

WORKING IN GROUPS: IT TAKES SKILL!

PSC Note: These lessons may be used as individual single lessons or as a series of lessons. They are bundled together because, as a group, the lessons provide a gateway to the increasingly complex skill(s) of effective group membership. Intentional teaching of the skills will be beneficial to ALL students. In addition, the student thinking papers and PSC/Student Resources may be used with other lessons about learning in groups.

Purpose: The purpose of this series of 4 lessons is to help all students add “collaborative and cooperative participation in classroom task groups” to their internalized empowerment/resiliency skills. Resiliency/empowerment skills help students take the mystery out of academic success. Together these skills contribute to each student’s emerging ability to be a self-advocate. Developing the complex skills required to work joyfully, respectfully, collaboratively and cooperatively in classroom task groups contributes to students’ present and future success in groups.

Time: Four (4) 50-60-minute Lesson **Group Size:** Whole Class **Grade Level:** 4-6

Overview of Lessons and Materials: The focus of the lessons is the development and internalization of students’ understanding of group skills. This is accomplished through developing students’: awareness of group roles, identification of the roles they assume in groups and introduction to the universal skills required for joyful, respectful, collaborative and cooperative participation in classroom task groups. Students establish personal goals for the improvement of their relationships within groups. Respect for self and one’s own ideas as well as respect for others and their ideas are underlying themes in each lesson.

Lesson 1: Every Group is a Stage—We All Play a Role: Students learn group roles by name and function.

Materials: [*Which Role Do I Play? Which Role do I Want to Play?*](#) Student Thinking Paper

Lesson 2: It’s Your Stage! What Role(s) Do You Play? Students, identify the roles they assume in the various groups in which they function (e.g., family, classroom, friendship).

Materials: [*My Circle of Roles*](#) Student Thinking Paper; (Optional Activity [*Role-Play Scenario*](#) Script for Group Task: *To Decide What Class Will Do for the End-Of-The-Year Party* Student Resource).

Prior to Lesson 2, make 8-1/2 x 11 signs for following roles: Leader, Helper, Rebel, Follower, Observer, Loner and Clown

Lesson 3: Acting Out Roles: Students participate in a series of actual group problem-solving activities and identify the roles they assume in each situation.

Materials: [*Station-Go-Round Observation and Reflection*](#) Student Thinking Paper; ([*Station-Go-Round Recorder’s Notes*](#) Student Resource).

Prior to Lesson 3, create 4 or 5 problem-solving learning stations. For example: *Station A: Math word problems; Station B: a 100-piece puzzle, Station C: Create a poster about working in groups, Station D: a board game in a box, Station E: Draw a group self-portrait.*

Lesson 4: Learning in Groups: It Takes Skill! Students are introduced to the universal skills of working together in any situation/setting. The personal roles students identified in prior lessons are used to assess their current skill level and as a starting point for establishing goals to improve their effectiveness as members of any group.

Materials: [*Self-Assessment: Group Relationship Skills*](#) Student Thinking Paper

Missouri Comprehensive Guidance Program: Strand/Big Idea/Concept

Strand: Personal and Social Development (PS)

Big Idea: PS 2 Interacting With Others in Ways That Respect Individual and Group Differences









Concept: PS.2.B. Respect for self and others

American School Counselor Association (ASCA): Domain/Standard:

Personal/Social Development Domain

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

Link to Sample MCGP Units/Lessons (Note: this listing does not include all possible related Units/Lessons—they are merely examples of how the activity fits with the MCGP Guidance eLearning Units/Lessons)

4 th Grade	PS.2.B.	Unit: What Does It Take to Get Along w/Others?	 
5 th Grade	PS.2.B.	Unit: Respecting Differences in Others	 
6 th Grade	PS.2.A.	Unit: What Do Skills Have to Do with It? (Lesson 1)	 
6 th Grade	PS.1.A, C.	Unit: TEAMS: Together Everyone Assures My Success	 

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

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

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English 6. Participating in formal and informal presentations and discussions of issues and ideas
X Mathematics	1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Assessment: acceptable evidence of what learners will know/be able to do as a result of this lesson:

See the Assessment sections for each lesson.

Lesson Preparation/Motivation

Essential Questions: Working in groups—Do we have to? Some people enjoy working in groups; others hate it. What makes the difference?

Engagement (Hook): See Individual Lessons

Procedures

Professional School Counselor Procedures:	Student Involvement:
LESSON 1: EVERY GROUP IS A STAGE—WE ALL PLAY A ROLE Materials: Which Role Do I Play? Which Role Do I Want to Play? Student Thinking Paper; timer for brainstorming sessions.	LESSON 1: EVERY GROUP IS A STAGE—WE ALL PLAY A ROLE Students: During these lessons, courageously volunteer and be sure to speak loudly and clearly enough for

Professional School Counselor Procedures:	Student Involvement:				
<p><i>Throughout these lessons, systematically observe as students as they participate in lesson discussions, complete thinking papers and work in groups. Note students who have difficulty with any aspect of lesson—especially those who were not able to work cooperatively in groups. Note those who are hesitant to express ideas during whole class conversations and/or with partner; who appear to lack confidence in their own thoughts; who consistently attempt to take over class discussions, partner collaboration, and/or small group task completion. Note, too, those who repeatedly engaged in distracting behaviors, rarely (if ever) voluntarily contributed to class conversations or individual responses to thinking papers were inappropriate or lacked depth/sincerity.</i></p> <p><i>Hook:</i> As you come into the classroom, greet students with “We’re going to work in groups today and I am going to choose the groups.” Observe students’ reaction then say “SHOW-ME...with your hands: on a scale of 1-5 (1 = low), how do you TRULY feel about working in groups?” Invite discussion as appropriate.</p> <ol style="list-style-type: none">1. Make the transition from the <i>Hook</i> to the lesson by acknowledging the mixed feelings students have about working together in groups especially when an adult chooses the groups. Why do you think that is?2. SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts)...90-second brainstorms...working in groups...like/don’t like. <p>Before SHOW-ME...SHOUT-OUT brainstorm, draw a 2 column-chart/table on the board:</p> <table><tr><th colspan="2">Working in Groups</th></tr><tr><th>Don’t Like</th><th>Like</th></tr></table> <p>Review and enforce brainstorming ground rules:</p> <ul style="list-style-type: none">• 90 seconds—no more/no less;• Generate as many ideas as possible;• No evaluation of ideas—positive or negative;• Likity-split, one after another, as fast as possible;• At the end of 90 seconds, look over list, add more ideas.• Look over list again; with students’ help, eliminate obvious duplication. <p>Start with “Don’t Like” column. Model respect for every person’s contribution; follow same procedure for “Like” column.</p> <p>Discuss lists as needed to paint a “big picture;” invite</p>	Working in Groups		Don’t Like	Like	<p>everyone to hear your great ideas. Use complete sentences and conventions of standard English in speaking and writing.</p> <p><i>Hook:</i> Participate in SHOW-ME...with your hands. Contribute with honesty to discussion.</p> <ol style="list-style-type: none">1. After participating in the “SHOW-ME” survey of true feelings about working in groups, think about the reasons students have mixed feelings about working in groups....then....2. Participate in SHOW-ME...SHOUT-OUT (one-at-a-time; inside shouts)...90-second brainstorms. Follow ground rules for brainstorming. <p>Start with “Don’t Like” column; at end of 90 seconds, add additional ideas; help school counselor identify/eliminate duplicates. Follow same procedure for “Like” column.</p> <p>Help school counselor paint the “Big Picture” by</p>
Working in Groups					
Don’t Like	Like				

