Achieving Success Everyday (ASE)

Group Counseling Model

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Acknowledgements

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TABLE OF CONTENTS

I. Introduction
   a. Overview .................................................................3

   b. Summary of Achieving Success Everyday (ASE) Group Counseling Model .........................................................3

II. Working Documents
   a. Parent Introductory letter ...........................................10

   b. Interview and Screening Surveys .................................12

   c. Attendance Tracker .....................................................17

   d. Group Tracker ............................................................18

   e. Data Collection/Surveys ..............................................19

   f. Supplemental activities ...............................................29

III. Selected References and Resources
   a. Selected References ....................................................50

   b. Resources .................................................................52
INTRODUCTION

Overview

The following document essentially describes a group counseling program entitled Achieving Success Everyday (ASE) developed for school counselors to help students strive to achieve high academic standards and accomplishments. This program stems from professional school counseling experience and the feedback from student, teacher and parent participants over the past 10 years. It is important to note that this information is divided into three sections. First, the introduction includes a rationale for the ASE group model followed by a detailed description of the model. In this section the integration of academic goals and personal-social goals are also emphasized when planning, implementing, and evaluating the model. The next section which is entitled working documents provides a number of example documents that have actually been used by school counselors when planning, implementing and evaluating the model. For example, in this section an example of an introductory letter informing parents and teachers of the group program is offered. Lastly, I provide examples of data collection surveys and questionnaires, and a list of supplemental activities that might be useful when planning sessions and tailoring this model to your students’ unique needs.

Summary of Achieving Success Everyday Group Counseling Model

School counselors must develop and facilitate interventions that include school related outcomes as a way of being accountable in their efforts. In fact, there is an ongoing call for school counselors to illustrate that their programs contribute to the educational mission of schools (ASCA, 2005; Whiston & Sexton, 1998). A small yet emerging body of literature illustrates group counseling models used in schools that are successful at integrating personal-social development (e.g., social skills) and academic development (e.g., increased standardized
test scores or improving grades) into the interventions (e.g., Brigman & Campbell, 2003; Brigman et al., 2007; Steen, 2009; Steen & Kaffenberger, 2007, Webb & Brigman, 2006). The ASE model is one group intervention that school counselors can use to help their students explore personal-social concerns and learn strategies to support their academic efforts.

The ASE model is also designed specifically to be integrated into a school by addressing pre-screening and selection of students, collaborating with teachers (and parents) by soliciting specific information and data on their students, and linking students to additional support networks before the group intervention comes to a close. As such, it affords the school counselor some direction when serving children and adolescents in schools. Put another way, this model accounts for the pre-preparation, implementation, evaluation and follow-up of a group counseling intervention with students.

One additional benefit of the ASE model is that it offers a variety of different activities that can be used for each group intervention that is created. In other words, this model is not a curriculum with a highly structured protocol but is flexible with the intent to help school counselors better prepare for the beginning of the groups and provide a framework that allows for adjustments to what may emerge during the life of the group. Therefore school counselors can either create group activities, discussions starters, and processing questions or use preplanned therapeutic games or bibliotherapy to help the students in group express themselves while establishing an environment conducive for creating cohesion (Leichtentritt & Shechtman, 2010).

This aspect of the model is important to note because there is a dearth of literature that specifically describes school counselors implementing group counseling interventions with students in school settings. However, the examples found in the literature describe highly
structured interventions along with curriculum that is less likely to take into account the unique aspects of school settings, topics, and the variety of students that may be served in schools (DeLucia-Waack, 2006; Prout & Prout, 1998). Further, other professionals apart from school counselors typically facilitate these groups implying there is a need for interventions that school counselors can use (Corey & Corey, 2009; Prout & Prout, 1998).

Another consideration is that this model integrates both counseling and a psycho-education approach. The integration of modalities intentionally allows a more process orientation when discussing personal and social issues. On the other hand, when addressing specific skills to support academic achievement more structure and the integration of instructional language is encouraged. This combination of group counseling methods is ideal because a counseling approach is flexible and offers the opportunity to facilitate self-awareness, whereas a psycho-education approach is more structured and affords an opportunity to teach information (e.g., how to set goals, how to study, how to interact with peers or teachers) which lead to achieving high academic standards.

The ASE model is not made up of a session by session framework but rather consists of six phases as follows:

a. Assessment
b. Review
c. Acquaintance
d. Challenge
e. Empowerment
f. Support
Each phase emphasize a counseling approach except for the empowerment and support phases which emphasize psycho-education; however, each session can be planned to comprise an introduction, a personal-social component, an academic component, and a closing. The session format integrates personal-social development and academic development while drawing on counseling and psycho-educational strategies. Nevertheless, school counselors using this model are encouraged to modify this plan according to the needs of the students and the ongoing data received from teachers and parents within each of their groups.

The assessment phase which begins even before the first session is conducted, the counselor uses student data collected from teachers, parents, and students to select and screen group members and develop a tentative agenda (e.g., purpose and focus of sessions, group goals and objectives, and duration of intervention) (see working documents section below for samples of surveys and interview questions). For example, a high school counselor interested in running a group for students who have failed at least two core classes after the first quarter of the school year would use the assessment phase to identify, interview and screen, and assess potential group members.

This phase is also used to survey the perceptions of the teachers and parents of their student’s current academic and behavioral functioning. These data are helpful in giving some areas that the school counselors can consider when serving the students. It is important to note that gathering data from teachers and parents is not limited to the assessment phase before the group begins but can also be done periodically throughout the duration of the group. Also feedback that emerges from the group can be shared with teachers and parents where appropriate.
During the **review phase**, the counselor may review information pertaining to the group with students such as the group expectations, individual and/or group goals, and group norms once created. The review phase usually takes place in the first few sessions but similar information can be discussed as often as needed in the remaining sessions. For example, the counselor can use the review phase as a way of familiarizing the students with ground rules for the group. Students can also become familiar with the meeting time and place and expectations of what might happen when they attend group meetings. This phase is useful at minimizing anxiety for the students by providing a sense of how the group is structured early in the process (Corey & Corey, 2006).

Next, in the **acquaintance phase**, the counselor helps students become familiar with each other, as well as the group leader(s), leadership style(s), and group process. This too typically occurs during the first few sessions of the group. One way of helping the students get to know each other is to enable the students to participate in simple self-disclosing activities. For example, this can be done with an ice-breaker or with a discussion starter prompting students to share things about themselves. During this phase, the group leader may also use appropriate self-disclosure that will help shed light on them as participants in the group as well as their leadership style.

