Instructor’s Manual
for

GROUP COUNSELING FOR CHILDREN:
A MULTICULTURAL APPROACH

with

SHERI BAUMAN, PHD
& SAM STEEN, PHD

Manual by
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Instructor’s Manual for Group Counseling with Children: A Multicultural Approach, with Sheri Bauman, PhD, and Sam Steen, PhD

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Instructor’s Manual for

CELEBRATING CULTURAL DIVERSITY: 
A GROUP FOR FIFTH GRADERS 
with Sheri Bauman, PhD, & Sam Steen, PhD

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Tips for Making the Best Use of the DVD

1. FACILITATE DISCUSSION
Pause the video at different points to elicit viewers’ observations and reactions to the concepts presented. There are Discussion Questions for pre-viewing and post-viewing, in addition to several discussion questions that are included in each session’s summary. These questions provide ideas about key points that can stimulate rich discussions and learning.

2. ENCOURAGE SHARING OF OPINIONS
Encourage viewers to voice their opinions; no therapy is perfect! What are viewers’ impressions of what works and does not work in the sessions? We learn as much from our mistakes as our successes; it is crucial for students and therapists to develop the ability to effectively critique this work as well as their own.

3. SUGGEST READINGS TO ENRICH VIDEO MATERIAL
Assign readings from Related Websites, Videos, and Further Reading prior to or after viewing.

4. ASSIGN A REACTION PAPER
See suggestions in the Reaction Paper section.

5. CONDUCT A ROLE-PLAY
The Role-Plays section guides you through exercises you can assign to your students in the classroom or training session.

6. SELECT A SEGMENT IF TIME IS LIMITED
Because this video is longer than most and there may not be enough time to view it in its entirety, you may want to review the Summary of the Group and select one or more of the six sessions to show and discuss. You can easily locate the segment you choose to show using the DVD’s embedded chapter breaks.
PERSPECTIVE ON VIDEOS AND THE PERSONALITY OF THE THERAPIST
Psychotherapy portrayed in videos is less off-the-cuff than therapy in practice. Therapists may feel put on the spot to offer a good demonstration, and clients can be self-conscious in front of a camera. Therapists often move more quickly than they would in everyday practice to demonstrate a particular technique. Despite these factors, therapists and clients on video can engage in realistic sessions that convey a wealth of information not contained in books or therapy transcripts: body language, tone of voice, facial expression, rhythm of the interaction, quality of the alliance—all aspects of the therapeutic relationship that are unique to an interpersonal encounter.

Psychotherapy is an intensely private matter. Unlike the training in other professions, students and practitioners rarely have an opportunity to see their mentors at work. But watching therapy on video is the next best thing.

One more note: Therapists’ personal styles are often as important as their techniques and theories. Therapists are usually drawn to approaches that mesh well with their own personalities. Thus, while we can certainly pick up ideas from master therapists, students and trainees must make the best use of relevant theory, technique, and research that fit their own personal styles and the needs of their clients.

PRIVACY AND CONFIDENTIALITY
Because this video contains actual therapy sessions, please take care to protect the privacy and confidentiality of the clients who have courageously shared their personal lives with us.
Reflections on the Sessions
by Sheri Bauman, PhD, and Sam Steen, PhD

In this video, we provide a brief introduction to the group before the first session, but we would like to provide some additional thoughts here that we believe will augment your viewing of the demonstration. For example, we chose to include the entire life of the group on the DVD, with no editing out of “errors” or “less interesting” parts, because we believe these things happen in all groups and that others can learn by thinking about these sections as well as those that are good models of what to do. We hope you will find this useful.

Regarding student selection, the school from which this group was selected had 273 students enrolled on the day before this event, with 46 in fifth grade. In the school, 44% of students are white/Anglo, 11% are African American, 41% are Hispanic/Latino, 1% are Native American, and 3% are Asian American. In the current group, there are six fifth graders between the ages of 10 and 11, of whom three are female and three male. Of the group members, two white male students self-identified as Russian, with one having immigrated several years ago, and the other being born in Tucson of Russian immigrant parents. Additionally, you will see three biracial students (two females and one male). One of the girls is Mexican and white/Anglo and the other is African American and white/Anglo. The biracial male considers himself South Korean and “American” (white/Anglo). One female classifies herself as African American.

The purpose of this group was to begin exploring and celebrating cultural diversity through activities and processing. We were aware that engaging in activities of this sort might be new for students, particularly students of this age. In fact, according to Stephen Quintana’s1 theory of how children’s understanding of ethnicity and race develops, 10-year-olds would be transitioning from Level 1, in which their understanding of ethnicity and race is very literal (based on physical characteristics), to Level 2, in which they are able to recognize social and non-literal aspects of race and ethnicity. In addition, according to Van Velsor2, these children tend to express
themselves nonverbally, so we often observed and discussed such communications. Groups for children of this age should focus on activities with some discussion, in contrast to groups for adolescents, which should have mostly discussion with some activities. Van Velsor also cautions that discussion of issues that emerge within the group should always take precedence over activities that have been planned. In most cases, we accomplished this.

This entire group was conducted and filmed on one Saturday (despite what the changes of clothing might suggest), and none of the students had ever been in a group before. These factors had several implications for the group. For instance, we like to begin every session of every group with a “check-in” of some kind before moving on to an exercise or activity. This is to ensure that members who may have a need for attention or assistance from the group are not overlooked; we believe that the exercises can stimulate the process, but that members’ needs come first. Check-ins also provide an opportunity for every member to participate, and indirectly set up that expectation. However, because there had been only a few minutes between sessions (spent changing clothes and/or snacking, etc.) the members really did not have anything to report. We did the check-ins anyway to model our approach, but the members seemed to find it amusing to make up elaborate events that occurred in the intervening “week.” Also, because there was no intervening time, members did not have a chance to reflect on the session and how it impacted their lives and/or interactions between sessions. This is an aspect of groups that can bring richness to discussions.

Another caveat has to do with one activity that we really hoped to do that called for students to bring a “cultural artifact” to share with the group. When the students arrived, we realized they had not done so (with one exception) and decided to replace that activity. That has been a very powerful activity in several groups we have led but we were not able to include this exercise, although we gave time for the one student to share his artifact.

