

“Get Over It!”

Purpose: The purpose of this activity is to:

Increase student awareness of the counselor’s role in helping students get through, get over, and get use to unwanted change in their lives.

Materials: Hula Hoop, Jump Rope, and Bag of Pennies (*Change*.) You will also need adequate space in the classroom to allow for a line to form and students to **safely** take the challenges of getting through a hoop and stepping over a jump rope.

Time: Approximately 20 minutes.

Key Concepts: Hula Hoop represents “Going through it,” the Jump Rope represents “Getting over it,” and the bag of pennies represent “*Change* & Getting use to it.” (“It” being whatever unwelcomed *change* students are dealing with.)

Part 1.

Procedure: Introduce/reintroduce yourself to kids. Review the activity you had done with their class the last time you were there (Nobody’s Bully.) Ask, “Who wants to tell me about the movie we watched the last time I was here (Warriors of Virtue)?” Start with one student, allow he/she to begin telling what the movie was about, stop him/her abruptly and choose another student to continue the story where the previous student left off. Repeat this procedure several times. Kids will be good at remembering the movie. Be sure to ask the question though, “Why would I have shown that movie to you?” Gather responses and remind students that many adults including police, judges, parents, and principals consider standing around witnessing someone getting bullied/bossed part of what’s going on.

Begin today’s activity by:

Announce: In the first part of our counseling activity today I have some challenges I’d like to share with you. As you noticed when I came in, I have (hold up) a Hula Hoop, a Jump Rope, and a Bag of Change. In the other parts of our activity we’re going to find out why I’m having you take these challenges.

State: Let’s get started!

(Make a space large enough in the room to accommodate a small group of students to form a line. Teacher’s often have students already organized or clustered in groups, in rows, or at tables. Try to keep the line to ten students or less.)

Explain: For our first challenge we will be using this Hula Hoop. Instead of having boys and girls “do the Hula,” I’m going to be holding the hoop vertically (demonstrate) at different heights & angles and your challenge is to get through it.

Third Grade-Lesson Two

State: First and foremost though I need you to be safe. *How you get through the hoop is just as important as getting to the other side of the hoop.* There is no running, jumping, diving, or ninja karate kick moves allowed! Take your hands out of your pockets. The only help you will get in getting through the hoop will be my hand. I will extend (demonstrate) my hand to you and if you want to use my hand to help with your balance or to help pull you through the hoop I will help you. Once you've had your turn please walk around the room and back to your desk.

(Feel free to make the hoop occasionally appear VERY challenging (low off the ground nearly completely horizontal or as high as their heads.) This will often encourage some boys and girls to reach for your extended hand as a means of support and assistance. It's ok and usually necessary to "adjust" the hoop once the student begins to go through it. Some kids however, will not seek assistance despite needing it. Try to slow their rate of falling;) Still, keep in mind that its important kids get through the hoop with or without your help.)

Call: Up all groups one at a time. Encourage and praise everyone. Make sure your first concern is student safety! (Look for the students who have the look of daredevils, class clowns, and entertainers. Give them the extra reminder of safety and make their challenge as easy as possible to avoid problems.)

Announce: Next we'll be using the jump rope (hold up.) Instead of jumping the rope, I'll be stretching this jump rope horizontally (demonstrate) about waist high and your challenge is to get over it. Again, there is no running, jumping, diving, limbo, or ninja karate kick moves allowed! Take your hands out of your pockets. I will hold my hand out to you if you would like my help for balance in getting over the rope. Once you've had your turn please walk around the room and back to your desk.

(Prepare a student chair (anchor) that you can connect one end of the jump rope to. It's good to have a student sit in the anchor chair. Hold the other end of the rope in one hand and extend your free hand to the student. Adjust the height of your end of the rope according to the size of the student. Also, for girls in skirts and boys in sagging pants keep the rope a bit lower.)