During the **challenge phase**, the counselor gently confronts students’ inconsistencies between what they may verbally share in the group and their teachers’ and parents’ perceptions of their behavior or academic tendencies. For instance, the counselor may have become aware from the data gathered at the onset of the group that one of the members is unruly in class, however, within the group this same student presents that they remain on task in the classroom. The counselor uses the information from the data collected during the assessment phase to
challenge the student to more positive behavior by exploring when, where, and how often this occurs and solicit input from this student as well as others as to how to counteract this unproductive behavior. This phase is useful in directly addressing the problem areas or presenting concerns for the students.

In the **empowerment phase**, the counselor strives to teach information and skills to overcome difficulties that were identified before the group began or from the discussions that occur during the sessions. For instance, as noted in the example above the school counselor can challenge the group to think about strategies that will help them to be on task more often in class. In this case, counselors could empower students by providing information on appropriate communication with peers and teachers, and other adults.

This phase also presents an opportunity for appropriate individuals within the school and surrounding community to be used to provide students with knowledge and skills that they may need. In other words people with a certain expertise can be invited to give a guest lecture or presentation. For example, if the students, their teachers, or their parents were interested in them gaining more information on financing college, admissions officers or financial aid specialists from a local community college or university could be invited to provide specific information that might be useful and beyond the scope of the school counselor’s ability. Or more simply, local restaurant shop owners can discuss how to open and start businesses or share their experiences working locally in the community.

Finally, the **support phase** is used to bring closure to a group. During the support phase, the primary focus is on helping the counselor support group members as the group draws to an end. For example, the counselor could facilitate a discussion about students’ initial goals established early in the group, how their goals may have changed, and whether they have
accomplished their goals. They should also encourage students to give each other feedback about areas of growth observed in one another.

This phase can also be used by the counselor to help students identify supports and resources within and external to the group to help them continue striving for or maintain their goals. The counselor could lead students in discovering resources available within the group (e.g. self-acceptance, enhanced self-esteem), within the school (e.g., a supportive adult in the school), and within their family and community (e.g., positive role models, youth or community groups). In essence, counselors can brainstorm with students how they may draw on these resources for support as they work toward their goals and as the group terminates. A discussion of external resources during group sessions and at the conclusion of the group can help increase long term positive results for students (Steen & Bemak, 2008). Finally, as the group comes to a close, the counselor should help students celebrate their accomplishments either together as a group or with teachers, families and other school and community members. In sum, the ASE model, as it currently stands, can be used in a variety of different ways to develop group interventions appropriate for school counselors serving students in school settings.
Dear Families,
An important part of our guidance and counseling program is the time we spend working with students in small groups. These small groups can help students acquire new, valuable skills in an environment that is conducive to providing positive peer interactions.

We are interested in your son/daughter participating in a group counseling program that we have created this year entitled the Achieving Success Everyday Group Model (ASE group model). This program is designed for students who could use more positive peer interactions and/or who may be continuing to strive for academic success but could benefit from additional support. Additionally, we are focusing on students who have experienced failure in any aspect of their education.

The goal of the groups will be to enhance academic achievement. The purpose of the group forum is to provide a safe environment for students to share challenges and successes in school, home, and our community. Topics that arise within the group are centered on the students’ experiences. Ultimately we are interested in facilitating meaningful and positive peer interactions in order to promote positive images of themselves and their surrounding world. We believe these improvements will lead to greater educational commitment and ultimately high academic accomplishments.

Please let us know if you are not willing to allow your child to participate in this program. Otherwise, we will be in touch with you in order to gather more information about your student’s academic and personal-social needs.

Sincerely,

Aiton Elementary School Counselor
Aiton Elementary Principal
George Washington University Asst. Professor of School Counseling

--------------------------------------------------------------------------------------------------------

If you are choosing to opt your student out of this program, please sign and return to the Aiton Elementary School Principal Mr. Shahid Muhammed

_____ I do not give my child permission to participate in the Achieving Success Everyday Program.

Student Name  Parent Signature
In an effort to bridge the gap between group counseling education and parental involvement, conversation starters are helpful. The student is encouraged to take this document home to his/her parents and to discuss a specific topic of that day’s group session. Here is an example of some questions parents and the student can talk about. Using this as a template and changing it according to a specific subject is a helpful way to open communication between the student and the parent.

A message from your School Counselor

Today, in our group counseling session, we had the opportunity to talk about **Personal Responsibility**. Here are some conversation starters that will encourage your child to share what he learned and talk about it with your family.

1. What is your definition of responsibility?
2. Everyday, what ways do you have to demonstrate responsibility?
3. What do you gain from demonstrating responsibility?
4. Are you always responsible? Why or why not?
ASE Group Interview Questions Elementary School

Name________________________________________________

Teacher______________________________________________

You were recommended by your teacher to participate in a small group that will use activities and discussions as a way of helping you learn ways to have a better school experience. Are you interested in finding out more? _____________

1. How do you feel when you are in school? ________________________________

2. What is one way to describe yourself? ________________________________

3. How would your teacher(s) describe you? ________________________________

4. What is one way to make your school year better? __________________________

5. Group Norms and Responsibilities…..
   ● We meet during lunch
   ● Confidentiality is stressed
   ● Must be willing to take risks

6. Activities
   ● Cooperation Games (if applicable)
   ● Art Work (if applicable)
   ● Music/Poetry/Literature (if applicable)
   ● Discussions

7. Next Step
   ● We will contact your parents
   ● Contact your teachers

8. Are you interested? _____________
ASE Group Interview Questions Elementary School  
(Created by Ms. Horin, 2012)

Name________________________ Teacher _____________

You have been invited to participate in a small group that will use activities and discussions as a way of helping you learn ways to have a better school experience. Please answer the following questions.

1. How do you feel when you are in school?

   - Happy
   - Angry
   - Nervous
   - Sad
   - Scared
   - Proud

   ○ Easily Frustrated
   ○ Asks for Help
   ○ ________________________

   ○ What kind of student are you?
     - Hard working
     - Good Listener
     - Need Lots of Help
     - Smart

   ○ How would your teacher(s) describe you?
     - Easily frustrated
     - Asks for help
     - ________________________

   ○ What things are hard for you at school?
     - Feeling good about myself
     - ________________________

     ○ Making friends
     ○ School work
     ○ Getting along with others
2. What would you like to learn about in group that would make things better for you?

3. In this group we will do some reading, writing and talking about how to make things easier for you. You may have some homework. If you join this group, are you willing to work hard to solve your problems?

