

**Small Group Counseling Title/Theme:** Building Buddies/Interpersonal Relationships

**Grade Level(s):** K-2

**Small Group Counseling Description:** This group will help students develop skills to make and keep friends.

**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 Poster\(Document 18\)\*](#)

Session # 1: Making Friends

Materials needed:

Two puppets

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

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

Session # 2: Build a Friend

Materials needed:

[\*Build a Friend\*](#)

[\*Body Parts\*](#)

Scissors

Glue

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

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

Session # 3: How to Handle Friendly Disagreements

Materials needed:

[\*I-Message Statements\*](#) for every group member

[\*Disagreement/Agreement Scenarios\*](#) cut out and put in container

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

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

Session #4: Fruity Friendship Bracelets

Materials needed:

Fruit cereal rings or similar cereal (colors separated into bags)

6 pieces of yarn approximately 6 inches long (one for each group member)

[\*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: Puzzle Pieces

Materials needed:

50 piece puzzle (Before session starts, Professional School Counselor will divide the puzzle pieces equally among the number of members of the group and put in bags (e.g., 5 members of a group, each member will get 10 puzzle pieces)

[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

**Outcome Summative Assessment: acceptable evidence of student achievement**

**Summative assessment relates to the performance outcome for goals, objectives and (GLE) concepts. Assessment can be survey, whip around, etc.**

- Students will rate themselves on their friendship skills during the first session and at the last session. A rating of 1 to 5 will be chosen, one being friendship is hard, 5 being friendship is easy.
- Students will state two ways to be a good friend and tell a time they practiced being a good friend in the last week.

**Perceptual Data Collection:**

The following end-of-group perceptual data collection forms will be used as a part of session four and five; 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, and discipline reports utilizing the P<sub>R</sub>oBE Model (Partnerships in Results Based Evaluation). For more information about P<sub>R</sub>oBE, contact the Guidance and Placement section at the Department of Elementary and Secondary Education.

**Follow Up Ideas & Activities****Implemented by professional school counselor, administrators, teachers, parents, community partnerships:**

After each session, the PSC will provide classroom teacher(s) and parents/guardians a written summary of the skills learned during the session. The summary will include suggestions for classroom and/or home reinforcement of the skills.

Students will demonstrate their knowledge of friendship skills while putting a puzzle together.

## Additional options:

- Have teacher and/or parent fill out a sample survey on the students' behavior before the first session and again a month after the last session.
- Have a follow up lunch session once a month with the group.

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
					<b>Academic Development</b>					
					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					
					<b>Personal and Social Development</b>					
					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)					
					<b>Career Development</b>					
					Awareness of the World of Work					
					Self-Appraisal					
					Decision Making					
					Goal Setting					
					<b>Add Other Concerns:</b>					

**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
<b>Additional Comments for Counselor:</b>					

**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?	<b>5=Strongly Agree</b> <b>3= Neutral</b> <b>1=Strongly Disagree</b>				
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 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.

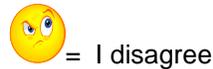
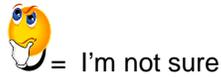
**STUDENT FEEDBACK FORM**

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

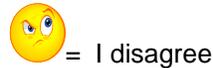
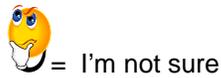
Name: \_\_\_\_\_ (optional) Date: \_\_\_\_\_

When I started the group, I wanted to learn about \_\_\_\_\_  
Topic of Group

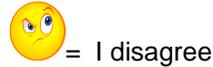
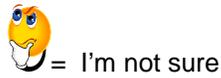
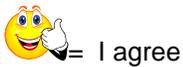
Instructions: Read each sentence. Put a circle around the face that shows how you think and feel right now about what you learned in the group.



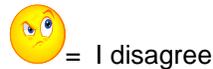
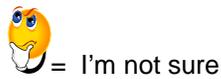
1. Overall, I would rate my experience in the counseling group as:



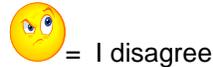
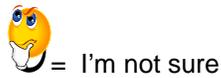
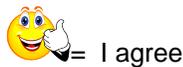
2. I enjoyed working with other students in the group



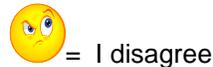
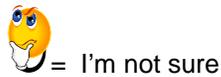
3. I enjoyed working with the counselor in the group.