This leads to the most important reflection we have about this group. We had assumed that when the children were told that the group
would be focused on appreciating cultural diversity and when they were asked to bring something that represented something about their culture to share with the group, if they did not have a concept of “culture,” that would have been addressed. In retrospect, we realize that we could have provided a platform either before the onset of the group or during the first session to talk about culture. For example, in the first session, we might have asked them to imagine that people from a very remote country were coming to live in the U.S., and were asking about American culture. What is culture? Brainstorm a definition, and then elicit examples of components of the culture: What is the language? Music? Beliefs? Food? Traditional clothing? Customs? Holidays? Celebrations? And then ask about their own “culture.” Or, to be more specific, we might have asked for elements the students would be able to share without preparation. For example, we might have asked Oleg to teach us something in Russian, or tell each of us what our middle name would be. He could even have written his name in Cyrillic. Gage did not identify with South Korean culture, but he might have said he had tasted kimchee, which he could have described to the group. Iliana could have been prompted to talk about some local events that celebrated Mexican American history and culture, and so on.

Nevertheless, we believe that any and/or all of the parts of the six group sessions that you view will undoubtedly generate discussions of things one can do when leading groups, as well as areas upon which to build and learn.

Endnotes
Pre-Viewing Discussion Questions

Professors, training directors, and facilitators may use some or all of these discussion questions, depending on what aspects of the video are most relevant to the audience. Refer to these questions before you view the DVD.

1) **Student Development:** Since this group is comprised of fifth graders, what developmental characteristics do you expect to see that are particularly relevant to the cognitive and emotional tasks of the group? How do you think these will influence the structure of the group and the style of the leaders? How might the leaders have to work to keep the students actively engaged? At this age, some students tend to imitate the adults around them, rather than coming up with their own original ideas and responses. How can group leaders keep a balance between asking open-ended questions and modeling appropriate responses?

2) **Groups in Schools:** Many of these students are in classes together and know each other outside of the group. This is common in groups in schools. How will this information be taken into account in planning the group? How might you arrange the seating for a group like this (co-leaders, friends, etc.)?

3) **Cohesion:** Cohesion is one therapeutic factor that is necessary for a group’s development to get off to a good start. This concept is analogous to the therapeutic alliance that is desired for successful treatment with individuals. What do you think the co-leaders might do to build group cohesion? What would you do to enhance this therapeutic factor?

4) **Group Leaders:** While watching these sessions, take notice of the strengths and areas for improvement for the group leaders, Sam and Sheri, individually as well as collectively. What advantages do you anticipate from the co-leadership model? What challenges do you anticipate from the co-leadership model?

5) **Therapeutic Factors:** Irvin Yalom postulated the widely used therapeutic factors that surface in successful groups.
These factors are: instillation of hope; universality; imparting information; altruism; the corrective recapitulation of the primary family group; development of socializing techniques; imitative behavior; interpersonal learning; group cohesiveness; catharsis; and existential factors. Have a list of those factors available, and look for examples of them as the group unfolds. Which factors do you predict are most likely to emerge in a group of this type? Which ones do you believe will less likely show up in a group with fifth graders?

6) **Screening:** The screening and selection of group members was done by Darla, their school counselor. Given what she shares below about her description of that process, what would you want to keep in mind as you plan for this group?

> I’ll explain how I chose the students. I was looking for a group of kids that I thought had some leadership skills, but not necessarily was I looking for strictly those who have the best grades, social skills, etc. I wanted a diverse group of students that represented what most counselors, teachers, and other educational professionals would see within an educational setting. I wanted an equal number of boys and girls, with diversity in ethnicity and personality. I also spoke with my teachers and asked for their input about which kids would benefit from this experience. Some students have some issues with their social skills, and some do not. Some have two parents, and some do not. Some are very academically oriented, while others struggle. I thought that all of these parts would contribute positively to this project. I also wanted some of the kids to experience what this project was going to offer: a mix of real counseling, a boost of self-esteem, and perhaps a self-acknowledgment of knowing I could count on them during this process.
Summary of the Group with Discussion Questions

Before the group begins, we meet the group facilitators, Drs. Sheri Bauman and Sam Steen. We learn that their goals for this demonstration group are for the participants to increase their awareness and appreciation of cultural diversity and to increase their sensitivity to those diverse aspects of themselves and others. They distinguish between three formats of groups that might explore culture: culture-specific groups (e.g., a group for African American students); groups focused on multicultural issues (e.g., this group); and groups with some other focus, such as anger management, in which the cultural diversity of the members becomes a part of the discussion. They point out that cultural diversity is often “the elephant in the living room” and that it is very important to be intentional about bringing up issues of culture and diversity rather than leave it to chance. They caution therapists not to make assumptions about people and to let the individuals be the experts on their own culture. They emphasize the importance of creating an environment that is safe for the group members to talk about these issues.

Bauman and Steen discuss the importance of planning for the group beforehand, and having a general vision for the group, while also allowing for fluidity as the group unfolds. As mentioned earlier, these co-leaders did not perform the screening or selection for this group, but they point out that in screening, it is important to let potential participants know what some of the experiences will be and to find out whether they are willing to learn about themselves and others, and whether they are willing to take risks. Bauman and Steen created an age-appropriate evaluation form specific to this group, and the children filled these out anonymously after each session. Their feedback guided the leaders’ thinking as they processed each session and prepared for the next. These processing discussions by Bauman and Steen are included in this DVD after each session, and provide rich insights into their thinking processes.

Because this was a counseling group, the leaders wanted to create a space that fostered reflection, and processing the activities was
essential. Asking open-ended questions is one technique you will see them use. Bauman highlights that “the activity is just a vehicle to get at some inner thoughts or new awareness. The activity is not the goal; it’s a way to get to the goal.”

Finally, the co-leaders discuss modeling and self-disclosure. They share that they decided to participate in many of the activities for the purpose of modeling, so the students understood what they were being asked to do. They intended to monitor themselves and each other to assess whether their self-disclosures were appropriate or whether they were misusing them.

Note: These six group sessions were all filmed in one day, but it was done in a way so that you, as the viewer, can see how a group can grow and evolve over six weeks. If you were really going to conduct this group all in one (or two) days, you would likely change many of the activities (including introductions, closings, etc.).

**Session One**

This was the first of six sessions of the group. In this session, the group leaders focused on developing relationships between the leaders and members, and used an activity in which the students were asked to share how they identify themselves. Group norms were also established, along with an activity where students shared their level of comfort. The session was closed after each member and leader gave a compliment to one another.

**Introduction**

Sheri began by sharing that she hoped the members would see this group as an adventure, something they’d find fun and exciting while learning more about both themselves and others. Sheri also made an analogy between people and ice cream.

- Why do you think Sheri used an analogy of ice cream here to describe the group?
- What other analogies might she have used?
- Was that an effective way of describing the purpose of the group?
Do you think having nametags in the group (especially the first session) would have been helpful? Why or why not?