4. Are you willing to follow the group rules we make?
ASE Group Interview Questions Secondary School

Student Name ___________________ Grade/Homeroom ___________________

You were recommended by your parents, teachers or counselor to participate in a small group that will use discussions and some activities as a way of exploring how to have a better school experience. With your permission, I’d like to ask you more specific questions about your experiences to see if attending this group would be something worthwhile. Are you interested in finding out more?

1. Generally speaking, how would you describe your interactions with your peers?

__________________________________________________________________________

2. Generally speaking, how would you describe your classroom behavior?

__________________________________________________________________________

3. Generally speaking, how would you describe your attendance and/or tardiness regarding class?

__________________________________________________________________________

4. If applicable, when and how do you positively contribute to the classroom environment?

__________________________________________________________________________

5. Describe your work ethic regarding class and/or homework assignments.

__________________________________________________________________________

6. If applicable, what are the crises at school or home that may be impacting your school experience?

__________________________________________________________________________

7. What is one way to describe you? __________________________________________

8. Group Norms and Responsibilities
   - Confidentiality is stressed
   - Must be willing to take risks

9. Next Steps
   - We will contact your parents
   - Contact your teachers

10. Are you interested? ______________
Small Group Attendance  
(Created by Ms. Horin, 2012)

Group: _____________________________

<table>
<thead>
<tr>
<th>Student</th>
<th>Teacher</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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Week 1:____________________________________________________________________

Notes:____________________________________________________________________

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Week 2:____________________________________________________________________

Notes:____________________________________________________________________

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Week 3:____________________________________________________________________

Notes:____________________________________________________________________

__________________________________________________________________________

Week 4:____________________________________________________________________

Notes:____________________________________________________________________

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Week 5:____________________________________________________________________

Notes:____________________________________________________________________

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<td>Week 6</td>
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</table>
# Group Model Tracking Sheet
(Created by Ms. Horin, 2012)

<table>
<thead>
<tr>
<th></th>
<th>Assessment</th>
<th>Review</th>
<th>Acquaintance</th>
<th>Challenge</th>
<th>Support</th>
<th>Empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre/Post</td>
<td>Rules</td>
<td>Develop cohesion</td>
<td>Confront negative behaviors</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Screening</td>
<td>Goals</td>
<td>Purpose</td>
<td>behaviors</td>
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<tr>
<td>Pre-Group</td>
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<td>Session 1</td>
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</tbody>
</table>
Learning Behaviors Scale Pre-Assessment (Teachers & Parents)  
(Myrick, 2003)

Dear Teachers/Parents,
We are asking for your help in discovering the most effective way to work with your students. Following is a list of questions that will be used to support our counseling programs in meeting their identified needs. Additionally, please provide your contact information below.

Student________________________ Teacher_______________ Date_______

Please check the frequency of each behavior listed based on your knowledge at home or in school. Add other items or make additional comments if you wish.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Very Seldom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in class</td>
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<tr>
<td>Follows directions</td>
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<tr>
<td>Starts assignments</td>
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<td>Attends to a given task</td>
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<tr>
<td>Completes assignments</td>
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<td>Talks at appropriate times</td>
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<td>Works independently</td>
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<td>Follows rules</td>
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<td>Asks for help when they need it</td>
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<tr>
<td>Completes homework</td>
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Please briefly answer the questions below:
1. What behavior/attitude would you most like to be addressed with your student?
   ____________________________________________________________________________
   ____________________________________________________________________________

2. Is your student having academic success or difficulty? Please list areas of concern.
   ____________________________________________________________________________
   ____________________________________________________________________________

3. Would you like the counselor to contact you regularly while working with your student? If so, please check your preferred way(s) of communication and provide your contact information:
   Phone _____ Cell phone _____ Email _____ Text Messages _____ Facebook _____ Twitter _____
   House/Cell Number ___________________ Email: ___________________
   Facebook: ___________________ Twitter: ___________________

4. For parents- I give permission for my child’s group to be videotaped for training purposes.
   ___________________________________________ Please sign (if applicable)
Dear Teachers/Parents,

We use the following information to discover the most effective way to work with all children. Following is a list of questions that may be useful when meeting the needs of your students. This information will also aid the improvement of our future programs. Please fill this information from your perspective of the impact that the small group meetings had on your student and place in our mailbox.

Thanks,

Please check the frequency of each behavior listed based on your knowledge at home or in school. Add other items or make additional comments if you wish.

<table>
<thead>
<tr>
<th></th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Very Seldom</th>
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<td>Completes assignments</td>
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<td>Completes homework</td>
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Please briefly answer the questions below:

1. Can you describe any outcome negative or positive from your student’s participation in the group?

___________________________________________________________________________

___________________________________________________________________________

2. Did the group help your student in any areas academically? If so please describe.

___________________________________________________________________________

___________________________________________________________________________

3. If the counselor contacted you regularly while working with your student, was it beneficial or not? Any suggestions for improvement?

___________________________________________________________________________

___________________________________________________________________________

4. Any other additional comments or suggestions?

___________________________________________________________________________

___________________________________________________________________________
Multi-Ethnic Identity Measure (MEIM)  
(created by Jean Phinney, 1992)

Name__________________Teacher______________________Grade/Age_____

Please answer the statements with the following choices. Use the number that is closest to how you feel about each statement.

(1) Strongly Disagree (2) Disagree (3) Agree (4) Strongly Agree

1. I have spent time trying to find out more about my racial and ethnic group, such as its history, traditions, and customs.
2. I participate in organizations or social groups that include mostly people in my own race or ethnic group.
3. I know about my race and ethnic background and what it means for me.
4. I think a lot about how my life will be affected by my race and ethnic group.
5. I am happy that I am a member of the racial group I belong to.
6. I feel like I belong and I am comfortable in my own racial and ethnic group.
7. I understand pretty well what my race and ethnic group membership means to me.
8. In order to learn more about my racial and ethnic background, I have often talked to other people about my racial and ethnic group.
9. I have a lot of pride in my racial and ethnic group.
10. I participate in cultural practices of my own group, such as special food, music, or customs.
11. I feel a strong attachment towards my own racial and ethnic group.
12. I feel good about my racial or ethnic background.
Learning Behavior Scale Pre/Post Assessment (Students)

Student__________________ Teacher__________________ Date__________________

Please put a check in the box that reflects your behavior in school.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
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<td>I participate in class.</td>
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<td>I follow directions.</td>
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<td>I start assignments.</td>
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<td>I focus on my school Work.</td>
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<td>I complete assignments.</td>
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<td>I talk at appropriate times.</td>
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<td>I work independently.</td>
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<td>I follow rules.</td>
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<td>I ask for help if I need it.</td>
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<td>I do my home work.</td>
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Group Counseling Teacher Questionnaire (Pre/Post-Survey)

