

SMALL GROUP  
*Counseling* 

**FRIENDSHIP**

**CURRICULUM**



**BOYS GROUP**

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# ASCA MINDSETS & BEHAVIORS AND SEL COMPETENCIES ADDRESSED

SMALL GROUP  
Counseling  
**FRIENDSHIP**

## 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

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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



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  
\_\_\_\_\_

A graphic of a smartphone with a grey border and a white screen. The screen contains the text "Our group meets on" followed by a blank line, "at" followed by another blank line, and a third blank line at the bottom.

Our group  
meets on  
\_\_\_\_\_  
at  
\_\_\_\_\_

A graphic of a smartphone with a grey border and a white screen. The screen contains the text "Our group meets on" followed by a blank line, "at" followed by another blank line, and a third blank line at the bottom.

Our group  
meets on  
\_\_\_\_\_  
at  
\_\_\_\_\_

A graphic of a smartphone with a grey border and a white screen. The screen contains the text "Our group meets on" followed by a blank line, "at" followed by another blank line, and a third blank line at the bottom.

Our group  
meets on  
\_\_\_\_\_  
at  
\_\_\_\_\_

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Our group  
meets on  
\_\_\_\_\_  
at  
\_\_\_\_\_

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# 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



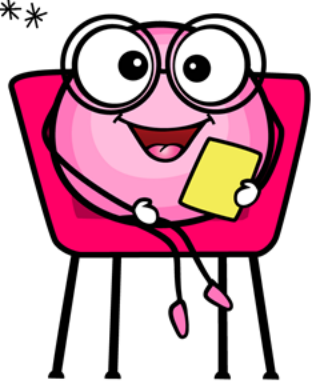
Hardly



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: \_\_\_\_\_



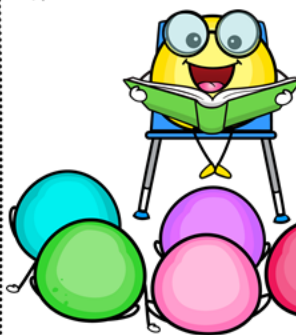
# PASS TO SEE THE PSYCHOLOGIST

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.

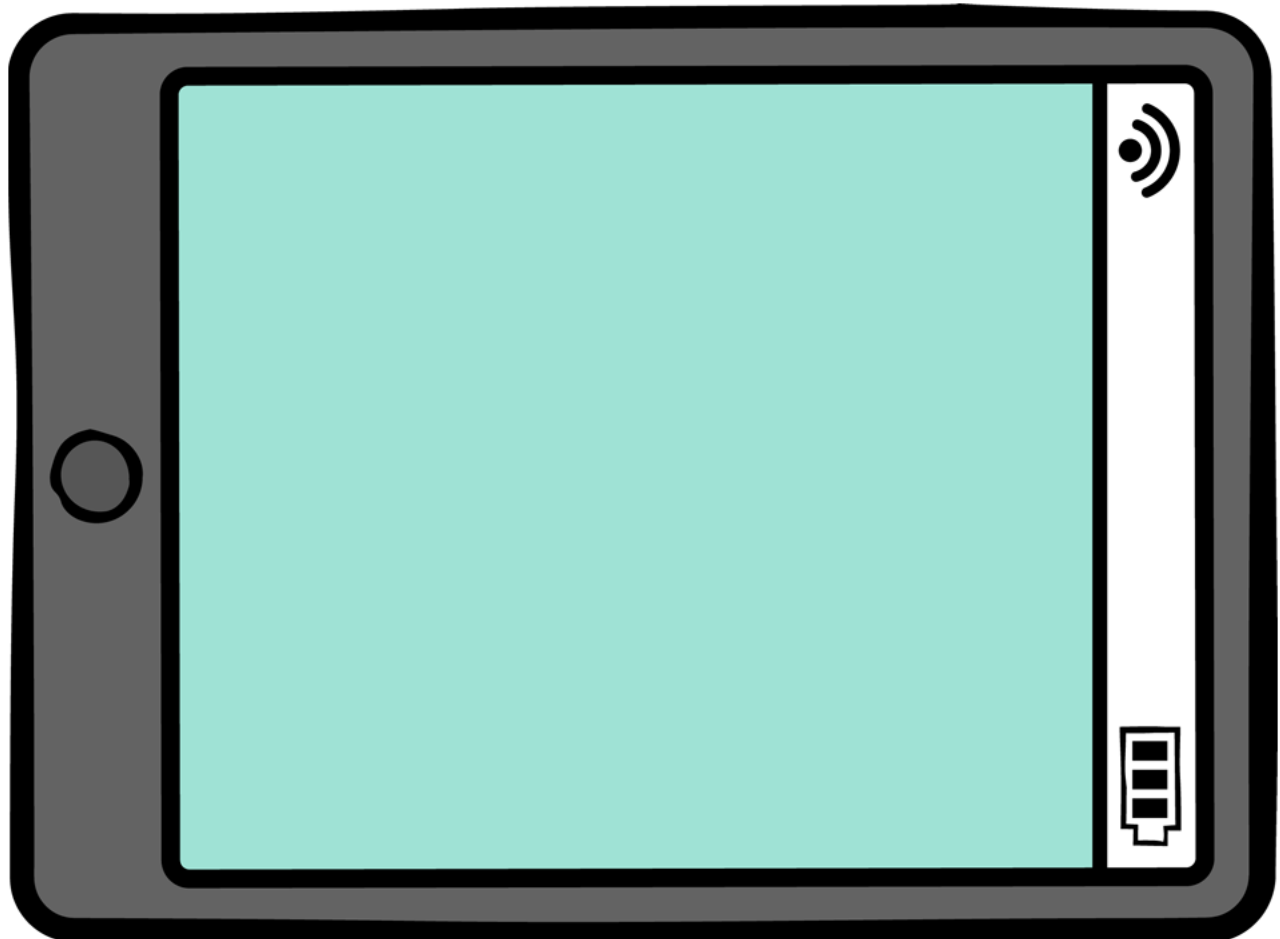
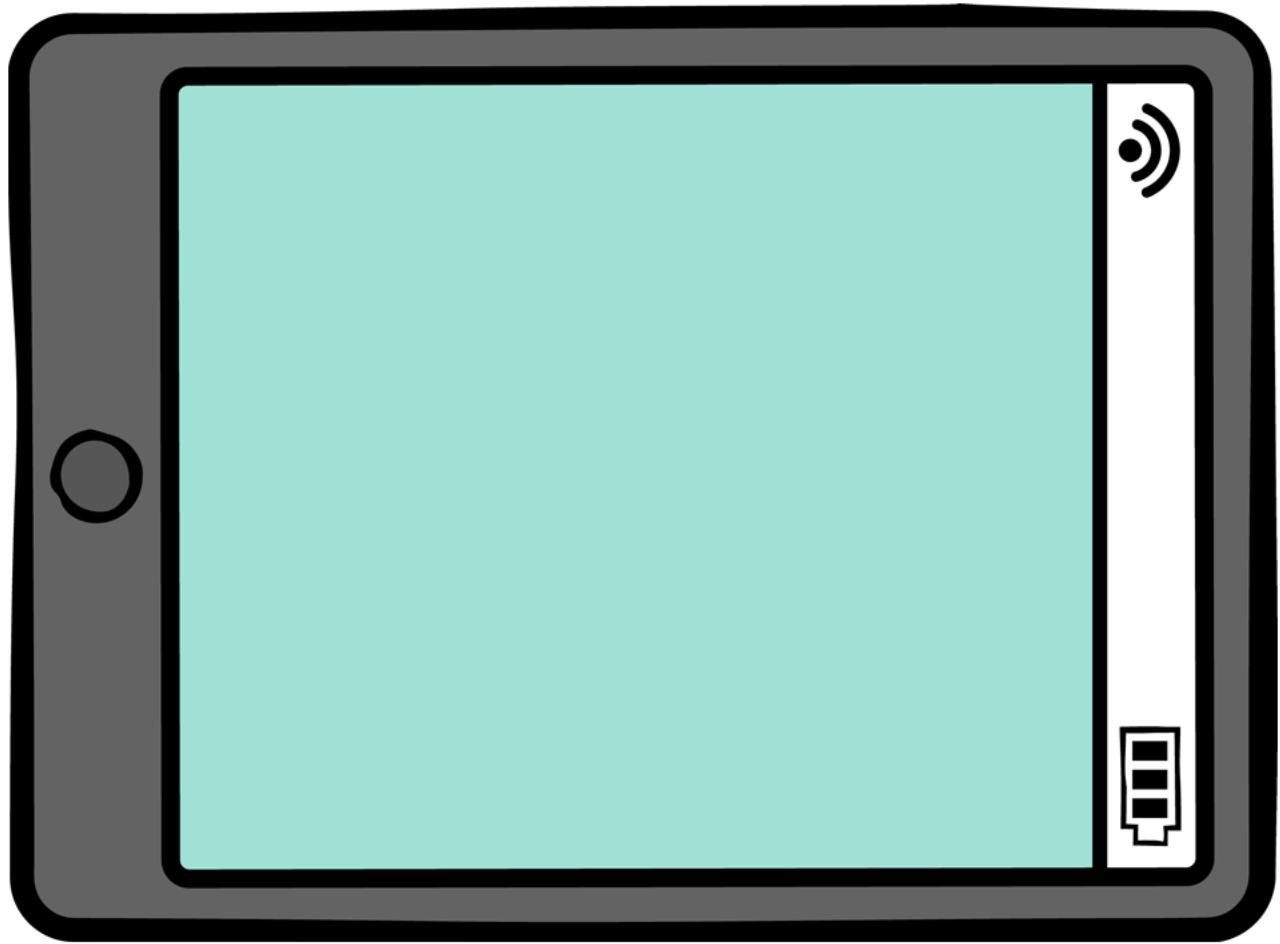
\*Creating Group Rules: "Now that we have got to know each other, let's create some group rules together. Raise your hand if you can think of a rule that would help our group go smoothly." Guide the discussion to include being respectful of others, taking turns to speak, and confidentiality. Use the 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



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."

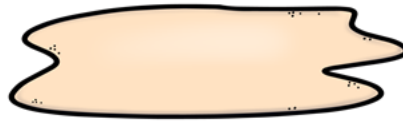
**POSTERS/  
COLORING  
SHEETS (SEE  
BW VERSION)**



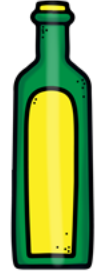
# Forming New FRIENDSHIPS



**Support**



**Respect**



**Fairness**

**What ingredients**

**make a good**

**friendship pizza?**



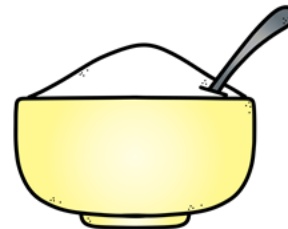
**Listening**



**Trust**



**Kindness**



**Forgiveness**



# LISTENING

**Paying attention when your friend speaks.**



**Maintain eye  
contact.**

**Don't interrupt.**



**Wait your turn  
to speak.**



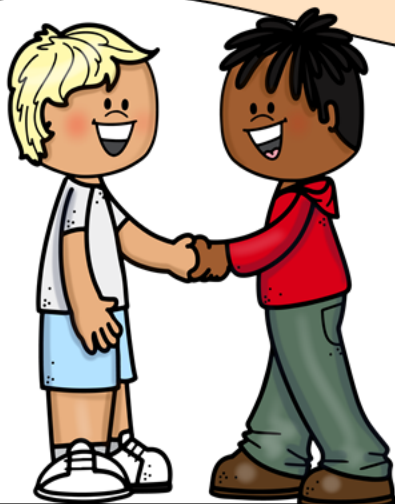
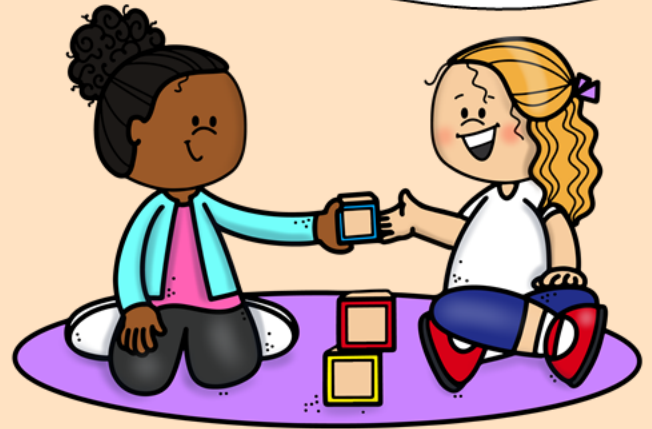
# RESPECT

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.**





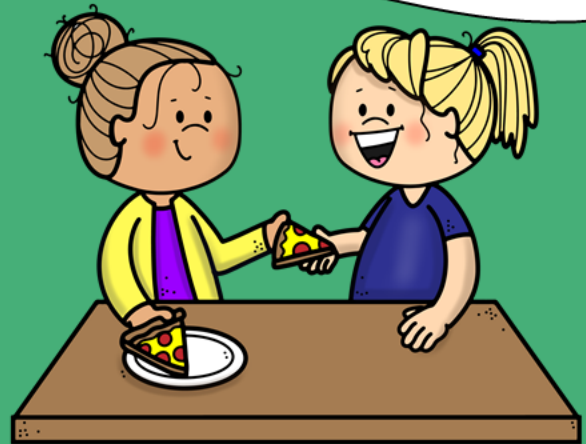
# FAIRNESS

Take turns, share, and play by the rules.



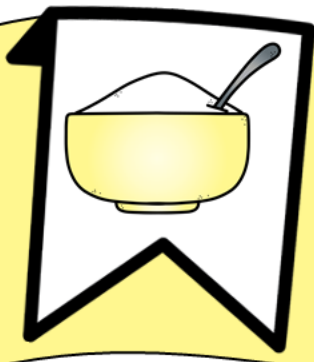
**Playing by the rules.**

**Sharing.**



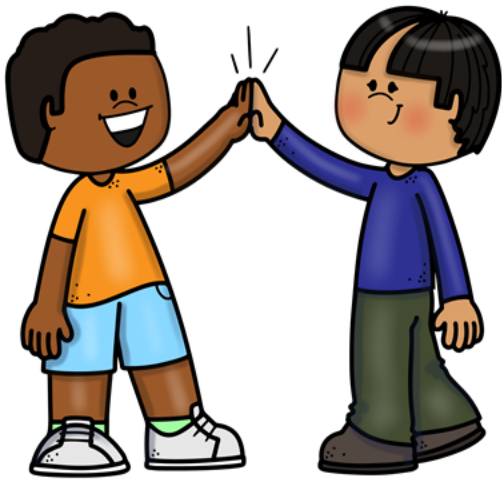
**Taking Turns.**





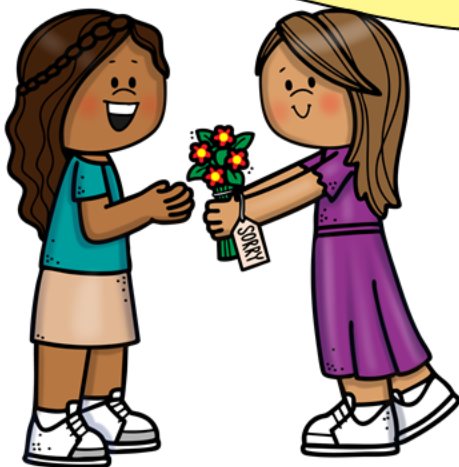
# **FORGIVENESS**

**Being willing to say sorry and let go of mistakes.**



**Compromising.**

**Apologizing.**



**Making  
amends.**





# TRUST

**Believing in each other and feeling safe to share.**

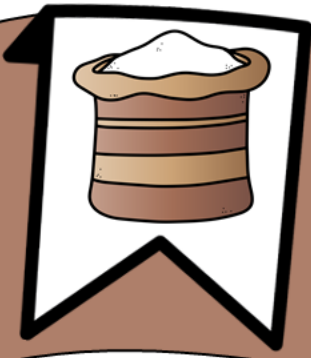


**Keep safe secrets  
and promises.**

**Be reliable and loyal.**



**Be honest.**



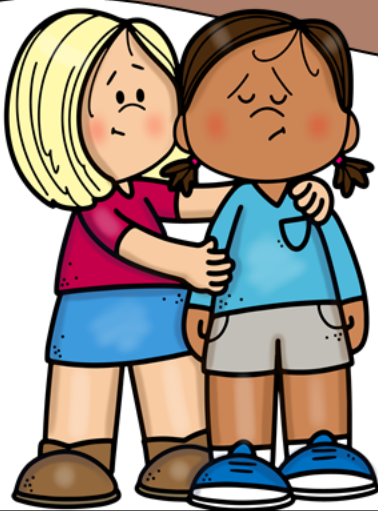
# SUPPORT

Being there when your friend needs help or encouragement.



**Keep safe secrets  
and promises.**

**Helping each  
other out.**



**Showing empathy.**

# Making Special FRIENDSHIPS

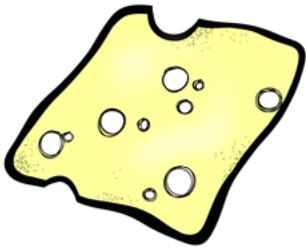
These things are not essential to friendship, but they make each friendship special and unique.



**Shared  
interests**



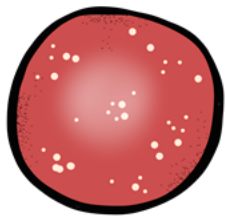
**Traditions**



**Laughter**



**Gifts**



**Celebration**



**Spending  
time  
together**



**Fun**

# Maintaining FRIENDSHIP



## Set a timer.

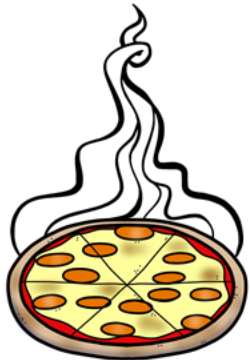
Pizza can burn if forgotten—friendships do too. Communicate regularly and stay in touch. Pizza takes time to bake—so do friendships. Keep showing up, being kind, and trust that the bond will grow stronger.



## 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.



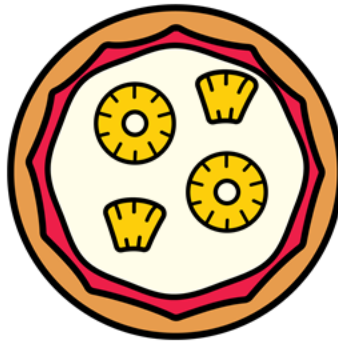
# Types of FRIENDSHIPS



## 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:

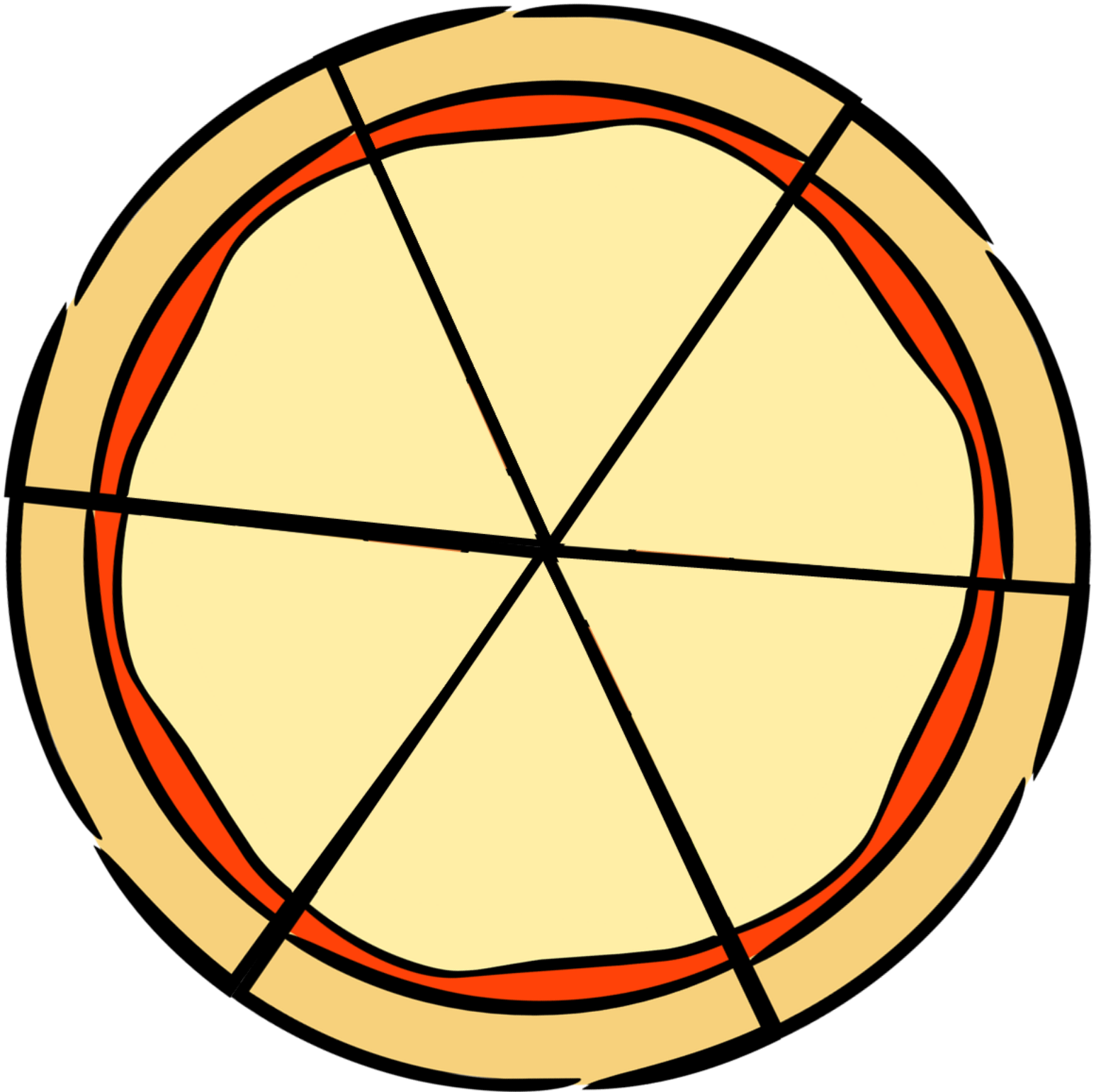
Friends you only see  
sometimes (at camp or  
on vacation)

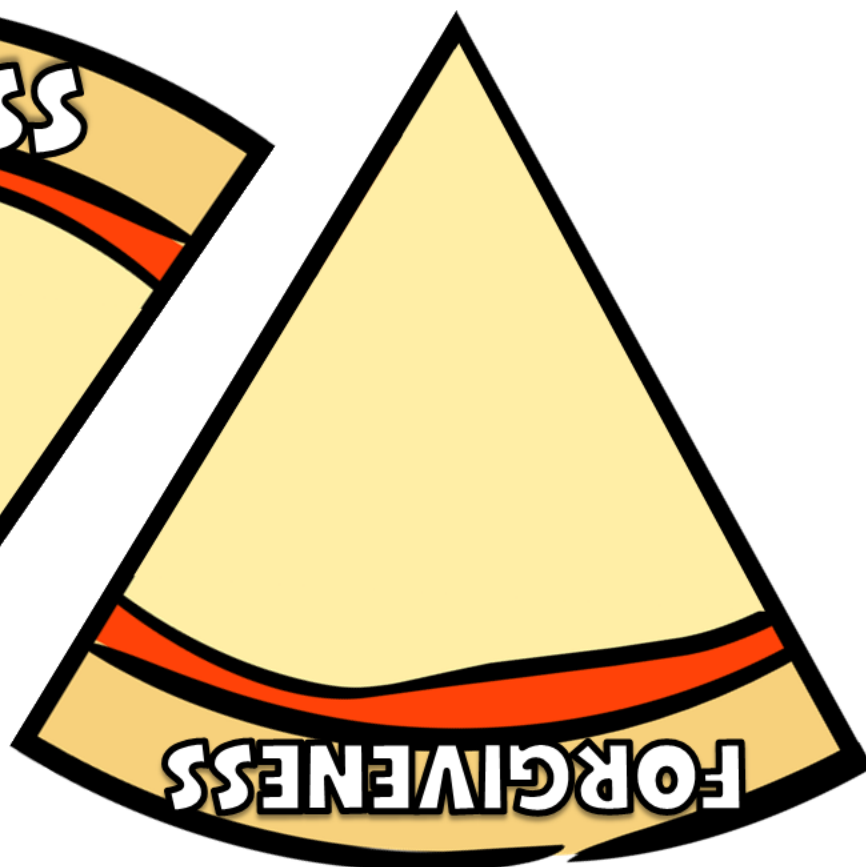
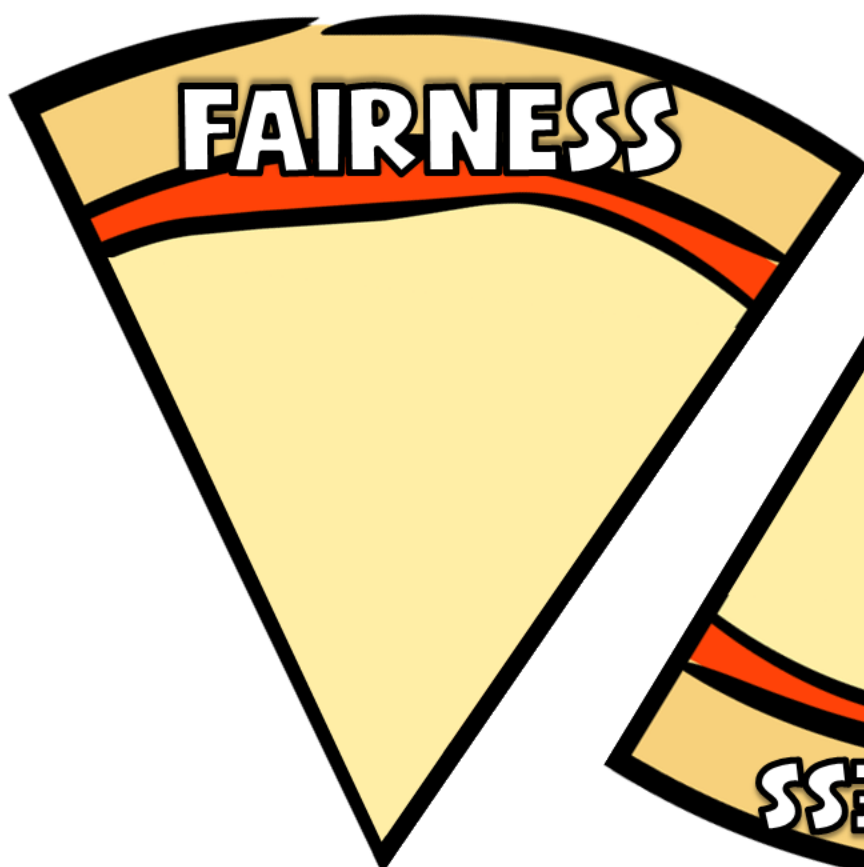
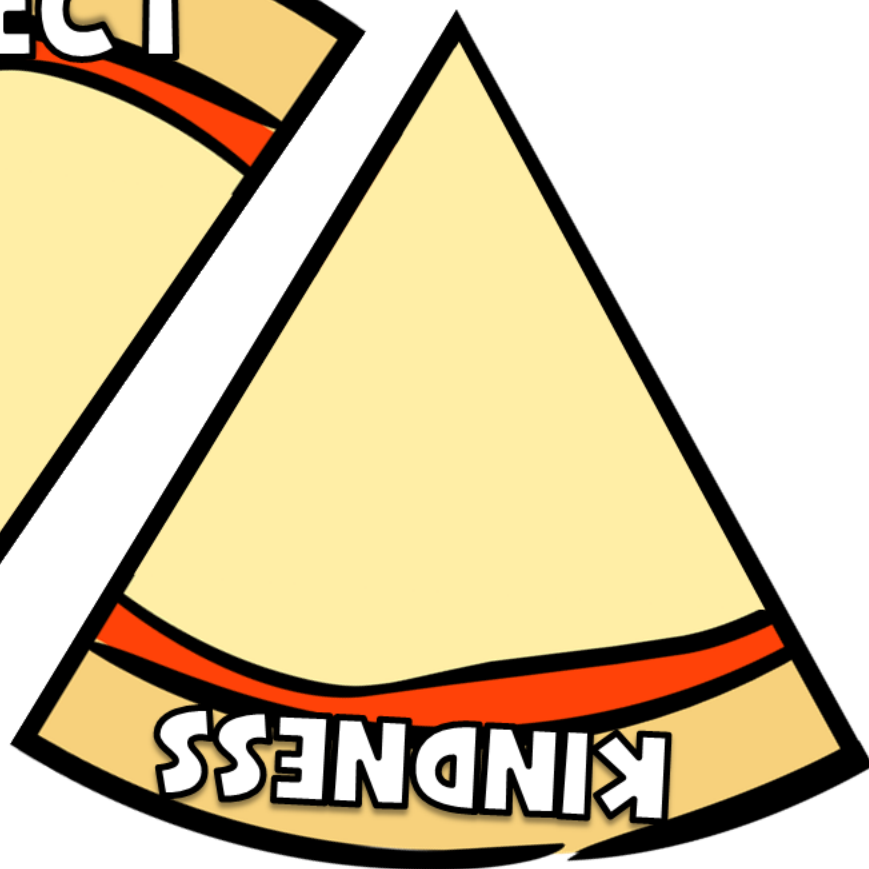
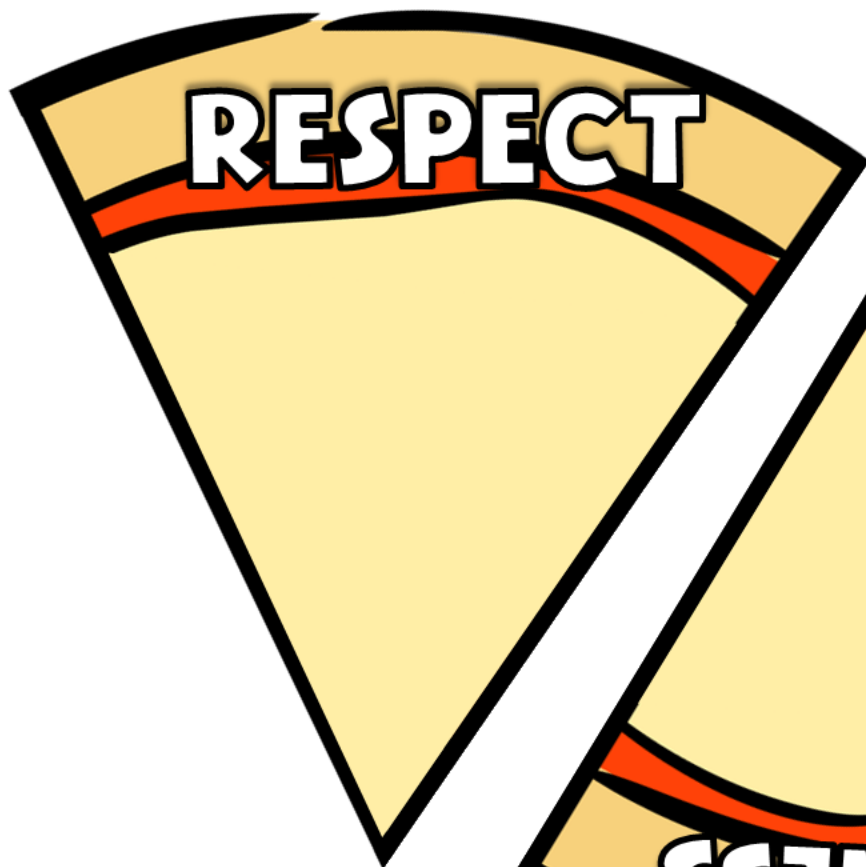
**ACTIVITY**

