

SMALL GROUP
Counseling 

FRIENDSHIP

CURRICULUM



BOYS GROUP

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SMALL GROUP
Counseling

FRIENDSHIP



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ASCA MINDSETS & BEHAVIORS AND SEL COMPETENCIES ADDRESSED

SMALL GROUP
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ASCA Mindset Standards

- *Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being. (M 1)
- *Sense of belonging in the school environment. (M 3)
- *Belief in using abilities to their fullest to achieve high quality results and outcomes. (M5)

ASCA Behavior Standards

Self-Management Skills

- *Responsibility for self and actions (B-SMS 1)
- *Demonstrate effective coping skills when faced with a problem. (B-SMS 7)

Social Skills

- *Use effective oral and written communication skills and listening skills (B-SS 1)
- *Create positive and supportive relationships with other students. (B-SS 2)
- *Positive relationships with adults to support success. (B-SS 3)
- *Demonstrate empathy. (B-SS 4)
- *Ethical decision-making and social responsibility. (B-SS 5)
- *Use effective collaboration and cooperation skills. (B-SS 6)
- *Leadership and teamwork skills to work effectively in diverse groups. (B-SS 7)
- *Advocacy skills for self and others and ability to assert self, when necessary. (B-SS 8)
- *Demonstrate social maturity and behaviors appropriate to the situation and environment. (B-SS 9)

Learning Strategies

- *Critical thinking skills to make informed decisions. (B-LS 1)

CASEL (Social-emotional Learning) Standards

Social-awareness

- *Appreciating Diversity
- *Respect for others
- *Empathy

Perspective-taking

Relationship skills

- *Communication
- *Social Engagement
- *Relationship-building
- *Teamwork

Self-management

- *Goal Setting

Self-awareness

- *Accurate self-perception
- *Recognizing strengths
- *Self-confidence

Responsible decision-making

- *Identifying problems
- *Analyzing situations
- *Solving problems
- *Evaluating
- *Reflecting
- *Ethical Responsibility

GROUP COUNSELING REFERRAL



SMALL GROUP
Counseling 
FRIENDSHIP

Small group counseling sessions will begin soon. Groups meet _____ for _____ minutes, for approximately _____ sessions during school hours. **Please speak with the parent/guardian prior to making a recommendation to participate in a group.** Explain that students benefit from social emotional learning, make friends in the group, and enjoy attending. Once I receive this paper, consent forms will be sent home. Please return them to _____.

Group Type: Friendship– Students learn how to make, keep, and enjoy healthy, positive friendships.

Teacher: _____

Grade: _____

STUDENT NAME	Times if student is pulled for ESE/Speech	Comments about student area of need

GROUP COUNSELING REFERRAL



SMALL GROUP
Counseling 
FRIENDSHIP

Small group counseling sessions will begin soon. Groups meet _____ for _____ minutes, for approximately _____ sessions during school hours. **Please speak with the parent/guardian prior to making a recommendation to participate in a group.** Explain that students benefit from social emotional learning, make friends in the group, and enjoy attending. Once I receive this paper, consent forms will be sent home. Please return them to _____.

Group Type: Friendship– Students learn how to make, keep, and enjoy healthy, positive friendships.

Teacher: _____

Grade: _____

STUDENT NAME	Times if student is pulled for ESE/Speech	Comments about student area of need

PARENT CONSENT

SMALL GROUP Counseling FRIENDSHIP



Dear Parent/Guardian:

At _____, we offer small counseling groups to interested students. Small group counseling is a unique educational experience in which students work together to explore their ideas, attitudes, feelings and behaviors, especially as related to personal development and progress in school. Small group counseling teaches life skills and strategies to students that enhance their ability to succeed academically and socially as well as cope with stressful situations. Listed below are the types of groups offered and the one that was suggested to be beneficial for your child:

*Friendship– Students learn how to make, keep, and enjoy healthy, positive friendships.

Students participating in small group counseling have been parent referred, teacher/staff referred, or self-referred. Groups will meet for _____, _____, during school hours for approximately ____ weeks, starting _____.

Please return this form as soon as possible as there are a limited number of spaces available.

Sincerely,

Parent Consent for Small Group Counseling Participation

Student's Name: _____ Grade: _____

Teacher: _____

Date: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

CONSENTIMIENTO DE LOS PADRES

SMALL GROUP
Counseling

FRIENDSHIP



Estimado Padre / Tutor:

En _____, ofrecemos pequeños grupos de asesoramiento a los estudiantes interesados. Consejería de grupo pequeño es una experiencia educativa única en la que los estudiantes trabajan juntos para explorar sus ideas, actitudes, sentimientos y comportamientos, especialmente en lo relacionado con el desarrollo personal y el progreso académico. Consejería en grupos pequeños enseña habilidades para la vida y estrategias para los estudiantes que mejoran su capacidad de tener éxito académico y social, así como hacer frente a situaciones de estrés. A continuación se enumeran los tipos de grupos que se ofrecen y el que sería beneficioso para su hijo:

_____ Amistad: Los estudiantes aprenden cómo hacer, mantener, y disfrutar amistades saludables y positivas.

Los estudiantes que participan en los grupos pequeños han sido referidos por sus padres, maestro, o auto referido. El grupo pequeño se reunirán durante _____, durante el horario escolar durante aproximadamente _____ semanas a partir de _____.

Por favor envíe este formulario tan pronto sea posible, ya que hay un número limitado de plazas disponibles. Si tiene alguna pregunta, por favor de comunicarse directamente con _____ al _____.

Atentamente,

Consentimiento de los Padres para Grupo Pequeño Participación Consejería

Nombre del Estudiante: _____ Grado: _____

Maestro: _____ Fecha: _____

Nombre del Padre / Tutor: _____

Firma del Padre / tutor: _____

DESK REMINDERS

SMALL GROUP
Counseling
FRIENDSHIP



Fill out, cut out, and tape to student's desk.

Our group
meets on _____
at _____

Our group
meets on _____
at _____

Our group
meets on _____
at _____

Our group
meets on _____
at _____



Our group
meets on _____
at _____

Our group
meets on _____
at _____

ATTENDANCE

SMALL GROUP
Counseling 
FRIENDSHIP



DATE 								
NAME 								

PRE SURVEY

This is how I am doing BEFORE group



Always



Sometimes



Hardly



Never

I know ways to make a friend.				
I know ways to keep and maintain friendships.				
I can identify words and actions that would HARM my friendships.				
I know ways to fix or repair a friendship or conflict.				
I can identify mean guy behavior.				
I can identify communication errors.				
I can identify words and actions that HELP friendships.				

POST SURVEY

This is how I am doing AFTER group



Always



Sometimes

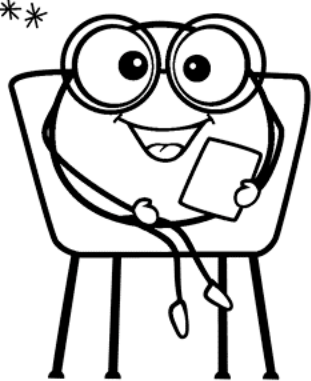


Hardly



Never

I know ways to make a friend.				
I know ways to keep and maintain friendships.				
I can identify words and actions that would HARM my friendships.				
I know ways to fix or repair a friendship or conflict.				
I can identify mean guy behavior.				
I can identify communication errors.				
I can identify words and actions that HELP friendships.				



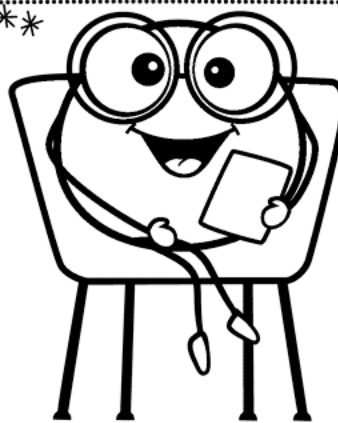
PASS TO SEE THE COUNSELOR

Valid every _____ at _____

Student Name: _____

Teacher: _____

Signed: _____



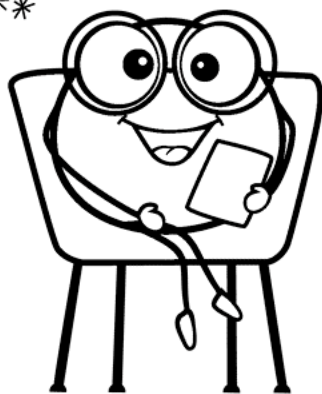
PASS TO SEE THE SOCIAL WORKER

Valid every _____ at _____

Student Name: _____

Teacher: _____

Signed: _____



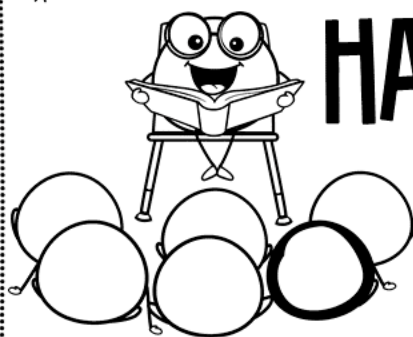
PASS TO SEE THE PSYCHOLOGIST

Valid every _____ at _____

Student Name: _____

Teacher: _____

Signed: _____



HALL PASS FOR GROUP COUNSELING

Valid every _____ at _____

Student Name: _____

Teacher: _____

Signed: _____

WHAT YOU SAY



in here

STAYS

in here



Unless:

SOMEONE IS HURTING YOU.

YOU WANT TO HURT SOMEONE.

YOU WANT TO HURT YOURSELF.

SESSION I

Icebreaker & Rules

SMALL GROUP Counseling

FRIENDSHIP



Session Objective:

- *Students will participate in an icebreaker activity and answer personal questions.
- *Students will work collaboratively to identify and create group rules.

Materials:

- *Tablet and app Printouts.
- *Pencils.

Guiding Questions:

- *What are some interesting things about you that make you unique?
- *What is something you learned about someone else in the group?
- *What are some of our similarities and differences?

Session Details (about 30 min):

*Counselor will welcome students to the group. "Welcome to our Friendship Group—a special place where we can learn, share, and grow together. This group is just for boys, and it's all about building strong, healthy, and happy friendships. We're going to talk about things like kindness, communication, trust, handling drama, and what to do when friendships get tricky. We'll play games, do activities, and have fun while also learning how to be a great friend—and how to choose friends who treat us well too. This is a safe space. That means we listen to each other, we don't judge, and we keep what's shared here private—unless someone is hurt or in danger. It's okay to be honest and real here. Everyone's voice matters. Each week, we'll have a theme and a fun way to explore it—through stories, crafts, role-plays, or games. And today, we're just going to get to know each other and talk about what friendship means to us. Are you ready to start this journey together? Let's begin with a fun activity to break the ice!"

*Icebreaker Activity: "Let's do an activity to get to know each other better, I will participate too so you can get to know me." You can choose to use either the color or black/white version and have the students color it after. Each student should get one tablet and one app page. They should write their name in the white space on the tablet. Use the app guide to explain which apps to add to their tablet. They will need scissors to cut out the apps and glue/tape to add them to their tablet. Afterward, they can share their tablet and find similarities with others.

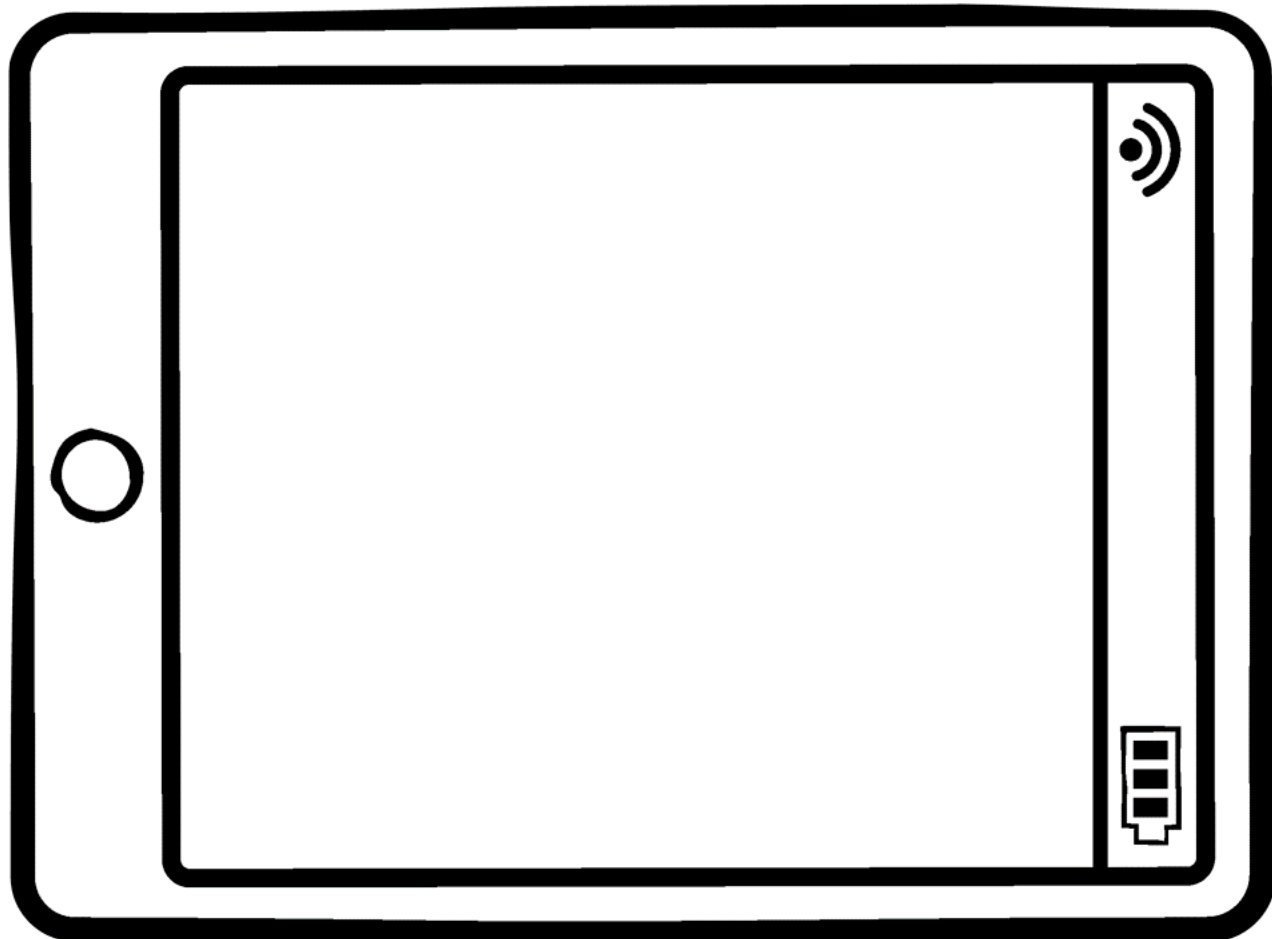
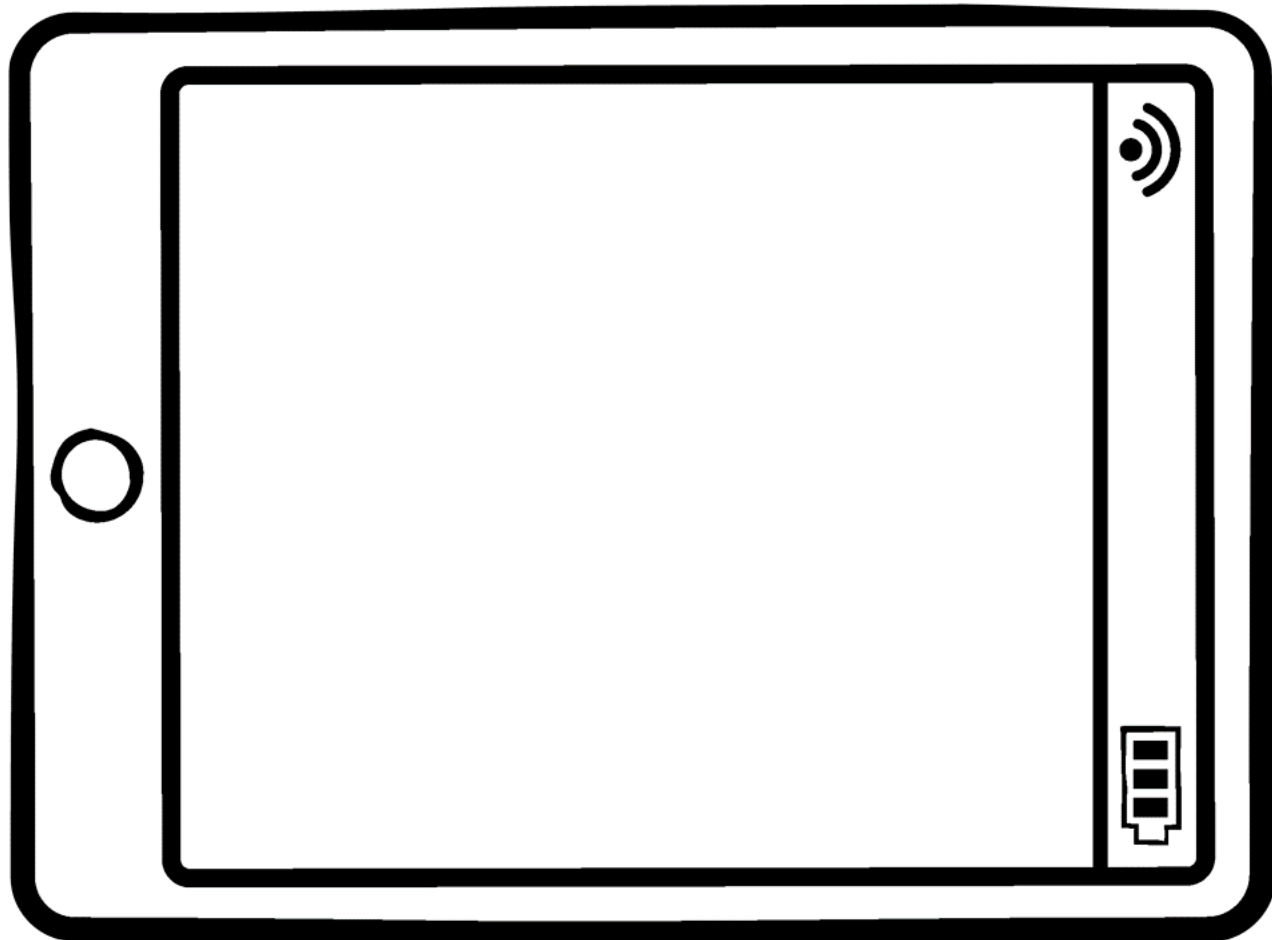
*Creating Group Rules: "Now that we have got to know each other, let's create some group rules together. Raise your hand if you can think of a rule that would help our group go smoothly." Guide the discussion to include being respectful of others, taking turns to speak, and confidentiality. Use the included "what happens here stays here" poster to review confidentiality. Have students complete the pre-survey, tell them to be honest to know what they want to work on.

ASCA Standards Alignment:

- *Mindset: Sense of belonging in the school environment. (M 3)
- *Behavior: Social Skills: Create positive and supportive relationships with other students. (B-SS 2)
- *Behavior: Social Skills: Positive relationships with adults to support success. (B-SS 3)
- *Behavior: Social Skills: Use effective collaboration and cooperation skills. (B-SS 6)

SEL Competencies:

- *Self-awareness: recognizing strengths.
- *Relationship skills: relationship building, communication, social engagement, teamwork.
- *Social-awareness: Respect for others, appreciating diversity.



App Guide



Dance



Art



Outdoors



Science



Writing



Animals



Music



Cars



Pets



Sports



Reading



Cooking



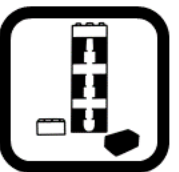
Space



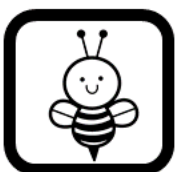
Helping



Talking



Legos



Bugs



Gaming



Building



Playing



Camping



Puzzles



Movies



Watching
shows



Trucks



Robots

GROUP RULES



SMALL GROUP
Counseling 
FRIENDSHIP

Our group has agreed upon the
following rules:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

SESSION 2

Friendship Pizza



SMALL GROUP
Counseling
FRIENDSHIP

Session Objective:

*Students will identify what traits are wanted in a friend and how to maintain friendships.

Materials:

*Handouts and ppt.
*Scissors, tape/glue. Cut out the cut/paste items beforehand to save time.

Guiding Questions:

*What are some traits wanted in a friend?
*What are some elements needed to maintain friendships?

ASCA Standards Alignment:

*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
*Behavior: Social Skills: Positive, respectful, and supportive relationships with students who are similar to and different from them. (B-SS 2).

SEL Competencies:

*Self-management: Goal setting.
*Social Awareness: Respect for others, appreciating diversity, perspective-taking.
*Relationship Skills: Relationship building.

Activity Details:

*Say "Welcome back to the group, who can remember what our group rules were from last session? (Review the rules). Awesome, last time we learned a bit about each other and talked about friendship. Today, we will be exploring how to make and keep new friendships.
*Show the PowerPoint. Alternatively, you could also show them the posters instead which go along with the PowerPoint. Go through how to form new friendships (ingredients that make a good friendship pizza), and how to make special friendships, and finally how to maintain friendships.
*Afterward, have them complete the "Friendship pizza" (p.16). There are two different formats included. One is the completed pizza which you can have students write directly on. The other is the pizza slices that need to be cut out and glued or taped together. Students should pick their most important traits in a friend to include in their pizza formation. They can also add "toppings" to make the friendship unique. Have students share their finished "friendship pizza".
*Talk about how each friendship pizza is unique, we all bring different elements to a friendship. Talk about the slide/poster on types of friendships.
*Say "Now that we have learned about making and keeping friends, next session we will learn about healthy and unhealthy friendships."

**POSTERS/
COLORING
SHEETS (SEE
BW VERSION)**

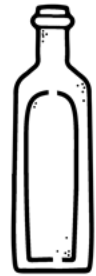
Forming New FRIENDSHIPS



Support



Respect



Fairness

What ingredients

make a good

friendship pizza?



Listening



Trust



Kindness



Forgiveness



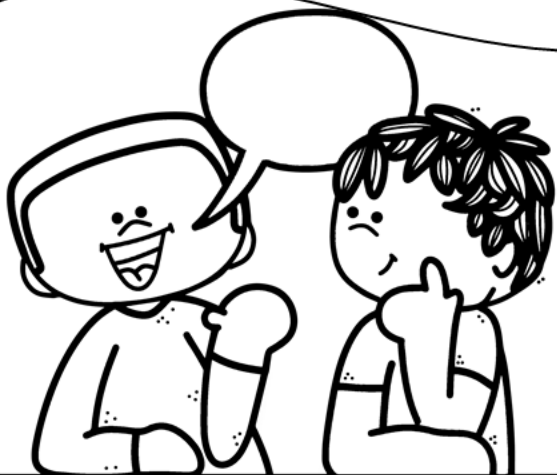
LISTENING

Paying attention when your friend speaks.



**Maintain eye
contact.**

Don't interrupt.



**Wait your turn
to speak.**



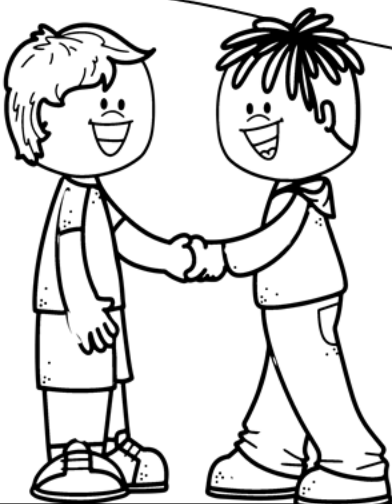
RESPECT

Valuing each other's feelings, opinions, and boundaries.



**Using kind
words.**

Including others.



**Agree to
disagree.**



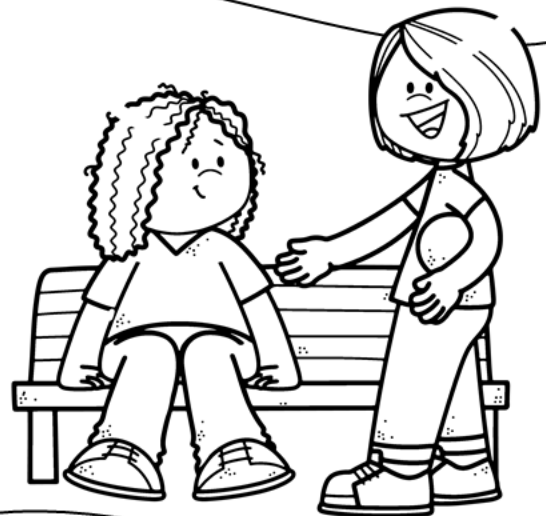
KINDNESS

Being gentle, helpful, and caring toward friends.



**Using kind
words.**

Including others.



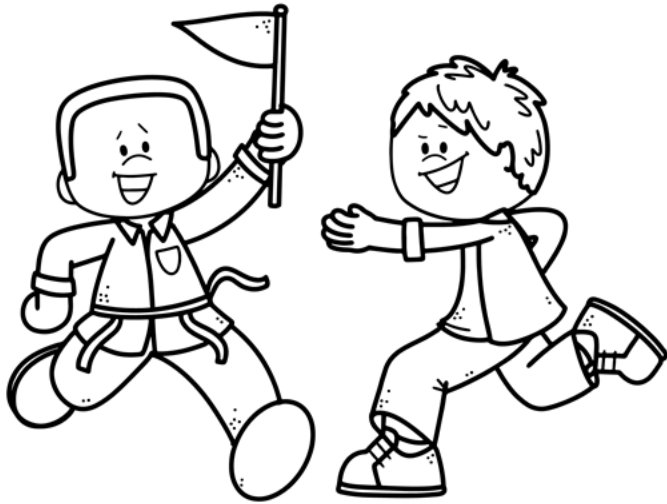
Giving a gift.





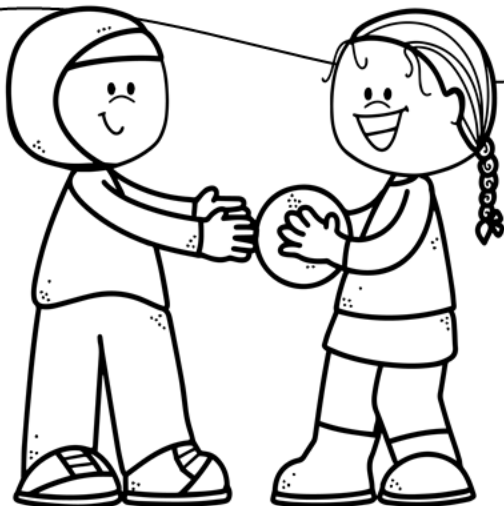
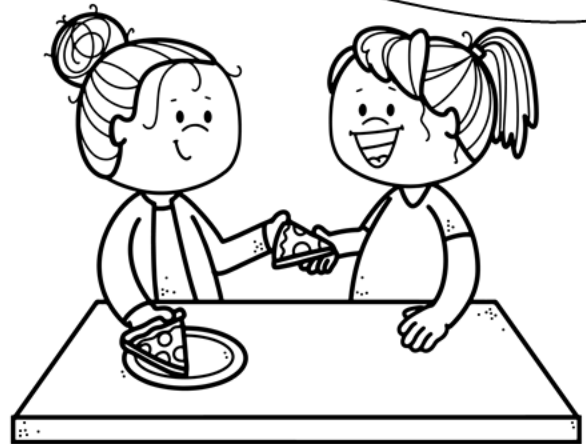
FAIRNESS

Take turns, share, and play by the rules.

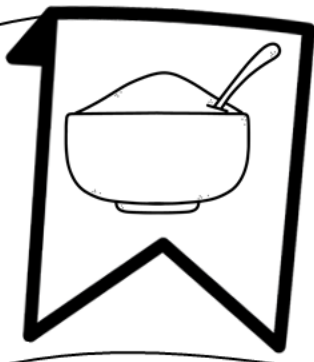


Playing by the rules.

Sharing.

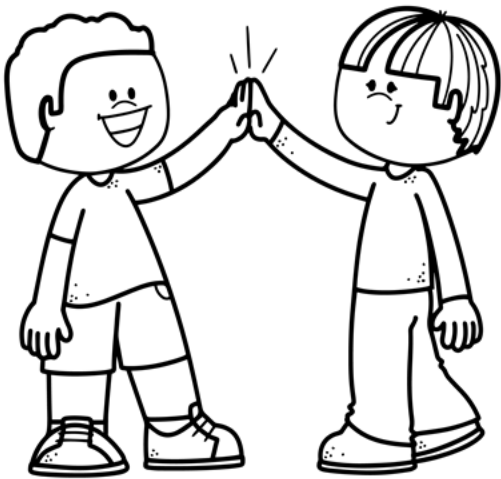


Taking Turns.



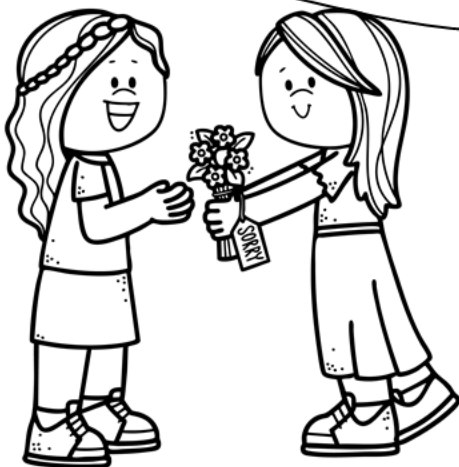
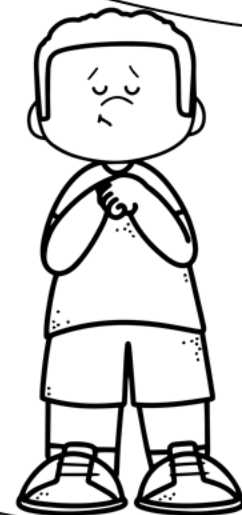
FORGIVENESS

Being willing to say sorry and let go of mistakes.



Compromising.

Apologizing.

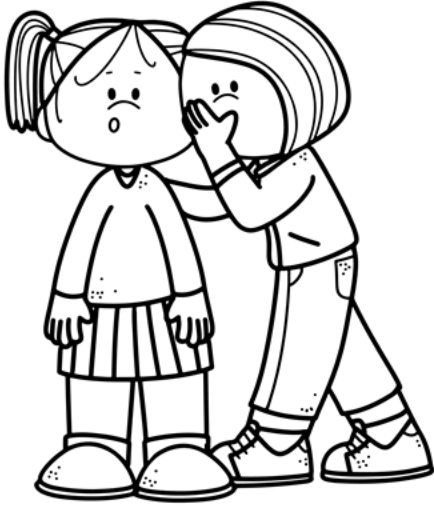


**Making
amends.**



TRUST

Believing in each other and feeling safe to share.



**Keep safe secrets
and promises.**

Be reliable and loyal.



Be honest.



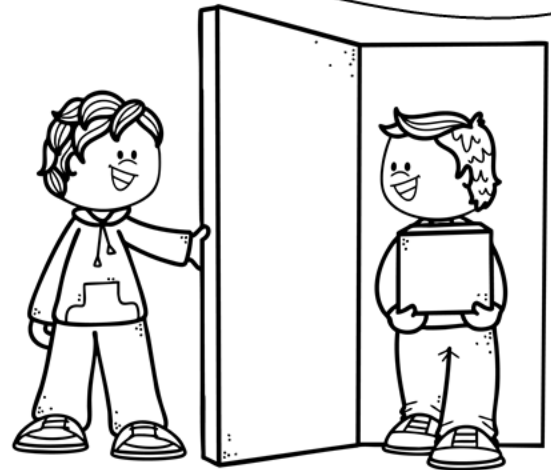
SUPPORT

Being there when your friend needs help or encouragement.



**Keep safe secrets
and promises.**

**Helping each
other out.**



Showing empathy.

Making Special FRIENDSHIPS

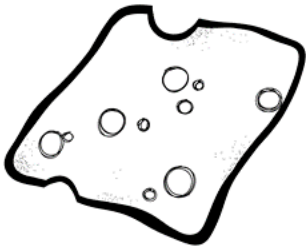
These things are not essential to friendship, but they make each friendship special and unique.



**Shared
interests**



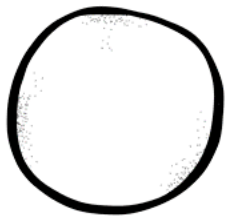
Traditions



Laughter



Gifts



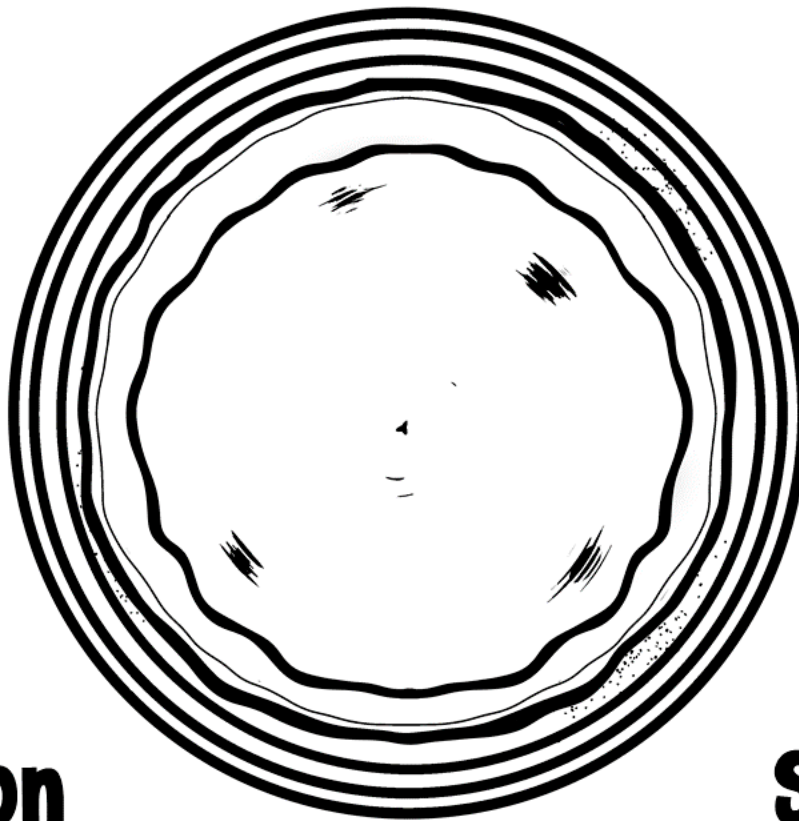
Celebration



**Spending
time
together**



Fun

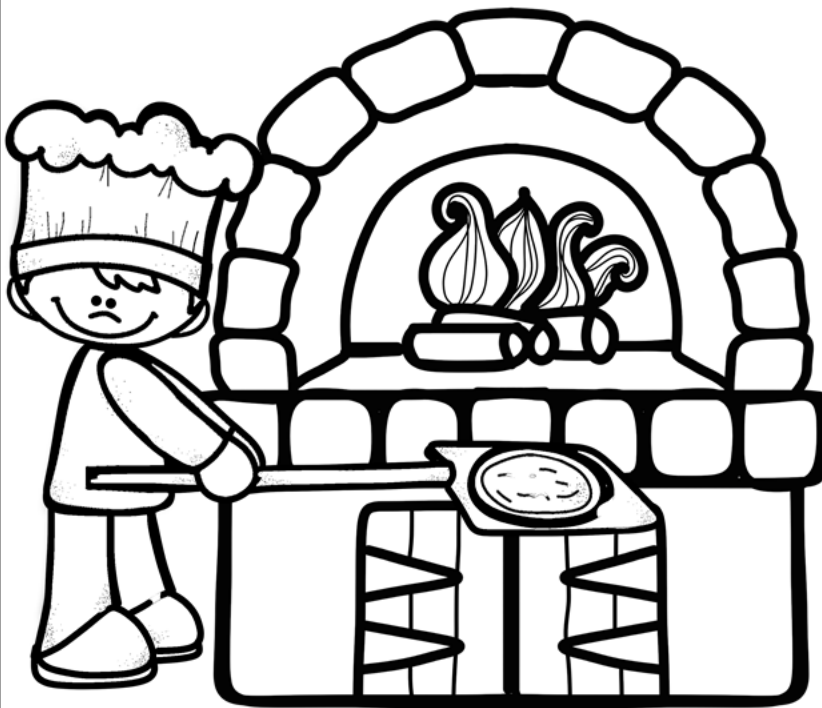


Maintaining FRIENDSHIP



Set a timer.

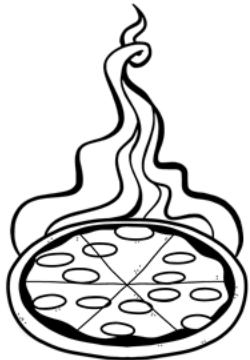
Pizza can burn if forgotten—friendships do too. Communicate regularly and stay in touch. Pizza takes time to bake—so do friendships. Keep showing up, being kind, and trust that the bond will grow stronger.



Check the temperature



Too hot and the pizza burns; too cold and it won't taste right. Show you care, but don't rush things. Let the friendship grow naturally.



Let it cool

Just like a pizza needs time to cool before eating, friends sometimes need space. Respect each other's quiet time or different interests.