Call: Up all groups one at a time. (Encourage and praise everyone. Make sure your first concern is student safety! Look for the students who have the look of daredevils, class clowns, and entertainers. Give them the extra reminder of safety and make their challenge as easy as possible to avoid problems.) Remember no running, diving, or doing the limbo.

Congratulate all students on getting over the rope!

Announce: For our last challenge I'm going to be asking you to do something very unusual. It will be important that you continue having fun today without losing control of your behaviors. Some students may have a very difficult time handling this next request, still, in order for us to complete the activity you'll need to show good self control and follow my directions completely. Now, please take off your left shoe and place it on your desk top. I'm going to come by with my

bag of change (hold bag up) and drop some change inside your shoe. Put your shoe back on and sit quietly waiting for further instruction. (One penny per shoe is plenty but every now and then drop in two or three coins. For kids in sockless sandals, it's ok to tape a penny on the sole of their sandal.)

Part 2

Explain: “Now let me tell you why this is such a great counseling activity. This hoop, jump rope, and bag of change reminds us of the reasons why a person might go see a counselor one day. First I'm going to tell you about each item we used today and then I'm going to give you my own personal example of what those things were for me. By then I'm pretty sure you'll be able to give me your own examples of what I'm talking about.”

State: This hoop (hold up) is about all the stuff people have to *get through* or *go through* in life. It could be about family stuff, friend stuff, health stuff, job stuff, or even money stuff. Sometimes it's good just to have someone help you through it just like I did by extending my hand to you. That's what counselors do: help people get through stuff.

Hold up the Rope and Ask: “How many of you have ever heard the expression: *Get over it?*”

State: Counselors help people *get over* some stuff all the time. For example some of that stuff (or change) might have to do with family, friends, health, job and other stuff we talked about earlier. Just like in helping people get through stuff, counselors (extend hand) help people get over stuff too and sometimes it's not easy and takes a long time.

Hold up the bag of coins and Ask: “How many of you have ever had a hard time getting use to some kind of *change*? That change may have been something you first had to get through and then get over. Sometimes it can be hard to get use to change and some days can be harder than others. That's why I gave each of you some change, because to do well it's important to get use to change and I couldn't think of a better way than by having you walk around with it for awhile.

Part 3

Share Personal Example: (use your own example for best results) Make the connection of what you mean through your example.

Going Through It:

I like to tell the story of my grandmother being sick for four years with cancer and how everyday I felt like I was “going through” it (hold up hoop.) Expand a bit about wondering every day if today would be her last day. Tell kids how great it was to have teachers, friends, relatives, and counselors there to help you get through that difficult time.

Getting Over It:

Once my grandma died I then had to learn to get over it. Her death brought about a lot of unwanted change. Where I lived, where I grew up, where I went to school...everything. It took me a long time to *get over* that which meant I wasn't always crying, angry, worried, scared, or sad every day. I was glad to have teachers, coaches, friends, and relatives help me get over it.

Getting Use to It:

(Hold up the bag of change and state) Once all that change happened, I had to get use to it. It took a while but pretty soon I found out that some days I "forgot" about some of those changes. I could laugh, play, read, learn, and do stuff without always remembering what I had gone through, got over and now had to get use to. Some days were still hard for me (like Christmas and my Grandma's birthday) but I found I was getting use to change more and more every day and I just knew it would all be ok.

Part Four

Inform: Students that the hoop and jump rope can be anything that's difficult to get through or get over. Divorce, moving, illness, having diabetes, being handicapped, pets or parents running away, going to jail, and loss of a job are examples of challenges to get through, get over and eventually get use to.

Ask: for volunteers to see if they know/understand what you're talking about. Find out if they can use their own examples for each of the three challenges of going through, getting over, and getting use to change. Always offer to help out.

In Conclusion: Remind kids that counselors, teachers, coaches and many others are always available to help them get through, get over, and get use to all the change in their lives. We (counselors) also want you to get through, get over, and get use to change as safely (without use of drugs and/or alcohol) as possible. That's why you can always count on us to give you a hand=)