**Activity 1: “Name-Color”**
Sam and Sheri played a name game to learn more about the students in the group. The first activity of this session involved students saying their own names with their favorite colors. After sharing their own favorite colors, the group members went around a circle, not only sharing their favorite colors, but also repeating those of the other group members.

- What did this activity reveal about individual members and the dynamics among them?
- A similar activity is to ask the students to use an adjective to describe themselves starting with the same letter as their name, such as Dependable DarJai or Active Alex. How might you have changed the activity, or what other ways could you have played the game?
- When you were watching this activity, what did you observe about the level of interest and engagement of the group members?
- What did you notice about individual group members that you would want to keep in mind as the group develops?

**Discussion 1: “About Your Culture”**
Sam then shared that he would make the activity more challenging by asking the students to not only share their names, but to also share how they would describe their cultures and something they like about their cultures. In this activity, the students were not required to memorize or repeat the cultures of the other students.

- Is the question, “How do you identify yourself?” appropriate for children and pre-adolescents at this stage in their development? Why or why not? How else might the leaders have posed this question so it would be more understandable by the members?
After asking the students to answer this question, what did you notice in their body language that might hint at how they were feeling about this activity?

Some of Merriam-Webster’s definitions of culture are: the customary beliefs, social forms, and material traits of a racial, religious, or social group; the characteristic features of everyday existence (as diversions or a way of life) shared by people in a place or time (popular culture; southern culture); the set of shared attitudes, values, goals, and practices that characterizes an institution or organization (a corporate culture focused on the bottom line); the set of values, conventions, or social practices associated with a particular field, activity, or societal characteristic (studying the effect of computers on print culture; changing the culture of materialism will take time).

How might you explain culture to this group?

How might you make the above definitions developmentally appropriate?

Some students struggled with this activity. What might explain that? How do you account for the difficulty some of the students had when trying to think of something good about their cultures?

Alex described herself as “mixed.” Why do you think it was particularly challenging for her to identify her culture? How would you have handled this?

There were several identities that were never addressed (e.g., gender). Why do you think that might have been?

During this activity, none of the students identified themselves as being “white” or “Caucasian.” Why do you think that is? Would you have pointed this out? Why or why not?

**ACTIVITY 2: “NORMS”**

After some introductions, Sam and Sheri moved on to discussing the “norms,” or ground rules, of the group.
• What are the benefits of using the term “norms” instead of “rules” when establishing expectations for a group?

• Why is it important for group members to come up with these norms together rather than being given them by group leaders?

• Some group leaders bring a large piece of paper and have someone write down the norms. What are your thoughts about this? Do you think Sam and Sheri should have done that? Why or why not?

• In this part of the group, Iliana mentioned the norm that everyone should respect each other’s heritage and ethnicity. Sheri then asked the group how they might demonstrate this norm.
  □ How would you clarify what is meant by “heritage” and “ethnicity”?
  □ How would you define heritage and ethnicity?
  □ What was the purpose of Sheri’s question about how the norm would appear in the group?

• What do you think of the discussion about confidentiality? In regards to confidentiality, should Sheri have told her husband that Iliana said something today in group that really got her thinking, or should she have left the student’s name out? Why?

**ACTIVITY 3: “COMFORT ZONE”**

In this activity, Sheri explained what it means to be in the middle of your comfort zone (no risk; not taking any chances; not nervous) versus being on the edge of your comfort zone (sharing something personal; feeling a little less comfortable). She also reminded the group members that sometimes you have to step out of your comfort zone to grow.

• What are your thoughts about Sheri’s explanation of the comfort zone circle? How else could she have talked to the group about taking risks?
• After putting their colored circles in the comfort zone, Sheri asked Oleg if there was anything the group could do to make him feel safer about moving a little bit out of his comfort zone. Why do you think he then moved his circle without really answering that question?

• After introducing the comfort zone, some students moved their circles randomly throughout the session.
  □ What do you suppose were the students’ intentions for doing this?
  □ How did the leaders handle and process this movement?
  □ How would you have handled it differently?

DISCUSSION 2: “GROUP NAME”

After the students placed all of their circles on the comfort zone, Sam asked the group members to think of a group name, now that they were familiar with each other’s names. Sheri also asked them to think about their own experiences with naming a pet.

• What is the purpose of naming a group at this developmental level? What is the value of letting the group members choose this name, rather than the leaders assigning one?

• Do you think Sheri should have given the students more time to come up with the name, or did you like that she just planted the idea in their heads so they could think about it while in group?

CLOSING

To close this session, Sam and Sheri asked the group members to compliment each other. While complimenting their peers, Sam and Sheri also encouraged the members to use their names and to speak directly to whomever they were speaking.

• Knowing that one of the expectations for this activity was that the students talk directly to each other, what do you think about the degree to which this happened? If you were one of
the leaders, how much would you encourage the members to speak directly to each other?

- At times, the students raised their hands to answer questions. How or why might you deter them from doing this?

- Do you like this activity as a closing for a first session, or do you think it would be more effective in a later session? Explain.

- Sam let DarJai think and struggle a little bit before helping her with her compliment. Why do you think he did this? Do you think he gave her enough time to think?

- Why do you think the students may have felt uncomfortable giving compliments?

- What are your thoughts about the co-leadership model used in the group thus far? What is working, and what are some areas for improvement?

- How would you describe the group leaders’ style individually and collectively?

- The demographics of the group include a mixture of individuals from different backgrounds (e.g., race, religion, gender, age). What are some other aspects of diversity that have not been explored in group yet?

- What might be the impact of the diversity in the leaders?

**DEBRIEF**

- Sheri said she was surprised that for many of the students, identifying their cultural heritage was difficult. Sam said he was not necessarily surprised. Were you surprised?

- Sheri and Sam were pleased that the students engaged quickly and were not as reserved as Sheri had expected. Do you agree with them, or did you find they were more reserved than you may have expected? How does their engagement level so far compare with other groups of children you have led?

- Sam and Sheri have never co-led a group together before,
though they have worked together in other capacities. How would you describe each of their leadership styles so far? Do you agree with them that their styles complement each other? What do you like and dislike about each of their styles so far?

• Sam talked about how, when given the opportunity to identify himself, he chooses “black” over “African American.” Why do you think this might be so for him? What do you think of how Sheri pointed out that Sam identified himself as black while DarJai identified herself as African American? Do you think that was a useful comment to make? Why or why not?

SESSION TWO

Now that the group members have had some time to get to know each other and understand the purpose of the group, they focused on the main topic of the group: diversity. This was a longer session, full of activities and discussion.