Student Name ___________________ Teacher Name____________________

1. Generally speaking, how would you describe your student’s interaction with his peers?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

2. How would you describe your student’s classroom behavior?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

3. Have you or your colleagues had to send your student to the office for a disciplinary referral?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

4. Describe your student’s attendance/tardiness habits.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

5. Describe your student’s work ethic regarding class and/or homework assignments.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

6. If applicable, what are the crises at school or home that may be negatively impacting your student?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

7. What are your perceptions of your student’s family relationships?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

8. If applicable, how does your student positively contribute to the classroom environment?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

9. Please list any other reasons for referring your student for group counseling or benefits you have noticed.
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Girls Group Pre/Post-Survey

Directions: Please use the following scale to answer the questions below:

1 = Never  2 = Once in awhile  3 = Sometimes  4 = Often  5 = Almost every day

_______ 1. I feel lonely or alone at school.

_______ 2. I am self-conscious about my body or how I look.

_______ 3. I get made fun of because of how I look, dress, or act? Consider changing this to how to handle teasing. “I have strategies to handle someone making fun of me.”

_______ 4. I have a trusted adult to talk to when I’m feeling lonely, sad, or upset.

_______ 5. I feel comfortable wearing a bikini or tank top in front of my peers.

Please use the following scale to answer the questions below:

1 =Strongly disagree  2 =Disagree  3 =Neutral  4 =Agree  5 =Strongly agree

_______ 1. You have to be thin and pretty to get any attention from boys.

_______ 2. Girls and boys are not treated equally in society.

_______ 3. The media has a big influence over how girls are treated.

_______ 4. The media has a big influence on gender roles expectations for boys and girls?

_______ 5. Girls and boys are not treated equally in the classrooms here at school.

_______ 6. It is important to look the same as others in order to “fit in”.


Group Survey
(Created by Ms. Haley & Ms. Wiley, 2012)

First and Last Name: ___________________________ Date: ____________

Directions: Think about each statement and circle the best answer.
1= Never 2= Rarely 3= Sometimes 4= Often 5= Always

1. I have a trusted adult to talk to when I’m feeling sad or upset.
   1 2 3 4 5

2. When I have trouble understanding something in school, I ask for help.
   1 2 3 4 5

3. I know how to stand up for a friend who is being bullied.
   1 2 3 4 5

4. I am good at doing the right thing even in hard situations.
   1 2 3 4 5

5. I know ways to control my anger.
   1 2 3 4 5

6. I am good at calming myself down when I am angry.
   1 2 3 4 5

7. Most days I am happy with myself and the choices I make.
   1 2 3 4 5

8. I show respect to myself.
   1 2 3 4 5

9. I am good at solving problems.
   1 2 3 4 5

10. When people urge me to do something, I consider all of the consequences.
    1 2 3 4 5

11. I make friends easily.
    1 2 3 4 5

12. When working in groups, I get along well with people who are really different from me.
    1 2 3 4 5
Respect and Friendship Survey

Name: ______________________ Teacher ____________________ Date ____________

Directions: Please take a few minutes and think about each statement. Circle the best answer.
Thank you for being honest!

1= Never  2= Rarely  3= Sometimes  4= Often  5= Always

1. I show respect to my classmates.  1  2  3  4  5
2. I show respect to my teacher.  1  2  3  4  5
3. I show respect to my friends.  1  2  3  4  5
4. I show respect to my parents.  1  2  3  4  5
5. I show respect to my family members.  1  2  3  4  5
6. I show respect to myself.  1  2  3  4  5
7. I know what makes a good friend.  1  2  3  4  5
8. I am a good friend.  1  2  3  4  5
9. I have enough friends.  1  2  3  4  5
10. I like myself.  1  2  3  4  5
Critical Incidents Questionnaire  
(adapted from Kivlighan & Goldfine, 1991)

Name________________________________

What would you consider the most important thing about the group?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Of the events which occurred in these group sessions, which one do you feel was the most important to/for you personally? Describe the event:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Why was this important to you?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What did you learn from this group?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Do you think the group helped you improve grades?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Do you think the group helped you improve attendance?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

What are the most important ways the group was beneficial?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Group Follow-Up Questionnaire

1. Do you remember the group meetings we had last month, semester, year etc? If yes, what do you remember most about the group meetings?

2. What are some other things that come to mind about our group?

3. Last month, semester, year etc. students mentioned that the group helped them solve problems. Do you believe that the group has had a long term effect on you and helps you solve problems today? If so, in what ways?

4. Last month, semester, year etc. students mentioned that the group helped them do better in school. Do you believe that the group has had a long effect on your performance in school? If so, please describe.

5. Did the group help you complete homework more often, study harder for tests, make a commitment to study more, not miss school, come to school on time, or think twice before getting into an argument or disagreement with another student, teacher, or family member?

6. Last month, semester, year etc. students mentioned that the group helped them to improve their grades. Was this the case for you and if so, have your grades continued to improve?

7. Last month, semester, year etc. students mentioned that the group helped them to stay more focused. Was this the case for you? If so, do you believe that you still continue to focus in school?

8. If we were to have groups with other students in school, what recommendation would you make for us?

9. Is there anything else you’d like for us to know about your experience with the groups in the past that you can remember?
Supplemental Activities

These activities are hopefully helpful in finding ways for your group to interact with one another. Take note that for some of the activities an assessment is included. While it’s not necessary to assess every session it’s very much encouraged to regularly collect data especially to pinpoint progress, assess how much the students have learned, and to inform you of areas for improvement. The first few following activities are considered useful when beginning your groups. These activities are useful during the first couple of sessions with your group. They will help each of the members get to know each other, see the similarities they share, but also explore their differences as well.
Cultural Pride and History Lesson Plan Overview

In this activity the students will find out information about the meaning behind their name and why they were given that name. In addition, students will be asked to share information regarding an individual in their family who has made a difference. Family traditions and unique qualities will also be discussed. This activity can be used as an extension lesson to facilitate communication between parents and students.

Goals of the Lesson
- Students will learn about cultural awareness and take pride in their cultural identity.
- Students will learn about family traditions in particular to them and how the unique qualities of these traditions mold their identity.

Materials
- Piece of paper or cardboard folded in half to write their name on as a Name Stand
- Colorful Markers to write with.

