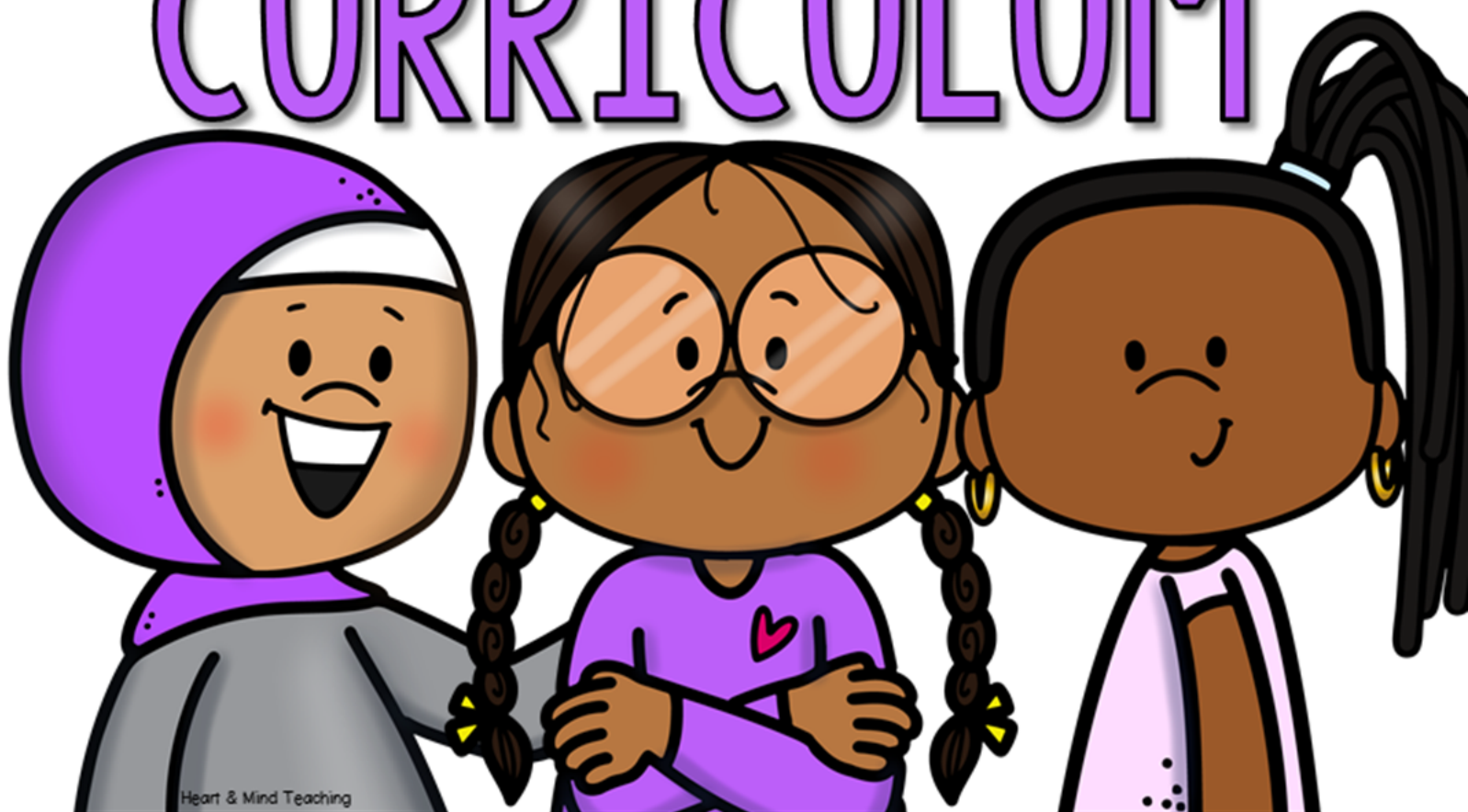


SMALL GROUP  
*Counseling* 

**FRIENDSHIP**

**CURRICULUM**



**GIRLS GROUP**

# TABLE OF CONTENTS

SMALL GROUP  
Counseling   
**FRIENDSHIP**



ASCA Mindsets & Behaviors/SEL Competencies Addressed ...	1
Group Counseling Referral.....	2
Parent permission form (English) .....	3
Parent permission form (Spanish).....	4
Student desk reminders.....	5
Attendance Chart.....	6
Pre and Post Survey.....	7-8
Hall Pass .....	9
Confidentiality Sign.....	10
Session 1: Icebreaker & Group Rules .....	11-17
Session 2: Friendship Bracelet.....	18-25
Session 3: Friendship Pie.....	26-39
Session 4: Friendship Vibes.....	40-60
Session 5: Better Together.....	61-96
Session 6: Friendship Toolkit.....	97-106
Session 7: Mean Girls.....	107-108
Session 8: Llama Drama.....	109-128
Session 9: Friendship Town Game.....	129-134
Certificate.....	135
Google Slides Links.....	137-138



# 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
- \*Stress Management

### Self-awareness

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

### Responsible decision-making

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

# GROUP COUNSELING REFERRAL



SMALL GROUP  
Counseling   
FRIENDSHIP

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

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

Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

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

# GROUP COUNSELING REFERRAL



SMALL GROUP  
Counseling   
FRIENDSHIP

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

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

Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

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

# PARENT CONSENT

SMALL GROUP  
Counseling  
FRIENDSHIP



Dear Parent/Guardian:

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

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

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

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

Sincerely,

## Parent Consent for Small Group Counseling Participation

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

# CONSENTIMIENTO DE LOS PADRES

SMALL GROUP  
Counseling  
FRIENDSHIP

Estimado Padre / Tutor:

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

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

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

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

Atentamente,

Consentimiento de los Padres para Grupo Pequeño Participación Consejería

Nombre del Estudiante: \_\_\_\_\_ Grado: \_\_\_\_\_

Maestro: \_\_\_\_\_ Fecha: \_\_\_\_\_

Nombre del Padre / Tutor: \_\_\_\_\_

Firma del Padre / tutor: \_\_\_\_\_



# DESK REMINDERS

SMALL GROUP  
Counseling  
FRIENDSHIP



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

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

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

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

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



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

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

# ATTENDANCE

SMALL GROUP  
Counseling   
FRIENDSHIP



DATE 								
NAME 								

# PRE SURVEY

This is how I am doing BEFORE group



Always



Sometimes



Hardly



Never

I know ways to make a friend.				
I know ways to keep and maintain friendships.				
I can identify words and actions that would HARM my friendships.				
I know ways to fix or repair a friendship or conflict.				
I can identify mean girl behavior.				
I can identify drama creating behavior.				
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 girl behavior.				
I can identify drama creating behavior.				
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

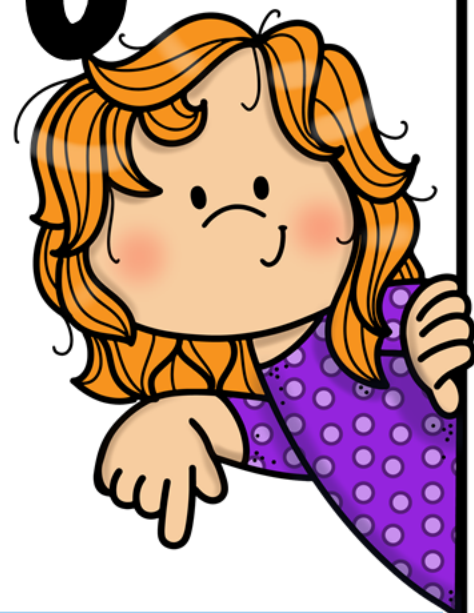
in here

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:

- \*Water bottle and sticker 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 girls, 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 water bottle and one sticker page. They should write their name in the space under "get to know me" on the water bottle. Use the sticker guide to explain which stickers to add to their shoe. They will need scissors to cut out the stickers and glue/tape to add them to their water bottle. Afterward, they can share their water bottle 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.

# GROUP RULES

SMALL GROUP  
Counseling   
FRIENDSHIP



Our group has agreed upon the following rules:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_













# STICKERS



# STICKER GUIDE



Likes Sports



Has a pet.



Likes art.



Likes the outdoors.



Has a sister.



Is the oldest child in the family.



Likes animals.



Has a brother.



Likes sweets.



Has travelled outside of the state.



Is the youngest child in the family.



Likes to draw.



Likes to sing.



Likes fashion.



Likes to play video games.



Likes writing.



Likes summer.



Likes to help people.



Likes to bike ride.



Likes fall.



Has a hobby.



Likes to garden.



Likes reading.



Likes music.



Likes chocolate.



Likes math.



Likes to dance.



Likes tech.



Likes movies.



Was born in this state.



Likes to shop.



Likes to cook.



Likes science.



Likes P.E.

# SESSION 2

## Friendship Bracelets

SMALL GROUP  
Counseling   
**FRIENDSHIP**

### Session Objective:

Students will learn how identifying shared interests, values, or experiences can help start and strengthen friendships.

### Materials:

- \*One Bracelet and beads for each student (page 4)
- \*Bead Key and follow up questions.
- \*Cut out the cut/paste items beforehand to save time.

### Guiding Questions:

- \*Why is it important to get to know what others like or dislike?
- \*What are some important things to have in common with a friend?

### Activity Details:

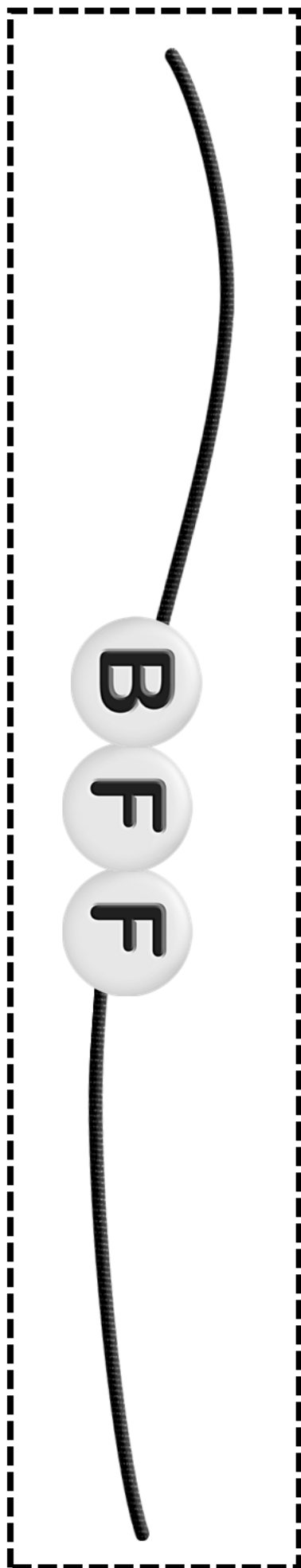
- \*Say "Welcome back to the group, who can remember what our group rules were from last session? (Review the rules). Awesome, last time we learned a bit about each other and talked about friendship. Today, we are going to learn about what we have in common with each other."
- \*Say "Today we are going to make friendship bracelets, but they won't just be random, each bracelet will be unique and show what we like, are interested in, and our hobbies. This will help us see what we have in common with each other. An important part of making and keeping friends is finding things that you have in common so you can have something to talk about and share in together." Give each student a bracelet and beads (page 4) and a bead key (page 5). Say "The Bead key will tell us what the bead stands for, add the bead to your bracelet if that is something you like or are interested in. About eight beads will fit on the bracelet so remember to pick the ones that are most important to you to share with a friend. Once you pick your beads, cut them out and cut your bracelet out. Glue or tape the beads onto the bracelet. Glue or tape the bracelet together on your wrist." Next, go around and have each student share their bracelet and have students notice what they have in common with each other. Then, have them complete the reflection pages (page 6-8). Review the page of Friendship starting questions on page 9 and have them complete page 10 by writing what they most want to have in common with a friend in each bracelet.
- \*Thank the students for a great session and tell them next session they will be exploring how to make and keep new 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-Awareness: Accurate self-perception.
- \*Social Awareness: Appreciating diversity.
- \*Relationship Skills: Communication, Social Engagement, Relationship Building.



Cut out the beads using the “bead key” on the following page. About 8 beads will fit.



# Bead Key for likes



**Dance**



**Art**



**Animals**



**Science**



**Writing**



**Crafts**



**Music**



**Cooking**



**Pets**



**Sports**



**Reading**



**Movies**



**Jewelry**



**Helping**



**Talking**



**Dolls**



**Designing**



**Gaming**



**Building**



**Playing**



**Puzzles**



**Watching shows**





# Friendship Bracelets



**Which beads did you put on your bracelet?**

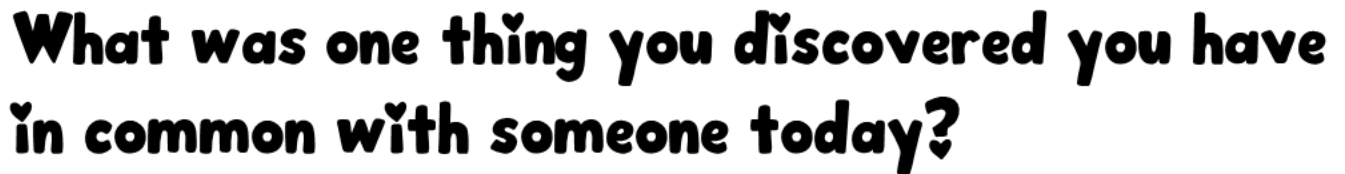


**Which of these is most important to you to have in common with a friend? Why?**



**Which of these is least important to you to have in common with a friend? Why?**







# Friendship Bracelets



**I feel connected to others when we both...**



**What's something you could ask someone to find out what you have in common?**



**If someone likes something you don't, what could you say to still be kind and curious?**





# Friendship Starting Questions

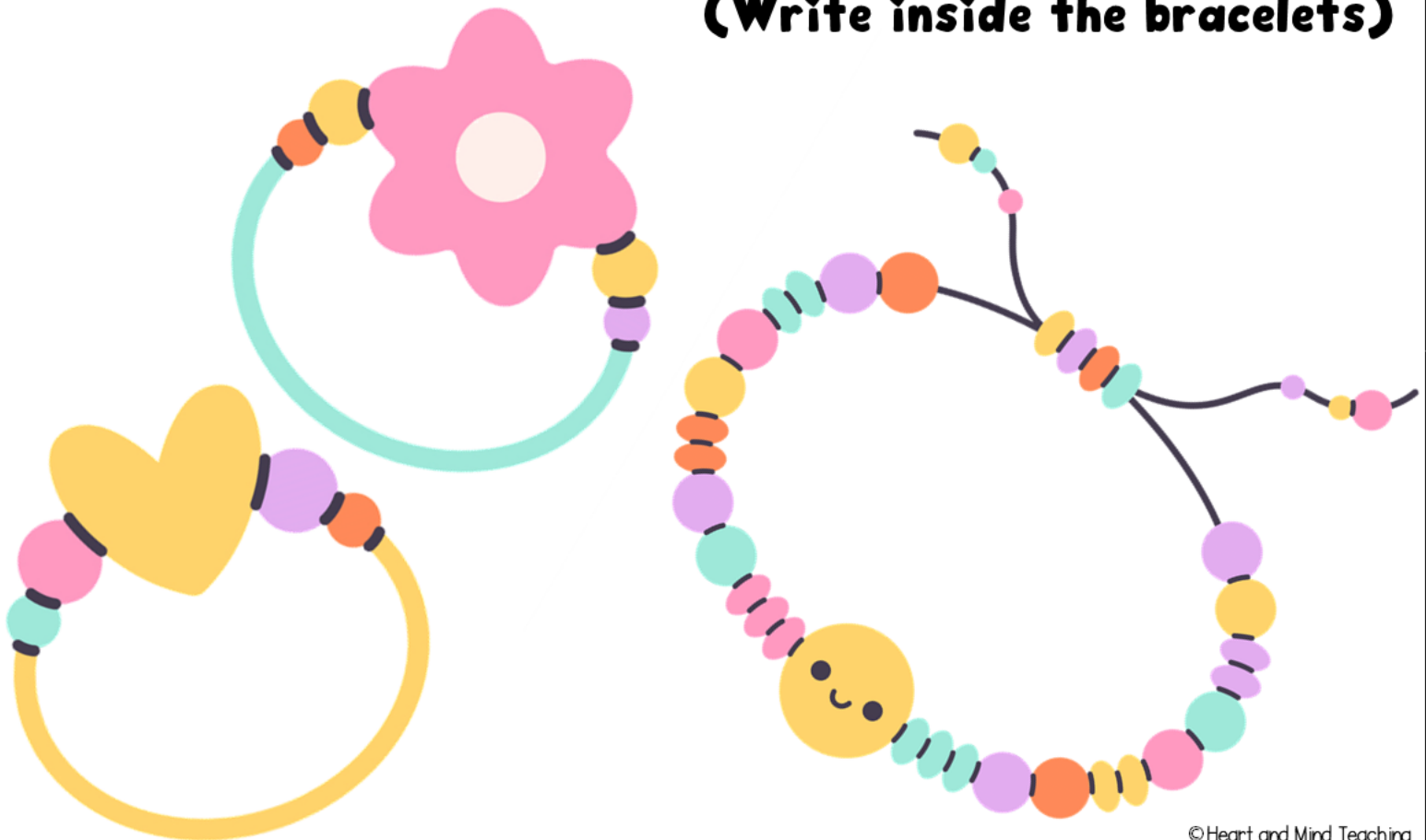
- What's your favorite color?**
- Do you like to draw or paint?**
- What's your favorite craft or art project?**
- Do you like making slime or bracelets?**
- What's your favorite book or story?**
- Who is your favorite character from a movie or show?**
- What kind of movies do you like?**
- Do you like to read at school or at home?**
- What's your favorite food?**
- Do you like sweet or salty snacks more?**
- What's your favorite thing to eat at lunch?**
- Do you like to help cook or bake?**
- What do you like to do after school?**
- What's your favorite thing to do on the weekend?**
- Do you like dancing, sports, or riding your bike?**
- What's a hobby you enjoy?**
- What's your favorite animal?**
- Do you have a pet or want one?**
- Do you like going outside or exploring nature?**
- What's your favorite game to play?**





# Friendship Bracelets

**These are some similarities I want to have with a friend...  
(Write inside the bracelets)**







Friendships  
begin with  
one small thing  
in common.



# SESSION 3

## Friendship Pie



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:

\*Welcome the students back to the group and quickly review group rules. Last week we learned about what we have in common and what we want in a friend. This week we are going to look closer at forming and keeping new friendships.

\*Show the PowerPoint. (This is attached separately to your original download file). 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 pie), and how to make special friendships, and finally how to maintain friendships.

\*Afterward, have them complete the "Friendship pie" (p.16). There are two different formats included. One is the completed pie which you can have students write directly on. The other is the pie 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 pie formation. They can also add "toppings" to make the friendship unique. Have students share their finished "friendship pie".

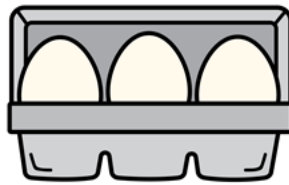
\*Talk about how each friendship pie is unique, we all bring different elements to a friendship. Talk about the slide/poster on types of friendships.

\*Say "Now that we have learned about making and keeping friends, next session we will learn about healthy and unhealthy friendships."

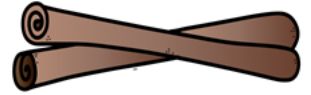
# Forming New FRIENDSHIPS



**Support**



**Respect**



**Fairness**

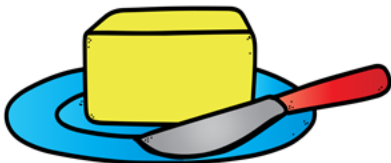
**What ingredients  
make a good  
friendship pie?**



**Listening**



**Trust**



**Kindness**



**Forgiveness**



# LISTENING

**Paying attention when your friend speaks.**

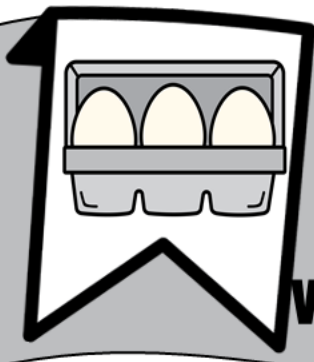


**Maintain eye  
contact.**

**Don't interrupt.**



**Wait your turn  
to speak.**



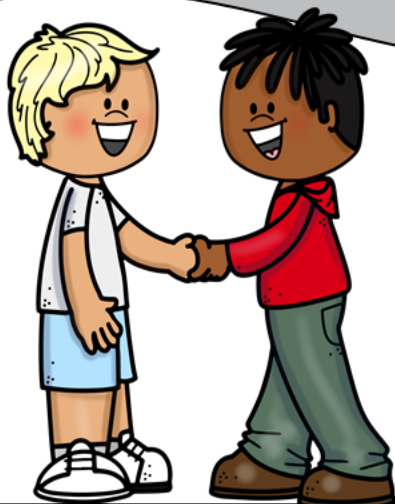
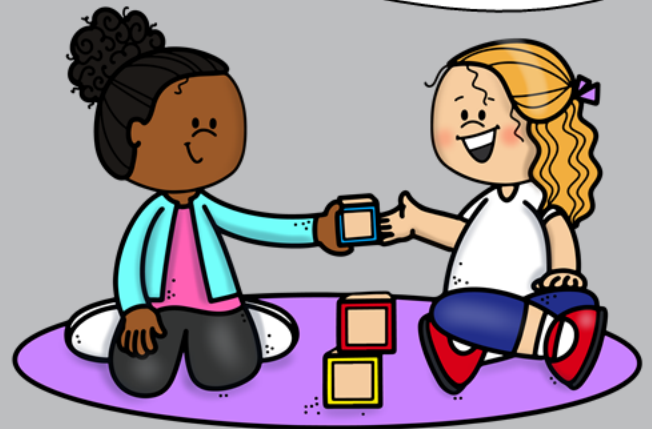
# RESPECT

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.**





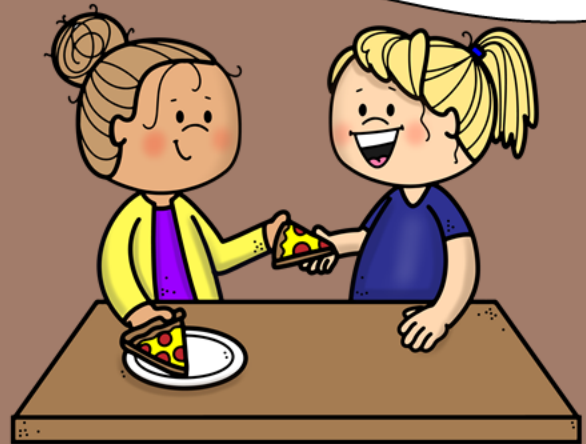
# FAIRNESS

Take turns, share, and play by the rules.