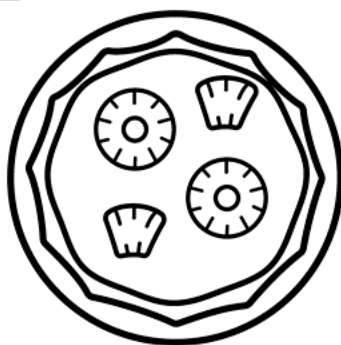
Types of FRIENDSHIPS



Classic Friend

Margarita Pizza:

**A longtime friend
who you've known
forever.**



Fun Friend

Pineapple Pizza:

**That wild, funny friend
who brings the energy.**



Quiet Friend

Cheese Pizza:

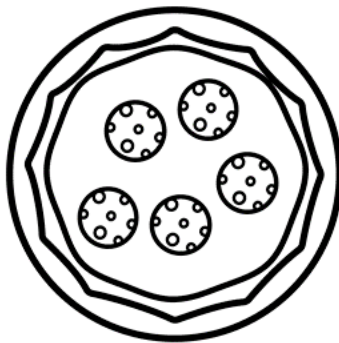
**A calm, gentle, and
thoughtful friend.**



Supportive Friend

Supreme Pizza:

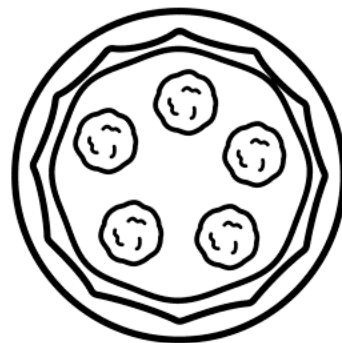
**A friend who helps you
feel safe and cared for.**



New Friend

Pepperoni Pizza:

**A newly formed
friendship.**



Occasional Friend

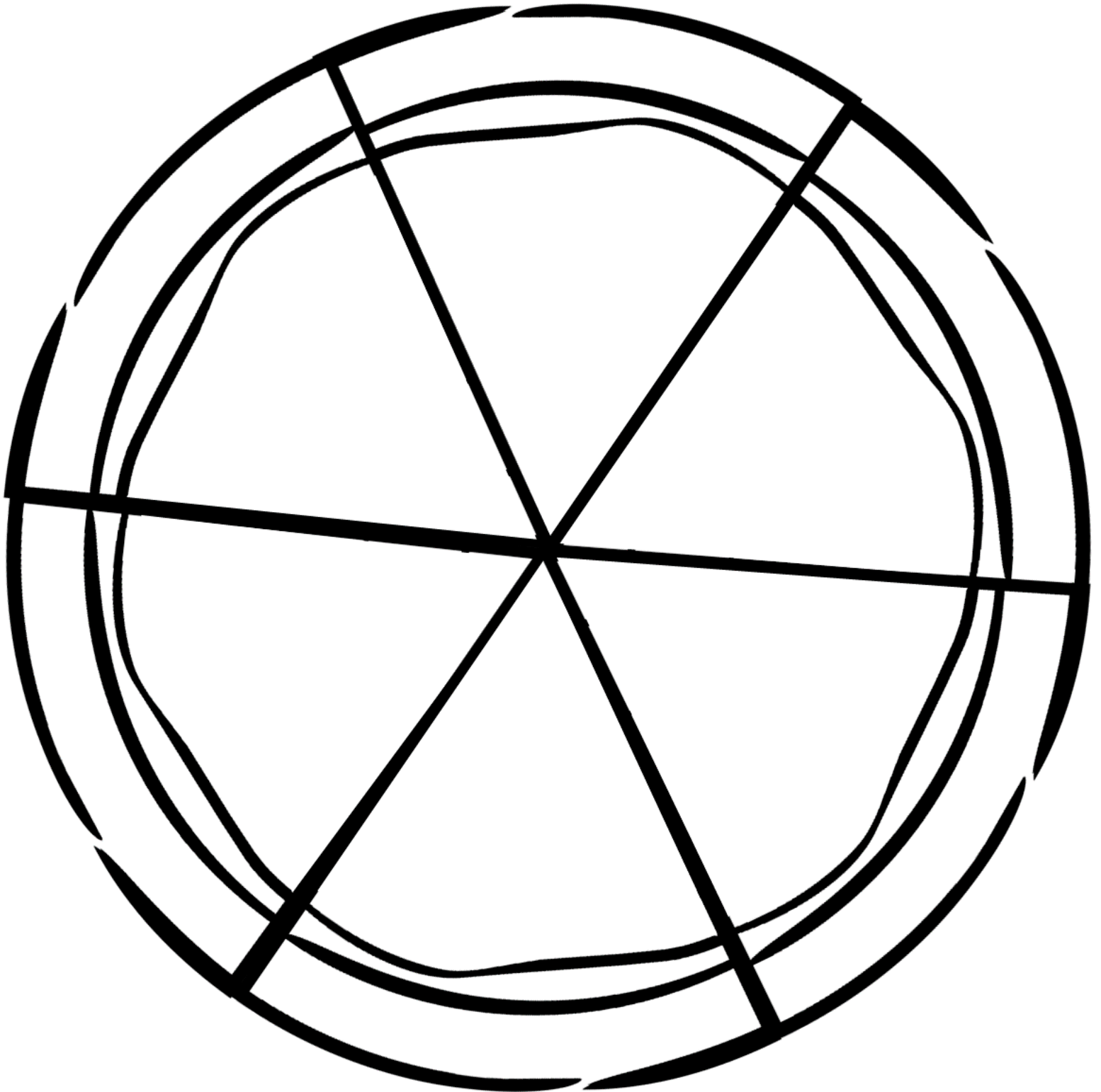
Meatball Pizza:

**Friends you only see
sometimes (at camp or
on vacation)**

ACTIVITY

FRIENDSHIP Pizza

Write one friendship quality you want in a friend in each pizza slice.

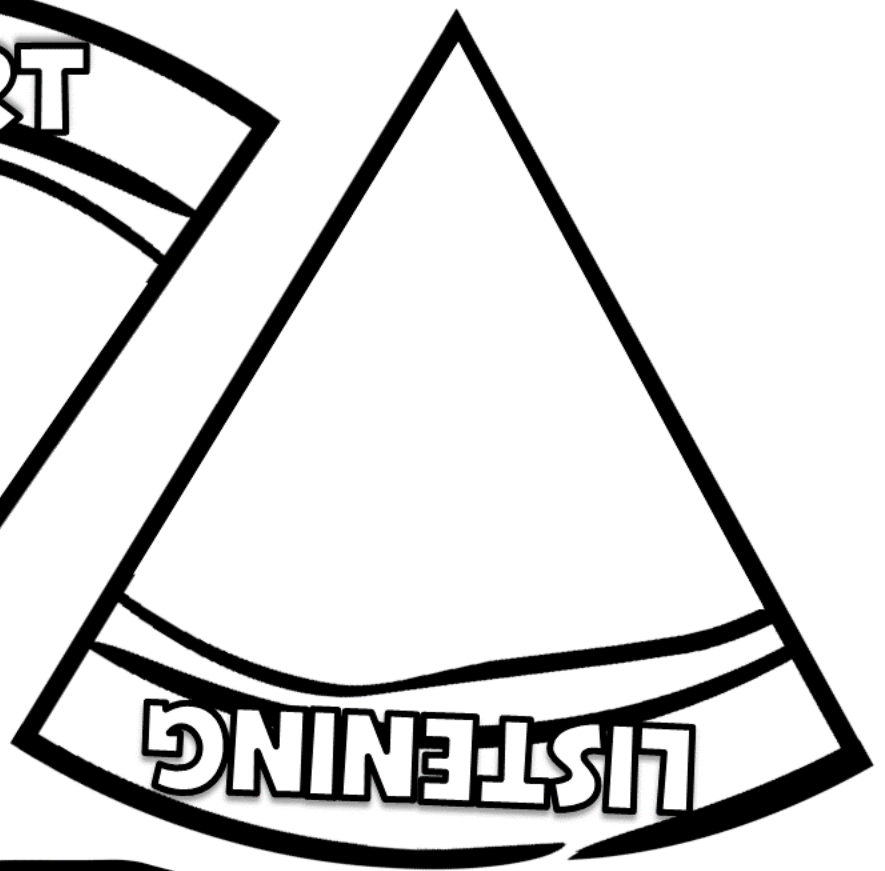
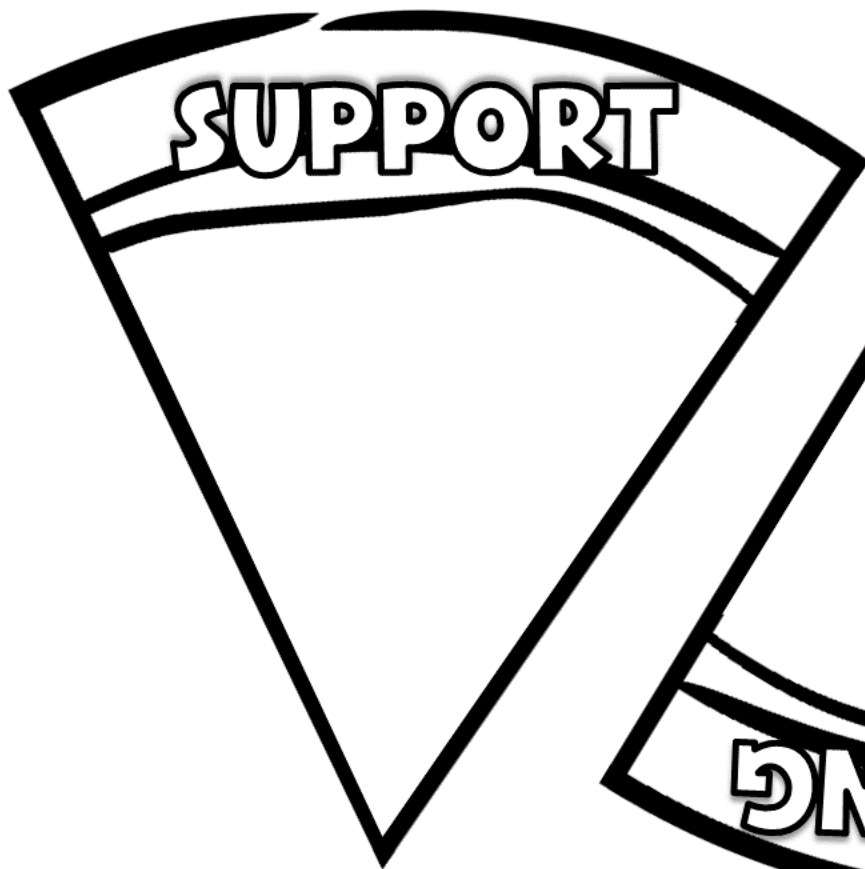


RESPECT

KINDNESS

FAIRNESS

FORGIVENESS



SESSION 3

Parking Lot Friends

SMALL GROUP Counseling

FRIENDSHIP

Session Objective:

Identify healthy (supportive, respectful) vs. unhealthy (mean, controlling) friendship behaviors.

Materials:

- *Handouts.
- *Pencils.
- *Cut out the cars beforehand.

Guiding Questions:

- *What are some unhealthy friendship behaviors?
- *Why is it important to be able to identify unhealthy friendship behaviors?

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- *Behavior: Self-Management Skills: Responsibility for self and actions. (B-SMS 1).
- *Behavior: Social Skills: Positive, respectful, and supportive relationships with students who are similar to and different from them. (B-SS 2)
- *Behavior: Social Skills: Ethical decision-making and social responsibility. (B-SS 5)
- *Behavior: Social Skills: Advocacy skills for self and others and ability to assert self, when necessary. (B-SS 8)

SEL Competencies:

- *Relationship skills: Perspective-taking, respect for others.
- *Responsible Decision-Making: Analyzing situations, solving problems, ethical responsibility.

Session Details (about 30 min):

- *Welcome students back to the group, review group rules. Last session, we talked about making and keeping friends. Today, we are learning healthy and unhealthy friendship behaviors.
- *Today we are going to be learning about healthy and unhealthy friendship behaviors. Review the poster on page 20.
- *Car Sorting: Place the "Cool Friend" and "Junk Friend" parking lots (pages 5-6) in the middle of the table. Have students take turns picking "cars", reading the scenario and parking the car in the "cool friend" spot if it's a healthy friendship behavior and the "junk friend" spot if it's an unhealthy friendship behavior. Afterwards, they can work on practicing this with the worksheets on pages 12-17.
- At the end, have students complete the friendship pledge. Hang the posters up to reinforce the lesson.
- *Thank students, tell them next week they will play a matching game to find friends that help us be better together.

Sorting Activity

COOL FRIEND

© Heart & Mind Teaching

JUNK FRIEND

© Heart & Mind Teaching



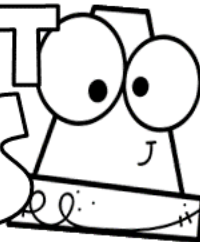






Worksheets

PARKING LOT FRIENDS



COOL FRIEND

Read the friendship scenarios and color in the car if they are good or bad friendship behaviors.

JUNK FRIEND

Your friend shares their crayons when you forget yours.

Your friend says, "If you don't do this, I won't talk to you."

Your friend leaves you out of the group on purpose.

Your friend sticks up for you when someone is being mean.

Your friend cheers when you win a game.

Your friend tells you your outfit is "ugly."



PARKING LOT FRIENDS



COOL FRIEND

Read the friendship scenarios and color in the car if they are good or bad friendship behaviors.

Your friend cheers you on when you do a great job!

Your friend tells you who you can and can't play with.

Your friend listens when you're upset.

Your friend lets you choose the music for the party.

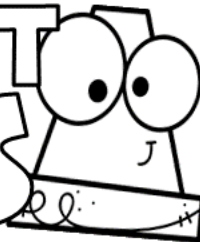
Your friend talks bad about you online.

Your friend spreads a rumor about you.

JUNK FRIEND



PARKING LOT FRIENDS



COOL FRIEND

Read the friendship scenarios and color in the car if they are good or bad friendship behaviors.



Your friend helps you find something you lost.

Your friend calls you names when they're mad.

Your friend always wants to be the boss of every game.

Your friend says "thank you" when you help them.

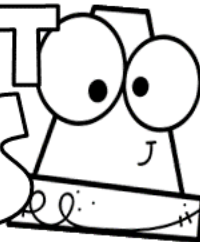
Your friend asks how your day is going.

Your friend ignores you when they're with someone else.

JUNK FRIEND



PARKING LOT FRIENDS



COOL FRIEND

Read the friendship scenarios and color in the car if they are good or bad friendship behaviors.



Your friend says, "You can't sit with us today."

Your friend spreads a rumor about you.

Your friend says, "I'm proud of you!"

Your friend claps when you get a right answer.

Your friend copies your work and says it's theirs.

Your friend shares secrets about you with others.

JUNK FRIEND



PARKING LOT FRIENDS



COOL FRIEND

Read the friendship scenarios and color in the car if they are good or bad friendship behaviors.

JUNK FRIEND

Your friend lets you go first in a game.

Your friend says, "You have to do what I say or I won't be your friend."

Your friend laughs at you in front of others.

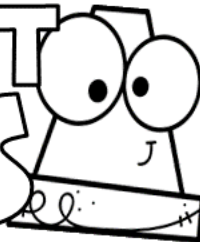
Your friend listens when you're feeling sad.

Your friend invites you to join her at recess.

Your friend tells you not to be friends with someone else.



PARKING LOT FRIENDS



COOL FRIEND

Read the friendship scenarios and color in the car if they are good or bad friendship behaviors.

Your friend shares their snacks with you.

Your friend tells everyone your secret.

Your friend helps you up when you fall.

Your friend rolls their eyes when you talk.

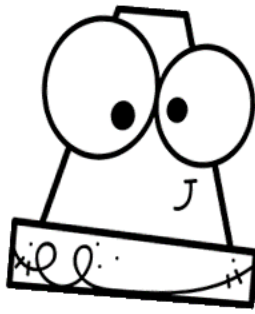
Your friend says, "Great job!" when you do well.

Your friend says you can't play because you're "too weird."

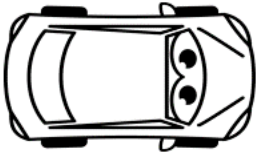
JUNK FRIEND

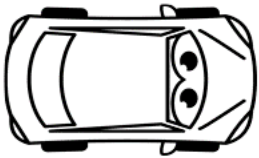


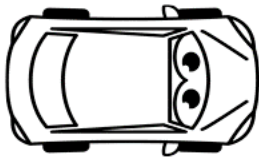
Posters & Pledge

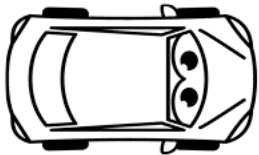


This is how I pledge to be
A COOL FRIEND:





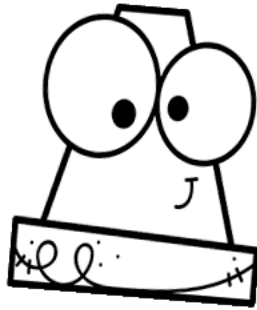




SIGNED:

FRIENDSHIP

COOL
FRIEND



JUNK
FRIEND

Listens to you

Ignores your feelings

Includes you

Leaves you out

Kind words

Mean or bossy

Honest & Supportive

Lies or gossips

Respects boundaries

Pressures you

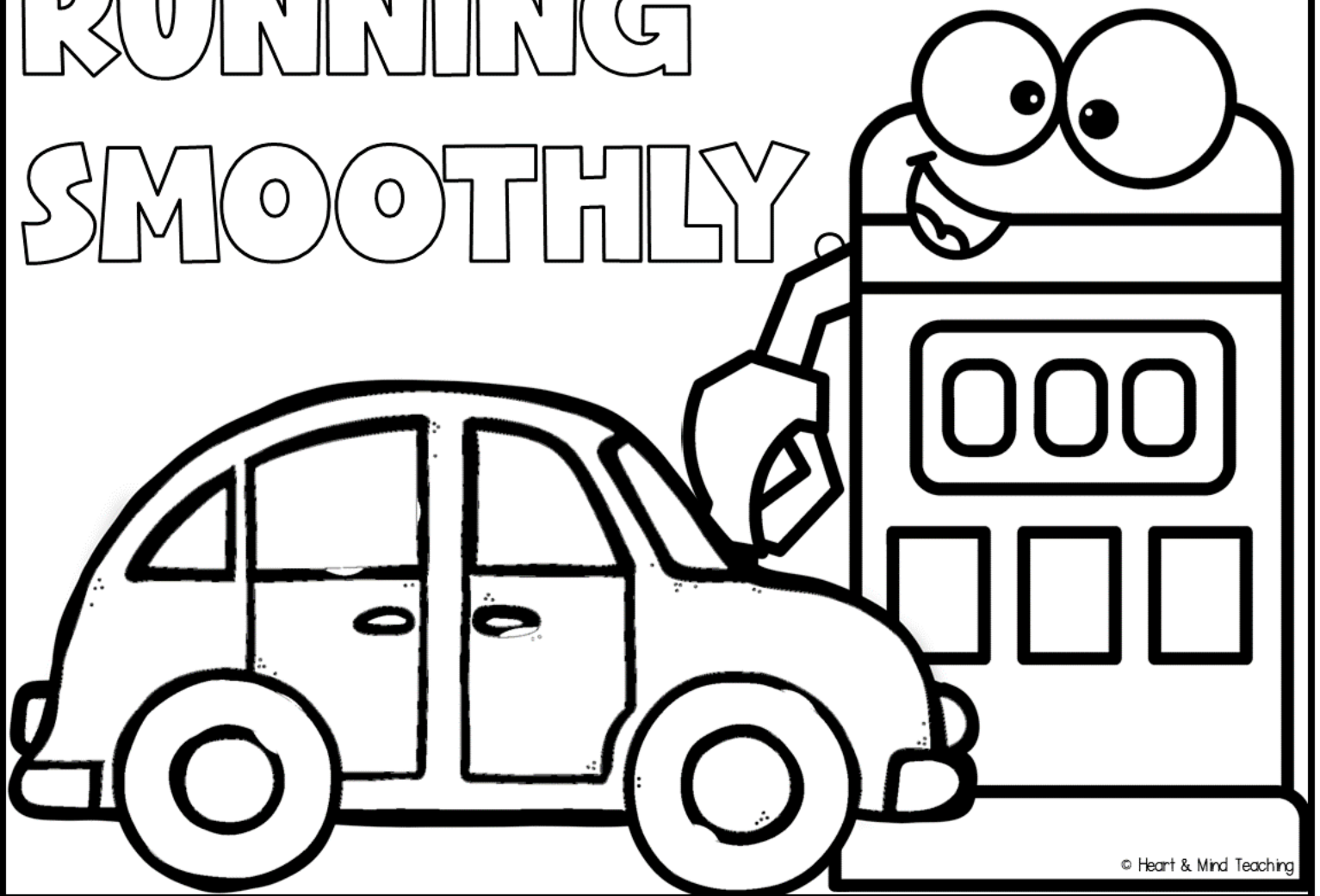
Apologizes

Gives silent treatment

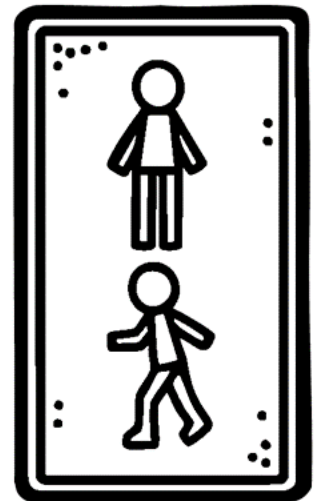
Encourages you

Makes you feel bad
about yourself

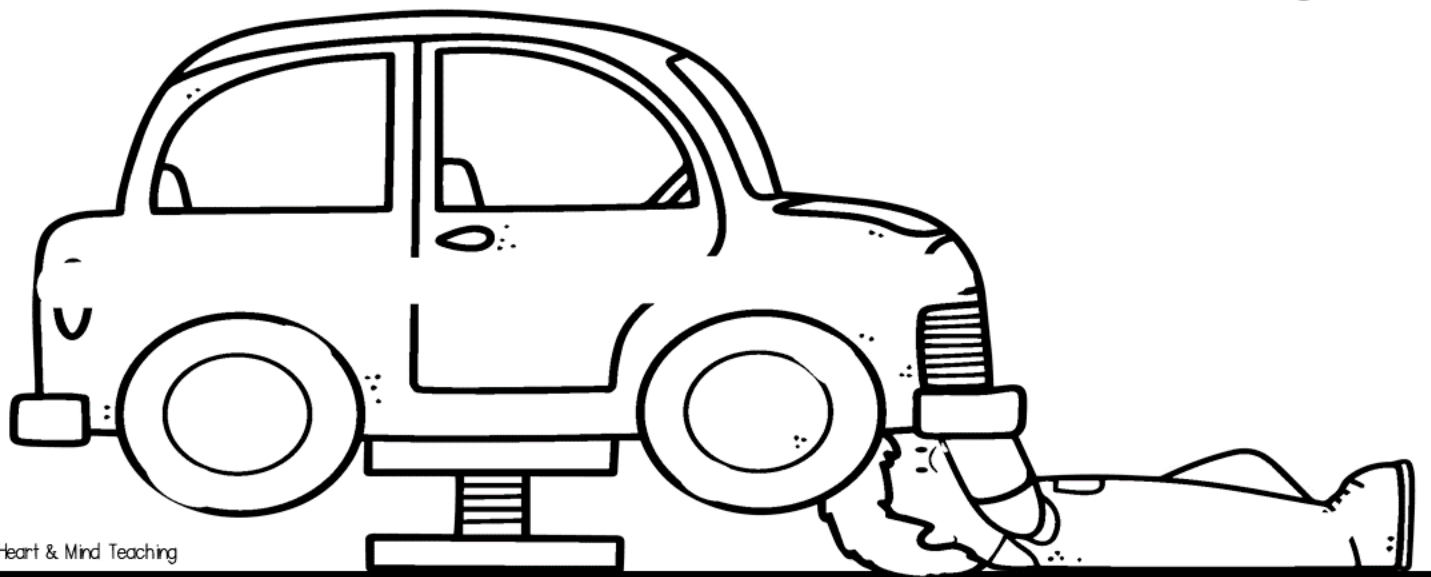
KINDNESS
IS THE FUEL THAT
KEEPS FRIENDSHIP
RUNNING
SMOOTHLY



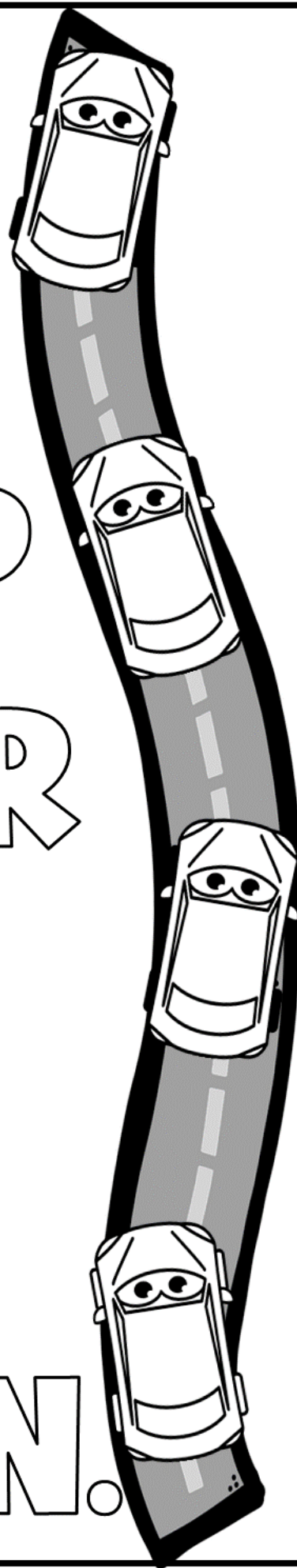
GOOD FRIENDS
STAY IN THE
RIGHT LANE —
THE ONE WITH
RESPECT, HONESTY,
AND FUN!



FRIENDSHIPS
NEED TUNE-
UPS TOO —
FIX PROBLEMS,
SAY SORRY, AND
KEEP ROLLING!



CHOOSE
FRIENDS
WHO HELP
YOU STEER
IN THE
RIGHT
DIRECTION.



SESSION 4

Better Together: Sports

SMALL GROUP Counseling

FRIENDSHIP

Session Objective:

Identify positive traits in friendships that often complement each other.

Materials:

- *Memory game cards, printed double sided, and cut out.
- *Handouts, pencils.

Guiding Questions:

- *What are some things that friends bring to a friendship that helps each other?
- *What are some positive friendship traits?
- *How can friends be better together?

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- *Behavior: Learning Strategies: Critical thinking skills to make informed decisions (B-LS 1)
- *Behavior: Social Skills: Positive, respectful and supportive relationships with students who are similar to and different from them. (B-SS 2)

SEL Competencies:

- *Self-awareness: Accurate self-perception, recognizing strengths.
- *Relationship building: Relationship building.
- *Responsible Decision-Making: Solving problems, evaluating, reflecting.

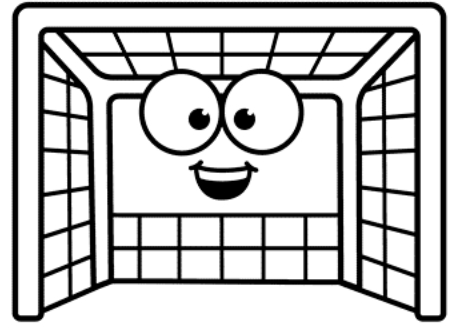
Activity Details:

- *Welcome students back to the group, review group rules. Say "We are continuing to learn about friendship." Set up the matching game, printing the game cards with one side being "better together" side and the other being a friendship trait/term. Place the cards face down (with the "better together" side up).
- *Set up the matching game, printing the game cards with one side being "better together" side and the other being a friendship trait/term. Place the cards face down (with the "better together" side up).
- *To play Memory, arrange cards face down in a grid. Players take turns flipping two cards. If they match, they keep them and get another turn. If they don't match, they are flipped back over, and the next player goes. The player with the most matched pairs at the end wins.
- *As players make a match, use pages 12-14 to read to them about their match. What each trait or action means, and how they are better together in friendship. This page will also help you identify matches, they are also color coded.
- *After the game, have students complete the reflection handouts pages 15-16. Lastly, have them complete the Venn diagram on page 17 thinking of one of their friendships and how they are better together.
- *Use the posters to display around the classroom/office or create a bulletin board. The posters are also great to use as coloring sheets (printed in black and white).
- *Thank them for participating, inform them next week they will be learning tools to fix friendship mistakes and conflicts.



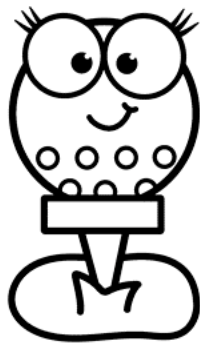
Drive

© Heart & Mind Teaching



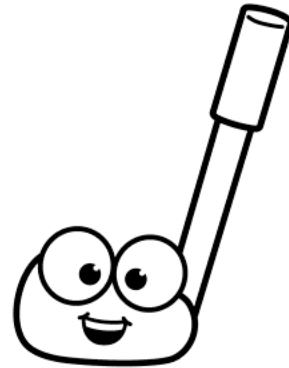
Stability

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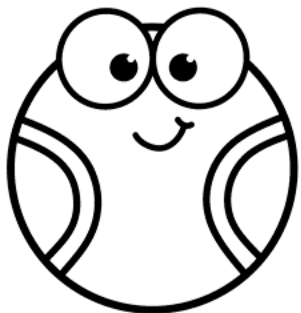
Curiosity

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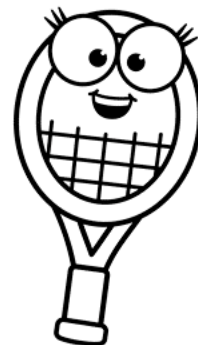
Confidence

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Positivity

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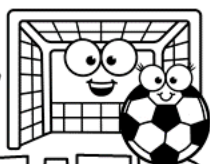


Focus

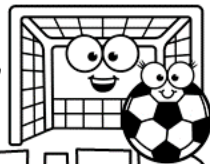
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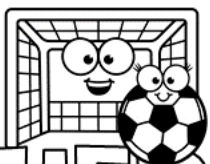
Better
TOGETHER



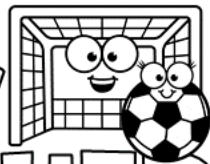
Better
TOGETHER



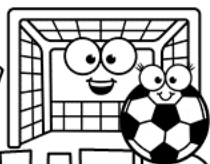
Better
TOGETHER



Better
TOGETHER

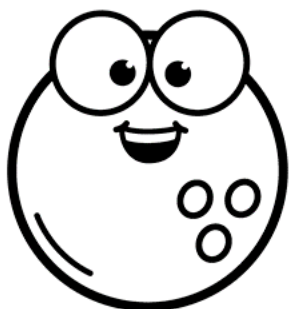


Better
TOGETHER



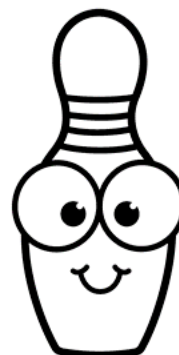
Better
TOGETHER





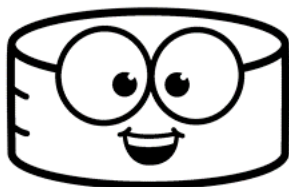
Strength

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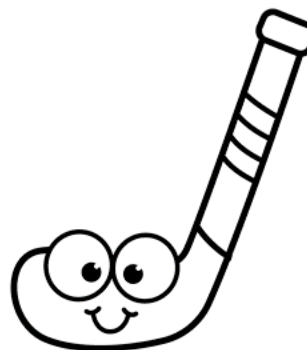
Patience

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Determination

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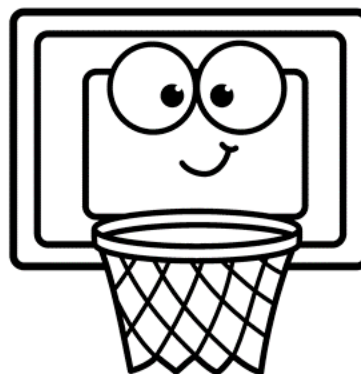
Direction

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Energy

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Encouragement

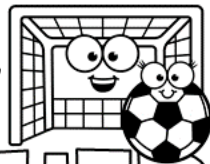
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Better
TOGETHER



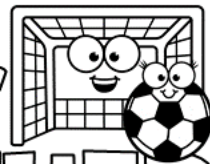
Better
TOGETHER



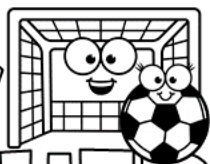
Better
TOGETHER



Better
TOGETHER

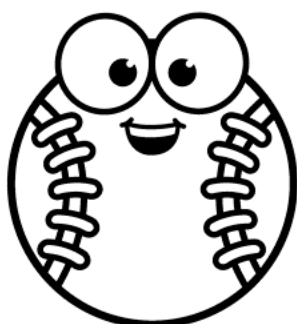


Better
TOGETHER



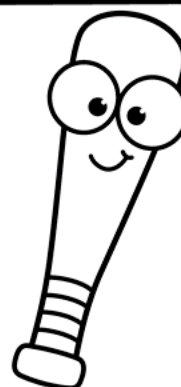
Better
TOGETHER





Imagination

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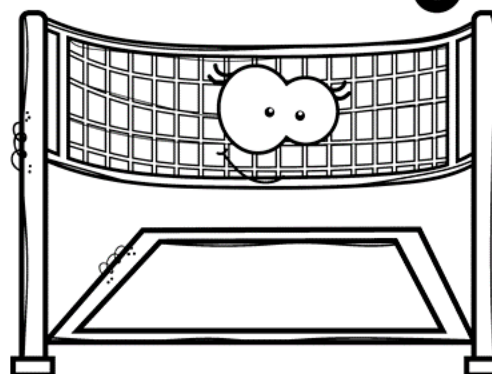
Action

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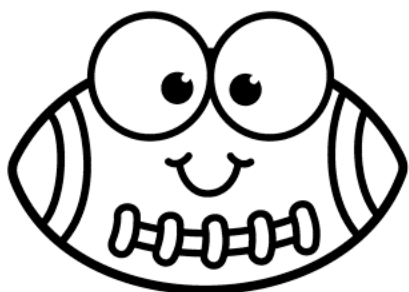
Expressive

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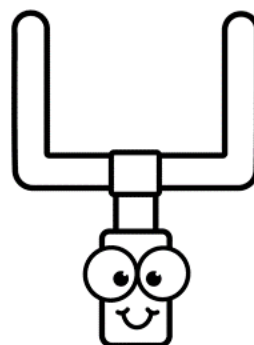
Good Listener

© Heart & Mind Teaching



Fun

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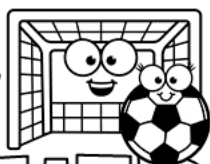


Reliability

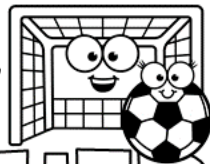
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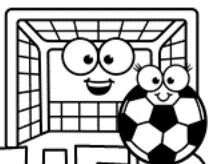
Better
TOGETHER



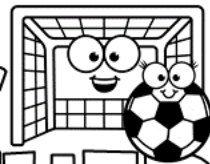
Better
TOGETHER



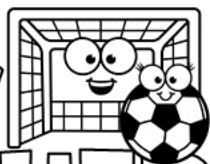
Better
TOGETHER



Better
TOGETHER

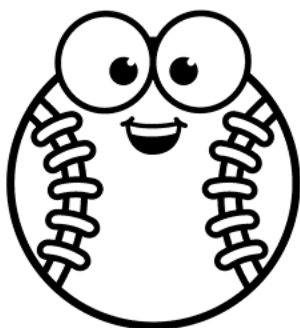


Better
TOGETHER



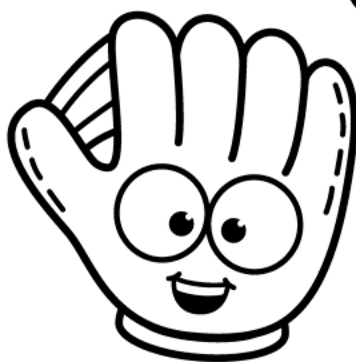
Better
TOGETHER





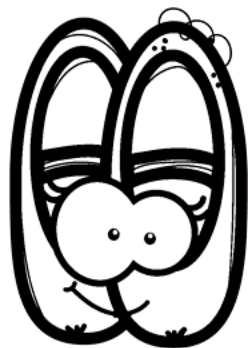
Adventure

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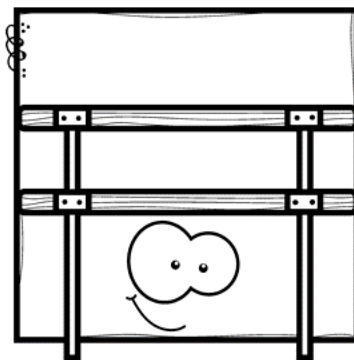
Protection

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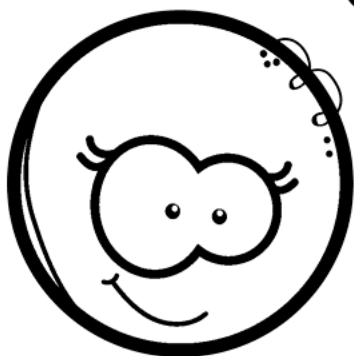
Boldness

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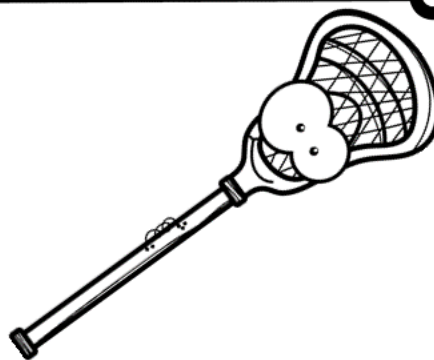
Caution

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Bravery

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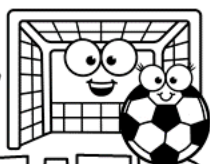


Support

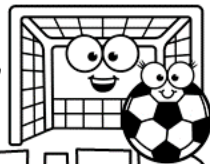
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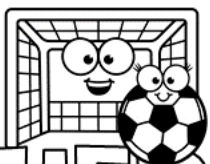
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TOGETHER



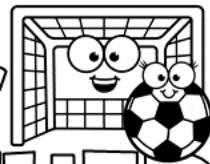
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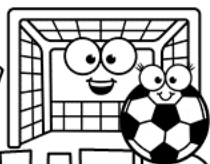
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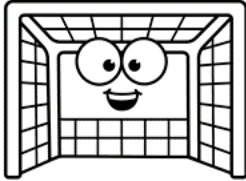


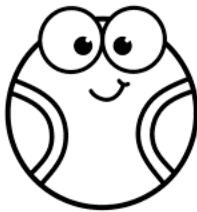

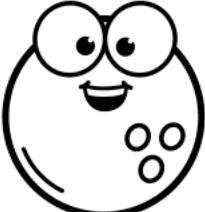

Better
TOGETHER



Better
TOGETHER




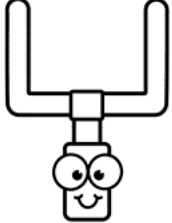

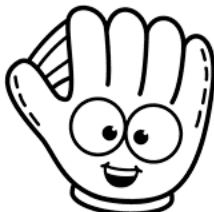

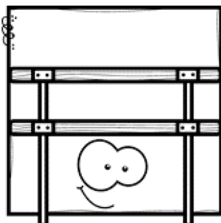


Friendship Card Pairs

OBJECT 1	FRIENDSHIP TRAIT/ACTION	OBJECT 2	FRIENDSHIP TRAIT/ACTION	WHY THEY'RE BETTER TOGETHER
 Soccer Ball	Drive (wanting to keep going and do your best, even when it's hard.)	 Soccer Goal	Stability (being steady and dependable—someone your friend can count on.)	A go-getter friend pairs well with one who helps them stay grounded.
 Golf Ball	Curiosity (Wanting to learn and ask questions about the world around you.)	 Golf Club	Confidence (Believing in yourself and what you can do.)	A curious friend explores ideas, and the confident friend keeps them steady on their feet.
 Tennis Ball	Positivity (having a good attitude and trying to look on the bright side.)	 Tennis Racket	Focus (being steady and dependable—someone people can count on.)	A positive friend brings the bounce, and the focused friend helps guide the play.
 Bowling Ball	Strength (Being strong in your body & heart, even when things are tough.)	 Bowling Pin	Patience (Staying calm while you wait or when things take time.)	A strong, fast-moving friend works well with one who stays calm and steady.