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>students to contribute their observations of lists.</p> <p>3. Explain that very often the reason people don't like to work in groups is because they have never been taught how to work in groups. Tell students that during this and the next few lessons they will be learning the skills of working in groups—joyfully, respectfully, collaboratively and cooperatively. Together they will:</p> <ul style="list-style-type: none"> • Learn to identify group roles by name and function. • Learn to identify the roles they assume in the various groups in which they function (e.g., family, classroom, friendship). • Participate in a series of group problem-solving activities and identify the roles they assume in each situation. • Learn about the universal skills of respectfully and joyfully working together in any situation or setting and set goals for developing the skills that will make everyone want to work with each one and won't cringe when I say "We're going to work in groups." <p>4. Introduce the idea that every individual assumes different roles in relationships and in different situations. Illustrate with your life and the varied roles you play each day, week, month. Give examples of behaving and feeling differently in different situations (for example, mother—boss, leader of activities; educator—leader, follower, rebel). Invite students to contribute examples of the roles they assume in their lives. Write their examples on the board in list form.</p> <p>5. Say: Do you know? In every group, there are specific roles people assume. The roles are similar across all groups, e.g., in each group a leader and followers emerge without our thinking about it.</p> <p>Tell students to hypothesize about the meaning of the statement: "there are specific roles people assume and those roles are similar in every group" and tell their classmates what they THINK it means.</p> <p>6. Individuals may assume different roles depending upon the purpose of a specific group (e.g., with my friend-group I might be the clown or humorous person and in a colleague-group, I might be an observer or a rebel).</p> <p>Review the list of roles students generated in Step 4. Clarify roles that are vague (e.g., role = big brother</p>	<p>contributing your observations to conversation about the mixed/varied feelings students have about working in groups. Honest responses required!</p> <p>3. Demonstrate attending skills—e.g., eye contact, taking notes, asking clarification questions when appropriate.</p> <p>As school counselor talks, think about his or her words and what they mean in your life.</p> <p>4. Contribute examples of the various roles you assume in different kinds of groups/situations, e.g., family dinners at home, visiting other families, playing with friends in neighborhood, classroom groups.</p> <p>5. Relate school counselor's statements about roles in groups to your own groups.</p> <p>Hypothesize about the meaning of the statement, "there are specific roles people assume and those roles are similar in every group." Think: hypothesize=guess, specific= restricted to a particular situation (in this instance: groups); roles=the ways people act. Be brave volunteer a guess!</p> <p>6. Work with school counselor to categorize roles by general function of role (e.g. reading to sister and unloading groceries for mom could be "Helping;" organizing a neighborhood lemonade stand and starting a classroom fund-raiser are both "Leading").</p>

Professional School Counselor Procedures:	Student Involvement:
<p>[what does he do as a big brother, e.g., reads to sister]). Ask students to help you categorize the roles on the list into similar functions (e.g., leader, follower).</p> <p>7. Continue conversation with theme that in order to work joyfully, respectfully, collaboratively and cooperatively in task groups at school, students must become aware of the roles they assume and the roles that are required to <i>GET-IT-DONE!</i></p> <p>8. Keep the list of roles generated in Step 4 visible; develop a 2-column chart/table on the board. Label first column “Group Roles” and second column “Descriptions of Group Roles” In the first column, list the following roles: Leader (directs) Helper (helps out, assists) Rebel (acts out, disagrees) Follower (goes along with group, agreeable) Observer (watches, waits) Loner (does not participate) Clown (tension easer, funny, avoids task)</p> <p>Compare the “new” list with the list generated in Step 4. Invite students to identify similarities and differences in role titles and functions.</p> <p>Explain that these roles are the “official” titles many people use to describe what people do in groups.</p> <p>Solicit definitions from the class for the second column.</p> <p>Tell students that from now on, when you (and they) talk about group roles, the names of the “official” roles will be used. Help students internalize the roles/definitions by using the terms consistently and expecting them to do the same.</p> <p>9. Explain:</p> <ul style="list-style-type: none"> • Each “Official” role has a function (purpose) in the group. • Task groups have work to accomplish. • The role each member assumes either helps the group get the task completed or prevents the group from getting the task completed. <p>10. SHOW-ME with thumbs-up—who wants to work in a group that <i>GETS-IT-DONE!</i></p> <p>Tell students they are going to learn how to be a group member who <i>HELPS GET-IT-DONE!</i> First step: a self-assessment of the role(s) they assume now so they will know where they are right now.</p>	<p>7. Think about the benefits of everyone being willing to work together joyfully, respectfully, collaboratively and cooperatively. Contribute ideas to conversation</p> <p>8. As school counselor writes the “new” list of group roles, think about what each role means.</p> <p>Compare list generated in Step 4 with the “new” list of roles school counselor wrote on the board. What are the similarities/differences?</p> <p>Contribute definitions of the “new” roles listed in column 1.</p> <p>Learn and remember to use the “official” titles for the six group roles.</p> <p>9. Actively listen to what school counselor says about getting tasks accomplished in groups. Ask questions as appropriate and to clarify uncertainties.</p> <p>10. SHOW-ME thumbs up if you want to work in a group that <i>GETS-IT-DONE!</i></p> <p>11. Look over the thinking paper; ask appropriate</p>

