

○ MUSIC  city COUNSELOR

THANK YOU FOR YOUR  
PURCHASE!



Hey y'all, Laura here! I so appreciate when you please take a moment to leave a review on my resources on my TpT Store. Thanks for your support! Enjoy the resource!

♥ *laura oathout*

LET'S CONNECT!



For helpful ideas, engaging resources, and freebies, please check out my website and membership!

○ ♥ **WEBSITE:** [www.musiccitycounselor.com](http://www.musiccitycounselor.com)

♥ **MEMBERSHIP:** [www.counselorcollab.com](http://www.counselorcollab.com)

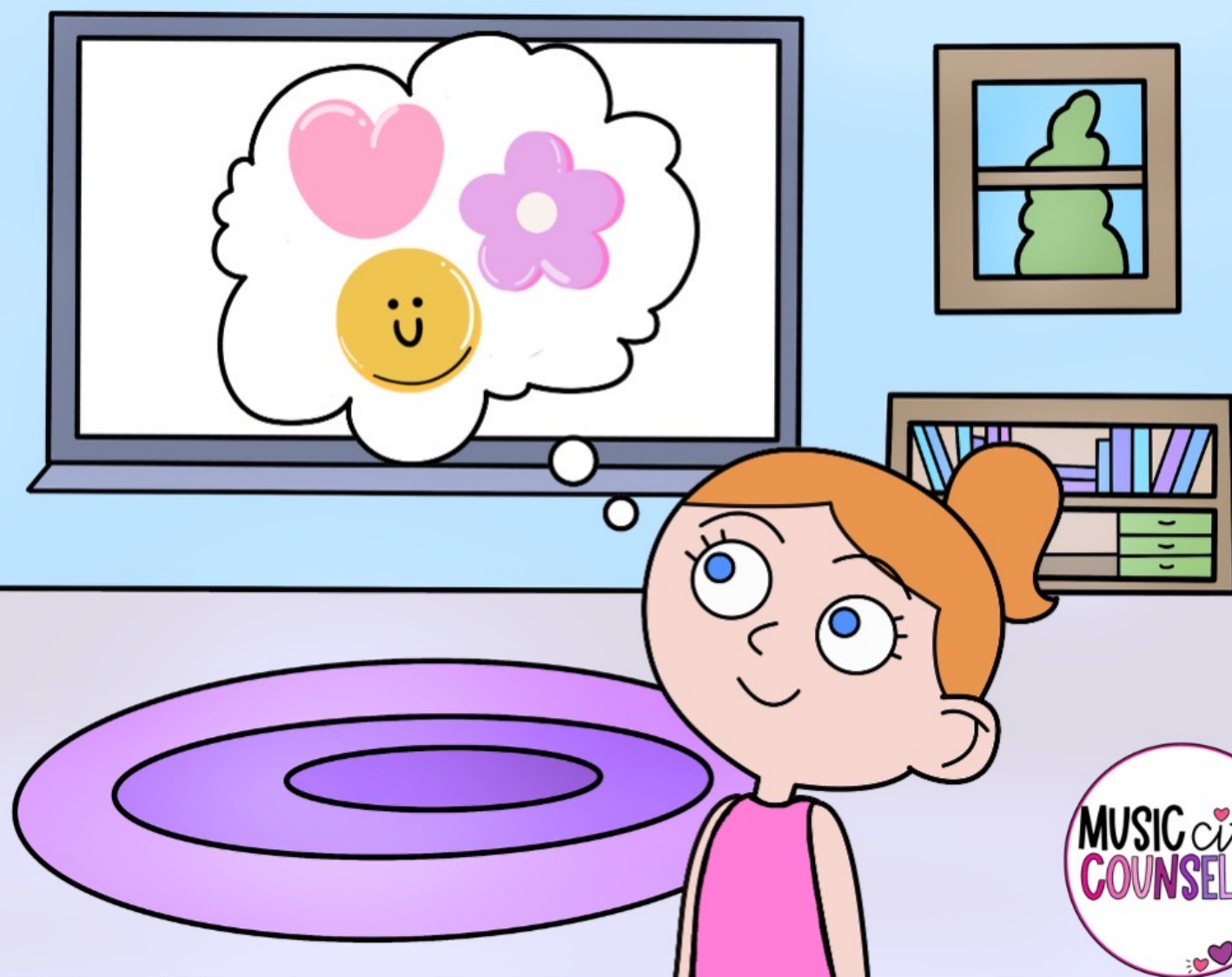


GRADES  
1<sup>ST</sup> — 5<sup>TH</sup>

# FRIENDSHIP

## Small Group for Girls

.....



f r i e n d s h i p  
THE BEAD BUDDIES



# TABLE of CONTENTS:

Binder Cover.....	2
Binder Spines.....	4
ASCA Mindsets & Behaviors.....	5
General Group Directions.....	6
Group Outline.....	7
Folder Covers .....	8
Teacher Referral Forms.....	11
Parent Letters (English).....	17
Parent Letters (Spanish).....	23
Student Reminders.....	35
Hall Passes.....	41
Attendance Tracker.....	43
Friendship Bracelets & Beads .....	45
Session 1.....	50
Feelings Check-In.....	52
Pretest.....	59
Group Rules.....	61
Confidentiality Agreement.....	62
Session 2.....	64
Session 3.....	87
Session 4 .....	98
Session 5.....	111
Session 6.....	122
Session 7.....	130
Session 8.....	145
Session 9.....	167
Session 10.....	176
Posttest.....	178
Completion Certificates.....	186



# BINDER SPINES

f r i e n d s H i p

f r i e n d s H i p

f r i e n d s H i p  
SMALL GROUP CURRICULUM



# ASCA MINDSETS & BEHAVIORS

## Category 1: Mindset Standards

- **M1:** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.
- **M2:** Sense of acceptance, respect, support, and inclusion for self and others in the school environment.
- **M3:** Positive attitude toward work and learning.
- **M4:** Self-confidence in ability to succeed.
- **M5:** Belief in using abilities to their fullest to achieve high-quality results and outcomes.

## Category 2: Behavior Standards

- **B-LS 2:** Creative approach to learning, tasks, and problem-solving.
- **B-SMS 1:** Responsibility for self and actions.
- **B-SMS 2:** Self-discipline and self-control.
- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SMS 7:** Effective coping skills.
- **B-SMS 10:** Ability to manage transitions and adapt to change.
- **B-SS 1:** Effective oral and written communication skills and listening skills.
- **B-SS 2:** Positive, respectful, and supportive relationships with students who are similar to and different from them.
- **B-SS 6:** Effective collaboration and cooperation skills.
- **B-SS 8:** Advocacy skills for self and others and ability to assert self, when necessary.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment.



# GENERAL DIRECTIONS:

- I recommend having 4-8 students participate in group.
- These materials are differentiated for use with 1<sup>st</sup> – 5<sup>th</sup> graders. Please choose the activities that best fit the needs and abilities of your students and the amount of time you have.
- I recommend meeting weekly for 10 weeks for 30-minute sessions.
- This group is flexible to meet the needs and developmental level of your students. You can implement all 10 sessions in the order presented. Or you may change the order of sessions, pick and choose certain sessions, or add in your own materials.
- To select students for group, use your data! Use your needs assessment data, teacher referrals, parent referrals, and school-level data (i.e. discipline referrals, progress reports, etc.).
- Give the included teacher referral form to your teachers.
- Once you have selected your students, send home the parent letter. Some districts require parent permission to participate in group and others do not. Both an English and Spanish version are included.
- Editable versions of all the forms are included in a separate file in the zip folder.
- Hall passes, reminders, and an attendance chart are provided.
- A detailed session plan is included for each session as well as all the instructional materials you will need.
- Each session is aligned to the ASCA Mindsets & Behaviors.
- A pretest is included in Session 2 and a posttest is included in Session 10. Use this data to show student growth and progress.
- Questions? Please contact me any time at [laura@musiccitycounselor.com](mailto:laura@musiccitycounselor.com). I'm here to help!



# GROUP OUTLINE:

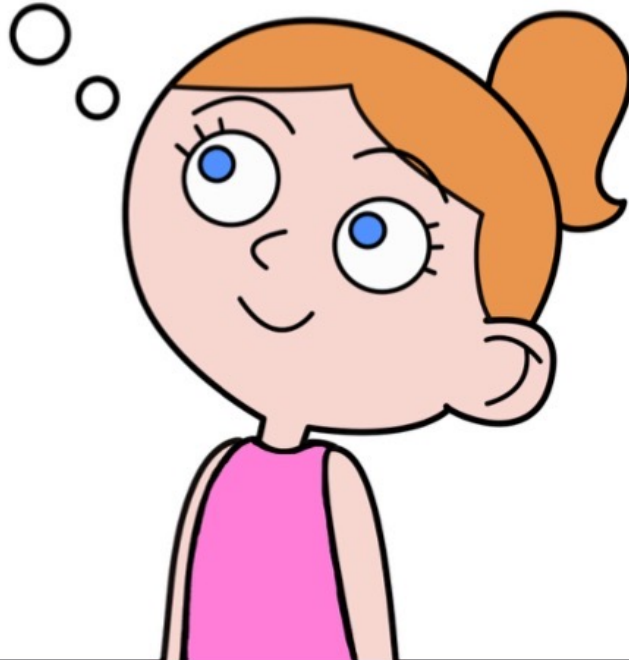
- **Session 1:** Introductions & Icebreakers
- **Session 2:** Identifying Feelings: Feelings are Magical! (Unicorns)
- **Session 3:** Coping Skills: Coping Skills Rainbow
- **Session 4:** Positive Friendship Qualities: Friendship Jewelry Box
- **Session 5:** Problem-Solving Skills: Problem-Solving Flower
- **Session 6:** Using I-Messages: I-Messages Bakery
- **Session 7:** Healthy Friendship Boundaries: Friendship Fences
- **Session 8:** Positive Self-Talk: Sparkle Switch Magic Wands
- **Session 9:** Self-Esteem: Girl, You're a Treasure!
- **Session 10:** Group Closure & Reflection

**\*IMPORTANT NOTE:** This group is flexible. You may change the order of sessions, pick and choose certain sessions, or add in your own materials.\*

f r i e n d s h i p

THE BEAD BUDDIES GROUP

FOLDER

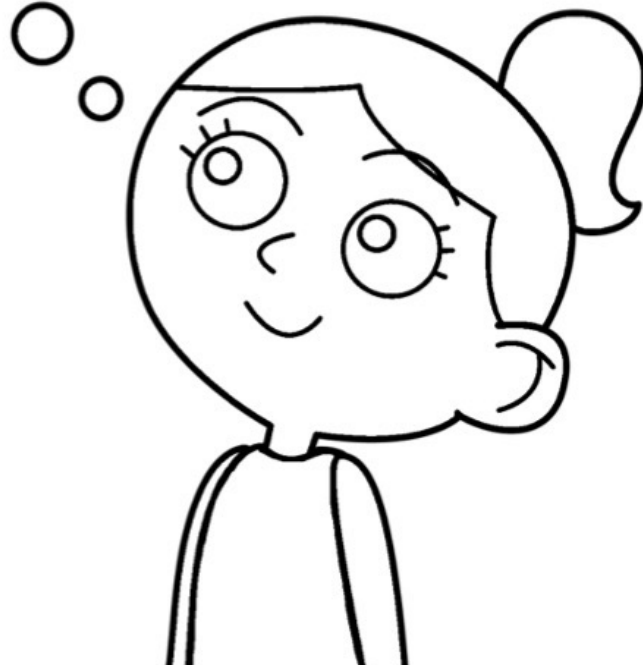




FRIENDSHIP

THE BEAD BUDDIES GROUP

FOLDER



# GROUP

# FORMS

\* EDITABLE versions of these forms are also included in the zip folder!



# TEACHER REFERRAL FORM

## GROUP COUNSELING

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

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

I will be facilitating a small group called: "The Bead Buddies: Friendship for Girls." We will focus on social skills such as identifying feelings, coping skills, problem-solving skills, self-talk, self-esteem, and positive friendship qualities. We will meet once/week for 30 minutes for 10 weeks. Your referrals help me ensure that my services are needed and relevant for our students. Please fill out this form to let me know which students would be the best fit for this group, and which day and time work best for your classroom schedule. Please contact me any time with questions or suggestions!

Thank you,

— \_\_\_\_\_

School Counselor



Student Name:	Preferred Day/Time to Meet:	Comments:

# TEACHER REFERRAL FORM

## GROUP COUNSELING

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

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

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Thank you,

— \_\_\_\_\_

School Social Worker



Student Name:	Preferred Day/Time to Meet:	Comments:



# TEACHER REFERRAL FORM

## GROUP COUNSELING

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

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

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Thank you,

— \_\_\_\_\_

School Psychologist



Student Name:	Preferred Day/Time to Meet:	Comments:

# TEACHER REFERRAL FORM

## GROUP COUNSELING

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

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

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Thank you,

— \_\_\_\_\_

School Counselor



Student Name:	Preferred Day/Time to Meet:	Comments:



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Thank you,

— \_\_\_\_\_

School Psychologist



Student Name:	Preferred Day/Time to Meet:	Comments:



# FROM THE DESK OF THE SCHOOL COUNSELOR

.....

Dear Caregiver, \_\_\_\_\_

Your child \_\_\_\_\_ has been referred to participate in a small group for girls with their School Counselor called "The Bead Buddies." This group will focus on **social skills and friendship**.

Our group will meet for a total of **10 weeks** starting on \_\_\_\_\_. We will meet for **30 minutes** on \_\_\_\_\_ at \_\_\_\_\_.

**We will discuss important topics such as:**

- Identifying & Coping with Feelings
- Making & Keeping Friends
- Conflict Resolution Skills
- Problem-Solving Skills
- Self-Esteem & Positive Self-Talk

This group is optional, but highly recommended. Please fill out the permission form below and return it to your child's teacher.

Please don't hesitate to contact me any time at \_\_\_\_\_ with questions, comments, or suggestions. I'm here to help!

Thank you so much,

\_\_\_\_\_  
School Counselor



-----  
Student Name: \_\_\_\_\_

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

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: \_\_\_\_\_

# FROM THE DESK OF THE SOCIAL WORKER

Dear Caregiver, \_\_\_\_\_

Your child \_\_\_\_\_ has been referred to participate in a small group for girls with their School Social Worker called "The Bead Buddies." This group will focus on **social skills and friendship**.

Our group will meet for a total of **10 weeks** starting on \_\_\_\_\_. We will meet for **30 minutes** on \_\_\_\_\_ at \_\_\_\_\_.

We will discuss important topics such as:

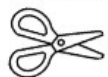
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Thank you so much,

\_\_\_\_\_  
School Social Worker



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

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

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: \_\_\_\_\_



# FROM THE DESK OF THE PSYCHOLOGIST

Dear Caregiver, \_\_\_\_\_

Your child \_\_\_\_\_ has been referred to participate in a small group for girls with their School Psychologist called "The Bead Buddies." This group will focus on **social skills and friendship**.

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Thank you so much,

\_\_\_\_\_  
School Psychologist



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

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

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# FROM THE DESK OF THE SCHOOL COUNSELOR

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Thank you so much,

\_\_\_\_\_  
School Counselor



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

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

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Thank you so much,

\_\_\_\_\_  
School Social Worker



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Caregiver Signature: \_\_\_\_\_

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\_\_\_\_\_  
School Psychologist



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

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Caregiver Signature: \_\_\_\_\_



# DESDE EL ESCRITORIO DEL CONSEJERO ESCOLAR

Queridos Padres de Familia, \_\_\_\_\_

Su hija \_\_\_\_\_ ha sido recomendada para participar en un grupo pequeño con su consejero escolar que se llama "The Bead Buddies! Friendship for Girls." Este grupo se centrará en las habilidades sociales y la amistad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del \_\_\_\_\_.  
Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

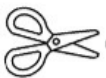
Trataremos temas importantes como:

- Identificar y manejar las emociones
- Hacer y mantener amistades
- Habilidades para resolver problemas
- Habilidades para resolver conflictos
- Autoestima y diálogo interno positivo

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hija. No dude en ponerse en contacto conmigo en cualquier momento al \_\_\_\_\_ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

\_\_\_\_\_  
Consejero Escolar



Nombre de la Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# DESDE EL ESCRITORIO DE LA CONSEJERA ESCOLAR

Queridos Padres de Familia, \_\_\_\_\_

Su hija \_\_\_\_\_ ha sido recomendada para participar en un grupo pequeño con su consejera escolar que se llama "The Bead Buddies! Friendship for Girls." Este grupo se centrará en las habilidades sociales y la amistad.

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Muchas gracias,

\_\_\_\_\_  
Consejera Escolar



Nombre de la Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

☐  
☐

Sí, doy permiso para que mi hijo/a participe en el grupo.

No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_



# DESDE EL ESCRITORIO DE LA TRABAJADORA SOCIAL

Queridos Padres de Familia, \_\_\_\_\_

Su hija \_\_\_\_\_ ha sido recomendada para participar en un grupo pequeño con su trabajadora social que se llama "The Bead Buddies! Friendship for Girls." Este grupo se centrará en las habilidades sociales y la amistad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del \_\_\_\_\_.  
Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

Trataremos temas importantes como:

- Identificar y manejar las emociones
- Hacer y mantener amistades
- Habilidades para resolver problemas
- Habilidades para resolver conflictos
- Autoestima y diálogo interno positivo

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Muchas gracias,

\_\_\_\_\_  
Trabajadora Social



Nombre de la Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# DESDE EL ESCRITORIO DEL TRABAJADOR SOCIAL

Queridos Padres de Familia, \_\_\_\_\_

Su hija \_\_\_\_\_ ha sido recomendada para participar en un grupo pequeño con su trabajador social que se llama "The Bead Buddies! Friendship for Girls." Este grupo se centrará en las habilidades sociales y la amistad.

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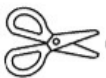
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Muchas gracias,

\_\_\_\_\_  
Trabajador Social



Nombre de la Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_



# DESDE EL ESCRITORIO DEL PSICÓLOGO ESCOLAR

Queridos Padres de Familia, \_\_\_\_\_

Su hija \_\_\_\_\_ ha sido recomendada para participar en un grupo pequeño con su psicólogo escolar que se llama "The Bead Buddies! Friendship for Girls." Este grupo se centrará en las habilidades sociales y la amistad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del \_\_\_\_\_.  
Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

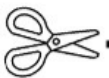
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Muchas gracias,

\_\_\_\_\_  
Psicólogo Escolar



Nombre de la Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# DESDE EL ESCRITORIO DE LA PSICÓLOGA ESCOLAR

Queridos Padres de Familia, \_\_\_\_\_

Su hija \_\_\_\_\_ ha sido recomendada para participar en un grupo pequeño con su psicóloga escolar que se llama "The Bead Buddies! Friendship for Girls." Este grupo se centrará en las habilidades sociales y la amistad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del \_\_\_\_\_. Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

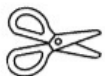
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Muchas gracias,

\_\_\_\_\_  
Psicóloga Escolar



Nombre de la Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_



# DESDE EL ESCRITORIO DE LA CONSEJERA ESCOLAR

Queridos Padres de Familia, \_\_\_\_\_

Su hija \_\_\_\_\_ ha sido recomendada para participar en un grupo pequeño con su consejera escolar que se llama "The Bead Buddies! Friendship for Girls." Este grupo se centrará en las habilidades sociales y la amistad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del \_\_\_\_\_.  
Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

Trataremos temas importantes como:

- Identificar y manejar las emociones
- Hacer y mantener amistades
- Habilidades para resolver problemas
- Habilidades para resolver conflictos
- Autoestima y diálogo interno positivo

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hija. No dude en ponerse en contacto conmigo en cualquier momento al \_\_\_\_\_ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

\_\_\_\_\_  
Consejera Escolar



Nombre de la Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# DESDE EL ESCRITORIO DE LA CONSEJERO ESCOLAR

Queridos Padres de Familia, \_\_\_\_\_

Su hija \_\_\_\_\_ ha sido recomendada para participar en un grupo pequeño con su consejero escolar que se llama "The Bead Buddies! Friendship for Girls." Este grupo se centrará en las habilidades sociales y la amistad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del \_\_\_\_\_.  
Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

Trataremos temas importantes como:

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Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hija. No dude en ponerse en contacto conmigo en cualquier momento al \_\_\_\_\_ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

\_\_\_\_\_  
Consejero Escolar



Nombre de la Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# DESDE EL ESCRITORIO DEL TRABAJADOR SOCIAL

.....

Queridos Padres de Familia, \_\_\_\_\_

Su hija \_\_\_\_\_ ha sido recomendada para participar en un grupo pequeño con su trabajador social que se llama "The Bead Buddies! Friendship for Girls." Este grupo se centrará en las habilidades sociales y la amistad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del \_\_\_\_\_. Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

Trataremos temas importantes como:

- Identificar y manejar las emociones
- Hacer y mantener amistades
- Habilidades para resolver problemas
- Habilidades para resolver conflictos
- Autoestima y diálogo interno positivo

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hija. No dude en ponerse en contacto conmigo en cualquier momento al \_\_\_\_\_ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

\_\_\_\_\_  
Trabajador Social



Nombre de la Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_



# DESDE EL ESCRITORIO DE LA TRABAJADORA SOCIAL

Queridos Padres de Familia, \_\_\_\_\_

Su hija \_\_\_\_\_ ha sido recomendada para participar en un grupo pequeño con su trabajadora social que se llama "The Bead Buddies! Friendship for Girls." Este grupo se centrará en las habilidades sociales y la amistad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del \_\_\_\_\_. Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

Trataremos temas importantes como:

- Identificar y manejar las emociones
- Hacer y mantener amistades
- Habilidades para resolver problemas
- Habilidades para resolver conflictos
- Autoestima y diálogo interno positivo

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hija. No dude en ponerse en contacto conmigo en cualquier momento al \_\_\_\_\_ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

\_\_\_\_\_  
Trabajadora Social



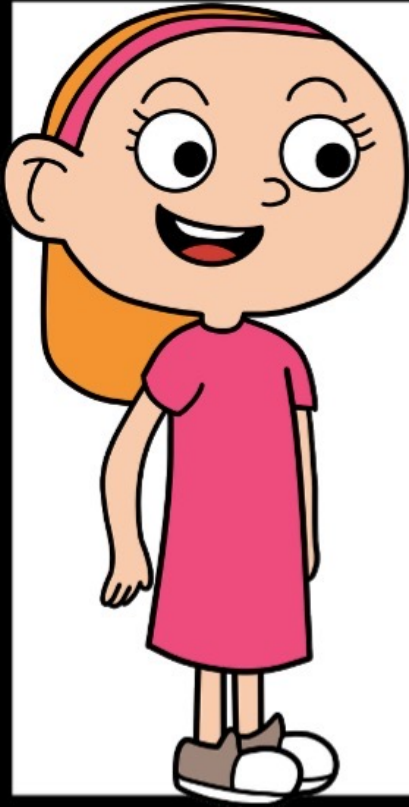
Nombre de la Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.  
☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# SMALL GROUP REMINDER



Hi \_\_\_\_\_!  
I'm looking forward to  
seeing you for group on

\_\_\_\_\_

at \_\_\_\_\_.

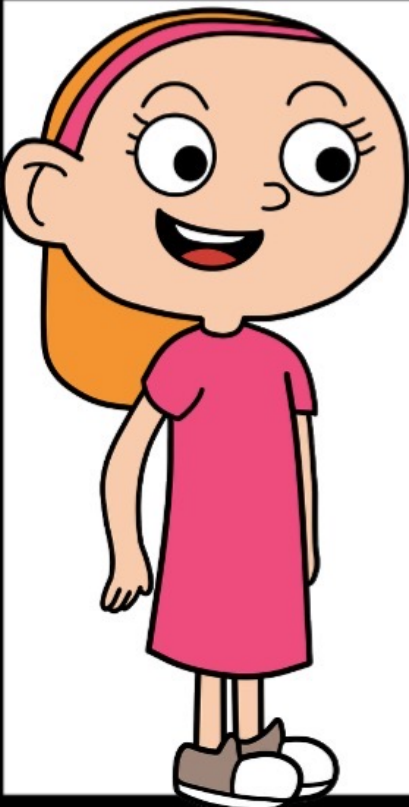
See you soon, friend!

— \_\_\_\_\_

School Counselor

© Music City Counselor

# SMALL GROUP REMINDER



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\_\_\_\_\_

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See you soon, friend!

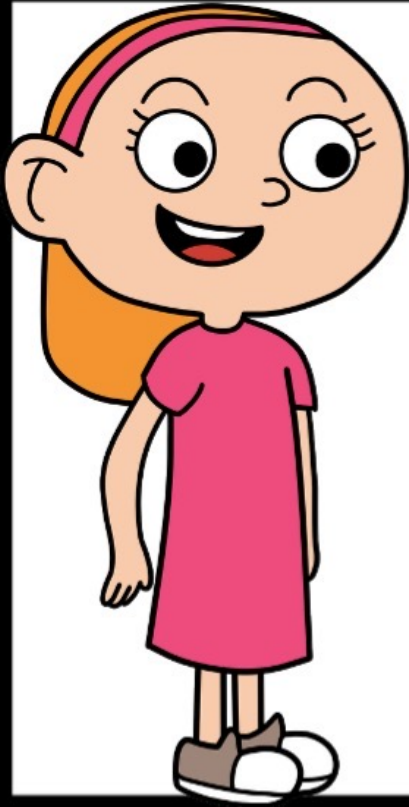
— \_\_\_\_\_

School Counselor

© Music City Counselor



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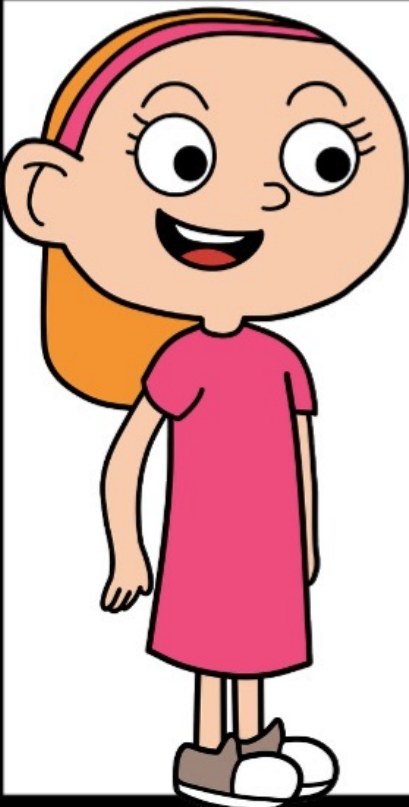
-

\_\_\_\_\_

School Social Worker

© Music City Counselor

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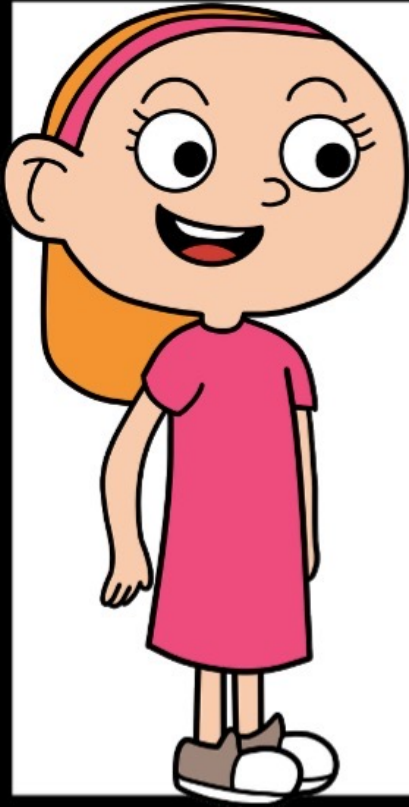
-

\_\_\_\_\_

School Social Worker

© Music City Counselor

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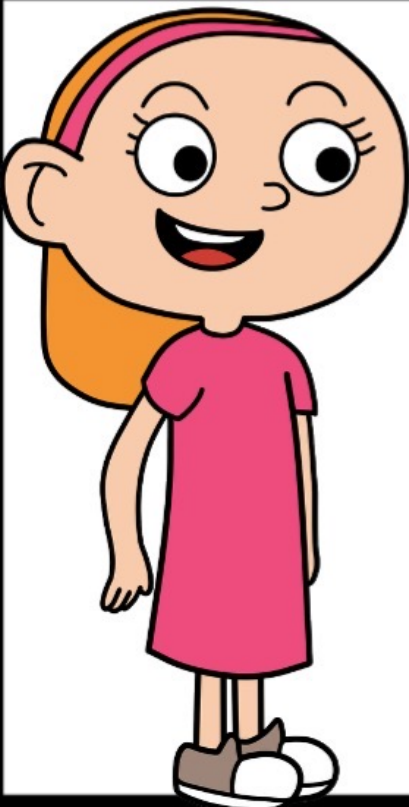
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School Psychologist

© Music City Counselor

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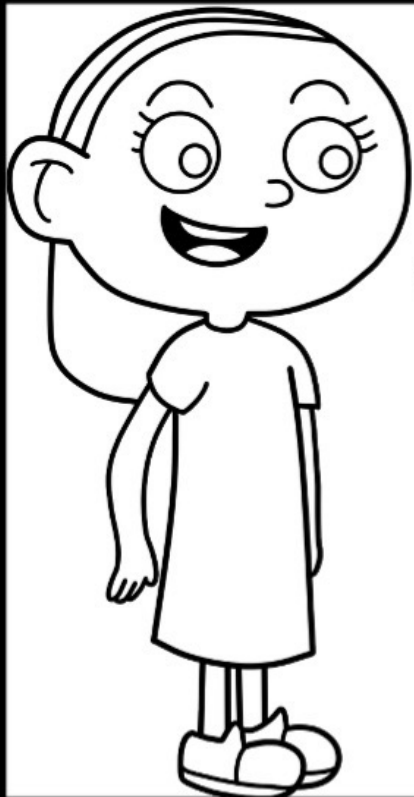
— \_\_\_\_\_

School Psychologist

© Music City Counselor



# SMALL GROUP REMINDER



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at \_\_\_\_\_.

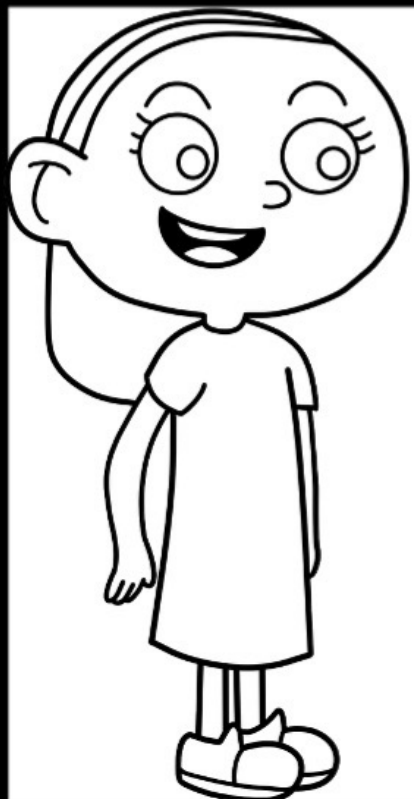
See you soon, friend!

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School Counselor

© Music City Counselor

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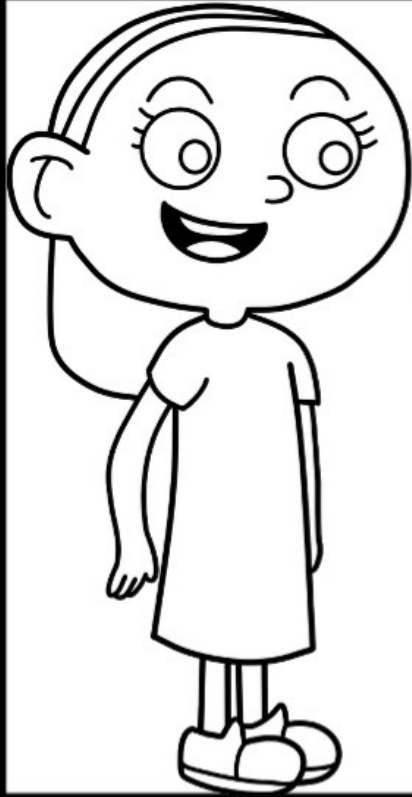
See you soon, friend!

— \_\_\_\_\_

School Counselor

© Music City Counselor

# SMALL GROUP REMINDER



Hi \_\_\_\_\_!  
I'm looking forward to  
seeing you for group on

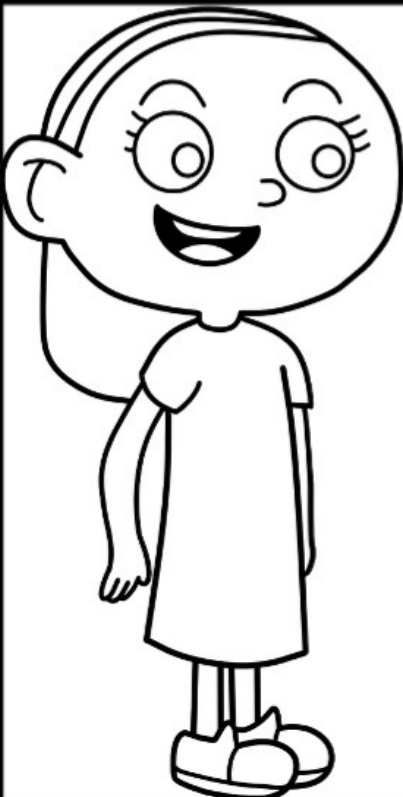
\_\_\_\_\_ at \_\_\_\_\_.

See you soon, friend!

— \_\_\_\_\_  
School Social Worker

© Music City Counselor

# SMALL GROUP REMINDER



Hi \_\_\_\_\_!  
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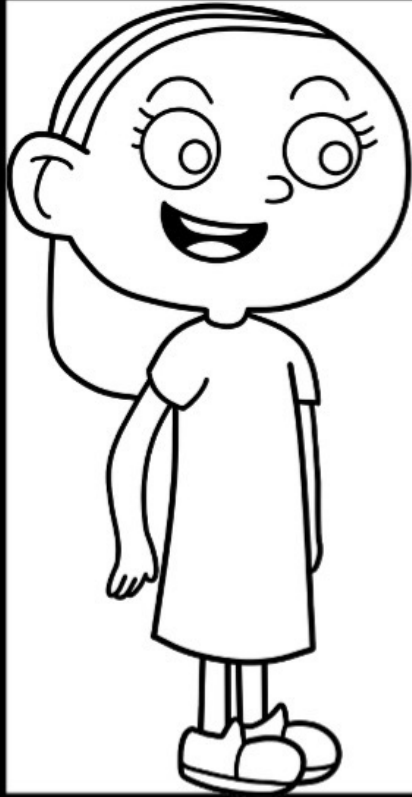
\_\_\_\_\_ at \_\_\_\_\_.

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School Social Worker

© Music City Counselor

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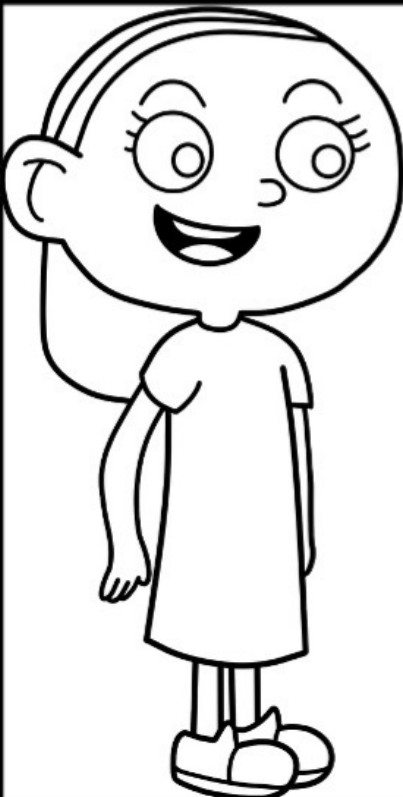
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School Psychologist

© Music City Counselor

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See you soon, friend!

- \_\_\_\_\_

School Psychologist

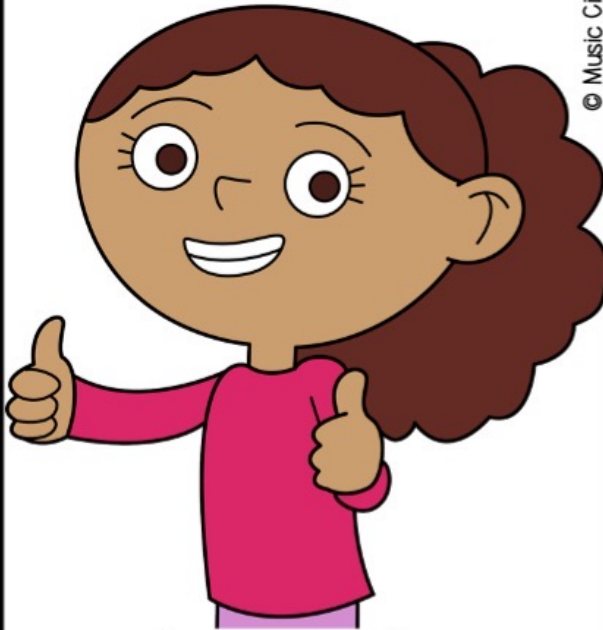
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THE BEAD BUDDIES GROUP

HALL PASS

© Music City Counselor

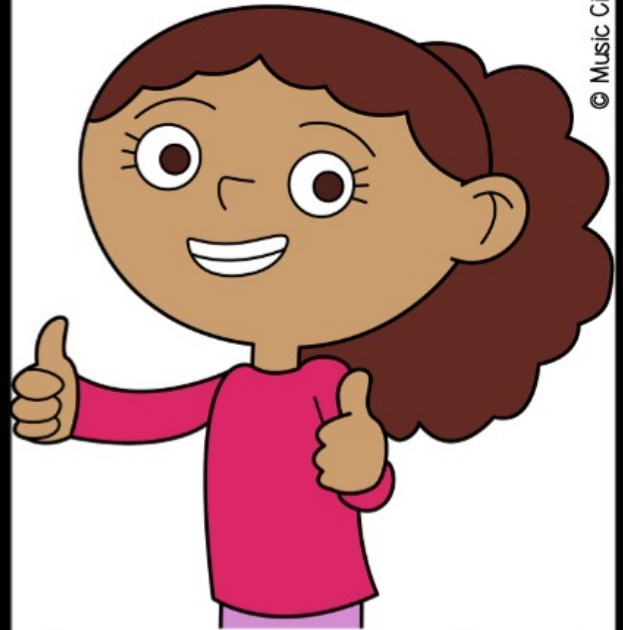


to see the  
School Counselor

THE BEAD BUDDIES GROUP

HALL PASS

© Music City Counselor

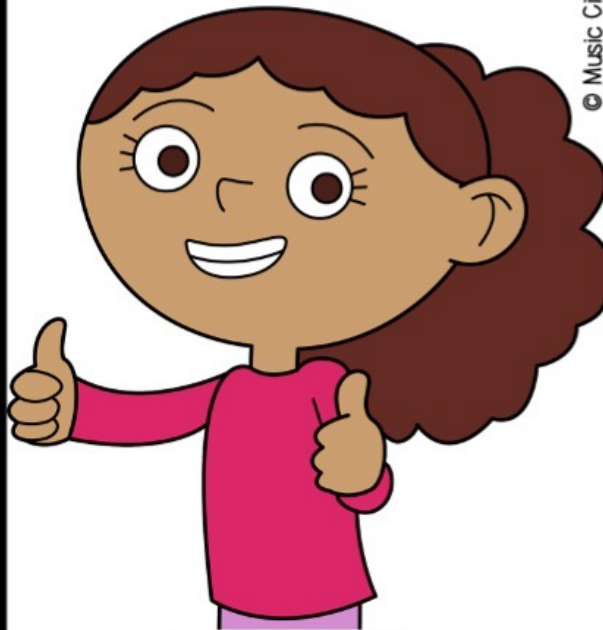


to see the School  
Social Worker

THE BEAD BUDDIES GROUP

HALL PASS

© Music City Counselor

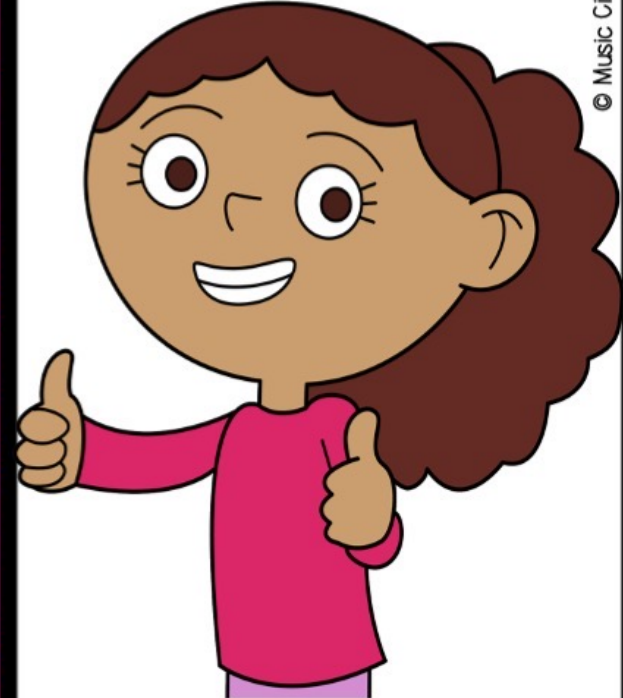


to see the  
School Psychologist

THE BEAD BUDDIES GROUP

HALL PASS

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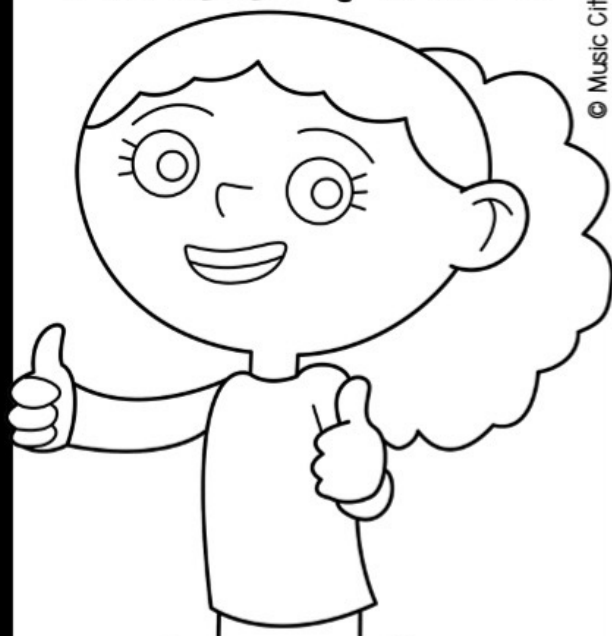


for Small Group

THE BEAD BUDDIES GROUP

HALL PASS

© Music City Counselor

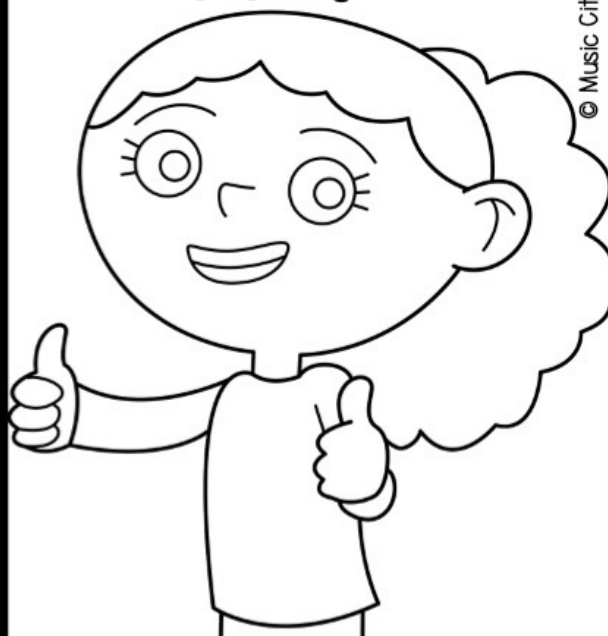


to see the  
School Counselor

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HALL PASS

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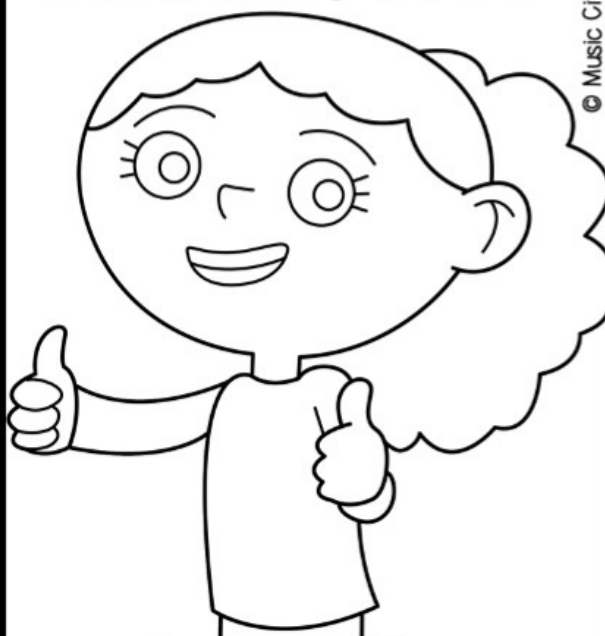


to see the School  
Social Worker

THE BEAD BUDDIES GROUP

HALL PASS

© Music City Counselor

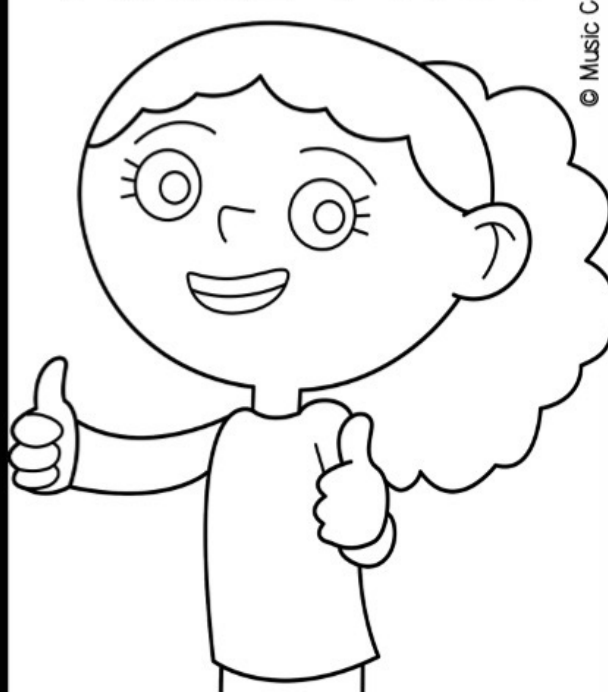


to see the  
School Psychologist

THE BEAD BUDDIES GROUP

HALL PASS

© Music City Counselor



for Small Group

# ATTENDANCE CHART

## BEAD BUDDIES GROUP

Week	Student Name _____	Student Name _____	Student Name _____	Student Name _____	Student Name _____	Student Name _____	Student Name _____	Student Name _____
Week 1								
Week 2								
Week 3								
Week 4								
Week 5								
Week 6								
Week 7								
Week 8								
Week 9								
Week 10								



# SAMPLE FRIENDSHIP BRACELETS



LET'S COLLECT BEADS OF

FRIENDSHIP

FRIENDSHIP

I-MESSAGES

POSITIVE  
SELF-TALK

PROBLEM-  
SOLVING

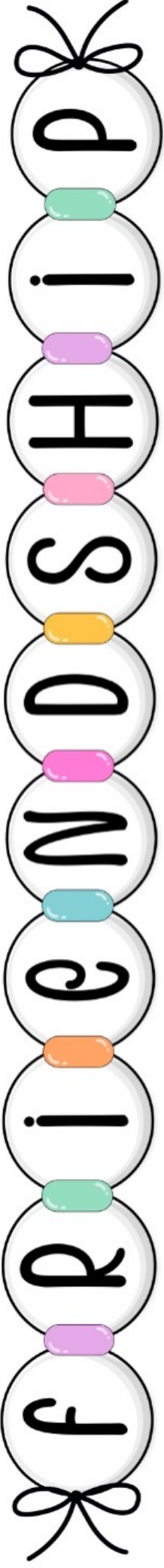
feelings

self-  
esteem

COPING  
SKILLS

© Music City Counselor

# LET'S COLLECT BEADS OF





# SKILL BEADS

feelings

COPING  
SKILLS

FRIENDSHIP

POSITIVE  
SELF-TALK

PROBLEM-  
SOLVING

I-MESSAGES

FRIENDSHIP  
BOUNDARIES

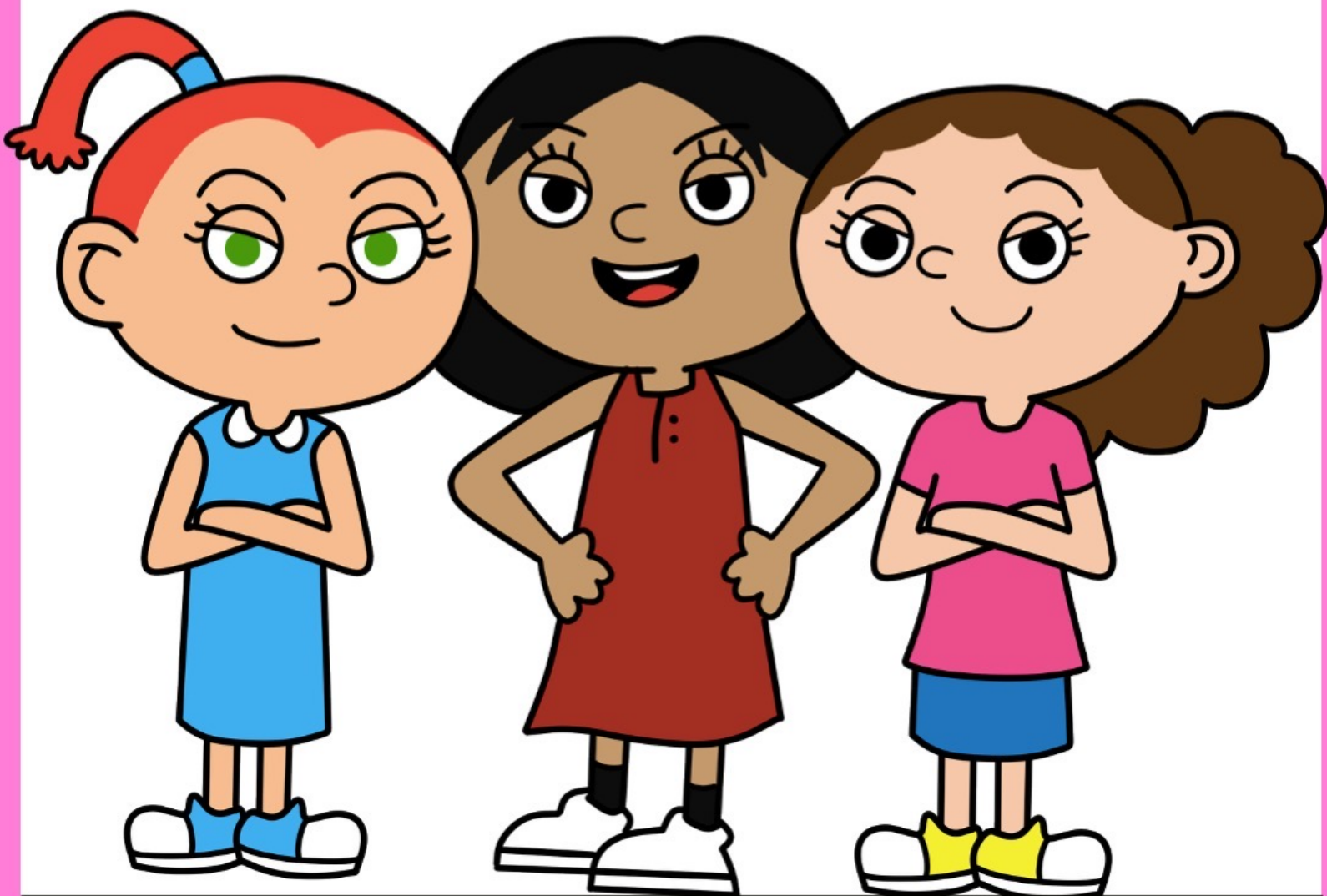
SELF-  
ESTEEM

STUDENTS EARN A NEW BEAD TO GLUE ONTO THEIR  
BRACELET PAGE AFTER COMPLETING EACH SESSION.