Assessment
- None

Procedure
- Students will share with others on the meaning and background of their name.
- Students will share information on the person in their family that has made a difference. Counselor should facilitate the discussion by making connections between the students’ traditions, unique cultural values, and point out differences and similarities.
- Counselor may extend the lesson if their discretion permits, by having students to talk to their parents about their name and meaning if they do not know, or ask more questions about their cultural traditions to report at the beginning of the next group session.

Self Identification - Lesson Plan Overview

These activities illustrate an individual’s persona and character. This is great to use in one of your first sessions, to start getting the members to know one another.

Goals of the Lesson
- Students will learn more about each other and what makes them each unique.

Materials
- Poster paper, regular paper, markers, stickers, stencils, crayons, color pencils, magazines, and scissors.

Assessment
- None
Name Poster
- Ask students if they are interested in creating a name poster. If so, have the students write his or her name in the center of a piece of paper.
- Next surround their name with pictures, symbols, or words to illustrate further ideas associated with their name (e.g. its origin, special significance, nicknames, experiences, etc.).

Magazine Collage
- This is an individual activity in which each member designs a collage from magazines to reflect who they are and what they are feeling.
- Competition is not stressed; therefore, members work alone during this activity.

Handprint
- In the handprint activity ask students to trace the outline of their hand and to write a word or phrase describing themselves on either a finger or the palm.
- Next, cut out the hand.
- Then circulate the handprints and have other group members add positive descriptors or encouraging phrases to complete each handprint.

What’s in the Bag? Lesson Plan Overview
In this activity the students pick an object out of the bag and ask them to tell the group members how they are like that object or how it can be related to them. This is an excellent activity to start out in some of your earliest group sessions as an “ice breaker” or as an introductory piece among the group members so they can better know, learn to trust, and confide in each other during group. An alternative to the activity is to have the students also share how they are different. They may keep the object they pick.

Goals of the Lesson
- Students will learn about relating to each other by discovering the similarities that they might share with other group members.
- Students will learn about the differences between group members.
- Students will begin to understand the group

Materials
- School supplies such as a book, tools, cotton ball, tape, candy etc.
- An opaque bag (so that students cannot see what the objects are)

Assessment
- Counselor can give a simple pre and post test of what the student knew about each group member before the activity, and in the post test the students can write whether their pre test facts were true or false and one new aspect they learned about their fellow group members. An assessment example follows this page*

Procedure
- Students will learn how to relate with their fellow group members
- Counselor should facilitate the discussion by making connections between the students’ differences and similarities.
- Counselor should end group with how they feel they know each other, and if they feel comfortable now to talk and share their feelings, issues, opinions, and thoughts with other group members. Any inhibitions or apprehensions should be noted, discussed, and resolved.
Assessment for What’s in the Bag Activity*

Name of Group Member #1:___________________________________________________
I know that this member_ __________________________________________
I learned that this member__________________________________________

Name of Group Member #2:____________________________________________________
I know that this member_ __________________________________________
I learned that this member__________________________________________

Name of Group Member #3:____________________________________________________
I know that this member_ __________________________________________
I learned that this member__________________________________________

Name of Group Member #4:____________________________________________________
I know that this member_ __________________________________________
I learned that this member__________________________________________
Sound Clap Lesson Plan Overview

This is a great activity to use after a couple of sessions for the members to have time to know a little about each other so they are comfortable with this free form activity. This activity will give the student’s a sense of group identity.

Goals of the Lesson
- Students will build a group identity.
- Students will learn how to work together
- Students will explore the link of working together as a group and their group’s character.

Materials/ Assessment
- None

Procedure
- This is a free-form activity in which group members, sitting in a circle with eyes closed, are asked to begin to clap, body slap or make other rhythmic sounds and, at the same time listen to, and respond to, what they are hearing around them.
- Interesting sounds may emerge from the interplay of individual rhythms, small groups clapping in unison, and the gradual development of a rhythmic sound which often takes on a character of its own—the whole group rhythmic identity.
- Counselor should facilitate a discussion on what happened, how the group development of rhythmic identity came about, and how that symbolizes their group.

Sharing Lesson Plan Overview

The sharing activity is a simple student interaction to encourage communication by talking about common experiences.

Goals of the Lesson
- Students will learn about the commonalities they share with others.
- Students will learn how to discuss and help each other by relating to other’s when they relate to others’ issues and experiences.

Materials/ Assessment
- None

Procedure
- Students are requested to sit in two circles, some in an inner circle facing out, others in an outer circle facing in.
- Students are asked to sit opposite others they are least familiar with, and then to move clockwise from there.
- Students take turns in telling each other a short story about particular occasions within their educational experiences (e.g. when something happened that was funny, made them angry, they took pride in, what was their best school year, why etc.).
- Later, some can share these stories with the entire group, and then they can be asked to talk about what it was like to share these memories.
Four Corners Lesson Plan Overview

Generate and read a list of things students are interested in such as music, sports, fashion, etc. Next, asks members to identify their preferences by moving to designated points in the room depending on the topic chosen. As students move about the room to signify their choices, they will be in different groupings, while some pairings will overlap. This activity potentially provides a visual demonstration that while there are common links among members there are also differences that contribute to their unique make-ups as individuals.

Goal Activity Lesson Plan Overview

This activity introduces students to think of making goals. The counselor might want to explain to their students if they have ever heard of the term “goal”, the meaning, and why goals are helpful in succeeding not just academically, but helpful in achieving social and personal endeavors as well. For this initially, student will first focus on an academic goal.

Goals of the Lesson
● Students will learn about goals and why and how the goals that they choose pertain to them accomplishing academically.
● Students will learn techniques to help guide them in achieving their goals.
● Students will converse other members about sharing their goals and provide suggestions to their fellow group members in helping them attain their goals.

Materials
● One cut out Star for each group member.
● Scrap paper
● Dark Colored Pens/Markers
● Index Cards (at least 3 for each student)
● Hole puncher
● yarn

Assessment
● None

Procedure
● Counselor will initiate group session with the discussion on goals, and why and how they help in accomplishing or achieving academic and social/personal endeavors.
● Counselor will pass out cut out Stars to each student with their names on it. Make sure star is large enough to display the written goal on.
● Have the group give feedback and support to each other on their goals.
● On a scrap piece of paper have each student jot down their goal. Then have them write it neatly on the star with a dark colored pen or marker
● Next, give the students at least three (halved) colored index cards (these are the rungs) in order to write one step on each of them that represent a step towards their goal.
● If time permits, add the holes and yarn to string these index cards together, otherwise you can finish during the next session and will also identify a personal goal.
Gummy Bear Activity Lesson Plan Overview

In this activity the students will find out information each other and form connections of ways members relate to another in their group.

