

Small Group Counseling Title/Theme: Self Awareness

Grade Level(s): 3-5

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

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

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

Introduction: Establishing Group Norms

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

Materials needed:

Chart paper

Markers

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

Session # 1: How are you feeling?

Materials needed:

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

Manila folders for each participant

Pencils

Crayons

[*Who's Who?*](#)

[*Feeling Faces*](#)

[*Cup of Feelings Game*](#)

[*Empty The Cup Situations List*](#)

[*Cup of Feelings Sheet*](#) (prior to session cut faces into separate, small squares)

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

Session # 2: I'm a Winner: Looking at Strengths

Materials needed:

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

[*Blue Ribbon Book*](#) (Pages 1-3)

Pencils

Crayons

Scissors

Stapler

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

Session# 3: Making Your Goals

Materials needed:

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

Soccer Ball

Pencil

Crayons

Scissors

Stapler

[Weekly Goal Card Book](#)

[Goal Passbook Folder](#)

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

Session # 4: Problem Solving: Conflict Resolution

Materials needed:

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

[Be a STAR](#) poster

[Star Name Tag Patterns](#)

[Role Play Cards](#)

[Problem-Solving Flow Chart](#)

Pencils

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

Session # 5: I was So Mad: Anger Management

Materials needed:

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

Scissors

Stapler

Pencils

Crayons

Markers

[Body Outline](#)

[Anger Booklet](#) (Pages 1 & 2)

Chart paper (or black board if available)

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

Unit Assessments

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

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

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

Session # 6: Review and Wrap-Up

Materials needed:

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

Pencil

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

[Certificate of Group Completion](#)

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

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

Materials Needed:

8 ½ x 11 paper for each participant

Crayons/markers/pencils

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

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

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

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

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.1.A. Self Concept

PS.1.B. Balancing life roles

PS.2.B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

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

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

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

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

Outcome Assessment (acceptable evidence):

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

Students will take a survey during the final session that covers what they learned and how they feel about the group experience. They will also be given their folder with all their activities to take as a reminder of what they have done.

Perceptual Data Collection:

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

Classroom Teacher Assessment:

- The classroom teacher will complete the [Teacher Pre/Post-Group Perceptions Form \(Document 14\)](#) for each student before the group starts and after the group ends. Counselor may consider making two copies of this form, one for the pre-assessment and one for the post-assessment, then entering all data on a final form for comparison.

Parent/Guardian Assessment:

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

Student Assessment:

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

Results Based Data Collection:

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

Follow Up Ideas & Activities

Implemented by counselor, administrators, teachers, parents, community partnerships

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

DOCUMENT 12:

TEACHER/PARENT/GUARDIAN FOLLOW-UP FORM

Note: The Professional School Counselor has the option of sending this form to teachers/ parents/guardians after each group session to keep these individuals informed of student's progress in the group.

GROUP TOPIC: _____ **Session #** _____

Student's Name: _____ **Date:** _____

Today I met with my school counselor and other group members.

Session Goal: _____

**Today we talked about the following information during our group:
Circle one or more items.**

- | | | |
|------------|--------------------|--------------------|
| Friendship | Study Skills | Attendance |
| Feelings | Behavior | School Performance |
| Family | Peer Relationships | Other _____ |

Group Assignment:

I will complete or practice the following at school and/or at home before our next session:

Our next group meeting will be:

Date: _____ Time: _____

Additional Comments:

Please contact _____, Professional School Counselor at
_____ if you have further questions or concerns.

DOCUMENT 13:

STUDENT POST-GROUP FOLLOW-UP INTERVIEW FORM

Note: This document serves as an example of a way to follow students' success in maintaining changes. It may also be used as a means for gathering data about students' perceptions of the effectiveness of the group. Students who participate in follow-up sessions after a group ends are more likely to maintain the gains made. The Professional School Counselor (PSC) should make arrangements to talk with group members individually and hold at least one more group session 4-6 weeks after the group has ended. The follow-up session will enable the PSC to assess how students are doing on their goals and the successes they are experiencing as a result of the group. Follow-up sessions provide data that will demonstrate the proven effectiveness of small group counseling.

Follow-up Interviews/Session with Students

Potential Interview Questions:

How are things going?

What specific skills are you practicing now that the group is over?

What was the most useful thing you learned from the group?

What skills would you like to practice?

How are things different for you now?

What is better?

What is in need of improvement?

What progress have you made toward the goals you set for yourself at the end of our group meetings?

How are you keeping yourself accountable?

What suggestions do you have for future groups?

Rank your overall experience on a scale from 5 → 1 : _____

5 = Most positive activity in which I have participated for a long time

4 = Gave me a lot of direction with my needs

3 = I learned a lot about myself and am ready to make definite changes

2 = I did not get as much as I had hoped out of the group

1 = The group was a waste of my time

What contributed to the ranking you gave your experience in the group? What could have made it better?

DOCUMENT 14:

**TEACHER PRE/POST-GROUP PERCEPTION FORM
(SAMPLE 1 OF 2)**

Note: Samples 1 & 2 of Document 14 provide you with examples of two ways to gather data about teachers' post-group perceptions of the effectiveness of the group. **Sample 1** measures teachers' perceptions of the changes the student made as a result of the group experience. **Sample 2** measures the teacher's perceptions of the counseling group as a whole. An advantage to using form 2 is that it parallels [Document 15: Parent/Guardian Post-Group Feedback Form](#) and [Document 16: Student Post-Group Perception Form](#); thus, making it possible to compare teacher, parent and student perceptions of the group experience.

Note: The classroom teacher completes Part 1 of this document before students begin group sessions and completes Part 2 after the group has been completed. This process will provide the school counselor with follow up feedback about individual students who participated in the group.

**Sample 1: Individual Student Behavior Rating Form
(Adapted from Columbia Public Schools' Student Behavior Rating Form)**

STUDENT _____ GRADE _____ TEACHER _____

DATE: Pre-Group Assessment _____ Date: Post-Group Assessment _____

Part 1 - Please indicate rating of pre-group areas of concern in the left hand column.

Part 2 - Please indicate rating of post-group areas of concern in the right hand column.

Pre-Group Concerns Rank on a scale of 5→1 (5=Extreme→3=Moderate→1 = None)					Student Work Habits/Personal Goals Observed <i>Colleagues, please help evaluate the counseling group in which this student participated. Your opinion is extremely important as we strive to continuously improve our effectiveness with ALL students.</i>	Post-Group Concerns Rank on a scale of 5→1 (5=Extreme→3=Moderate→1 = None)				
5	4	3	2	1		5	4	3	2	1
					Academic Development					
					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					
					Personal and Social Development					
					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)					
					Career Development					
					Awareness of the World of Work					
					Self-Appraisal					
					Decision Making					
					Goal Setting					
					Add Other Concerns:					

DOCUMENT 14:

TEACHER PRE/POST-GROUP PERCEPTIONS

Note: This document measures the teacher’s perceptions of the effectiveness of the group as a whole. The teacher could complete this form after the last group session has been completed.

(SAMPLE 2 OF 2)

TEACHER PRE/POST-GROUP PERCEPTIONS FORM

One or more of your students participated in a small counseling group about _____. We are seeking your opinion about the effectiveness of the group e.g., students’ relationship with the professional school counselor and other participants in the group and your observations of students’ behavioral/skill changes (positive or negative). We appreciate your willingness to help us meet the needs of all students effectively. The survey is anonymous unless you want us to contact you.

Teacher’s Name (optional): _____ Date: _____

Professional School Counselor’s Name: _____

Small Group Title: _____

Before the group started, I hoped students would learn:

While students were participating in the group I noticed these changes in their behavior/attitude

Using a scale of 5 to 1 (5 =strongly agree and 1=strongly disagree), please circle your opinion about the following

What do you think?	5=Strongly Agree 3= Neutral 1=Strongly Disagree				
Overall, I would rate my students’ experience in the counseling group as positive.	5	4	3	2	1
Students enjoyed working with other students in the group.	5	4	3	2	1
Students enjoyed working with the counselor in the group.	5	4	3	2	1
Students learned new skills and are using the skills in school	5	4	3	2	1
I would recommend the group experience for other students.	5	4	3	2	1
Additional Comments for Counselor:					

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				
	5	4	3	2	1
Overall, I would rate my student's experience in the counseling group as positive	5	4	3	2	1
My student enjoyed working with the other students in the group.	5	4	3	2	1
My student enjoyed working with the counselor in the group.	5	4	3	2	1
My student learned new skills and is using the skills in and out of school.	5	4	3	2	1
I would recommend the group experience to other parents whose students might benefit from the small group.	5	4	3	2	1
Additional Comments:					

DOCUMENT 16:

STUDENT POST-GROUP PERCEPTION FORM
(Sample 1 of 2)

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

STUDENT FEEDBACK FORM

We want your opinion about the effectiveness of your group. We appreciate your willingness to help us make our work helpful to all students. The survey is anonymous unless you want us to contact you.