# SESSION 1:

## Introductions & Icebreakers



# SESSION 1: Introductions & Icebreakers

## SESSION GOALS:

- Students will introduce themselves and get to know their peers.
- Students will assess their social skills with a pre-survey.
- Students will learn the rules of group.
- Students will learn the definition and limits of confidentiality.
- Students will reflect on and share how they are feeling today.
- Students will understand the purpose and content of group.

## ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **M 2.** Sense of acceptance, respect, support, and inclusion for self and others in the school environment.
- **B-SS 2:** Positive, respectful and supportive relationships with students who are similar to and different from them.

## MATERIALS NEEDED:

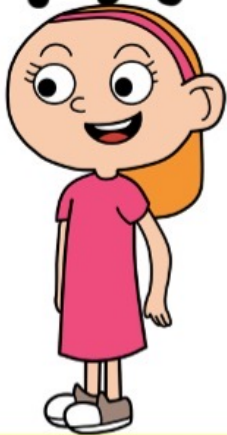
- 1 folder per student
- 1 folder cover per student
- "How Are You Feeling?" poster
- 1 Friendship BINGO Board per student
- 1 small group pre-survey per student
- "The Bead Buddies Rules" poster
- "Confidentiality" poster
- "In this Group We'll Learn" poster
- 1 printed "Let's Collect Beads of Friendship" page per student
- 1 set of friendship bracelet beads per student
- 1 sample Skill Beads page
- Pencils

## DIRECTIONS:

- **Before students come to group:**
  - Glue a **folder cover page** onto the front of a **two-pocket folder** for each student
  - Print the **"How Are You Feeling?", "The Bead Buddies Rules," "Confidentiality,"** and **"In This Group We'll Learn"** posters
  - Print 1 **"Let's Collect Beads of Friendship"** page per student and 1 **set of friendship beads** per student
  - Print 1 **Friendship BINGO** page per student
- Start by **welcoming** students to the "Bead Buddies" group and giving them a two-pocket folder. They can write their name on the blank line on the cover page. They can store their group materials in this folder each week.
- You may choose to start each session with a **feelings check-in**. Ask students to share or point to how they're feeling on the **"How Are You Feeling?" poster**. Gauge their feelings about group, how their day is going, their mood, etc.
- Give each student a **"Let's Collect Beads of Friendship" page** and 1 **set of friendship bracelet beads**. Explain that after each session in group, we will earn a "bead" that we will glue onto our friendship bracelets page. By the end of group, we'll have 8 beads that each represent one skill we learned in group (i.e. feelings, coping skills, friendship, etc.). Ask the girls to keep these pages in their folders.
- Tell students that we are going to start with a fun activity to help us get to know each other. We're going to play **Friendship BINGO!** Give each student a Friendship BINGO board and a pencil. Ask the girls to walk around, mingle, and ask each other to find a friend who matches a box/the box is true for them. That friend can sign their name or initials in the box. The first girl to get BINGO (4 in a row), yells out, "FRIENDSHIP BINGO!" and wins! Start by having the girls only sign one box on each girl's board. If no one gets a BINGO, the girls can start signing 2 boxes on each board.
- Give each student a **small group pre-survey** and ask them to write their name at the top. Explain that this little form will help us understand how much progress they make in group. It's okay if they don't know the answers now – they'll learn as we go! Read each question aloud and ask students to circle or color the "yes," "maybe," or "not yet" faces.
- Review the **group rules poster** with students. Ask them if they'd like to add any rules to the list.
- Review the **confidentiality and its limits** poster with students.
- Review the **4 concepts** that we'll learn in group poster with students.
- **Close** by saying that next week we will learn that our "Feelings are Magical" and learn about our emotions with a fun unicorn theme!



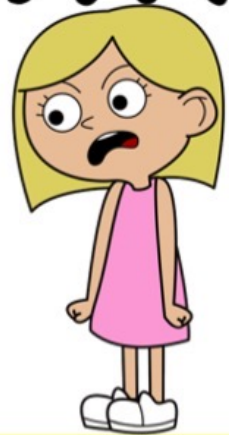
# HOW ARE YOU FEELING?



Happy



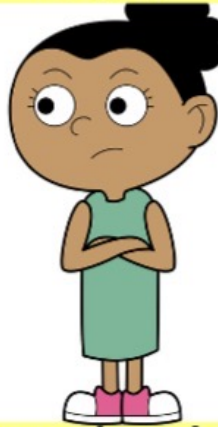
Sad



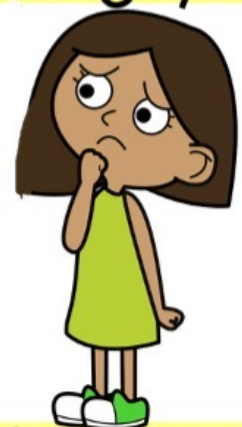
Angry



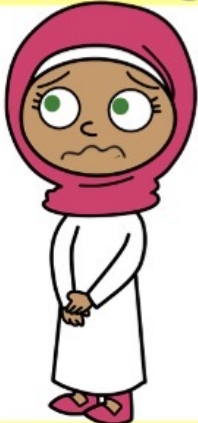
Embarrassed



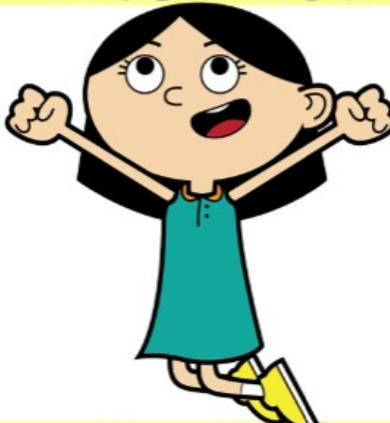
Frustrated



Nervous



Scared



Excited

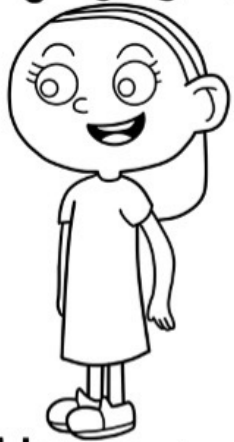


Confused



# HOW ARE YOU FEELING?

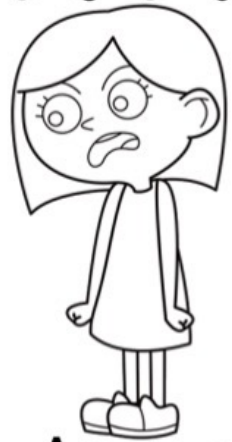
.....



Happy



Sad



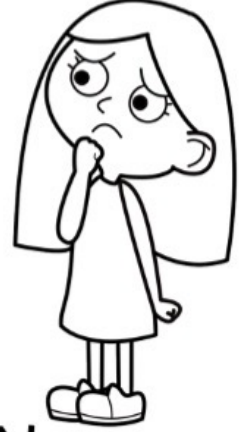
Angry



Embarrassed



Frustrated



Nervous



Scared



Excited



Confused

# FRIENDSHIP

# BINGO

Loves dogs



Likes to read



Has a sister



Likes to dance



Likes hiking



Likes to swim



Loves cats



Likes art



Has a brother



Likes pizza



Likes the beach



Likes puzzles



Likes writing



Likes to travel



Likes to camp



Rides the bus



Likes spaghetti



Can hula hoop



Loves stuffies



Plays soccer





# FRIENDSHIP

# BINGO

Loves dogs



Likes to read



Has a sister



Likes to dance



Likes hiking



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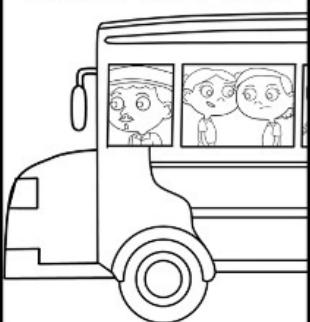
Likes to travel



Likes to camp



Rides the bus



Likes spaghetti



Can hula hoop



Loves stuffies



Plays soccer





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

# THE BEAD BUDDIES

## PRE-SURVEY

Yes



Maybe



Not yet



I can identify and understand my feelings.			
I can cope with my feelings.			
I can name the qualities of a good friend.			
I can be a peaceful problem-solver.			
I can express my feelings and needs with an I-Message.			
I can make and keep friends.			
I can set healthy boundaries for my friendships.			
I love and believe in myself.			

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

# THE BEAD BUDDIES PRE-SURVEY

Yes



Maybe



Not yet



I can identify and understand my feelings.			
I can cope with my feelings.			
I can name the qualities of a good friend.			
I can be a peaceful problem-solver.			
I can express my feelings and needs with an I-Message.			
I can make and keep friends.			
I can set healthy boundaries for my friendships.			
I love and believe in myself.			



# THE BEAD BUDDIES

# RULES

.....





# CONFIDENTIALITY AGREEMENT

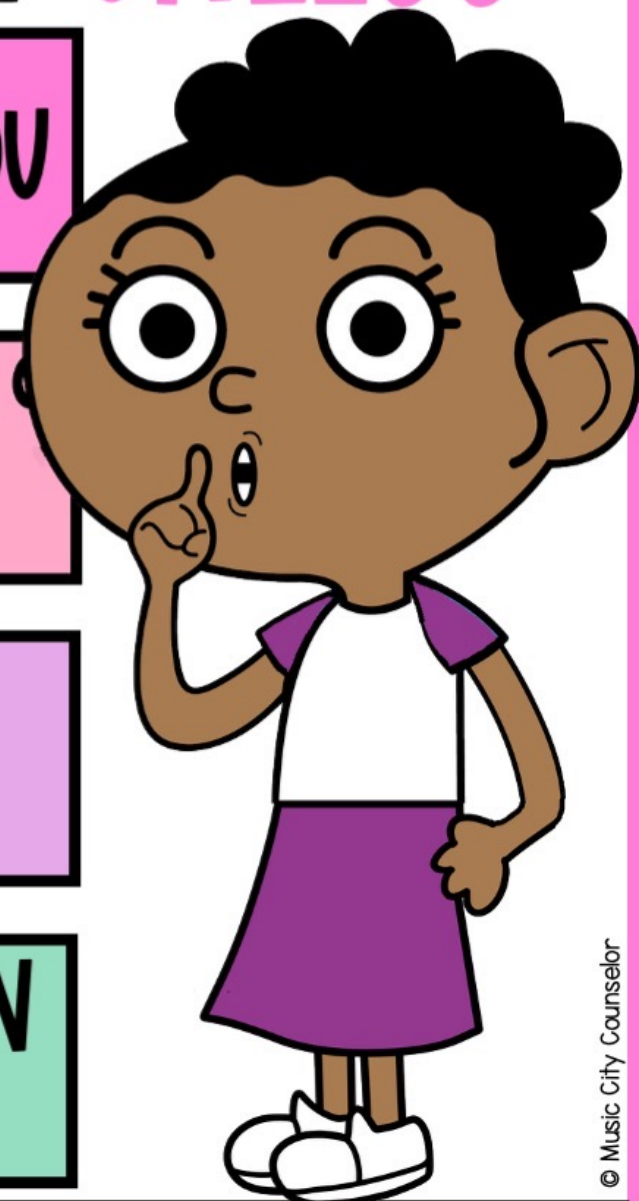
WHAT YOU SAY IN HERE,  
STAYS IN HERE. UNLESS:

SOMEONE IS HURTING YOU

YOU ARE HURTING  
SOMEONE ELSE

YOU ARE HURTING  
YOURSELF

YOU GIVE ME PERMISSION  
TO SHARE



# IN THIS GROUP WE'LL LEARN

.....





# SESSION 2:

## Feelings are Magical





# SESSION 2: Feelings are Magical

## SESSION GOALS:

- Students will learn to identify 9 different feelings: happiness, anger, excitement, surprise, frustration, fear, nervousness, sadness, and pride.
- Students will reflect on how they are feeling today.
- Students will explore how they would feel in relatable hypothetical situations.
- Students will share their experiences with different feelings with the group.

## ASCA ALIGNMENT:

- **M1:** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.
- **B-SMS 2:** Self-discipline and self-control.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment.

## MATERIALS NEEDED:

- Group folders
- Each students' friendship bracelets page + 1 feelings bead per student
- "Our Feelings are Magical!" poster
- 9 feelings cards (cut-out)
- "Feelings Are Magical" mat
- 9 emotions unicorns (cut-out)
- 24 scenario cards (cut-out)
- 1 "Feelings are Magical" coloring page per student OR 1 worksheet per student
- Pencils
- Crayons or markers
- Glue sticks
- Scissors

## DIRECTIONS:

- Before students come to group:
  - Print the "Our Feelings are Magical!" poster and "Feelings are Magical" mat
  - Print and cut out the 9 emotions cards, 9 emotions unicorns, and 24 scenario cards
  - Print 1 "Feelings are Magical" coloring page per student (lower elem.) OR 1 emotions worksheet per student (upper elem.)
- Explain that today we will earn our **feelings bead** by learning how to identify our emotions. We'll learn that our feelings are magical with a fun unicorn theme!
- You may choose to start each session with a **feelings check-in**. Ask students to share or point to how they're feeling on the "How Are You Feeling?" poster. Gauge their feelings about group, how their day is going, their mood, etc.
- Start by sharing the "Our Feelings are Magical" poster with students. Talk through each feeling – what does the unicorn's facial expression look like, and which clues do you see that show how she is feeling?
- The 9 **emotions cards** are a "bonus" resource that you can use at any time to generate a discussion about feelings, check in with students, etc.
- Place the "Feelings are Magical" mat in the center of the table, lay out the 9 **emotions unicorns** so students can see each one, and place the 24 **scenario cards** face down in a pile.
- Explain that we will take turns choosing a scenario card, reading it aloud to the group, and imagining how we would feel in that situation. Then, we will grab the 2 unicorn faces that show how we would feel in that situation and place them on the unicorn body on the mat, as shown in the sample on the next page.
- Play the game until the 24 cards run out, or you run out of time. As students read their scenario card and identify their feelings, generate a discussion around it and ask students why they would feel that way, if something similar has ever happened to them before, etc.
- Choose between the "Feelings are Magical" coloring page (lower elementary) and the **emotions worksheets** (upper elementary). On the coloring page, students color the unicorns that show how they're feeling today. On the worksheets, give each student a different emotion. Students dive deep into their assigned feeling by writing/answering the questions and then sharing their thoughts with the group.
- Ask students to cut out their **feelings bead** and glue it onto their friendship bracelet.
- **Close** by sharing that next week we will earn our coping skills bead and learn about the Coping Skills Rainbow.



# SAMPLE FEELINGS ARE MAGICAL GAME





# OUR FEELINGS ARE MAGICAL!



Happy



Angry



Sad



Surprised



Frustrated



Scared



Nervous



Excited



Proud



# HAPPY

© Music City Counselor



# ANGRY

© Music City Counselor



# EXCITED

© Music City Counselor



# SURPRISED

© Music City Counselor



# FRUSTRATED

© Music City Counselor



# SCARED

© Music City Counselor





SAD

© Music City Counselor



PROUD

© Music City Counselor

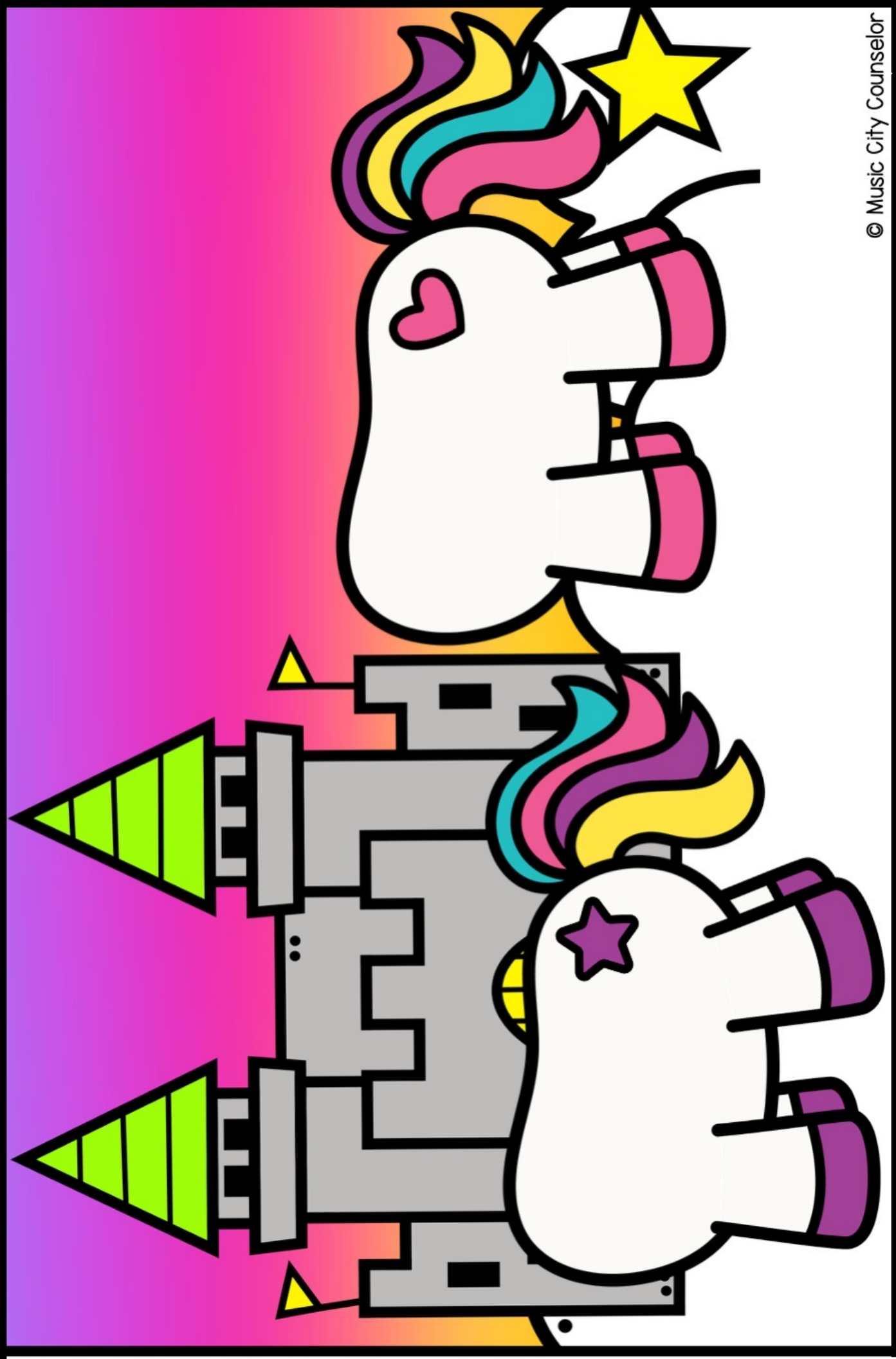


NERVOUS

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© Music City Counselor

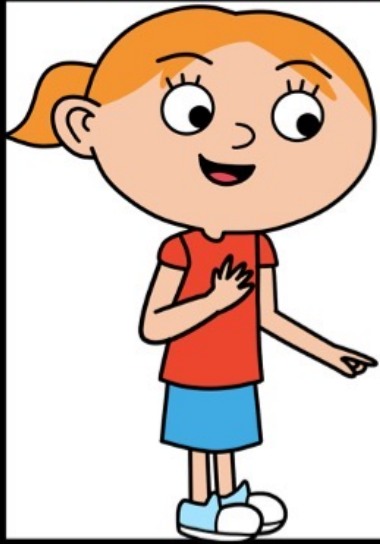
feelings ARE **MAGICAL!**







## FEELINGS ARE MAGICAL



A new friend introduced herself to you at recess today.

© Music City Counselor

## FEELINGS ARE MAGICAL



Soriah gave you a birthday gift.

© Music City Counselor

## FEELINGS ARE MAGICAL

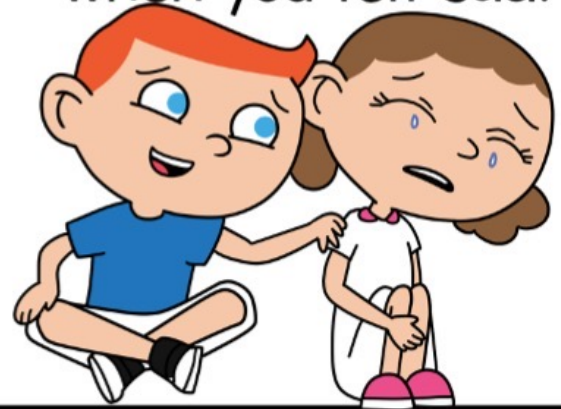


Your mom asked you to do extra chores around the house.

© Music City Counselor

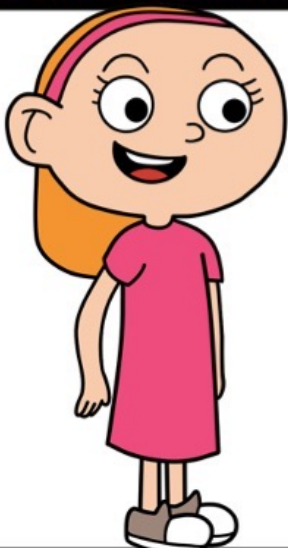
## FEELINGS ARE MAGICAL

Finley cheered you up when you felt sad.



© Music City Counselor

## FEELINGS ARE MAGICAL



Hailey asked you to sit with her at lunch.

© Music City Counselor

## FEELINGS ARE MAGICAL



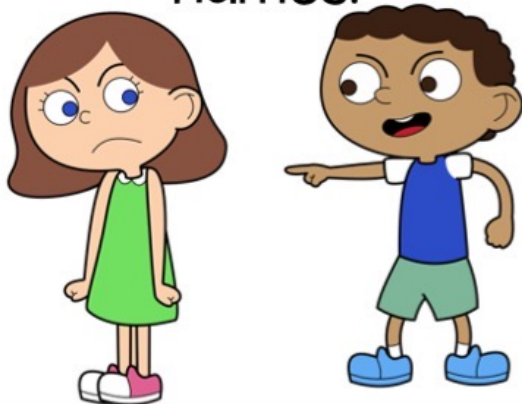
Your teacher gave you a compliment.

© Music City Counselor



# FEELINGS ARE MAGICAL

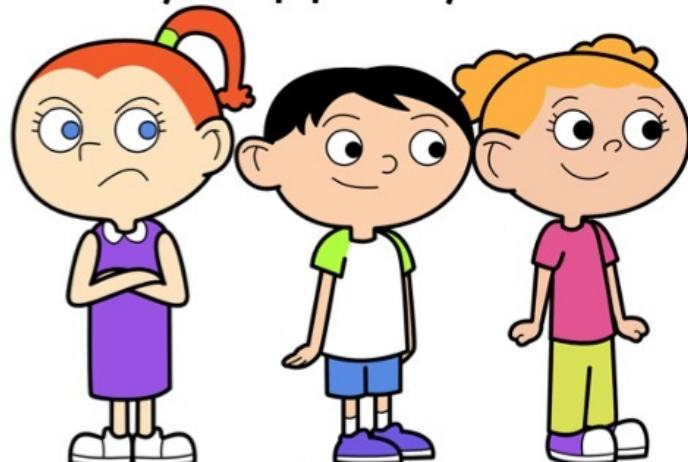
De'Mario called you mean names.



© Music City Counselor

# FEELINGS ARE MAGICAL

Sammy skipped you in line.



© Music City Counselor

# FEELINGS ARE MAGICAL

Carlos shared his snack with you.



© Music City Counselor

# FEELINGS ARE MAGICAL

Brittany wouldn't share with you.



© Music City Counselor

# FEELINGS ARE MAGICAL

Monica wrote a kind note to you.



© Music City Counselor

# FEELINGS ARE MAGICAL

You didn't understand the math question.

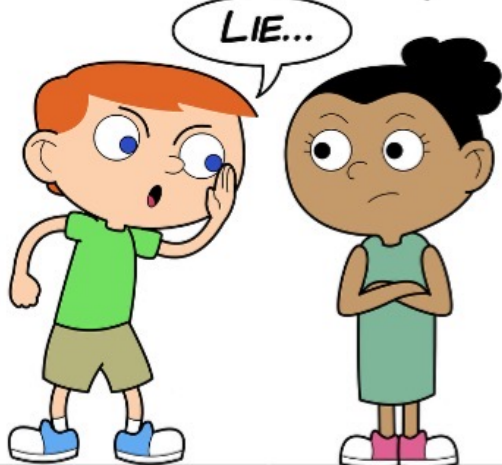


© Music City Counselor



## FEELINGS ARE MAGICAL

Everett lied to you.



© Music City Counselor

## FEELINGS ARE MAGICAL

Hayden got in your personal space.



© Music City Counselor

## FEELINGS ARE MAGICAL

Marlena tried to hurt you.



© Music City Counselor

## FEELINGS ARE MAGICAL



Today is your first day at a new school.

© Music City Counselor

## FEELINGS ARE MAGICAL

Joey keeps bullying you at school.



© Music City Counselor

## FEELINGS ARE MAGICAL



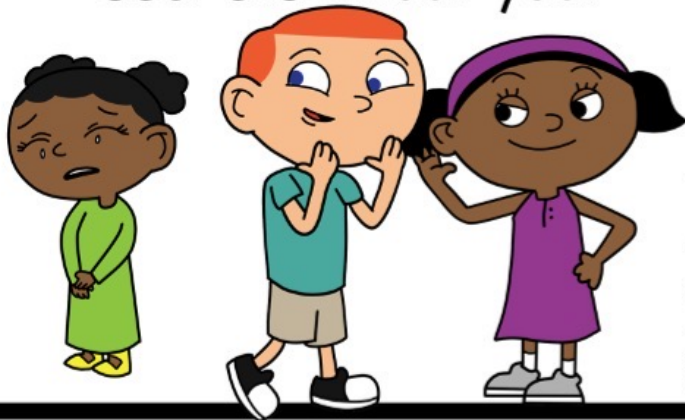
You have to present a book report in front of the class.

© Music City Counselor



## FEELINGS ARE MAGICAL

Wyatt and Morgan told secrets about you.



© Music City Counselor

## FEELINGS ARE MAGICAL

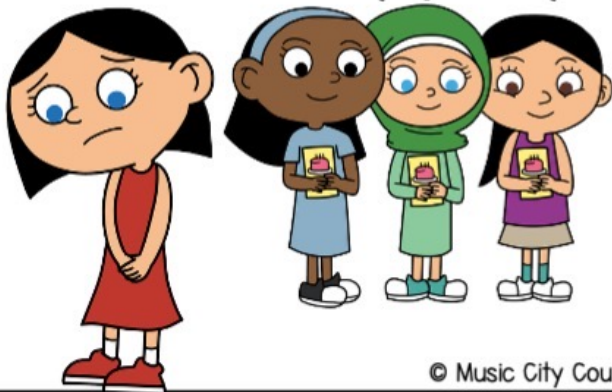
Sarah laughed at your new dress.



© Music City Counselor

## FEELINGS ARE MAGICAL

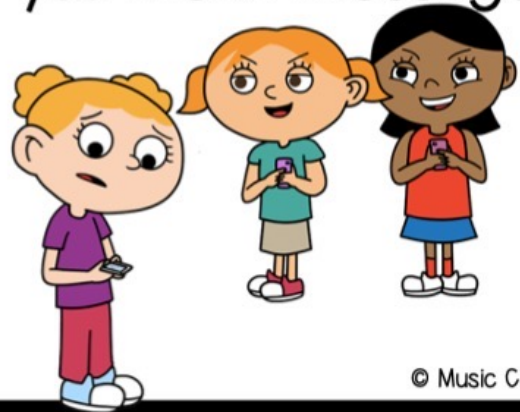
Lizzie didn't invite you to her birthday party.



© Music City Counselor

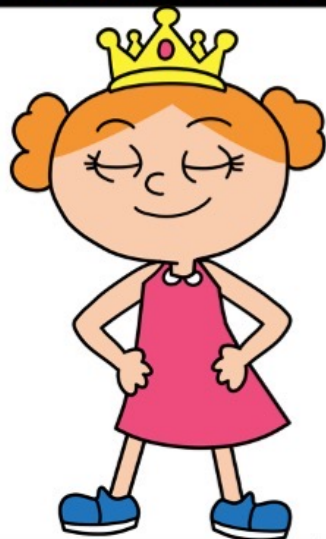
## FEELINGS ARE MAGICAL

Maria and Kylee texted you mean messages.



© Music City Counselor

## FEELINGS ARE MAGICAL



Hannah tried to boss you around at recess.

© Music City Counselor

## FEELINGS ARE MAGICAL



Madison kept teasing you.

© Music City Counselor

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

# FEELINGS ARE MAGICAL

Color the unicorns that show how you're feeling today.



Happy



Angry



Sad



Surprised



Frustrated



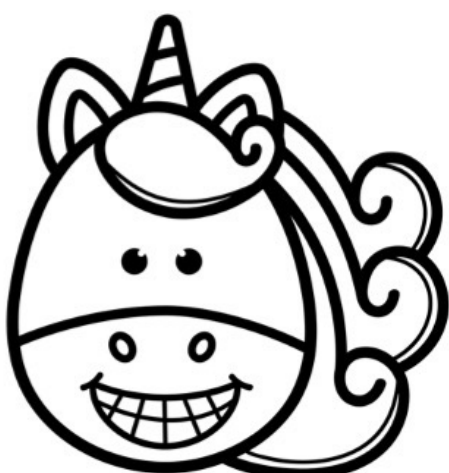
Scared



Nervous



Excited



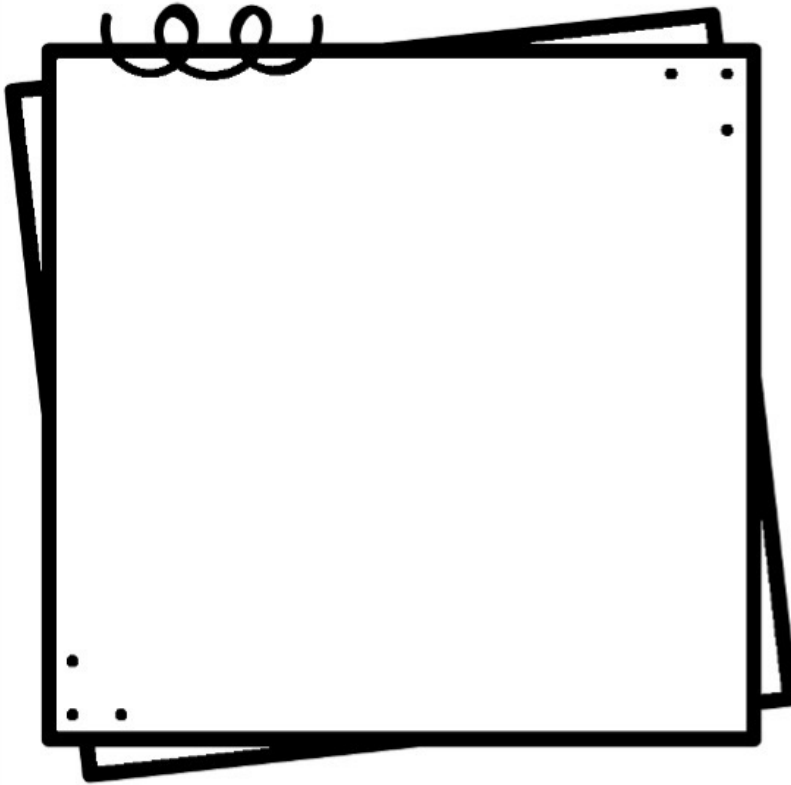
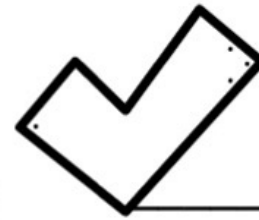
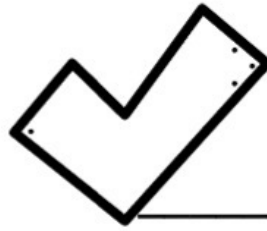
Proud



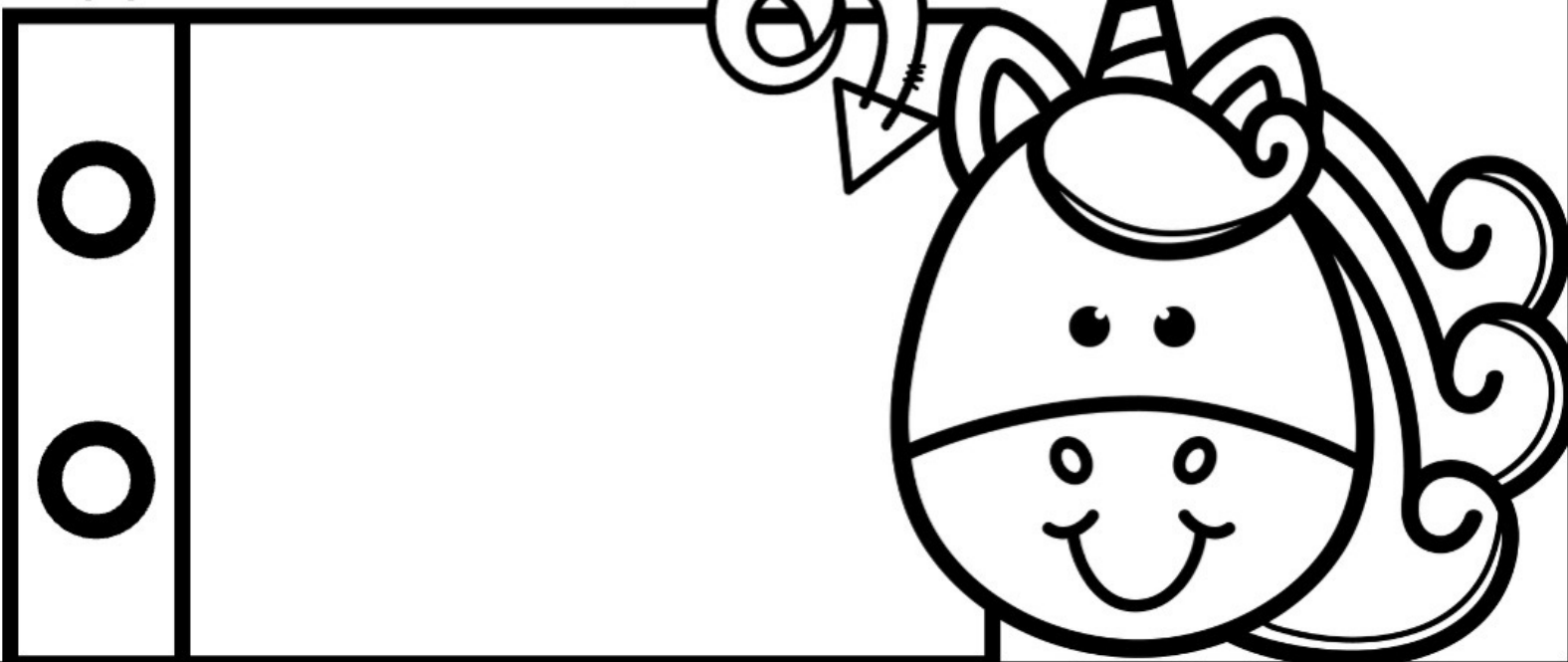
Name: \_\_\_\_\_

# HAPPY

Happiness looks like:

3 things that  
make me happy are:

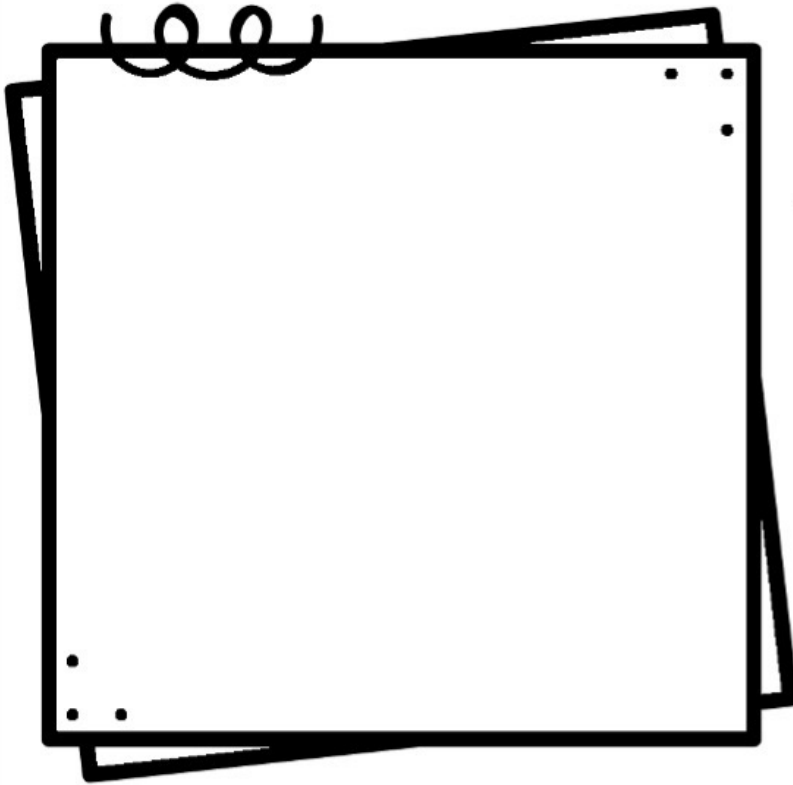
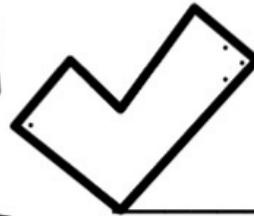
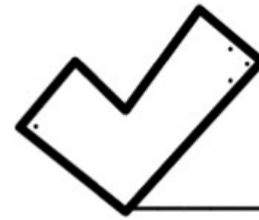
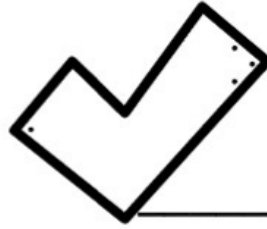
Happiness feels like:



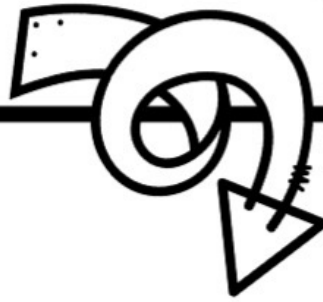
Name: \_\_\_\_\_

# SAD

Sadness looks like:

3 things that  
make me sad are:

Sadness feels like:

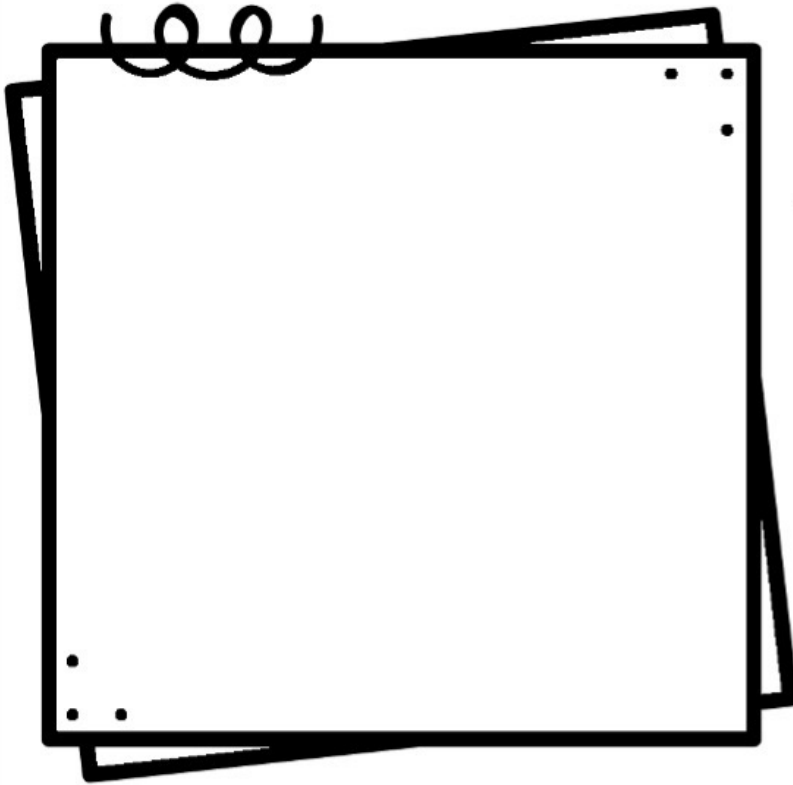
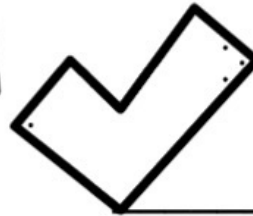
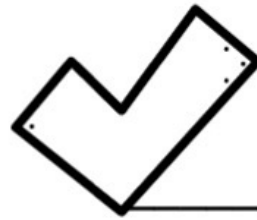
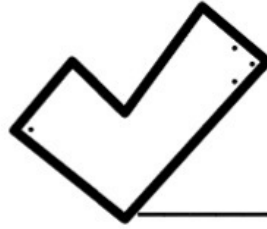




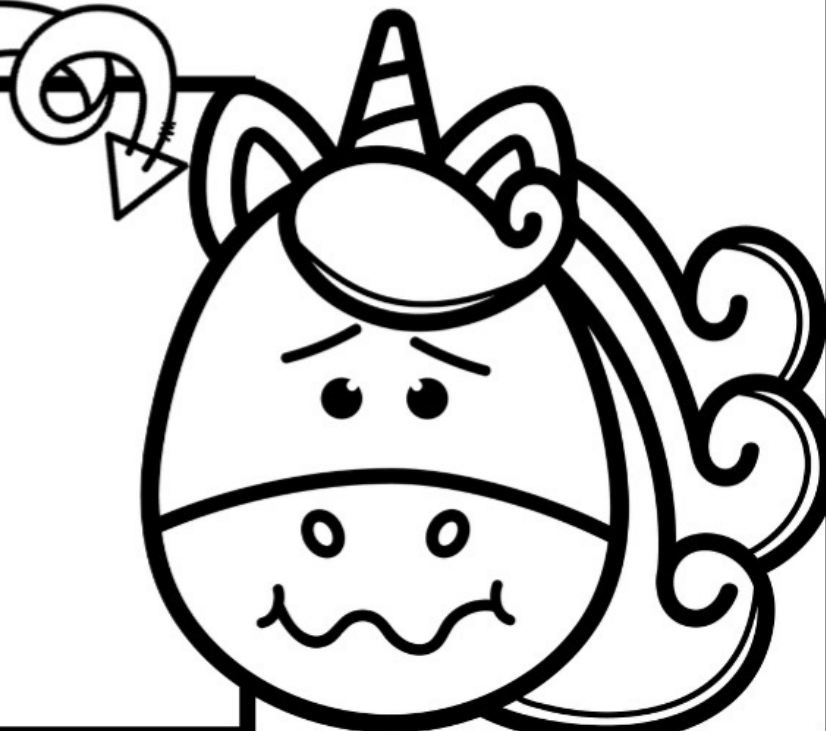
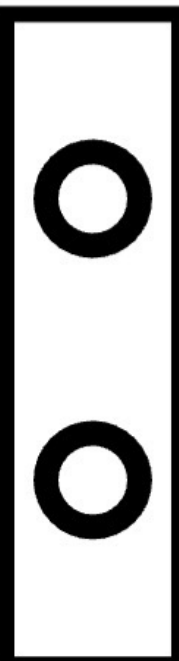
Name: \_\_\_\_\_

# NERVOUS

Nervousness looks like:

3 things that  
make me nervous are:

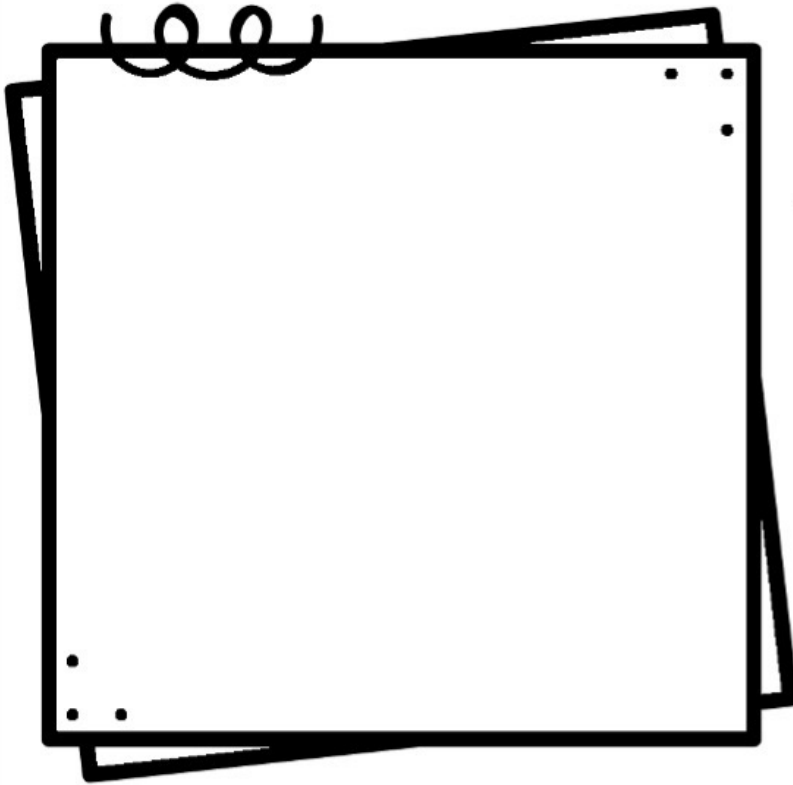
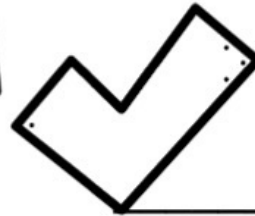
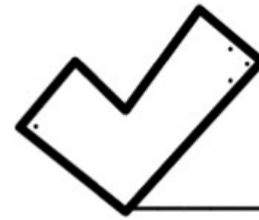
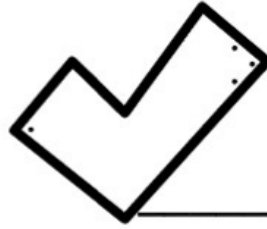
Nervousness feels like:



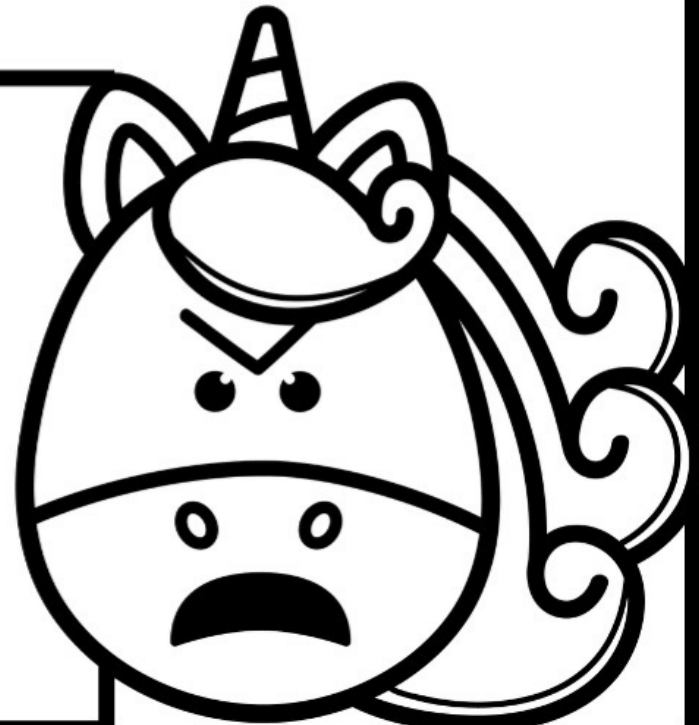
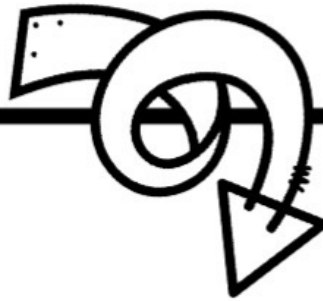
Name: \_\_\_\_\_

# ANGRY

Anger looks like:

3 things that  
make me angry are:

Anger feels like:

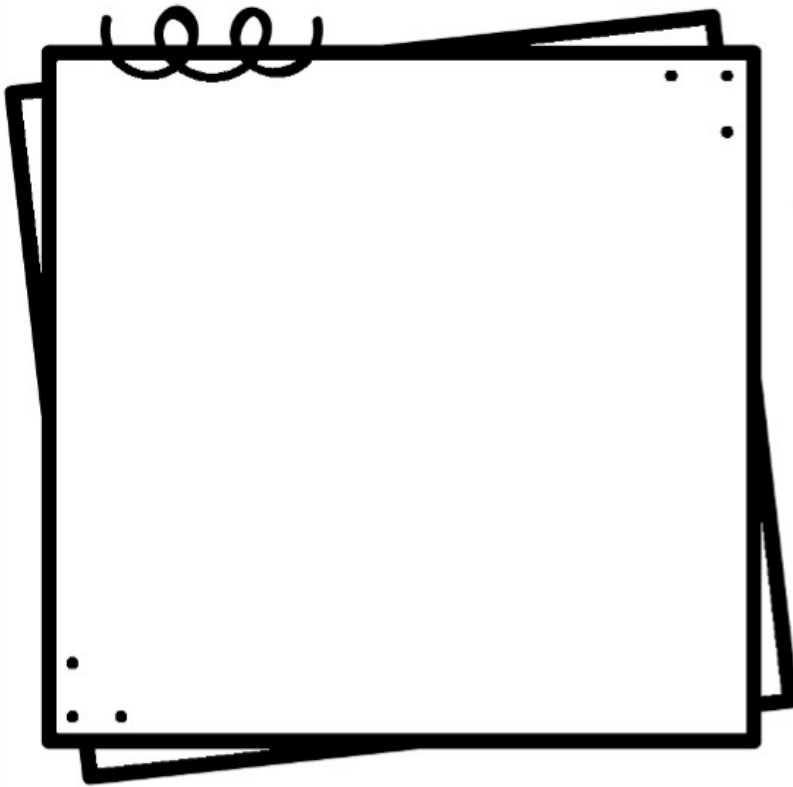
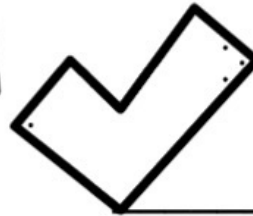
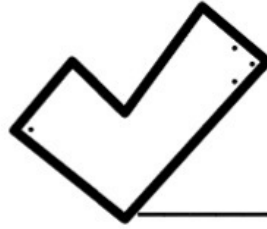




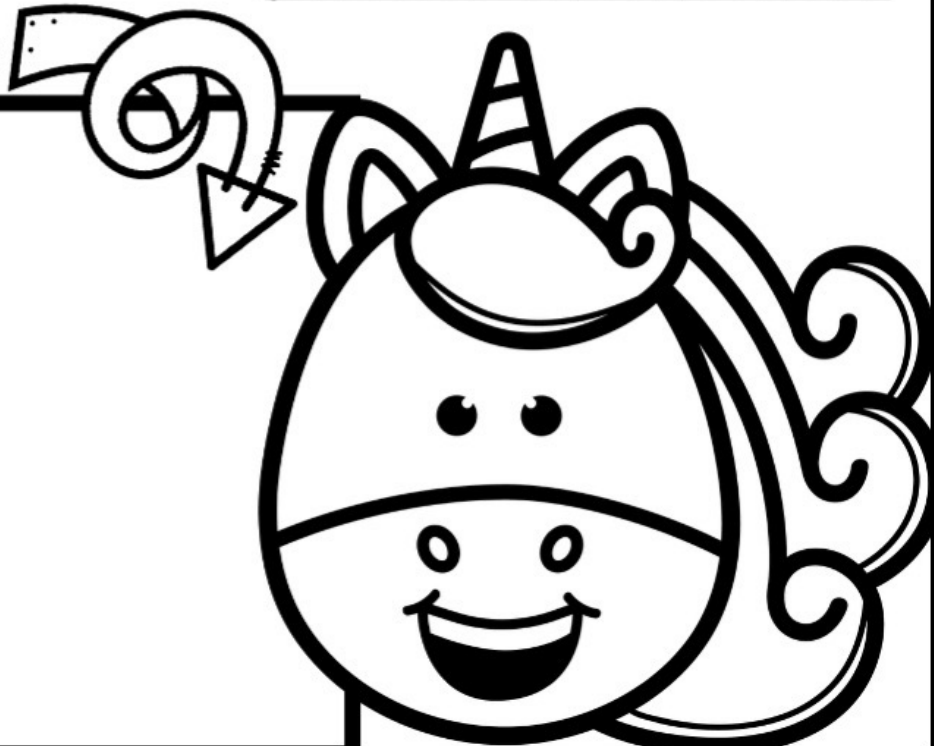
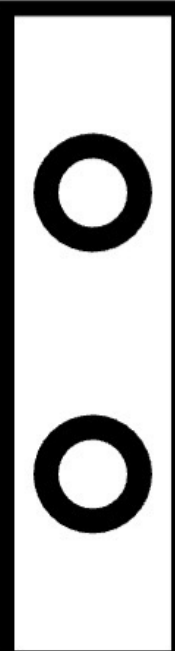
Name: \_\_\_\_\_

# excited

Excitement looks like:

3 things that  
make me excited are:

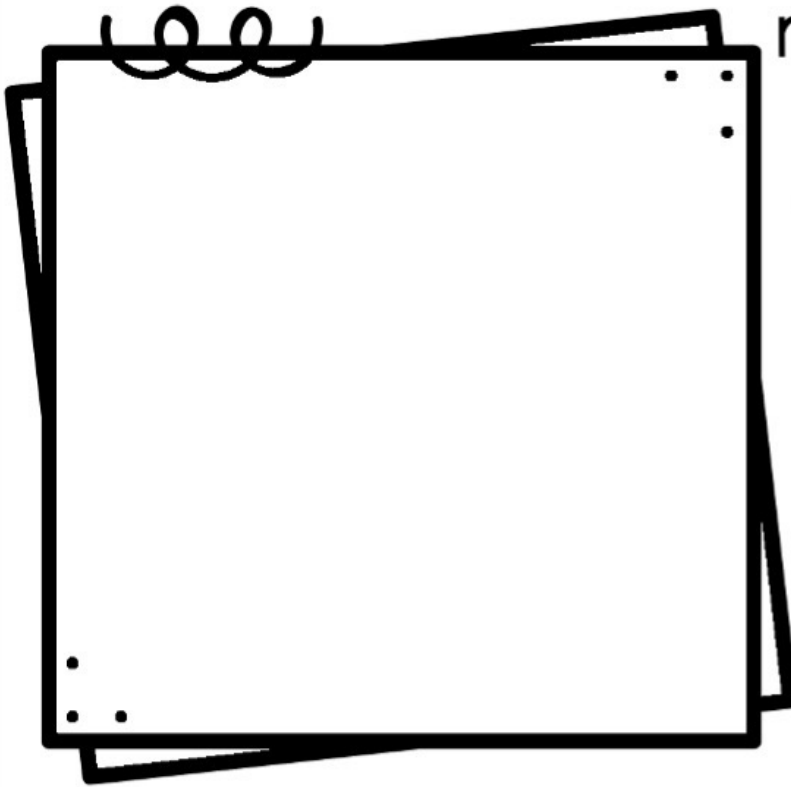
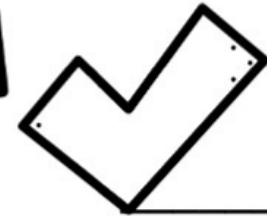
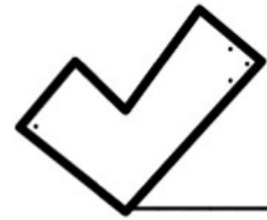
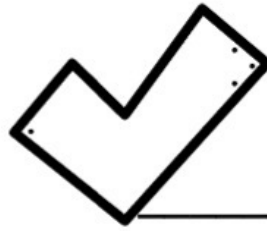
Excitement feels like:



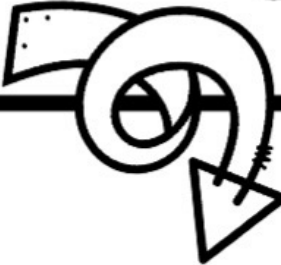
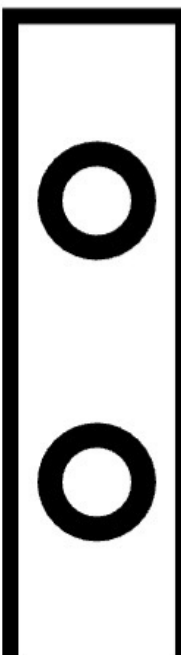
Name: \_\_\_\_\_

# FRUSTRATED

Frustration looks like:

3 things that  
make me frustrated are:

Frustration feels like:

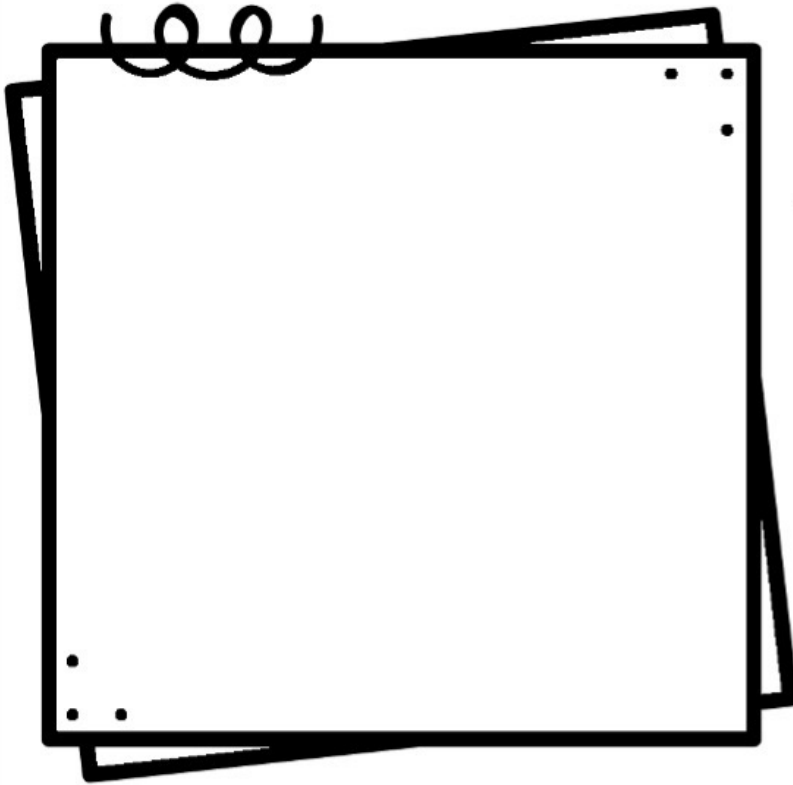
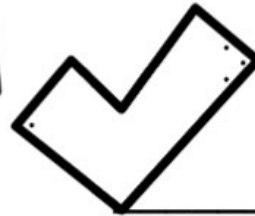
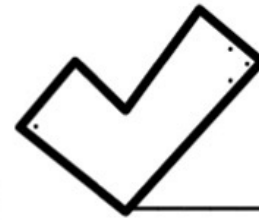
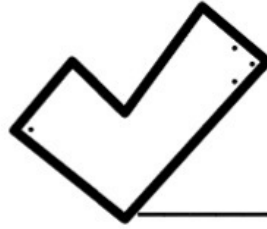




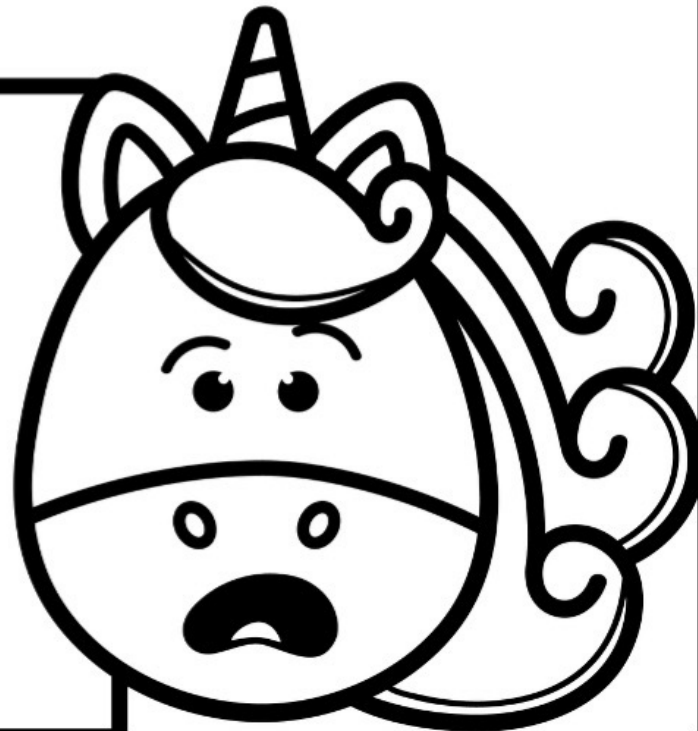
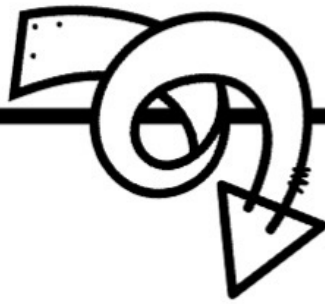
Name: \_\_\_\_\_

# SCARED

Fear looks like:

3 things that  
make me scared are:

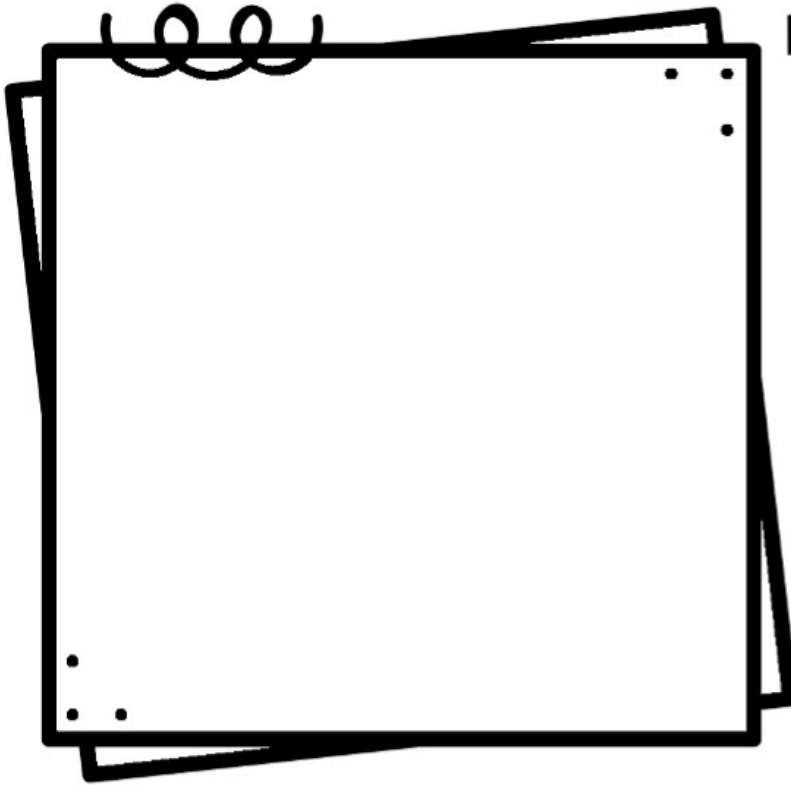
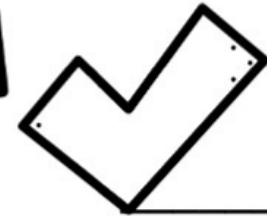
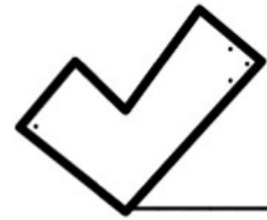
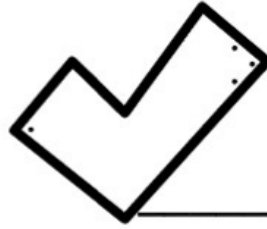
Fear feels like:



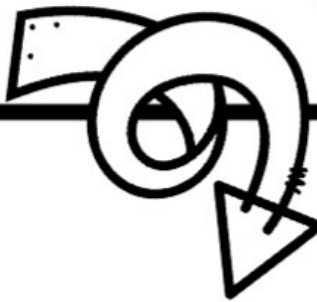
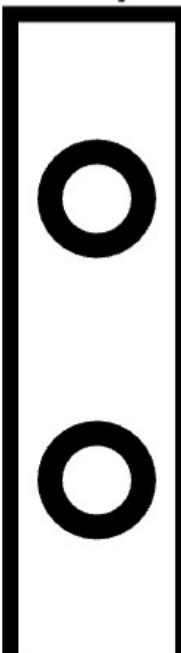
Name: \_\_\_\_\_

# SURPRISED

Surprise looks like:

3 things that  
make me surprised are:

Surprise feels like:

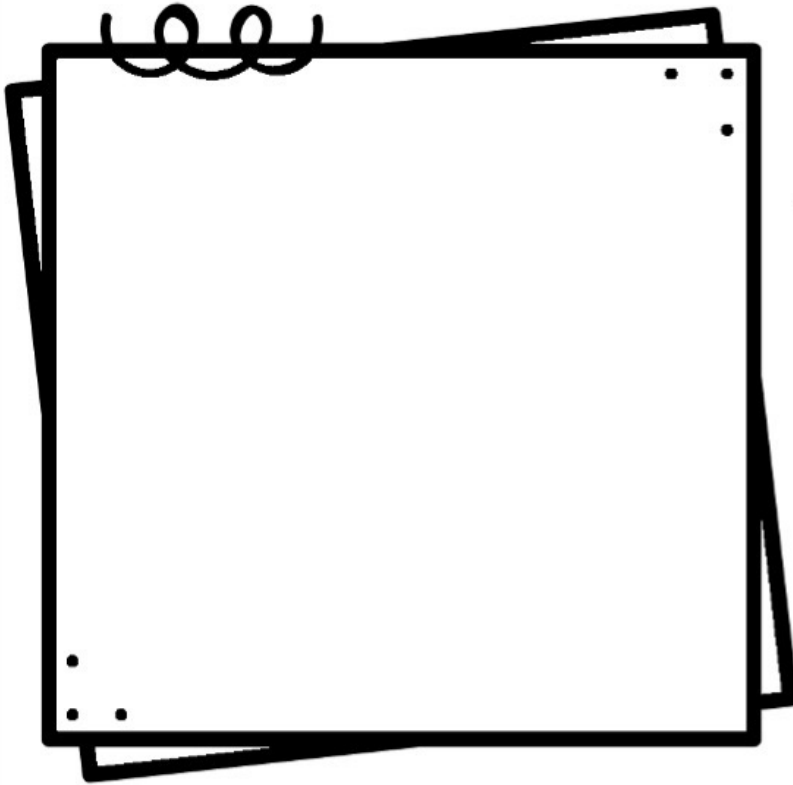
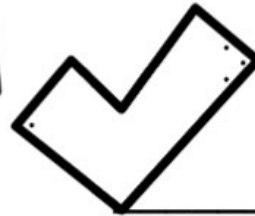
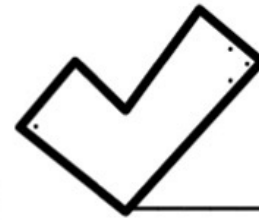
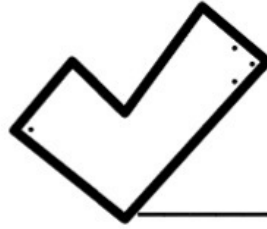




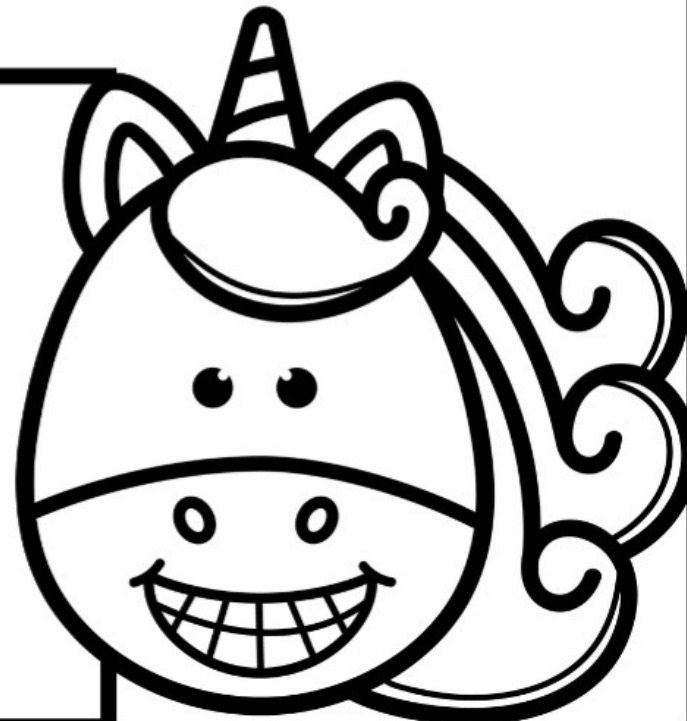
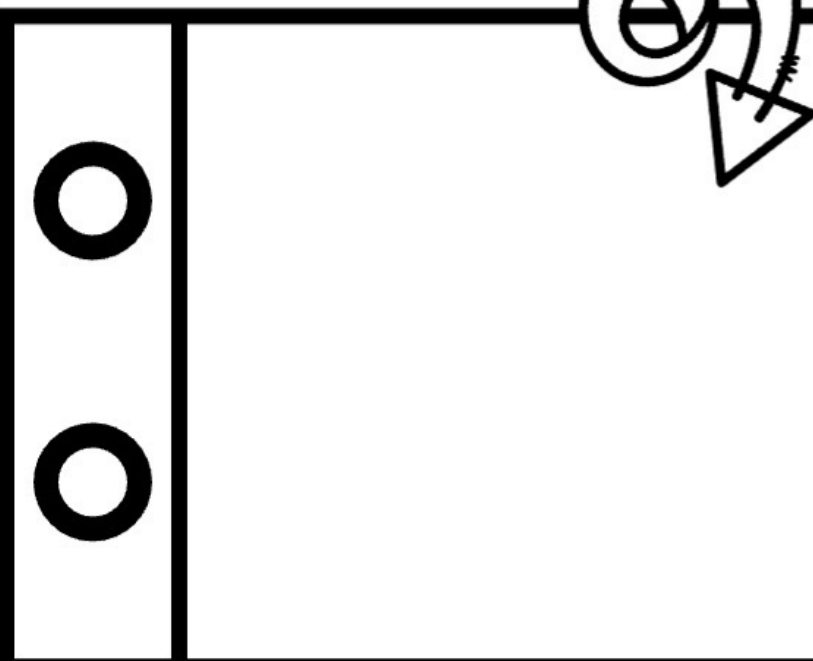
Name: \_\_\_\_\_

# PROUD

Pride looks like:

3 things that  
make me proud are:

Pride feels like:



# SESSION 3:

## Coping Skills

### Rainbow



# SESSION 3: Coping Skills Rainbow

## SESSION GOALS:

- Students will learn 6 different coping skills on the Coping Skills Rainbow.
- Students will practice 6 coping skills.
- Students will reflect on and identify which coping skills work best for them.

## ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.
- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SMS 7:** Effective coping skills.
- **B-SMS 10:** Ability to manage transitions and adapt to change.

## MATERIALS NEEDED:

- Group folders
- Each students' friendship bracelets page + 1 coping skills bead per student
- "Coping Skills Rainbow" poster
- 6 coping skills cards (cut-out)
- 1 Coping Skills Rainbow coloring page OR worksheet per student
- Pencils
- Crayons or markers
- Glue sticks

## DIRECTIONS:

- **Before students come to group:**
  - Print the "Rainbow Coping Skills" poster and 1 coloring page (lower elem.) or worksheet (upper elem.) per student
  - Print and cut out and the 6 coping skills cards
- Explain that today we will learn our coping skills bead and learn 6 ways to manage big feelings.
- You may choose to start each session with a feelings check-in. Ask students to share or point to how they're feeling on the "How Are You Feeling?" poster. Gauge their feelings about group, how their day is going, their mood, etc.
- Start by sharing the "Coping Skills Rainbow" poster with students. Show students how each color of the rainbow represents one coping skill. Name the 6 coping skills on the rainbow.
- Place the coping skills cards face down in a pile. Ask students to take turns drawing a card. They can show the card to the group and read it aloud (or ask the educator to read it aloud). Then, they can lead the group in teaching/showing/modeling how to do that coping skill. It's okay if they need help! Ask the other group members to practice the skill alongside them so all students are participating and practicing.
- **As you practice each coping skill, generate a discussion about:**
  - Do you like, love, or dislike this skill? Why?
  - Have you ever used this skill before? If so, share when and how it helped (or didn't help) you.
  - What is an example of a situation when this coping skill would be helpful?
  - Is this a coping skill that you'd like to practice and get better at? Why or why not?
- After you have practiced and gone through each coping skill on the rainbow, give students the "Coping Skills Rainbow" coloring page (lower elementary) or worksheet (upper elementary). On the coloring page, students can color the rainbow. On the worksheet, they can write one of their favorite coping skills on each color of the rainbow, then decorate it. After they're done, students can share their work with the group.
- Ask students to cut out their coping skills bead and glue it onto their friendship bracelet.
- **Close** by saying that next week we will learn about positive friendship qualities with a fun jewelry box theme!



# COPING SKILLS



- DEEP BREATHING
- COUNT TO 10
- BE MINDFUL
- TAKE A BREAK
- THINK POSITIVE
- JOURNAL

# DEEP BREATHING

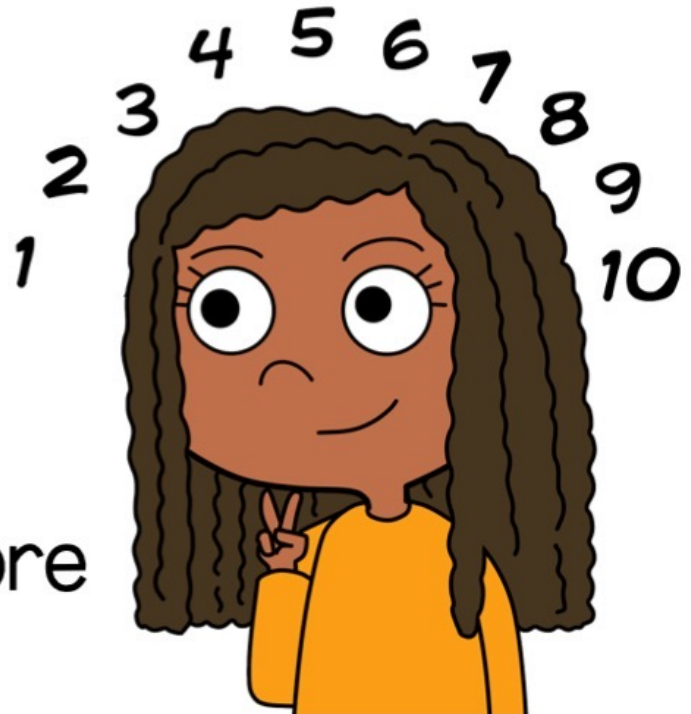
Take a slow, deep breath in through your nose. Breathe out slowly through your mouth. Breathing sends a message to your brain that you're safe and slows your body down.



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# COUNT TO 10

Slowly count from 1 to 10. Focus on each number and take a breath as you count. Counting lets you slow down and cool off before you act or speak.



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# BE MINDFUL

Pay close attention to the "here and now." Take slow breaths and focus on your five senses: sight, sound, taste, smell, and touch. When your mind wanders, bring it back to the moment.



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# TAKE A BREAK

When big feelings come, step away, find a cozy spot, and take a break. Breathe and think happy thoughts. When your body and brain feel calm, return to the group.

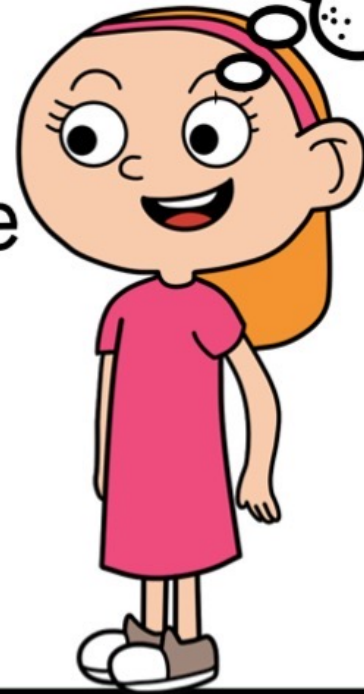


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# THINK POSITIVE

Tell yourself things like, "I'm doing my best," and "I can handle this." Imagine you're in a happy place. Thinking positive reminds your brain that things will be okay.



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# WRITE IN A JOURNAL

Find a quiet spot and grab a notebook and pencil. Write about how you feel and what happened. Writing takes your big feelings out of your head and puts them on paper.



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

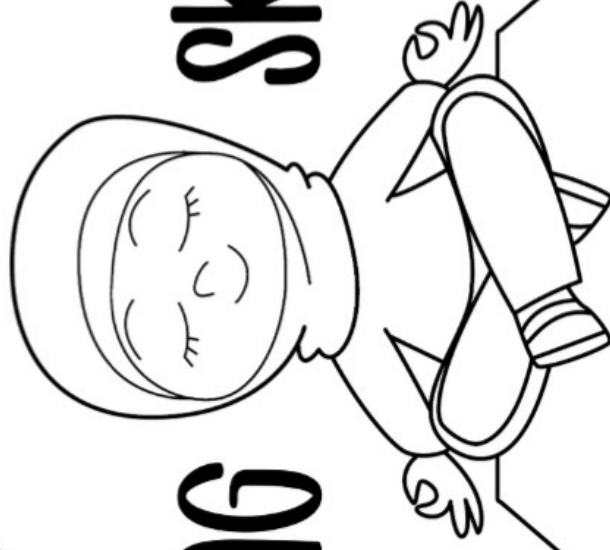
Write one coping skill on each color of the rainbow.



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

SKILLS

COPING

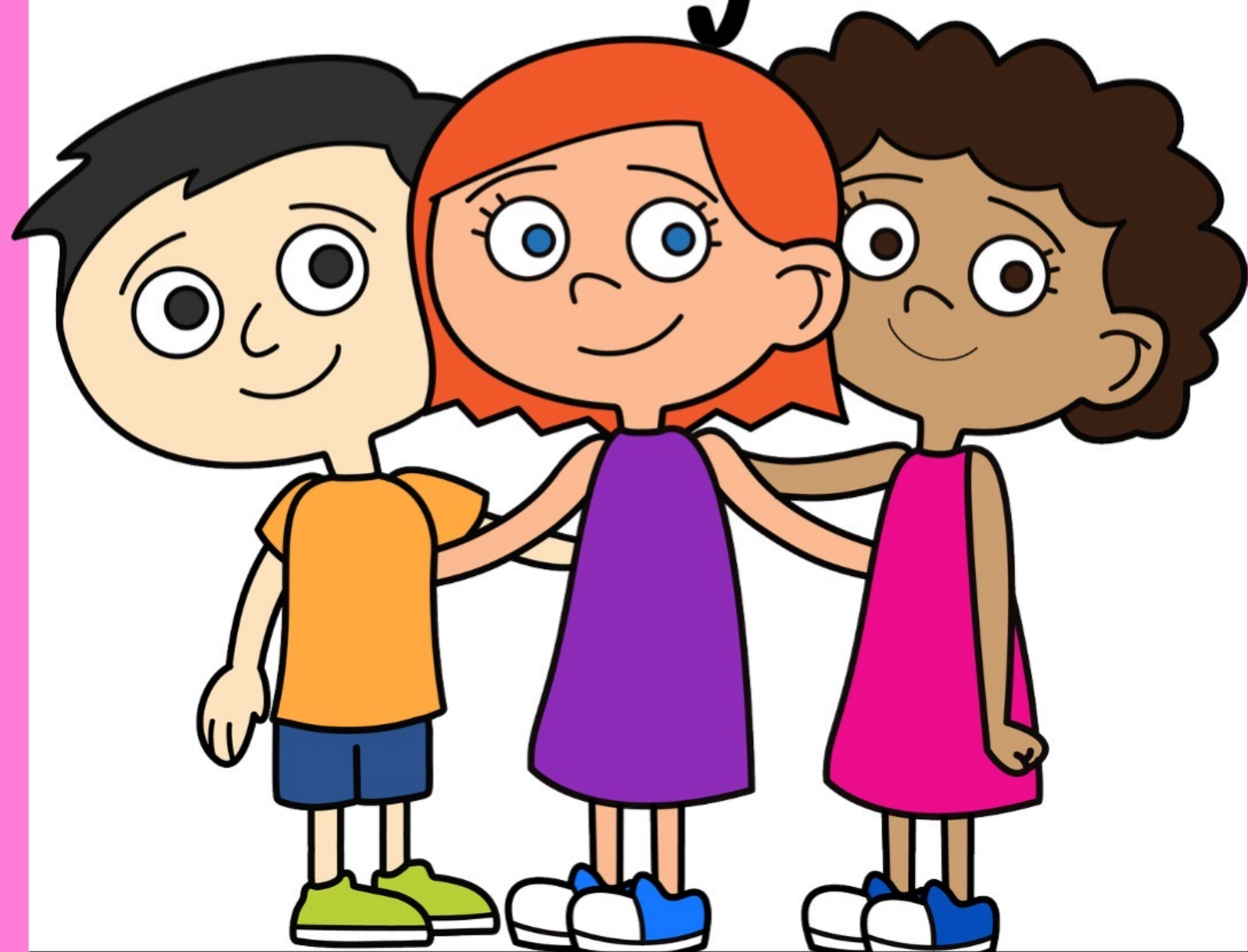


DEEP BREATHING  
COUNT TO 10  
BE MINDFUL  
TAKE A BREAK  
THINK POSITIVE  
JOURNAL



# SESSION 4:

## Friendship Jewelry Box



# SESSION 4: Friendship Jewelry Box

## SESSION GOALS:

- Students will learn how to be a friend, how to make friends, and how to keep friends.
- Students will learn 6 qualities of a good friend.
- Students will reflect on and discuss the friendship qualities that they value the most, look for in others, and want to work on.

## ASCA ALIGNMENT:

- **M 1:** Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.
- **M 2:** Sense of acceptance, respect, support, and inclusion for self and others in the school environment.
- **B-SMS 1:** Responsibility for self and actions.
- **B-SS 2:** Positive, respectful and supportive relationships with students who are similar to and different from them.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment.

## MATERIALS NEEDED:

- Group folders
- Each students' friendship bracelets page + 1 friendship bead per student
- "Friendship Jewelry Box" visual
- 2 "Friendship Jewelry Box" posters
- 6 Friendship Jewelry Pieces (cut-out)
- Discussion Questions poster
- 1 black/white friendship jewelry box per student
- Scissors
- Markers or crayons
- Pencils
- Glue sticks

## DIRECTIONS:

- **Before students come to group:**
  - Print the 3 "Friendship Jewelry Box" posters and Discussion Questions poster
  - Print the 6 "Friendship Jewelry Pieces" and cut them out
  - Print 1 black/white Friendship Jewelry Box per student
- Greet students and explain that today we will earn our **friendship bead** by learning the qualities of a good friend.
- You may choose to start each session with a **feelings check-in**. Ask students to share or point to how they're feeling on the **"How Are You Feeling?" poster**. Gauge their feelings about group, how their day is going, their mood, etc.
- Place the 5 friendship jewelry cut-outs on the table. You can use these as props and to guide discussion.
- Show students the **"Friendship Jewelry Box" visual**. Explain that, "Friendship is like jewelry: it's rare, valuable, and a treasure. Jewelry sparkles when it's cared for, just like friendships grow stronger when treated with these 6 qualities."
- Explain that to **MAKE** and **KEEP** friends, we need to **BE** a friend! Show students the **"Friendship Jewelry Box" posters** and talk through how each jewelry piece (bracelet, necklace, earrings, ring x2, hair clip) helps us be a friend.
- Use the **"Discussion Questions" poster** to spark conversation with students. You may choose to have each student answer one question or open the floor for any student to answer the questions.
- Give each student a **black/white Friendship Jewelry Box**. Ask students to write their name on the line. This jewelry box represents the friendship qualities that matter the most to that student and they most look for when making friends. Students use a pencil to write one friendship quality on each treasure. They can write the same qualities they learned in the lesson or create their own. Then, they can decorate their jewelry box with crayons and markers, and cut it out.
- Once they finish, ask students to share their Friendship Jewelry Box with the group.
- Ask students to cut out their **friendship bead** and glue it onto their friendship bracelet.
- **Close** by saying that next week we will earn our problem-solving bead and learn about the problem-solving flower.



kindness

fun

helpfulness

fairness

respect - laughter

friendship jewelry box



# FRIENDSHIP JEWELRY BOX

Friendship is like jewelry: it's rare, valuable, and a treasure. Jewelry sparkles when it's cared for, just like friendships grow stronger when treated with these 6 qualities.

Be ready and willing to help others. Make nice choices that make life easier and better.



Make a caring, friendly, or helpful choice for others without expecting anything in return.

HELPfulness



Laugh, enjoy each other's company, and create happy memories together.

# FRIENDSHIP JEWELRY BOX

Friendship is like jewelry: it's rare, valuable, and a treasure. Jewelry sparkles when it's cared for, just like friendships grow stronger when treated with these 6 qualities.

Make sure everyone gets a turn, a chance to share, and feels included. Treat friends equally and don't leave anyone out.



Giggle and share funny moments together. Joy makes friendships grow closer.



Listen and use kind words. Make others feel seen and valued. Be polite.









RESPECT



FAIRNESS



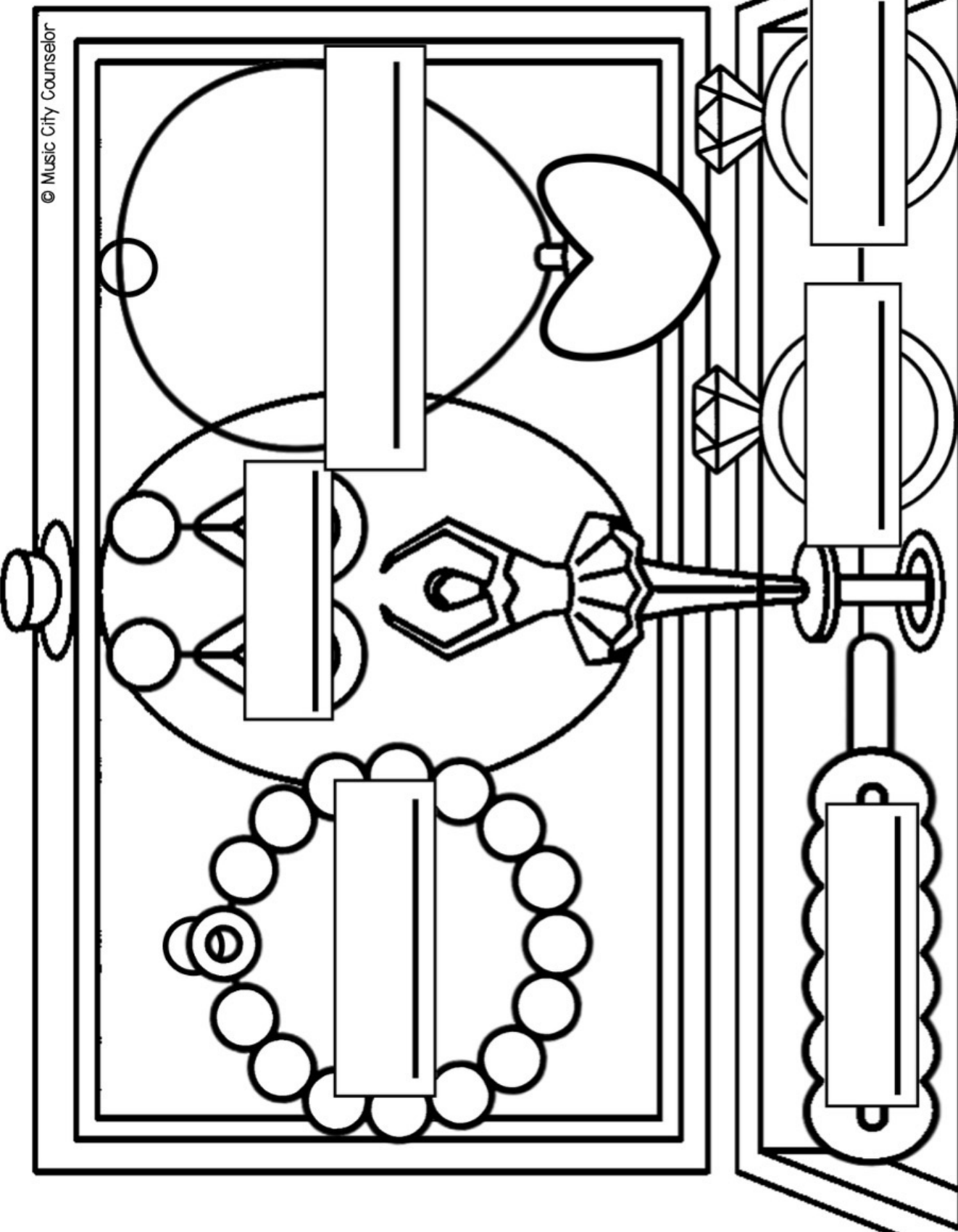
HELPFULNESS

# DISCUSSION

# QUESTIONS



1. Which friendship quality is most important to you?
2. Which friendship quality do you value most?
3. Which friendship quality do you use the most?
4. Which friendship quality do you look for the most in others?
5. Which friendship quality are you the best at?
6. Which friendship quality could you use more practice with?



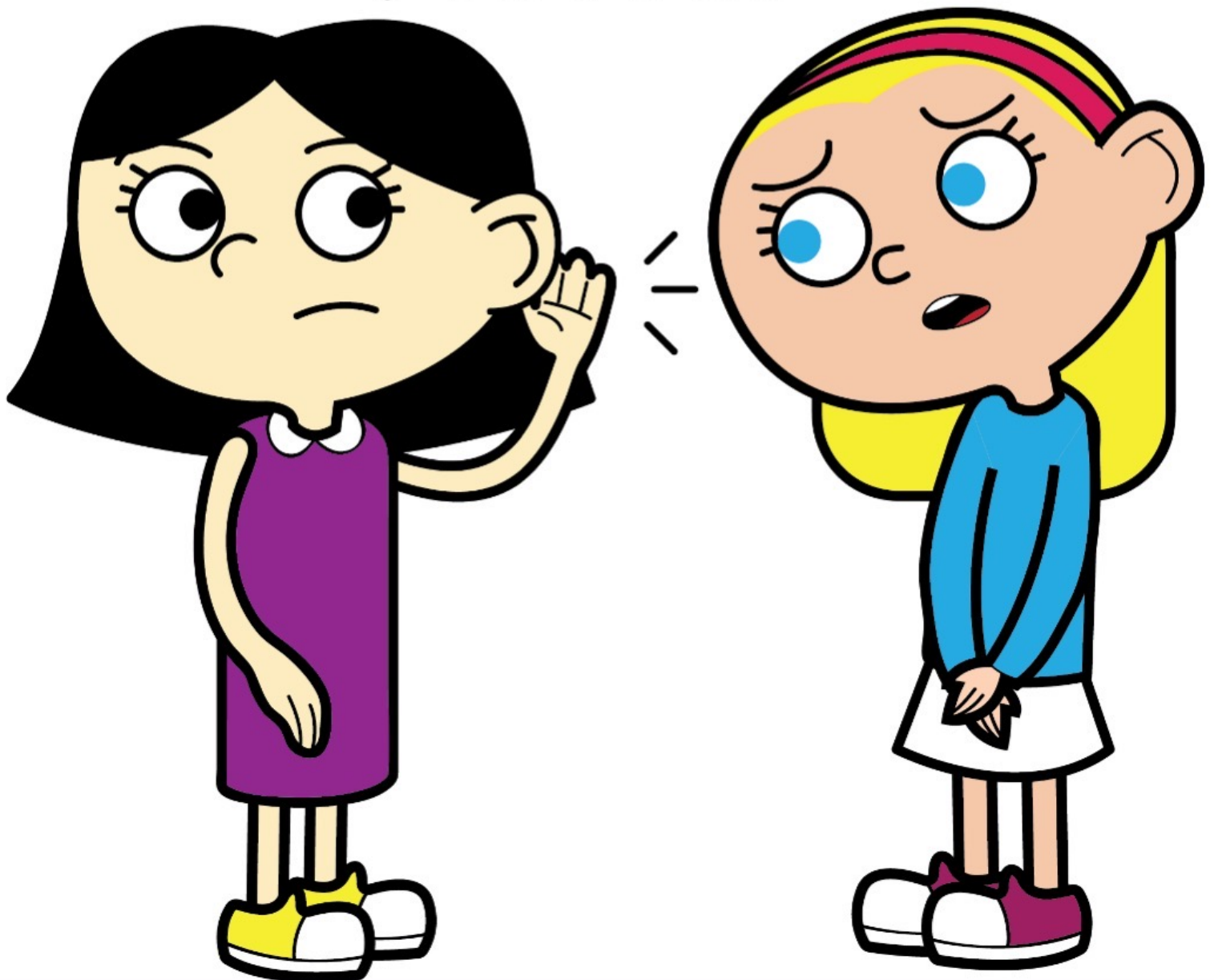
\_\_\_\_\_'S JEWELRY BOX



# SESSION 5:

# Problem-Solving

# Flower



# SESSION 5: Problem-Solving Flower

## SESSION GOALS:

- Students will learn the definition of small problems.
- Students will learn 8 ways to solve small problems themselves.
- Students will practice solving small problems using relatable, hypothetical scenarios.

## ASCA ALIGNMENT:

- **M 1:** Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.
- **M 2:** Sense of acceptance, respect, support, and inclusion for self and others in the school environment.
- **B-LS 2:** Creative approach to learning, tasks, and problem-solving.
- **B-SMS 1:** Responsibility for self and actions.
- **B-SMS 2:** Self-discipline and self-control.
- **B-SMS 7:** Effective coping skills.
- **B-SS 2:** Positive, respectful, and supportive relationships with students who are similar to and different from them.
- **B-SS 6:** Effective collaboration and cooperation skills.

## MATERIALS NEEDED:

- Group folders
- Each students' friendship bracelets + 1 problem-solving bead per student
- "Small Problems" poster
- "Pick a Petal on the Problem-Solving Flower" poster
- 8 problem-solving skills cards (cut-out)
- 18 "weeds" scenario cards (cut-out)
- 1 coloring page or worksheet per student
- Markers or crayons
- Pencils
- Glue sticks

## DIRECTIONS:

- **Before students come to group:**
  - Print the "Small Problems" poster and the "Pick a Petal on the Problem-Solving Flower" poster
  - Print the 8 problem-solving skills cards and cut them out
  - Print the 18 "weeds" scenario cards and cut them out
  - Print 1 worksheet or coloring page per student
- Greet students and explain that today we will earn our **problem-solving bead** and learn 8 ways to solve small problems peacefully and respectfully. We're going to pretend to be gardeners today!
- You may choose to start each session with a **feelings check-in**. Ask students to share or point to how they're feeling on the **"How Are You Feeling?" poster**. Gauge their feelings about group, how their day is going, their mood, etc.
- Show students the **"Small Problems" poster**. Explain that small problems are like weeds in our garden — they pop up, but they don't have to ruin our whole garden if we know how to take care of them. Explain the 3 characteristics of small problems on the poster.
- Show students the **"Pick a Petal on the Problem-Solving Flower" poster**. Explain that this problem-solving flower teaches us 8 ways solve small problems. When we're faced with a small problem, we can pick the right petal to "get rid of the weeds" and keep our garden bright and happy. Place the 8 problem-solving skills cards on the table. As you talk through each problem-solving skill on the flower, use the text on the card to explain it to students.
- After you discuss all 8 problem-solving skills, place the 18 "weeds" scenario cards in a pile on the table. Ask students to take turns drawing one, reading it aloud to the group, and choosing which problem-solving skill/petal from the flower would best solve that problem. Generate a discussion among group members about the scenario, strategy chosen, etc.
- Choose either the **flower coloring page** or the **problem-solving skills worksheet** to close the lesson.
- Ask students to cut out their **problem-solving bead** and glue it onto their friendship bracelet.
- **Close** the session by saying that next week we'll continue our work on problem-solving skills and earn our I-Messages bead.

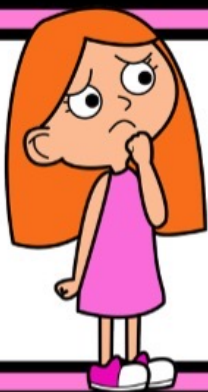


# SMALL



# PROBLEMS

are like weeds – they pop up, but  
don't have to ruin our garden.



They bug and  
frustrate us.



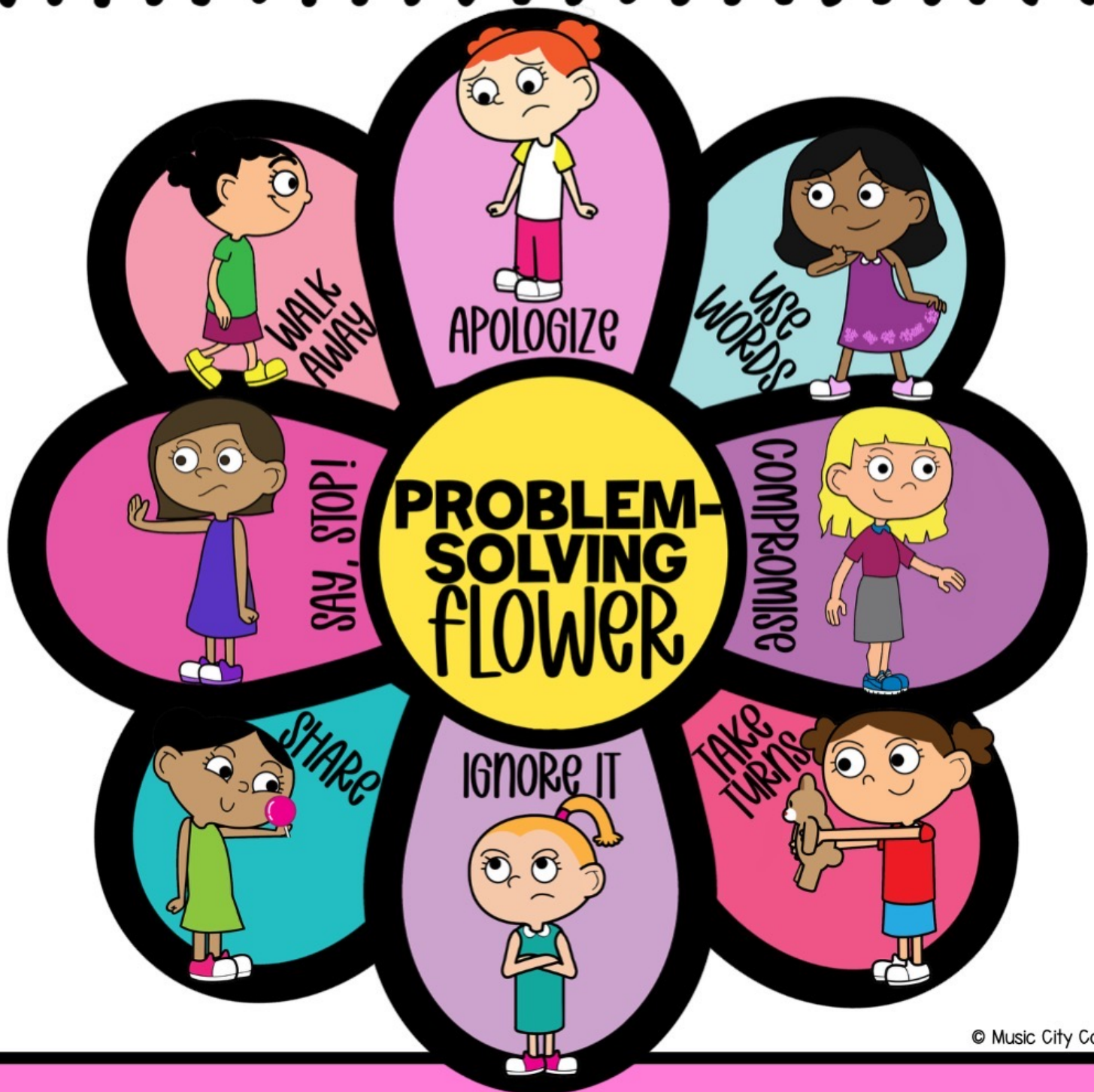
They happen often,  
but are no big deal.



