

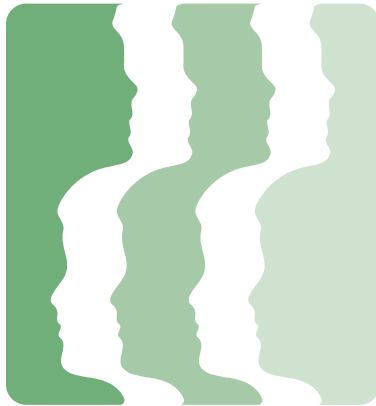
# *Peer Counseling*

Curriculum



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## The Feeling Star

**TIME:** 45 minutes - 1 hour

**MATERIALS:** Pencils, worksheet

**OBJECTIVE:** To introduce the other participants and teach them something about one another. To foster appreciation of basic similarities and differences in values held by individual members of the group. The following will establish a good approach towards developing a non-threatening atmosphere in which self exploration can objectively take place.

### INSTRUCTIONS:

1. Use the worksheet on the next page. The instructor can select six items for each point of the star from the suggestion list or come up with their own.
2. Students complete the open-ended statements.
3. Each participant then chooses someone with whom to discuss his or her star for five minutes. Students switch partners several times before discussing the activity as a group.

### Suggested statements:

- Two people I admire.
- My favorite book or movie.
- Goals for the future.
- Five positive words to describe myself.
- Two qualities or traits I look for in a friend.
- When you make a decision, in what order do you do these three things: think, feel, act?
- Five things about yourself you are proud of.
- Life is a merry-go-round on which I . . . .
- When I go someplace where people are using drugs, I feel . . . .

### DISCUSSION:

After the students have had the opportunity to discuss their stars with their partners, have them discuss their responses as a group.

## Controversial Issues

- TIME:** 45 minutes
- MATERIALS:** Worksheet, pencils, numbered sheets
- OBJECTIVE:** To develop an understanding of values, one's own and those of others, through which decisions are made; to learn to respect other people's feelings.

### INSTRUCTIONS:

1. Place large numbers around the room, in order, from 1 to 8.
2. Pass out the Controversial Issues worksheet to the students.
3. Have the students rank the eight issues from "most against" (1) to "least against" (8). Tell them to write the letters of the issues in the boxes to the left. When they have finished, read each issue aloud starting with "a." Have the students stand by the number placed on the wall to show where they ranked that issue. Differences and similarities within the group become observable. The students can discuss their feelings about the issue at this time.
4. Continue the same process for the rest of the issues.

### DISCUSSION:

After all of the issues have been discussed, have the students be seated and discuss the following questions as a group.

1. Did anyone feel (peer) pressure when his or her opinion differed from the group's?
2. Did anyone find that he or she agreed strongly with any other members?
3. Did anyone find it difficult to rank the issues?
4. Did anyone discover something about him or herself? The other members?

### Comments:

In a classroom setting space for students to move around the room may be limited. This problem can be avoided by having the instructor read each issue aloud and students can demonstrate by a show of hands how many ranked the issue #1, #2, #3, etc.

## Group Roles

- TIME:** 30 minutes
- MATERIALS:** 3" X 5" Cards, Handout
- OBJECTIVE:** To examine the different roles people play when in a group and to enable students to see what role they assume in group situations.

### INSTRUCTIONS:

1. Write or type the information about each role on a 3" x 5" card. (Use the chart on the next page for the information. Be sure to include the role, what they do, and what they might say.)
2. Select seven students to role play a situation. Have the students sit in a circle. Give each student a 3" x 5" card with the information about the role they will be playing. The students are not to show their cards to each other.
3. Tell the students that as a group they are trying to decide what band to have for the school dance. They are to role play the situation, taking on the roles they were assigned. Allow 5-10 minutes to do this.
4. After role playing, pass out a copy of the group roles chart, read each role followed by the description. See if the students can guess who was playing each role.

### DISCUSSION:

Discuss the idea that a group is made up of all kinds of people: some of them help the group do its work, others keep it from working smoothly. Discuss the following questions:

1. Which roles were helpful to the group? Why?
2. Which roles were not helpful or hindered the group? Why?
3. Think of some groups you are involved with. What makes them successful? Not successful? What kind of role do you play?

