

Small Group Counseling Title/Theme: Interpersonal Relationships

Grade Level(s): 9-12

Small Group Counseling Description: The goal of this group is to build and strengthen interpersonal relationships. Students engage in ice-breaker activities. Students share their likes/dislikes, strengths/weaknesses, hobbies/interests, and personal qualities and experiences. Group concludes with students giving and receiving compliments, reflecting on the group, and completing the group assessment.

Number of Sessions in Group: Introduction, 5 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: Icebreakers and Group Rules

Materials needed:

[*Small Group Counseling Guidelines \(Document 18\)*](#)

[*Teacher/Parent/Guardian Small Group Follow-Up \(Document 12\)*](#)

Session# 2: Masked Me – Part 1

Materials needed:

[*Small Group Counseling Guidelines \(Document 18\)*](#)

[*Teacher/Parent/Guardian Small Group Follow-Up \(Document 12\)*](#)

Mask Template

Glitter, sequins, feathers, yarn, etc.

Scissors

Markers, crayons, colored pencils, etc.

Glue or tape

Session # 3: “Masked Me” – Part 2

Materials needed:

[*Small Group Counseling Guidelines \(Document 18\)*](#)

[*Teacher/Parent/Guardian Small Group Follow-Up \(Document 12\)*](#)

Mask Template

Glitter, sequins, feathers, yarn, etc.

Scissors

Markers, crayons, colored pencils, etc.

Glue or tape

Session # 4: Johari Window© Activity

Materials needed:

[Small Group Counseling Guidelines \(Document 18\)](#)
[Teacher/Parent/Guardian Small Group Follow-Up \(Document 12\)](#)
[Johari Window© Template](#)
[Johari Window© Adjective Ideas](#)

Paper, pencils, markers, colored pencils, crayons, etc.

Unit Assessments

[Teacher Pre/Post-Group Perception Form \(Document 14\)](#)
[Group Summary Form \(Document 17\)](#)
[Parent/Guardian Post-Group Perception Form \(Document 15\)](#)
[Student Post-Group Perception Form \(Document 16\)](#)

Session # 5: Mandalas

Materials needed:

[Small Group Counseling Guidelines Poster \(Document 18\)](#)
[Teacher/Parent/Guardian Small Group Follow-Up \(Document 12\)](#)
[Student Post-Group Perception Form \(Document 16\)](#)
[Parent/Guardian Post Group Perception Form \(Document 15\)](#)
[Group Summary Form \(Document 17\)](#)

Pencil, markers, crayons, etc.

Paper or paper plates

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 \(Document 13\)](#)
[Small Group Counseling Guidelines Poster \(Document 18\)](#)

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):

PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.1.A Self concept

PS.2.A. Quality relationships

PS.2.B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

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

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

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 complete the [*Student Post-Group Perception Form \(Document 16\)*](#) at the close of Session 5. This is designed to measure student perception of possible changes in self-awareness, self-disclosure, feelings about giving and receiving compliments, and building and maintaining friendships/healthy relationships.

Follow Up Ideas & Activities

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

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.

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?

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 <i>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.</i>	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:					

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:					

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:

DOCUMENT 16:

STUDENT POST-GROUP PERCEPTION FORM
(Sample 1 of 2)

Note: This student 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 secondary level form.

STUDENT FEEDBACK FORM

We want your opinion about the effectiveness of your group. We appreciate your willingness to help us make our work helpful to all students. The survey is anonymous unless you want us to contact you.

My Name (optional): _____ Date: _____

Professional School Counselor's Name: _____

Small Group Title: _____

Before the group started, I wanted to learn _____

Because of the group, I have noticed these changes in my thoughts, feelings, actions:

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 experience in the counseling group as:	5	4	3	2	1
I enjoyed working with other students in the group	5	4	3	2	1
I enjoyed working with the counselor in the group.	5	4	3	2	1
I learned new skills and am using the skills in school	5	4	3	2	1
If other students ask me if they should participate in a similar group, I would recommend that they "give-it-a-try"	5	4	3	2	1

Additional Comments for the Counselor:

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

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.