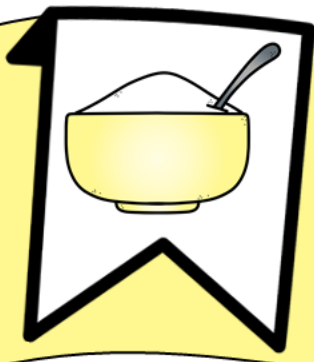


**Playing by the  
rules.**

**Sharing.**

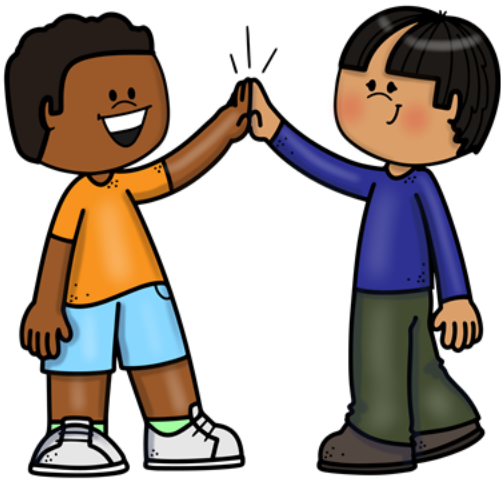


**Taking Turns.**



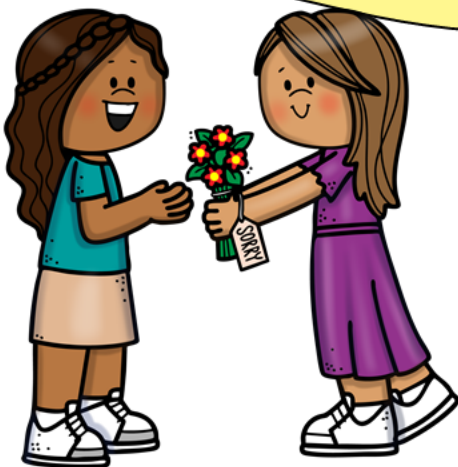
# **FORGIVENESS**

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



**Compromising.**

**Apologizing.**



**Making  
amends.**



# TRUST

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

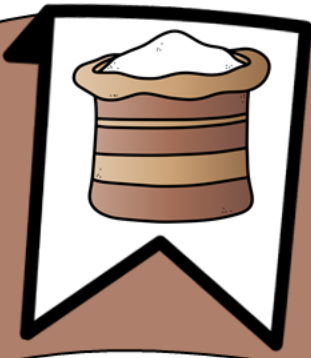


**Keep safe secrets  
and promises.**

**Be reliable and loyal.**



**Be honest.**



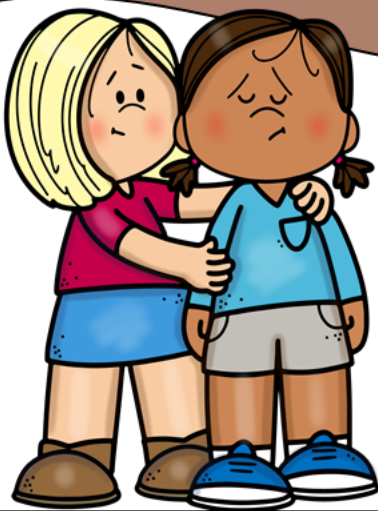
# SUPPORT

Being there when your friend needs help or encouragement.



**Keep safe secrets  
and promises.**

**Helping each  
other out.**

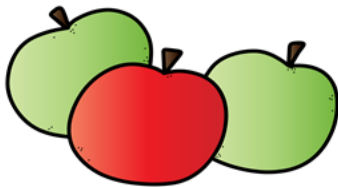
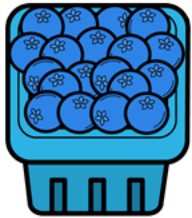


**Showing empathy.**



# Making Special FRIENDSHIPS

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



**Gifts**



**Traditions**



**Celebration**

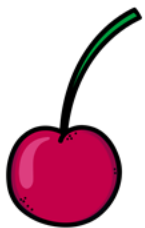
**Laughter**



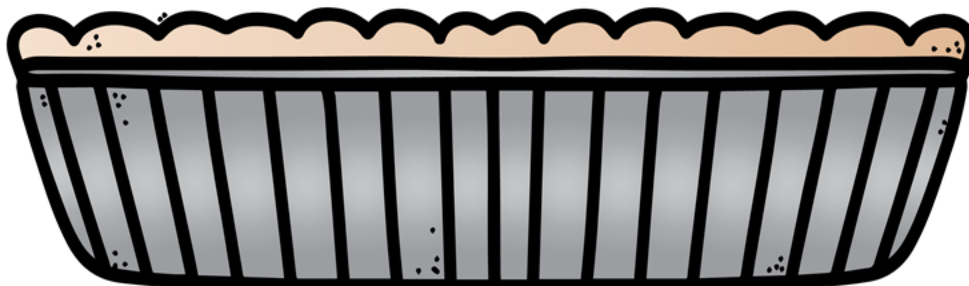
**Shared  
interests**



**Spending  
time  
together**



**Fun**



# Maintaining FRIENDSHIP



## Set a timer.

Pie can burn if forgotten—friendships do too. Communicate regularly and stay in touch. Pies take 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 pie 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 pie needs time to cool before eating, friends sometimes need space. Respect each other's quiet time or different interests.

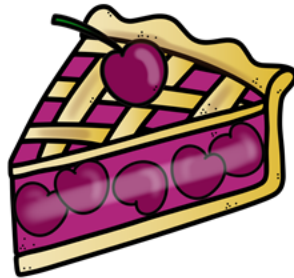
# Types of FRIENDSHIPS



## **Classic Friend**

### **Pumpkin Pie:**

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



## **Fun Friend Cherry Pie:**

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



## **Quiet Friend**

### **Strawberry Pie:**

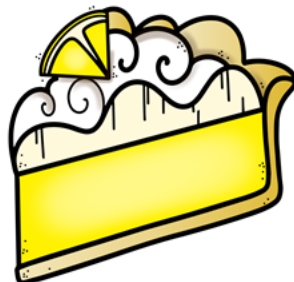
**A calm, gentle, and  
thoughtful friend.**



## **Supportive**

### **Blueberry Pie:**

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



## **New Friend**

### **Lemon Pie:**

**A newly formed  
friendship.**

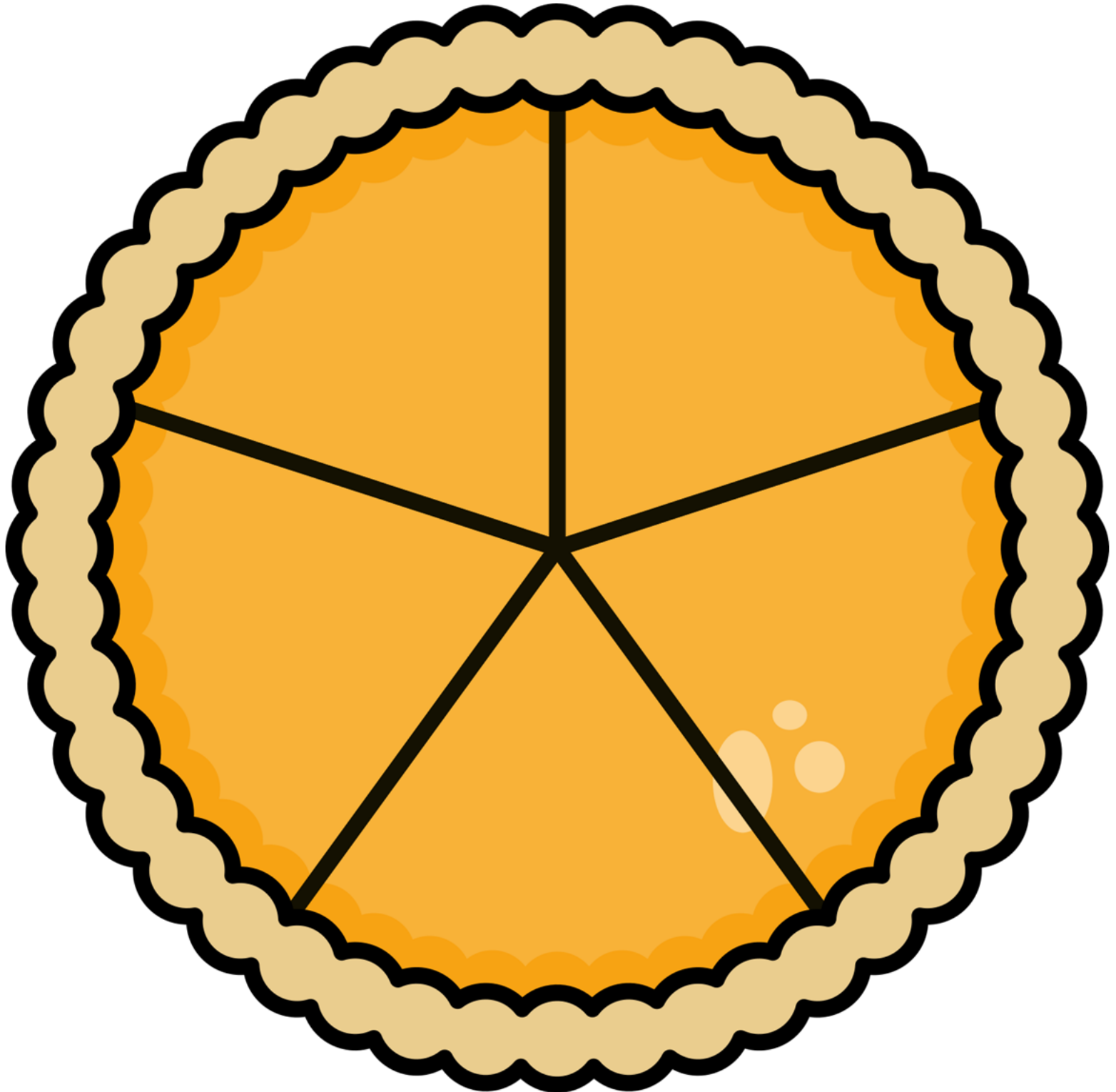


## **Occasional Lime Pie:**

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

# FRIENDSHIP Pie

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





**RESPECT**



**KINDNESS**

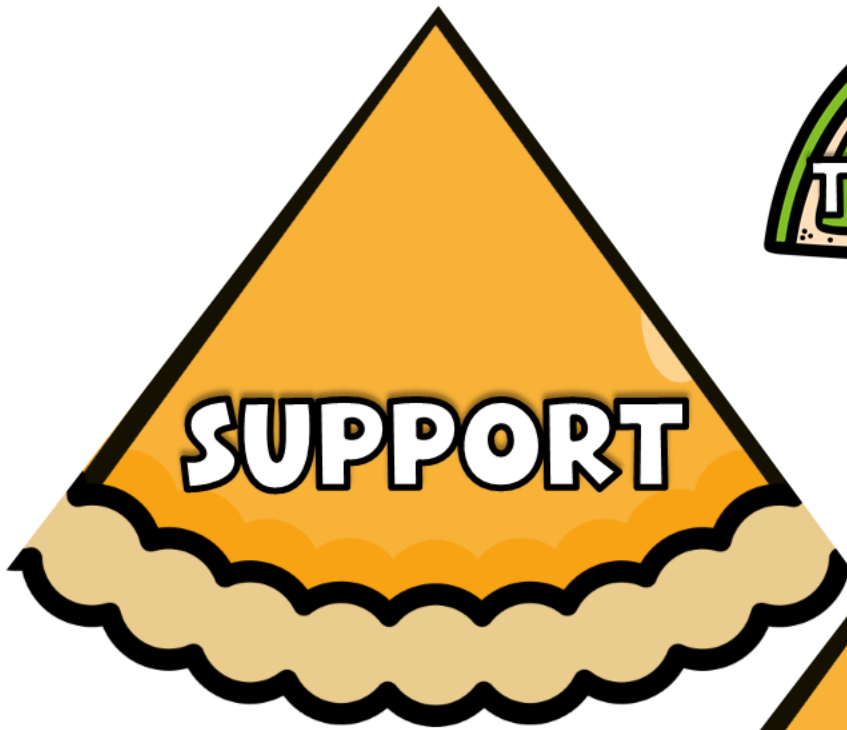


**FAIRNESS**



**FORGIVENESS**





# SESSION 4

## Friendship Vibes

SMALL GROUP  
Counseling   
**FRIENDSHIP**

### Session Objective:

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

### Materials:

- \*Handouts.
- \*Pencil, scissors.
- \*Cut out the cut/paste items beforehand to save time.

### Guiding Questions:

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

### ASCA Standards Alignment:

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

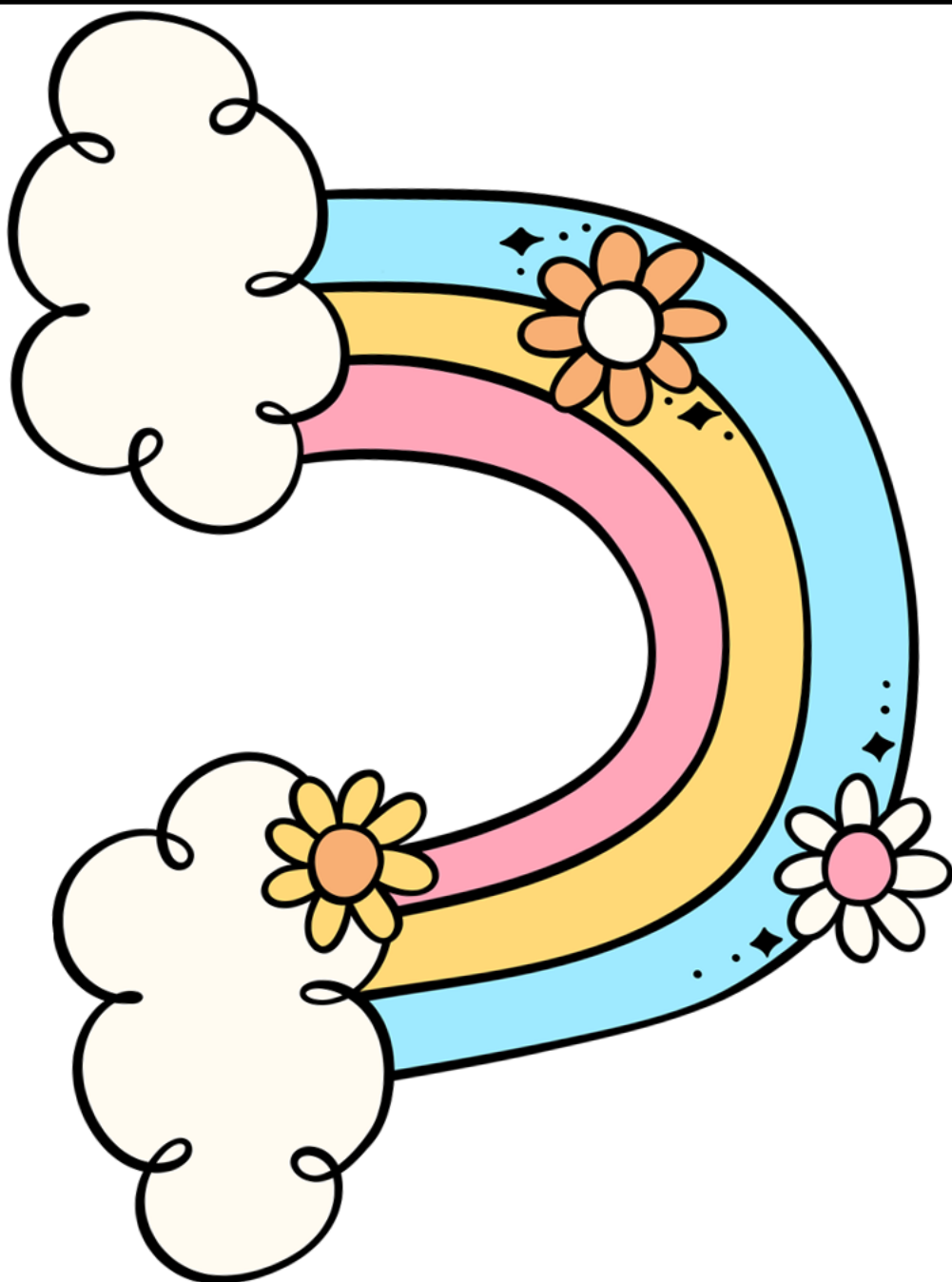
### SEL Competencies:

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

### Session Details (about 30 min):

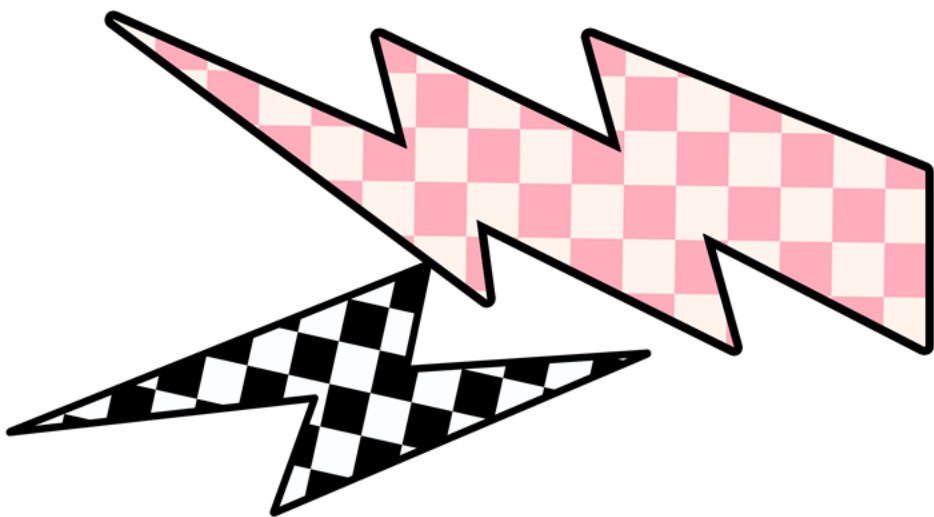
- \*Welcome students back to the group, review group rules. Last session, we talked about making and keeping friends. Today, we are learning healthy and unhealthy friendship behaviors.
- \*\*Today we are going to be learning about healthy and unhealthy friendship behaviors or "vibes". Review the poster on page 22 of good and bad vibes friendship behaviors. Put the two sorting pages in the center of the table (Page 5 and 6). "Let's do a vibe check for these behavior examples." Have students work together to sort the friendship behaviors on pages 7-12 to the "good vibes" page if its healthy friendship behaviors or "bad vibes" page if it's unhealthy behaviors. Then, pass out the handouts (pages 14-19) and have students continue practicing differentiating healthy and unhealthy friendship behaviors. 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.

GOOD VIBES



BO

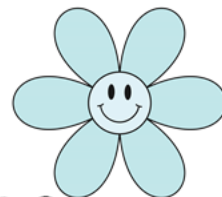
Y VIBES



Your friend  
shares their  
snacks with  
you.



Your friend  
tells  
everyone  
your secret.



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



Your friend  
helps you up  
when you fall.

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



Your friend  
rolls their  
eyes when  
you talk.





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."



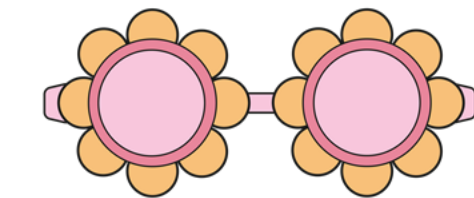
Your friend  
listens when  
you're feeling  
sad.



Your friend  
laughs at you  
in front  
of others.



Your friend  
invites you to  
join her at  
recess.



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

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.



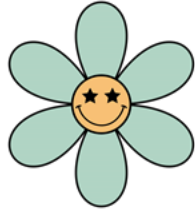
Your friend  
asks how your  
day is  
going.



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



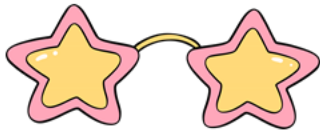
Your friend says,  
"If you don't do  
this, I won't talk  
to you."



Your friend  
shares their  
crayons  
when you  
forget yours.



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



Your friend  
leaves you out  
of the group on  
purpose.



Your friend tells  
you your outfit is  
"ugly."



Your friend  
cheers when  
you win a  
game.



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

Your friend claps  
when you  
get a  
right  
answer. 

Your friend  
spreads a rumor  
about you.   

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


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

Your friend  
shares secrets  
about you  
with  
others. 



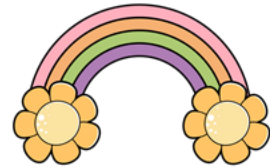
Your friend  
cheers you on  
when you do a  
great job!

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  
spreads a rumor  
about you.

Your friend  
talks bad  
about you  
online.





# FRIENDSHIP VIBES

## GOOD VIBES

Read the friendship scenarios and color in (or circle) if they are good or bad friendship vibes.



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.

## BAD VIBES



# FRIENDSHIP VIBES

GOOD  
VIBES

Read the friendship scenarios and color in (or circle) if they are good or bad friendship vibes.

BAD  
VIBES



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.



# FRIENDSHIP VIBES

## GOOD VIBES

Read the friendship scenarios and color in (or circle) if they are good or bad friendship vibes.

## BAD VIBES



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."



# FRIENDSHIP VIBES

## GOOD VIBES

Read the friendship scenarios and color in (or circle) if they are good or bad friendship vibes.

## BAD VIBES



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.



# FRIENDSHIP VIBES

## GOOD VIBES

Read the friendship scenarios and color in (or circle) if they are good or bad friendship vibes.

## BAD VIBES



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.





# FRIENDSHIP VIBES

## GOOD VIBES

Read the friendship scenarios and color in (or circle) if they are good or bad friendship vibes.

## BAD VIBES



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.

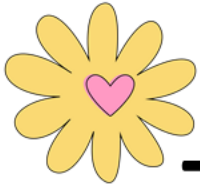


Your friend says you can't play because you're "too weird."