## Decisions, Decisions, Decisions

**TIME:** 45 minutes

**MATERIALS:** None

**OBJECTIVE:** To become aware of the number of decisions one makes and how important these decisions can be to one's life.

### INSTRUCTIONS:

1. Have the students sit in a circle facing each other. The instructor reads one of the questions listed below. Ask for a volunteer to respond to the question. More than one student may respond to the same question.
2. Students may write more questions for this activity and give them to the facilitator.

### Decision Questions

- a. What decision(s) have you made today?
- b. What decision(s) have you made in the past that have caused you to miss out on something nice?
- c. What decision(s) have you made that have made your life better?
- d. What decision(s) have you made that kept you out of trouble?
- e. What decision(s) have you made that got you into trouble?
- f. What decision would you make if you saw a stranger stealing something from a store?
- g. What decision would you make if you saw your best friend stealing something from a store?
- h. What decision would you make if you found a wallet on the ground with \$50.00 in it.

### DISCUSSION:

Of course, you do not make all the decisions that affect your life. Who else makes decisions that affect you? Sometimes students feel confused about who should make the decisions. Have you ever felt that way? Part of growing up is taking increasing responsibility for making decisions.

# Pharmacology

## Quiz

1. A person is considered legally intoxicated if the alcohol concentration in the blood reaches \_\_\_\_\_.
2. Cocaine and Dextroamphetamine are both types of \_\_\_\_\_ drugs.
3. The ingredient in marijuana that produces the high is \_\_\_\_\_.
4. Barbs, Reds, Yellow Jackets and Phenobarbital are all in what category of drugs? \_\_\_\_\_.
5. The talkdown method of crisis intervention is a useful tool for what specific type of drug overdose? (Name the drug) \_\_\_\_\_.

## Alter Ego

**TIME:** 20 minutes

**MATERIALS:** None

**OBJECTIVE:** To help develop the communication skill of listening to feelings.

### INSTRUCTIONS:

1. Form a group of four volunteers. The remaining members will be observers.
2. Two individuals will role play a situation (e.g., a 17 year-old daughter explaining to her father why she went to a “beer party”.)
3. The other two members will be alter-egos. They should say what the role players are not saying. For example:

**Daughter:** “Oh, Daddy don’t be so old-fashioned, everyone drinks beer.”

**Alter-Ego:** “Look, Dad, I’m not the most popular girl in my class as it is, and if I start going against my friends, I’ll never get a date.”

### DISCUSSION:

1. Were some feelings easier to “**read**” than others?
2. What were they?
3. When listening to feelings, what do you hear? What do you see?
4. How do you hear or see feelings?

### Comments:

Encourage the role playing participants to try to respond only to the situation and not the alter-ego.

Allow a pause in the conversation or dialogue to enable the alter-ego to diagnose the feelings.

# A Peer Counselor's Code Of Ethics

**TIME:** 45 minutes

**MATERIALS:** Handout

**OBJECTIVE:** To familiarize the peer counselor trainee with expected principals of conduct as they begin to counsel and advise others.

## INSTRUCTIONS:

1. Share the following Code of Ethics with the students:
  - My primary obligation is to the welfare of the individual or group I am providing counseling services for.
  - I place my responsibility to the client before my personal interests.
  - I hold myself responsible for the quality of services I provide.
  - I respect the privacy of the people that I serve and will take reasonable measures to safeguard the **CONFIDENTIALITY** of the information shared with me during counseling sessions.
  - I will use in a responsible manner the information gained in advisory relationships.
  - I will not discriminate because of race, color, religion, age, sex, disability or national ancestry, and will work to prevent and eliminate such discrimination.
  - I will recognize my limitations and will make the necessary referrals to professional counselors when appropriate.
2. Pass out the student handout and discuss with the students.
3. Review the following situations with the students and have them vote on the most appropriate response.

### Situation #1

A friend who is hooked on speed walks in and begins to tell you his plans to rip-off his neighbor's TV so he can buy more pills. This situation occurs before you can say anything to him.

- a. You should try to stop the person and let him know that you are required by law to report crimes or the intention of crime.
- b. Tell the person you will be his look-out so he won't get caught. He is your friend and you don't want him to go to jail.
- c. Try to get him some more speed for free so he won't have to steal the TV.