INTRODUCTION

Sheri and Sam opened this session by checking in with each of the group members using a “thumbs up–thumbs down” exercise, to which the students responded very excitedly. Because the sessions were all actually conducted on one day, with brief breaks between sessions, the members did not actually have a week on which to report. Thus, the students decided to make up their news and seemed to get very creative. After checking in with some individual members and asking if the group could do anything for them, the leaders then reviewed the previous “week’s” session and topics discussed.

• What do you notice about the seating arrangement in this session? Anything different or new?

• How did the “thumbs up–thumbs down” activity impact the group?

• Did you learn anything new or useful from checking in with the students?
During this activity, the group members exaggerated their stories a bit; that is, they talked about vacations, Las Vegas, and winning the lottery. As a group leader, how would you handle this?

**Activity 1: “Diversity Beans”**

This opening activity challenged the members to not judge things (in this case, candy) by the way they look. Members were given a bag of jelly beans and the flavors of the beans did not match the predicted flavor (e.g., red is not always cherry). After ranking their beans in order of preference, they then tasted the beans.

- Share your thoughts on the effectiveness of this activity. What might be an alternative to this activity, or how might you have changed or improved it?
- What are your thoughts on the strategies Sam used to process the activity (e.g. “Alex is multiple flavors!”)?
  - What are some messages the students received?
  - What are some messages that were overlooked?
- What are some other processing questions that could be used for this activity?

**Activity 2: “Potato Friend”**

Next, the group members were asked to get to know their new “potato friends.” This was done in an effort to help show the students that after looking beyond obvious physical characteristics, they were able to recognize and even make friends with something that was different than they are. After getting to know their potatoes, they made up stories and introduced their new friends to the group. Then, they all put their potatoes back in the bag, followed by Sheri dumping all the potatoes on the floor, at which point the students were asked to try to find their potato friends. Some students found their potato friends quickly, while others had a harder time identifying their potatoes.

- What is your initial reaction to this activity?
- How successful was the activity in accomplishing the purpose?
• How would you conduct this activity in the future?
• How would this activity have played out differently if Sam and/or Sheri had started by modeling what they were expecting?
• What are your thoughts about the duration of this activity? What strategies might the leaders have used to improve the pacing?
• How might you have responded when group member DarJai said, “I don’t care,” when asked to find her potato friend from the pile in the middle of the group? Would you have tried to engage her more in the activity or tried to find out why she was quiet? Why or why not? If so, how?

**Activity 3: “M&M Activity”**

In this activity, the co-leaders passed around a basket of M&Ms and asked the group members to take a handful. Then questions were assigned to each M&M color, and the group members had to come up with answers based on the numbers of each color they’d taken. The questions were:

- **Yellow:** Share things you are proud of
- **Blue:** Share talent(s) or skill(s) that you possess
- **Red:** Name people you admire
- **Green:** Tell us something others might not know about you
- **Brown:** Where were you born?
- **Orange:** Share something about your family

The questions were then processed when necessary.

• In this activity, students took very large handfuls of M&Ms, which they eventually set aside. The activity also seemed to go on for quite a while, with some questions being a little confusing for the students (e.g., “What is something someone else might not know about you?”). How might you modify this activity?
• When Gage was struggling to share what skills he has, Sheri asked if anyone else could help him. What do you think of that intervention? What are some other strategies that could have been used to help Gage?

• What do you think of Sam’s self-disclosure about his wife and daughter? How do you think this disclosure could have impacted the group members?

• Sheri told the group that they could pass if they were not comfortable answering a question. Why do you think she said this? What do you think the risks and benefits of saying this could be?

• In response to one of the questions, there seemed to be a theme revolving around death. What do you think of how the co-leaders handled this? How would you process this? Share any thoughts or concerns you would have about processing death in this group.

• After Sheri shared that she wrote a book, one of the members asked, “About what?” and Sheri responded, “We’ll talk about it later,” but they never did. What do you think of her response? How might you have responded to this question?

CLOSING
In closing this group, Sheri and Sam asked the students to share something that surprised them or that they learned during this session.

• What are your thoughts on how the group leaders closed the session?

• How else might you have closed this particular session?

DEBRIEF
• Sheri said in the discussion that the session felt like a three-ring circus. What do you think she meant by this? Do you think there were too many activities in this session?

• Sam said that this session felt too long. Do you agree with him?
Why or why not?

- Sheri expressed her concern to Sam that maybe she hadn’t interjected enough during this session, but Sam thought they co-led well together. What are your thoughts on how Sam and Sheri co-led this session?

- What are your overall thoughts on this session? What do you think worked well and not as well? What might you have done differently?

**SESSION THREE**

This was the most challenging session of the six. The group members were clearly taken out of their comfort zones as Sheri read some challenging words, and the members were forced to recollect hard times and confront difficult feelings.

**INTRODUCTION**

To begin this session, group members were asked to rate their weeks from 1 to 10, and to share why they chose that number. Oleg initiated this activity by asking, “How was your week?” and Sheri suggested the rating system.

- What information does using a “check-in” like this give you as a group leader?

- If you learned that many group members had a tough week, would you adjust your plans for the session to address those needs? Why or why not? If so, how?

**ACTIVITY 1: “WORDS HURT”**

After revisiting the comfort zone (and the meaning of the circle and positions), the leaders introduced the next activity. This activity involved the use of Styrofoam balls and toothpicks to represent the inner self. Sheri read words that represented hurtful or discriminatory things that many people hear throughout their lifetimes. Students were instructed to insert toothpicks into their Styrofoam balls when Sheri read a hurtful comment that they had heard directed towards them.
• Setting up for this activity with the students was time consuming. Can you think of a more efficient way to have done this, or was the “down time” useful?

• Sheri asked the group members to complete this activity in silence and warned them that the activity would be challenging. How else might you have prepared the students for this activity?

• When asked to share how the activity made the group members feel, no one spoke up at first. What does this tell you as a group leader? What adjustments might this cause you to make?

• Sam spoke up and confirmed that “this is not easy to share,” and the group members nodded in agreement. Do you think this comment helped the students feel more comfortable and/or validated?

• When Sheri read the words, some students laughed. Sam commented on this laughter, which led to a discussion. Gage pointed out that maybe some people did not know what the words meant, so they laughed. Sam then asked if the laughter was a result of feeling uncomfortable, which was met with head nods.

  How might the students have responded if they had been asked whether they wanted any clarification on any of the words, followed by a conversation about why the word(s) are hurtful?