My Name (optional): _____ Date: _____

Professional School Counselor's Name: _____

Small Group Title: _____

Before the group started, I wanted to learn _____

Because of the group, I have noticed these changes in my thoughts, feelings, actions:

Using a scale of 5 to 1 (5 =strongly agree and 1=strongly disagree), please circle your opinion about the following:

What do you think?	5=Strongly Agree 3= Neutral 1=Strongly Disagree				
Overall, I would rate my experience in the counseling group as:	5	4	3	2	1
I enjoyed working with other students in the group	5	4	3	2	1
I enjoyed working with the counselor in the group.	5	4	3	2	1
I learned new skills and am using the skills in school	5	4	3	2	1
If other students ask me if they should participate in a similar group, I would recommend that they "give-it-a-try"	5	4	3	2	1
Additional Comments for the Counselor:					

DOCUMENT 16:

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

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

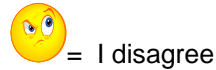
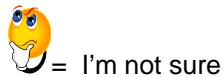
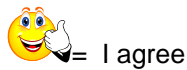
STUDENT FEEDBACK FORM

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

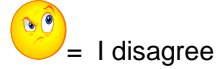
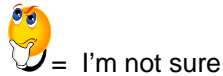
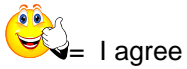
Name: _____ (optional) Date: _____

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

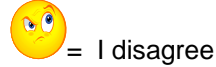
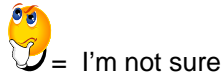
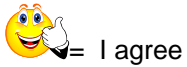
Instructions: Read each sentence. Put a circle around the face that shows how you think and feel right now about what you learned in the group.



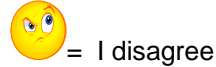
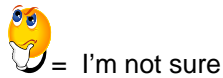
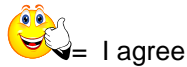
1. Overall, I would rate my experience in the counseling group as:



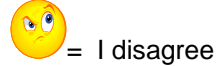
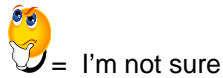
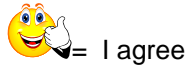
2. I enjoyed working with other students in the group



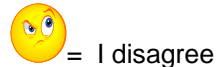
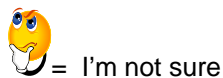
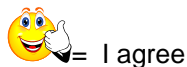
3. I enjoyed working with the counselor in the group.



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



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



Additional comments you would like to share with the counselor:

DOCUMENT 17:

GROUP SUMMARY FORM

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

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

Small Group Counseling topic/title: _____

Student's Name _____ Teacher's Name _____

Date: _____

Dear _____,

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

Session 1: _____

Session 2: _____

Session 3: _____

Session 4: _____

Session 5: _____

Session 6: _____

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

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

Sincerely,

Professional School Counselor

DOCUMENT 18:

Small Group Counseling Guidelines Poster

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

Small Group Counseling Guidelines

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

Group Title: Self-Awareness/Introduction

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

Session Title: Establishing Small Group Norms

Session # 1 of 1

Grade Level: K-12

Estimated time: 30 minutes

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

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

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

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

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.1.A. Self Concept

PS.1.B. Balancing life roles

PS.2.B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

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

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

Chart paper

Markers

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

INTRODUCTION Formative Assessment

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

INTRODUCTION Session Preparation

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

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

INTRODUCTION Procedures

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 members as they work together.” Introduce the Small Group Counseling Guidelines Poster (Document 18). 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 Small Group Counseling Guidelines Poster (Document 18), 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"> • 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. • 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. 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"> • We treat others as we would like to be treated. • Everyone gets a turn. • 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. <p>3. Students share ideas about what they would like to learn or achieve.</p>

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

INTRODUCTION Follow-Up Activities (Optional)

INTRODUCTION Counselor reflection notes (completed after the session)

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

DOCUMENT 18:

Small Group Counseling Guidelines Poster

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

Small Group Counseling Guidelines

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

Group Title: Self Awareness

Session Title: How are you feeling?

Session # 1 of 6

Grade Level: 3-5

Estimated time: 30 min.

Small Group Counseling Session Purpose: Students will explore a variety of feelings.

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

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

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

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.1.A. Self Concept

PS.1.B. Balancing life roles

PS.2.B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

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

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

Manila folders for each participant

Pencils

Crayons

[Who's Who?](#)

[Feeling Faces](#)

[Cup of Feelings Game](#)

[Empty The Cup Situations List](#)

[Cup of Feelings Sheet](#) (prior to session cut faces into separate, small squares)

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

Session #1 Formative Assessment

At the end of the session each participant will:

- Have a manila folder with their name on it to keep their supplies in until the end of the group
- Know each person in the group's name
- Will have answered the question, "I think being in this group will be....."
- Will be able to describe the four basic feelings of happy, sad, mad, and scared.

Session #1 Preparation

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

Engagement (Hook): [Who's Who?](#) ice-breaker at the beginning.

Session #1 Procedures

Session #1 Professional School Counselor Procedures:	Session #1 Student Involvement:
<p>1. Welcome students and have them find a seat. Provide each student with a pencil and a manila folder. Ask them to put their name on the folder and tell them that this folder will be kept until the final group session to hold all their supplies and worksheets.</p> <p>2. Hand out Who's Who? sheet and give students about 5 minutes to move around the room and find out who will fit in each box and learn other people's names.</p> <p>3. Following the group introduction and/or "Hook," welcome students to the group. Discuss the Small Group Counseling Guidelines (Document 18) with the group. Emphasize confidentiality and when you might have to break confidentiality. Add any guidelines the students want to add. See poster example of Small Group Counseling Guidelines Poster (Document 18). Display the poster to reference during each group session.</p> <p>4. Hand out Feeling Faces sheet to each participant and discuss the faces. Explain to students that all feelings are OK but there are some responses to these feelings that may be inappropriate.</p> <p>5. Explain the Cup of Feelings Game and distribute the Empty The Cup Situations List and Cup of Feelings pieces to the players.</p> <p>6. Closure/Summary: Have each participant share one feeling with the group and answer "I think being in this group will be" NOTE: All materials (Feeling Faces and Who's Who? sheets) are put in the participants manila folder and filed until next group meeting.</p> <p>7. Group assignment: Have students watch people's faces through out the week and see if they can tell how a person is feeling.</p> <p>8. Distribute & explain Teacher/Parent/Guardian</p>	<p>1. Each student will receive a manila folder that they will write their name on and that will be used to keep all their materials until the last group meeting.</p> <p>2. Students will take Who's Who? sheet and fill all the boxes by talking with the group members and having them write their name in the appropriate box.</p> <p>3. Students review the guidelines by telling what each one looks and sounds like.</p> <p>4. Participants will look at and discuss the Feeling Faces sheet.</p> <p>5. Participants will play the Cup of Feelings Game. They will receive their Empty The Cup Situations List and Cup of Feelings pieces and follow the directions.</p> <p>6. Closure/Summary: Each participant will share one feeling. They will then answer "I think being in this group will be"</p> <p>7. Group assignment: To watch people's faces through out the week and see if they can tell how a person is feeling.</p> <p>8. Students commit to giving their</p>

<p>Session #1 Professional School Counselor Procedures: Follow-up Form (Document 12). Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>Session #1 Student Involvement: parents/guardians the Teacher/Parent/Guardian Follow-up Form (Document 12) handout.</p>
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Session #1 Follow-Up Activities

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

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION 1

Who's Who?

