

**Small Group Counseling Title/Theme:** Self Awareness

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

**Small Group Counseling Description:** This group will help students with strategies that can be used to help them maintain or improve their self awareness.

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

**Session Titles/Materials:** (Note: *Handouts* and *Student Activity Pages* are included with each session)

**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: Feeling Faces**

Materials needed:

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

Folder for each group member

Pencils

[Feeling Faces](#)

[Feeling Face Outlines](#)

Crayons

Popsicle sticks

Glue

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

**Session # 2: Puzzling People: Looking at Our Strengths**

Materials needed:

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

*Small puzzle*

[Puzzle Person Template](#)

Crayons

Pencils

Group member's folders

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

**Session# 3: What bugs you?: Anger Management**

Materials needed:

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

[Things That "Bug" Me!](#)

[Ways To Handle My Anger](#)

Pencils

Crayons

Plastic bugs

Small jar  
Group member's folders  
[Teacher/Parent/Guardian Follow-up Form \(Document 12\)](#)

Session # 4: Be a STAR: Conflict Resolution

Materials needed:

[Small Group Counseling Guidelines Poster \(Document 18\)](#)  
[Star Name Tag Patterns](#)  
[Be a STAR](#) poster  
[Role Play Cards](#)  
Pencils  
Group member's folders  
[Teacher/Parent/Guardian Follow-up Form \(Document 12\)](#)

Session # 5: I'm a Good Friend: Getting Along with Others

Materials needed:

[Small Group Counseling Guidelines Poster \(Document 18\)](#)  
Small brown or white paper bags  
Pencils  
Crayons  
Glue  
Scissors  
Yarn  
Construction paper  
One sample paper bag puppet or small hand puppet  
Group member's folders  
[Teacher/Parent/Guardian Follow-up Form \(Document 12\)](#)

Unit Assessments

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

Session # 6: Review and Wrap-Up Session

Materials needed:

[Small Group Counseling Guidelines Poster \(Document 18\)](#)  
Pencil  
Group member's folders  
[Teacher/Parent/Guardian Follow-up Form \(Document 12\)](#)  
[Certificate of Group Completion](#)  
[Student Post-Group Perception Form \(Document 16\)](#)

**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.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

CD.7-Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

**Missouri Comprehensive Guidance and Counseling Concept(s):**

PS.1.A Self Concept

PS.1.B Balancing life roles

PS.2.B Respect for self and others

PS.2.C. Personal Responsibility in Relationships

CD.7.A. Integration of Self-Knowledge into Life and Career Plans

**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.

B: Students will make decisions, set goals, and take necessary action to achieve goals.

**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 framework that allows you to personalize sessions to meet the unique needs of your students. Your knowledge of the developmental levels, background knowledge and experiences of your students determines the depth and level of personal exploration required to make the sessions beneficial for your students.

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

<b>X</b>	Goal 1: gather, analyze and apply information and ideas
<b>X</b>	Goal 2: communicate effectively within and beyond the classroom
<b>X</b>	Goal 3: recognize and solve problems
<b>X</b>	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 will take a survey during the final session that covers what they learned and how they feel about the group experience. They will also be given their folder with all their activities to take as a reminder of what they have done.

**Perceptual Data Collection:**

The following end-of-group perceptual data collection forms will be used as a part of Sessions 4 & 5; the forms are attached to the Unit Plan:

Classroom Teacher Assessment:

- The classroom teacher will complete the [\*Teacher Pre/Post-Group Perceptions Form \(Document 14\)\*](#) for each student before the group starts and after the group ends. 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.

Parent/Guardian Assessment:

- [Parent/Guardian Post-Group Perception Form \(Document 15\)](#) (sent home with students in Session 4; parents/guardians complete and return form with students the following week.)

Student Assessment:

- [Student Post-Group Perception Form \(Document 16\)](#) (students complete during Session 5)

**Results Based Data Collection:**

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

**Follow Up Ideas & Activities**

**Implemented by 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.

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?	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 16:**

**STUDENT POST-GROUP PERCEPTIONS  
(Sample 2 of 2)**

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

**STUDENT FEEDBACK FORM**

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

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

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

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



= I agree



= I'm not sure



= I disagree

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



= I agree



= I'm not sure



= I disagree

2. I enjoyed working with other students in the group



= I agree



= I'm not sure



= I disagree

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



= I agree



= I'm not sure



= I disagree

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



= I agree



= I'm not sure



= I disagree

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



= I agree



= I'm not sure



= I disagree

**Additional comments you would like to share with the counselor:**

**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:** Self Awareness/ 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

CD.7-Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

**Missouri Comprehensive Guidance and Counseling Concept(s):**

PS.1.A Self Concept

PS.1.B Balancing life roles

PS.2.B Respect for self and others

PS.2.C. Personal Responsibility in Relationships

CD.7.A. Integration of Self-Knowledge into Life and Career Plans

**American School Counselor Association (ASCA) National Standard:**

Insert the associated Standard(s) in this section.

**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="#"><u>Small Group Counseling Guidelines Poster (Document 18)</u></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="#"><u>Small Group Counseling Guidelines Poster (Document 18)</u></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</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>
<p>for future reference.</p> <p>Closure/Summary: Review the small group counseling guidelines with the students. Give students time and date of the next session.</p>	<p>Closure/Summary: Students review the small group counseling guidelines and note the date and time of the next session.</p>

**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?*

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:** Self Awareness

**Session Title:** Feeling Faces

**Session #** 1 of 6

**Grade Level:** K-2

**Estimated time:** 30 min.

**Small Group Counseling Session Purpose:** Students in this group will learn how to identify a variety of feelings and how a person's face can be a clue about how he or she feels.

**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.1.B. Balancing life roles

PS.2.B. Respect for self and others

PS.2.C. Personal Responsibility in Relationships

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

Folders for each group member

Pencils

[Feeling Faces](#)

[Feeling Face Outlines](#)

Crayons

Popsicle sticks

Glue

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

### **Session #1 Formative Assessment**

At the end of the session each participant will:

- Have a folder with their name on it to keep their supplies in until the end of the group
- Know each person in the group's name
- Will have answered the question, "I think being in this group will be....."

### **Session #1 Preparation**

**Essential Questions:** How do people develop a positive view of themselves?

**Engagement (Hook):** Give students five minutes to draw themselves doing something they like on a folder labeled with their name. Each student briefly shares his or her drawing.