This is how I pledge to spread **GOOD**  
**FRIENDSHIP VIBES:**



---



---



---



---

**SIGNED:** \_\_\_\_\_


# FRIENDSHIP

GOOD VIBES  BAD VIBES

 Listens to you


 Ignores your feelings


 Includes you

 Leaves you out

 Kind words

 Mean or bossy

 Honest & Supportive

 Lies or gossips


 Respects boundaries

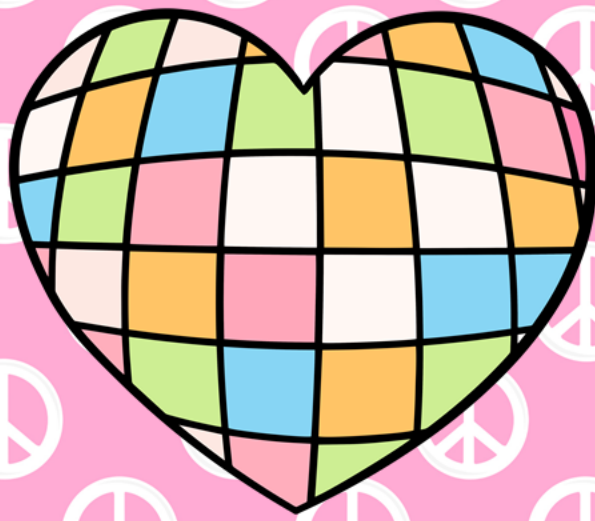
 Pressures you

 Apologizes

 Gives silent treatment

 Encourages you

 Makes you feel bad  
about yourself



REAL FRIENDS  
VIBE WITH YOUR  
HEART,  
NOT YOUR  
STATUS.





KINDNESS  
IS THE BEST  
KIND OF  
FRIENDSHIP  
VIBE.





FRIENDSHIP IS  
ABOUT GIVING OFF  
GOOD ENERGY  
AND RECIEVING  
IT BACK.



SURROUND  
YOURSELF WITH  
PEOPLE WHO  
FEEL LIKE  
SUNSHINE.

# SESSION 5

## Better Together



### 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?

#### 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).
- \*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.

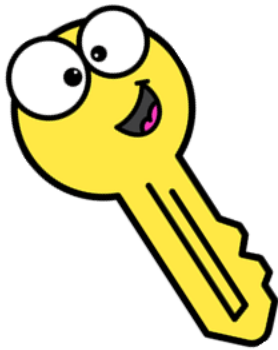
#### ASCA Standards Alignment:

- \*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.





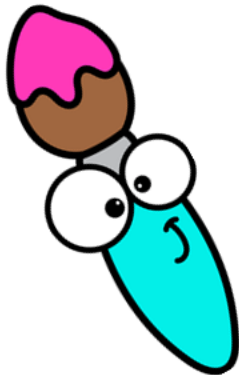
**Understanding**

© Heart & Mind Teaching



**Acceptance**

© Heart & Mind Teaching



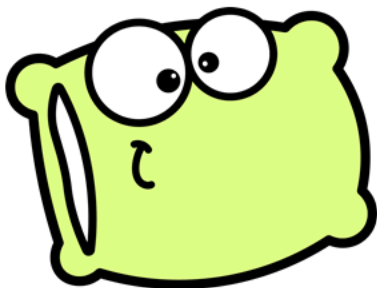
**Encouragement**

© Heart & Mind Teaching



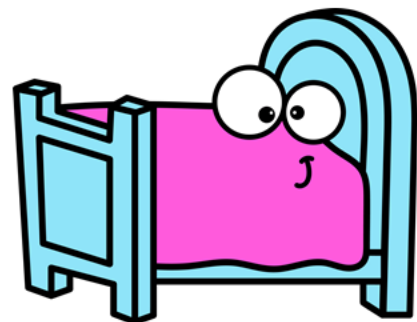
**Creativity**

© Heart & Mind Teaching



**Trust**

© Heart & Mind Teaching



**Comfort**

© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching

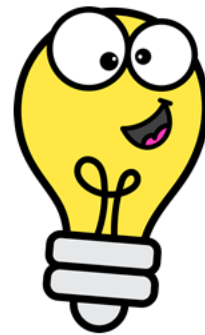






**Understanding**

© Heart & Mind Teaching



**Honesty**

© Heart & Mind Teaching



**Support**

© Heart & Mind Teaching



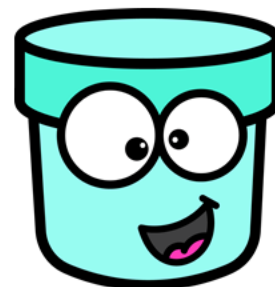
**Loyalty**

© Heart & Mind Teaching



**Joy**

© Heart & Mind Teaching



**Appreciation**

© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching



Better  
TOGETHER

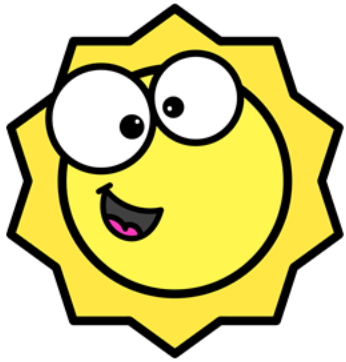
© Heart & Mind Teaching



Better  
TOGETHER

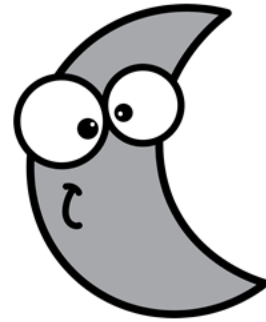
© Heart & Mind Teaching





**Positivity**

© Heart & Mind Teaching



**Reflection**

© Heart & Mind Teaching



**Security**

© Heart & Mind Teaching



**Connection**

© Heart & Mind Teaching



**Awareness**

© Heart & Mind Teaching



**Attentiveness**

© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching



Better  
TOGETHER

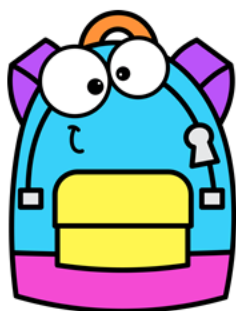
© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching





**Support**

© Heart & Mind Teaching



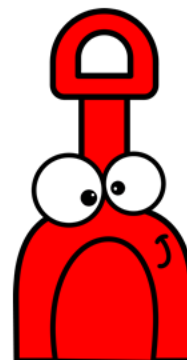
**Learning**

© Heart & Mind Teaching



**Sharing**

© Heart & Mind Teaching



**Cooperation**

© Heart & Mind Teaching



**Adventure**

© Heart & Mind Teaching



**Stability**

© Heart & Mind Teaching





Better  
TOGETHER

© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching



Better  
TOGETHER

© Heart & Mind Teaching











# Friendship Card Pairs

OBJECT 1	FRIENDSHIP TRAIT/ACTION	OBJECT 2	FRIENDSHIP TRAIT/ACTION	WHY THEY'RE BETTER TOGETHER
 <b>Sun</b>	Positivity (having a good attitude and trying to look on the bright side.)	 <b>Moon</b>	Reflection (thinking quietly about something that happened.)	Friends brighten your day and help you reflect at night—both bring balance to each other.
 <b>Book</b>	Learning (discovering new things and growing your mind.)	 <b>Backpack</b>	Support (helping someone feel strong and safe, especially when things are hard.)	One holds knowledge, the other carries the weight—like friends who help you learn and grow.
 <b>Boat</b>	Adventure (trying fun, new things—especially with friends!)	 <b>Anchor</b>	Stability (being steady and dependable—someone your friend can count on.)	Friends go on exciting journeys and also help you feel safe when you need to slow down.
 <b>Bucket</b>	Sharing (letting someone else use or enjoy something you have.)	 <b>Shovel</b>	Cooperation (working together and taking turns to get something done.)	Friends who share and work together can build something amazing.

# Friendship Card Pairs

OBJECT 1	FRIENDSHIP TRAIT/ACTION	OBJECT 2	FRIENDSHIP TRAIT/ACTION	WHY THEY'RE BETTER TOGETHER
 <b>Thread</b>	Connection (when you understand each other, have fun, and care about each other.)	 <b>Needle</b>	Security (feeling safe, cared for, and protected.)	A friend who connects you to others and keeps you feeling safe is a treasure.
 <b>Flower</b>	Joy (having a good attitude and trying to look on the bright side.)	 <b>Pot</b>	Appreciation (thinking quietly about something that happened.)	A friend who brings joy and one who shows appreciation help friendships bloom.
 <b>Key</b>	Understanding (having a good attitude and trying to look on the bright side.)	 <b>Lock</b>	Acceptance (thinking quietly about something that happened.)	Friends who understand and accept each other open doors to deeper connection.
 <b>Sock</b>	Sharing (having a good attitude and trying to look on the bright side.)	 <b>Shoe</b>	Cooperation (thinking quietly about something that happened.)	Friends who share and work together can build something amazing.

# Friendship Card Pairs

OBJECT 1	FRIENDSHIP TRAIT/ACTION	OBJECT 2	FRIENDSHIP TRAIT/ACTION	WHY THEY'RE BETTER TOGETHER
 <b>Lamp</b>	Understanding (having a good attitude and trying to look on the bright side.)	 <b>Light</b>	Honesty (thinking quietly about something that happened.)	Friends who are honest and understanding help light the way when things feel confusing.
 <b>Remote</b>	Awareness (having a good attitude and trying to look on the bright side.)	 <b>TV</b>	Attentiveness (thinking quietly about something that happened.)	Friends tune in to each other's needs, just like signals being picked up clearly.
 <b>Paintbrush</b>	Encouragement (having a good attitude and trying to look on the bright side.)	 <b>Paint</b>	Creativity (thinking quietly about something that happened.)	Encouraging a friend's creativity helps their true colors shine.
 <b>Pillow</b>	Trust (having a good attitude and trying to look on the bright side.)	 <b>Bed</b>	Comfort (thinking quietly about something that happened.)	Friends who offer comfort and trust make you feel safe and warm inside.



# Better Together: Friendship Pairs

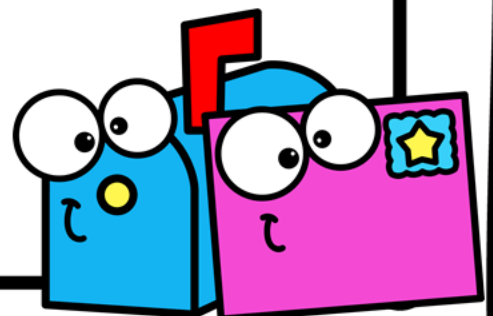
Which friendship pair reminds you of one of your friendships?



Draw your own better together pair:

Explain how they are better together:

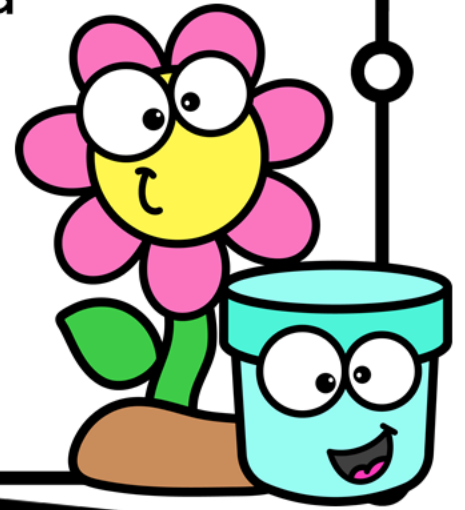
What is something that you feel you don't have but need or want in a friend to bring to your friendship?





# Better Together: Friendship Pairs

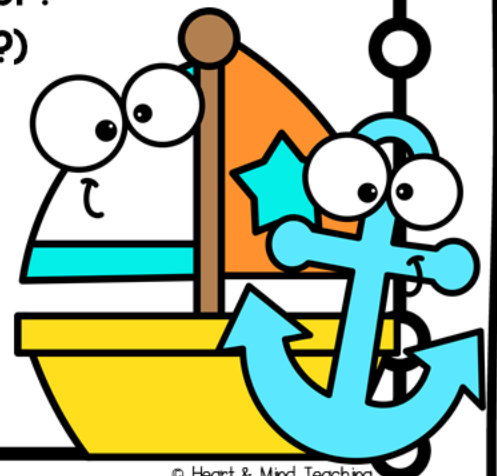
If you were a flower, what kind of vase would you need? (Hint: What helps you grow?)



Why is it okay for friends to be different?

How can our differences make our friendships stronger?"

If you were a boat, who would be your anchor? (Hint: Who helps you feel safe and grounded?)



# Better Together



Just me

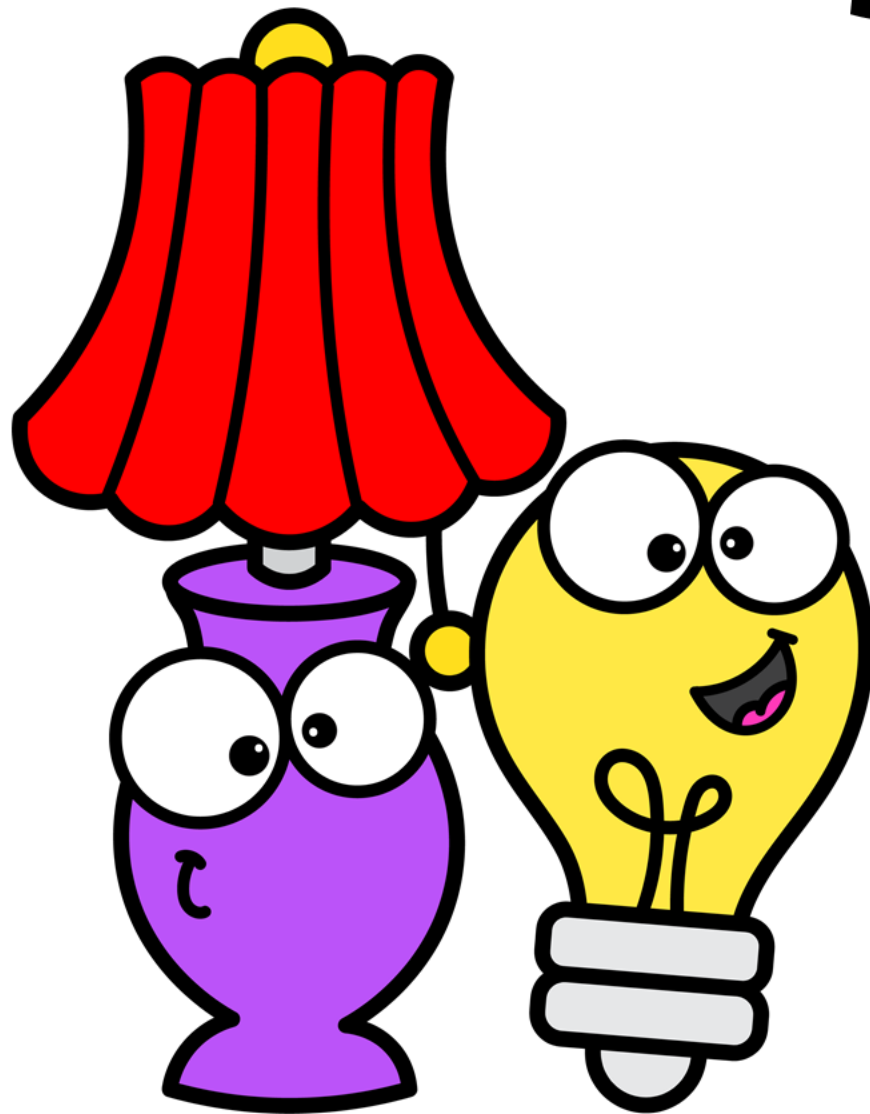


What we Share



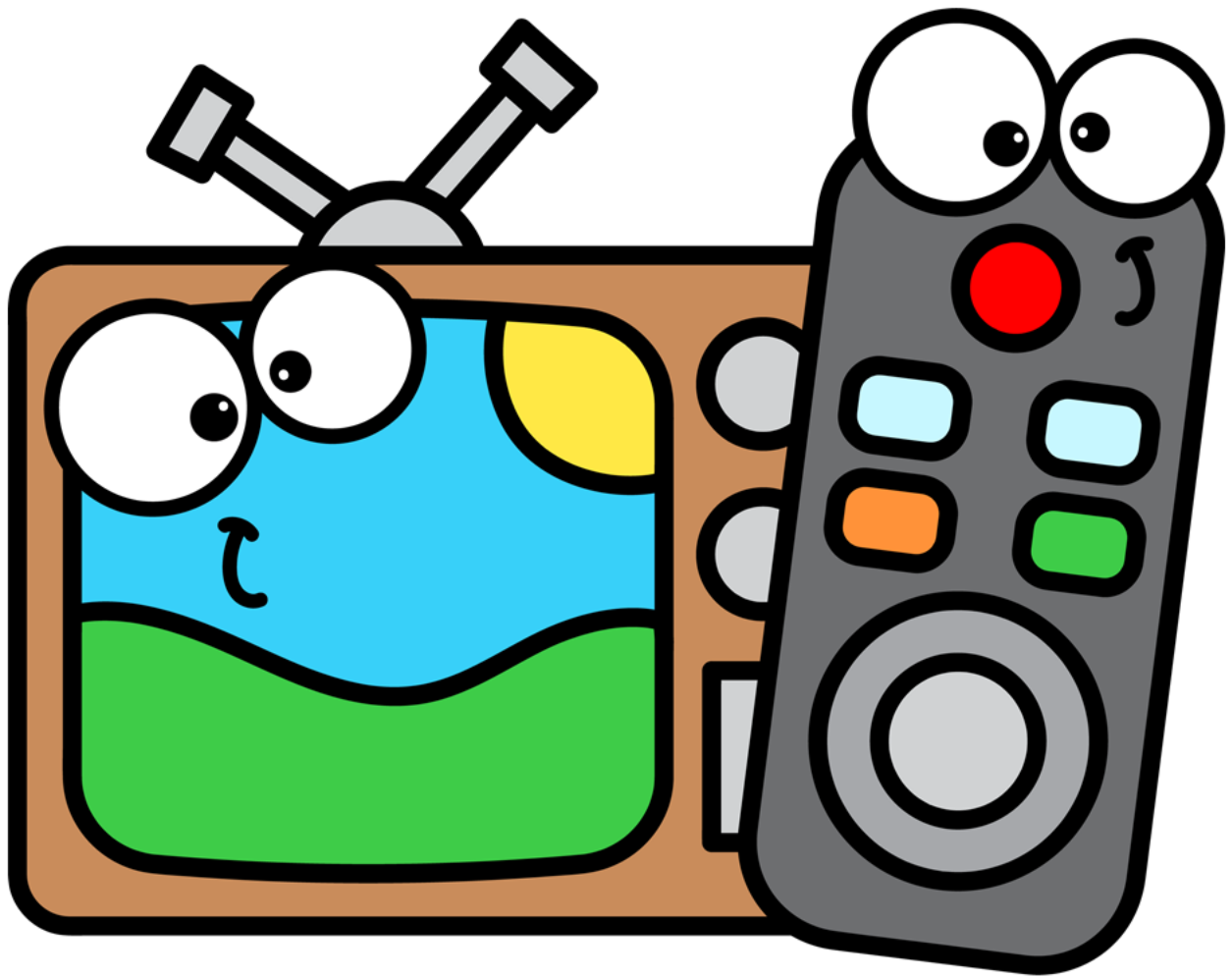
Just my Friend

# Understanding & Honesty



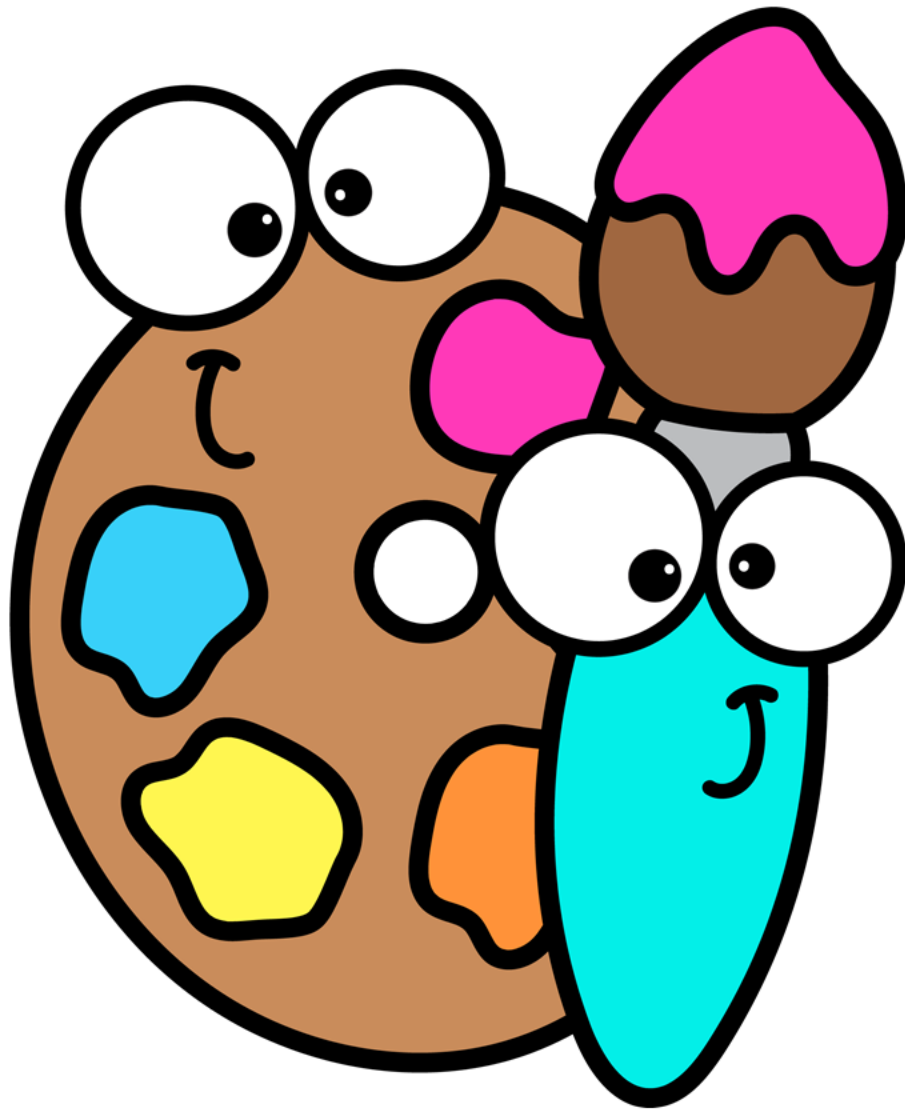
Friends who are honest and  
understanding help light the way  
when things feel confusing.

