Small Group Counseling Title/Theme: Constructing Companionships /Interpersonal Relationships

Grade Level(s): Grades 3-5

Small Group Counseling Description: This group will help students develop friendships, determine the characteristics of a good friend, and understand how to maintain friendships.

Number of Sessions in Group: Introduction, 6 Sessions, and Optional Follow-Up Session

Session Titles/Materials:

Introduction: Establishing Group Norms
Establishing norms is important to the group process. This introduction should be used prior to Session 1.

Materials needed:
- Chart paper
- Markers
- *Small Group Counseling Guidelines (Document 18)*

Session # 1: Developing Friendships

Materials needed:
- *Small Group Counseling Guidelines Poster (Document 18)*
- *Role-Play Scenarios*
- *Teacher/Parent/Guardian Follow-Up Form (Document 12)*

Session # 2: Friendship Views

Materials needed:
- Drawing paper (2 sheets for each group member)
- Markers, crayons, and/or pencils
- Pair of glasses
- *Small Group Counseling Guidelines Poster (Document 18)*
- *Teacher/Parent/Guardian Small Group Follow-Up (Document 12)*

Session# 3: Friendship Cupcake Recipe

Materials needed:
- *Friendship Cupcake Recipe*
- Cupcakes for group members and Professional School Counselors
- Book about friendship
- *Small Group Counseling Guidelines Poster (Document 18)*
- *Teacher/Parent/Guardian Small Group Follow-Up (Document 12)*

Session # 4: Friendship Beaded Bracelet

Materials needed:
- 6 different colors of beads (approximately 25 beads of each color)
- 6 pieces of stretch magic or similar string for bracelet in approximately 6-8 inch lengths
- *Small Group Counseling Guidelines Poster (Document 18)*
- *Teacher/Parent/Guardian Small Group Follow-Up (Document 12)*

Session #5: Testing Friends Shorts

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

Materials needed:

I-Message Statements for every group member
Scenario strips-Testing Friendship Shorts
Small Group Counseling Guidelines Poster (Document 18)
Teacher/Parent/Guardian Small Group Follow-Up (Document 12)

Unit Assessments

Teacher Pre/Post-Group Perception Form (Document 14)
Group Summary Form (Document 17)
Parent/Guardian Post-Group Perception Form (Document 15)

Session #6: Friendship Practice

Materials needed:

Materials will vary depending on the games you'd like them to choose from, such as:
Twister® game or make a game similar with a shower curtain
Jacks
Hokey Pokey lyrics for Hokey Pokey
Potatoes for Hot Potato
Flag for Capture the Flag
Small Group Counseling Guidelines Poster (Document 18)
Teacher/Parent/Guardian Small Group Follow-Up (Document 12)
Student Post-Group Perception Form (Document 16)
Certificate of Group Completion

Optional Follow-up Session (to be held 4-6 weeks after last group session)

Materials Needed:

8 ½ x 11 paper for each participant; crayons/markers/pencils
Alternative Procedure: Complete the *Student Post-Group Follow-Up Interview Form (Document 13)*

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
PS.2 Interacting with others in ways that respect individual and group differences.

Missouri Comprehensive Guidance and Counseling Concept(s):
PS.2.A. Quality relationships
PS.2.C. Personal responsibility in relationships

American School Counselor Association (ASCA) National Standard:
Personal/Social Development

A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

Show-Me Standards: Performance Goals (check one or more that apply)

	Goal 1: gather, analyze and apply information and ideas
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

Outcome Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and (GLE) concepts. Assessment can be survey, whip around, etc.
Students will demonstrate their knowledge of friendship skills during a game that they choose.
Additional options:

- Ask students to write a couple of sentences about what they learned in the group. Save the statements and use them to follow up with students later.
- During the first session have students put stickers next to Never, Sometimes, or Almost All the Time as an answer to the following statement: "I am a good friend or I know how to be a good friend." At the last session, students can use a different color sticker to answer the same question. Students will be able to visually see their progress.

Perceptual Data Collection:
The following end-of-group perceptual data collection forms will be used as a part of session five and six; the forms are attached to the Unit Plan:

Classroom Teacher Assessment:

- The classroom teacher will complete the *Teacher Pre/Post-Group Perception Form (Document 14)* for each student before the group starts and after the group has been completed. The professional school counselor may consider making two copies of this form, one for the pre-assessment and one for the post-assessment, then entering all data on a final form for comparison.
- *Teacher Pre/Post-Group Perception Form (Document 14)* will be given to teacher to complete at the end of the group unit.

Parent Assessment:

- *Parent/Guardian Post-Group Perception Form (Document 15)* will be given to parents to complete at the end of the group unit.

Student Assessment:

- *Student Post-Group Perception Form (Document 16)* will be given to students to complete at the end of the group unit.

Results Based Data Collection:
The professional school counselor will demonstrate the effectiveness of the unit via pre and post comparisons of such factors as attendance, grades, discipline reports and other information, utilizing the PRoBE Model (Partnerships in Results Based Evaluation). For more information about PRoBE, contact the Guidance and Placement section at the Missouri Department of Elementary and Secondary Education.

Follow Up Ideas & Activities

Implemented by professional school counselor, administrators, teachers, parents, community partnerships

- Send a postcard home addressed to them that list the skills they learned and remind them to use the professional school counselor as a resource in the future.

After each session, the PSC will provide classroom teacher(s) and parents/guardians a written summary

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

of the skills learned during the session. The summary will include suggestions for classroom and/or home reinforcement of the skills.

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

DOCUMENT 12:

TEACHER/PARENT/GUARDIAN FOLLOW-UP FORM

Note: The Professional School Counselor has the option of sending this form to teachers/ parents/guardians after each group session to keep these individuals informed of student's progress in the group.

GROUP TOPIC: _____ **Session #** _____

Student's Name: _____ **Date:** _____

Today I met with my school counselor and other group members.

Session Goal: _____

Today we talked about the following information during our group:
Circle one or more items.