**Session #1 Procedures**

Session #1 Professional School Counselor Procedures:	Session #1 Student Involvement:
<ol style="list-style-type: none"> <li>1. After the hook, welcome students and tell them that this folder will be kept until the final group session to hold all their supplies and worksheets.</li> <li>2. Review the <a href="#">Small Group Counseling Guidelines</a> (attached) with the group. Emphasize confidentiality and when you might have to break confidentiality. Add any guidelines the students want to add. See poster example of <a href="#">Small Group Counseling Guidelines</a>. Display the poster to reference during each group session.</li> <li>3. Hand out <a href="#">Feeling Faces</a> sheet to each participant and discuss the faces. Ask, “How do you tell how someone is feeling?” Discuss how faces can be clues about how people feel.</li> <li>4. Hand out <a href="#">Feeling Face Outline</a> sheet. Have each participant make faces on their circles: happy, sad, mad, and scared.</li> <li>5. When finished, have participants cut the faces and glue popsicle sticks to the back of each circle making a small stick puppet.</li> <li>6. Closure/Summary: Have each participant share one feeling with the group and then have each answer “I think being in this group will be ..... <p>NOTE: All materials (<a href="#">Feeling Faces</a> sheet, circle puppets) are put in the participants folder and filed until next group meeting.</p> <li>7. Group assignment: Have students watch people’s faces through out the week and see if they can tell how a person is feeling.</li> <li>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 classroom teacher(s) of students in group.</li> </li></ol>	<ol style="list-style-type: none"> <li>1. Each student will receive a that will be used to keep all their materials until the last group meeting.</li> <li>2. Students review the guidelines by telling what each one looks and sounds like.</li> <li>3. Participants will look at and discuss the <a href="#">Feeling Faces</a> sheet.</li> <li>4. Participants will draw faces on their four circles: happy, sad, scared, and mad.</li> <li>5. Participants will cut and glue popsicle sticks on each face making it a small stick puppet.</li> <li>6. Closure/Summary: Each participant will hold up one face and talk about when they feel that way. They will then answer “ I think being in this group will be ..... <li>7. Group assignment: To watch people’s faces through out the week and see if they can tell how a person is feeling.</li> <li>8. Students commit to giving their parents/guardians the <a href="#">Teacher/Parent/Guardian Follow-up Form (Document 12)</a> handout.</li> </li></ol>

**Session #1 Follow-Up Activities**

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

**Session #1 Counselor reflection notes (completed after the session)**

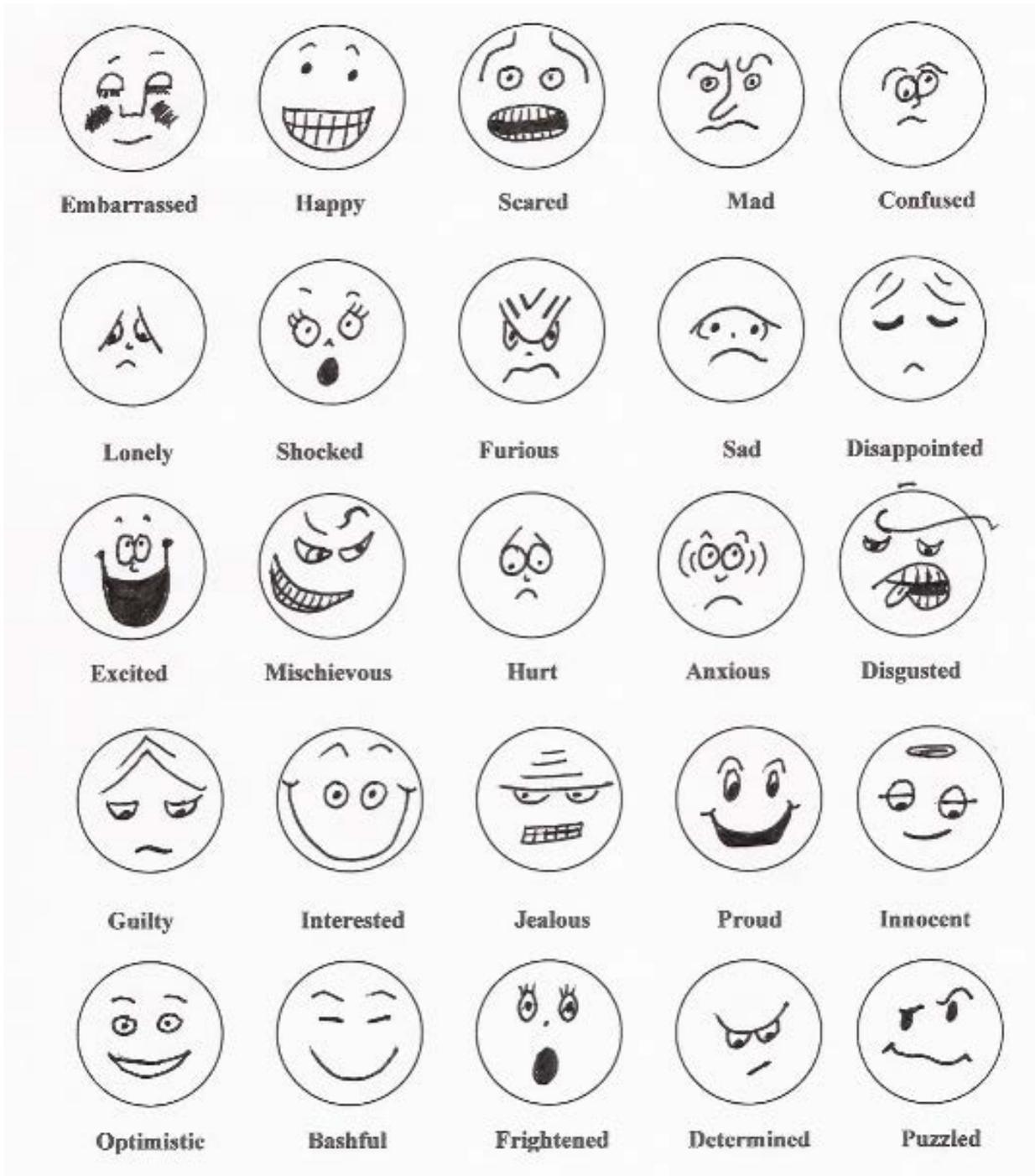
*STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?*