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



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



**Additional comments you would like to share with 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.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 Poster \(Document 18\)\*](#)

**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

<b>Professional School Counselor Procedures:</b>	<b>Student Involvement:</b>
<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 <a href="#">Small Group Counseling Guidelines (Document 18)</a>. 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 <a href="#">Small Group Counseling Guidelines (Document 18)</a>, 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 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?”</p> <p>NOTE: This activity can be done in a number of ways:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Solicit information from the entire group for consideration, which is then to be written on chart paper and edited through group approval.</li> </ul> <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"> <li>• We treat others as we would like to be treated.</li> <li>• Everyone gets a turn.</li> <li>• Nobody gets left out.</li> <li>• No put-downs.</li> <li>• Take turns when speaking.</li> <li>• Everyone has a chance to share.</li> <li>• Listen when others are speaking.</li> <li>• Put away equipment when you are finished.</li> <li>• Respect each other’s differences.</li> </ul> <p>3. Students share ideas about what they would like to learn or achieve.</p>

<b><i>Professional School Counselor Procedures:</i></b>	<b><i>Student Involvement:</i></b>
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**

**Group Title:** Building Buddies/Interpersonal Relationships

**Session Title:** Making Friends

**Session #** 1 of 5

**Grade Level:** K-2

**Estimated time:** 30 minutes

**Small Group Counseling Session Purpose:** Students will learn how to make friends by greeting them in an appropriate manner.

**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)**

Two puppets

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

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

**SESSION #1 Assessment**

Observe students as they practice introducing themselves to their partners using friendly greetings.

**SESSION #1 Preparation**

Essential Questions: How does a person make friends?

Engagement (Hook): Do the following puppet play:

1<sup>st</sup> puppet: “Hi! My name is April. What’s your name?”

2<sup>nd</sup> puppet: “Hello! My name is May.”

1<sup>st</sup> puppet: “May, Do you want to play on the swings at recess?”

2<sup>nd</sup> puppet: “April, I’d like to play on the swings with you.”

1<sup>st</sup> puppet: “I’ll meet you at the swings, May.”

2<sup>nd</sup> puppet: “Okay April, I’ll see you there.”

**SESSION #1 Procedures**

**Professional School Counselor Procedures: Session 1**

**Student Involvement: Session 1**

1. Following the “Hook”, discuss the [Small Group Counseling Guidelines Poster \(Document 18\)](#) with the group. Emphasize confidentiality and when you (as the professional school counselor) might have to

1. Students review the guidelines by telling what each one looks and sounds like. Students sign a piece of paper with the rules stating that they agree to follow them. (Display the

Professional School Counselor Procedures: Session 1	Student Involvement: Session 1
<p>break confidentiality. Add any guidelines the students want to add. See poster example of <a href="#">Small Group Counseling Guidelines Poster (Document 18)</a>. Display the poster to reference during each group session.</p> <p>2. Welcome all the group members to the group and everyone introduce himself/herself.</p> <p>3. Explain to the group members that the purpose of the group is to help them learn how to make and keep friends.</p> <p>4. Ask students, What did April do to start a friendship with May?</p> <p>5. Today we're going to practice making friends. I'd like everyone to go around the circle and number him or herself." Direct odd numbered students to stand against the wall and even numbered students stand facing the students against the wall (the students will be facing each other). (For younger students, a more concrete method of pairing may be appropriate.) If there is a student without a partner, pair up yourself with the extra student.</p> <p>6. I would like all of the evens to say to their partner, "Hi, my name is ____." After that, the odd numbers will say "Hi, my name is ____."</p> <p>7. I would like all of the evens to ask their partners to do something with them (e.g., swing at recess, play a game, etc.), and all the odds to say "Yes, I would like to do that." Then have the students switch roles.</p> <p>8. Closure/Summary: Today you have learned how to make introductions to new friends and how to ask your new friends to do something with you. Tell the group one thing you have learned.</p> <p>9. Group Assignment: Introduce yourself to someone you don't know and ask him/her to do something with you (e.g., "Would you like to sit by me at lunch today?", "Would you like to play with me at recess?").</p>	<p>guidelines in the small group meeting area).</p> <p>2. Each student introduces himself/herself to the group.</p> <p>3. Students listen to the purpose of how to make and keep friends, and respond to session purpose/outcome by asking questions and/or identifying personal goals for the session.</p> <p>4. Students respond with what they noticed from the puppet play.</p> <p>5. Students count off and move to the appropriate location.</p> <p>6. Students introduce themselves to their partners.</p> <p>7. Students ask their partners to do something with them and the partners respond. The students switch roles and repeat.</p> <p>8. Closure/Summary: Students listen and respond with one thing they have learned.</p> <p>9. Group Assignment: Over the course of the next week, students introduce themselves and make a new friend.</p>