Friendship	Study Skills	Attendance
Feelings	Behavior	School Performance
Family	Peer Relationships	Other _____

Group Assignment:
I will complete or practice the following at school and/or at home before our next session:

_____

Our next group meeting will be:

Date: _____ Time: _____

Additional Comments:

Please contact _____, Professional School Counselor at

_____ if you have further questions or concerns.

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

DOCUMENT 13:

STUDENT POST-GROUP FOLLOW-UP INTERVIEW FORM

Note: This document serves as an example of a way to follow students' success in maintaining changes. It may also be used as a means for gathering data about students' perceptions of the effectiveness of the group. Students who participate in follow-up sessions after a group ends are more likely to maintain the gains made. The Professional School Counselor (PSC) should make arrangements to talk with group members individually and hold at least one more group session 4-6 weeks after the group has ended. The follow-up session will enable the PSC to assess how students are doing on their goals and the successes they are experiencing as a result of the group. Follow-up sessions provide data that will demonstrate the proven effectiveness of small group counseling.

Follow-up Interviews/Session with Students

Potential Interview Questions:

How are things going?

What specific skills are you practicing now that the group is over?

What was the most useful thing you learned from the group?

What skills would you like to practice?

How are things different for you now?

What is better?
What is in need of improvement?

What progress have you made toward the goals you set for yourself at the end of our group meetings?

How are you keeping yourself accountable?

What suggestions do you have for future groups?

Rank your overall experience on a scale from 5 → 1 : _____

5 = Most positive activity in which I have participated for a long time
4 = Gave me a lot of direction with my needs
3 = I learned a lot about myself and am ready to make definite changes
2 = I did not get as much as I had hoped out of the group
1 = The group was a waste of my time

What contributed to the ranking you gave your experience in the group? What could have made it better?

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

DOCUMENT 14:

TEACHER PRE/POST-GROUP PERCEPTION FORM
(SAMPLE 1 OF 2)

Note: Samples 1 & 2 of Document 14 provide you with examples of two ways to gather data about teachers' post-group perceptions of the effectiveness of the group. **Sample 1** measures teachers' perceptions of the changes the student made as a result of the group experience. **Sample 2** measures the teacher's perceptions of the counseling group as a whole. An advantage to using form 2 is that it parallels Document 15: Parent/Guardian Post-Group Feedback Form and Document 16: Student Post-Group Perception Form; thus, making it possible to compare teacher, parent and student perceptions of the group experience.

Note: The classroom teacher completes Part 1 of this document before students begin group sessions and completes Part 2 after the group has been completed. This process will provide the school counselor with follow up feedback about individual students who participated in the group.

Sample 1: Individual Student Behavior Rating Form
(Adapted from Columbia Public Schools' Student Behavior Rating Form)

STUDENT_____GRADE _____TEACHER _____

DATE: Pre-Group Assessment _____ Date: Post-Group Assessment _____

Part 1 - Please indicate rating of pre-group areas of concern in the left hand column.

Part 2 - Please indicate rating of post-group areas of concern in the right hand column.

Pre-Group Concerns Rank on a scale of 5→1 (5=Extreme→3=Moderate→ 1 = None)					**Student Work Habits/Personal Goals Observed** *Colleagues, please help evaluate the counseling group in which this student participated. Your opinion is extremely important as we strive to continuously improve our effectiveness with ALL students.*	**Post-Group Concerns Rank on a scale of 5→1 (5=Extreme→3=Moderate→ 1 = None)**				
5	**4**	**3**	**2**	**1**		**5**	**4**	**3**	**2**	**1**
					Academic Development					
					Follows directions					
					Listens attentively					
					Stays on task					
					Compliance with teacher requests					
					Follows rules					
					Manages personal & school property (e.g., organized)					
					Works neatly and carefully					
					Participates in discussion and activities					
					Completes and returns homework					
					Personal and Social Development					
					Cooperates with others					
					Shows respect for others					
					Allows others to work undisturbed					
					Accepts responsibility for own misbehavior (e.g., provoking fights, bullying, fighting, defiant, anger, stealing)					
					Emotional Issues (e.g., perfectionism, anxiety, anger, depression, suicide, aggression, withdrawn, low self-esteem)					
					Career Development					
					Awareness of the World of Work					
					Self-Appraisal					
					Decision Making					
					Goal Setting					
					Add Other Concerns:					

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

DOCUMENT 14:

TEACHER PRE/POST-GROUP PERCEPTIONS

Note: This document measures the teacher's perceptions of the effectiveness of the group as a whole. The teacher could complete this form after the last group session has been completed.

(SAMPLE 2 OF 2)

TEACHER PRE/POST-GROUP PERCEPTIONS FORM

One or more of your students participated in a small counseling group about _____. We are seeking your opinion about the effectiveness of the group e.g., students' relationship with the professional school counselor and other participants in the group and your observations of students' behavioral/skill changes (positive or negative). We appreciate your willingness to help us meet the needs of all students effectively. The survey is anonymous unless you want us to contact you.

Teacher's Name (optional): _____ Date: _____

Professional School Counselor's Name: _____

Small Group Title: _____

Before the group started, I hoped students would learn:

_____

_____

While students were participating in the group I noticed these changes in their behavior/attitude

_____

_____

_____

Using a scale of 5 to 1 (5 =strongly agree and 1=strongly disagree), please circle your opinion about the following

What do you think?	**5=Strongly Agree** **3= Neutral** **1=Strongly Disagree**				
Overall, I would rate my students' experience in the counseling group as positive.	5	4	3	2	1
Students enjoyed working with other students in the group.	5	4	3	2	1
Students enjoyed working with the counselor in the group.	5	4	3	2	1
Students learned new skills and are using the skills in school	5	4	3	2	1
I would recommend the group experience for other students.	5	4	3	2	1
Additional Comments for Counselor:					

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

DOCUMENT 15:

PARENT/GUARDIAN POST-GROUP PERCEPTION FORM

Note: This cover letter and parent feedback form may be sent home with students after the last group session.

.

Parent/Guardian Feedback Form

Your student participated in a small counseling group about _____. Was this group experience helpful for your student? Following is a survey about your observations of changes (positive or negative) your student made at home while participating in the group at school and since the group ended. The survey will help us meet the needs of all students more effectively. The survey is anonymous unless you want to provide your name for the school counselor to contact you. We appreciate your feedback.