Friendship Card Pairs

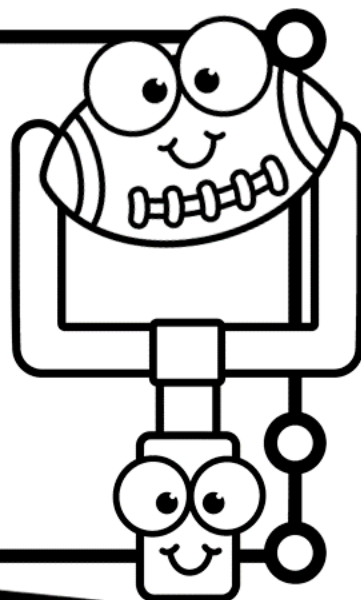
OBJECT 1	FRIENDSHIP TRAIT/ACTION	OBJECT 2	FRIENDSHIP TRAIT/ACTION	WHY THEY'RE BETTER TOGETHER
 Hockey Puck	Determination (Not giving up, even when something is hard.)	 Hockey Stick	Direction (Knowing where you're going or what your plan is.)	One friend has strong will, and the other helps them stay on course.
 Basketball	Energy (Having lots of get-up-and-go to move, play, or think fast.)	 Basket	Encouragement (having a good attitude and trying to look on the bright side.)	A friend with energy needs someone who cheers them on and helps them aim high!
 Baseball	Imagination (Using your mind to dream, create, or think of new ideas.)	 Baseball Bat	Action (Doing something instead of just thinking about it.)	One friend dreams big, and the other helps make it happen!
 Volleyball	Expressive (Showing your feelings or ideas with words, faces, or actions.)	 Net	Good Listener (Someone who pays attention and cares about what others are saying.)	One friend shares their thoughts, and the other listens with care.

Friendship Card Pairs

OBJECT 1	FRIENDSHIP TRAIT/ACTION	OBJECT 2	FRIENDSHIP TRAIT/ACTION	WHY THEY'RE BETTER TOGETHER
 Football	Fun (having a good attitude and trying to look on the bright side.)	 Goal	Reliability (someone you can count on to do what they say.)	One friend brings joy and movement, while the other keeps things steady and going.
 Baseball	Adventure (trying something new and exciting, even if it's a little scary.)	 Mitt	Protection (keeping someone safe and looking out for them.)	An adventurous friend benefits from a caring, protective buddy.
 Ballet Shoes	Boldness (trying big things without being afraid.)	 Mirror	Caution (being careful and thinking before acting.)	A brave friend pairs well with a friend who keeps them safe and makes wise choices.
 Lacrosse ball	Bravery (doing the right thing, even when you're scared.)	 Lacrosse stick	Support (helping someone feel strong and safe, especially when things are hard.)	One friend takes risks, and the other is there to catch and support them.

Better Together: Friendship Pairs

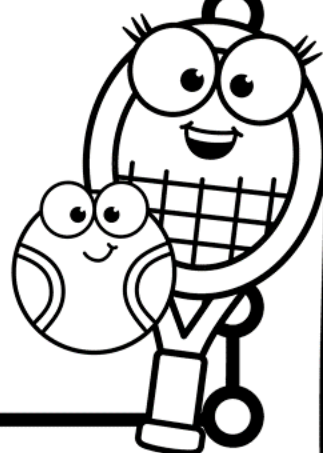
Which friendship pair reminds you of one of your friendships?



Draw your own better together pair:

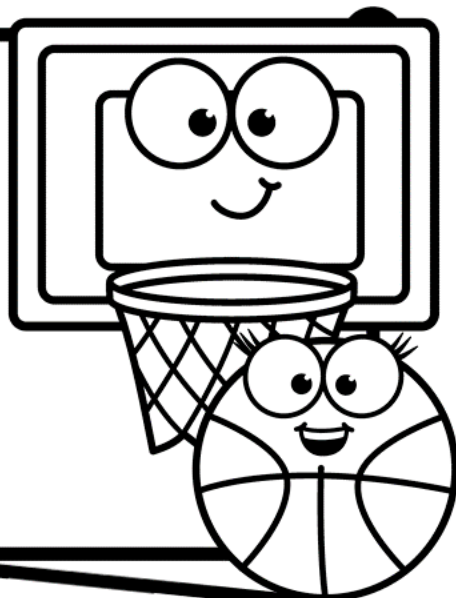
Explain how they are better together:

What is something that you feel you don't have but need or want in a friend to bring to your friendship?



Better Together: Friendship Pairs

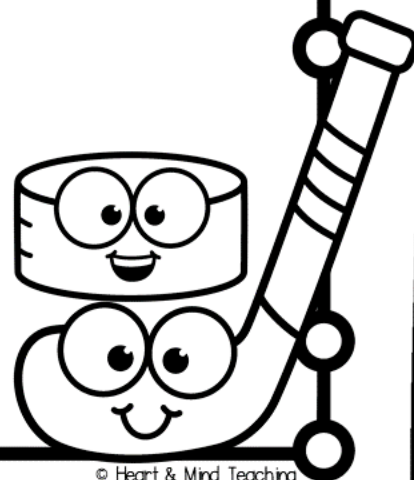
If you were a ball, what type of basket/goal would you need? (Hint: What helps you feel encouraged?)



Why is it okay for friends to be different?

How can our differences make our friendships stronger?"

If you were a hockey stick, who would be your puck? (Hint: Who helps give you direction?)



Better Together



Just me



What we Share

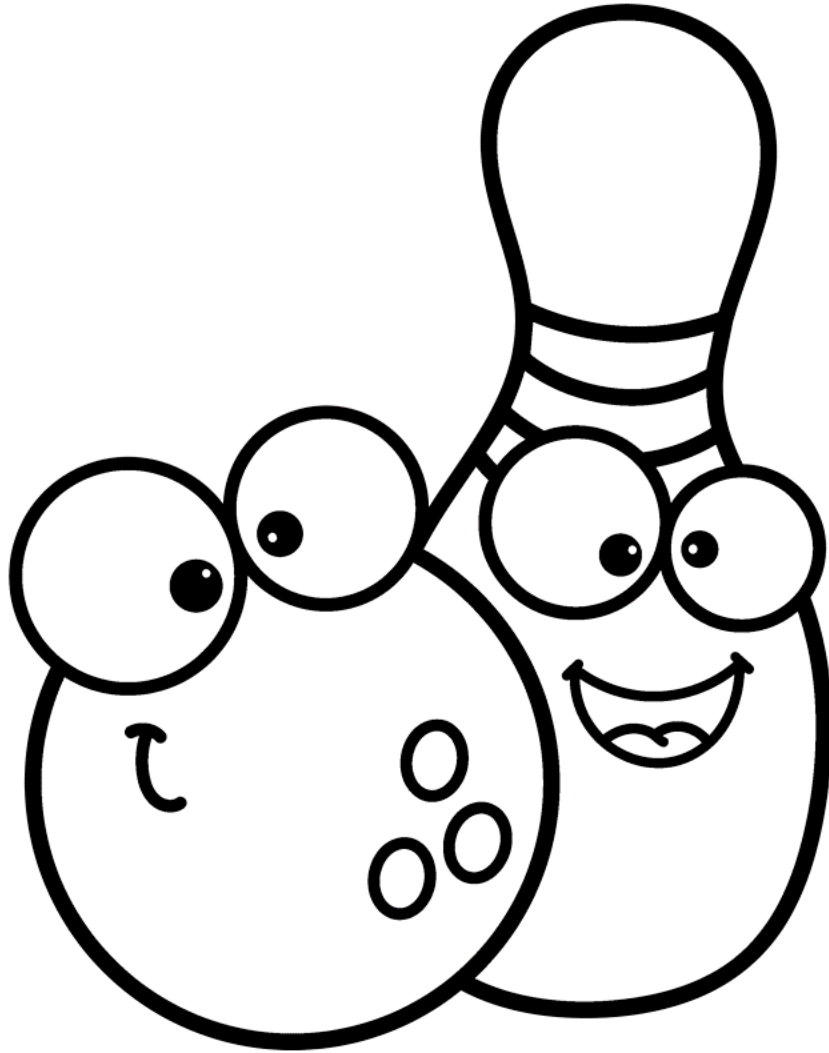


Just my Friend

Posters/ Bulletin Board Elements

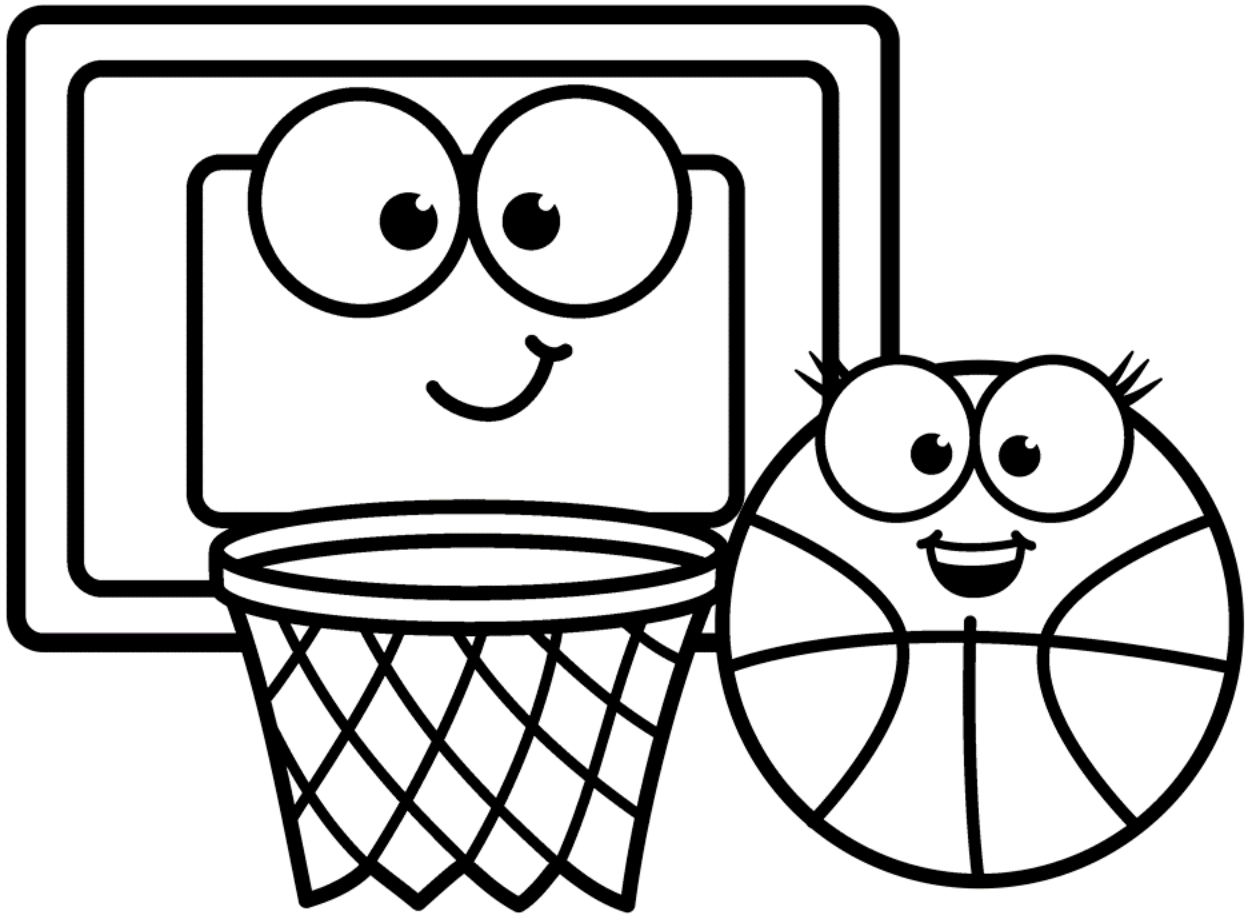
**(Tip: Posters make for
great coloring sheets!)**

Strength & Patience



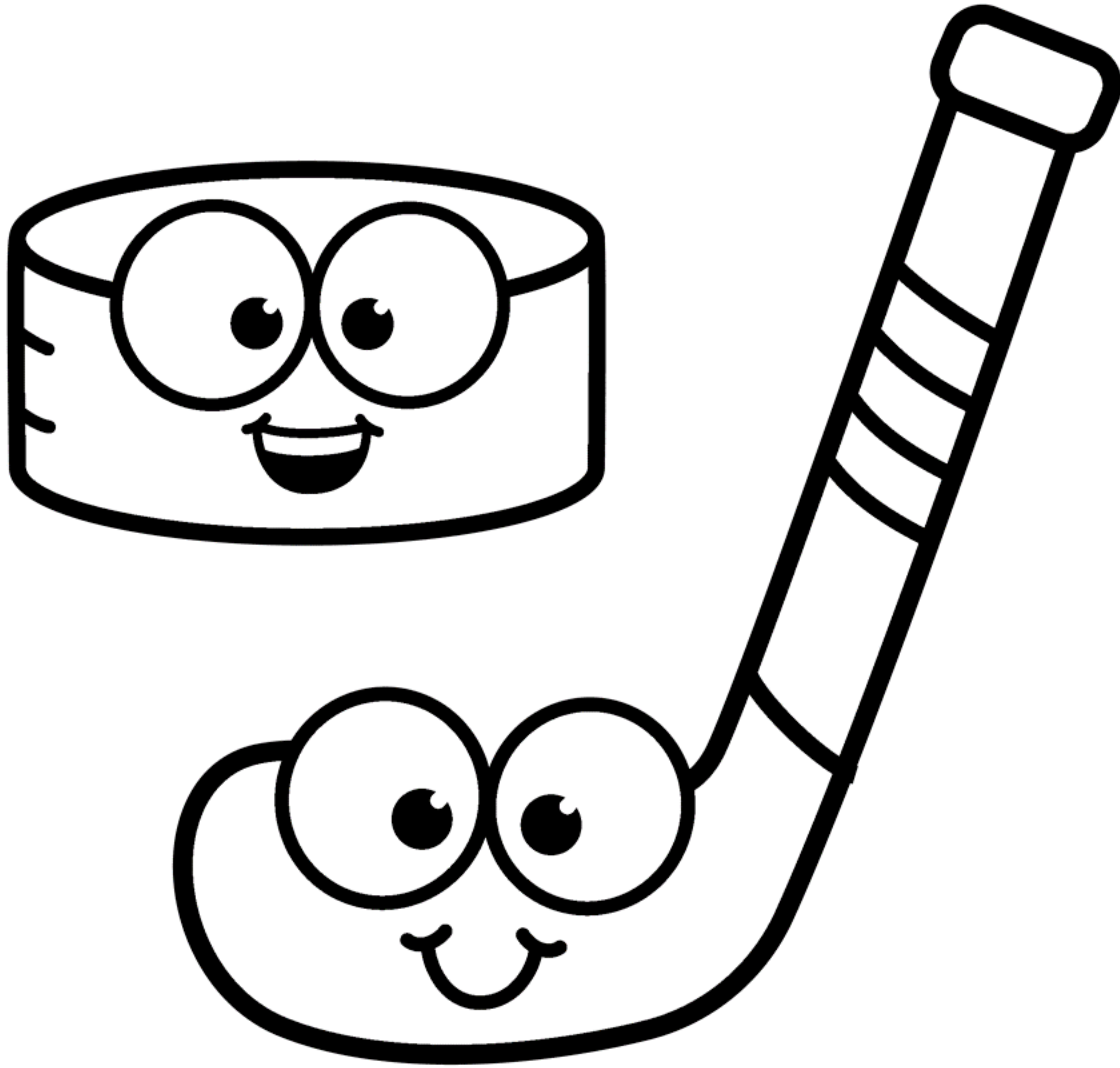
**A strong, fast-moving friend
works well with one who stays
calm and steady.**

Encouragement & Energy



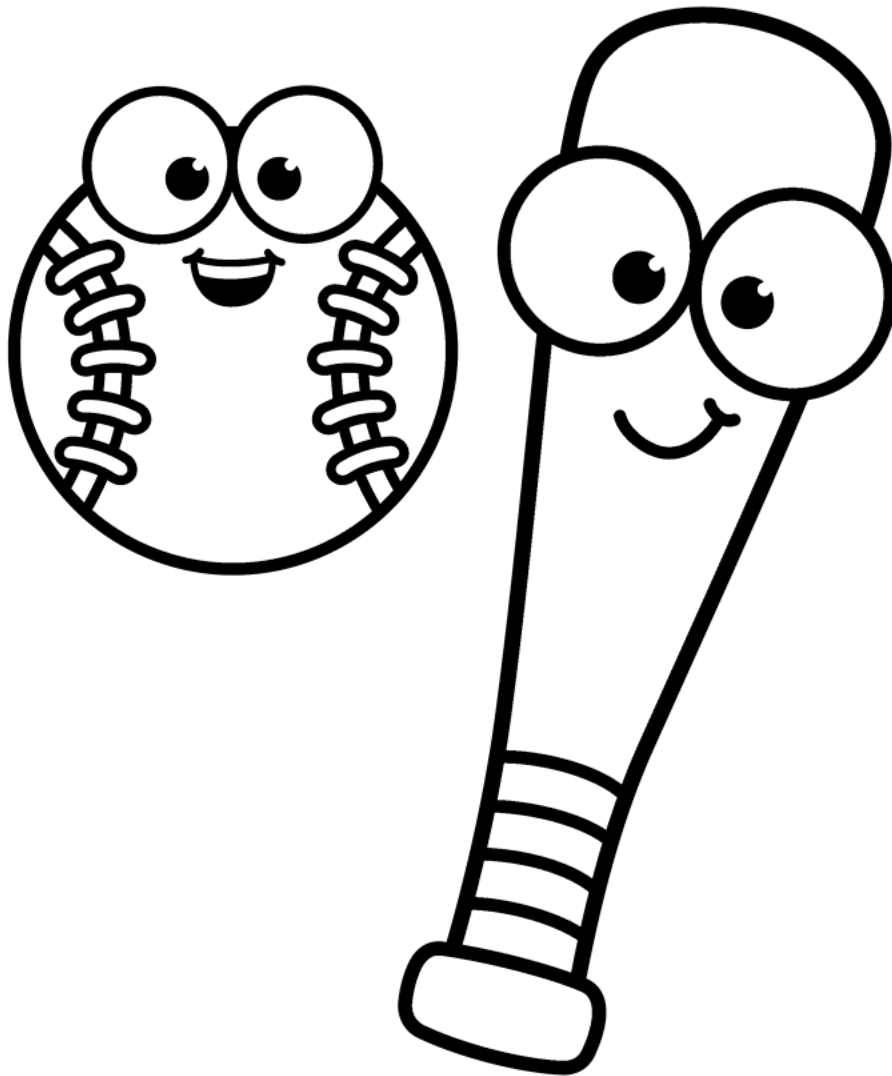
A friend with energy needs
someone who cheers them on
and helps them aim high!

Determination & Direction



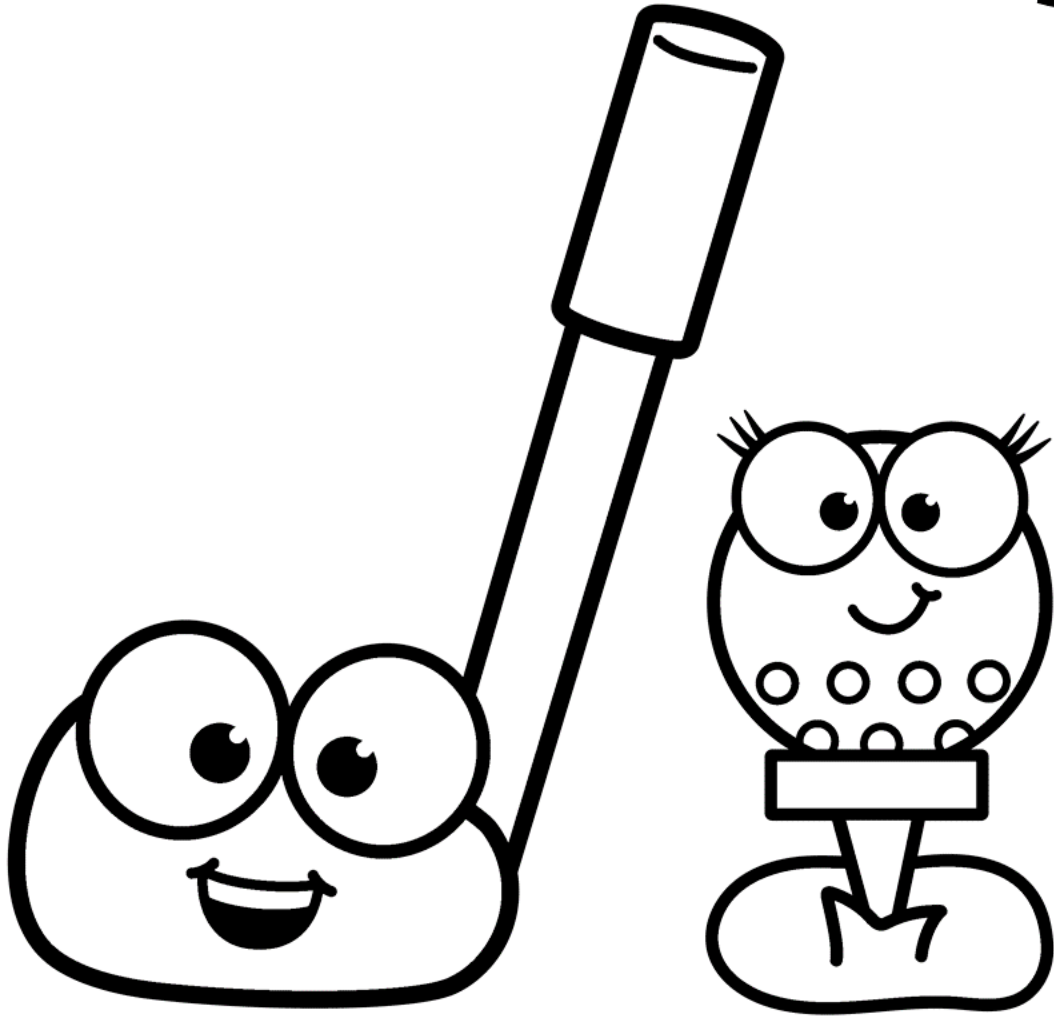
One friend has strong will, and
the other helps them stay on
course.

Imagination & Action



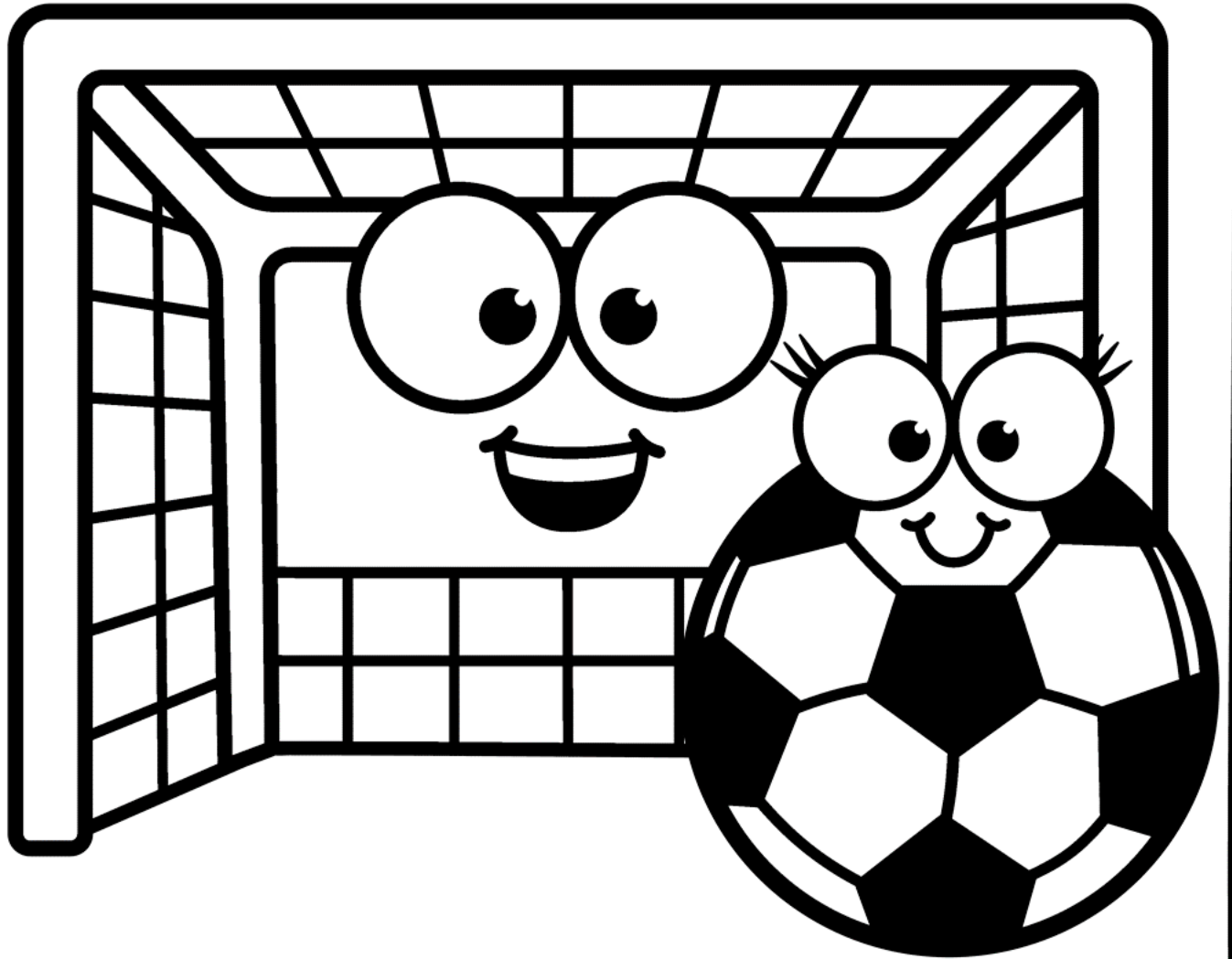
One friend dreams big, and the
other helps make it happen!

Confidence & Curiosity



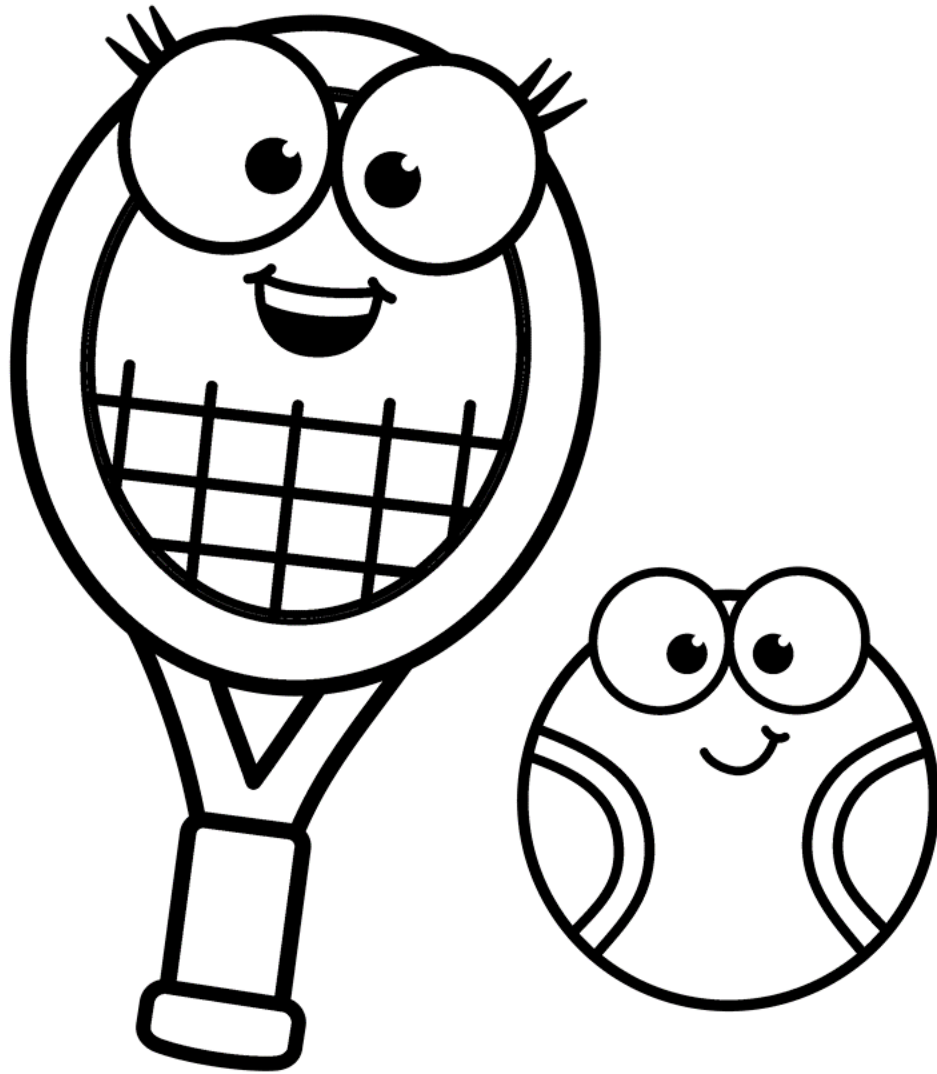
A curious friend explores ideas,
and the confident friend keeps
them steady on their feet.

Stability & Drive



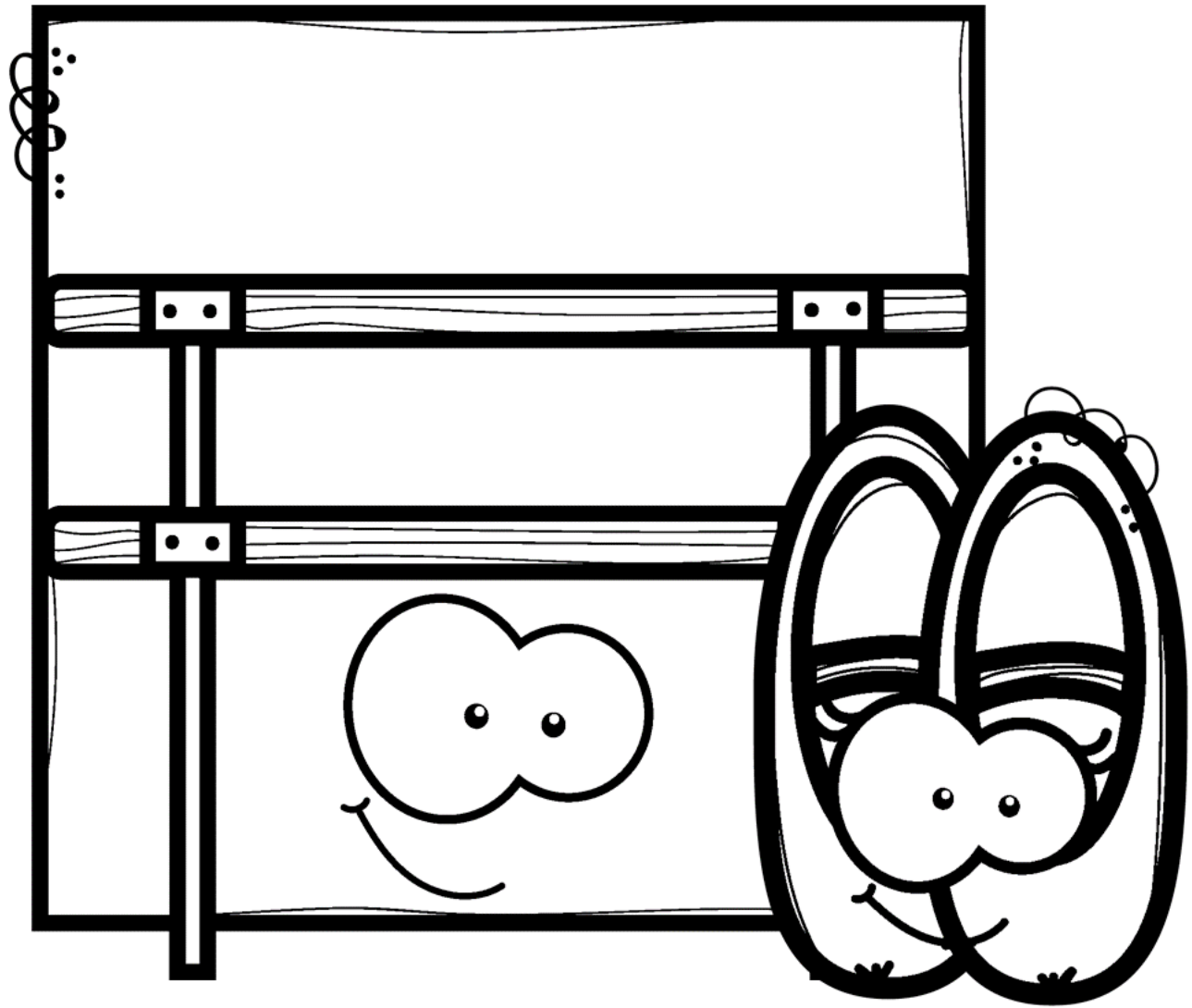
A go-getter friend pairs well with
one who helps them stay
grounded.

Positivity & Focus



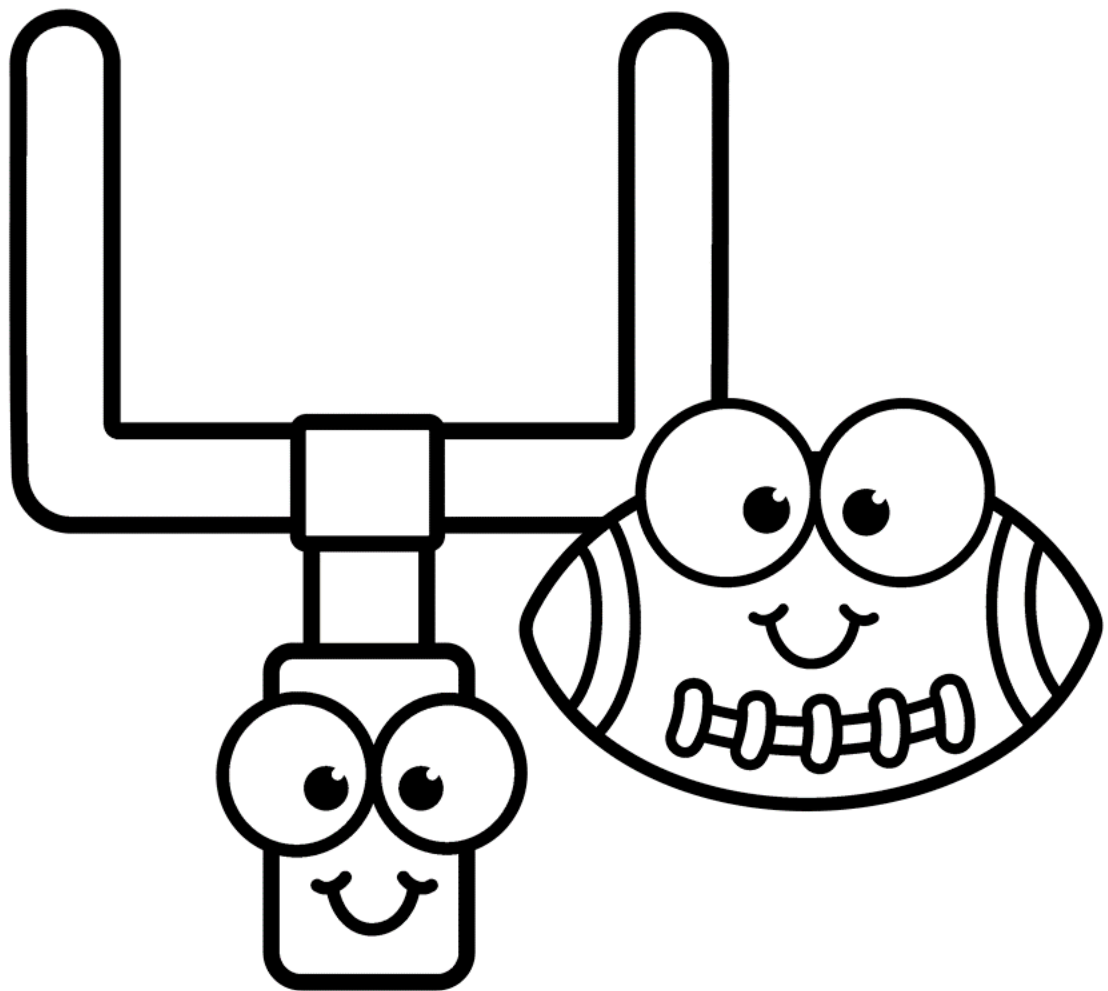
**A positive friend brings the
bounce, and the focused friend
helps guide the play.**

Boldness & Caution



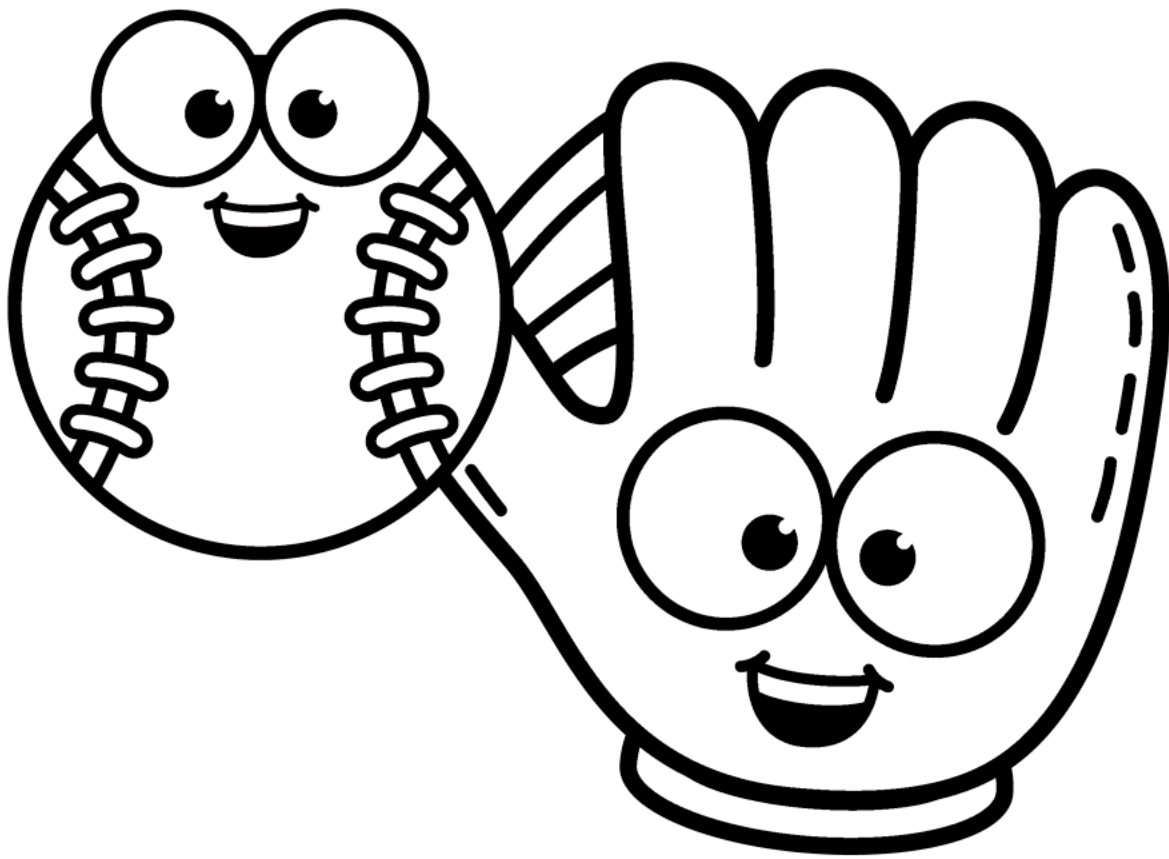
A brave friend pairs well with a
friend who keeps them safe and
makes wise choices.

