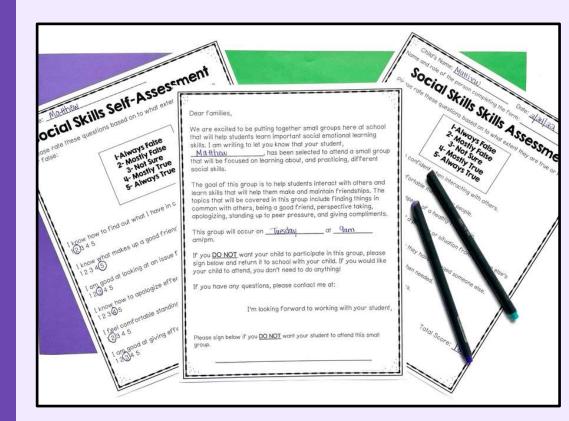
Use this small group plan to help your students learn about what self control is, why it's important and how they can practice it!



WHAT'S INCLUDED:

- 6 No-Prep lessons with editable follow up notes for families
- 2 Bonus activities
- An editable permission form
- 2 Assessments

6 NO-PREP LESSONS



Each Lesson Includes:

- Objectives
- Discussion points
- Activity directions and materials
- A follow up note to families
- A poster/visual aid

Lesson I: Finding Things In Common

in comm	could have non with ne else:	How to find out what you have in common with someone else:
	Sessio	n One: Finding Things In Common
		Objectives: n ways to find out what they have in common with others. trice finding things in common with others.
	Answer sheet fro Writing utensils Poster/Visual aid	<u>Materials</u> om page 10 (One per student) I from page 9
	Today, we are go take a guess at w others. They are communicate with going to talk abou others, what mak pressure, and giv We are going to :	Pre-Activity Discussion: me, grade, one thing you like to da. ing to begin a small group where we learn about social skills. Can anyone that social skills are? Social skills are skills that help us interact with things that help us to make Friends, maintain Friendships and h others. There are many different social skills – and in our group we are at 6 of them. We are going to tak about finding things in common with sea good Friend, perspective taking, apologizing, standing up to peer ang compliments. start by falking about finding things in common. Why do you think it is things in common with others?
Partner I:	may have in common Give one or respont to as many ide person to th add their per more answithave in con thave in con the page. S partners, h	Activity- Think. Pair, Share (10-15 minutes); to talk about HOW to find things in common with others, and WHAT we with others. by of the answer sheet to each student. Give students one minute to the two prompts at the top of the page. Encourage them to come up with he as as they can. Once the minute is up, have students pair up with the ne right of them. The partners will have two minutes to compare lists, and artners' answers to their own lists. If time permits, they can brainsform era. Then, thay will use the strategies they discussed to find out what they mont. They will record their answers in the correct spot at the bottom of fudents will do this two more times with different partners. To find new are students silently hold their hand up in the air, and, without talking, find "fligh five." That person will be their new partner.
	 What did you find 	Past-Activity Discussion; have students share their lists with the group, d that you had in common with your partners? Was it difficult or easy to ad in common? Why?
	If you are choosing session.	to use the data collection survey, have students fill it out before this
		80 yearster Paula

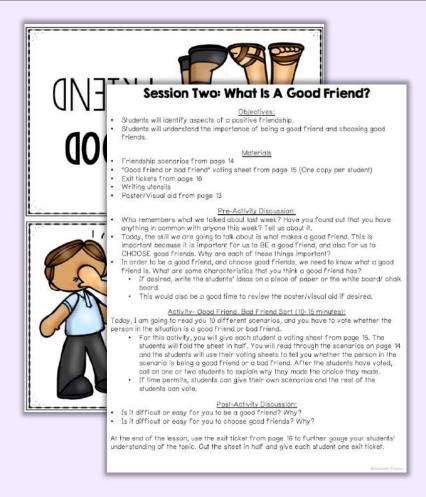
THE OBJECTIVE:

 Students will learn and practice ways to find out what they have in common with others.

THE ACTIVITY:

Students will work together
 with different partners to
 brainstorm how they can find
 out what they have in common,
 and then use those strategies
 to find commonalities.

Lesson 2: What Is A Good Friend?