# Attentiveness & Awareness



Friends tune in to each other's  
needs, just like signals being  
picked up clearly.

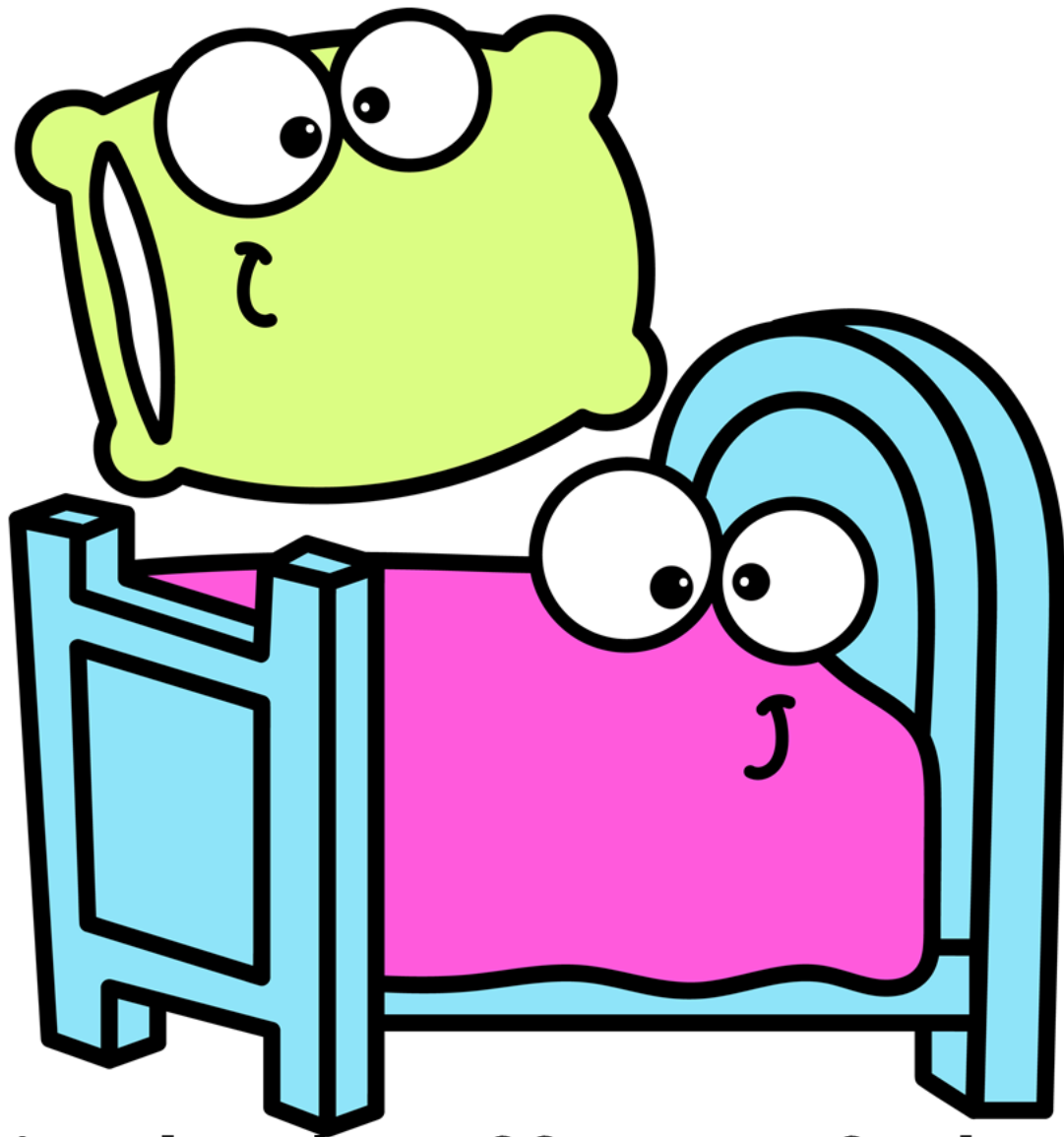
# Encouragement & Creativity



Encouraging a friend's creativity  
helps their true colors shine.

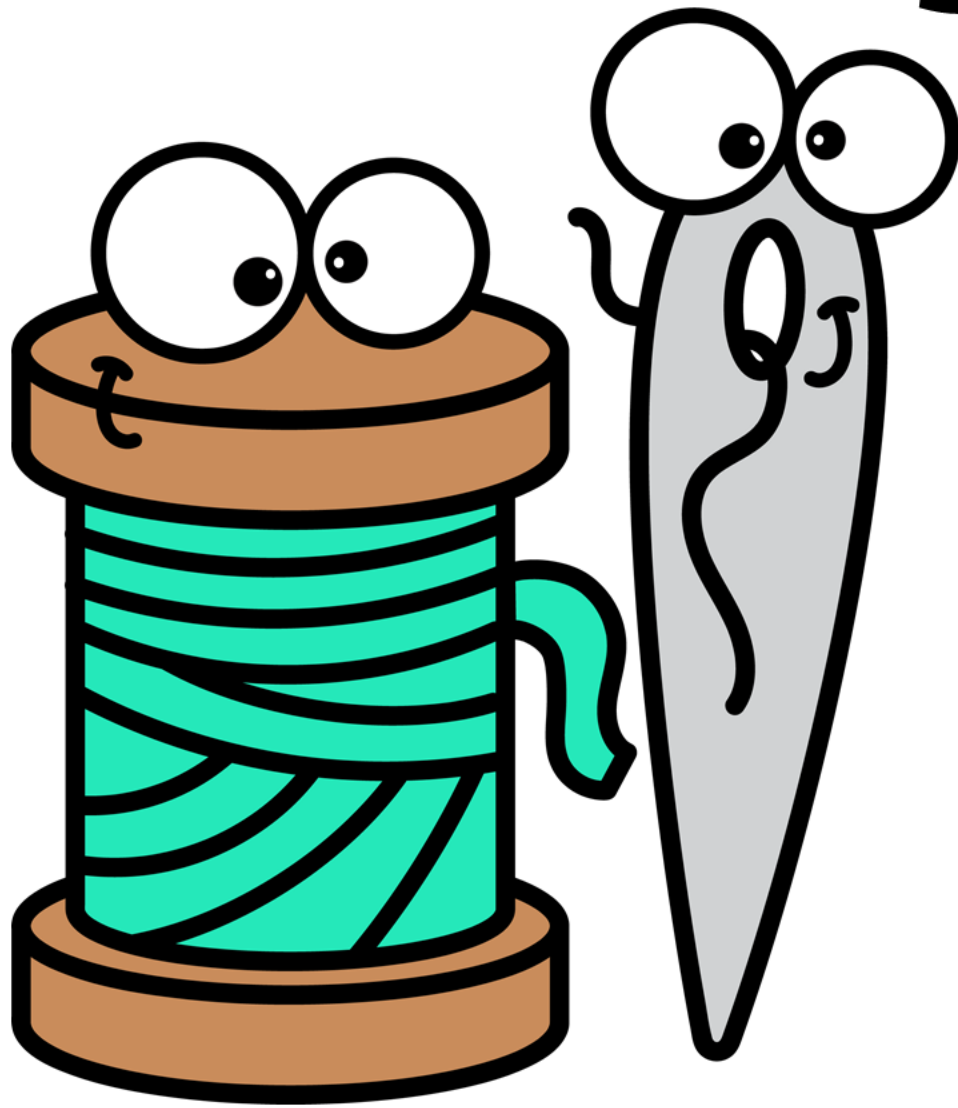


# Comfort & Trust



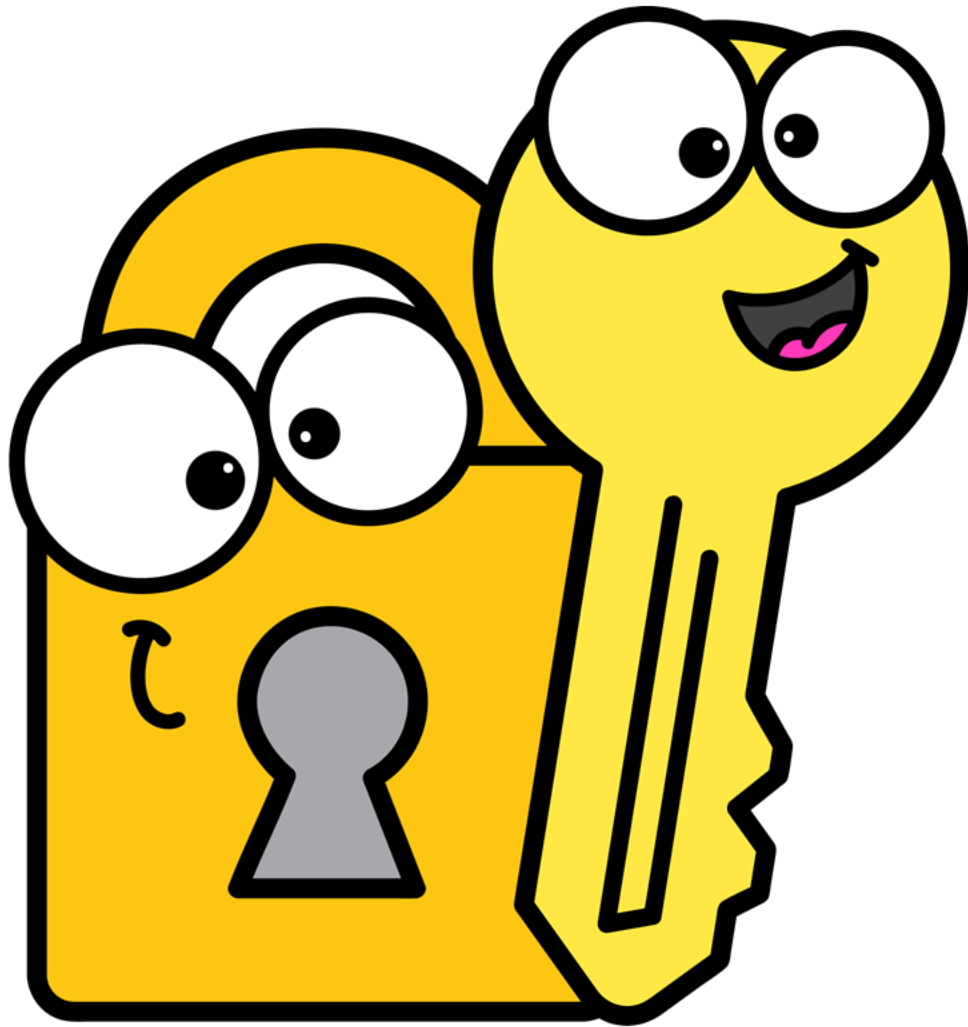
Friends who offer comfort and  
trust make you feel safe and  
warm inside.

# Connection & Security



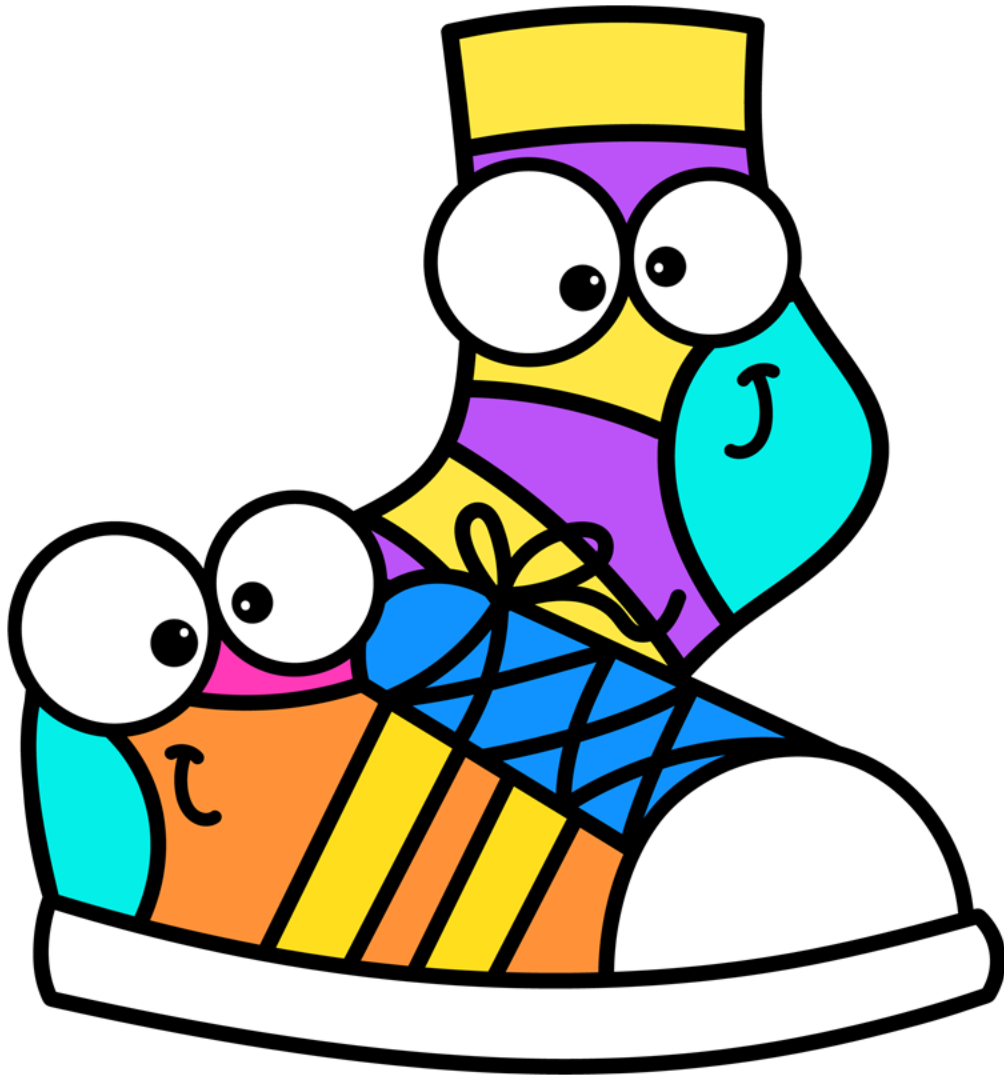
A friend who connects you to  
others and keeps you feeling  
safe is a treasure.

# Understanding & Acceptance



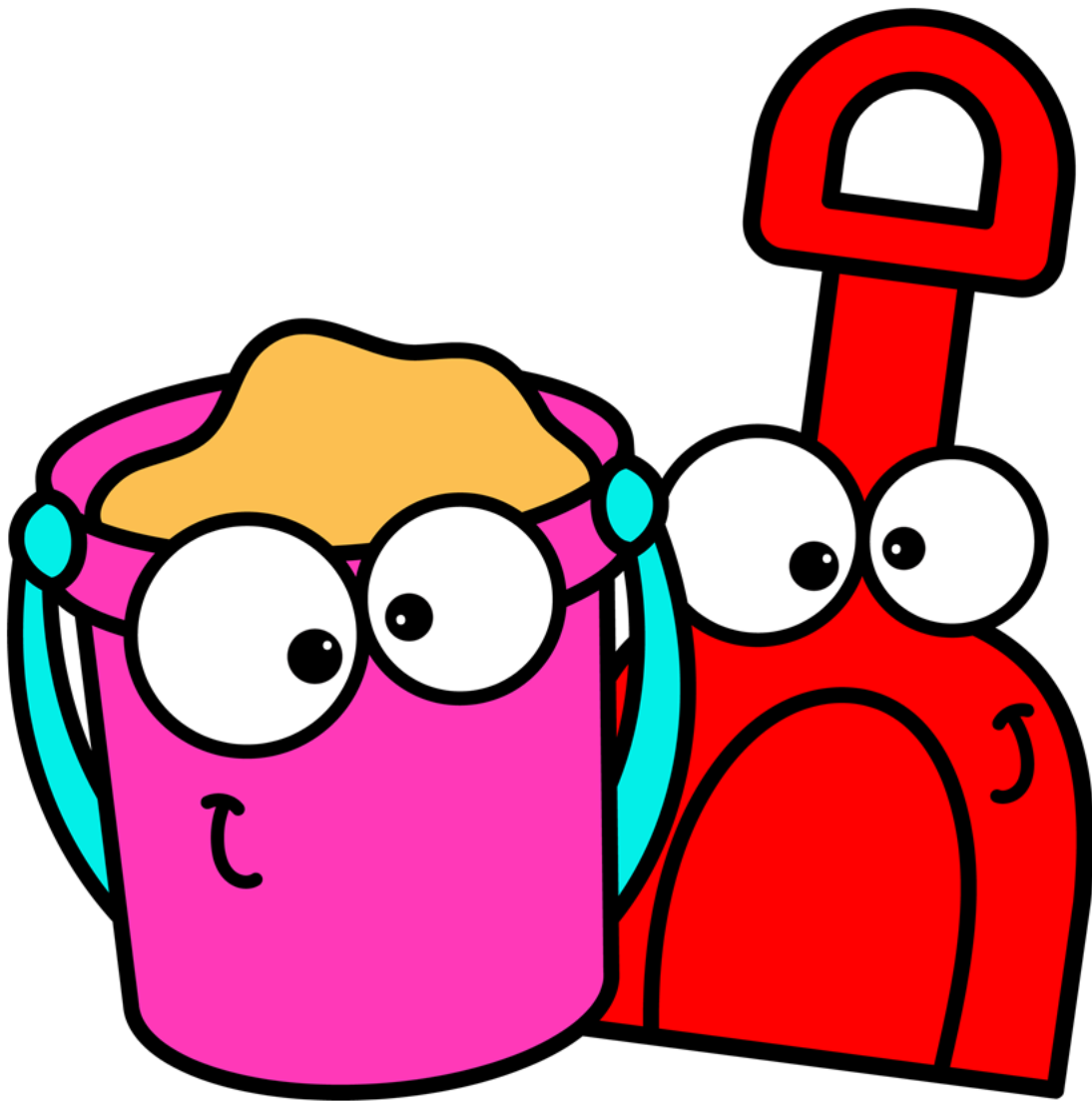
Friends who understand and  
accept each other open doors to  
deeper connection.

# Cooperation & Sharing



Friends who share and work  
together can build something  
amazing.

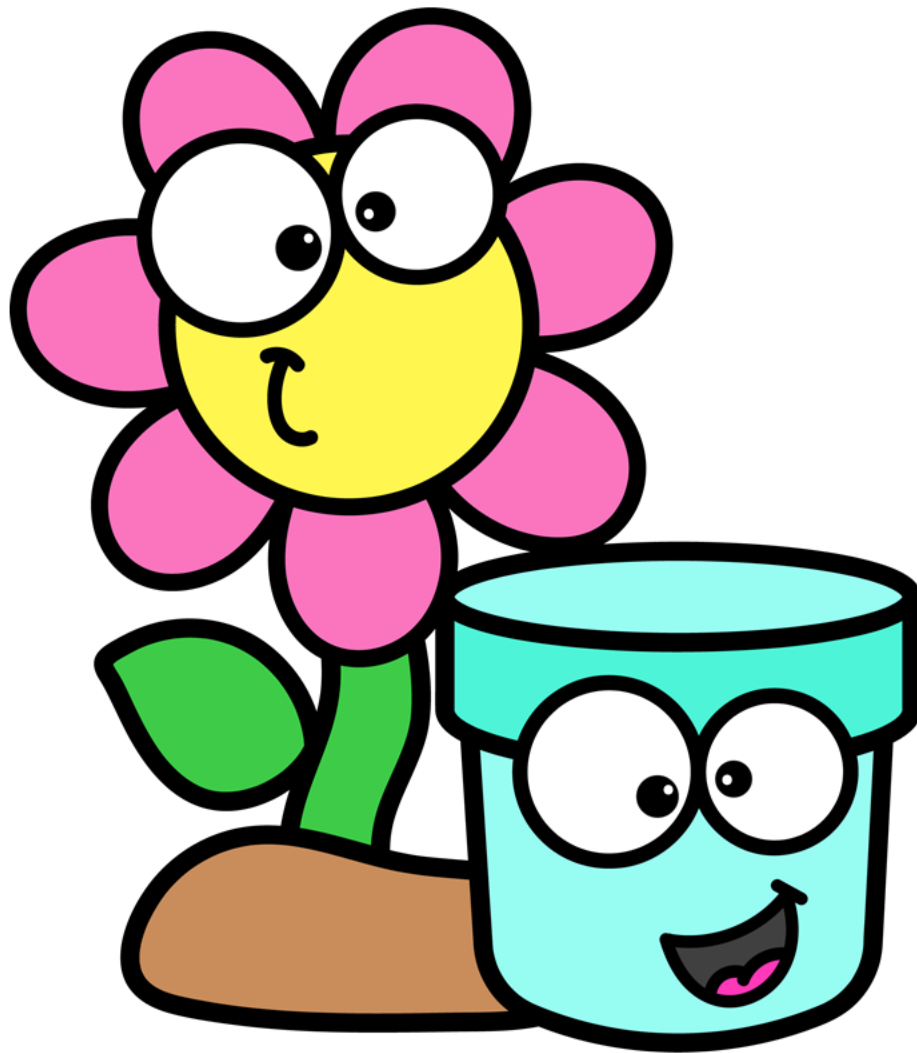
# Cooperation & Sharing



Friends who share and work  
together can build something  
amazing.