We can solve  
them ourselves!



# PICK A PETAL ON THE PROBLEM-SOLVING FLOWER

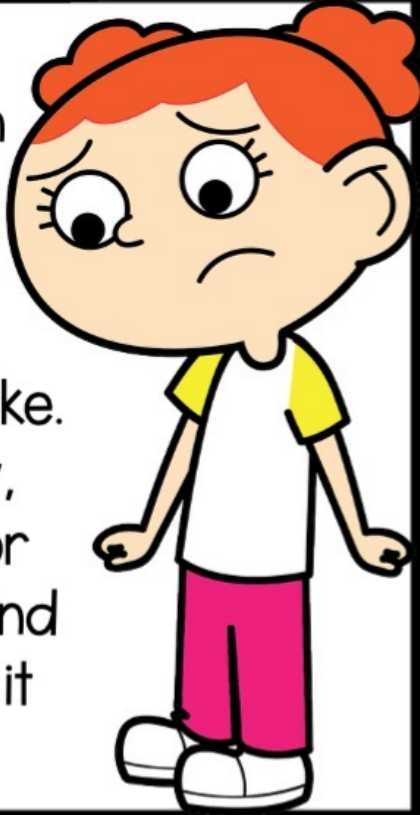




# APOLOGIZE

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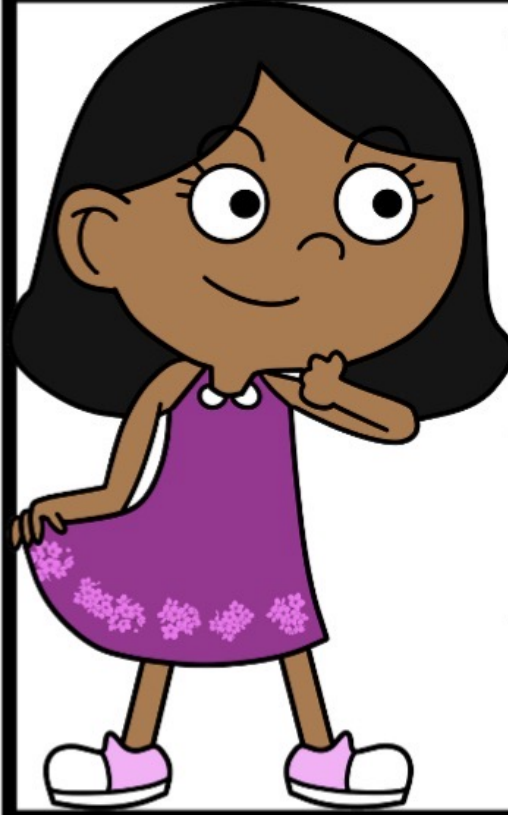
Say you're sorry when you've hurt someone's feelings or made a mistake. You can say, "I'm sorry for what I did," and try to make it right.



# USE YOUR WORDS

Explain how you feel and what you need. This helps others understand you so you can work together to find a solution.

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# WALK AWAY

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If a problem makes you feel upset, walk away and give yourself space. This helps you calm down so you can think clearly and make a good choice.



# TAKE TURNS

Let each person have a chance to play. Let others go first. Make sure everyone has a turn.

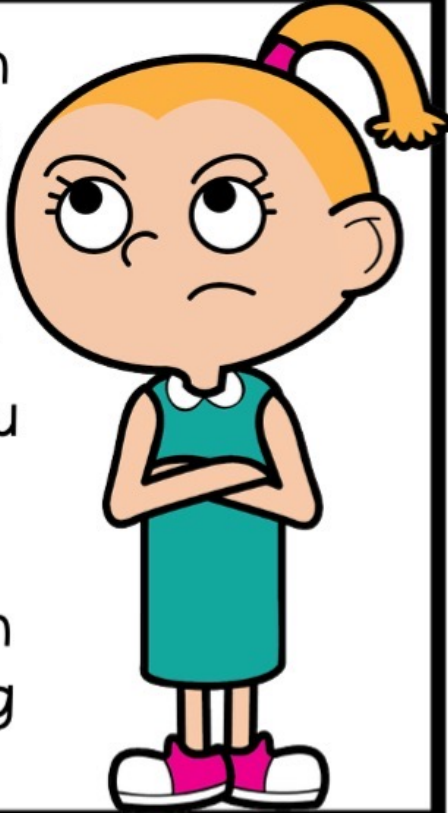
© Music City Counselor



# IGNORE IT

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If a problem isn't hurting anyone, ignore it. By not giving it attention, you can keep having fun and move on to something better.



# SHARE

Let someone else use or have part of what you have so you can both enjoy it. Sharing shows kindness and respect.



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# SAY, "STOP!"

If someone is bothering you, look at them and say, "Please stop," in a calm and strong voice.



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# COMPROMISE

Both people give up a little of what they want to find a solution you can both agree on. Meet in the middle so everyone feels okay.



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Harmony took your pencil.



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Kari won't let you swing.



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Maddie skipped you in line.



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Cassie won't let you sit with her.



© Music City Counselor

Mary Anne won't let you play.



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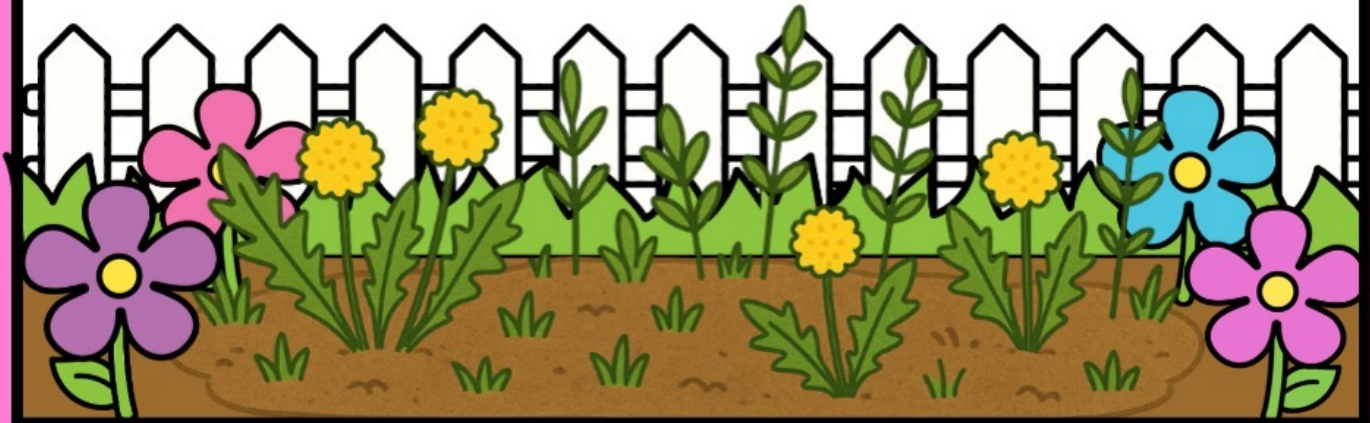
Evelyn used mean words.



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Amy doesn't want to play that game.



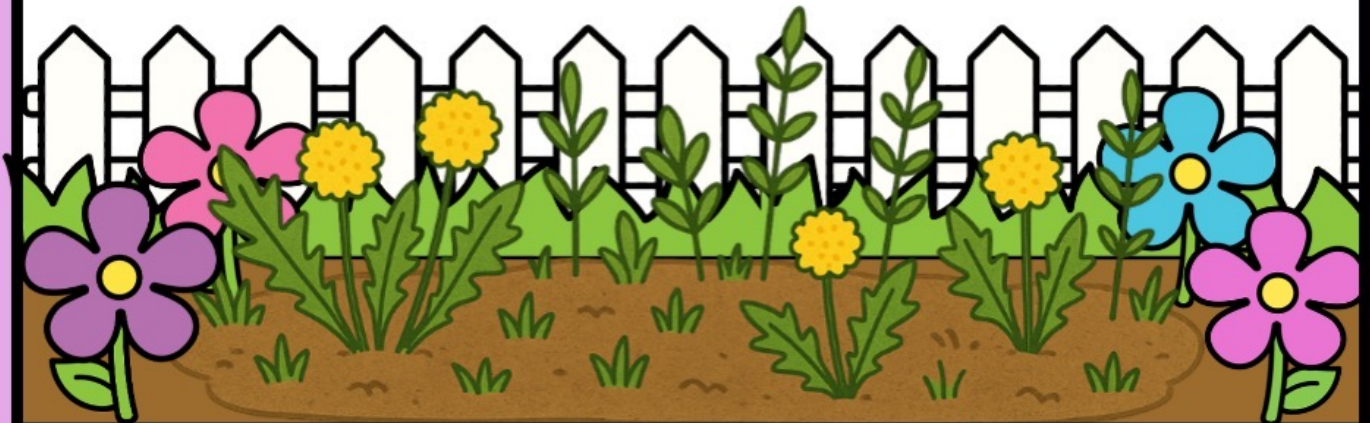
© Music City Counselor

Carla took the swing you wanted.



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Marley told secrets about you.



© Music City Counselor



Kaylee didn't invite you to her party.



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They left you out of the game.



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Eloise said you couldn't join her club.



© Music City Counselor



Moriah said she's not your friend anymore.



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Haily said she won't be your partner.



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Harriet made fun of your new haircut.



© Music City Counselor



Cora laughed at your new sweater.



© Music City Counselor

Maria made fun of your artwork.



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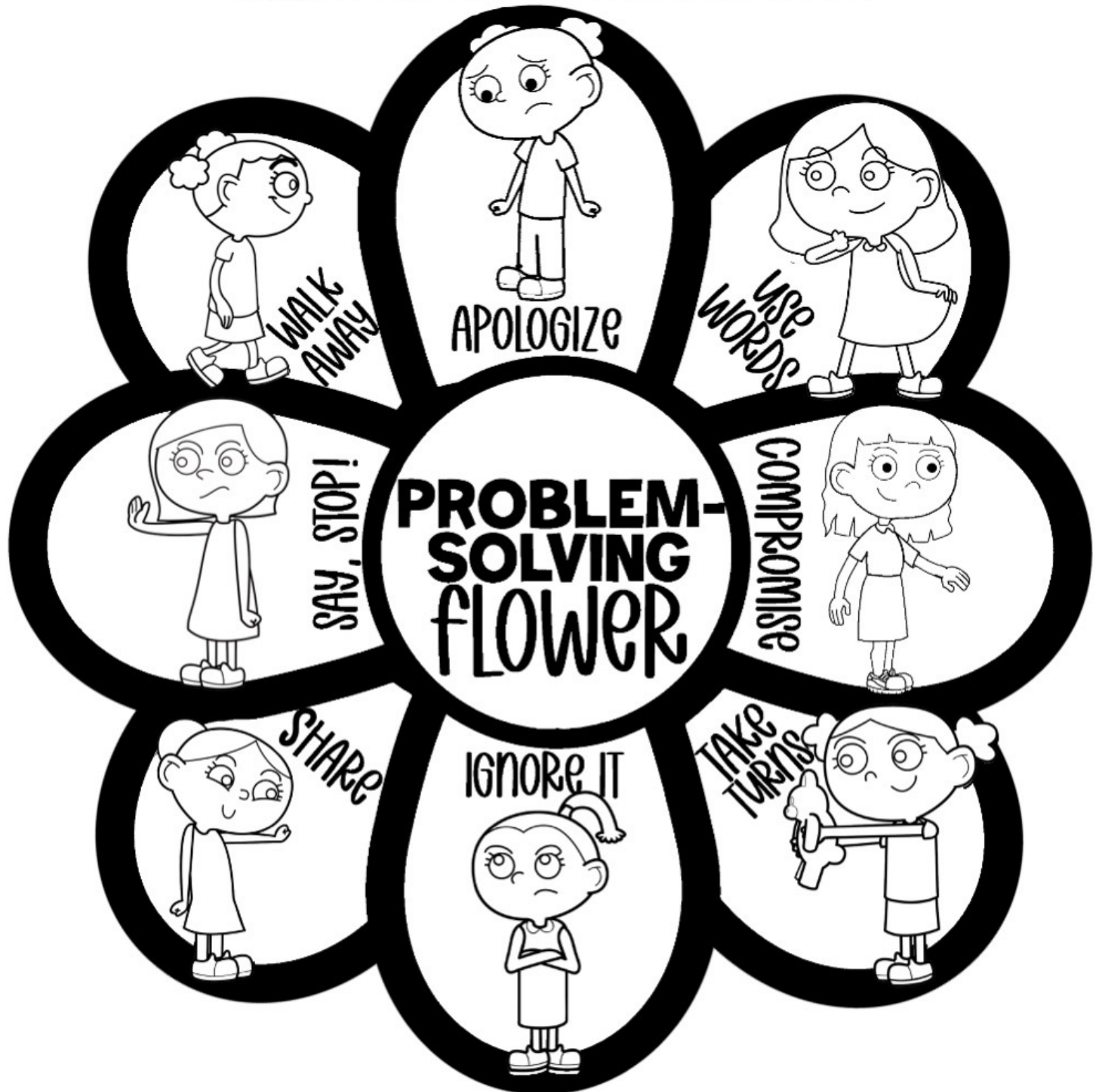
Juana talked about you behind your back.



© Music City Counselor



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



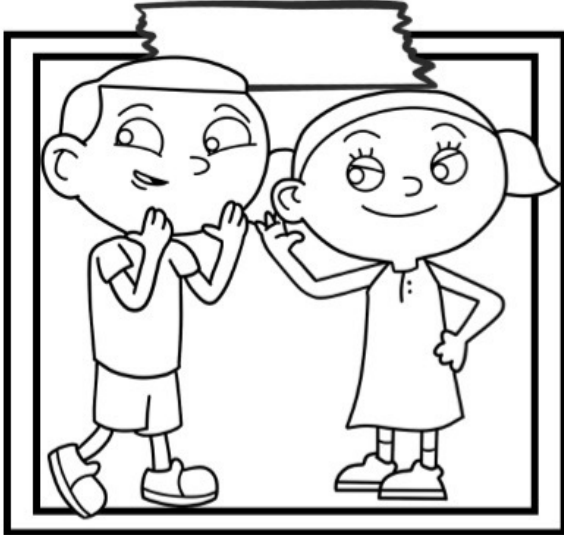
PICK A PETAL ON THE  
PROBLEM-SOLVING  
FLOWER!

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

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# PROBLEM-SOLVING SKILLS

How could you solve these small problems?

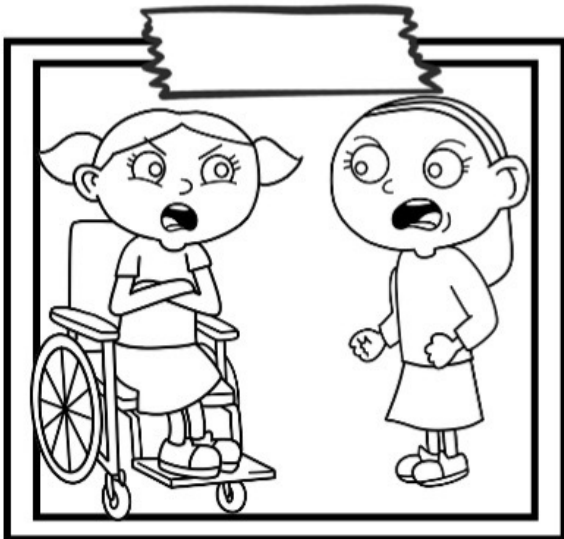


Martin and Carolyn told secrets about you.

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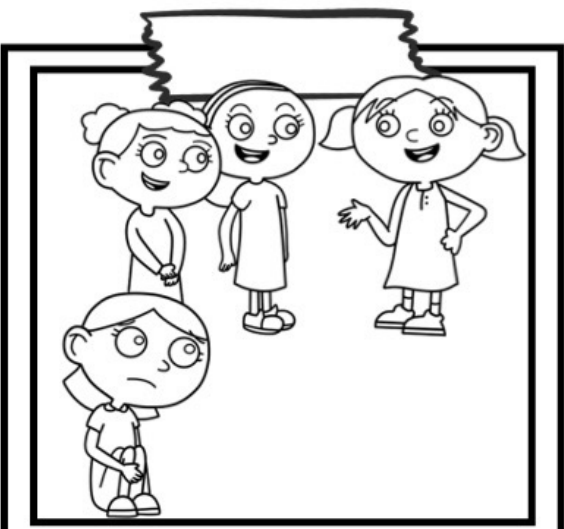


Juana kept arguing with you.

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The girls said you couldn't join their club.

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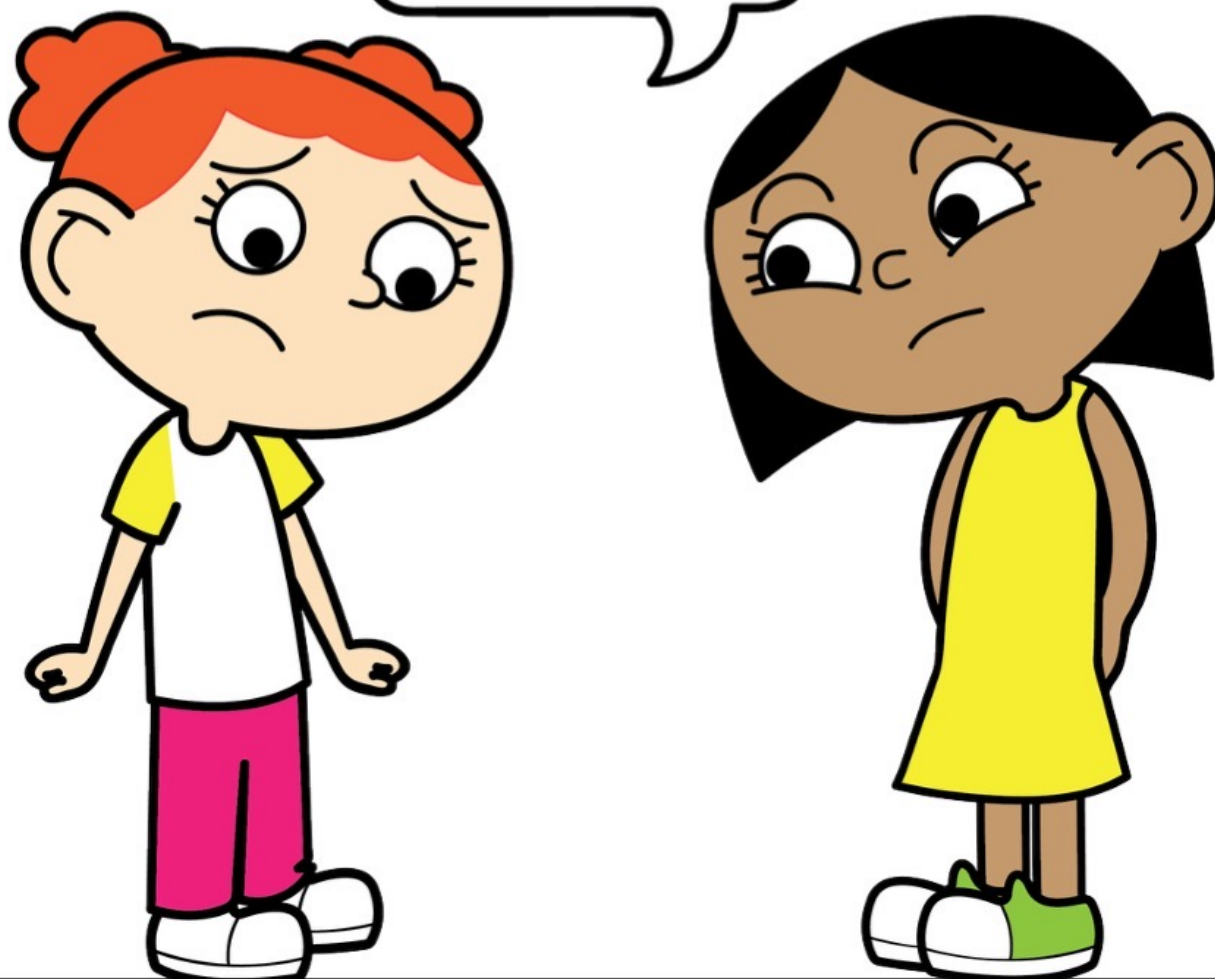
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# SESSION 6:

## I-Messages Bakery

*I FEEL...*



# SESSION 6: I-Messages Bakery

## SESSION GOALS:

- Students will learn that I-Messages help them be peaceful problem-solvers.
- Students will learn the 3-step process for using an I-Message.
- Students will practice using I-Messages with relatable, hypothetical scenarios.

## ASCA ALIGNMENT:

- **M1:** Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.
- **M2:** Sense of acceptance, respect, support, and inclusion for self and others in the school and environment.
- **B-SMS 2:** Self-discipline and self-control.
- **B-SMS 7:** Effective coping skills.
- **B-SS 1:** Effective oral and written communication skills and listening skills.
- **B-SS 8:** Advocacy skills for self and others and ability to assert self, when necessary.

## MATERIALS NEEDED:

- Group folders
- Each students' friendship bracelets + 1 I-Messages bead per student
- Bakery poster
- Printed and glued together tray
- "I-Messages Bakery" poster
- Printed cupcake, donut, and cookie
- Printed "I felt," "when," and "can you please?" cards
- 1 "I-Messages Bakery" worksheet (choice of 2) or coloring page per student
- Tape
- Markers or crayons
- Pencils
- Hook-and-loop fastener dots
- Glue sticks

## DIRECTIONS:

- Before students come to group:
  - Print the **bakery poster**, "I-Messages Bakery" poster, tray, cupcake, "I felt" cards, donut, "when" cards, cookie, and "Can you please?" cards.
  - Cut out the tray, cupcake, donut, cookie, and cards.
  - Tape or glue the tray together as shown in the sample.
  - Place one side of a hook-and-loop fastener dot on the cupcake, donut, and cookie as shown in the directions. Place the other side of the hook-and-loop fastener dot on the back of each card.
  - Print 1 **I-Messages worksheet** per student (choice of 2) for upper elem. or 1 **coloring page** per student for lower elem.
- Greet students and explain that today we will learn our **I-Messages bead**. We'll "visit" a bakery called the "I-Messages Bakery" and learn how to communicate our feelings, experiences, and needs with an I-Message.
- You may choose to start each session with a **feelings check-in**. Ask students to share or point to how they're feeling on the **"How Are You Feeling?" poster**. Gauge their feelings about group, how their day is going, their mood, etc.
- Show students the **bakery poster**. Point out the menu that shows the 3-step process to using an I-Message. Each baked good represents one step to using an I-Message.
- Show students the **"I-Messages Bakery" poster**. Use it to teach the 3-step process to using an I-Message.
- Please lay out the **cards** on a table in front of students. Please keep them separated by color in 3 sections. Please put the **cupcake, donut, and cookie on the tray** in a line.
- Students can take turns playing the game. First, they choose a pink "when" card. They place it on the hook-and-loop fastener dot on the "when" donut. Then, they choose a purple "I felt" card that shows how they would feel if the small problem on the "when" card happened to them. They place it on the hook-and-loop fastener dot on the "I felt" cupcake. Then, they choose a tan "can you please" card that would help them solve the small problem and place it on the cookie. Finally, they read aloud the I-Message they have created. Continue playing until each student has had multiple turns.
- Choose one of two included **worksheets** or the coloring page to use with students. The worksheets offer additional I-Messages practice.
- Ask students to cut out their **I-Messages bead** and glue it onto their friendship bracelet.
- **Close** the lesson by saying that next week we will learn about how to set healthy friendship boundaries.



# SAMPLE I-MESSAGES BAKERY





**HOOK AND LOOP FASTENER DOTS GO HERE**



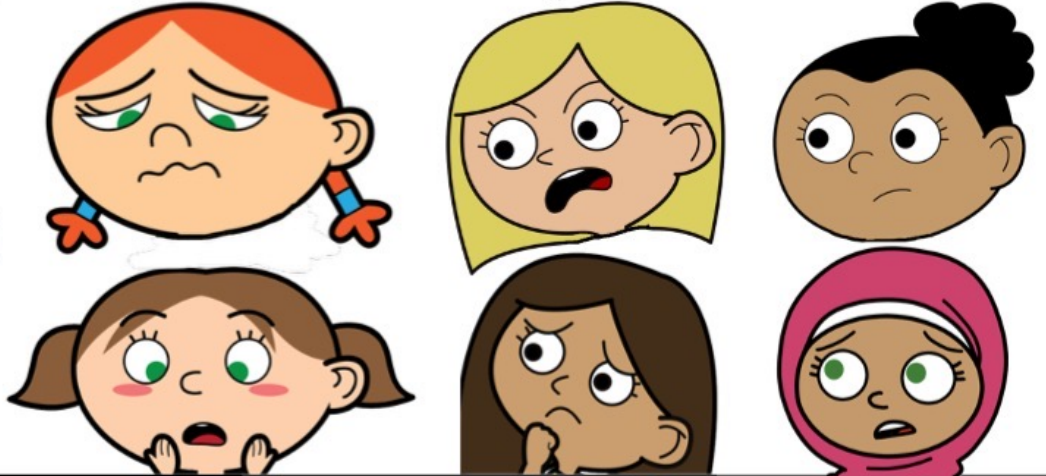
**AND ON THE BACK OF EACH CARD**



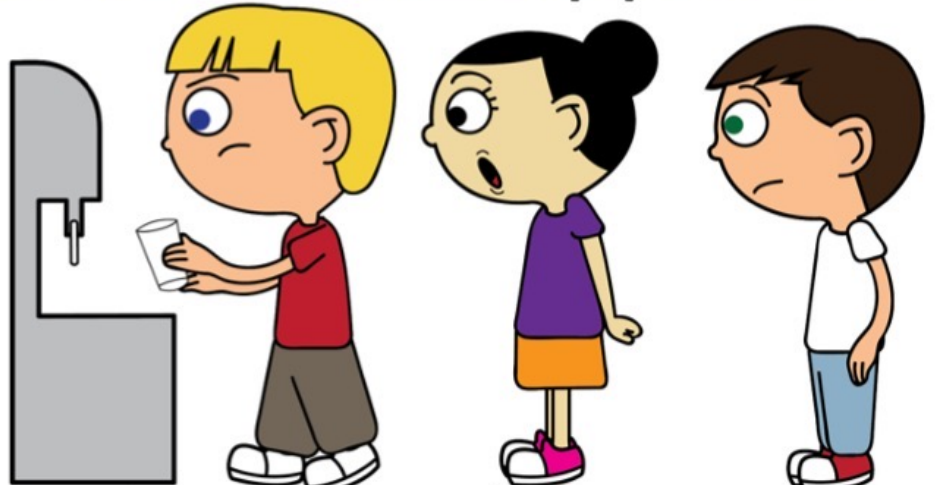


# I-MESSAGES BAKERY

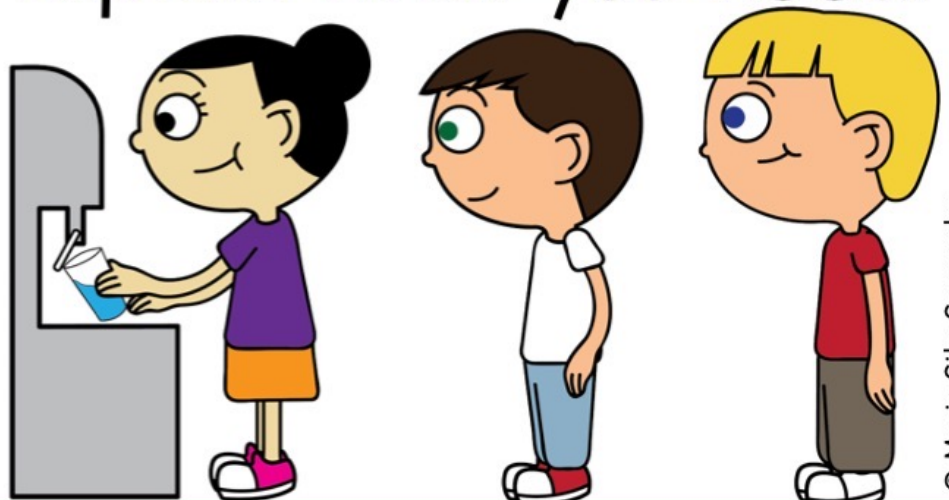
1) Explain how you feel.



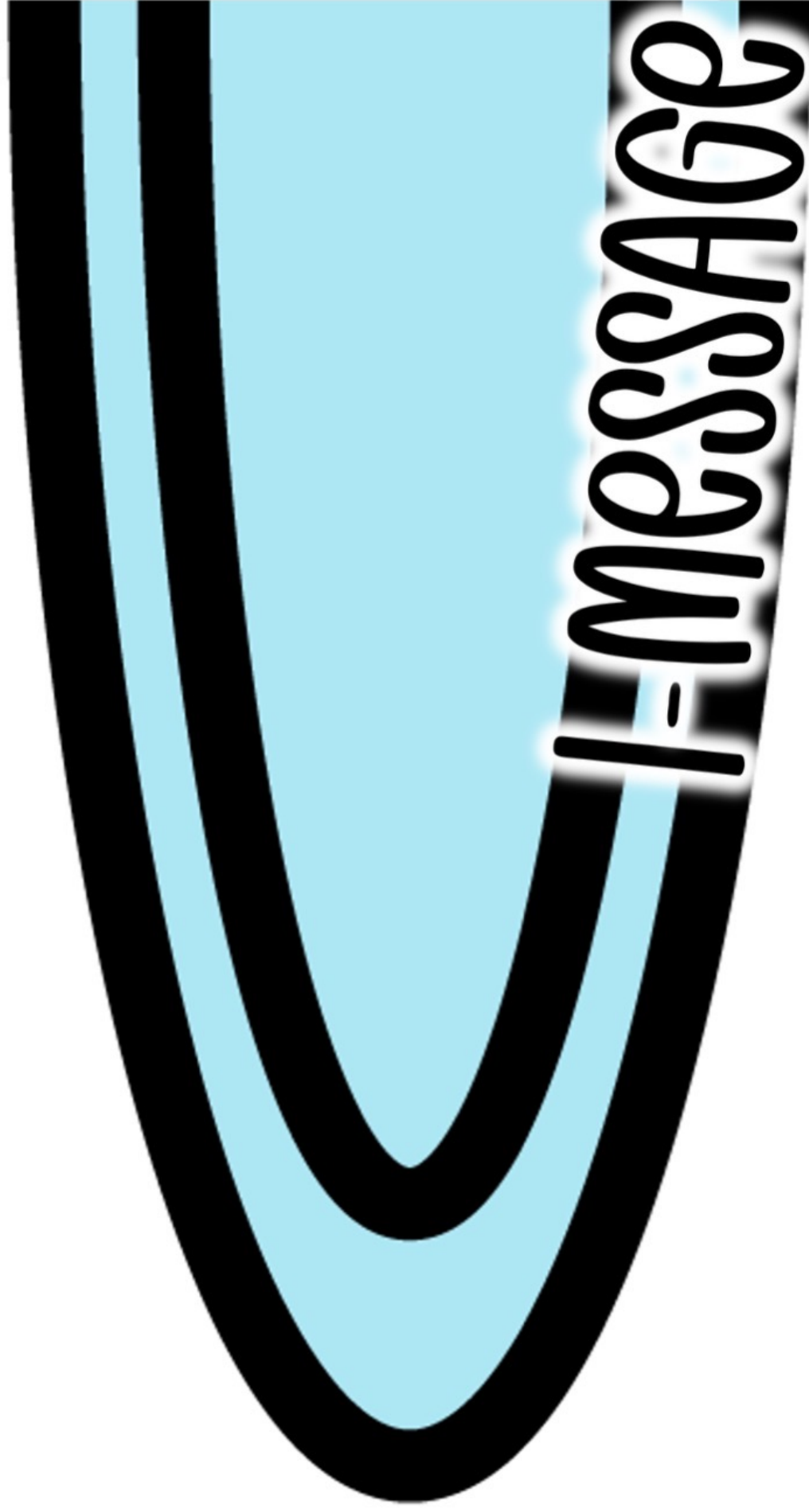
2) Share what happened.

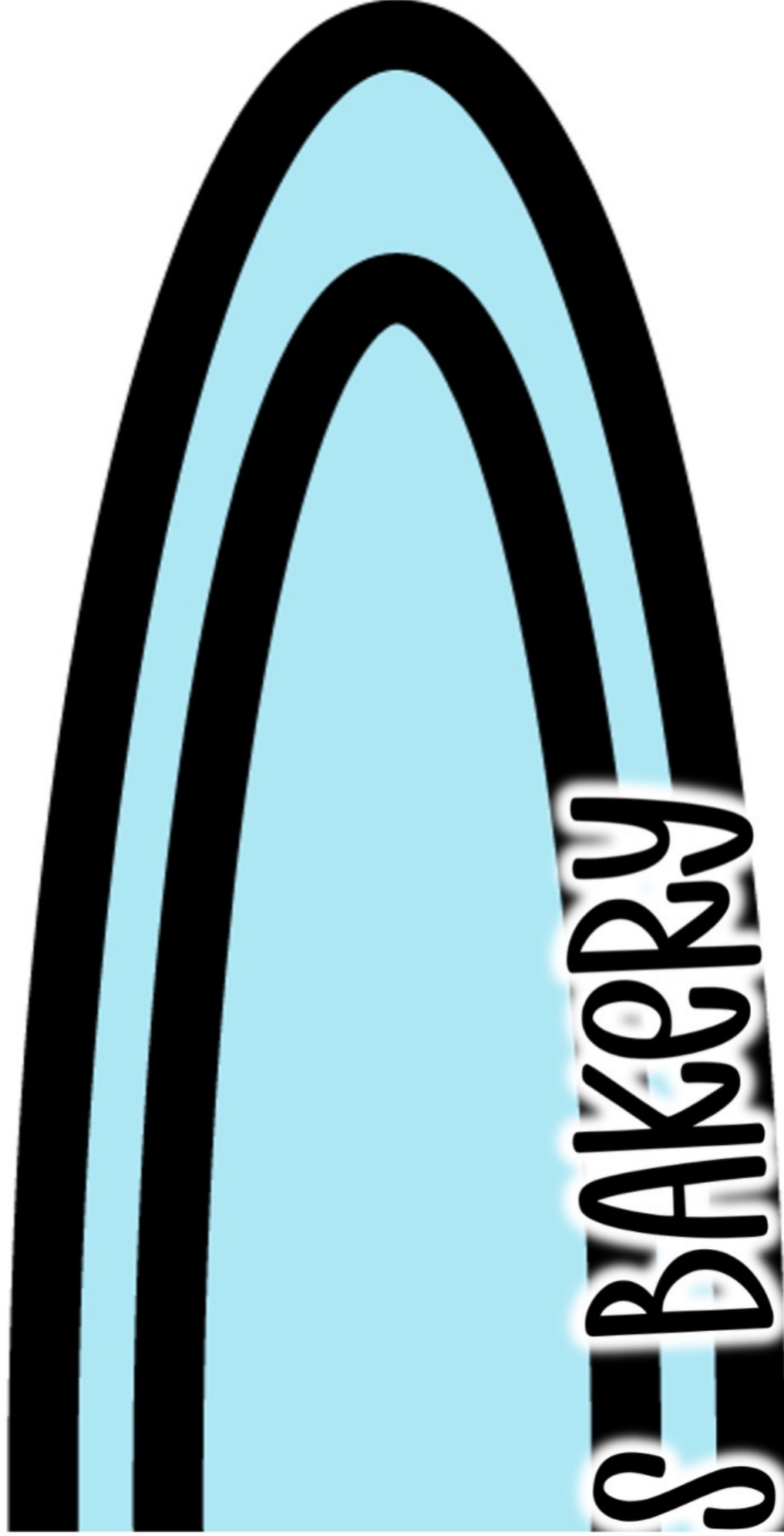


3) Explain what you need.









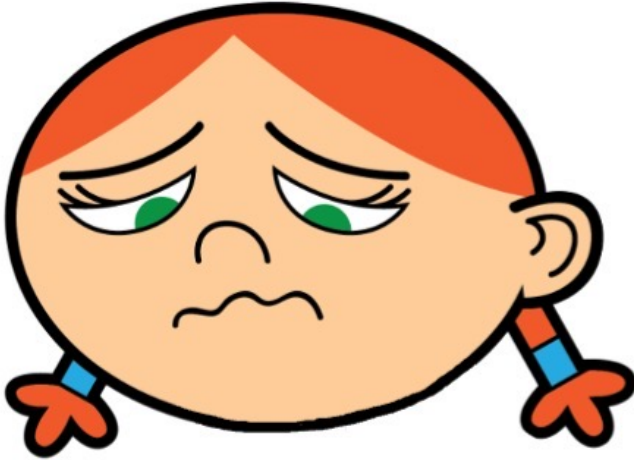




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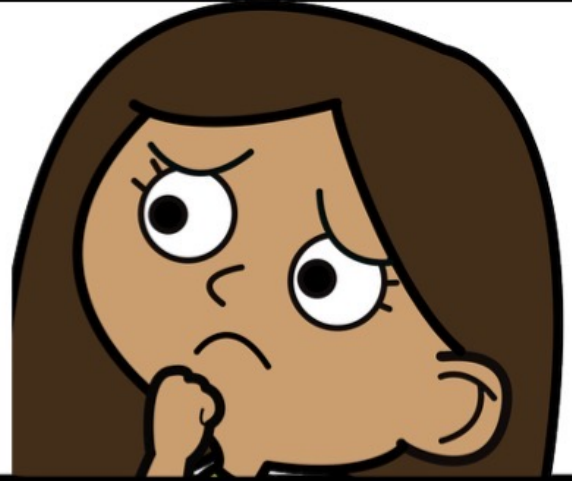
# I FELT CARDS

SAD



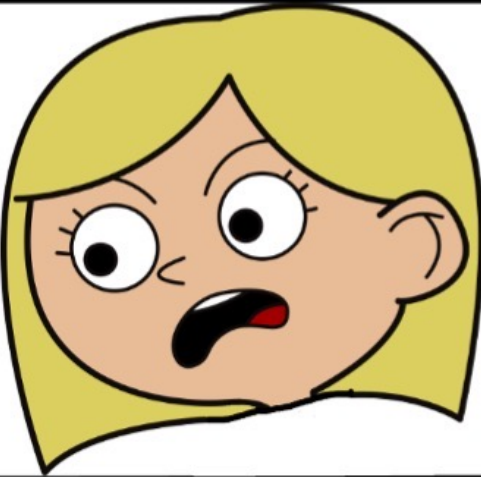
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NERVOUS



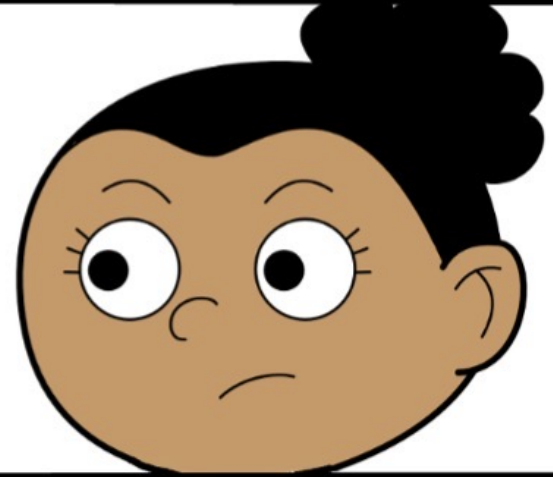
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ANGRY



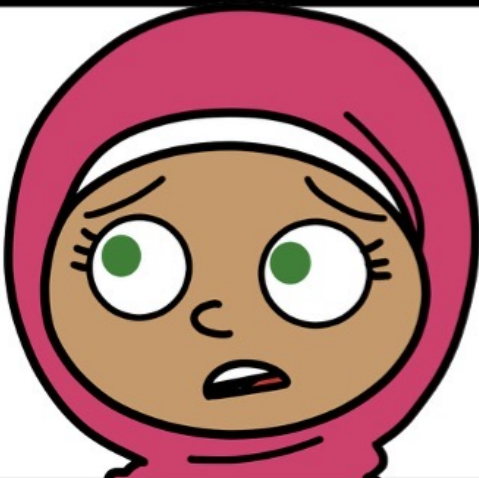
© Music City Counselor

FRUSTRATED



© Music City Counselor

DISAPPOINTED



© Music City Counselor

EMBARRASSED



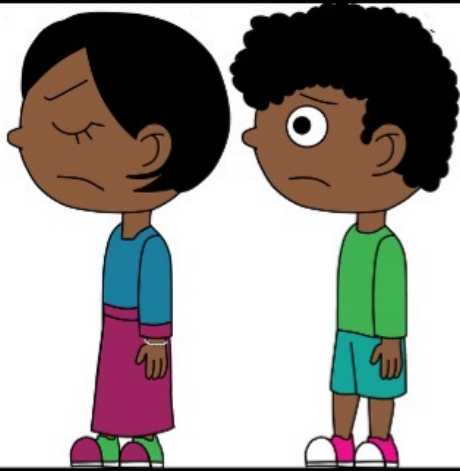
© Music City Counselor





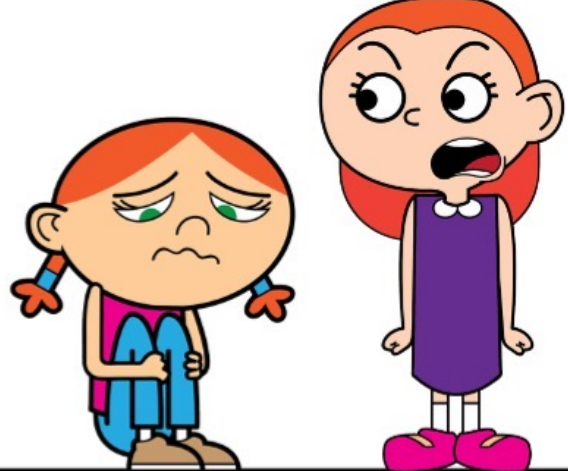
# WHEN CARDS

YOU IGNORED ME.



© Music City Counselor

YOU YELLED AT ME.



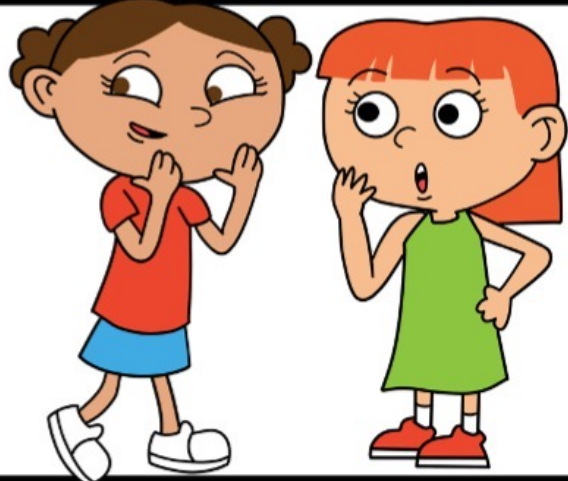
© Music City Counselor

YOU WERE BOSSY.



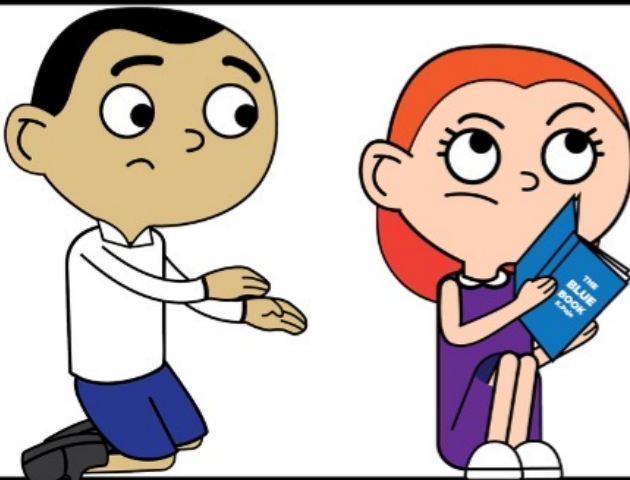
© Music City Counselor

YOU TALKED ABOUT ME.



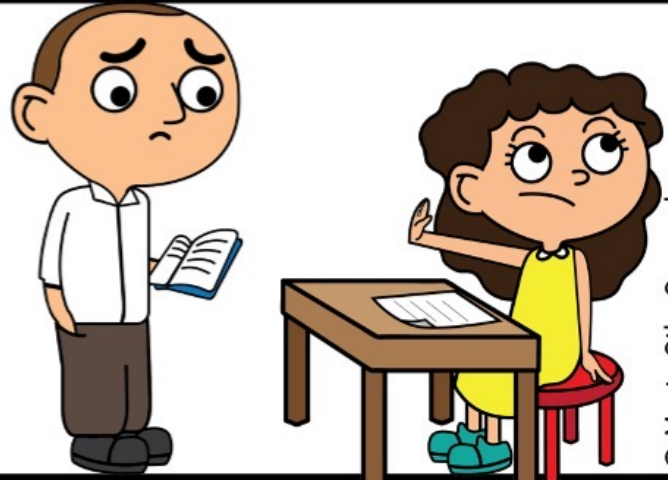
© Music City Counselor

YOU DIDN'T SHARE.



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YOU DIDN'T LISTEN.

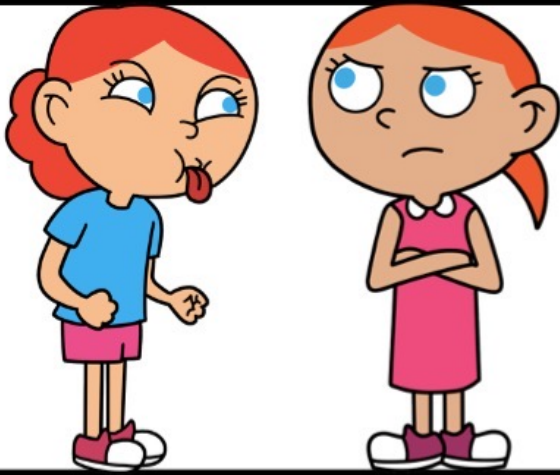


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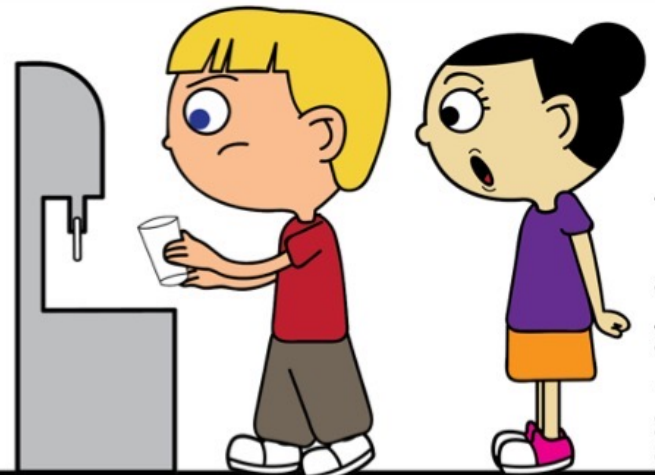


# WHEN CARDS

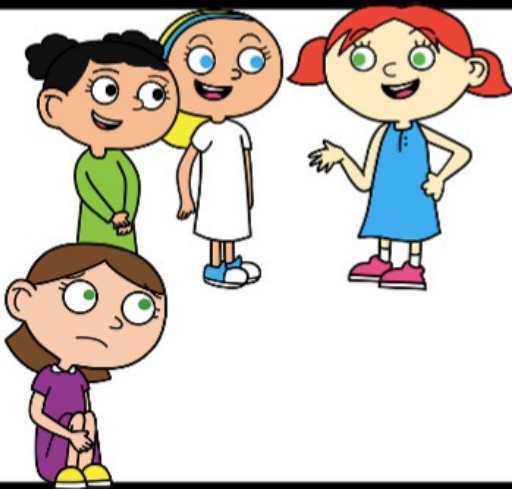
YOU TEASED ME.



YOU SKIPPED ME.



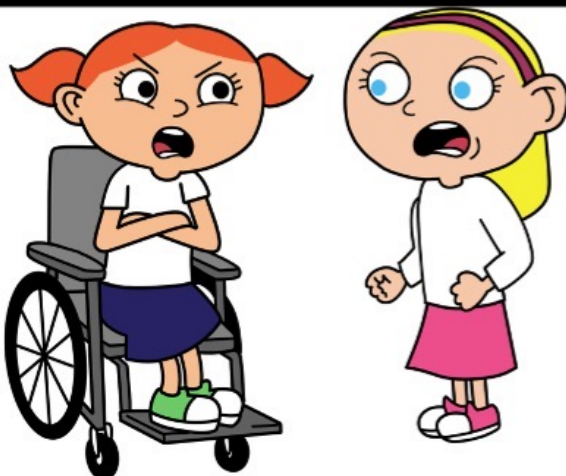
YOU LEFT ME OUT.



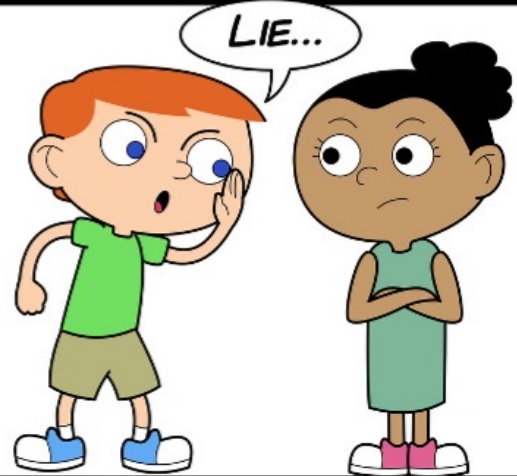
YOU GOT TOO CLOSE.



YOU ARGUED WITH ME.

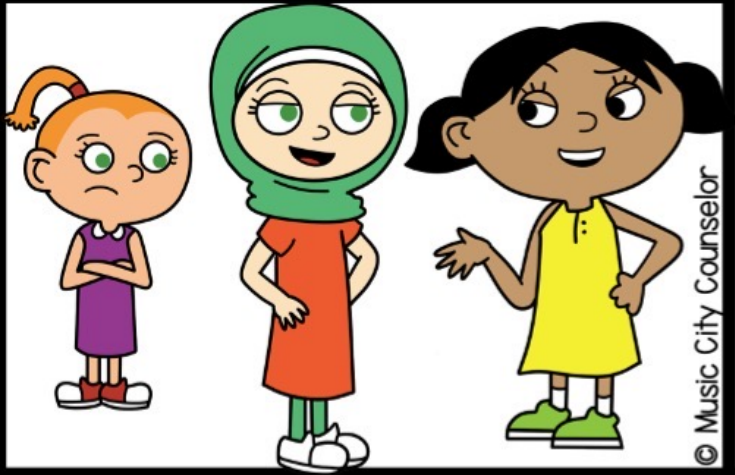


YOU LIED TO ME.