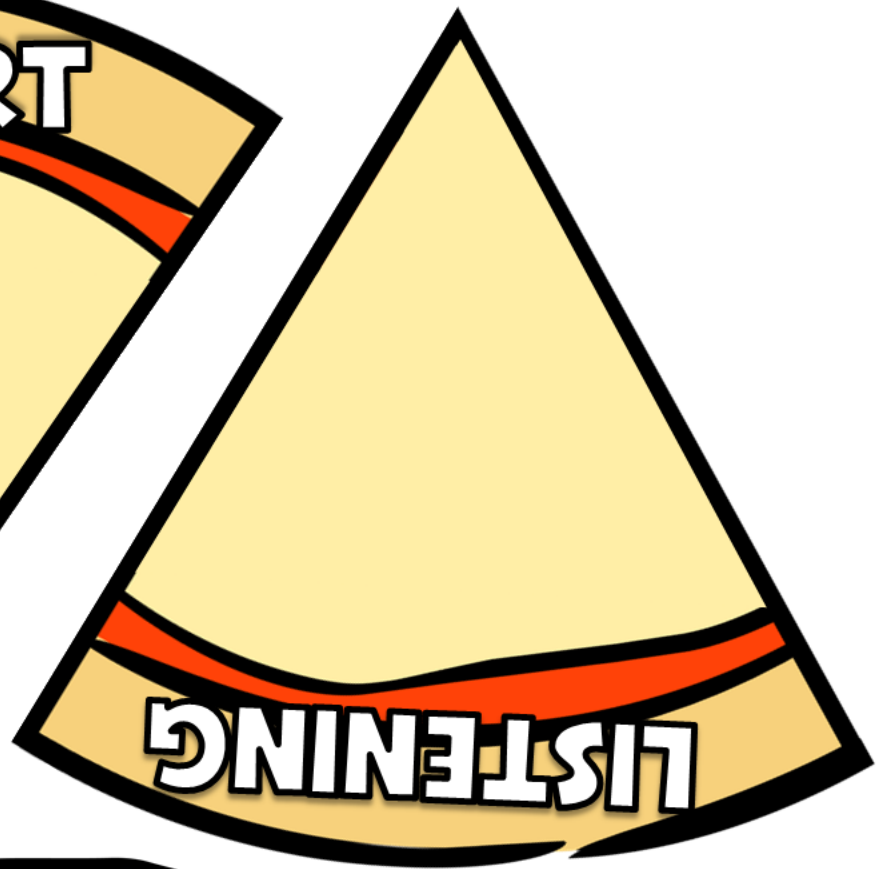
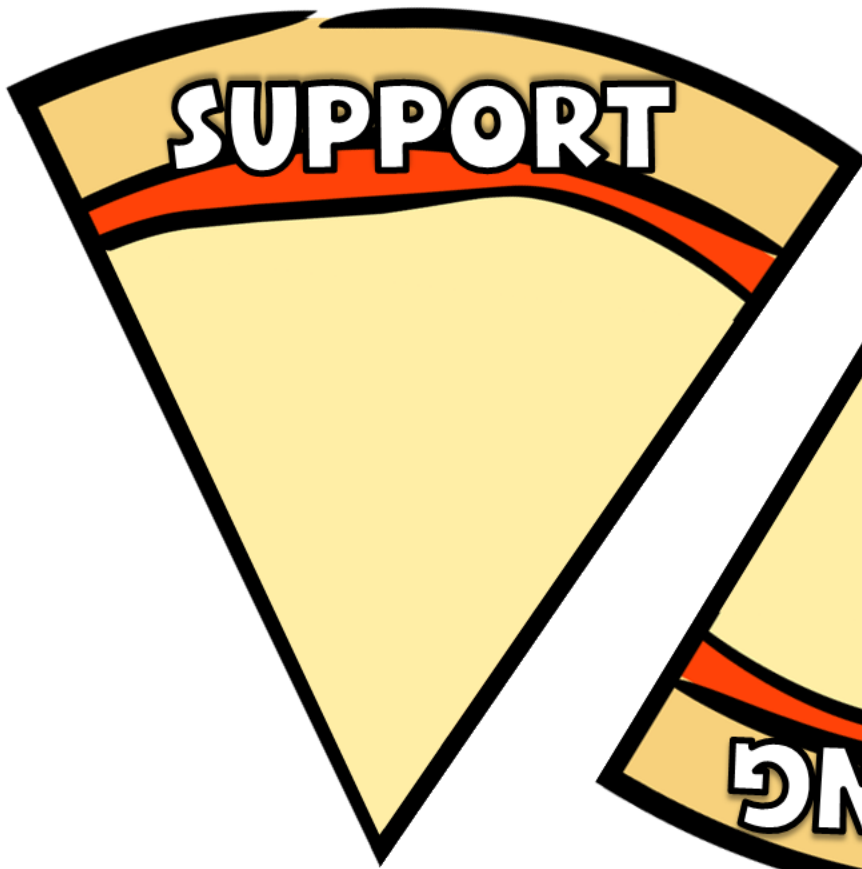


# FRIENDSHIP Pizza

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







# SESSION 3

## Parking Lot Friends

SMALL GROUP  
Counseling   
**FRIENDSHIP**

### Session Objective:

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

### 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?

### 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

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# JUNK FRIEND

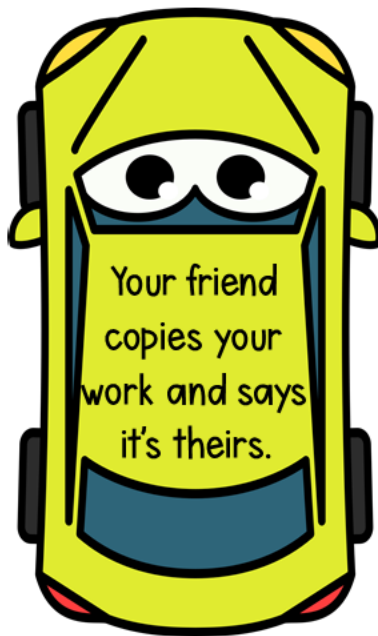
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# Worksheets



# 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.

## JUNK FRIEND



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.



# 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 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.



# 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.

## JUNK FRIEND

Your friend shares their snacks with you.

Your friend tells everyone your secret.

Your friend helps you up when you fall.

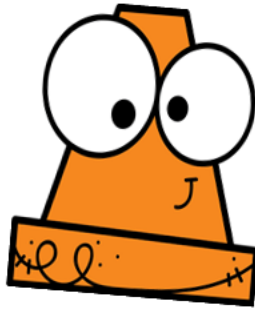
Your friend rolls their eyes when you talk.

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

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



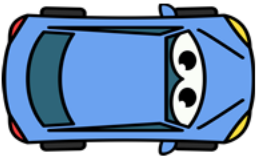
# Posters & Pledge



This is how I pledge to be  
**A COOL FRIEND:**



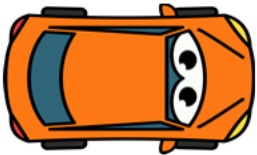
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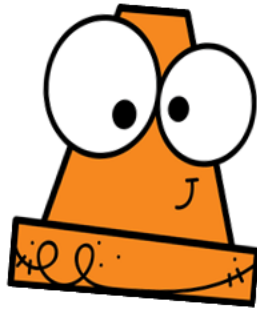
\_\_\_\_\_

**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**

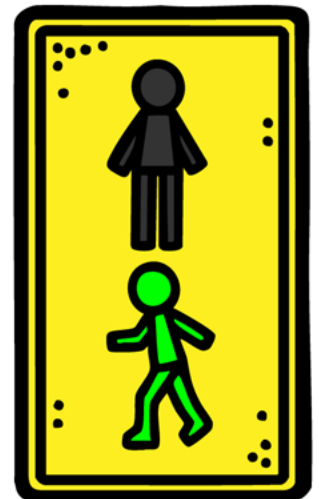
**STAY IN THE**

**RIGHT LANE —**

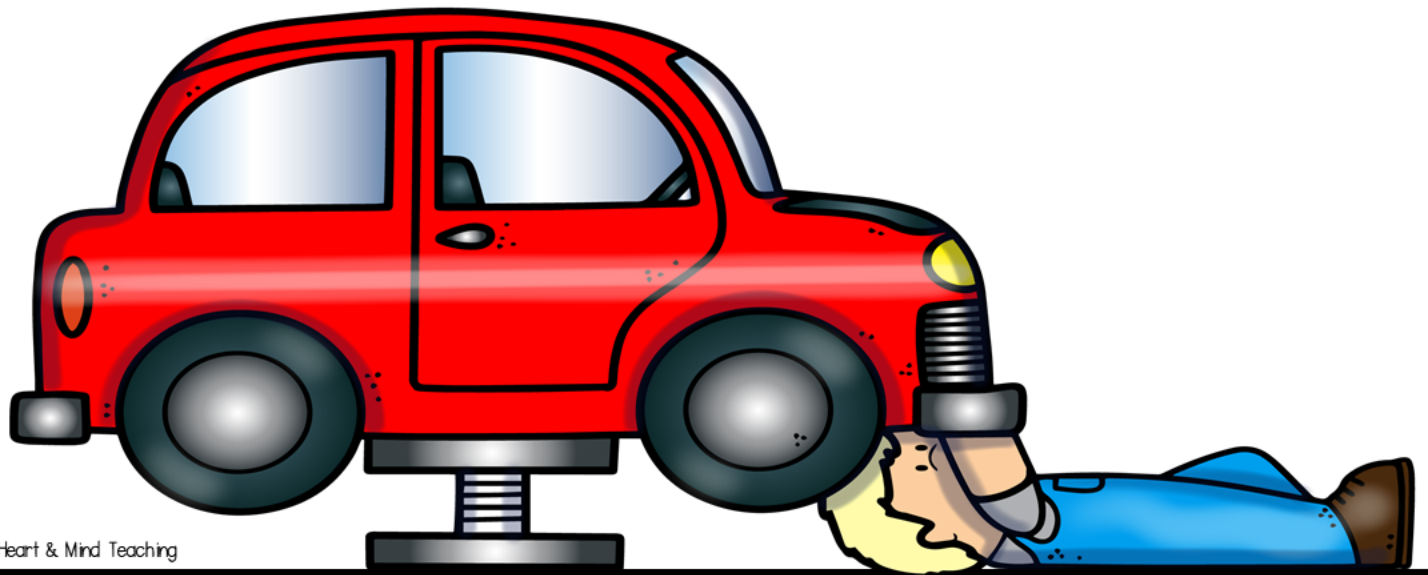
**THE ONE WITH**

**RESPECT, HONESTY,**

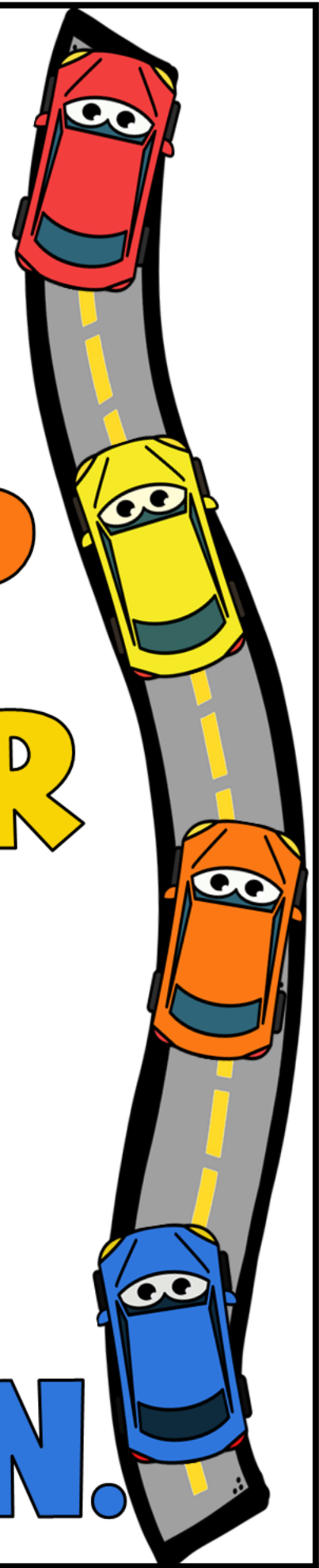
**AND FUN!**



**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.

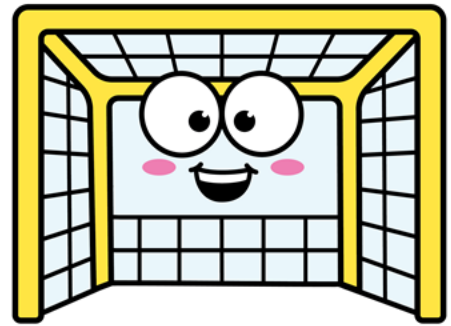
#### Activity Details:

- \*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**

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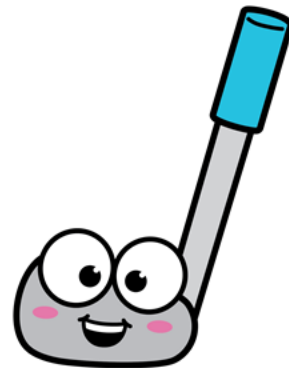
**Stability**

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**Curiosity**

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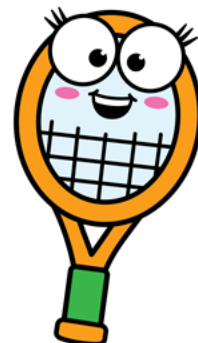
**Confidence**

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**Positivity**

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**Focus**

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**Better  
TOGETHER**



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**Better  
TOGETHER**



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**Better  
TOGETHER**



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**Better  
TOGETHER**



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**Better  
TOGETHER**

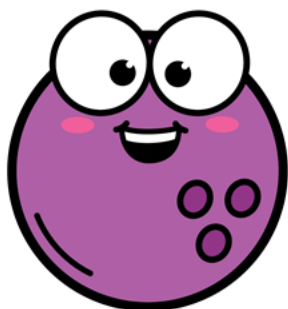


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**Better  
TOGETHER**



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**Strength**

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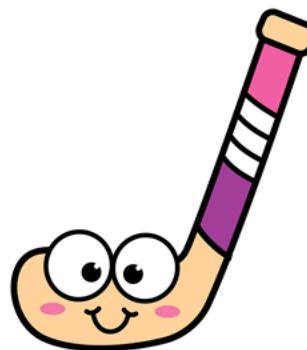
**Patience**

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**Determination**

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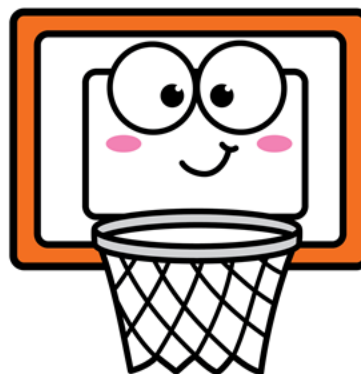
**Direction**

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**Energy**

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**Encouragement**

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Better  
TOGETHER

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Better  
TOGETHER

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Better  
TOGETHER

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Better  
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Better  
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**Imagination**

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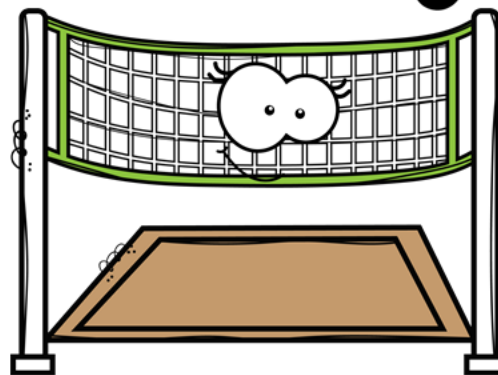
**Action**

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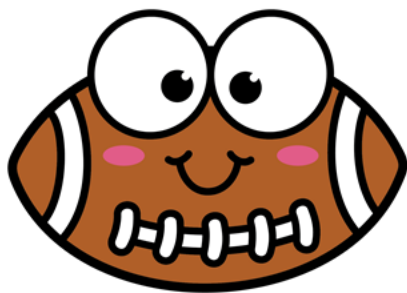
**Expressive**

© Heart & Mind Teaching



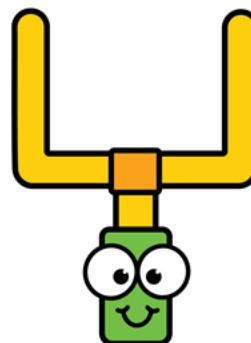
**Good Listener**

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**Fun**

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**Reliability**

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**Better  
TOGETHER**



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**Better  
TOGETHER**



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**Better  
TOGETHER**



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TOGETHER**



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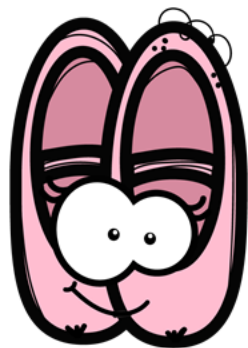
**Adventure**

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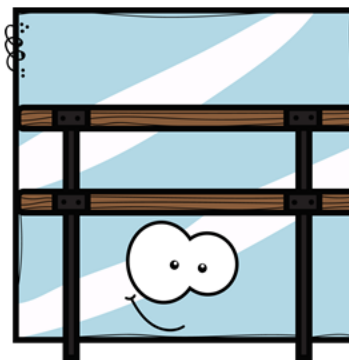
**Protection**

© Heart & Mind Teaching



**Boldness**

© Heart & Mind Teaching



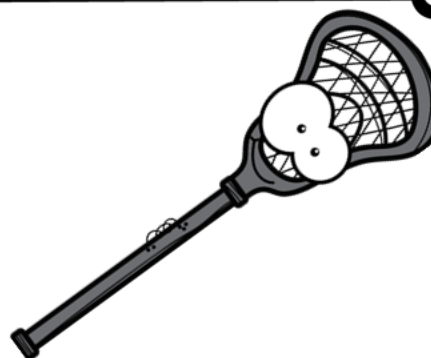
**Caution**

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**Bravery**

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**Support**

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**Better  
TOGETHER**



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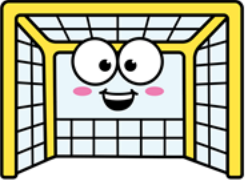

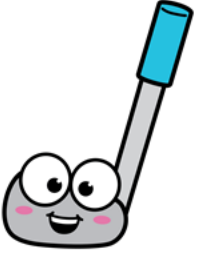


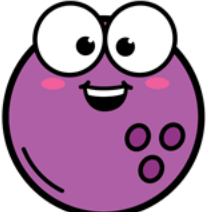

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TOGETHER**



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# Friendship Card Pairs


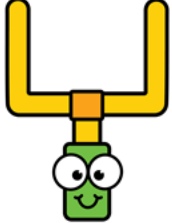



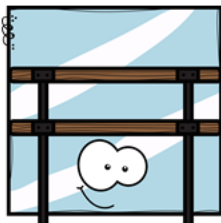


OBJECT 1	FRIENDSHIP TRAIT/ACTION	OBJECT 2	FRIENDSHIP TRAIT/ACTION	WHY THEY'RE BETTER TOGETHER
 <b>Soccer Ball</b>	<b>Drive</b> (wanting to keep going and do your best, even when it's hard.)	 <b>Soccer Goal</b>	<b>Stability</b> (being steady and dependable—someone your friend can count on.)	A go-getter friend pairs well with one who helps them stay grounded.
 <b>Golf Ball</b>	<b>Curiosity</b> (Wanting to learn and ask questions about the world around you.)	 <b>Golf Club</b>	<b>Confidence</b> (Believing in yourself and what you can do.)	A curious friend explores ideas, and the confident friend keeps them steady on their feet.
 <b>Tennis Ball</b>	<b>Positivity</b> (having a good attitude and trying to look on the bright side.)	 <b>Tennis Racket</b>	<b>Focus</b> (being steady and dependable—someone people can count on.)	A positive friend brings the bounce, and the focused friend helps guide the play.
 <b>Bowling Ball</b>	<b>Strength</b> (Being strong in your body & heart, even when things are tough.)	 <b>Bowling Pin</b>	<b>Patience</b> (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
 <b>Hockey Puck</b>	Determination (Not giving up, even when something is hard.)	 <b>Hockey Stick</b>	Direction (Knowing where you're going or what your plan is.)	One friend has strong will, and the other helps them stay on course.
 <b>Basketball</b>	Energy (Having lots of get-up-and-go to move, play, or think fast.)	 <b>Basket</b>	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!
 <b>Baseball</b>	Imagination (Using your mind to dream, create, or think of new ideas.)	 <b>Baseball Bat</b>	Action (Doing something instead of just thinking about it.)	One friend dreams big, and the other helps make it happen!
 <b>Volleyball</b>	Expressive (Showing your feelings or ideas with words, faces, or actions.)	 <b>Net</b>	Good Listener (Someone who pays attention and cares about what others are saying.)	One friend shares their thoughts, and the other listens with care.

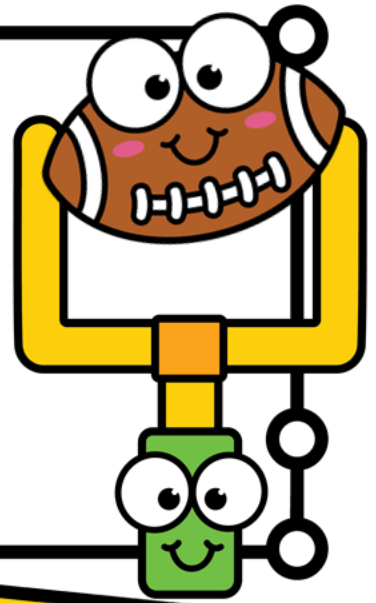


# Friendship Card Pairs

OBJECT 1	FRIENDSHIP TRAIT/ACTION	OBJECT 2	FRIENDSHIP TRAIT/ACTION	WHY THEY'RE BETTER TOGETHER
 <b>Football</b>	Fun (having a good attitude and trying to look on the bright side.)	 <b>Goal</b>	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.
 <b>Baseball</b>	Adventure (trying something new and exciting, even if it's a little scary.)	 <b>Mitt</b>	Protection (keeping someone safe and looking out for them.)	An adventurous friend benefits from a caring, protective buddy.
 <b>Ballet Shoes</b>	Boldness (trying big things without being afraid.)	 <b>Mirror</b>	Caution (being careful and thinking before acting.)	A brave friend pairs well with a friend who keeps them safe and makes wise choices.
 <b>Lacrosse ball</b>	Bravery (doing the right thing, even when you're scared.)	 <b>Lacrosse stick</b>	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

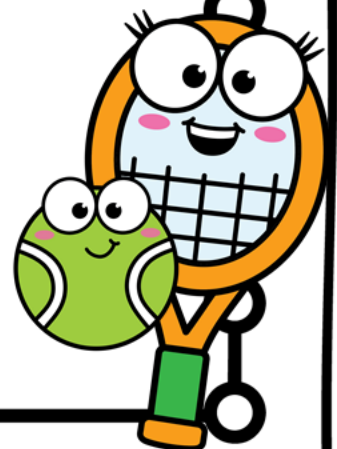
Which friendship pair reminds you of one of your friendships?



Draw your own better together pair:

Explain how they are better together:

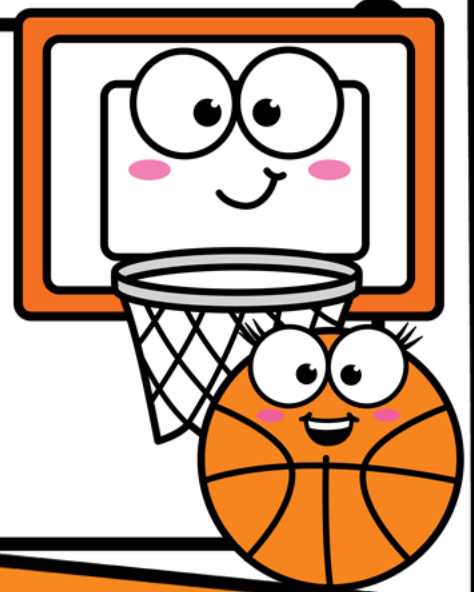
What is something that you feel you don't have but need or want in a friend to bring to your friendship?





# Better Together: Friendship Pairs

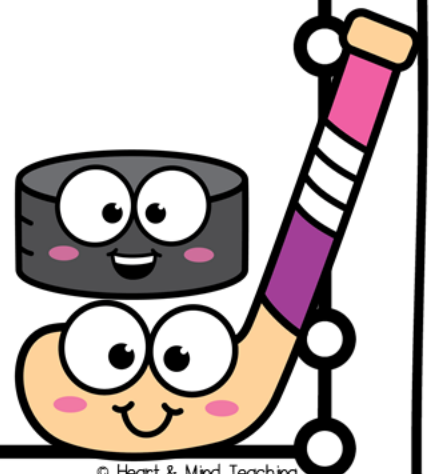
If you were a ball, what type of basket/goal would you need? (Hint: What helps you feel encouraged?)



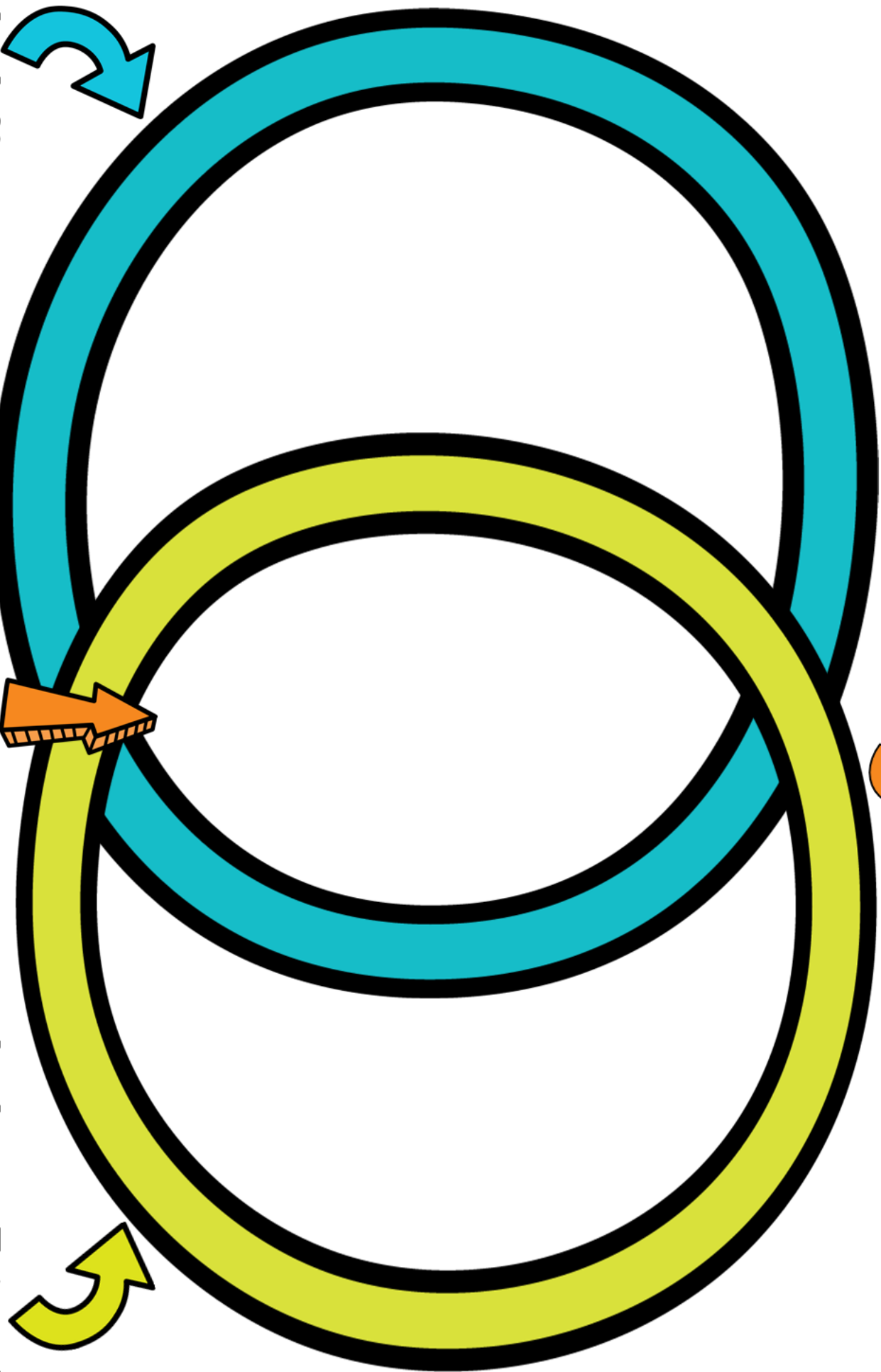
Why is it okay for friends to be different?