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

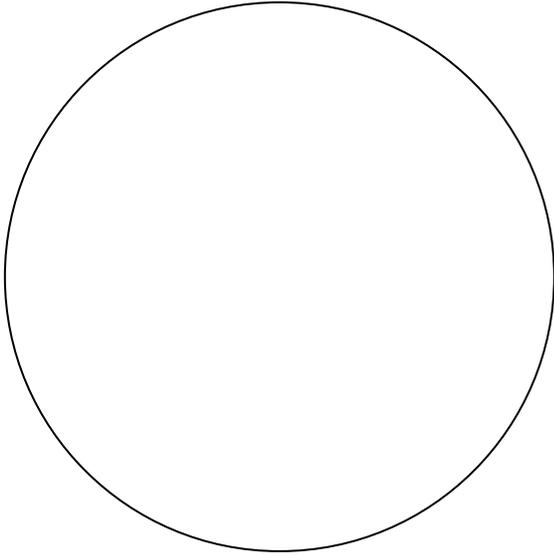
Session 1

### Feeling Faces

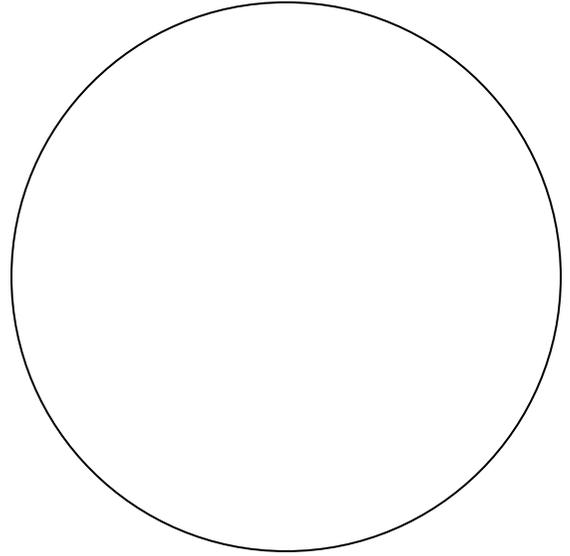


Session 1

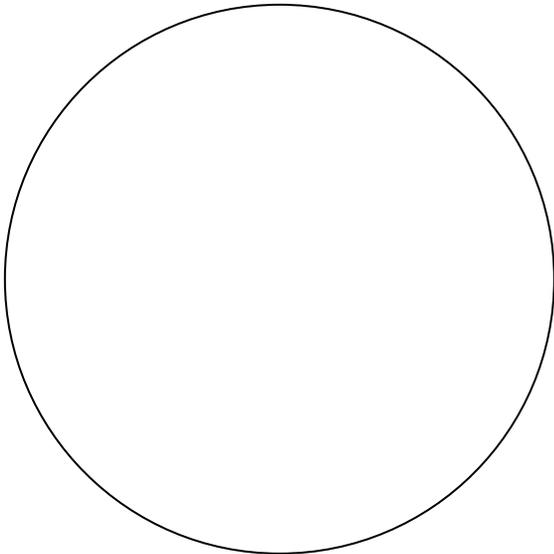
## Feeling Face Outlines



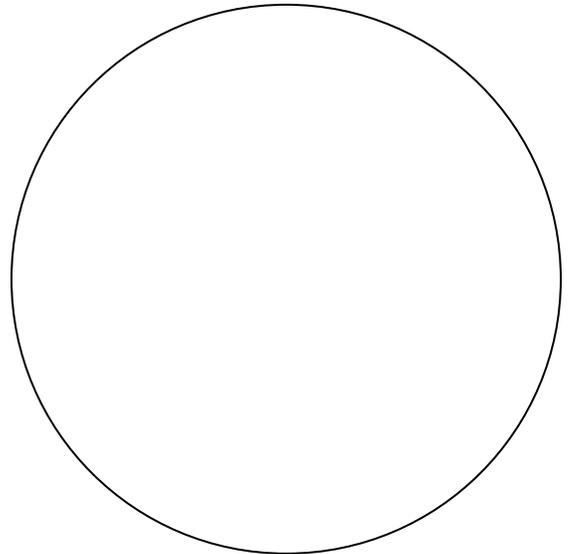
**Happy**



**Sad**



**Scared**



**Mad**

**Group Title:** Self Awareness

**Session Title:** Puzzling People: Looking at our strengths

**Session #** 2 of 6

**Grade Level:** K-2

**Estimated time:** 30 min.

**Small Group Counseling Session Purpose:** This session will help students identify similarities and differences between self and 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

CD.7-Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

**Missouri Comprehensive Guidance and Counseling Concept(s):**

PS.1.A Self Concept

PS.1.B Balancing life roles

PS.2.B Respect for self and others

CD.7.A Integration of Self-Knowledge into Life and Career Plans

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

*Small puzzle*

[Puzzle Person Template](#)

Crayons

Pencils

Group member's folders

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

### **Session #2 Formative Assessment**

Each participant will have a puzzle person with at least four pictures of things they are good at.

### **Session #2 Preparation**

**Essential Questions:** What are our strengths and how do we develop them?

**Engagement (Hook):** Puzzle pieces on the table that can be completed quickly. Complete the puzzle and discuss how the pieces come together to make a whole.

**Session #2 Procedures**

Session #2 Professional School Counselor Procedures	Session #2 Student Involvement:
<ol style="list-style-type: none"> <li>1. Welcome students to the group and hand out their folders from last time.</li> <li>2. Review <a href="#">Small Group Guidelines</a> and group assignment from previous session.</li> <li>3. Ask each student to pick a puzzle person from the table. Ask them to put their names on the back and draw a face on the front of the puzzle person.</li> <li>4. Discuss strengths with the participants and have students tell about several things in which they are strong (athletics, academics, helping behaviors, etc.)</li> <li>5. Have participants draw pictures or write one strength on each section of the puzzle person (four in all). For example, I am a good listener.</li> <li>6. Closure/Summary: End with students sharing their puzzle pieces with the group and tell about their strengths. Discuss similarities and differences. NOTE: All materials are put in the participants folder and filed until next group meeting.</li> <li>7. Group assignment: Ask participants to look for other strengths that they might not have thought of and practice some that they would like to have.</li> <li>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 classroom teacher(s) of students in group.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students receive their folders from last session.</li> <li>2. Students listen while school counselor reads the <a href="#">Small Group Guidelines</a> and ask questions/make comments about guidelines. Share individual successes and challenges while completing group assignment throughout the past week.</li> <li>3. Each student picks a puzzle person from the table and puts their name on the back. They then draw a face on the front of their puzzle person.</li> <li>4. Students discuss strengths and share examples of their strengths with the group.</li> <li>5. Participants draw pictures of or write about four strengths – one on each section.</li> <li>6. Closure/Summary: Each student shares at least two strengths that they put on their puzzle person with the group.</li> <li>7. Group assignment: Students will discover other strengths that they did not think of during this session.</li> <li>8. Students commit to giving their parents/guardians the <a href="#">Teacher/Parent/Guardian Follow-up Form (Document 12)</a> handout.</li> </ol>