Reliability & Fun



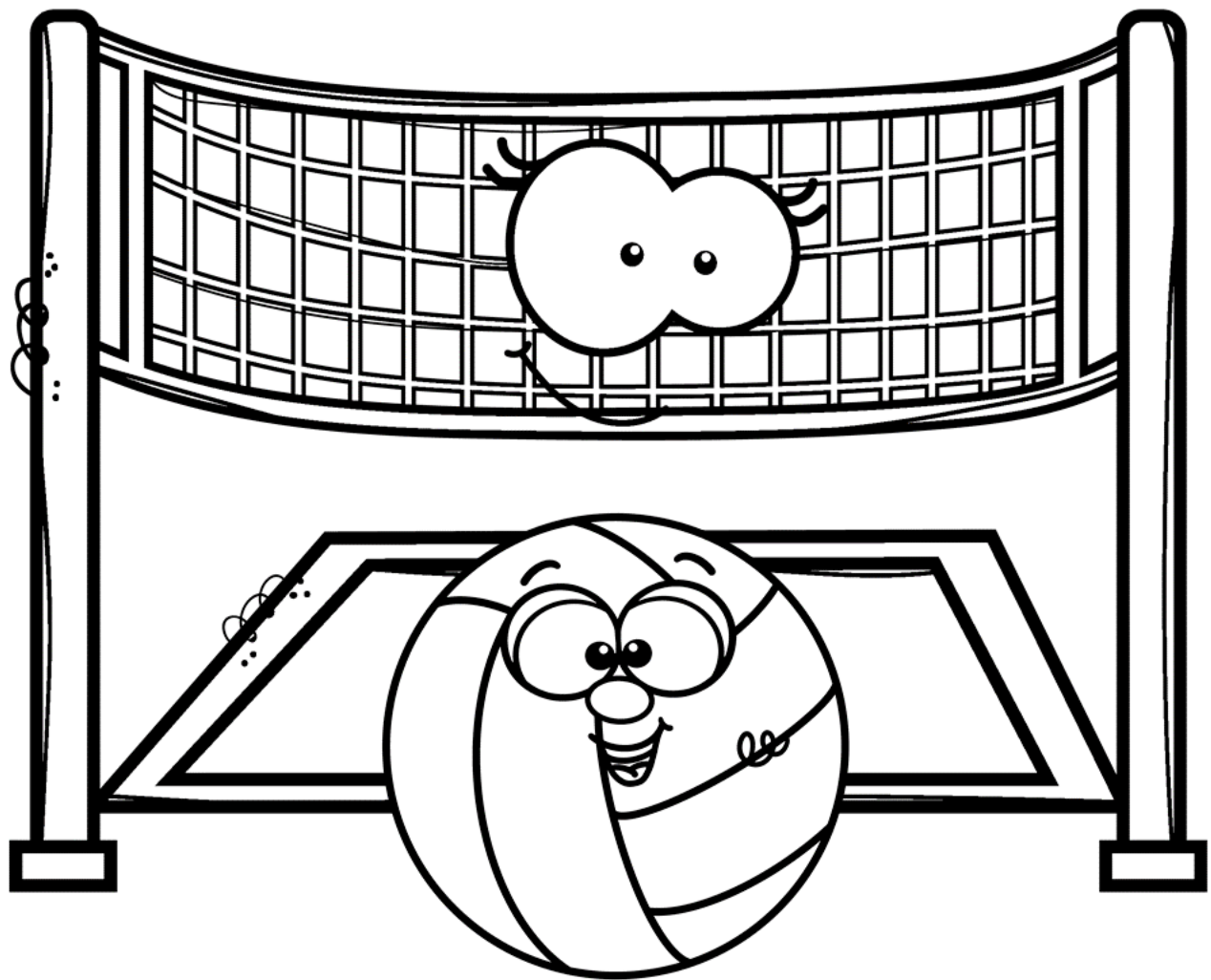
One friend brings joy and
movement, while the other keeps
things steady and going.

Adventure & Protection



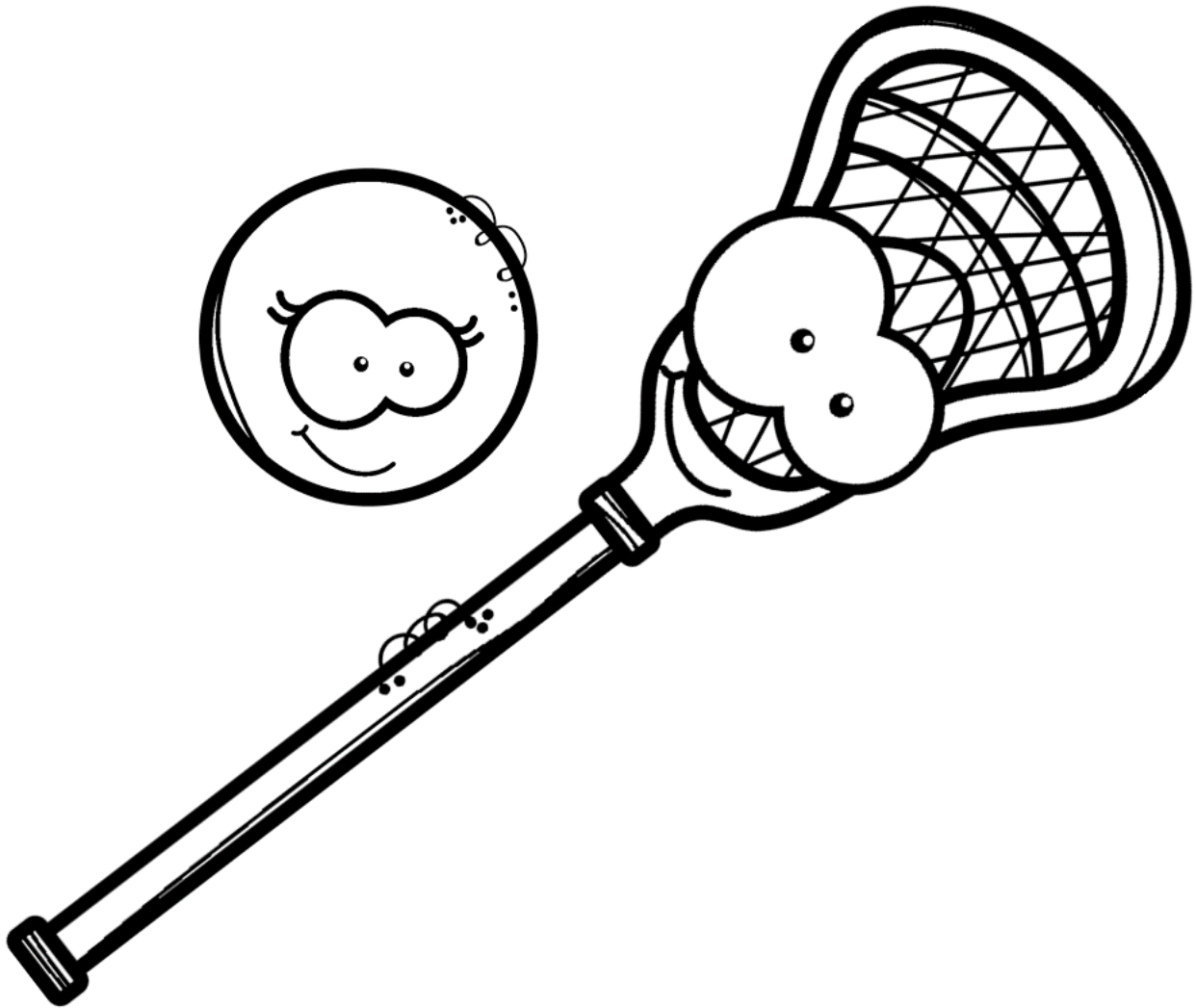
**Friends go on exciting journeys
and also help you feel safe when
you need to slow down.**

Good Listener & Expressive



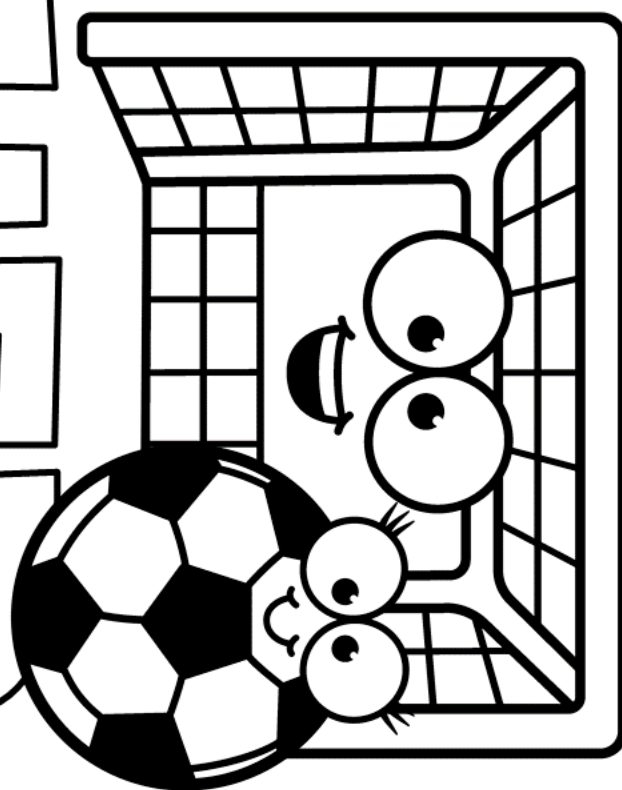
One friend shares their thoughts,
and the other listens with care.

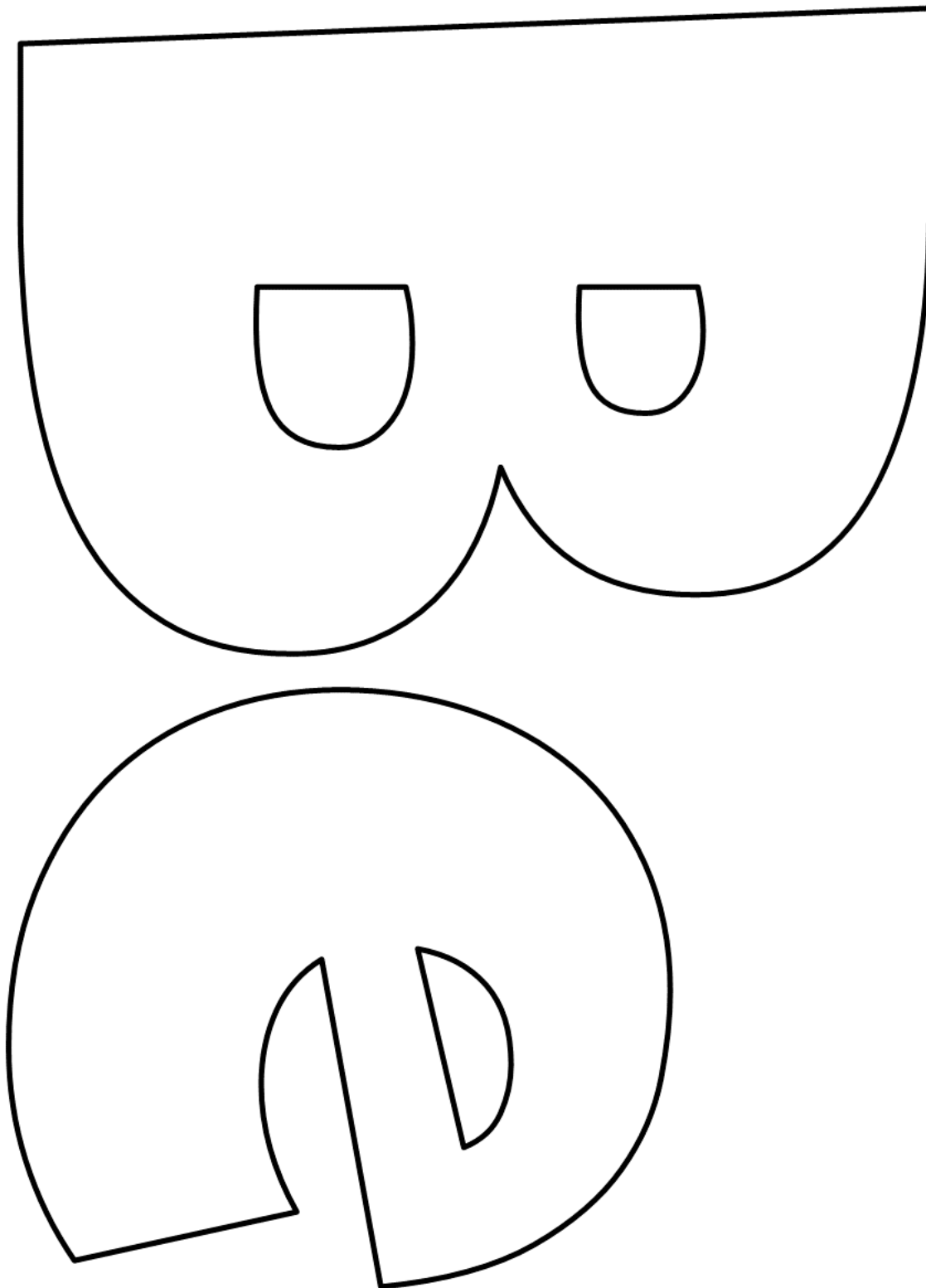
Bravery & Support

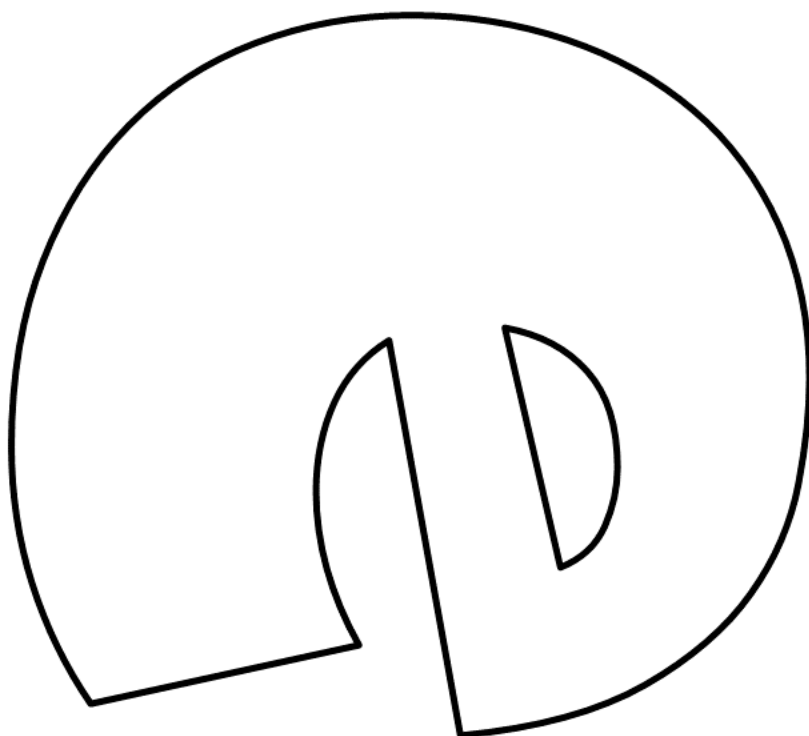
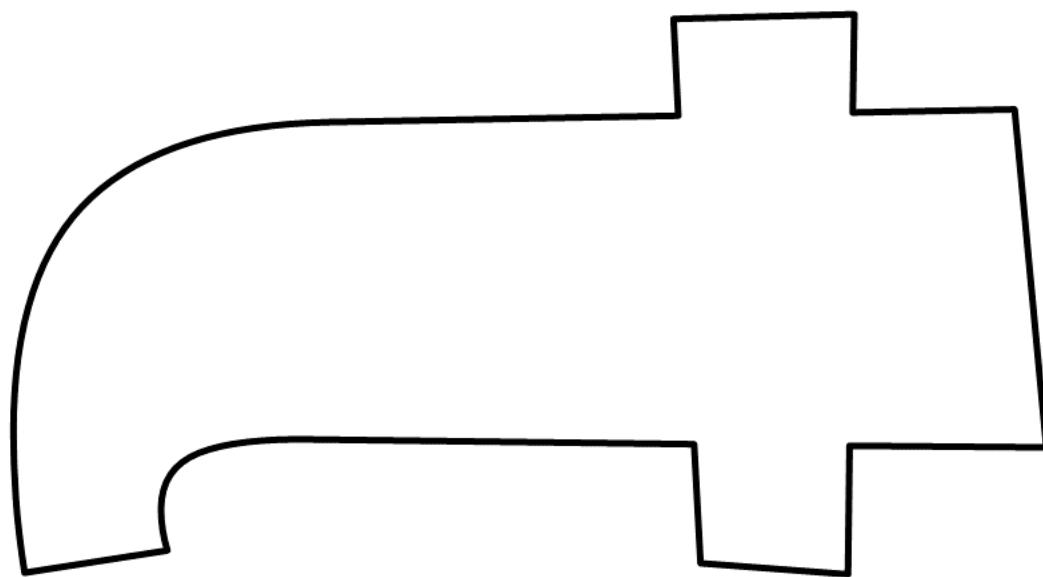
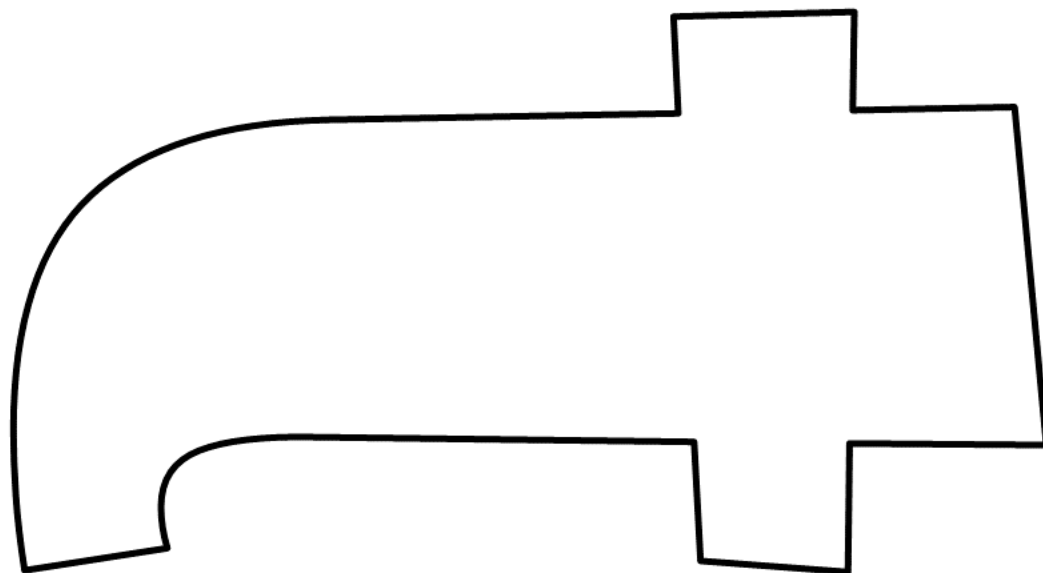


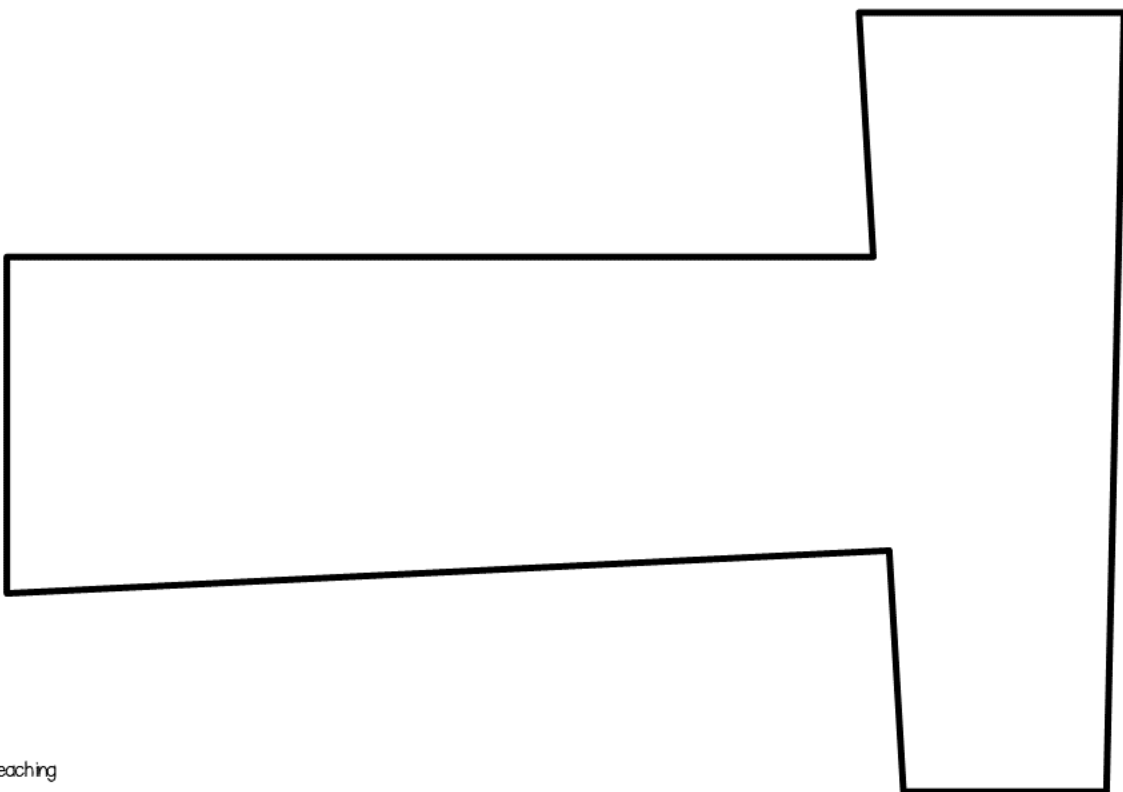
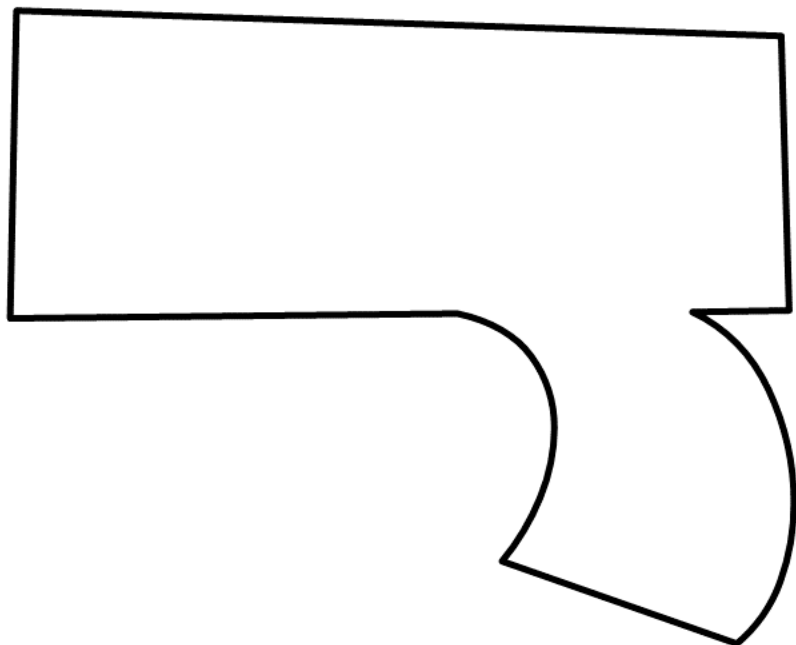
One friend takes risks, and the
other is there to catch and
support them.

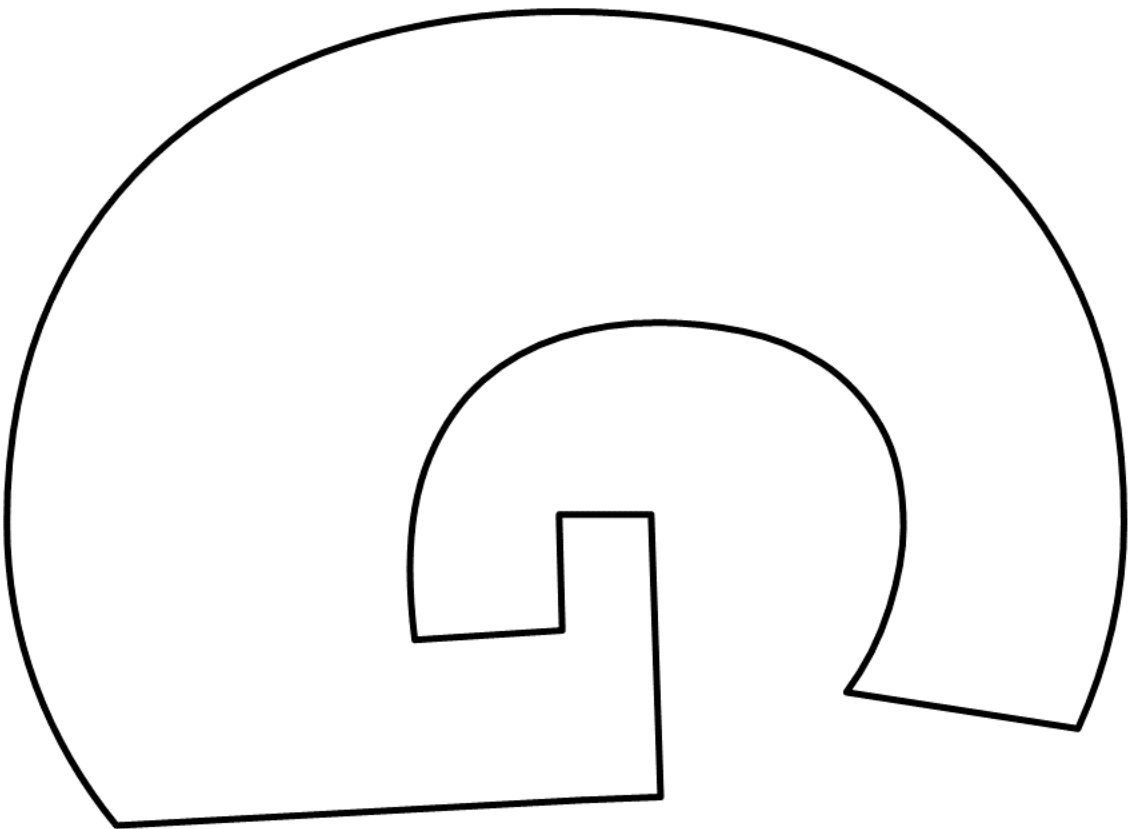
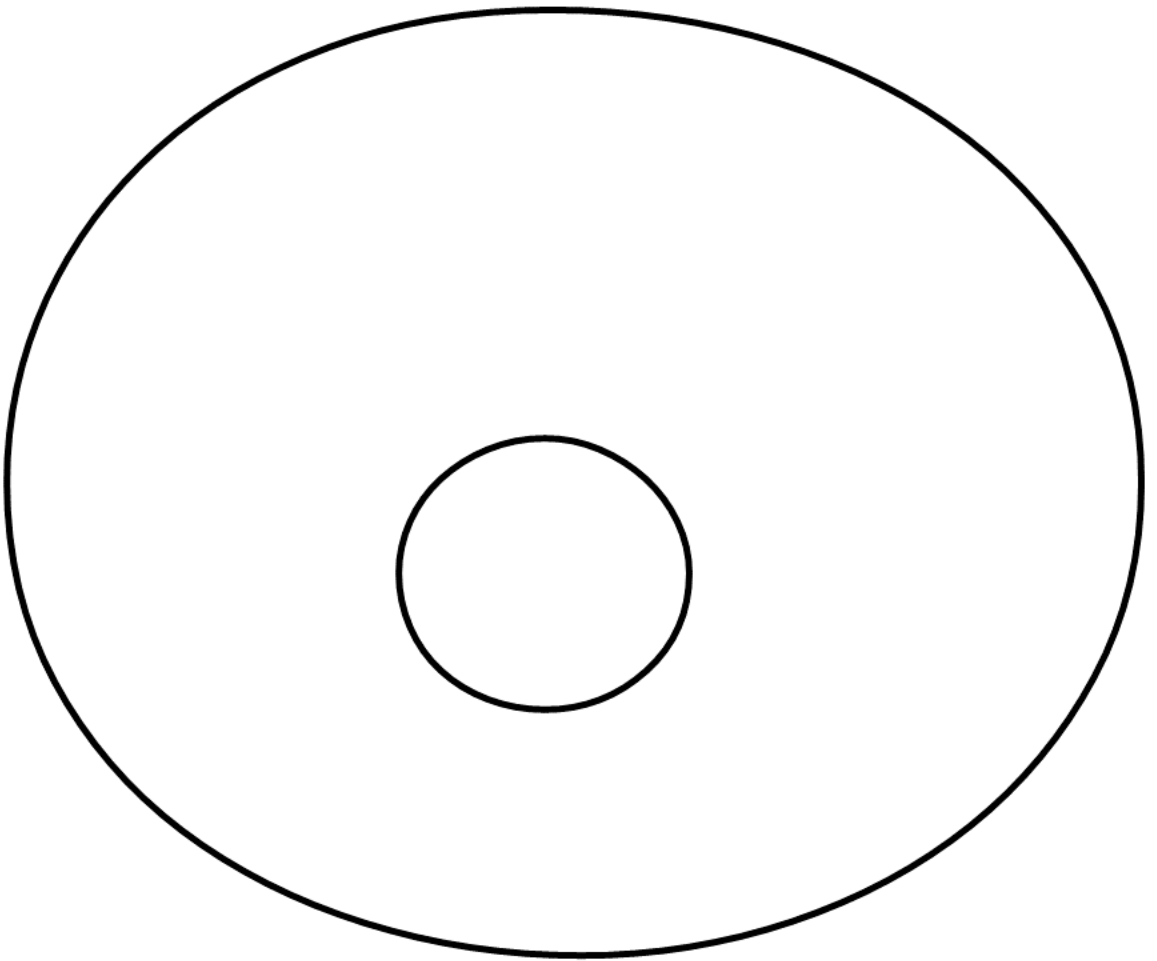
Beater
To Go