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<p>11. Distribute and explain the Which Role Do I Play? Student Thinking Paper. Give students time to look over thinking paper and invite clarifying questions.</p> <p>Tell students to use the table/chart of roles and definitions on the board as a reference. Allow approximately seven (7) minutes to complete the thinking paper. When finished, ask students to process the thinking paper with a partner: Discuss questions at bottom of thinking paper</p> <p>ASSESSMENT: Content: Cover-up/remove titles of roles from board. Ask students to write the names of the “official” roles on a blank piece of paper. Show-Me with your hands: How many roles did you remember? Invite 7 volunteers to each name one of the roles; tell students to check-off the ones they named and add those they did not name.</p> <p>ASSESSMENT: Personalization of Content: Ask: Do you tend to assume different roles in different situations or stay in the same role? Are you pleased with the role(s) you assumed or would you like to change your role in some situations?</p> <p>CLOSURE: Tell students to make mental note of the self-observations they make & be prepared to discuss the roles assumed during the next lesson.</p>	<p>clarification questions if unclear about the meaning of the roles and/or the group situations listed.</p> <p>Complete the thinking paper; discuss results and questions at bottom of thinking paper with a partner.</p> <p>ASSESSMENT: Content: Write the “Official” role titles. Listen as volunteers name one of the roles—check-off if you have it written; add the titles you did not remember. Work on remember all “official” role titles.</p> <p>ASSESSMENT: Personalization of Content: Volunteer to answer at least one of the questions or contribute to discussion in another way.</p> <p>CLOSURE: Commit to keeping a mental note of the roles you assume in groups between now and the next lesson. Were you a member who helped or hindered the group(s) to <i>GET-IT-DONE!</i></p>
<p>LESSON 2: IT’S YOUR STAGE! WHAT ROLE(S) DO YOU PLAY? Materials: My Circle of Roles Student Thinking Paper; (Optional Activity Role-Play Scenario <i>Script for Group Task: To Decide What Class Will Do for the End-Of-The-Year Party</i> Student Resource).</p> <p>Prior to Lesson 2, make 8-1/2 x 11 signs for following roles: Leader, Helper, Rebel, Follower, Observer, Loner and Clown</p> <p><i>Hook: Enter class saying nothing—except as necessary for “role-play.” In rapid succession, demonstrate each of the “official” roles (helpful & NOT helpful ways of assuming each role; do not name roles): Leader, Helper, Rebel, Follower, Observer, Loner and Clown.</i></p> <p>1. Following the <i>Hook</i>, invite students to describe their observations and identify the roles they recognized; write role titles on board. Relate the <i>Hook</i> to students’ self observations since the last lesson; inquire about what they observed about roles in groups. Invite 3or 4</p>	<p>LESSON 2: IT’S YOUR STAGE! WHAT ROLE(S) DO YOU PLAY?</p> <p>Reminder: Students peak loudly and clearly enough for everyone to hear your great ideas.</p> <p>Observe <i>Hook</i>—is school counselor doing? Identify in mind each role as it is demonstrated by school counselor.</p> <p>1. Volunteer to identify roles demonstrated by school counselor.</p> <p>Recall self-observations (roles played in groups since last lesson). Volunteer to tell about self-observations</p>

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<p>to volunteer to tell about what they observed and what they learned—about self/about working in groups—as a result of self-observations. Continue conversation as appropriate.</p> <p><i>PSC Note: The purpose of this activity is two-fold—a visual self-assessment to help students better understand the % of their group time spent helping/hindering the accomplishment of group tasks AND to integrate/reinforce a mathematics concept (%ages) with the comprehensive guidance curriculum.</i></p> <p><i>The student thinking paper includes a table to help students systematically organize their thinking, enter data in a table and calculate percentages. Depending upon level of mathematical maturity, this may be a performance-stretch for younger students. The activity may be simplified by eliminating the calculation procedures and asking students to think in global terms (e.g., “Which roles do you NEVER assume? Cross those roles off list. Which roles do you estimate you assume most often/least often? How much of the circle would represent each of these roles? Compare other roles to these benchmarks—indicate those closest in time estimates to most/least; remaining roles—how much of the rest of time in groups is spent assuming these roles? Modify the following procedures to fit the mathematical maturity of your students.</i></p> <ol style="list-style-type: none"> 2. Show students examples of multi-colored pie charts; tell them they will be creating similar pie charts representing the roles they assume in groups. <p>Distribute the My Circle of Roles Student Thinking Paper. Review the principles/concepts of determining percentages (be sure to use the academic vocabulary that is used in your building. Talk with classroom teachers if you are not familiar with the common academic vocabulary [e.g. circle or pie, chart or graph or other terms]).</p> <ol style="list-style-type: none"> 3. Call students’ attention to the circle at the bottom of the page. Help them understand the circle is a pie graph that represents the total time they spend in all groups with other people (100% = total time IN groups). Explain that they will slice up the pie chart to indicate the percentage of time they spend in each of the “official” group roles. <p>Explain the table at the top of the page, using the example provided for calculations. Instruct students to copy the table on a piece of notebook paper, adding enough lines to list their groups. They are to pick one</p>	<p>and what you learned about group roles.</p> <ol style="list-style-type: none"> 2. Recall the principles/concepts of working with percentages (e.g., 100% = Whole; Percentage = part of whole). Remind school counselor of mathematics vocabulary used when talking about %ages. 3. Look at the circle at the bottom of the thinking paper—think of the circle as a pie chart representing 100% (all) of the time you spend in groups. Your task is to slice the pie graph into slices representing the % of 100% (portion of ALL your time) you spend in each group ROLE. If any directions are unclear, ask for clarification. <p>Follow the directions of school counselor; calculate the estimated percentages.</p>