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



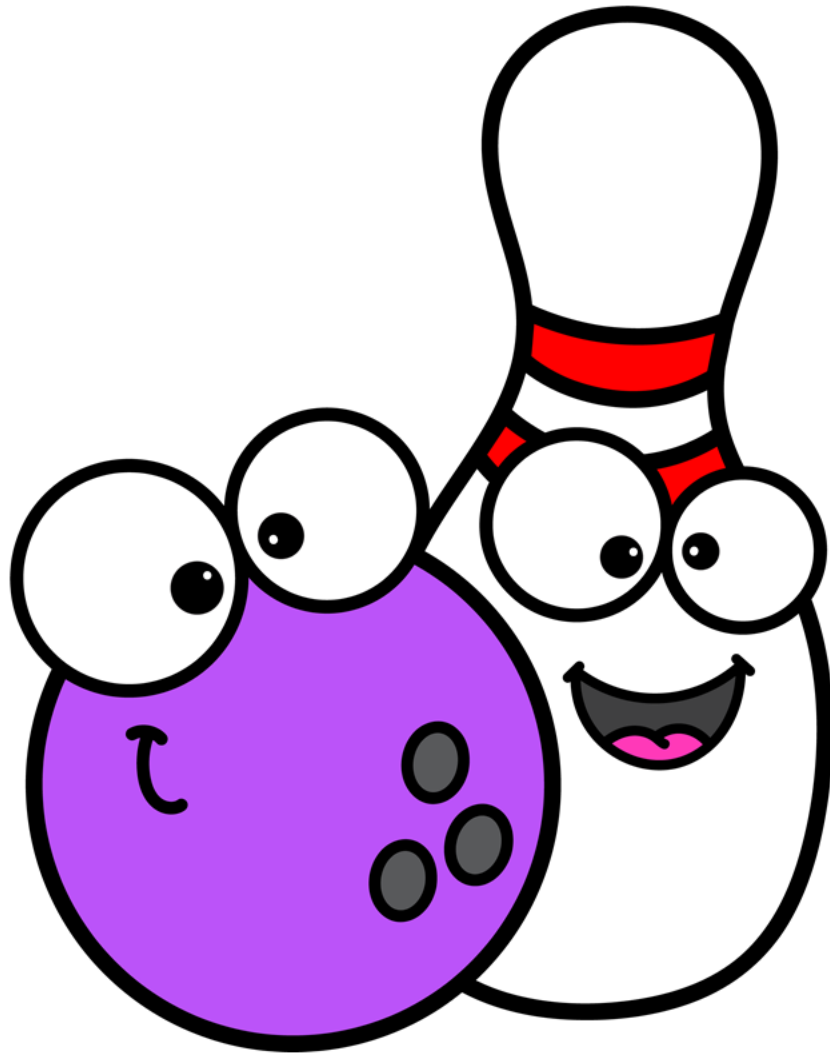
Just me

What we Share

Just my Friend

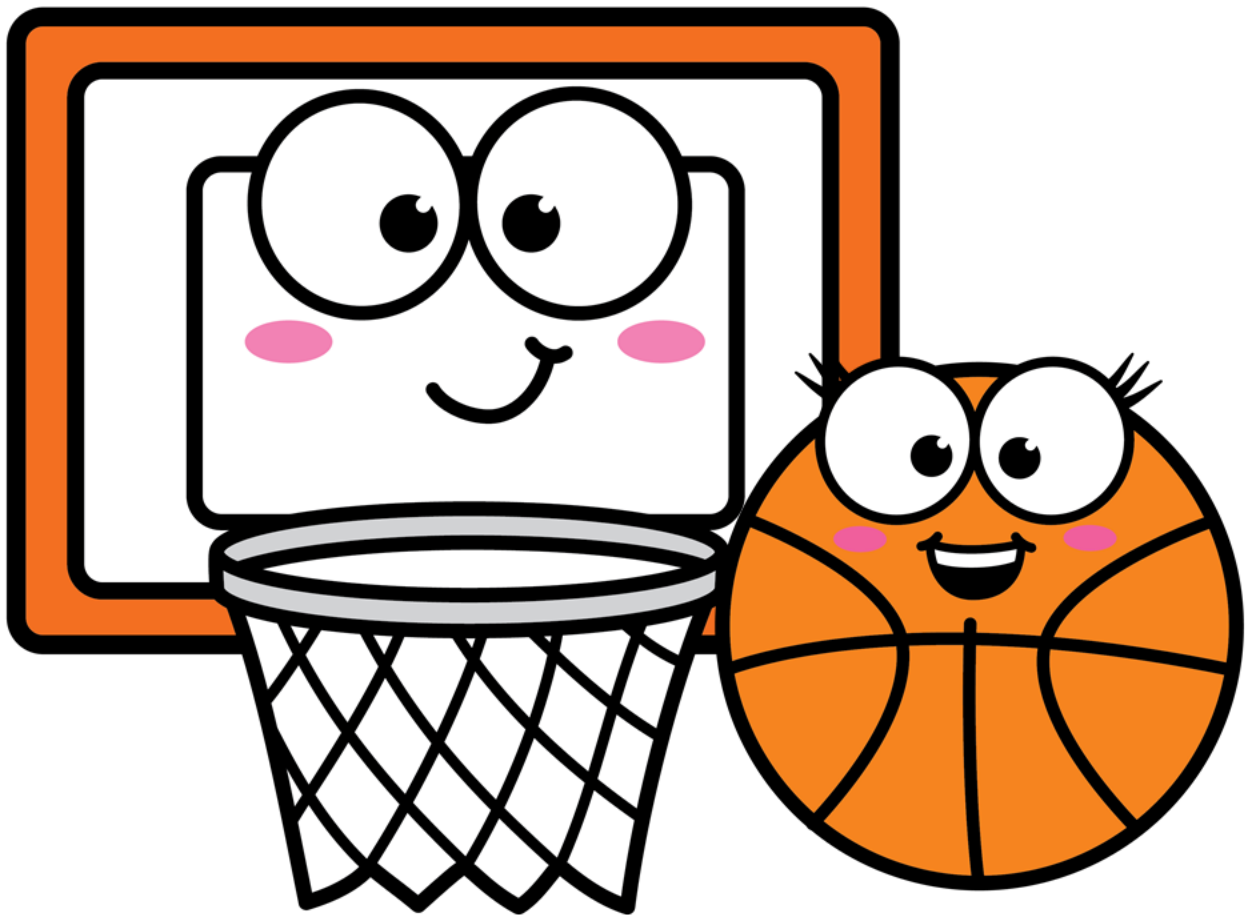
# **Posters/ Bulletin Board Elements**

# **Strength & Patience**



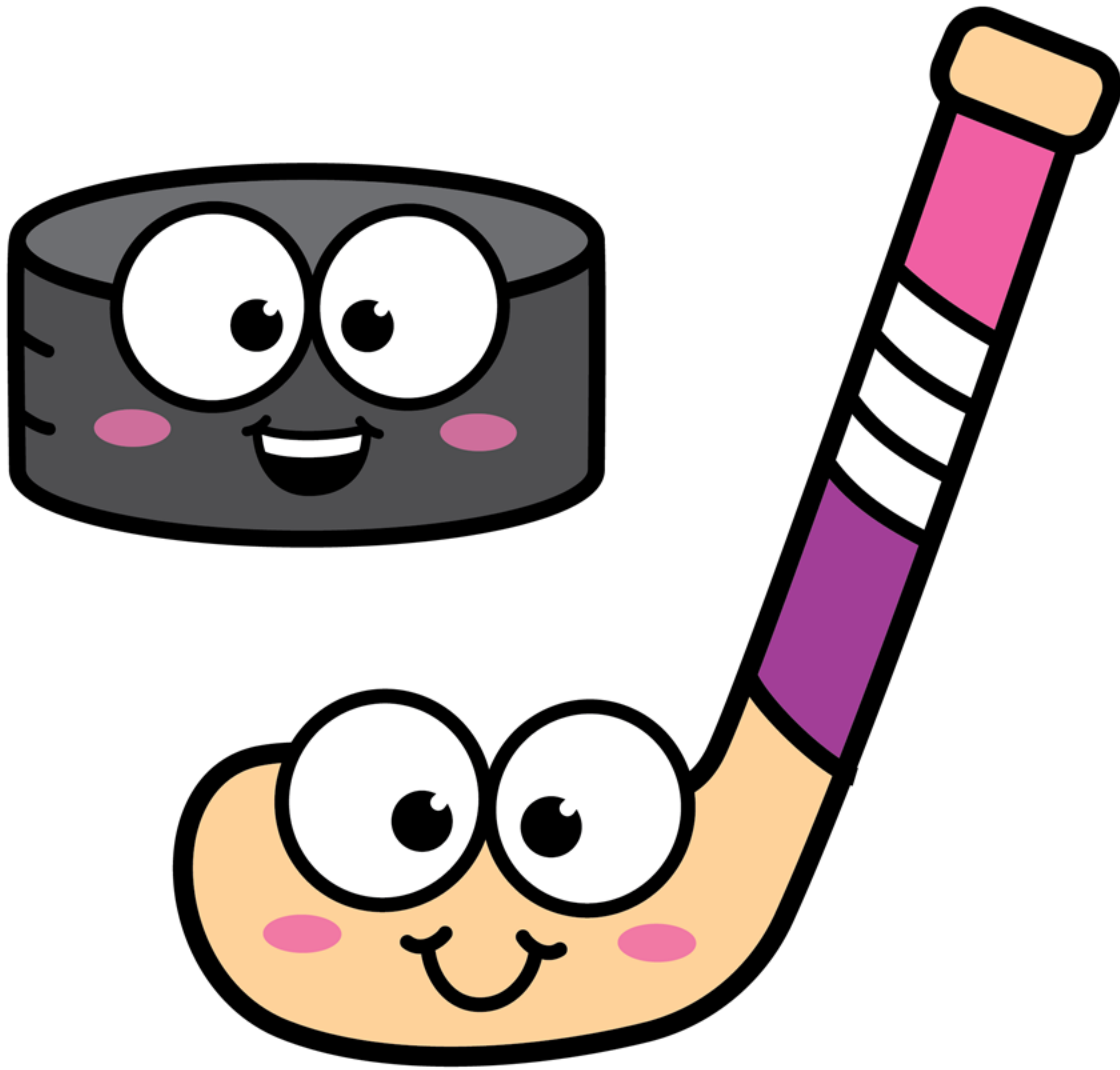
**A strong, fast-moving friend  
works well with one who stays  
calm and steady.**

# Encouragement & Energy



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

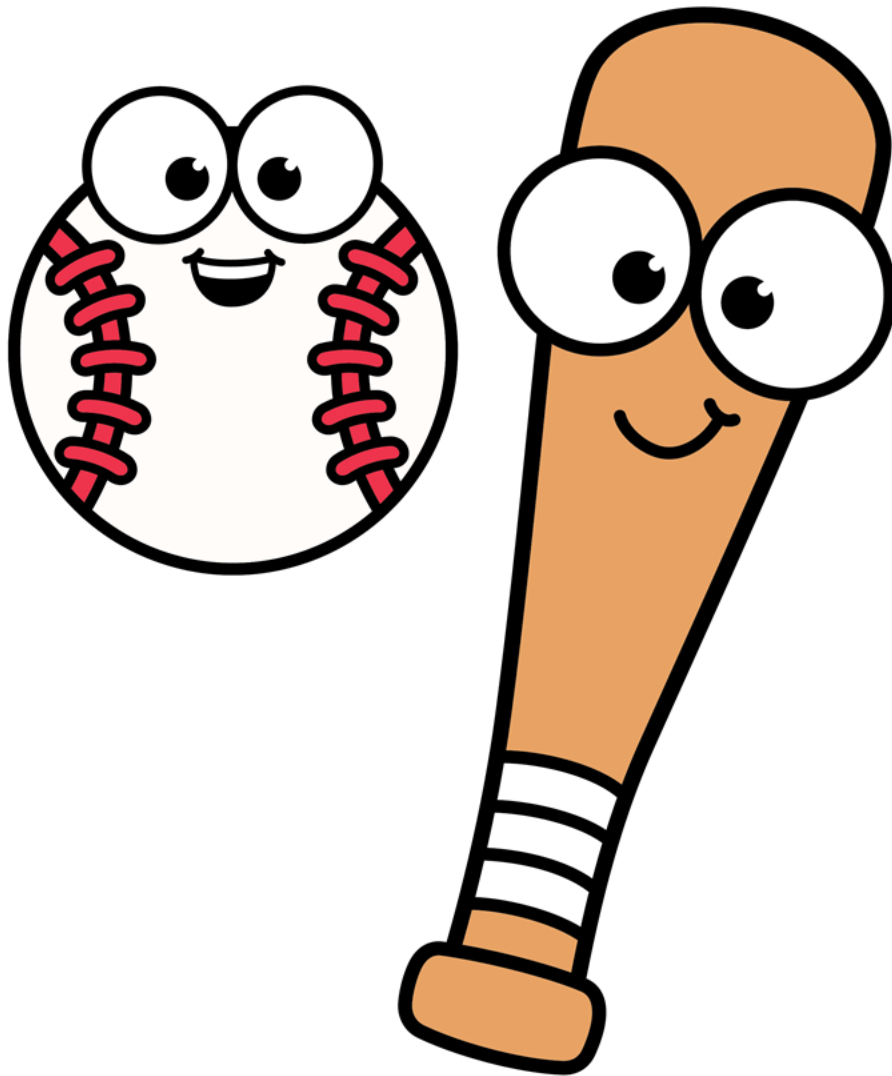
# Determination & Direction



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

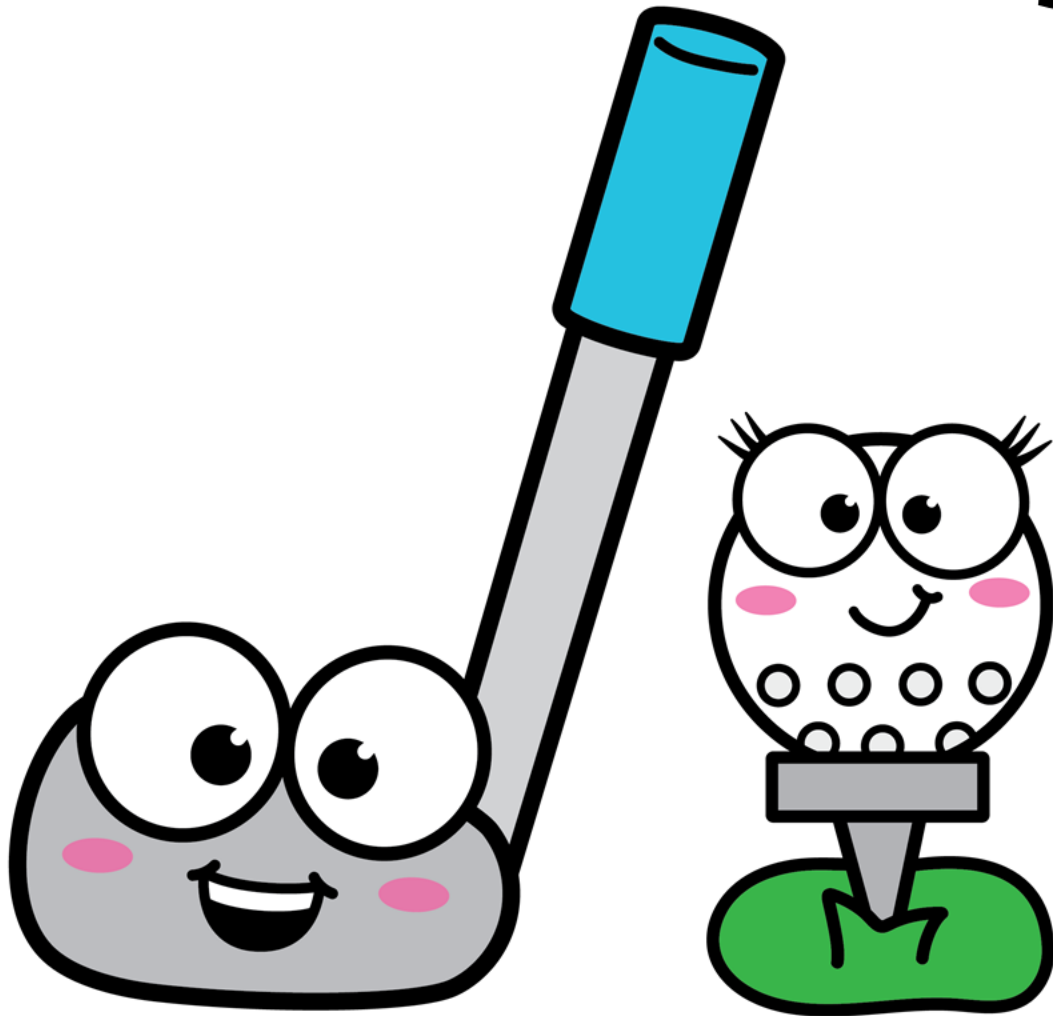


# Imagination & Action



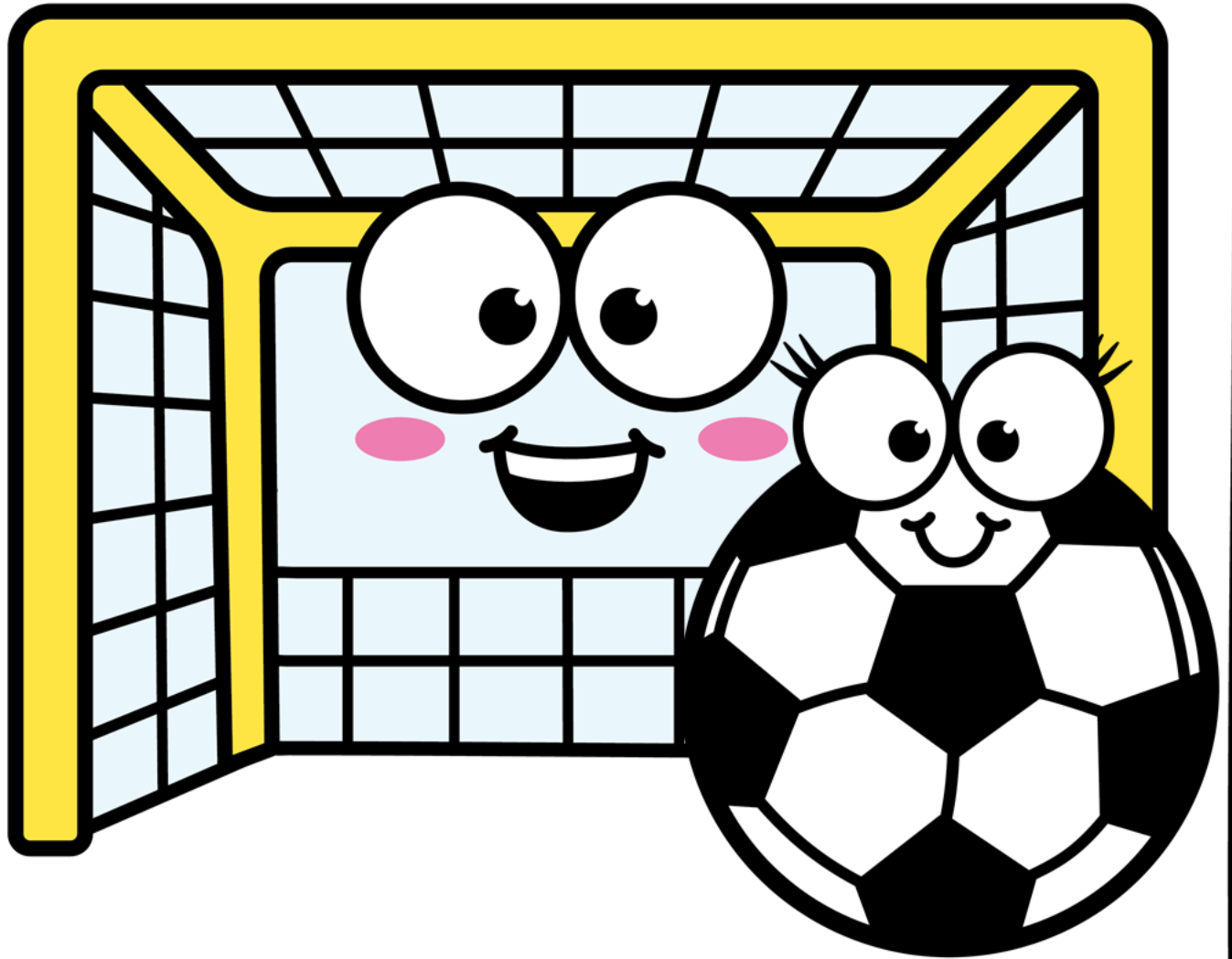
One friend dreams big, and the  
other helps make it happen!

# Confidence & Curiosity



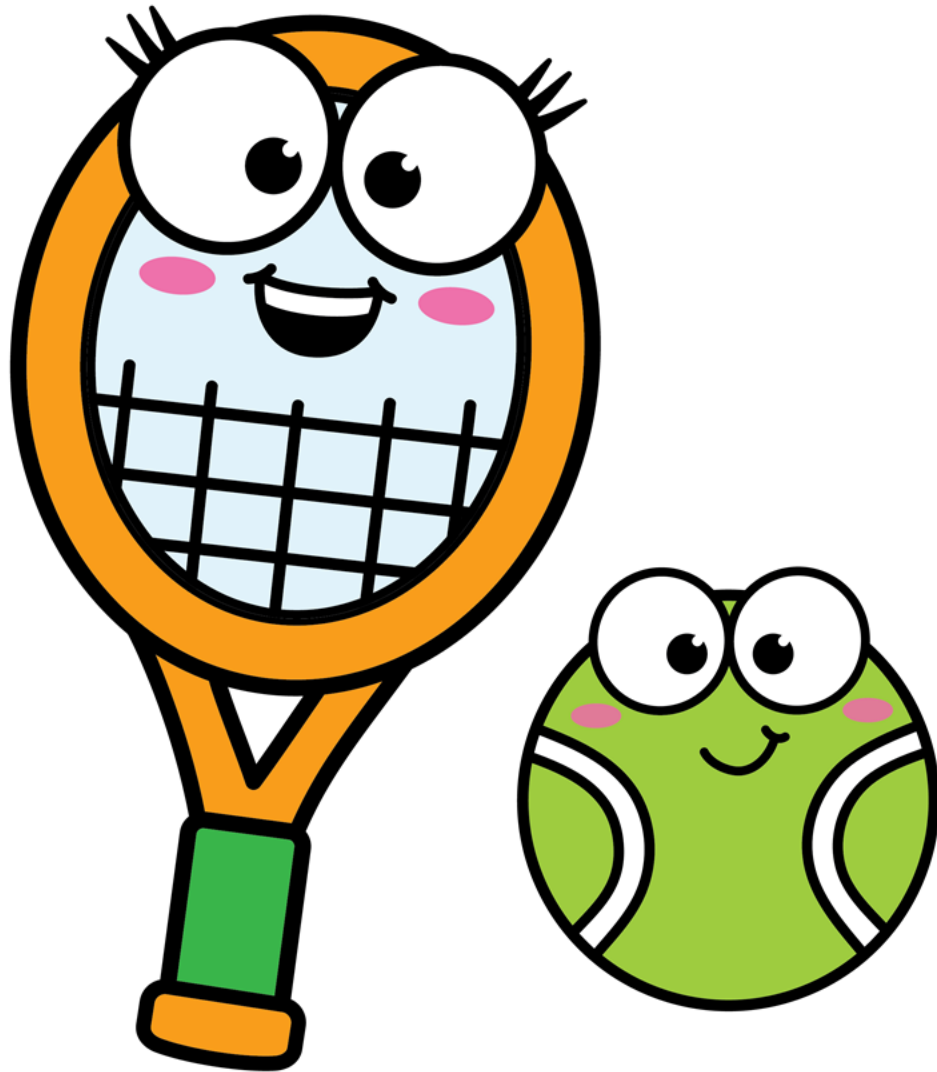
A curious friend explores ideas,  
and the confident friend keeps  
them steady on their feet.

# Stability & Drive



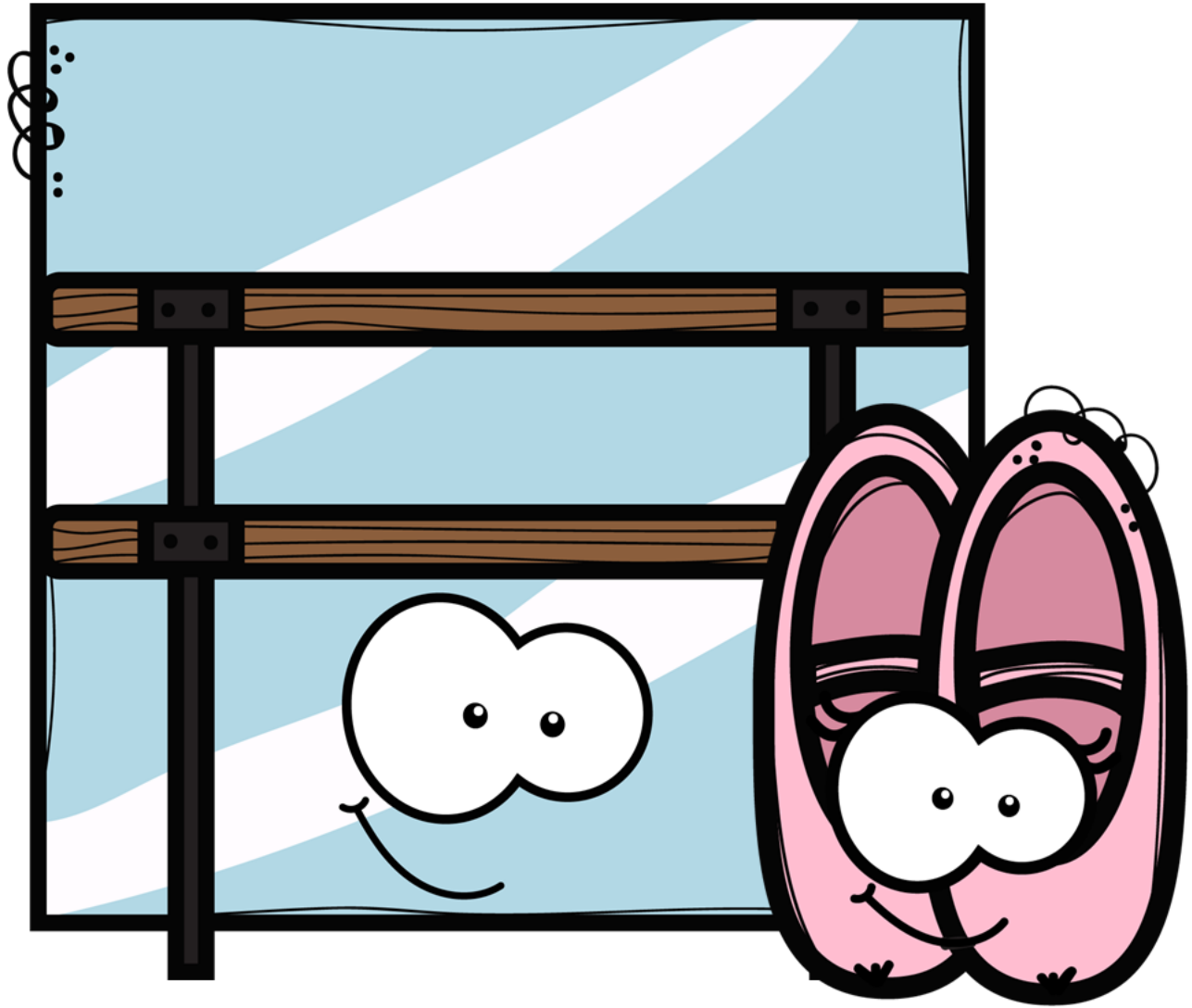
A go-getter friend pairs well with  
one who helps them stay  
grounded.