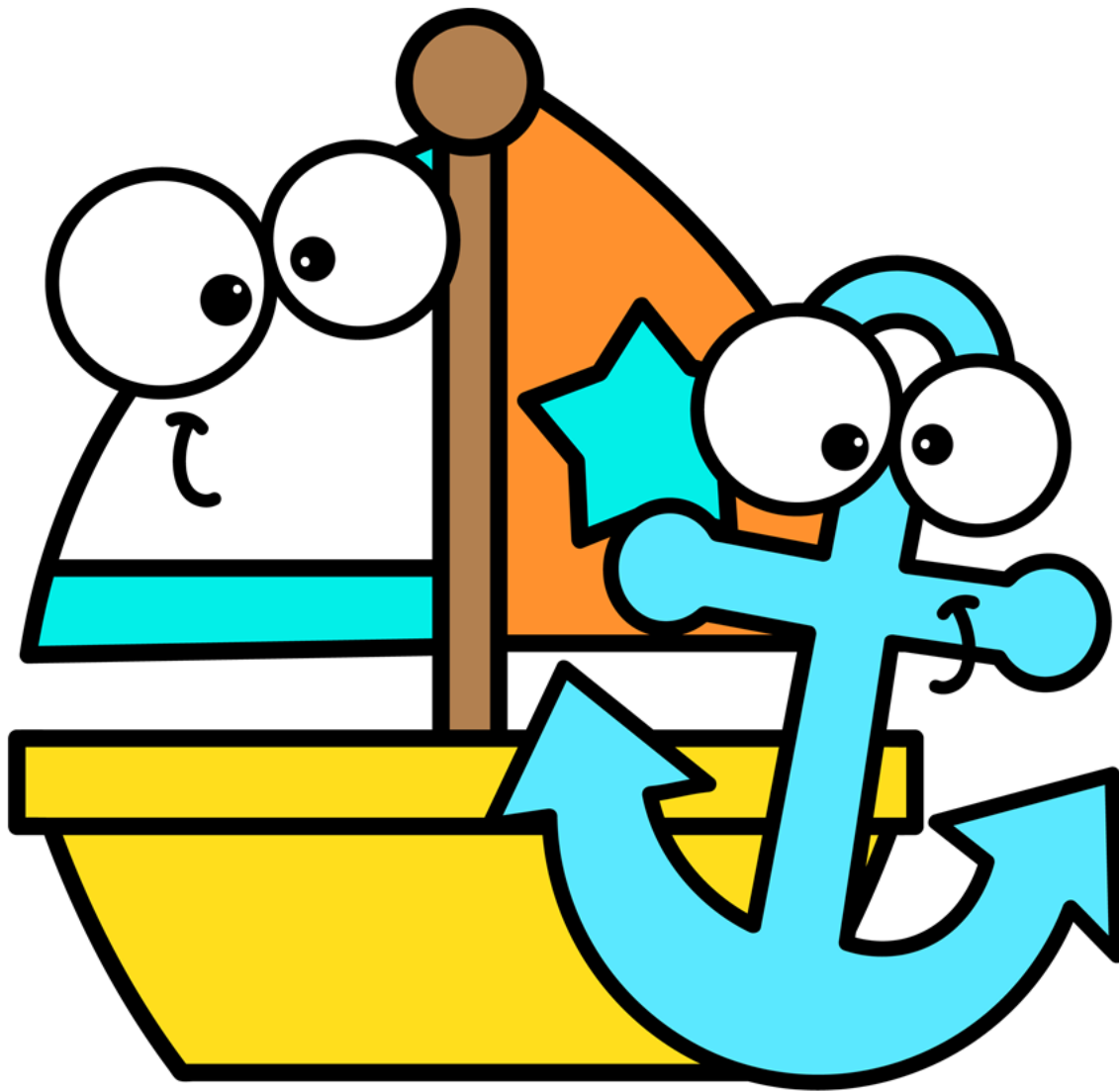


# Appreciation & Joy



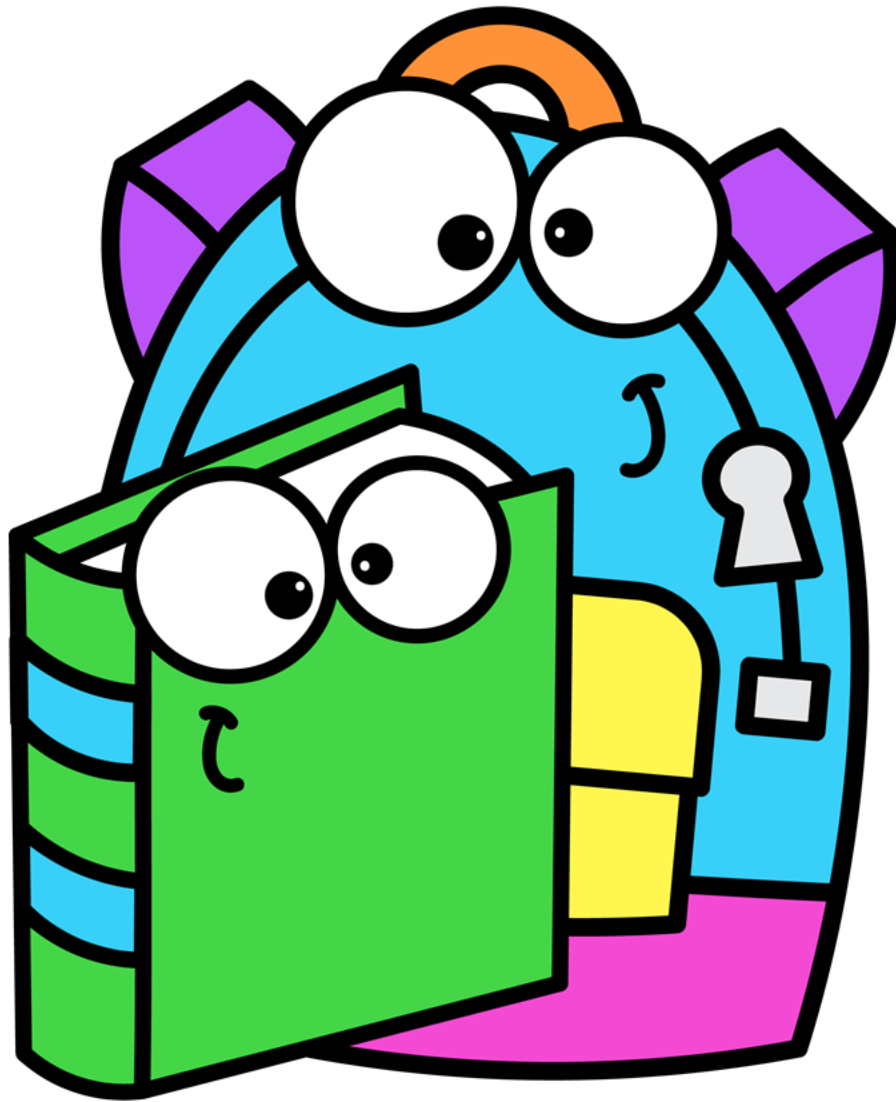
A friend who brings joy and one  
who shows appreciation help  
friendships bloom.

# Adventure & Stability



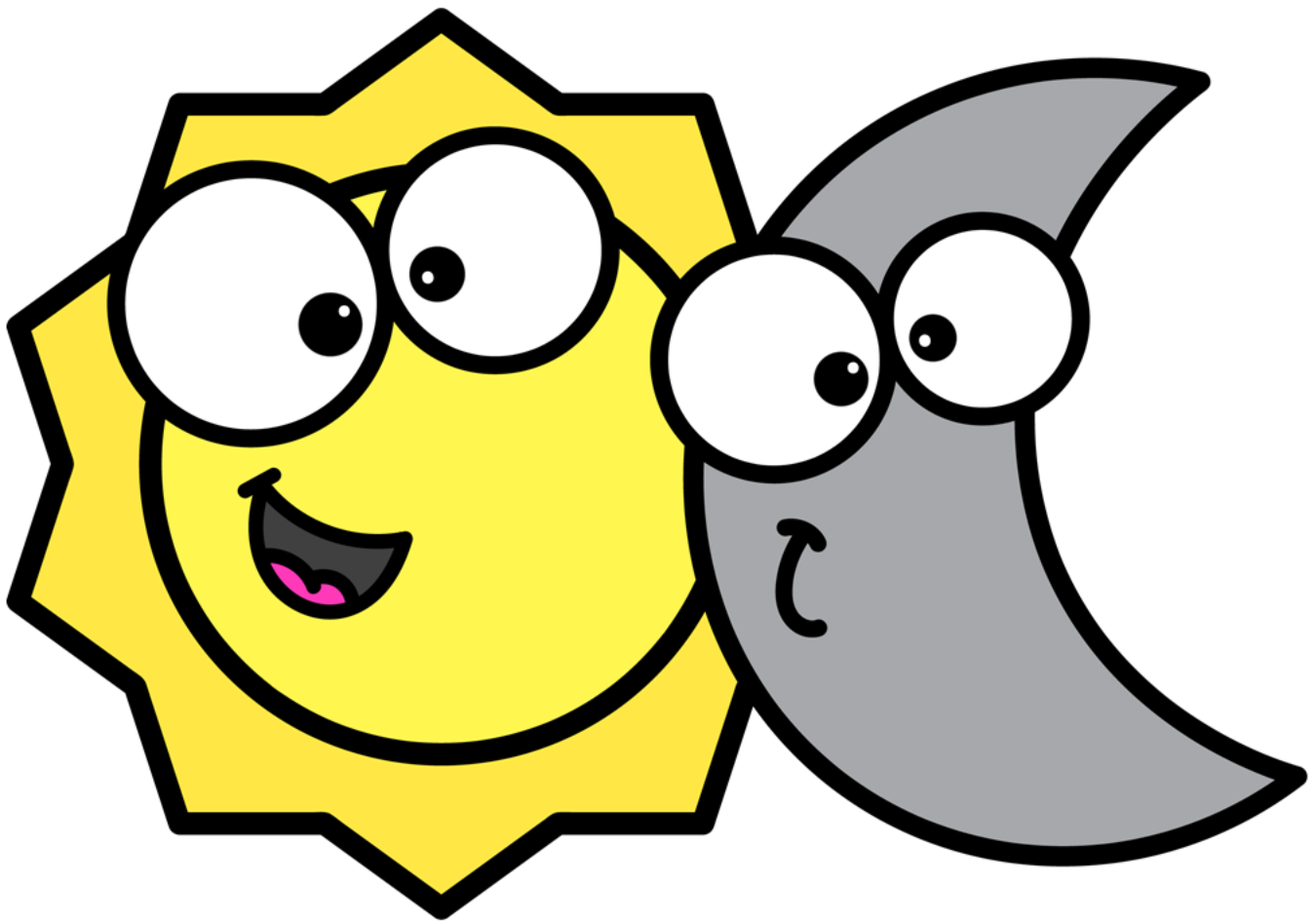
Friends go on exciting journeys  
and also help you feel safe when  
you need to slow down.

# Learning & Support



One holds knowledge, the other  
carries the weight—like friends  
who help you learn and grow.

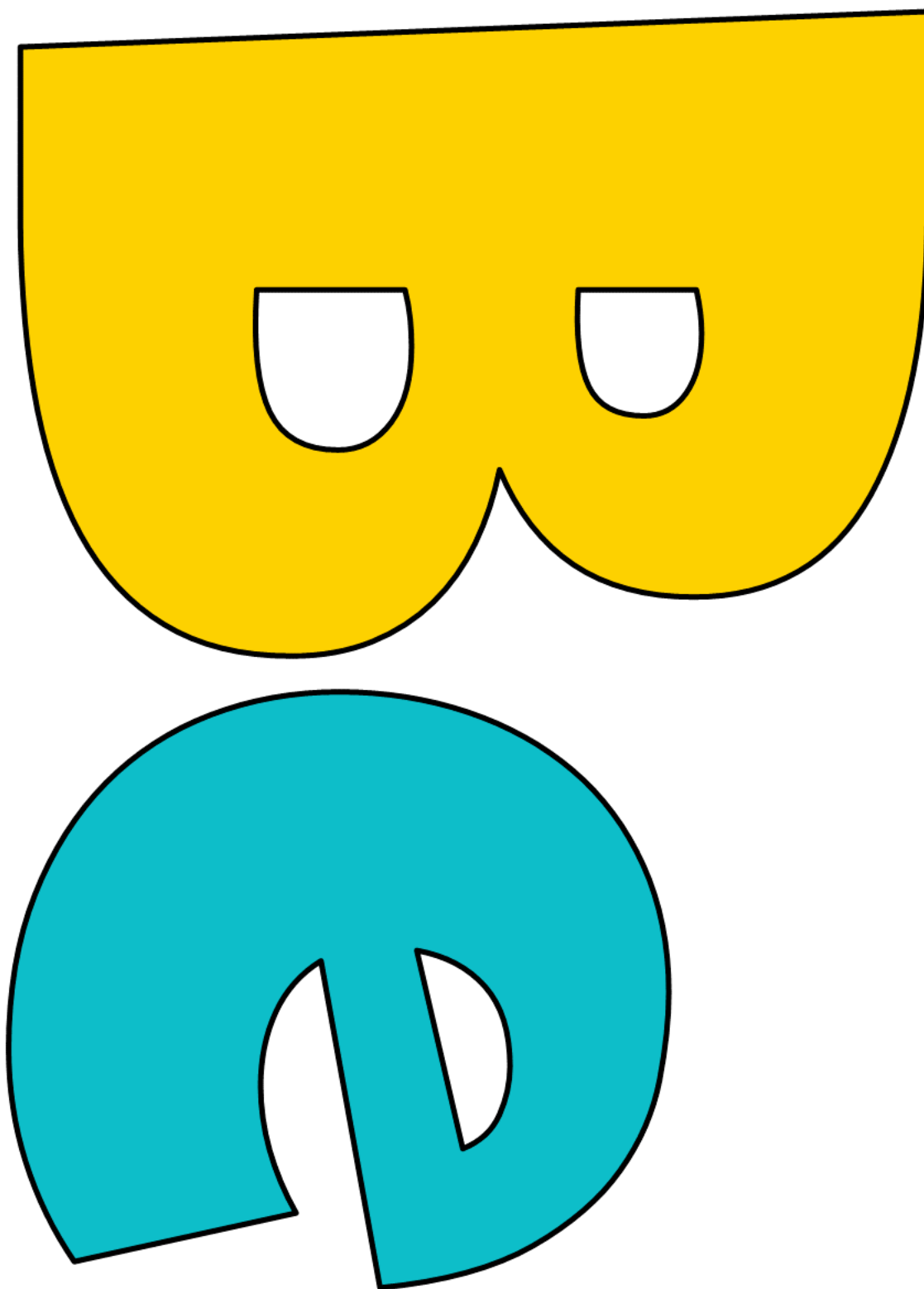
# Positivity & Reflection

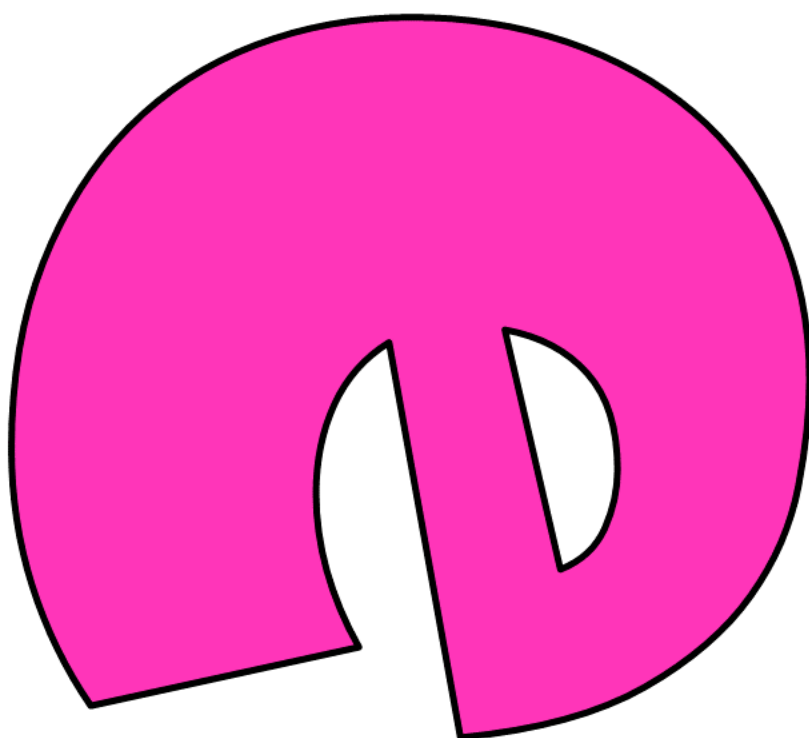
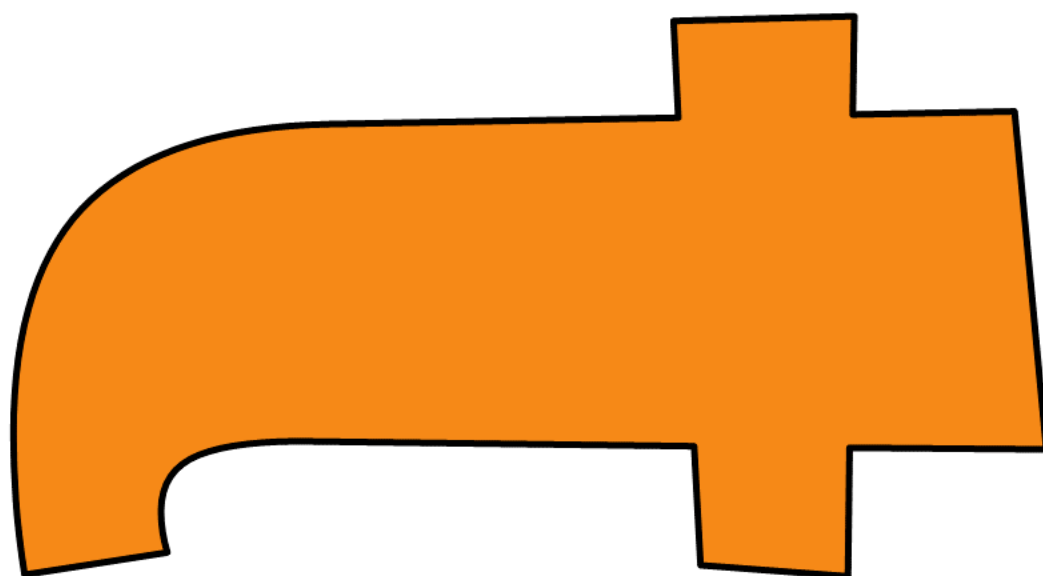
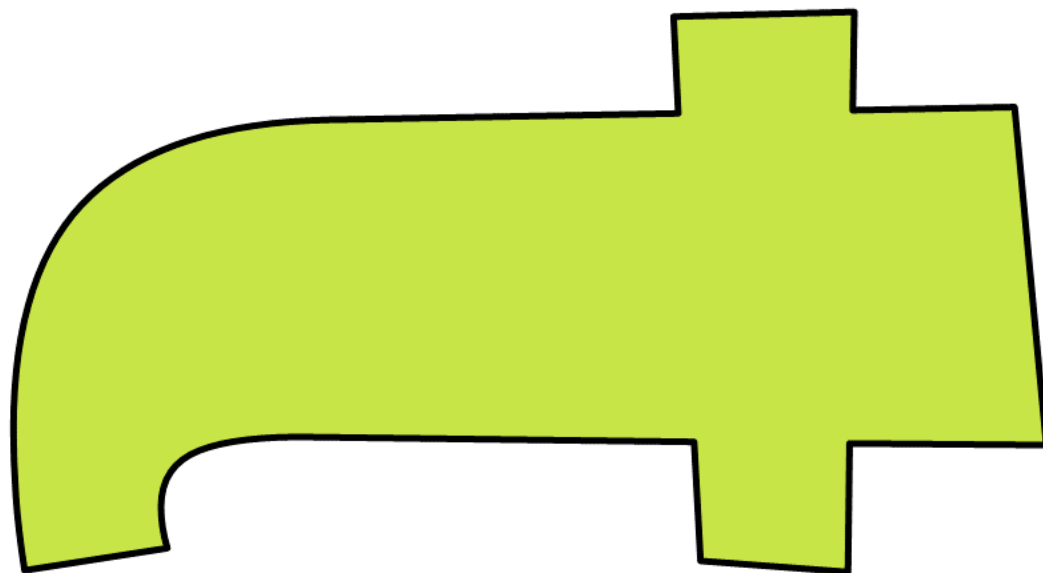


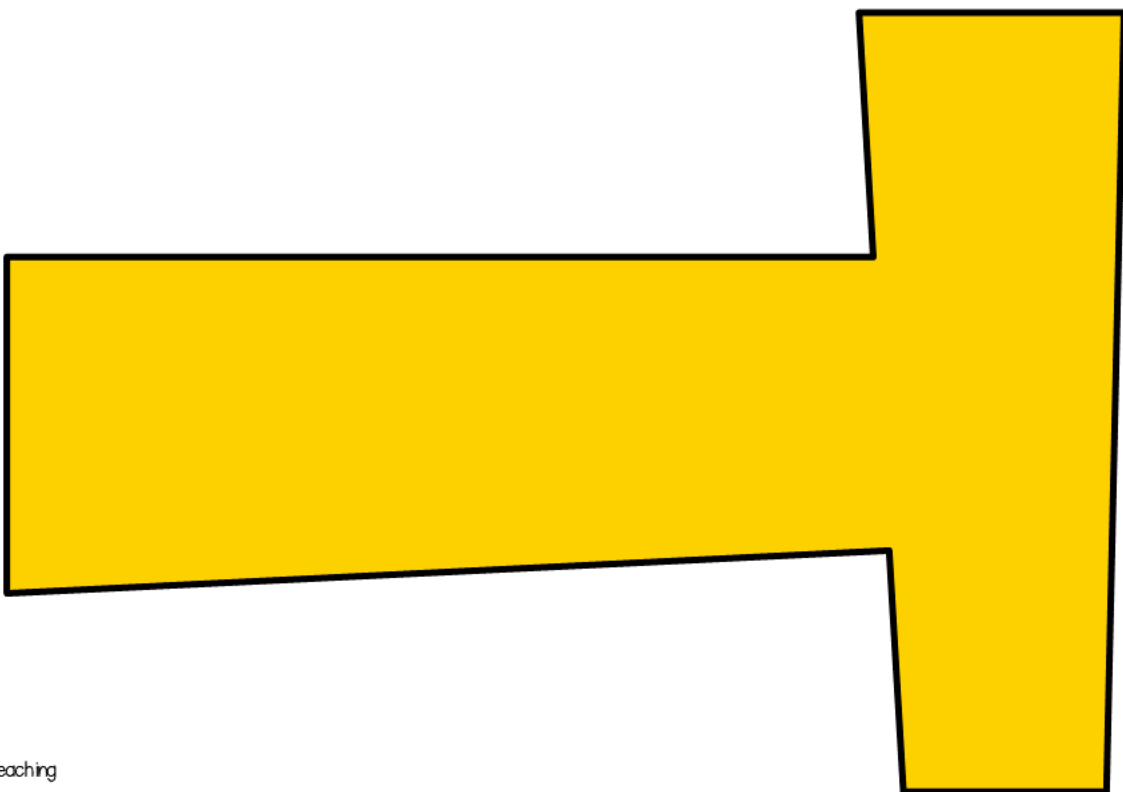
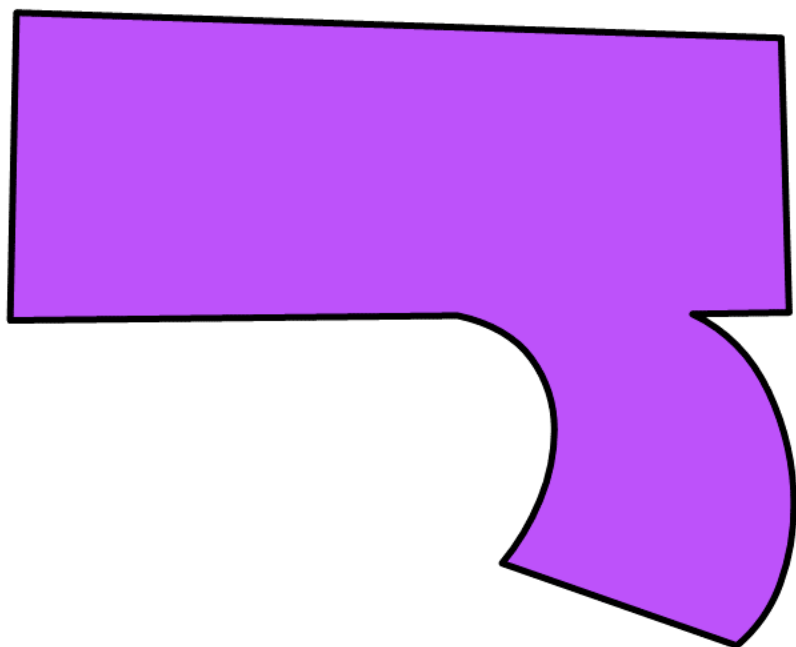
Friends brighten your day and  
help you reflect at night—both  
bring balance to each other.

