situation and response cards must be continually updated for relevancy to student needs.

In essence, the activities are designed to boost self-assurance, self-confidence, and enhance a student's self-image. *Power Play* encourages students to become assertive and independent to solve their problems. Consequently, students are equipped with a variety of strategies to help them deal with problematic social situations. These strategies enable students to enter adolescence and young adulthood with strong social skills, confidence, and effective methods of dealing with problems, which will help them deal with conflict effectively, develop positive character traits, and become responsible citizens.

ATTITUDE TUNE UP



Grade Levels: K-5

Time: 30 Minutes

PURPOSE

To encourage changes in behavior and thinking when necessary.

MATERIALS NEEDED

Attitude Tune Up Station Cards
(reproduced & cutout)
Scorecard (index cards or notebook paper)

OBJECT

To make it through the road course with as many points as possible.

PROCEDURES

1. Divide students into small five teams of four to five students.
2. Make a road course around desks around the room. Keep it simple and mark four stations or stopping points with numbers such as 1-Asking Station, 2-Answering Station, 3-Actions Station, and 4-Attention Station. At each station, give the team a set of situation cards depicting a particular attitude related to that station (for example, for stations #1 and #2, appropriate body language and tone used in asking or answering questions, for station #3, the acceptable actions to demonstrate when following directions, and for station #4, the best way to pay attention). See Procedure #5 for more examples.
3. Ask one of the small groups to act as qualifying judges at each station while one team at a time goes through the road course. When the participating team finishes the road course, they

take the place of the team at station #1 and the former judges at station #4 go on the road course while judges at station #1 go to station #2; 2 goes to station #3; 3 goes to station #4. Continue rotating until all teams have finished the road course.

4. Place Station Cards with situations that depict one of the Attitude Tune Up A's (asking, answering, actions, and attention) at each station. The qualifying station team reads the Station Cards to the participating team. Any member on the participating team is selected by one of the qualifying judges to answer any one of the cards. The card may be repeated as many times as necessary by the judge(s). If the team answers correctly, they get five points, if the team answers the card incorrectly, the team gets zero points.
5. In addition, the participating team must answer with an appropriate attitude in order to be awarded five points by the judge(s). If the team answers with an inappropriate attitude, zero points are earned. One judge reads the cards while the other judges watch the team's attitude and attention. For example, the Asking Station judges listen for good manners with use of words such as "please" and "may I." The Answering Station will listen for good answering words such as "yes ma'am," "no ma'am," "yes sir," "no sir," "thank you," and a friendly tone. The Action Station watches for attention being paid to the speaker, hands and feet still, and hands up when answering a question. The Attention Station judge(s) could ask one or two questions about what they've read.
6. Play continues until all teams have gone through the check points.

FOLLOW-UP

Ask the students the following questions:

- Which Attitude Station was the easiest or most difficult for you to demonstrate?
- Why do we need to work on tuning up our attitudes?
- What can happen if we don't get an attitude tune up?