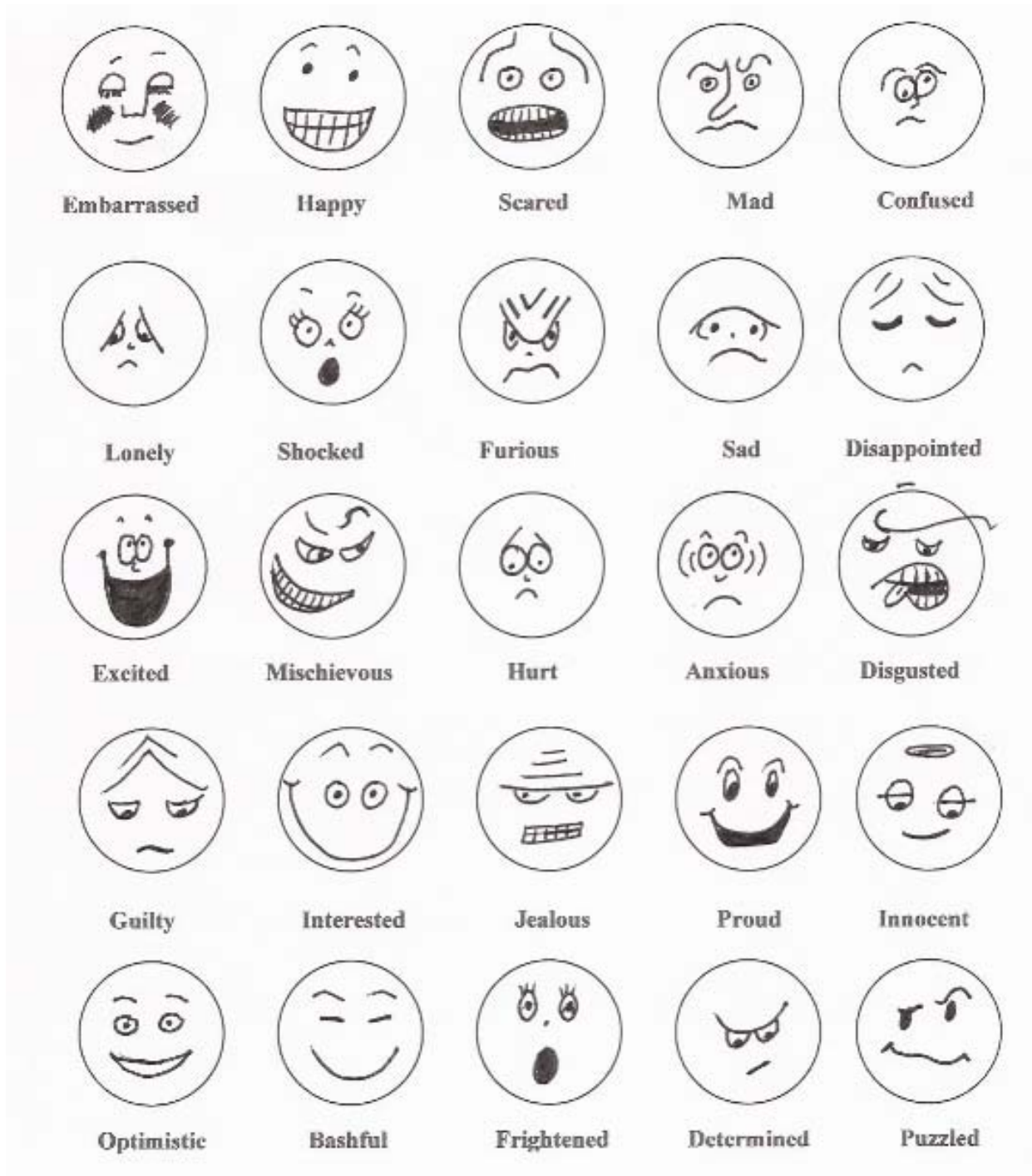
Someone with brown eyes	Someone who likes pizza	Someone who likes the color purple	Someone wearing tennis shoes
Someone wearing blue	Someone who likes chocolate	Someone who likes cartoons	Someone who can jump rope

Who's Who?

Someone with brown eyes	Someone who likes pizza	Someone who likes the color purple	Someone wearing tennis shoes
Someone wearing blue	Someone who likes chocolate	Someone who likes cartoons	Someone who can jump rope

SESSION 1

Feeling Faces



SESSION 1

Cup of Feelings Game

Purpose: To learn about new feelings

Materials needed: [Cup of Feelings](#) sheet (prior to session cut faces into separate, small squares), paper or plastic cup, [Empty The Cup Situations List](#)

Object: To get rid of your feeling cards the fastest by matching them with the appropriate situation.

Procedures:

1. Every participant gets a feeling faces sheet and the group leader reviews each feeling to make sure the students know what they mean.
2. Group is divided into two teams.
3. Each player gets three feeling cards.
4. Group leader reads a situation from the situation list to the team.
5. Each member of the team can hold up a feeling card if they have a feeling that they think would be appropriate for the situation.
6. Each player with a card explains their reason for that feeling being appropriate. If the feeling is appropriate then the player lays their card on the discard pile.
7. When a player gets rid of all their cards, they get a treat or a point for their team.
8. To keep playing, team members pull more cards from the cup until it is empty or the time runs out.
9. At the end, tally up the team points to see which team wins.

Follow-up:

Discuss the following with the students:

- What made it difficult to decide what feeling was being portrayed in the situation?
- What made it easy to decide which feeling was being portrayed?
- What new feeling words did you learn?
- How did it feel to be on the winning (losing) team?

SESSION 1

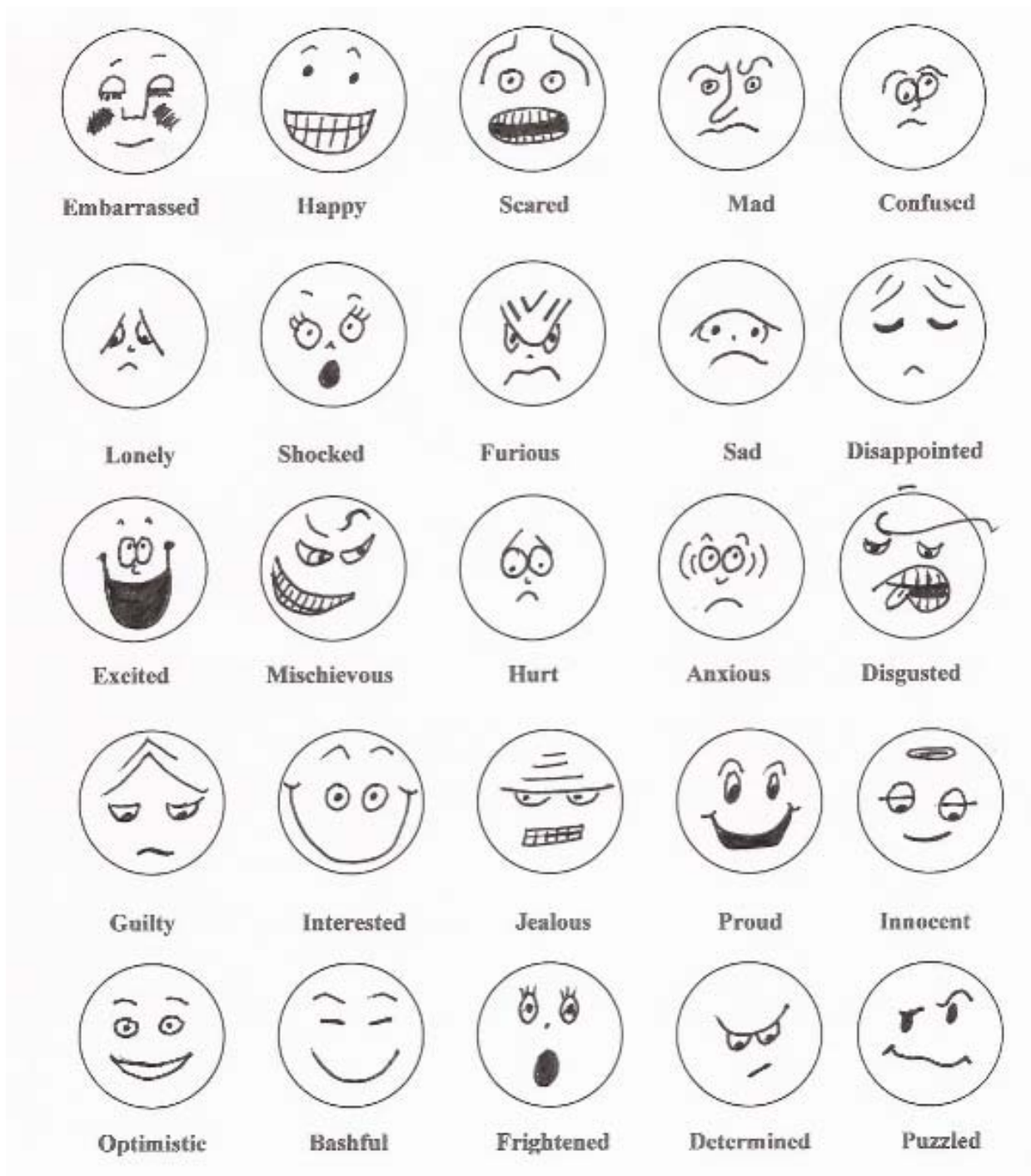
Empty The Cup Situations List

How would you feel if.....?