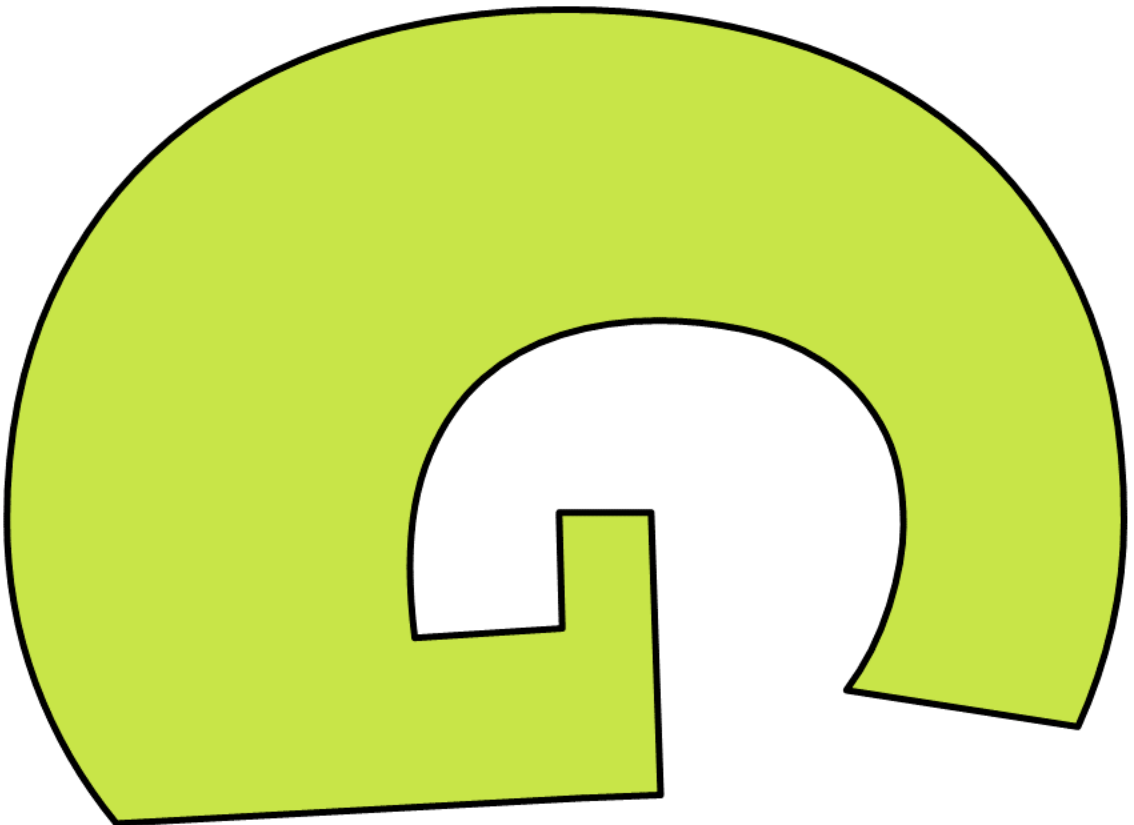
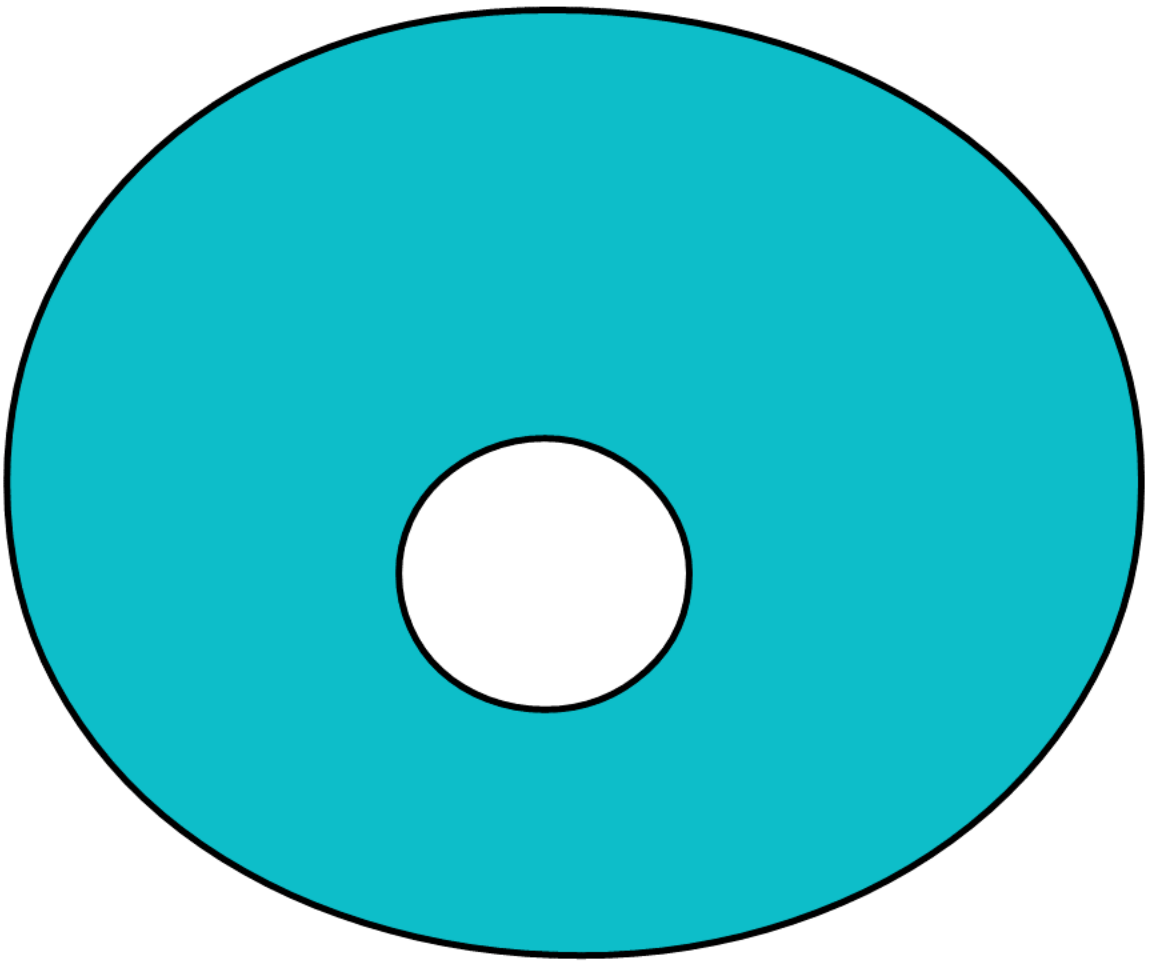


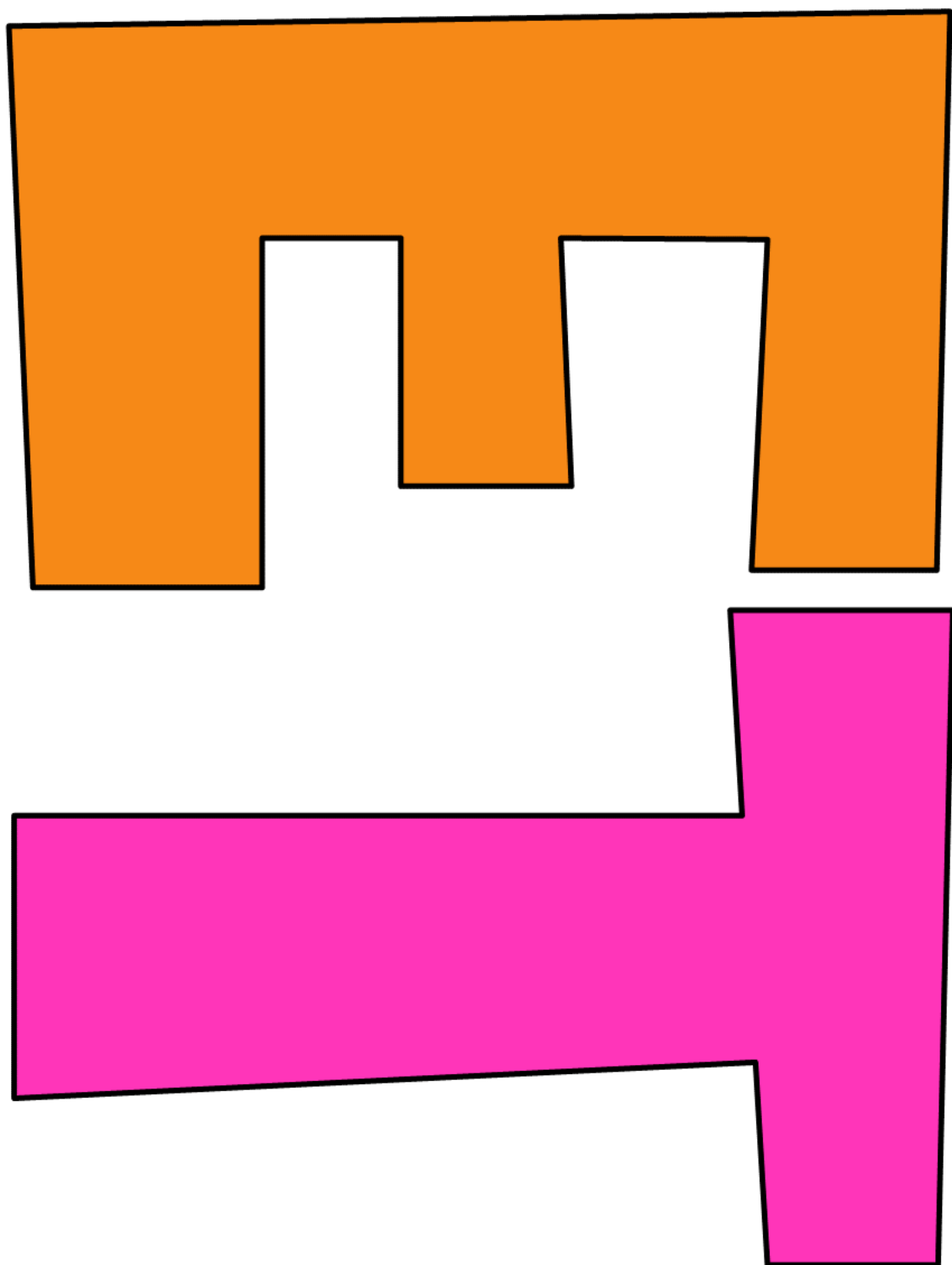




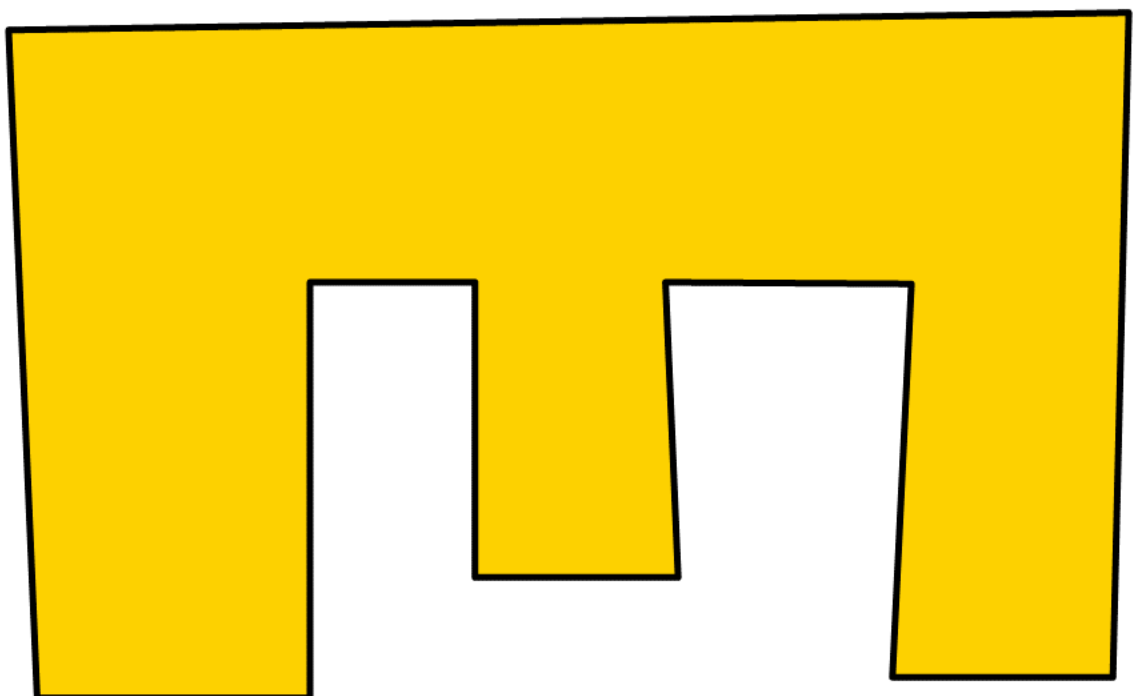
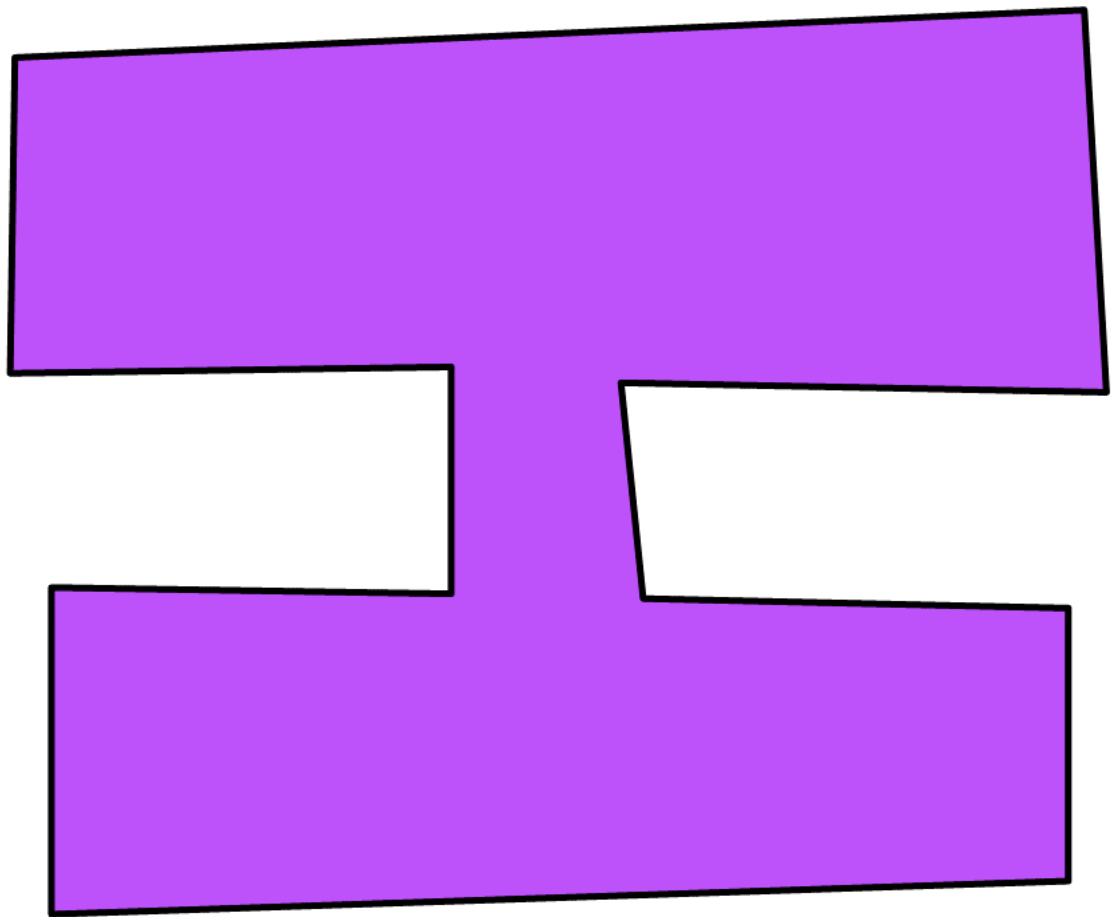


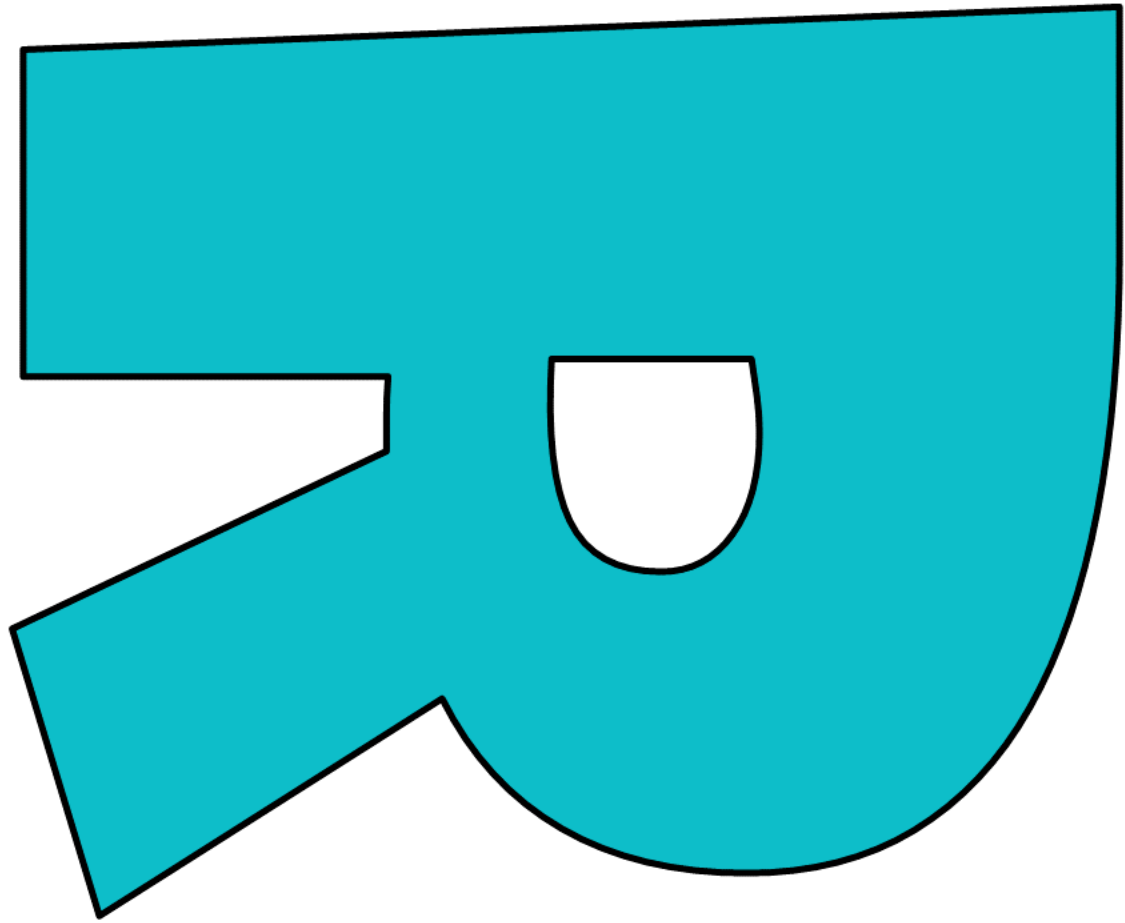


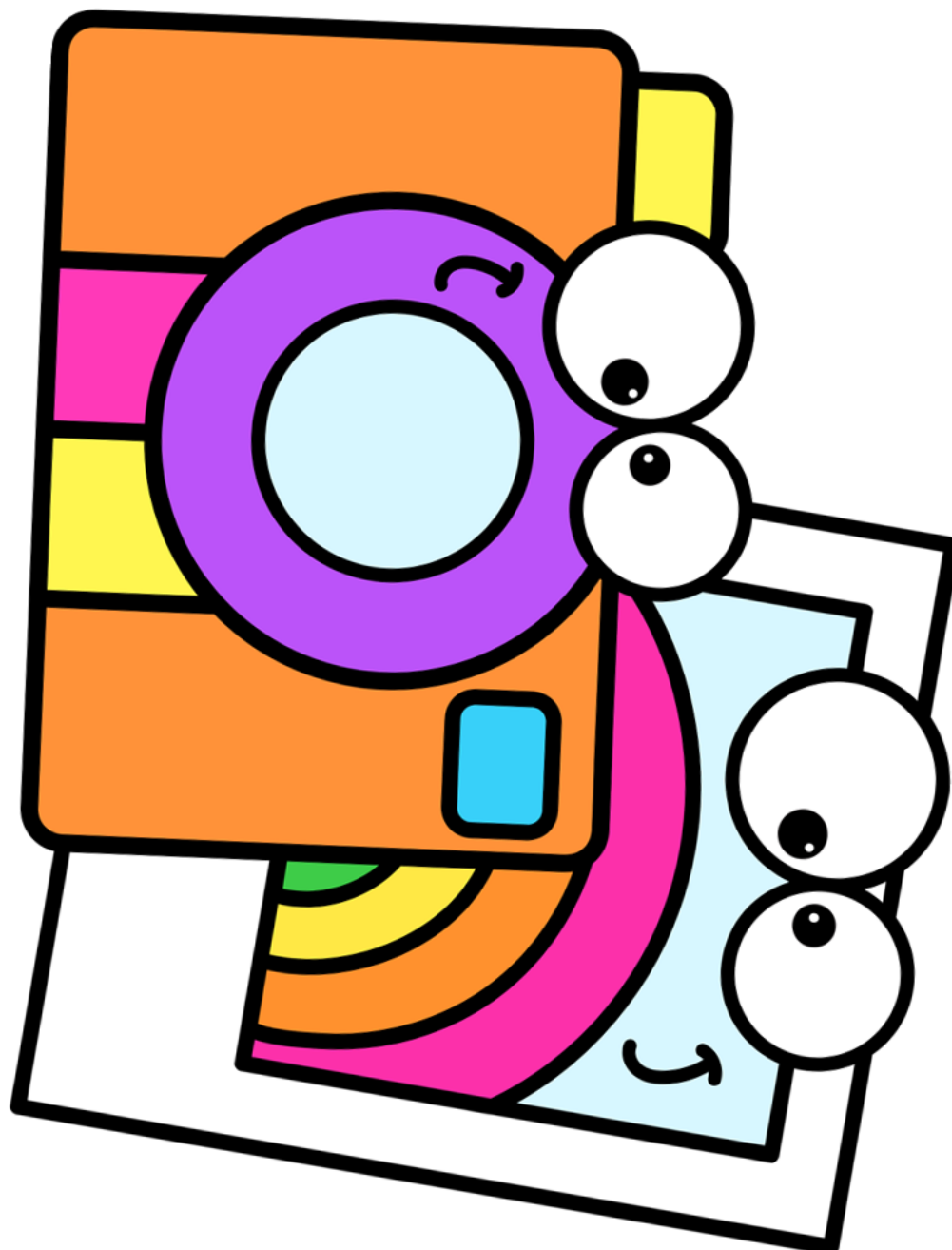












# SESSION 6

## 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 mean girls."

### 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.

# Friendship Toolkit



**Communicate**

**Patience**

**Offer  
Help**

**Loyalty**

**Kindness**

**Listen**

**Apologize**



# Friendship Toolkit







# Friendship Toolkit



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.