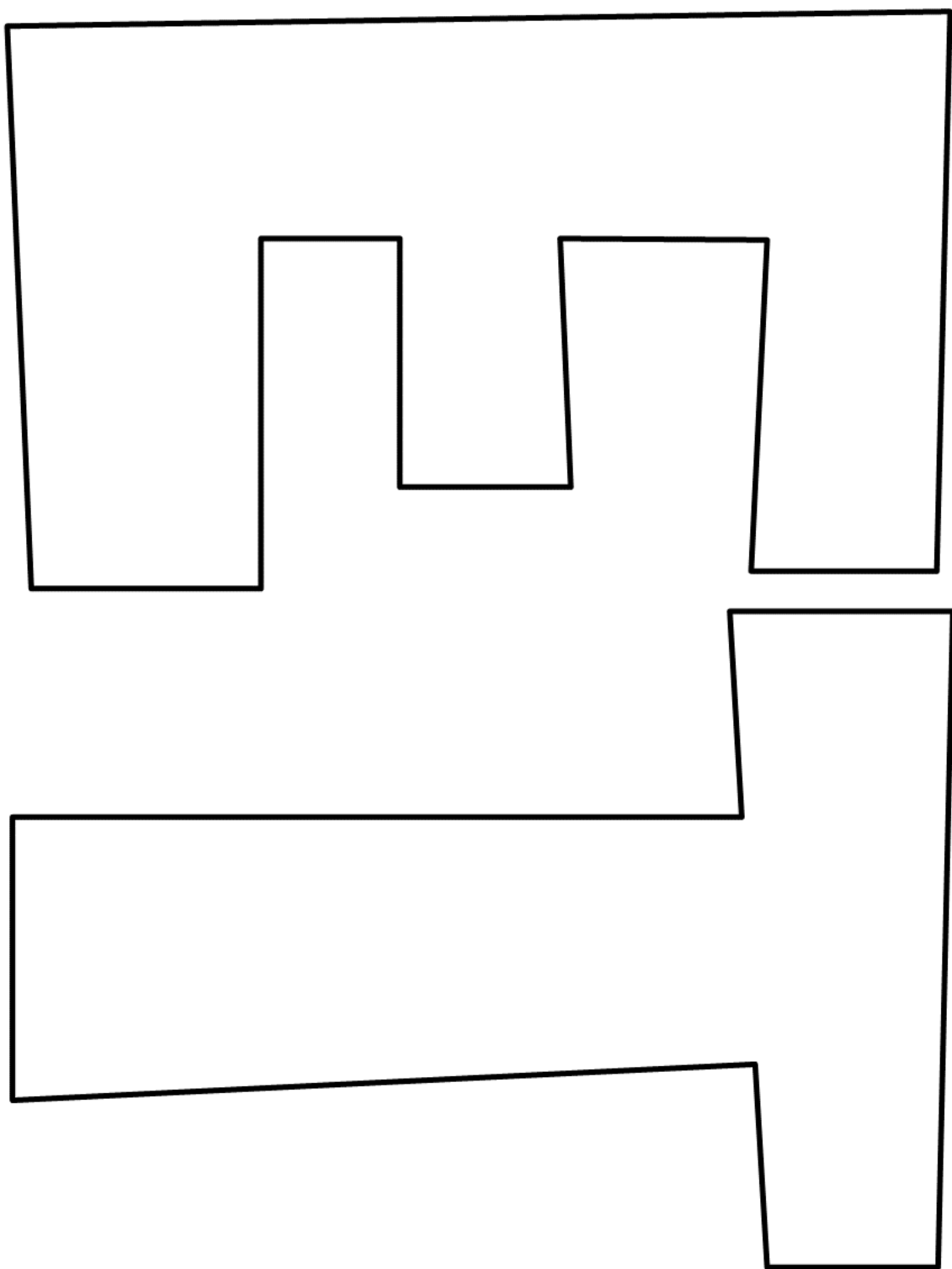


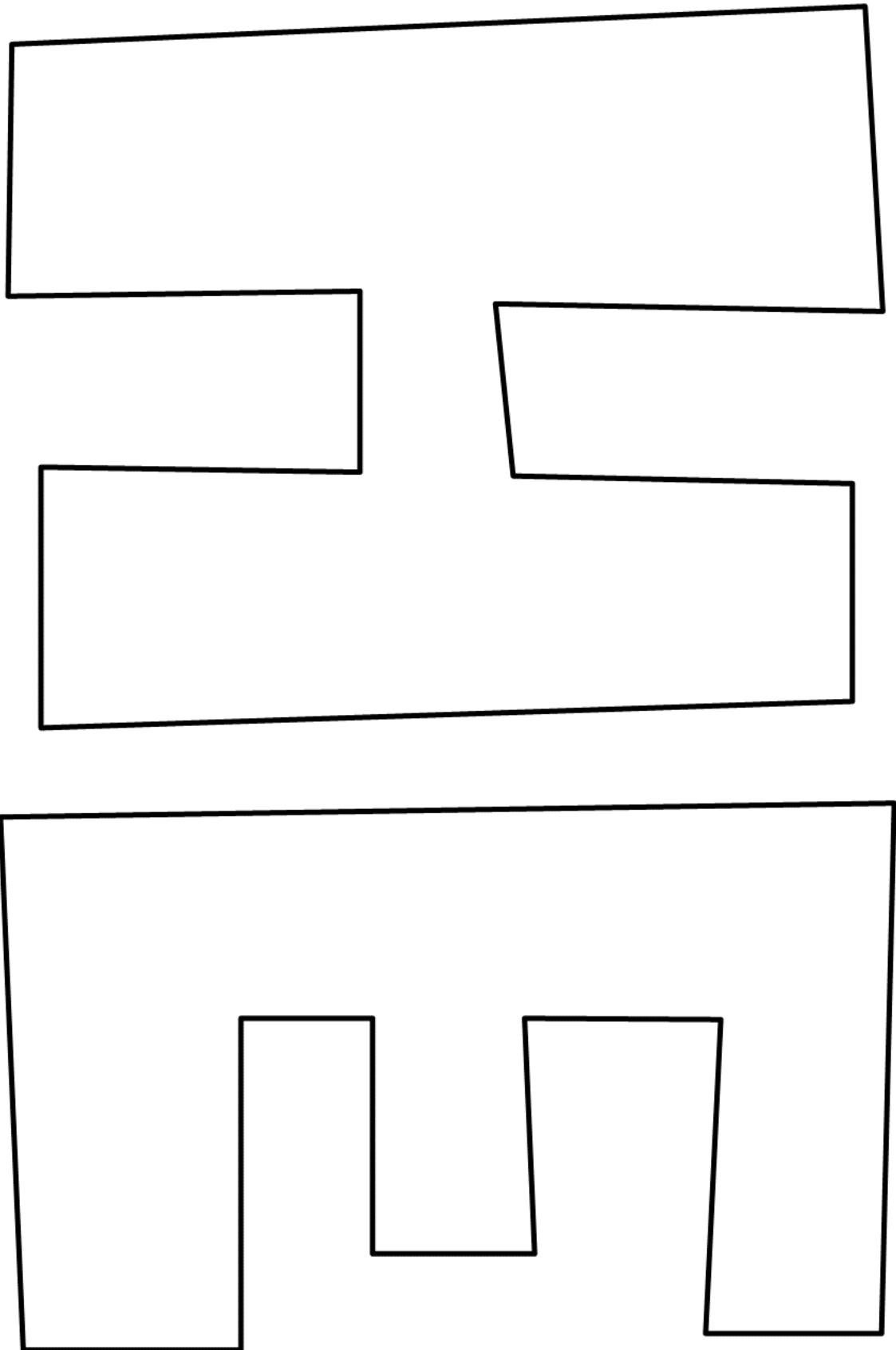


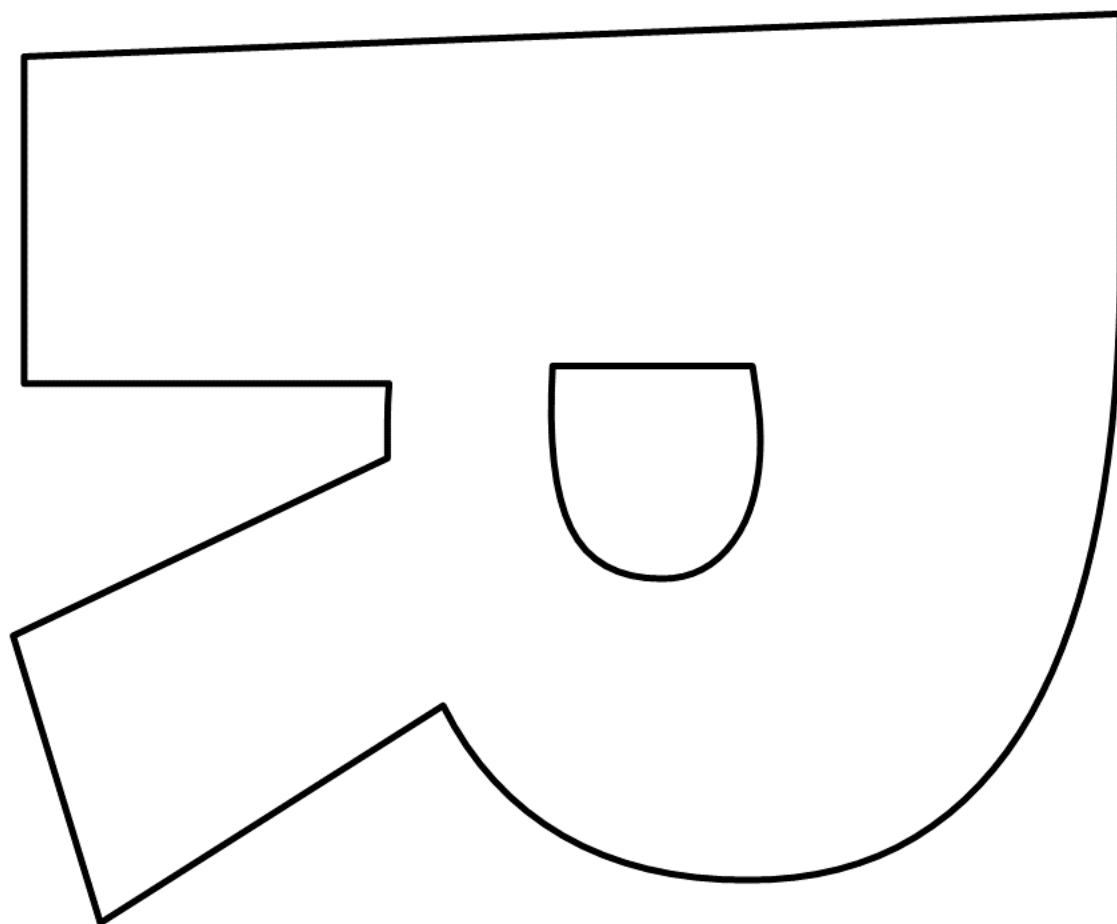


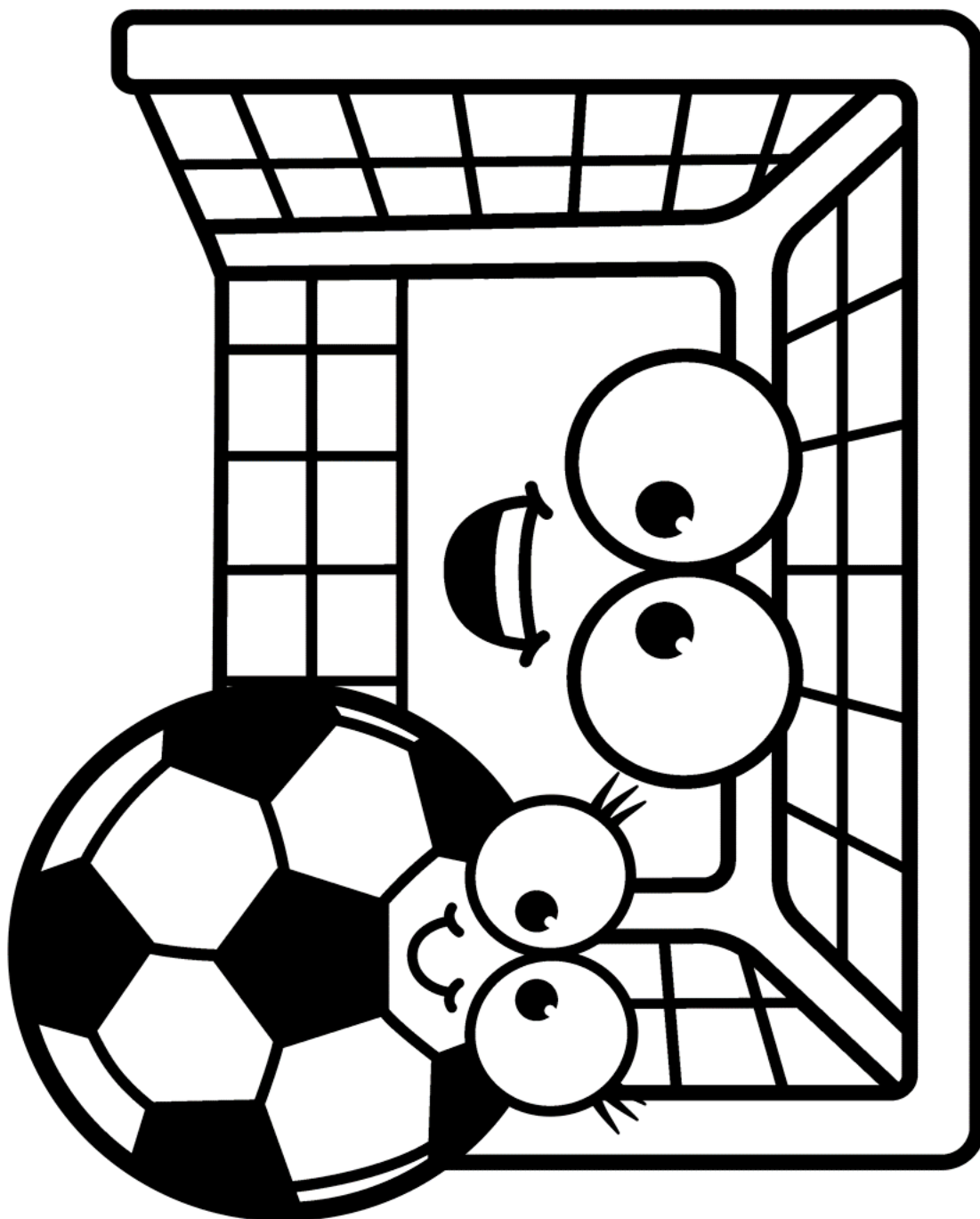












SESSION 5

Friendship Toolkit

SMALL GROUP Counseling

FRIENDSHIP

Objective:

- *Students will be able to identify friendship skills to use in given situations.
- *Students will practice using friendship skills in different scenarios.

Materials:

- *6 Tools for Friendship (one for each student).
- *Toolbox (one for each student).
- *Friendship Tools pages & scenarios.

Guiding Questions

- *Why is it important to learn friendship skills?
- *How can using friendship skills improve your relationships?

Activity Details:

- *Welcome the students back to the group and quickly review group rules.
- *"A tool is something we use to carry out a function, and to fix or build something. Today, we are going to learn about tools that help us make, keep, and grow friendships. We will learn about each tool and how we can use it to cope with friendship issues that come our way. An important part of life is knowing what tools you need to use and when." Show the group the Friendship toolkit paper, go through the different skills listed on there and what they mean. Then pass out the tools, make sure each student gets one of every tool (6 tools total). "I am giving you each the 6 tools with friendship skills on them, place them in your "toolbox" until you need to play them. As I read to you some different coping scenarios, I will ask you all to pick the tool out of your toolbox that you would use to cope in this scenario, and I will ask you why or to give an example. I will go first." Read out loud the first scenario. "You accidentally hurt your friend's feelings with a joke"...I would use the tool that says "Apologize" because I would want to say sorry for hurting my friend's feelings even if it was not intentional. Which one would you use?" Wait for everyone to put down a tool, ask why they chose that tool. Read the next scenario and have the students put down the tool they would use for each scenario and have them explain why and how they would use it. Everyone should pick back up their tool after each scenario, so they always have the 6 tools to choose from for every scenario.
- *Say "You all are becoming friendship superstars, next week we are going to learn about communication errors."

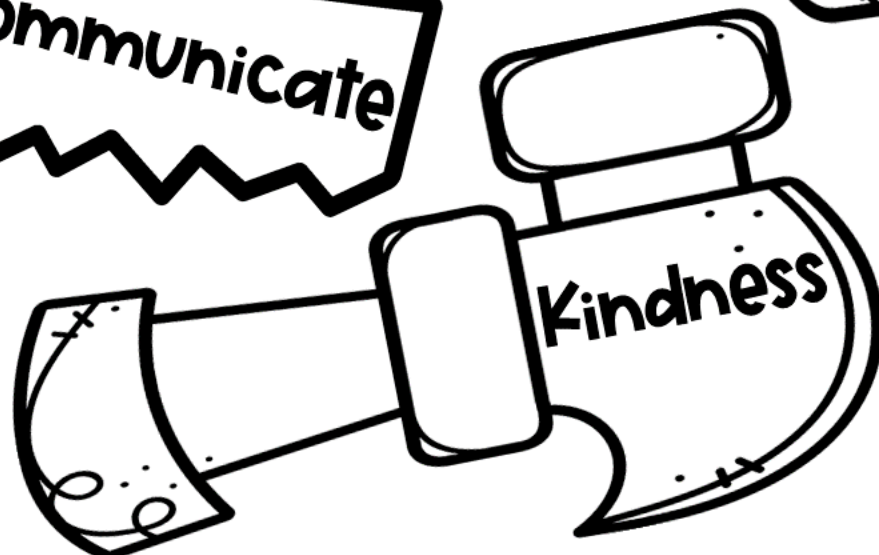
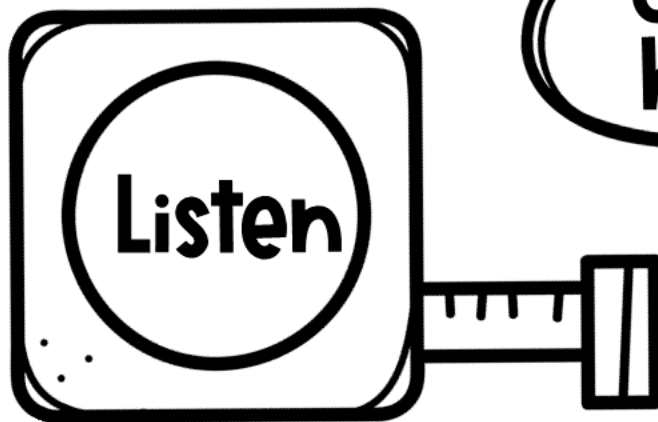
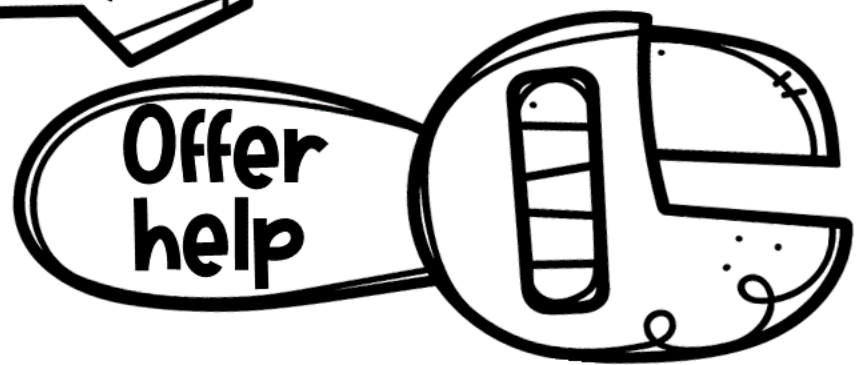
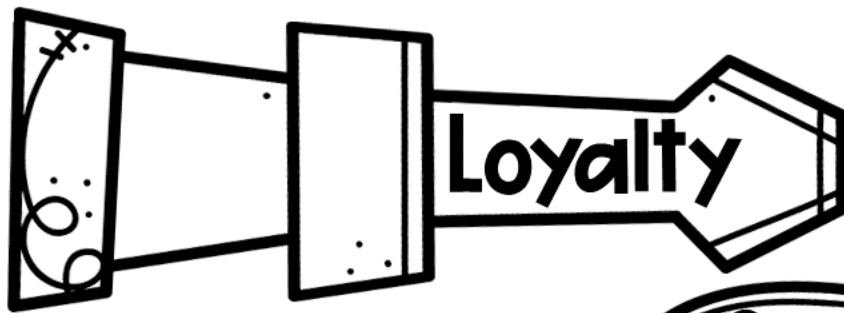
ASCA Standards Alignment:

- *Mindset: Belief in using abilities to their fullest to achieve high quality results and outcomes (M 5)
- *Social Skills: Effective collaboration and cooperation skills. (B-SS 6)
- *Social Skills: Social maturity and behaviors appropriate to the situation and environment. (B-SS 9)

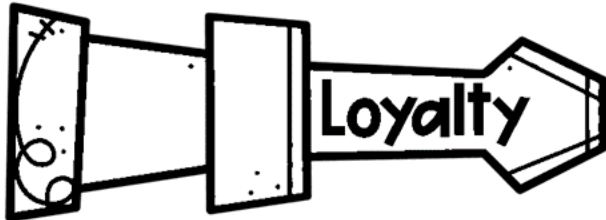
SEL Competencies:

- *Relationship skills: Teamwork, Relationship building, social engagement, communication.
- *Responsible decision making: Identifying problems, analyzing situations, solving problems.

Tools for FRIENDSHIP

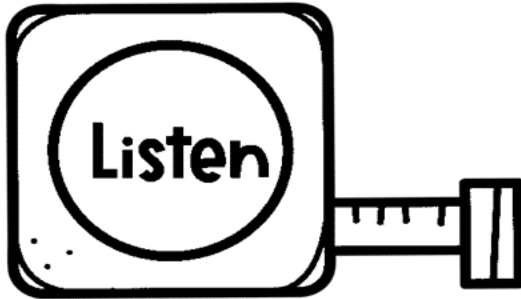
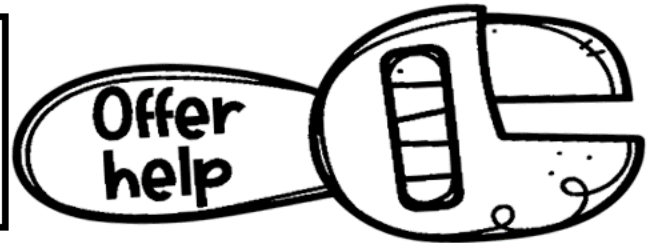


Tools for FRIENDSHIP



Stick up for your friend, keep their secrets, and stay by their side, even when things get tough.

Offer to help when your friend is struggling, share what you have, or ask, "Do you need help?" and be ready to support them.



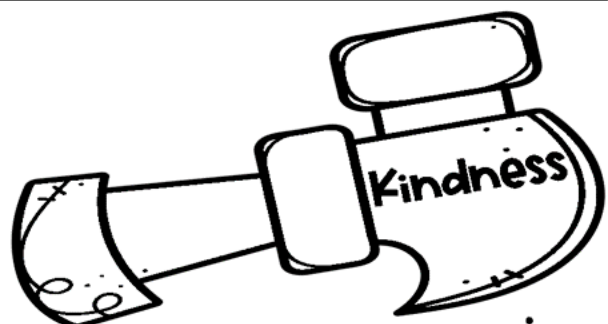
Be quiet while your friend talks, look at them, and think about what they're saying. Show you care by nodding, asking questions, or saying, "I understand."

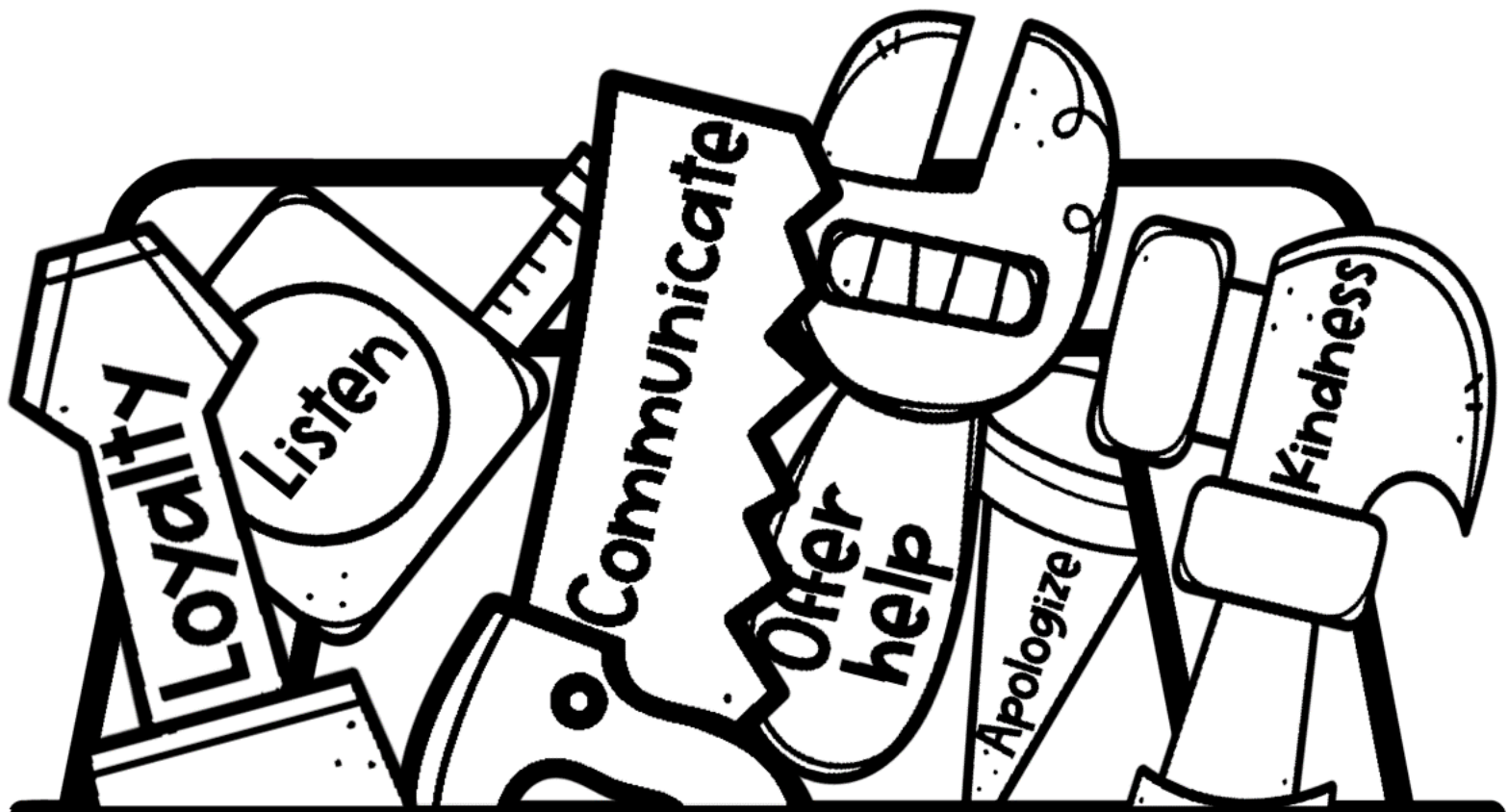
When you hurt someone's feelings, say "I'm sorry," explain what you did, and try to make it right with kind actions.



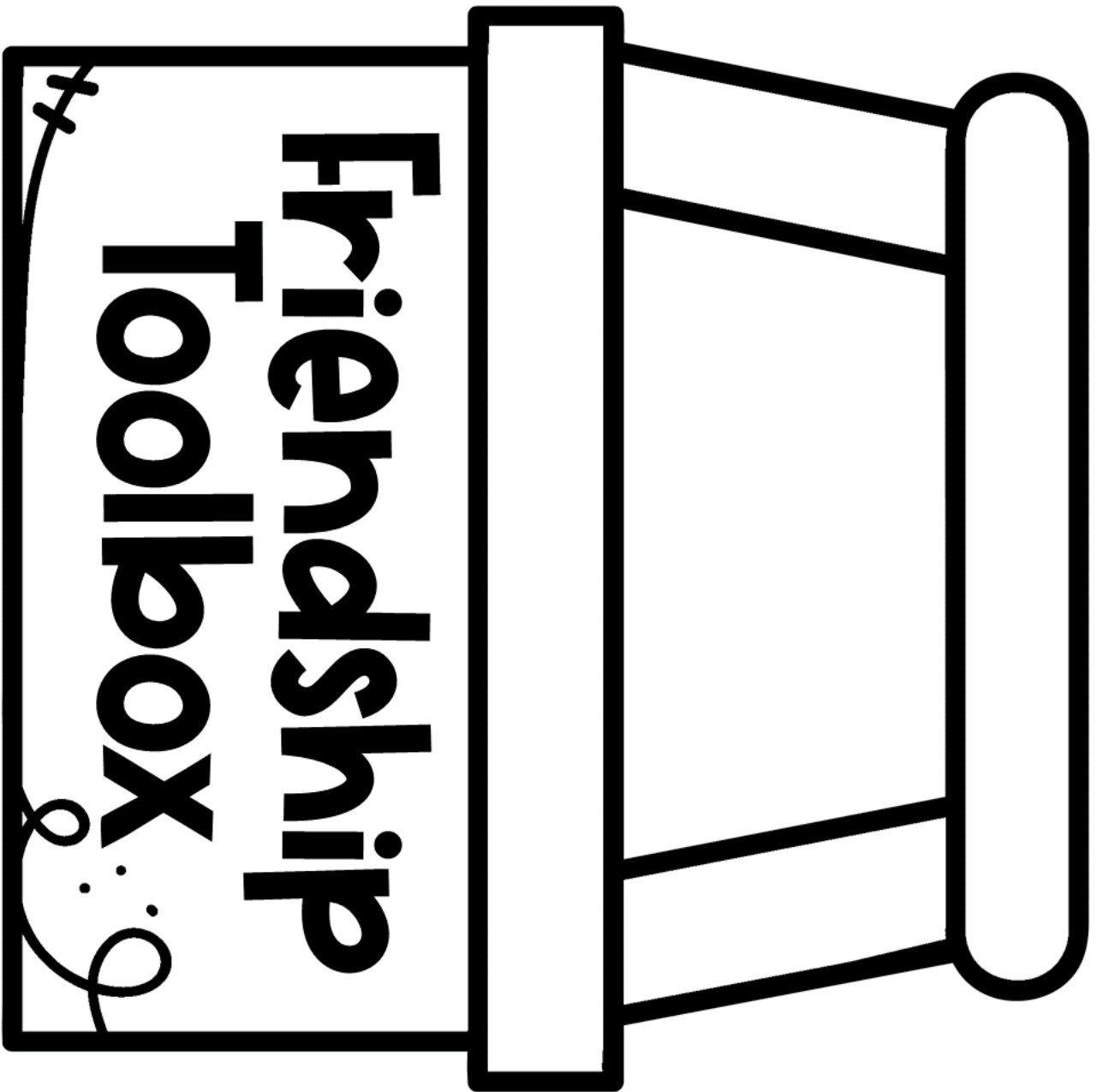
Use kind words to share how you feel and ask questions to learn how your friend feels. Look at them when you talk and take turns speaking.

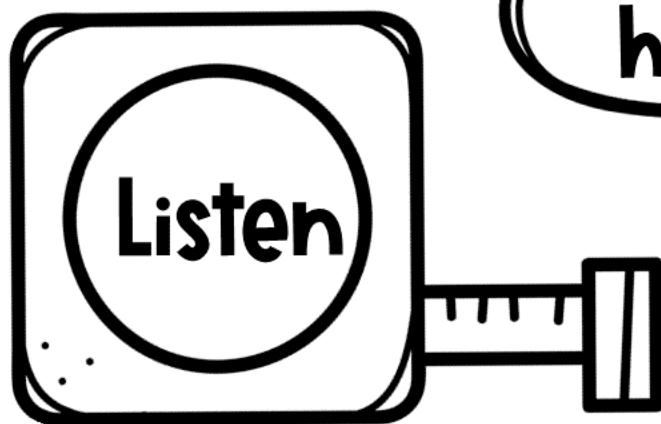
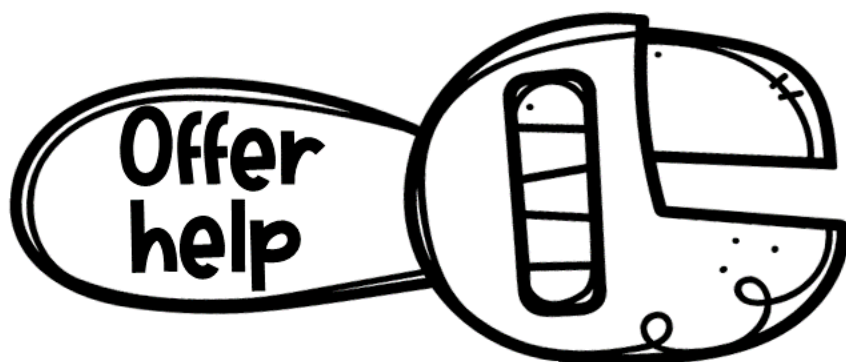
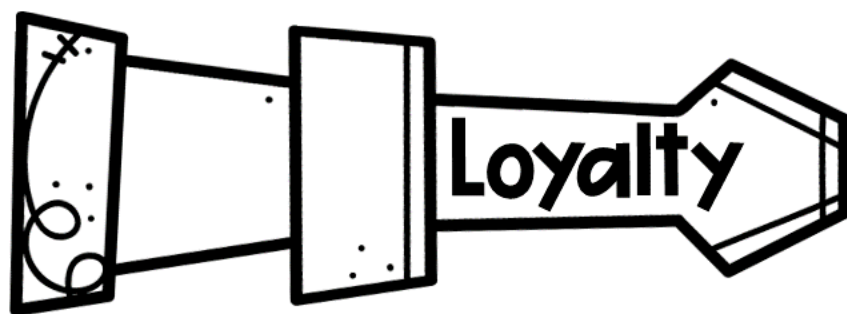
Say nice things, smile, give compliments, include others, and do small things to make your friend feel happy and loved.





Friendship Toolbox





Friendship Scenarios

Which tool would you use?



You hear someone say something unkind to your friend.



You knock over your friend's LEGO tower.



Your friend looks upset about something that happened.



You notice at the playground that a student is sitting alone and not playing with anyone.



You bump into your friend by accident.



Your friend forgot his soccer ball at home.



Your friend is upset because he cannot find his water bottle.

Friendship Scenarios

Which tool would you use?



Your friend lost the basketball game, and everyone is giving him a hard time.



You notice you accidentally cut in the line in front of your friend.



Your friend spills his crayons all over the floor.



You break your friend's toy that he lent you.



You see your friend struggling with a math problem that you think you can help with.



Your friend tells you a safe secret and asks you to not tell anyone.



Your friend is struggling to fix his broken toy car.

Friendship Scenarios

Which tool would you use?



You ask your friend what they would like to play first.



Your friend forgot their snack.



You promised to sit with his friend at lunch but forgot and sat somewhere else.



You feel left out when your friend wants to play with someone else.



You said something mean as a joke, but your friend didn't think it was funny.



You forgot to invite your friend to your birthday party.



Your friend keeps interrupting when you try to talk.

Friendship Scenarios

Which tool would you use?



You made plans with two friends at the same time.



Your friend took your spot in the basketball game without asking.



Your friend tells you that they had a terrible day.



You are upset because your friend didn't say "thank you" after you shared a snack.



Your friend accidentally hurt you while playing tag and didn't say sorry.



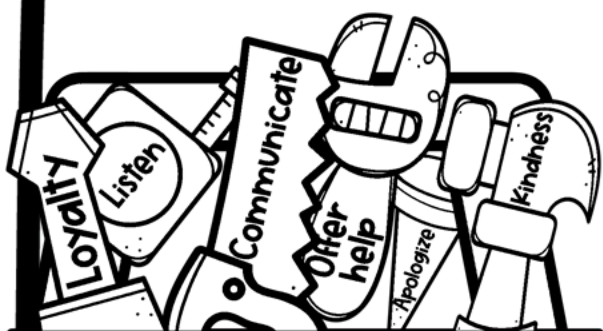
A classmate tells you not to speak to your friend anymore because they aren't "cool".



Your friend keeps ignoring you during practice.

What Friendship tool do you think you are the best at using and why?

What Friendship tool do you want to try to use more and why?



Are there any Friendship tools that you find do not help you?

What other Friendship tools do you use to help you (that are not listed)?

**Friendship
Toolbox**

SESSION 6

Friendship Mission Control

SMALL GROUP
Counseling 
FRIENDSHIP

Session Objective:

Identify the difference between good and bad communication with friends.

Materials:

- *Task cards (cut out).
- *Handouts, pencils.

Guiding Questions:

- *What are communication errors that can be made in friendships?
- *Why are communication skills helpful to growing friendships?

Activity Details:

- *Welcome the students back to the group and quickly review group rules.
- *Say: "Attention Space Crew! We've received a broken message from Friendship Command. They need our help to fix their communication signals! To complete the mission, we'll learn how to send and receive friendship messages clearly — just like real astronauts do in space!" Review pages 4-6 about communication errors.
- *Walkie-Talkie Error Activity: You can read the scenarios to students (page 7 and have them respond pressing the button on their walkie-talkie, using their Mission code to know which button to press) or you can give them pages 9-11 to have them complete the scenarios themselves. Say: "Astronauts, your walkie-talkies are picking up static from Friendship Command! Something's wrong with the communication signals. Your job is to identify the bad signal and press the button that can fix it!" Explain that every "bad communication" creates static in friendships, but they fix it by pressing the right button. "Astronauts, when you press the right buttons, your friendship signal becomes clear and strong! Listen well, use kind voices, speak honestly, and keep your friendship in orbit!" "Even astronauts lose connection sometimes, but they fix their signal. Good friends do the same, they listen, speak kindly, and keep the friendship line clear."
- *Planet activity: "Each planet represents a communication skill that helps keep friendships in orbit!" Review page 13, place page 12 in the center of the table. Read the scenario task cards and have students decide which "planet" to visit based on what is happening in the scenario. After, have them complete the reflection pages 17-18.
- *Use the posters to display around the classroom/office. The posters are also great to use as coloring sheets (printed in black and white).
- *Say "You are becoming friendship superstars, next week we are going to learn about mean guys."

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- *Behavior: Social Skills: Effective oral and written communication skills and listening skills (B-SS 1)
- *Behavior: Social Skills: Positive, respectful and supportive relationships with students who are similar to and different from them. (B-SS 2)

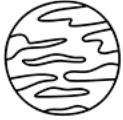
SEL Competencies:

- *Social-awareness: Perspective-taking, respect for others.
- *Relationship building: Relationship building, communication, social engagement.
- *Responsible Decision-Making: Solving problems, evaluating, reflecting.

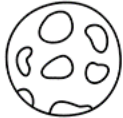
Top 10 Communication Skills



1. Active Listening: Look at your friend, stay quiet while they talk, and really pay attention to what they're saying.



2. Taking Turns Talking: Wait for your friend to finish before you speak – everyone gets a turn to share.



3. Using Kind Words: Speak politely and kindly, even when you disagree.



4. Using "I Feel" Statements: Say how you feel without blaming others (example: "I feel left out when you don't include me").



5. Staying Calm: Take a deep breath before you respond so you don't yell or say something hurtful.



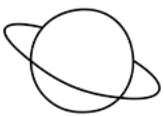
6. Asking and Clarifying: If you don't understand, ask questions like, "Can you explain that again?" or "What do you mean?"



7. Using Positive Body Language: Show you're listening with eye contact, nodding, and facing your friend.



8. Showing Empathy: Try to understand how your friend feels and show that you care.

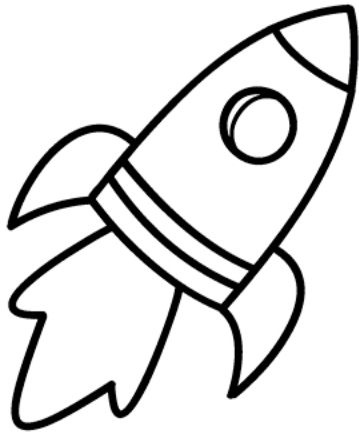


9. Being Honest and Clear: Tell the truth kindly and explain things in a way your friend can understand

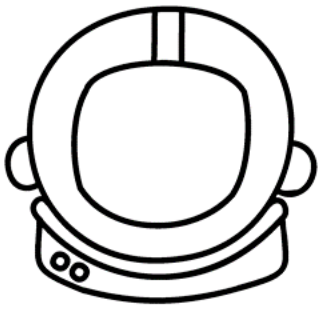


10. Giving Feedback Respectfully: If your friend did something that bothered you, tell them calmly and kindly.

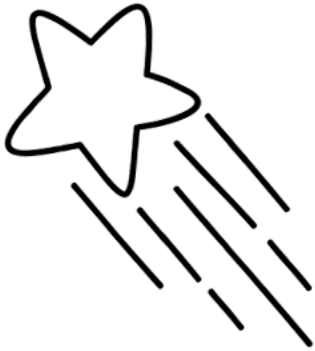
Communication Skills



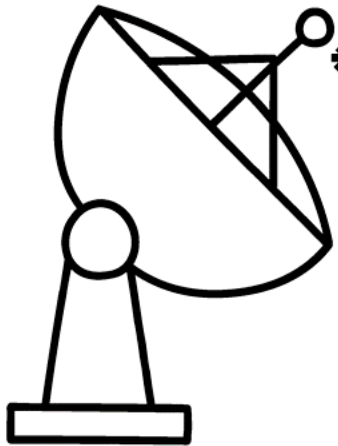
- *Active listening**
- *Taking turns talking**
- *Using kind words**
- *Using “I feel” statements**



- *Staying calm**
- *Asking and clarifying**
- *Using positive body language**



- *Showing empathy**



- *Being honest and clear**
- *Giving feedback respectfully**

Communication Errors



You're interrupting or not really listening – your friend's message gets lost in the noise.



You're talking too loudly or using a mean tone – your friend feels yelled at or disrespected.



You're ignoring your friend or not responding – it feels like you turned your walkie-talkie off.



You're keeping your feelings inside or blaming others – your friend doesn't know how you really feel.



You're being confusing or unclear – your message doesn't make sense or is hard to follow.