Professional School Counselor: _____ Date: _____

Small Group Title: _____

Before the group started, I hoped my student would learn _____

_____

I've noticed these changes in my student's behavior and/or attitude as a result of participating in the group:

_____

_____

_____

Using a scale of 5 to 1 (5 =strongly agree and 1=strongly disagree), please circle your opinion about the following:

What do you think?	**5=Strongly Agree** **3= Neutral** **1=Strongly Disagree**				
Overall, I would rate my student's experience in the counseling group as positive	5	4	3	2	1
My student enjoyed working with the other students in the group.	5	4	3	2	1
My student enjoyed working with the counselor in the group.	5	4	3	2	1
My student learned new skills and is using the skills in and out of school.	5	4	3	2	1
I would recommend the group experience to other parents whose students might benefit from the small group.	5	4	3	2	1
Additional Comments:					

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

DOCUMENT 16:

STUDENT POST-GROUP PERCEPTIONS
(Sample 2 of 2)

Note: This feedback form may be sent home with group members after the last group session. This form measures the group member's perceptions of the overall effectiveness of the group using the same questions as teachers and parents answer on their feedback forms. Group members complete during the last session (or the follow-up session if you have one). This is the elementary level form.

STUDENT FEEDBACK FORM

Directions: Please complete the Student Feedback Form after the last group session.

Name: _____ (optional) Date: _____

When I started the group, I wanted to learn about _____.
Topic of Group

Instructions: Read each sentence. Put a circle around the face that shows how you think and feel right now about what you learned in the group.

= I agree = I'm not sure = I disagree

1. Overall, I would rate my experience in the counseling group as:

= I agree = I'm not sure = I disagree

2. I enjoyed working with other students in the group

= I agree = I'm not sure = I disagree

3. I enjoyed working with the counselor in the group.

= I agree = I'm not sure = I disagree

4. I learned new skills and am using the skills in school.

= I agree = I'm not sure = I disagree

5. If other students ask me if they should participate in a similar group, I would recommend that they give it a try

= I agree = I'm not sure = I disagree

Additional comments you would like to share with the counselor:

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

DOCUMENT 17:

GROUP SUMMARY FORM

Note: This letter may be sent home with students after the last group session.

*(Print on **SCHOOL LETTERHEAD**)*
Comprehensive Guidance and Counseling Program

Small Group Counseling topic/title: _____

Student's Name _____ Teacher's Name _____

Date: _____

Dear _____,

I have enjoyed getting to know your student in our small group counseling sessions. This week was the last session for our group. During the group sessions we shared information related to a variety of topics. Below is a list of topics discussed during the group sessions.

Session 1: _____

Session 2: _____

Session 3: _____

Session 4: _____

Session 5: _____

Session 6: _____

Comments from the school counselor about your student's progress:

Thank you for your support. Please contact me if you have questions or concerns.

Sincerely,

Professional School Counselor

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

DOCUMENT 18:

Small Group Counseling Guidelines Poster

Note: This list may be used as best meets the students' age/grade level. It could be posted in the room, handed out to the students, or turned in to a worksheet with space for each group to add their own guidelines.

Small Group Counseling Guidelines

1. All participants observe confidentiality.
   a. Counselor
   b. Student

2. Everyone will be an active listener.

3. Everyone has an opportunity to participate and share.

4. Use positive language.

5. All participants will treat each other with respect.

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

Group Title: Introduction
This is a sample introduction session for establishing small group norms.

Session Title: Establishing Small Group Norms **Session** # 1 of 1

Grade Level: K-12 **Estimated time**: 30 minutes

Small Group Counseling Session Purpose: To establish small group counseling guidelines, to discuss the purpose of the group, and to begin student self-evaluation process.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s) ~~Standard~~:
PS.2 Interacting with others in ways that respect individual and group differences.

Missouri Comprehensive Guidance and Counseling Concept(s):
PS.2.A. Quality relationships
PS.2.C. Personal responsibility in relationships

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

NOTE: The overall purpose of the MCGCP small group counseling units and sessions is to give extra support to students who need help meeting specific Comprehensive Guidance and Counseling Program Grade Level Expectations (GLEs). This small group counseling unit provides a "template" that allows you to personalize sessions to meet the unique needs of your students. Your knowledge of the developmental levels, background and experiences of your students determine the depth and level of personal exploration required to make the sessions beneficial for your students.

INTRODUCTION Materials (include activity sheets and/ or supporting resources)

Chart paper
Markers
Small Group Counseling Guidelines (Document 18)

INTRODUCTION Formative Assessment

Share small group counseling guidelines and monitor personal behavior within the group, such as: waiting to speak, listening to what others have to say, and responding to others' statements without putting them down.

INTRODUCTION Session Preparation

Essential Questions: How do people communicate their ideas in a group? How do people treat each other in a group?

Engagement (Hook): What groups do you belong to? What groups would you like to belong to?

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

INTRODUCTION Procedures

Professional School Counselor Procedures:	***Student Involvement:***
1. "Today, we are going to talk about working within groups and how small group counseling guidelines help members as they work together." Introduce the *Small Group Counseling Guidelines (Document 18)*. Students may wish to add additional guidelines suitable for their specific group. When discussing the term, *confidentiality*, relate it to outside-the-group talk versus inside-the-group talk. The members may talk with someone outside the group about something they may have said, but they cannot talk about who the members of the group are, or what others shared. Acknowledge student suggestions as examples of how confidentiality can be maintained. Post *Small Group Counseling Guidelines (Document 18)*, including any additional guidelines the group develops, for the group to refer to during each group session. Remind students that they will be expected to follow the guidelines during each session.	1. Students discuss the guidelines and offer their definitions of each guideline. The students decide upon any other group guidelines they would like to add. As guidelines are accepted, students discuss how they will be expected to follow them. Students make suggestions for maintaining confidentiality.
2. Introduce the icebreaker activity: Review the groups that were discussed during the hook. "What were some the positive things that made you feel good when you were with that group? Or, if you didn't enjoy the group, what would have made the experience better for you?" NOTE: This activity can be done in a number of ways: • Students may work in a Think-Pair-Share in which they are placed into pairs to discuss the prompts and come up with ideas together. • Students may work with a large piece of chart paper or bulletin board paper to come up with ideas in graffiti form which is presented for final group approval. • Solicit information from the entire group for consideration, which is then to be written on chart paper and edited through group approval.	2. Students develop a list of experiences; either individually, with another student, or with the group. Possible student comments might be: • We treat others as we would like to be treated. • Everyone gets a turn. • Nobody gets left out. • No put-downs. • Take turns when speaking. • Everyone has a chance to share. • Listen when others are speaking. • Put away equipment when you are finished. • Respect each other's differences.
3. Discuss the purpose of the group. Ask what the students would like to learn or achieve in the next few weeks in the group. Record student responses for future reference.	3. Students share ideas about what they would like to learn or achieve.