Professional School Counselor Procedures: Session 1	Student Involvement: Session 1
10. Distribute and explain <a href="#">Teacher/Parent/Guardian Follow-up Form (Document 12)</a> . 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 <a href="#">Teacher/Parent/Guardian Follow-up Form (Document 12)</a> .

**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 are all students' lives better as a result of what happened during this session?*

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

**SESSION #2**

**Group Title:** Building Buddies/Interpersonal Relationships

**Session Title:** Build a Friend

**Session #** 2 of 5

**Grade Level:** K-2

**Estimated time:** 30 minutes

**Small Group Counseling Session Purpose:**

Students will discuss how different skills improve friendships.

**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)**

[Build a Friend](#)

[Body Parts](#)

Scissors

Glue

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

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

**SESSION #2 Assessment**

Students present their created friend to the group and share what characteristics of friendship they feel are important. (e.g., heart – friends care about each other)

**SESSION #2 Preparation**

**Essential Questions:**

How do you choose a friend?

**Engagement (Hook):**

How many of you would like to learn how to build a friend?

**SESSION #2 Procedures**

<b>Professional School Counselor Procedures: Session 2</b>	<b>Student Involvement: Session 2</b>
1. Review the <a href="#"><u>Small Group Counseling Group Guidelines Poster (Document 18)</u></a> with the students.	1. Students listen and review the rules.
2. Follow up from previous session by saying, Tell me about your ‘making friends’ assignment. What did	2. Students share the results of their assignment.

Professional School Counselor Procedures: Session 2	Student Involvement: Session 2
<p>you do or say?</p> <p>3. Introduce the purpose and expected outcomes of the session.</p> <p>4. Distribute the <a href="#">Body Parts</a> handout and ask students to share how they think each body part affects friendships. Explain each body part:</p> <p><b>Hands</b> –The hands are used for friends to do kind things for each other and to help each other.  <b>Heart</b> – Friends care about each other.  <b>Ears</b> – Friends listen to each other.  <b>Eyes</b> – Friends look and pay attention to each other when they are talking.  <b>Brain</b> – Friends think about what their friends want to do. They take turns doing what they each like.  <b>Mouth</b> –Friends say nice things about each other.</p> <p>5. Distribute the <a href="#">Build a Friend</a> and the <a href="#">Body Parts</a>. Instruct students to cut out the body parts and glue the parts that are important to them on their outline of a friend. (For younger students, do this as a group.)</p> <p>6. Closure/Summary: Today, we have talked about the different parts of friendship. What are these parts and do they affect friendship?</p> <p>7. Distribute &amp; Explain <a href="#">Teacher/Parent/Guardian Follow-up Form (Document 12)</a>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p> <p>Group Assignment: Pick out one part of friendship that we talked about today and practice using this skill to make a friend or be a better friend.”</p>	<p>3. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session.</p> <p>4. Students share how they think each body part affects friendships.</p> <p>5. Students cut out the body parts and glue them onto the outline of the friend.</p> <p>6. Closure/Summary: Students review and describe the different parts and how they affect friendship.</p> <p>7. Students commit to giving their parents/guardians the <a href="#">Teacher/Parent/Guardian Follow-up Form (Document 12)</a>.</p> <p>Group Assignment: Students pick one friendship quality to practice during the next week.</p>

**SESSION #2 Follow-Up Activities**

[Teacher/Parent/Guardian Follow-up Form \(Document 12\)](#)

Professional School Counselor Follow-up:

When you see students in the halls, point to eyes, ears, mouth, etc. to remind them of the parts of friendship.