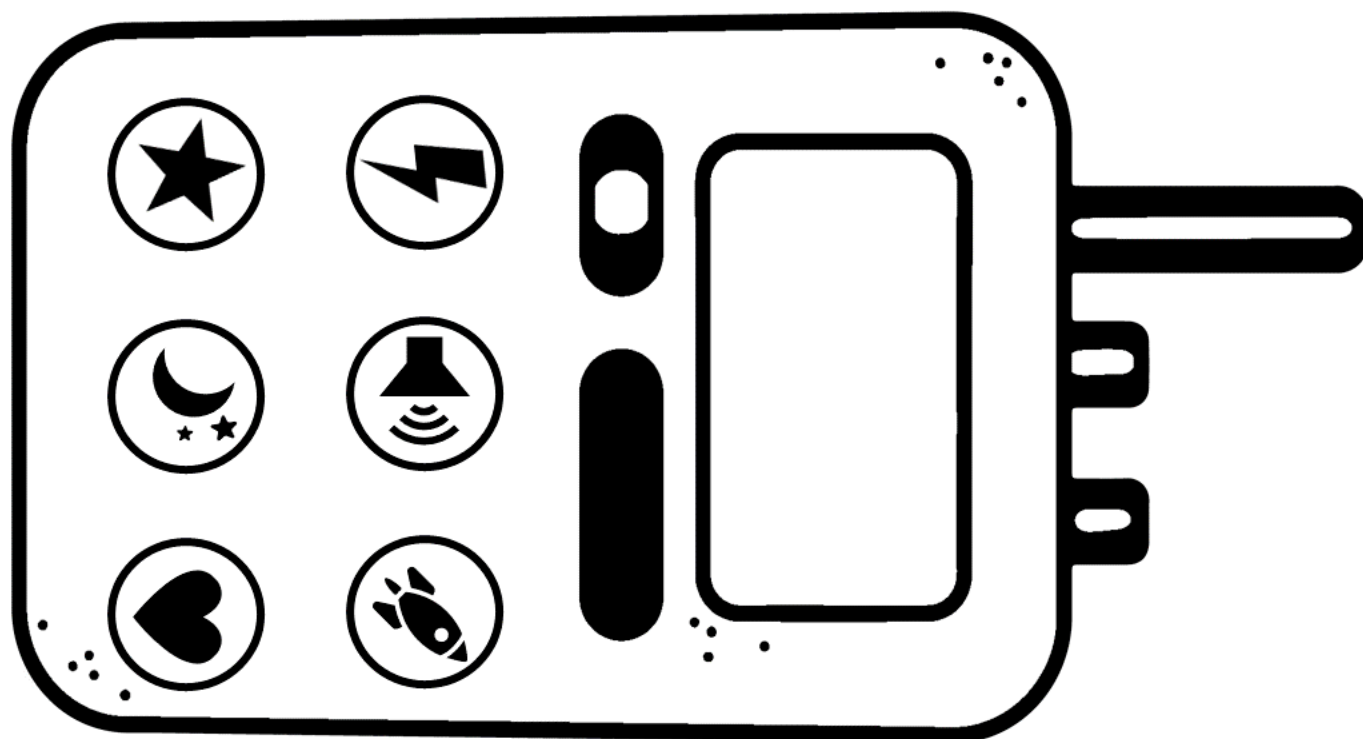


You're using hurtful or teasing words – your friend feels sad, embarrassed, or left out.

Friendship Communication Errors: Scenarios



1. You interrupt your friend's story because you're too excited to talk.
2. You roll your eyes when your friend answers a question.
3. You talk loudly and cut off your friend mid-sentence.
4. You tease your friend in front of others.
5. You shrug and say "Whatever" when your friend wants to talk.
6. You don't explain why you're upset.
7. You whisper to someone while your friend is talking.
8. You ignore your friend's text.
9. You blame your friend when something goes wrong.
10. You don't say "thank you" when your friend helps you.
11. You use sarcasm that hurts feelings.
12. You change the subject when your friend shares a problem.
13. You don't make eye contact when your friend is speaking.
14. You mumble or talk too fast to understand.
15. You sigh loudly when your friend asks a question.



Friendship Mission Code

Button



Static Button

Meaning

Talking over others

Positive Fix

Listen first, then respond



Volume Button

Yelling or rude tone

Use a calm, respectful voice



Mute Button

Not answering or ignoring

Acknowledge and respond kindly



Message Button

Not saying how you feel

Use "I feel" statements



Signal Button

Confusing or unclear message

Explain your thoughts clearly



Kindness Button

Hurtful words or teasing

Choose kind, friendly words

Friendship

Communication Errors



Read the scenario and decide which communication error was made (button to press) and how to fix it.

Bad Communication	Button to Press	Friendship Fix
1. You walk away when your friend is talking.		
2. You roll your eyes when your friend answers a question.		
3. You talk loudly and cut off your friend mid-sentence.		
4. You tease your friend in front of others.		
5. You shrug and say "Whatever" when your friend wants to talk.		

Friendship

Communication Errors



Read the scenario and decide which communication error was made (button to press) and how to fix it.

Bad Communication	Button to Press	Friendship Fix
6. You don't explain why you're upset.		
7. You whisper to someone while your friend is talking.		
8. You ignore your friend's text.		
9. You blame your friend when something goes wrong.		
10. You don't say "thank you" when your friend helps you.		

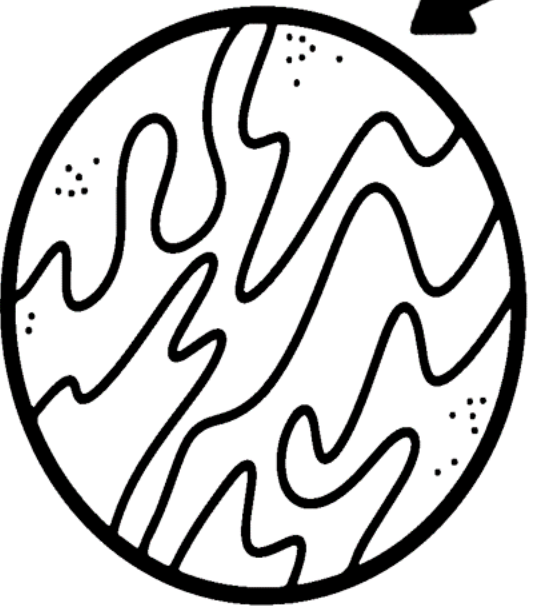
Bad Communication	Button to Press	Friendship Fix
11. You use sarcasm that hurts feelings.		
12. You change the subject when your friend shares a problem.		
13. You don't make eye contact when your friend is speaking.		
14. You mumble or talk too fast to understand.		
15. You sigh loudly when your friend asks a question.		

planet

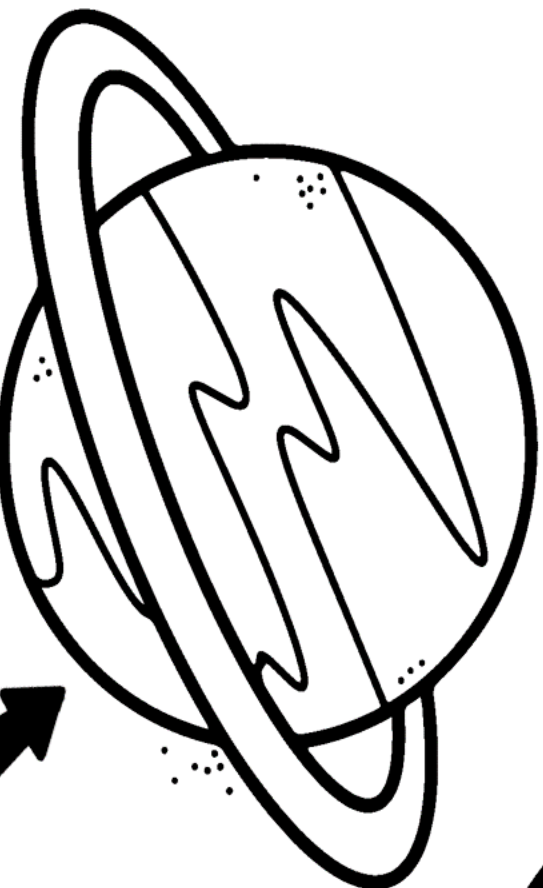


Honestheart

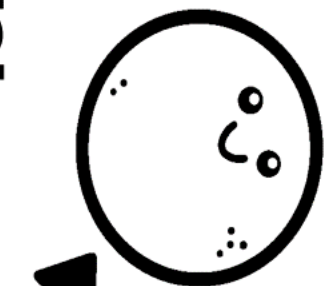
Kindwords



planet



Bodytalk



planet Listenwell



Planet Listenwell

Mission Skill: Focus on listening carefully

- Stop and look at your friend when they talk.
- Don't interrupt—wait for your turn.
- Show you're listening by nodding or saying, "I get it."



Planet Kindwords

Mission Skill: Focus on using kind, respectful words

- Use respectful words and a calm tone.
- Say thank you, please, and kind compliments.
- Think before you speak—words can build or break friendships!



Planet Bodytalk

Mission Skill: Focus on nonverbal communication (facial expressions, tone, body language)

- Face your friend and use kind facial expressions.
- Keep your body calm and your eyes on the speaker.
- Smile, wave, or give a thumbs-up to show you care.



Planet Honestheart

Mission Skill: Focus on expressing feelings truthfully

- Be honest, but gentle with your words.
- Use "I feel..." statements to share your emotions.
- Keep promises and tell the truth, even when it's hard.

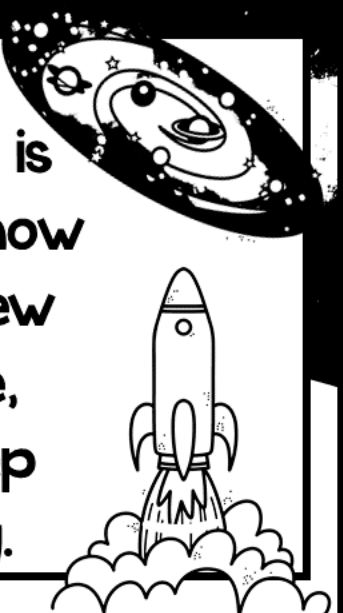
**Your friend
says something
that hurts your
feelings.**



**Your friend is
sad and sitting
alone, but you
can tell by their
face they want
someone to talk
to.**



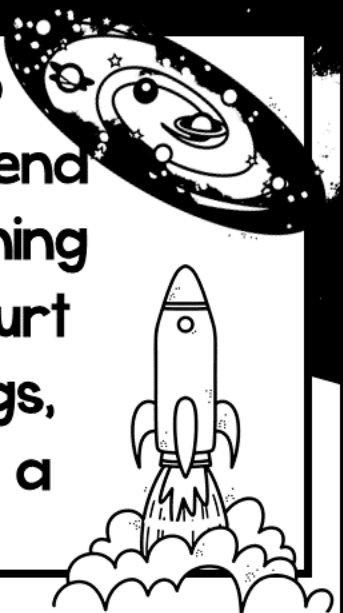
**Your friend is
explaining how
to play a new
video game,
but you keep
interrupting.**



**You accidentally
knock over your
friend's art
project. You say,
"I'm sorry. I
didn't mean to."**



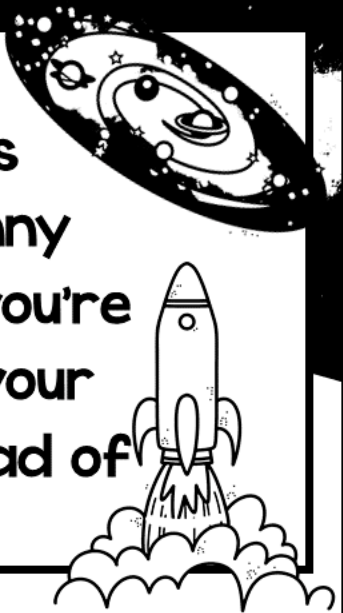
**You want to
tell your friend
that something
they said hurt
your feelings,
but you use a
calm voice.**



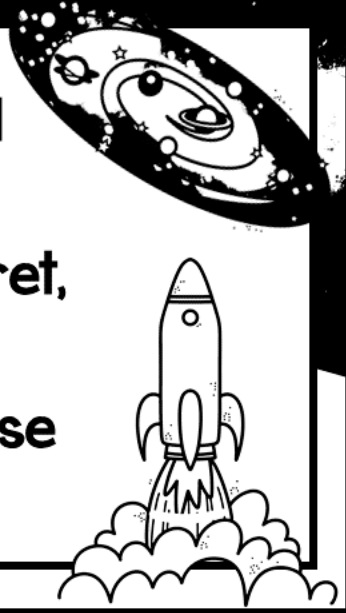
**Your friend
shares good
news about
making the soccer
team. You smile
and say, "That's
awesome!"**



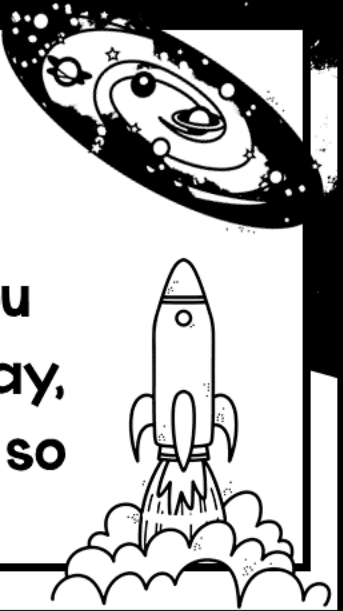
**Your
classmate is
telling a funny
story, but you're
looking at your
tablet instead of
listening.**



**Your friend
asks you to
keep a secret,
but you tell
someone else
anyway.**



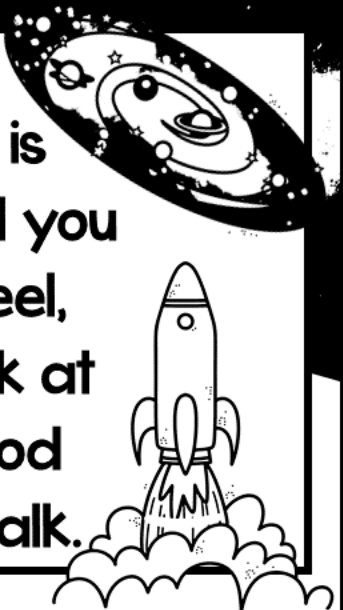
**Your friend
gives you a
gift, and you
smile and say,
"Thank you so
much!"**



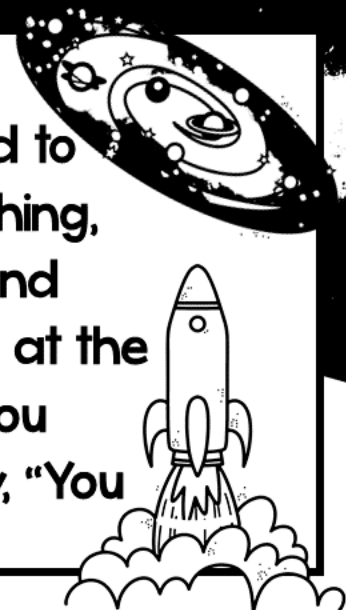
**You're mad at
your friend and
cross your
arms, roll your
eyes, and turn
away.**



**Your friend is
trying to tell you
how they feel,
and you look at
them and nod
while they talk.**



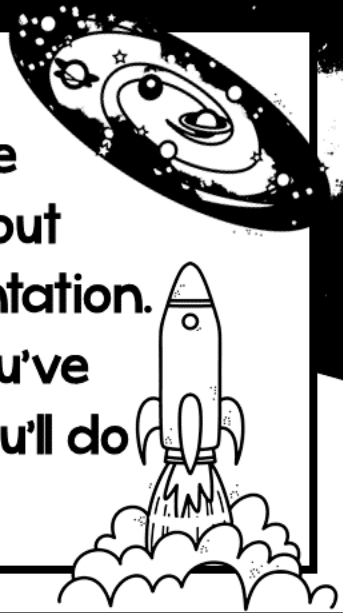
**You're excited to
share something,
but your friend
starts talking at the
same time. You
stop and say, "You
go first."**



You didn't like a joke your friend made, and you calmly say, "That hurt my feelings."



Your friend says they're nervous about their presentation. You say, "You've got this - you'll do great!"



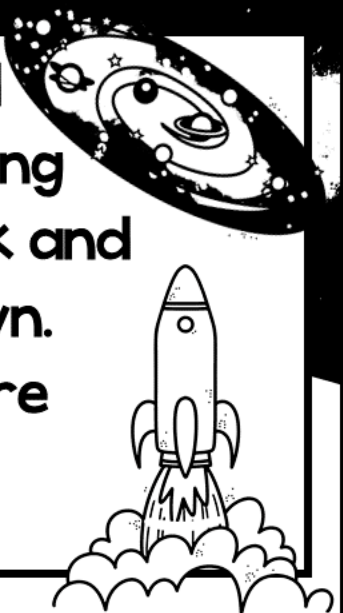
You're upset with your friend, but instead of yelling, you take a deep breath before you speak.



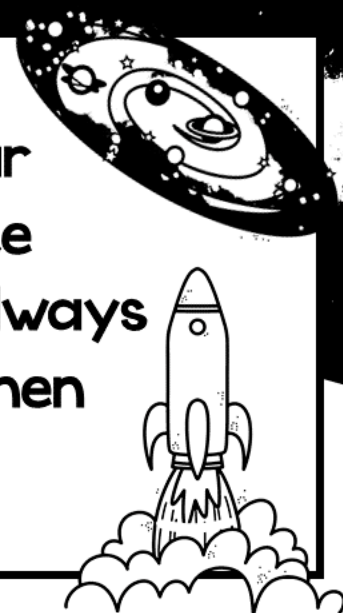
You tell your friend the truth even though it's hard, because you respect them.



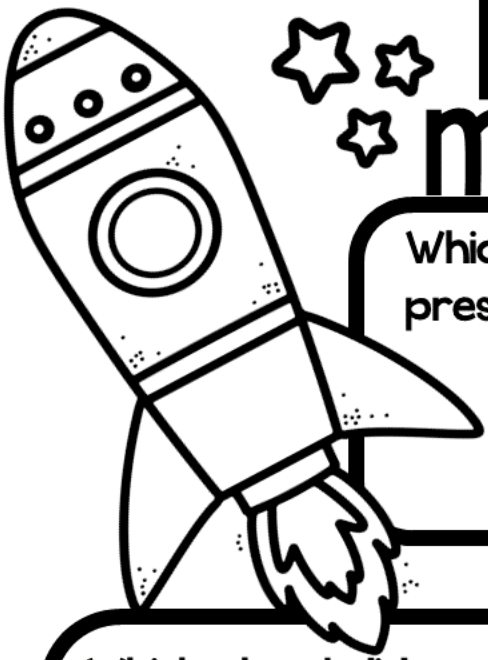
Your friend is quiet during group work and looking down. You ask, "Are you okay?"



You tell your friend, "I like how you always help me when I'm stuck."

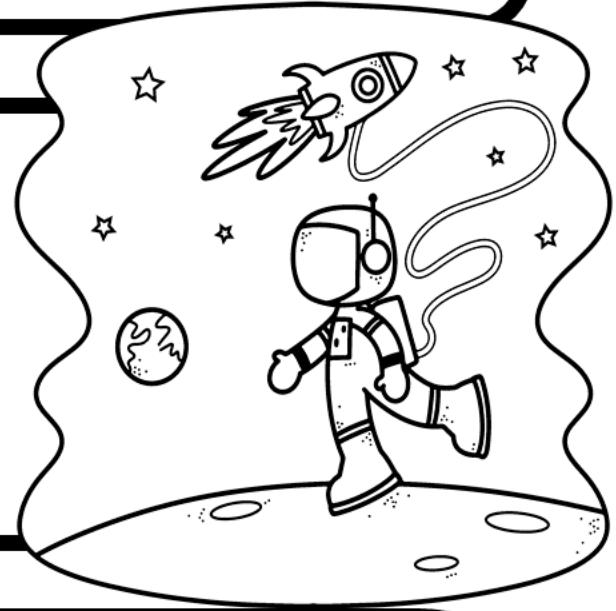


Friendship Mission Report

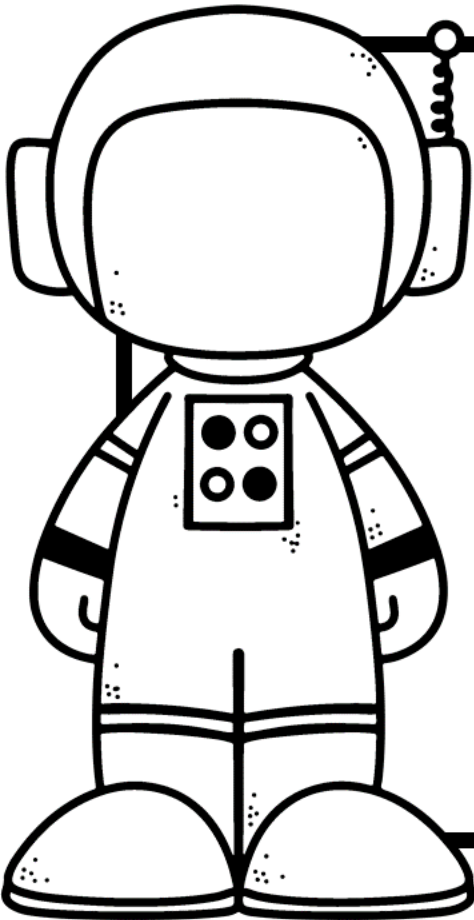


Which friendship mission code button did you press the most?

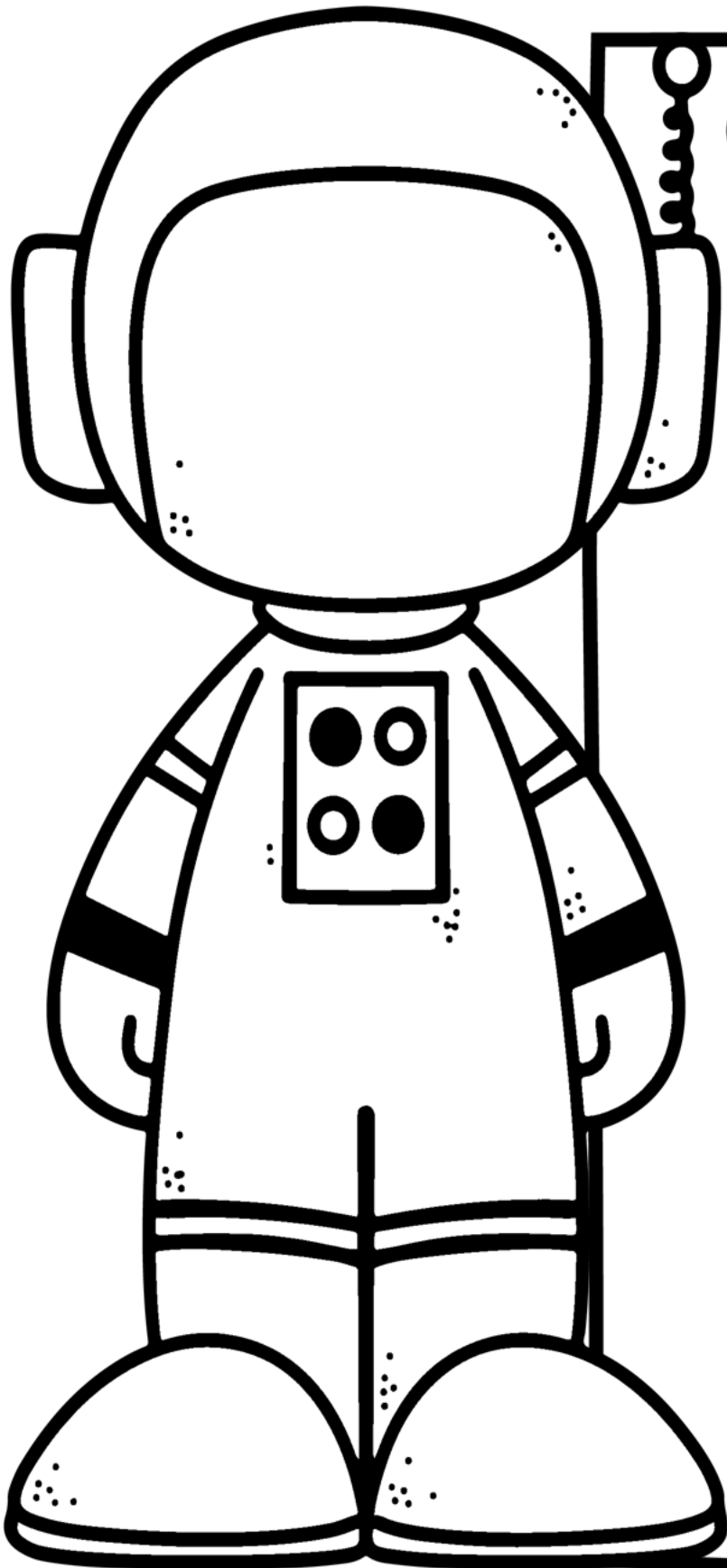
Which planet did you visit the most?



Why is it important to fix communication errors in our friendships?



Friendship Mission Report

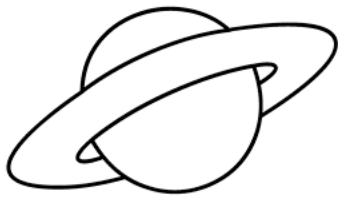


What's one communication goal you'll work on during your next "mission" (school week)? Explain how you will do this.



**POSTERS/
COLORING
SHEETS**

**(print in black &
white)**



Keep your

friendship signal

strong -

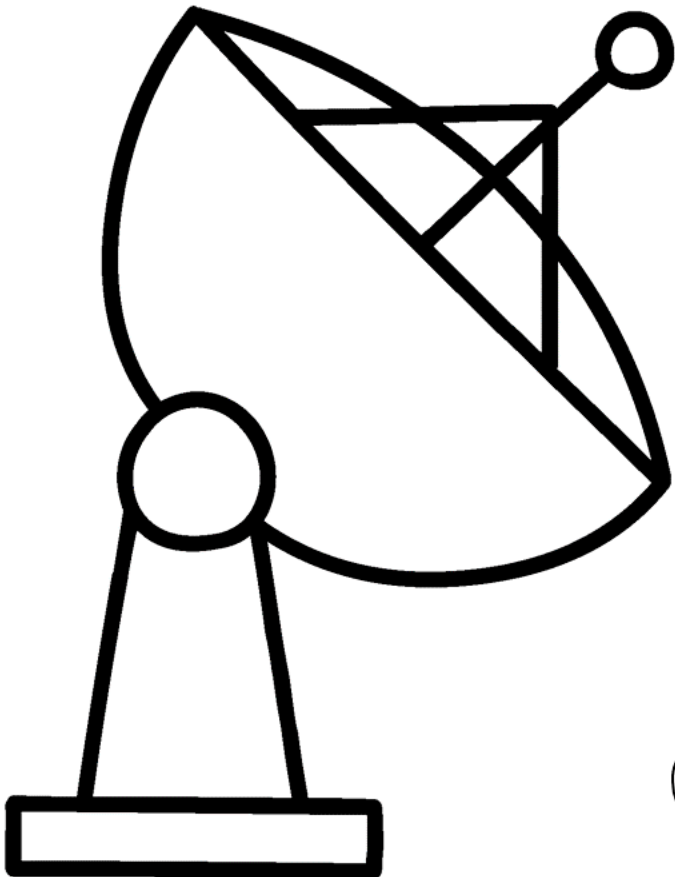
listen,

speak

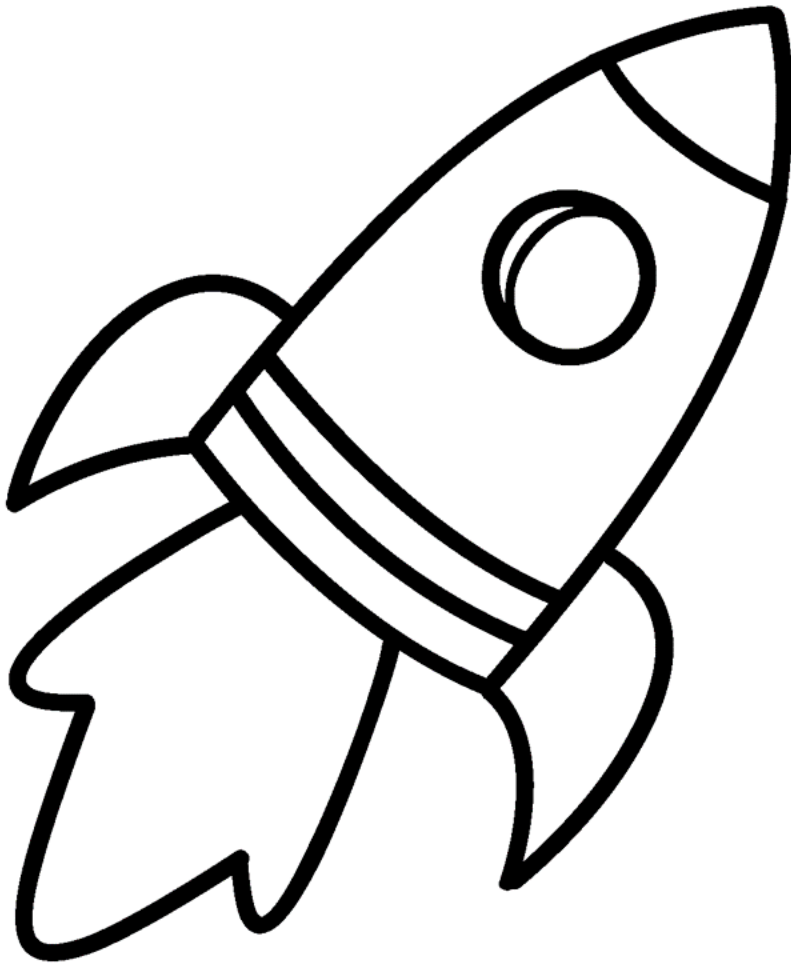
kindly,

and stay

connected.

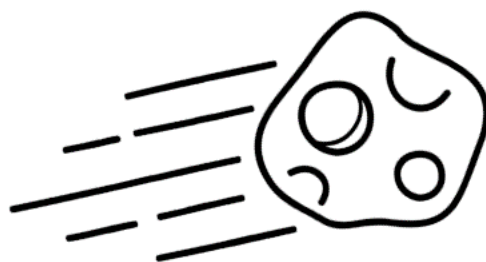
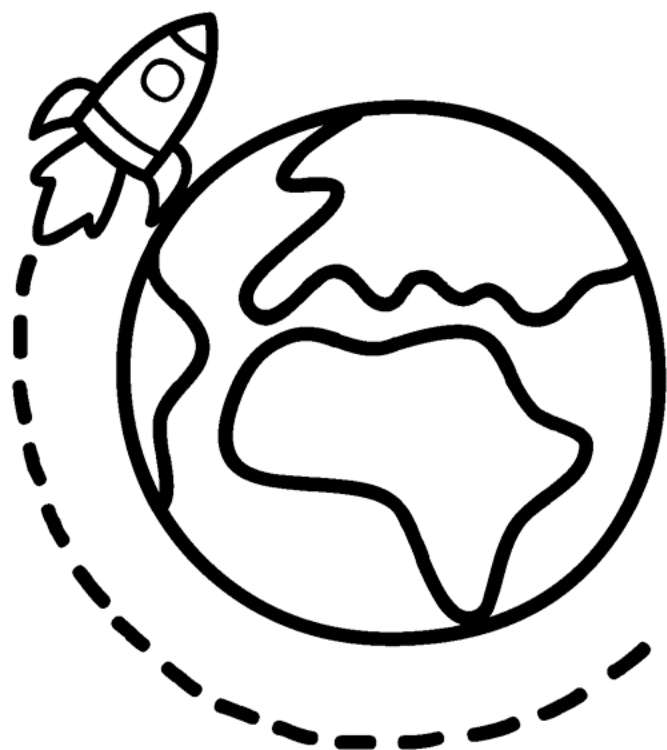
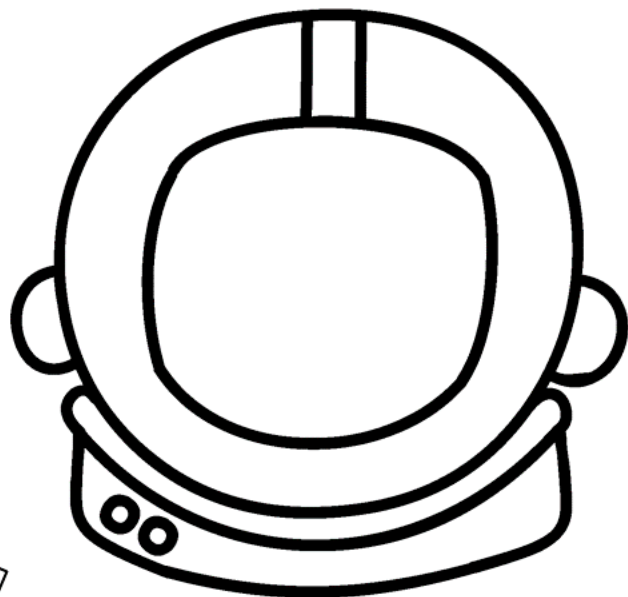


Our
friendship
rocket runs
on



kindness
and
respect.

Friends
are your
flight crew



through
life's

adventures.

Kindness is the
brightest star in
any galaxy.



ANSWER SHEET

Friendship Communication Errors (Answers)

Bad Comm	Button to Press	Friendship Fix
1. You walk away when your friend is talking.	Mute Button	Stop and listen. Face your friend and show you care about what they're saying.
2. You roll your eyes when your friend answers a question.	Bodytalk Signal (or use Kindness Button if using 6-button template)	Keep respectful body language – nod or smile instead.
3. You talk loudly and cut off your friend mid-sentence.	Static Button	Wait for your turn and let your friend finish before you respond.
4. You tease your friend in front of others.	Kindness Button	Use kind, encouraging words even when joking. Never embarrass your friend.
5. You shrug and say "Whatever" when your friend wants to talk.	Message Button	Use honest words to express how you feel respectfully: "I'm upset right now – can we talk later?"

Friendship Communication Errors (Answers)

Bad Comm	Button to Press	Friendship Fix
6. You don't explain why you're upset.	Message Button	Focus on one person at a time – give your friend your full attention.
7. You whisper to someone while your friend is talking.	Static Button	Focus on one person at a time – give your friend your full attention.
8. You ignore your friend's text.	Mute Button	Respond kindly, even if short: "Hey, I saw your message. I'll reply soon."
9. You blame your friend when something goes wrong.	Message Button	Take responsibility and speak respectfully: "I think we both got confused. Let's figure it out together."
10. You don't say "thank you" when your friend helps you.	Kindness Button	Show appreciation: "Thanks for helping me. That meant a lot."

Friendship Communication Errors (Answers)

Bad Comm	Button to Press	Friendship Fix
11. You use sarcasm that hurts feelings.	Kindness Button	Choose sincerity: say what you mean kindly, without teasing tones.
12. You change the subject when your friend shares a problem.	Listenwell Button	Stay present and listen: "That sounds tough. Tell me more about what happened."
13. You don't make eye contact when your friend is speaking.	Bodytalk Button	Look at your friend and nod to show you're paying attention.
14. You mumble or talk too fast to understand.	Signal Button	Slow down, speak clearly, and make sure your friend understands.
15. You sigh loudly when your friend asks a question.	Kindness Button	Use a calm tone and patient attitude: "Sure, I can explain that again."

Task Card Answers

Your friend says something that hurts your feelings.

Planet Honestheart

Your friend is sad and sitting alone, but you can tell by their face they want someone to talk to.

Planet Bodytalk

Your friend is explaining how to play a new video game, but you keep interrupting.

Planet Listenwell

You accidentally knock over your friend's art project. You say, "I'm sorry. I didn't mean to."

Planet Honestheart

You want to tell your friend that something they said hurt your feelings, but you use a calm voice.

Planet Honestheart

Your friend shares good news about making the soccer team. You smile and say, "That's awesome!"

Planet Kindwords

Your classmate is telling a funny story, but you're looking at your tablet instead of listening.

Planet Listenwell

Your friend asks you to keep a secret, but you tell someone else anyway.

Planet Honestheart (discuss trust and truth-telling)

Your friend gives you a gift, and you smile and say, "Thank you so much!"

Planet Kindwords

Task Card Answers

You're mad at your friend and cross your arms, roll your eyes, and turn away.

Planet Bodytalk

Your friend is trying to tell you how they feel, and you look at them and nod while they talk.

Planet Listenwell

You're excited to share something, but your friend starts talking at the same time. You stop and say, "You go first."

Planet Listenwell

You didn't like a joke your friend made, and you calmly say, "That hurt my feelings."

Planet Honestheart

Your friend says they're nervous about their presentation. You say, "You've got this – you'll do great!"

Planet Kindwords

You're upset with your friend, but instead of yelling, you take a deep breath before you speak.

Planet Bodytalk

You tell your friend the truth even though it's hard, because you respect them.

Planet Honestheart

Your friend is quiet during group work and looking down. You ask, "Are you okay?"

Planet Bodytalk

You tell your friend, "I like how you always help me when I'm stuck."

Planet Kindwords

SESSION 7

Mean Guys



SMALL GROUP
Counseling 
FRIENDSHIP

Session Objective:

*Students will identify mean behavior and ways to be kind.

Materials:

*Handouts, pencils.

Guiding Questions:

- *How does mean guy behavior impact others?
- *What are some ways you can be kind to others?
- *What are some positive activities you can do to keep yourself busy?
- *Why do some guys show mean behavior?

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- *Behavior: Self-Management: Effective Coping Skills (B-SMS 7)
- *Behavior: Positive, respectful, and supportive relationships with students who are similar to and different from them. (B-SS-2)
- *Behavior: Empathy. (B-SS 4)

SEL Competencies:

- *Responsible decision-making: analyzing situations, solving problems, evaluating, reflecting.
- *Social awareness: Empathy, perspective-taking, appreciating diversity, respecting others.
- *Relationship skills: Communication, social engagement, relationship building.
- Self-awareness: Accurate self-perception, self-confidence.

Session Details (about 30 min):

- *Welcome students, summarize the skills covered so far, review group rules.
- Assign each boy a "mean guy", print one of the mean guy workbooks out for each "mean guy" (5 in total). If you know that the student is similar to that mean guy then try to give her that one but they will learn from all of them either way.
- Say "Let's be honest—friendships can get messy. People start forming tighter groups, worrying about popularity, and sometimes, guys use power in hurtful ways. That's what we call mean guy behavior. "A 'mean guy' doesn't always yell or push people. He might smile in front of you, then whisper something mean later. Or he might say, 'You can't sit with us,' or roll his eyes when someone walks by. Today we are going to learn more about mean and kind guy behavior. This will take empathy and an honest self-perception of your own behavior. I have assigned you each a "mean guy" to learn more about and help guide their behavior to be more kind." Give them their workbook.
- Work together page by page to learn about each mean guy, having them share about their mean guy and their responses.
- Thank students for participating, tell them next session they will be learning about resolving conflicts peacefully.

