

**Small Group Counseling Title/Theme:** Healthy Relationships/Interpersonal Relationships**Grade Level(s):** 6 - 8

**Small Group Counseling Description:** The goal of this group is to build and strengthen relationships and self-awareness. Students adjust to this group by engaging in ice-breaker activities (problem-solving, self-awareness, self-disclosure). Students share their unique likes/dislikes, strengths/weaknesses, and hobbies/interests and also share unique qualities and experiences. Group concludes with students giving and receiving compliments, reflecting on the group, and completing the group assessment.

**Number of Sessions in Unit:** Introduction, 5 Sessions, and Optional Follow-Up Session**Session Titles/Materials:****Introduction: Establishing Group Norms**

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

Materials needed:

Chart paper

Markers

[Small Group Counseling Guidelines Poster \(Document 18\)](#)**Session # 1: Icebreakers and Group Rules**

Materials needed:

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

Knotted rope

[Human Knot Instruction Sheet](#)[Teacher/Parent/Guardian Small Group Follow-Up \(Document 12\)](#)**Session# 2: My Life in a Pizza Box – Part 1**

Materials needed:

[Small Group Counseling Guidelines Poster \(Document 18\)](#)[Teacher/Parent/Guardian Small Group Follow-Up \(Document 12\)](#)

Empty pizza boxes (one for each group member)

Paper to cover pizza boxes

Scissors

Markers, crayons, colored pencils, etc.

Glue or tape

Magazines

OPTIONAL: personal items from home to include in pizza box

**Session # 3: My Life in a Pizza Box – Part 2**

Materials needed:

[Small Group Counseling Guidelines Poster \(Document 18\)](#)[Teacher/Parent/Guardian Small Group Follow-Up \(Document 12\)](#)

Partially completed pizza boxes from previous session

Scissors

Markers, crayons, colored pencils, etc.

Glue or tape

Magazines

OPTIONAL: personal items from home to include in pizza box.

Session # 4: Coat of Arms

Materials needed:

- [Small Group Counseling Guidelines Poster \(Document 18\)](#)
- [Teacher/Parent/Guardian Small Group Follow-Up \(Document 12\)](#)
- [Coat of Arms Activity](#) (one copy per person)
- [Coat of Arms Topic Ideas](#) (one copy per person)
- Pencils, markers, colored pencils, crayons, etc.

Unit Assessments

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

Session # 5: Chain of Compliments

Materials needed:

- [Small Group Counseling Guidelines Poster \(Document 18\)](#)
- [Teacher/Parent/Guardian Small Group Follow-Up \(Document 12\)](#)
- [Student Post-Group Perception Form \(Document 16\)](#)
- [Certificate of Group Completion](#)
- Pencils

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

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

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

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

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

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

Personal/Social Development

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

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

<b>X</b>	Goal 1: gather, analyze and apply information and ideas
<b>X</b>	Goal 2: communicate effectively within and beyond the classroom

	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

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

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

#### **Summative Assessment of Student Achievement:**

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

#### **Perceptual Data Collection:**

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

#### Classroom Teacher Assessment:

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

#### Parent Assessment:

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

#### Student Assessment:

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

#### **Results Based Data Collection:**

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

### **Follow Up Ideas & Activities (all sessions)**

#### **Implemented by Professional School Counselor, administrators, teachers, parents/guardians, community partnerships**

After each session, the PSC will provide classroom teacher(s) and parents/guardians a written summary of the skills taught 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?	<b>5=Strongly Agree</b> <b>3= Neutral</b> <b>1=Strongly Disagree</b>				
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
<b>Additional Comments for the Counselor:</b>					

DOCUMENT 17:

**GROUP SUMMARY FORM**

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

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

Small Group Counseling topic/title: \_\_\_\_\_

Student's Name \_\_\_\_\_ Teacher's Name \_\_\_\_\_

Date: \_\_\_\_\_

Dear \_\_\_\_\_,

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

Session 1: \_\_\_\_\_

Session 2: \_\_\_\_\_

Session 3: \_\_\_\_\_

Session 4: \_\_\_\_\_

Session 5: \_\_\_\_\_

Session 6: \_\_\_\_\_

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

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

Sincerely,

Professional School Counselor

DOCUMENT 18:

**Small Group Counseling Guidelines Poster**

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

## Small Group Counseling Guidelines

1. All participants observe confidentiality.
  - a. Counselor
  - b. Student
2. Everyone will be an active listener.
3. Everyone has an opportunity to participate and share.
4. Use positive language.
5. All participants will treat each other with respect.

**Group Title:** Introduction

This is a sample introduction session for establishing small group norms.