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



**Apologize**

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



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



**Kindness**

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



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."

**Listen**

Take deep breaths, wait your turn, and give your friend space or time if they need it without getting upset.



**Patience**

# Friendship Scenarios

Which tool would you use?



You accidentally hurt your friend's feelings with a joke.



A friend wants to join your game, but your classmate says no.



Your friend is being teased, and she looks upset.



Your friend shares a secret and asks you not to tell.



Your friend forgot to bring her snack, and you have extra.



You are angry about your friend not sharing with you.



You promised to sit with your friend, but another friend invites you first.

# Friendship Scenarios

Which tool would you use?



You feel jealous because your friend is spending time with someone new.



You see your friend struggling to tie her shoes.



Your friend accidentally blames you for something you didn't do.



You are really tired, but your friend wants to talk.



Your friend tells you something important while you're distracted.



You forgot to invite a friend to your birthday party.



Your friend is angry and says something mean.



# Friendship Scenarios

Which tool would you use?



You and your friend are on different teams and she loses.



Your friend wins an award, but you didn't.



You promised to play with your friend but now want to do something else.



You and your friend both want to use the same crayon color.



You've been talking a lot, and your friend hasn't had a chance to share.



Your friend makes a new friend and you feel left out.



A friend shares a drawing and asks for your opinion, but you don't like it.



# Friendship Scenarios

Which tool would you use?



You and your friend are on different teams and she loses.



Your friend is acting different and won't tell you why.



Your friend is upset because she didn't get a part in the school play.



Your friend gives you a gift you don't really like.



You made a mistake and your friend is mad at you.



Your friend gets picked first for a team and you don't.



You really want to play with your friend now but they said they can't play until later.

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 7

## Mean Girls



### SMALL GROUP Counseling FRIENDSHIP

#### Session Objective:

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

#### Materials:

\*Handouts, pencils.

#### Guiding Questions:

- \*How does mean girl 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 girls 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 girl a "mean girl", print one of the mean girl workbooks out for each "mean girl" (5 in total). If you know that the student is similar to that mean girl 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, girls use power in hurtful ways. That's what we call mean girl behavior. "A 'mean girl' doesn't always yell or push people. She might smile in front of you, then whisper something mean later. Or she might say, 'You can't sit with us,' or roll her eyes when someone walks by. Today we are going to learn more about mean and kind girl behavior. This will take empathy and an honest self-perception of your own behavior. I have assigned you each a "mean girl" 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 girl, having them share about their mean girl and their responses.
- Thank students for participating, tell them next session they will be learning about drama and how it impacts friendships.

# MEAN GIRLS

The Mean Girls Lesson features 6 separate “mean girl” files. Each focusing on a different mean girl. 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 Girls”, open it and you will see the 6 different mean girl files.



# SESSION 8

## Llama Drama



### SMALL GROUP Counseling FRIENDSHIP

#### Session Objective:

\*Teach tools for resolving conflict and staying calm in friendship drama.

#### Materials:

\*Handouts, pencils, crayons.

#### Guiding Questions:

- \*How can reducing or preventing drama help friendships?
- \*What are different forms of drama that impact friendships?
- \*How can knowing your triggers help you?

#### Session Details (about 30 min):

\*Greet students and review group rules and a few of the topics discussed in previous sessions.

Say "Drama is when small problems turn into big problems because of hurt feelings, overreactions, or not using kind words." Review the different kinds of drama on page 4. "Instead of being a drama llama let's try to be chill llamas, here are a few examples of how to do that." (Review page 5). Pass out the handouts (p.6-12). "Let's practice identifying calm versus drama responses." Have students complete the handouts. Review pages 13-15 with them about I messages and triggers. Then put page 16 in front of each of them, and pages 17-19 (cut out). They should each have page 16 (their sorting page) and one of each of the trigger words (Jealousy, feelings left out, being ignored, etc.). Tell the students to sort the drama triggers and decide what bothers them and what does not. "It's important to know what our triggers are to prevent us from being triggered and to better understand our emotions." Review page 20. "Triggers can cause big feelings that sometimes lead to unhealthy reactions (drama!). Let's practice having healthy (calm) reactions. Complete pages 21-22.

\*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: Self-Management: Responsibility for self and actions. (B-SMS 1)
- \*Behavior: Social Skills: Effective oral and written communication skills and listening skills. (B-SS-1)
- \*Behavior: Social Skills: Social maturity and behavior appropriate to the situation and environment. (B-SS-9)

#### SEL Competencies:

- \*Social Awareness: Perspective-taking, empathy, appreciating diversity, respect for others.
- \*Relationship skills: Relationship building.
- \*Responsible decision-making: analyzing situations, evaluating, reflecting.



# Llama Drama

Drama is when small problems turn into big problems because of hurt feelings, overreactions, or not using kind words. These are some common friendship drama examples:

Excluding someone

Talking behind their back

Arguing about small things

Copying or Competing

On-and-off Friendships

Rumors and Secrets

Feeling left out

Silent treatment

Jealousy





# Drama Llama

- Yelling or crying right away
- Making something bigger than it is
- Getting others involved in the fight
- Holding a grudge or refusing to talk
- Always needing to be right/win
- Complaining loudly
- Getting revenge



# Chill Llama

- Taking a deep breath
- Listening to both sides
- Letting small stuff go
- Using an "I Message"
- Forgiving
- Talking it out kindly and calmly
- Asking questions instead of assuming

# Llama Drama

©Heart and Mind Teaching

Read the friendship scenarios and circle if the reaction was drama (overreaction) or chill (healthy reaction).

Your friend plays with someone else at recess. You yell, "We're not friends anymore!" and storm off.



Drama  
Llama



Chill  
Llama

You notice your friend is playing with someone new. You feel left out but ask if you can join too.



Drama  
Llama



Chill  
Llama

Your best friend didn't sit next to you at lunch, so you write a note saying, "You're fake!"



Drama  
Llama



Chill  
Llama

You're feeling hurt that your friend didn't sit by you, so you talk to her calmly after lunch.



Drama  
Llama



Chill  
Llama



# Llama Drama

©Heart and Mind Teaching

Read the friendship scenarios and circle if the reaction was drama (overreaction) or chill (healthy reaction).

Someone accidentally bumps into you in line, and you yell, "Watch it! You're so rude!"



Drama  
Llama



Chill  
Llama

You text your friend and they don't reply for a few hours. You send 5 angry messages.



Drama  
Llama



Chill  
Llama

You don't get a reply right away, so you give your friend space and talk in person later.



Drama  
Llama



Chill  
Llama

Someone bumps into you, and you say, "Oops! Are you okay?" then keep going.



Drama  
Llama



Chill  
Llama

# Llama Drama

©Heart and Mind Teaching

Read the friendship scenarios and circle if the reaction was drama (overreaction) or chill (healthy reaction).

You weren't invited to a party, You feel disappointed but decide to do something fun with your family instead.



Drama  
Llama



Chill  
Llama

You weren't invited to a party, so you tell everyone the host is mean and you never liked them.



Drama  
Llama



Chill  
Llama

Two of your friends are whispering, and you assume they're talking about you. You cry and walk away.



Drama  
Llama



Chill  
Llama

Two of your friends are whispering, You wonder what they're talking about, but you stay calm and ask, "Hey, what's up?"



Drama  
Llama



Chill  
Llama



# Llama Drama

©Heart and Mind Teaching

Read the friendship scenarios and circle if the reaction was drama (overreaction) or chill (healthy reaction).

Your friend says something that hurts your feelings. You yell at her in front of everyone.



Drama  
Llama



Chill  
Llama

Your friend forgot to save you a seat at the assembly, so you decide to give her the silent treatment for the rest of the

week.



Drama  
Llama



Chill  
Llama

Your friend says something hurtful. Later, you say, "When you said that, it hurt my feelings."



Drama  
Llama



Chill  
Llama

You and your friend both want to be line leader, so you shove ahead to get your way.



Drama  
Llama



Chill  
Llama

# Llama Drama

©Heart and Mind Teaching

Read the friendship scenarios and circle if the reaction was drama (overreaction) or chill (healthy reaction).

Your friend forgot to save you a seat. You feel a little hurt, but sit nearby and talk to her after.



Drama  
Llama



Chill  
Llama

You and your friend both like the same toy in class. You grab it and shout, "Mine!"



Drama  
Llama



Chill  
Llama

You heard someone said something unkind about you. Without checking, you tell all your friends not to trust that person.



Drama  
Llama



Chill  
Llama

You and your friend both want the same toy. You say, "Let's take turns—do you want to go first?"



Drama  
Llama



Chill  
Llama

# Llama Drama

©Heart and Mind Teaching

Read the friendship scenarios and circle if the reaction was drama (overreaction) or chill (healthy reaction).

You heard a rumor, but instead of spreading it, you go talk to the person directly and ask kindly if it's true.



Drama  
Llama



Chill  
Llama

You see a picture online of your friends hanging out without you. You comment, "Wow, thanks for inviting me!"



Drama  
Llama



Chill  
Llama

You feel sad when you see your friends online, but you remind yourself that it's okay not to be included in everything.



Drama  
Llama



Chill  
Llama

Your friend sends a short message that feels cold. You immediately think she's mad and stop talking to her.



Drama  
Llama



Chill  
Llama



# Llama Drama

©Heart and Mind Teaching

Read the friendship scenarios and circle if the reaction was drama (overreaction) or chill (healthy reaction).

You notice your friend's message seems short, so you ask, "Are you okay? You seemed quiet today."



Drama  
Llama



Chill  
Llama

Your group doesn't pick your idea for a project, so you sit out and say, "Fine, I won't help then."



Drama  
Llama



Chill  
Llama

Someone accidentally calls you by the wrong name. You roll your eyes and snap, "Do you even know me?"



Drama  
Llama



Chill  
Llama

Your friend got picked for a part in the play that you wanted. You tell people she didn't deserve it.



Drama  
Llama



Chill  
Llama

# Llama Lingo

What to Say in Drama  
Use conflict resolution phrases:

"Can we talk about  
what happened?"

I feel...when you...  
because...can you  
please...

"Let's take a  
break and  
come back."

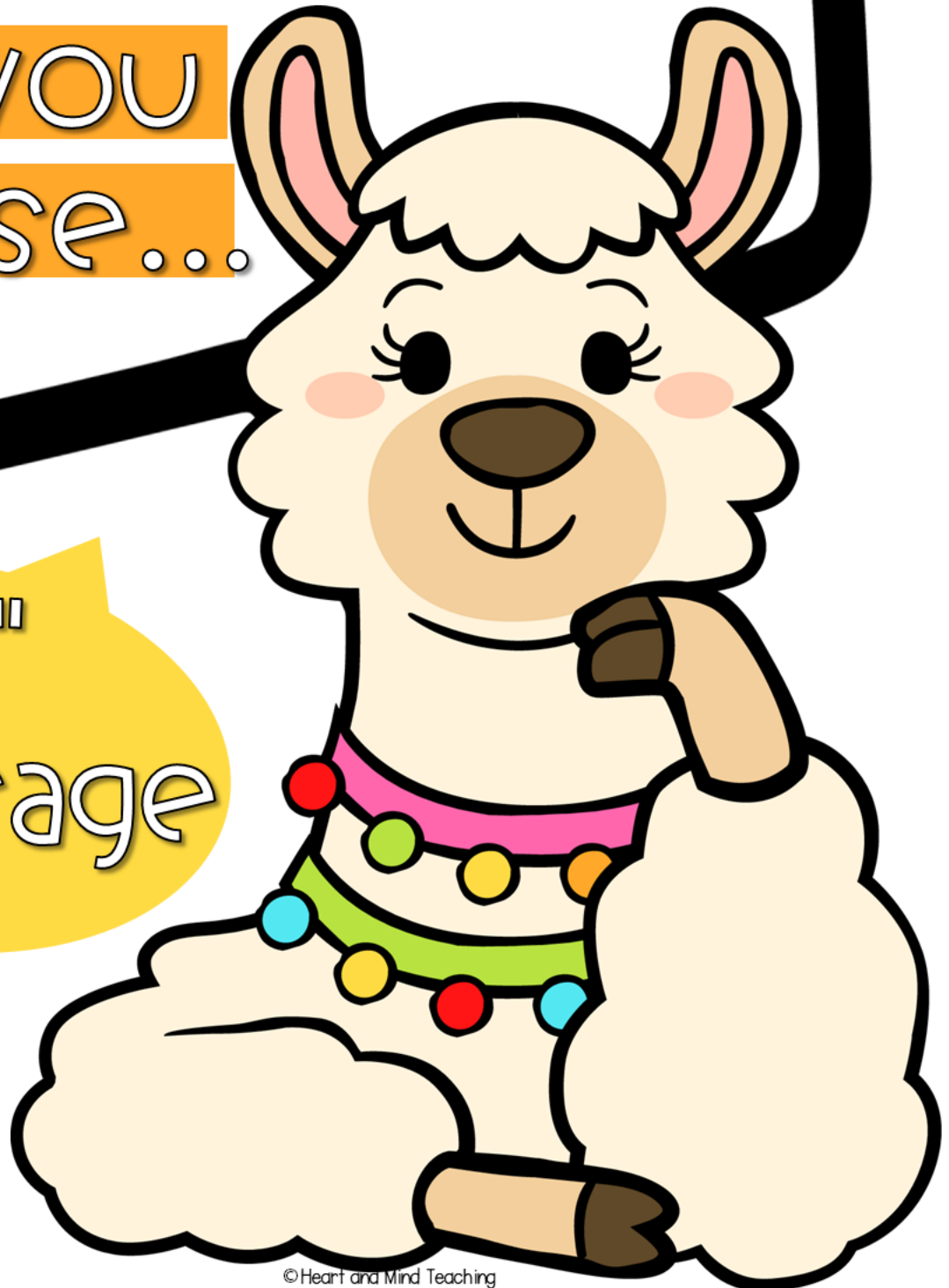




I feel...  
when you...  
because...

Can you  
please...

"I"  
Message



# Llama Drama Triggers

## Common Emotional Triggers for Kids

"A trigger is something that makes your feelings explode! It might be a word, action, or situation that makes you feel angry, sad, jealous, or left out — really fast."

### Feeling Left Out

- Not being invited to a party or game.
- Friends playing without you.
- Someone saying, "You can't play with us."

### Being Ignored

- A friend doesn't say hi/respond.
- Someone talks over you or doesn't listen.
- Not getting a reply to a text.

### Hurt Feelings

- A joke goes too far.
- Someone says something mean or sarcastic.
- Getting blamed for something you didn't do.

### Jealousy

- A friend spends more time with someone else.
- Someone else gets a role, award, or attention.
- Comparing yourself.

### Embarrassment

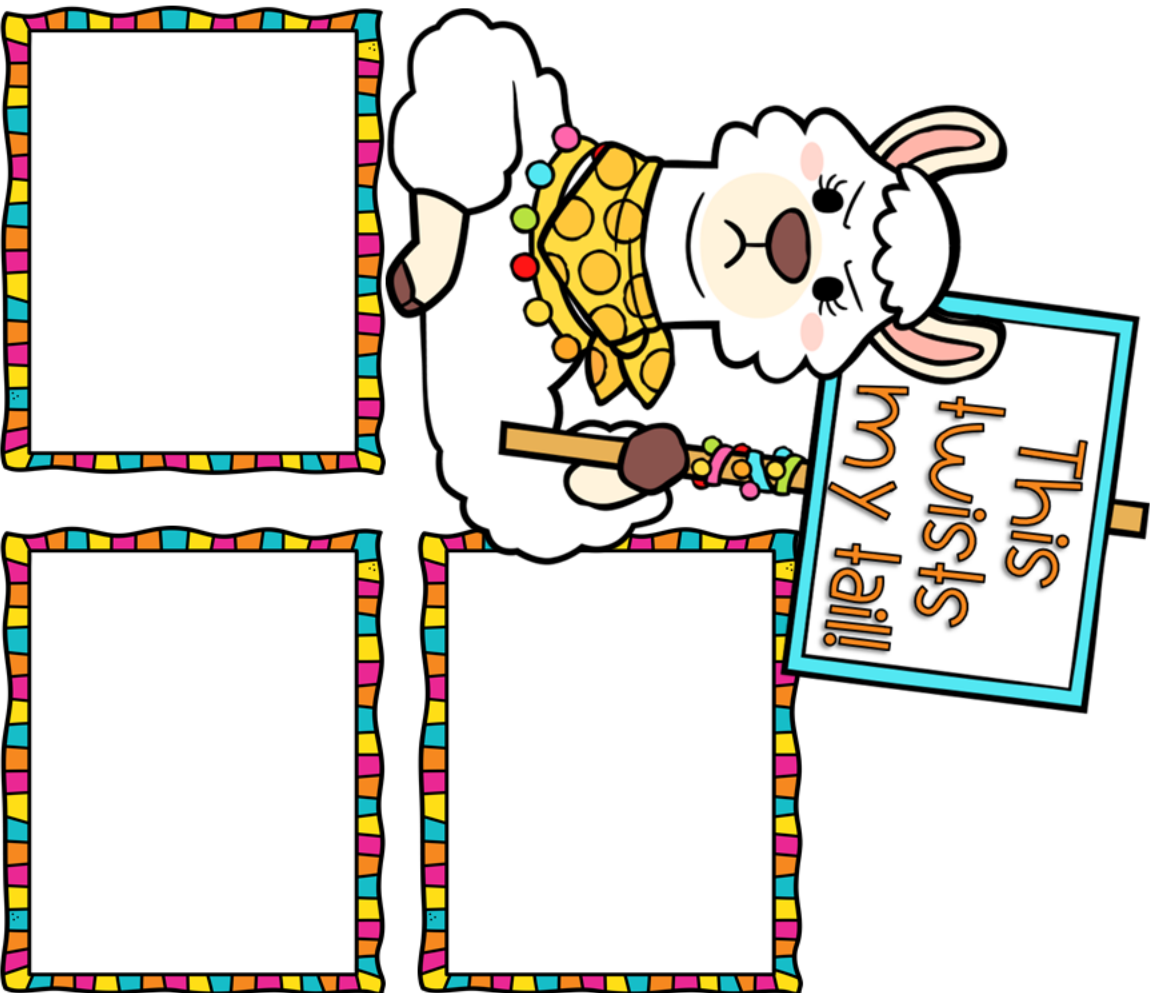
- Being laughed at/ teased.
- Making a mistake in front of others.
- Someone spreading a rumor or secret.