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<p>day and list all groups in which they participate on that day. Guide students through each step for calculating percentages for each group role. Emphasize that the key word is “ESTIMATE” i.e., don’t have to know exact amount of time.</p> <p>When %age calculations are complete, instruct students to use the key on the thinking paper and graph the percentage of time in each role</p> <p>Instruct students to complete the sentence “<i>The pie graph indicates that when I am in groups with others, I ____.</i>”</p> <p>Invite students to their sentences to classmates.</p> <p>4. Place the role signs (see materials) around the room; instruct students to go to the sign that represents the role they would usually assume in the following situations:</p> <ul style="list-style-type: none"> • A group of your friends is planning an end-of-the-year party. • Your family is on a picnic. • You are going to summer school and do not know anyone in the class. • This is the first meeting of your soccer team; last year your team was in first place. • You and four or five of your classmates are working on a science project. <p>5. Process activity by leading students in a discussion/conversation about the roles they chose in each situation. Emphasize that sometimes we continue to assume roles we don’t like because we either do not realize we have assumed a specific role or do not know how to start assuming a different role—everyone expects us to be the same as we have always been.</p> <p>6. Conclude lesson with a conversation affirming that each role can be turned into a positive:</p> <ul style="list-style-type: none"> • Leader: all groups need someone to take responsibility • Helper: all groups need someone who is willing to help keep the group on-track and to record what happens in the group • Rebel: all groups need someone who is willing to question—in a helpful way • Follower: all groups need agreeable participants when decisions have been made • Observer: all groups need someone who watches the process and helps keep the group on track • Loner: Some people prefer to work on their own AND they can be helpful to the group by doing research and sharing or by doing another task to 	<p>Graph the estimated %ages on pie graph, following the key provided.</p> <p>Complete the sentence “<i>The pie graph indicates that when I am in groups with others, I ____.</i>”</p> <p>Volunteers read sentences.</p> <p>4. Ask questions if directions/meanings of each role are unclear. Move to the appropriate role area as school counselor reads each scenario. Make own decision regarding the role usually assumed in each situation.</p> <p>5. Contribute comments to conversation regarding choice of role in each situation. Be honest! How was role chosen in each scenario? Is the role chosen the best one for you?</p> <p>6. As school counselor talks about the positive aspects of each role, consider what you will do in future groups to help the group accomplish the assigned task(s).</p>

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<p>contribute to group</p> <ul style="list-style-type: none"> Clown: all groups need someone to break the tension when the group members are having a difficult time making a decision or gaining agreement. A good laugh clears the cobwebs! <p>7. Talk with students about their ability to change roles & to learn new ways of behaving within groups. Acknowledge the difficulty AND emphasize the importance of being able to work in groups throughout all of their lives. Remind students that every role has a positive.</p> <p>ASSESSMENT: Content: Each student completes <i>My Circle of Roles</i> pie graph; each student writes the roles on a separate page and places a ☆ in front of his or her preferred role. Each student completes the sentence: “___is my preferred role in groups because___.”</p> <p>ASSESSMENT: Personalization of Content: On the same page, students complete the sentence: “I learned I _____.”</p> <p>Invite several volunteers to read their “I learned I _____” statements. <i>Listen for students’ ability to use first person and to relate learning to themselves—rather than making statements such as “I learned that in groups, everyone has a role.”</i></p> <p>Collect assessment papers</p> <p>CLOSURE: Explain that in the next lesson they learn more about ways they can help groups accomplish assigned tasks.</p> <p>Encourage students to continue self-observations of their work in groups. Ask them to try out a new role in one of their groups (e.g., instead of being a leader, contribute ideas and also listen/observe and, when appropriate, say “I noticed...” or “It seems to me that when we talk about recess, we are not getting out task completed. What do you think?” Acknowledge that it takes courage to try out an unfamiliar role! Encourage students to help each other.</p> <p>Optional Activity (OA): <i>PSC Note: The following activity may be substituted for one of the other activities or used to extend this lesson if students seem to need more experiences developing an understanding of group roles.</i></p>	<p>7. Contribute thoughts/personal experiences about wanting to assume another role and what the change was/might be like (e.g., “I’m usually an observer and I’d like to be more of a leader, but I don’t know how to change”.)</p> <p>ASSESSMENT: Content: Complete <i>My Circle of Roles</i> pie graph; write the seven roles on a separate page; place a ☆ in front of preferred role. Complete sentence: “___is my preferred role in groups because___.”</p> <p>ASSESSMENT: Personalization of Content: On the same page, complete the sentence: “I learned I _____.”</p> <p>If you have not volunteered during this lesson, courageously volunteer to read your “I learned I” statement.</p> <p>Give assessment papers to school counselor (be sure your name and the date are at the top of your paper).</p> <p>CLOSURE: Continue self-observations of work in groups; try a new role, help peers try new roles, ask peers to help you try new role. Make note of ideas, difficulties or questions you want to ask during the next Lesson.</p> <p>Commit to trying a new role in a group.</p> <p>Optional Activity (OA):</p>