**Session Title:** Establishing Small Group Norms

**Session #** 1 of 1

**Grade Level:** K-12

**Estimated time:** 30 minutes

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

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

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

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

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

PS.1.A Self concept

PS.2.B. Respect for self and others

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

Personal/Social Development

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

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

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

Chart paper

Markers

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

**INTRODUCTION Formative Assessment**

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

**INTRODUCTION Session Preparation**

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

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

## INTRODUCTION Procedures

<b>Professional School Counselor Procedures:</b>	<b>Student Involvement:</b>
<p>1. “Today, we are going to talk about working within groups and how small group counseling guidelines help members as they work together.” Introduce the <a href="#">Small Group Counseling Guidelines (Document 18)</a>. Students may wish to add additional guidelines suitable for their specific group.</p> <p>When discussing the term, <i>confidentiality</i>, relate it to outside-the-group talk versus inside-the-group talk. The members may talk with someone outside the group about something they may have said, but they cannot talk about who the members of the group are, or what others shared. Acknowledge student suggestions as examples of how confidentiality can be maintained.</p> <p>Post <a href="#">Small Group Counseling Guidelines (Document 18)</a>, including any additional guidelines the group develops, for the group to refer to during each group session. Remind students that they will be expected to follow the guidelines during each session.</p> <p>2. Introduce the icebreaker activity: Review the groups that were discussed during the hook. “What were some the positive things that made you feel good when you were with that group? Or, if you didn’t enjoy the group, what would have made the experience better for you?”</p> <p>NOTE: This activity can be done in a number of ways:</p> <ul style="list-style-type: none"> <li>• Students may work in a Think-Pair-Share in which they are placed into pairs to discuss the prompts and come up with ideas together.</li> <li>• Students may work with a large piece of chart paper or bulletin board paper to come up with ideas in graffiti form which is presented for final group approval.</li> <li>• Solicit information from the entire group for consideration, which is then to be written on chart paper and edited through group approval.</li> </ul> <p>3. Discuss the purpose of the group. Ask what the students would like to learn or achieve in the next few weeks in the group. Record student responses for future reference.</p>	<p>1. Students discuss the guidelines and offer their definitions of each guideline. The students decide upon any other group guidelines they would like to add. As guidelines are accepted, students discuss how they will be expected to follow them.</p> <p>Students make suggestions for maintaining confidentiality.</p> <p>2. Students develop a list of experiences; either individually, with another student, or with the group. Possible student comments might be:</p> <ul style="list-style-type: none"> <li>• We treat others as we would like to be treated.</li> <li>• Everyone gets a turn.</li> <li>• Nobody gets left out.</li> <li>• No put-downs.</li> <li>• Take turns when speaking.</li> <li>• Everyone has a chance to share.</li> <li>• Listen when others are speaking.</li> <li>• Put away equipment when you are finished.</li> <li>• Respect each other’s differences.</li> </ul> <p>3. Students share ideas about what they would like to learn or achieve.</p> <p>Closure/Summary: Students review the small</p>

<b><i>Professional School Counselor Procedures:</i></b>	<b><i>Student Involvement:</i></b>
Closure/Summary: Review the small group counseling guidelines with the students. Give students time and date of the next session.	group counseling guidelines and note the date and time of the next session.

**INTRODUCTION Follow-Up Activities (Optional)**

**INTRODUCTION Counselor reflection notes (completed after the session)**

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

DOCUMENT 18:

**Small Group Counseling Guidelines Poster**

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

## Small Group Counseling Guidelines

1. All participants observe confidentiality.
  - a. Counselor
  - b. Student
2. Everyone will be an active listener.
3. Everyone has an opportunity to participate and share.
4. Use positive language.
5. All participants will treat each other with respect.

**SESSION #1**

**Small Group Counseling Title/Theme:** Healthy Relationships/Interpersonal Relationships

**Session Title:** Icebreakers and Group Rules

**Session #** 1 of 5

**Grade Level:** 6-8

**Estimated time:** 40-50 minutes

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

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

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

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

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

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

Personal/Social Development

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

**SESSION #1 Materials**

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

Knotted rope

[Human Knot Instruction Sheet](#)

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

**SESSION #1 Assessment**

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

**SESSION #1 Preparation**

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

**Engagement (Hook):** The Professional School Counselor shows students a knotted rope and tells them that they will be making a human knot today.

**SESSION #1 Procedures**

<b>Professional School Counselor Procedures: Session 1</b>	<b>Student Involvement: Session 1</b>
1. Welcome students to the group. Discuss the <a href="#"><u>Small Group Counseling Guidelines Poster (Document 18)</u></a> . Emphasize confidentiality and when the Professional	1. Students review the guidelines by telling what each one looks and sounds like.