MEAN GUYS

The Mean Guys Lesson features 6 separate “mean guy” files. Each focusing on a different mean guy. These files are VERY large, so I had to attach them separately to your original download.

Please go to the original file download and you will see the zip file titled “Mean Guys”, open it and you will see the 6 different mean guy files.

SESSION 8

Power up for Peace

SMALL GROUP
Counseling
FRIENDSHIP



Learning Objective:

Identify and practice five steps to resolve conflicts peacefully.

Materials:

- *Handouts and Posters.
- *Pencil, scissors. (Cut out the cards beforehand)

Guiding Questions:

- *How does pressing your "pause button" help you make better choices?
- *Why is it important to really hear what the other person is saying?

Session Details (about 30 min):

- *Greet students and review group rules and a few of the topics discussed in previous sessions. "Today, we are going to learn how to handle problems with friends. Each level teaches a 'Power-Up' that helps you stay calm and solve problems like a real-life arcade hero." Show the power up poster. Let's level up our peace power and learn how to solve problems like pros!
- *Level 1- Put the level 1 poster in the middle of the table. Each student should get their own "controller" in front of them and page 12. Have the "Pause Power Moves" poster in the center of the table so they can all reach it. Quickly review that poster. Go through each scenario card (page 8-9) and have each student pick their response by selecting it on their controller. Then, logging their response on page 12. They should put a check mark on the pause button used and then specify what specifically they would do (using the examples on page 4).
- *Level 2- Put the level 2 poster in the middle of the table. Give each student pages 12-14. Have them select their answers and discuss them.
- *Level 3- Put the level 3 poster in the middle of the table. Use the poster on page 16 to explain what an "I" message is. You can use the cards and have the students answer using an "I" message verbally. Or, you can use pages 17-18 to have them write it down.
- *Level 4- Put the level 4 poster in the middle of the table. As a group, complete pages 21-22.
- *Level 5- Put the level 5 poster in the middle of the table. Have each student complete pages 24-25.
- *Bonus level: Put the bonus level poster in the middle of the table. Have each student complete page 27-28.
- *Thank students for a great session, discuss that next session will be the last session for the group and they will be playing a game.

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- *Behavior: Social Skills: Positive, respectful, and supportive relationships with students who are similar to and different from them. (B-SS 2)
- *Behavior: Social Skills: Effective collaboration and cooperation skills (B-SS 6)

SEL Competencies:

- *Relationship skills: Perspective-taking, respect for others, teamwork, relationship building.
- *Responsible Decision-Making: Identifying problems, analyzing situations, solving problems, evaluating, reflecting.

CONFLICT POWER UPS



LEVEL 1

Pause & Breathe

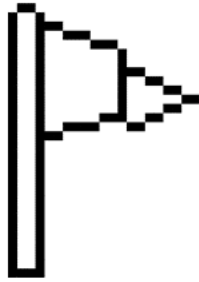
Goal: Stay calm before reacting.



LEVEL 2

Listen

Goal: Listen before you respond.



LEVEL 3

Use "I" Messages

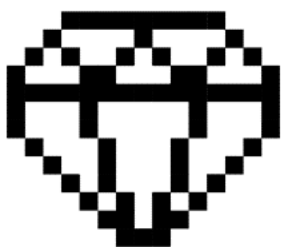
Goal: Express feelings without blaming.



LEVEL 4

Work together

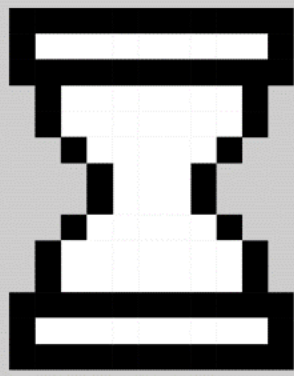
Goal: Find a solution that works for everyone.



LEVEL 5

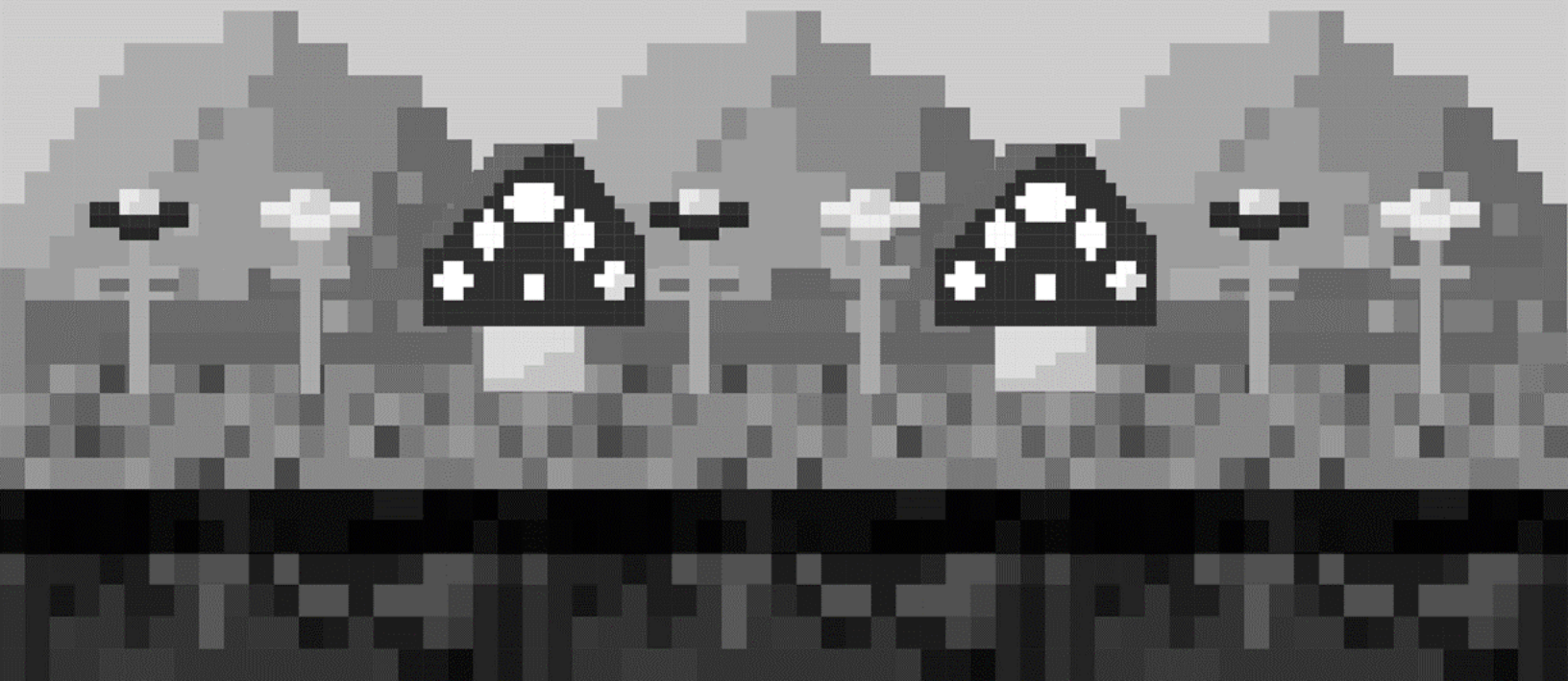
Make it right

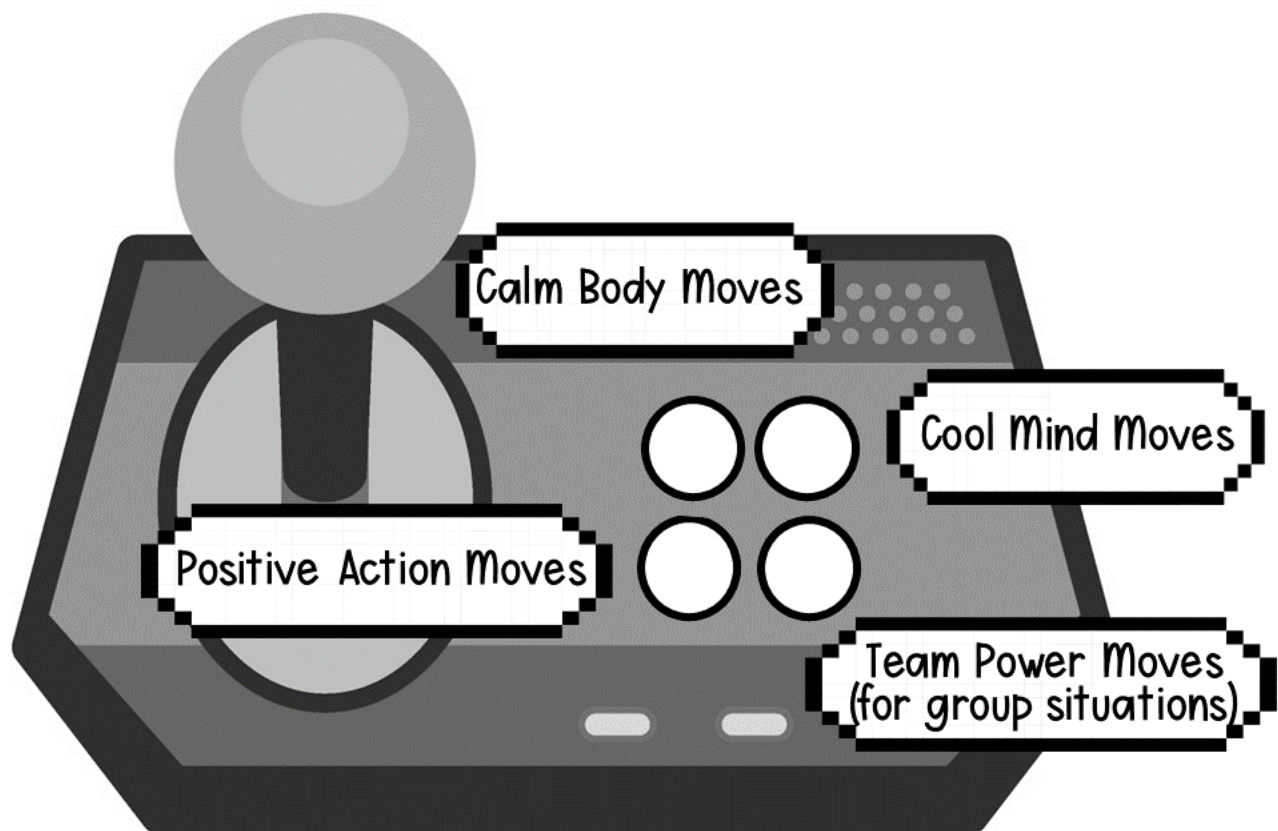
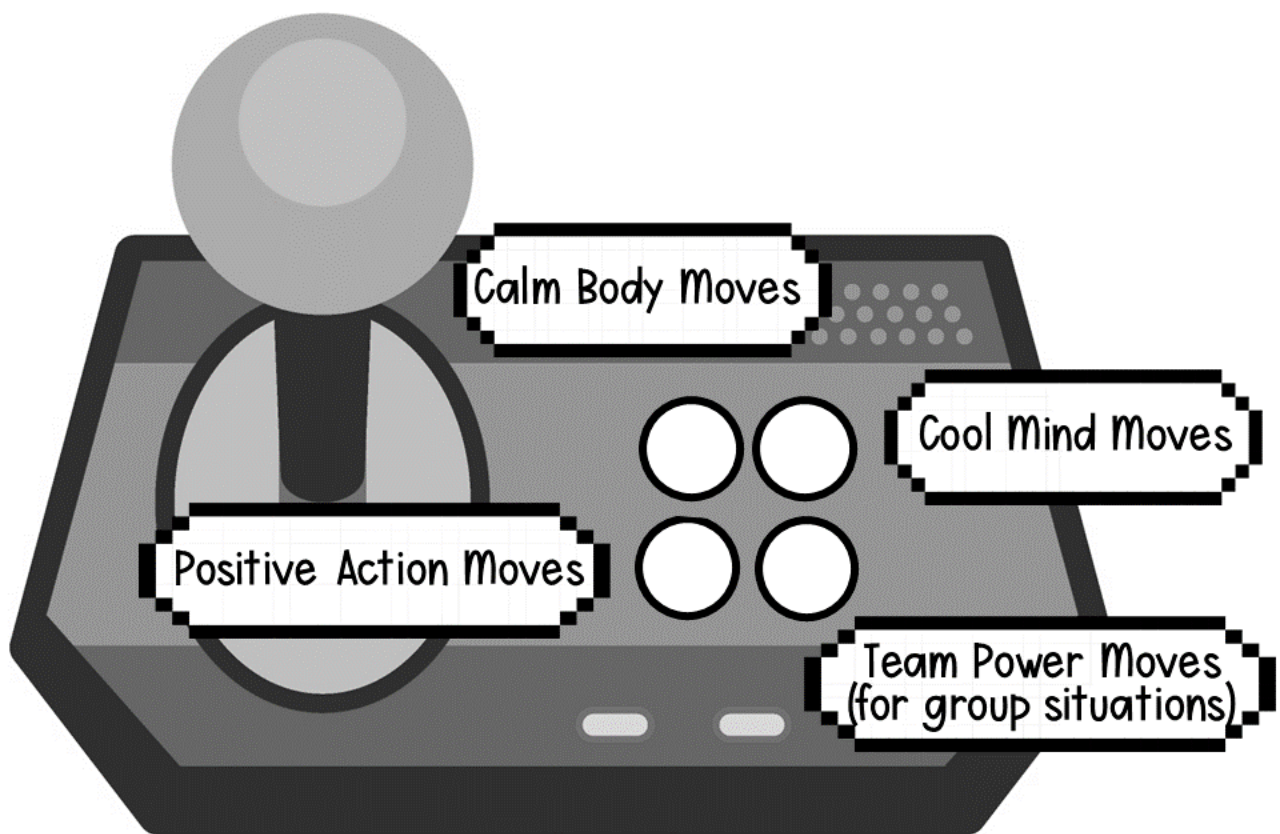
Goal: Repair the friendship after a mistake.



LEVEL 1: THE PAUSE BUTTON

Goal: Stay calm before reacting.





Print enough for each student to have one.



PAUSE POWER MOVES

Calm Body Moves

- Take 5 deep breaths
- Count slowly to 10
- Squeeze your hands, then release the tension
- Stretch your arms or shoulders
- Sit down and take a drink of water
- Put your hands in your pockets or behind your back
- Step away from the problem for a minute
- Close your eyes and imagine a calm place

Cool Mind Moves

- Say to yourself: "Pause power — I can handle this."
- Think of something funny or positive
- Picture your favorite calm scene (beach, video game landscape, etc.)
- Imagine a "reset button" in your brain and press it
- Count the things around you (5 things you see, 4 you can touch, 3 you hear)
- Think about what a good friend would do next

Positive Action Moves

- Ask for a break or to talk to an adult
- Walk to a "calm corner" or designated area
- Write or draw what you're feeling
- Take a quick lap or stretch your legs
- Use a fidget tool or stress ball quietly
- Say to your friend: "I need a minute."
- Listen to music or hum a favorite tune
- Do something kind to reset your mood

Team Power Moves (for group situations)

- Say, "Let's pause and start over."
- Take turns counting to 3 before trying again
- Ask, "Can we reset this game?"
- Offer to switch roles or take a break together
- Use humor to lighten the mood (but never to tease!)

1



You're losing a video game and your friend teases you. You feel angry.

2



Your friend cut in front of you in line and said, "I was here first!"

3



You missed an easy shot in basketball, and your teammates start laughing.

4



Someone grabbed the crayon you were using and broke it on accident.

5



Your partner told you that your drawing "doesn't look that good."

6



You were talking during class, and your friend told the teacher.

7



You asked to join a game at recess, but the group said, "We already have enough players."

8



You're playing a board game, and your friend changes the rules to make himself win.

Name: _____



LEVEL 1: THE PAUSE BUTTON

Put a checkmark on which Pause Power Move you used and write the specific move below

1

☐

Calm Body

☐

Cool Mind

☐

Positive
Action

☐

Team Power

PAUSE POWER MOVE:

2

☐

Calm Body

☐

Cool Mind

☐

Positive
Action

☐

Team Power

PAUSE POWER MOVE:

3

☐

Calm Body

☐

Cool Mind

☐

Positive
Action

☐

Team Power

PAUSE POWER MOVE:

4

☐

Calm Body

☐

Cool Mind

☐

Positive
Action

☐

Team Power

PAUSE POWER MOVE:

5

☐

Calm Body

☐

Cool Mind

☐

Positive
Action

☐

Team Power

PAUSE POWER MOVE:

6

☐

Calm Body

☐

Cool Mind

☐

Positive
Action

☐

Team Power

PAUSE POWER MOVE:

7

☐

Calm Body

☐

Cool Mind

☐

Positive
Action

☐

Team Power

PAUSE POWER MOVE:

8

☐

Calm Body

☐

Cool Mind

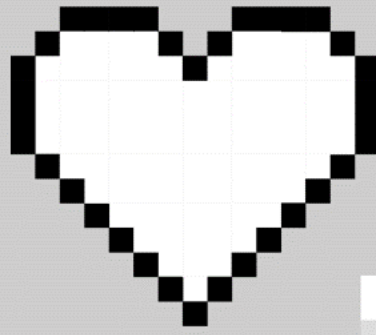
☐

Positive
Action

☐

Team Power

PAUSE POWER MOVE:



LEVEL 2: LISTENING MODE

Goal: Listen before you respond.



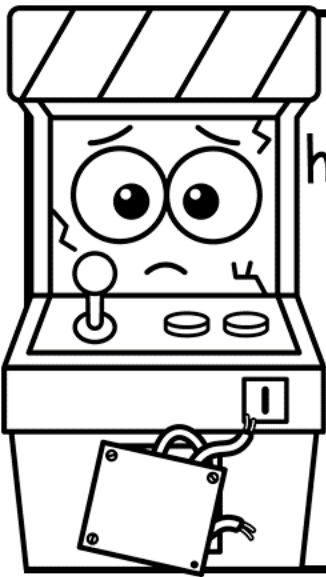
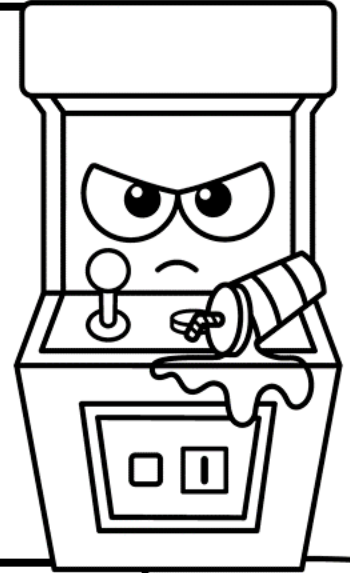


LEVEL 2: LISTENING MODE

Read the scenarios and choose the best listening skill.

You and your friend both want to play different games at recess.

- A) Talk louder so they hear you
- B) Wait your turn and repeat what they said
- C) Walk away and play alone

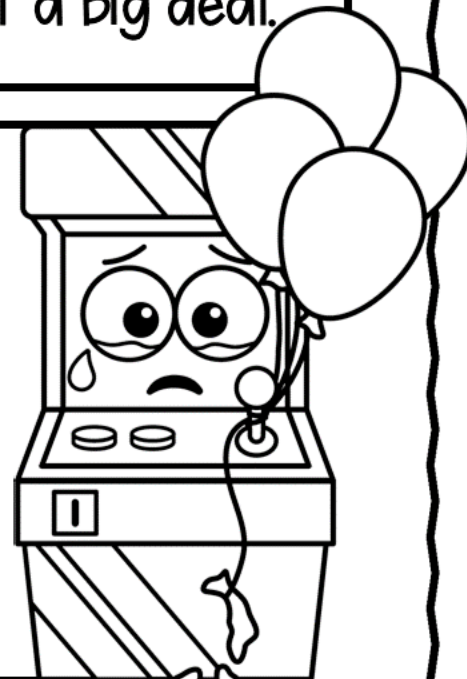


Your friend is telling you about a problem he had at home, and you're not sure what to say.

- A) Listen carefully and say, "That sounds hard."
- B) Change the subject to something funny
- C) Tell him it's not a big deal.

Your classmate is upset because he lost his turn. He's trying to tell you how he feels.

- A) Say, "That's not a big deal."
- B) Listen quietly and nod while he talks
- C) Start talking about your own problem



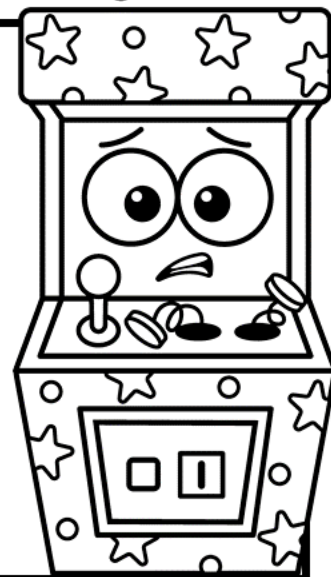


LEVEL 2: LISTENING MODE

Read the scenarios and choose the best listening skill.

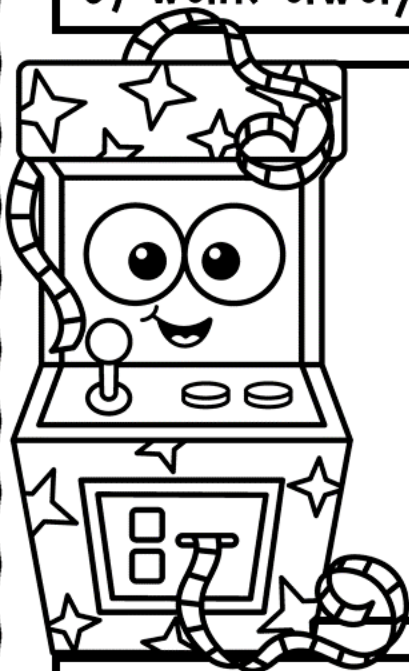
Your friend is explaining how to build something in Minecraft, but you don't understand right away.

- A) Pretend you understand
- B) Ask questions to make sure you get it
- C) Walk away because it's confusing



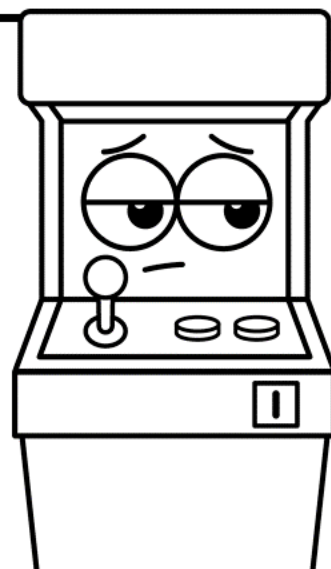
Two friends are talking about their weekend. You really want to join the conversation.

- A) Wait for a pause before you speak
- B) Jump in and talk over them
- C) Shout your story louder



Your friend is telling you about his new video game, but you keep looking around the room.

- A) Look at your friend while he talks
- B) Keep playing your game while he talks
- C) Interrupt to tell your own story



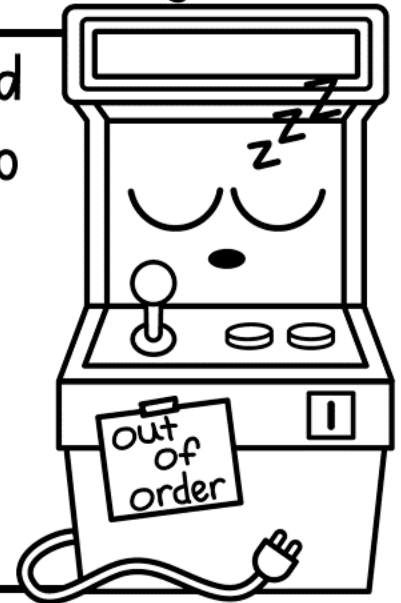


LEVEL 2: LISTENING MODE

Read the scenarios and choose the best listening skill.

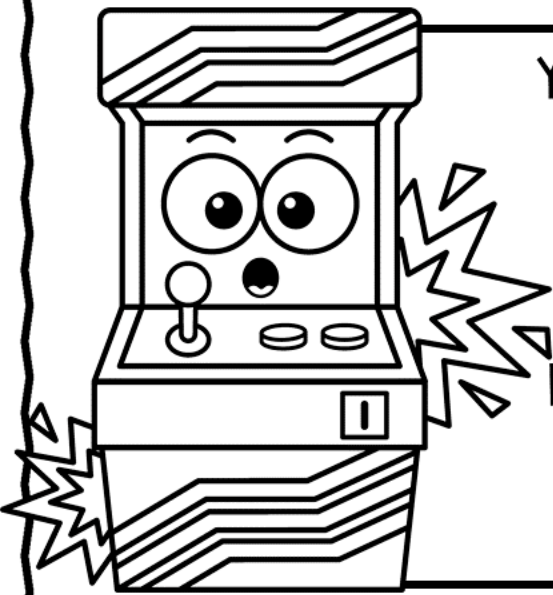
Your friend is explaining why he's upset, and you start thinking about your favorite video game.

- A) Focus your eyes and ears back on your friend
- B) Keep daydreaming until he's done
- C) Tell him you don't care right now



You're working in a group, and two people are talking at the same time.

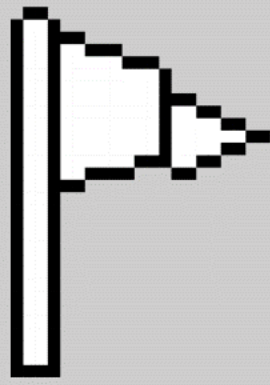
- A) Listen to both at once and hope you catch it all
- B) Ask politely for one person to speak at a time
- C) Stop listening and do your own thing...



Your friend stayed home sick and sent you a message saying he feels awful.

- A) Don't reply — he probably doesn't want to talk
- B) Send a short message back saying you hope he feels better
- C) Tell him you're mad he missed school





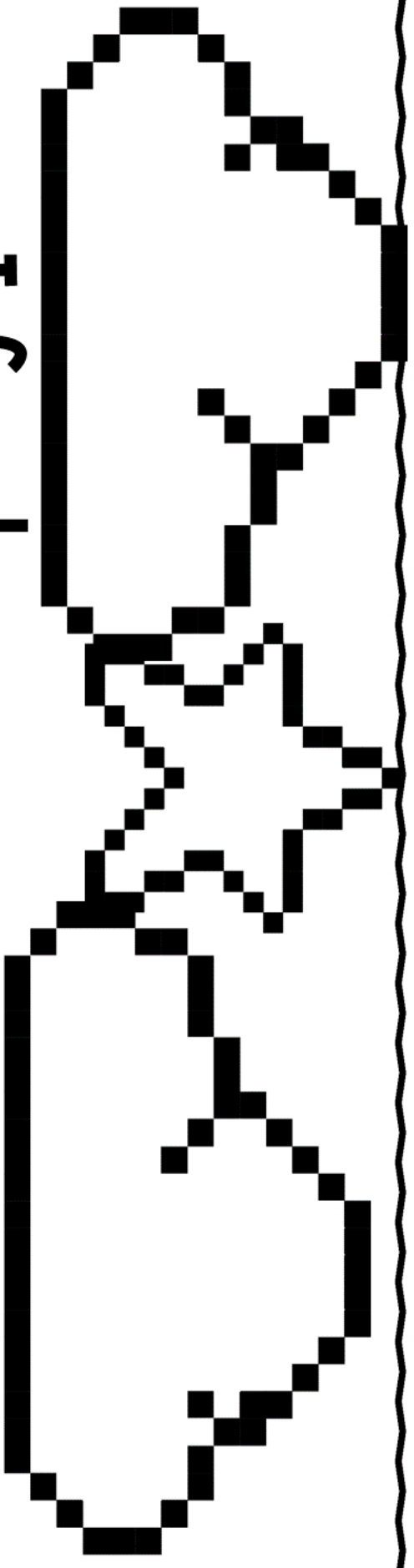
LEVEL 3:

USE "I"

MESSAGES

Goal: Express feelings without blaming.





I feel

when

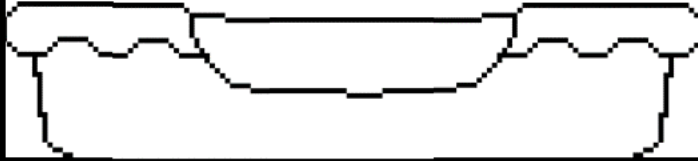
because

_____.

"I" Message



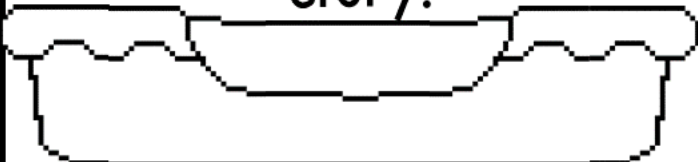
Your friend took
your seat at lunch
and won't move.



Your friend didn't
pick you for his
team even though you
really wanted to play.



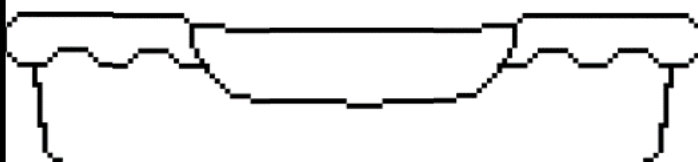
Your friend keeps
interrupting you while
you're trying to tell a
story.



Your friend took
your pencil without
asking.



Your friend laughed
after you missed the
ball during gym class.



Your friend
started a
game without you and
said there wasn't room
to join.





LEVEL 3: USE "I" MESSAGES

Read the situation and create an "I" Message to respond to it.

Your friend took
your seat at
lunch and won't
move.



I feel _____
when _____
because _____.

Your friend keeps
interrupting you
while you're trying
to tell a story.

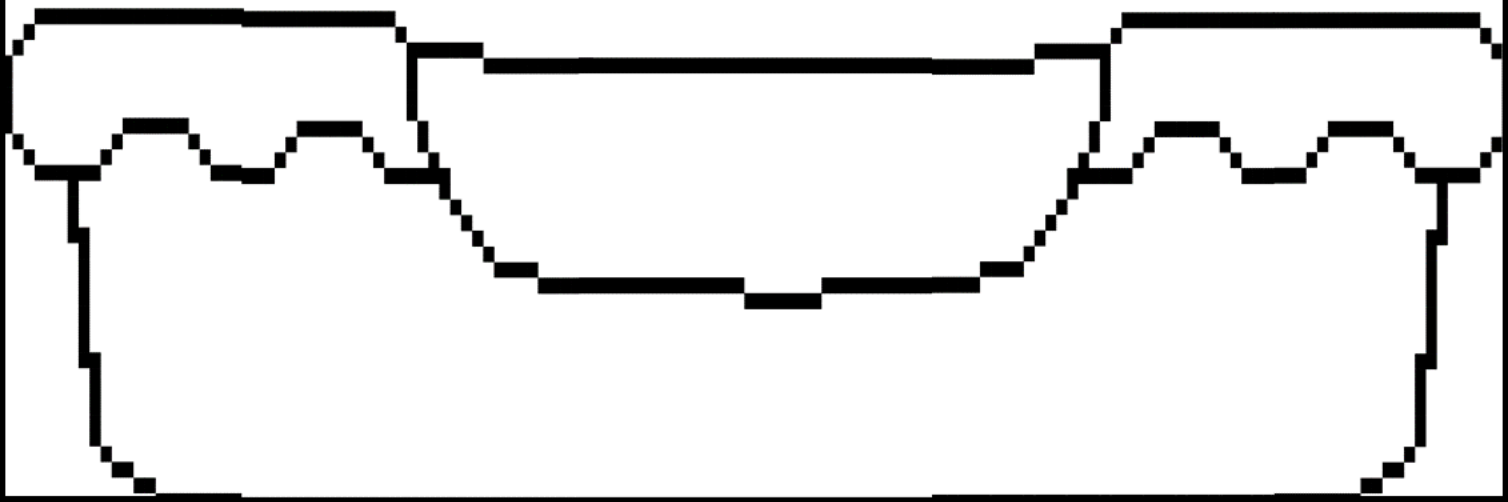


I feel _____
when _____
because _____.

Your friend laughed
after you missed
the ball during
gym class.



I feel _____
when _____
because _____.





LEVEL 3: USE "I" MESSAGES

Read the situation and create an "I" Message to respond to it.

Your friend didn't pick you for his team even though you really wanted to play.



I feel _____

when _____

because _____.

Your friend took your pencil without asking.



I feel _____

when _____

because _____.

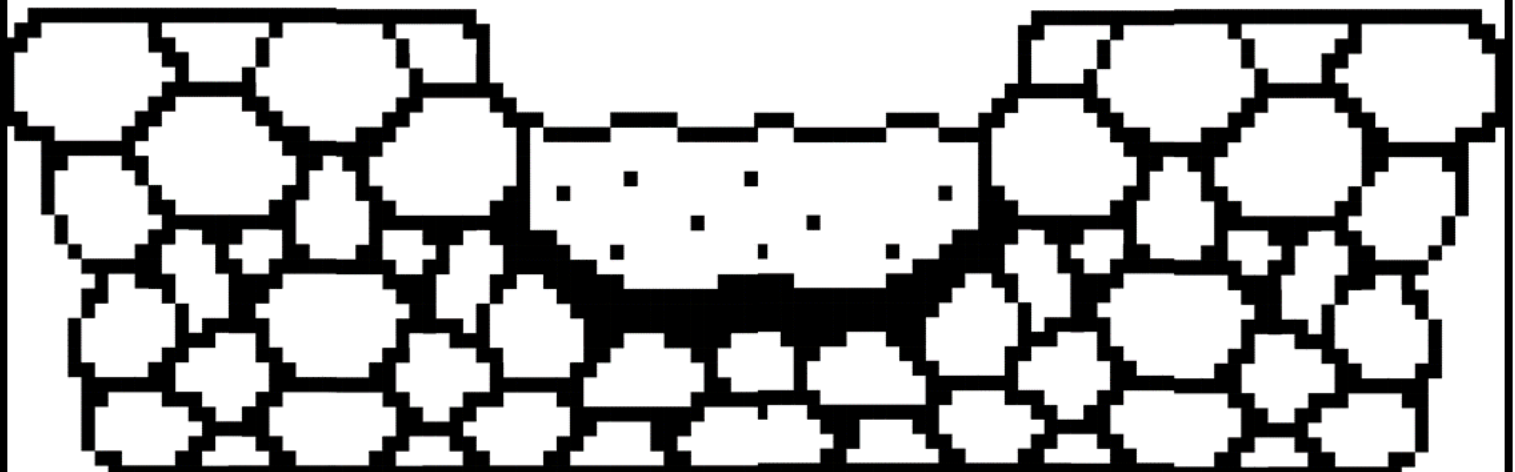
Your friend started a game without you and said there wasn't room to join.

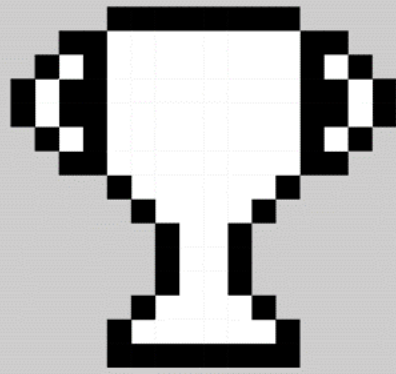


I feel _____

when _____

because _____.





LEVEL 4:

FIND A

WIN-WIN

Goal: Find a solution that works for everyone.





LEVEL 4: FIND A WIN-WIN

Brainstorm 3 win-win ideas with your partner or group. Write them below. Then decide which is the fairest option and put that one where the trophy is.



There's only one ball at recess, and everyone wants to use it.











You and your friend both want to play different video games during free time











You and your partner both want to be the line leader today.











LEVEL 4: FIND A WIN-WIN

Brainstorm 3 win-win ideas with your partner or group. Write them below. Then decide which is the fairest option and put that one where the trophy is.



Your group is building with blocks, and one person wants to make a castle while another wants to make a spaceship.











You and your friend both want to sit next to the same person at lunch.











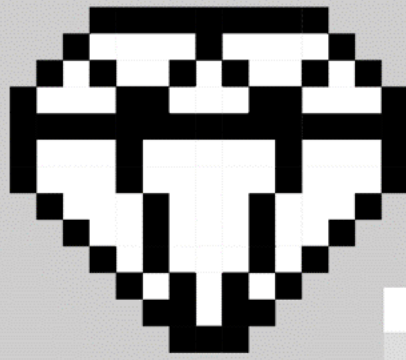
You and your teammate both want to be the one who takes the final shot in a game.











LEVEL 5:

MAKE IT

RIGHT

Goal: Repair the friendship after a mistake.





LEVEL 5: MAKE IT RIGHT

In each arcade screen, write what you could say to make things right for each friendship mistake.

You called your friend a name
when you were mad.

You accidentally broke your
friend's favorite toy.

You bragged about winning
and made your friend feel bad.

You didn't wait for your friend
when you said you would.



LEVEL 5: MAKE IT RIGHT

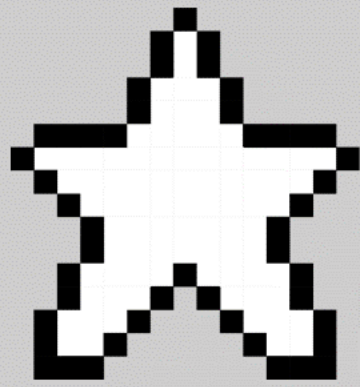
In each arcade screen, write what you could say to make things right for each friendship mistake.

You told a secret your friend asked you to keep.

You laughed when your friend tripped and fell.

You got mad during a game and stormed off without saying goodbye.

You left your friend out of a group activity because you wanted to play with someone else.



BONUS LEVEL






Goal: Practice using the power-ups with a
real-life situation from your life.



☆ BONUS LEVEL ☆

Pick ONE real-life problem you've had with a friend. Write or draw what happened and how you could use the 5 Power-Ups to fix it!