**Session #2 Follow-Up Activities**

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

**Session #2 Counselor reflection notes (completed after the session)**

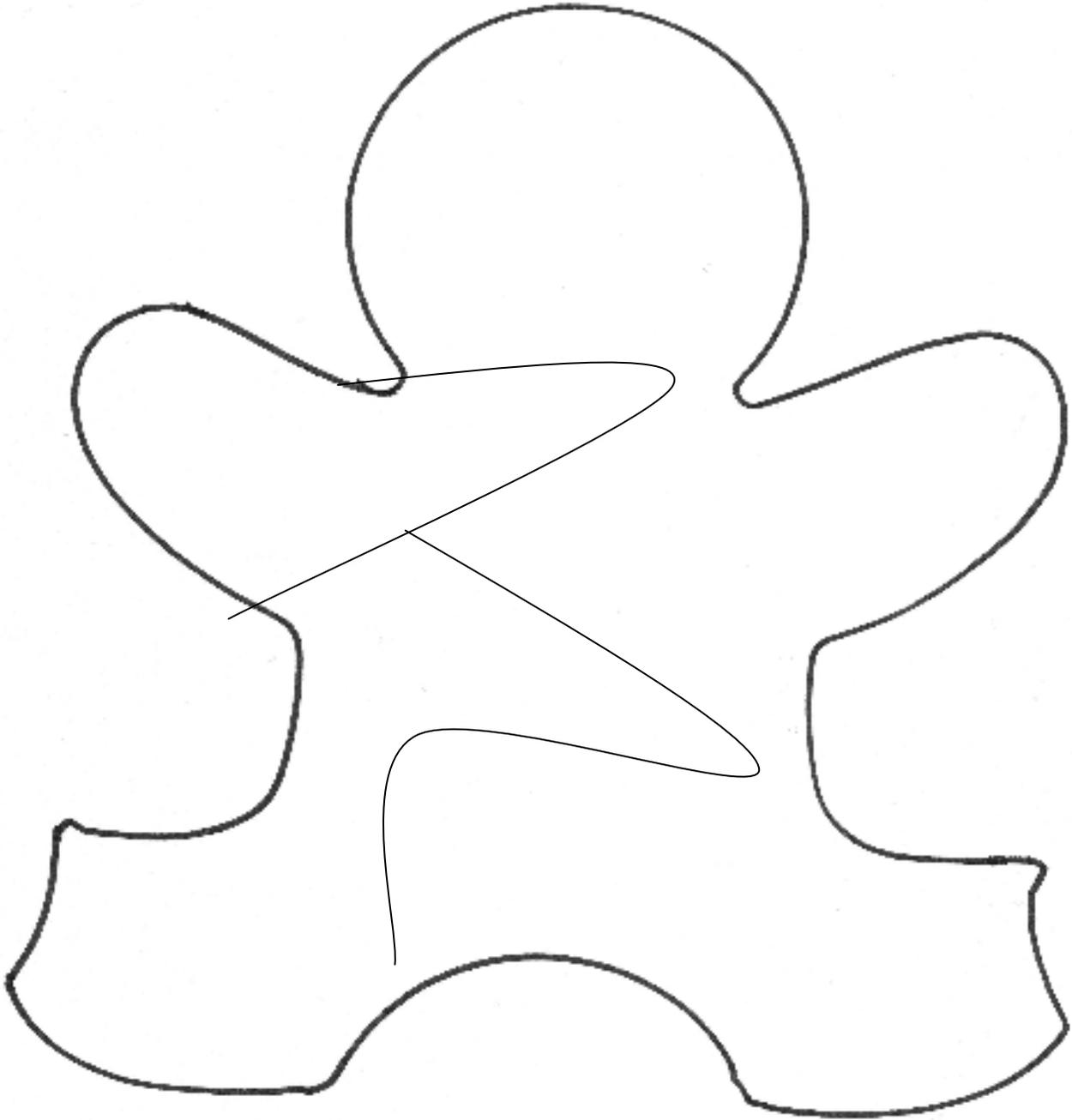
*STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?*

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

Session 2

Puzzle Person Template



**Group Title:** Self Awareness

**Session Title:** What bugs you? – Anger Management      **Session #** 3 of 6

**Grade Level:** K-2      **Estimated time:** 30 min.

**Small Group Counseling Session Purpose:** This session will help students with strategies that can help them deal with anger and therefore feel better about themselves.

**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.1.B Balancing life roles  
PS.2.B Respect for self and others  
PS.2.C Personal Responsibility in Relationships

**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 Poster \(Document 18\)](#)  
[Things That “Bug” Me!](#)  
[Ways To Handle My Anger](#)  
Pencils  
Crayons  
Plastic bugs  
Small jar  
Group member’s folders  
[Teacher/Parent/Guardian Follow-up Form \(Document 12\)](#)

### **Session #3 Formative Assessment**

Every student will have filled out the [Things that “Bug” Me!](#) sheet and know two ways to deal appropriately with anger.