Professional School Counselor Procedures: Session 1	Student Involvement: Session 1
<p>School Counselor might have to break confidentiality. Add any guidelines the students want to add. See example of <a href="#">Small Group Counseling Guidelines Poster (Document 18)</a>. Display the poster to reference during each group session.</p> <p>2. Continue the group by explaining that we will be doing a cooperative, problem-solving activity known as the Human Knot. (See attached directions). If any of the group members have physical limitations, it may be necessary to designate one or two people to be a director (offer suggestions as to how to untie the knot)/observer (offers feedback to group during or after the activity).</p> <p>3. Facilitate processing of the activity utilizing the questions listed in the Human Knot directions.</p> <p>NOTE: Part 2 may be completed during this session or added to a future session.</p> <p>PART 2</p> <p>4. Tell students that they will be starting another activity in which members of the group will share responses to questions with the others. Tell the group, “A healthy relationship is built on trust. Trust is developed around self disclosure and respect.” Tell students that they will be starting another activity in which members of the group will share responses to questions with the others.</p> <p>5. Have students sit in a circle. Students will share their answers to the following questions:</p> <ul style="list-style-type: none"> <li>• Who has been your favorite teacher ever and why?</li> <li>• What is your favorite movie you have ever seen?</li> <li>• What is your favorite dessert?</li> <li>• Who is your favorite musical group?</li> <li>• Who are you closest to in your family?</li> <li>• Whom do you look up to?</li> <li>• What is your favorite activity with your friends?</li> </ul> <p>6. Closure/Summary: Thank everyone for participation and remind students of the guideline of confidentiality.</p>	<p>2. Students participate in Human Knot activity.</p> <p>3. Students respond to questions posed by the Professional School Counselor.</p> <p>4. Students listen.</p> <p>5. Students respond to the questions. Students will not provide any sort of feedback to each other during this time. The open sharing is a time of self-disclosure without judgments/comments by other students or Professional School Counselor.</p> <p>6. Closure/Summary: Students process the need for confidentiality.</p>

Professional School Counselor Procedures: Session 1	Student Involvement: Session 1
<p>7. Group assignment: Professional School Counselor may want to ask students to bring items for Pizza Box activity to next session (see Session 2 plan for details).</p> <p>8. Distribute &amp; Explain <a href="#"><i>Teacher/Parent/Guardian Small Group Follow-Up (Document 12)</i></a>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>7. Group assignment: If assigned, students will collect items to bring to next session for Pizza Box activity, which may include a photograph of self.</p> <p>8. Students commit to giving their parents/guardians the handout.</p>

**SESSION #1 Follow-Up Activities (Optional)**

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

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

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

## Human Knot Instruction Sheet

\*Be aware this activity involves touch and close proximity.

In groups of 7-15, ask participants to stand shoulder-to-shoulder in a circle, placing one hand in the middle to grasp another hand. Repeat for the second hand.

Instruct participants to untangle themselves without letting go.

Optional: Instruct participants to address each other by name.

Processing questions:

- How did you avoid breaking the circle? How did you contribute to the task?
- How well did you think the group worked together?
- What did you learn? How can that help you in relationships?

**SESSION #2****Small Group Counseling Title/Theme:** Healthy Relationships**Session Title:** My Life in a Pizza Box\* – Part 1**Session #** 2 of 5**Grade Level:** 6-8**Estimated time:** 40 -50 minutes**Small Group Session Purpose:** Students will gain confidence by recognizing their unique qualities and sharing those qualities with others.**Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):**

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

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

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

PS.1.A Self concept

PS.2.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.

\*Reprinted with permission by KIDSRIGHTS© from *Developing Children's Coping Skills* (2006).**SESSION #2 Materials**[\*Small Group Counseling Guidelines Poster \(Document 18\)\*](#)[\*Teacher/Parent/Guardian Small Group Follow-Up \(Document 12\)\*](#)

Empty pizza boxes (one for each group member)

Paper to cover pizza boxes

Scissors

Markers, crayons, colored pencils, etc.

Glue or tape

Magazines

OPTIONAL: personal items from home to include in pizza box

**SESSION #2 Assessment**

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

**SESSION #2 Preparation****Essential Questions:** How can developing an awareness of our own unique qualities and verbalizing those qualities help us form healthy relationships?**Engagement (Hook):** Professional School Counselor brings in a pizza box and says, "Does anyone like pizza?"

