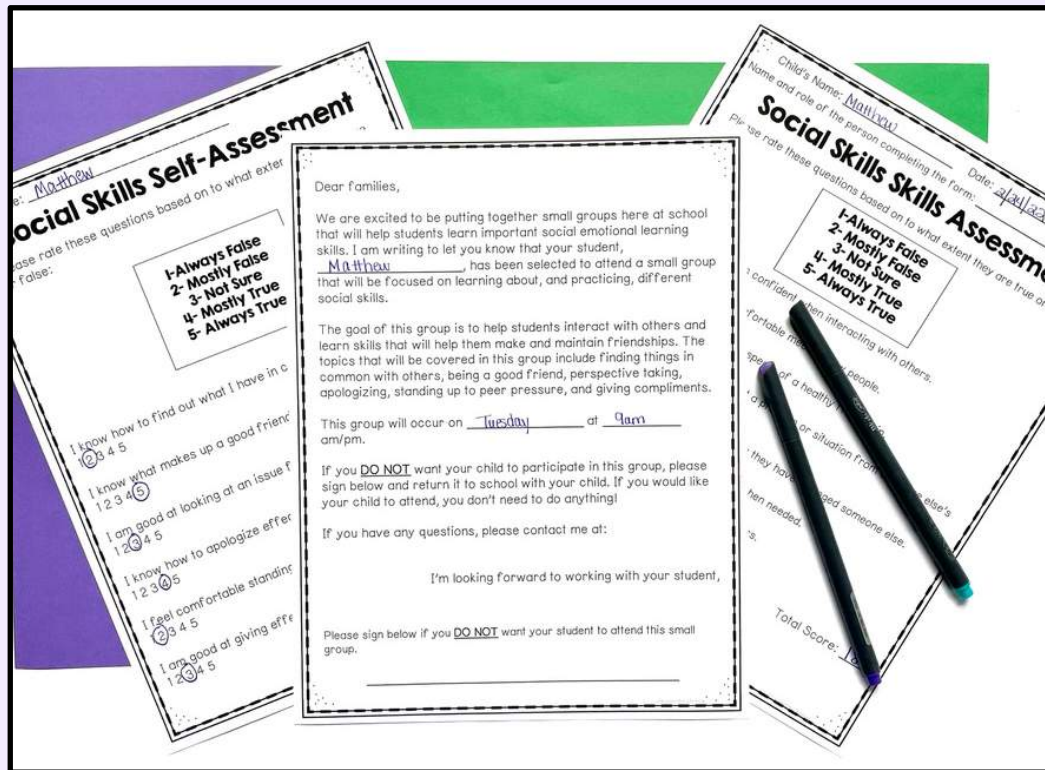


Use this small group plan to help your students learn about what self control is, why it's important and how they can practice it!



WHAT'S INCLUDED:

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

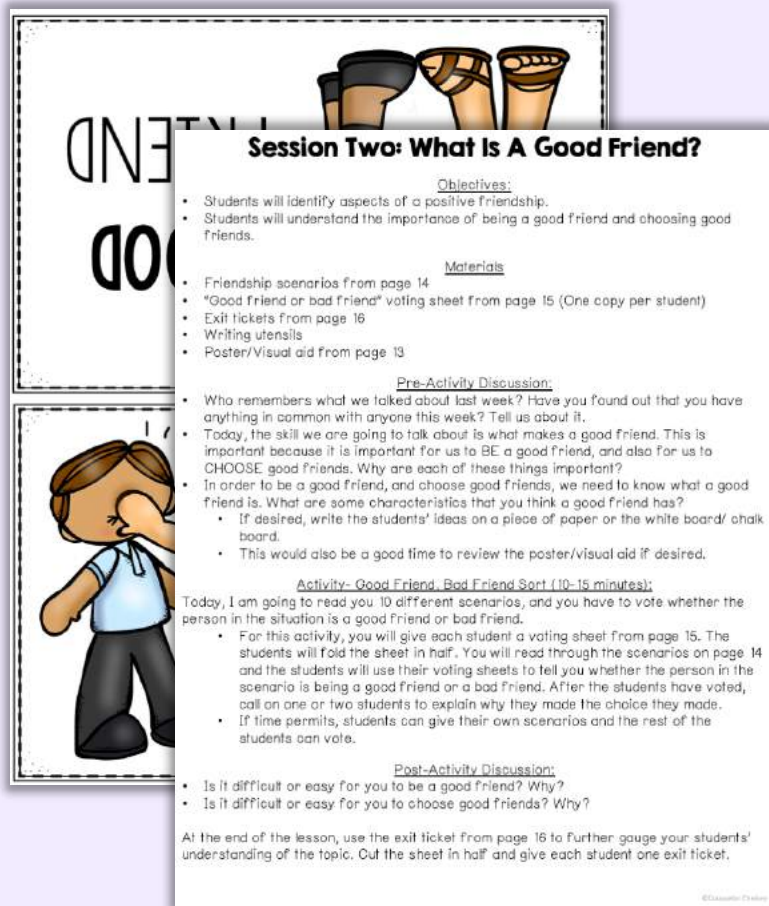
6 NO-PREP LESSONS

Each Lesson
Includes:

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



Lesson 2: What Is A Good Friend?



Session Two: What Is A Good Friend?

Objectives:

- Students will identify aspects of a positive friendship.
- Students will understand the importance of being a good friend and choosing good friends.

Materials:

- Friendship scenarios from page 14
- "Good friend or bad friend" voting sheet from page 15 (One copy per student)
- Exit tickets from page 16
- Writing utensils
- Poster/Visual aid from page 13

Pre-Activity Discussion:

- Who remembers what we talked about last week? Have you found out that you have anything in common with anyone this week? Tell us about it.
- Today, the skill we are going to talk about is what makes a good friend. This is important because it is important for us to BE a good friend, and also for us to CHOOSE good friends. Why are each of these things important?
- In order to be a good friend, and choose good friends, we need to know what a good friend is. What are some characteristics that you think a good friend has?
 - If desired, write the students' ideas on a piece of paper or the white board/ chalk board.
 - This would also be a good time to review the poster/visual aid if desired.

Activity- Good Friend, Bad Friend Sort (10-15 minutes):

Today, I am going to read you 10 different scenarios, and you have to vote whether the person in the situation is a good friend or bad friend.

- For this activity, you will give each student a voting sheet from page 15. The students will fold the sheet in half. You will read through the scenarios on page 14 and the students will use their voting sheets to tell you whether the person in the scenario is being a good friend or a bad friend. After the students have voted, call on one or two students to explain why they made the choice they made.
- If time permits, students can give their own scenarios and the rest of the students can vote.

Post-Activity Discussion:

- Is it difficult or easy for you to be a good friend? Why?
- Is it difficult or easy for you to choose good friends? Why?

At the end of the lesson, use the exit ticket from page 16 to further gauge your students' understanding of the topic. Cut the sheet in half and give each student one exit ticket.

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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

THE SITUATION:
Brandon wants to play video games with his older brother Jamison, but Jamison has

BRANDON'S VIEW:

JAMISON'S VIEW:

What

THE SITUATION:
Charlie kept the great grades on the math test, but he was sad because he didn't do well on the test.

ANDREW'S VIEW:

What

Session Three: Perspective Taking

Objectives:

- Students will understand the importance of looking at a problem from various perspectives.
- Students will practice using perspective taking skills.

Materials:

- Perspective taking sheets from page 20-22
- Writing utensils
- Poster/Visual aid from page 19

Pre-Activity Discussion:

- Who 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 talk about is called perspective taking – which is looking 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?
- 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 feel valued, and may even learn something new.
- Have you ever been in a situation where you and the other person or people involved didn't see the issue the same way? What would it have been like if you, or the other person, tried to see the situation from a different point of view?
- To look at an issue from a different perspective, there are a few questions we can ask ourselves.
 - Review the poster/visual aid from page 19.