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

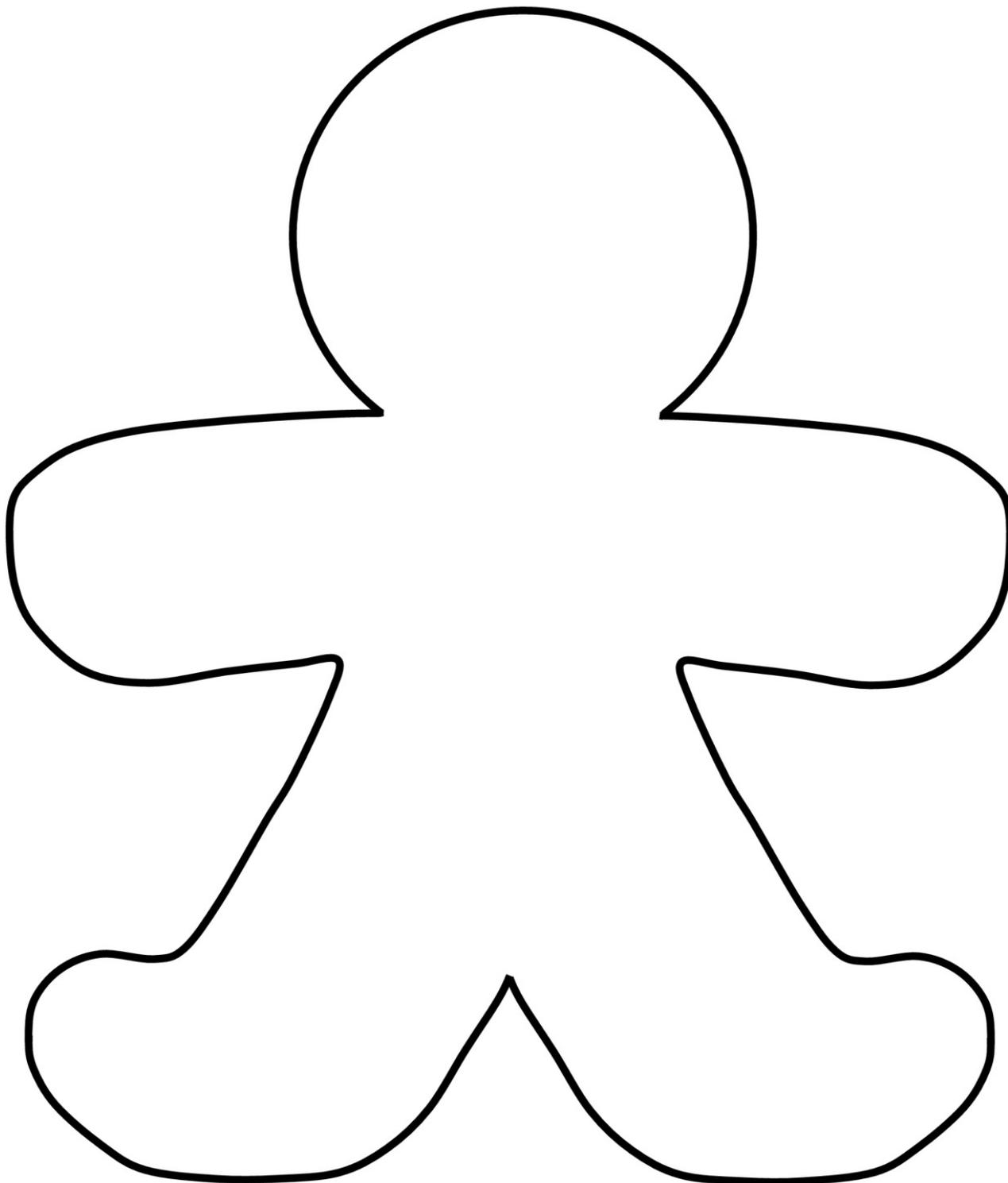
*STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?*

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

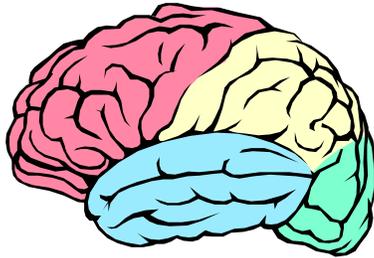
# Build a Friend

SESSION #2



**\*\*PLEASE REDUCE THE BODY PARTS BY AT LEAST 50% SO THEY WILL BE ABLE TO FIT ON THE “BUILD A FRIEND” ACTIVITY SHEET.**

**Body Parts**



**SESSION #3**

**Group Title:** Building Buddies/Interpersonal Relationships

**Session Title:** How to Handle Friendly Disagreements

**Session #** 3 of 5

**Grade Level:** K-2

**Estimated time:** 30 minutes

**Small Group Counseling Session Purpose:**

Students will learn how to handle disagreements with their friends.