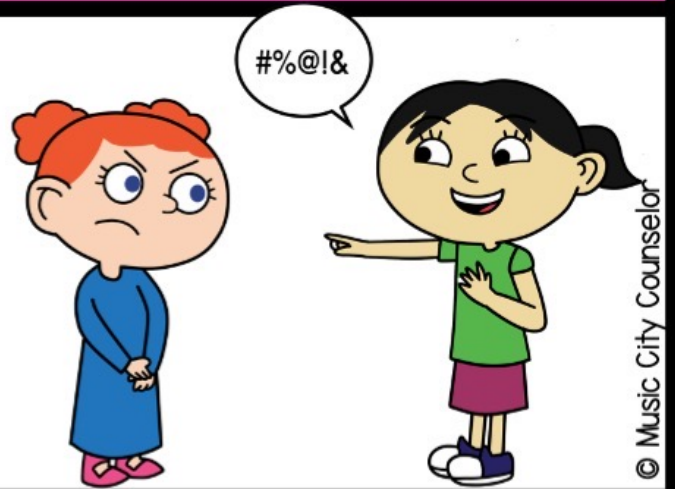


# WHEN CARDS

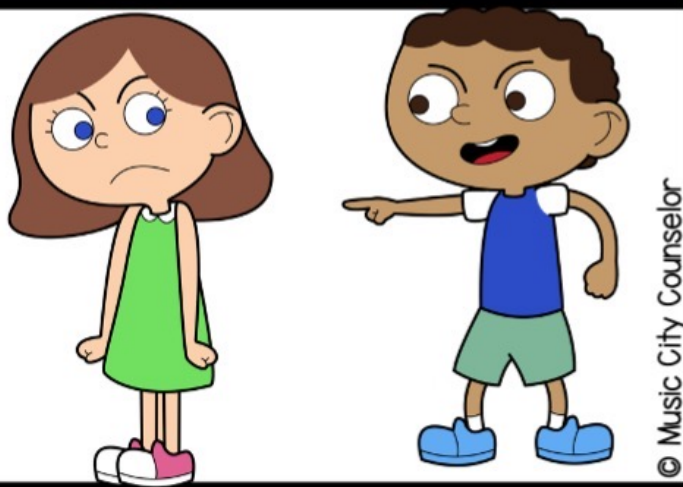
YOU SPREAD RUMORS.



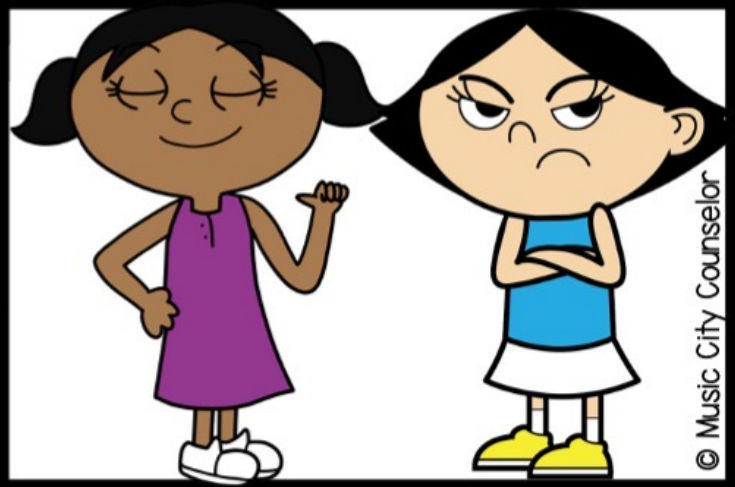
YOU CALLED ME NAMES.



YOU MADE FUN OF ME.



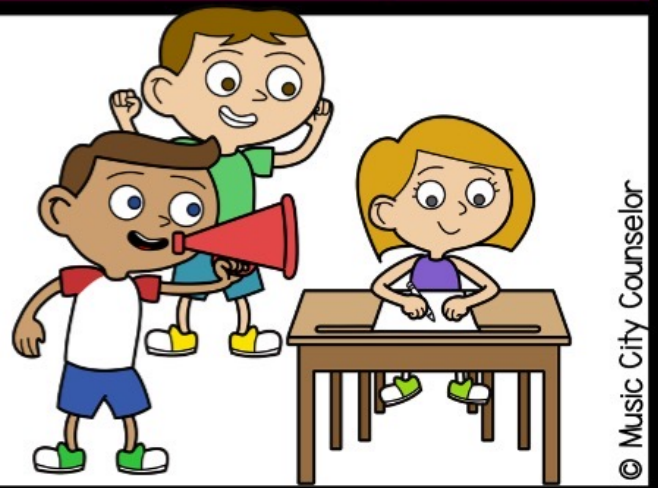
YOU BRAGGED.



YOU BROKE A PROMISE.



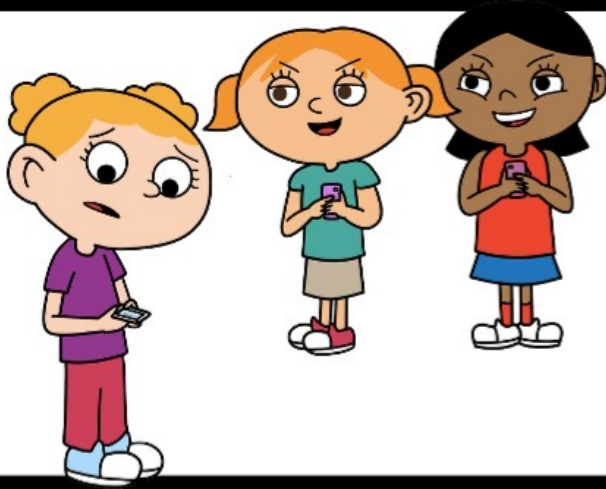
YOU DISTRACTED ME.



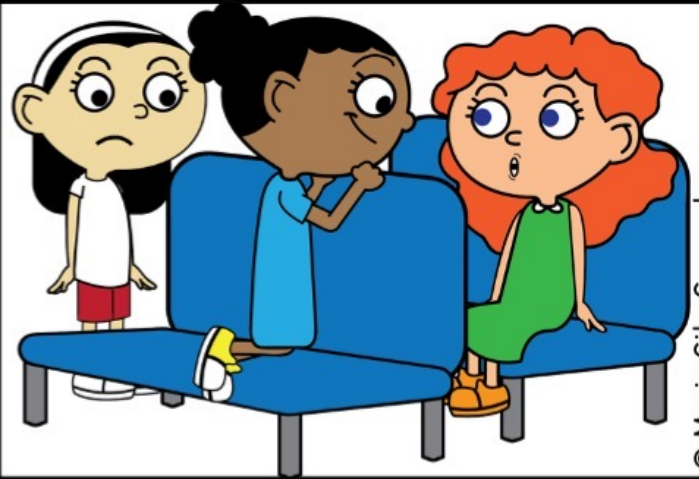


# WHEN CARDS

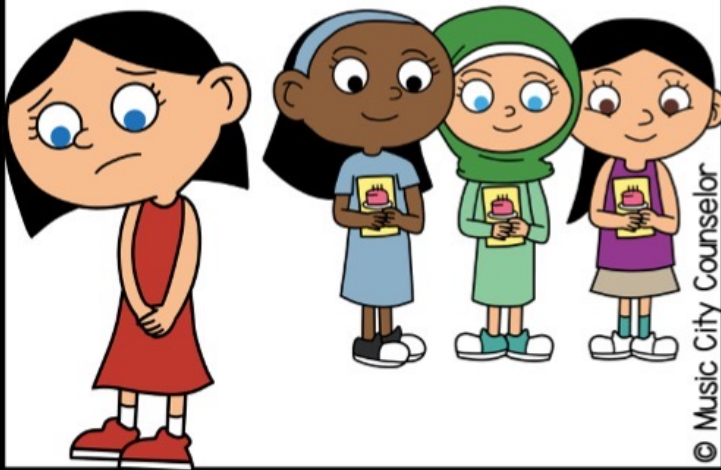
YOU SENT A MEAN TEXT.



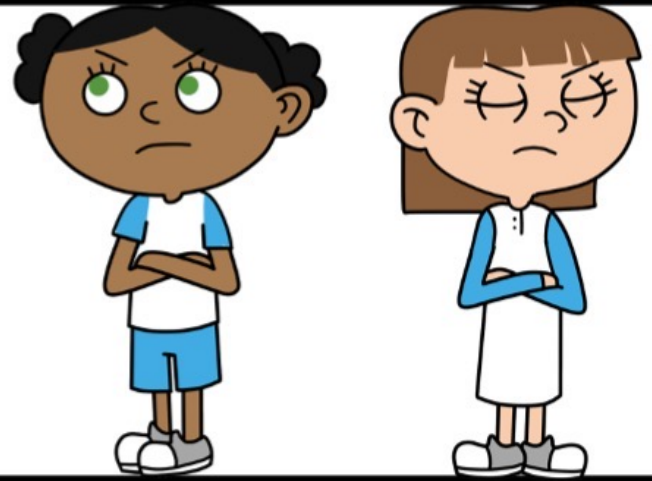
YOU WOULDN'T LET ME SIT.



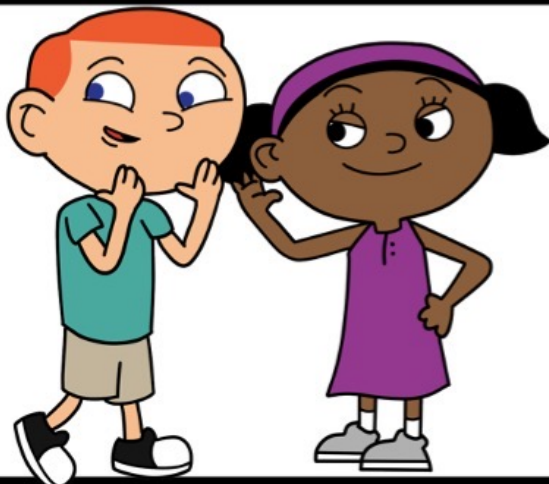
YOU DIDN'T INVITE ME.



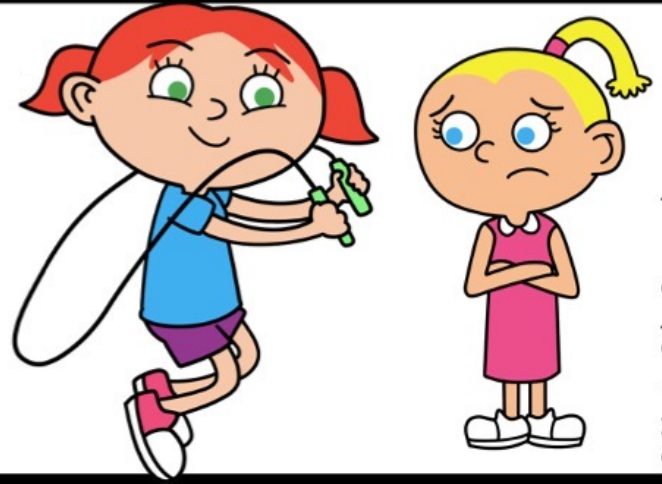
YOU HELD A GRUDGE.



YOU TOLD SECRETS ABOUT ME.



YOU DIDN'T TAKE TURNS.

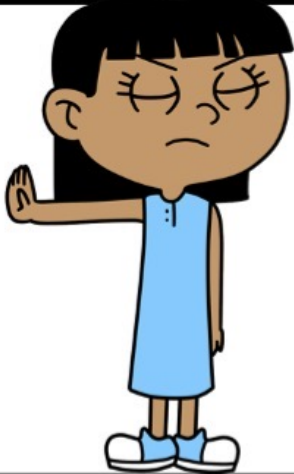






# CAN YOU PLEASE CARDS

STOP?



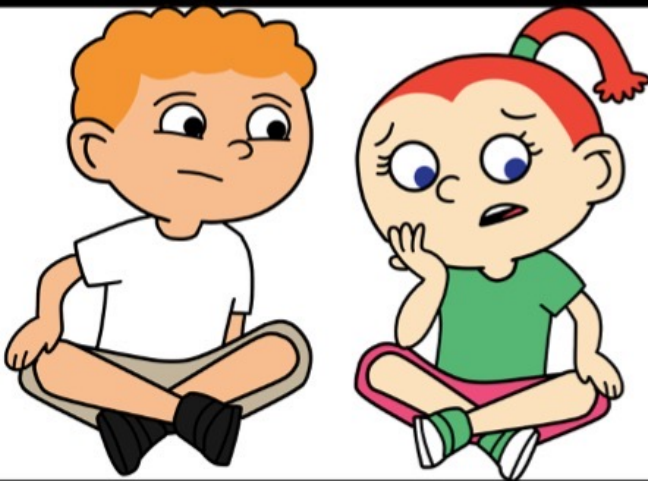
© Music City Counselor

SHARE WITH ME?



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LISTEN TO ME?



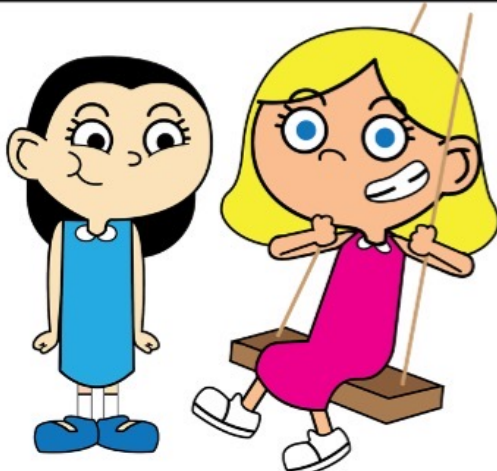
© Music City Counselor

USE KIND WORDS?



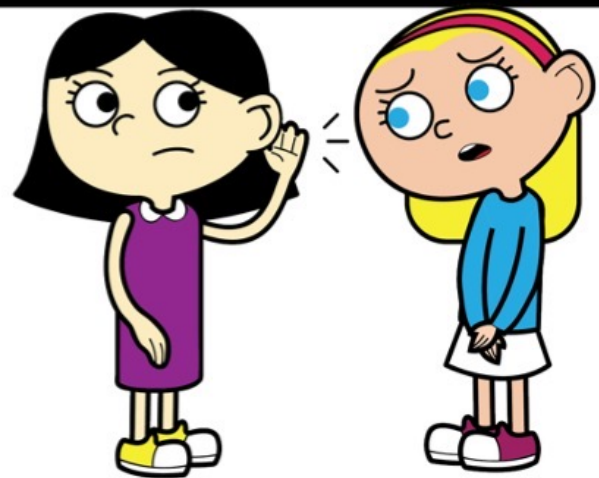
© Music City Counselor

TAKE TURNS?



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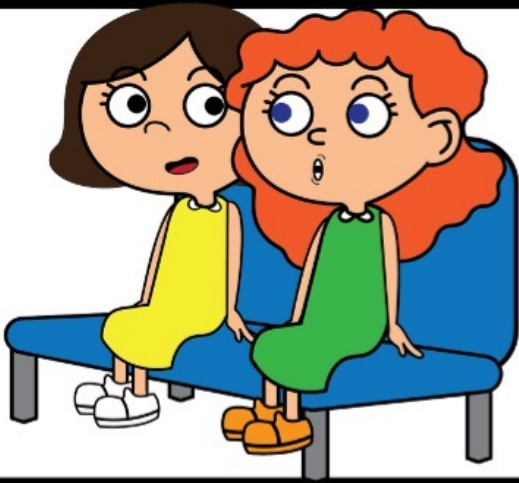
USE AN INSIDE VOICE?



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# CAN YOU PLEASE CARDS

LET ME SIT WITH YOU?



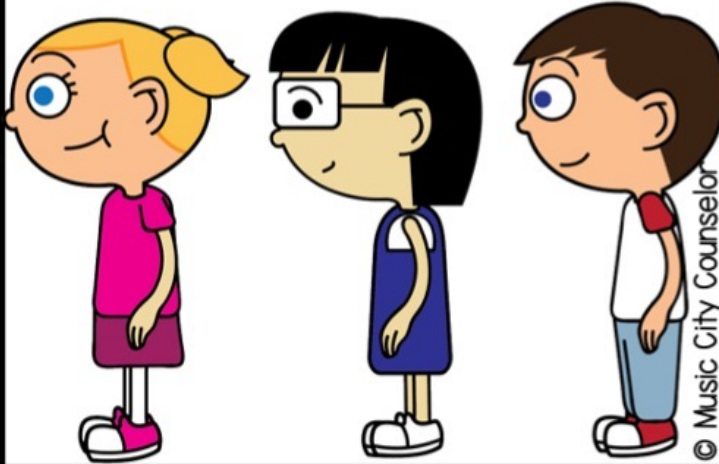
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INCLUDE ME?



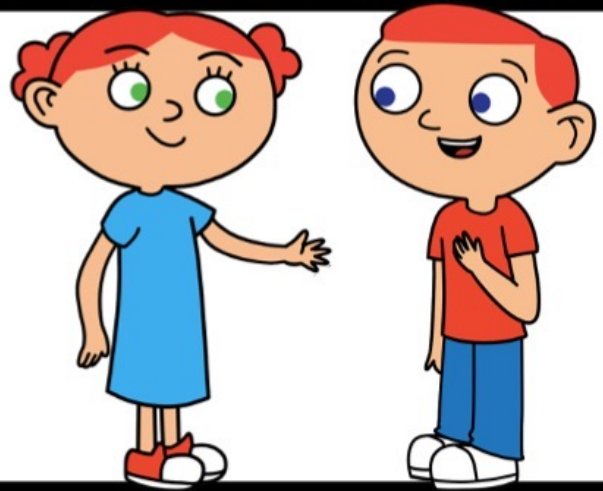
© Music City Counselor

GIVE ME SPACE?



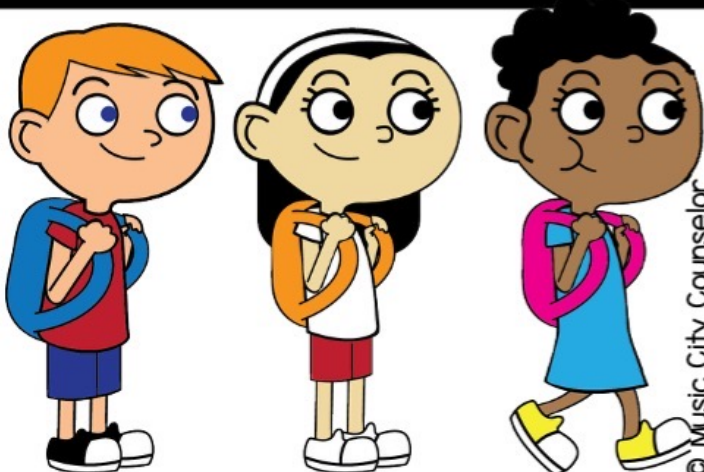
© Music City Counselor

TELL THE TRUTH?



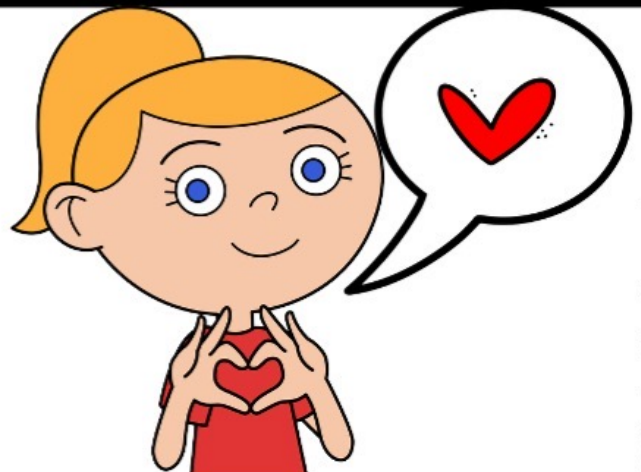
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LET ME GO FIRST?



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BE KIND?

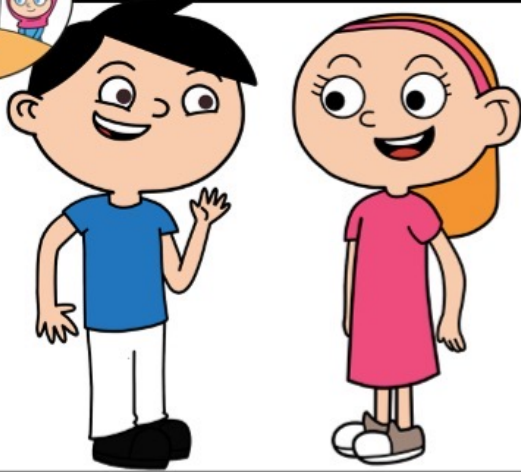


© Music City Counselor



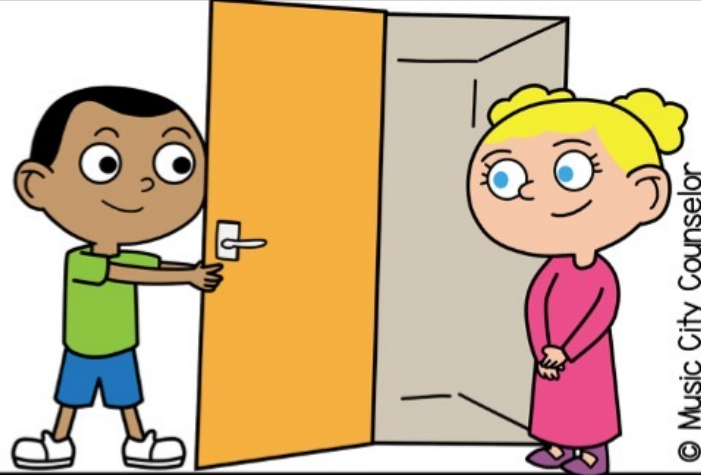
# CAN YOU PLEASE CARDS

## INVITE ME?



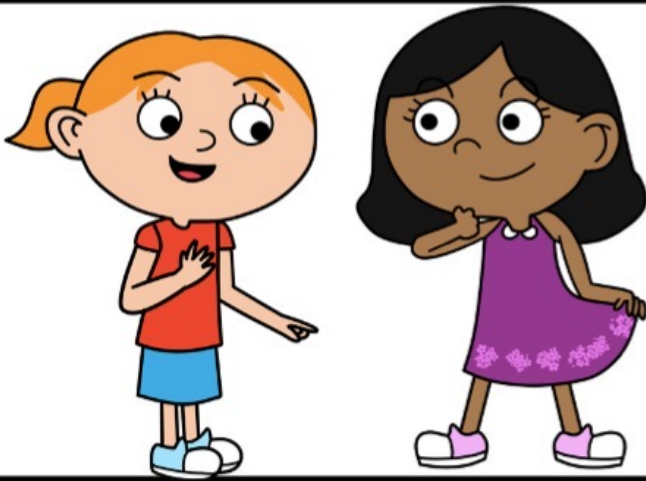
© Music City Counselor

## BE RESPECTFUL?



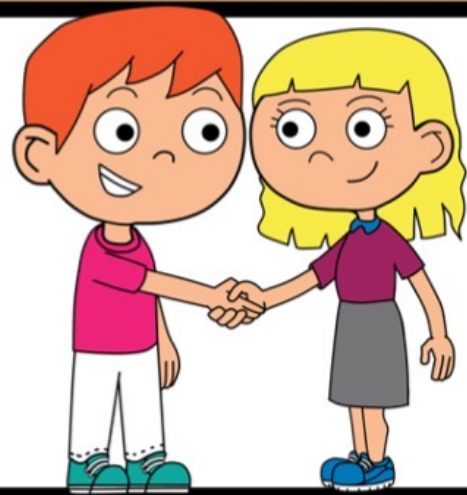
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## GET ALONG WITH ME?



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## KEEP YOUR PROMISES?



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## BE A GOOD FRIEND?



© Music City Counselor

## HELP ME?



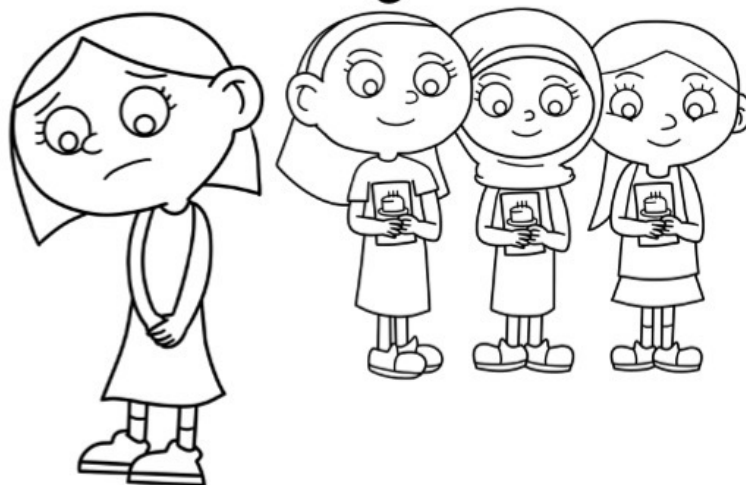
© Music City Counselor

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

# I-MESSAGES BAKERY

Solve the small problem below using an I-Message.

Maria didn't invite you to her birthday party.



1) Explain how you feel.

I felt \_\_\_\_\_



2) Share what happened.

when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



3) Explain what you need.

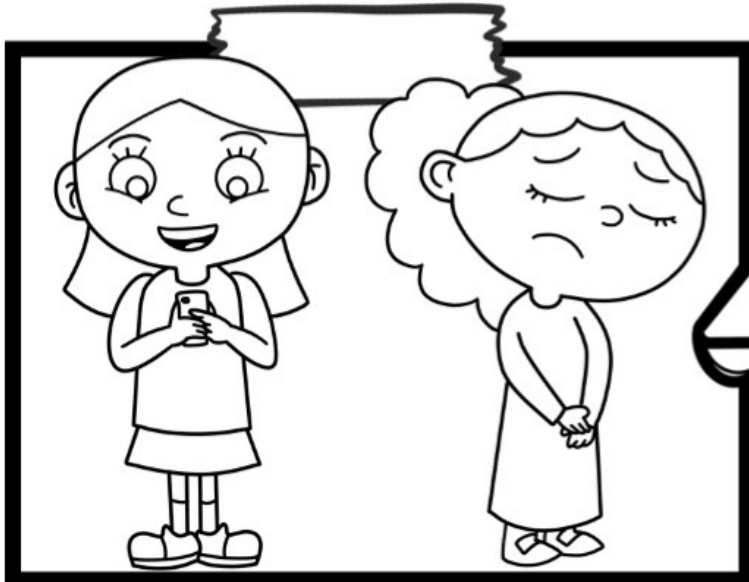
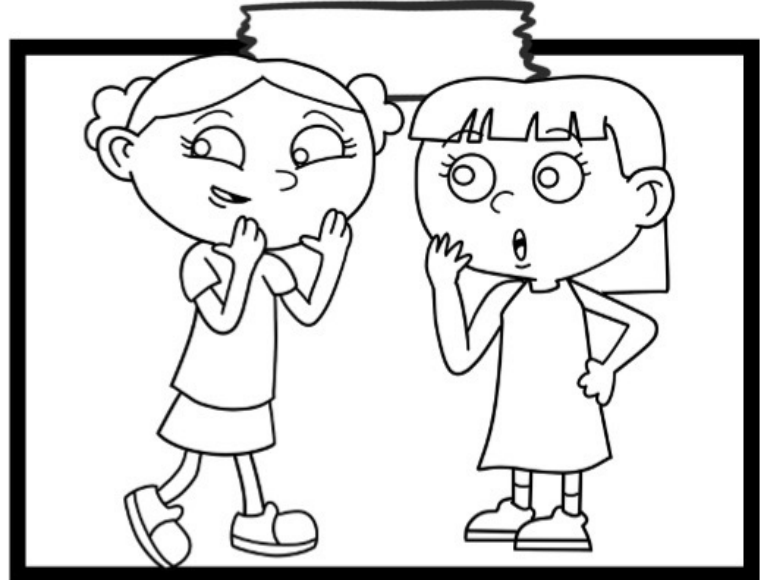
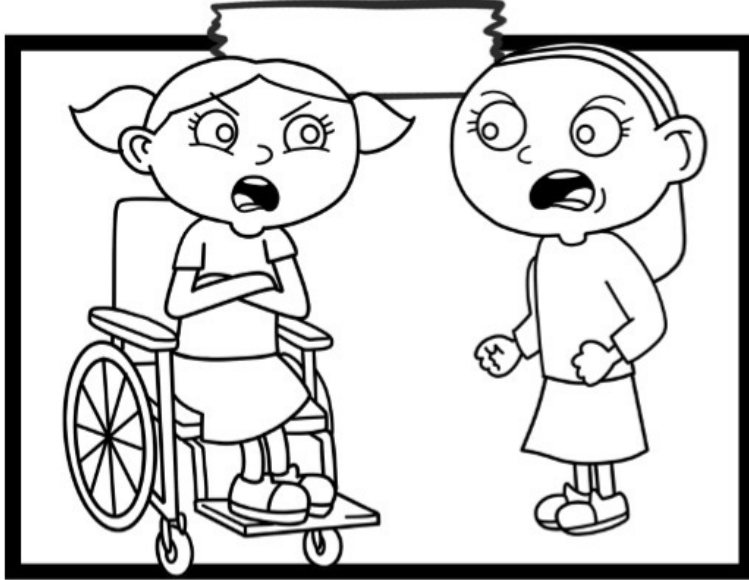
Can you please \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_?



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

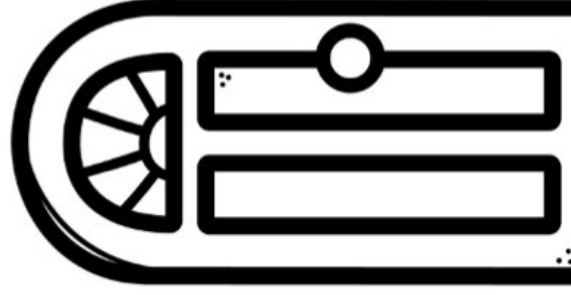
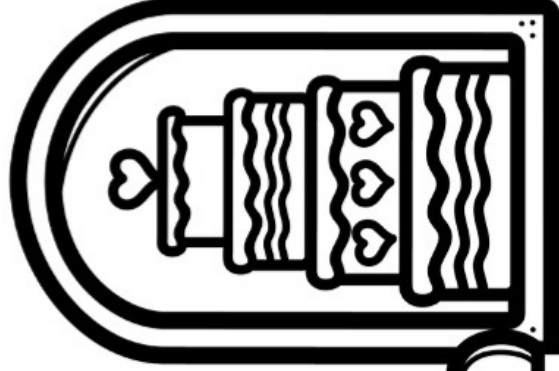
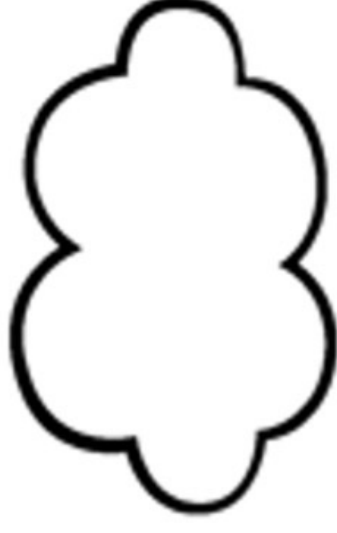
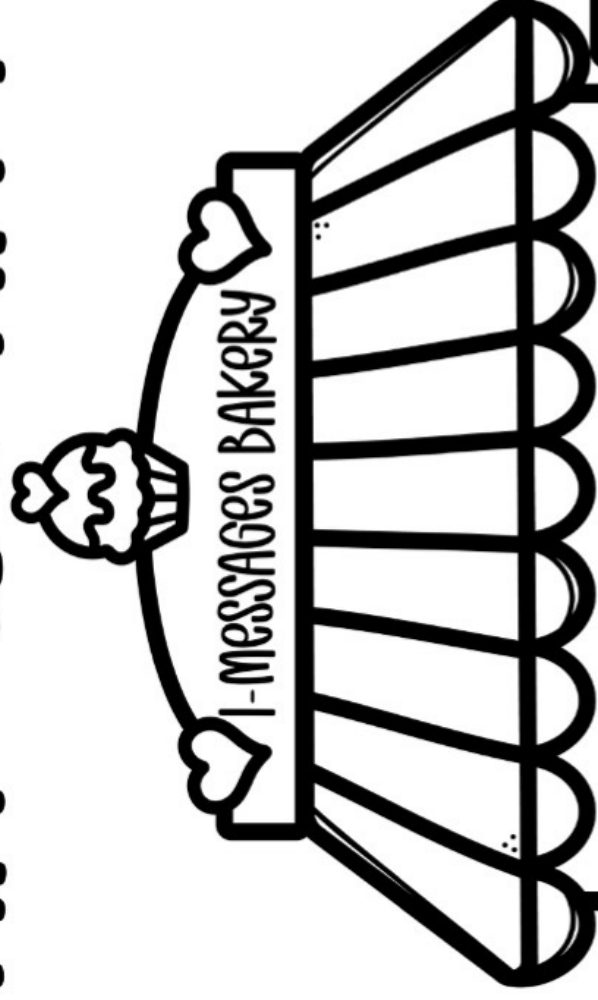
# I-MESSAGES BAKERY

Write an I-Message to help you solve these problems.



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

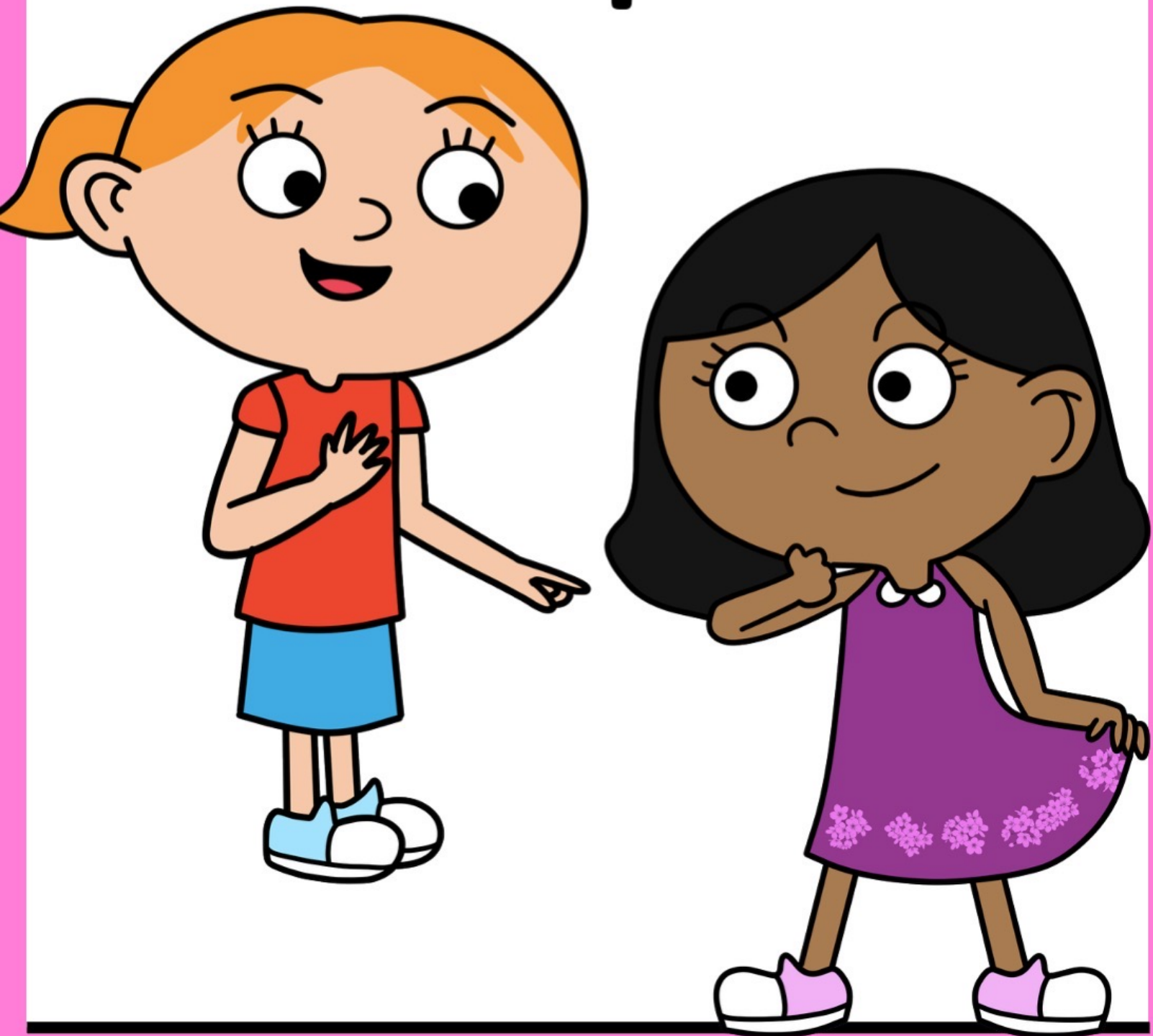
# I CAN USE AN I-MESSAGE!





# SESSION 7:

## Friendship Fences



# SESSION 7: Friendship Fences

## SESSION GOALS:

- Students will learn about healthy boundaries with the concept of "Friendship Fences."
- Students will learn the types of choices/behaviors/friendships that we keep "inside" our friendship fence and "outside" our friendship fence.

## ASCA ALIGNMENT:

- **M1:** Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.
- **M2:** Sense of acceptance, respect, support, and inclusion for self and others in the school and environment.
- **B-SS 2:** Positive, respectful and supportive relationships with students who are similar to and different from them.
- **B-SS 8:** Advocacy skills for self and others and ability to assert self, when necessary.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment.

## MATERIALS NEEDED:

- Group folders
- Each students' friendship bracelets + 1 friendship boundaries bead per student
- "Friendship Boundaries Fence" poster
- "Inside our Friendship Fence" poster
- "Outside our Friendship Fence" poster
- Outside and Inside the Fence sorting mat
- 32 scenario cards (cut-out)
- 1 "Friendship Fence" worksheet per student
- Markers or crayons
- Pencils
- Glue sticks

## DIRECTIONS:

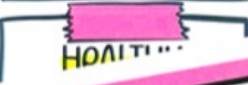
- **Before students come to group:**
  - Print the "Friendship Boundaries Fence" poster, "Inside our Friendship Fence" poster, "Outside our Friendship Fence" poster, and Outside and Inside the Fence sorting mat
  - Print and cut out the 32 scenario cards
  - Print 1 "Friendship Fence" worksheet per student
- Greet students and explain that today we will earn our **friendship boundaries bead**. We'll learn about setting healthy boundaries for our friendships. We'll talk about choices and friendships that are "inside" and "outside" of our friendship fence.
- You may choose to start each session with a **feelings check-in**. Ask students to share or point to how they're feeling on the "How Are You Feeling?" poster. Gauge their feelings about group, how their day is going, their mood, etc.
- Show students the "Friendship Boundaries Fence" poster. Explain that wooden fences protect our homes and backyards. "Friendship Fences" are invisible and protect our hearts and feelings. They keep unhealthy choices and friendships OUT.
- Show students the "Inside our Friendship Fence" poster. Explain that in friendships, we set healthy boundaries ("put up a fence") and only let choices and friendships "inside our fence" that are safe, respectful, and healthy. Generate a discussion with the girls about examples of choices we might let inside our friendship fence.
- Show students the "Outside our Friendship Fence" poster. Explain that in friendships, we set healthy boundaries ("put up a fence") and keep choices and friendships "outside our fence" that are hurtful, unsafe, and cross our comfort zone. We protect our feelings and hearts by putting up a boundary and not letting these choices/friendships be part of our lives.
- Show students the "Outside the Friendship Fence and Inside the Friendship Fence" sorting mat and 32 scenario cards. Explain that we're going to play a game to help us understand choices and friendships that are "inside" and "outside" of our friendship fence. Place the scenario cards in a pile face down. Let the girls take turns drawing a card and reading it aloud to the group. Then, they decide if the choice is "inside" or "outside" their friendship fence. If it's inside, they place it on the "inside" rectangle on the sorting mat. If it's outside, they place it on the "outside" rectangle on the sorting mat. With each turn, generate a discussion about the choice and why it's inside or outside, if the girls have experienced it before, how it would make them feel, etc. Play until the cards run out or you run out of time.
- Give each student a **Friendship Fence worksheet**. They can color the choices that are inside their friendship fence green and color the choices that are outside their friendship fence red.
- Ask students to cut out their **friendship boundaries bead** and glue it onto their friendship bracelet.
- **Close** the lesson by saying that next week we will learn about positive self-talk with a fun magic wands theme!



# SAMPLE FRIENDSHIP fences

## INSIDE OUR FRIENDSHIP FENCE

In friendships, we set healthy boundaries. We only let choices **inside** our "fence" that are:



## OUTSIDE OUR FRIENDSHIP FENCE

In friendships, we set healthy boundaries. We keep choices **outside** our fence that are:



## FRIENDSHIP BOUNDARIES FENCE

Wooden fences protect our homes and backyards. "Friendship Fences" are invisible and protect our hearts and feelings. They keep unhealthy choices and friendships OUT.

## OUTSIDE THE FRIENDSHIP FENCE

INSIDE OR OUTSIDE THE FENCE?  
Telling secrets about others.

INSIDE OR OUTSIDE THE FENCE?  
Cheering for a friend when they won.

INSIDE



# FRIENDSHIP BOUNDARIES



Wooden fences protect our homes and backyards. "Friendship Fences" are invisible and protect our hearts and feelings. They keep unhealthy choices and friendships OUT.





# INSIDE OUR FRIENDSHIP FENCE

In friendships, we set healthy boundaries. We only let choices **inside** our "fence" that are:

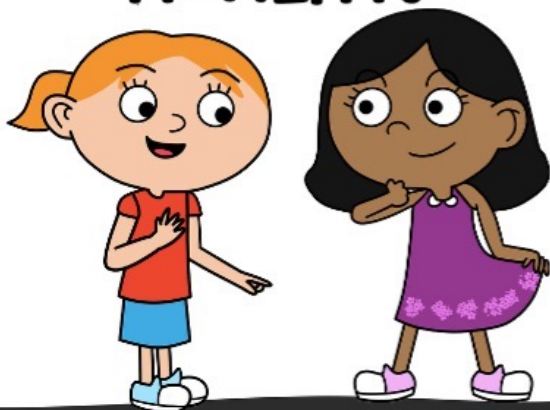
Safe



Respectful



Healthy



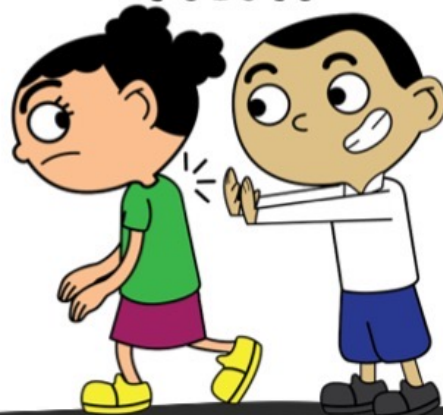
# OUTSIDE OUR FRIENDSHIP FENCE

In friendships, we set healthy boundaries.  
We keep choices **outside** our fence that are:

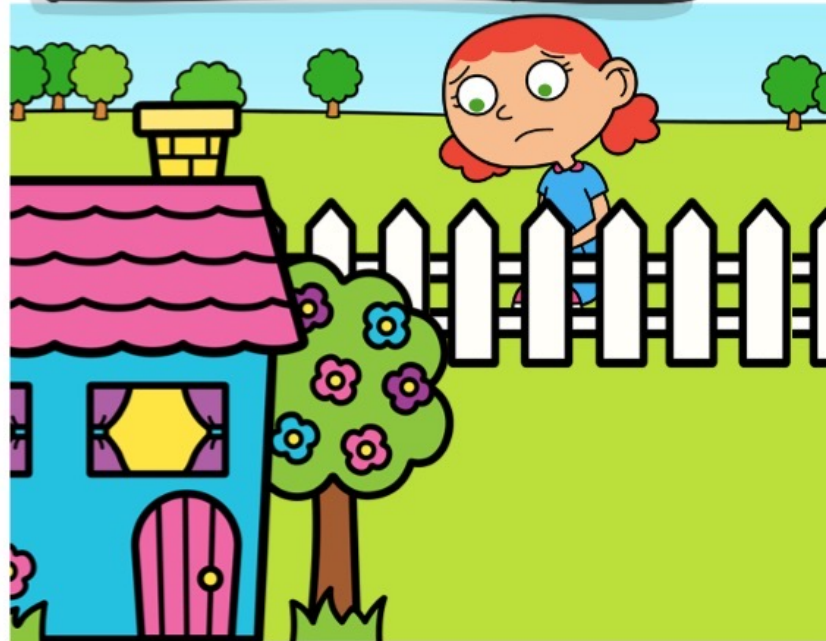
HURTFUL



UNSAFE

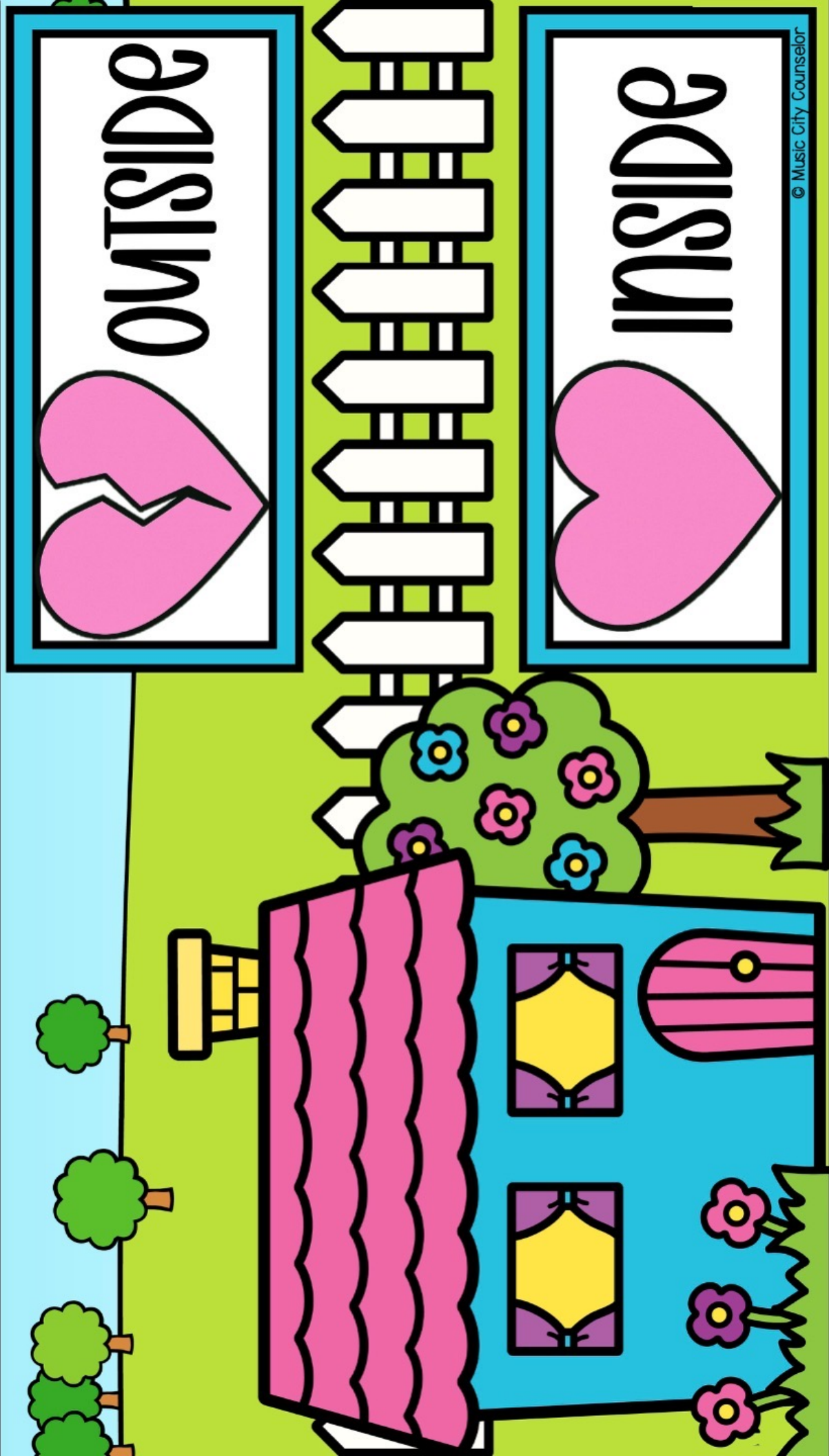


CROSS OUR  
COMFORT ZONE





OUTSIDE THE FRIENDSHIP fence



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INSIDE THE FRIENDSHIP fence

## INSIDE OR OUTSIDE THE fence?

Saying, "please" and "thank you."



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## INSIDE OR OUTSIDE THE fence?

Sharing toys or supplies when asked.



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## INSIDE OR OUTSIDE THE fence?

Letting a friend play with others, too.



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## INSIDE OR OUTSIDE THE fence?

Taking turns choosing a game.



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## INSIDE OR OUTSIDE THE fence?

Asking before borrowing something.



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## INSIDE OR OUTSIDE THE fence?

Listening when someone is talking.



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## INSIDE OR OUTSIDE THE fence?

Saying, "I need some personal space."



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## INSIDE OR OUTSIDE THE fence?

Calmly saying, "That hurt my feelings."



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## INSIDE OR OUTSIDE THE fence?

Cheering for a friend when they won.



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## INSIDE OR OUTSIDE THE fence?

Keeping a safe promise.



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## INSIDE OR OUTSIDE THE fence?

Saying, "I can only play for 10 minutes."



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## INSIDE OR OUTSIDE THE fence?

Saying, "I'm not comfortable sharing that."



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## INSIDE OR OUTSIDE THE fence?

Saying, "I don't want to hold hands."



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## INSIDE OR OUTSIDE THE fence?

Saying, "I don't want to hug."



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## INSIDE OR OUTSIDE THE fence?

Grabbing a toy without asking.



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## INSIDE OR OUTSIDE THE fence?

Not letting friends play with others.



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## INSIDE OR OUTSIDE THE fence?

Not letting friends do what they want.



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## INSIDE OR OUTSIDE THE fence?

Calling friends a mean name.



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## INSIDE OR OUTSIDE THE fence?