# Positivity & Focus



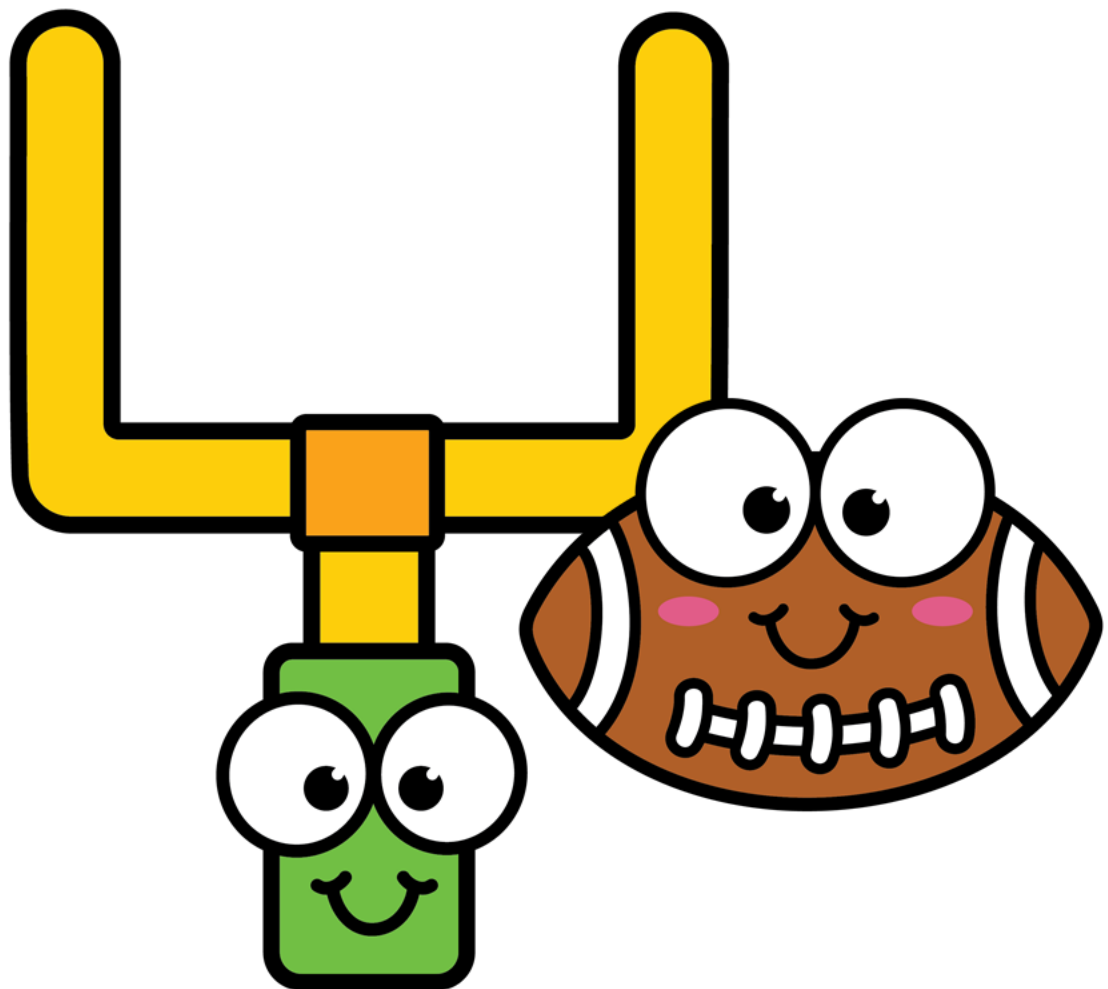
**A positive friend brings the  
bounce, and the focused friend  
helps guide the play.**

# Boldness & Caution



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

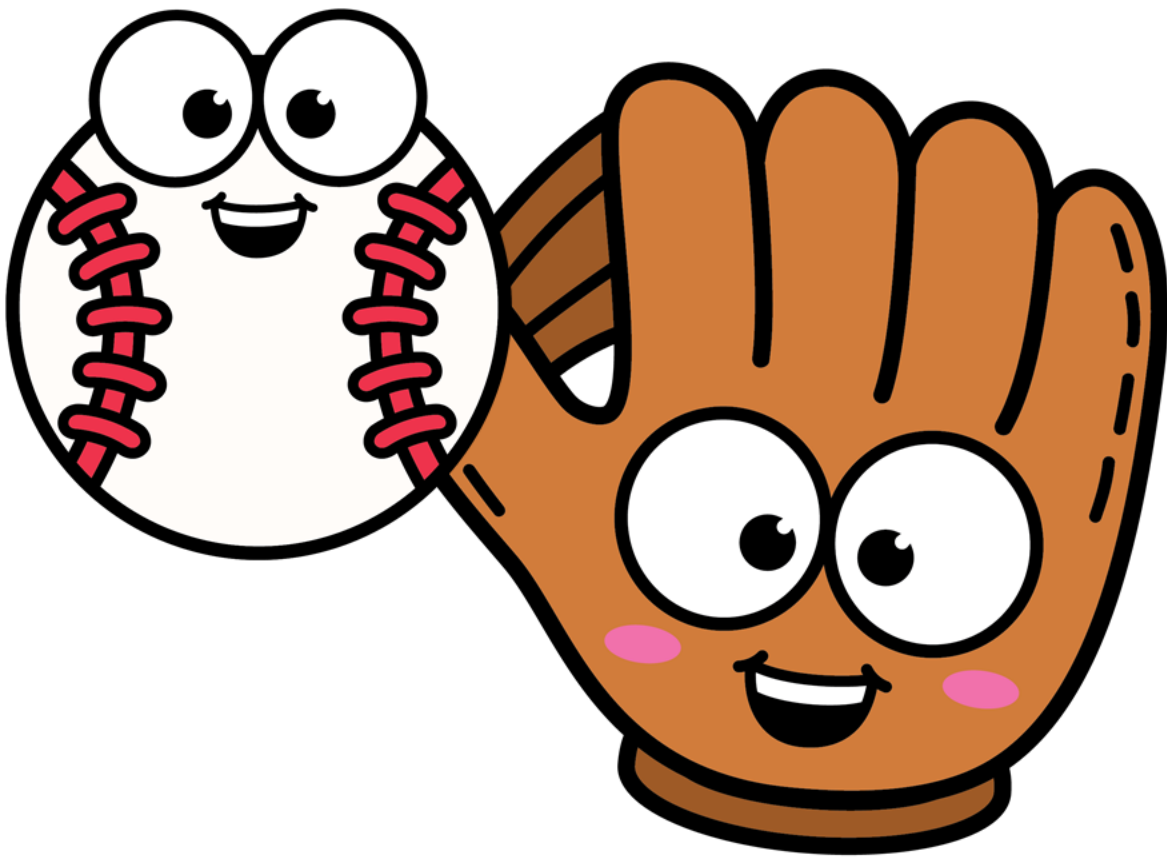
# Reliability & Fun



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

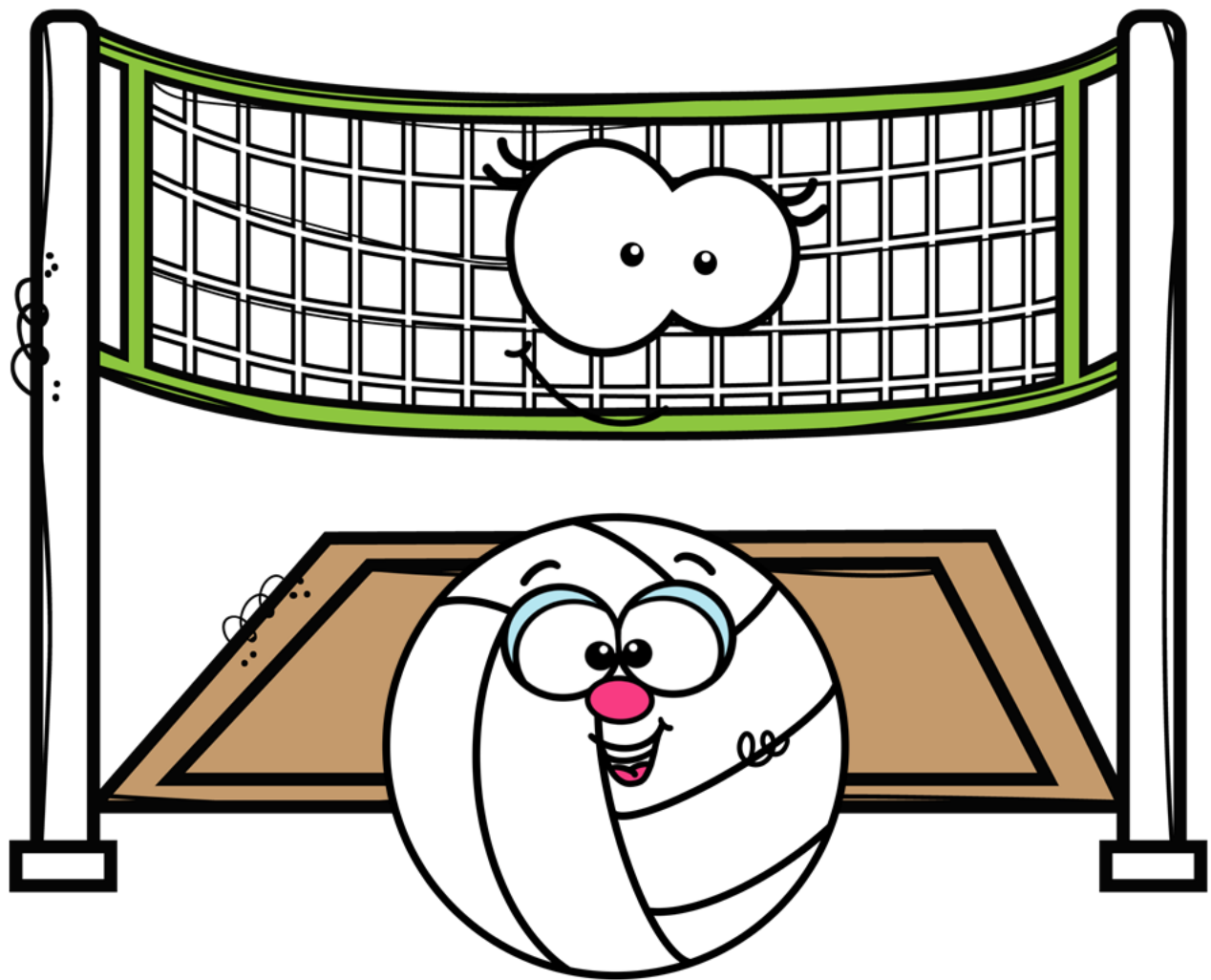


# Adventure & Protection



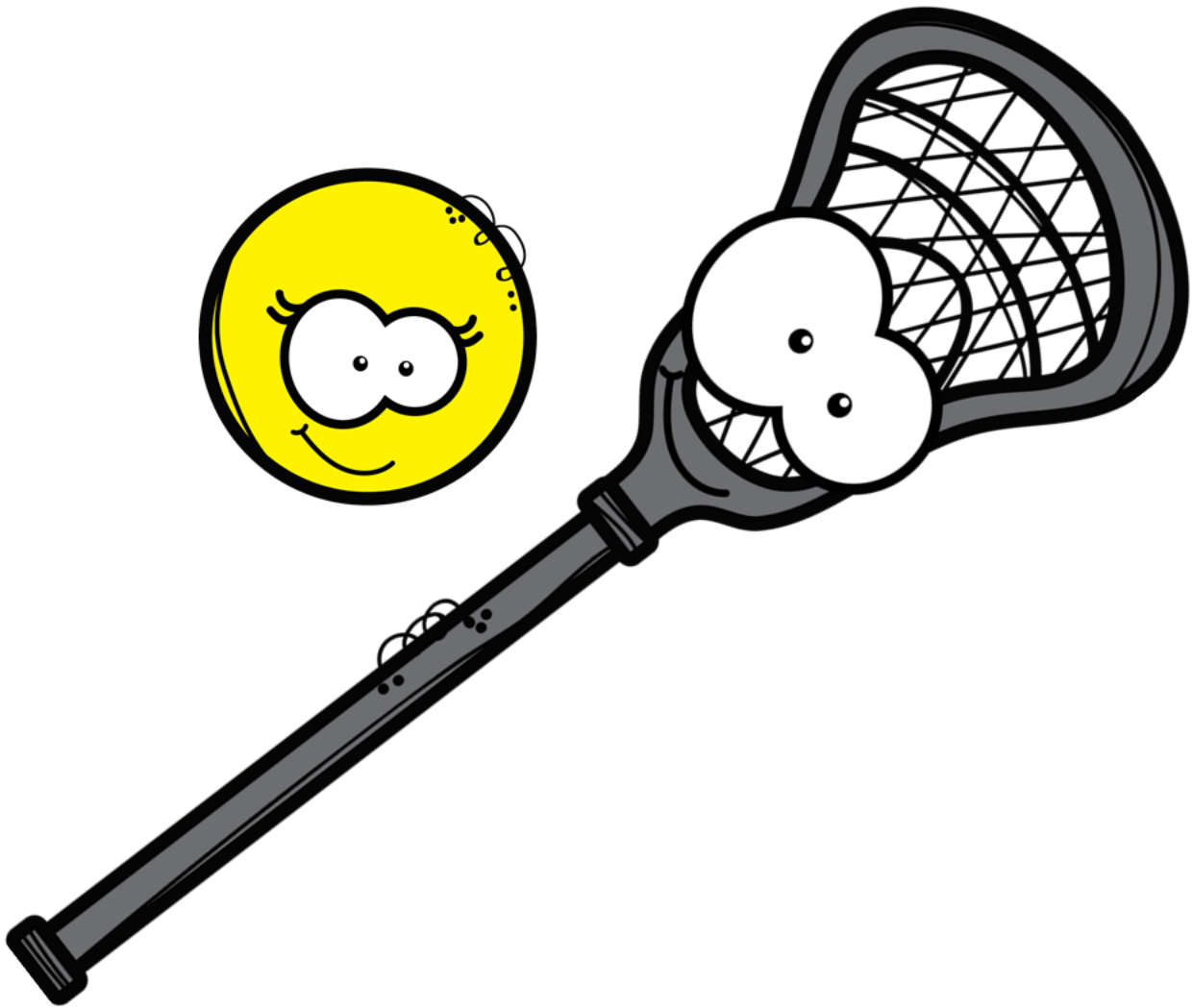
Friends go on exciting journeys  
and also help you feel safe when  
you need to slow down.

# Good Listener & Expressive



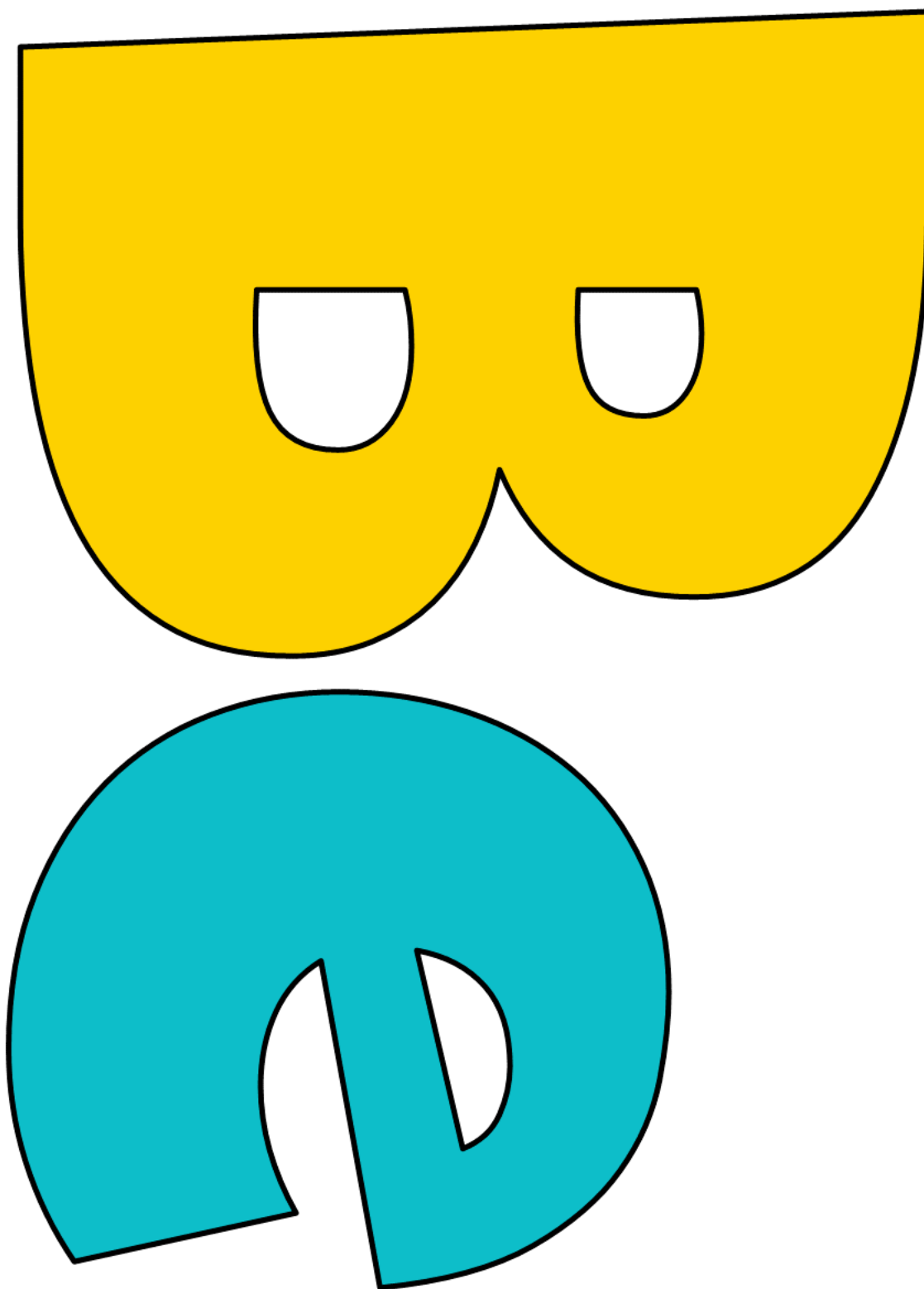
One friend shares their thoughts,  
and the other listens with care.

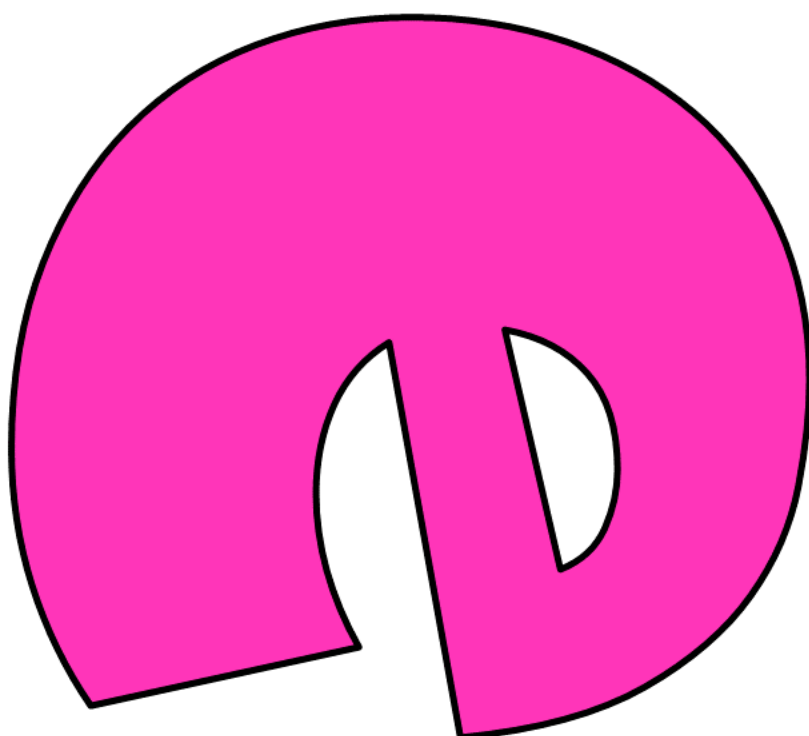
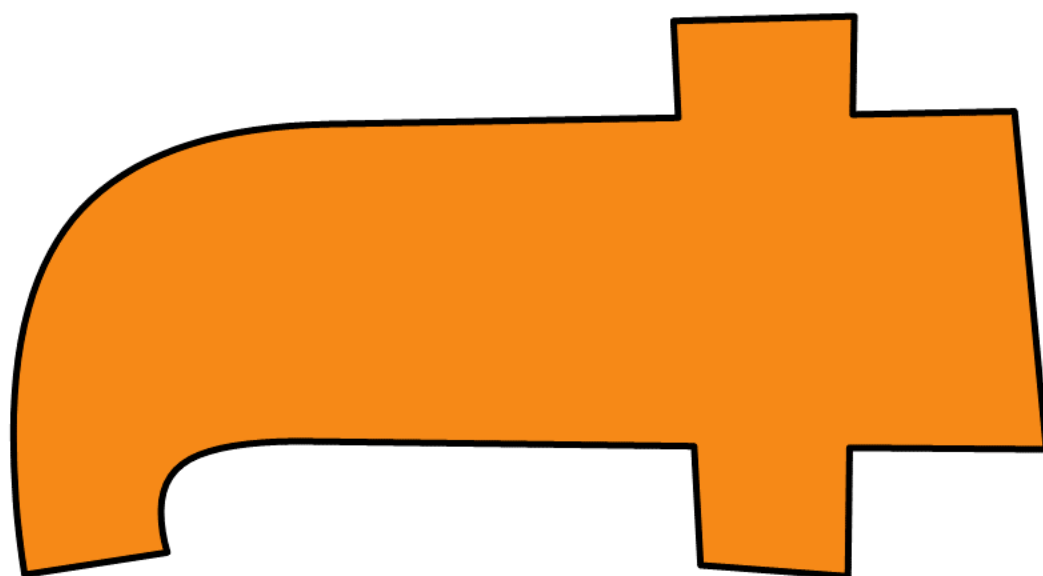
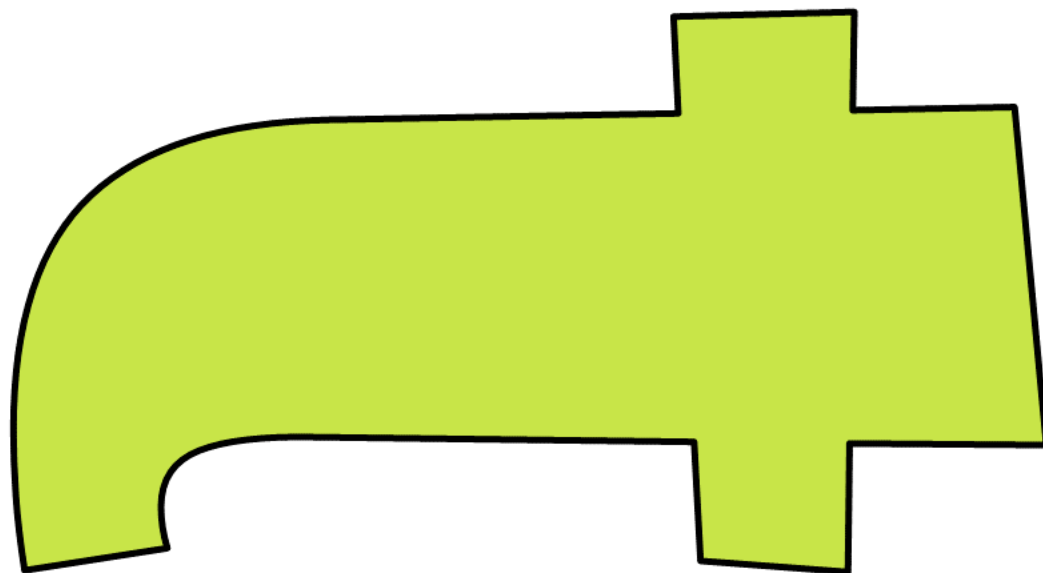
# Bravery & Support



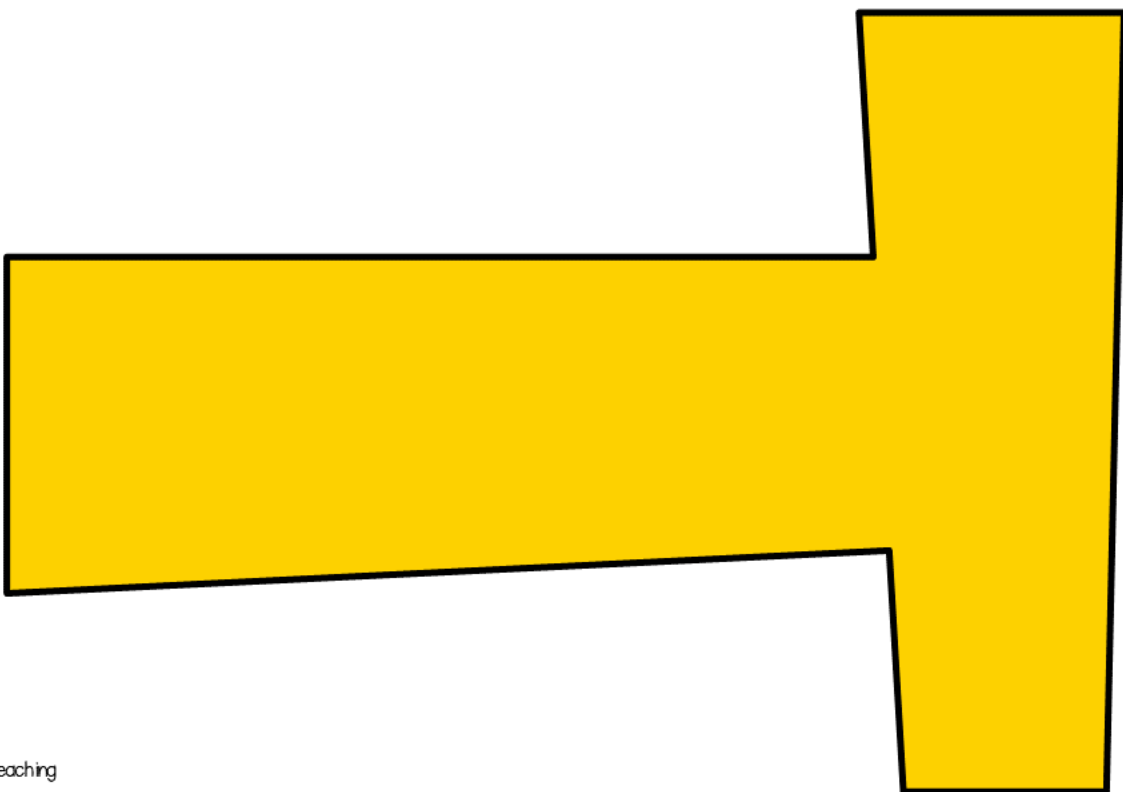
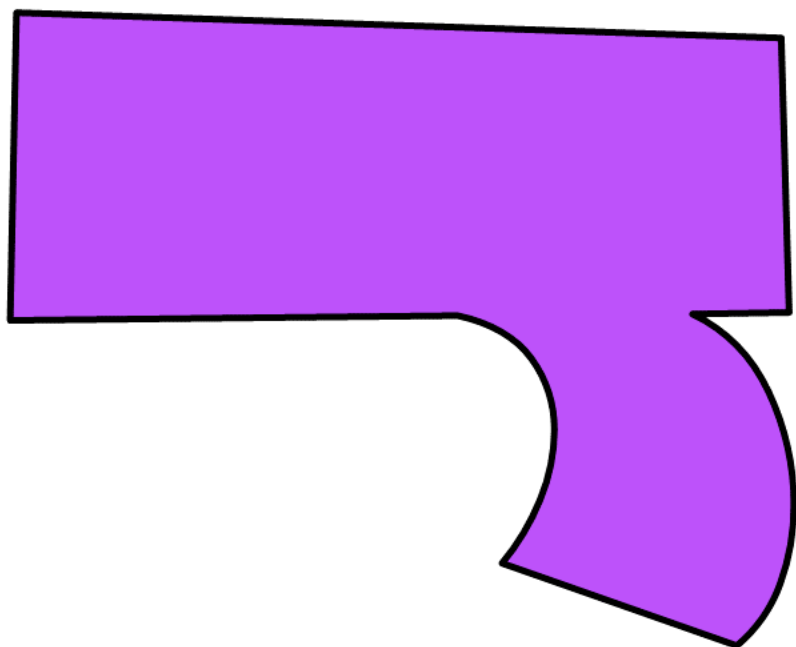
**One friend takes risks, and the other is there to catch and support them.**