### **Session #3 Preparation**

**Essential Questions:** Is it okay to be angry? What can you do when you are angry?

**Engagement (Hook):** Plastic bugs setting on the table and a small jar containing more

**Session #3 Procedures**

<b>Session #3 Professional School Counselor Procedures:</b>	<b>Session #3 Student Involvement:</b>
<ol style="list-style-type: none"> <li>1. Review <a href="#">Small Group Counseling Guidelines Poster (Document 18)</a> and Group Assignment from previous session.</li> <li>2. Ask the students to pick up a bug and tell the group one thing that “bugs” them.</li> <li>3. Hand out the <a href="#">Things That “Bug” Me!</a> sheet and have students fill in one thing that they feel angry about on each bug.</li> <li>4. Have participants share at least two items from their worksheet about what bugs them.</li> <li>5. Lead discussion on ways to handle those things that bug them and hand out the <a href="#">Ways To Handle My Anger</a> sheet (bug spray can).</li> <li>6. Closure/Summary: Have students place all materials in the folders to be saved.</li> <li>7. Group assignment: Have students try some of the strategies that were listed on their bug spray cans.</li> <li>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 classroom teacher(s) of students in group.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students listen while school counselor reads the <a href="#">Small Group Counseling Guidelines Poster (Document 18)</a> and ask questions/make comments about guidelines. Share individual successes and challenges while completing Group Assignment throughout the past week.</li> <li>2. Each student picks up a bug and tells one thing that “bugs” them or they get angry about.</li> <li>3. Students fill in one thing that they feel angry about on each bug.</li> <li>4. Participants share at least two things that bug them.</li> <li>5. Participants come up with things to do when they are angry and list them on the <a href="#">Ways To Handle My Anger</a> sheet (bug spray can).</li> <li>6. Closure/Summary: All materials are placed in the folders to be saved.</li> <li>7. Group assignment: Students will try some of the things listed on their bug spray cans the next time they are angry.</li> <li>8. Students commit to giving their parents/guardians the <a href="#">Teacher/Parent/Guardian Follow-up Form (Document 12)</a> handout.</li> </ol>

**Session #3 Follow-Up Activities**

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

**Session #3 Counselor reflection notes (completed after the session)**

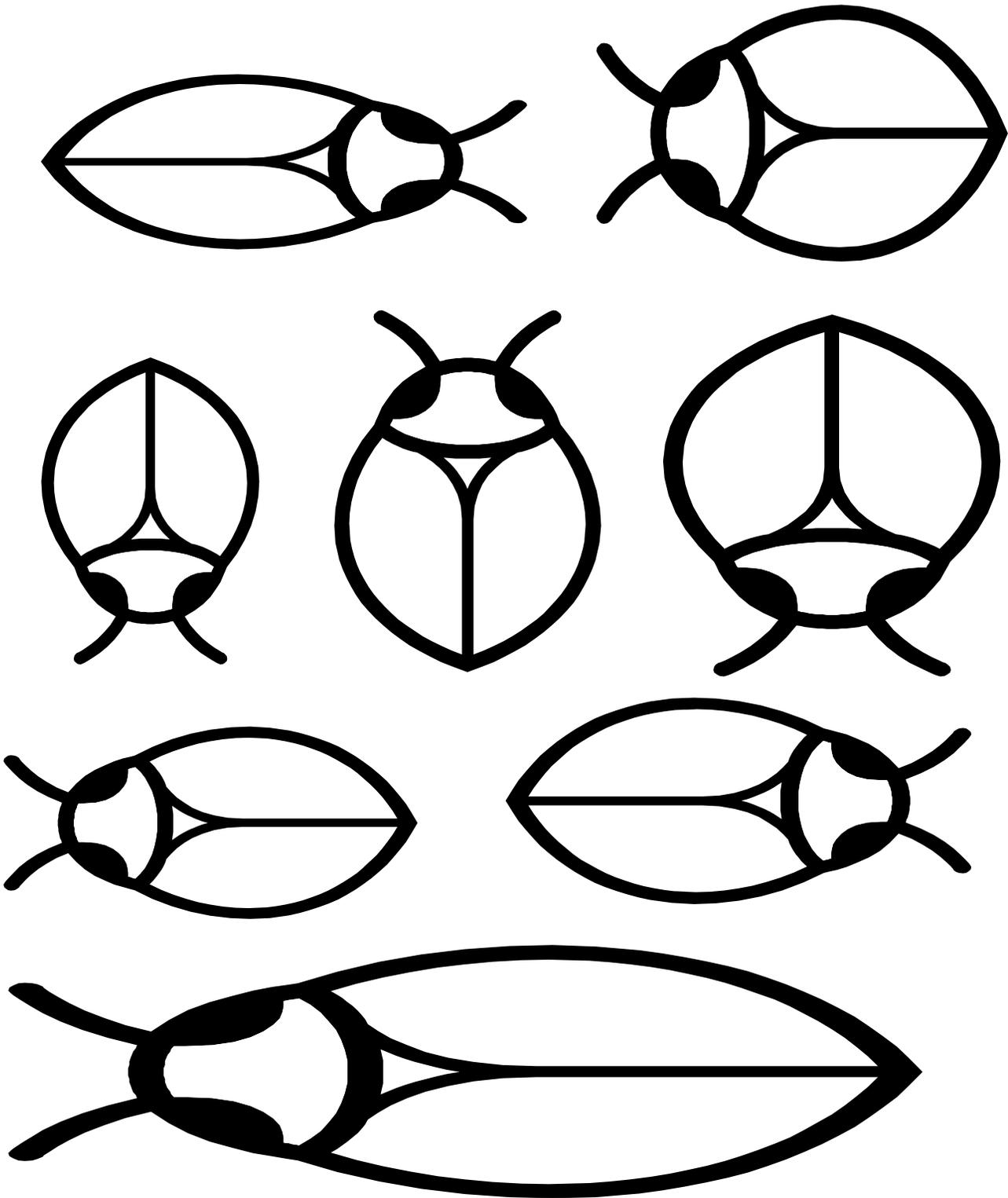
*STUDENT LEARNING: How will students’ lives improve as a result of what happened during this session?*

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

Session 3

## Things That “Bug” Me!



Session 3

## Ways To Handle My Anger



**Group Title:** Self Awareness

**Session Title:** Be a STAR – Conflict Resolution

**Session #** 4 of 6

**Grade Level:** K-2

**Estimated time:** 30 min.

**Small Group Counseling Session Purpose:** This session will help students with strategies that can be used to help them resolve personal conflicts.

**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.1.B. Balancing life roles

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 #4 Materials**

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

[Star Name Tag Patterns](#)

[Be a STAR](#) poster

[Role Play Cards](#)

Pencils

Group member's folders

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

#### **Session #4 Formative Assessment**

Each person will successfully act out a role play activity and give at least one example of how to appropriately solve a problem.