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

Professional School Counselor Procedures:	***Student Involvement:***
Closure/Summary: Review the small group counseling guidelines with the students. Give students time and date of the next session.	Closure/Summary: Students review the small group counseling guidelines and note the date and time of the next session.

INTRODUCTION Follow-Up Activities (Optional)

INTRODUCTION Counselor reflection notes (completed after the session)

STUDENT LEARNING: How will students' lives be better as a result of what happened during this session? *SELF EVALUATION: How did I do?* *IMPLEMENTATION PROCEDURES: How did the session work?*

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

DOCUMENT 18:

Small Group Counseling Guidelines Poster

Note: This list may be used as best meets the students' age/grade level. It could be posted in the room, handed out to the students, or turned in to a worksheet with space for each group to add their own guidelines.

Small Group Counseling Guidelines

1. All participants observe confidentiality.
   a. Counselor
   b. Student

2. Everyone will be an active listener.

3. Everyone has an opportunity to participate and share.

4. Use positive language.

5. All participants will treat each other with respect.

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

SESSION #1

Group Title: Constructing Companionships/Friendships

Session Title: Developing Friendships **Session #** 1 of 6

Grade Levels: 3-5 **Estimated time**: 30 minutes

Small Group Counseling Session Purpose:
Students will practice skills for greeting others.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
PS.2 Interacting with others in ways that respect individual and group differences.

Missouri Comprehensive Guidance and Counseling Concept(s):
PS.2.A. Quality relationships
PS.2.C. Personal responsibility in relationships

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

SESSION #1 Materials (include activity sheets and/ or supporting resources)

Small Group Counseling Guidelines Poster (Document 18)
Role-Play Scenarios
Teacher/Parent/Guardian Follow-Up Form (Document 12)

SESSION #1 Assessment

Students are assessed based on their friendship skills during the role-play scenarios.

SESSION #1 Preparation

Essential Questions: How do people make friends?

Engagement (Hook): Raise your hand if you would like to make even more friends than you have right now.

SESSION #1 Procedures

Professional School Counselor Procedures: Session 1	Student Involvement: Session 1
1. Welcome the group members to the group and have everyone introduce themselves.	1. Students introduce themselves to the group.
2. Explain to the group members that the purpose of the group is to help them make more friends.	2. Students listen to the purpose and ask appropriate questions.
3. Discuss the *Small Group Counseling Guidelines Poster (Document 18)* with the students and include any rules the students want to add. Following the	3. Students sign a piece of paper with the rules stating that they agree to follow them. (PSC displays the guidelines in the small group

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

Professional School Counselor Procedures: Session 1	Student Involvement: Session 1
group introduction and/or "Hook," welcome students to the group. Emphasize confidentiality and when you (as the Professional School Counselor) might have to break confidentiality. Add any guidelines the students want to add. See poster example of *Small Group Counseling Guidelines Poster (Document 18)*. Display the poster to reference during each group session.	meeting area). Students review the guidelines by telling what each one looks and sounds like.
4. Ask students different ways that people greet each other.	4. Students share how people greet each other (e.g., hello, hi, how are you, handshake, hug).
5. Explain that these are the same greetings that people use to start friendships. Pair students together for role-play scenarios to practice greeting each other.	5. Students read role-play scenarios and comment as appropriate.
6. Discuss the role of words and tone of voice in a greeting. Instruct students to reintroduce themselves while practicing appropriate ways to greet each other.	6. Students reintroduce themselves while group members practice appropriate ways to greet each other.
7. Closure/Summary: Today, we have talked about and practiced ways to meet and greet friends.	7. Closure/Summary: Students help summarize what they learned.
8. Group assignment: Ask students to practice greetings this week (e.g., "Hi", "Hello", "Hey") to 3 people that they don't know.	8. Group assignment: Students practice greetings to 3 students they don't know.
9. Distribute & Explain *Teacher/Parent/Guardian Follow-Up Form (Document 12)*. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.	9. Students commit to giving their parents/guardians the *Teacher/Parent/Guardian Follow-Up Form (Document 12)*.

SESSION #1 Follow-Up Activities

Teacher/Parent/Guardian Follow-Up Form (Document 12)

SESSION #1 - Professional School Counselor reflection notes (completed after the session)

STUDENT LEARNING: How will students' lives improve as a result of what happened during this session? *SELF EVALUATION: How did I do?* *IMPLEMENTATION PROCEDURES: How did the session work?*

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

SESSION 1

ROLE-PLAY SCENARIOS

Scenario 1
Person 1: Hi, How are you today?
Person 2: I'm fine, how are you?
Person 1: Okay, I'm looking forward to lunch.
Person 2: Me too. My stomach is growling.

Scenario 2
Person 1: Hello! I've seen you around school. What's you're name?
Person 2: Hi! My name is Julio. What's yours?
Person 1: My name is Ricardo. How long have you been at Rockefeller Elementary?
Person 2: I've been here since Kindergarten.

Scenario 3
Person 1: Hey Missy, what are you doing during recess today?
Person 2: Hi Stacey, I'm going to jump rope. Do you want to play double dutch?
Person 1: Missy, I love double dutch. Where do you want to meet?
Person 2: Let's meet by the basketball goal.

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

SESSION #2

Group Title: Constructing Companionships/Interpersonal Relationships

Session Title: Friendship Views **Session #** 2 of 6

Grade Levels: 3-5 **Estimated time**: 30 minutes

Small Group Counseling Session Purpose:
Students will understand the difference between how they view themselves and how they are seen by others.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
PS.2 Interacting with others in ways that respect individual and group differences.