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):

PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.1.A Self concept

PS.2.A. Quality relationships

PS.2.B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

A Students will acquire the knowledge, attitudes 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?

INTRODUCTION Procedures

Professional School Counselor Procedures:	Student Involvement:
<p>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.</p> <p>When discussing the term, <i>confidentiality</i>, 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.</p> <p>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.</p> <p>2. Introduce the icebreaker activity: Review the groups that were discussed during the hook. “What were some 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?”</p> <p>NOTE: This activity can be done in a number of ways:</p> <ul style="list-style-type: none"> • 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. <p>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.</p>	<p>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.</p> <p>Students make suggestions for maintaining confidentiality.</p> <p>2. Students develop a list of experiences; either individually, with another student, or with the group. Possible student comments might be:</p> <ul style="list-style-type: none"> • 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. <p>3. Students share ideas about what they would like to learn or achieve.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
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?

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?

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.

SESSION #1

Small Group Counseling Title/Theme: Healthy Relationships

Session Title: Icebreakers and Group Rules

Session # 1 of 5

Grade Level: 9-12

Estimated time: 40-50 minutes

Small Group Session Purpose: To help students feel comfortable in a new situation and develop appropriate guidelines for group participation and structure.

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.B. Respect for self and others

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

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

SESSION #1 Materials

[*Small Group Counseling Guidelines \(Document 18\)*](#)

[*Teacher/Parent/Guardian Small Group Follow-Up \(Document 12\)*](#)

SESSION #1 Assessment

Counselor observes that all students participate in ice breaker activities and begin to demonstrate a level of comfort interacting and sharing with the other group members. Counselor observes that students demonstrate knowledge of group guidelines based on student behaviors during the group session.

SESSION #1 Preparation

Essential Questions: How can working in a group setting assist us in learning about ourselves?

Engagement (Hook): How do you know if you can believe someone?

SESSION #1 Procedures

Professional School Counselor Procedures: Session 1	Student Involvement: Session 1
1. Welcome all of the students to the group setting and explain that the students will be working collaboratively throughout the next few weeks to develop an appreciation of the qualities that each individual possesses as well as developing a relationship with the rest of the members of the group. This collaboration will be in the form of various activities in which the students work both individually	1. Students listen and ask questions.

Professional School Counselor Procedures: Session 1	Student Involvement: Session 1
<p>and as a group.</p> <p>2. Begin a discussion of the small group guidelines by distributing the Small Group Counseling Guidelines. Facilitate discussion of the guidelines and ask students for additional input.</p> <p>3. Pass out a piece of paper to each group member. Have each student write down two truths about themselves and one lie.</p> <p>4. Have the students take turns reading their statements out loud and allow group members a chance to guess which one is the lie.</p> <p>5. What is a way to determine whether something is a truth or a lie? (e.g., body language, tone of voice, eye contact, prior knowledge etc.) Discuss how rumors/assumptions can influence our judgment about others. How does this affect our relationships with others?</p> <p>6. What is a responsible reaction when you hear gossip? What is a trustworthy response? (Do NOT repeat the rumor!) Being trustworthy shows respect. Respect means you don't tell others what was told to you in confidence, unless it involves someone being harmed. (e.g., abuse, self harm, etc.)</p> <p>7. Tell the group, "A healthy relationship is built on trust. Trust is developed around self disclosure and respect." Tell students that they will be starting another activity in which members of the group will share responses to questions with the others.</p> <p>Have students sit in a circle. Students will share their answers to the following questions:</p> <ul style="list-style-type: none"> • Who has been your favorite teacher ever and why? • What is your favorite movie you have ever seen? • What is your favorite dessert? • Who is your favorite musical group? • Who are you closest to in your family? • Whom do you look up to? 	<p>2. Students reflect on the necessity for the guidelines and offer additional suggestions.</p> <p>3. Students develop two truths and one lie about themselves.</p> <p>4. Students read their statements out loud to the group. Students reveal to group members which statement is a lie once all guesses are made.</p> <p>5. Group members respond.</p> <p>6. Students respond.</p> <p>7. Students respond to the questions posed in the Open Sharing activity. Students should not provide any sort of feedback to each other during this time. The open sharing is a time of self-disclosure without judgments/comments by other students or counselor.</p> <p>Students respond to the questions. Students will not provide any sort of feedback to each other during this time. The open sharing is a time of self-disclosure without judgments/comments by other students or Professional School Counselor.</p>