#### **Session #4 Preparation**

**Essential Questions:** How do people solve problems?

**Engagement (Hook):** Students enter and find their name on a star.

**Session #4 Procedures**

Session #4 Professional School Counselor Procedures:	Session #4 Student Involvement:
<ol style="list-style-type: none"> <li>1. Have star name tags for each participant waiting at their seat.</li> <li>2. Review <a href="#">Small Group Counseling Guidelines Poster (Document 18)</a> and Group Assignment from previous session.</li>   <li>3. Hand out the <a href="#">Be a STAR</a> poster to discuss steps to solve problems and conflict.</li> <li>4. Hand out <a href="#">Role Playing Cards</a> to each student (and helps those who need it to read their card.) This can be done in pairs or threes if helpful.</li> <li>5. Have small groups/individuals act out their role-play and give one or two ways to handle the problem. Ask the big group for other suggestions.</li> <li>6. Closure/Summary: Review ways for people to handle problems and/or conflicts appropriately in school and have students give suggestions. NOTE: All materials are put in the participants folder and filed until next group meeting.</li> <li>7. Group assignment: Have participants practice the STAR Problem-Solving Method-throughout the week until the next session.</li> <li>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 classroom teacher(s) of students in group.</li> </ol>	<ol style="list-style-type: none"> <li>1. Participants find the star name-tag with their name at their seat.</li> <li>2. Students listen while school counselor reads the <a href="#">Small Group Counseling Guidelines Poster (Document 18)</a> and ask questions/make comments about guidelines. Share individual successes and challenges while completing Group Assignment throughout the past week.</li> <li>3. Students look over the <a href="#">Be a STAR</a> poster and prepare to discuss.</li> <li>4. Students receive their <a href="#">Role Playing Cards</a> and read through and prepare for their role. (Students can be paired or grouped in threes)</li> <li>5. With each role-play, group members tell one or two ways that the problem can be handled. Then they have the whole group give other suggestions.</li> <li>6. Closure/Summary: Participants give suggestions for solving problems/conflict in school using the STAR method.</li> <li>7. Group assignment: Participants practice the STAR Problem-Solving Method until the next session.</li> <li>8. Students commit to giving their parents/guardians the <a href="#">Teacher/Parent/Guardian Follow-up Form (Document 12)</a> handout.</li> </ol>

**Session #4 Follow-Up Activities**

The STAR problem solving method might be presented as part of a problem solving or conflict resolution unit in classroom guidance to all students so that this becomes common language through out the building.  
[Teacher/Parent/Guardian Follow-up Form \(Document 12\)](#)