Missouri Comprehensive Guidance and Counseling Concept(s):
PS.2.A. Quality relationships
PS.2.C. Personal responsibility in relationships

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

SESSION #2 Materials (include activity sheets and/ or supporting resources)

Drawing paper (2 sheets for each group member)
Markers, crayons, and/or pencils
Pair of glasses
Small Group Counseling Guidelines Poster (Document 18)
Teacher/Parent/Guardian Small Group Follow-Up (Document 12)

SESSION #2 Assessment

Students will be assessed by verbalizing the difference between their views of self and how others view them.

SESSION #2 Preparation

Essential Questions: What is a friend?

Engagement (Hook): Professional School Counselor puts on glasses and says, "Today we are going to examine how we see ourselves and how others see us."

SESSION #2 Procedures

Professional School Counselor Procedures: Session 2	Student Involvement: Session 2
1. Review the *Small Group Counseling Guidelines Poster (Document 18)* with the students.	1. Students listen while Professional School Counselor reads the *Small Group Counseling Guidelines Poster (Document 18)* and ask questions/make comments about guidelines. Share individual successes and

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

Professional School Counselor Procedures: Session 2	Student Involvement: Session 2
	challenges while completing Group Assignment throughout the past week.
2. Introduce the purpose and expected outcomes of the session.	2. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session.
3.Follow up from previous session by asking the group how the introductions went.	3. Students share how they introduced themselves to 3 students they did not know.
4. Distribute the drawing paper to the group members. Instruct the students to draw a picture of how they see themselves and write three adjectives describing themselves. Ask students to share their drawings and adjectives.	4. Students draw a self-portrait of them and write three adjectives describing themselves. Students share their pictures and adjectives.
5. Give the students another sheet of paper and instruct them to draw a picture of how they think their friends see them. They also write three adjectives of how they think people would describe them. Ask students to share their drawings and adjectives with the group.	5. Students draw a picture of how other people see them. They then write three adjectives of how they think their friends would describe them. Students may share with the group their drawing and their adjectives with the group.
6. Ask students to look at the differences between how they see themselves and how others see them. Ask the students why they think the views are different. Ask students if they think these differences could pose a problem for their friendships. If yes, how?	6. Students share the difference between the two pictures and adjectives. Students share whether or not they think these differences could pose a problem for their friendships and discuss.
7. Closure/Summary: It is important to acknowledge differences between how your friends see you and how you see yourself.	7. Closure/Summary: Students discuss the reason it is important to understand how others would describe them in comparing to their own self descriptions.
8. Group assignment: Tell the students to be aware of times that they may view themselves differently than others.	8. Group assignment: Students will notice times that they view themselves differently than others.
9. Distribute & Explain *Teacher/Parent/Guardian Small Group Follow-Up (Document 12)*. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.	9. Students commit to giving their parents/guardians the *Teacher/Parent/Guardian Small Group Follow-Up (Document 12)*.

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

SESSION #2 Follow-Up Activities

Suggestions for Classroom Teachers and Parents/Guardians
Teacher/Parent/Guardian Small Group Follow-Up (Document 12)

SESSION #2 Professional School Counselor reflection notes (completed after the session)

STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

SESSION #3

Group Title: Constructing Companionships/Interpersonal Relationships

Session Title: Friendship Cupcake Recipe **Session #** 3 of 6

Grade Levels: 3-5 **Estimated time**: 30 minutes

Small Group Counseling Session Purpose:
Students will learn the qualities of a good friend.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
PS.2 Interacting with others in ways that respect individual and group differences.

Missouri Comprehensive Guidance and Counseling Concept(s):
PS.2.A. Quality relationships
PS.2.C. Personal responsibility in relationships

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

SESSION #3 Materials (include activity sheets and/ or supporting resources)

Friendship Cupcake Recipe
Cupcakes for group members and Professional School Counselor
Book about friendships
Small Group Counseling Guidelines Poster (Document 18)
Teacher/Parent/Guardian Small Group Follow-Up (Document 12)

SESSION #3 Assessment

Students are assessed based on the good qualities they shared for their friendship cupcake.

SESSION #3 Preparation

Essential Questions: What is an enemy?

Engagement (Hook): Raise your hand if you would like to make more enemies.

SESSION #3 Procedures

Professional School Counselor Procedures: Session 3	Student Involvement: Session 3
1. Review the group rules *Small Group Counseling Guidelines Poster (Document 18)* with the students.	1. Students listen while school professional school counselor reads the *Small Group Counseling Guidelines Poster (Document 18)* and ask questions/make comments about guidelines. Share individual successes and challenges while completing Group Assignment throughout the past week.

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

Professional School Counselor Procedures: Session 3	**Student Involvement: Session 3**
2. Introduce the purpose and expected outcomes of the session.	2. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session.
3. Last time we talked about how we see ourselves and how our friends see us. Today, we are going to talk about how to make friends instead of enemies.	3. Students listen to the objective of today's group session.
4. Ask the students what the word enemy means. Ask the students why it is a problem to have enemies. Have students share an experience that they have had with an enemy but remind them not to use names.	4. Students share what the word enemy means. Students share why it is a problem to have enemies. Students share an experience they have had with an enemy.
5. Read the book about friendships to the group.	5. Students listen to the story.
6. Pair the students. Instruct students to work with their partner to develop a *Friendship Cupcake Recipe*. When the pairs have finished, they rejoin the group and share their recipes.	6. Students work with their partners to develop a *Friendship Cupcake Recipe*. Students share their recipes for friendship with the group.
7. Pass out cupcakes to the group.	7. Students eat cupcakes.
8. Closure/Summary: Ask students to share qualities that make a good friend. Today, we have shared our recipe for a great friend.	8. Closure/Summary: Students listen and share qualities that make a good friend.
9. Group assignment: Before next session, I would like you to practice being a great friend, using the ingredients from your Friendship Cupcakes.	9. Group assignment: Students practice being a great friend.
10. Distribute & Explain *Teacher/Parent/Guardian Small Group Follow-Up (Document 12)*. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.	10. Students commit to giving their parents/guardians the *Teacher/Parent/Guardian Small Group Follow-Up (Document 12)*.

SESSION #3 Follow-Up Activities

Teacher/Parent/Guardian Small Group Follow-Up (Document 12)

SESSION #3 Professional School Counselor reflection notes (completed after the session)

STUDENT LEARNING: How will students' lives improve as a result of what happened during this session? *SELF EVALUATION: How did I do?* *IMPLEMENTATION PROCEDURES: How did the session work?*

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

SESSION 3

FRIENDSHIP CUPCAKE RECIPE

Create a recipe for a great friend. Think about how they act, what they enjoy, how old they are, where they live, and anything else you can think of to describe your recipe for a friend.