  If you were the leader, would you say anything about the laughter? If so, what would you say?

• Sam and Sheri spoke a lot more in this group compared to other sessions, which included sharing a lot of their own personal experiences. Share your thoughts about their self-disclosures. Did they add to the session? If so, how?

• It was obvious at this point in the group that everyone in the room had experienced some kind of sadness or hurt. What
observations about body language and/or comments did you notice in relation to this?

- After recognizing these feelings, Sheri asked the group two big questions: “How can we heal from the hurt?” and, “How can we pull these things [toothpicks] out?” Sam and Sheri clearly differed on opinions about forgiveness being a way to heal.

  - How did you feel as you witnessed the group leaders displaying their different perspectives? Is it okay for group leaders to disagree on topics discussed in a group?

  - Sheri commented in the post-session discussion that she did not think Sam went “too far” with his feelings on forgiveness. What are your thoughts?

  - Do you think students in the fifth grade are able to truly understand forgiveness? How might you have helped them better understand the concept?

- After the discussion regarding ways to heal began, the group members became a lot more animated and involved in the conversation (and also seemed to really enjoy taking the toothpicks out of “themselves”).

  - Why do you think this is?

  - Can you think of any other ways to heal that were not mentioned by group members?

- After the group members were able to remove all of their toothpicks, Sheri and Sam processed the activity with the students, starting with the question, “What was it like to do this activity?” to which many people said it was hard. What did you think of how they processed the experience? What else could Sheri and Sam have done to maximize the benefits of this exercise?

- The group members asked to bring back the comfort zone several times throughout this session.
What do you think the students were feeling in regards to risk and comfort, based on their ratings on the comfort zone?

Do you think the leaders should have left the comfort zone poster in the middle of the group for the entire session, or would it have been too big of a distraction?

**CLOSING**
In the final part of this session, the group members were asked to compliment each other again, in a chain-like fashion.

- The students were still struggling with giving compliments; why do you think this is such a big struggle?
  - How might a group leader help them with this struggle?
  - How did Sam guide Gage when he couldn’t think of anything? Was this effective?

- When watching the video, you may have noticed that Gage was very physically active.
  - Were you concerned that he was distracting to others?
  - Sheri and Sam chose to not comment on Gage’s activity level. What are your thoughts and reactions about how they handled this?

- What are your thoughts about the timing of these activities during the third session?
  - How might the students’ reactions have been different if this activity had taken place at a later session?
  - How might this activity have been different if the previous session had not been quite so nonthreatening (e.g., potatoes and M&Ms)?

**DEBRIEF**
- Sam and Sheri discussed how difficult it was for Sheri to read the hurtful words aloud, particularly the word “nigger.” If you
were leading this activity, how do you think it would be for you to say those words aloud? Are there any that would be too painful for you to say? What do you think the benefits and risks are of repeating such hurtful words?

- Sheri brought up, as a leader, her difficulty with revisiting her own experience with being teased. What are your thoughts on how vulnerable a group leader should be in a group like this?
- Do you think this session was too intense for these group members? How would you gauge this?

**Session Four**

After such a challenging previous session, Sheri and Sam developed a calmer “recovery” session. During this session, you will notice some group members were more dominant in the discussions than others.

**Introduction**

Sheri and Sam opened this session by asking the group members to explain where they were on the comfort circle and why. This gave the leaders a good perspective on how the students were feeling after the previous week’s session.

- If you were the leader of this group and learned that all of the students were feeling a bit uncomfortable, what adjustments might you make to the session based on this information?

**Activity: “What Would You Do?”**

In this opening activity, Sheri asked the group if they have ever heard the quote: “Don’t judge someone else until you have walked a mile in their shoes.” Following that discussion, Sam asked the group a variety of questions, including: “What would you do if you heard someone making racist comments at a lunch table near you?” “How do/would you respond if/when someone mispronounces your name?” and, “Your friend invites you over to dinner, and they serve a meal that looks very ‘weird’ to you. What would you do?” These questions started a lot of discussion about many different topics, including confrontation, rudeness, and honesty.
• Roman asked Sam what he would do, and Sam answered. As one of the leaders, would you have answered Roman’s question or would you have redirected the focus to what the group members would do? Why?

• After reading the dinner scenario, Sam specifically asked Gage to answer. Why do you think he did that?

• How might you have responded to Gage’s suggestion about lying to the family about having a stomachache?
  □ What are your thoughts about honesty, and how do you balance your personal values with those of the group members?

• After discussing the food scenario, Sheri asked the group members if they had any food or meals at their house which other people might find “weird.”
  □ What impact did this conversation have on the session?
  □ What did you learn about the group members that you might not have otherwise?
  □ Do you think this spontaneous intervention was effective? Why or why not?

• Towards the end of this activity, Oleg spoke a lot more than the other group members. At one point, Sheri actually stopped him and asked Alex to share her thoughts.
  □ What is the technique that Sheri used to have Oleg allow others to share?
  □ How would you characterize Oleg’s participation?
  □ How else could you have handled his frequent interjections?

**CLOSING**

For the closing activity this session, DarJai came up with the idea of brainstorming a group name, which prompted Gage to move his comfort zone circle.
• Why do you think Gage moved his comfort circle (followed by everyone else)?

• What might the advantage be of allowing the students to decide a closing activity themselves?

• What benefits would naming the group have?

• What other activities could you use to unify the group (e.g., special group handshake, group slogan, etc.)?

• How else could you close this session?

DEBRIEF

• Sheri brought up to Sam that she noticed many group members are very interested in him. Did you notice this as well? Why do you think they might be more curious about Sam than Sheri? How do you think you would feel if the group members were more curious about your co-leader than about you?

• Sam rated the group so far as a 10 (exceptional). How would you rate the group so far? Why?

SESSION FIVE

The focus of the second-to-last group session consisted of two main themes: similarities and differences that the group members have between each other. After two different activities, the group members left with a poster of these similarities and differences.

INTRODUCTION

To begin this session, Sam immediately reminded the group members that there are only two weeks left in the group. He then asked the group members how they feel about being so close to finishing the group, and got various responses, including: “Time went by fast,” and “I’ll miss it.”

• Why is it important for group leaders to remind students that the closing is near?
Did you like the way Sam reminded the students that the group was coming to an end? Why or why not?

**ACTIVITY 1: “SIMILARITIES AND DIFFERENCES”**

In this activity, Sheri told the group members to each take six strips of construction paper, on which they would write four things they had in common with people in the group, and two things that made them unique. After the activity, Sheri asked the group members to share one similarity and one thing that made them unique within the group.