**SESSION #2 Procedures**

<b>Professional School Counselor Procedures: Session 2</b>	<b>Student Involvement: Session 2</b>
<p>1. Review <a href="#"><i>Small Group Counseling Guidelines Poster (Document 18)</i></a> and Group Assignment from previous session.</p> <p>2. Introduce the purpose and expected outcomes of the session.</p> <p>3. Professional School Counselor has group members think about a time when they had difficulty liking a person. As students think about this time (without verbalizing), the Professional School Counselor proceeds by explaining that one reason for not liking a person is that sometimes we make assumptions about who that person is without having enough information about them. For example, a classmate arrives at school in a very bad mood and doesn't want to talk or hang out as he/she has previously done. Ask students if they would be more understanding of that classmate if they were aware of possible reasons/explanations of why that person is in a bad mood. Group could brainstorm reasons why that student is upset (for example: tired, argument with parent, sickness in the family, family is going to move, parent lost job, etc.).</p> <p>4. Show students a pizza box and explain that they will be creating "your life in a pizza box". Note that today they will work on the outside of the box, and will work on the inside during the next session. Explain that the outside of the box represents other people's perceptions of them based on observations.</p> <p>5. Distribute one pizza box to each student and allow students to select paper to cover the top of his/her pizza box.</p> <p>6. Instruct students to write their name and create a self-portrait (or place a picture brought from home) on the top of the box</p> <p>7. Suggest students write, draw, or cut pictures or symbols from magazines that represent how they think others see them and place objects on the outside of the</p>	<p>1. Students listen while Professional School Counselor reads the <a href="#"><i>Small Group Counseling Guidelines Poster (Document 18)</i></a> and ask questions/make comments about guidelines. Share individual successes and challenges while completing Group Assignment throughout the past week.</p> <p>2. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session.</p> <p>3. Students think about a time when they had difficulty liking a person.</p> <p>4. Students listen.</p> <p>5. Students cover top of pizza box.</p> <p>6. Students write their name on the top of the pizza box and create a self-portrait or paste a picture of themselves on the top of the box</p> <p>7. Students write, draw, or place objects on the outside of the box that represent themselves or their activities as others might see them.</p>

Professional School Counselor Procedures: Session 2	Student Involvement: Session 2
<p>box.</p> <p>8. Monitor student progress in relation to time constraints and offer suggestions. Collect all materials at end of the group session and store until the next group meeting.</p> <p>9. Distribute &amp; Explain <a href="#">Teacher/Parent/Guardian Small Group Follow-Up (Document 12)</a>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p> <p>Closure/Summary: Ask students how they feel after doing this part of the activity. Tell students they will work on the inside of the boxes during the next session.</p> <p>Group assignment: (optional) Ask students to bring items or pictures to the next session that represent things others might not know about them until they get to know them better.</p>	<p>8. Students give pizza boxes to Professional School Counselor.</p> <p>9. Students commit to giving their parents/guardians the <a href="#">Teacher/Parent/Guardian Small Group Follow-Up (Document 12)</a>.</p> <p>Closure/Summary: Students may ask questions or comment on this session.</p> <p>Group assignment: If assigned, students gather items to bring to next session.</p>

**SESSION #2 Follow-Up Activities (Optional)**

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

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

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

**SESSION #3****Small Group Counseling Title/Theme:** Healthy Relationships**Session Title:** : My Life in a Pizza Box\* – Part 2**Session #** 3 of 5**Grade Level:** 6-8**Estimated time:** 40 - 50 minutes**Small Group Session Purpose:** Students will gain confidence by recognizing their unique qualities and sharing those qualities with others.**Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):**

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

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

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

PS.1.A Self concept

PS.2.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.

\*Reprinted with permission by KIDSRIGHTS© from *Developing Children's Coping Skills* (2006).**SESSION #3 Materials**[\*Small Group Counseling Guidelines Poster \(Document 18\)\*](#)[\*Teacher/Parent/Guardian Small Group Follow-Up \(Document 12\)\*](#)

Partially completed pizza boxes from previous session

Scissors

Markers, crayons, colored pencils, etc.

Glue or tape

Magazines

OPTIONAL: personal items from home to include in pizza box.

**SESSION #3 Assessment**

Professional School Counselor observes the students' completion of pizza boxes to represent feelings about themselves and ways others may see them.

**SESSION #3 Preparation****Essential Questions:** How can developing an awareness of our own unique qualities and verbalizing those qualities help us form healthy relationships?**Engagement (Hook):** PSC wears different looking glasses and asks the students, "How does what we think about ourselves compare to how we think others see us?"