Ingredients:

_____

_____

_____

_____

_____

_____

_____

Directions:

_____

_____

_____

_____

_____

_____

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

SESSION #4

Group Title: Constructing Companionships/Interpersonal Relationships

Session Title: Friendship Beaded Bracelet **Session #** 4 of 6

Grade Levels: 3-5 **Estimated time**: 30 minutes

Small Group Counseling Session Purpose:
Students will understand the important qualities of being a good friend.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
PS.2 Interacting with others in ways that respect individual and group differences.

Missouri Comprehensive Guidance and Counseling Concept(s):
PS.2.A. Quality relationships
PS.2.C. Personal responsibility in relationships

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

SESSION #4 Materials (include activity sheets and/ or supporting resources)

6 different colors of beads (approximately 25 beads of each color)
6 pieces of stretch magic or similar string for bracelet in approximately 6-8 inch lengths
Small Group Counseling Guidelines Poster (Document 18)
Teacher/Parent/Guardian Small Group Follow-Up (Document 12)

SESSION #4 Assessment

Students share their most important friendship qualities as revealed in the colors of the beads they chose for their friendship bracelets.

SESSION #4 Preparation

Essential Questions: What are the important qualities of a good friend?

Engagement (Hook): Today, we will make a friendship bracelet that you can keep.

SESSION #4 Procedures

Professional School Counselor Procedures: Session 4	Student Involvement: Session 4
1. Review the *Small Group Counseling Guidelines Poster (Document 18)* with the students.	1. Students listen while Professional School Counselor reads the *Small Group Counseling Guidelines Poster (Document 18)* and ask questions/make comments about guidelines. Share individual successes and challenges while completing Group Assignment throughout the past week.
2. Introduce the purpose and expected outcomes of	2. Students respond to session purpose/outcome

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

Professional School Counselor Procedures: Session 4	Student Involvement: Session 4
the session.	by asking questions and/or identifying personal goals for the session.
3. Ask students what they did this past week to practice their great friendship skills from their recipe.	3. Students share how they practiced their great friendship skills this past week.
4. Share with the group the different colors of beads and explain how each color stands for a different friendship quality. Green – Trustworthy Orange – Dependable Blue – Loyal Yellow – Sense of Humor Red – Respectful Purple – Good Listener	4. Students listen to the explanations of the colors and friendship qualities.
5. Ask students to make a bracelet and include more beads of the color of the friendship quality that is most important to them.	5. Students make bracelets and use more of the color of beads for the friendship qualities that are most important to them.
6. Ask the students to share their bracelets with the group and explain to them why those qualities of friendship are most important to them.	6. Students share their bracelets with the group and explain why those qualities of friendship are most important to them.
7. Closure/Summary: Today we talked about qualities that are important in friendships.	7. Closure/Summary: Students listen.
8. Group assignment: Instruct students to wear their friendship bracelets and remember what each of the colors stand for, practicing the most important qualities. Remind the students to treat others the way they would like to be treated.	8. Group assignment: Students wear their friendship bracelets and practice using the most important qualities of a good friend.
9. Distribute & Explain *Teacher/Parent/Guardian Small Group Follow-Up (Document 12)*. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.	9. Students commit to giving their parents/guardians the *Teacher/Parent/Guardian Small Group Follow-Up (Document 12)*.

SESSION #4 Follow-Up Activities

Teacher/Parent/Guardian Small Group Follow-Up (Document 12)

SESSION #4 Professional School Counselor reflection notes (completed after the session)

STUDENT LEARNING: How will students' lives improve as a result of what happened during this session? *SELF EVALUATION: How did I do?* *IMPLEMENTATION PROCEDURES: How did the session work?*

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

SESSION #5

Group Title: Constructing Companionships/Interpersonal Relationships

Session Title: Testing Friendship Shorts **Session #** 5 of 6

Grade Levels: 3-5 **Estimated time**: 30 minutes

Small Group Counseling Session Purpose:
Students will practice ways to solve friendship problems peacefully.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
PS.2 Interacting with others in ways that respect individual and group differences.

Missouri Comprehensive Guidance and Counseling Concept(s):
PS.2.A. Quality relationships
PS.2.C. Personal responsibility in relationships

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

SESSION #5 Materials (include activity sheets and/ or supporting resources)

I-Message Statements for every group member
Scenario strips-Testing Friendship Shorts
Small Group Counseling Guidelines Poster (Document 18)
Teacher/Parent/Guardian Small Group Follow-Up (Document 12)

Unit Assessments
Teacher Pre/Post-Group Perception Form (Document 14)
Group Summary Form (Document 17)
Parent/Guardian Post-Group Perception Form (Document 15)

SESSION #5 Assessment

Students will be assessed on how well they use I-message statements when they are doing their role-plays.

SESSION #5 Preparation

Essential Questions: How do people solve disagreements?
Engagement (Hook):
Raise your hand if you have ever had a problem with a friend?

SESSION #5 Procedures

Professional School Counselor Procedures: Session 5	Student Involvement: Session 5
1. Review the *Small Group Counseling Guidelines Poster (Document 18)* with the students.	1. Students listen while school professional school counselor reads the *Small Group Counseling Guidelines Poster (Document 18)*