- Why might Sheri have used the words “special” and “unique” rather than “different” when talking about what to write on the strips?
- Might it have been helpful for Sam and Sheri to model examples of what should be written on the strips before handing them out?
- During the activity, the group members were laughing, talking, and singing. How would you have reacted to the students’ actions and behaviors? How might you have responded?
- The students were disappointed about being able to share only two of their six strips. After realizing their disappointment, would you have allowed them to share more? Why or why not?

**ACTIVITY 2: “COMPILE THE STRIPS”**

The group leaders then asked the group members to create something out of their multicolored strips, and provided poster board in case they wanted to use it. Sam and Sheri told the group members that they would not be helping with this activity. After the activity, Sheri asked the group some questions about working as a team, including: “What did you notice about working together as a team?” “What went well?” “What did not?” and, “How did you get started?”

- Do you think the co-leaders gave enough direction in this activity? Would you have explained it any differently?
- After explaining this activity, but before actually beginning, Sam asked the group: “Is this something you want to do?”
Why do you think he asked this? Do you think it was a useful question? Why or why not? What if the students had said “no”? How would you have responded to that as a group leader?

- During the activity, several members made generalizations including: “Boys are so bossy,” and “Girls want all things neat.”
  - What do you think about how the group leaders handled this? What did you think of Sheri’s laughter during this part?
  - As a group leader, would you have addressed this gender stereotyping? If so, how?
  - Would you have done anything about the conflict between members in the group (e.g., whether to tape or glue down the strips), or let them resolve it themselves?

- After talking for a few minutes about working as a team, Sheri asked the group what happens when people disagree. Roman suggested taking a vote, and Sheri then asked the group members to think about those who may have lost the vote, or the minority group. Sheri and Sam continued to ask the group what happens when there are disagreements.

  - Do you think the group members ever truly answered the question? Why or why not? How might you have clarified the question or helped the students come to an answer?

- Examine and comment on the interpersonal feedback and the concept of here and now within the group.

**CLOSING**

Sam closed this session by asking the group members to share something from the first five sessions that surprised them. The students responded in different ways, including sharing that they had a lot of fun and that they were surprised that it was not boring. Sheri then reminded them again that next “week” would be the final session, and asked the students to bring their cultural item to the next session.
• Can you think of any other feelings (besides surprise) that could have been shared at the end of this session? How might the co-leaders have facilitated more expression of these feelings?

• What stage do you believe the group is in at this point? How did you arrive at this conclusion?

DEBRIEF
• Sheri and Sam discussed the conflict that arose in this session among some of the group members. What are your thoughts on the conflict?

• Is there anything else that happened in this session that you would have liked to see Sam and Sheri discuss during their debrief?

SESSION SIX
This was the final session in the “Celebrating Diversity” group. Students were asked to bring an item to share with the group that represents something special about their cultures. They were also given the opportunity to ask any final questions of each other, followed by a closing activity of their choice.

INTRODUCTION
Sheri reminded the group that this is their final session, and that today the group members would have the opportunity to say goodbye and wrap up any final thoughts.

• What do you think of how the co-leaders began this final session?

• Knowing this is the final session, are there any other ways that you might introduce the session?

ACTIVITY 1: “CULTURAL ITEM”
In this opening activity, Sam and Sheri gave the group members an opportunity to share the cultural item that they brought (if they remembered to bring one). During the activity, Sheri reminded the
group members that a cultural item can come from one of many things, including their language, food, music, rituals, traditions, stories, and recipes.

- Several students did not have anything to share (and could not think of anything they would have brought).
  - As a group leader, would you have made this a mandatory activity to ensure everyone was included, or would you have kept it as an optional activity?
  - Would you have gone around and had the group help those students who were struggling to come up with items they could have brought? Why or why not?

- Do you think the group leaders of a group focused on celebrating diversity should be experts on all of the different cultures?
  - For example, when Roman could not remember when Hanukkah was, should the group leaders be expected to know the answer?
  - Is it appropriate for group leaders to ask a question about someone’s culture, like Sam did about the Jewish yarmulke?

**DISCUSSION 1: FINAL QUESTIONS**

In this final discussion of the group, Sam gave the group an opportunity to ask any final questions that they may have for each other.

- Would this have been an appropriate activity for any session, or do you believe it was most beneficial for the final session?
- Some of the questions asked by the students in the group included: “When is your birthday?” and “What is your favorite number?” Do you think these were the types of questions Sam and Sheri intended?
  - Do you think this activity would have been different if the
group leaders modeled some questions to begin with, or was it best to let the students make it their own?

• How did you react when Sheri asked Sam and DarJai whether their skin ever turns red in the sun and whether or not they blush?

• Sam asked the group which session had the biggest impact on them. Many students shared that session 3 (the session that addressed name-calling and required the group members to recall some hurtful memories) was important.
  - Did their responses surprise you?
  - Was there anything you were expecting students to bring up that they did not?
  - Which session had the biggest impact on you? Why?

• Sheri asked the final question: “How will you act differently as a result of this group?” Many students shared that they will now stick up for their peers when they see someone else being mean, and that they are also now more comfortable sticking up for themselves.
  - After reflecting on these responses, do you think that the overall purpose of the group was met?
  - What do you think of how the co-leaders and the group responded to Gage sharing that he was the new kid in school and that he has moved a lot? How might you have handled his disclosure at this stage in the group?

**CLOSING**

Sheri told the students it was time to say a final goodbye, and asked them how they would like to do this. After some discussion about the official name of the group, the students decided to put all of their hands in the middle, while proclaiming the group name they all agreed upon, Different Backgrounds.

• Iliana had preferred to name the group simply, “Backgrounds,” but agreed to “Different Backgrounds” when everyone else was
on board. Would you have handled the group name decision-making process any differently? If so, how?

- What were your observations about the way the group was terminated?
- What is the value in allowing students to choose their own ending to a group?
- Would you have done anything differently?
- Would you have said anything to the students who appeared to be visibly upset that the group was coming to an end? What might you have said?

DEBRIEF

- Sheri expressed concern that some of the students said they didn’t have a culture. Do you share Sheri’s concern? Why or why not? Why do you think some students may identify more with their cultures than others?
- Sam commented that Alex and Iliana looked sad at the end. Did you notice this? What else did you notice about members’ body language at the end?
- Sam and Sheri discussed whether they thought the group members felt empowered after this group. What do you think?
- What struck you as Sam and Sheri’s strengths as co-leaders? Do you agree that their styles complement each other? How do you think they could each improve as group leaders and co-leaders?
Post-Viewing Discussion Questions

Refer to these questions after you have watched the video. You can also review the pre-viewing questions for further discussion.