Goals of the Lesson
- Students will share about themselves to others in the group
- Students will learn more about their group members and see how they relate and differentiate from one another.

Materials
- Multicolored/flavored gummy bears (or other colored candy or objects)

Assessment
- None

Procedure
- Place a container of Gummy Bears in the center of the group.
- Allow group members to take a few pieces of candy and ask them to hold off eating any until the end of the activity.
- Have the group members share something about themselves for each Gummy Bear that they have taken.
- EXAMPLE:
  - Yellow - Tell about one personal quality you possess
  - Orange - Share one achievement you are proud of
  - Red - One thing you want to learn more about
  - Green - One thing no one knows about you
  - Clear - Where do you do your homework and who helps you?
- These topics are discussion starters and may be modified to meet your group objectives.
The following activities are beneficial to use once the group has begun to know each other. These activities emphasize team work and group identity. In order for groups to be a success group members have to come together and support one another. A child can achieve more and succeed academically when the child knows who to turn to for support. Having a group that they can identify with will offer that support, and in turn the motivation and determination needed to succeed.

**Pick a Name, Any Name Activity Lesson Plan Overview**

When there is cohesiveness between the group members, than the group as a whole can succeed in helping one another get through the individual challenges. To encourage group cohesiveness having other group members complement each other on their progress in the group setting such as showing eye contact when a member is speaking, actively listening to a member, etc.

**Goals of the Lesson**
- Students will learn to engage more with their fellow group members, and continue building group cohesiveness through the use of utilizing compliments effectively and appropriately.

**Materials**
- Pieces of paper with each student’s names written on each piece folded.
- Pens/Markers to write the names
- A Hat

**Assessment**
- None

**Procedure**
- Have each member's name written on a piece of paper, and placed in a hat.
- Each member draws a name out of the hat and thinks of something positive to share about the person.
- Each member could begin with “I like the way (name) . . .” completing the sentence by sharing what he or she liked about the person. For instance, “I like the way Jose looked at me and paid attention when it was my turn to talk. He helped me feel a part of the group.”
- Counselor should try to facilitate compliments pertaining to group instances only. This will help build trust and show the students that their fellow members are paying attention to their kindness and attentiveness (or lack thereof) during group. Any discrepancies should be explored with the students.
Compliments Lesson Plan Overview

Compliments are a great way to positively reinforce and note the effort a child is making in heading towards academic improvement. This activity introduces students to think of making “Deep Compliments” to other fellow group members, showing that they see the effort, determination, and improvement the student has been making academically. Feel free to take note of personal/social achievements as well when using this activity.

Goals of the Lesson

- Students will understand the difference between “shallow” vs. “deep” compliments when acknowledging academic achievements.
- Students will learn to engage more with their fellow group members, and continue building group cohesiveness.
- Students will in turn learn to complement themselves and take note of their own achievements to build up a stronger positive self regard.

Materials/Assessment

- None

Procedure

- Counselor will initiate group session with the discussion on what makes a compliment meaningful and teach group members the proper method of addressing another student and giving them compliments concerning their academic performance or personal/social self.
- Encourage students not to give compliments on physical features or clothing because these can be considered “shallow compliments” and help them strive for “deep compliments”.
- Begin the compliment by having one student saying to another, “I would like to compliment “Jenny”. Next have the student face the other student and say, “Jenny” you are a very good reader when we read aloud in group.” “Jenny” would respond with “Thank you” and move on to another student.
- The compliments would continue within the group until all members received a compliment. The person who initiates the compliments is the last one to receive a compliment.
- A variation to this compliment activity is having the students take turns complimenting themselves out loud during group or do the Mirror Activity- A variation to this compliment activity is having the students take turns looking in a mirror while complimenting themselves and acknowledging out loud their personal attributes and accomplishments either academically or personally/socially. A counselor can even give this as homework and tell the students to do so at home when the feel proud or even upset. Giving a complement to their own selves might ramp up their mood and tell the students to feel free to share their experiences with the self talk in the mirror during group.
Sentence Strip Completion Activity Lesson Plan Overview

In this activity the students will look into themselves deeply and think about the issues they are facing currently. Based on the needs of your group create sentence starters and have the group members complete them with their thoughts. This will have students become more in tune with their own thoughts and feelings.

Goals of the Lesson
- Students will share about themselves to others in the group
- Students will learn to be more in tune with their thoughts and feelings.

Materials
- Strips of paper folded with sentence starters written on them
- Bowl, Hat, or container of some sort to hold the folded papers

Assessment
- None

Procedure
- Based on the needs of your group create sentence starters and have the group members complete them with their thoughts.
- Write the sentence starters on pieces of paper. Next fold them in half and place them in the bowl.
- Have the students take turns picking up the pieces of paper and finish the sentence starters.
- If a student is having difficulty with finishing the sentence starter, counselor should encourage some discussion and tap into some helpful thoughts to help the student remember or cue other members to give encouragement to share.
- Examples of Sentence Starters:
  - When I look in the mirror I…
  - I feel misunderstood when…
  - When my parents argue I…
  - A good friend is…
  - A hiding place I had when I was a child was…
  - Something I do when I am feeling low or sad is…
  - Something about me that doesn’t usually come up in conversation is…
  - I feel good about myself when…
  - Something I like about myself is…

Sweet and Sour News Lesson Plan Overview

This activity will help students with problem solving. The activity will help generate discussion, the quintessential point of these group sessions. This will allow students to not only share issues and news about their personal lives to the group but will allow them to help contribute solutions to the individuals’ problems.

Goals of the Lesson
- Students will learn to help one another in problem solving.
• Students will learn to be open and honest, sharing good and bad issues with their members helping the trust level of the group as a whole.

Materials/ Assessment
• None

Procedure
• Ask students to share one good thing or not so good thing that has occurred since the last group meeting. The news can be related to both school and home settings.
• Use this information to generate discussion and processing that attends to your group objectives.
• Allow the students the opportunities to problem solve. This activity can be modified to Worries and Wonders in which the group members share something that they have been worrying or wondering about.

**Co-operation or Competition Lesson Plan Overview**

Sometimes there are negative connotations mixed with competition that must be demystified. Healthy competition needs to be emphasized, and the stressors of competition in general have to be addressed especially when dealing with improving upon academically. This activity provides ways of talking about cooperation, and competition and how both play a part in achieving academically.