Activity-Practicing Perspective Taking (10-15 minutes):

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, cut the sheets in half so that each group has one scenario.
- 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 wants, etc. 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.

Post-Activity Discussion:

- Is it difficult to look at a situation from someone else's perspective? Why or why not?

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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

Session Four: How To Apologize

Objectives:

- Students will learn a four-part apology.
- Students will practice applying the 4-part apology to various situations.

Materials:

- Apology practice sheet from page 29 (One copy per student)
- Writing utensils
- Poster/Visual aid from page 28

Pre-Activity Discussion:

- Who remembers what we talked about last week? Can you think of something you have done in the past week where you have looked at something from a different perspective?
- Today, the skill we are going to talk about is apologizing. Apologizing is important.
- When we have done something wrong, it is important to be sincere and meaningful. Today we are going to talk about how to apologize.
- Read through the four parts listed on the poster/visual aid.
- Why do you think each of these parts is important? Is there anything more you can do to make an apology effective than a simple "I'm sorry"? Why or why not?

Activity: Making An Apology Scenario (15 minutes)

Today, we are going to practice using the 4-part apology.


- Give each student a writing utensil and a practice sheet.
- Students will write a scenario in the top box that we will use for the activity.
- Students will then be divided into pairs. One student will read the scenario and the other student will write the first part of the apology. This process will continue until the full apology has been written.
- Students will then read their apology to the class.

How To Apologize

1. I'm sorry for _____
2. It is wrong because _____
3. Next time, I will _____
4. Can I do anything to make it better?

SCENARIO:
I got mad and pushed my brother.

STEP ONE: I'M SORRY FOR... pushing you.	STEP TWO: IT'S WRONG BECAUSE... You could have gotten hurt.
STEP THREE: NEXT TIME, I WILL... Go calm down right away.	STEP FOUR: Can I do something to make it better?



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

Session Five: Standing Up To Peer Pressure

Objectives:

- Students will understand what peer pressure is.
- Students will learn 6 strategies to help them stand up to peer pressure.


Materials:

- Spinner template from pages 33 and 34 (one per student)
- Scissors (one pair per student)
- Brads (one per student)
- Scenario list and directions from page 35
- Poster/Visual aid from page 32

Pre-Activity Discussion:

- Who remembers what we talked about last week? Have any situations come up where you have had to apologize? How did it go?
- Today, the skill we are going to talk about is standing up to peer pressure. Does anyone have any questions?

Standing Up To Peer Pressure



→ **SAY "NO."** DIRECTLY SAY THAT IT ISN'T SOMETHING YOU WANT TO DO.

→ **BE REPETITIVE.** KEEP SAYING "NO."

→ **OFFER ANOTHER IDEA.** SUGGEST THAT YOU DO SOMETHING ELSE.

→ **WALK AWAY.** LEAVE THE SITUATION.

→ **USE HUMOR.** MAKE A JOKE TO LIGHTEN THE MOOD.

→ **CHOOSE FRIENDS WHO RESPECT YOUR VALUES.**

→ **DON'T GIVE IN.** DON'T LET THEM PERSUADE YOU.

→ **TALK TO A TRUSTED ADULT.**

Dear Families,
I hope you are doing well. I wanted to take time to let you know what we learned about today in our counseling small group. This week, the social skills that we focused on was standing up to peer pressure. 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 talked about are walking away, saying no, using humor, repeatedly saying no, offering another idea, and choosing friends who share 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. Talk to them about what they did in that situation, and what – if anything – they could have done differently. You can even share age-appropriate situations from your own life about times when you experienced peer pressure. Ask your child what they think you could have done in that situation. Don't hesitate to reach out with any questions!

Ms. Chelsey

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: _____

Session Six: Giving A Compliment

Objectives:

- 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? How 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 meaningful.
- 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 specific. What does this mean and why do you think it's important?

