

Steps, Halves & Wholes

(Learning to get along with siblings within the (blended) family)

Purpose: 1. To improve student understanding of the challenges involved in adapting, adjusting and getting along with extended family siblings and 2. Consider seeking counseling support when relationships with extended siblings are unsuccessful & counterproductive.

Materials: This Activity guide, recommended handout (last page of activity guide,) white board if handout is not available and optional video link:

<http://www.youtube.com/watch?v=POE1VoB9vaU&feature=youtu.be>

(Preview video before hand as it may prove to be a time saver for you)

Student Materials: Pencil (and paper if handout is not used.)

Time: 20-25 minutes.

Key Concepts: Extended families, fairness, and learning to make the best of the situation.

Introduce/reintroduce: Make sure all the kids know who you are and what you're about. Tell them a little bit about the family you grew up in and some of the challenges you may have faced with siblings, parents, etc while growing up. Let them know it all worked out just fine=) Let the kids now they will need a pencil and paper (if handouts aren't used) for today's counseling/mental health activity.

Part 1

Recommended: Skip Part 1 and make copies of the last page of this activity handout and distribute to students.

(If unable to make copies of activity handout and you don't have access to the video guide link use directions below.)

Direct: Students to fold their paper in half (down the middle) hot dog bun style and to leave it in that position.

Show & Tell: With your own paper how you want that done.

Check: To see if students are following along=)

Direct: Students to fold their paper (again) in half hot dog bun style.

Show & Tell: With your own paper how you want that done.

Check: To see if students are following along.

Instruct: Students to open their papers to reveal four columns.

Show & Tell: Using the whiteboard for students to number their columns 1 through 4. That is, beginning with the column on the left side of the paper as #1, the second column becomes #2, the third column from the left becomes #3 and the fourth column from the left is labeled #4.

Example: | #1 | #2 | #3 | #4 |

Show & Tell: How you want this done.

Check: To determine if Students are following along.

Instruct: Students to number their papers 1-12 in column #1 and to skip a line every third line.

Example:	#1	#2	#3	#4
	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
	7.			
	8.			
	9.			
	10.			
	11.			
	12.			
	*.			

Part 2

Ask: Students to follow the next several directions:

1. (In column #1) Write down the first names of three boys in your classroom using lines 1-3.
2. Write down the first names of three girls in your classroom using lines 4-6.
3. Write down the first names of three other boys in your classroom using lines 7-9.
4. Write down the first names of three other girls in your classroom using lines 10-12.

Check: To determine if students have followed the instructions.

Direct: Students to exchange papers (one time) by either passing their paper to the person sitting behind them and then having the last person in the row bring their paper to the person in front OR have students exchange with a student sitting across from them. (Just make sure no one ends up with their own paper=)

Part 3:

Direct: Students to look at the list of names and determine if their own name is on the list. If their name is on the list no further action is needed. If their name is not on the list, then they are to write their first name in the starred (non-numbered) box at the bottom of the chart and should follow the instructions given below. (Student can share a job number with another person on his/her list.)

Instruct: Students to write down in column #2 either the set of letters am or pm for each of the names 1-12 on their list.

Instruct: Students to write down one of the following words: Little, Some, or Plenty in column #3 for each name on their list.

Instruct: Students to assign a job number 1-12 in column #4 for each person on the list. Specific job assignments will be announced later in activity=)

Walk: Around the room looking at student papers to make sure everyone is following directions.

Ask: Does everyone know what I've asked you to do?

Option 1:

Play: video (two minutes) and

Ask: If anyone is familiar with the movie clip just played?

OR:

Option 2:

Announce: "We're going to turn our name lists into something that could be used on the Brady Bunch, in the movie Cheaper by the Dozen or in the movie Yours, Mine & Ours."

(Feel free to use any extended sibling family book or movie the kids may be more familiar with.)

Instruct: Students to write down THEIR last name with every first name on the list in column #1 and at the top of the page THEIR home address!

Announce & Clarify:

In column #1:

The Boys numbered 1-3 are your Brothers.

The Girls numbered 4-6 are your Sisters.

The other Boys numbered 7-9 are your Step Brothers and

The other Girls numbered 10-12 are your Half Sisters.

We don't usually get to pick our own brothers and sisters!

Column #2 reflects the bathroom schedule.

A.M. is morning bathroom assignment for bathing or showering.

P.M. is evening bathroom assignment for bathing or showering.

Column #3 reflects the amount of a "personal time" you get to spend with one of your parents each week: a Little, Some or Plenty.

And column #4 is about the monthly job assignment you have to do on a daily basis.

Instruct: Students to look at their papers and write in what the job assignments are for the corresponding numbers.

Job #1. Dishes

Job #2. Bathroom

Job #3. Trash

Job #4. Sweep

Job #5. Dust

Job #6. Vacuum

Job #7. Empty Litter Box

Job #8. Recycling

Job #9. Laundry

Job #10. Feed animals

Job #11. Yard & Dog Poop Removal

Job #12. Kitchen Cooking Support

Part 4

Ask: Students to review their lists and provide some feedback on things like:

Fairness/ Getting Along/ Sharing/ Schedules/Problem Solving & Resolving Issues.

Call Upon: Volunteers to share about their families and extended sibling families.

Inform: Students that one of the reasons why some kids get into counseling is because they really have a hard time figuring out how to get along with family members including parents, step parents and especially siblings of all types!

State: How we learn to work things out with siblings sets the tone for how we work things out with people when we get older. Counselors often help people in families learn how to get a long better even if they don't always like each other all the time=)

Allow: Students some time investigating each others families=).

Reassure: Students you're here to help them get along better in their families if they ever need some extra help=)

(Activity handout below)

(first names of 3 boys in your classroom)	Am or Pm	(L S P)	(Any #1-12) No duplicates
1.			#
2.			#
3.			#
(first names of 3 girls in your classroom)			
4.			#
5.			#
6.			#
(first names of 3 other boys in your classroom)			
7.			#
8.			#
9.			#
(first names of 3 other girls in your classroom)			
10.			#
11.			#
12.			#
(Your first name ONLY if told to do so) *.			#