Professional School Counselor Procedures: Session 1	Student Involvement: Session 1
<ul style="list-style-type: none"> • What is your favorite activity with your friends? <p>8. Closure/Summary: Thank everyone for participation and remind students of the guideline of confidentiality.</p>	<p>8. Closure/Summary: Students process the need for confidentiality.</p>

SESSION #1 Follow-Up Activities (Optional)

SESSION #1 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?

SESSION #2

Small Group Counseling Title/Theme: Healthy Relationships

Session Title: Masked Me – Part 1

Session # 2 of 5

Grade Level: 9-12

Estimated time: 40 -50 minutes

Small Group Session Purpose: Students will gain confidence by recognizing their unique qualities and sharing those qualities with others.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):

PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.1.A Self concept

PS.2.A. Quality relationships

PS.2.B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

SESSION #2 Materials

[*Small Group Counseling Guidelines \(Document 18\)*](#)

[*Teacher/Parent/Guardian Small Group Follow-Up \(Document 12\)*](#)

Mask Template

Glitter, sequins, feathers, yarn, etc.

Scissors

Markers, crayons, colored pencils, etc.

Glue or tape

SESSION #2 Assessment

Counselor observes students engaging in the activity and expressing personal qualities.

SESSION #2 Preparation

Essential Questions: How can developing an awareness of our own unique qualities and verbalizing those qualities help us form healthy relationships?

Engagement (Hook): Counselor has group members think about a time when they had difficulty liking a person. As students think about this time (without verbalizing), the counselor proceeds by explaining that one reason for not liking a person is that sometimes we make assumptions about who that person is without having enough information about them. For example, a classmate arrives at school in a very bad mood and doesn't want to talk or hang out as he/she has previously done. Ask

students if they would be more understanding of that classmate if they were aware of possible reasons/explanations of why that person is in a bad mood. Group could brainstorm reasons why that student is upset (for example: tired, argument with parent, sickness in the family, family is going to move, parent lost job, etc.).

SESSION #2 Procedures

Professional School Counselor Procedures: Session 2	Student Involvement: Session 2
<ol style="list-style-type: none"> 1. Review the group rules Small Group Counseling Guidelines with the students. 2. Introduce the topic by engaging students in the “hook”. 3. This week we will make a mask that represents the self you show to others. Next week the group will make a second mask that represents how you really feel on the inside, your inner self. 4. Distribute one mask template to each student and allow students to select materials to use to decorate his/her mask. 5. Monitor student progress in relation to time constraints and offer suggestions. Collect all materials at end of the group session and store until the next group meeting. 6. Closure/Summary: Ask students how they feel after doing this part of the activity. Remind students they are to work on a second mask during the next session. 	<ol style="list-style-type: none"> 1. Students listen and review the rules. 2. Students participate in the “hook”. 3. Students listen. 4. Students decorate masks based on what they show others about themselves. 5. Students give masks to counselor. 6. Closure/Summary: Students may ask questions or comment on this session.

SESSION #2 Follow-Up Activities (Optional)

SESSION #2 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?

SESSION #3

Small Group Counseling Title/Theme: Healthy Relationships

Session Title : “Masked Me” – Part 2

Session # 3 of 5

Grade Level:9-12

Estimated time: 40 - 50 minutes

Small Group Session Purpose: Students will gain confidence by recognizing their unique qualities and sharing those qualities with others.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):

PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.1.A Self concept

PS.2.A. Quality relationships

PS.2.B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

SESSION #3 Materials

[*Small Group Counseling Guidelines \(Document 18\)*](#)

[*Teacher/Parent/Guardian Small Group Follow-Up \(Document 12\)*](#)

Mask Template

Glitter, sequins, feathers, yarn, etc.