Professional School Counselor Procedures:	Student Involvement:
<p>OA1. Invite a volunteer from each “role group” to role play a situation (see: Lesson 2 Student Resource: <i>Which Role Do I Play? Script For Group Task: To Decide What Class Will Do For The End-Of-The-Year Party</i>). Assign roles, allow a few minutes for actors to read through their roles. Enact role play. Switch roles so students experience different roles AND avoid being “type-cast” in a specific role.</p> <p>OA2. De-brief role play by asking each actor to talk about what he or she liked/did not like about the role played. Lead the class in a discussion of what causes people to assume the roles they do in groups. Include ideas such as people seem to expect certain behaviors from you, you feel uncomfortable trying new roles, competition with other group members, and a need for new skills such as assertiveness.</p> <p><i>Before next lesson, review responses to sentence stems for students’ (age appropriate) level of awareness of group roles AND 1) age-appropriate command of conventions of standard English; 2) ability to articulate thoughts and feelings in 1st person language.</i></p>	<p>OA1. Volunteer to participate in role-play. Either participate in role-play or observe others in role-play. Think about: what you would have done in the same situation?</p> <p>OA2. Actors talk about roles; others in class contribute ideas about what makes people assume the roles they do.</p>
<p>LESSON 3: ACTING OUT ROLES: Take students’ assessment papers to class; distribute during Step 2. Materials: Station-Go-Round Observation and Reflection Student Thinking Paper; Station-Go-Round Recorder’s Notes Student Resource.</p> <p>Prior to Lesson 3, create 4 or 5 problem-solving learning stations. For example: Station A: Math word problems; Station B: a 100-piece puzzle, Station C: Create a poster about working in groups, Station D: a board game in a box, Station E: Draw a group self-portrait.</p> <p><i>The purpose of the stations is to present students with different kinds of group problem-solving situations. The groups will move from station to station—there will not be time to finish solving problem; however, group role-taking will emerge giving students material to discuss during de-briefing of activity.</i></p> <p>1. SHOW-ME...with words: 14 volunteers are needed. First person, name a role, second person gives a very brief definition or demonstration of the role (continue until all 7 roles (leader, helper, follower, rebel, observer, loner & clown) have been named and defined or demonstrated). Encourage support for each other—</p>	<p>LESSON 3: ACTING OUT ROLES</p> <p>1. Participate in SHOW-ME: volunteer to name or define/demonstrate one of the 7 group roles. Help each other.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>encourage cooperation and collaboration if anyone gets stumped.</p> <p>2. Inquire about students' trial of new group roles. Who tried a new role? What was it like?</p> <p>Distribute students' assessment papers from Lesson 2. Make general comments to reinforce learning and/or correct misconceptions in thinking (no names or identifying information).</p> <p>Introduce Lesson 3: Explain that the purpose of this lesson is to work in groups to solve problems—and—to identify/reflect on roles they assumed in actual group situations.</p> <p>3. Divide the class into groups of 5. SHOW-ME...Hands up...who has ridden a merry-go-round? What does it do? (It goes around...and around). Tell them this activity is a "Station-Go-Round" and they will be the ones to go-around with their groups.</p> <p>Assign each group to a station in the room and tell students they will work together at the station to solve a problem. Invite clarifying questions.</p> <p>4. At the end of 5 minutes, say "Station-Go-Round" and groups move clockwise to the next station until each group has been to all five stations.</p> <p><i>PSC Note: there may not be enough time for students to move to all 5 station AND 5 minutes is NOT be enough time to get very far on the each station's task); however, even 5 minutes @ 3 stations, WILL be enough time for group role-taking to emerge.</i></p> <p>5. Continuing in their groups and upon completion of station-go-round activity, ask students to reflect on their roles at each station: did they assume the same role at each station? Were the roles the same as those they assume in similar real-life situations?</p> <p>ASSESSMENT: Content: (students stay in groups) Distribute and explain the Station-Go-Round Observation and Reflection Student Thinking Paper; students (still in groups) complete the paper independently. <i>PSC Note: emphasize neutrality and objectivity, discuss roles, not people; provide guidance and support as appropriate and as needed.</i></p> <p>When students have completed the Thinking Paper, each group chooses a leader and a recorder. They discuss Part 2 of the Student Thinking Paper with their</p>	<p>2. Volunteer information about trying new group role.</p> <p>Listen with curiosity about school counselor's comment re: assessment papers.</p> <p>3. Join the group to which school counselor assigns you. Participate in SHOW-ME: contribute to conversation about merry-go-rounds. Ask clarifying questions about the Station-Go-Round procedures.</p> <p>Follow classroom procedures for moving to first station. Follow school counselor's instructions.</p> <p>4. Work at each station for 5 minutes—accomplishing as much as possible in the 5 minutes you have at each station. Leave station "good-as-new" for next group.</p> <p>5. Stay in "Station Groups." Respond to the reflection prompts school counselor provides.</p> <p>ASSESSMENT: Content: Complete Part 1 of <i>Observation and Reflection</i> Student Thinking Paper independently.</p> <p>When all group members complete Part 1 of thinking paper, choose a facilitator to lead discussion and a recorder to take notes. Follow school counselor's</p>