**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)**

- [I-Message Statements](#) for every group member
- [Disagreement/Agreement Scenarios](#) cut out and put in container
- [Small Group Counseling Guidelines Poster \(Document 18\)](#)
- [Teacher/Parent/Guardian Small Group Follow-Up \(Document 12\)](#)

**SESSION #3 Assessment**

Students will be assessed based on their use of I-messages with the [Disagreement/Agreement Scenarios](#).

**SESSION #3 Preparation**

**Essential Questions:**

How can you best solve problems with your friends?

**Engagement (Hook):**

Professional School Counselor asks students to raise their hands if they have ever had a problem with a friend. PSC says, “Today, we are going to learn how to work out our problems with our friends peacefully.”

**SESSION #3 Procedures**

<b>Professional School Counselor Procedures: Session 3</b>	<b>Student Involvement: Session 3</b>
1. Review the <a href="#">Small Group Counseling Guidelines Poster (Document 18)</a> with the students.	1. Students listen and review the rules.
2. Introduce the purpose and expected outcomes of the session.	2. Students respond to session purpose/outcome by asking questions and/or

Professional School Counselor Procedures: Session 3	Student Involvement: Session 3
<p>3. Follow up with group from last visit and ask them about their assignment. Last week we talked about qualities of a friend. Tell me what quality of friendship you worked on this past week.</p> <p>4. Let students know that friends don't always agree with each other and say, "Sometimes friends might want to do different things. Sometimes friends will have problems. It is important to know how to talk to your friend when you are having disagreements. It is not okay to yell at your friend or to hit your friend when you have problems. One good way to share your feelings with your friend is to use an I-message."</p> <p>5. Hand out <a href="#">I-Message Statements</a> to all of the group members and discuss it with them. Ask each student to create an I-Message. Tell students that it is important not to blame your friends or to use "You" statements. It is important to let your friends know how you feel about what they are doing. Ask students instead of saying "You always make me..." How can you change this to an I-message? Which type of statement will help you keep friends?"</p> <p>6. Have students pick out a <a href="#">Disagreement/Agreement Scenario</a> from the container and respond to it using an I-message. (Scenarios may need to be read to students.)</p> <p>7. Closure/Summary: Today, we talked about a peaceful way to solve problems and how to share our feelings with our friends by using I-messages. Can someone give me an example from the scenarios of when an I-message was used to show an agreement and when an I-message was used to solve a disagreement?"</p> <p>8. Distribute &amp; Explain <a href="#">Teacher/Parent/Guardian Follow-up Form (Document 12)</a>. Send a copy home with each student and provide a copy to their classroom teacher(s).</p> <p>Group Assignment: Over the next week, I would like you to practice using an I-message when you have a disagreement with someone and when you have an agreement with someone.</p>	<p>identifying personal goals for the session.</p> <p>3. Students share what friendship quality they worked on the past week.</p> <p>4. Students listen and ask appropriate questions.</p> <p>5. Students follow along with the PSC on the <a href="#">I-Message Statements</a>. Students share an I-message that corresponds with a "You" statement. Students evaluate the statements and determine which one would help keep a friend.</p> <p>6. Students pick a scenario out of the container and respond to it using an I-message.</p> <p>7. Closure/Summary: Students ask questions if necessary. Students share examples from the I-message scenarios.</p> <p>8. Students commit to giving their parents/guardians the <a href="#">Teacher/Parent/Guardian Follow-up Form (Document 12)</a>.</p> <p>Group Assignment: Students will practice using I-messages over the week.</p>

### **SESSION #3 Follow-Up Activities**

[Teacher/Parent/Guardian Follow-up Form \(Document 12\)](#)

Professional School Counselor Follow-up:

If you see students around school, remind them to use an I-message. If they are having a problem or want to show an agreement, walk through the I-message process with them.

### **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?*

SESSION #3 STUDENT ACTIVITY PAGE



# ***I-MESSAGES***

## **Have Three Parts**

I feel \_\_\_\_\_

when \_\_\_\_\_

because \_\_\_\_\_.



