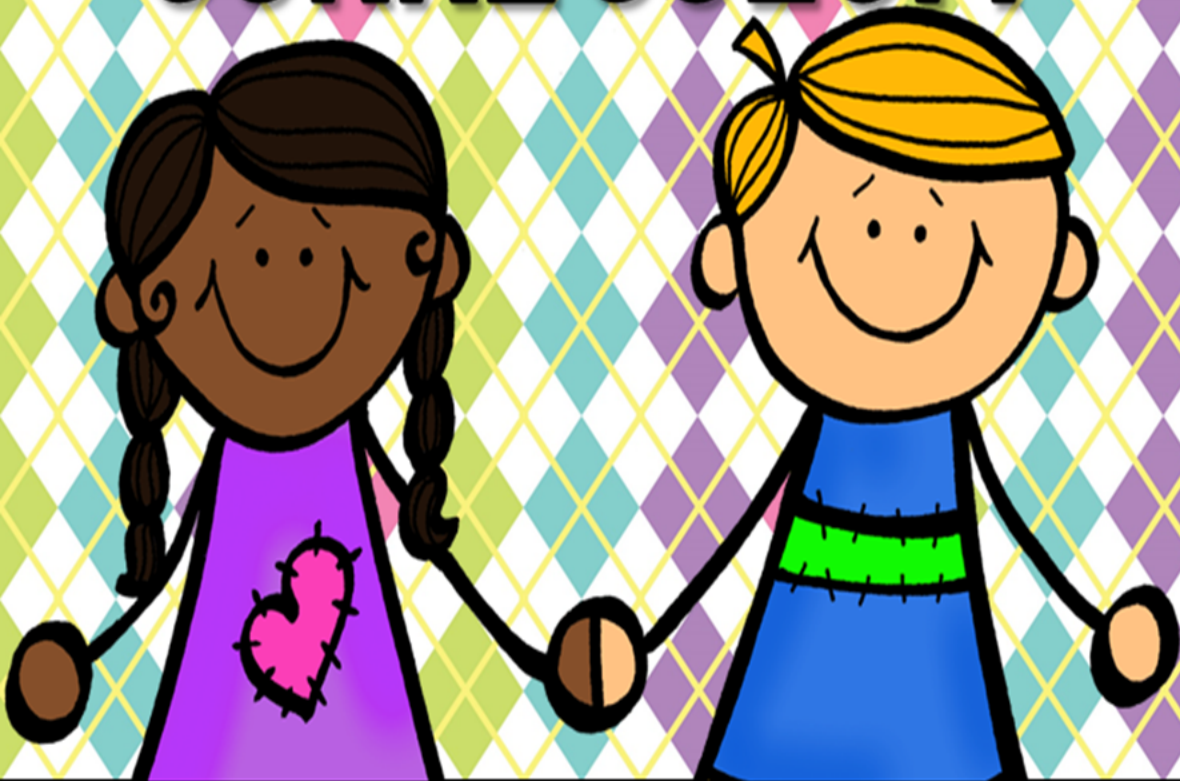


# SMALL GROUP Counseling

## SOCIAL SKILLS

### CURRICULUM



9 SESSIONS, PRE/POST SURVEY, ASCA STANDARDS

**HEART and MIND**  
Teaching   

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# ASCA MINDSETS & BEHAVIORS AND SEL COMPETENCIES ADDRESSED

SMALL GROUP  
Counseling   
SOCIAL SKILLS



## ASCA Mindset Standards

- \*Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Sense of belonging in the school environment. (M 3)

## ASCA Behavior Standards

### Self-Management Skills

- \*Demonstrate effective coping skills when faced with a problem. (B-SMS 7)

### Social Skills

- \*Use effective oral and written communication skills and listening skills (B-SS 1)
- \*Create positive and supportive relationships with other students. (B-SS 2)
- \*Demonstrate empathy. (B-SS 4)
- \*Use effective collaboration and cooperation skills. (B-SS 6)
- \*Demonstrate social maturity and behaviors appropriate to the situation and environment. (B- SS 9)

## CASEL (Social-emotional Learning) Standards

### Self-awareness

- \*Identifying emotions
- \*Accurate self-perception
- \*Recognizing strengths

### Relationship skills

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

### Self-management

- \*Impulse control
- \*Self-discipline

### Social-awareness

- \*Perspective-taking
- \*Empathy
- \*Appreciating Diversity
- \*Respect for others