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

Professional School Counselor Procedures: Session 5	Student Involvement: Session 5
	and ask questions/make comments about guidelines. Share individual successes and challenges while completing Group Assignment throughout the past week.
2. Introduce the purpose and expected outcomes of the session.	2. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session.
3. Check to see if the students are wearing their friendship bracelets. Ask the group members how they practiced their friendship qualities this past week.	3. Students share with the other group members how they practiced their friendship qualities this past week.
4. Today, we are going to learn an effective way to solve problems with your friends. Sometimes you may have problems with your friends. Brainstorm some ways to solve problems with friends. Discuss the use of I-messages. Demonstrate some I-messages. Examples: "I feel happy when all of the group members are looking at me and listening to me because what I say matters." "I feel hurt when my friends don't call me when they say they are going to because I think they don't like me anymore."	4. Students brainstorm some ways to solve problems with their friends and listen to the Professional School Counselor explain I-messages.
5. Give two students a scenario from the *Scenario strips-Testing Friendship Shorts*. Each student looks at his or her role for the scenario. Actor 2 may need a minute to think how they will respond to the situation.	5. Two students from the group read the roles for the scenario and then act it out for the group using I-messages.
6. Have group members take turns doing role plays.	6. All of the group members do role-plays.
7. Closure/Summary: Today, we have practiced a good way to solve problems with our friends.	7. Closure/Summary: Students listen and respond as appropriate.
8. Group assignment: I would like you to practice using I-messages this next week.	8. Group assignment: Students practice using I-messages this next week.
9. Distribute & Explain *Teacher/Parent/Guardian Small Group Follow-Up (Document 12)*. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.	9. Students commit to giving their parents/guardians the *Teacher/Parent/Guardian Small Group Follow-Up (Document 12)*.
10. Explain that the following week is the last regular meeting of the group and that the session will include	10. Students acknowledge understanding that

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

Professional School Counselor Procedures: Session 5	Student Involvement: Session 5
a celebration of their successes. Ask group members to help you decide how they would like to celebrate the completion of their group. Remind them to tell you if they want to discuss something before the group ends. 11. Distribute & explain *Parent/Guardian Post Group Perception Form (Document 15).* Send a copy home with each student and provide a copy to classroom teacher(s) of students in group. Explain the importance of getting feedback from their parents/guardians about the group. Give the students an envelope containing the *Group Summary Form (Document 17)* explaining that the group will be ending after the next session and requesting feedback about the group.	there will be one more session and decide how to complete their group (a small celebration, sharing information with their teacher, etc.). They let you know if there is something they want to discuss. 11. Students commit to taking forms home to their parents/guardians.

SESSION #5 Follow-Up Activities

Parent/Guardian Post Group Perception Form (Document 15)

SESSION #5 Professional School Counselor reflection notes (completed after the session)

STUDENT LEARNING: How will students' lives improve as a result of what happened during this session? *SELF EVALUATION: How did I do?* *IMPLEMENTATION PROCEDURES: How did the session work?*

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

SESSION #5 STUDENT ACTIVITY PAGE

I-MESSAGES

Have Three Parts

I feel _____

when _____

because _____.

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

SESSION 5

Scenario Strips
Testing Friendship Shorts

Role Play A
Actor 1: Try to convince your friend (Actor 2) to steal candy from the teacher.
Actor 2: Decide what to say/do when your friend (Actor 1) asks you to steal the candy.

Role Play B
Actor 1: Try to convince your friend (Actor 2) to let you borrow his/her homework so you can copy it.
Actor 2: Decide what to say/do when your friend (Actor 1) asks to copy your homework.

Role Play C
Actor 1: Tell your friend (Actor 2) that you heard John/Joanne Doe wants to beat him/her up.
Actor 2: Decide what to say/do when your friend (Actor 1) tells you that someone wants to beat you up.

Role Play D
Actor 1: Tell your friend (Actor 2) to get your pencil out of your backpack for you.
Actor 2: Decide what to say/do when your friend (Actor 1) tells you to get his/her pencil out of his/her backpack

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

SESSION #6

Group Title: Constructing Companionships/Interpersonal Relationships

Session Title: Friendship Practice **Session #** 6 of 6

Grade Levels: 3-5 **Estimated time**: 30 minutes

Small Group Counseling Session Purpose:
Students will use the friendship skills they learned in previous sessions.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
PS.2 Interacting with others in ways that respect individual and group differences.

Missouri Comprehensive Guidance and Counseling Concept(s):
PS.2.A. Quality relationships
PS.2.C. Personal responsibility in relationships

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

SESSION #6 Materials (include activity sheets and/or supporting resources)

Materials will vary depending on the games you'd like them to choose from, such as:
Twister® game
Jacks
Hokey Pokey lyrics for Hokey Pokey
Potatoes for Hot Potato
Flag for Capture the Flag
Small Group Counseling Guidelines Poster (Document 18)
Teacher/Parent/Guardian Small Group Follow-Up (Document 12)
Student Post-Group Perception Form (Document 16)
Certificate of Group Completion

SESSION #6 Assessment

Students assessed on their use of friendship skills during the game.

SESSION #6 Preparation

Essential Questions: What is a good friend?

Engagement (Hook):
Professional School Counselor asks, "How many of you would like to play a game today?"

SESSION #6 Procedures

Professional School Counselor Procedures: Session 6	Student Involvement: Session 6
1. Review *Small Group Counseling Guidelines Poster (Document 18)* with an emphasis on post-group confidentiality. Remind participants that even	1. Students participate in review by telling what post-group confidentiality means for them.

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

Professional School Counselor Procedures: Session 6	Student Involvement: Session 6
though the group is over, other group members will trust them not to tell other people about what another person said or did in the group. Remind students about your responsibility to protect their confidentiality, too.	
2. Collect *Parent/Guardian Post Group Perception Form (Document 15)* and make arrangements to get the forms from participants who did not bring them to the group.	2. Students give you their form; if they do not have them, they commit to the day they will bring them to you.
3. Introduce the purpose and expected outcomes of the session.	3. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session.
4. Ask students to share how they have used I-messages this past week.	4. Students share how they have used I-messages this past week.
5. Have the students move to a circle on the carpet. Put 3-4 activities/games on the carpet and tell the group that they have to decide, as a group, which activity they are going to do as a group.	5. Students move to the carpet and sit in a circle and decide on an activity/game to play.
6. Once students have decided on an activity/game, say, "You are going to play this activity/game using the skills that you have learned from the previous sessions." Ask students to name some of the skills they learned.	6. Students name some of the skills they learned. Students play the activity/game using their previously learned skills.
7. Closure/Summary: Throughout this group, we have talked about qualities of a good friend. What are some of these qualities?	7. Closure/Summary: Students share the friendship skills they have learned and what qualities are important.
8. Group assignment: I would like you to continue using these friendship skills.	8. Group assignment: Students practice the friendship skills they have learned.
9. Distribute & Explain *Teacher/Parent/Guardian Small Group Follow-Up (Document 12)*. Send a copy home with each student and provide a copy to his/her classroom teacher(s).	9. Students commit to giving their parents/guardians the *Teacher/Parent/Guardian Small Group Follow-Up (Document 12)*.
10. **If a follow-up session is planned**, remind students that it will be held in 4-6 weeks.	10. Students confirm that they have written the date for the Follow-up Session in their assignment books/planners.
11. Group Summary/Closure: Students complete the *Student Post-Group Perception Form (Document 16)*.	11. Group Summary/Closure: Students complete the *Student Post-Group Perception*

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

Professional School Counselor Procedures: Session 6	Student Involvement: Session 6
Give each student a *Group Certificate of Completion* for completing the group. Celebrate the closing of the group.	*Form (Document 16)*. The students celebrate the closure of their group and accept their certificates.