**Goals of the Lesson**
• Students will learn to understand their own connotations associated with cooperation and competition
• Students will discuss any anguish or positivity connected to either word.
• Students will take note of issues that need to be resolved or enhanced by understanding their own connotations and changing them to better regarding cooperation and or competition

**Materials**
• Note cards
• felt tip pens
• drawing utensils
• Large piece of drawing paper

**Assessment**
• None

**Procedure**
• Divide students into groups of 2 or 3 and give them a note card with either cooperation or competition written on it to discuss.
• After about a 5 minute discussion, give each group a large piece of paper and felt-tipped pens or other drawing utensils, and asked to draw a picture which represented their word.
• After about 5-10 minutes have the students join back together and present and talk about their picture, saying a little about how the picture illustrated, symbolized or represented cooperation or competition. Feel free to ask them to talk a little about the process of how the picture was completed.
• Spend time generating words that group members connected with competition or cooperation as a compare-and-contrast activity.
Counselor should facilitate during the discussion on healthy competition, why it can be positive, and how and when cooperation is essential for academic improvement.

**Group Support Lesson Plan Overview**

In these activities, the students will learn how to come together to work with one another. They will learn how being supportive can help them succeed. Group identification is further emphasized when members have to come together they think of a symbol that defines their group.

**Goals of the Lesson**

- Students will learn about the meaning of “supportive” and how it impacts a student positively, and when lack thereof, negatively.
- Students will learn how to define their group through a symbol that they create together, and understand that each member is vital to the group, as a whole offering support to all of their members simultaneously and individually.

**Materials:**

- Depending on what they want to make (mosaic, mural, quilt) retrieve materials such as paper, stickers, cloth, markers, fabric markers, pens, crayons (etc.)

**Assessment**

- None

**Positive/Negative Words**

- Group members form small groups where they are given an abstract word, such as “supportive.” The groups must define the word together and then demonstrate a positive and negative example of it.

**Group Symbol**

- Have the group make something visual to represent the group (e.g., a mural, quilt, or mosaic).
- Each member should participate in making some part of the symbol.
- Discuss how each piece is vital for the completion of the whole, just as each member is necessary to the group.
- Display the project at subsequent group meetings.

**Act and Guess Lesson Plan Overview**

**Goals of the Lesson**

- Students will be able to understand the different emotions and actions that come from different feelings.
- Students will be more in tune to how they feel, when they are experiencing various feelings.
Materials:
- Paper
- Tape
- Markers or Felt Tip Pens

Assessment
- None

Procedure:
- Tape a piece of paper with a feeling written on it to each person's back.
- Have members walk around the room and act out the feeling taped to other members' backs.
- Each member should attempt to guess the feeling that is taped to his back without looking.
- When working with large groups have four or five members at a time participate in the center of a circle.

**Commercial or Public Service Announcement Lesson Plan Overview**

This will compel students to form together to think about products or ideas that are the most ideal for or positive for society. Counselor may want to give examples here, such as a hybrid car, promoting water vs. soda, etc.

**Goals of the Lesson**
- Students will learn how to work together for a positive idea and goal
- Students will brainstorm ideas that are beneficial to people and society as a whole.
- Students will understand how important it is to work together for the greater good and betterment of society.
- Students should be able to understand that working together on this activity parallels with how they must work when trying reaching their academic goals.

Materials:
- Paper
- Markers
- Simple Props they may need (water bottle, hats, sunglasses, etc.)

Assessment
- None

Procedure:
- Have the students form groups of two.
- Ask, “What are some products and/or ideas that you believe would be good to advertise? Be sure to provide a tangible example of the item to create greater interest in the activity. Some students may need examples of products to produce commercials for.
- Tell the students “Imagine you are the advertising committee for a company. Your job is to think of a product and then develop a way to market it that is positive and appealing.
- Their advertisement should include a visual, and can even create their own song such as a jingle for their product.
- Then have them share with other group members.
Build-A-Story

One of the great things about this activity is that you can focus “Build-A-Story” around a specific topic, which makes it versatile implement to any age group. Depending on the students you are working with think of a topic that will be best suited for your student’s. For example, “Homework”, “Respect”, “Determination”, “Reaching your Goals,” are all topics that may work for academic achievement. This activity opens up a lot of thoughts, emotions, and patterns of ideas that make for an interesting discussion!

Goals of the Lesson
- Students will work to other to create a story, by trying to understand each other’s views and train of thought.
- Students will focus on themes that they themselves are going through so that they can relate more to the top of discussion.
- Student will learn to problem solve.

Materials:
- Paper
- Writing Utensils

Assessment
- None

Procedure:
- Groups should consist of at least 3 to 4 members.
- Each group is required to make up a story regarding a particular topic. The counselor will tell them what the topic is.
- To begin the story, one member writes or verbalizes the first paragraph or at least a couple of sentences.
- A paragraph or couple of sentences is then added by each member until everyone has participated.
- When the story has finished as each group to share their story. Counselor will that lead a discussion on their experiences of working together and what they did to think of a solution if a character in their story was going through a predicament based on the topic given to the group.

Team Drawing

In this activity students will have to work together without saying a word to draw a picture. This will get students to not only think outside the box, but to think creatively and effectively together.

Goals of the Lesson
- Students will learn how to cooperate.
- Students cannot communicate verbally thus they will have to do their best to decide what the next steps have to be in completing this picture.

Materials:
- Paper
• Markers/crayons/color pencils.

Assessment
• None

Procedure:
• In this activity, split members into small groups of three or four and have them draw a picture as a team.
• This is a nonverbal activity and no one should speak until after the activity.
• Each group should be provided with markers or crayons and given only the instruction that they are to create a picture with their group without speaking.
• Spend about 15-20 minutes in this activity; discuss reactions, feelings, and thoughts afterwards.

Clay Dough Community

This is another nonverbal activity that will challenge the students to work together. Using clay dough is a fun way to get the student’s to use their hands more and express their creativity.

Goals of the Lesson
• Students will learn how to cooperate.
• Students cannot communicate verbally thus they will have to do their best to decide what the next steps have to be in their community.

Materials:
• Clay dough- try to get a pack with a variety of colors

Assessment
• None

Procedure:
• Split the group members into threes or fours and provide them with some play dough.
• They may mix with another color if they wish, but do not allow them to talk.
• Have each group work at a different table and explain that the table is their community and they are to use the play dough to make their home.
• After a few minutes let them observe other tables' communities and allow them to redesign their home if they wish.
• Spend about 30 minutes with this activity and discuss reactions, thoughts and feelings afterward.