### Responsible decision-making

- \*Analyzing situations
- \*Solving problems

# GROUP COUNSELING REFERRAL



SMALL GROUP  
Counseling   
SOCIAL SKILLS

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

**Group Type:** Social Skills– Learning acceptable interaction skills

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

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

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

# GROUP COUNSELING REFERRAL



SMALL GROUP  
Counseling   
SOCIAL SKILLS

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

**Group Type:** Social Skills– Learning acceptable interaction skills

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

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

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

# PARENT CONSENT

SMALL GROUP  
Counseling   
SOCIAL SKILLS

Dear Parent/Guardian:

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

\*Social Skills (acceptable interactions, communication skills)

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

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

Sincerely,

## Parent Consent for Small Group Counseling Participation

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

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

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

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

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



# CONSENTIMIENTO DE LOS PADRES

SMALL GROUP  
Counseling  
SOCIAL SKILLS

Estimado Padre / Tutor:

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

\_\_\_\_\_ Habilidades Sociales (interacciones aceptables, habilidades de comunicación)

Los estudiantes que participan en los grupos pequeños han sido referidos por sus padres, maestro, o auto referido. El grupo pequeño se reunirán durante \_\_\_\_\_, durante el horario escolar durante aproximadamente \_\_\_\_\_ semanas a partir de \_\_\_\_\_. Por favor envíe este formulario tan pronto sea posible, ya que hay un número limitado de plazas disponibles. Si tiene alguna pregunta, por favor de comunicarse directamente con \_\_\_\_\_ al \_\_\_\_\_.

Atentamente,

Consentimiento de los Padres para Grupo Pequeño Participación Consejería

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

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

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

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

# DESK REMINDERS

SMALL GROUP  
Counseling  
SOCIAL SKILLS



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

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

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

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

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



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

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

# ATTENDANCE

SMALL GROUP  
*Counseling*   
SOCIAL SKILLS



DATE 								
NAME 								



# PRE SURVEY

This is how I am doing BEFORE group



Always



Sometimes



Hardly



Never

I know ways to make a friend.



I think about what others might feel about something I say or do.



I can identify words and actions that would HELP my friendships.



I know how to use "I messages".



I can politely resolve an issue with another student.



I know what good manners are and use them when I speak and act.



I can identify words and actions that would HARM my friendships.



# POST SURVEY

This is how I am doing AFTER group



Always



Sometimes

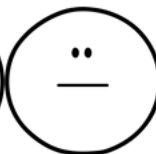


Hardly



Never

I know ways to make a friend.



I think about what others might feel about something I say or do.



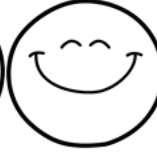
I can identify words and actions that would HELP my friendships.



I know how to use "I messages".



I can politely resolve an issue with another student.



I know what good manners are and use them when I speak and act.



I can identify words and actions that would HARM my friendships.



Pass to see the  
COUNSELOR



Valid every \_\_\_\_\_ at \_\_\_\_\_

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

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

Signed: \_\_\_\_\_



© Heart & Mind Teaching

Pass to see the  
SOCIAL WORKER



Valid every \_\_\_\_\_ at \_\_\_\_\_

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

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

Signed: \_\_\_\_\_



© Heart & Mind Teaching

Pass to see the  
PSYCHOLOGIST



Valid every \_\_\_\_\_ at \_\_\_\_\_

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

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

Signed: \_\_\_\_\_



© Heart & Mind Teaching

Hall Pass for  
GROUP  
COUNSELING



Valid every \_\_\_\_\_ at \_\_\_\_\_

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

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

Signed: \_\_\_\_\_



© Heart & Mind Teaching



WHAT YOU SAY  
IN HERE  
STAYS

IN HERE

Unless:

SOMEONE IS HURTING YOU.  
YOU WANT TO HURT SOMEONE.  
YOU WANT TO HURT YOURSELF.



# SESSION I

## Icebreaker & Rules

SMALL GROUP  
Counseling   
SOCIAL SKILLS



### Session Objective:

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

### Materials:

- \*M & M's or Skittles
- \*M & M game handout
- \*Group Rules handout

### Guiding Questions:

- \*What is something you learned about someone else in the group?
- \*What are some of our similarities and differences?