**Session #4 Counselor reflection notes (completed after the session)**

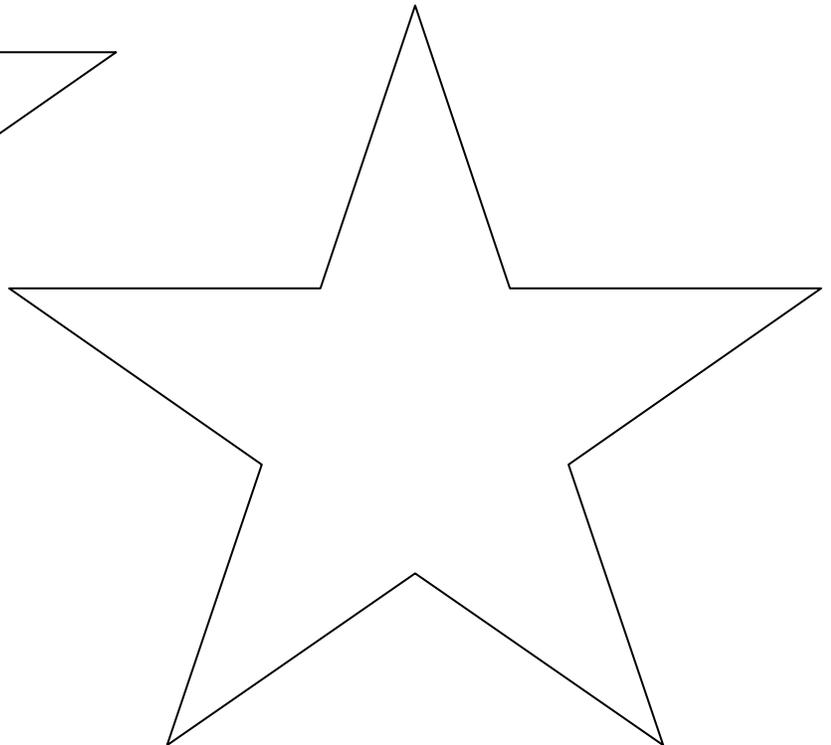
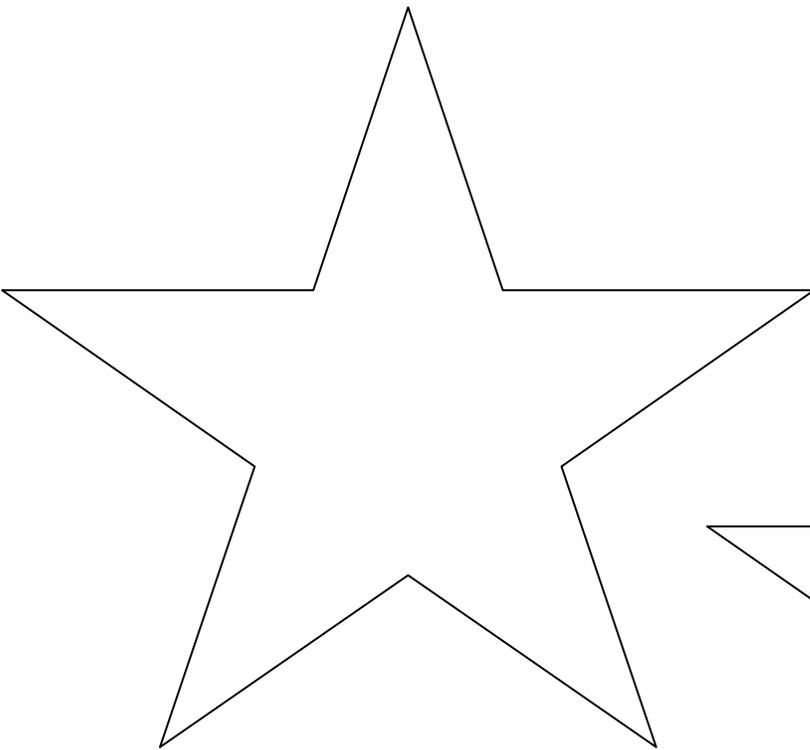
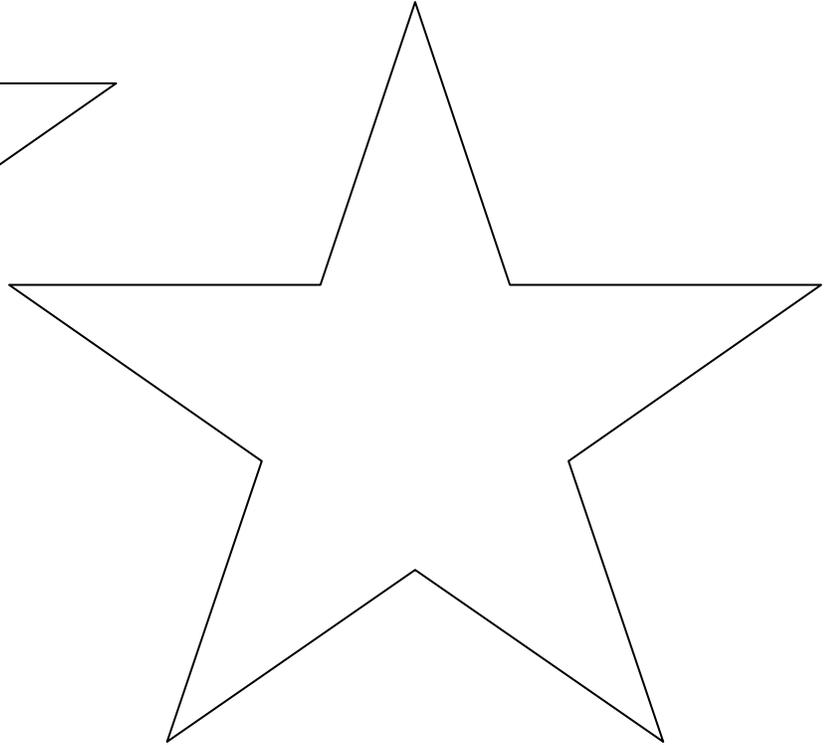
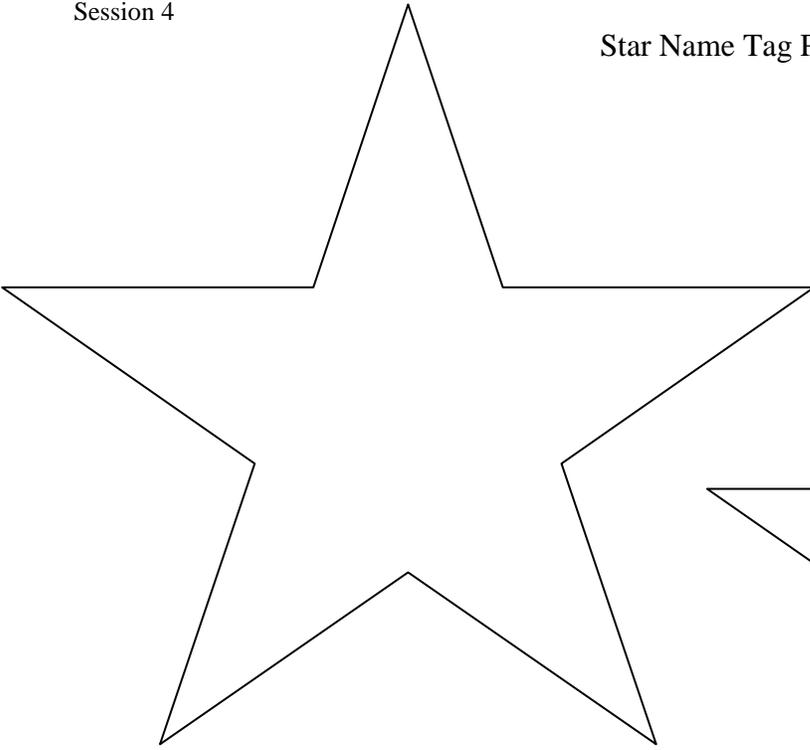
*STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?*

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

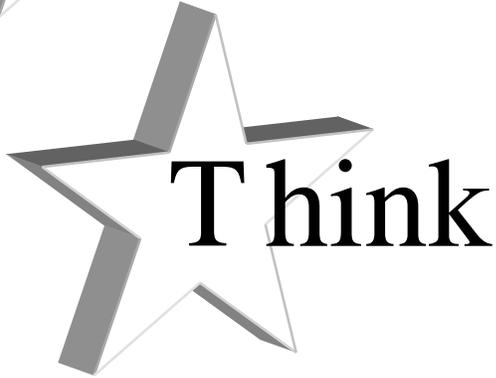
Session 4

Star Name Tag Patterns



Session 4

# Be a STAR



Session 4

# Role Play Cards

*(Copy and cut out. These can be glued to 3 x 5 cards. Have students discuss how they would handle each situation)*

<p>At recess, someone takes the ball from you as you are playing with someone else.</p>	<p>As you do your class work, the person next to you draws on your paper.</p>	<p>In line to go to the cafeteria, someone moves in front of you.</p>
<p>At the drinking fountain, someone cuts in front of you.</p>	<p>While walking down the hall, the person behind you walks on the back of your foot.</p>	<p>While working in a group, a member of the group won't share the crayons.</p>
<p>In the bathroom, you see someone throw paper towels in the toilet and stop it up.</p>	<p>On the bus, someone calls you names and demands your lunch (lunch money).</p>	<p>You wear your favorite pair of socks to school and several of your classmates make fun of them.</p>

**Group Title:** Self Awareness

**Session Title:** I'm a Good Friend: Getting Along with Others **Session #** 5 of 6

**Grade Level:** K-2

**Estimated time:** 30 min.

**Small Group Counseling Description:** This session will help students identify characteristics of a good friend.

**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.1.B. Balancing life roles

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

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

Small brown or white paper bags

Pencils

Crayons

Glue

Scissors

Yarn

Construction paper

One sample paper bag puppet or small hand puppet

Group member's folders

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

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 Formative Assessment**

Each student will make a paper bag "friend puppet" and be able to give two or three traits that make a good friend.