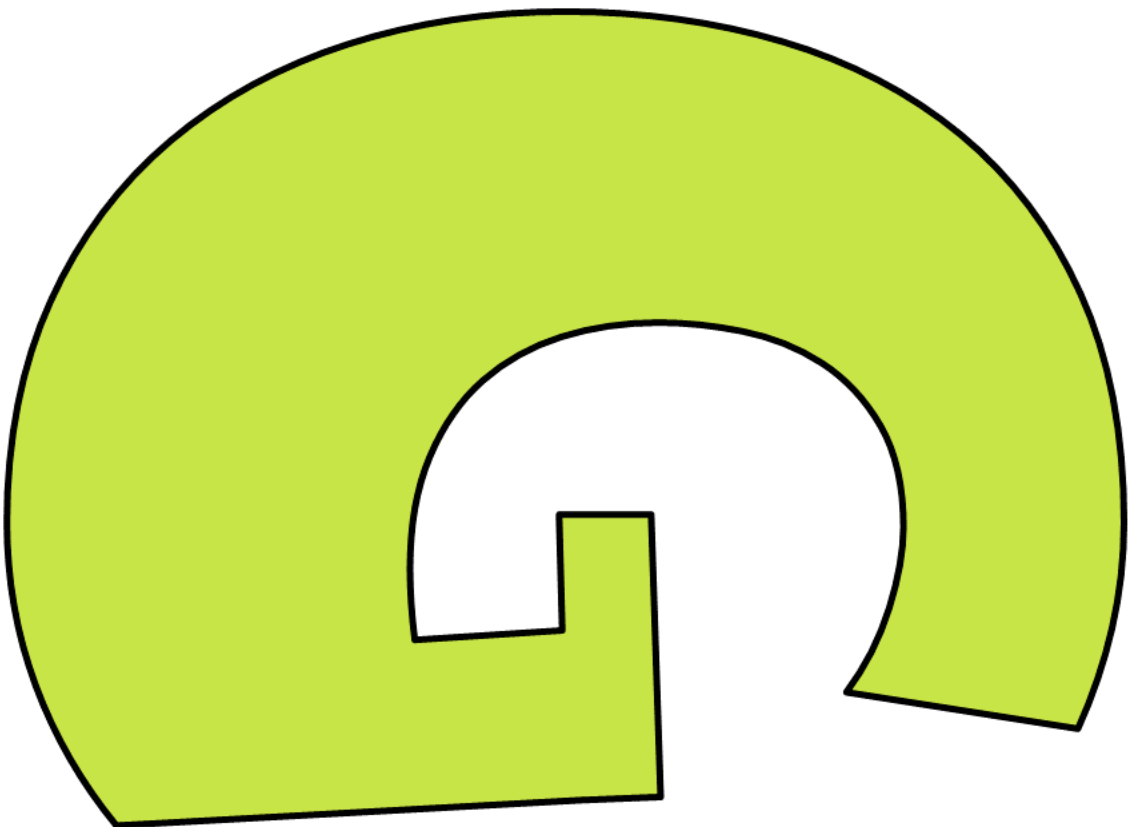
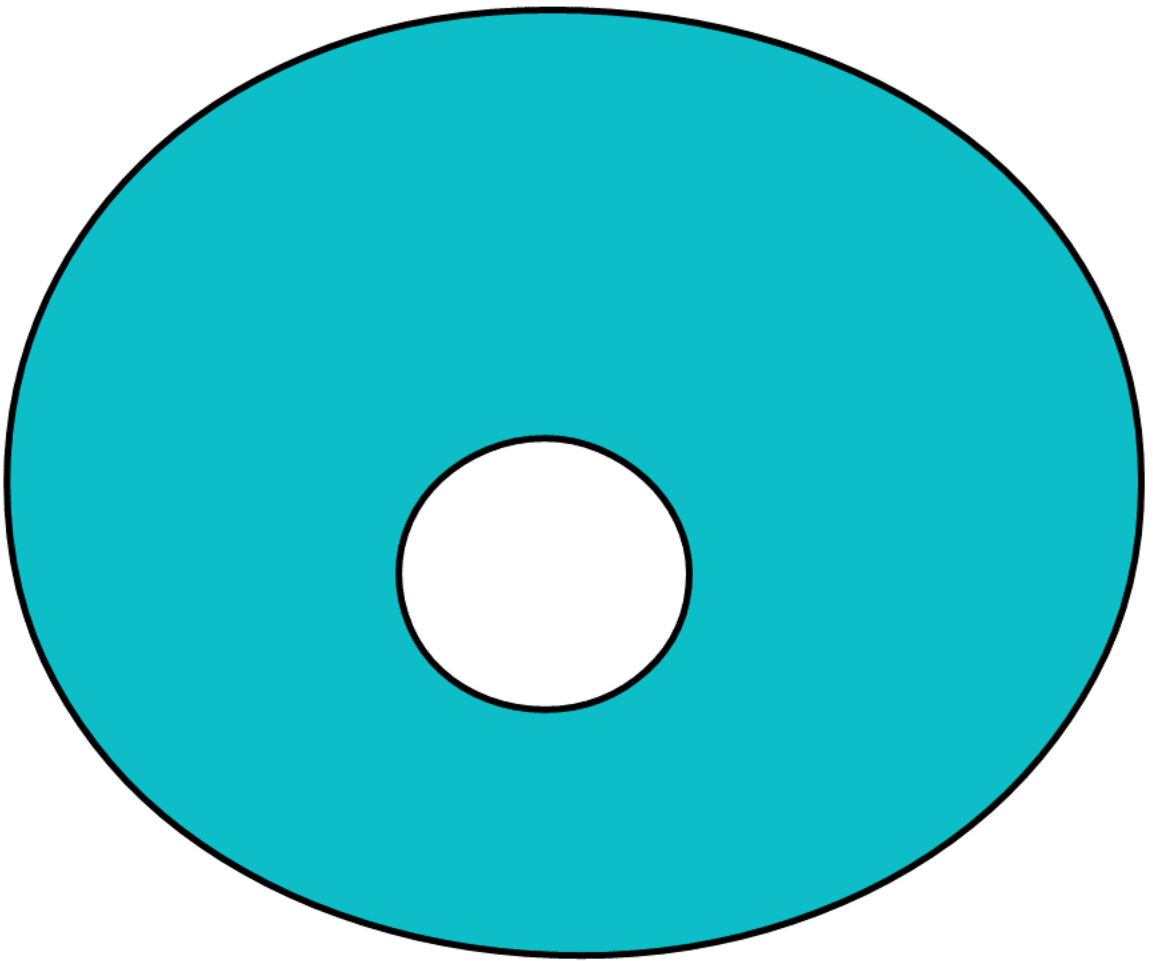


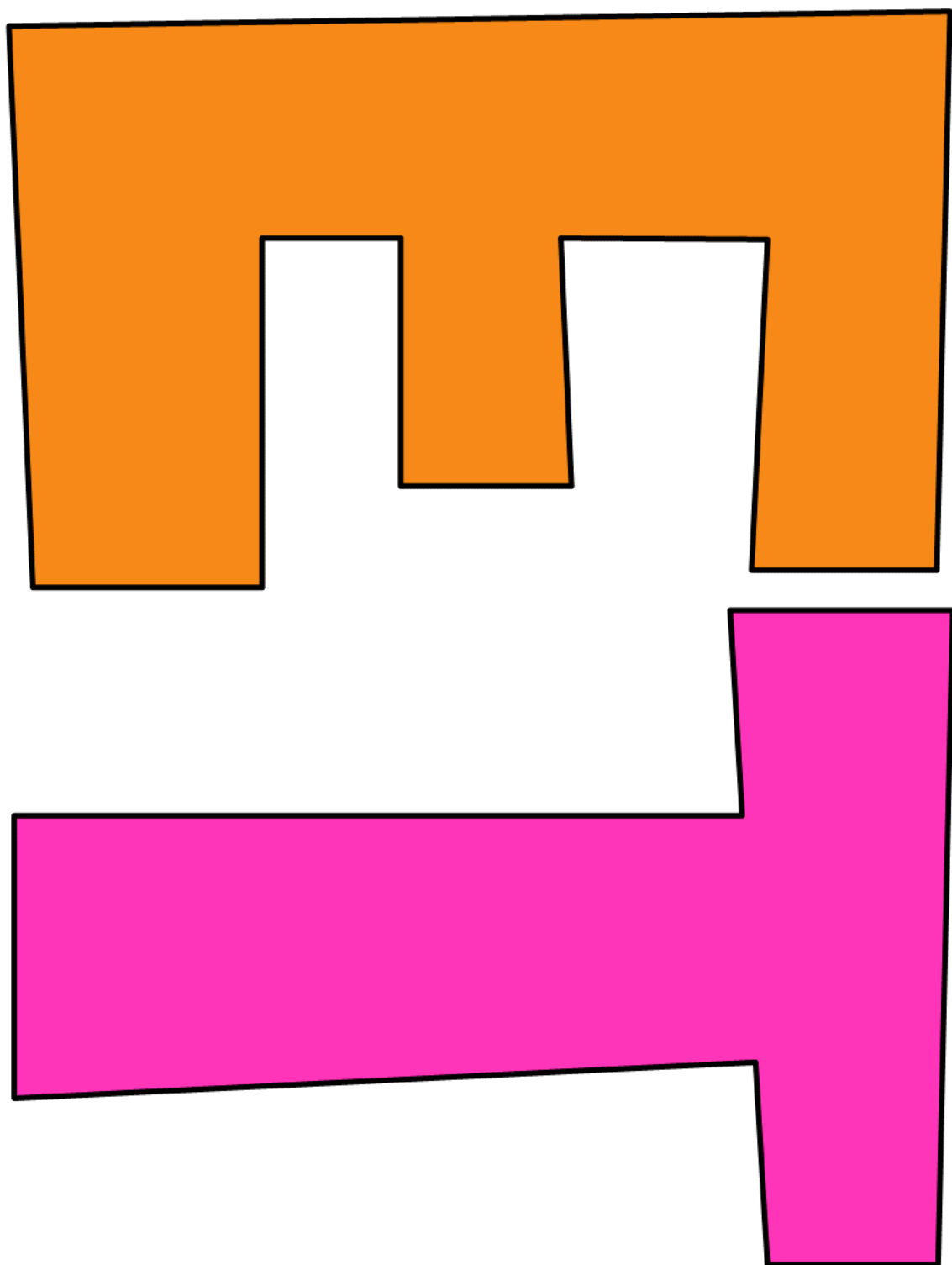


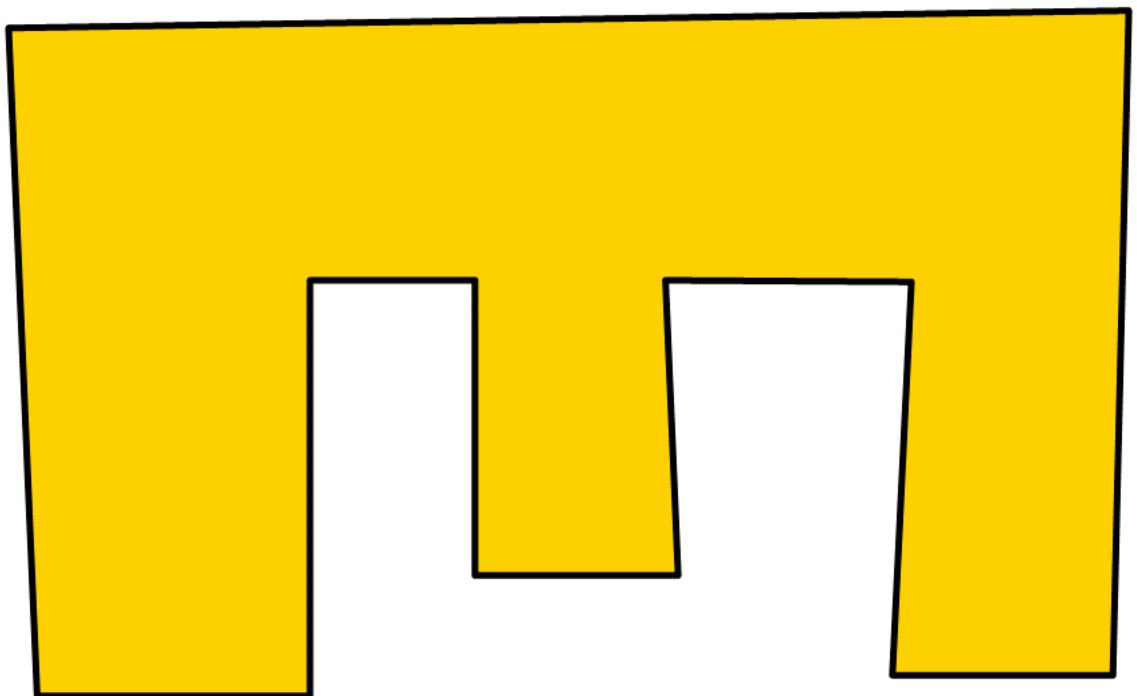
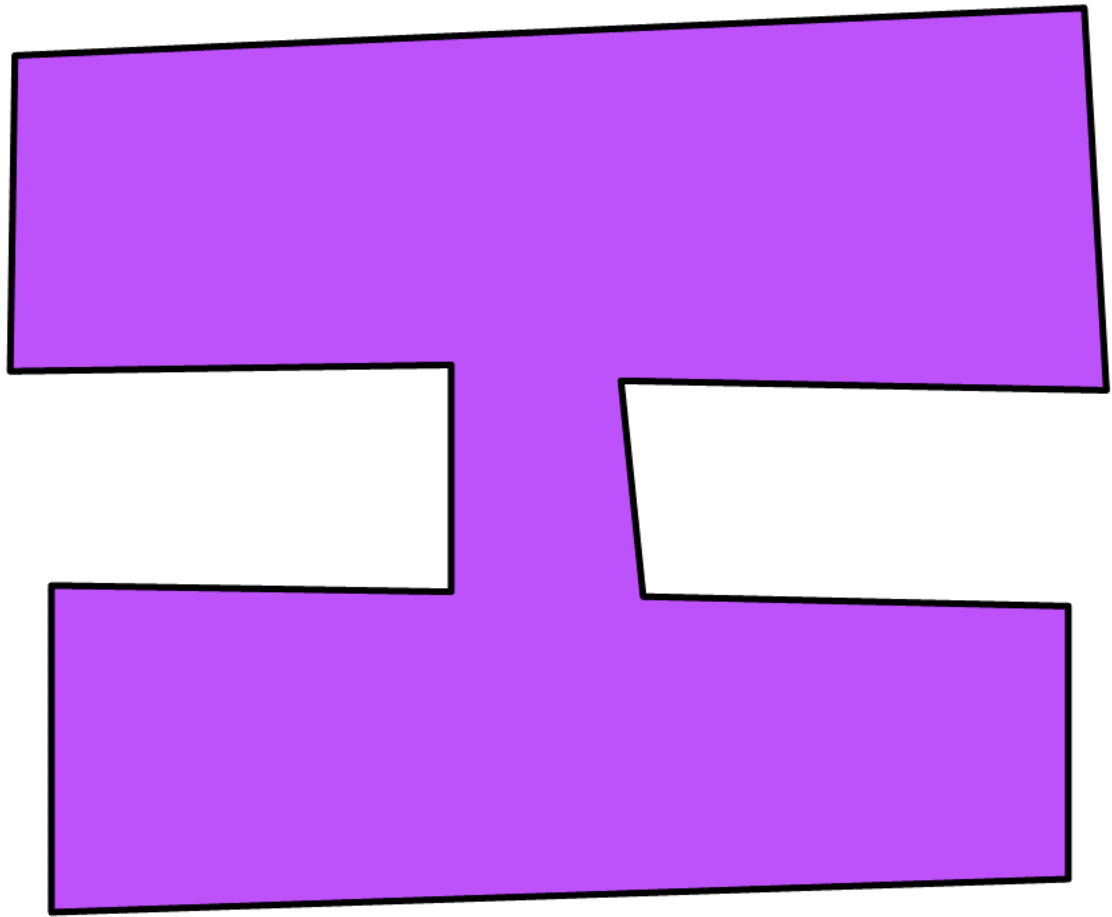


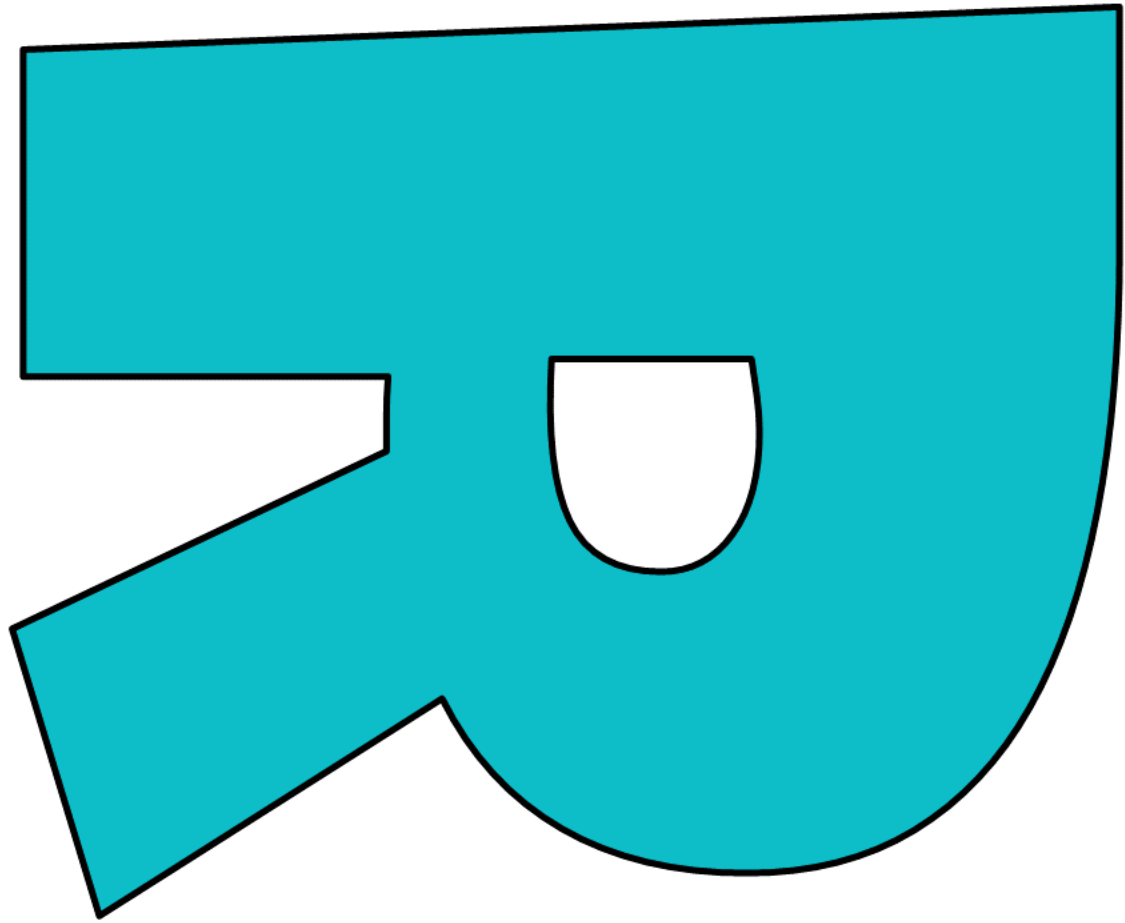


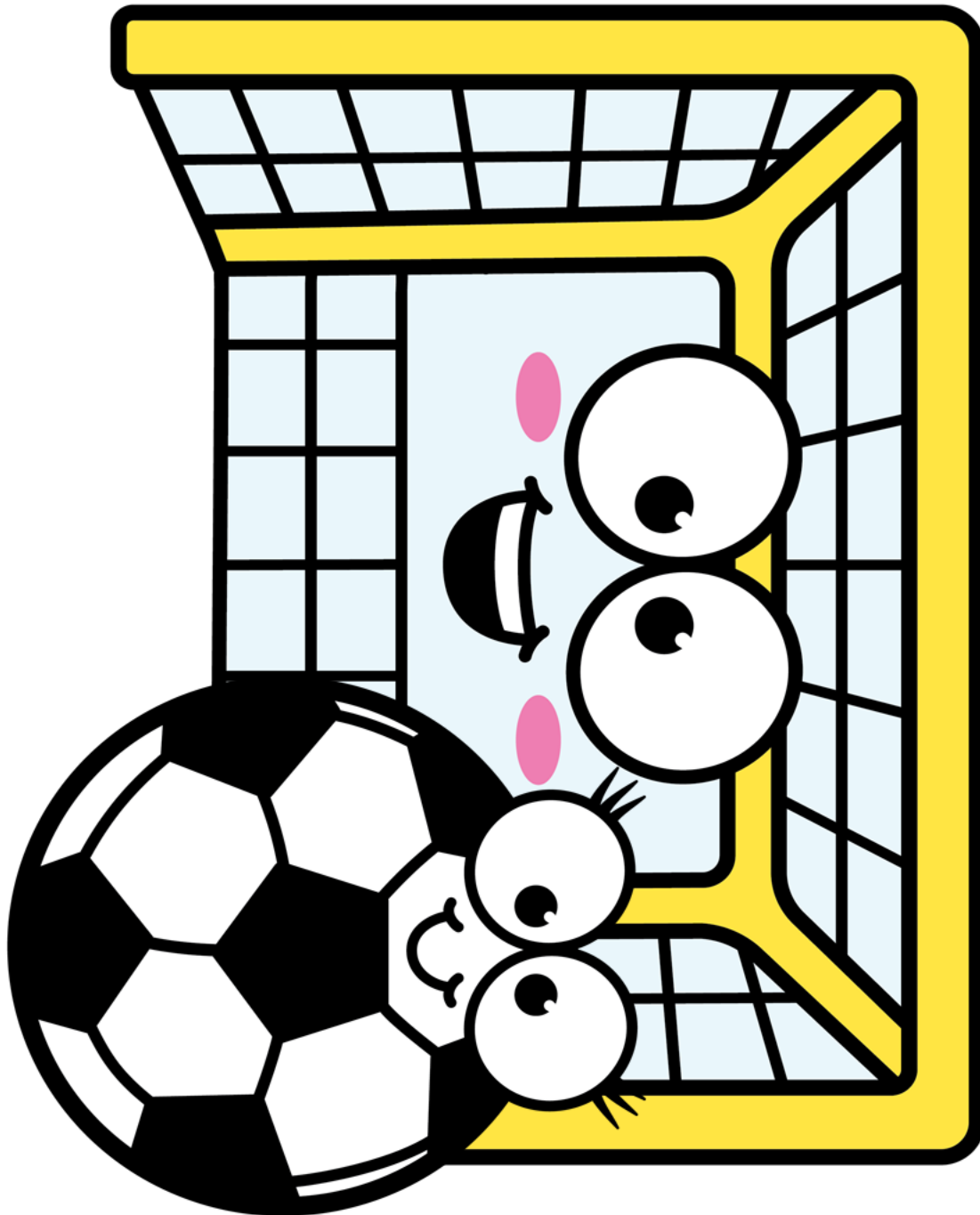














# SESSION 5

## 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."

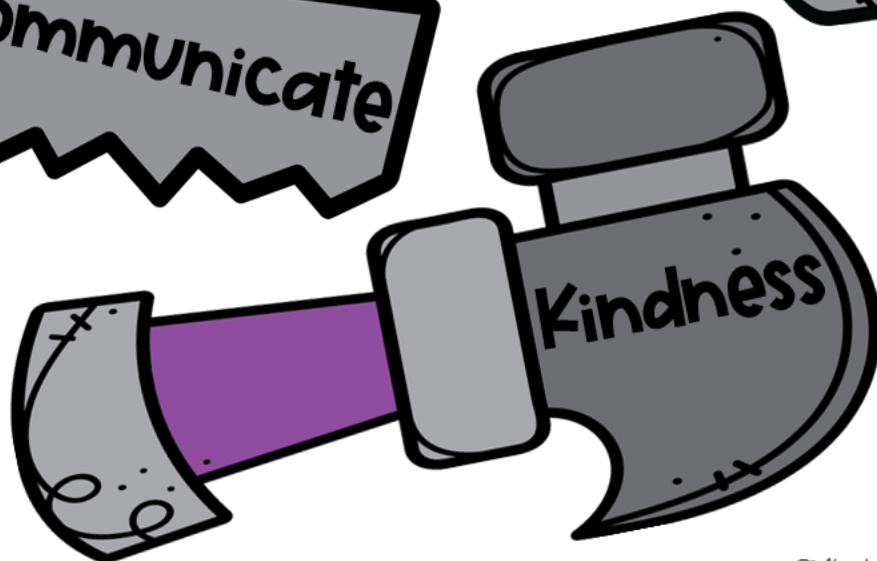
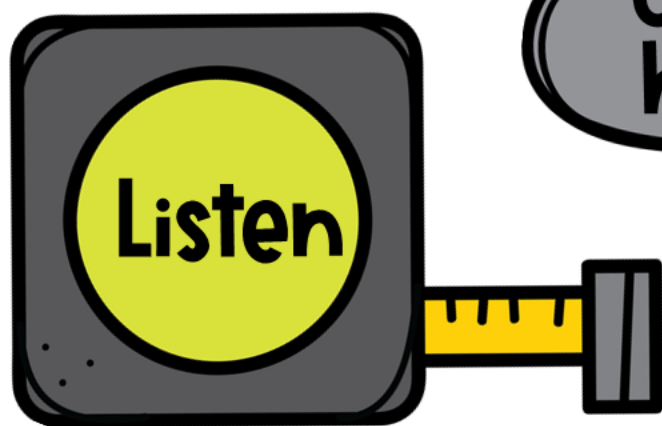
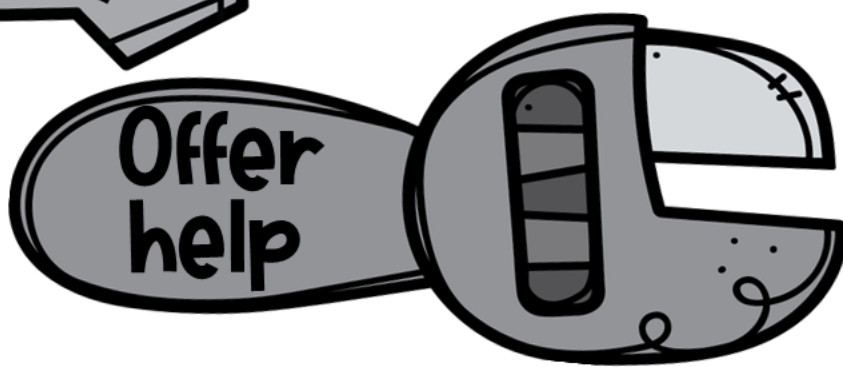
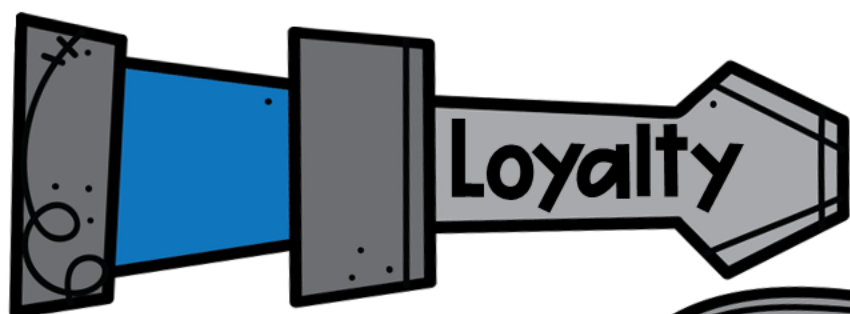
#### ASCA Standards Alignment:

- \*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)

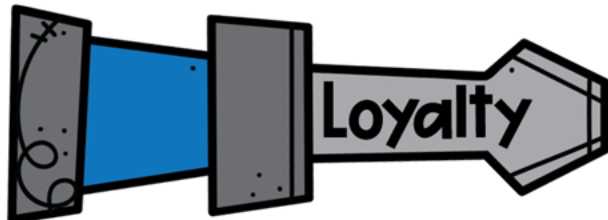
#### SEL Competencies:

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

# Tools for FRIENDSHIP

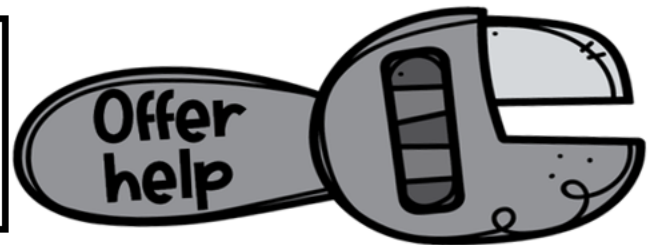


# Tools for FRIENDSHIP



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.



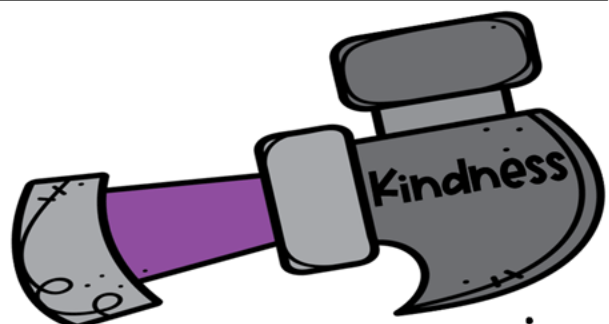
Be quiet while your friend talks, look at them, and think about what they're saying. Show you care by nodding, asking questions, or saying, "I understand."