- You had a birthday party
- Your dog died
- You won a trip to Disney World
- You got an A on a paper
- You got sent to the principal because you were in trouble
- Your mom/dad lost their job
- You saw a glimmer under a rock at the bus stop
- You found a dollar laying on the ground
- You had a ball game and a birthday party and still had to do your homework that night
- Your shirt got torn on the way to school
- Your math class went on for two hours
- You had a science project due tomorrow and you hadn't started it yet
- You had to talk to the entire school in an assembly
- You had to explain a project to the 3rd and 4th graders
- Your best friend moved away
- Someone stole your new pencil
- You stayed up too late last night
- Your grandmother was in the hospital
- You had a nightmare
- You went to camp and were introducing yourself to new people
- You ate cookies and milk
- Your best friend won't speak to you
- Your best friend told a secret that you told them
- You were having a sleep-over
- You were taking a big test
- You heard a noise late at night in your house
- You were staying with your younger brother/sister at night waiting for your mom to get home
- Your mom was having surgery
- You were in a car wreck
- Someone laughed at your new hair cut
- Someone laughed at your joke

SESSION 1

Cup of Feelings Sheet
(prior to session cut faces into separate, small squares)



Group Title: Self Awareness

Session Title: I'm a Winner – Looking at Strengths

Session # 2 of 6

Grade Level: 3-5

Estimated time: 30 min.

Small Group Counseling Session Purpose: Students will be able to identify two of their strengths.

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

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

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

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.1.A. Self Concept

PS.1.B. Balancing life roles

PS.2 B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

Session #2 Materials (include activity sheets and/ or supporting resources)

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

[Blue Ribbon Book](#) (Pages 1-3)

Pencils

Crayons

Scissors

Stapler

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

Session #2 Formative Assessment

At the end of the session each participant will have a completed [Blue Ribbon Book](#) that contains pictures (or writing) of their perceived strengths.

Session #2 Preparation

Essential Questions: What gives people strength of character?

Engagement (Hook): [Blue Ribbon Books](#)

Session #2 Procedures

Session #2 Professional School Counselor Procedures:

Session #2 Student Involvement:

1. Welcome students to the group and hand out their folders from last time.

1. Students receive their folders from last session.

2. Review [Small Group Counseling Guidelines](#)

2. Students listen while school counselor reads the

Session #2 Professional School Counselor Procedures:	Session #2 Student Involvement:
<p>Poster (Document 18) and group assignment from previous session.</p> <p>3. Hand out a Blue Ribbon Book (Pages 1-3) to each participant and go through each page.</p> <p>4. Ask participants to fill in the various pages of their Blue Ribbon Book (Pages 1-3) with their strengths.</p> <p>5. Have the participants share their responses before the end of the session. (Students can be discussing their strengths and what things they would like to be better at while they are writing in their books.)</p> <p>6. Closure/Summary: Have the students talk about skills or behaviors that they would like to improve and what changes are needed to make these weaknesses into strengths.</p> <p>7. Group assignment: Practice using their strengths throughout the week and try at least one suggestion on turning a weakness into a strength.</p> <p>8. Distribute & explain Teacher/Parent/Guardian Follow-up Form (Document 12). Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>Small Group Counseling Guidelines Poster (Document 18) and ask questions/make comments about guidelines. Share individual successes and challenges while completing group assignment throughout the past week.</p> <p>3. Students write their names on their Blue Ribbon Books (Pages 1-3) and go through them page by page to see what they will write or draw on them.</p> <p>4. Students can write and/or draw their responses to the questions on the Blue Ribbon Book (Pages 1-3).</p> <p>5. Participants share their responses.</p> <p>6. Closure/Summary: Students discuss how to take weaknesses and turn them into strengths.</p> <p>7. Group assignment: Practice using their strengths throughout the week and try at least one suggestion on turning a weakness into a strength.</p> <p>8. Students commit to giving their parents/guardians the Teacher/Parent/Guardian Follow-up Form (Document 12) handout.</p>

Session #2 Follow-Up Activities

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

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

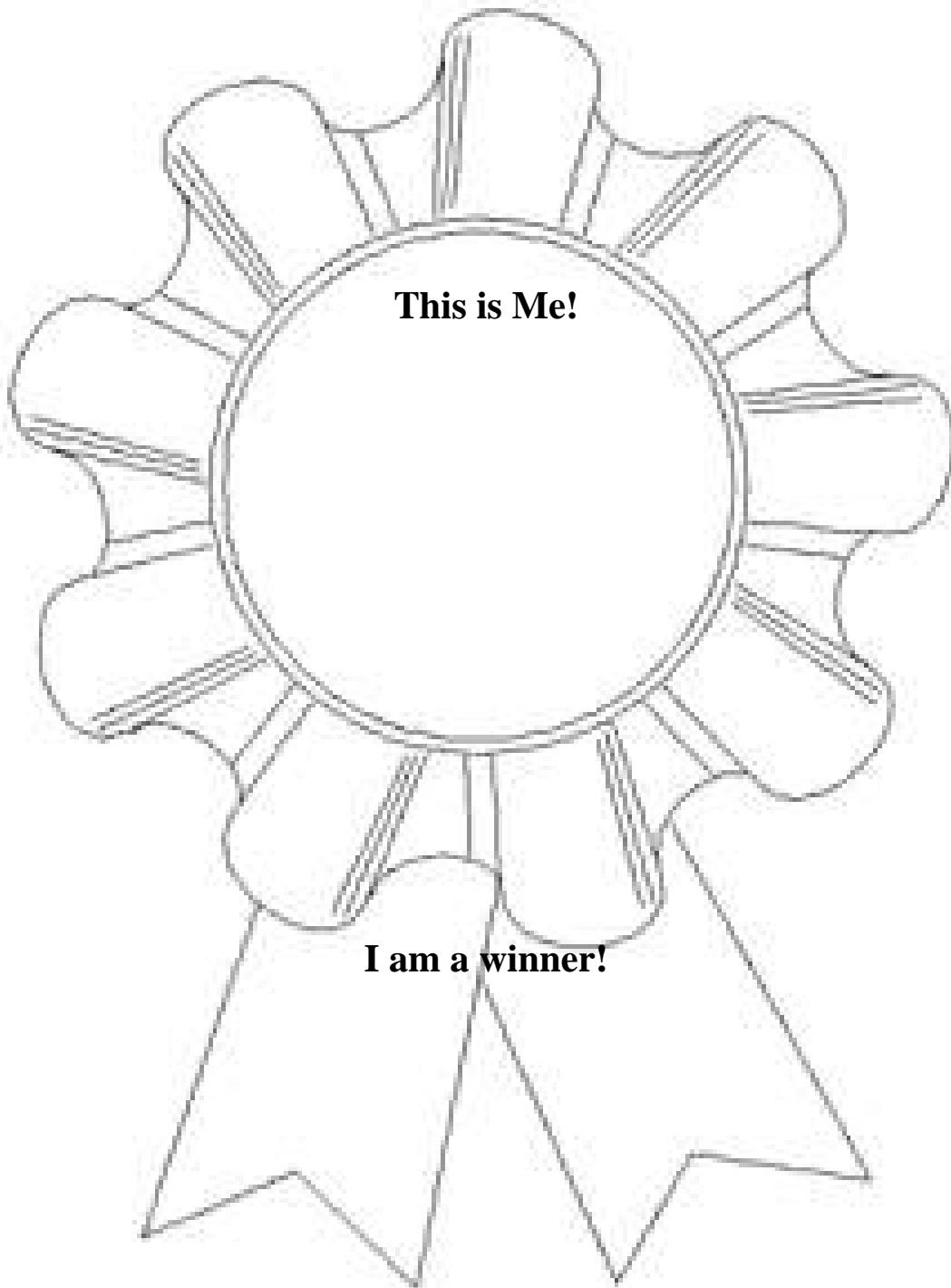
STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