THE OBJECTIVE:

• Students will identify what a good friend is and why it's important to have healthy friendships.

THE ACTIVITY:

 Students will read through different scenarios and decide whether or not they are examples of being a good friend.

Lesson 3: Perspective Taking

 to be a good friend? Today, the skill we are going to talk about is called perspective taking – which is boking at a problem or situation from another point of view. Sometimes, when there is a problem, or we are frustrated with someone, it is easy to only see the issue from our own point of view. Why can this be a problem? Charlie keer When we can see things from someone else's point of view, we are able to work through the problems more peacefully, make the other person freel valued, and may even lean something new. Have you ever been in a situation where you and the other person or people involved addecause well on the test issue the same way? What would it have been fike if you, or the other person, fried to see the situation from a different point of view? To look at an issue from a different perspective, there a few questions we can ask ourselves. Review the poster/visual aid from page 19. Activity- Practicing Perspective Taking 110-15 minutest): Today, we are going to practice looking at a situation from different perspectives, and then finding a good solution. Split the group up into pairs of 2. Give each group one of the perspective taking sheets from pages 20-22. If there are more groups than sheets, out the sheets had so that each group will read the scenario(s) and then write about each person's point of view. They can write about how the person is feeling, what the person wonts, et Then, they will try to come up with a solution that takes each person's point of view into consideration. For sample answers, please see pages 23-25. 	video games with his older brother Jamison has Jamison has Section Three: Perspective Taking JAMISONS VIE • Students will understand the important of looking at a problem from various perspectives. • Students will practice using perspective taking skills. <u>Materiats</u> • Perspective taking sheets from page 20-22 • Writing utensils • Poster/Visual aid from page 18 Wht • More remembers what we talked about last week? What have you done this past week to be a good friend? • Today, the skill we are going to tak about is called perspective taking – which is baking at a problem or situation from another point of view, we are able to wark through the problems more peacefully, make the other person feel valued, and may even learn something new. • Have you ever been in a situation from adifferent point of view? • To look at an issue from a different perspective. Taking 10-15 minutesh • ANDREW'S VIEV • Review the poster/visual aid from page 19. • Andree series are sold from a sold from page 19. • ANDREW'S VIEV • Review the poster/visual aid from page 19. • Another series and busins. • Review the poster/visual aid from page 19. • Another series and busins. • Review the poster/visual aid from p	THE SITUATION:	BRANDON'S VIEW:
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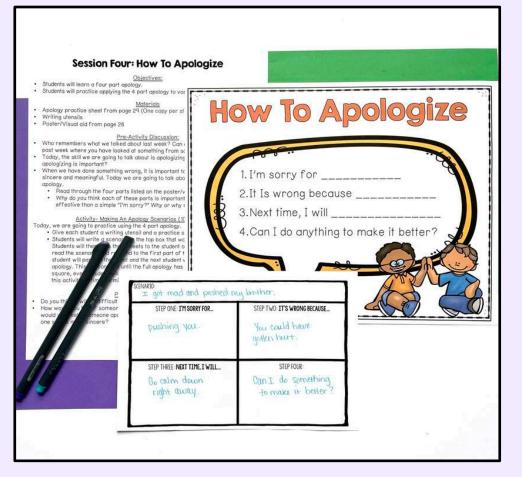
THE OBJECTIVE:

 Students practice looking at a situation through other perspectives, and will consider why this is important.

THE ACTIVITY:

Students will complete an interactive activity as they consider the viewpoints of different people in a situation.

Lesson 4: How To Apologize



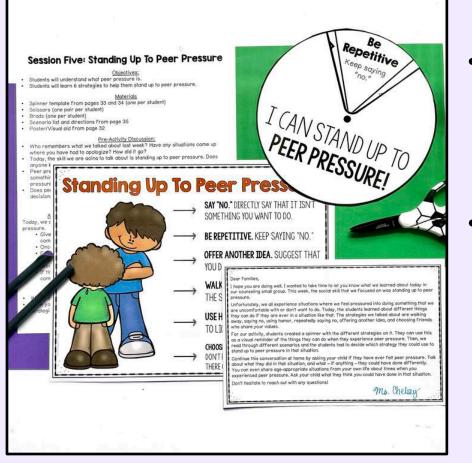
THE OBJECTIVE:

 Students will learn about a 4-part apology and then will practice using it.