1) Do you think the group was successful in accomplishing its goal, which was to increase awareness and appreciation of cultural diversity and sensitivity to differences? How could the co-leaders have accomplished this goal even more fully?

2) Do you think the group leaders were successful in creating an environment that is safe to explore sensitive issues such as cultural diversity? What might you have done to create more safety?

3) How effective do you think Sheri and Sam were at modeling that it is okay to talk about “the elephant in the living room” (i.e., cultural diversity)? Do you think they did this skillfully?

4) What are your thoughts on how Sheri and Sam used self-disclosure? Do you think any of their disclosures were inappropriate?

5) If you were to extend this group for several sessions, what would you want to be sure to do?

6) Are there any individuals in the group you are concerned about, and if so, how would you proceed?

7) If the group were to have a “reunion” meeting in a month, what would you do in that meeting?

8) What feedback might you give these students’ teachers without violating their confidentiality? What about their parents?

9) What were some of your favorite and least favorite activities? Which ones can you see yourself utilizing in your own groups? Which ones are you least likely to use? Why?
10) What interventions stood out to you as particularly helpful or unhelpful?

11) What are your thoughts on the group leaders’ use of evaluation (see Appendices A, B, and C)? What are some additional ways to collect data on the group process and outcomes?

12) What are your overall thoughts about Sheri Bauman and Sam Steen’s approach? What aspects of their approach can you see yourself incorporating into your work with children? Are there some components of their approach that seem incompatible with how you work? What in particular would you do differently from them?

13) What do you think of Sam’s and Sheri’s leadership styles? How would you feel about having them as your group therapists? Do you think they could build a solid therapeutic alliance with you? Would they be effective with you? Why or why not? Would you feel good about having your children, grandchildren, nieces, and/or nephews in a group with them? Why or why not? If you were to co-lead a group with one of them, who would you choose and why?
Role-Plays

After watching the video and reviewing *Summary of the Group and Discussion Questions* in this manual, ask your class for eight volunteers to role-play a group for fifth graders that focuses on the theme of celebrating diversity. If possible, choose group members who represent a mix of races, ethnicities, religions, and genders.

Depending on what resources you have available (e.g., styrofoam, markers, construction paper, M&Ms, potatoes, etc.), you can choose an activity from the video for the participants to try out (see below), or you may invite the students to choose the activity. One recommendation is to have the students do the “Cultural Item” activity from Session Six. If you do this, ask students in advance to bring in an item that represents something about their cultures to share with the group. This will give participants an opportunity to actually reflect on their own cultures and learn about the cultures of their classmates, which is important for building multicultural competence.

Invite two participants to play the co-therapists; the other six volunteers will role-play fifth-grade group members. They can either choose a child from the video to role-play, or they can make up their own characters. Depending on the activity, it may be more powerful for the students to play themselves (as ten-year-olds) so that they can talk about their own actual culture.

This is an opportunity for the co-therapists to practice leading one or more of the activities demonstrated in the video, and for the other participants to see what it feels like to participate as a member in a group for fifth graders that is about celebrating diversity. The number of activities will depend on how much time you have and on what happens in the group, but particular attention should be paid to the purpose of this group, which is “to begin exploring and celebrating cultural diversity through activities and processing.”

Some things group members and co-therapists should keep in mind include:
• According to Stephen Quintana’s theory of how children’s understanding of ethnicity and race develops, 10-year-olds would be transitioning from Level 1, in which their understanding of ethnicity and race is very literal (based on physical characteristics), to Level 2, in which they are able to recognize social and nonliteral aspects of race and ethnicity.

• Children of this age tend to express themselves nonverbally, so co-therapists should observe and discuss such communications.

• Groups for fifth graders should focus on activities with some discussion, in contrast to groups for adolescents, which should have mostly discussion with some activities.

• Discussion of issues that emerge within the group should always take precedence over activities that have been planned.

Invite the co-therapists to take a few minutes before the group starts to review the following list of activities and select a number of them to use in the group. They can read more about each activity in the identified segment in the Instructor’s Manual. Co-therapists should feel free to modify the activities as they wish.

Activities:

• About Your Culture (Session 1)
• M&M Activity (Session 2)
• Words Hurt (Session 3)
• What Would You Do? (Session 4)
• Similarities and Differences (Session 5)
• Cultural Item (Session 6)

In addition to leading the activities, co-therapists should pay particular attention to the comfort level of each student and should try to create a space for the children that is both fun and safe. Co-therapists can choose how much they want to participate in the activities and how much they want to self-disclose. They should experiment with using process-oriented questions to help the group
members discuss their experiences of the activities, such as, “What was it like to do that activity?” To encourage risk-taking, co-therapists should acknowledge the risks members are taking when they reveal themselves to each other.

If there are more than eight students in the class, have the remaining students sit around the group in “fishbowl” fashion and act as observers. At any time, the people playing the co-therapists or one of the members can say “time out” and exchange places with an observer. Alternatively, any of the witnesses can say “tag in” when they want to step into a role. Or, the instructor can act as director and make decisions about when substitutions should be made. This will give everyone in the room an opportunity to participate actively in the group.

An alternative is to have the same students play the same roles for the entire group, while the students who are not in the group are observers throughout. The observers should be encouraged to silently play the role of the co-therapists, listening for opportunities to explore and celebrate cultural diversity. At random moments, the professor can say, “Freeze,” and the observers can share what they are noticing about the process and offer an intervention of their own.

After the role-play, have the class come together to discuss their experiences. First, ask the co-therapists how the experience was for them. What did they like about what they did? How was it to lead the activities? How did they decide how much to self-disclose and participate in the activities? Where did they feel stuck or challenged? How do they feel about the time given to planned activities and time given to discussing issues that emerged in the group? What was it like to have a co-leader? What questions do they have about leading groups with fifth graders focused on celebrating diversity?

Next, ask the group members how the experience was for them. What was it like to role-play a fifth grader? What interventions stood out to them as particularly helpful or not so helpful? What seemed to work well and not so well? How safe did group members feel? What might have contributed to more safety? Did group members find the
experience fun and engaging? What did they learn about their own cultures and the cultures of their classmates? What did they learn about diversity?

Then, have the observers comment on what they noticed about the group. What therapeutic factors did they observe? How did they feel as observers of this group? What did they like about the co-therapists’ interventions? What might they have done differently to foster an exploration and celebration of diversity?