Scissors

Markers, crayons, colored pencils, etc.

Glue or tape

SESSION #3 Assessment

Counselor observes students developing an appreciation for personal qualities within themselves and others. Students will also see similarities between group members and how this can be used to develop and/or strengthen relationships.

SESSION #3 Preparation

Essential Questions: How can developing an awareness of our own unique qualities and expressing those qualities help us form healthy relationships?

Engagement (Hook): How much of ourselves do we share with others? Why don't we share some of ourselves with others? How do we set limits about how much information we share or when we share it with others?

SESSION #3 Procedures

Professional School Counselor Procedures: Session 3	Student Involvement: Session 3
<p>1. Review the group rules Small Group Counseling Guidelines with the students.</p> <p>2. Distribute masks to the students from the previous session, and remind students they had decorated the mask to represent how they act in front of others. Pass out blank mask templates to the group members. Instruct students to decorate this mask emphasizing that this represents what is inside them – what students would like people to know about themselves or what others would know if they got to know them better.</p> <p>3. Pair students and instruct them to share/explain their masks, outside first – then inside, with their partner. Allow time for both students to share with each other.</p> <p>4. After everyone has shared with his/her partner instruct students to share their masks with the rest of the group.</p> <p>5. Discuss how you felt sharing the information with your partner and the group. Did you feel uncomfortable sharing personal information? Did you leave any explanations out when sharing your masks? If so, why?</p> <p>6. Instruct students to look for similarities and differences between the individual group members as the masks are being shared. NOTE: Ensure that all student reflections are positive in nature and not critical of each other.</p> <p>7. Closure/Summary: Each student names one thing about other students that he/she did not realize before completion of this activity. Have students discuss what they have learned about themselves and the other people in the group (reference the hook used in session 3) from this activity.</p> <p>8. Collect masks for use during next session.</p> <p>9. Group assignment: (optional) students may be asked to bring a picture/photo of him/her self to use for next week’s activity.</p>	<p>1. Students listen and review the rules.</p> <p>2. Students refresh their memories of the masks they made last session.</p> <p>3. Students move into pairs and share their mask with their partner, as directed.</p> <p>4. Each student shares his/her partner’s masks with the rest of the group.</p> <p>5. Group members share feelings and reactions to activity.</p> <p>6. Students identify similarities and differences and reflect on those observations after all group members have had an opportunity to share.</p> <p>7. Closure/Summary: Students share new personal information gained.</p> <p>8. Students give masks to counselor to store.</p> <p>9. Group assignment: if assigned, students will bring a picture/photo of themselves to next session.</p>

SESSION #3 Follow-Up Activities (Optional)

SESSION #3 Counselor reflection notes

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?

SESSION #4

Small Group Counseling Title/Theme: Healthy Relationships

Session Title: Johari Window*

Session # 4 of 5

Grade Level:9-12

Estimated time: 30 - 40 minutes

Small Group Session Purpose: Provide students an opportunity to share their unique likes/dislikes, strengths/weaknesses, and hobbies/interests.

Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):

PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.1.A Self concept

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

*Joseph Luft and Harry Ingham created the Johari Window in 1955.

SESSION #4 Materials

[*Small Group Counseling Guidelines \(Document 18\)*](#)

[*Teacher/Parent/Guardian Small Group Follow-Up \(Document 12\)*](#)

[*Johari Window© Template*](#)

[*Johari Window© Adjective Ideas*](#)

Paper, pencils, markers, colored pencils, crayons, etc.

Unit Assessments

[*Teacher Pre/Post-Group Perception Form \(Document 14\)*](#)

[*Group Summary Form \(Document 17\)*](#)

[*Parent/Guardian Post-Group Perception Form \(Document 15\)*](#)

[*Student Post-Group Perception Form \(Document 16\)*](#)

SESSION #4 Assessment

Counselor observes that all students participate in completing the Johari Window and sharing who they are with other group members.

SESSION #4 Preparation

Essential Questions: How can an awareness of who we are help us to form healthy relationships?