Continuing when someone says, "Stop!"



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## INSIDE OR OUTSIDE THE fence?

Reading a friend's diary.



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## INSIDE OR OUTSIDE THE fence?

Making fun of someone's mistake.



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## INSIDE OR OUTSIDE THE fence?

Telling secrets about others.



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## INSIDE OR OUTSIDE THE fence?

Pushing during a disagreement.



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## INSIDE OR OUTSIDE THE fence?

Refusing to let someone have a turn.



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## INSIDE OR OUTSIDE THE fence?

Saying, "If you don't do it, I won't be your friend."



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## INSIDE OR OUTSIDE THE fence?

Saying, "You can't play with her."



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## INSIDE OR OUTSIDE THE fence?

Not letting her be part of your club.



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## INSIDE OR OUTSIDE THE fence?

Ignoring a friend on purpose.



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## INSIDE OR OUTSIDE THE fence?

Controlling what others wear.



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## INSIDE OR OUTSIDE THE fence?

Controlling what others say or do.



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## INSIDE OR OUTSIDE THE fence?

Taking things that don't belong to you.



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## INSIDE OR OUTSIDE THE fence?

Spreading rumors about others.



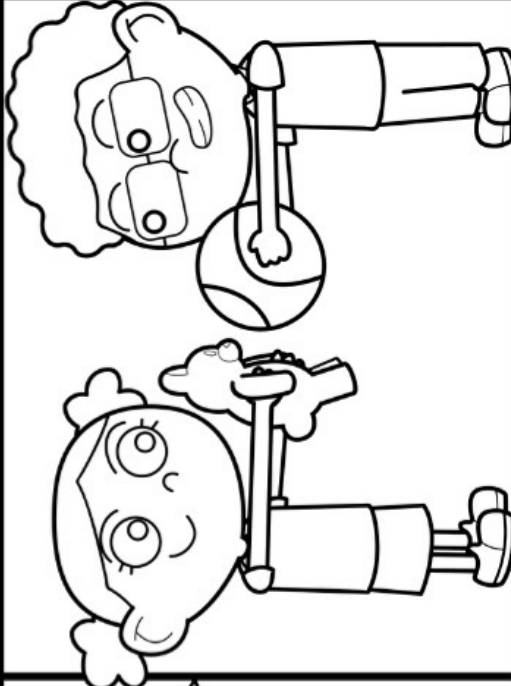
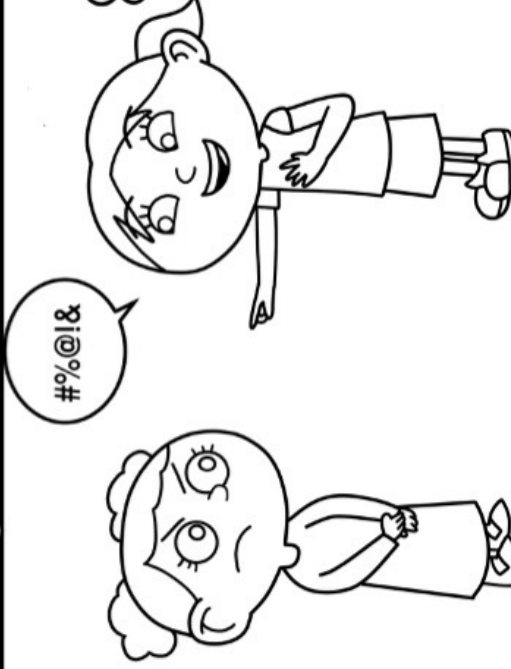
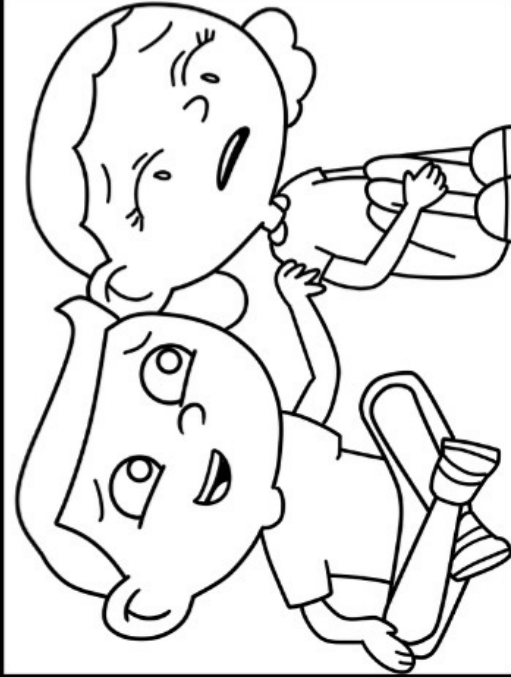
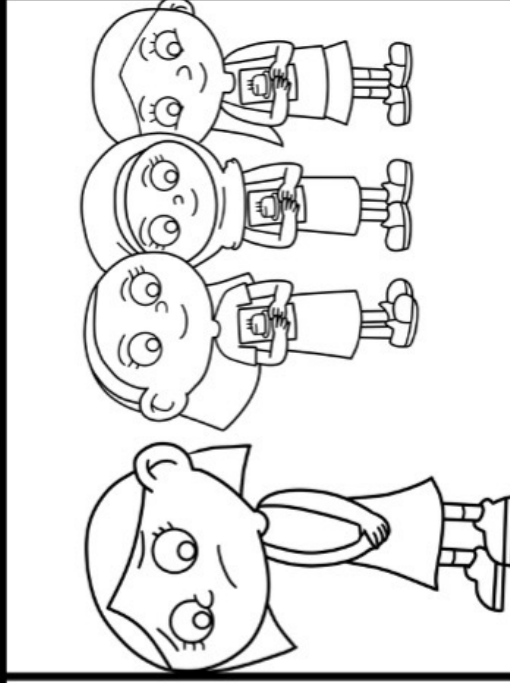
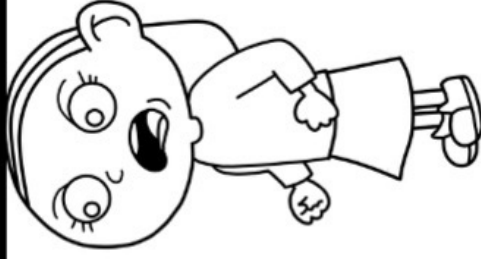
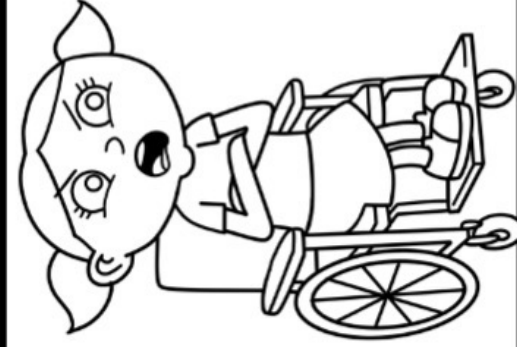
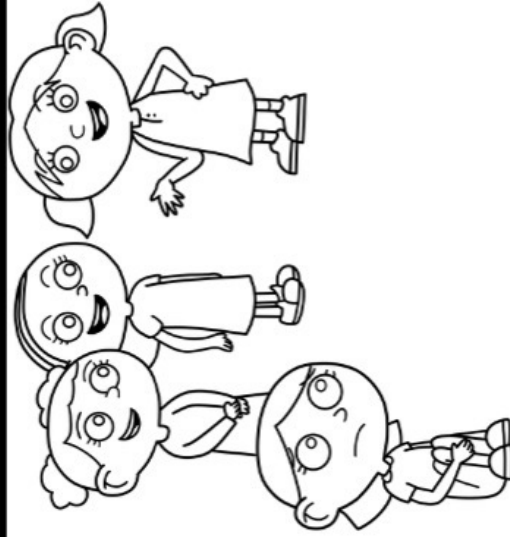
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Name: \_\_\_\_\_

# My FRIENDSHIP fence

Color the choices that are **INSIDE** your friendship fence **GREEN**.

Color the choices that are **OUTSIDE** your friendship fence **RED**.





# SESSION 8: Sparkle Switch Magic Wands



# SESSION 8: Sparkle Switch Magic Wands

## SESSION GOALS:

- Students will learn the definition of self-talk.
- Students will learn the difference between positive and negative self-talk.
- Students will learn how to use their "Sparkle Switch Wand" to "flip" their negative thoughts into positive ones.

## ASCA ALIGNMENT:

- **M1:** Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.
- **M2:** Sense of acceptance, respect, support, and inclusion for self and others in the school and environment.
- **M3:** Positive attitude toward work and learning.
- **B-SMS 7:** Effective coping skills.
- **B-SS 8:** Advocacy skills for self and others and ability to assert self, when necessary.

## MATERIALS NEEDED:

- Group folders
- Each students' friendship bracelets + 1 positive self-talk bead per student
- "What is Self-Talk?" poster
- "Examples of Positive Self-Talk" poster
- "Examples of Negative Self-Talk" poster
- "The Sparkle Switch Magic Wand" poster
- 1 magic wand per student (cut-out)
- 40 positive and negative thought bubbles (cut-out)
- Blank thought bubbles (cut-out)
- 1 "Positive Self-Talk" worksheet per student
- 1 Popsicle stick per student
- Tape
- Markers or crayons
- Pencils
- Glue sticks

## DIRECTIONS:

- **Before students come to group:**
  - Print the "What is Self-Talk?" poster, "Examples of Positive Self-Talk" poster, "Examples of Negative Self-Talk" poster, and "The Sparkle Switch Wand" poster
  - Print 1 **magic wand per student** and cut them out. To make them stronger/sturdier, try using cardstock or taping/gluing a Popsicle stick to the back of the handle.
  - Print the **40 positive and negative thought bubbles** and cut them out.
  - Print 1 **"Positive Self-Talk" worksheet** per student.
- Greet students and explain that today we will learn our **positive self-talk bead** and learn about how the way we talk to ourselves matters!
- You may choose to start each session with a **feelings check-in**. Ask students to share or point to how they're feeling on the **"How Are You Feeling?" poster**. Gauge their feelings about group, how their day is going, their mood, etc.
- Show students the **"What is Self-Talk?" poster**. Explain the definition of self-talk. Generate a discussion about what self-talk is, what that "little voice" sounds like, and why that little voice is so important (how it impacts our mood, self-confidence, choices, abilities, future, goals, etc.).
- Show students the **"Examples of Positive Self-Talk" poster**. Talk through the definition of positive self-talk and the 4 examples. Generate a discussion about how thinking these things would make the girls feel and act.
- Show students the **"Examples of Negative Self-Talk" poster**. Talk through the definition of negative self-talk and the 4 examples. Generate a discussion about how thinking these things would make the girls feel and act.
- Show students the **"Sparkle Switch Magic Wand" poster**. Explain what the Sparkle Switch Magic Wand is and how it has the power to change the way we talk to ourselves. Teach students the wand's **magic spell** and have the girls practice chanting it aloud.
- Give each girl a **Sparkle Switch magic wand**. You can print the color version or the black/white version and have the girls decorate it. Place the **positive (pink) and negative (purple) thought bubble cards** spread out on the table, in 2 separate sections. Tell the girls that we're going to practice using our Sparkle Switch Wands to "flip" the negative thought into a positive one. Ask each girl to take a turn choosing a purple/negative thought bubble and reading it aloud. Then, ask them to find a pink/positive thought bubble that changes that negative thought into a positive one. Ask the student to touch the negative/purple thought bubble with their Sparkle Switch Wand, say the magic spell aloud, and then place the pink/positive thought bubble on top of the purple/negative thought bubble to cover it/replace it. Keep playing until each girl has had multiple turns.
- **Blank thought bubbles** are included if you'd like to have the girls practice writing their own negative thoughts and flipping them into positive ones.
- Give students the **worksheet** for additional practice.
- Ask students to cut out their **positive self-talk bead** and glue it onto their friendship bracelet.
- **Close** the lesson by saying that next week we will learn about self-esteem with a fun treasure box theme!



# SAMPLE SPARKLE SWITCH WANDS



**SPARKLE SWITCH  
MAGIC WAND**

You know that the Sparkle Switch Wand is even more powerful than a fairy princess' wand? It has the power to change the way you talk to yourself!

**MAGIC SPELL:**

Flip it, switch it,  
sparkle bright. Turn  
my thoughts from  
dark to light!



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# WHAT IS SELF-TALK?

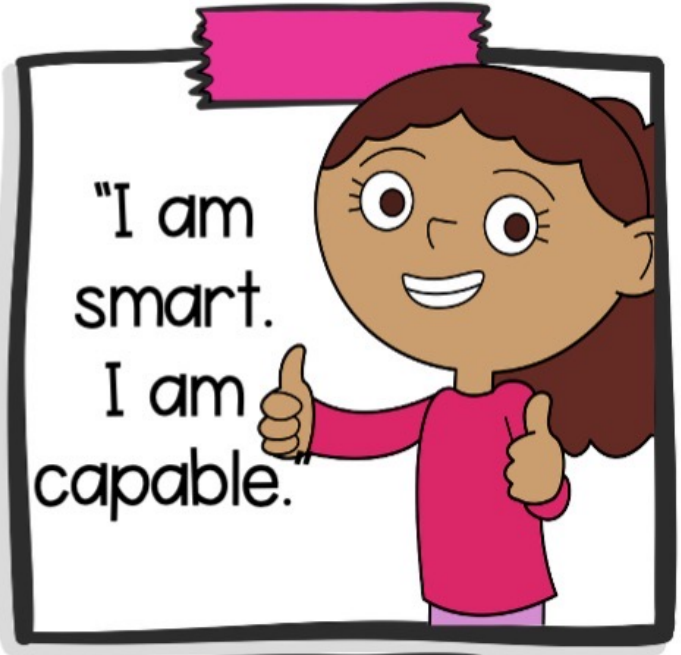
Self-talk is the little voice inside your head that talks to you all day long. Sometimes it says positive things, but other times it says negative things. The good news is YOU get to choose what the voice says!





# EXAMPLES OF POSITIVE SELF-TALK

Saying kind, loving, and encouraging things to yourself. Being your own best friend!



# EXAMPLES OF NEGATIVE SELF-TALK

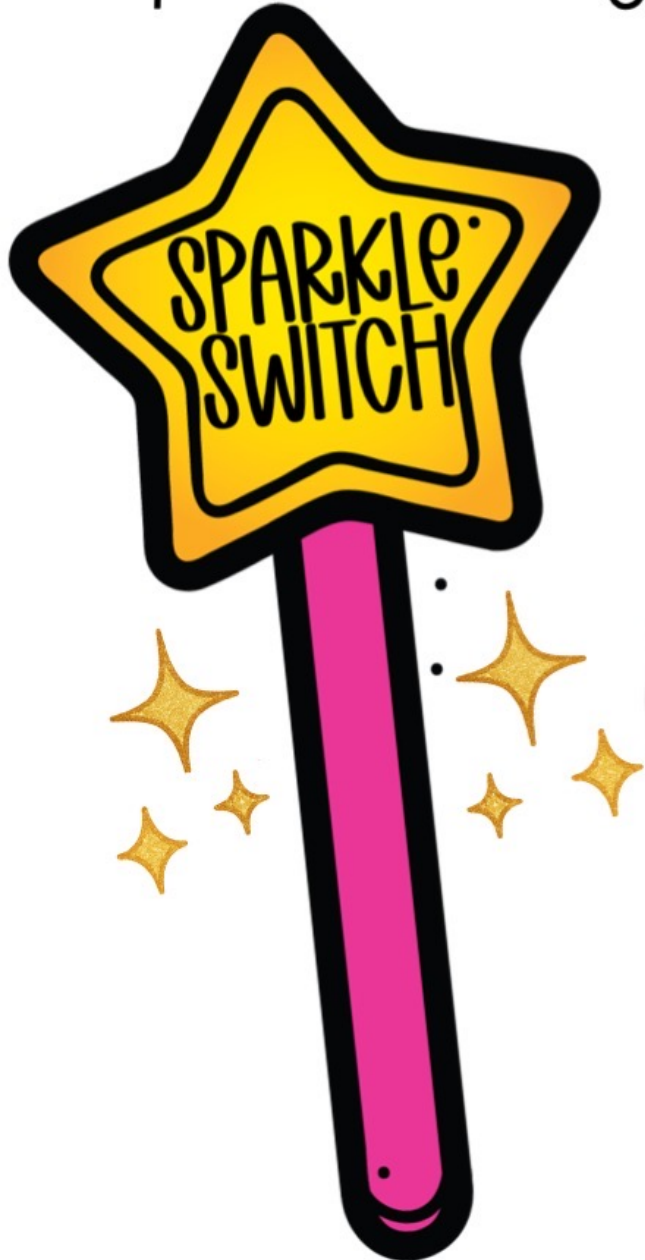
Saying unkind, discouraging things to yourself that make you feel sad and not good enough.





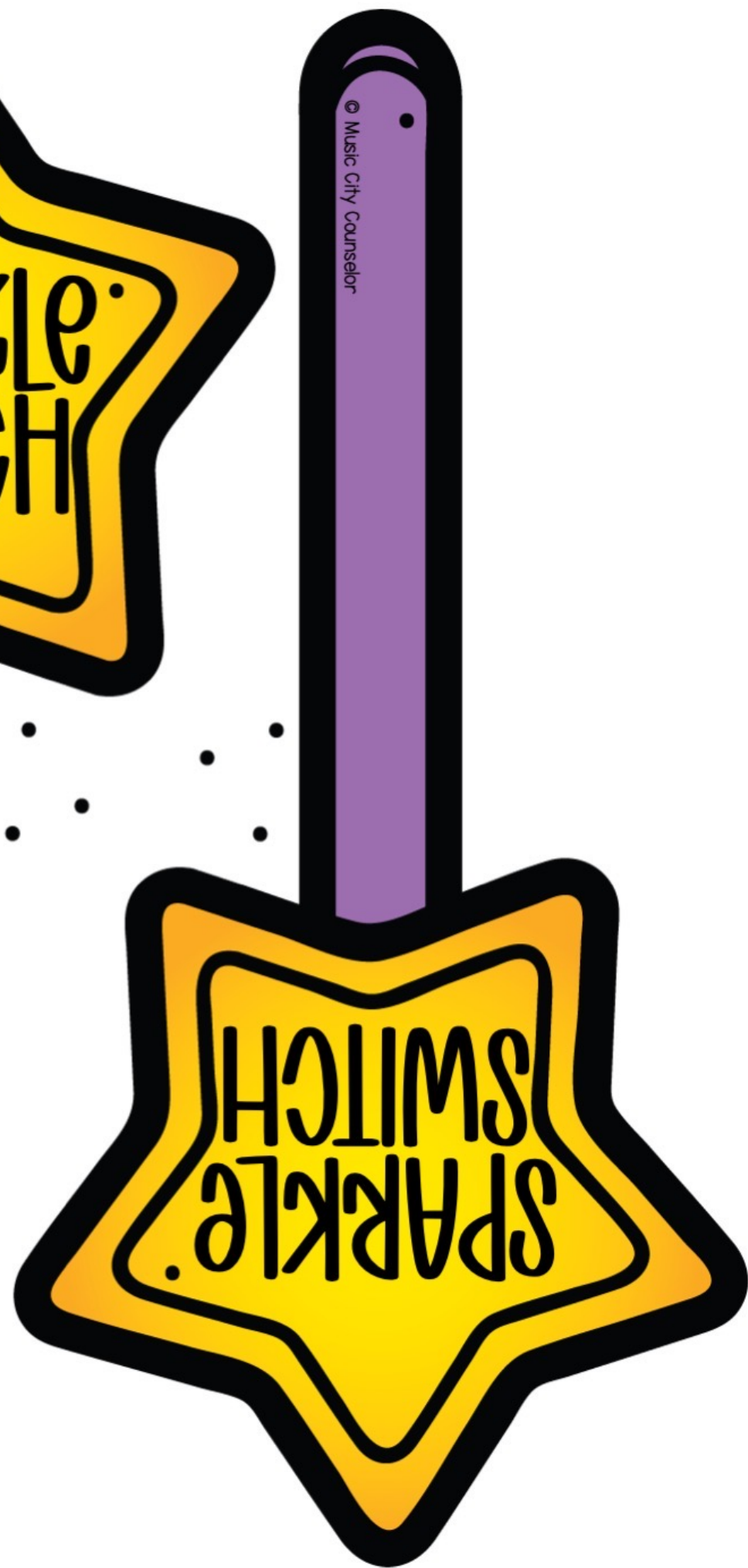
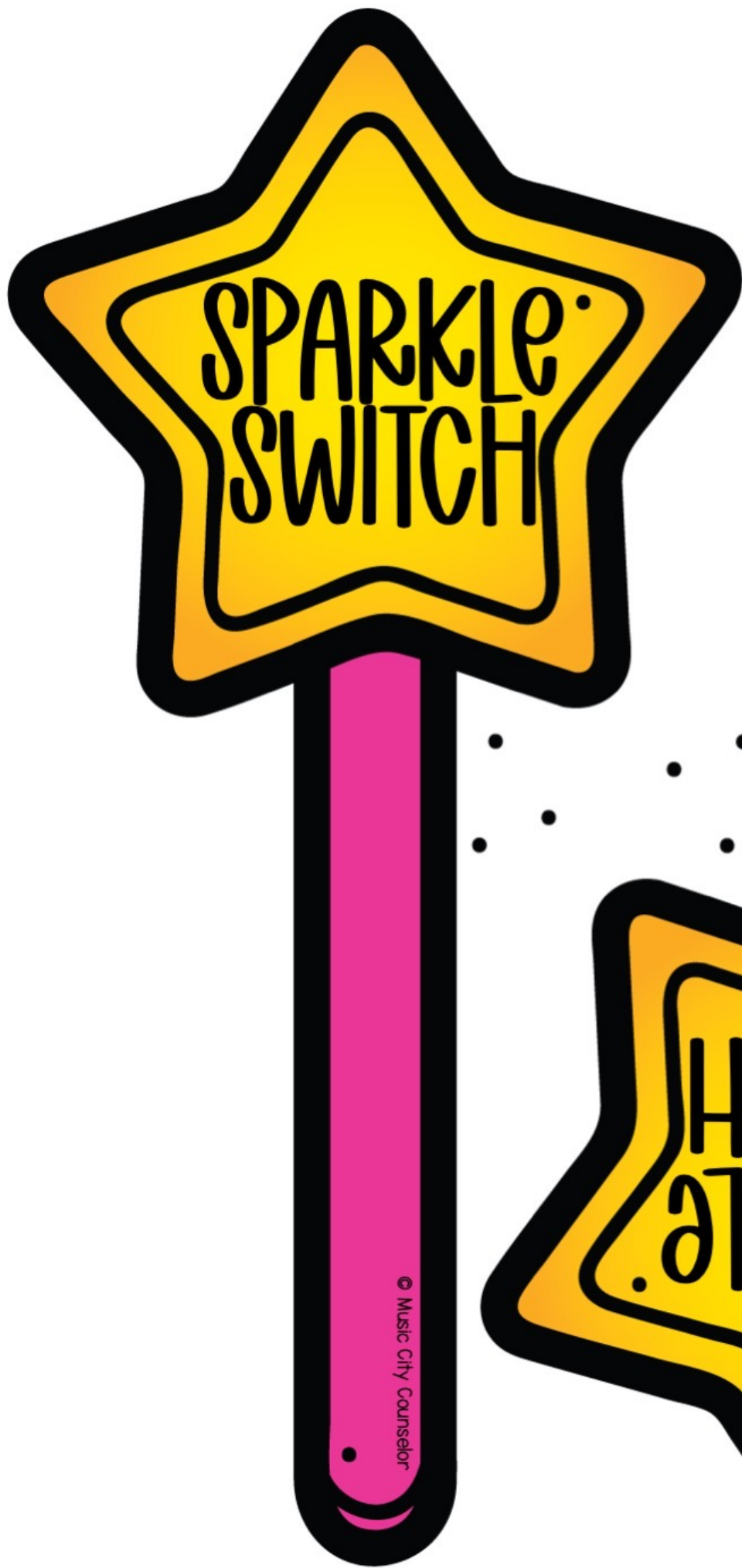
# THE SPARKLE SWITCH MAGIC WAND

Did you know that the Sparkle Switch Wand is even more powerful than a fairy princess' wand? It has the power to change the way you talk to yourself!

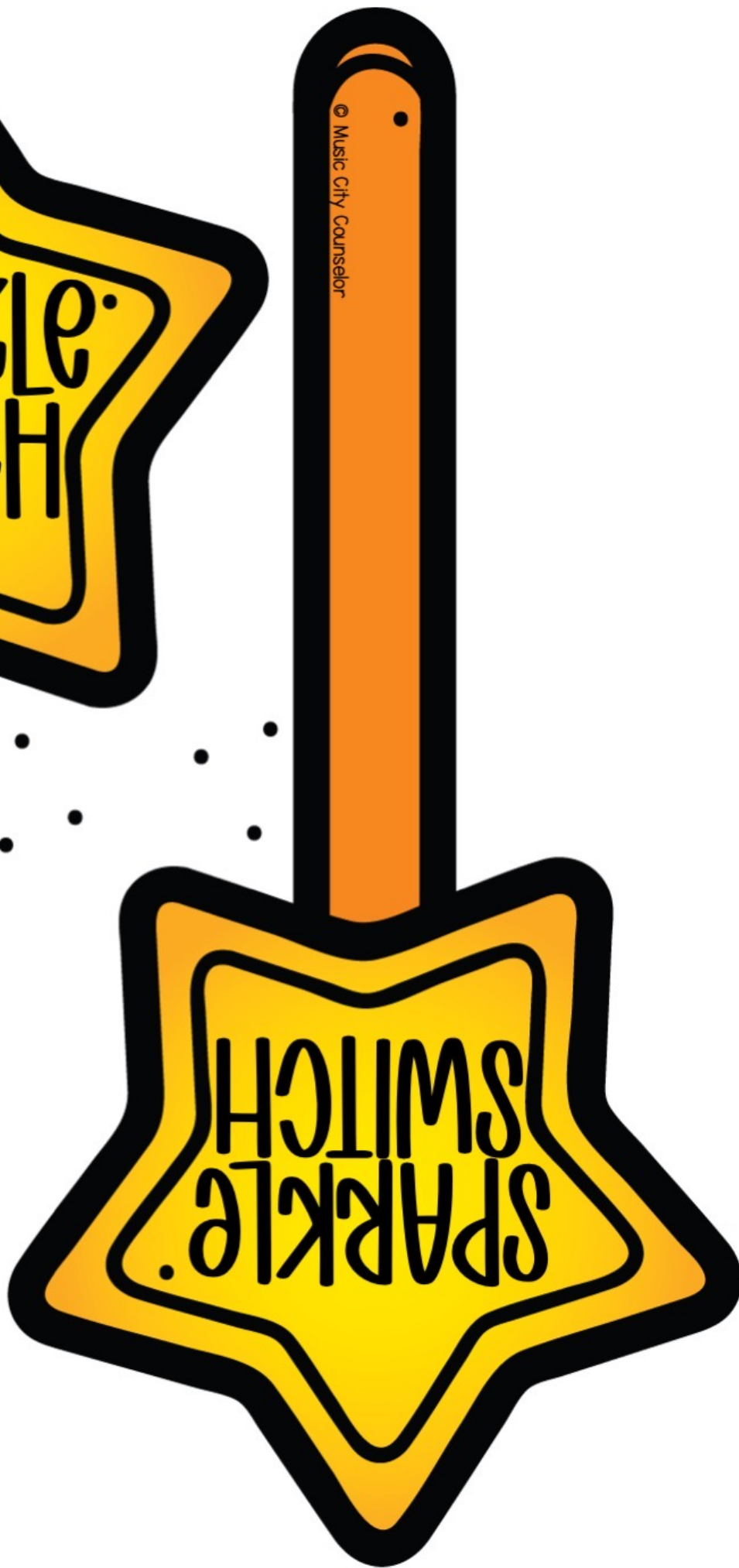
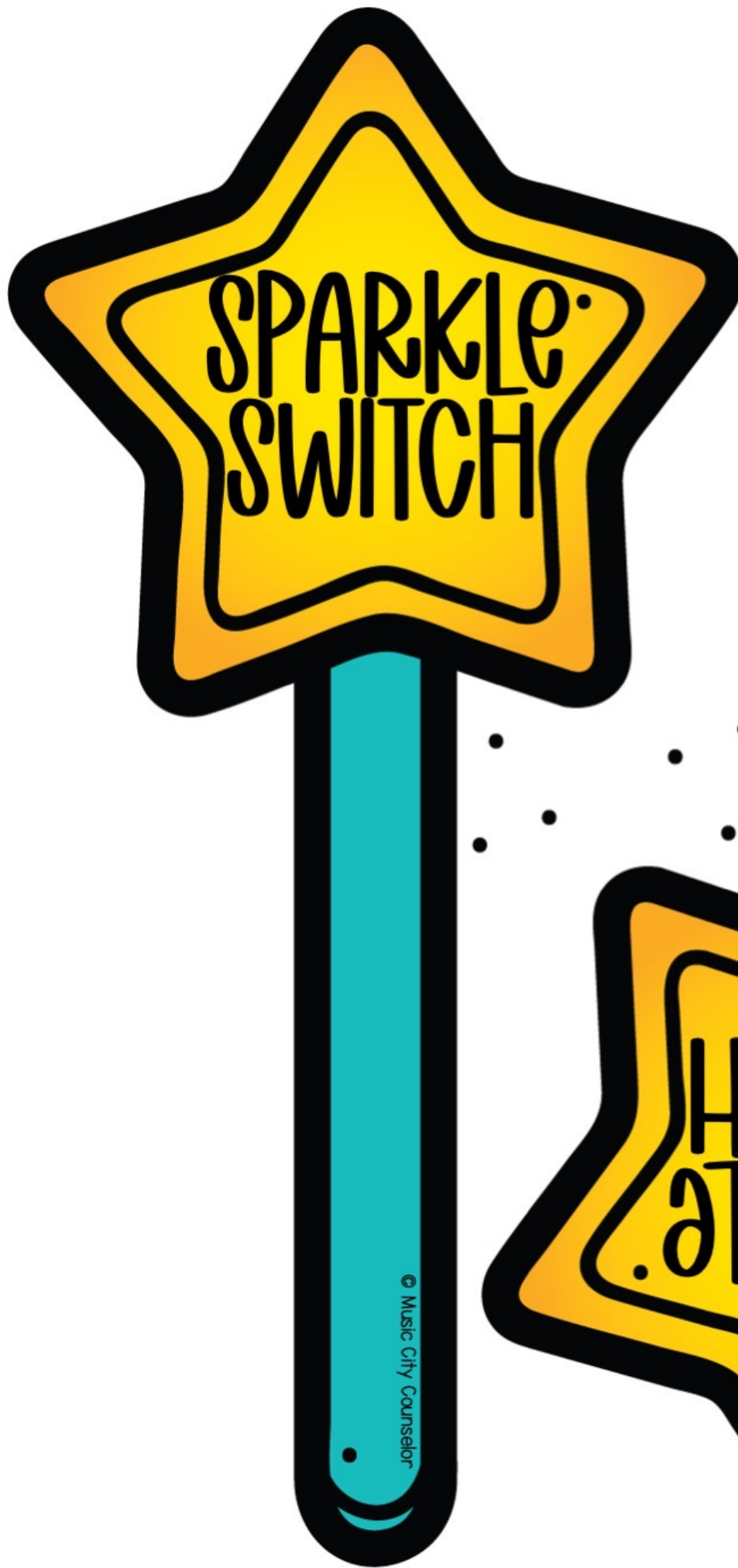


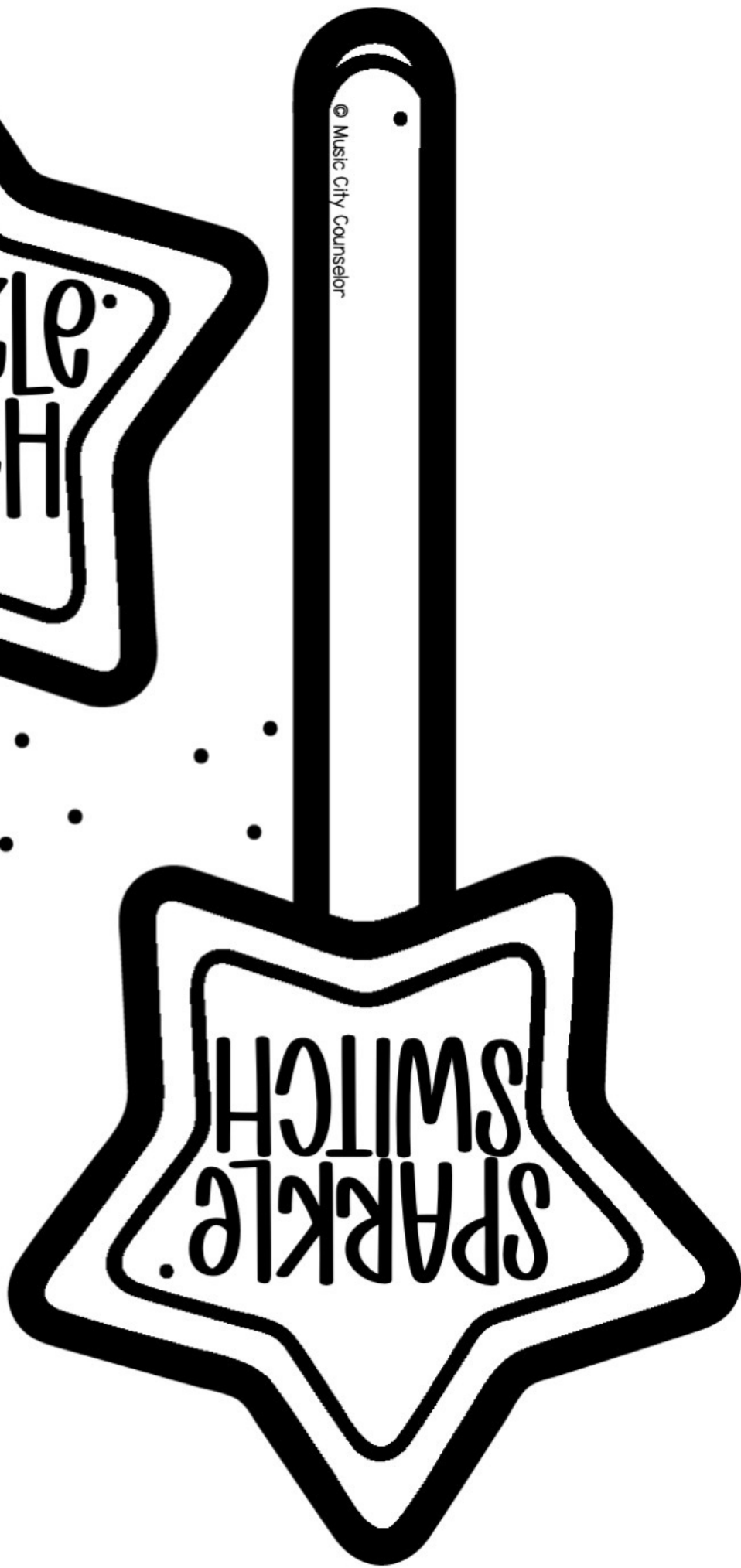
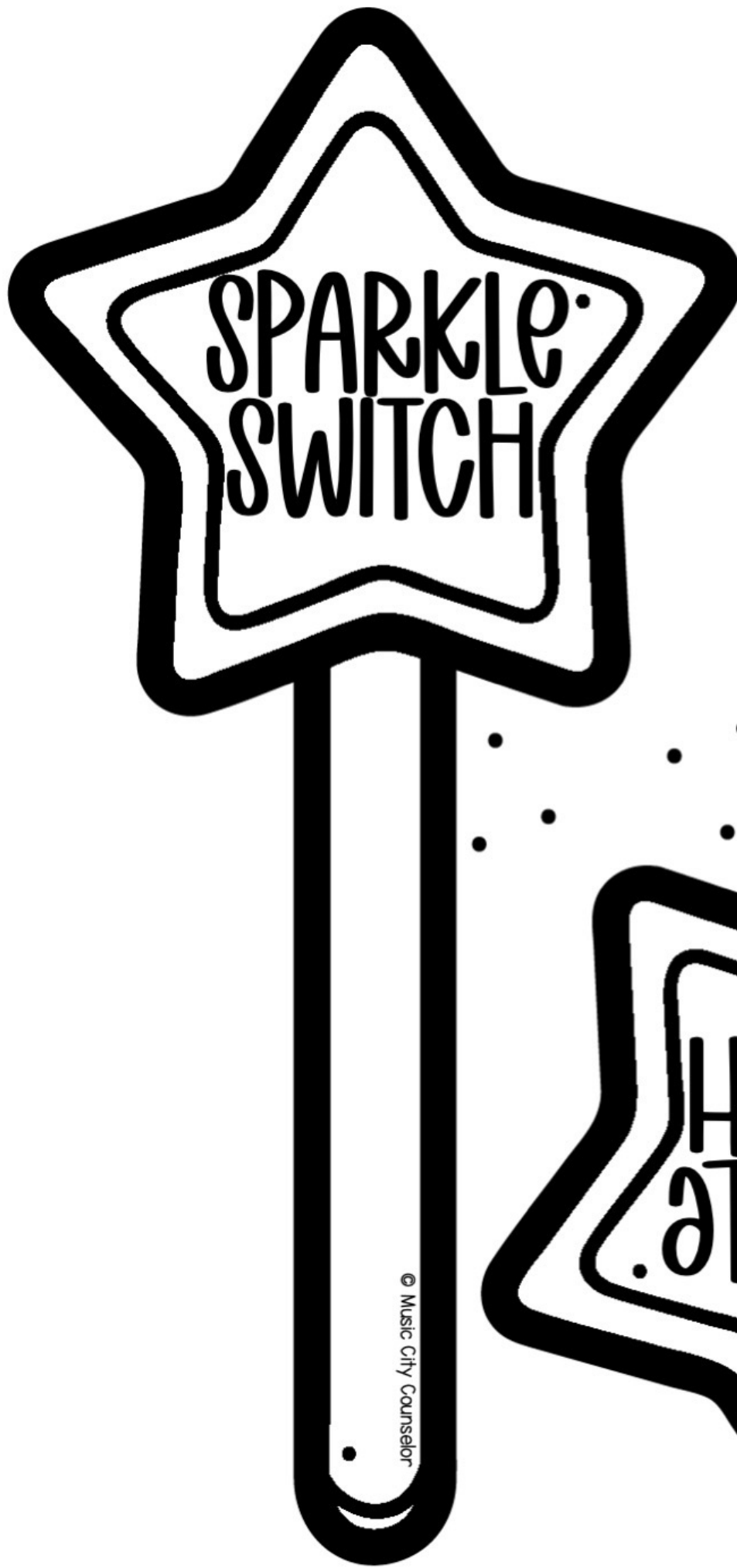
## MAGIC SPELL:

Flip it, switch it,  
sparkle bright. Turn  
my thoughts from  
dark to light!













I'm not  
good enough.

© Music City Counselor



Nobody  
likes me.

© Music City Counselor



I always  
mess up.

© Music City Counselor



I'm not  
pretty enough.

© Music City Counselor



I'm learning  
and growing  
every day.

© Music City Counselor



I have  
friends who care  
about me.

© Music City Counselor



Mistakes help  
me learn.

© Music City Counselor



I'm  
beautiful just the  
way I am.

© Music City Counselor





I'm not smart  
enough.



I can't  
do this.



I'm so  
annoying.



No one  
wants to play  
with me.



I'm smart  
and capable in  
many ways.

© Music City Counselor




I'll do my best  
and keep trying!

© Music City Counselor



I'm fun to be  
around!

© Music City Counselor



Friendships  
take time to  
grow.

© Music City Counselor





I'm too shy.

© Music City Counselor



I'm not  
as good  
as her.

© Music City Counselor



I'm a bad  
friend.

© Music City Counselor



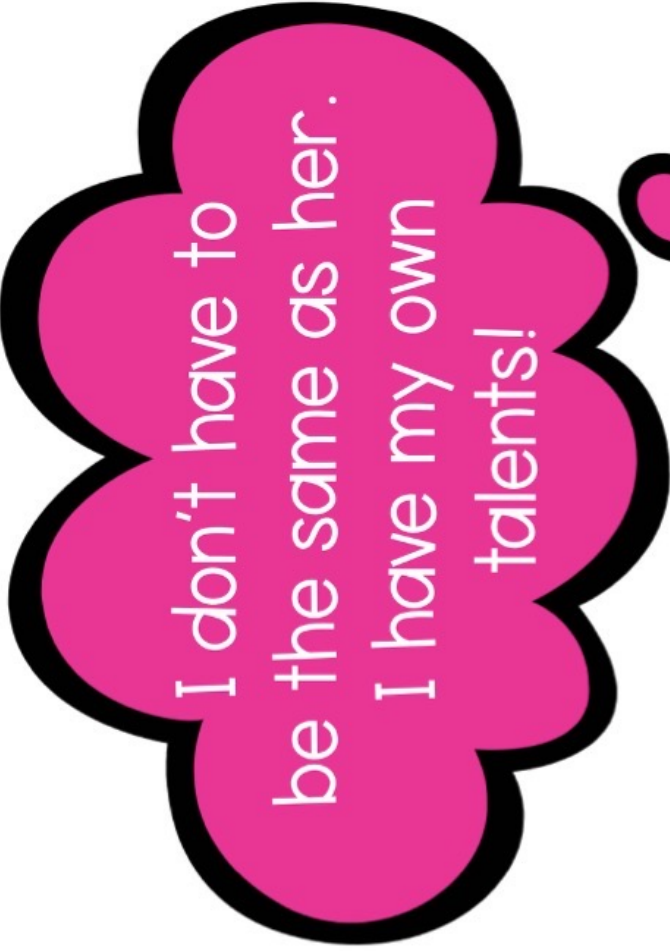
I'm not  
important.

© Music City Counselor



I can be  
brave and put myself  
out there.

© Music City Counselor



I don't have to  
be the same as her.  
I have my own  
talents!

© Music City Counselor



I'm learning  
how to be a good  
friend.

© Music City Counselor



I matter. I'm  
special. I make a  
difference!

© Music City Counselor





I'll never  
get it right.



People will  
laugh at me.



I'm too  
weird.

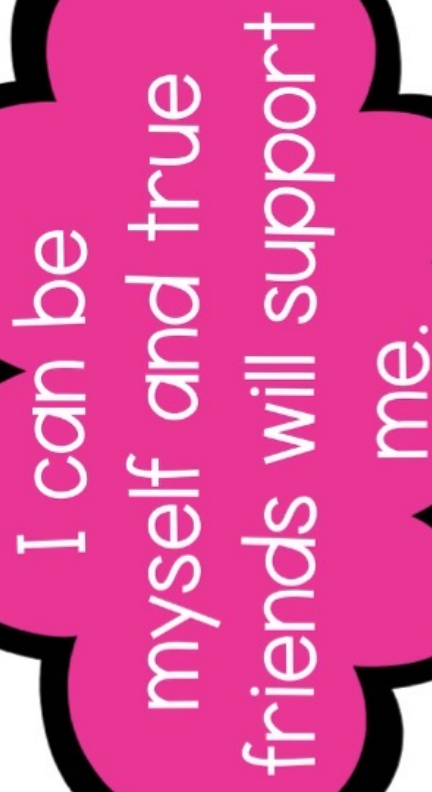


I'm always  
in trouble.



I'll keep trying  
and practicing.

© Music City Counselor



I can be  
myself and true  
friends will support  
me.

© Music City Counselor



Being different  
makes me unique  
and special.

© Music City Counselor



I can make  
better choices  
and try again.

© Music City Counselor





I'm not  
creative.

© Music City Counselor



No one cares  
about me.

© Music City Counselor



I can't make  
friends.

© Music City Counselor



I give up.

© Music City Counselor



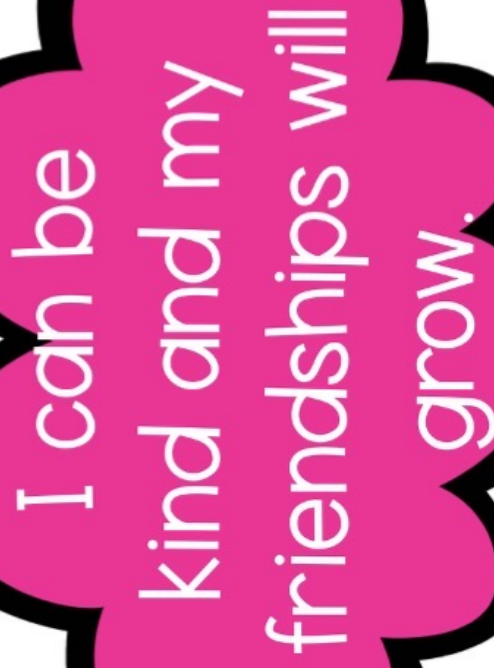
I have great  
ideas to share.

© Music City Counselor




I'm loved and  
cared for.

© Music City Counselor



I can be  
kind and my  
friendships will  
grow.

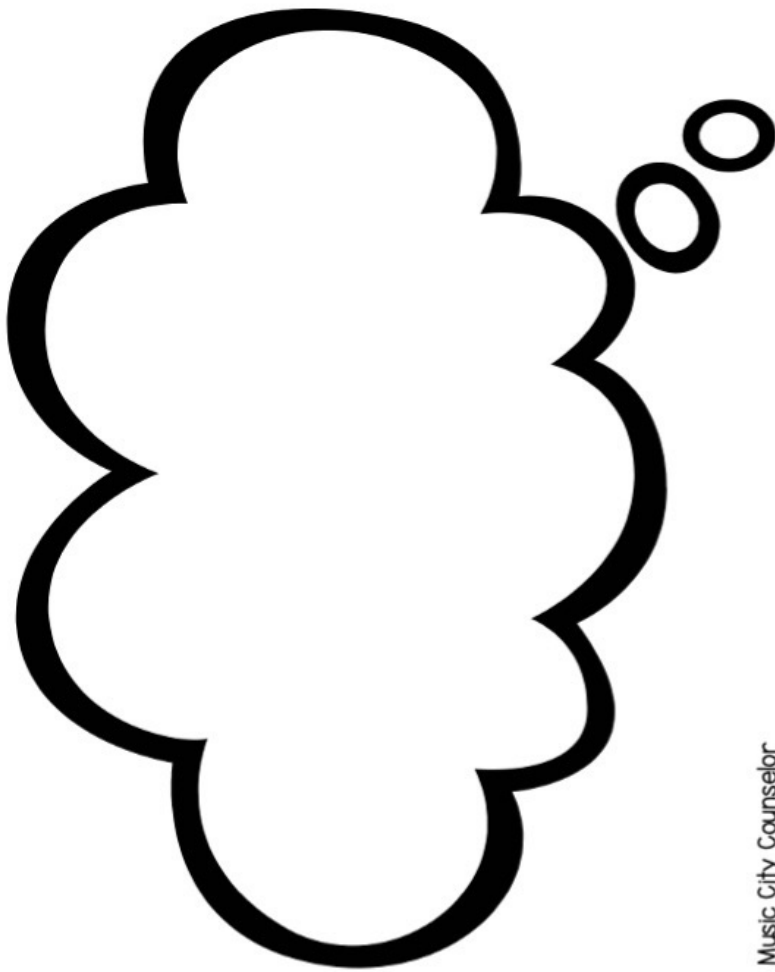
© Music City Counselor



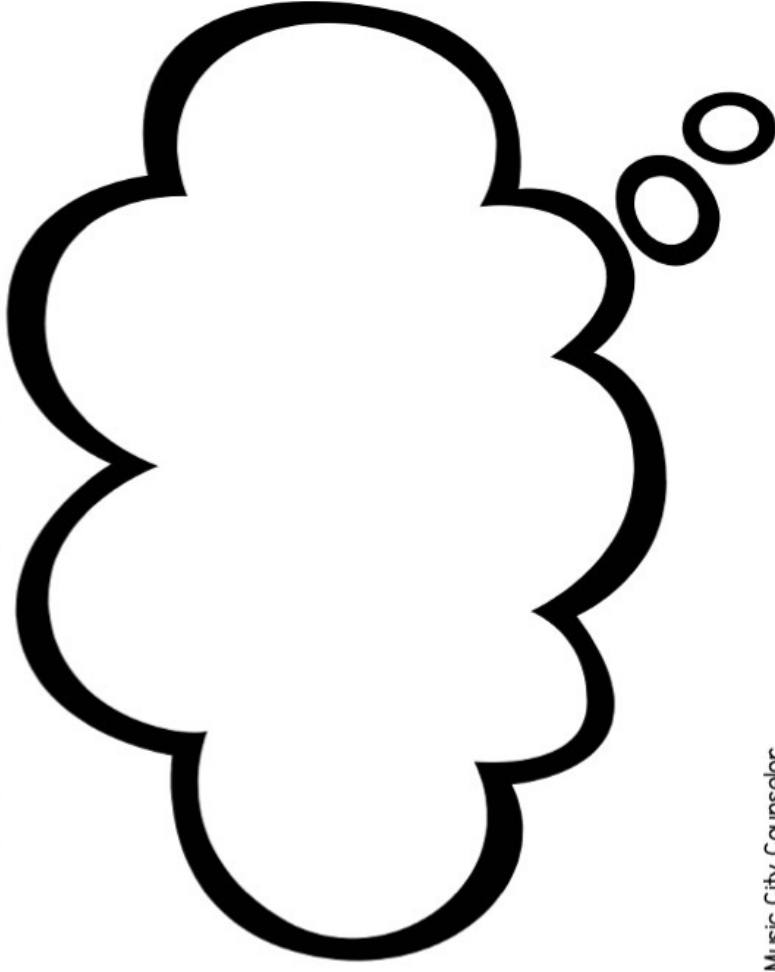
I can keep  
trying, even if  
it's hard.