Finally, open up a general discussion of the benefits and challenges of leading groups for fifth graders focused on celebrating diversity.
## Appendix A

### Blank Evaluation

**Feedback about today’s group**

Please mark the number that shows how you felt about today’s session.

<table>
<thead>
<tr>
<th>Item</th>
<th>Not at all</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned or realized something new about myself.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>I learned something new about someone else.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>I felt a part of this group.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>I felt as though the other members understand me.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>I felt the leaders understand me.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>I felt safe in the group.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>I look forward to learning more about others.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>I took a risk in group.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>I stepped out of my comfort zone in group.</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

Blank Critical Incidents Form

Critical Incidents Question:

Of the things that we discussed and did in our group sessions, which do you feel was the most important to/for you personally?

Describe what we discussed or what happened.

Why was this important to you?

What did you learn from this event?

Please share anything else that you would like to.
Appendix C

Actual Student Responses

Evaluations:

The students completed these questions together. We include their statements here, with original spelling retained:

1. **Of all the things we discussed and did, which was the most important for you personally and why?**
   
   a. The third session, because we talked about how we felt about someone calling you names.
   
   b. The third session, because it had the most meaning and it was about the past.
   
   c. Session 3 was most important because it talk about feelings and mean words.
   
   d. Session 3 because we had to listen to the hurtful words, we had to say things to make the other kids better.
   
   e. Session 3 the toothpick one because it sometimes made people uncomptatable.
   
   f. Session three because it was about names you are not supposed to say.

2. **If we were to do this group again, what are some suggestions you have for improvement?**

   a. Keep 2 counselors, keep circle, more sessions
   
   b. Keep both counselors. Keep the comfort zone.
   
   c. We would like to keep two councilors . Keep the circle. More sessions, etc.
   
   d. Keep the 2 counselors. Keep the confort cirle. More sessions.
   
   e. To keep the two counselors have only one of the same ethnicity. To use the comfort circle more often.
   
   f. Keep the two cousilors. To keep the circle.
3. **Please share anything else you’d like us to know.**

   a. Thanks for doing the group with me. I enjoyed it very much!
   b. The counselors and camerapeople were great. Thank you for picking me to be in the “different Backgrounds” group!
   c. Thank you for the opportunity. You all rock. Thanks camerapeople.
   d. Thank you for choosing us for the group. Also, thank you for filming us. I can’t wait till we see the …
   e. Thank you for everything you gave us.
   f. Thank you for everything.
Reaction Paper for Classes and Training

Video: Group Counseling with Children: A Multicultural Approach, with Sheri Bauman, PhD and Sam Steen, PhD

- **Assignment:** Complete this reaction paper and return it by the date noted by the facilitator.

- **Suggestions for Viewers:** Take notes on these questions while viewing the video and complete the reaction paper afterwards. Respond to each question below.

- **Length and Style:** 2 to 4 pages double-spaced. Be concise. Do NOT provide a full synopsis of the video. This is meant to be a brief paper that you write soon after watching the video—we want your ideas and reactions.

**What to Write:** Respond to the following questions in your reaction paper:

1. **Key points:** What important points did you learn about leading groups with fifth graders focused on celebrating diversity? What stands out to you about how Bauman and Steen work?

2. **What I found most helpful:** As a therapist, what was most beneficial to you about the model presented? What tools or perspectives did you find helpful and might you use in your own work? What challenged you to think about something in a new way?

3. **What does not make sense:** What principles/techniques/interventions did not make sense to you? Did anything push your buttons or bring about a sense of resistance in you, or just not fit with your own style of working?

4. **How I would do it differently:** What might you have done differently from Bauman and Steen in the sessions in the video? Be specific about what different approaches, interventions, and techniques you might have applied.

5. **Other questions/reactions:** What questions or reactions did you have as you viewed the group sessions and discussions? Other comments, thoughts, or feelings?
Related Websites, Videos and Further Reading

**Web Resources**

Association for Specialists in Group Work  
www.asgw.org

American Counseling Association  
www.counseling.org

American School Counselor Association  
www.schoolcounselor.org

American Group Psychotherapy Association  
www.agpa.org

American Psychological Association, Division 49: Society of Group Psychology & Group Psychotherapy  
www.apa.org/about/division/div49.aspx

Group Psychotherapy Resources, assembled by Haim Weinberg, PhD  
www.group-psychotherapy.com

**Related Videos Available at www.psychotherapy.net**

*Understanding Group Psychotherapy*—3-Volume Set with Irvin Yalom

*Group Therapy: A Live Demonstration* with Irvin Yalom and Molyn Leszcz

*Leading Groups with Adolescents* with Janice DeLucia-Waack and Allen Segrist

*Encounter Groups for Addictions*—3-DVD Set with Rod Mullen

*Coming Out: Voices of Gay and Lesbian Teens and their Families* with Karin Heller

*Sexual Minority Adolescents* by Ron Scott

*ADHD in the Classroom: Assessment and Intervention*—2-DVD Set with George J. DuPaul and Gary Stoner

*Diversity and Multiple Identities* by Ron Scott
**Recommended Readings**


Video Credits

Group Facilitators:
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Group Members:
Oleg, Roman, Gage, Iliana, DarJai, Alex

Project Sponsor:
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About the Contributors

VIDEO PARTICIPANTS

Sheri Bauman, PhD, is an associate professor and director of the School Counseling Master’s degree program at the University of Arizona. Prior to earning her doctorate in 1999, Dr. Bauman worked in public schools for 30 years, 18 of those as a school counselor. She is a licensed psychologist, and until recently, maintained a small private practice in Las Cruces, New Mexico. Dr. Bauman also conducts research on bullying, professional issues in school counseling, and group work. She is a member of the editorial boards for the Journal of Counseling and Development and Professional School Counseling, and in July 2007 became editor of the Journal for Specialists in Group Work. She is the author of Essential Topics for the Helping Professional and Cyberbullying: What Counselors Need to Know, as well as numerous publications in peer-reviewed journals.

Sam Steen, PhD, is an assistant professor at George Washington University. Prior to earning his doctorate, Dr. Steen worked as a school counselor at both elementary and secondary levels in Northern Virginia for approximately ten years. Dr. Steen has published on the topics of group work and school counselors. His research interests include closing the achievement gap between students of color and their European American counterparts. Dr. Steen developed a group counseling model entitled “Achieving Success Every Day,” which integrates academic and personal-social development for students in need of additional support that is practical and relevant for K-12 professional school counselors.

MANUAL AUTHORS

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- Object Relations Therapy
- Person-Centered Therapy
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Experts

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- Ernest Rossi
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...and more

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