**SESSION #3 Procedures**

<b>Professional School Counselor Procedures: Session 3</b>	<b>Student Involvement: Session 3</b>
<p>1. Review <a href="#">Small Group Counseling Guidelines Poster (Document 18)</a> and Group Assignment from previous session.</p> <p>2. Introduce the purpose and expected outcomes of the session</p> <p>3. Lead discussion about ways we see ourselves.</p> <p>4. Distribute pizza boxes to the students from the previous session, and remind students they had decorated the outside of the pizza box to represent others’ perceptions of themselves based on observation. Instruct students to add personal information to the inside of the pizza box, emphasizing that this represents what is inside themselves – what students would like people to know about themselves or what others would know if they got to know them better. They may use items brought from home, draw/write, or may cut things from magazines. Directions may need to be given to students regarding the amount of time they will have to complete the pizza box.</p> <p>5. Pair students and let them know they will be expected to share with the group what their partners have said. Instruct them to share/explain their pizza box, outside first – then inside, with their partner. Allow time for both students to share with each other. How did it feel to share the things inside your pizza box? When you share things about yourself on social media, it affects how others see you.</p> <p>6. After everyone has shared with his/her partner instruct students to share their partner’s box with the rest of the group. Instruct students to look for similarities and differences between the individual group members as the pizza boxes are being shared.</p> <p>7. Distribute &amp; Explain <a href="#">Teacher/Parent/Guardian Small Group Follow-Up (Document 12)</a>. Send a copy</p>	<p>1. Students listen while Professional 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.</p> <p>2. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session.</p> <p>3. Students discuss ways they see themselves.</p> <p>4. Students work on adding items to the insides of their pizza boxes.</p> <p>5. Students move into pairs and share their pizza boxes with their partner, as directed.</p> <p>6. Each student shares his/her partner’s feelings that represented by their pizza box with the rest of the group. Students identify similarities and differences and reflect on those observations after all group members have had an opportunity to share.</p> <p>7. Students commit to giving their parents/guardians the <a href="#">Teacher/Parent/Guardian</a></p>



<b>Professional School Counselor Procedures: Session 3</b>	<b>Student Involvement: Session 3</b>
<p>home with each student and provide a copy to classroom teacher(s) of students in group.</p> <p>Closure/Summary: Each student names one thing about other students that he/she did not realize before completion of this activity. Have students discuss what they have learned about themselves and the other people in the group.</p> <p>Collect boxes for use during next session.</p> <p>Group assignment: (optional) students may be asked to bring a picture/photo of him/her self to use for next week's activity.</p>	<p><a href="#"><i>Small Group Follow-Up (Document 12)</i></a> handout.</p> <p>Closure/Summary: Students share new personal information gained.</p> <p>Students give pizza boxes to Professional School Counselor to keep for next session.</p> <p>Group assignment: if assigned, students will bring a picture/photo of themselves to next session.</p>

**SESSION #3 Follow-Up Activities (Optional)**

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

**SESSION #3 Professional School Counselor reflection notes**

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

## SESSION #4

**Small Group Counseling Title/Theme:** Healthy Relationships/Interpersonal Relationships

**Session Title:** Coat of Arms

**Session #** 4 of 5

**Grade Level:** 6-8

**Estimated time:** 30 - 40 minutes

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

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

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

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

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

PS.1.A Self concept

PS.2.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 \(Document 18\)](#)

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

[Coat of Arms Activity](#) (one copy per person)

[Coat of Arms Topic Ideas](#) (one copy per person)

Pencils, markers, colored pencils, crayons, etc.

Unit Assessments

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

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

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

## SESSION #4 Assessment

Professional School Counselor observes that all students participated in completing the coat of arms and sharing who they are with other group members.