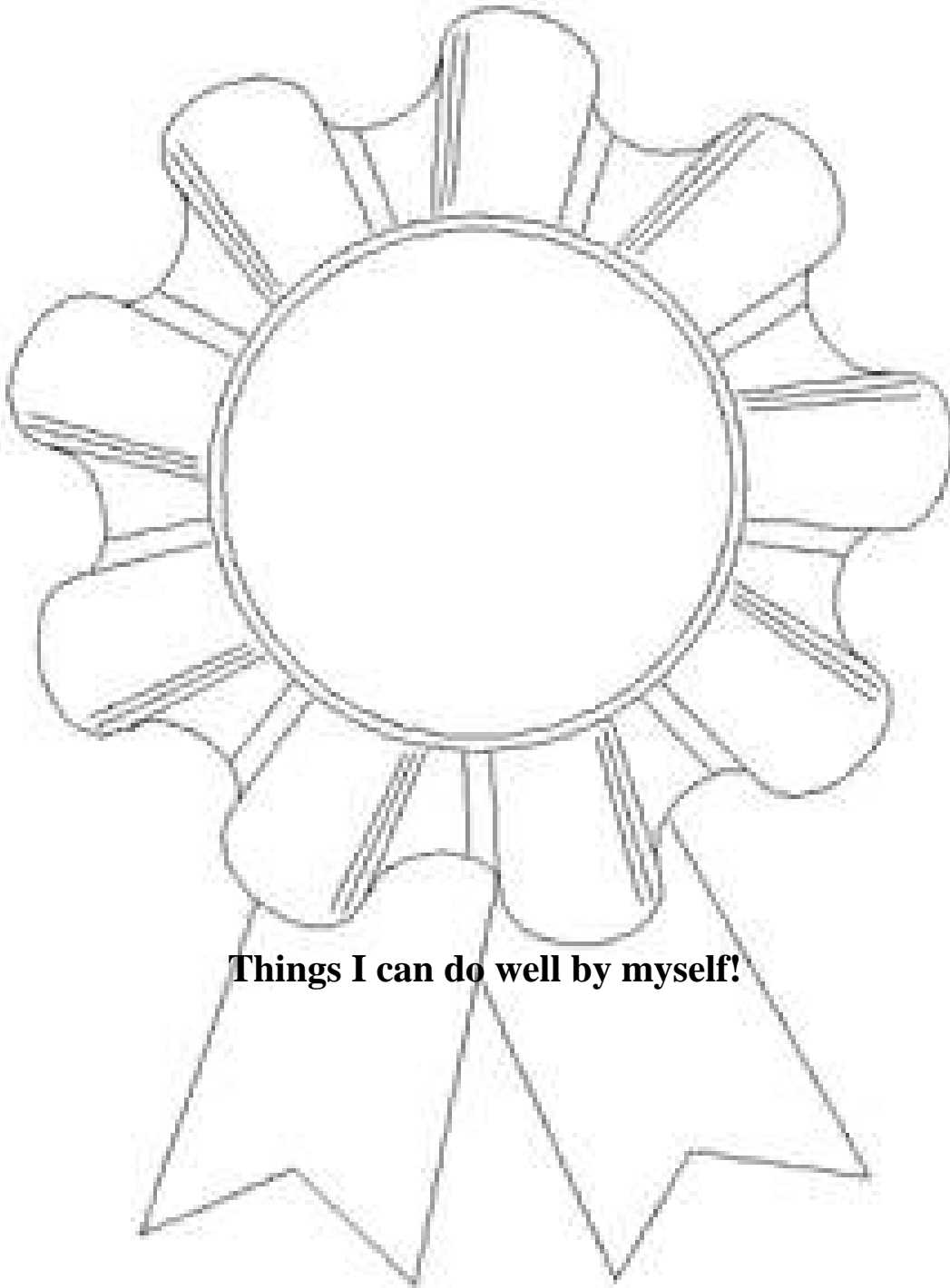
SESSION 2

Blue Ribbon Book (Page 1)



SESSION 2

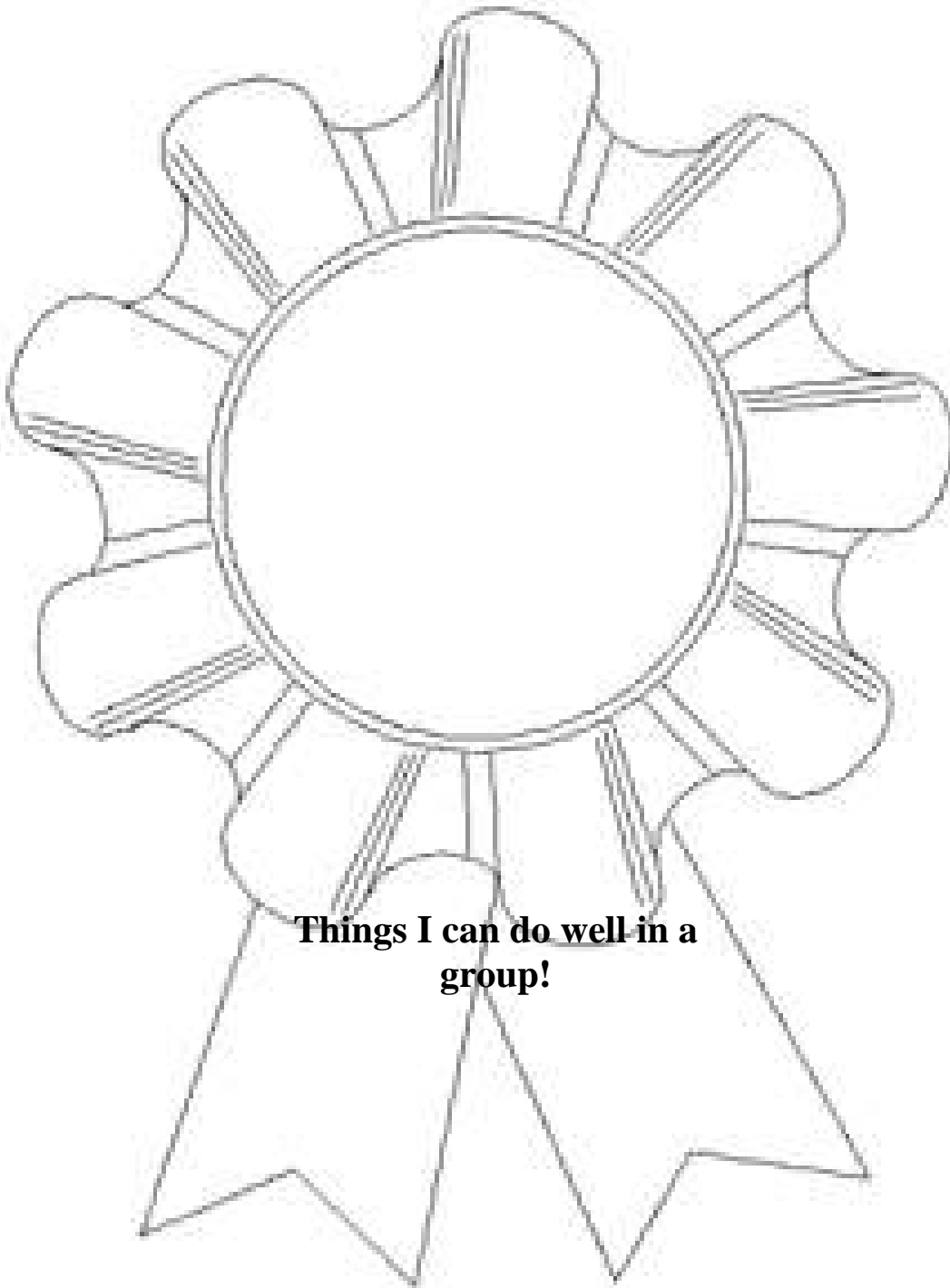
Blue Ribbon Book (Page 2)



Things I can do well by myself!