Engagement (Hook): Are you aware of how much you share about your self with others? How much do your friends know about you?

SESSION #4 Procedures

Professional School Counselor Procedures: Session 4	Student Involvement: Session 4
<p>1. Review the group rules Small Group Counseling Guidelines with the students.</p> <p>2. Ask students to reflect on what they learned about themselves and others in earlier sessions, especially during the mask activities. Pass out Johari Window Adjective Ideas. Have students choose ten adjectives that describe who they are.</p> <p>3. Tell the students that today they will be creating a personal Johari Window that will show other group members who they are, inside as well as outside. Distribute a Johari Window Template to each group member, and explain the activity.</p> <p>4. Have students add at least 5 more adjectives to their Johari Window, making sure each quadrant is represented with at least two adjectives. (Unknown quadrant may not have anything in there.)</p> <p>5. Monitor students while they create their Johari Window. Discuss with them which quadrant is most prominent and least developed and how does this affect your personal relationships?</p> <p>6. Ask students to share their completed Johari Window with the rest of the group. Ask them what they discovered about themselves and their relationships. Which quadrant will get bigger based on what you share or don't share with others?</p> <p>7. 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.</p> <p>8. 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.</p>	<p>1. Students listen and review the rules.</p> <p>2. Students reflect briefly on the first session. Students will circle or write in the adjectives that describe them.</p> <p>3. Students take Template, listen to instructions, and then copy the adjectives they identified onto the Johari Window Template.</p> <p>4. Students take another look at Johari Window Adjective Ideas and pick out more adjectives that can fit into other quadrants of the template.</p> <p>5. Students create their Johari Window. They count the number of adjectives in each quadrant and discuss what they have discovered.</p> <p>6. Students share their completed Johari Window with the rest of the group.</p> <p>7. Students commit to giving their parents/guardians the Teacher/Parent/Guardian Small Group Follow-Up (Document 12).</p> <p>8. Students commit to taking forms home to their parents/guardians.</p>

Professional School Counselor Procedures: Session 4	Student Involvement: Session 4
<p>9. Closure/Summary: Encourage the students to take the Johari Window and their masks home with them and share with a significant adult in their life.</p> <p>10. Group assignment: Students will share with an adult.</p>	<p>9. Closure/Summary: Students take the Johari Window and masks home and share.</p> <p>10. Group assignment: Students will share with an adult.</p>

SESSION #4 Follow-Up Activities (Optional)

SESSION #4 Counselor reflection notes

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

SELF EVALUATION: How did I do?