© Music City Counselor

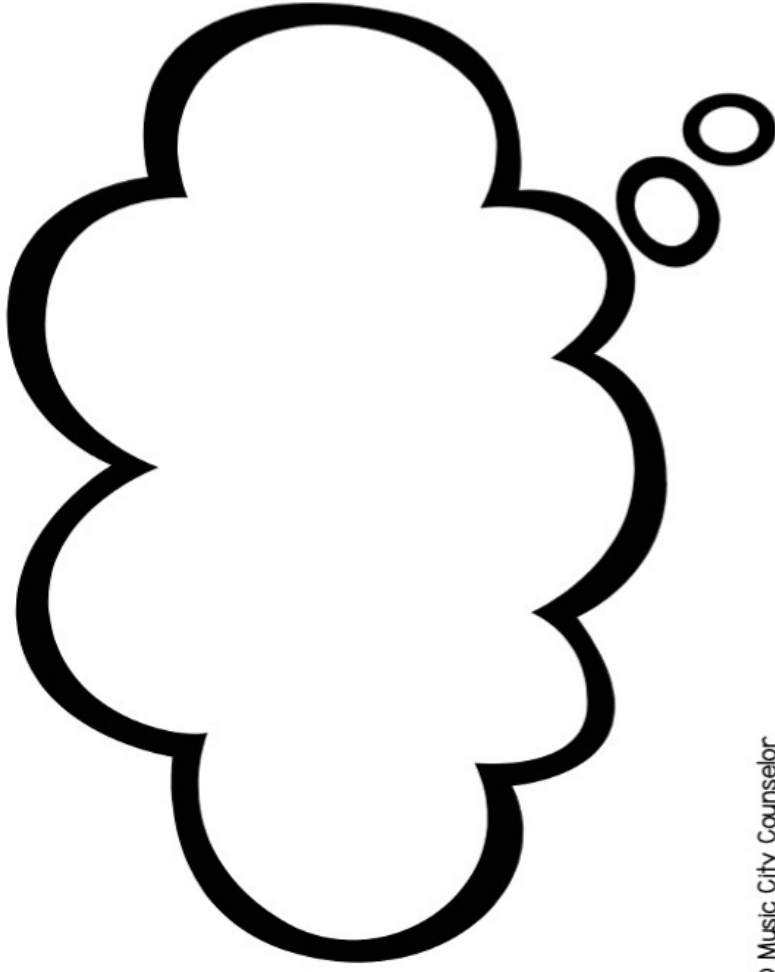




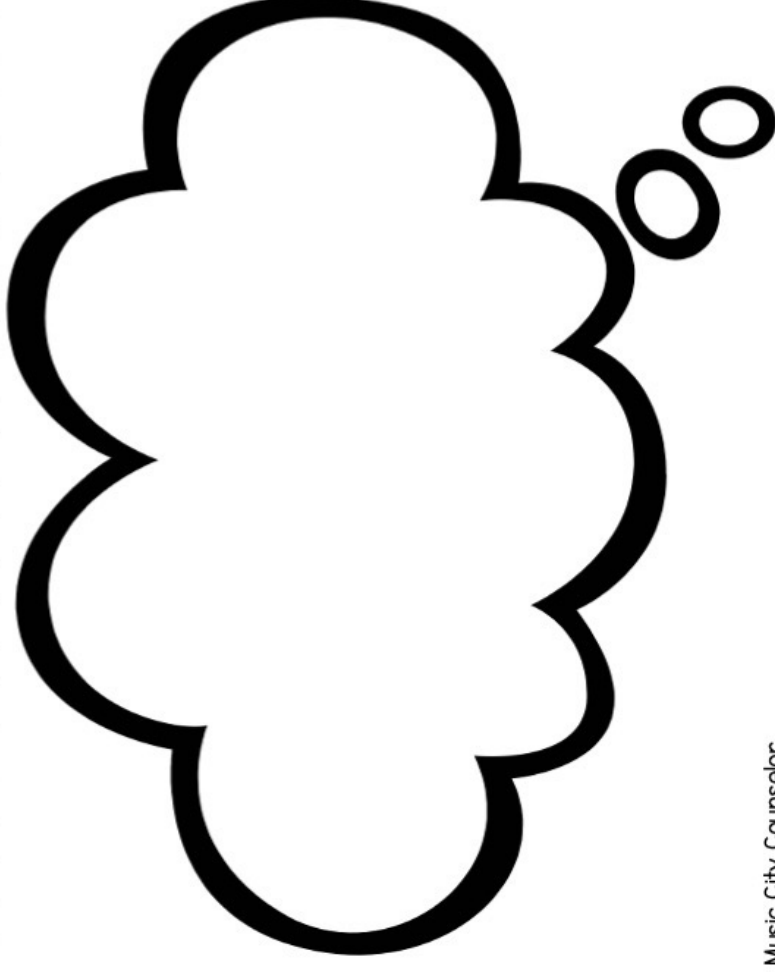
© Music City Counselor



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© Music City Counselor



© Music City Counselor

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

# POSITIVE SELF-TALK

Change these negative thoughts to positive ones.

I'm not  
good enough.



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She's smarter  
than I am.



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---

---

I'll never get  
it right.



---

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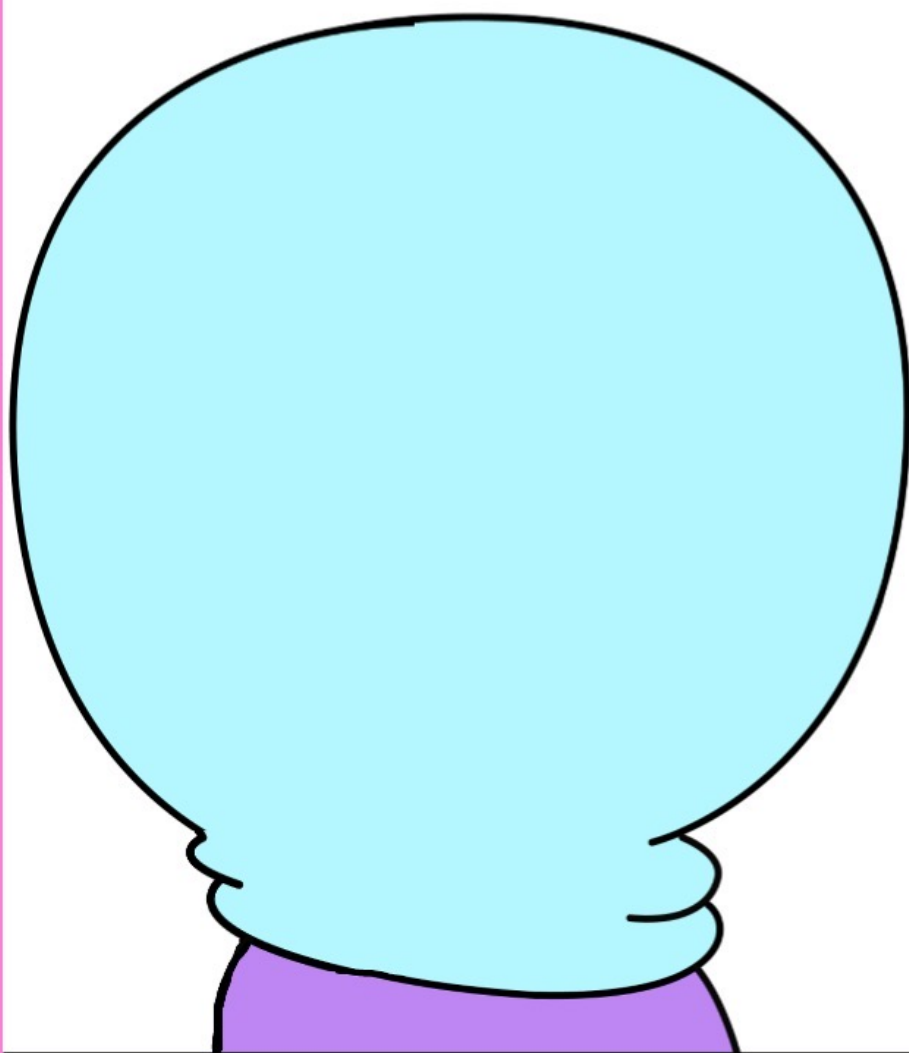
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# SESSION 9:

## Girl, You're a Treasure!



# SESSION 9: Girl, You're a Treasure!

## SESSION GOALS:

- Students will learn the definition of self-esteem.
- Students will learn that we all have "treasures:" talents, strengths, abilities, and qualities that make us special.
- Students will reflect on their own strengths, talents, qualities, and abilities.

## ASCA ALIGNMENT:

- **M 1:** Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.
- **M 2:** Sense of acceptance, respect, support, and inclusion for self and others in the school environment.
- **M 3:** Positive attitude toward work and learning.
- **M 4:** Self-confidence in ability to succeed.
- **M 5:** Belief in using abilities to their fullest to achieve high-quality results and outcomes.

## MATERIALS NEEDED:

- Group folders
- Each students' friendship bracelets + 1 self-esteem bead per student
- "What is Self-Esteem?" poster
- "Girl, You Are a Treasure!" poster
- Treasure chest (glued together, cut-out)
- 8 gems (cut-out)
- Choose either the treasure chest craft or worksheet, 1 per student
- Scissors
- Markers or crayons
- Pencils
- Glue sticks

## DIRECTIONS:

- **Before students come to group:**
  - Print the "What is Self-Esteem?" poster and "Girl, You are a Treasure!" poster
  - Print the treasure chest (on 2 pages). Cut it out and glue or tape it together.
  - Print the 8 gems and cut them out.
  - Choose either the worksheet and print 1 per student OR the treasure chest + gems craft and print 1 set per student.
- Greet students and explain that today we will **earn our self-esteem bead and learn about how we are all treasures: unique, special, and beautiful**
- You may choose to start each session with a **feelings check-in**. Ask students to share or point to how they're feeling on the "How Are You Feeling?" poster. Gauge their feelings about group, how their day is going, their mood, etc.
- Show students the "What is Self-Esteem?" poster. Share the definition of self-esteem. Explain that self-esteem is so important because when we have healthy self-esteem, we feel confident trying new things, making friends, and solving problems, even if we make mistakes along the way. It helps us see our strengths, bounce back when things go wrong, and treat ourselves kindly, just like we would a good friend.
- Show students the "Girl, You Are a Treasure!" poster. Explain that just like a treasure chest holds jewels and gems, we have treasures inside ourselves. Our treasures are our strengths, talents, qualities, and abilities that make us special! Read the example qualities, strengths, and talents on the gems. Ask the girls to each share a couple "gems" about themselves.
- Place the **big treasure chest cut-out on the table and give each girl a couple of gems**. Explain that we're going to fill our group treasure chest with gems that represent how we are special, talented, and unique. Ask each girl to write one thing they love about themselves on each gem. Then, the girls can work together to glue the gems onto the treasure chest. Next, lead the students in a discussion about the treasure chest, gems, and their meaning.
- Depending on the amount of time you have and the needs/abilities of your students, choose either the **treasure chest worksheet** or **craft**. Explain that we made a self-esteem treasure chest for our group, and now we're each going to make one for ourselves. On the worksheet, the girls can write one of their gifts, talents, qualities, or strengths on each gem, then decorate it. On the craft, the girls can first cut out the chest and gems. Then, they can write one thing they love about themselves on each gem. Then, they can glue the gems onto the chest and decorate it. Once they're done, they can share their treasure chest with the group.
- Ask students to cut out their **self-esteem bead** and glue it onto their friendship bracelet.
- **Close** the lesson by saying that next week will be our last group session and we will do some activities to close our group.



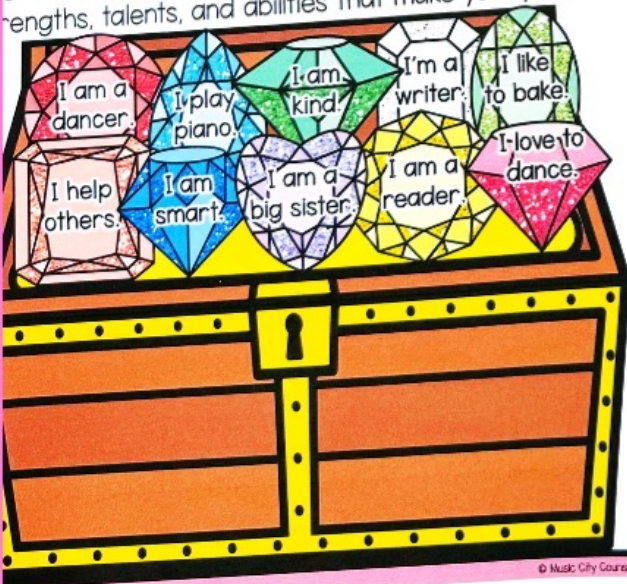
# SAMPLE TREASURE BOX

## WHAT IS SELF-ESTEEM?

How much you like yourself, believe in yourself, and feel good about who you are.

## GIRL, YOU ARE A TREASURE!


Just like a treasure chest holds jewels and gems, you have treasures inside yourself. Your treasures are your strengths, talents, and abilities that make you special!



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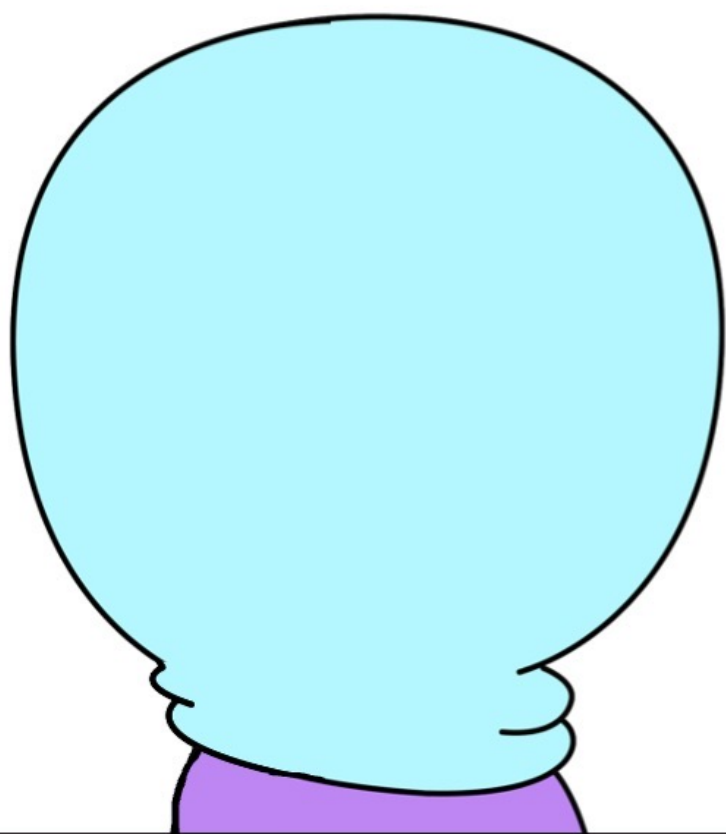




# WHAT IS SELF-ESTEEM?

.....

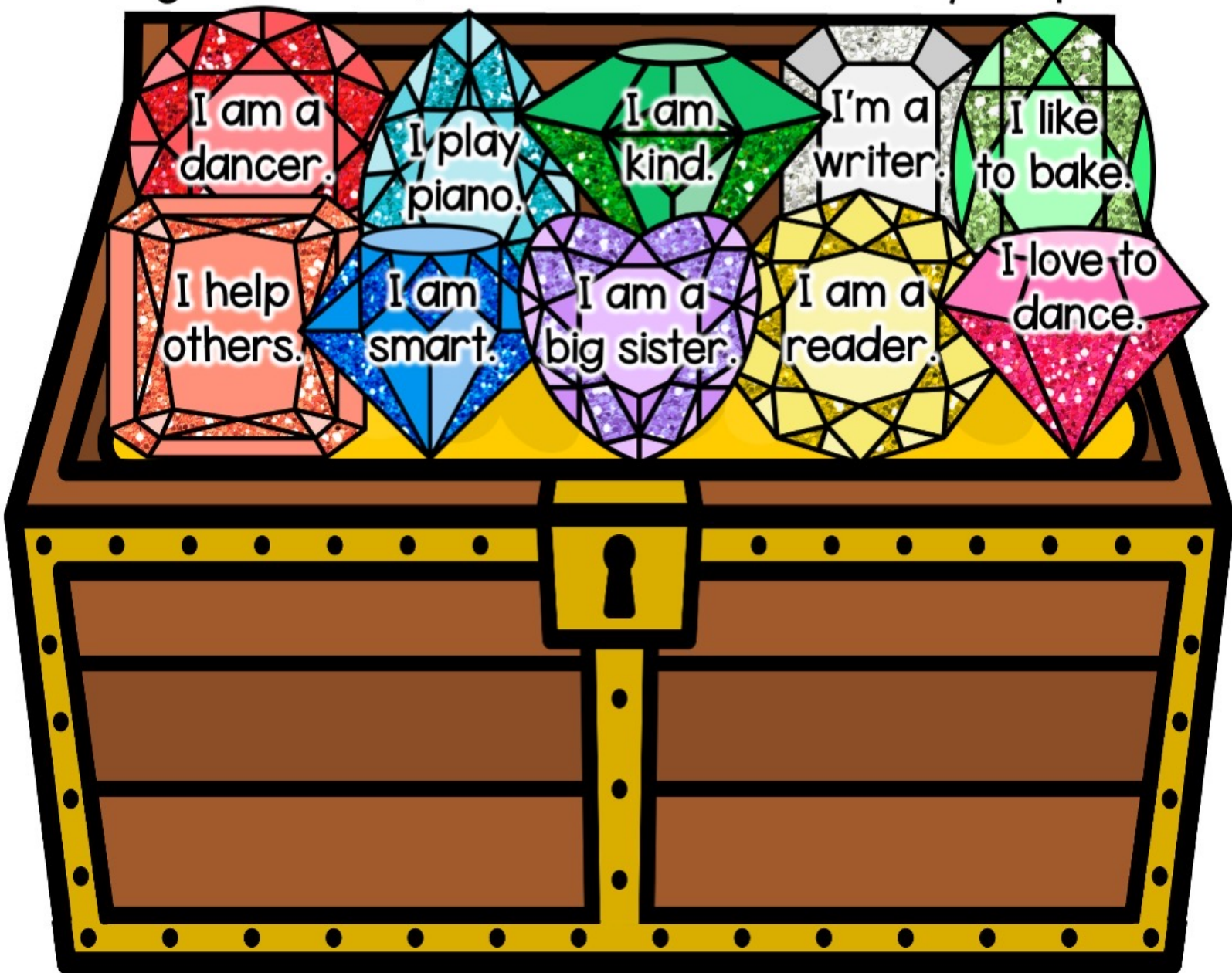
How much you like yourself,  
believe in yourself, and feel  
good about who you are.

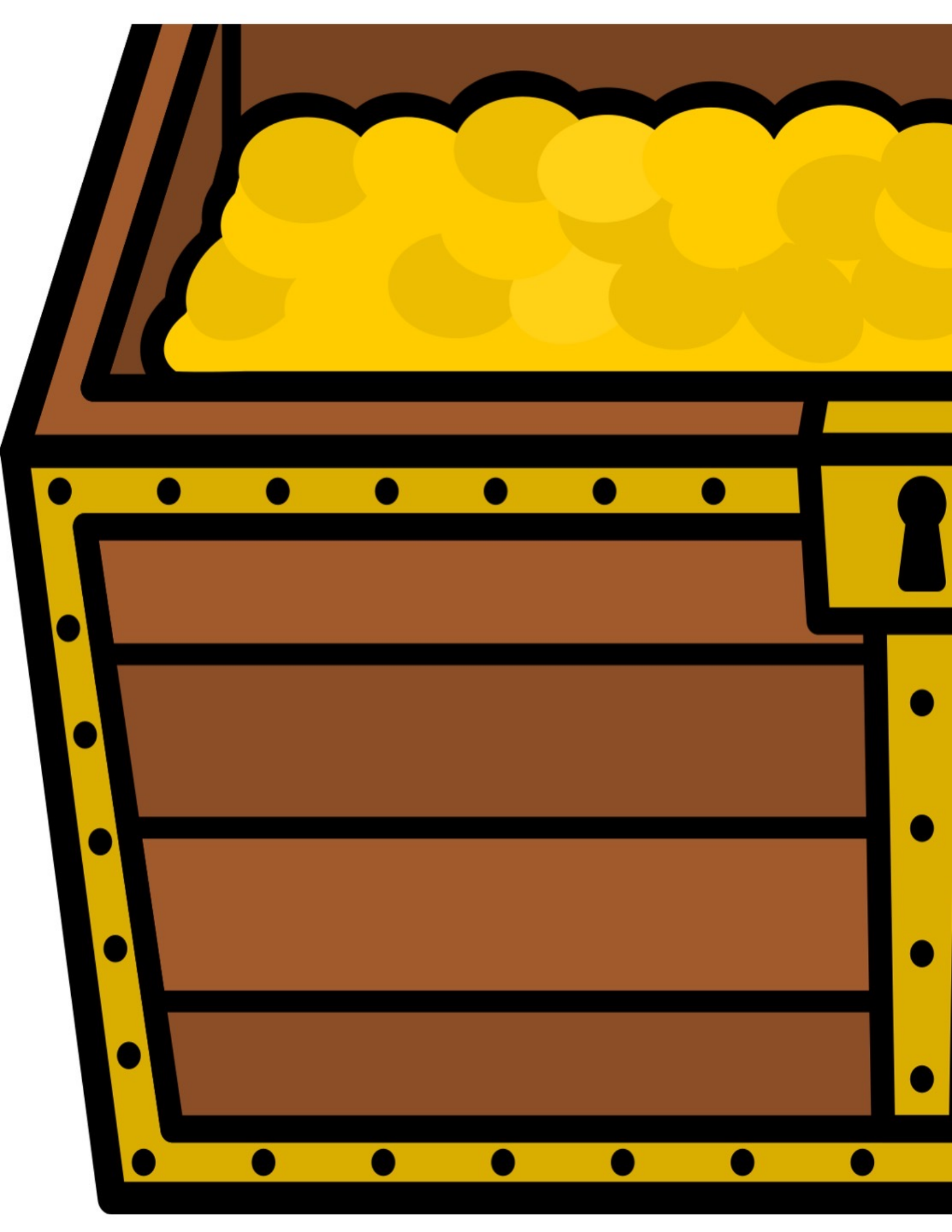




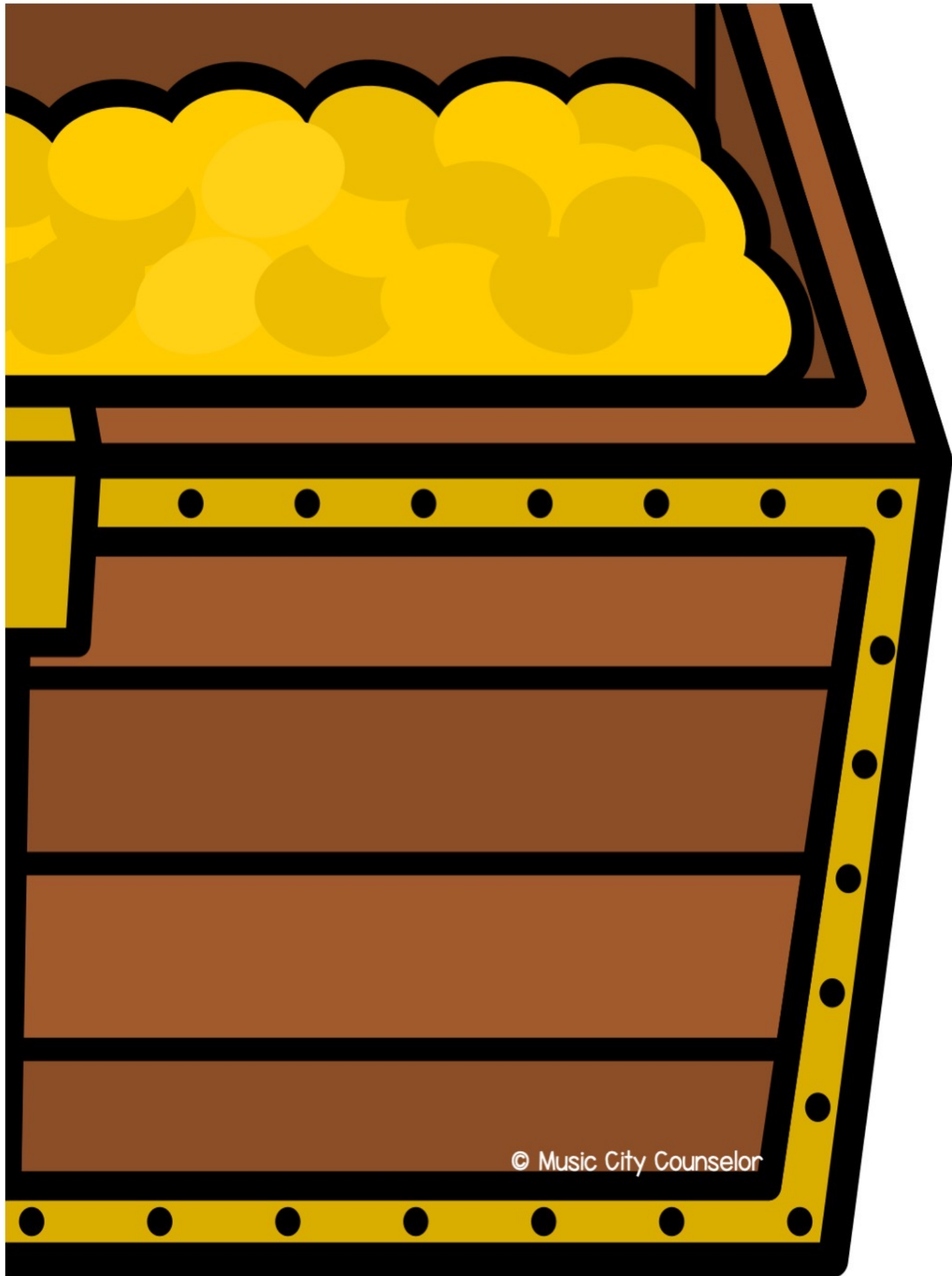
# GIRL, YOU ARE A TREASURE!

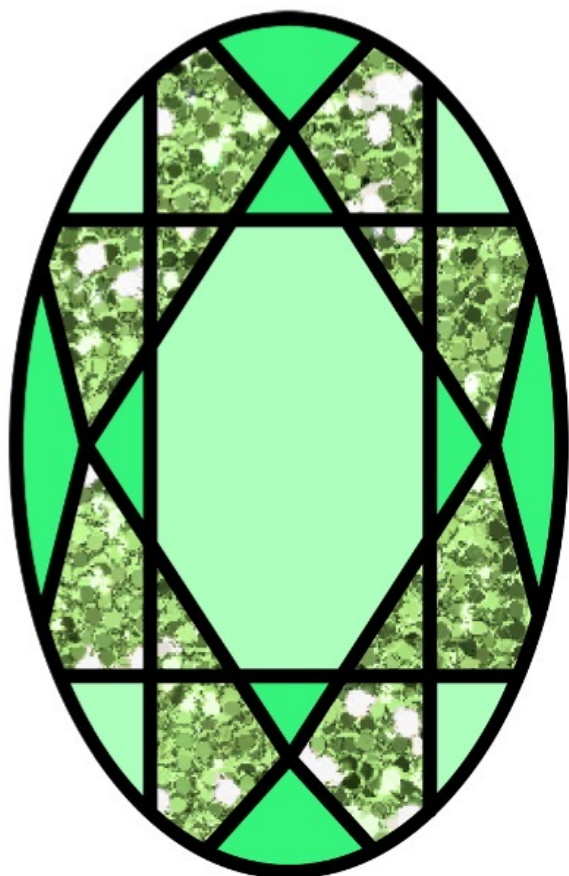
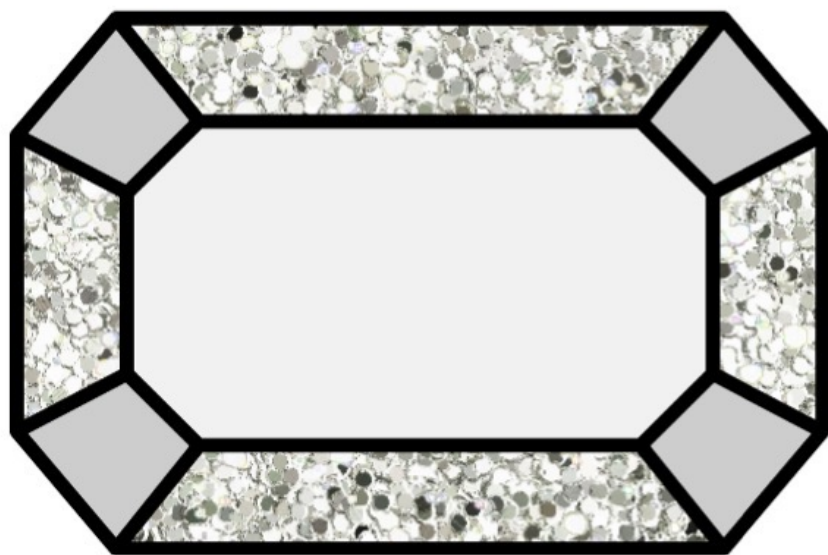
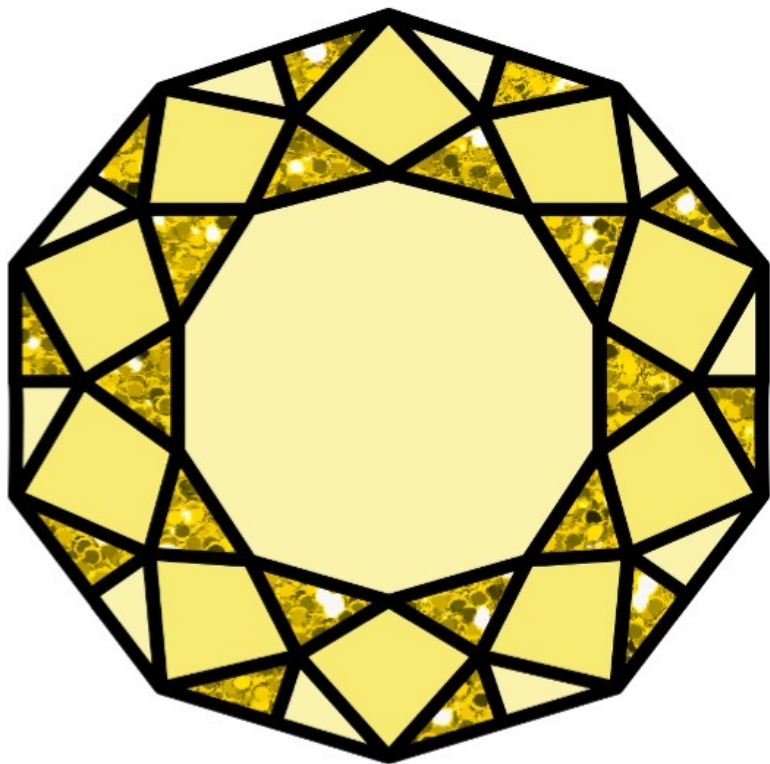
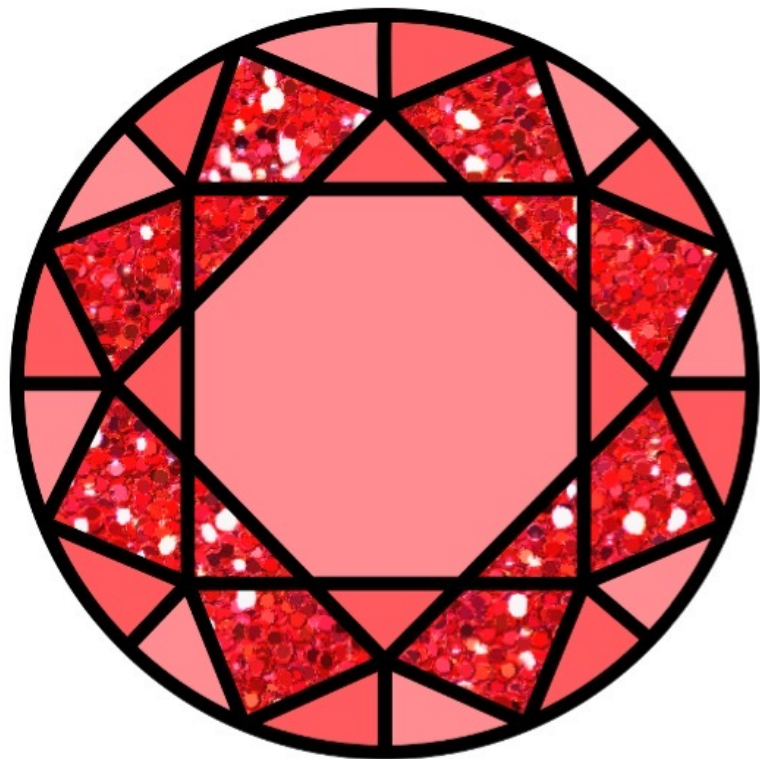
Just like a treasure chest holds jewels and gems, you have treasures inside yourself. Your treasures are your strengths, talents, and abilities that make you special!



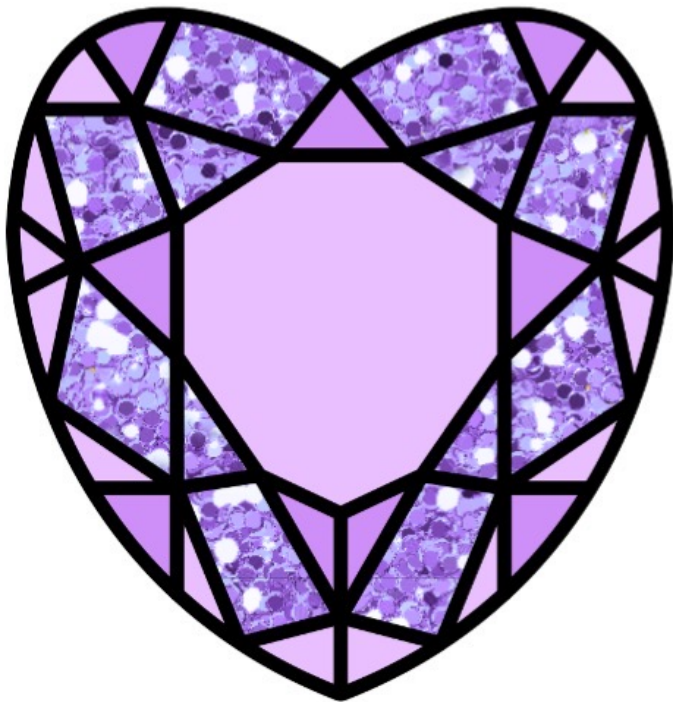
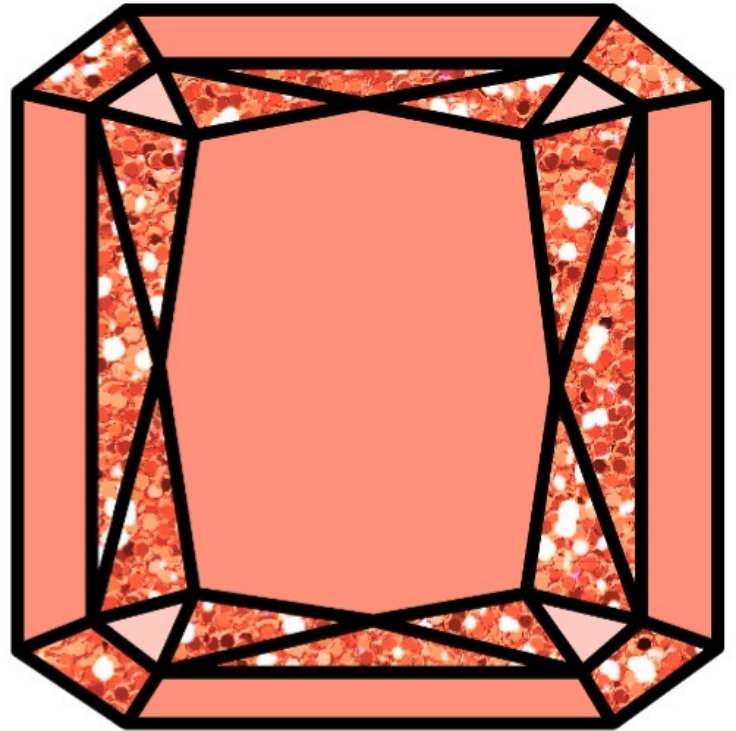


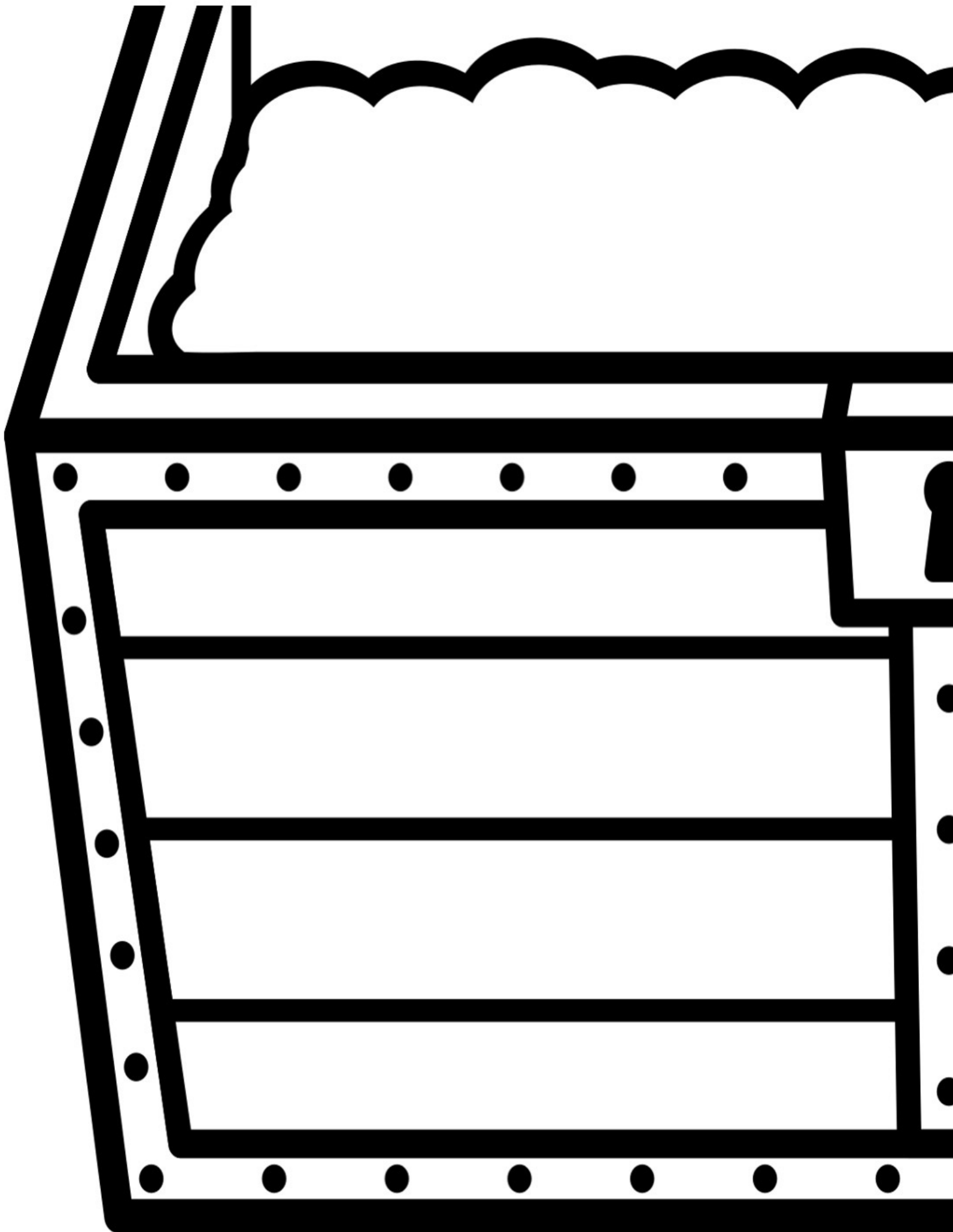




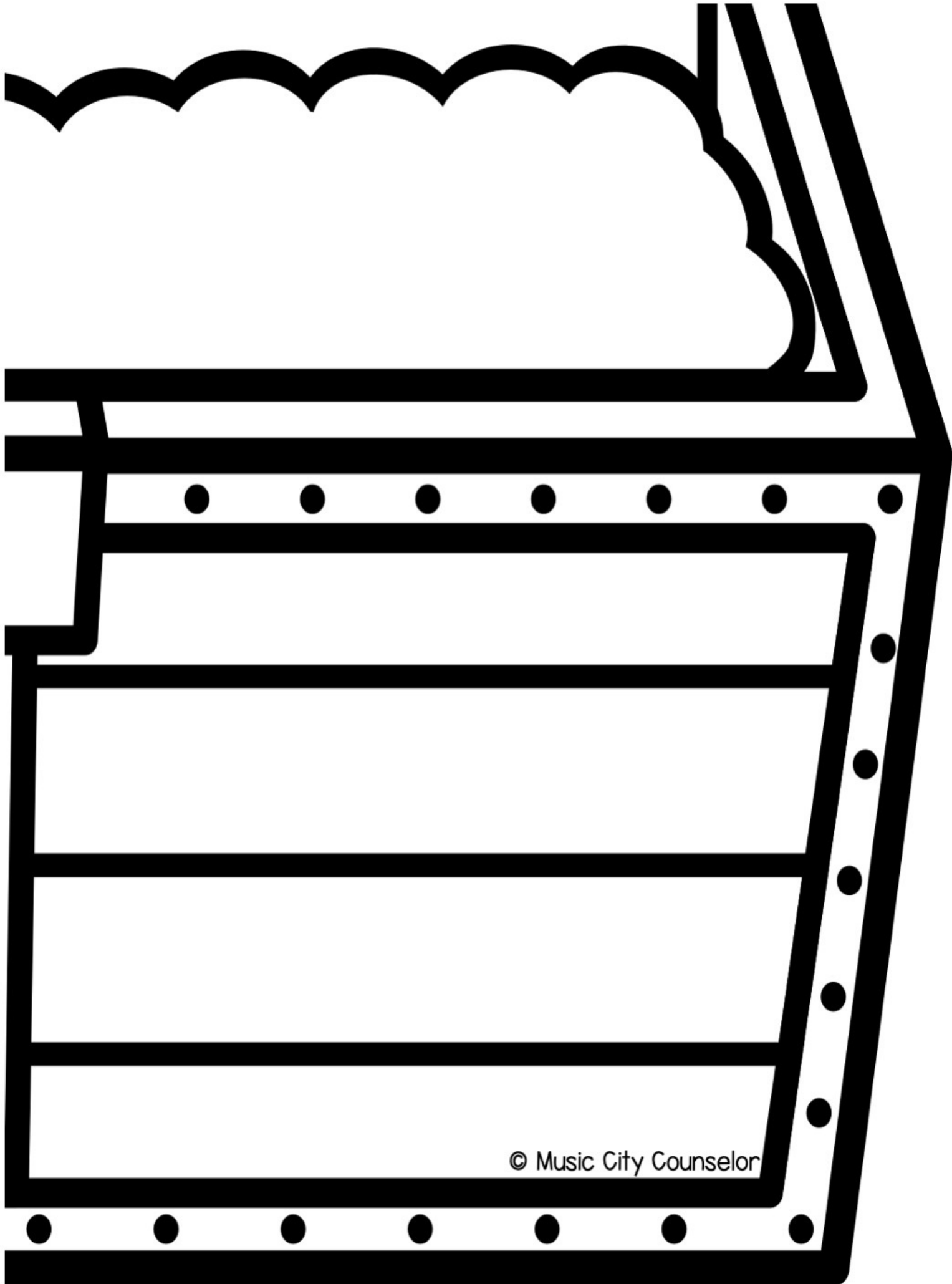




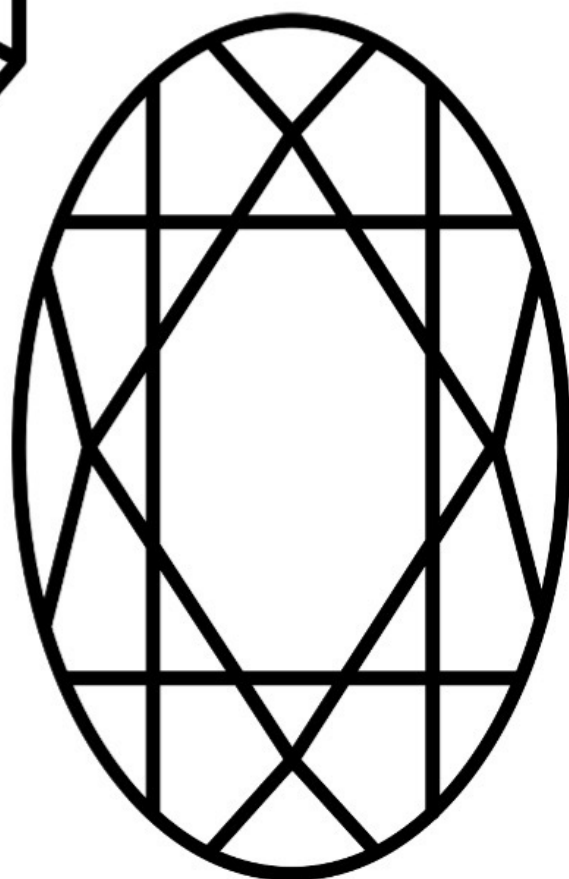
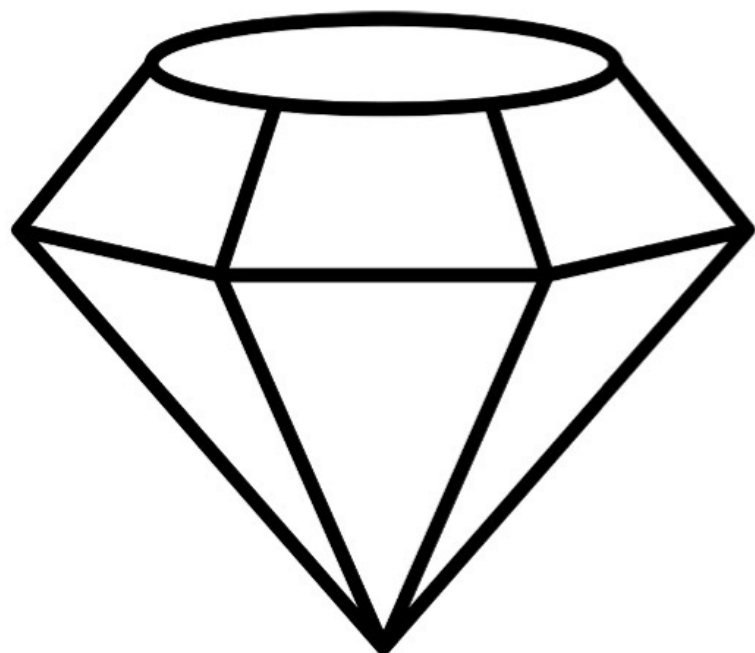
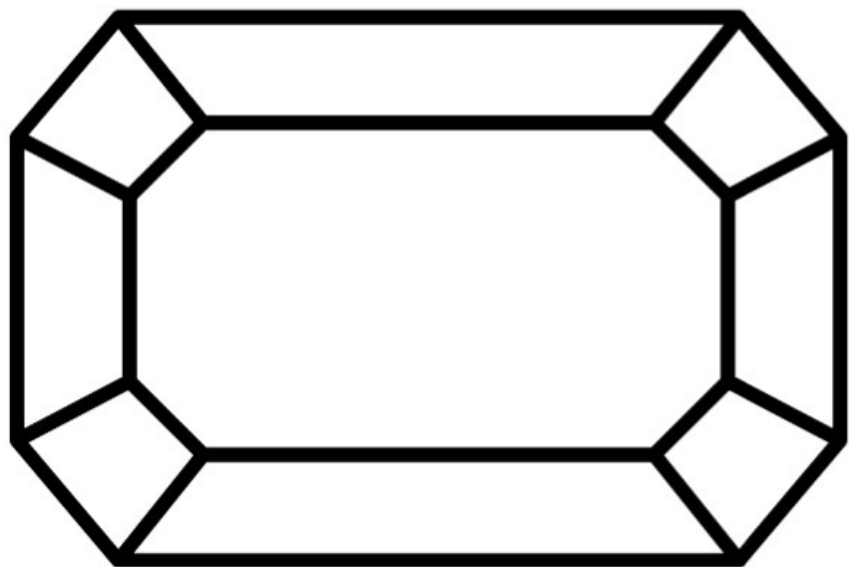
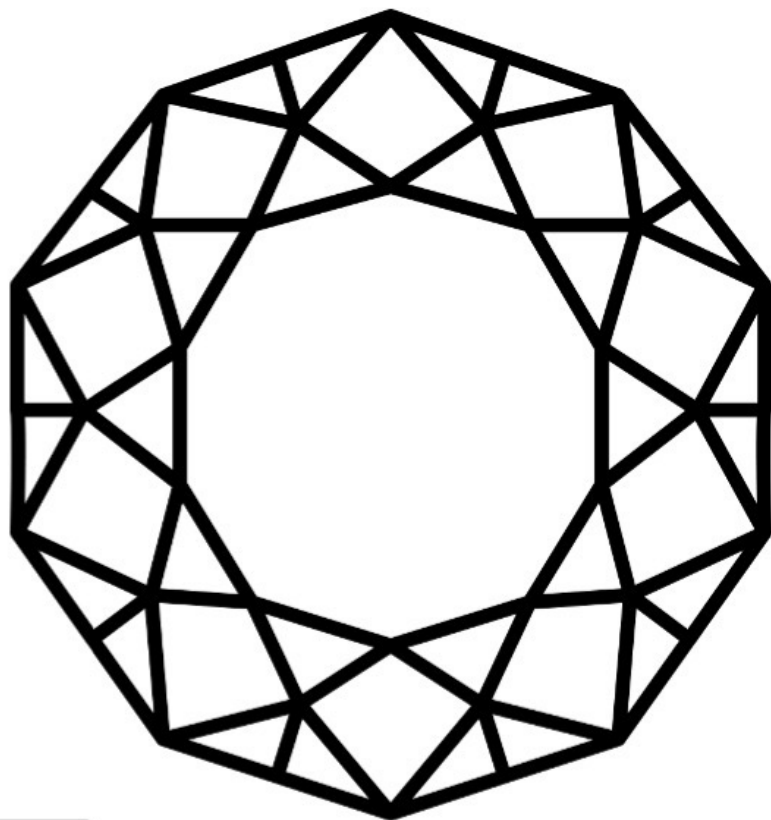
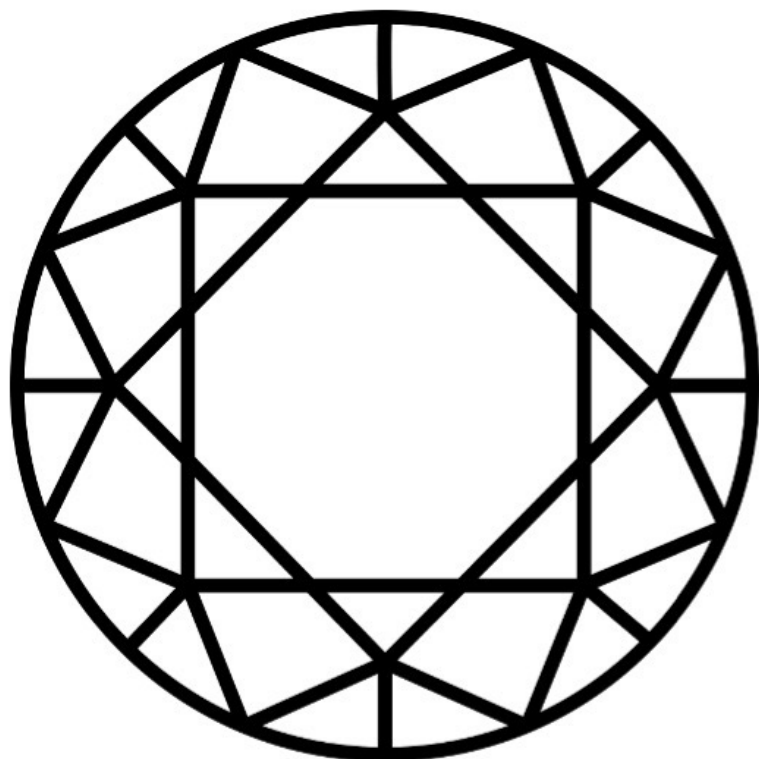