### ASCA Standards Alignment:

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

### SEL Competencies:

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

### Session Details (about 30 minutes)

- \*Counselor will welcome students to the group. "Welcome to the group everyone, we are all here because we have something in common with each other, we all need a little help either making or keeping friends or making good social choices. We are going to work together as a team to get better in these areas."
- \*Icebreaker Activity: "Let's play a game to get to know each other better, I will participate too so you can get to know me. I am going to pass out some candy, but you can't eat it yet, let's see how well we can follow directions" Pass out a few M&M's or Skittles (make sure to ask for any dietary restrictions or allergies first). You will start the activity to model it for students, pick one M&M up and say the color out loud. "I picked the blue M&M so I have to answer the blue question (place the M&M activity page on the table so they can see it). "The question says: What is your favorite school subject, my favorite subject is Art because I love to create beautiful paintings," Continue the game going clockwise. Point out things in common.
- \*Creating Group Rules: "Now that we have got to know each other, let's create some group rules together. Raise your hand if you can think of a rule that would help our group go smoothly." Guide the discussion to include being respectful of others, taking turns to speak, and confidentiality. Have students complete the pre-survey. Tell them to be honest and that it's just for you to know what they want to work on.

# M & M Game

Directions: Give out a handful of M & M's to each student including yourself. Model for the students how to play the game. Pick up one M & M and answer the question based on the color chosen. Afterwards, you can eat the M&M you chose and answered.



m

What is your favorite food to eat?



m

What is your favorite school subject?



m

What is your favorite TV show or Movie?



m

What is your favorite game/sport to play with friends?



m

Name one person that is important to you and why?



m

Tell us about your pet, if you do not have one then tell us a pet you wish you had.



# GROUP RULES

SMALL GROUP  
Counseling   
SOCIAL SKILLS



Our group has agreed upon the following rules:

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

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

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

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

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

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

# SESSION 2

## Build a Friend



SMALL GROUP  
Counseling   
SOCIAL SKILLS

### Session Objective:

- \*Students will be able to identify traits that they value in a friend.
- \*Students will participate and work together.
- \*Students will self-reflect on their own traits.

### Materials:

- \*Build a Friend Activity
- \*Pencils, Crayons

### Guiding Questions:

- \*What are some traits that are valued in a friend?
- \*What traits are not valued in a friend?

### Session Details (about 30 minutes)

- \*Counselor will welcome students back to the group. "Welcome back to the group everyone, remember we are here to practice making/keeping friends and making good social choices. Let me remind you of our group rules..." Go over the group rules created last session.
- \*Build a friend activity: Students will each get a copy of one of the Build a Friend girl or boy page (let them choose which one they want). Explain to them using the sample provided, how the page will look when it is complete. Start at the top of the picture, ask "What would you want your friend to use their brain to do?" Allow students to participate and give responses. Have the students write down the responses they liked and would want their friend to have. Next move to the eyes, ask "What is something that a good friend does with their eyes." Again have the students provide responses and encourage them to write down on their "friend" the ones they like. Move to the following body parts: mouth, ears, hands, heart, feet, and ask for other general qualities they value in a friend.
- \*Once there are a good amount of friendship qualities listed, let the students color their "friend". While they are coloring, engage a discussion with questions such as "Why was it important for you to have a friend who you can trust?", "Which is the most important quality for you out of all of the ones you chose?". Point out similarities/differences that the group members chose. Ask "Are the traits you put down on your "friend" all traits that you have? Are there any traits that you are working on and would like to get better at?"
- \*Conclude the group by mentioning that next week we will be working on how to make friends like the one we just built.

### ASCA Standards Alignment:

- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Social Skills: Use effective oral and written communication skills and listening skills. (B-SS 1)
- \*Behavior: Social Skills: Create positive and supportive relationships with other students. (B-SS 2)