SESSION 2

Blue Ribbon Book (Page 3)



Group Title: Self Awareness

Session Title: Making Your Goals

Session # 3 of 6

Grade Level: 3-5

Estimated time: 30 min.

Small Group Counseling Session Purpose: Students will be able to identify steps for setting goals.

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

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

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

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.1.A. Self Concept

PS.1.B. Balancing life roles

PS.2 B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

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

Session #3 Materials (include activity sheets and/ or supporting resources)

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

Soccer Ball

Pencil

Crayons

Scissors

Stapler

[Weekly Goal Card Book](#)

[Goal Passbook Folder](#)

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

Session #3 Formative Assessment

At the end of the session each student will have written strategies for setting goals.

Session #3 Preparation

Essential Questions: What are goals and why are they important?

Engagement (Hook): Hold up a soccer ball and ask what they know about soccer. Ask what goals do you need in order to be a good soccer player?

Session #3 Procedures

Session #3 Professional School Counselor Procedures:	Session #3 Student Involvement:
<ol style="list-style-type: none"> 1. Welcome students to the group and hand out their folders from last time. 2. Review <i>Small Group Counseling Guidelines Poster (Document 18)</i> and group assignment from previous session. 3. After the Hook, let the group know that they are going to be working on goal setting and hand out the <i>Weekly Goal Card Book</i> and <i>Goal Passbook Folder</i>. 4. Have students cut the <i>Goal Passbook Folder</i> out and make their mini folders. Fold on the dotted lines. 5. Have participants look at the goal setting steps and discuss them. 6. Have participants list on the inside of the folder some short and long term goals that they might have. 7. Closure/Summary: Have participants think of one short term goal that they want to set and they then fill out the goal sheet outlining what they are going to work on. Have the students draw a picture of what they will look like when they accomplish their goals. 8. Group assignment: Ask the participants to work on their short term goal. They will use the weekly progress form to monitor their goal. They need to be prepared to come back and talk about what they have accomplished. 9. Distribute & explain <i>Teacher/Parent/Guardian Follow-up Form (Document 12)</i>. Send a copy home with each student and provide a copy to classroom teacher(s) of students in group. 	<ol style="list-style-type: none"> 1. Students receive their folders from last session. 2. Students listen while school counselor reads the <i>Small Group Counseling Guidelines Poster (Document 18)</i> and ask questions/make comments about guidelines. Share individual successes and challenges while completing group assignment throughout the past week. 3. Each participant receives the <i>Weekly Goal Card Book</i> and <i>Goal Passbook Folder</i>. 4. Students cut the <i>Goal Passbook Folder</i> out and create their mini folders. Fold on the dotted lines. 5. Participants look over the goal setting steps and discuss them. 6. Participants list some short and long term goals that they have inside their mini folder. 7. Closure/Summary: Participants think of one short-term goal that they want to set and they then fill out the goal sheet outlining what they are going to work on. The students draw pictures of what they will look like when they accomplish their goals. 8. Group assignment: Participants work on their short term goal and prepare to come back and talk about what they have accomplished. 9. Students commit to giving their parents/guardians the <i>Teacher/Parent/Guardian Follow-up Form (Document 12)</i> handout.

Session #3 Follow-Up Activities

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

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

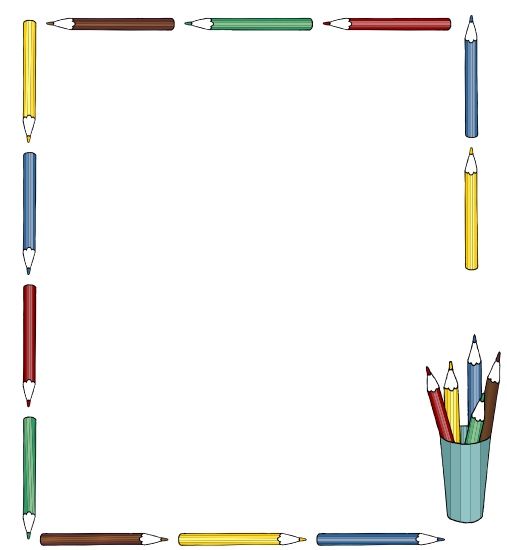
STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION 3

Weekly Goal Card Book
(Copy and cut these apart)

<p>Goal: I want ... _____</p> <p>_____</p> <p>Steps: I will ... _____</p> <p>_____</p> <p>Resources: I need _____</p> <p>_____</p> <p>Evaluation: Did I?.... _____</p> <p>_____</p> <p>Signed: _____</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Weekly Progress</th> <th style="padding: 5px;">Made It!</th> <th style="padding: 5px;">Almost!</th> <th style="padding: 5px;">Missed</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Monday</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Tuesday</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Wednesday</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Thursday</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">Friday</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Weekly Progress	Made It!	Almost!	Missed	Monday				Tuesday				Wednesday				Thursday				Friday			
Weekly Progress	Made It!	Almost!	Missed																						
Monday																									
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Friday																									
<p style="text-align: center;">Goal-setting Steps</p> <p>1. GOAL: What is your goal? (Be specific)</p> <p>2. STEPS: When will you start your goal? What will you do to reach your goal? When will you make your goal? How will you know you reached your goal?</p> <p>3. RESOURCES: Who and/or what do you need to help you make your goal?</p> <p>4. EVALUATE: Did you hit your target? <i>Yes:</i> Congratulate yourself! Thank those who helped you. Set a new goal. <i>No:</i> Why not? What will you do differently next time?</p> <p>5. REMEMBER: Try it! Stop and picture yourself making it. Praise yourself when on target. Keep track of your successes. Keep trying! Persevere!</p>	<p style="text-align: center;">Weekly Goal Card</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Draw a picture of you making your goal.</p> <p>Name: _____</p>																								

SESSION 3

Goal Passbook Folder – *(Copy and give to each participant)*



Group Title: Self Awareness

Session Title: Problem Solving: Conflict Resolution **Session #** 4 of 6

Grade Level: 3-5 **Estimated time:** 30 min.

Small Group Counseling Session Purpose: Students will identify the four problem solving steps.

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

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

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

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.1.A. Self Concept

PS.1.B. Balancing life roles

PS.2 B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

Session #4 Materials (include activity sheets and/ or supporting resources)

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

[*Be a STAR*](#) poster

[*Star Name Tag Patterns*](#)

[*Role Play Cards*](#)

[*Problem-Solving Flow Chart*](#)

Pencils

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

Session #4 Formative Assessment

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

Session #4 Preparation

Essential Questions: How can we appropriately solve our problems?

Engagement (Hook): Students enter and find their star name tag.

Session #4 Procedures

Session #4 Professional School Counselor Procedures:	Session #4 Student Involvement:
<p>1. Have star name tags for each participant waiting at their seat.</p> <p>2. Review Small Group Counseling Guidelines Poster (Document 18) and Group Assignment from previous session.</p> <p>3. Hand out the Be a STAR poster and Problem-Solving Flow Chart to discuss ways to solve problems and conflict.</p> <p>4. Hand out Role Playing Cards to each student (and helps those who need it to read their card.) This can be done in pairs or threes if helpful.</p> <p>5. Have small groups/individuals act out their role-play and give one or two ways to handle the problem. Ask the big group for other suggestions.</p> <p>6. Closure/Summary: Review ways for people to handle problems and/or conflicts appropriately in school and have students give suggestions. NOTE: All materials are put in the participants manila folder and filed until next group meeting.</p> <p>7. Group assignment: Have participants try one or two of the suggested strategies throughout the week until the next session.</p> <p>8. Distribute & explain Teacher/Parent/Guardian Follow-up Form (Document 12). Send a copy home with each student and provide a copy to classroom teacher(s) of students in group.</p>	<p>1. Participants find the star nametag with their name at their seat.</p> <p>2. Students listen while school counselor reads the Small Group Counseling Guidelines Poster (Document 18) and ask questions/make comments about guidelines. Share individual successes and challenges while completing Group Assignment throughout the past week.</p> <p>3. Students look over the Be a STAR poster and Problem-Solving Flow Chart and discuss.</p> <p>4. Students receive their Role Playing Cards and read through and prepare for their role. (Students can be paired or grouped in threes.)</p> <p>5. With each role-play, group members tell one or two ways that the problem can be handled. Then they have the whole group give other suggestions.</p> <p>6. Closure/Summary: Participants give suggestions for solving problems/conflict in school using the STAR method.</p> <p>7. Group assignment: Participants try one or two of the problem solving strategies until the next session.</p> <p>8. Students commit to giving their parents/guardians the Teacher/Parent/Guardian Follow-up Form (Document 12) handout.</p>

Session #4 Follow-Up Activities

The STAR problem solving method might be presented as part of a problem solving or conflict resolution unit in classroom guidance to all students so that this becomes common language throughout the building.