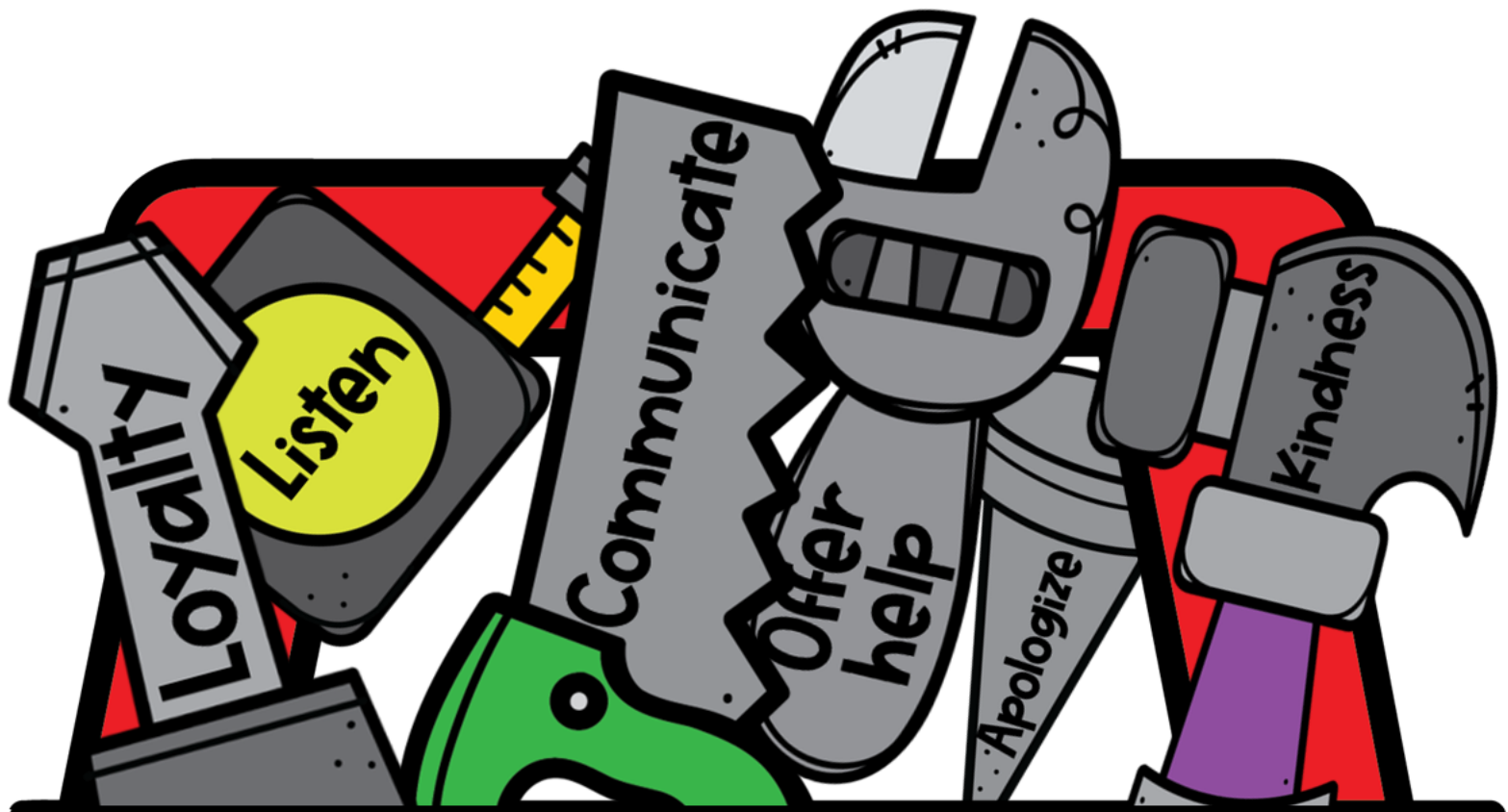
When you hurt someone's feelings, say "I'm sorry," explain what you did, and try to make it right with kind actions.



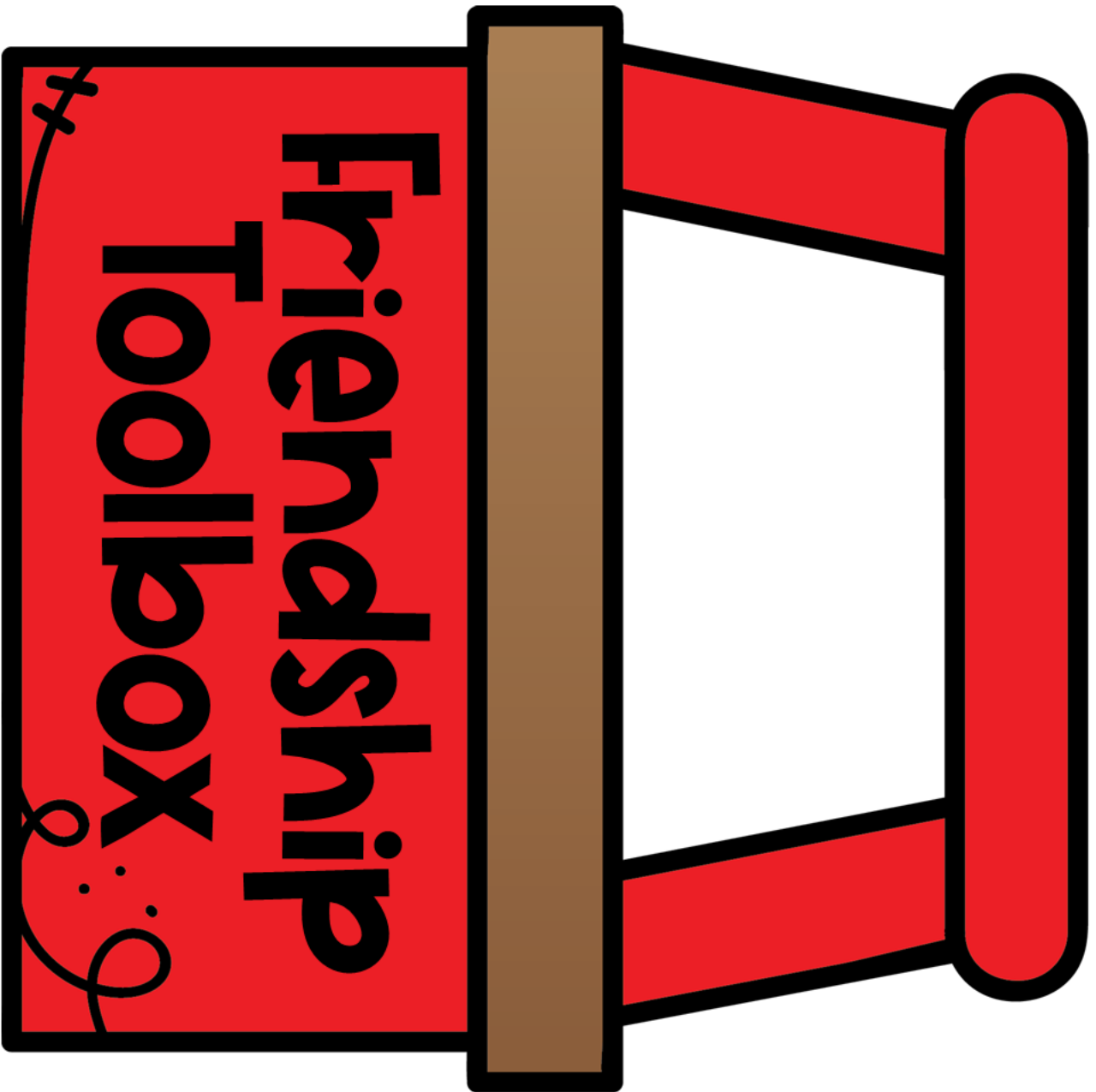
Use kind words to share how you feel and ask questions to learn how your friend feels. Look at them when you talk and take turns speaking.

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

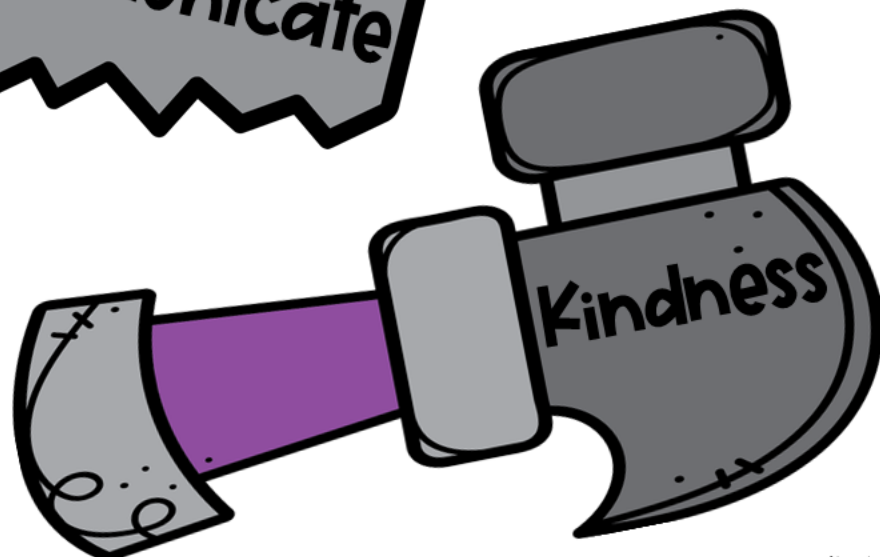
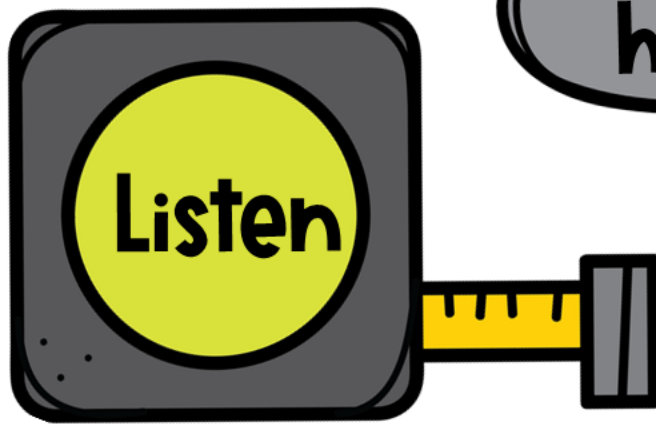
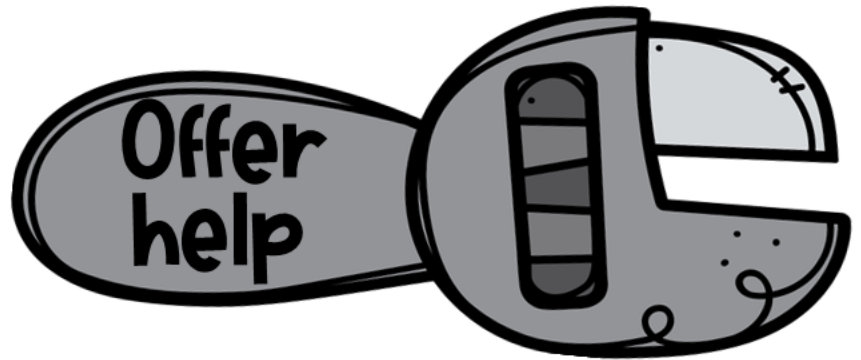
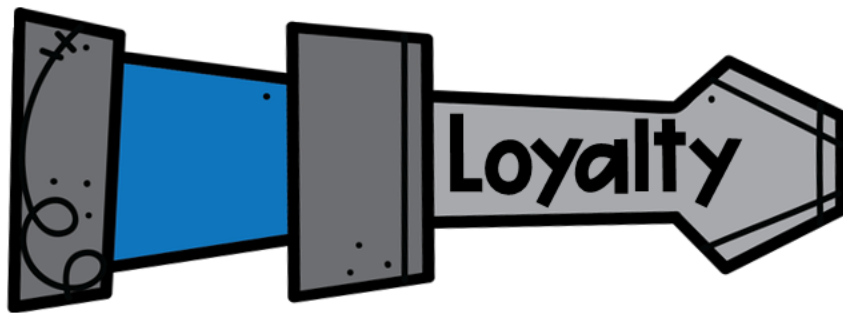




# Friendship Toolbox









# 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.



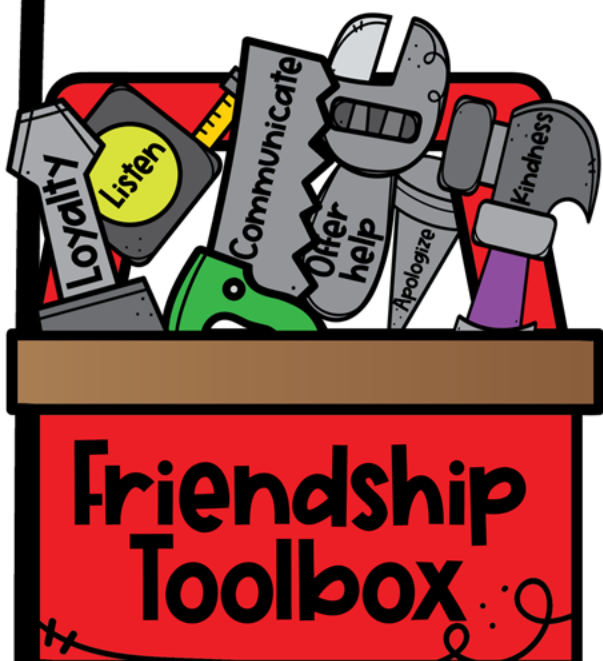
A classmate tells you not to speak to your friend anymore because they aren't "cool".



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)?



# 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.



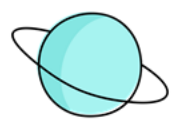
6. **Asking and Clarifying:** If you don't understand, ask questions like, "Can you explain that again?" or "What do you mean?"



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.

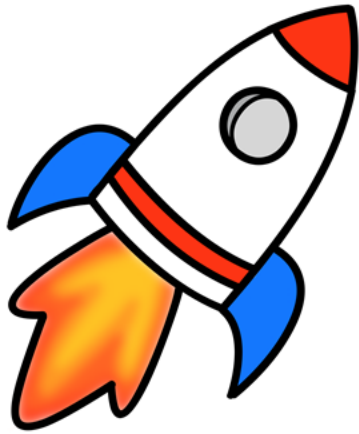


9. **Being Honest and Clear:** Tell the truth kindly and explain things in a way your friend can understand



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

# Communication Skills



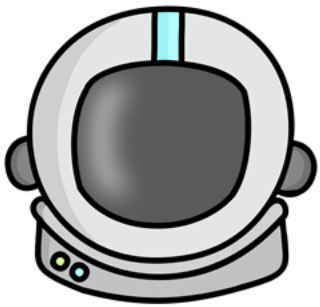
- \*Active listening

- \*Taking turns talking

- \*Using kind words

- \*Using "I feel" statements

- \*Staying calm



- \*Asking and clarifying

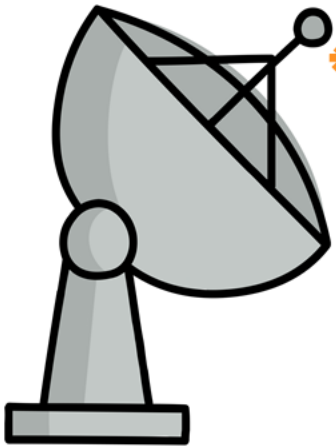
- \*Using positive body language



- \*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.

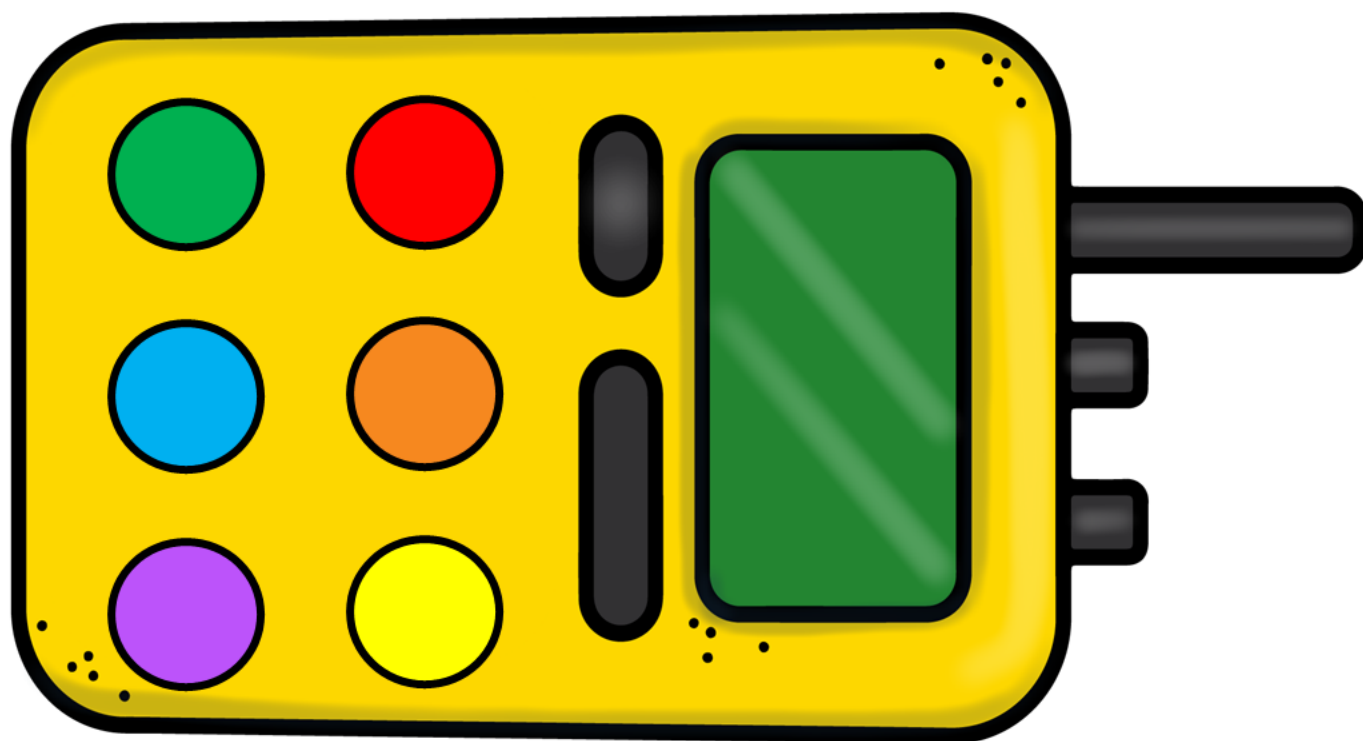


You're using **hurtful or teasing** words – your friend feels sad, embarrassed, or left out.

# 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

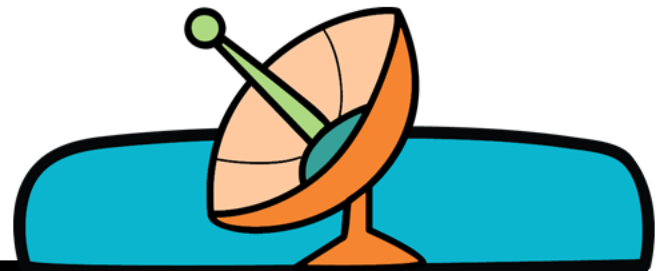
### Meaning

### Positive Fix

 Static Button	Talking over others	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

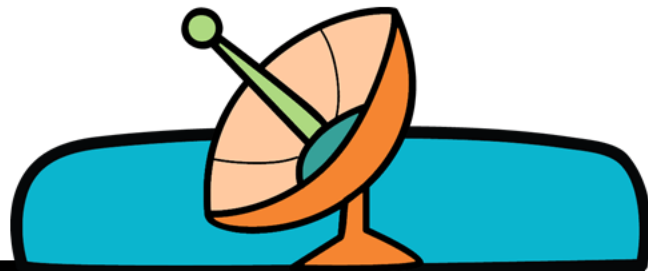


Read the scenario and decide which communication error was made (button to press) and how to fix it.



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

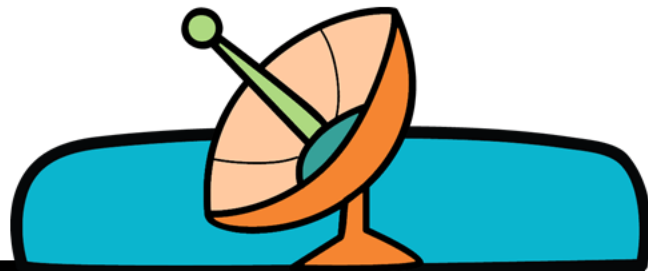


Read the scenario and decide which communication error was made (button to press) and how to fix it.






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

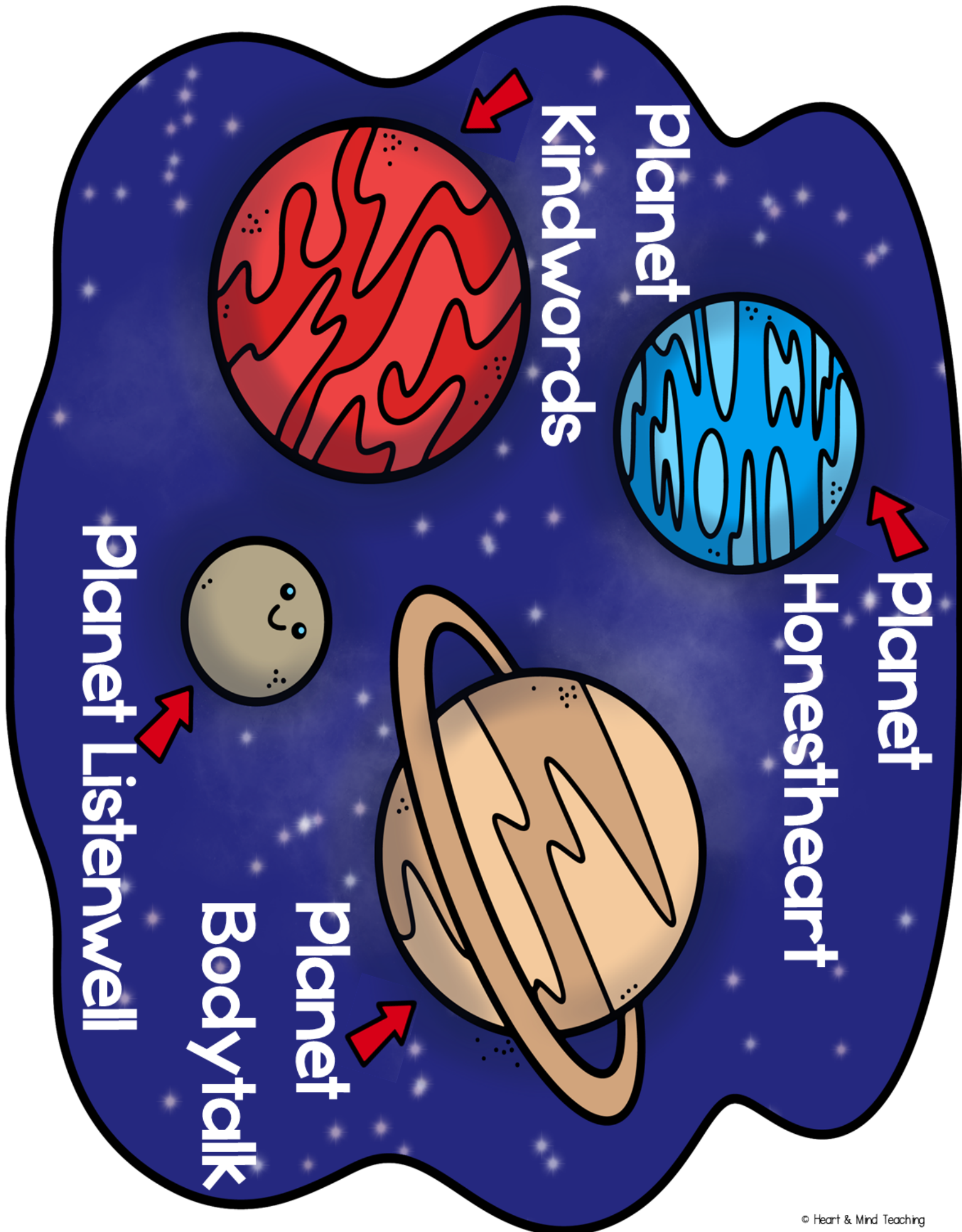
# Friendship

## 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
 <p>11. You use sarcasm that hurts feelings.</p>		
 <p>12. You change the subject when your friend shares a problem.</p>		
 <p>13. You don't make eye contact when your friend is speaking.</p>		
 <p>14. You mumble or talk too fast to understand.</p>		
 <p>15. You sigh loudly when your friend asks a question.</p>		



planet  
Kindwords

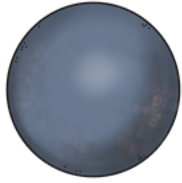
planet

Honestheart

planet

Bodytalk

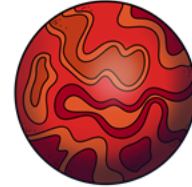
planet Listenwell



## Planet Listenwell

**Mission Skill:** Focus on listening carefully

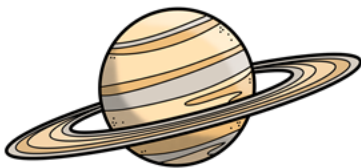
- Stop and look at your friend when they talk.
- Don't interrupt—wait for your turn.
- Show you're listening by nodding or saying, "I get it."



## Planet Kindwords

**Mission Skill:** Focus on using kind, respectful words

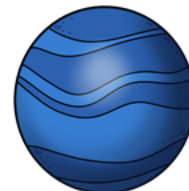
- Use respectful words and a calm tone.
- Say thank you, please, and kind compliments.
- Think before you speak—words can build or break friendships!



## 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.



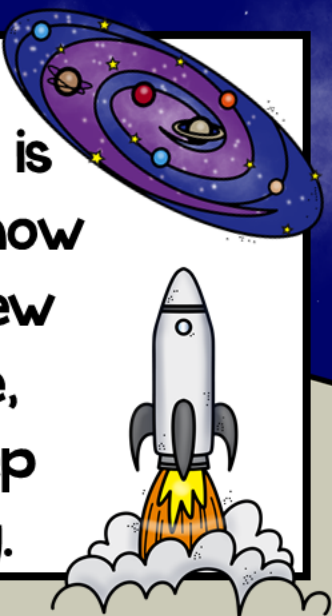
Your friend  
says something  
that hurts your  
feelings.



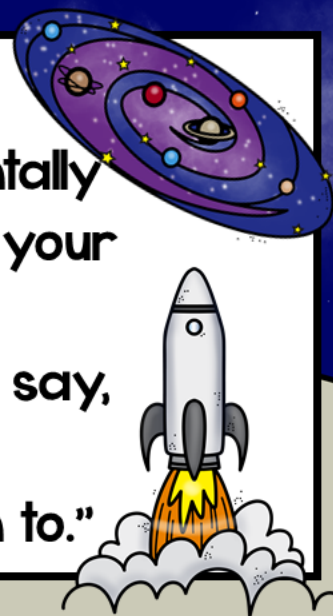
Your friend is  
sad and sitting  
alone, but you  
can tell by their  
face they want  
someone to talk  
to.



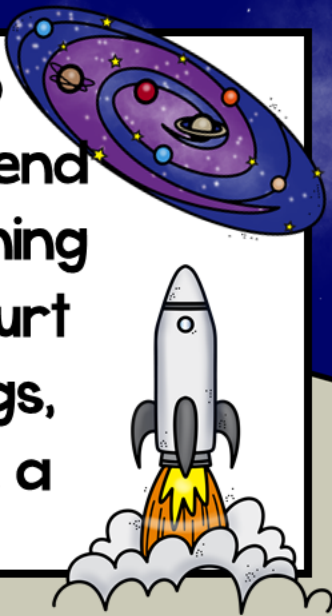
Your friend is  
explaining how  
to play a new  
video game,  
but you keep  
interrupting.



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.



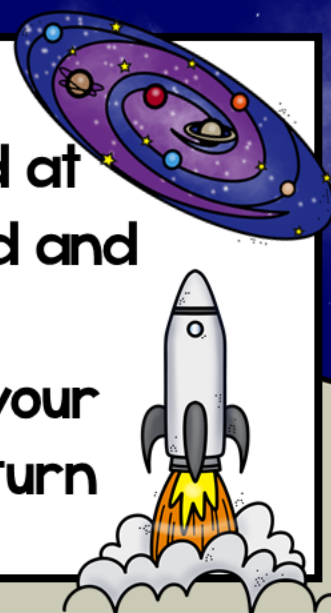
Your friend  
asks you to  
keep a secret,  
but you tell  
someone else  
anyway.



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



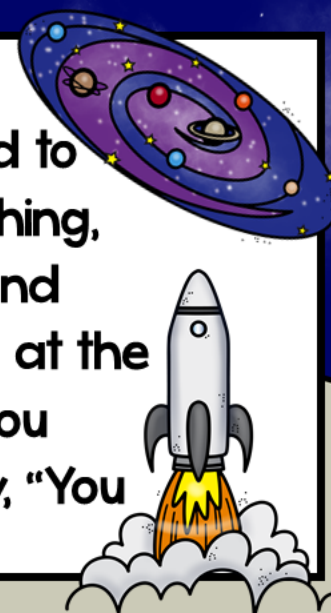
You're mad at  
your friend and  
cross your  
arms, roll your  
eyes, and turn  
away.



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."

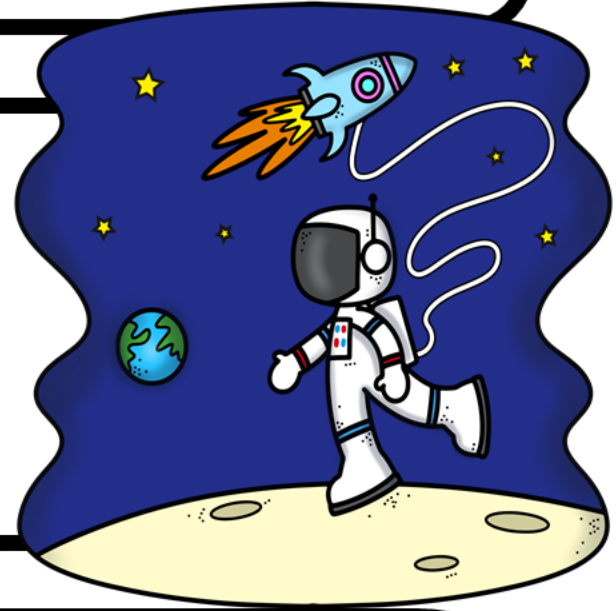




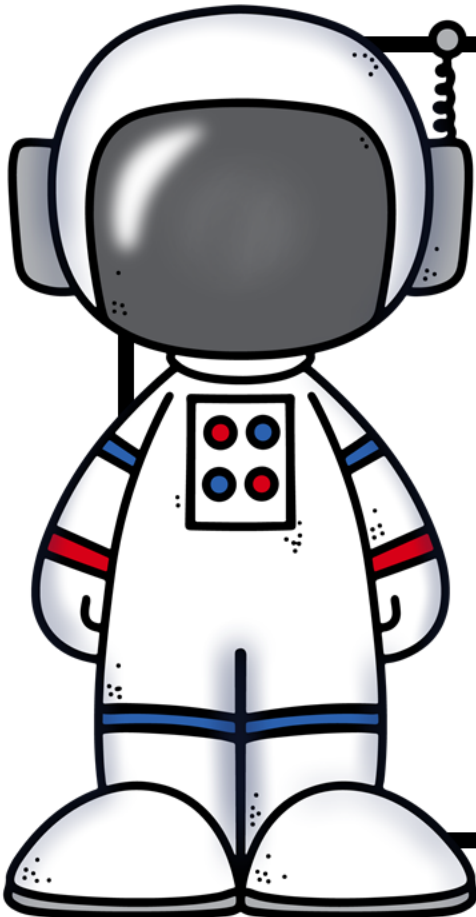
# Friendship Mission Report

Which friendship mission code button did you press the most?