### SEL Competencies:

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

# Build a FRIEND

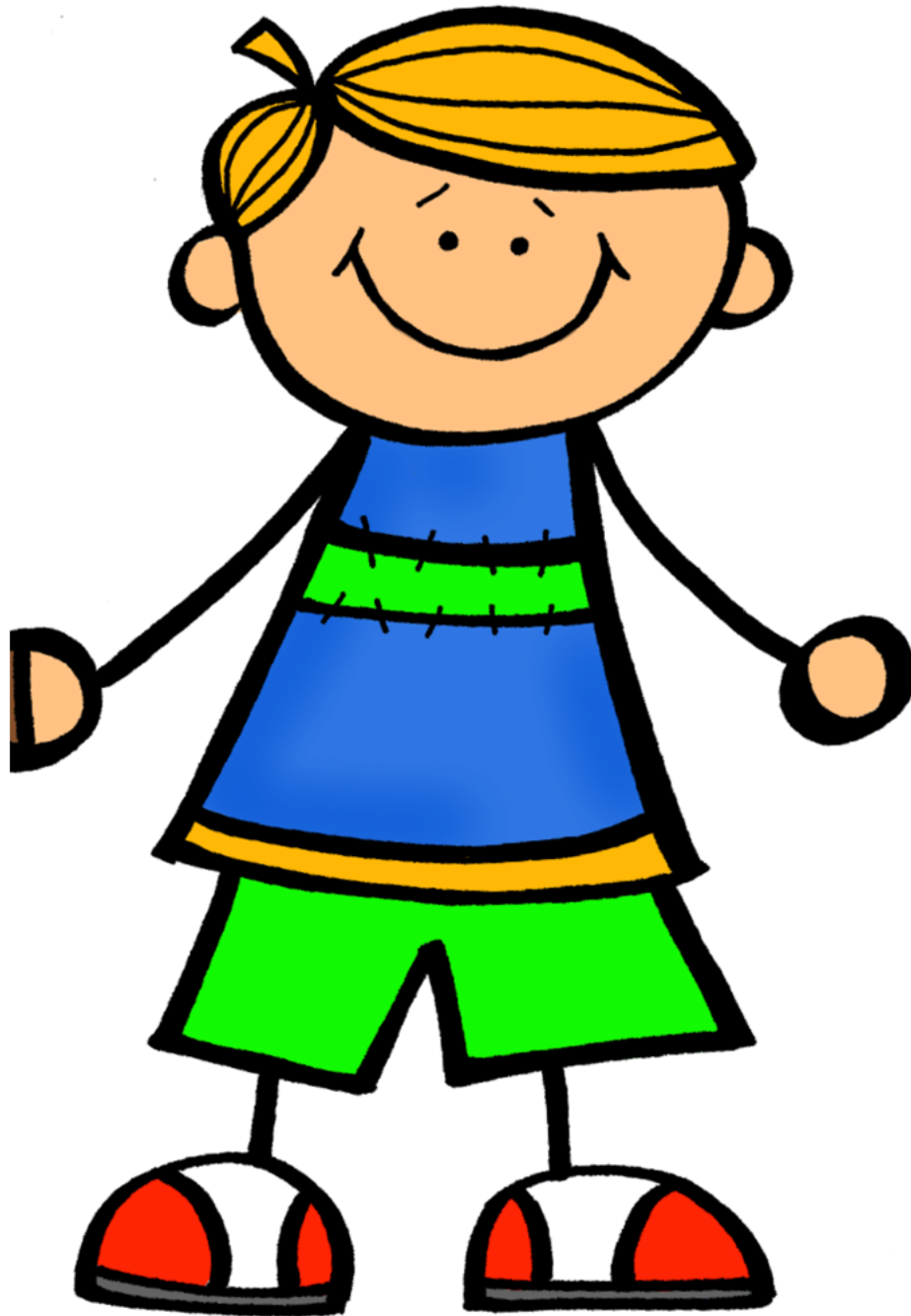


# Build a FRIEND





# Build a FRIEND



# Build a FRIEND



# Build a FRIEND



Why is it important  
for you to know  
what traits you  
value in a friend?



A large, empty rectangular box with a black border, intended for writing an answer to the question above.

Which quality is the  
most important one  
to you?



A large, empty rectangular box with a black border, intended for writing an answer to the question above.



Are the traits you  
put down on your  
"friend", traits that  
you have?



Are there any traits  
that you are  
working on and would  
like to get better at  
as a friend?



# SESSION 3

## The Puzzle of Making Friends

SMALL GROUP  
Counseling   
SOCIAL SKILLS



### Session Objective:

- \*Students will identify ways to make friends and have positive interactions with others.
- \*Students will participate and work together as a group.

### Materials:

- \*Puzzle Pieces (cut out each piece beforehand.)
- \*Pencils

### Guiding Questions:

- \*What are some ways to make a friend?
- \*Why is using kind words important to making and keeping friends?