Real-life problem:

Power-up	How I'll Use It
 Pause & Breathe	
 Listen	
 Use "I" Messages	
 Work together	
 Make it right	



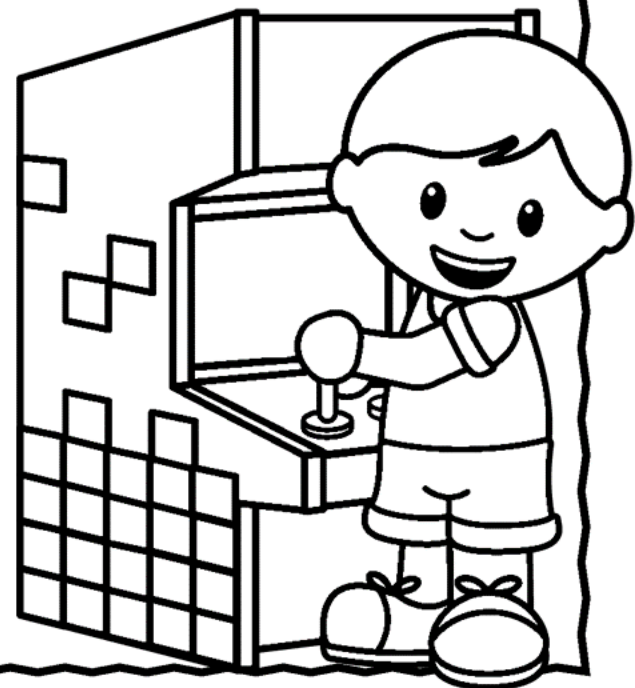
VICTORY REFLECTION

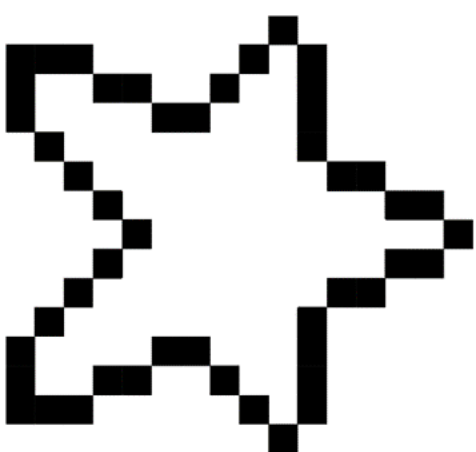
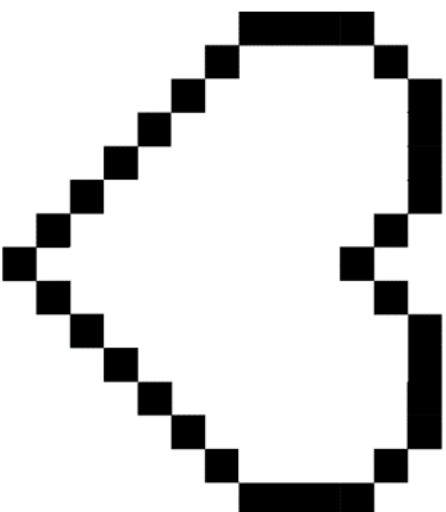
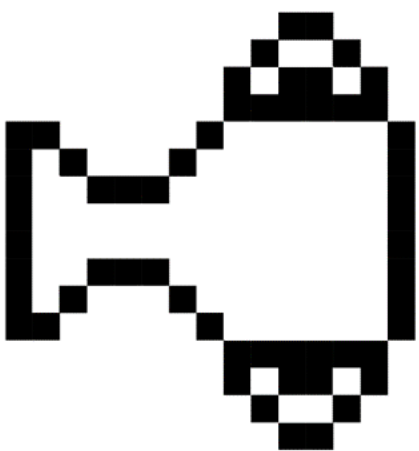


Which Power-Up is
easiest for you?

Which Power-Up do you
need to practice?

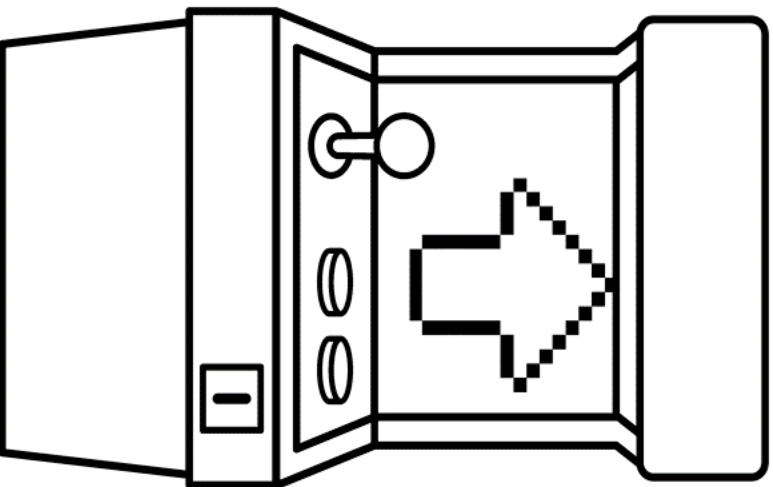
How can you use these
skills at school or home?





YOU POWERED UP

FOR PEACE!



Name: _____

Signed: _____ Date: _____

SESSION 9

Friendship Village

SMALL GROUP
Counseling

FRIENDSHIP

Session Objective:

*Students will practice solving common friendship problems.

Materials:

- *Game Board
- *Game Pieces
- *Game Cards (Print front-to-back so answers are on the back of the card)
- *Player Cards

Guiding Questions:

- *Why are friendship skills important?
- *How can friendships help improve our lives

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- *Behavior: Social Skills: Positive, respectful and supportive relationships with students who are similar to and different from them. (B-SS 2)
- Social Skills: Leaderships and teamwork skills to work effectively in diverse groups. (B-SS 7)

SEL Competencies:

- *Relationship Skills: Teamwork, Relationship building, Communication, Social engagement.
- *Responsible decision-making: solving problems, analyzing situations.

Session Details (about 30 min):

- *Say "Welcome back to the group, as I mentioned in our previous session, today is the last session our group will be meeting for. We have learned so much together and I will miss meeting with all of you. For our last session, I wanted to re-cap all of what we have discussed and in a fun way, so we are going to play a game. We are going to build a Friendship Village and show our knowledge about friendships.." Place the Friendship Village Board Game on the table. Use the instructions to play the game that are provided on the following page.
- *Have students complete the Post-Survey before they leave group.

Goal of the Game

Work together to build your Friendship Village (House, Farm, Bridge, and Tower) by solving friendship challenges. To build, you'll need to collect blocks by using friendship skills.

Setup

Place the Game Board (Village Map) in the middle.

Shuffle the Cards into a deck, place the deck with the question face up.

Put the Building Block Cutouts (wood, stone, brick, diamond) in a pile nearby.

Decide who goes first (youngest player).

How to Play

1. Pick a Character: Each player chooses a character (person or animal) to represent them.

2. Draw a Friendship Card: On your turn, pick the top card from the deck. Read the friendship question aloud.

3. Answer the friendship question, check your answer on the back of the card.

4. Earn Your Block: If you answer correctly, you earn the block pictured on the card (wood, stone, brick, or diamond). If you're not sure, your team can help brainstorm the answer.

5. Build Your Village: Spend blocks to "craft" parts of your village on the board:

House = 7 blocks

Farm = 6 blocks

Bridge = 4 blocks

Tower = 8 blocks

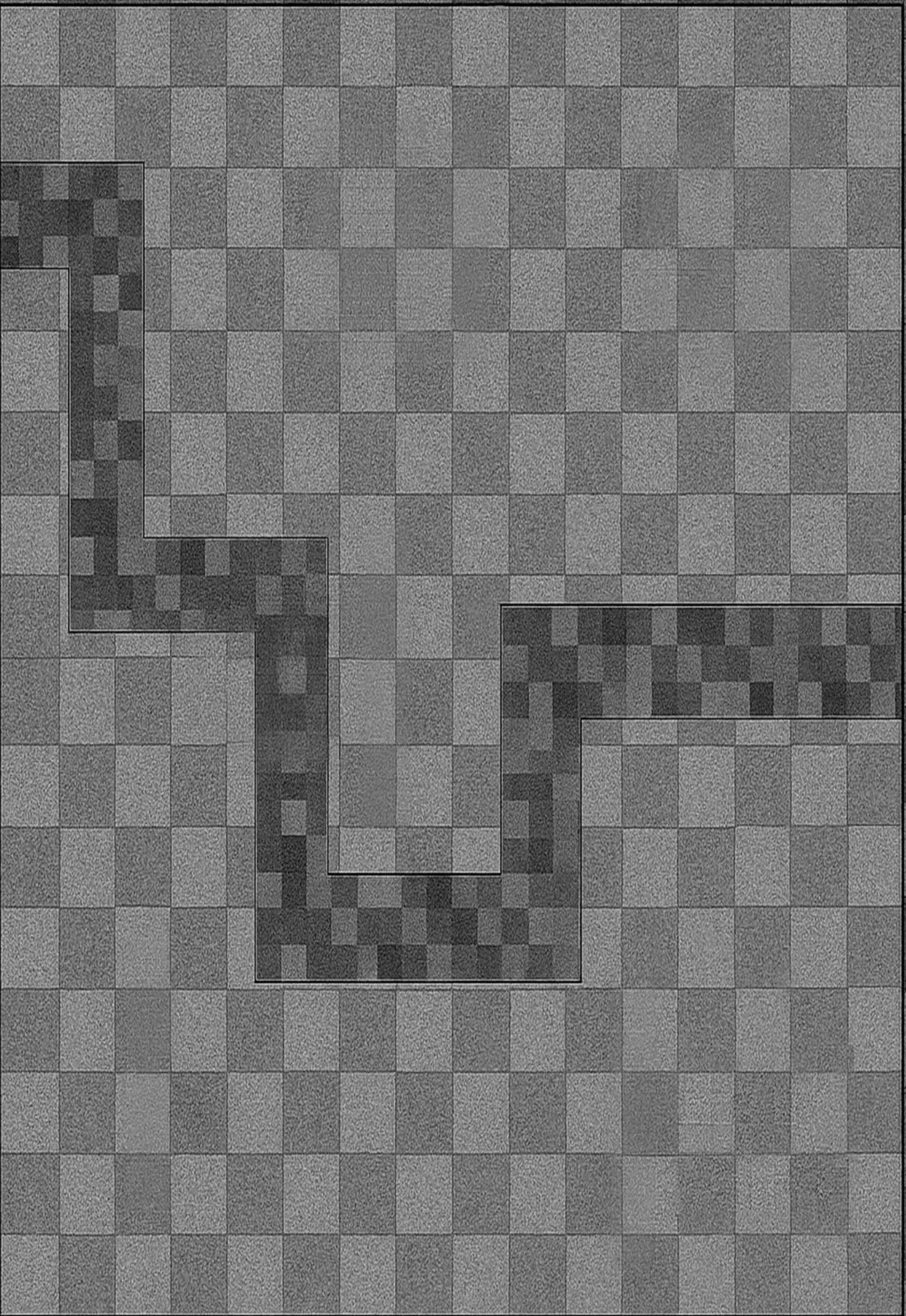
Blocks can be any type (wood, stone, brick, diamond).

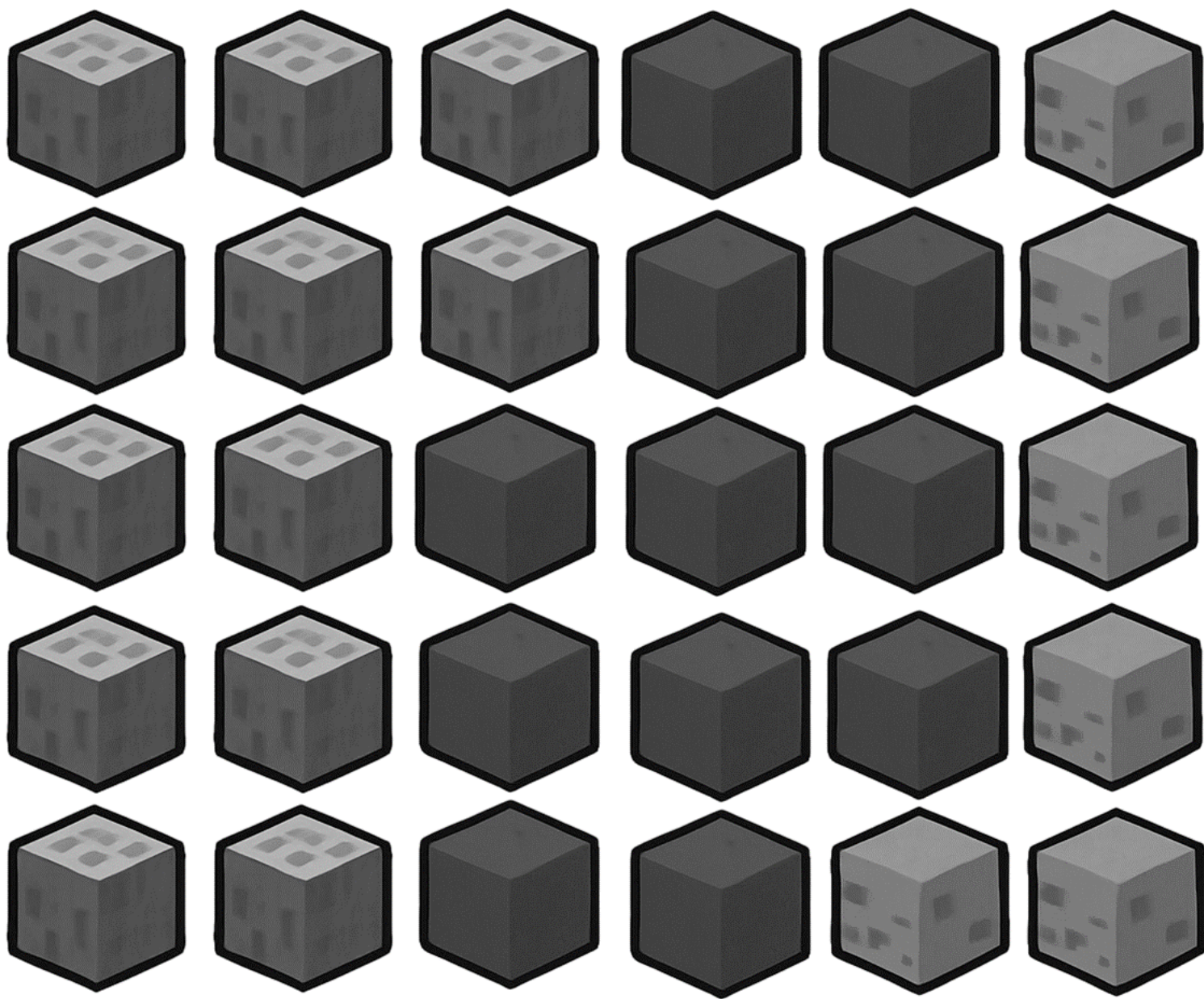
6. Watch Out for Poison! If you draw a Poison Card, read the card to know what to do (lose a turn, lose a block, etc.) If you get the "lose a block" card, and do not have a block, remove a block from the player to your left.

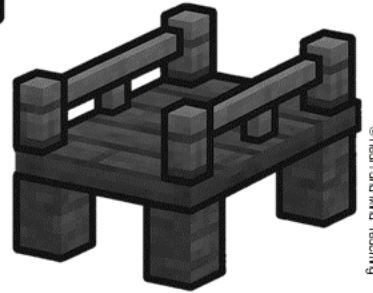
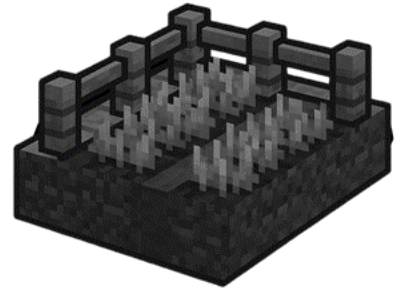
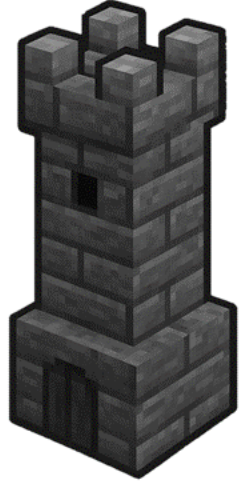
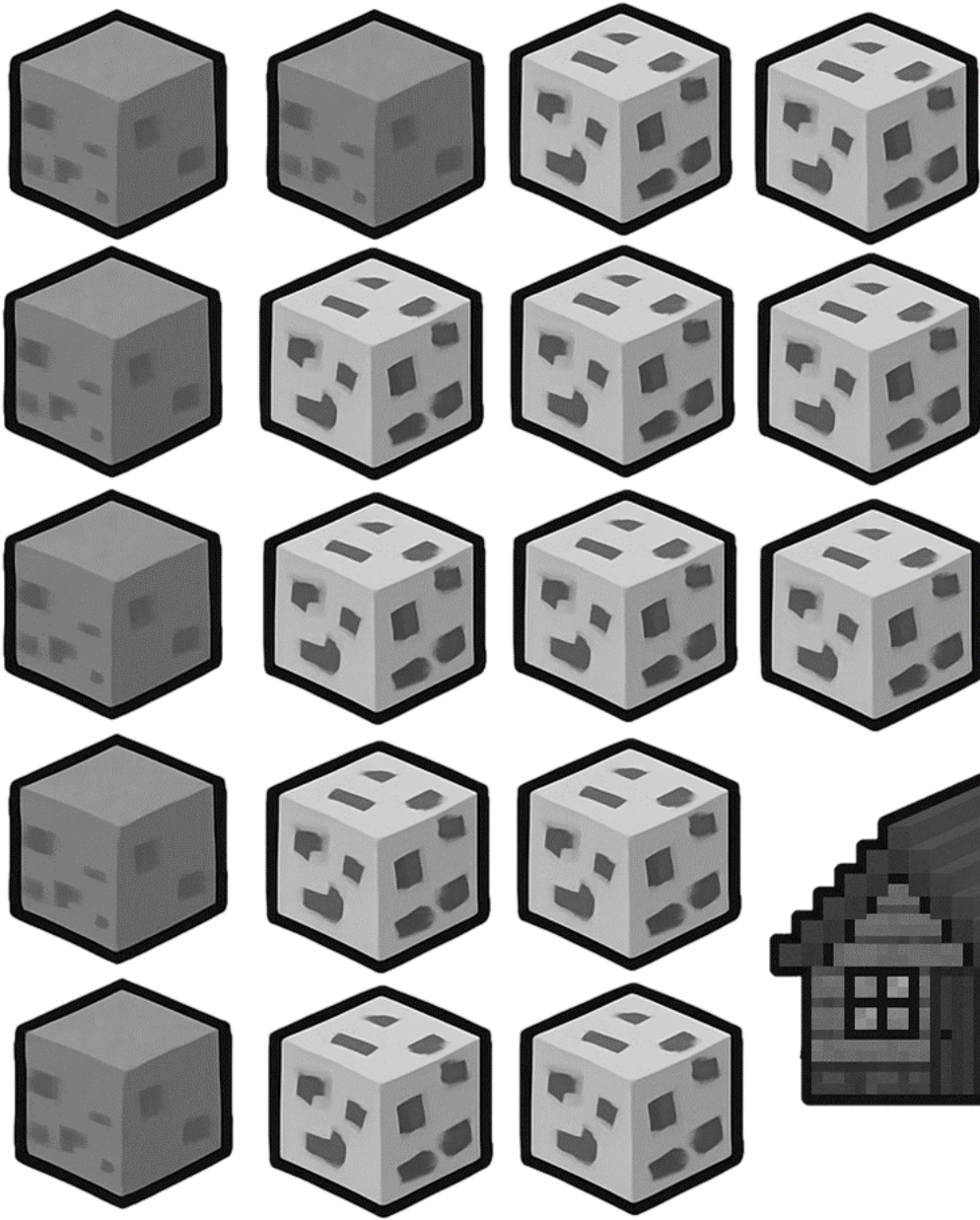
Optional add-on

Set a timer for 20 minutes. Can your group finish the village before time runs out?

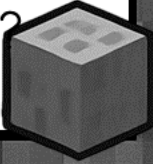
Friendship VILLAGE



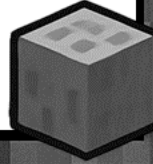




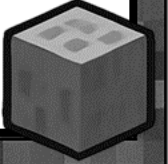
What should you do if your friend is feeling sad?



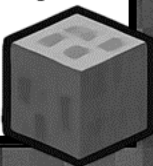
What is the best way to fix a problem after you hurt a friend's feelings?



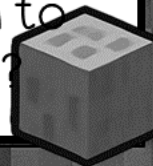
What should you do when your friend is talking?



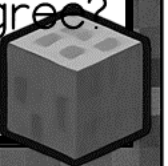
What should you do if your friend needs help carrying something heavy?



What should you do if someone is being mean to your friend?



What should you do when you and your friend disagree?



Answer: Ask
what's wrong
and try to help
them feel
better.

Answer: Say "I'm
sorry" and try
to make it right.

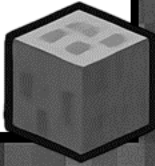
Answer: Stop
and listen
carefully

Answer: Offer
to help them.

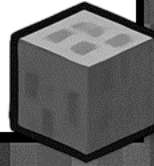
Stand up for
your friend or
tell an adult.

Answer: Talk
calmly and find
a fair solution.

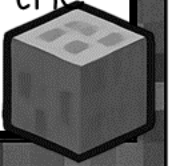
What is a
loyal friend?



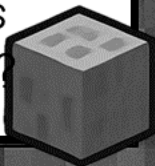
What should
you do if your
friend asks you
to keep a
secret?



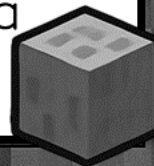
What should
you do if your
friend doesn't
understand the
directions?



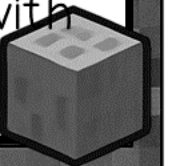
What should
you do if you
make a mistake
that upsets
your friend?



What should
you do if your
friend feels left
out during a
game?



What should
you do if your
friend is
struggling with
a problem?



Answer:
Someone who
stands by you
and keeps
promises.

Answer: Keep it
private unless
it's something
unsafe.

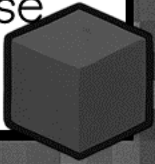
Answer: Explain
it to them or
ask the teacher
for help.

Answer: Say
sorry and show
that you'll do
better next
time.

Answer: Invite
them to join and
make sure they
feel included.

Answer: Ask
how you can
help or listen
while they talk
about it.

True or False. A good friend listens when someone else is talking.



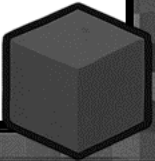
True or False. It's okay to laugh when your friend makes a mistake.



True or False. Saying "I'm sorry" helps fix hurt feelings.



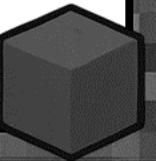
True or False. Friends should keep secrets even if someone might get hurt.



True or False. Sharing and taking turns are ways to show kindness.



True or False. Ignoring your friend when they're upset is a good way to help.



Answer: True

Answer: False

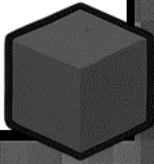
Answer: True

Answer: False
(You should tell
an adult if it's
unsafe.)

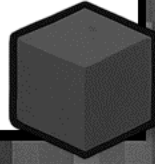
Answer: True

Answer: False

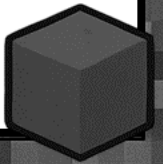
True or False. A loyal friend stands up for you when others are unkind.



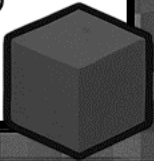
True or False. Friends only have fun when everything goes their way.



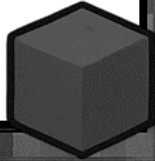
True or False. Listening to your friend shows that you care about them.



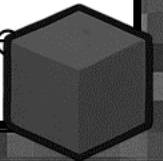
True or False. Saying kind words can make a friendship stronger.



True or False. If you hurt your friend's feelings, it's best to pretend it didn't happen.



True or False. You can still be friends even if you don't always agree.



Answer: True

Answer: False

Answer: True

Answer: True

Answer: False

Answer: True

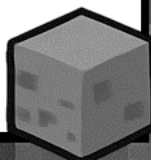
What should you do if your friend is feeling sad?

- A) Ignore them
- B) Ask what's wrong and listen
- C) Tell them to stop crying



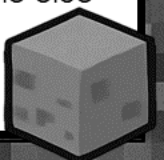
What is a good way to show kindness?

- A) Sharing your supplies
- B) Making fun of someone
- C) Walking away from your friend



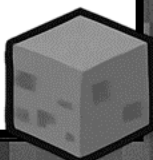
If you break your friend's toy, what should you do first?

- A) Hide it
- B) Blame someone else
- C) Tell the truth and say sorry



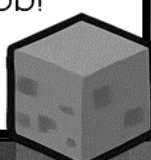
When your friend is talking, what should you do?

- A) Interrupt them
- B) Listen until they finish
- C) Talk louder than them



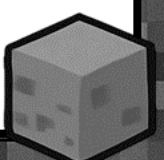
If your friend wins a game, what's the best thing to do?

- A) Get mad
- B) Say "Good job!"
- C) Quit the game



What should you do if your friend is being teased?

- A) Laugh with the others
- B) Walk away and do nothing
- C) Tell the bully to stop or get help



Answer:
B) Ask what's
wrong and listen

Answer:
A) Sharing your
supplies

Answer:
C) Tell the
truth and say
sorry

Answer:
B) Listen until
they finish

Answer:
B) Say "Good
job!"

Answer:
C) Tell the bully
to stop or get
help

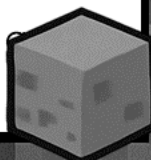
When you and your friend disagree, what's the best thing to do?

- A) Talk calmly and take turns sharing ideas
- B) Yell until you win
- C) Stop being friends.



If your friend asks you to keep a secret that's unsafe, what should you do?

- A) Keep it no matter what
- B) Tell a trusted friend
- C) Tell everyone at school



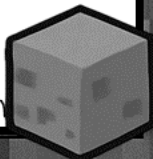
What is one way to show loyalty to your friends?

- A) Stand up for them when someone is mean
- B) Join in when others tease them
- C) Only play with them when it's convenient



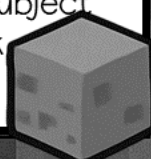
If your friend forgets their lunch, what could you do?

- A) Tease them about it
- B) Offer to share some of your food
- C) Tell them it's not your problem



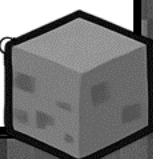
When your friend is talking about their day, what should you do?

- A) Look away and play with something else
- B) Change the subject
- C) Listen and ask questions



What should you do if you accidentally hurt your friend's feelings?

- A) Pretend nothing happened
- B) Say "I'm sorry" and try to fix it
- C) Blame your friend



Answer:

A) Talk calmly
and take turns
sharing ideas

Answer:

B) Tell a trusted
adult

Answer:

A) Stand up for
them when
someone is mean

Answer:

B) Offer to
share some of
your food

Answer:

C) Listen and
ask questions.

Answer:

B) Say "I'm sorry"
and try to fix it

How can you be
a good listener
when your
friend is
talking?



What should
you do if you
and your friend
disagree?



What can you
do to include
someone who
feels left
out?



What should
you do if a
friend asks for
help?



How can you
show respect
to your friends?



What can you
do to make your
friendships
stronger?



Answer:
Look at them,
stay quiet, and
listen until
they're finished.

Answer:
Talk calmly,
listen to each
other, and find
a fair solution.

Answer:
Invite them to join
your game or sit
with your group.

Answer:
Help them if you
can or find
someone who
can help.

Answer:
Listen to their
ideas, use kind
words, and
don't interrupt.

Answer:
Spend time
together, be
honest, and
show you care.

Why is it important to say "thank you" to your friends?



What should you do if your friend wins a game?



What can you do if your friend feels left out at lunch or recess?



What should you do if your friend is being teased by others?



What makes someone a trustworthy friend?



How can you show honesty in a friendship?



Answer:
It shows you
appreciate
them and value
their kindness.

Answer:
Say "Good job!"
and be happy
for them.

Answer:
Invite them to sit
or play with you
so they feel
included.

Answer:
Stand up for
them or get
help from an
adult.

Answer:
They keep
secrets, tell the
truth, and can
be counted on.

Answer:
Tell the truth, even
when it's hard, and
admit when you're
wrong.

LOSE A
TURN!



LOSE A
TURN!



LOSE 2
BLOCKS!



LOSE 3
BLOCKS!



LOSE 2
BLOCKS!



LOSE 1
BLOCK!

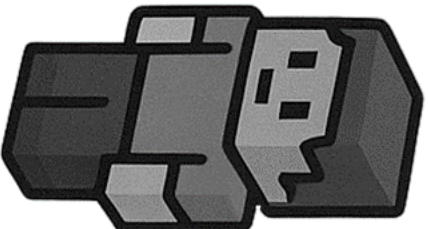


PLAYER STORAGE CARD



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PLAYER STORAGE CARD



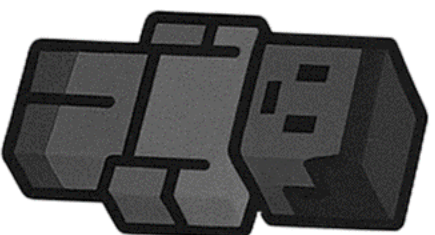
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PLAYER STORAGE CARD



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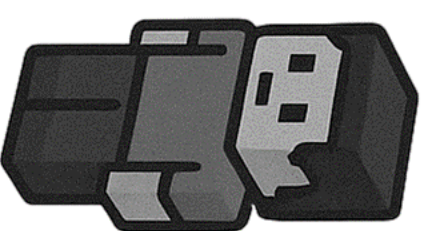
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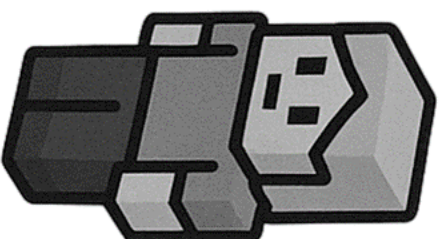
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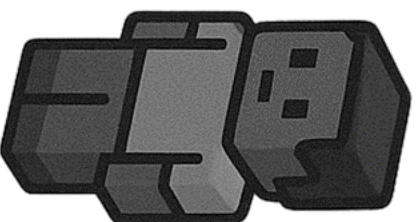
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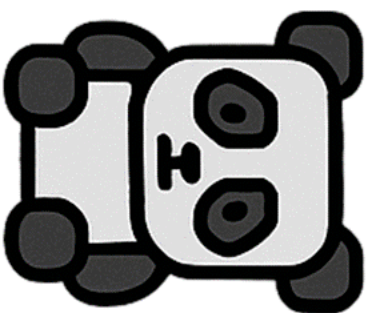
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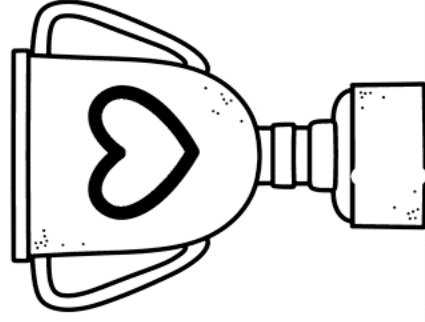
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This Certificate is awarded to



for being a

SUPER FRIEND



Signature

Date

SMALL GROUP
Counseling 

FRIENDSHIP

BOYS GROUP

2 INCH

SMALL GROUP
Counseling 

FRIENDSHIP

BOYS GROUP

1.5 INCH

SMALL GROUP
Counseling 

FRIENDSHIP
BOYS GROUP

1 INCH

GOOGLE SLIDES

Your resource comes with digital versions for use in Google Slides via Google Classroom. Follow these steps to upload your resource.

1 Click on each link



[Friendship Pie](#)

[Friendship Vibes](#)

[Better Together: Sports](#)

[Friendship Toolkit](#)

[Mean Girls: The Two-Faced](#)

[Mean Girls: The Queen Bee](#)

[Mean Girls: The Teaser](#)

[Mean Girls: The Ice Queen](#)

[Mean Girls: The Gossiper](#)

[Mean Girls: The Excluder](#)

[Llama Drama](#)

[Friendship Town](#)

GOOGLE SLIDES

2

You will be prompted to make a copy of the resource. Click on the blue box that says “Make a copy” and the resource will go directly into your Google drive.

Google Drive

Copy document

Would you like to make a copy of Career Interest Inventory?

Make a copy



3

Go to your Google Drive and locate the copy of the file. You can rename the file at this point or add/delete slides.

4

Next, go to your Google Classroom and add an assignment. Select the Google Drive Symbol and select the resource you want to assign.

5

From here, you should see a grey box that says “Students can view file.” Click the grey box. A dropdown menu should appear. Select, “Make a copy for each student.”

YOU HAVE TO MAKE A COPY FOR EACH STUDENT!

Otherwise they will all be editing the same file.

Click “Assign” in the top right corner if you’re ready to post!

This product is meant to be used in “edit” mode (not “presentation” mode). Edit mode is the only mode that allows drag & drop and writing in text boxes.

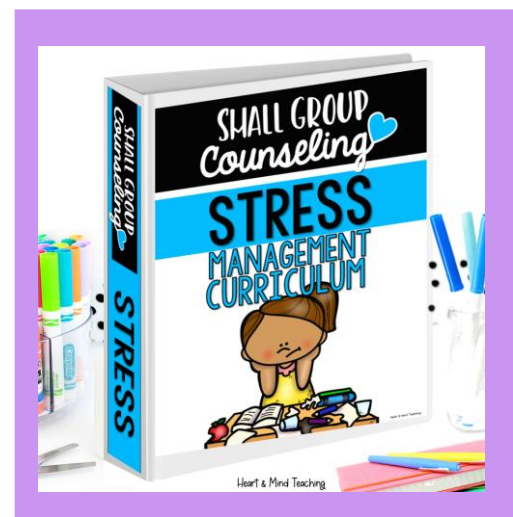
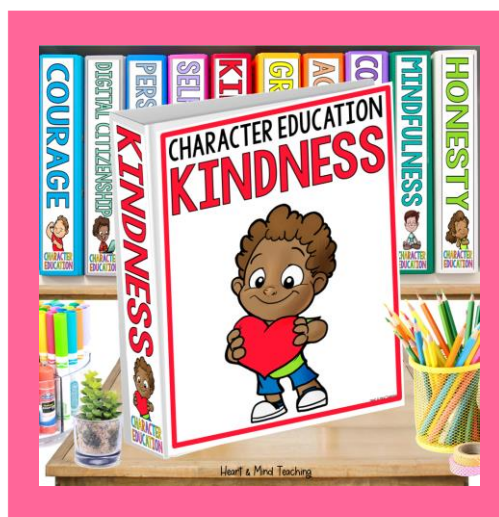
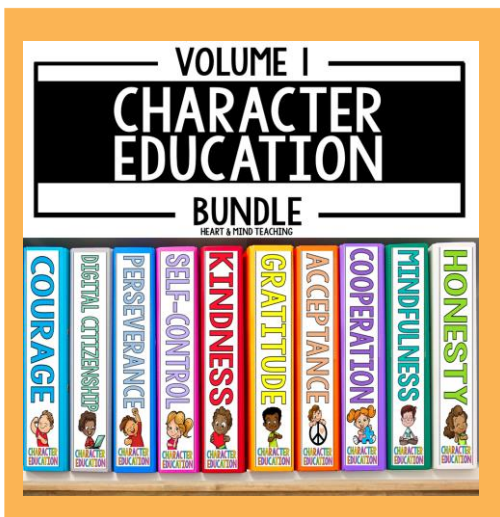
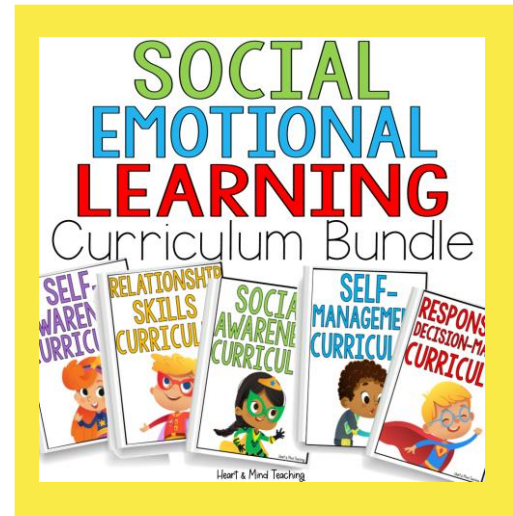
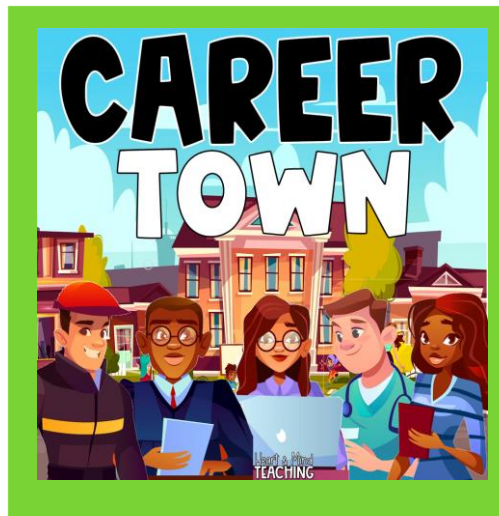
Helpful links for using Google Classroom:

[Teacher Tips for using Google Classroom \(TPT blog\)](#)

[Getting Started with Google Classroom \(youtube video\)](#)

CHECK THESE OUT

CLICK ON THE PICTURES TO GET A CLOSER LOOK.



COUNSELOR
Collab
— with Laura & Ashley —



Would you like to spend less time browsing for resources and lesson planning, and more time serving students? Let Laura from [Music City Counselor](#) and Ashley from [Heart and Mind Teaching](#) do the work for you!

CLICK TO COLLAB

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- ♥ Data-driven resources by theme.
- ♥ \$35+ value of ready-to-use materials.
- ♥ Lessons, group curriculums, forms, & activities.
- ♥ Tier 1, 2, and 3 research-based resources.
- ♥ No contracts, cancel anytime.

HEART+MIND
TEACHING



THANK YOU

FOR SUPPORTING MY LITTLE SHOP.

Hi there! I'm Ashley- a School Counselor, curriculum developer, blogger, and mama to two young boys. I have a passion for creating fun and engaging resources for Counseling and Social Emotional Learning.

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Ashley

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CREDITS