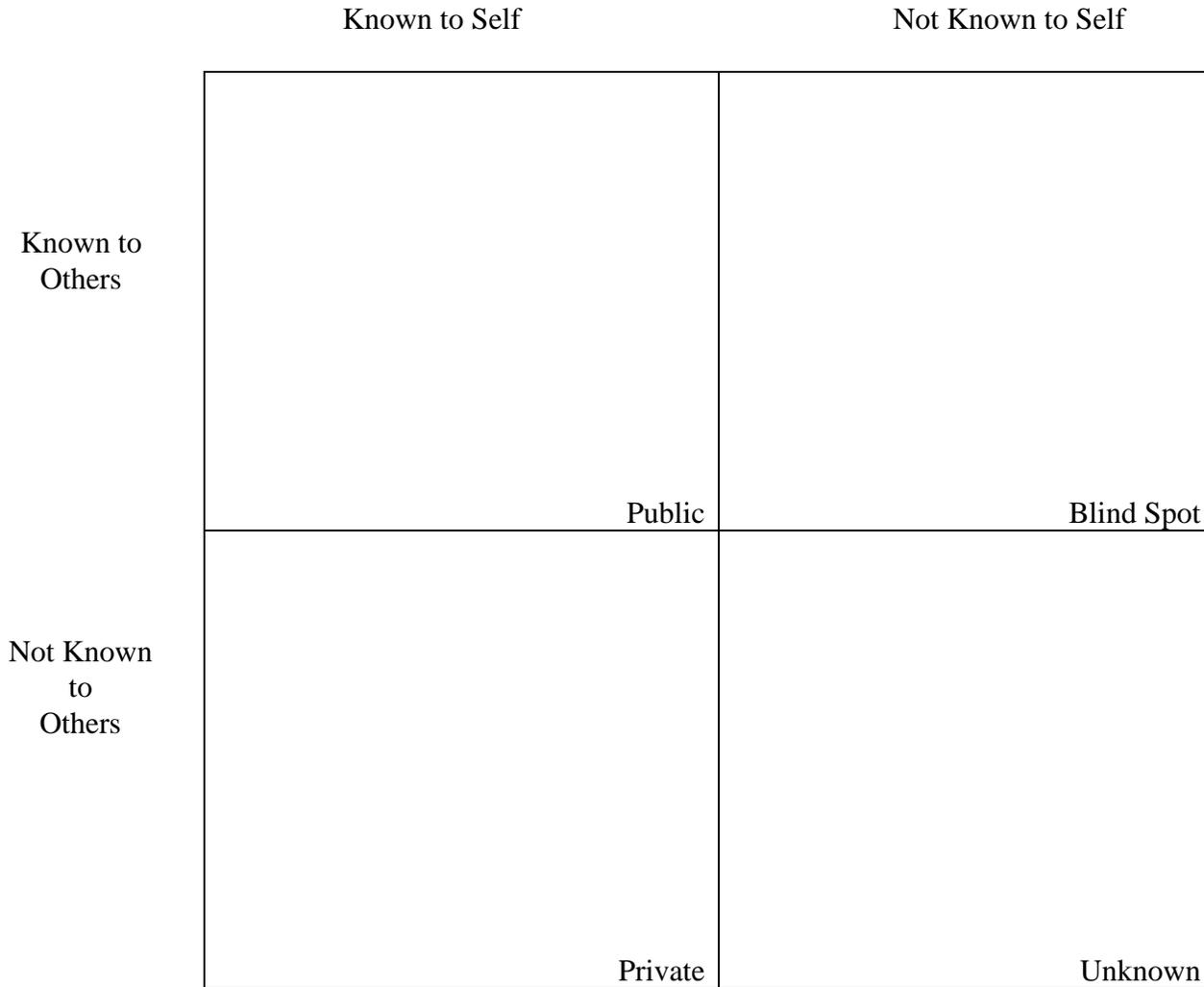
IMPLEMENTATION PROCEDURES: How did the session work?

Optional: Consider asking a student to bring back his/her pizza box to use as an example in a future group.

Session 4

Johari Window Template

This information is adapted under the [GNU Free Documentation License](http://en.wikipedia.org/wiki/Johari_window). It uses material from the [Wikipedia article "Johari window"](http://en.wikipedia.org/wiki/Johari_window) (http://en.wikipedia.org/wiki/Johari_window)



Quadrants

The placement of adjectives into one or more of the four quadrants helps student learn which qualities they share with or withhold from others.

The **Public** quadrant represents information known to the student and to others. These descriptors represent qualities that the person is comfortable sharing.

Adjectives placed in the **Private** quadrant represent information about the student that they are not comfortable sharing with others.

The **Blind Spot** represents information that others are aware of that the student does not currently perceive.

Adjectives in the **Unknown** quadrant represent information that neither the student nor others are able to perceive. This could be considered the student's subconscious functioning. Often times this quadrant has few, if any, descriptors placed in it.

SESSION #5

Small Group Counseling Title/Theme: Healthy Relationships

Session Title: My Relationship Mandala

Session # 5 of 5

Grade Level: 9-12

Estimated time: 30 – 40 minutes

Small Group Session Purpose: Students will describe the value of their friendships and other relationships in their lives. Students will complete the Summative Assessment.