### ASCA Standards Alignment:

- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Social Skills: Create positive and supportive relationships with other students. (B-SS 2)
- \*Behavior: Social Skills: Use effective collaboration and cooperation skills. (B-SS 6)

### SEL Competencies:

- \*Self-awareness: recognizing strengths, accurate self-perception.
- \*Relationship skills: relationship building, communication, social engagement.
- \*Social-awareness: Respect for others.

### Session Details (about 30 minutes)

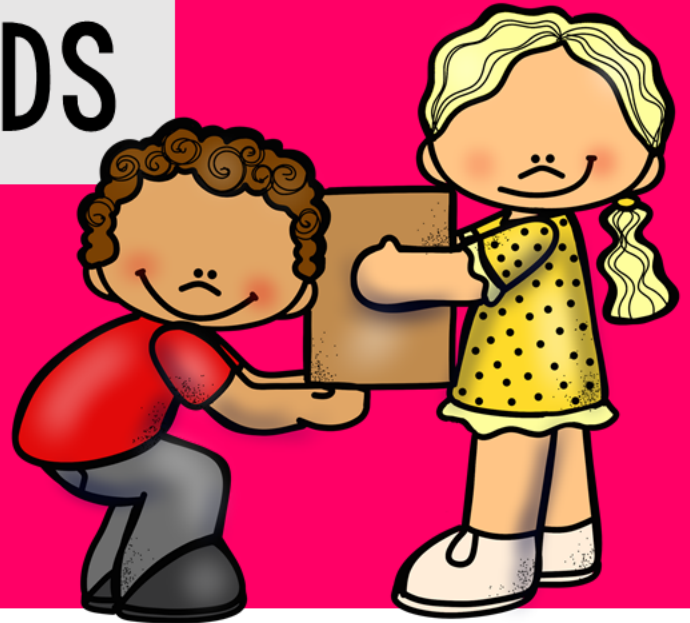
- \*Counselor will welcome students back to the group. "Welcome back to the group everyone, let's quickly review our group rules...", "Last time we met, we talked about the traits we look for in a friend, today we are going to talk about ways to make a friend."
- \*Puzzle of making friends activity: "I have a bunch of puzzles that I need your help to put back together. Let's start with one at a time, the first is one of the traits we said last session that we liked in a friend, use kind words." Put the square "use kind words" down on the table. Then go through a few puzzle pieces and have them try to find the right example to fit in the puzzle of using kind words. Encourage group collaboration. Go through each puzzle piece one by one. Ask engaging questions throughout the puzzle such as:
  - "Are there any puzzle pieces that you would feel comfortable using to make a friend?"
  - "Are there any puzzle pieces that you would feel uncomfortable using to make a friend?"
  - "How would you be helpful to make a friend?"
  - "What is an example of using kind words that is not listed in the puzzle?"
  - "Can someone give me an example of when they used one of these ways to make a friend?"
- \*Bring out the blank puzzle pieces. "Let's think of another way to make a friend and make our own puzzle piece." Have the students provide suggestions of other ways to make a friend (on the main big piece) and examples of how to do that (on the smaller pieces).
- \*Thank everyone for their participation and get them excited for next session which is about things that help and hurt friendships.

Be  
friendly



# WAYS TO MAKE FRIENDS

Be  
helpful



Use  
kind  
words



Meet  
and  
Greet



Start a  
conversation



Give a  
compliment

Say "please" and  
"thank you"

Use kind  
words



Tell  
someone "good try"  
when they don't do  
well

Ask how  
someone is  
doing

Help a person  
pick up  
something they  
dropped

Help someone  
finish up a task

Be helpful



Comfort  
someone  
when they  
are sad or  
having a bad  
day

Share your  
supplies or  
toys



Have good  
eye contact

Smile and  
make  
positive  
responses

Be  
friendly



Add to the  
conversation

Listen to  
what the  
person is  
saying

Ask if they  
like to play  
video games  
and which  
ones

Ask what  
they like to  
do on the  
weekends

Start a  
conversation



Ask them  
what movies  
they like

Ask if they  
want to join  
in on the  
game

At recess, join  
a group of  
friends  
playing.