THE ACTIVITY:

 Students will complete an interactive activity as they form a 4-part apology for different situations.

Lesson 5: Standing Up To Peer Pressure



THE OBJECTIVE:

 Students will learn what peer pressure means and how they can stand up to it.

THE ACTIVITY:

Students will create a spinner that explains different ways they can stand up to peer pressure. Then, they will read through different scenarios and decide which strategy would be best.

Lesson 6: Giving A Compliment

Name:	
	$\mathbf{\wedge}$
	Session Six: Giving A Compliment
	<u>Objectives:</u> •Students will identify what makes an effective compliment •Students will practice giving effective compliments to others in the group
	Materials
	Writing utensils Blank paper or sheet from page 39 (One copy per student) Poster/Visual aid from page 38
	Pre-Activity Discussion: Who remembers what we talked about last week? Have any situations come up where you have had to stand up to peer pressure. How did it go? Today, we are going to wrap up our group by talking about giving compliments. Who can share what a compliment is? Has anyone ever given you a compliment? Haw did it make you feel? Why do you think compliments are important? Compliments make other people feel special. However, there are some guidelines we can use to help make sure our compliments are enaningful. It is important that the compliments we give are sincere. What does this mean and why do you think it's important? It is important that the compliments we give are thoughtful. What does this mean and why do you think it's important? It is important that the compliments we give are thoughtful. What does this mean and why do you think it's important? It is important that the compliments we give are thoughtful. What does this mean and why do you think it's important?
EFFECTIV TH	compliment on each paper they receive. Once all students have written
<u></u>	Post-Activity Discussion; How did you feel reading the compliments that others have given you? Did it make it more meaningful that they were sincere, thoughtful and specific? Was it difficult or easy to write meaningful compliments. Why?
	If you are choosing to use the self-assessment, have students fill it out after this session.

THE OBJECTIVE:

 Students will learn about and practice giving effective compliments.

THE ACTIVITY:

Students will write compliments for the other members of the group.

2 BONUS ACTIVITES

Bonus Activity #1: Social Skills **Roll and Respond**

Objectives:

 Students will fur Instructor will be group. Materials: Objectives: · Dice Students will further explore concepts related to social skills. Activity: (15-20 Minu

social skills they have learned. Students will take tur will respond to the pr Materials:

can answer a promp . Booklet template from pages 43 and 44 (One copy per student) · Scissors the most points at th Glue setting, or in pairs. · Writing utensils

Activity: (15-20 Minutes)

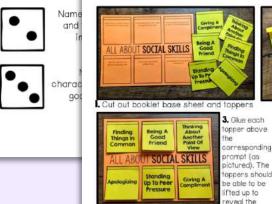
Wha Students will construct their booklets according the directions below. Students will skill then respond to the prompts in their booklets. These booklets can be taken home by the students or kept in the classroom as a reminder of the concepts they have learned in the group.

rompt below

Bonus Activity #2: "All About Social Skills"

Review Booklet

Students will create a booklet that can be kept with them as a reminder of the





the prompt below.

2. Fold each

of the

toppers

These activities will help your students further explore social skills and review the topics and skills your students have learned!

Activities Include:

- "Social Skills Roll & Respond"
- "All About Social Skills • Review Booklet"

2 ASSESSMENTS

or false:	Child's Name:	Date:
1	Name and role of the person cor	mpleting the form:
	Social Skills	s Skills Assessment
	Please rate these questions b	based on to what extent they are true or fal
I know how to find out	2-	Always False Mostly False 3- Not Sure Mostly True Always True
I know what makes up	1. The child seems confident v 12345	when interacting with others.
1 2 3 4 5	2. The child feels comfortable	e meeting new people.
I am good at looking al 12345	12345 3. The child can identify aspe 12345	cts of a healthy friendship.
I know how to apologiz 12345	4. The child can usually look a point of view. 12345	at a problem or situation from someone else
I feel comfortable star 12345	5. The child usually apologizes 1 2 3 4 5	s when they have wronged someone else.
63500 A.S.	6. The child stands up for the 12345	mselves when needed.
12345	7. The child is kind and encou 12345	raging to others.
I am good at giving eff	12345 7. The child is kind and encou	