“Something I am dealing with…” Lesson Plan Overview

This activity allows some anonymity for the students. There are many a times when there are students in the groups that are shy, embarrassed to ask questions, or do not feel as if they can fully confide in the group yet. To gain the trust of all members this is an excellent activity to run, and if offers a more comfortable atmosphere for the students as well.

Goals of the Lesson
• Students will learn to offer advice and try offer help to the anonymous member
- Students will learn to understand that other members like them may feel the same way like them after all, and hopefully gain more trust into the group.

**Materials:**
- Pieces of paper to write the sentences on
- A Hat or Bowl to place the pieces of paper in

**Assessment:**
- Pretest- Posttest- (this can be tweaked to age appropriate verbiage depending on which age group you are working with)

**Procedure:**
- Have members put a concern or issue they would like to discuss on a piece of paper (e.g. an academic issue).
- Collect all the pieces and place them in a hat.
- Draw an issue from the hat and discuss the issue as a group.
- If the members do not want to discuss that particular issue, draw another.
- Counselor can ask students and the end to fill out the post test and discuss how they feel about the group now in general after the students answered some of the anonymous questions.
“Something I am Dealing With…” Assessment

I feel that I can trust the members in my group.

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

I feel like confidentiality is highly regarded in this group

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

I look to my member’s advice during group

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree
Group Experience

These Activities are ideal to use during the last couple of sessions of Group. They leave the group ending on a positive note, and also an informative one. Counselor should facilitate conversations to consider what group members have learned through group, if they feel that group has impacted them to effectively face educational challenges, and have learned how to deal with obstacles both academically and socially.

The Pros and Cons of Your Group Experience Lesson Plan Overview

Have group members name two positive and one negative aspect of their group experience so far.

Goals: To better understand the experiences of the student’s in the group to modify future sessions to cater to more positive experiences especially when tackling academic challenges.

Assessment: A Pre Test can be given before the very first session of group to ask Student’s to write down two positive aspects they hope to experience in group, and a negative experience that they fear may occur during the group. You can save these feelings and during the last session pass them out after they do the Pros and Cons of their group experience and see if anything has altered or changed. Ask students to feel free to share their thoughts and discrepancies on their predications and what actually the outcomes are.

Group Summary Lesson Plan Overview

Have group members write a summary of their group experience thus far. Have they achieved their personal goals? Have they achieved the goals of the group? Reflect on the answers to these questions as a group.

Saying Goodbye Lesson Plan Overview

Discuss what it means to say “good-bye.” Explore the feelings of the group about the impending termination by having them write a good-bye letter and then sharing it with the group.

Asset Cards Lesson Plan Overview

Members can make cards for each other, and save them to distribute in the final session. If this session takes place near a holiday, such as Halloween or Thanksgiving, cards can reflect this theme. The counselor should emphasize that these should illustrate positive phrases to mark improvement they’ve seen in their fellow members. Hence, these cards should focus on the “assets” that each person has portrayed marking their pathway to achieving academic or social goals.
Goodbye cards Lesson Plan Overview

Purchase inexpensive “good-bye” cards for each member, including one for the leader. Pass the cards around. Each member is asked to write a message inside the card. The members can take the cards home to keep. This can be an extension of the Asset Card Activity- and of course make sure the comments are thoughtful and positive!

Closing Connection Activity

Pass a ball of yarn among students with each person individual holding onto the thread as it passes through his or her hand, resulting in an intricate pattern within the group. This pattern represents the sharing that has occurred among members. Once the ball of yarn is depleted, just as the time of the group has ended, the school counselor and members cut the yarn that joins them, holding fast to the pieces of yarn that have passed through each person’s hand. As the students leave the group room, holding onto their pieces of yarn, they take with them the representation of what has been given and received during the group’s life cycle.

You can even encourage the students to make friendship bracelets out of the yarn by braiding them. This will remind the students of the bond they share with their group members. It can also serve as comfort when they are facing issues, for all they have to do is look at their bracelet and remember the support that they have.
Table 1 Summary

<table>
<thead>
<tr>
<th>Phases</th>
<th>Leader’s Goals/Tasks</th>
<th>Across Group’s Lifespan</th>
<th>Example Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Gather pre- and post- data from teachers, parents, and students; identify students’ strengths and areas for improvement.</td>
<td>Pre-screening and as needed.</td>
<td>Student, parent, and teacher surveys.</td>
</tr>
<tr>
<td>Review</td>
<td>Identify and review the group’s purpose, ground rules, and individual goals; co-create ground rules.</td>
<td>Early stage.</td>
<td>Goal-setting activity.</td>
</tr>
<tr>
<td>Acquaintance</td>
<td>Develop cohesion. Model appropriate behaviors.</td>
<td>Early and middle stages.</td>
<td>Name poster, Sound clap.</td>
</tr>
<tr>
<td>Challenge</td>
<td>Facilitate constructive confrontation of unwanted behaviors, negative thoughts, and inconsistencies.</td>
<td>Middle and later stages.</td>
<td>Team drawing, Sentence strip activity, 4 corners.</td>
</tr>
<tr>
<td>Empowerment</td>
<td>Teach information and skills to overcome difficulties and build on strengths; acknowledge the role of environmental factors and systemic oppression in students’ difficulties.</td>
<td>Middle and later stages.</td>
<td>Compliments, Sweet and sour news activity, Asset cards activity.</td>
</tr>
<tr>
<td>Support</td>
<td>Help members support each others’ goal accomplishment; identify internal and external resources for support; complete post- surveys, and facilitate termination.</td>
<td>Middle and later stages.</td>
<td>Group summary activity, Saying goodbye activity, Good-bye cards.</td>
</tr>
</tbody>
</table>
SELECTED REFERENCES AND RESOURCES

Selected References

Journal for Specialists in Group Work, 32, 5-7.


Resources

1. Want to take your Character Lessons to the Next Level? Visit:
http://www.humanvaluesfoundation.com/

2. Bullying:
BullyingInfo.org

3. Lesson Plans, Training, Resources, and more!
http://www.schoolcounselor.com

4. Lesson Plan Examples and Formats:
http://www.glsen.org/cgi-bin/iowa/all/library/record/2461.html?state=tools&type=educator

5. Information on Creating Safer School Environments
http://tkf.org/

6. Global and Environmental Issues
http://www.facingthefuture.org

7. A Resource about MORE Resources!
http://www2.mcdaniel.edu/slm/student/vignaa/lessonpl.htm