**Session #5 Preparation**

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

**Engagement (Hook):** Counselor discusses friendship with a puppet.

**Session #5 Procedures**

Session #5 Professional School Counselor Procedures:	Session #5 Student Involvement:
<ol style="list-style-type: none"> <li>1. Talk about friendship with a puppet when the participants enter the room.</li> <li>2. Review <a href="#">Small Group Guidelines</a> and Group Assignment from previous session.</li> <li>3. Ask participants how many of them have friends and do they know what makes a good friend? Write down traits from students on what makes a good friend.</li> <li>4. Hand out paper bags to each person and ask them to create their “good friend” puppet. Have construction paper, yarn, glue, scissors, crayons and pencils available.</li> <li>5. Have each participant try out their good friend puppet by having them tell one or two things that make a good friend. For instance, the puppet says, “A good friend is .....” or “I’m a good friend because .....</li> <li>6. Closure/Summary: Review all the suggestions that the participants made earlier that were written on the chart paper. NOTE: All materials are put in the participant’s folder and filed until next group meeting. 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 anything before the group ends.</li> <li>7. Group assignment: Have participants practice friendship skills that were discussed on being a good friend during the week.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students observe the counselor talking with a puppet about friendship when they enter the room.</li> <li>2. Students listen while school counselor reads the <a href="#">Small Group Guidelines</a> and ask questions/make comments about guidelines. Share individual successes and challenges while completing Group Assignment throughout the past week.</li> <li>3. Participants discuss what makes a good friend.</li> <li>4. Each participant gets a paper bag to make a good friend puppet.</li> <li>5. Each participant tries out their puppet and has the puppet give one or two things that make a good friend.</li> <li>6. Closure/Summary: Participants review the strategies and traits discussed and listed at the beginning of the session. 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 you and the group know if there is anything they want to discuss.</li> <li>7. Group assignment: Participants agree to try one or two of the good friend strategies discussed in the session during the following week.</li> </ol>

Session #5 Professional School Counselor Procedures:	Session #5 Student Involvement:
<p>8. Distribute &amp; explain <u><i>Teacher/Parent/Guardian Follow-up Form (Document 12)</i></u>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p> <p>9. Distribute &amp; explain <u><i>Parent/Guardian Post Group Perception Form (Document 15)</i></u>. 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.</p> <p><b>Give the students an envelope containing the <u><i>Group Summary Form (Document 17)</i></u> explaining that the group will be ending after the next session and requesting feedback about the group.</b></p>	<p>8. Students commit to giving their parents/guardians the <u><i>Teacher/Parent/Guardian Follow-up Form (Document 12)</i></u> handout.</p> <p>Students commit to giving their parents/guardians the <u><i>Parent/Guardian Post Group Perception Form (Document 15)</i></u> handout.</p>

**Session #5 Follow-Up Activities**

[Teacher/Parent/Guardian Small Group Session Follow-up](#)

**Session #5 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 Title:** Self Awareness

**Session Title:** Review and Wrap Up

**Session #** 6 of 6

**Grade Level:** K-2

**Estimated time:** 30 min.

**Small Group Counseling Description:** This group will help students with strategies that can be used to help them maintain or improve their self awareness.

**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.1.B. Balancing life roles

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

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

Pencil

Group member's folders

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

[Certificate of Group Completion](#)

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

**Session #6 Formative Assessment**

Students will discuss and review what they have learned in the last 5 sessions. They will take the group evaluation.

**Session #6 Preparation**

**Essential Questions:** Why is it important to learn about yourself?

**Engagement (Hook):** Handouts or materials from previous sessions are displayed in the group area.

**Session #6 Procedures**

<b>Session #6 Professional School Counselor Procedures:</b>	<b>Session #6 Student Involvement:</b>
<p>1. Review <a href="#">Small Group Counseling Guidelines</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>2. Collect <a href="#">Teacher/Parent/Guardian Follow-up Form (Document 12)</a>; make arrangements to get the forms from participants who did not bring them to the group.</p> <p>3. Return the students' folders and ask them to think about all the things that they have covered in the past 6 weeks.</p> <p>4. Go over each session and have students discuss what they learned from the session and if they are using any of the strategies. Have students add words or pictures to their folders that reinforce each session.</p> <p>5. Have students discuss their group experience and ask if they have any questions.</p> <p>6. <b>If a follow-up session is planned</b>, remind students that it will be held in 4-6 weeks.</p> <p>7. Group Summary/Closure: Students complete the <a href="#">Student Post-Group Perception Form (Document 16)</a>. Give each student a <a href="#">Group Certificate of Completion</a> for completing the group. Celebrate the closing of the group.</p>	<p>1. Students participate in review by telling what post-group confidentiality means for them.</p> <p>2. Students give you their forms; if they do not have them, they commit to the day they will bring them to you.</p> <p>3. Students receive their folders and look through them.</p> <p>4. Students discuss, session by session, what they learned and what strategies they are using now.</p> <p>5. Students discuss their group experience and also ask any questions they have.</p> <p>6. Students confirm that they have written the date for the Follow-up Session in their assignment books/planners.</p> <p>7. 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>

**Session #6 Follow-Up Activities**

<p><a href="#">Teacher/Parent/Guardian Follow-up Form (Document 12)</a>  <a href="#">Group Certificate of Completion</a></p>
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**Session #6 Counselor reflection notes (completed after the session)**

<p><i>STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?</i></p>
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*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*



# *Group Certificate of Completion*



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Student's Name

*successfully completed the*

*“ \_\_\_\_\_ ” group on \_\_\_\_\_.*

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



**WAY TO GO!**

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Professional School Counselor

**OPTIONAL FOLLOW-UP SESSION**

**Group Title:** Self-Awareness

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

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

**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:**  
Personal and Social Development: PS.3.Applying Personal Safety Skills and Coping Strategies

**Missouri Comprehensive Guidance and Counseling Concept(s):**  
PS.3.A. Safe and Healthy Choices  
PS.3.B. Personal Safety of Self and Others  
PS.3.C. Coping Skills

**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 [Follow-Up Feedback Form for Students](#) 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?*