### Not Feeling In Control

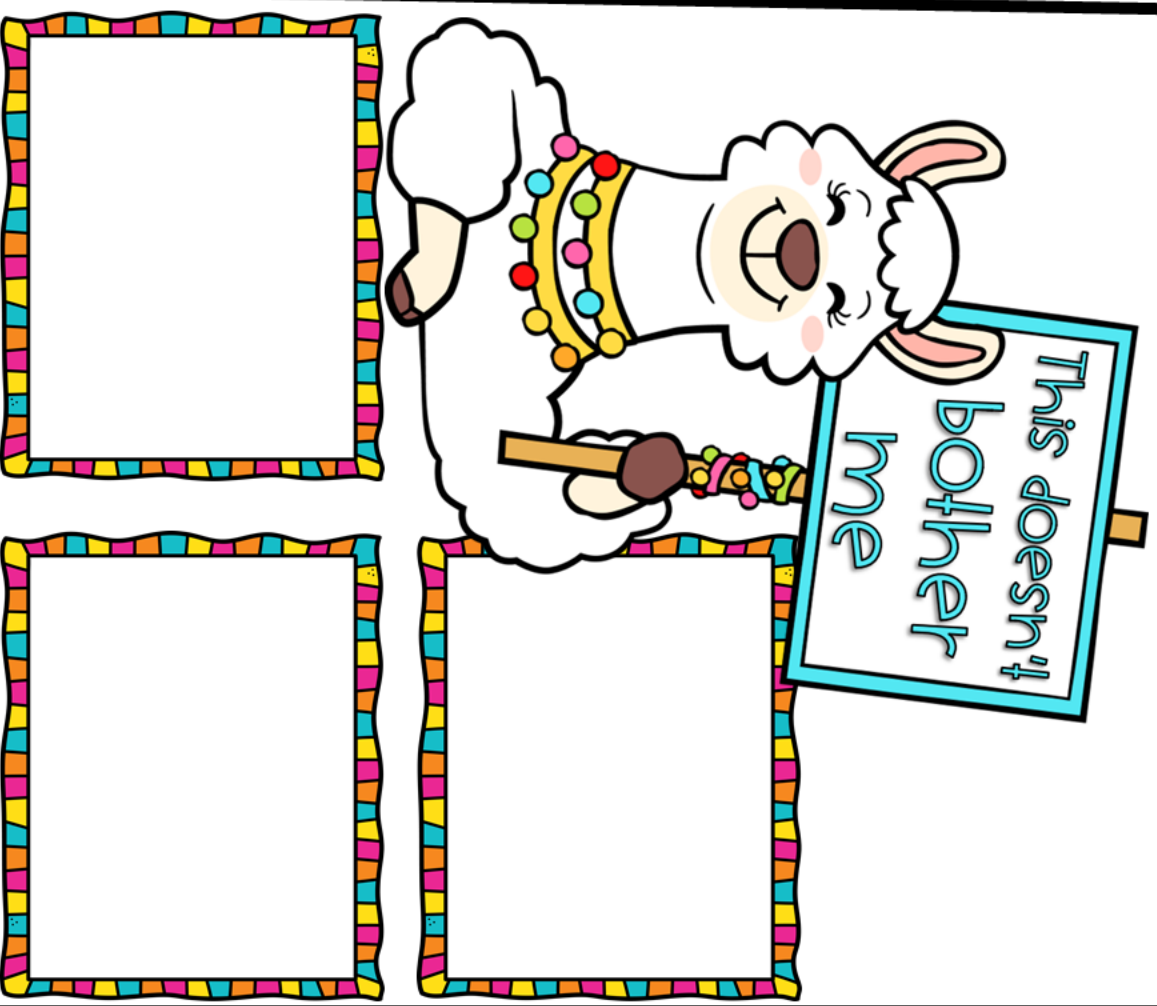
- Someone changing the plan.
- Being told what to do.
- Feeling left out of decisions.



# Drama Llama



# No Prob-Llama





Being  
ignored.

Being  
ignored.

Jealousy.

Jealousy.

Being  
ignored.

Being  
ignored.

Jealousy.

Jealousy.

Being  
ignored.

Being  
ignored.

Jealousy.

Jealousy.

Feeling  
left out.

Feeling  
left out.

Not  
feeling in  
control.

Not  
feeling in  
control.

Feeling  
left out.

Feeling  
left out.

Not  
feeling in  
control.

Not  
feeling in  
control.

Feeling  
left out.

Feeling  
left out.

Not  
feeling in  
control.

Not  
feeling in  
control.



Being  
Embarrassed.

Being  
Embarrassed.

Hurt  
Feelings.

Hurt  
Feelings.

Being  
Embarrassed.

Being  
Embarrassed.

Hurt  
Feelings.

Hurt  
Feelings.

Being  
Embarrassed.

Being  
Embarrassed.

Hurt  
Feelings.

Hurt  
Feelings.

# Llama Drama

## Llama Drama Can Start from Triggers

Even the calmest llamas can get their tails in a twist when something bothers them! Knowing your triggers can help you control your reaction.

### Trigger

### Big Feeling

### Unhelpful Reaction (Drama)

Not invited to a party	Hurt, left out	Telling others the person is mean, posting angry messages
Friend plays with others	Jealous, worried	Saying "We're not friends anymore!"
Teasing or joke gone wrong	Embarrassed, angry	Yelling, crying, or leaving the group
Not picked for something	Disappointed, jealous	Refusing to participate, blaming others
Ignored or overlooked	Sad, insecure	Silent treatment or talking behind someone's back



# Llama Drama



Read the triggers and think about how you would feel and create a helpful (no-drama) reaction.

## Trigger

I feel left out.

My friend plays with someone else.

When people don't listen to me.

When someone teases me.

When plans change suddenly.

When I don't get picked.

## Feeling

Sad, disappointed.

## Helpful Reaction:

I do something with someone else.



# Llama Drama

Read the triggers and think about how you would feel and create a helpful (no-drama) reaction.



## Trigger

When someone tells me what to do.

When my friend ignores my text/message.

When I feel embarrassed.

When someone lies to me.

When someone gets something that I want.

## Feeling

## Helpful Reaction:

# SESSION 9

## Friendship Town

SMALL GROUP  
Counseling   
**FRIENDSHIP**

### Session Objective:

\*Students will identify common friendship problems and skills.

### Materials:

- \*Game Board
- \*Game Pieces
- \*Game 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:

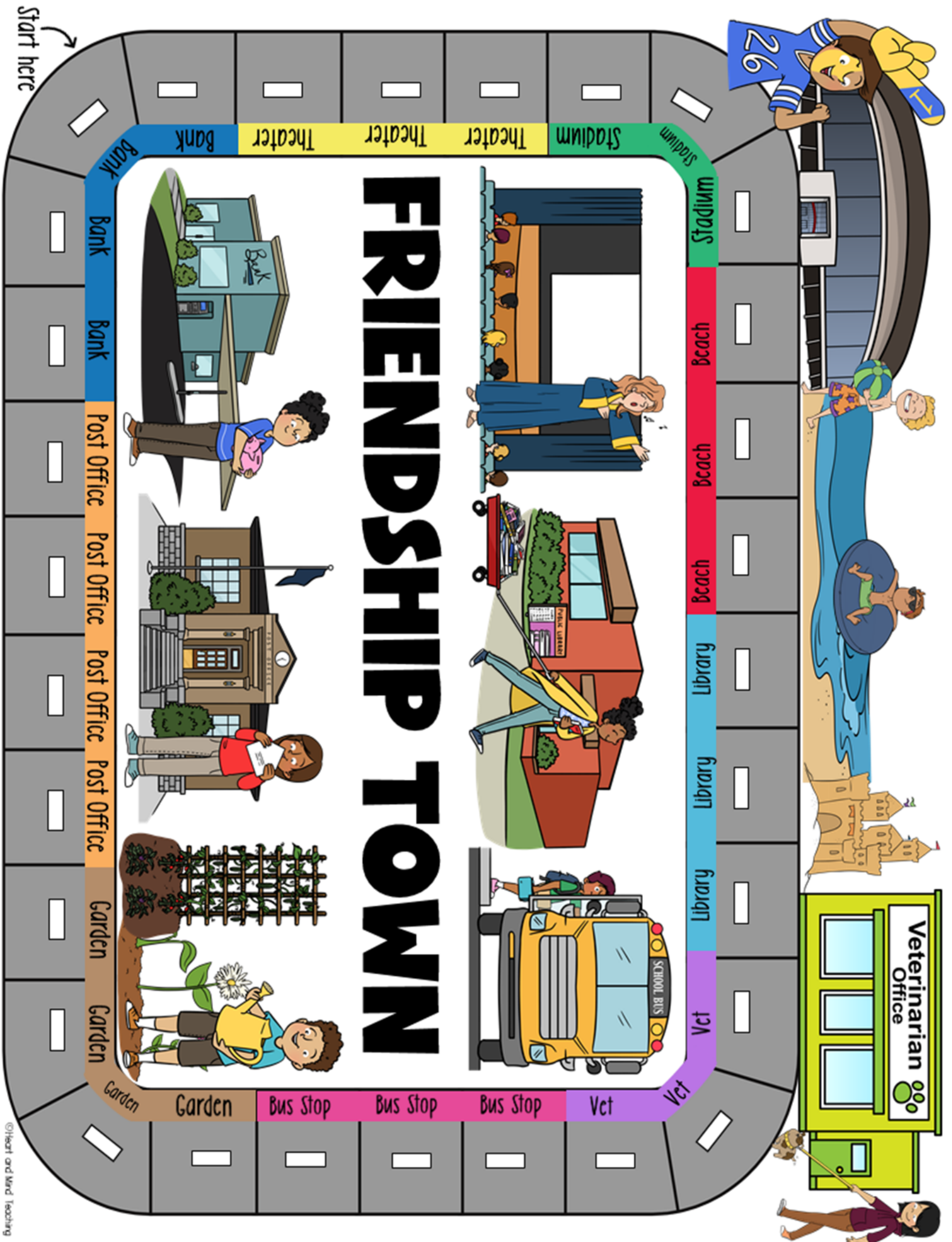
- \*Self-Management: stress management.
- \*Responsible decision-making: solving problems, analyzing situations.

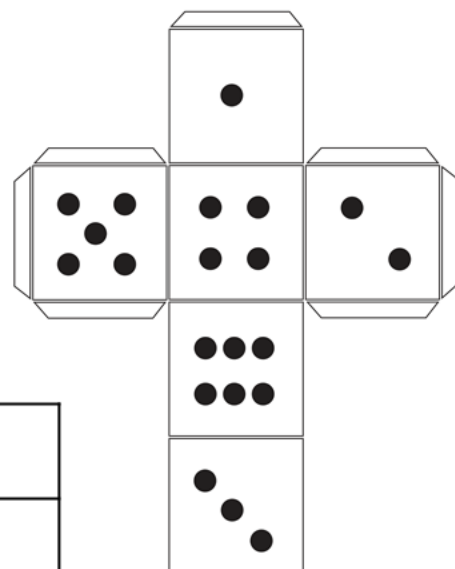
### Session Details (about 30 min):

\*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 visit Friendship Town, where there are many people learning to make and keep friends. We will do our best to guide them with our knowledge." Place the Friendship Town Board Game on the table, I recommend using your own dice and player pieces from a board game you already own but you can also use the ones provided by printing and cutting them out. Use cardstock paper so the pieces and dice have more weight to them, if you can. Roll the dice to see who goes first, highest number goes first and the game proceeds clockwise from the dice roll winner. Students will move pieces along the board by rolling the dice. Wherever they land, they pick up a card from that location (they are also color coded) and read the card out loud. If they provide a reasonable response, they get a point. There is no official "end" to the game but once your designated time to play is up, I usually give them one candy for each point so the more they answer, the more candy they get. You can also use pencils, erasers, or other goodies as incentives or even not have one and just see who can get the most points. I prefer to not put the kids against each other to allow for a more positive environment for them to want to share their thoughts and opinions. The goal of the game is to have a discussion about friendship skills, friendship problems, and to enable self-reflection. Use the guiding questions on this page to help guide your discussion.

\*Have students complete the Post-Survey before they leave group.







Name	Game Points



**FRIEND TOWN**  
**Bus Stop** 

Your friend saves a spot on the bench but won't let anyone else sit with you. What would you do?

**FRIEND TOWN**  
**Bus Stop** 

Your friend refuses to talk to you because you sat in her favorite seat yesterday. What would you do?

**FRIEND TOWN**  
**Bus Stop** 

Your friend shares gossip she overheard on the bus and wants you to join in. What would you do?

## FRIEND TOWN Bank



Your friend wants to cut in front of people in line and asks you to come with her. What would you do?

## FRIEND TOWN Bank



You and your friend both want to use the ATM first and she says, "Best friends let each other go first—you should let me." What would you do?

## FRIEND TOWN Bank



You see your friend take an extra free pen from the counter even though the sign says "one per person." What would you do?

## FRIEND TOWN Bank



Your friend wants you to lie and say she was in line the whole time when she wasn't. What would you do?

## FRIEND TOWN Post Office



You and your friend both want to buy the last roll of cute animal stamps. What would you do?

## FRIEND TOWN Post Office



A postal worker compliments your handwriting, but your friend rolls her eyes and says yours isn't that great. What would you do?

## FRIEND TOWN Post Office



Your friend forgot to bring money to buy a stamp and asks you to pay for her—again. What would you do?

## FRIEND TOWN Post Office



You see your friend open a mailbox that isn't hers "just to peek"—she laughs, but you're uncomfortable. What would you do?

## FRIEND TOWN Beach



Your friend dares you to go out deeper in the water even though you feel nervous. What would you do?

## FRIEND TOWN

### Beach



Your friend splashes you over and over even after you ask her to stop. What would you do?

## FRIEND TOWN

### Beach



You see your friend throw trash in the sand and walk away. What would you do?

## FRIEND TOWN

### Garden



You notice your friend stepping on the flower beds even though there are clear paths. What would you do?

## FRIEND TOWN

### Garden



Your friend wants to leave early and asks you to do all the cleanup alone. What would you do?

## FRIEND TOWN

### Garden



Your friend takes credit for a part of the garden you worked hard on together. What would you do?

## FRIEND TOWN

### Garden



Your friend picks vegetables from someone else's garden bed without asking. What would you do?

## FRIEND TOWN

### Stadium



You're both cheering for different teams and your friend starts making fun of your team loudly. What would you do?

## FRIEND TOWN

### Stadium



Your friend wants to leave early because she's bored, but you're really enjoying the game. What would you do?

## FRIEND TOWN

### Stadium



Your friend posts a silly photo of you at the game without asking first. What would you do?



## FRIEND TOWN

### Library



Your friend wants to play games on the library computer instead of doing your research project. What would you do?

## FRIEND TOWN

### Library



Your friend gets mad that you want to study instead of sitting and talking with her. What would you do?

## FRIEND TOWN

### Library



Your friend wants you to help her copy homework from a library book. What would you do?

## FRIEND TOWN

### Theater



Your friend talks loudly during the show and ignores your reminders to be quiet. What would you do?

## FRIEND TOWN

### Theater



Your friend didn't practice her lines for the play and asks you to help her remember them backstage. What would you do?

## FRIEND TOWN

### Theater



Your friend criticizes your performance after the play in front of others. What would you do?

## FRIEND TOWN

### Vet



Your friend says your pet looks weird and laughs when others agree. What would you do?

## FRIEND TOWN

### Vet



Your friend doesn't want to help clean up after her pet made a mess. What would you do?

## FRIEND TOWN

### Vet



Your friend gets mad at you for being more worried about your pet than spending time with her. What would you do?

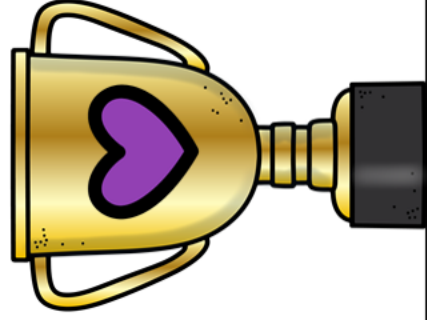


**This Certificate is awarded to**



**for being a**

**SUPER FRIEND**



Signature

Date

SMALL GROUP  
*Counseling* 

**FRIENDSHIP**  
GIRLS GROUP

**2 INCH**

SMALL GROUP  
*Counseling* 

**FRIENDSHIP**  
GIRLS GROUP

**1.5 INCH**

SMALL GROUP  
*Counseling* 

**FRIENDSHIP**  
GIRLS GROUP

**1 INCH**

# GOOGLE SLIDES

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

**1** Click on each link 

[Friendship Bracelets](#)

[Friendship Pie](#)

[Friendship Vibes](#)

[Better Together](#)

[Friendship Toolkit](#)

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

[Mean Girls: The Queen Bee](#)

[Mean Girls: The Teaser](#)

[Mean Girls: The Ice Queen](#)

[Mean Girls: The Gossiper](#)

[Mean Girls: The Excluder](#)

[Llama Drama](#)

[Friendship Town](#)

# GOOGLE SLIDES

2

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

Google Drive

Copy document

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

Make a copy



3

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

4

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

5

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

**YOU HAVE TO MAKE A COPY FOR EACH STUDENT!**

Otherwise they will all be editing the same file.

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

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

Helpful links for using Google Classroom:

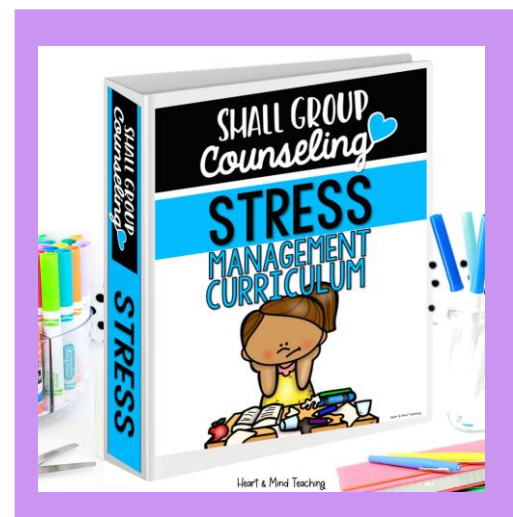
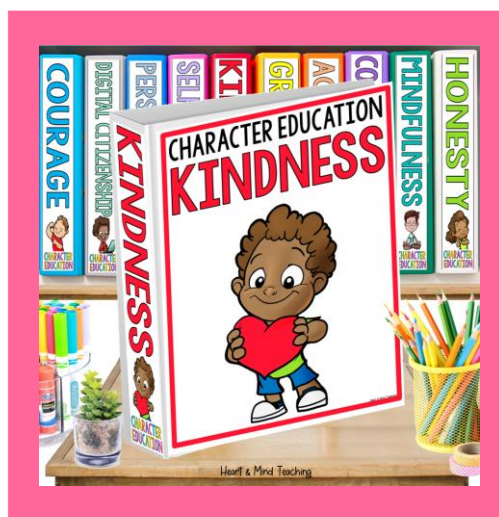
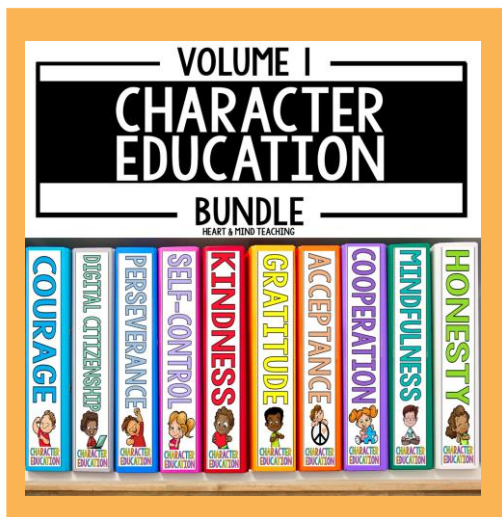
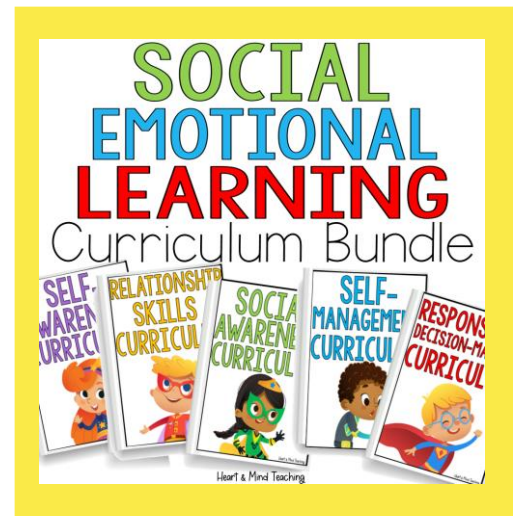
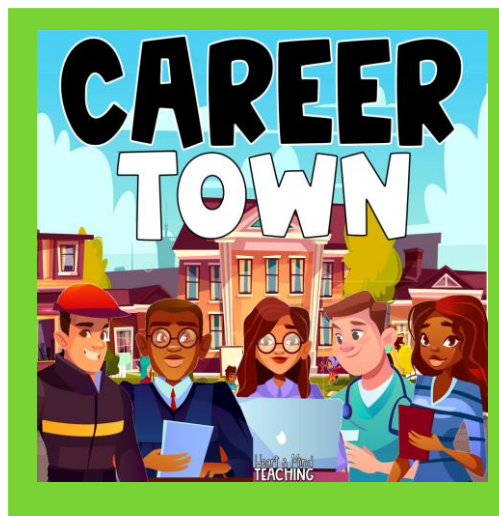
[Teacher Tips for using Google Classroom \(TPT blog\)](#)

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



# CHECK THESE OUT

CLICK ON THE PICTURES TO GET A CLOSER LOOK.



**COUNSELOR**  
**Collab**  
— with Laura & Ashley —



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

**CLICK TO COLLAB**

## MEMBER Perks

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



HEART+MIND  
TEACHING



# THANK YOU

FOR SUPPORTING MY LITTLE SHOP.

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

## LET'S BE FRIENDS

  
Ashley

Access my  
Freebie  
Library



## FOLLOW FOR EXCLUSIVE SAVINGS

New products are 50% off for 24hrs.

[CLICK HERE](#)

★ HOW CAN YOU EARN TPT CREDITS? When you leave feedback, TpT rewards you with credits that you can use toward future purchases.

## ACCESS MY FREEBIE LIBRARY

Join my Newsletter to be informed of all future added freebies.

[I WANT FREEBIES](#)

# TERMS OF USE

© Heart and Mind Teaching, 2025. All rights reserved. Purchase of this item entitles the purchaser the right to reproduce for classroom, personal, and google classroom use only. Use in multiple classrooms, requires the purchase of additional licenses. Redistribution or duplication of this product is strictly forbidden without the written permission of the publisher. Copying any part of this product and placing it on a publicly accessible website is strictly forbidden and is a violation of the Digital Millennium Copyright Act (DMCA). You may post this for single-classroom use on a password protected student site such as google classroom. **You may NOT post my products on any public, for-profit, or commercial websites or entities, such as Outschool.** Please do not sell or distribute any part of this as your own. Thank you for abiding by universally accepted codes of professional ethics while using this product.



If you have any questions or concerns please email me at:

[heartandmindteaching@gmail.com](mailto:heartandmindteaching@gmail.com)

# CREDITS