Activity- Compliment High 5's (10-15 minutes):

Today, we are going to practice giving compliments to each other.

- Give one copy of the handout on page 39 to each student, or give the students a piece of blank paper and have them trace their hands.
- Students will pass their papers around in a circle, and will write a meaningful compliment on each paper they receive. Once all students have written compliments for each of the other students, they will receive their own paper back and read the compliments they have received.

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 ACTIVITIES

Bonus Activity #1: Social Skills Roll and Respond

Objectives:

- Students will further explore concepts related to social skills.
- Instructor will be able to assess student understanding in a group.

Materials:

- Dice

Activity: (15-20 Minutes)

Students will take turns rolling the dice and will respond to the prompt that the dice can answer a prompt on the board. The student will respond to the most points at the setting, or in pairs.



What skill?



Name and...



Name and...

Bonus Activity #2: "All About Social Skills" Review Booklet

Objectives:

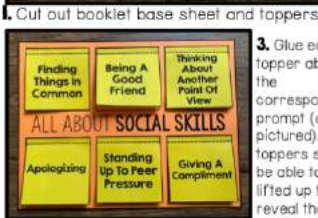
- Students will further explore concepts related to social skills.
- Students will create a booklet that can be kept with them as a reminder of the social skills they have learned.

Materials:

- Booklet template from pages 43 and 44 (One copy per student)
- Scissors
- Glue
- Writing utensils

Activity: (15-20 Minutes)

Students will construct their booklets according to the directions below. Students will 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.



2. Fold each of the toppers along the dotted line and place glue on the back of the topper above the fold.



3. Glue each topper above the corresponding prompt (as pictured). The toppers should be able to be lifted up to reveal the prompt below.

4. Lift up each Flap and respond to the prompt below.

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

The image shows two overlapping assessment forms. The top form is titled 'Social Skills Self-Assessment' and includes a 'Name:' field and a legend with five levels: 1-Always False, 2-Mostly False, 3-Not Sure, 4-Mostly True, and 5-Always True. The bottom form is titled 'Social Skills Skills Assessment' and includes fields for 'Child's Name:', 'Date:', and 'Name and role of the person completing the form:'. It features the same legend and a list of seven statements for rating. Both forms have a 'Total Score: ___' field and an 'Additional Comments:' section.

Social Skills Self-Assessment

Name: _____

Please rate these questions based on to what extent they are true or false:

1. I know how to find out _____
1 2 3 4 5

2. I know what makes up _____
1 2 3 4 5

3. I am good at looking at _____
1 2 3 4 5

4. I know how to apologize _____
1 2 3 4 5

5. I feel comfortable standing _____
1 2 3 4 5

6. I am good at giving effort _____
1 2 3 4 5

Social Skills Skills Assessment

Child's Name: _____ Date: _____

Name and role of the person completing the form: _____

Please rate these questions based on to what extent they are true or false:

1- Always False
2- Mostly False
3- Not Sure
4- Mostly True
5- Always True

1. The child seems confident when interacting with others.
1 2 3 4 5

2. The child feels comfortable meeting new people.
1 2 3 4 5

3. The child can identify aspects of a healthy friendship.
1 2 3 4 5

4. The child can usually look at a problem or situation from someone else's point of view.
1 2 3 4 5

5. The child usually apologizes when they have wronged someone else.
1 2 3 4 5

6. The child stands up for themselves when needed.
1 2 3 4 5

7. The child is kind and encouraging to others.
1 2 3 4 5

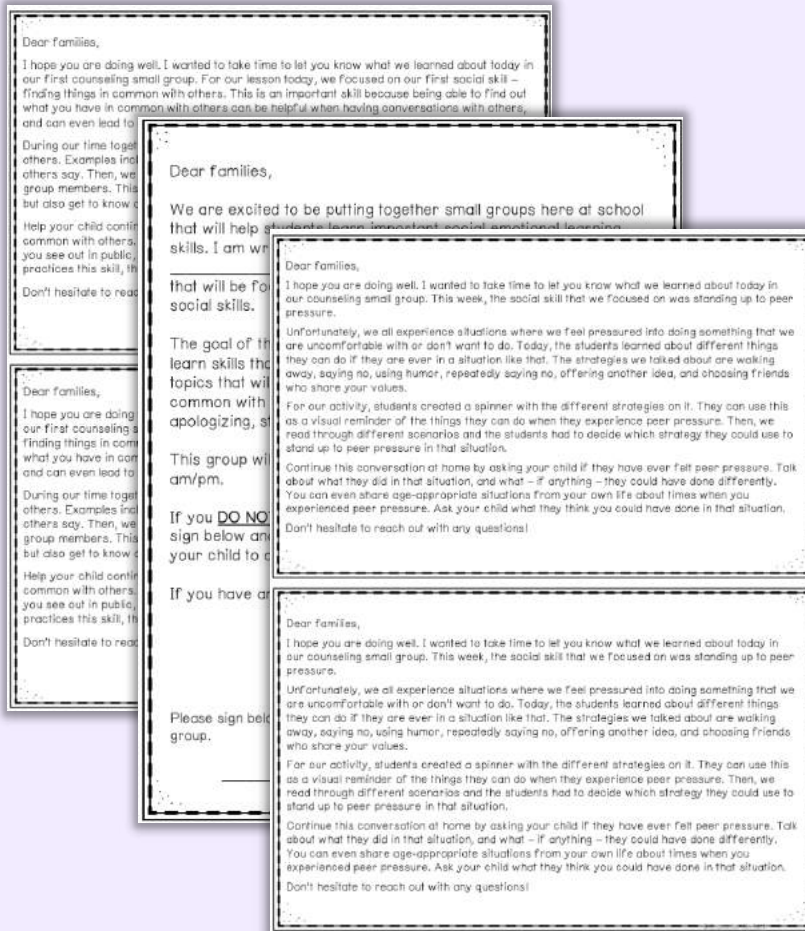
Additional Comments: _____

Total Score: _____

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



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.

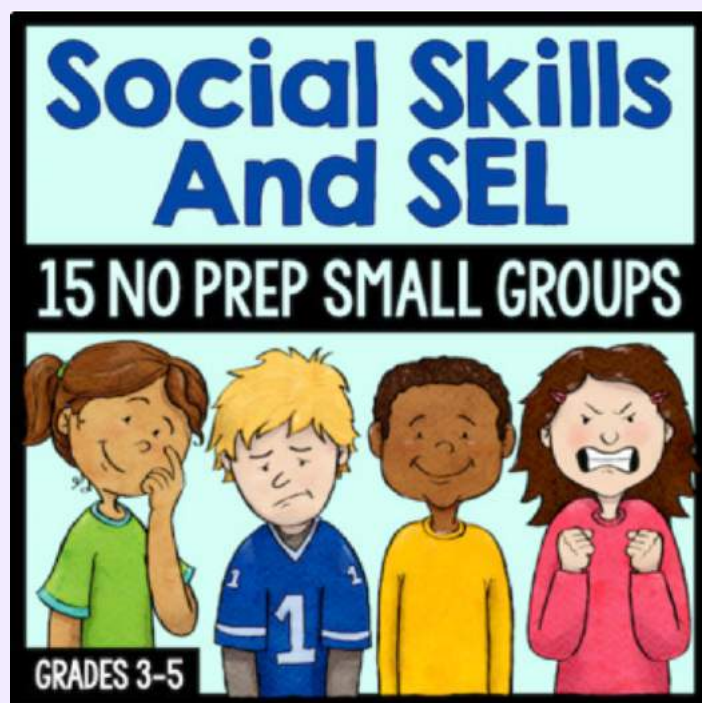
WHAT PEOPLE ARE SAYING...

“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!



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