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

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

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION 4

Be a STAR



Stop



Think



Act



Review



SESSION 4

Star Name Tag Patterns



SESSION 4

Role Play Cards

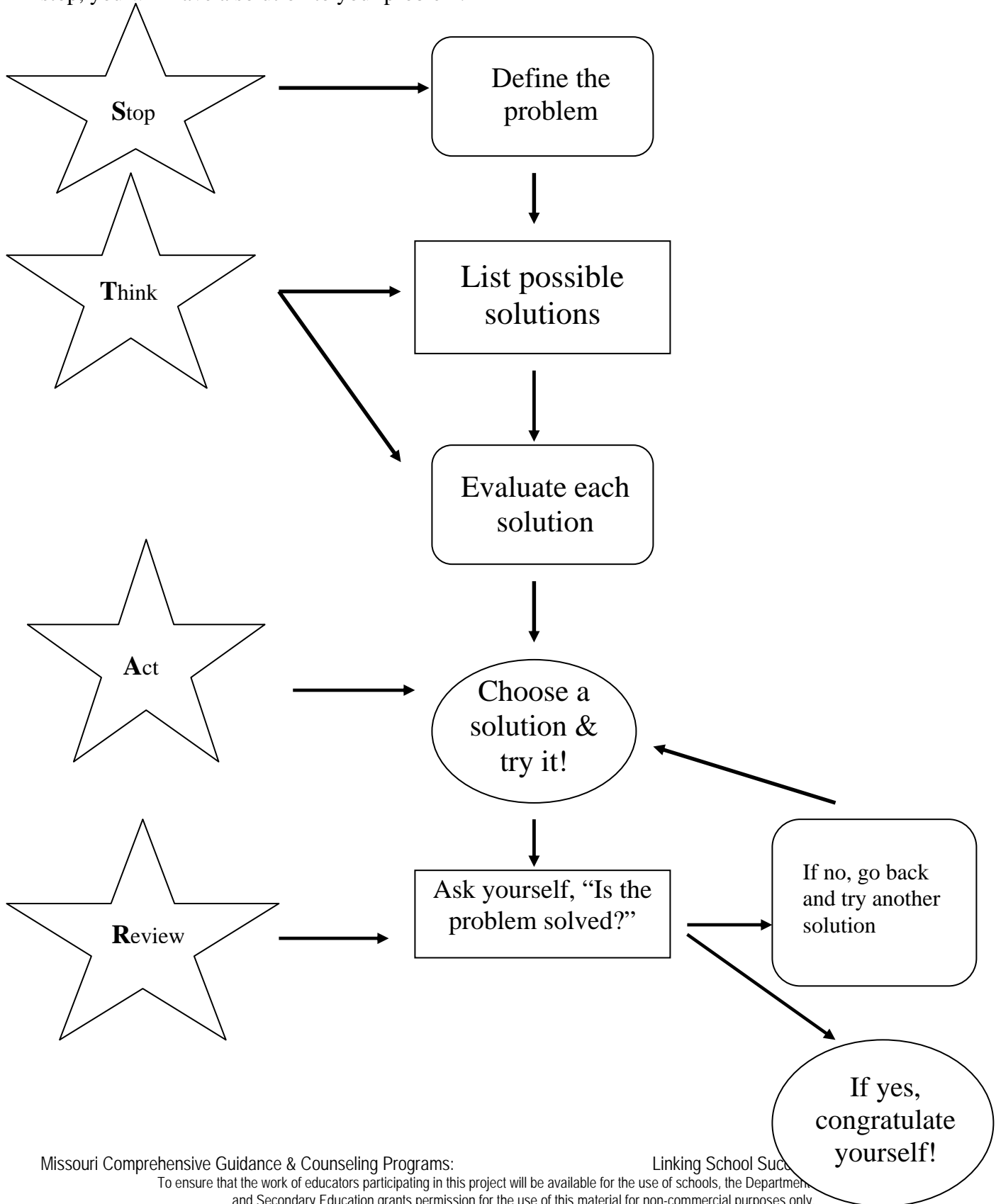
(Copy and cut out. These can be glued to 3 x 5 cards. Have students discuss how they would handle each situation)

At recess, someone takes the ball from you as you are playing with someone else.	As you do your class work, the person next to you draws on your paper.	In line to go to the cafeteria, someone moves in front of you.
At the drinking fountain, someone cuts in front of you.	While walking down the hall, the person behind you walks on the back of your foot.	While working in a group, a member of the group won't share the crayons.
In the bathroom, you see someone throw paper towels in the toilet and stop it up.	On the bus, someone calls you names and demands your lunch (lunch money).	You wear your favorite pair of socks to school and several of your classmates make fun of them.
Your friend asks to borrow paper from you at school. He/she does this all the time and never pays you back or shares supplies with you.	You go to McDonald's with a friend. You order a shake, hamburger, and fries. You pay, go sit down, and discover you did not get your fries.	You know that you handed in your math paper to your teacher but she does not have any record of it and now your grade is lower.

SESSION 4

Problem-Solving Flow Chart

When you have a problem, follow the steps on this chart. Begin where it says start. By the time you get to stop, you will have a solution to your problem.



Group Title: Self Awareness

Session Title: I Was So Mad

Session # 5 of 6

Grade Level: 3-5

Estimated time: 30 min.

Small Group Counseling Session Purpose: Students will identify appropriate strategies for dealing with anger.

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

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

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

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.1.A. Self Concept

PS.1.B. Balancing life roles

PS.2 B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

A: Students will acquire the knowledge, attitude, 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 \(Document 18\)](#)

Scissors

Stapler

Pencils

Crayons

Markers

[Body Outline](#)

[Anger Booklet](#) (Pages 1 & 2)

Chart paper (or white board if available)

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

Unit Assessments

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

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

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

Session #5 Formative Assessment

At the end of the session participants will identify two to three strategies they can use to help them deal with anger and will develop an anger booklet that lists or shows these strategies. They will also identify the parts of the body that are affected by anger.

Session #5 Preparation

Essential Questions: Is it okay to be angry? What can you do with your anger?

Engagement (Hook): Show a picture of an angry person. Ask students to discuss how they know the person is angry.

Session #5 Procedures

Session #5 Professional School Counselor Procedures:	Session #5 Student Involvement:
<ol style="list-style-type: none"> 1. When participants enter they find a Body Outline worksheet at their seat. 2. Welcome students to the group and hand out their folders from last time. 3. Review Small Group Counseling Guidelines Poster (Document 18) and group assignment from previous session. 4. Have students discuss what parts of their body are affected by anger and color those places on their Body Outline. 5. Have students discuss what they get angry about and how they cope with their anger. Write student responses on chart paper or whiteboard. 6. Hand out Anger Booklet to each participant. (These should already be copied, cut and stapled for each participant.) Ask students to complete booklet. 7. Closure/Summary: Ask participants to share at least one reason why they get angry and one thing they can do to deal with their anger. 8. Group assignment: Encourage participants to try one anger control strategy in the upcoming week. 9. Distribute & explain Teacher/Parent/Guardian Follow-up Form (Document 12). Send a copy home with each student and provide a copy to classroom teacher(s) of students in group. 	<ol style="list-style-type: none"> 1. Participants find a Body Outline worksheet at their seat. 2. Students receive their folders from last session. 3. Students listen while school counselor reads the Small Group Counseling Guidelines Poster (Document 18) and ask questions/make comments about guidelines. Share individual successes and challenges while completing group assignment throughout the past week. 4. Students color the places on their Body Outline that area affected by anger. 5. Students discuss what they get angry about and what they can do to deal with their anger. 6. Participants write their name on their Anger Booklet and write or draw their answers for each page. (If needed, extra pages are included.) 7. Closure/Summary: Each participant shares one reason they get angry and one thing they can do to deal with their anger. 8. Group assignment: Participants are encouraged to try one anger control strategy in the upcoming week. 9. Students commit to giving their parents/guardians the Teacher/Parent/Guardian Follow-up Form (Document 12) handout.