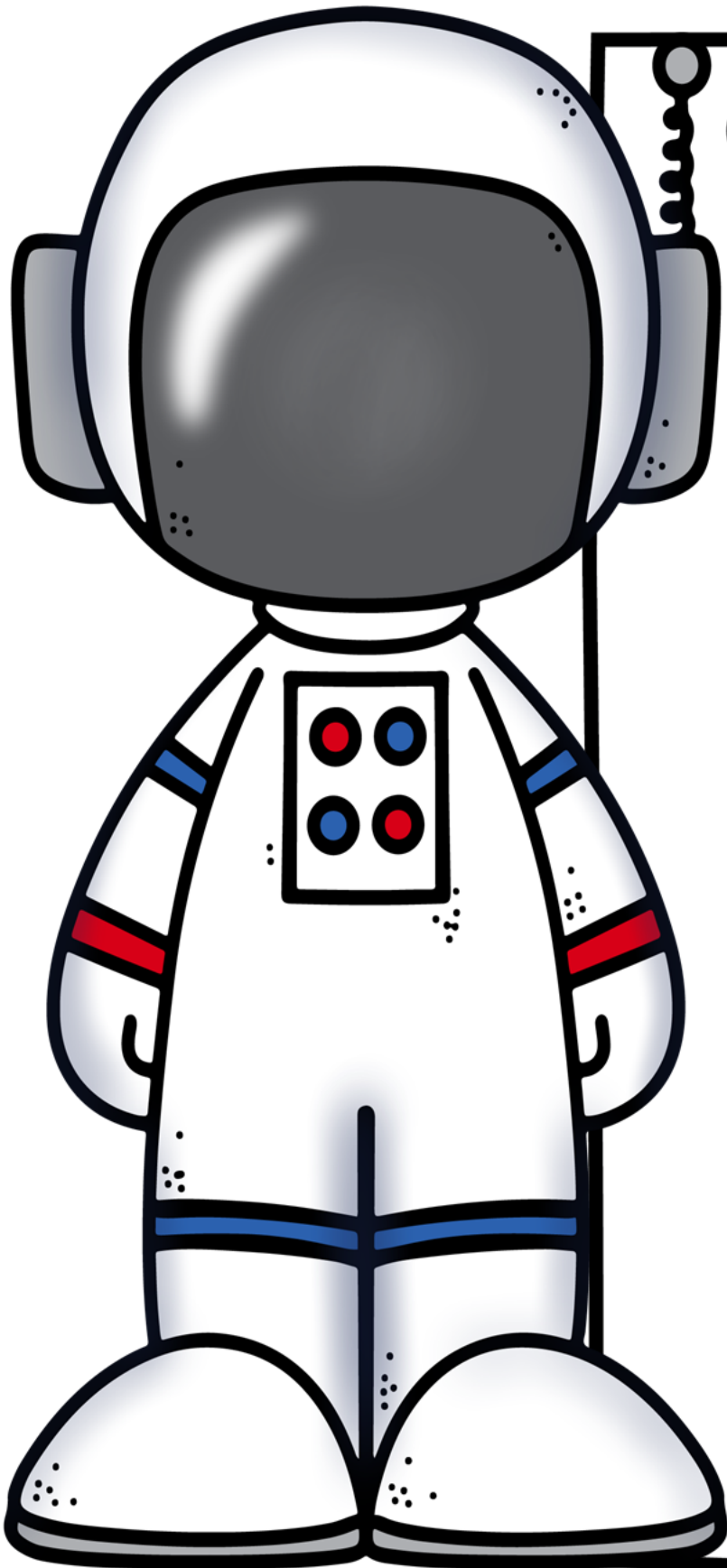
Which planet did you visit the most?



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



# Friendship Mission Report

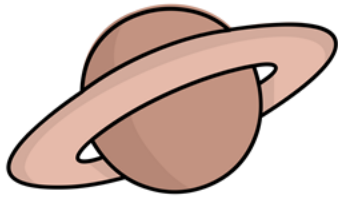


What's one communication goal you'll work on during your next "mission" (school week)? Explain how you will do this.



**POSTERS/  
COLORING  
SHEETS**

**(print in black &  
white)**



**Keep your**  
**friendship signal**  
**strong -**

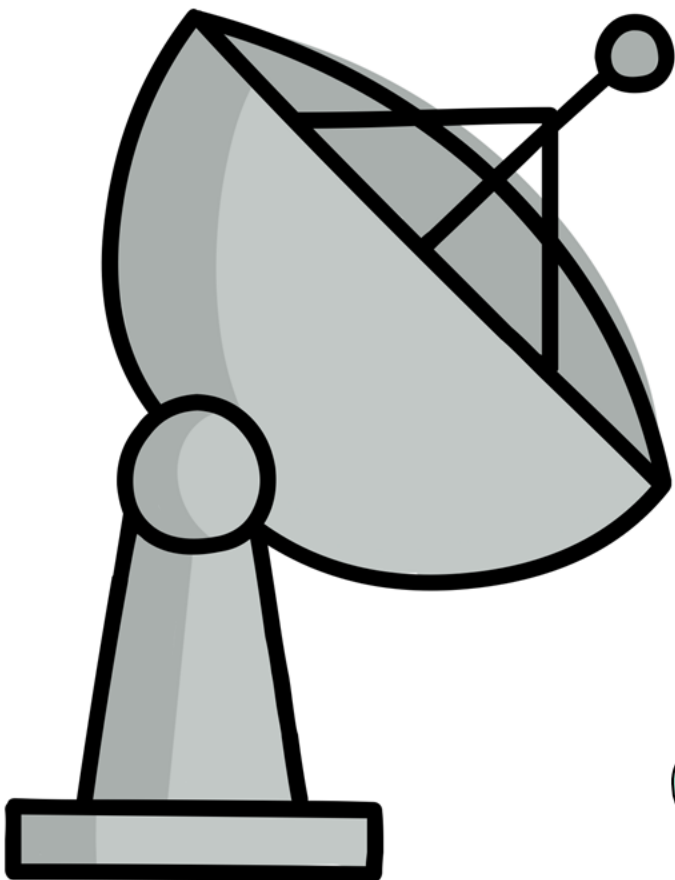
**listen,**

**speak**

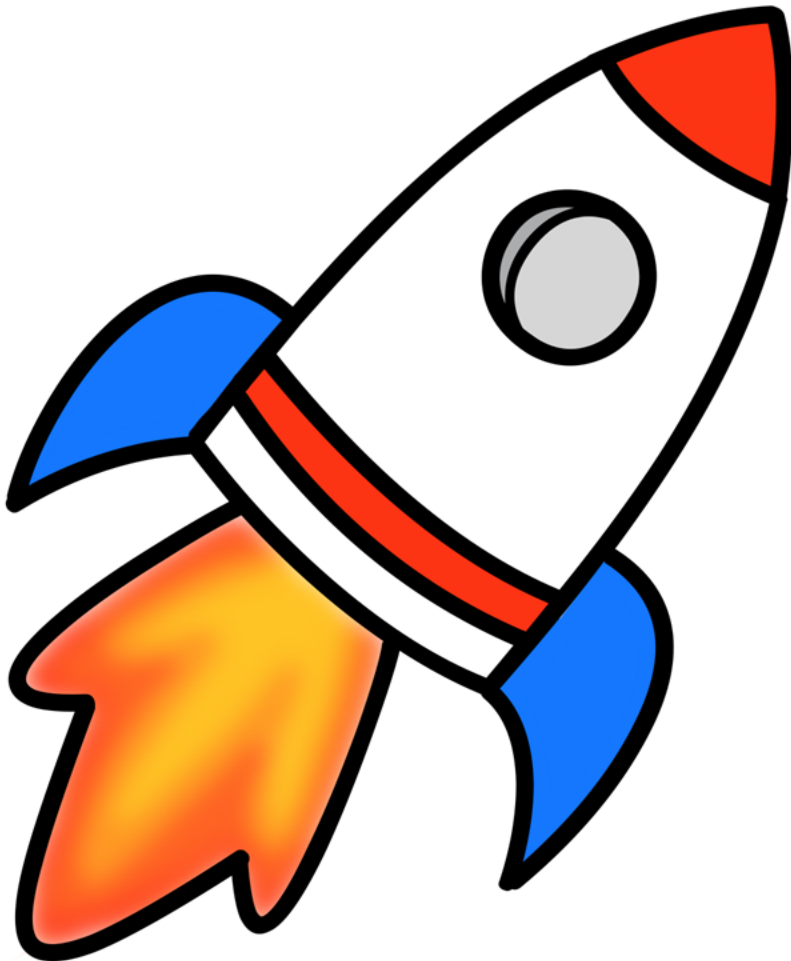
**kindly,**

**and stay**

**connected.**



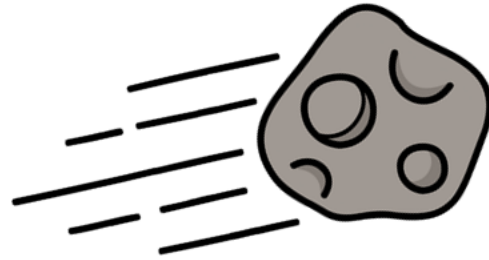
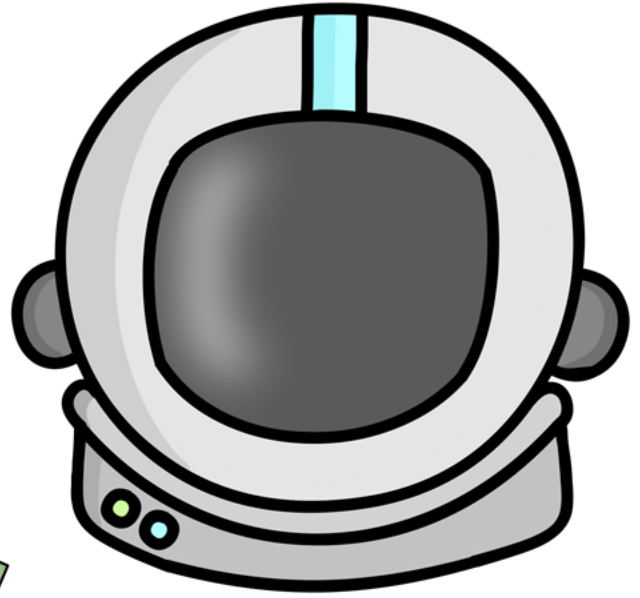
Our  
friendship  
rocket runs  
on



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

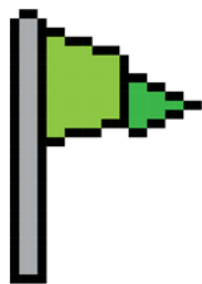
Goal: Stay calm before reacting.



## 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.

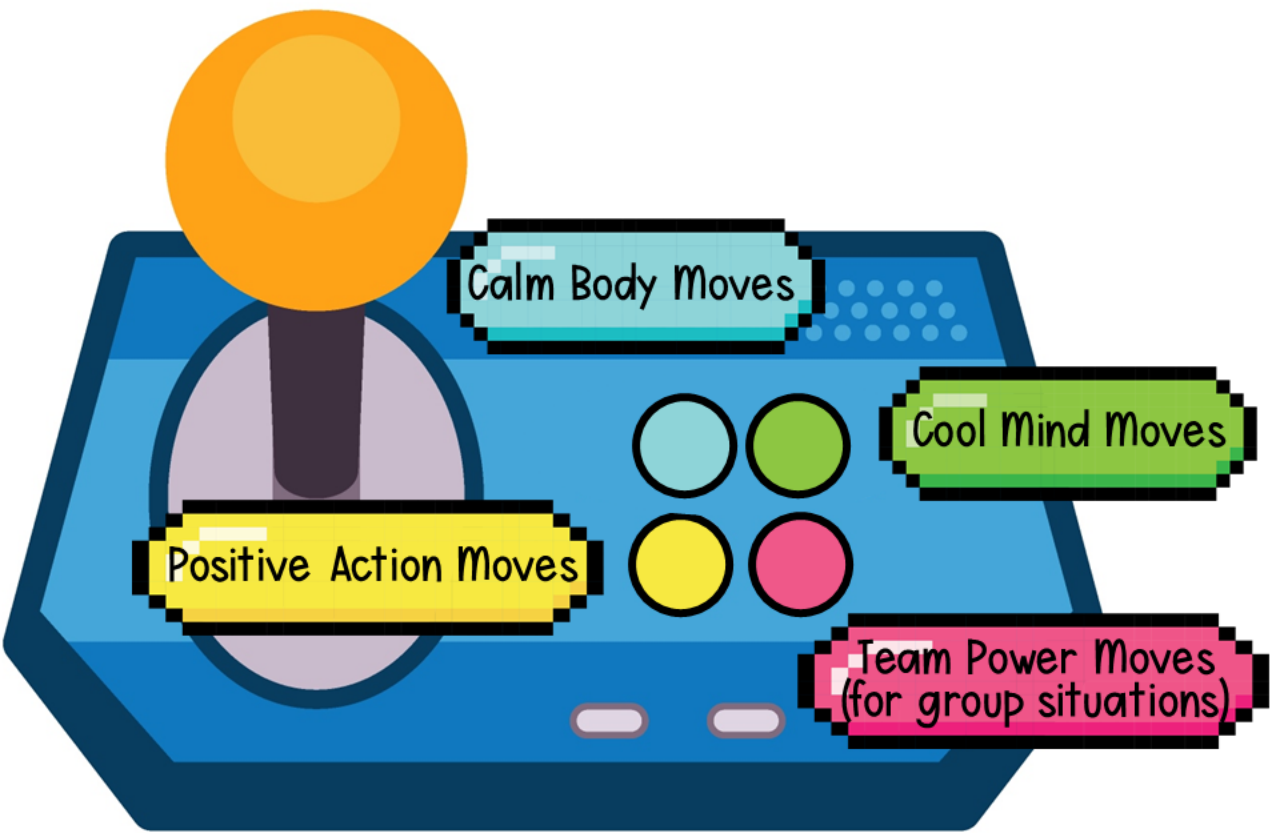
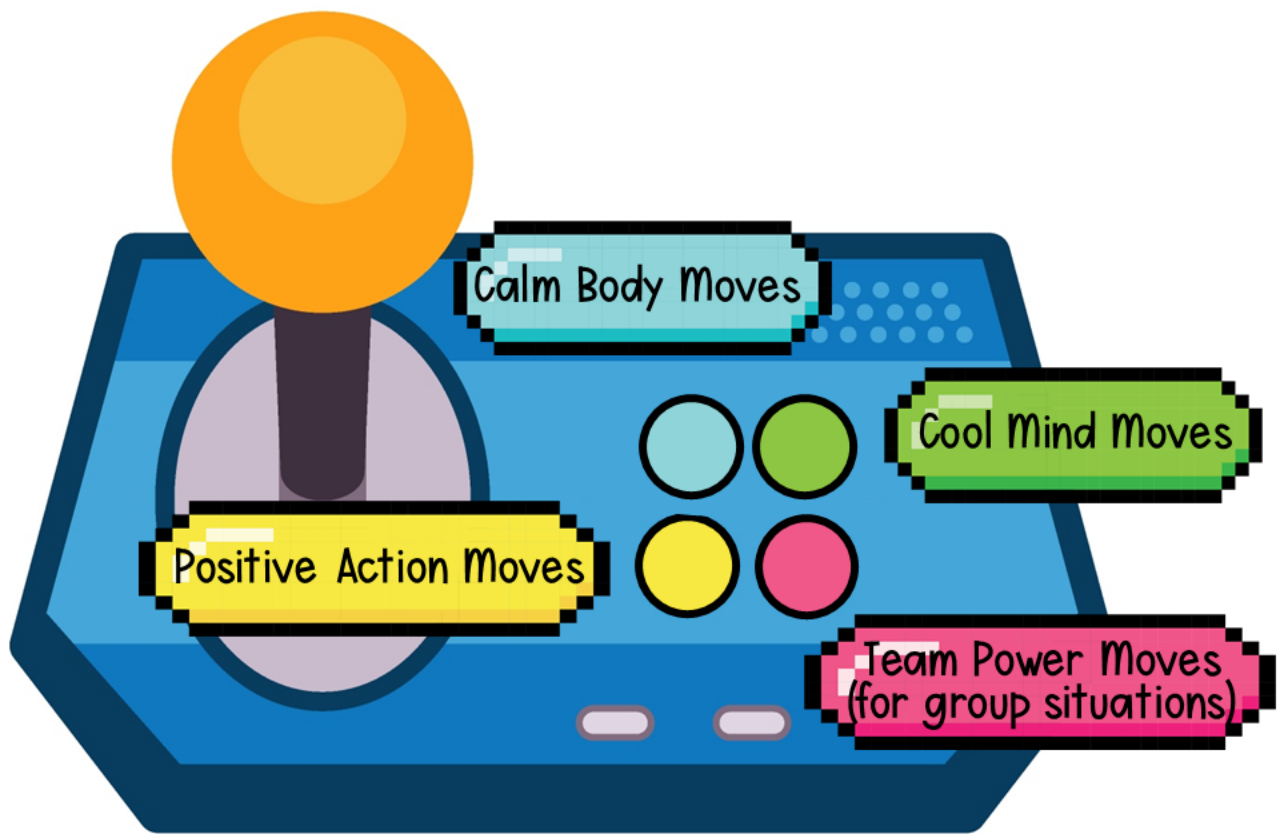




# LEVEL 1: THE PAUSE BUTTON

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.

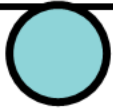
Name: \_\_\_\_\_



# LEVEL I: THE PAUSE BUTTON

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

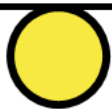
**1**



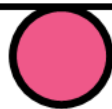
Calm Body



Cool Mind



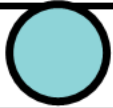
Positive  
Action



Team Power

PAUSE POWER MOVE:

**2**



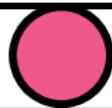
Calm Body



Cool Mind



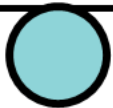
Positive  
Action



Team Power

PAUSE POWER MOVE:

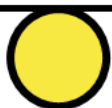
**3**



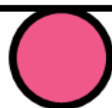
Calm Body



Cool Mind



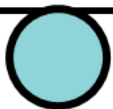
Positive  
Action



Team Power

PAUSE POWER MOVE:

**4**



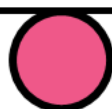
Calm Body



Cool Mind



Positive  
Action



Team Power

PAUSE POWER MOVE:

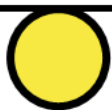
**5**



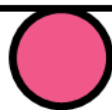
Calm Body



Cool Mind



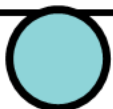
Positive  
Action



Team Power

PAUSE POWER MOVE:

**6**



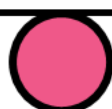
Calm Body



Cool Mind



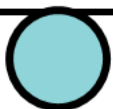
Positive  
Action



Team Power

PAUSE POWER MOVE:

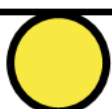
**7**



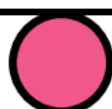
Calm Body



Cool Mind



Positive  
Action



Team Power

PAUSE POWER MOVE:

**8**



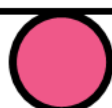
Calm Body



Cool Mind



Positive  
Action



Team Power

PAUSE POWER MOVE:





# LEVEL 2: LISTENING MODE

Goal: Listen before you respond.



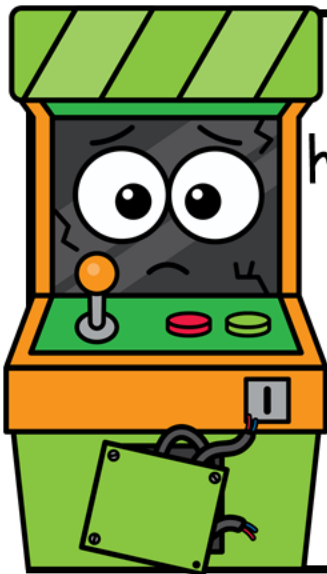
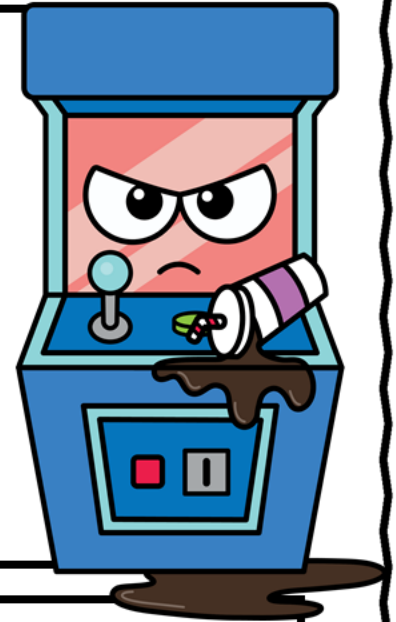


## LEVEL 2: LISTENING MODE

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

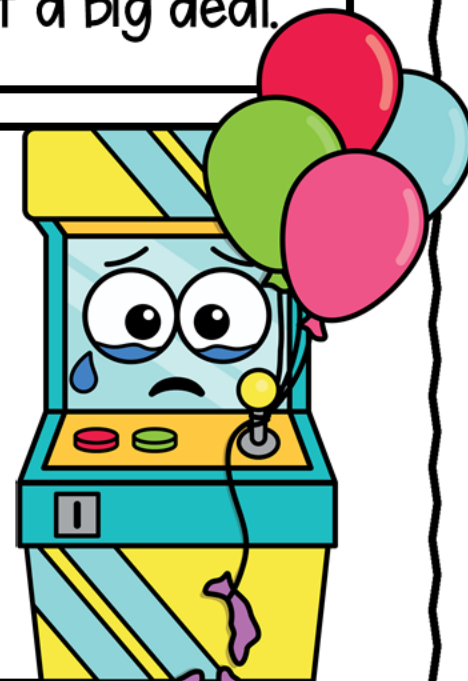


Your friend is telling you about a problem he had at home, and you're not sure what to say.

- 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.

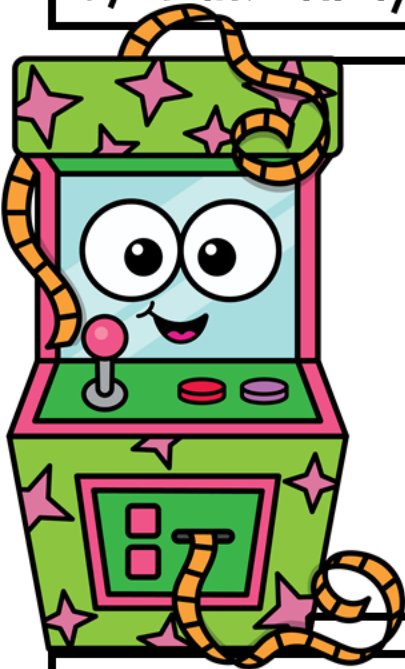
Your friend is explaining how to build something in Minecraft, but you don't understand right away.

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



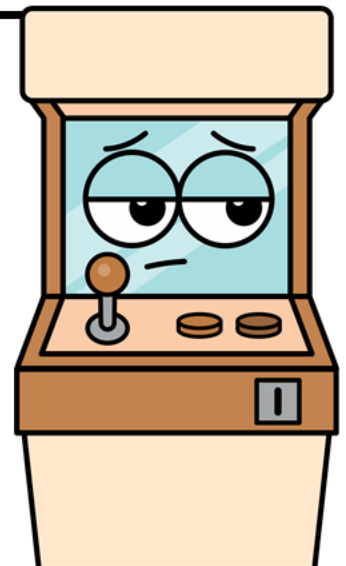
Two friends are talking about their weekend. You really want to join the conversation.

- 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



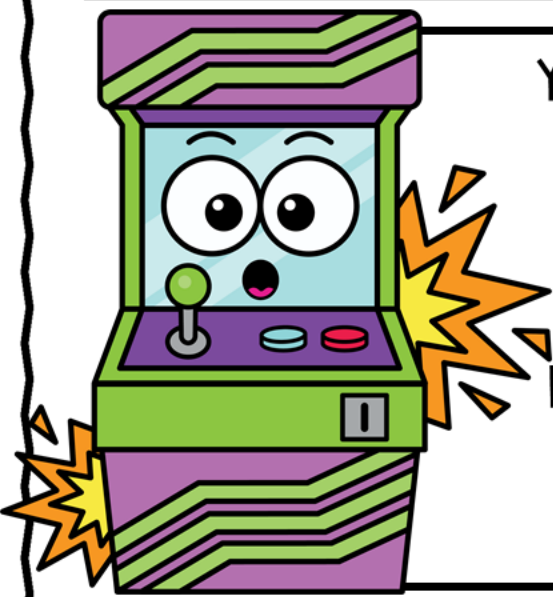


## LEVEL 2: LISTENING MODE

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



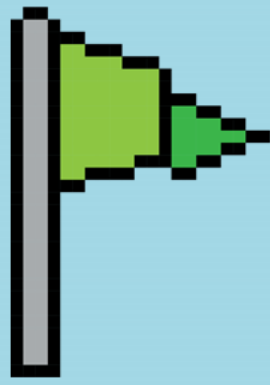
You're working in a group, and two people are talking at the same time.

- 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





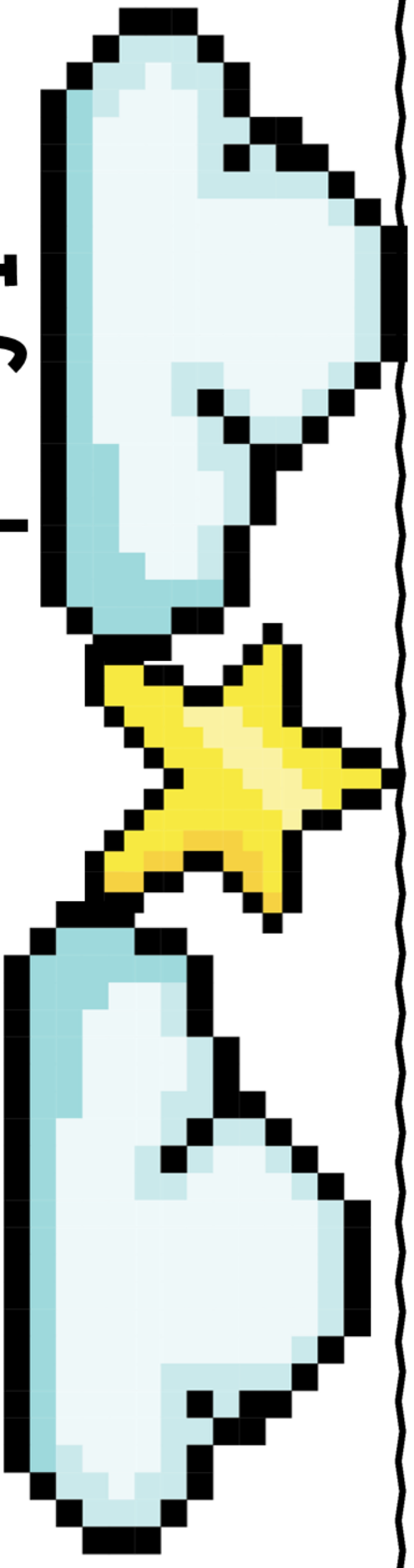
LEVEL 3:

USE "I"

MESSAGES

Goal: Express feelings without blaming.





I feel

when

because

"I" Message

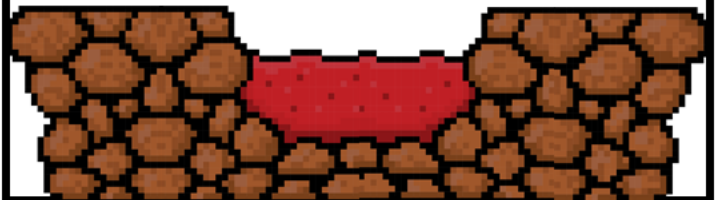




Your friend took  
your seat at lunch  
and won't move.



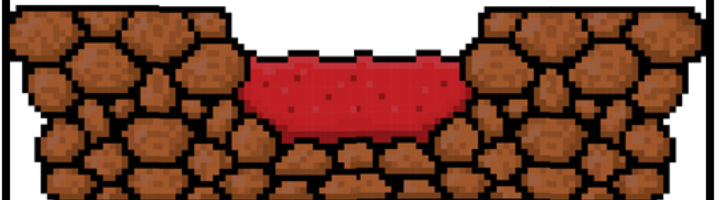
Your friend didn't  
pick you for his  
team even though you  
really wanted to play.