Professional School Counselor Procedures:	Student Involvement:
<p>groups; recorders take notes (Station-Go-Round Recorder's Notes Student Resource).</p> <p><i>PSC: Observe each student's participation in the discussion; make note of those who appear uncomfortable within the group. Remind students about neutrality and objectivity—discuss roles/not people.</i></p> <p>Each group chooses a reporter (preferably person other than recorder)—a member who “reports-out” to rest of class. Invite public reporting of groups’ self-observations (of group in action) as they worked on the Station-Go-Round tasks.</p> <p>ASSESSMENT: Personalization of Content: Guide students to Station-Go-Round Part 3: Personalization of Content. Allow them a minute or so to look over sentence stems (<i>repeated here FYI</i>): <i>When I work with others in task groups I _____. I learned I _____. The role I DO NOT want to assume is _____ because _____. The role I WANT to assume in groups is _____ because _____. I hope we learn more about _____. Invite clarifying questions.</i></p> <p>CLOSURE: When everyone in group has completed Part 3, members of each group identify one very-important-learning from the “Station-Go-Round” activities. The reporter (see: Assessment: Content) presents his or her group’s very important learning to the class. Invite discussion of very important learning and/or questions class members have for groups.</p> <p>Tell students to staple their individual thinking papers and the recorder’s notes together with the recorder’s notes on top and hand them in. Collect <i>Station-Go-Round</i> thinking papers and <i>Station-Go-Round Recorder’s Notes</i>.</p> <p>Encourage students to try a new group role during the week.</p> <p><i>Before next lesson, review reflections. Assess students’ (age appropriate) awareness of the roles they assume in groups and the roles others assume. AND 1) age-appropriate command of conventions of standard English; 2) ability to personalize content by articulating their thoughts, feelings and action plans in 1st person language.</i></p> <p>LESSON 4: LEARNING IN GROUPS: IT TAKES SKILL!</p>	<p>instructions.</p> <p>Choose a reporter. He or she will present your group’s reflections/conclusions about the Station-Go-Round tasks.</p> <p>ASSESSMENT: Personalization of Content: Find Part 3 of your Station-Go-Round thinking paper. Look it over; ask clarifying questions; complete on your own.</p> <p>CLOSURE: Help your group identify one very-important-learning. Your group’s reporter presents your group’s very-important-learning to classmates. Contribute to discussion and/or ask questions regarding other groups’ very important learning.</p> <p>Follow school counselor’s instructions for handing in your thinking papers and recorder’s notes.</p> <p>Continue to conduct self-observations so that you can continue to learn about yourself and roles in groups.</p> <p>LESSON 4: LEARNING IN GROUPS: IT TAKES SKILL!</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>Take students completed <i>Station-Go-Round</i> thinking papers from previous lesson to class with you; distribute during Step 1. Materials: Self-Assessment: Group Relationship Skills Student Thinking Paper</p> <ol style="list-style-type: none"> 1. Distribute students' completed <i>Station-Go-Round</i> thinking papers. Give them a minute or so to review their responses; make general reinforcing comments about their learning and how their knowledge and application will help them learn and work with each other now and in the future. 2. This is the last lesson in our series of lessons about working in groups. SHOW-ME...with words...What would you say is the very most important thing you have learned about yourself and the roles you assume in classroom work/task groups? Make a group list on the board—ask someone to copy the list for you as you write. (Use list as you plan future group-related activities.) 3. Knowing about the ROLES individuals assume in groups, helps us know a little more about what makes groups “tick”. We are going to switch gears a little in this lesson. Awareness of the roles that emerge when people start working together is important knowledge for “Get-it-done” groups. 4. In Lesson 2, we discussed the idea that the roles we assume in groups can have a negative or a positive influence on “getting-it-done,” depending upon our attitude. How does a positive attitude help the whole group get-it-done? 5. In order to work together joyfully, respectfully, collaboratively and cooperatively, we need to know and apply relationship skills in our work/task groups. When relationship skills are applied to the roles we assume, the result is a positive influence on the productivity of task/work groups. 6. Write the following words in a column on the board: Communication, Observation, Problem-Solving, Encouragement and Emotional Expressiveness. Invite student volunteers to tell what the words mean to them. Label this column “Skills.” Label a second column “Help groups ‘Get It-Done’ by....” Invite additional volunteers to choose one of the skills and explain how using the skill can help members of groups work together to accomplish assigned tasks. <p>These skills are RELATIONSHIP SKILLS. They are</p>	<p>Student Reminder: Speak loudly and clearly enough for everyone to hear your great ideas.</p> <ol style="list-style-type: none"> 1. Look over the thinking paper school counselor returns to you. Think about how your new learning about groups will help you now and in the future. 2. Participate in SHOW-ME...with words: Contribute the most important thing learned about YOU; about “Getting-It-Done” in classroom work/task groups 3. Listen with enthusiasm for information. 4. Contribute ideas to discussion about how a positive attitude helps a group get-it-done 5. Listen with enthusiasm for information. 6. Volunteer to define one of the words your PSC writes on board. Contribute ideas about how the skills listed can add to a group’s successful completion of work tasks. Encourage others to contribute their bright ideas, tool.

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>the foundation for working in groups AS WELL AS the foundation for all of your relationships—at home, in community AND at school.</p> <p>7. Distribute the <i>Self-Assessment: Group Relationship Skills</i> Student Thinking Paper. Give students a minute or so to read over the list of sub-skills. Invite questions about meaning of sub-skills.</p> <p><i>PSC Note: depending on the over-all developmental skill level of students, you may want to read the list and/or do the self-assessment together.</i></p> <p>8. Explain the columns and the directions. Remind students that the only way they can learn about themselves and how to be more productive is to be HONEST when completing any self-assessment—this one is not an exception. Invite questions about directions.</p> <p>ASSESSMENT: Content: Students complete <i>Self-Assessment: Group Relationship Skills</i>. Remind students to put an X next to skills they do not understand and to circle four (4) skills they want to improve right away.</p> <p>Process self-assessment: Invite comments/questions about the skills. How can/will application of the relationship skills help students work together joyfully, respectfully, collaboratively and cooperatively?</p> <p>Ask students to help you discover skills and/or roles about which they want to learn more. Ask each student to fold and tear (or cut) a piece of notebook paper into 8 equally sized pieces; on 7/8th of the pieces (7 of 8), instruct them to write the number and name of a relationship skill about which they want to learn more (may be more or less than 7 [encourage at least 4]). If more than 7, students cut more pieces.</p> <p>On the 8th piece, instruct students to write a “Dear School Counselor” note asking any questions they have about working together joyfully, respectfully, collaboratively and cooperatively in groups. Pass 2 containers—1 for skills about which they want to learn more and 1 for notes to you.</p> <p>ASSESSMENT: Personalization of Content: SHOW-ME...with hands...1-5 (5 High)...How well did you like the lessons about working in groups? SHOW-ME...with words...What did you like best? What did you like least? How will these lessons help you the next time you work in classroom task-groups? What</p>	<p>7. Read over the Student Thinking Paper. Ask questions about any sub-skills you do not understand.</p> <p>8. Ask clarifying questions about directions.</p> <p>ASSESSMENT: Content: Complete thinking paper with honesty. Be sure to follow ALL directions at top of paper (X next to skills not understood; circle four (4) skills want to improve NOW).</p> <p>Volunteer to contribute a comment about the self-assessment and the relationship skills.</p> <p>Fold & tear (or cut) a piece of notebook paper into 8 equal-sized pieces; on 7/8th write the number and name of a relationship skill about which you want to learn more.</p> <p>On the 8th piece, write a “Dear School Counselor” note asking any questions you have about working in groups.</p> <p>ASSESSMENT: Personalization of Content: Respond to “SHOW-ME” prompts—with hands and, when prompted, respond verbally.</p>

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>do you wish we had talked about?</p> <p>Before collecting their <i>Self-Assessment: Group Relationship Skills</i> thinking papers, inform students that you will be reading their papers and returning them to their classroom teacher; he or she will return papers to students. The classroom teacher might read the papers. Is that OK? If not “OK,” write “PLEASE DO NOT SHARE” at top of paper. Collect Papers</p> <p>CLOSURE: Even though this is the last lesson, encourage students to continue learning about themselves through self-observation and thinking every day about what they want to improve—Ask for help!</p> <p><i>After the lesson, review papers to assess ability to follow complex directions and complete a task. “Small pieces of paper”: Tally skills identified; sort questions into categories. Note contradictions in the skills you observed students using during the lessons versus their ratings of the relationship skills—especially the “need to learn more” column. Note skills that stand out as group needs for future learning as well as the skills identified as needs by individual students Use information to plan future strategies (whole class/small group) and in follow through consultation and collaboration classroom teacher (see classroom follow-through section).</i></p> <p><i>Return thinking papers to classroom teacher for distribution to students. Honor the privacy of students who write “PLEASE DO NOT SHARE” on papers. Personally deliver papers to those students.</i></p>	<p>If you want your responses to be private between you and school counselor, write “PLEASE DO NOT SHARE” at top of paper.</p> <p>CLOSURE: Commit to on-going use of self-observation to identify skills/attitudes you want to change/improve. ASK FOR HELP!</p>

Classroom Teacher Follow-Up Activities

Provide classroom teacher with a brief overview of the lessons and copies of the materials used.