SESSION #3

# Disagreement/Agreement Scenarios

- **Your friend doesn't invite you to his or her birthday party.**
- **One of your classmates tells you that your friend called you a name behind your back.**
- **Your friend made fun of your brother/sister.**
- **Your friend was supposed to come over this weekend to spend the night but he/she never showed up.**
- **Your friend called you and hung up.**
- **Your friend cut in front of you in line.**
- **Your friend is upset with you because you have more than one friend.**
- **Your friend teases you about your glasses.**
- **Your friend invites you to go to the movie.**
- **Your friend says that he or she likes your shirt.**

**SESSION #4**

**Group Title:** Building Buddies/Interpersonal Relationships

**Session Title:** Fruity Friendship Bracelets      **Session #** 4 of 5

**Grade Level:** K-2      **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 #4 Materials (include activity sheets and/ or supporting resources)**

Fruit cereal rings or similar cereal (colors separated into bags)  
6 pieces of yarn approximately 6 inches long (one for each group member)  
[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 #4 Session Assessment**

Observe students showing cooperation when they are putting their cereal on each others' bracelets.

**SESSION #4 Session Preparation**

**Essential Questions:** What is a good friend?

**Engagement (Hook):** Professional School Counselor says, "Today we are going to make a bracelet you can eat."

**SESSION #4 Procedures**

<b>Professional School Counselor Procedures: Session 4</b>	<b>Student Involvement: Session 4</b>
1. Review the <a href="#">Small Group Counseling Guidelines Poster (Document 18)</a> with the students.	1. Students listen and review the rules.

Professional School Counselor Procedures: Session 4	Student Involvement: Session 4
<p>2. Introduce the purpose and expected outcomes of the session.</p> <p>3. Explain that the following week is the last regular meeting of the group and that the session will include 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.</p> <p>4. Distribute &amp; explain <a href="#">Parent/Guardian Post-Group Perception Form (Document 15)</a>. 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 <a href="#">Group Summary Form (Document 17)</a> explaining that the group will be ending after the next session and requesting feedback about the group.</p> <p>5. Ask students how many times they used their I-messages this past week and to share one time they used it.</p> <p>6. Share how the different colors of cereal stand for different qualities of a good friend and discuss these qualities.  Purple – kindness                      Orange – honesty  Blue – respectful                         Red – good listener  Green – sharing                            Yellow – cooperative</p> <p>7. Give each group member a bag of one color of cereal. Give each group member a piece of string. Group members are in charge of making bracelets using the different colors of cereal. Group members ask each other nicely to put various cereal colors on their bracelets. They will take turns putting their color on each of the group member’s bracelets. Give students extra cereal to eat upon completion of session.</p> <p>8. Closure/Summary: Today, we talked about the different qualities of a good friend. We also took turns putting our cereal on our bracelet. Please share with me some of these friendship qualities.</p>	<p>2. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session.</p> <p>3. Students acknowledge understanding that there will be one more session and decide how to complete their group (a small celebration, sharing information with their teacher, etc.). They let the group and you know if there is something they want to discuss.</p> <p>4. Students commit to taking <a href="#">Parent/Guardian Post-Group Perception Form (Document 15)</a> home to their parents/guardians.</p> <p>5. Students share with the group the number of times they used their I-messages and share one instance.</p> <p>6. Students listen to the Professional School Counselor’s description of each color.</p> <p>7. Group members decide what color pattern they would like for their own bracelet. They take turns asking each other to put their color of cereal on the bracelets. Students tell what friendship quality they represent when they give their cereal to the other group members. Students can eat the extra cereal.</p> <p>8. Closure/Summary: Students help summarize the session. Students share some friendship qualities they learned.</p>

Professional School Counselor Procedures: Session 4	Student Involvement: Session 4
<p>9. Distribute &amp; Explain <a href="#">Teacher/Parent/Guardian Small Group Follow-Up (Document 12)</a>. Send a copy home with each student and provide a copy to the classroom teacher(s).</p> <p>Group assignment: This next week I would like you to practice using one of the qualities of a good friend that you have the most difficulty using.</p>	<p>9. Students commit to giving their parents/guardians the <a href="#">Teacher/Parent/Guardian Small Group Follow-Up (Document 12)</a>.</p> <p>Group assignment: Students tell the group which quality they have the hardest time using. Students practice one quality of a good friend.</p>

**SESSION #4 Follow-Up Activities**

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

If possible, check to see if there are any behavior changes.