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



Your friend took  
your pencil without  
asking.

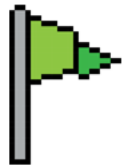


Your friend laughed  
after you missed the  
ball during gym class.



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.

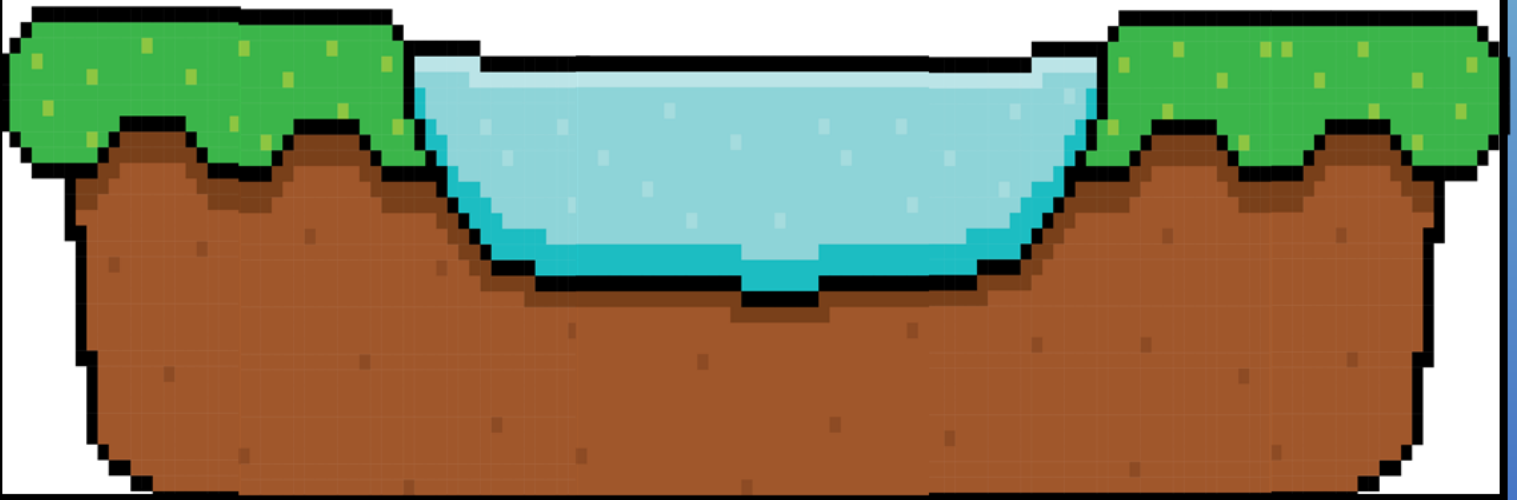


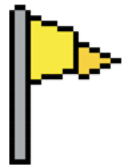
I feel \_\_\_\_\_  
when \_\_\_\_\_  
because \_\_\_\_\_.

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.

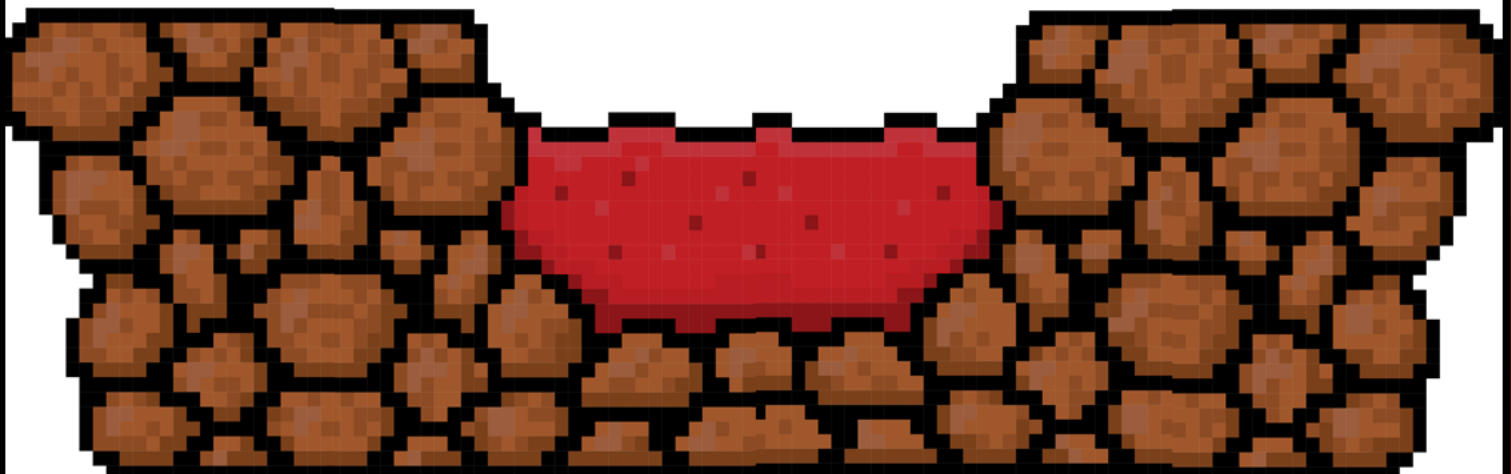


I feel \_\_\_\_\_  
when \_\_\_\_\_  
because \_\_\_\_\_.

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.



---



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---



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



---



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---



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



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## 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.



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



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



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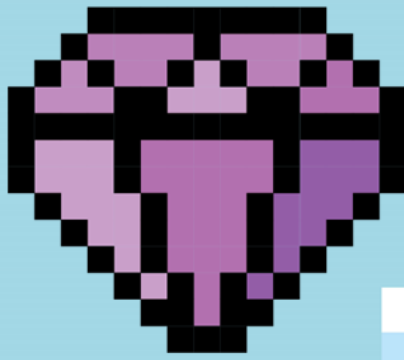


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# LEVEL 5:

# 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	



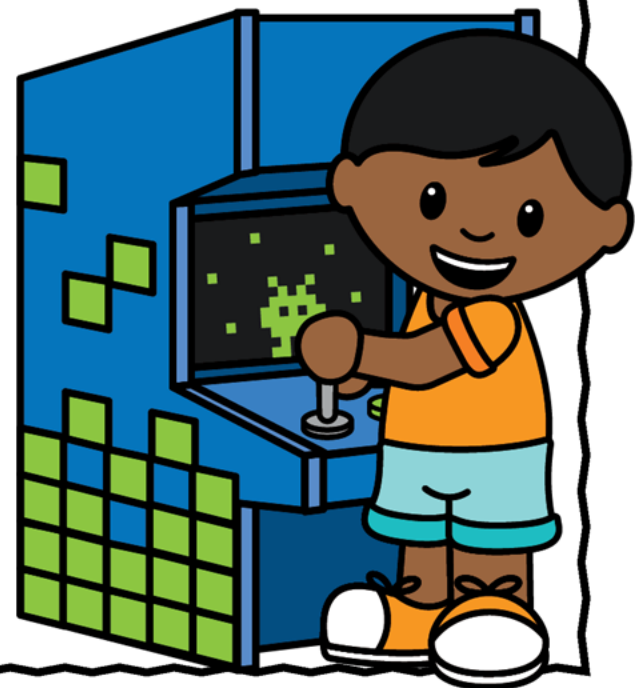
# VICTORY REFLECTION



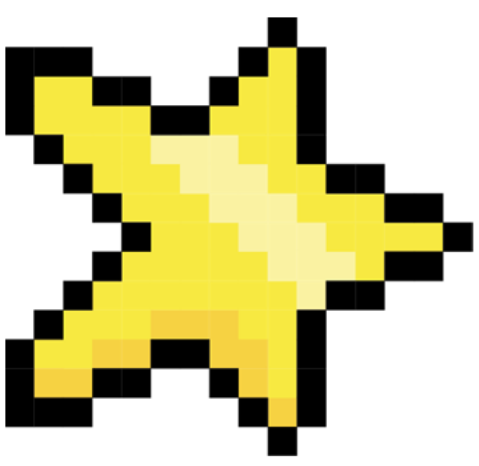
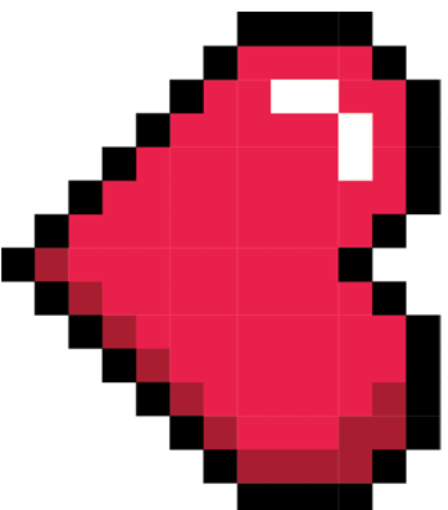
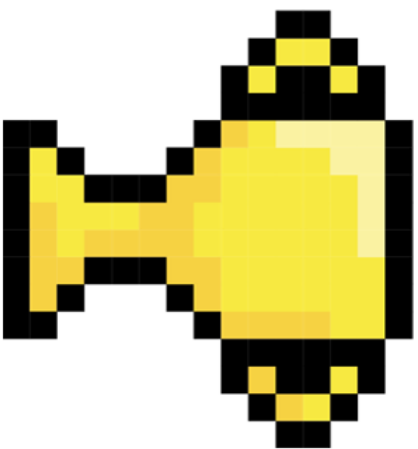
Which Power-Up is  
easiest for you?

Which Power-Up do you  
need to practice?

How can you use these  
skills at school or home?



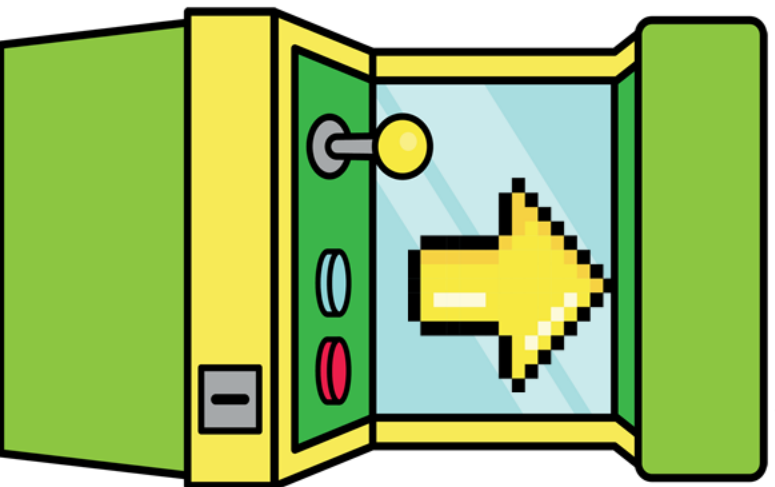




YOU

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.

# Friendship VILLAGE

## Instructions

### 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).

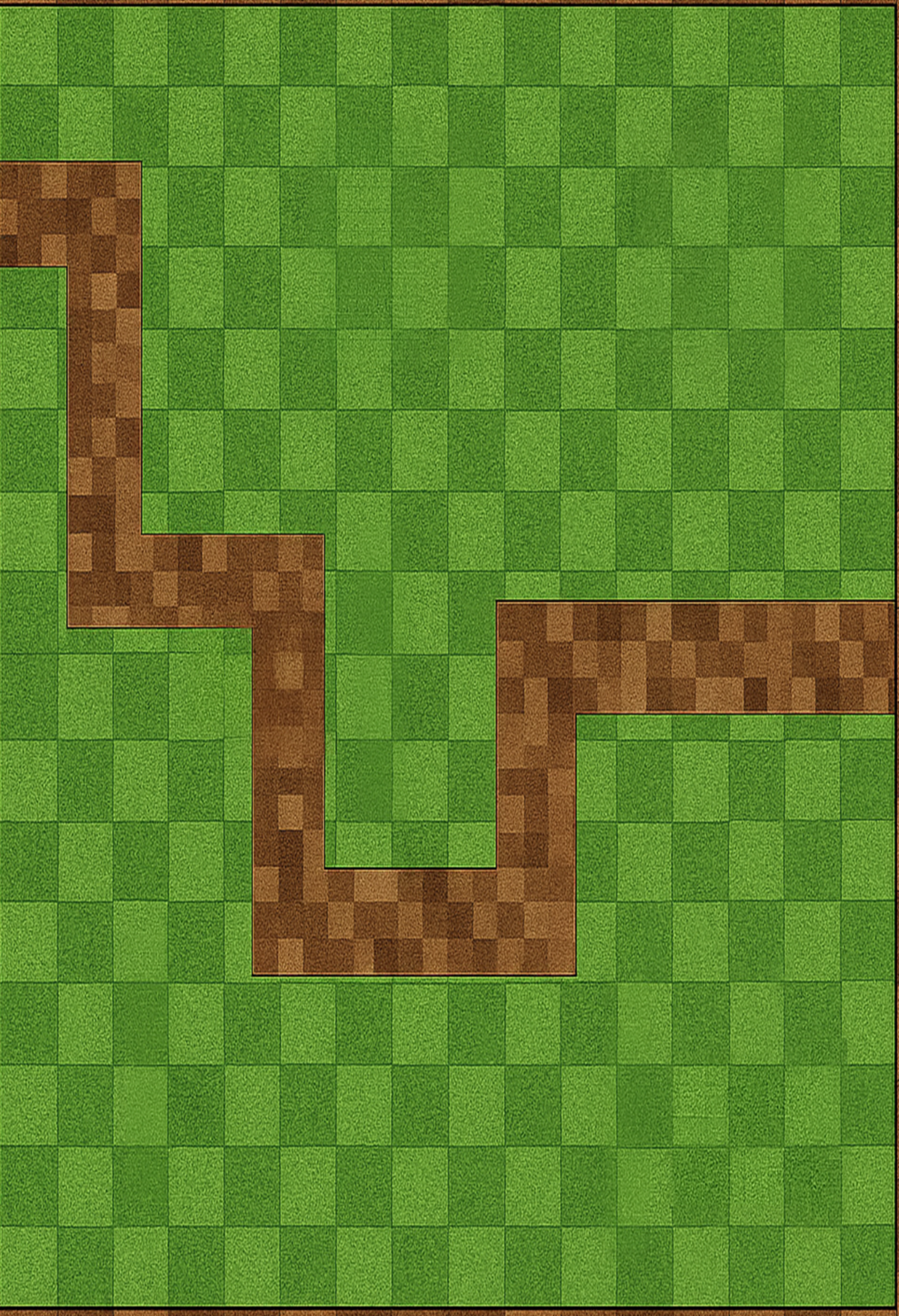
6. Watch Out for Poison! If you draw a Poison Card, read the card to know what to do (lose a turn, lose a block, etc.) If you get the "lose a block" card, and do not have a block, remove a block from the player to your left.

### Optional add-on

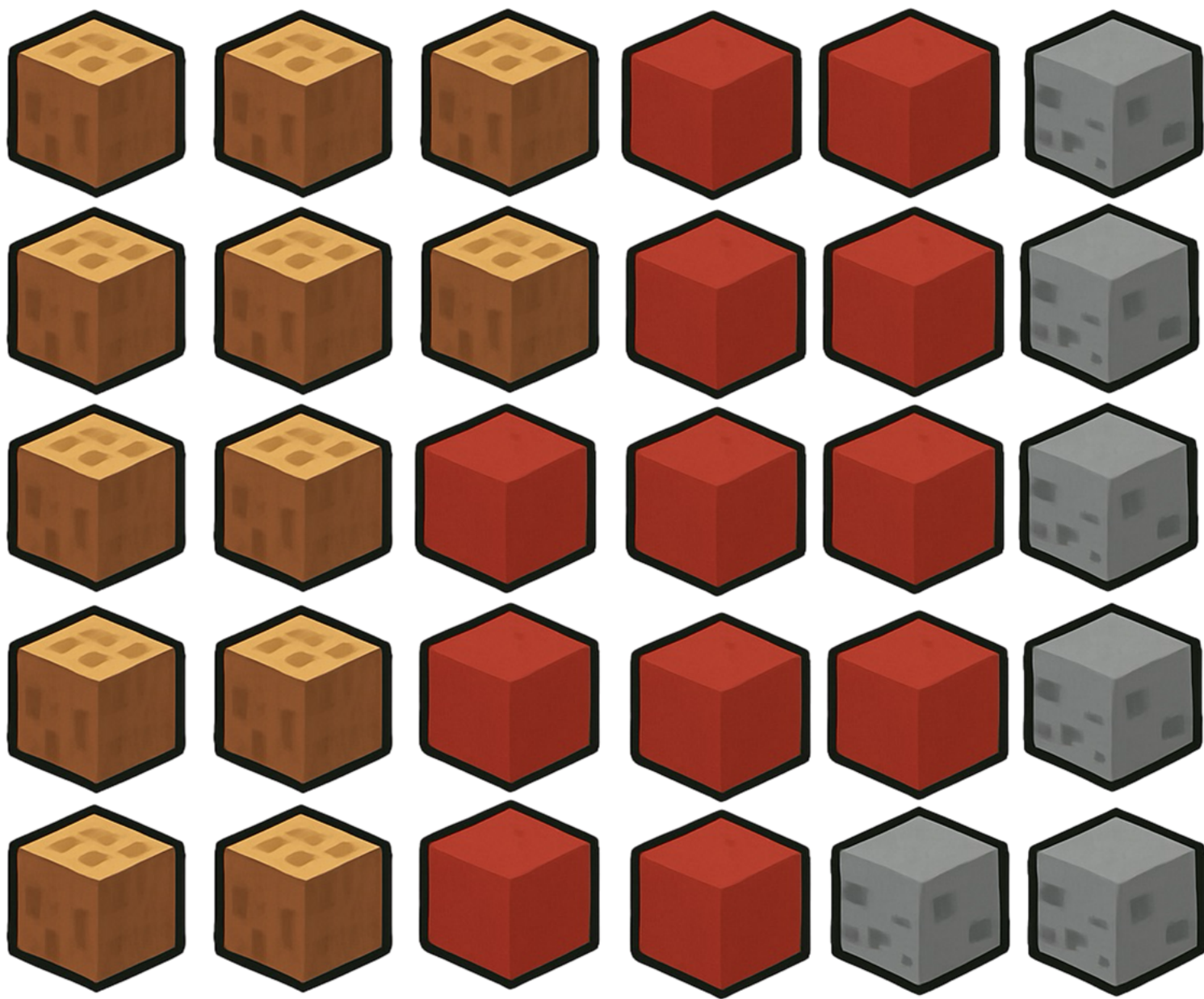
Set a timer for 20 minutes. Can your group finish the village before time runs out?

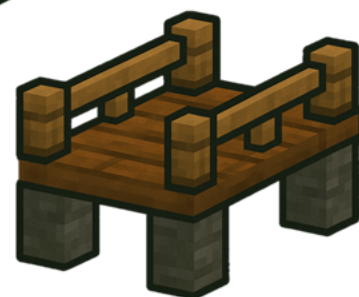
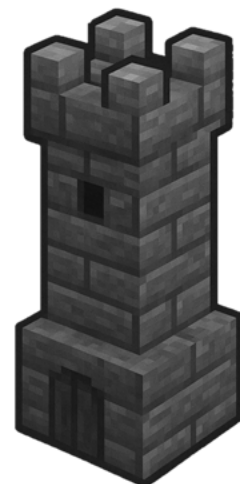
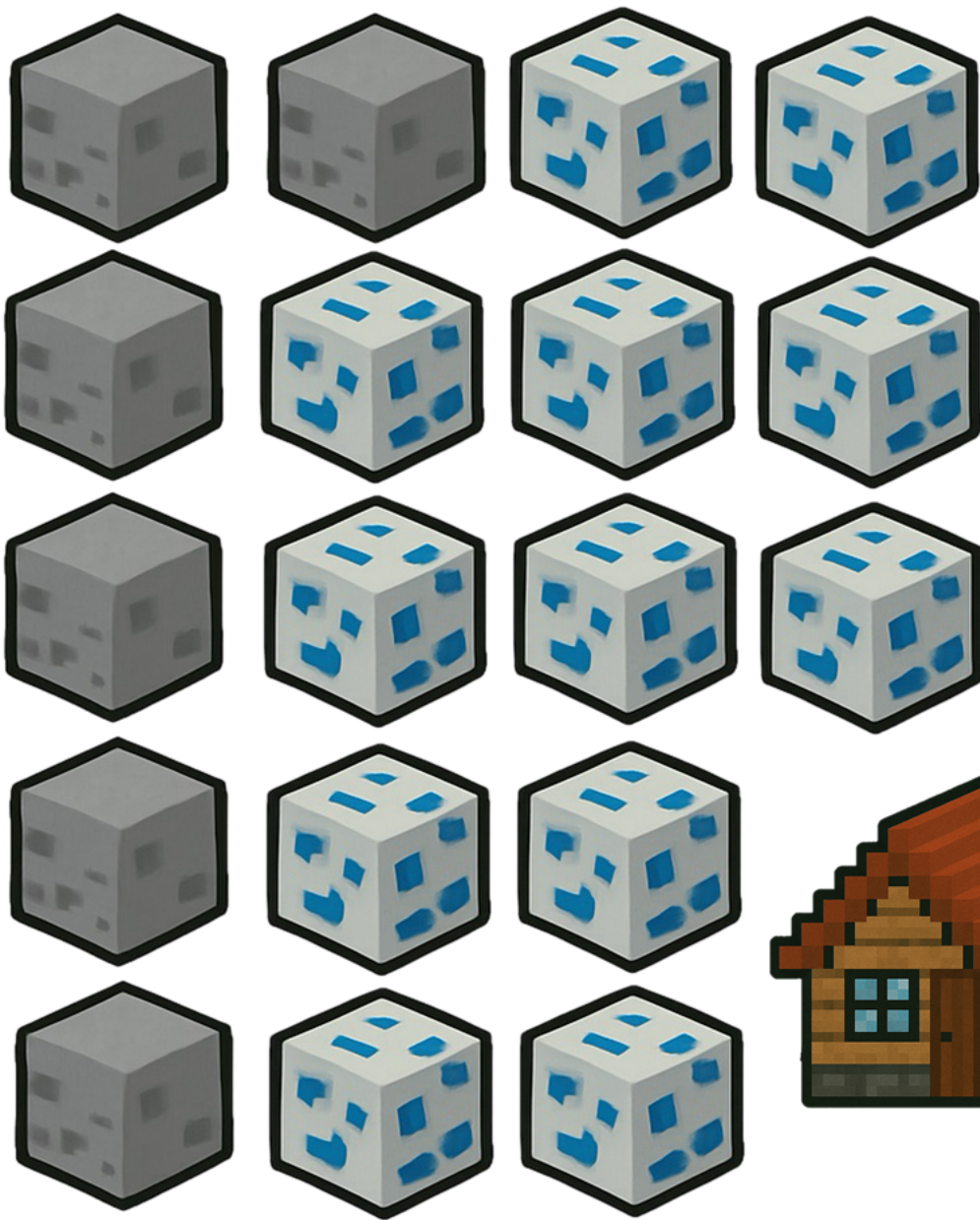


# Friendship VILLAGE











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!

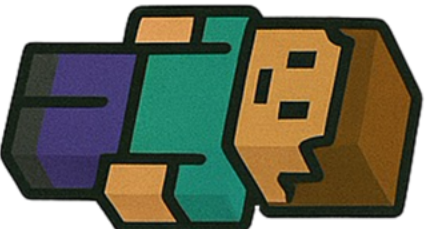


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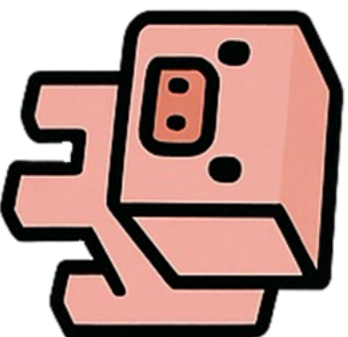
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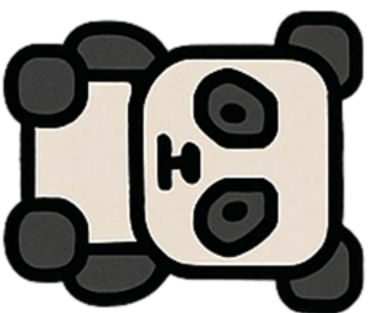


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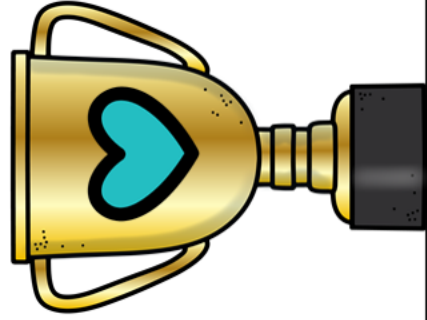
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**for being a**

**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**

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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 Pizza](#)

[Parking Lot Friends](#)

[Better Together: Sports](#)

[Tools for Friendship](#)

[Friendship Mission](#)

[Mean Guys: The Boss](#)

[Mean Guys: The One-Upper](#)

[Mean Guys: The Watcher](#)

[Mean Guys: The Teaser](#)

[Mean Guys: The Hot-Headed](#)

[Mean Guys: The Excluder](#)

[Power up for Peace](#)

[Friendship Village](#)

# 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!

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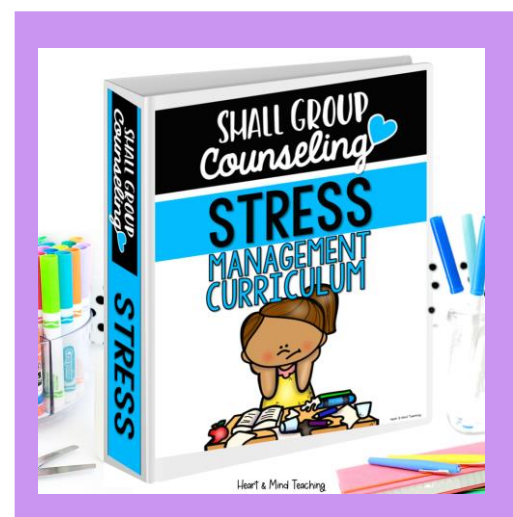
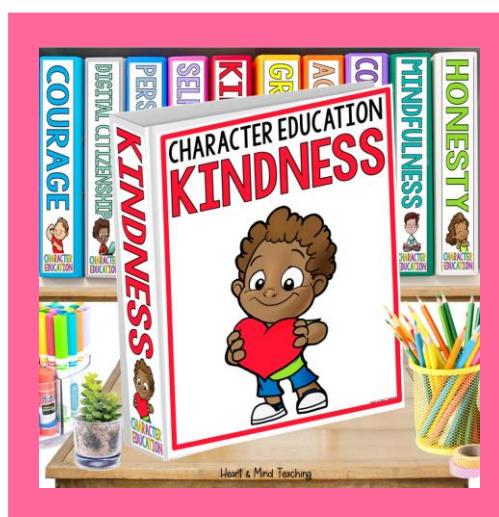
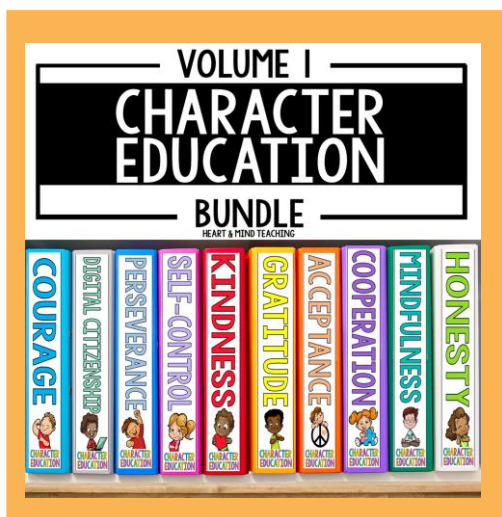
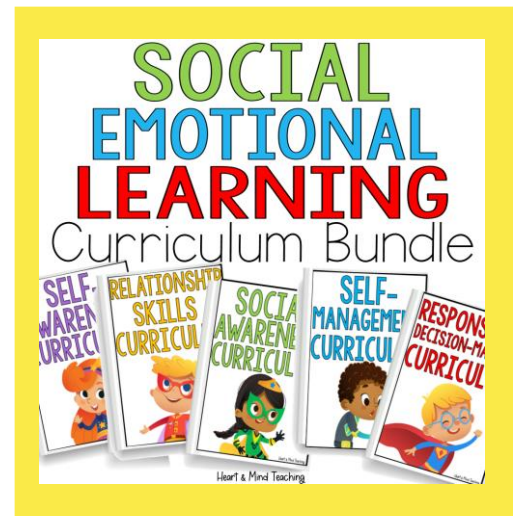
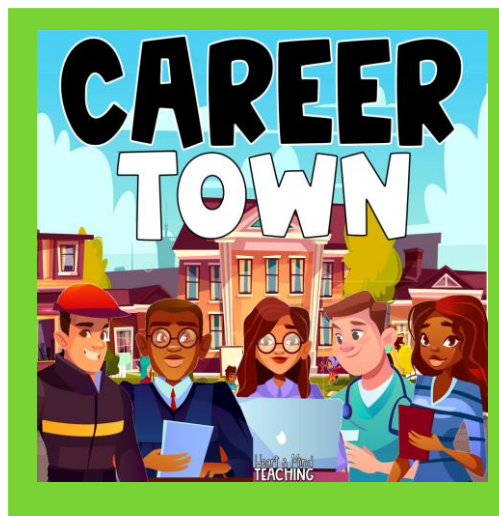
[Teacher Tips for using Google Classroom \(TPT blog\)](#)

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



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— with Laura & Ashley —



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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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