## SESSION #4 Preparation

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

**Engagement (Hook):** What is a coat of arms? What do you think it's used for?

**SESSION #4 Procedures**

<b>Professional School Counselor Procedures: Session 4</b>	<b>Student Involvement: Session 4</b>
<p>1. Review <a href="#">Small Group Counseling Guidelines Poster (Document 18)</a> and Group Assignment from previous session.</p> <p>2. Introduce the purpose and expected outcomes of the session.</p> <p>3. Ask students to reflect on what they learned about themselves and others in earlier sessions, especially during the pizza box activity. Tell the students that today they will be creating a personal coat of arms that will show other group members who you are, inside as well as outside. Explain that a coat of arms was a shield/symbol that historically represented a family heritage.</p> <p>4. Distribute a <a href="#">Coat of Arms Activity Sheet</a> and <a href="#">Coat of Arms Topic Ideas</a> to each group member, and explain the activity.</p> <p>5. Instruct each student to choose at least six of the items on the topic sheet to include on the coat of arms. Encourage them to represent some inside and outside the box information. Suggest they may look at their pizza boxes for ideas.</p> <p>6. Monitor students while they create their coat of arms.</p> <p>7. Ask students to share their completed coat of arms with the rest of the group.</p> <p>8. Explain that the following week is the last regular meeting of the group and that the session will include a celebration of their successes. Ask group members to help you decide how they would like to celebrate the completion of their group. Remind them to tell you if they want to discuss something before the group ends.</p> <p>9. Distribute &amp; Explain <a href="#">Teacher/Parent/Guardian Small Group Follow-Up (Document 12)</a>. Send a copy</p>	<p>1. Students listen while Professional 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.</p> <p>2. Students respond to session purpose/outcome by asking questions and/or identifying personal goals for the session.</p> <p>3. Students reflect briefly on the first session.</p> <p>4. Students take activity sheets, listen to instructions, and then read topic sheet.</p> <p>5. Students chose topics to be included on the coat of arms. Students will divide the coat of arms into sections and then use words and/or pictures to convey the topic idea and answers on the coat of arms. Their pizza boxes may be used for ideas.</p> <p>6. Students create their coat of arms.</p> <p>7. Students share their completed coat of arms with the rest of the group.</p> <p>8. Students acknowledge understanding that there will be one more session and decide how to complete their group (a small celebration, sharing information with their teacher, etc.). They let the group and you know if there is something they want to discuss.</p> <p>9. Students commit to giving their parents/guardians the <a href="#">Teacher/Parent/Guardian</a></p>

Professional School Counselor Procedures: Session 4	Student Involvement: Session 4
<p>home with each student and provide a copy to classroom teacher(s) of students in group.</p> <p>10. Distribute &amp; explain <a href="#">Parent/Guardian Post Group Perception Form (Document 15)</a>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group. Explain the importance of getting feedback from their parents/guardians about the group. Give the students an envelope containing the <a href="#">Group Summary Form (Document 17)</a> explaining that the group will be ending after the next session and requesting feedback about the group.</p> <p>Closure/Summary: Encourage the students to take the coat of arms and their pizza box home with them and share with a significant adult in their life.</p> <p>Group assignment: Students will share with an adult.</p>	<p><a href="#">Small Group Follow-Up (Document 12)</a>.</p> <p>10. Students commit to taking forms home to their parents/guardians.</p> <p>Closure/Summary: Students take the coat of arms and pizza box home and share with an adult at home.</p> <p>Group assignment: Students will share with an adult.</p>

**SESSION #4 Follow-Up Activities (Optional)**

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

**SESSION #4 Professional School Counselor reflection notes**

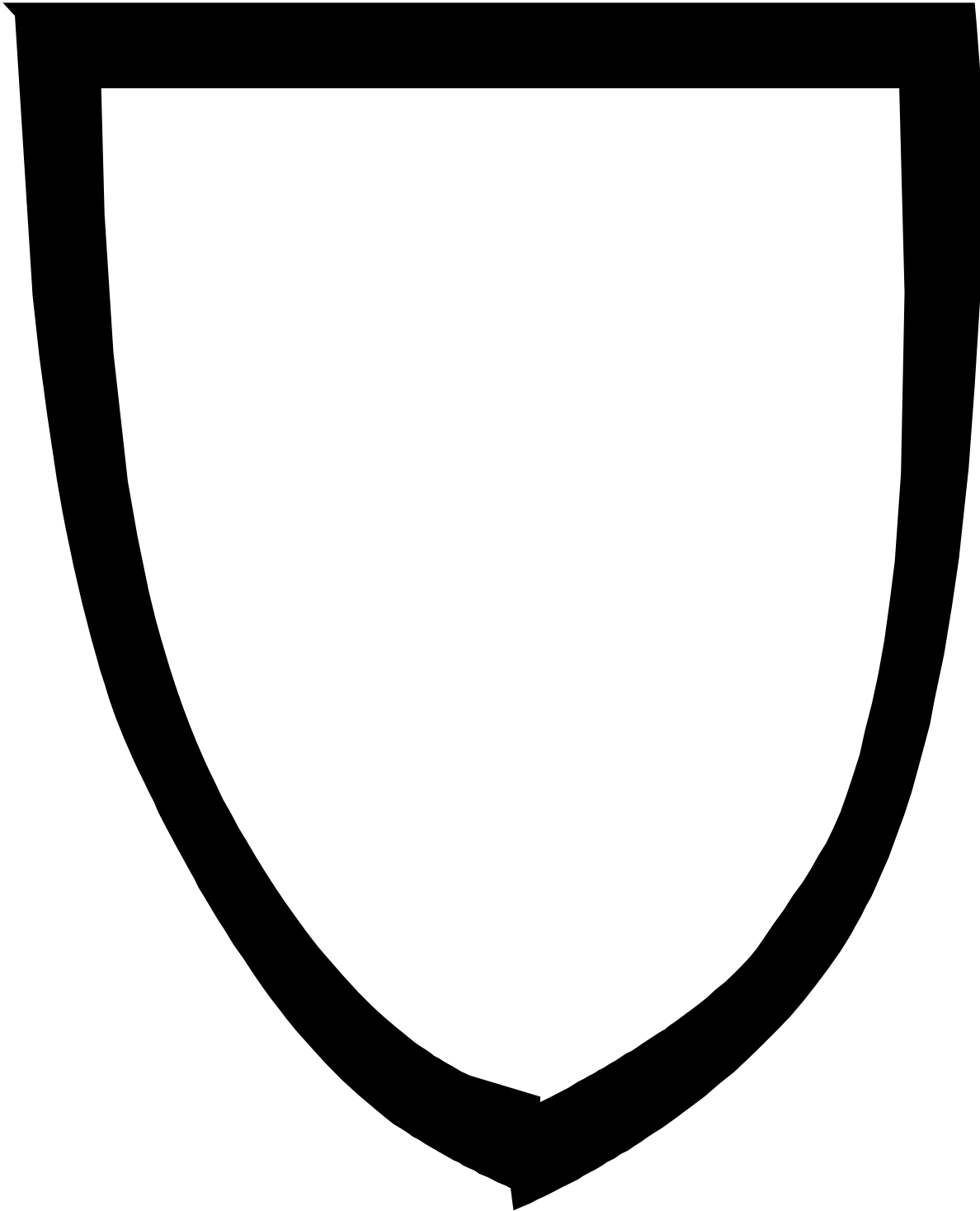
*STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?*