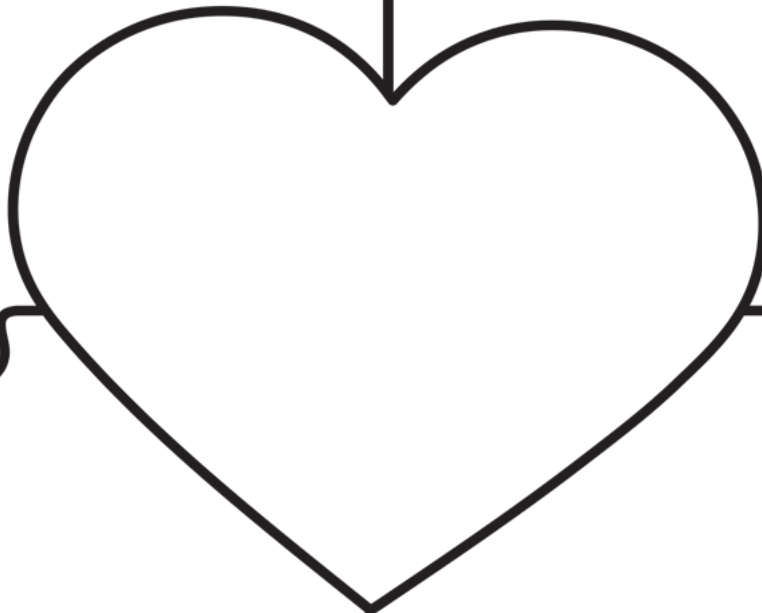
Talk to other  
students at your bus  
stop or while waiting  
for  
class to  
start.

## Meet and Greet



Join a club or sport

Sit with  
someone new  
at lunch



# SESSION 4

## Treasure or Trash?

♡♡♡

SMALL GROUP  
Counseling   
SOCIAL SKILLS

### Session Objective:

- \*Students will be able to identify friendly and unfriendly behavior.
- \*Students will practice perspective taking.
- \*Students will identify the effect of sarcasm.

### Materials:

- \*Treasure or Trash Activity pages.
- Cut out gems beforehand. Use blank gem page to make your own.

### Guiding Questions:

- \*Why is it important to know the difference between appropriate and inappropriate behavior?
- \*How does sarcasm impact the way you are viewed by others?

### Session Details (about 30 minutes)

- \*Counselor will welcome students back to the group. "Welcome back to the group everyone, remember we are here to practice making/keeping friends or making good social choices. Let me remind you of our group rules..."
- \*Treasure or Trash activity: Cut on the dotted line to separate the treasure box and trash can picture. Place each picture on the table so the students can see. Explain to the students "we are going to be sorting through some gems and deciding if they are treasure and we want to keep them or if we want to throw them in the trash. We will decide this by reading some different behaviors listed on each gem. I want you to think if it is something that would help or hurt a friendship, let's start with the first gem (read out loud what the first gem says). Is this something we want to treasure (helps a friendship) or trash (hurts a friendship)? Listen to student responses. Ask probing questions like "Why do you think its treasure/trash?", "What if it was said in a sarcastic tone, would you change your answer, why?", "Does anyone have an example of this happening in their life", "What do you think the other person will be thinking if you did this?" Place the gem on top of either the trash or treasure picture. Going clockwise from you, have a student choose the next gem and have them read it out loud if they are comfortable. Ask the student "Do you think that behavior is trash or treasure?". Ask the probing questions and continue the process around the group.
- \*Conclude the group by mentioning that next week we will be learning about good manners.

### ASCA Standards Alignment:

- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Social Skills: Create positive and supportive relationships with other students. (B-SS 2)

- \*Behavior: Social Skills: Demonstrate social maturity and behaviors appropriate to the situation and environment. (B-SS 9)

### SEL Competencies:

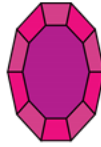
- \*Self-awareness: accurate self-perception, identifying emotions.
- \*Relationship skills: relationship building, communication, social engagement, teamwork.
- \*Social-awareness: respect for others, perspective-taking, empathy.



# THINGS THAT **HELP** A FRIENDSHIP



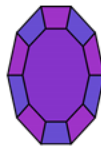
Using kind words.



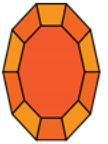
Sharing.



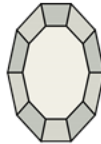
Being helpful.



Being a good sport.



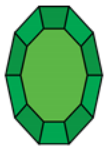
Being fair.



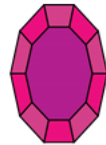
Encouraging others.



# THINGS THAT **HURT** A FRIENDSHIP



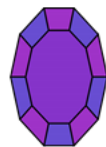
Using mean words.



Bad manners.