**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?*

**SESSION #5**

**Group Title:** Building Buddies/Interpersonal Relationships

**Session Title:** Puzzle Pieces

**Session #** 5 of 5

**Grade Level:** K-2

**Estimated time:** 30 minutes

**Small Group Counseling Session Purpose:**

Students will utilize all the friendship skills that they have learned by working together.

**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)**

50 piece puzzle (Before session starts, Professional School Counselor will divide the puzzle pieces equally among the number of members of the group and put in bags (e.g., 5 members of a group, each member will get 10 puzzle pieces)

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

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

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

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

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

[Certificate of Group Completion](#)

**SESSION #5 Assessment**

Observe students using teamwork to put the puzzle together.

**SESSION #5 Preparation**

**Essential Questions:** What does cooperation look like?

**Engagement (Hook):** Today, we are going to solve a puzzle.

**SESSION #5 Procedures**

<b>Professional School Counselor Procedures: Session 5</b>	<b>Student Involvement: Session 5</b>
<p>1. Introduce the purpose and expected outcomes of the session.</p> <p>2. Review <a href="#">Small Group Counseling Guidelines Poster (Document 18)</a> with an emphasis on post-group confidentiality. Remind participants that even 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.</p> <p>3. Collect Parent and Student Feedback Forms; make arrangements to get the forms from participants who did not bring them to the group.</p> <p>4. Follow up with last week’s assignment of practicing the qualities of a good friend. Ask students to share what friendship quality they worked on this past week.</p> <p>5. Hand out the bags containing the puzzle pieces to each group member. Ask each student to put his/her own pieces together.</p> <p>6. When the students become frustrated because they can’t get their puzzle pieces together, tell them that they can work together. Remind students to use their good friendship-making skills that they have learned.</p> <p>7. As you noticed today, sometimes it is difficult to solve problems on your own. Some problems are easier to solve when you ask for help, and work with others. It is also more fun when you work together. What are some of the ways that we learned to build friendships?</p> <p>8. Group Summary/Closure: Since this is our last group session, I would like you to continue to use all of the friendship skills that we talked about. Instruct students to complete the <a href="#">Student Post-Group Perception Form (Document 16)</a>. Give each student a <a href="#">Certificate of Group Completion</a> for completing the group. Celebrate the closing of the group.</p> <p>9. Distribute &amp; Explain <a href="#">Teacher/Parent/Guardian</a></p>	<p>1. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session.</p> <p>2. Students participate in review by telling what post-group confidentiality means for them.</p> <p>3. Students give you their forms; if they do not have them, they commit to the day they will bring them to you.</p> <p>4. Students share the friendship quality that they worked on this past week.</p> <p>5. Students try to put their puzzle pieces together on their own.</p> <p>6. Students say, “Hi (name), can I please work on the puzzle with you?” Students will start working together to put their puzzle together.</p> <p>7. Students add comments as appropriate.</p> <p>8. Group Summary/Closure: Students complete the <a href="#">Student Post-Group Perception Form (Document 16)</a>. The students celebrate the closure of their group and accept their certificates.</p> <p>9. Students commit to giving their</p>

Professional School Counselor Procedures: Session 5	Student Involvement: Session 5
<p><a href="#">Small Group Follow-Up (Document 12).</a> Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p> <p>Note: If a follow-up session is planned, remind students that it will be held in 4-6 weeks.</p>	<p>parents/guardians the <a href="#">Teacher/Parent/Guardian Small Group Follow-Up (Document 12).</a></p>

**SESSION #5 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 improve as a result of what happened during this session?*

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*



# *Group Certificate of Completion*



---

Student's Name

*successfully completed the*

*Building Buddies group on \_\_\_\_\_.*

*\_\_\_\_\_ shows self awareness by*



**WAY TO GO!**

---

Professional School Counselor

**OPTIONAL FOLLOW-UP SESSION**

**Group Title:** Building Buddies/Interpersonal Relationships

**Session Title:** How Are You Doing?

**Session:** Follow-up (4-6 weeks after last session)

**Grade Level:** K-2

**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)**

8 ½ x 11 paper for each participant; crayons/markers/pencils

Alternative Procedure: [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 Guidelines Poster \(Document 18\)](#).
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?*