There are two assessments designed to measure growth in your students

- A Self-Assessment
- An assessment to be completed by a teacher, family member or other adult in the student's life

NOTES TO FAMILIES

nd can even lead to uring our time toget thers. Examples incl		
thers say. Then, we roup members. This	Dear families,	
ut also get to know a	We are excited	to be putting together small groups here at school
elp your child confir ommon with others. ou see out in public,	that will help st skills. I am wr	ro be puting logener and groups here a schol water a schol water in a schol and an and a schol scholar and scholar
actices this skill, th		Dear families,
on't hesitate to reac	that will be fo social skills.	1 hope you are doing well. 1 wanted to take time to let you know what we learned about today in our counseling small group. This week, the social skill that we focused on was standing up to peer pressure.
<u>.</u>	The goal of th learn skills the	Unfortunately, we all experience situations where we feel pressured into doing something that we are uncomfortable with or don't want to do. Today, the students learned about different things they can do if they are ever in a situation like that. The strategies we takked about are walking away, saying no, using humer, repeatedy saying no, offering another idea, and choasing friends.
ear families,	topics that will	who shore your values.
hope you are doing ur first counseling s	common with apologizing, st	For our activity, students created a spinner with the different strategies on it. They can use this as a visual reminder of the things they can do when they experience near pressure. Then, we read through different scenarios and the students had to decide which strategy they could use to
nding things in com hat you have in com	This group will	stand up to peer pressure in that situation.
id can even lead to uning our time toget	am/pm.	Continue this conversation at home by asking your shild if they have ever fait peer pressue. Taik about what they did in that situation, and what - if arything -they could have done differently. You can even aftare age-cappropriate situations from your own iffe about times when you
hers. Examples ind	If you DO NO	experienced peer pressure. Ask your child what they think you could have done in that situation.
hers say. Then, we roup members. This	sign below and	Don't hesitate to reach out with any questional
it also get to know c	your child to c	
eip your child contin mmon with others.	L	
u see out in public,	If you have ar	
actices this skill, th		Dear families,
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·	Please sign belt group.	DrContunately, we all experience alluations where we feel pressured into abing something that we are unconfortiable with or don't worth to do. Today, the shudents learned about affiferent things they can do if they are even in a situation like that. The structured set adout are waiking away, saying no, using humor, repeatedly saying no, offaring another idea, and choosing friends who shore your values.
		For our activity, students created a spinner with the different strategies on it. They can use this as a visual reminder of the things they can do when they experience peer pressure. Then, we read through different scenarios and the students had to decide which strategy they could use to stand up to peer pressure in that situation.
		Continue this conversation at home by asking your child if they have ever felt peer pressure. Tak about what they did in that alluation, and what – if anything – they could have abne differently. You can even share age-appropriate situations from your own life about times when you experienced ener pressure. Ask your child what they think you could have done in that situation.

Each of the 6 lessons includes a follow up note to families to let them know what the lesson was about and how they can support their child at home.

There is also a permission form included that families can sign if they do not want their child to participate in the group.

The follow up notes and permission form are able to be edited using Microsoft PowerPoint.

WHAT PEOPLE ARE SAYING...

"My 4th/5th graders loved the activities this resource provides! I love how no-prep the resource is—perfect for a busy school counselor!" —Megan M. "A great resource to have, loved the no-prep aspect of it. It was very engaging and informative for my students." – Brooke A.

"Excellent resource! There are so many great topics covered and my students really enjoy the activities. Thank you!" –Rachel D.

NEED MORE SMALL GROUPS? BUNDLE & SAVE!

Social Skills And SEL 15 NO PREP SMALL GROUPS



This resources is included in a set of other NO-PREP small group plans. The bundle includes 3-5 groups for the following topics:

- Self-Esteem
- Friendship
- Self-Control
- Anger
 Management
- Self-Regulation
- Social Skills
- Worry & Anxiety

- Coping Skills
- Leadership
- Mindfulness
- Growth Mindset
- Respect
- Test Anxiety
- Conversation Skills
- Following Directions

SEE THE BUNDLE HERE