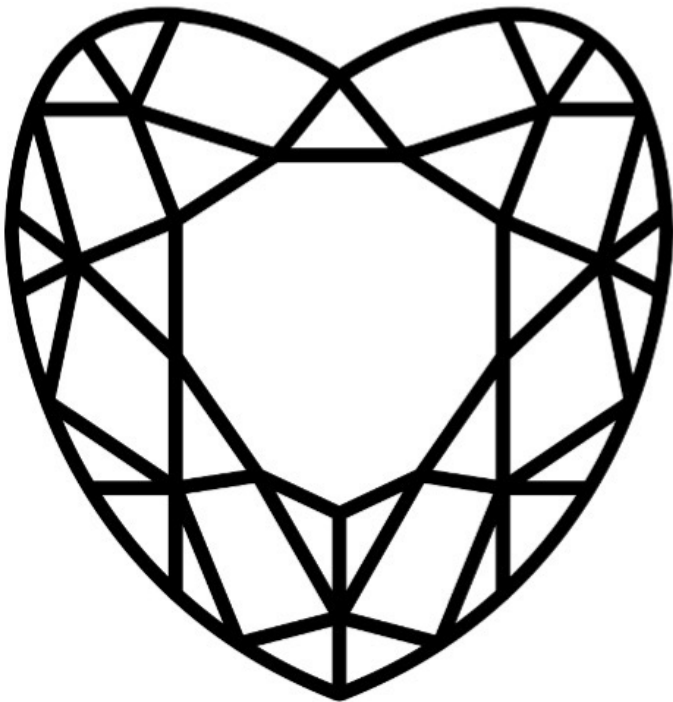
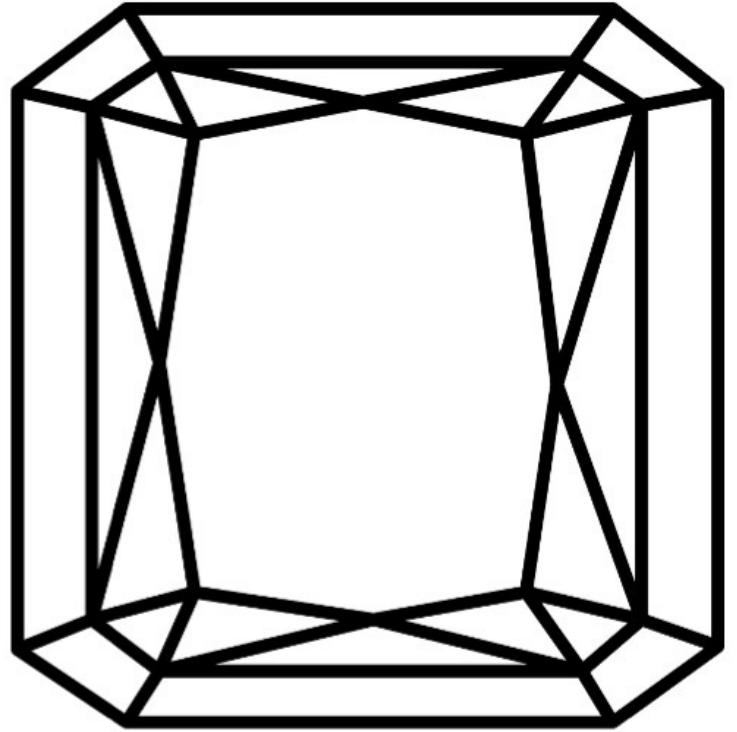
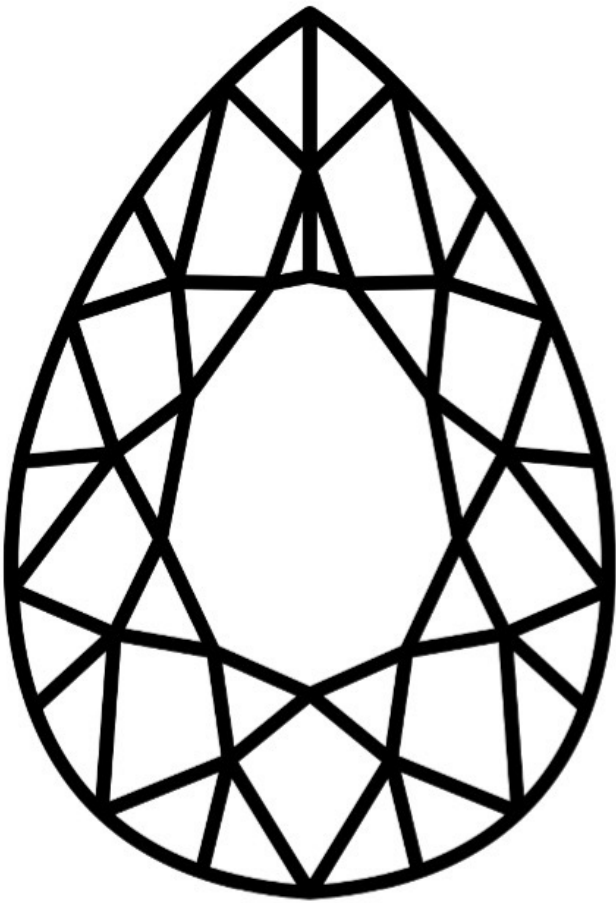


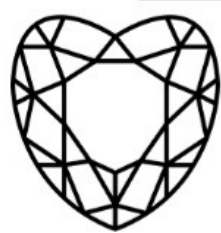


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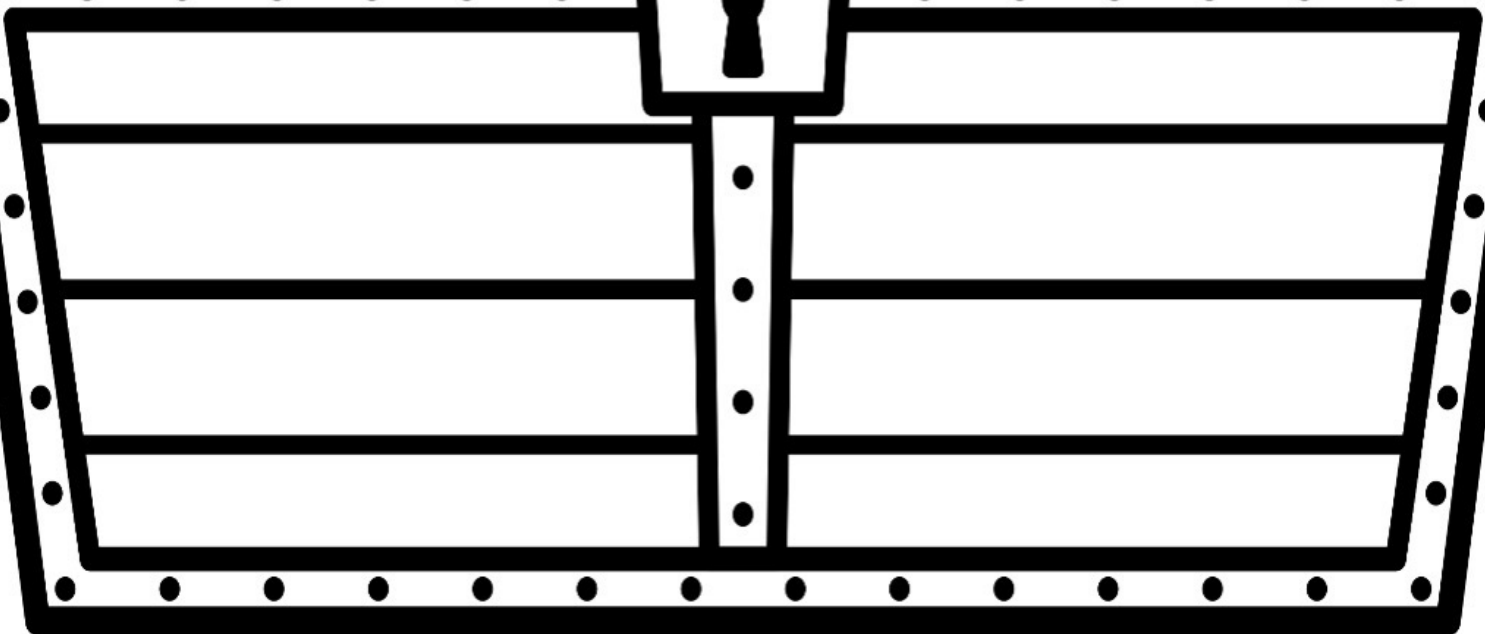
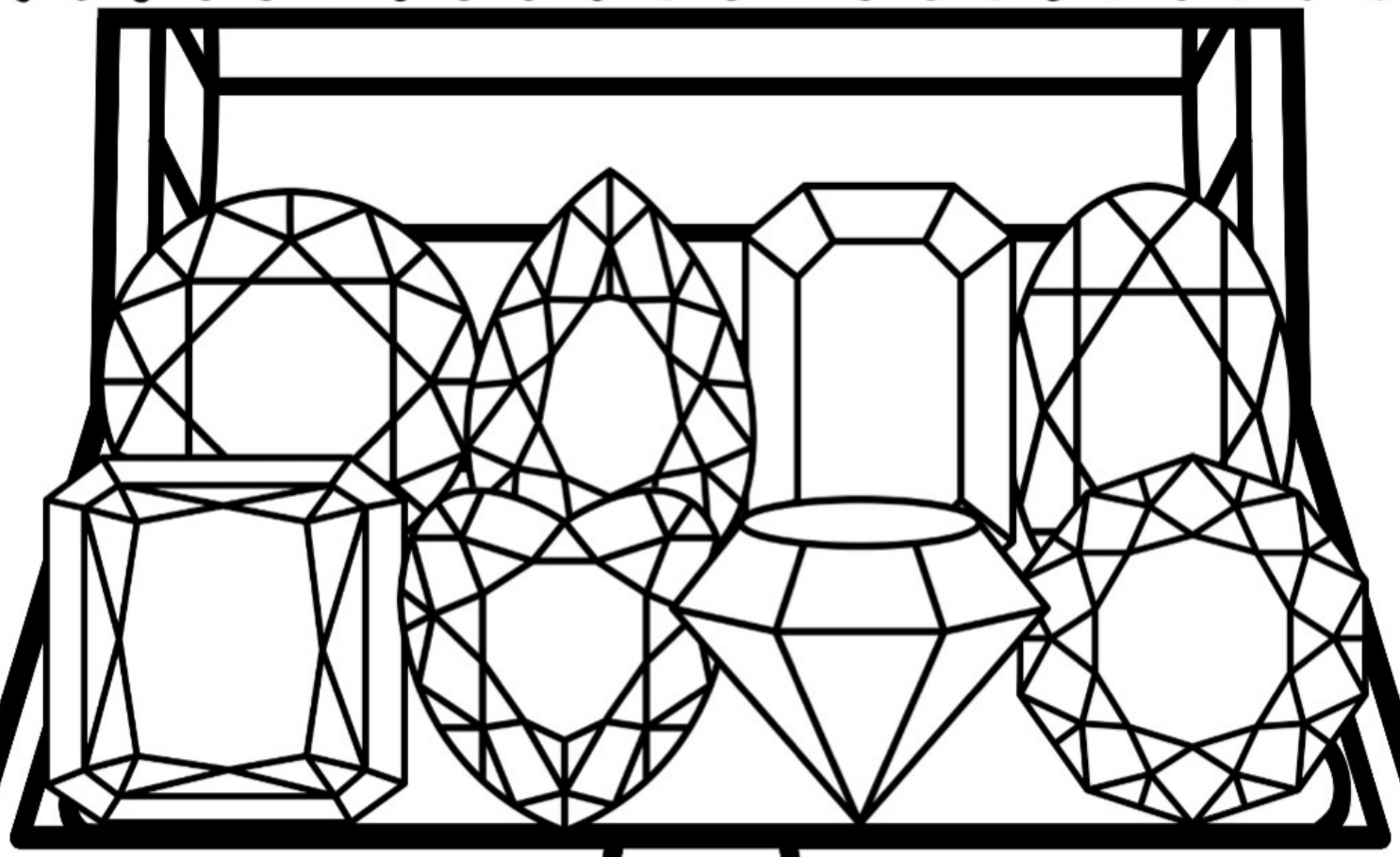
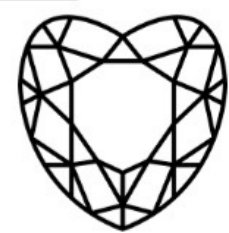








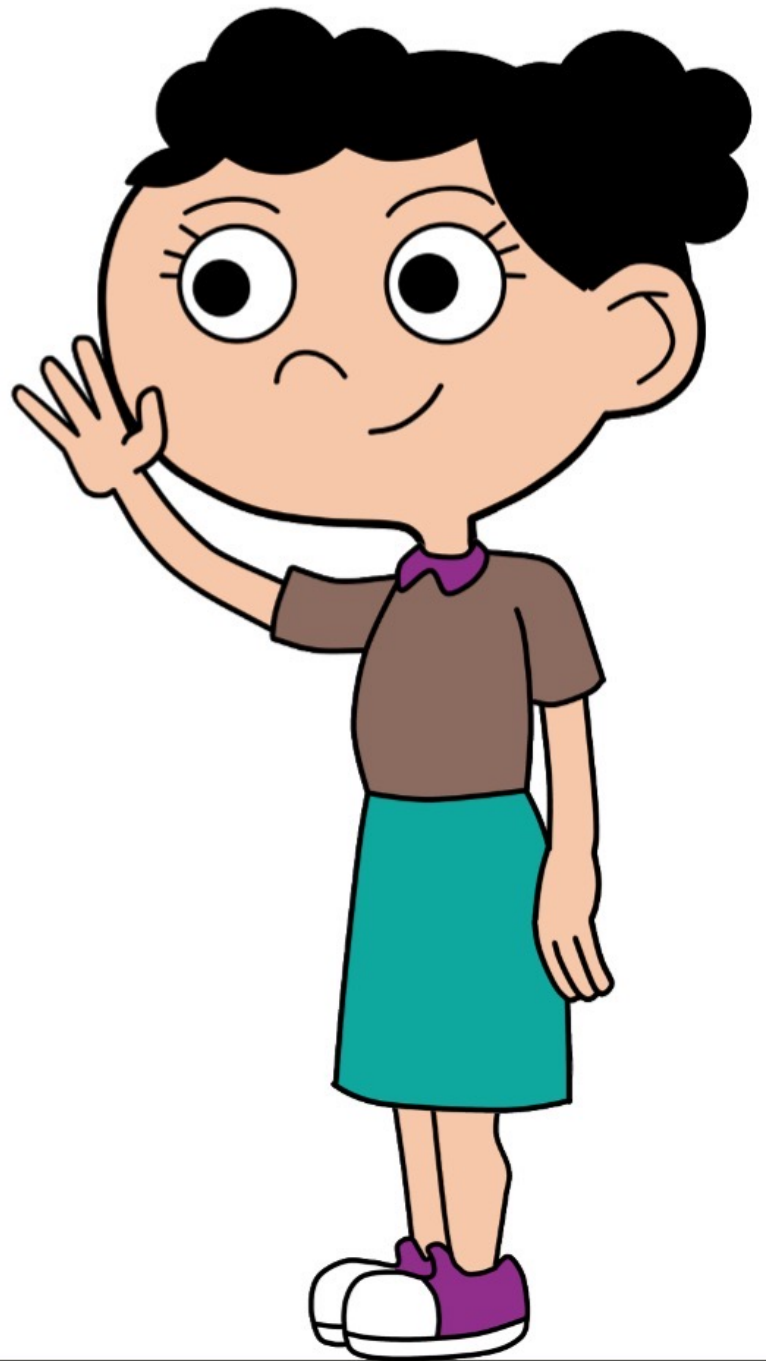
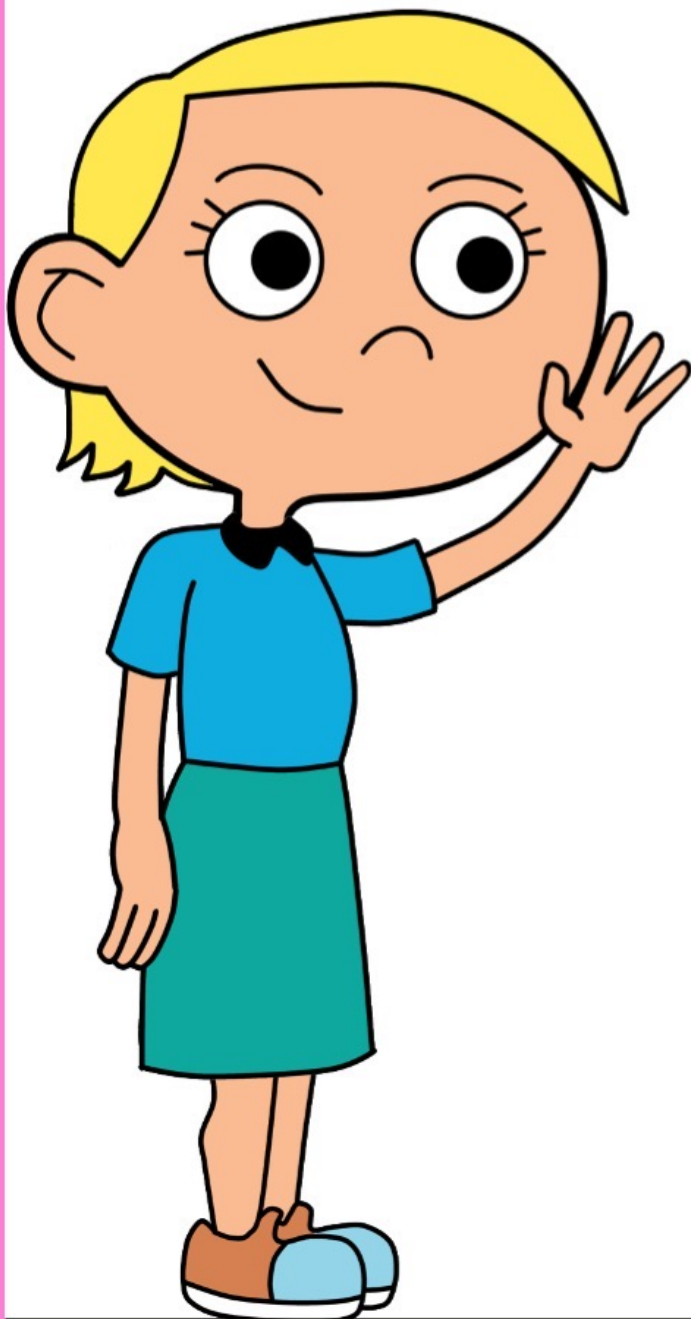
IS A TREASURE!





# SESSION 10:

## Group Closure



# SESSION 10: Group Closure

## SESSION GOALS:

- Students will assess their learning and experiences in group with a post-survey.
- Students will reflect on their experiences, memories, and lessons learned in group.

## ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.
- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SMS 7:** Effective coping skills.
- **B-SMS 10:** Ability to manage transitions and adapt to change.
- **B-SS 8:** Advocacy skills for self and others and ability to assert self, when necessary.

## MATERIALS NEEDED:

- Group folders
- Completed friendship bracelets
- 1 small group post-survey per student
- 1 "My Time in Group" worksheet per student (2 options included)
- 6 cut-out discussion cards
- 1 "thank you" page per student
- 1 certificate for each student, with their name written on it
- Pencils
- Markers or crayons

## DIRECTIONS:

- **Before students come to group:**
  - Print 1 **post-survey** per student, 1 **"My Time in Group" worksheet** per student (choice of 2), 1 **"thank you" page** per student, and 1 **completion certificate** per student (3 options for job title)
  - Print and cut out the **8 discussion cards**
- Greet students and **explain** that today is our **last group session** and we will do some activities to reflect on what we learned and experienced in group.
- You may choose to start each session with a **feelings check-in**. Ask students to share or point to how they're feeling on the **"How Are You Feeling?" poster**. Gauge their feelings about group, how their day is going, their mood, etc.
- Ask students to take out their **friendship bracelets**. Generate a discussion about all that they've learned, how they've grown, and how proud you are that they earned all 8 beads!
- Give each student a **small group post-survey** and ask them to write their name at the top. Explain that this little form will help us understand how much progress they have made in group and what they learned. Read each question aloud and ask students to circle or color the "yes," "maybe," or "not yet" circles.
- **1<sup>st</sup> – 2<sup>nd</sup> Grades:** Give each student the first **"My Time in Group" worksheet**. Students can write on the lines and draw a picture in the frame about what they learned in group. Once they're done, students can share with the group.
- **3<sup>rd</sup> – 5<sup>th</sup> Grades:** Give each student a **"My Time in Group" worksheet**. Ask them to fill in the boxes with writing and drawings about their experiences in group. Once they're done, students can share with the group.
- Give each student a **discussion card**. Ask them to read it aloud (or you can read it aloud for them) and share their responses with the group.
- Give each student a **blank "thank you" page** (the one with the 5 different doodle frames on it). Ask students to write their name on the line at the top. Then, ask students to grab a pencil and stand up to rotate one paper/spot to their right. Set a timer for 60 seconds and ask students to write in one of the frames something that they appreciated, admired, or wanted to thank that person whose paper is in front of them. Continue rotating until each student has written something nice on every students' paper. Then, students can come back to their paper and read their nice messages. Feel free to share and discuss these.
- Thank students for participating. Give each student a **certificate** for successfully completing group.



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

# THE BEAD BUDDIES

## POST-SURVEY

Yes



Maybe



Not yet



























I can identify and understand my feelings.			
I can cope with my feelings.			
I can name the qualities of a good friend.			
I can be a peaceful problem-solver.			
I can express my feelings and needs with an I-Message.			
I can make and keep friends.			
I can set healthy boundaries for my friendships.			
I love and believe in myself.			

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

# THE BEAD BUDDIES POST-SURVEY



I can identify and understand my feelings.			
I can cope with my feelings.			
I can name the qualities of a good friend.			
I can be a peaceful problem-solver.			
I can express my feelings and needs with an I-Message.			
I can make and keep friends.			
I can set healthy boundaries for my friendships.			
I love and believe in myself.			



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

# MY TIME IN GROUP

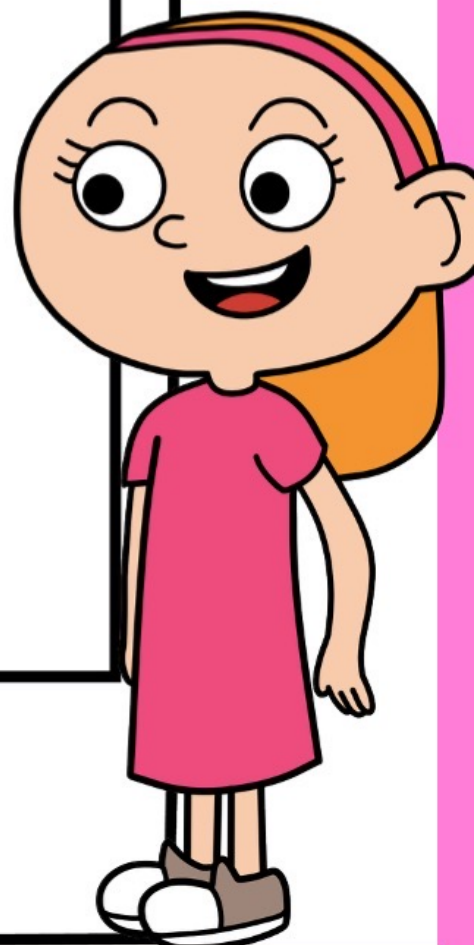
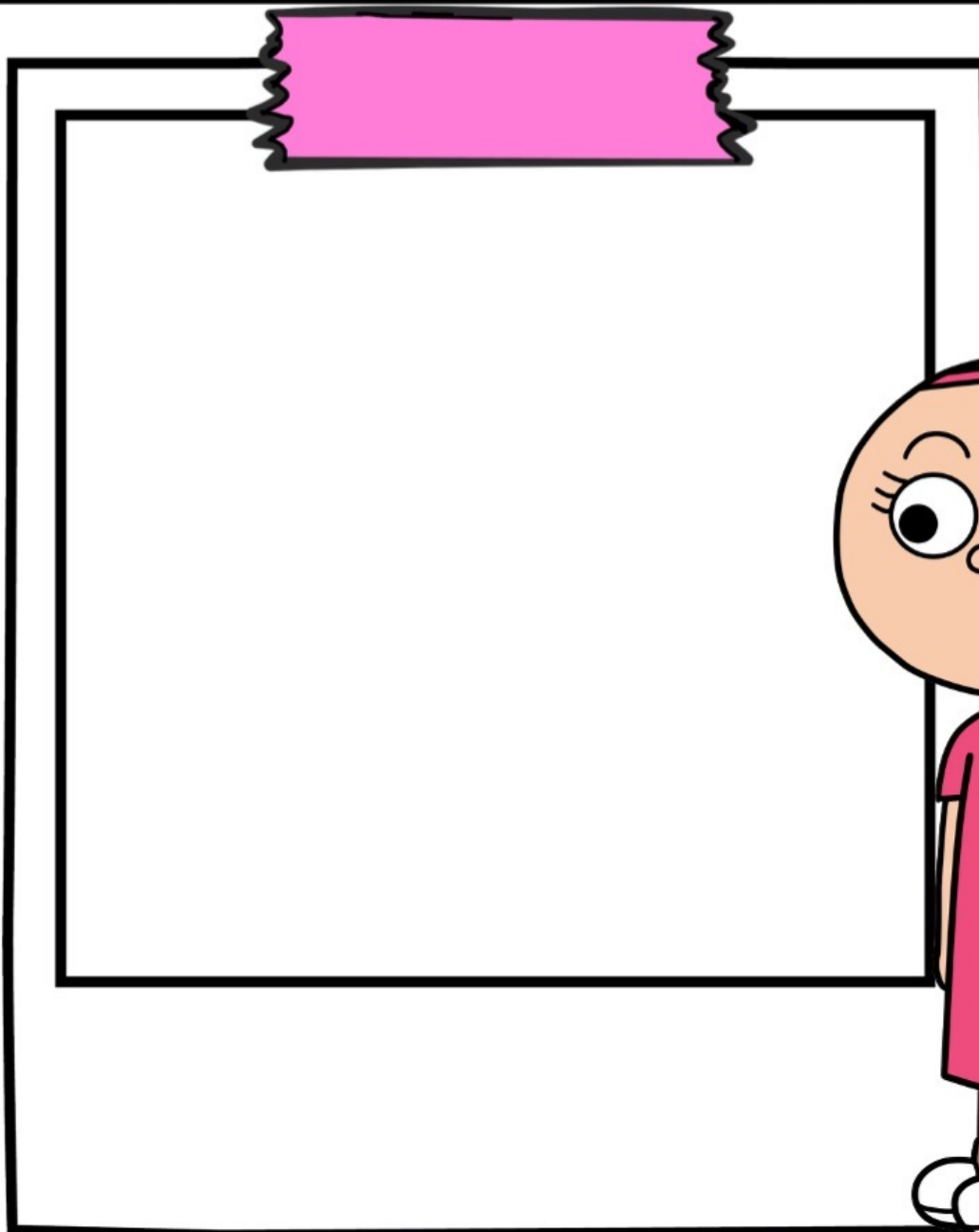
Write and draw about what you learned in group.



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

# MY TIME IN GROUP

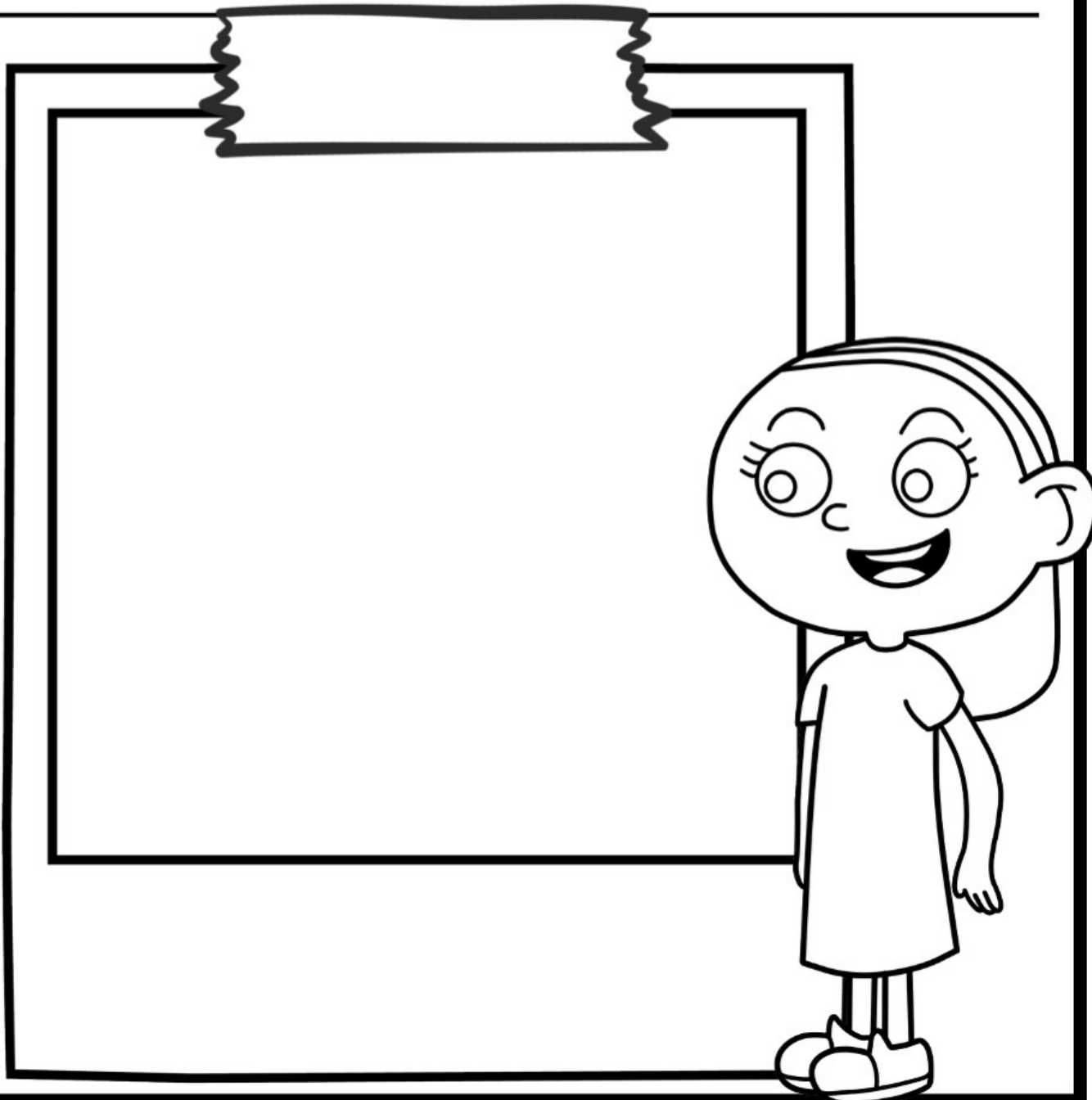
Write and draw about what you learned in group.



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---





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

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# MY TIME IN GROUP

Write and draw about your experience in group.

IN GROUP I LEARNED:

MY FAVORITE MEMORY  
IN GROUP

MY FAVORITE ACTIVITY WAS:

I WILL KEEP PRACTICING:

IF I COULD CHANGE ONE THING ABOUT GROUP, IT WOULD BE:

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

# MY TIME IN GROUP

Write and draw about your experience in group.

.....



IN GROUP I LEARNED:



MY FAVORITE MEMORY  
IN GROUP



MY FAVORITE ACTIVITY WAS:



I WILL KEEP PRACTICING:



IF I COULD CHANGE ONE THING ABOUT GROUP, IT WOULD BE:



# Discussion Cards

## LET'S SHARE!



What did  
you learn in  
group?

© Music City Counselor

## LET'S SHARE!

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If you could  
change one  
thing about  
group, what  
would it be?



## LET'S SHARE!

What was your  
favorite memory  
from group?



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## LET'S SHARE!

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What is  
something that  
you learned in  
group that you  
want to keep  
practicing?



## LET'S SHARE!



What was your  
favorite activity  
from group?

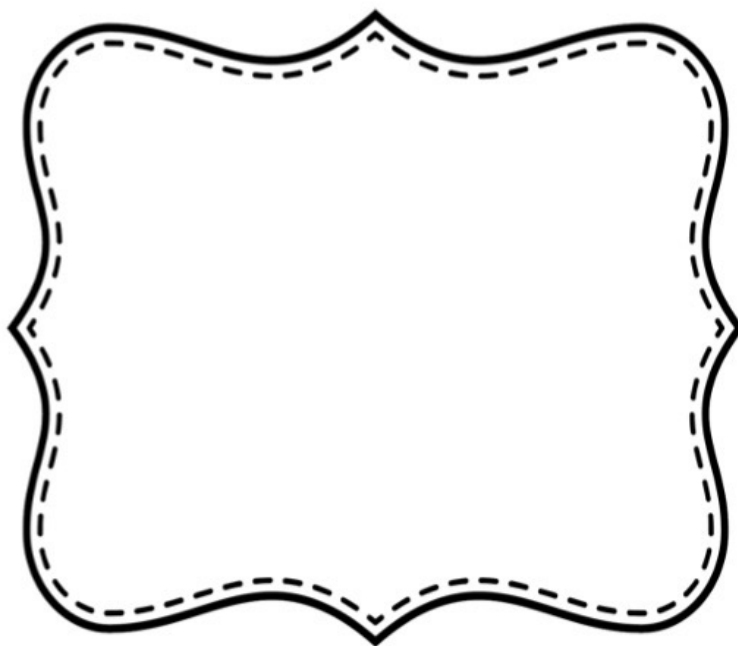
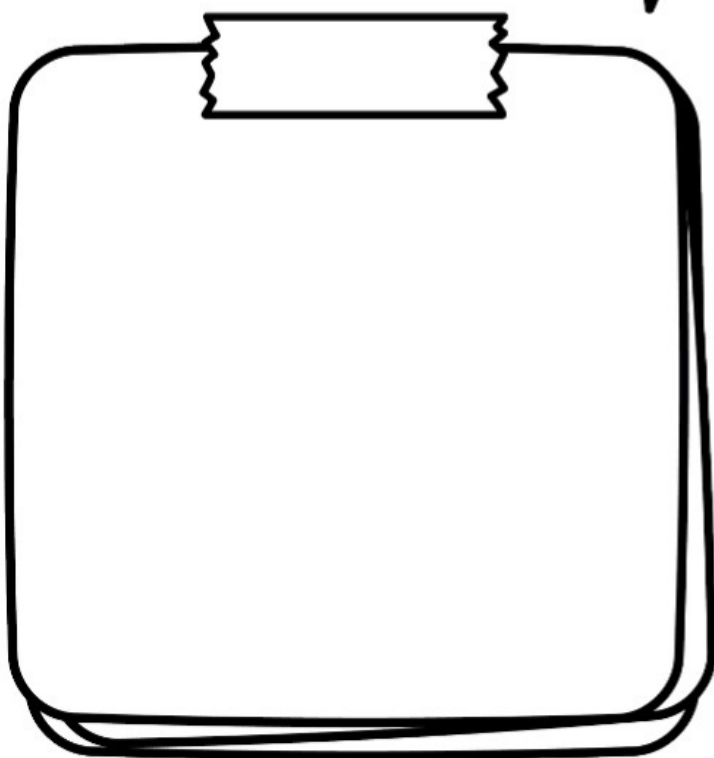
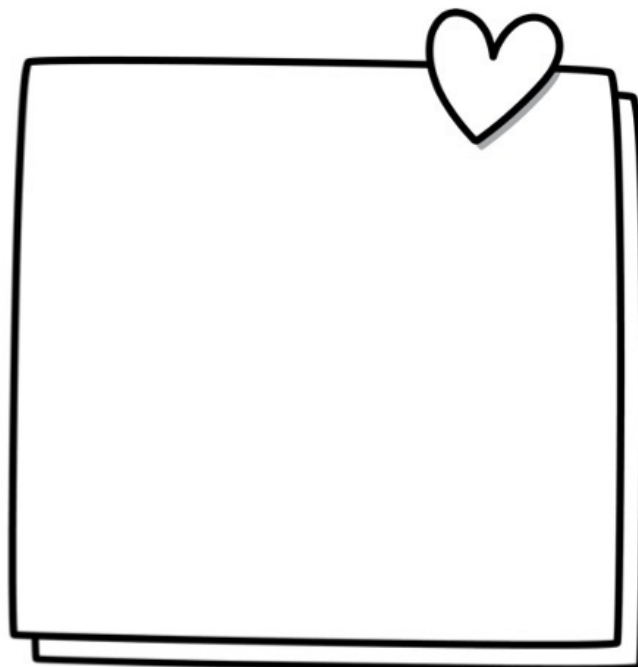
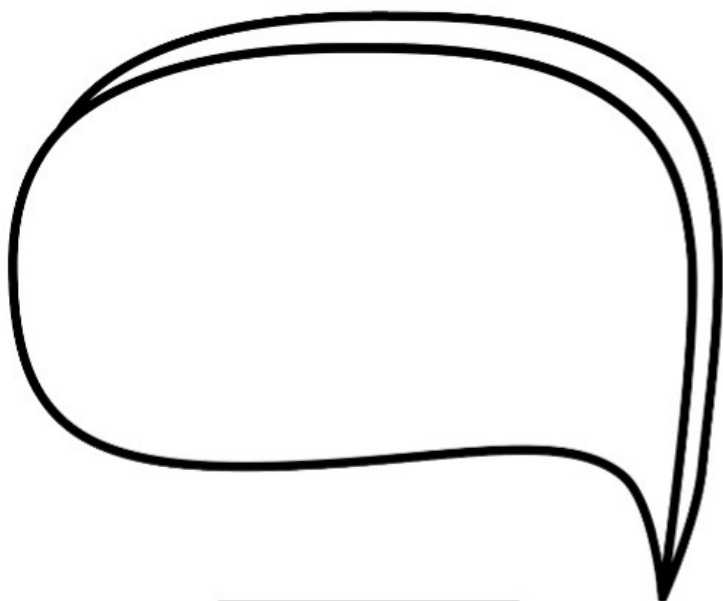
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## LET'S SHARE!

How are you  
different  
because of  
participating in  
group?



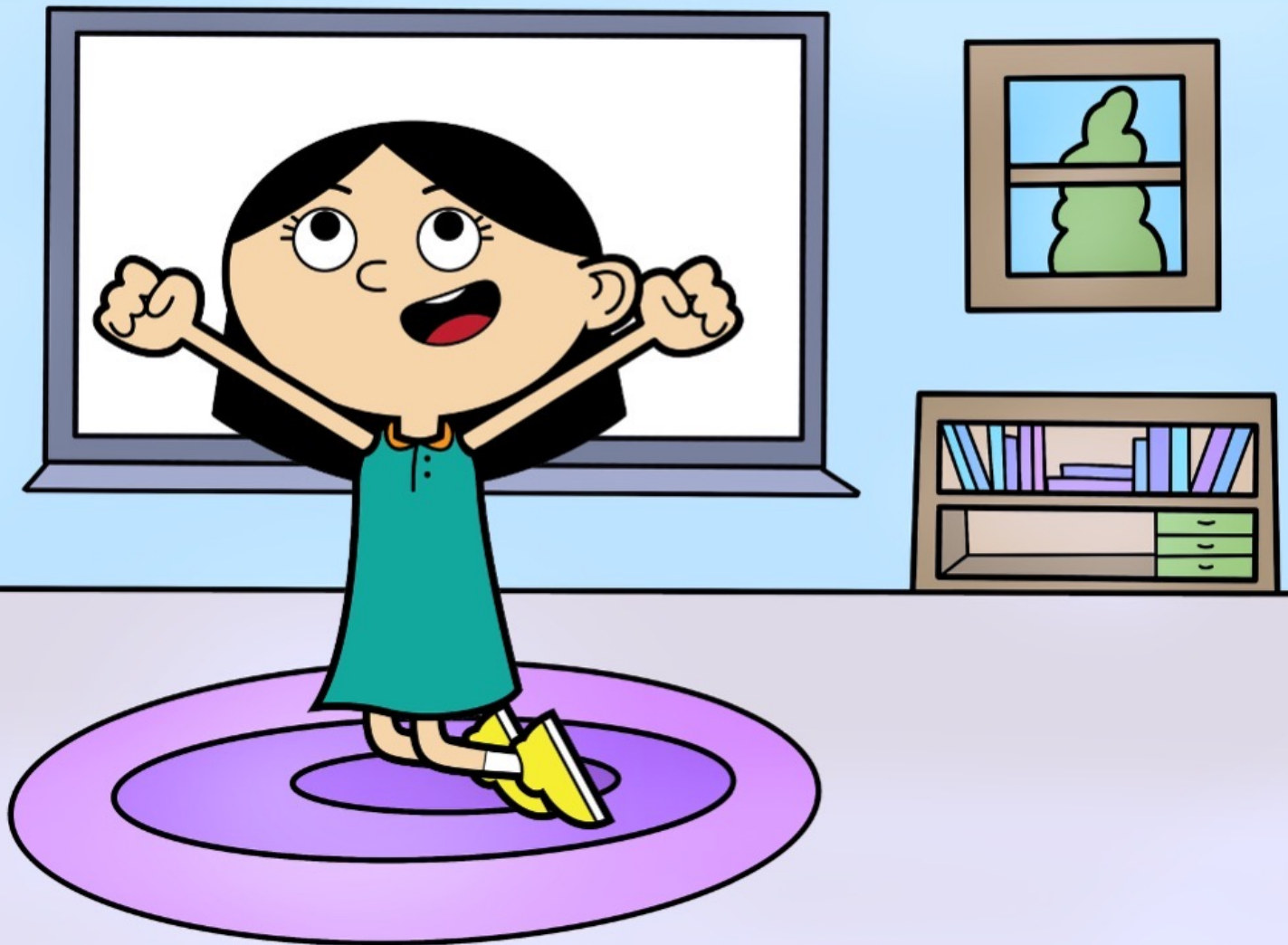
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# CONGRATULATIONS,

f r i e n d s h i p



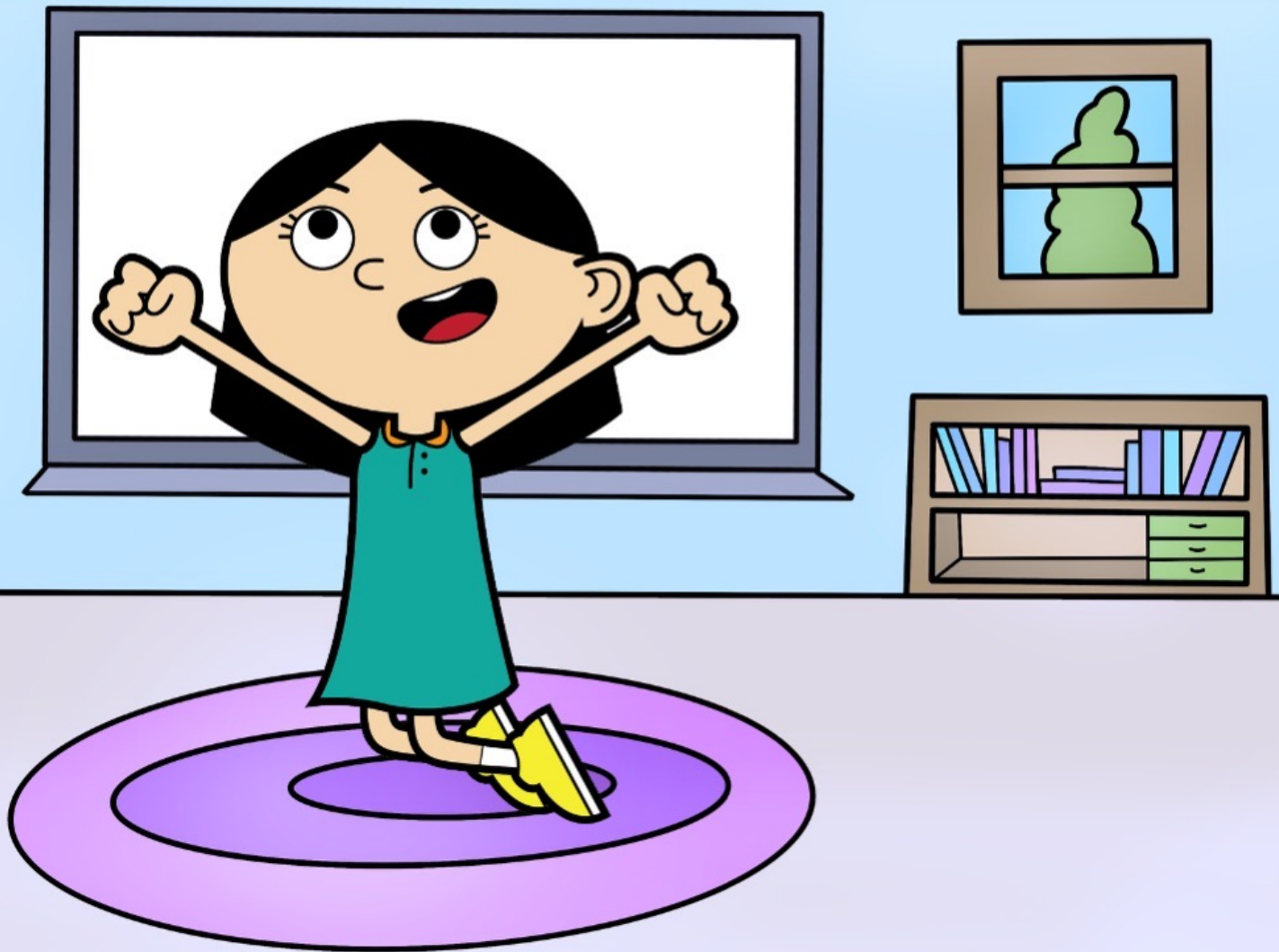
You completed the Girls Group!

\_\_\_\_\_  
School Counselor

\_\_\_\_\_  
Date

# CONGRATULATIONS,

f r i e n d s h i p



You completed the Girls Group!

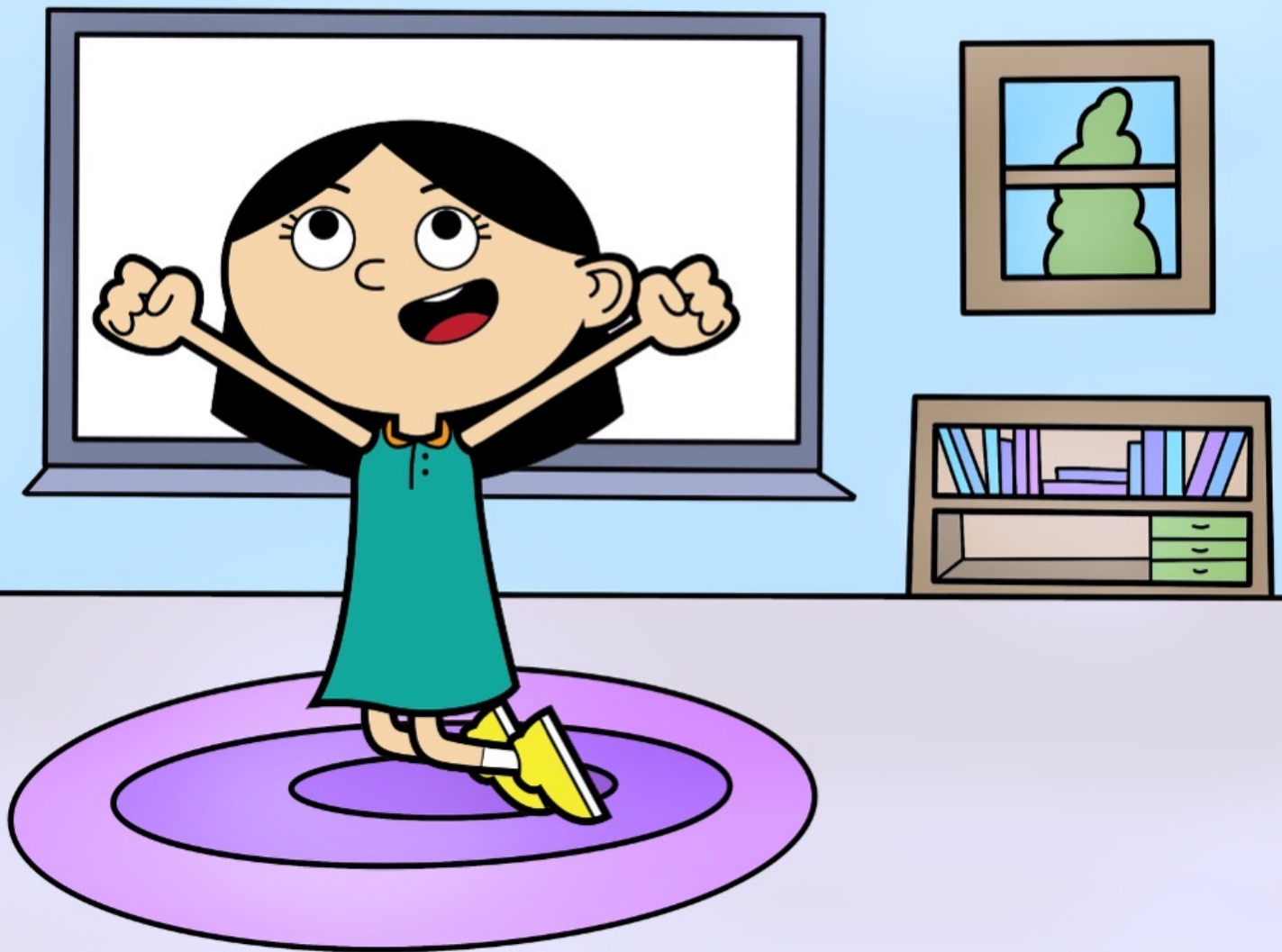
\_\_\_\_\_  
School Social Worker

\_\_\_\_\_  
Date



# CONGRATULATIONS,

f r i e n d s h i p



You completed the Girls Group!

\_\_\_\_\_  
School Psychologist

\_\_\_\_\_  
Date

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Please contact me any time at [laura@musiccitycounselor.com](mailto:laura@musiccitycounselor.com) with questions, suggestions, resource requests, or comments. I'm here to help and would love to hear from you!

♥ *laura oathout*

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