Session #5 Follow-Up Activities

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

Session #5 Counselor reflection notes (completed after the session)

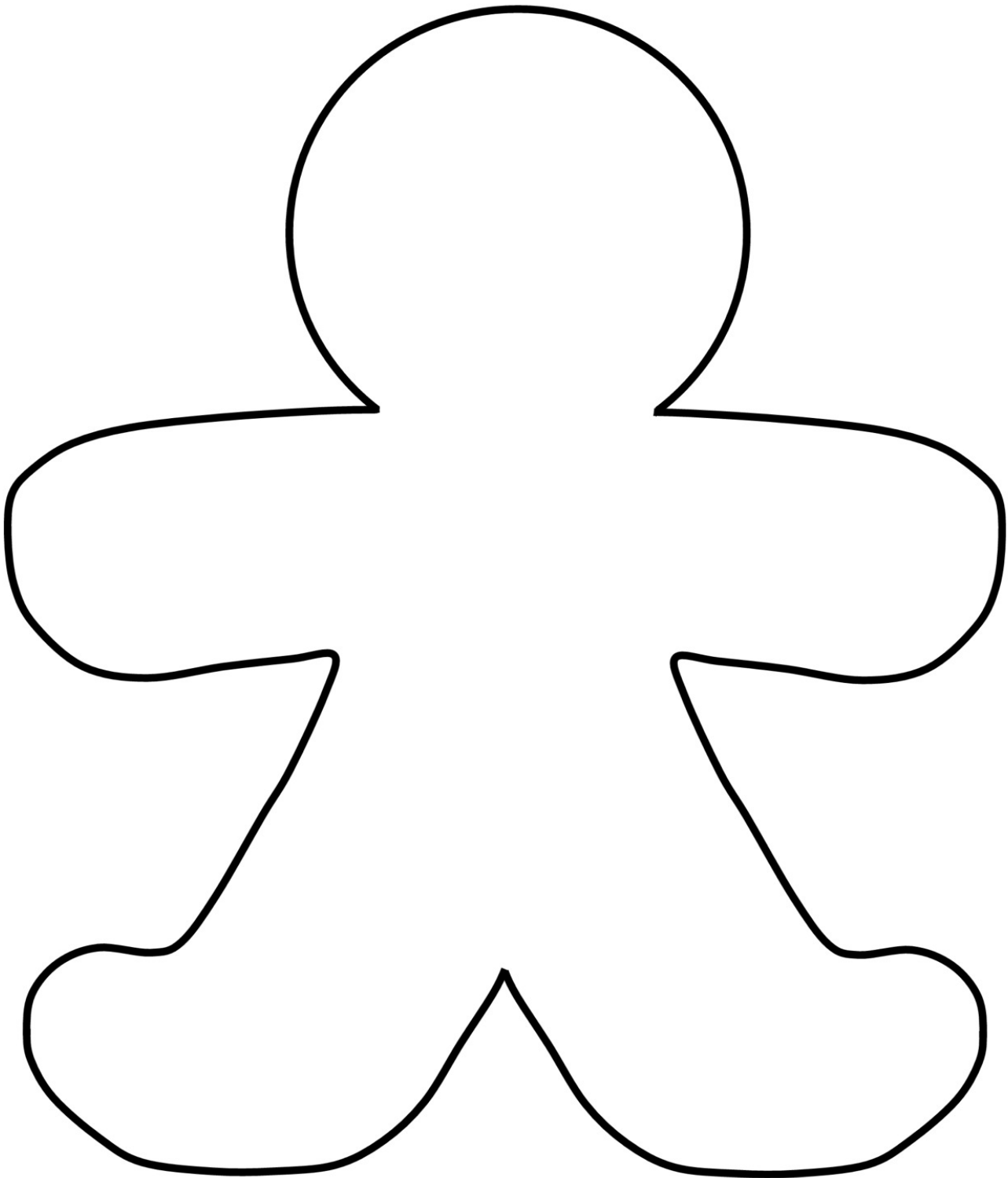
STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?

SESSION 5

Body Outline



SESSION 5

Anger Booklet (Pages 1 & 2)

<h1>Anger Booklet</h1>	<p>Things that I get angry about:</p>
<p>Ways I express my anger</p>	<p>Some things I can do when I am angry</p>

Group Title: Self Awareness

Session Title: Review and Wrap Up

Session # 6 of 6

Grade Level: 3-5

Estimated time: 30 min.

Small Group Counseling Session Purpose: Students will review what they learned about self awareness.

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

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

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

Missouri Comprehensive Guidance and Counseling Concept(s):

PS.1.A. Self Concept

PS.1.B. Balancing life roles

PS.2 B. Respect for self and others

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

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

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

Pencil

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

[Certificate of Group Completion](#)

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

Session #6 Formative Assessment

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

Session #6 Preparation

Essential Questions: What did you learn that will help you in the future? Were these sessions helpful?

Engagement (Hook): Party hats or some type of celebration.

Session #6 Procedures

Session #6 Professional School Counselor Procedures:	Session #6 Student Involvement:
<ol style="list-style-type: none"> 1. Review Small Group Counseling Guidelines Poster (Document 18) with an emphasis on post-group confidentiality. Remind participants that even though the group is over, other group members will trust them not to tell other people about what another person said or did in the group. Remind students about your responsibility to protect their confidentiality, too. 2. Collect Teacher/Parent/Guardian Follow-up Form (Document 12); make arrangements to get the forms from participants who did not bring them to the group. 3. Return the students' folders and ask them to look through and think about all the things that they have covered in the past 6 weeks. 4. Go over each session and have students discuss what they learned from the session and if they are using any of the strategies. 5. Have students discuss their group experience and ask if they have any questions. 6. If a follow-up session is planned, remind students that it will be held in 4-6 weeks. 7. Group Summary/Closure: Students complete the Student Post-Group Perception Form (Document 16). Give each student a Group Certificate of Completion for completing the group. Celebrate the closing of the group. 	<ol style="list-style-type: none"> 1. Students participate in review by telling what post-group confidentiality means for them. 2. Students give you their forms; if they do not have them, they commit to the day they will bring them to you. 3. Students receive their manila folders and look through them. 4. Students discuss, session by session, what they learned and what strategies they are using now. 5. Students discuss their group experience and also ask any questions they have. 6. Students may confirm that they have written the date for the Follow-up Session in their assignment books/planners. 7. Group Summary/Closure: Students complete the Student Post-Group Perception Form (Document 16). The students celebrate the closure of their group and accept their certificates.

Session #6 Follow-Up Activities

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

Session #6 Counselor reflection notes (completed after the session)

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

SELF EVALUATION: How did I do?

IMPLEMENTATION PROCEDURES: How did the session work?



Group Certificate of Completion



Student's Name

successfully completed the

“ _____ ” group on _____.

_____ shows self awareness by



WAY TO GO!

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:

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

Missouri Comprehensive Guidance and Counseling Concept(s):

- PS.3.A. Safe and Healthy Choices
- PS.3.B. Personal Safety of Self and Others
- PS.3.C. Coping Skills

American School Counselor Association (ASCA) National Standard:

Personal/Social Development

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

OPTIONAL FOLLOW-UP SESSION

Materials (activity sheets and/ or supporting resources are attached)

8 ½ x 11 paper for each participant

Crayons/markers/pencils

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

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 [Student Post-Group Follow-Up Interview Form \(Document 13\)](#) as the procedure and the assessment for the Follow-up Session. The developmental level of your students will determine the usefulness of this alternative with younger students.

OPTIONAL FOLLOW-UP SESSION Preparation

Essential Questions: What does everyone have in common in this group?

Engagement (Hook): What has changed for you as a result of this group?

OPTIONAL FOLLOW-UP SESSION PROCEDURES

Professional School Counselor Procedures: Optional Follow-up Session

Note for PSC: The group follow-up session will give participants a chance to celebrate each other’s successes over time.

1. Welcome students back to the group. Remind them again about the [Small Group Counseling Guidelines \(Document 18\)](#).
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?