

Say It Straight Seven - Ten Session Plan

**Sample Plan for High School Students with 50 min sessions.
With younger students omit Sessions 8 & 9.**

SESSION 1: INTRODUCING SIS TRAINING AND TEAM BUILDING

Creating a setting of safety, trust and support for positive change.
Exploring our sameness, diversity and uniqueness.
Moving from relationships of submission-dominance to relationships of equal value.
Using the workbook/journal.

SESSION 2: PLACATING AND SAYING IT STRAIGHT

Review of workbook/journal.
Placating communication/behavior: sculpture and awareness. Language.
Say It Straight communication/behavior: sculpture and awareness.
Making movies. Transforming placating to SIS.
Feeling good versus being cool.

SESSION 3: TEMPERATURE READING. BLAMING OR BULLYING AND SIS*

Review of workbook/journal.
Temperature Reading: appreciations, worries, puzzles, suggestions for change, new information and accomplishments, today's hopes wishes excitements and commitments.
Blaming, Bullying communication/behavior: sculpture and awareness.
Language.
Blaming/bullying movies. Transforming to SIS.
Our Bill of Rights and Bill of Responsibilities.

SESSION 4: BEING PASSIVE-AGGRESSIVE OR TWO FACED AND SIS*

Review of workbook/journal and temperature reading.
Passive-Aggressive communication/behavior: sculpture and awareness
Language.
Passive-Aggressive movies. Transforming to SIS.
Comparing language and experience of placating, bullying/blaming with being passive-aggressive.
Introducing the concept of rules and rule transformation (with high school students or students in support groups).

***DEPENDING ON GROUP SIZE AND TIME ALLOTTED PER SESSION, SESSIONS 3 AND 4 MAY BE COMBINED.**

SESSION 5: BEING SUPER-REASONABLE OR PLAYING SMART AND SIS**

Review of workbook/journal and temperature reading.

Super-Reasonable communication/behavior: sculpture and awareness.

Language.

Super-reasonable movies. Transforming into SIS. Making movies with more than two actors.

SESSION 6: BEING IRRELEVANT, DISRUPTIVE OR SPACING OUT AND SIS**

Review of workbook/journal and temperature reading.

Irrelevant communication/behavior: sculpture and awareness. Language.

Irrelevant movies. Transforming to SIS.

Making more complex movies with more actors.

****DEPENDING ON GROUP SIZE AND TIME ALLOTTED PER SESSION, SESSIONS 5 AND 6 MAY BE COMBINED.**

SESSION 7: POSITIVE SUPPORT

Review of workbook/journal and temperature reading.

Exploring Positive Support.

Positive support movies and exploring responsibility.

Transforming any communication/behavior into SIS and positive support.

Exploring what works.

SESSION 8: RULES AND RULE TRANSFORMATIONS

(This Session is done with 9th -12th grade students, adults, and younger students in special groups).

Review of workbook/journal and temperature reading.

Multigenerational sculpture of rules.

Experiencing the strength of our roots.*** Transforming rules that lead us to placate, bully, blame, be passive aggressive, play smart, split away from feelings, be irrelevant etc.

*****DONE WITH YOUNGER STUDENTS IN SESSION 7 OR SESSION 9.**

SESSION 9: SYSTEMS EXERCISES

Review of workbook/journal and temperature reading.

System under stress: system exercise (non-verbal or verbal).

The pull between conflicting wishes. Necklace of resources.

SESSION 10: THE DANCE OF INCLUSION AND WRAP-UP

Review of workbook/journal and temperature reading.

The dance of inclusion.

Wrap-Up: Making our YES real and our NO real.

To be trustworthy we don't have to be perfect, we have to be real.