

Group Title: Introduction to group lesson

Session Title: Getting Started

Session # 1 of 1

Grade Level:

Estimated time: 45 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 Strand/Big Idea:

Missouri Comprehensive Guidance Concept(s):

American School Counselor Association National Standard (ASCA):

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

SESSION #1 Materials (include activity sheets and/ or supporting resources)

Chart paper
Bulletin board paper and/or notebook paper
Markers
Sticky notes
[*Small Group Counseling Guidelines*](#)

SESSION #1 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.

SESSION #1 Session Preparation

Essential Questions: How do people get their ideas heard in a group? When we work together, how do we want to be treated? How should we treat others? Why are we in this group?

Engagement (Hook): What groups do you like and/or belong to? What groups do you not belong to that you would like to?

SESSION #1 Procedures

Professional School Counselor Procedures	Student Involvement
<p>1. “Today, we are going to talk about working within groups and how small group counseling guidelines help groups as they work together.” Introduce the Small Group Counseling Guidelines. Students may wish to add additional guidelines suitable for their specific group. Avoid making the guidelines cumbersome.</p> <p>When discussing “confidentiality” relate it to outside-the-group talk versus inside-the-group talk. The members may talk with someone outside the group about something they may have said, but they cannot talk about who the members of the group are, or what others shared. Acknowledge student suggestions as examples of how confidentiality can be maintained.</p> <p>Post Small Group Counseling Guidelines (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 at the beginning of the session. “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"> • Students may work in a Think-Pair-Share in which they are placed into pairs to discuss the prompts and come up with ideas together. • Students may work with a large piece of chart paper or bulletin board paper to come up with ideas in graffiti form which is presented for final group approval. 	<p>1. Students discuss the guidelines and offer their definitions of each guideline.</p> <p>The students decide upon any other guidelines for the group that they would like to add. As guidelines are accepted, students discuss how they will be expected to follow them.</p> <p>2. Students develop a list of experiences; either individually, with another student, or with the group. Possible student comments might be:</p> <ul style="list-style-type: none"> • We treat others as we would like to be treated. • Everyone gets a turn. • When nobody gets left out. • No put-downs. • Take turns when speaking. • Everyone has a chance to share. • Listen when others are speaking. • Put away equipment when you are finished. • Respect each other’s differences.

Professional School Counselor Procedures	Student Involvement
<ul style="list-style-type: none"> • Solicit information from the entire group for consideration which is then to be written on chart paper and edited through group approval. <p>3. Discuss the purpose of the group. Ask what the students would like to learn or achieve in the next few weeks in the group, using the “Parking Lot” technique to elicit answers. With “Parking Lot,” place blank sticky notes within easy reach of the students. They, in turn, will write their responses on the notes, which they “park” on chart paper or on the board.</p> <p>4. Read the sticky note messages from the students. Save the sticky notes for review as the group progresses through the next few weeks.</p> <p>“We have talked about other groups that you have belonged to or that you belong to now. What are your opinions about being invited to participate in this group? Why do you think you are here?”</p> <p>Invite students to share their feelings but don’t allow those with negative views to put down the others.</p> <p>Closure/Summary: Review the small group counseling guidelines with the students. Give students time and date of the next session.</p>	<p>3. Students put their ideas about what they would like to learn or achieve on sticky notes, which are then placed on the board or chart paper.</p> <p>4. A few students may be unhappy about being in the group. Others may be looking forward to the group but don’t want to show their enthusiasm. Some students may express outright hostility toward the group. Still others may be excited to be in the group and express their interest.</p> <p>Closure/Summary: Students review the small group counseling guidelines and note the date and time of the next session.</p>

SESSION #1 Follow-Up Activities (Optional)

SESSION #1 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?

Small Group Counseling Guidelines

1. All participants observe confidentiality.
 - a. Counselor
 - b. Student
2. One person speaks at a time.
3. Everyone has an opportunity to participate and share.
4. No PUT DOWNS are allowed.
5. All participants will treat each other with respect.
6. Group members will have the opportunity to develop other guidelines.