SESSION #6 Follow-Up Activities

Teacher/Parent/Guardian Small Group Follow-Up (Document 12)

Professional School Counselor Follow-up:
Check in with teacher/parent to see if student is acting as a better friend by practicing the friendship skills.

Perceptual Data Collection:
The following end-of-group perceptual data collection forms will be used as a part of session five and six; the forms are attached to the Unit Plan:

Classroom Teacher Assessment:

- The classroom teacher will complete the *Teacher Pre/Post-Group Perception Form* (Document 14) for each student before the group starts and after the group has been completed. Professional School Counselor may consider making two copies of this form, one for the pre-assessment and one for the post-assessment, then entering all data on a final form for comparison.
- *Teacher Pre/Post-Group Perception Form* (Document 14) will be given to teacher to complete at the end of the group unit.

Parent Assessment:

- *Parent/Guardian Post-Group Perception Form* (Document 15) will be given to parents to complete at the end of the group unit.

Student Assessment:

- *Student Post-Group Perception Form (Document 16)* will be given to students to complete at the end of the group unit.

Results Based Data Collection:
The Professional School Counselor will demonstrate the effectiveness of the unit via pre and post comparisons of such factors as attendance, grades, and discipline reports utilizing the PRoBE Model (Partnerships in Results Based Evaluation). For more information about PRoBE, contact the Guidance and Placement section at the Department of Elementary and Secondary Education.

SESSION #6 Professional School Counselor reflection notes (completed after the session)

STUDENT LEARNING: How will students' lives improver as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

Group Certificate of Completion

_____

Student's Name

successfully completed the

"Constructing Companionships" group on _____.

_____ shows self awareness by

_____

WAY TO GO!

_____

Professional School Counselor

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

OPTIONAL FOLLOW-UP SESSION

Group Title: Self-Awareness

Session Title: How Are You Doing? **Session:** Follow-up (4-6 weeks after last session)

Grade Level: 3-5 **Estimated time**: 30-45 minutes

Small Group Counseling Follow-up Session Purpose: The Professional School Counselor (PSC) may facilitate at least one more group session 4-6 weeks after the group has ended. This session helps the PSC track students' persistence and success in applying new skills and making changes in their lives. Students who participate in follow-up sessions after a group ends are more likely to maintain the gains made during the group sessions.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):
PS.2 Interacting with others in ways that respect individual and group differences.

Missouri Comprehensive Guidance and Counseling Concept(s):
PS.2.A. Quality relationships
PS.2.C. Personal responsibility in relationships

American School Counselor Association (ASCA) National Standard:
Personal/Social Development
A: Students will acquire the knowledge, attitude and interpersonal skills to help them understand and respect self and others.

OPTIONAL FOLLOW-UP SESSION
Materials (activity sheets and/ or supporting resources are attached)

Small Group Counseling Guidelines Poster (Document 18)
8 ½ x 11 paper for each participant; crayons/markers/pencils
Alternative Procedure: Complete the *Student Post-Group Follow-Up Interview Form (Document 13)*

OPTIONAL FOLLOW-UP SESSION Formative Assessment

This session does not require a formative assessment. It is a way for the PSC to measure students' perceptions of the group's effectiveness over time.

Alternative Procedure: Use the *Student Post-Group Follow-Up Interview Form (Document 13)* as the procedure and the assessment for the Follow-up Session. The developmental level of your students will determine the usefulness of this alternative with younger students.

OPTIONAL FOLLOW-UP SESSION Preparation

Essential Questions: What does everyone have in common in this group?

Engagement (Hook): What has changed for you as a result of this group?

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015

OPTIONAL FOLLOW-UP SESSION PROCEDURES

Professional School Counselor Procedures: Optional Follow-up Session	***Student Involvement: Optional Follow-up Session***
Note for PSC: The group follow-up session will give participants a chance to celebrate each other's successes over time.	
1. Welcome students back to the group. Remind them again about the *Small Group Counseling Guidelines Poster (Document 18)*.	1. Students participate in the review of the guidelines by telling what they remember and by reminding each other of what the guidelines mean
2. Invite each student to tell one thing he or she remembers from the group meetings. "I remember _____."	2. Students contribute a concrete example of something they remember about the group.
3. Give each student an 8 ½ x 11 piece of paper. Instruct students to follow you as you fold your paper into fourths; unfold the paper and number the sections 1-4. Give the directions for the quadrants one at a time. Complete all quadrants. Invite students to share one quadrant at a time; discuss responses before going to the next quadrant.	3. Students follow directions of school counselor, asking clarifying questions as needed. They share their words/drawings. School counselor will acknowledge on-topic sharing
1. With a picture or words, demonstrate what you learned from group. / 2. With a picture or a word, describe the most useful thing you learned from the group.	
3. With a picture or words, describe a skill you need to practice. / 4. With a picture or words, explain how you have changed.	
Alternative Procedure: An option for gathering student feedback during the follow-up session is to use the *Student Post-Group Follow-Up Interview Form (Document 13)*. Discuss with students after they have completed the form.	**Alternative Procedure**: Students complete the form and discuss their responses.

OPTIONAL FOLLOW-UP SESSION Follow-Up Activities

If students completed the (optional) *Student Post-Group Follow-Up Interview Form (Document 13)*, use the responses to prepare a data summary and report of group's effectiveness.

OPTIONAL FOLLOW-UP SESSION Counselor reflection notes (completed after the session)

STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

To ensure that the work of educators participating in this project will be available for the use of schools, the Department of Elementary and Secondary Education grants permission for the use of this material for non-commercial purposes only.
May 2015