Missouri Comprehensive Guidance Standard(s):

- PS.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities
- PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance Concept(s):

- PS.1.A. Self concept
- PS.2.A. Quality relationships
- PS.2.B. Respect for self and others

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

- [Small Group Counseling Guidelines Poster \(Document 18\)](#)
- [Teacher/Parent/Guardian Small Group Follow-Up \(Document 12\)](#)
- [Student Post-Group Perception Form \(Document 16\)](#)
- [Parent/Guardian Post Group Perception Form \(Document 15\)](#)
- [Group Summary Form \(Document 17\)](#)
- Pencil, markers, crayons, etc.
- Paper or paper plates

SESSION #5 Assessment

Counselor observes students developing a personal mandala, completing the group assessment sheet, and providing verbal feedback.

SESSION #5 Preparation

Essential Questions: How much do we value the different friendships and relationships in our lives?

Engagement (Hook): What do our healthy relationships and friendships look like?

SESSION #5 Procedures

Professional School Counselor Procedures: Session 5	Student Involvement: Session 5
1. Review the group rules Small Group Counseling Guideline s with the students.	1. Students listen and review the rules.
2. Explain that a mandala is a pictorial expression of what is most important to an individual. The most	2. Students listen to the hook and silently engage in self-reflection of times they have

Professional School Counselor Procedures: Session 5	Student Involvement: Session 5
<p>important things are drawn or written in the center of the mandala, and the least important things are drawn/written towards the outside of the circle.</p> <p>3. Pass out a piece of paper/paper plate to each group member. State, “today we will create a mandala that will illustrate the priorities of your relationships. Visualize a bull’s eye. Draw or write in the center of the circle representations of the relationships that are most important to you. Then draw/write in the other relationships in your life. .</p> <p>4. Discuss the mandala. Are the relationships that are most important to you the ones that you spent the most time with? Do you trust the people in the center the most? Are you the most open and honest with them?</p> <p>5. Regroup students and ask them to share how it felt to prioritize their relationships.</p> <p>6. Explain that part of a group experience is to provide feedback to the counselor so that s/he can learn from the group and use student feedback to improve future groups.</p> <p>7. Pass out the Student Post-Group Perception Form (Document 16) and pencils, and explains that student responses will be kept confidential and not shared with other students or parents.</p> <p>8. 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.</p> <p>9. 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.</p>	<p>given and received compliments. Students do not share these reflections verbally.</p> <p>3. Students listen and spend time working on their mandala.</p> <p>4. Students share and discuss.</p> <p>5. Students participate by sharing their reactions to making their mandalas.</p> <p>6. Students listen.</p> <p>7. Students complete the Student Post-Group Perception Form (Document 16)</p> <p>8. Students commit to giving their parents/guardians the Teacher/Parent/Guardian Small Group Follow-Up (Document 12).</p> <p>9. Students commit to taking forms home to their parents/guardians.</p>

Professional School Counselor Procedures: Session 5	Student Involvement: Session 5
<p>10. Closure/Summary: Tell students that this is their chance to share anything else about the group. Share positive comments about the group and share their appreciation to group members for sharing, participating, taking risks, etc.</p>	<p>10. Closure/Summary: Students provide verbal feedback about their experiences (likes and dislikes) being in the group.</p>

SESSION #5 Follow-Up Activities (Optional)

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

SESSION #5 Counselor reflection notes

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?

OPTIONAL FOLLOW-UP SESSION

Group Title: Self-Awareness

Session Title: How Are You Doing?
last session)

Session: Follow-up (4-6 weeks after

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

Estimated

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.1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities
- PS.2 Interacting With Others in Ways That Respect Individual and Group Differences

Missouri Comprehensive Guidance and Counseling Concept(s):

- PS.1.A Self concept
- PS.2.A. Quality relationships
- PS.2.B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

- A Students will acquire the knowledge, attitudes 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)

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?

OPTIONAL FOLLOW-UP SESSION PROCEDURES

Professional School Counselor Procedures: 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 Guideline \(Document 18\)](#).
2. Invite each student to tell one thing he or she remembers from the group meetings. “I remember _____.”
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.

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.

Student Involvement: Optional Follow-up Session

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. Students contribute a concrete example of something they remember about the group.
3. Students follow directions of school counselor, asking clarifying questions as needed. They share their words/drawings. School counselor will acknowledge on-topic sharing

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?