Summarize your systematic observations: Identify students who had difficulty with any aspect of lesson—especially those who were not able to work cooperatively in groups. Note those who were hesitant to express ideas during whole class conversations, with partner and/or in small groups, who appeared to lack confidence in their own thoughts, consistently attempted to take over class discussions, partner collaboration, and/or small group task completion. Note, too, those who repeatedly engaged in distracting behaviors, rarely (if ever) voluntarily contributed to class conversations or individual responses to thinking papers were inappropriate or lacked depth/sincerity. Identify students whose self-assessments contradict observations.

Consult with Classroom Teacher: Discuss your diagnostic observations. Does he or she validate your observations as being classroom behaviors as well?

Collaborate with Classroom Teacher to determine interventions (if necessary) to assist students as they develop the skills of working in classroom task groups and/or confidence-building in the areas identified during systematic observations. Follow-through with additional classroom guidance lessons or Responsive Services strategies as needed (e.g., small group work, individual skill development sessions). Discuss the **relationship skills** with classroom teacher; invite collaboration to help students apply skills and/or set goals for improvement.

WHICH ROLE DO I PLAY? WHICH ROLE DO I WANT TO PLAY

Name: _____ Class: _____ Date: _____

Directions: Circle the role that best describes how you usually act in each situation.**1. When you worked in groups last year, which role did you play?**

Leader Follower Observer Helper Loner Clown Rebel

2. Which role do you play at home?

Leader Follower Observer Helper Loner Clown Rebel

3. Which are you when you are with your friends?

Leader Follower Observer Helper Loner Clown Rebel

4. Which are you when you are at a meeting or in a club meeting?

Leader Follower Observer Helper Loner Clown Rebel

5. Which are you when participating in sports?

Leader Follower Observer Helper Loner Clown Rebel

6. Which role do you play when you are in a completely new situation?

Leader Follower Observer Helper Loner Clown Rebel

7. Which are you when doing art projects, which role best describes you?

Leader Follower Observer Helper Loner Clown Rebel

When working in groups—at school or at home—it is important that everyone feels valued and knows his or her ideas are respected by the other members of the group. Everyone won't always have his or her WAY...but...it is important for everyone to have his or her SAY. It is a great feeling after a group meeting to be able to say **"I listened to others/others listened to me! Sometimes we agreed/sometimes we disagreed and we always worked it out!"**

Review the roles you circled for each situation. Put an * by the situations in which you wish you could play a different role. Draw a "squiggly" line around the role you wish you had played

MY CIRCLE OF ROLES

Name: _____ Class: _____ Date: _____

Directions: Estimate the % of time you spend in each role. Copy the table below (add more rows) on piece of notebook paper. Use the steps listed and the example to guide the entry and calculation of data in your table. The circle below the table represents the total number of minutes you spend playing and/or working in groups. Follow the color key to divide the circle into "slices" to represent the percentage of time (estimated) you spend in each role

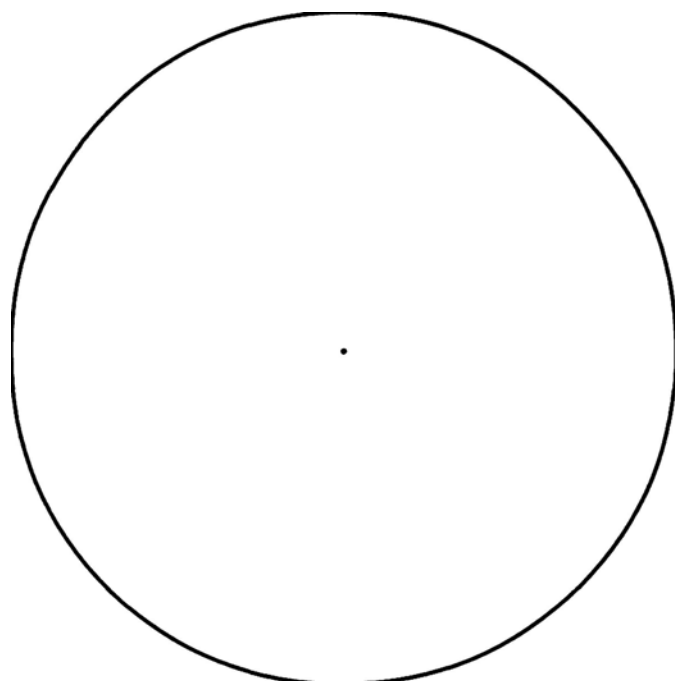
1. Pick any day of the week; list all groups (ideas for groups: Classroom [all day], family, neighborhood friends, church groups, after-school organizations [e.g., Boys and Girls Club; Adventure Club, Scouts]).
2. Estimate time spent in each group in an average day.
3. Convert hours/minutes to minutes.
4. Identify roles you assume in each group/estimate the minutes you spend in each group role.
5. Total minutes in 3rd through last (10th) columns
6. Calculate percentage of total time in each role.

1. Groups	2. Estimated Time (Hrs/Min)	3. Time: Minutes	4. Roles In Group/Estimate Of Time In Role						
			Follower	Leader	Observer	Helper	Clown	Loner	Rebel
Classroom (1 day)	6 hrs/30 min = 6x60=360 min. 360min+30min=	390 min	200 min	30 min	0 min	100 min	20 min	0 min	40 min
5. TOTALS		390 min.	200/390	30/390	0/390	100/390	20/390	0/390	40/390
6. PERCENTAGE OF TOTAL			51%	8%	0%	26%	5%	0%	10%

Title of Graph: _____

KEY:Follower = Blue
Clown = YellowLeader = Green
Loner = TurquoiseObserver = Orange
Rebel = Red

Helper = Purple

**Estimated Percentage of Time in Each Role:**

Follower: _____ %

Leader: _____ %

Observer: _____ %

Helper _____ %

Clown _____ %

Loner _____ %

Rebel _____ %

GROUP ROLES: SCENARIO FOR ROLE PLAY

Script for Group Task: To decide what class will do for the end-of-the-year party

Leader: Well. I think that first we should brainstorm all the ideas and write them on the board. I'll do the writing. Who has an idea about what we could do? I think we should go outside and play soccer.