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

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

# Coat of Arms Activity Sheet



## Coat of Arms Topic Ideas

1. My favorite thing about me is....
2. When I grow up, I would like to .....
3. My favorite subject in school is.....
4. When I am at home, I like to.....
5. If I could change one thing about myself, it would be.....
6. One thing that is important to me is.....
7. When I am with my friends, I like to.....
8. When I am by myself, I like to.....
9. What I look for in a friend is.....
10. The person in my family that I am closest to is.....
11. One thing that is unique or interesting about me is.....
12. If I could travel anywhere in the world, I would go to....

**SESSION #5**

**Small Group Counseling Title/Theme:** Healthy Relationships/Interpersonal Relationships

**Session Title:** “Chain of Compliments” and Group Assessment      **Session #** 5 of 5

**Grade Level:** 6-8

**Estimated time:** 30 – 40 minutes

**Small Group Session Purpose:** Students will give and receive compliments which will increase their self-awareness. Students will complete the Summative Assessment.

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

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

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

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

PS.1.A Self concept

PS.2.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 \(Document 18\)](#)

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

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

[Certificate of Group Completion](#)

Pencils

**SESSION #5 Assessment**

Professional School Counselor observes students giving compliments, completing the group assessment sheet, and providing verbal feedback.

**SESSION #5 Preparation**

**Essential Questions:** How can giving and receiving compliments help us to create and maintain healthy relationships?

**Engagement (Hook):** Professional School Counselor greets each student with a compliment.

**SESSION #5 Procedures**

<b>Professional School Counselor Procedures: Session 5</b>	<b>Student Involvement: Session 5</b>
1. Review <a href="#"><u>Small Group Counseling Guidelines Poster (Document 18)</u></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	1. Students listen while school counselor reads the <a href="#"><u>Small Group Counseling Guidelines Poster (Document 18)</u></a> and ask questions/make comments about guidelines. Students participate in review by telling what post-group

Missouri Comprehensive Guidance & Counseling Programs:

Linking School Success to Life Success

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May 2015

Professional School Counselor Procedures: Session 5	Student Involvement: Session 5
<p>or did in the group. Remind students about your responsibility to protect their confidentiality, too.</p> <p>2. Collect <a href="#">Parent/Guardian Post Group Perception Form (Document 15)</a> and make arrangements to get the forms from participants who did not bring them to the group.</p> <p>3. Professional School Counselor asks students to think about a time someone gave them a compliment and to think about how they felt. Professional School Counselor asks students to think about a time that they gave a compliment and how they felt, and whether that helped them feel closer to that person. Explain that giving compliments is a positive way of strengthening a relationship with another person. Being able to receive a compliment gives us more information about ourselves. Provide an example from your own life involving the giving and/or receiving of a compliment.</p> <p>4. Explain that in today’s group we will practice giving and receiving compliments with each other. Help students by providing examples of possible compliments based on previous group experiences (for example: “You did a nice job on your pizza box (or coat of arms)”, “I am glad you shared your struggles in your coat of arms”, and “I’m glad that you shared about your mom”.</p> <p>5. Explain the process for the Chain of Compliments activity: Students line up behind each other, the first person is asked to turn and slowly move towards the back of the line, pausing next to each person until a compliment is given. When the first person reaches the back of the line, signal for the next person to turn and continue the process. The experience continues until all students have moved down the line and received compliments.</p> <p>6. Regroup students and ask them to share how it felt to give and/or receive compliments.</p> <p>7. Explain that part of a group experience is to provide</p>	<p>confidentiality means for them. Share individual successes and challenges while completing Group Assignment throughout the past week.</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 listen and silently engage in self-reflection of times they have given and received compliments. Students do not share these reflections verbally.</p> <p>4. Students listen and spend a few minutes identifying compliments for each group member.</p> <p>5. The student in front of the line moves slowly to each person in group, pausing to receive a verbal compliment from each other group member.</p> <p>6. Students participate by sharing their reactions to giving and receiving compliments.</p> <p>7. Students listen.</p>



Professional School Counselor Procedures: Session 5	Student Involvement: Session 5
<p>feedback to the Professional School Counselor so that s/he can learn from the group and use student feedback to improve future groups.</p> <p>8. Distribute the <a href="#">Student Post-Group Perception Form (Document 16)</a> and pencils, and explains that student responses will be kept confidential and not shared with other students or parents.</p> <p>9. <b>If a follow-up session is planned</b>, remind students that it will be held in 4-6 weeks.</p> <p>10. Distribute &amp; Explain <a href="#">Teacher/Parent/Guardian Small Group Follow-Up (Document 12)</a>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p> <p>Closure/Summary: Tell students that this is their chance to share anything else about the group. Share positive comments about the group and share their appreciation to group members for sharing, participating, taking risks, etc. 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>8. Students complete the <a href="#">Student Post-Group Perception Form (Document 16)</a>.</p> <p>9. Students confirm that they have written the date for the Follow-up Session in their assignment books/planners.</p> <p>10. Students commit to giving their parents/guardians the <a href="#">Teacher/Parent/Guardian Small Group Follow-Up (Document 12)</a>.</p> <p>Closure/Summary: Students provide verbal feedback about their experiences (likes and dislikes) being in the group. Students complete the <a href="#">Student Post-Group Perception Form (Document 16)</a>. The students celebrate the closure of their group and accept their certificates.</p>

<p><b>Perceptual Data Collection:</b> The following end-of-group perceptual data collection forms will be used as a part of session four and five; the forms are attached to the Unit Plan:</p> <p><u>Classroom Teacher Assessment:</u></p> <ul style="list-style-type: none"> <li>The classroom teacher will complete the <a href="#">Teacher Pre/Post-Group Perception Form (Document 14)</a> for each student before the group starts and after the group has been completed. Professional School Counselor may consider making two copies of this form, one for the pre-assessment and one for the post-assessment, then entering all data on a final form for comparison.</li> <li><a href="#">Teacher Pre/Post-Group Perception Form (Document 14)</a> will be given to teacher to complete at the end of the group unit.</li> </ul> <p><u>Parent Assessment:</u></p> <ul style="list-style-type: none"> <li><a href="#">Parent/Guardian Post-Group Perception Form (Document 15)</a> will be given to parents to complete at the end of the group unit.</li> </ul> <p><u>Student Assessment:</u></p> <ul style="list-style-type: none"> <li><a href="#">Student Post-Group Perception Form (Document 16)</a> will be given to students to complete at the end of the group unit.</li> </ul>
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**Results Based Data Collection:**

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

**SESSION #5 Professional School Counselor Reflection Notes**

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

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*



# *Group Certificate of Completion*

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Student's Name

*successfully completed the*

*“Healthy Relationships” 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:** Follow-up (4-6 weeks after last session)**Grade Level:** 3-5**Estimated time:** 30-45 minutes

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

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

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

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

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

PS.1.A Self concept

PS.2.A. Quality relationships

PS.2.B. Respect for self and others

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

Personal/Social Development

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

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

Materials Needed:

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

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

Alternative Procedure: Complete the [Student Post-Group Follow-Up Interview Form \(Document 13\)](#)

**OPTIONAL FOLLOW-UP SESSION Formative Assessment**

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

Alternative Procedure: Use the [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 \(Document 18\)](#).
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 ?*