Helper: I'll help write ideas on the board. I will do a good job.

Follower: Soccer is fun! Let's have a soccer party

Observer: (Just watches and is waiting to see what others are doing--is very attentive.)

Loner: (Looks kind of bored; sits outside group; does not appear interested in the discussion.)

Rebel: Soccer sounds dumb. I hate soccer. I think we should stay inside and play games and have cake and cookies and things like that.

Clown: (Doesn't appear to pay attention to the conversation; Makes a strange noise.)

Leader: Well. I will write those suggestions on the board. We only have two ideas. Let's hear from the rest of the class. I don't think we can decide until we have heard from everyone. I don't think we should say anyone's ideas are dumb--we need all the ideas we can get.

Clown: (Makes faces at the leader while he or she is writing ideas on the board.)

Follower: Yeah, you're right. We need more ideas. It's not right to say anyone's ideas are dumb. Let's think of more ideas.

Leader (asks the **Observer**): What do you think _____?

Observer: (shrugs shoulders) I don't know. I guess I'll just wait until you decide.

Rebel: What do you mean more ideas? We have plenty of ideas. In fact, I don't think we should have a party at all--Let's just skip school that day instead. This is a silly discussion.

Follower: Yeah, that's a good idea. Let's not have a party--Let's just skip school.

Observer: I don't know what we should do--I'll just keep waiting.

Loner: (Looks off to the side.) I'd rather just do something by myself, actually.

Leader: I think we should get back to writing ideas on the board. You have a right to your opinion but we need to continue planning the party. I think everyone should take out a piece of paper and write down three ideas you have for the class party. We'll collect them and then vote.

Follower: That's a good idea--Let's write them down on paper.

Rebel: Forget it! I'd rather just do science and forget the whole thing.

Helper: I'll write the ideas on paper. I want to help.

Observer: (Just watches and shrugs shoulders.)

Clown: (Tries to scare the helper by dropping a book; laughs loudly.)

STATION-GO-ROUND GROUP OBSERVATION & REFLECTION: WHO PLAYED THE ROLES?

Name: _____ Class: _____ Date: _____

Part 1 Directions: Answer the following questions after you have completed the Station-Go-Round activities.

Who was the leader of your group? _____

Why was that student the leader? _____

Who were the observers and followers in your group? _____

Who was the rebel or person who challenged the leader? _____

How did the leader influence the group's decisions? _____

How did you contribute to the group's activities? _____

Part 2 Synthesizing Members' Ideas: Directions: When everyone in your group has completed the questionnaire, appoint a facilitator and a recorder; discuss your responses (remember you are discussing roles NOT people). Recorder, takes notes on: Part 2: Recorder's Notes

1. How are members' responses similar and different?
2. Talk with each other about what it was or would be like to be Helper, Rebel, Follower, Observer, Loner or Clown.
3. Talk with each other about what every member of a group can do to help everyone in the group to be heard and to hear what every other has to say—ALL IDEAS ARE IMPORTANT IN A GROUP!

Part 3: Personalization of Content: When school counselor tells you to do so, complete the sentences below:

When I work with others in task groups, I _____.

I learned I _____.

The role I DO NOT want to assume is _____ because _____.

The role I WANT to assume in groups is _____ because _____.

I hope we learn more about _____.

STATION-GO-ROUND GROUP OBSERVATION & REFLECTION:
PART 2: RECORDER'S NOTES

The Recorder uses this page to summarize the group's responses to Part 2 of Observation/Reflection

Part 2 Directions: When everyone in your group has completed the questionnaire, appoint a leader and a recorder; discuss your responses (remember you are discussing roles NOT people):

- 1. How were members' responses similar and different? Provide examples. Do differences help or hinder the work of the group? Give examples-no names**

- 2. Talk with each other about what it was or would be like to be:
(Recorder: Write comments—NO names):**

The Helper

The Rebel

The Follower

The Observer

The Loner

The Clown

- 3. Talk with each other about what every member of a group can do to help everyone in the group to be heard and to hear what every other has to say—ALL IDEAS ARE IMPORTANT IN A GROUP! We won't all have our way but we all must have our say!**

Self-Assessment Group Relationship Skills

Name: _____ Class: _____ Date: _____

Directions: For each skill, check the box that indicates your level of use of the skill. Put an "X" next to skills you do not understand. Circle four (4) skills that you want to improve right away.

SKILLS	DOING ALL RIGHT	NEED TO DO IT MORE	NEED TO LEARN HOW
COMMUNICATION SKILLS:			
1. Vary tone of voice			
2. Be brief and concise			
3. Be assertive			
4. Draw others out			
5. Listen attentively			
6. Think before I talk			
7. Keep my remarks on the topic			
OBSERVATION SKILLS			
8. Note tensions in group			
9. Note who talks to whom			
10. Note interest level of group			
11. Note anyone being left out			
12. Sense feelings of individuals			
13. Note reaction to my comments			
14. Note when group avoids a topic			
PROBLEM-SOLVING SKILLS			
15. State problems or goals			
16. Ask for ideas/opinions			
17. Think of solutions			
18. Evaluate solutions			
19. Think of alternate solutions			
20. Solve problems effectively			
ENCOURAGEMENT SKILLS			
21. Show interest			
22. Work to keep people from being ignored			
23. Harmonize, help people reach agreement			
24. Reduce tension			
25. Uphold rights of individuals in group pressure situations			
26. Express praise or appreciation			
EMOTIONAL EXPRESSIVENESS			
27. Share my emotions			
28. Disagree respectfully			
29. Express warm feelings			
30. Express gratitude			
31. Be genuine/sincere			
ADDITIONAL SKILLS? LIST ON BACK OF PAPER			