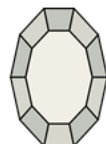
Excluding others.



Making fun of someone.

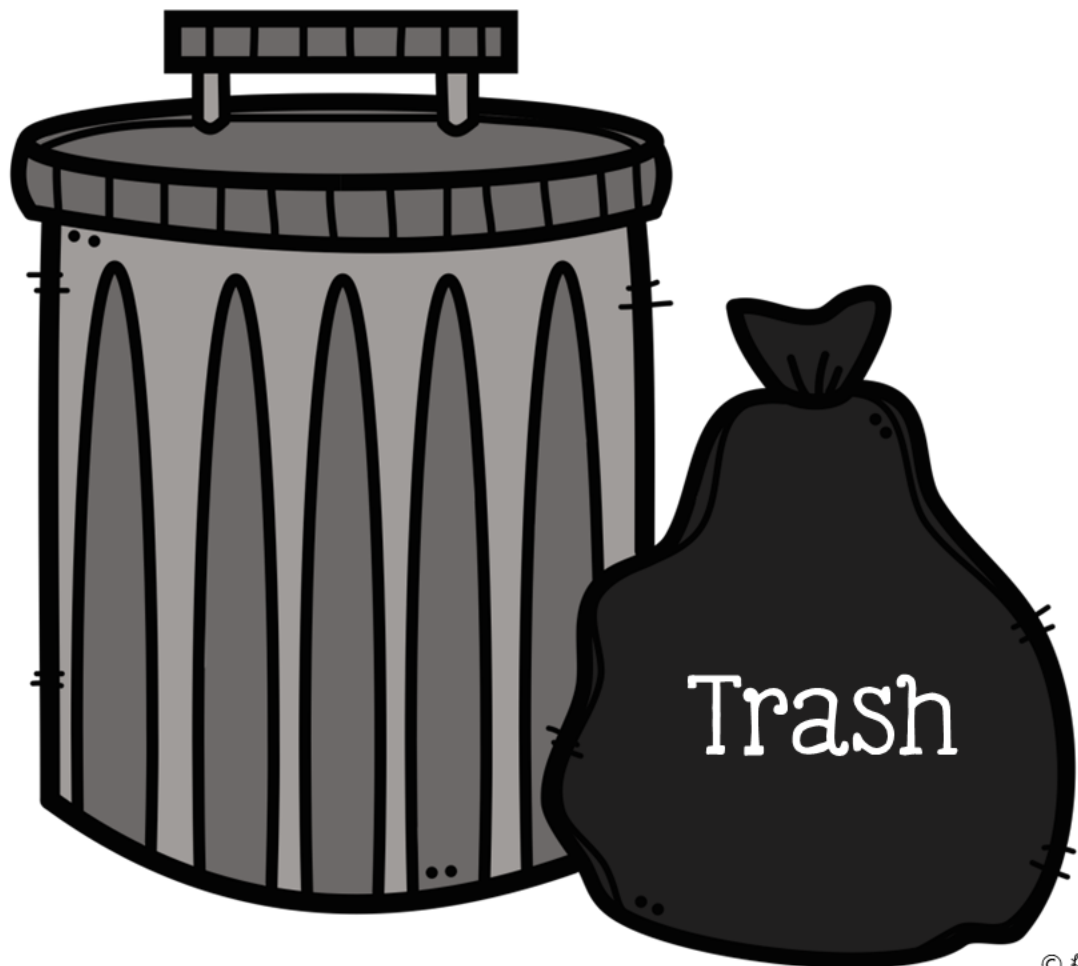


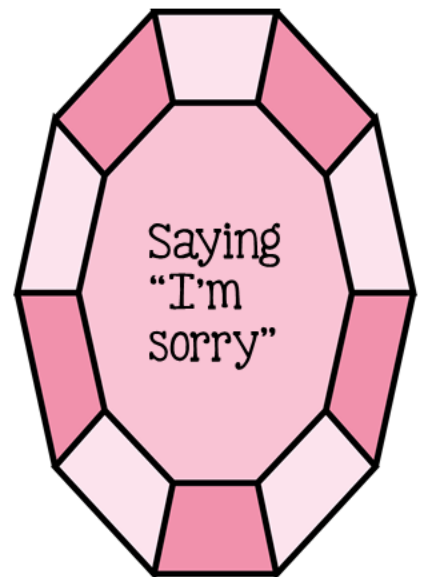
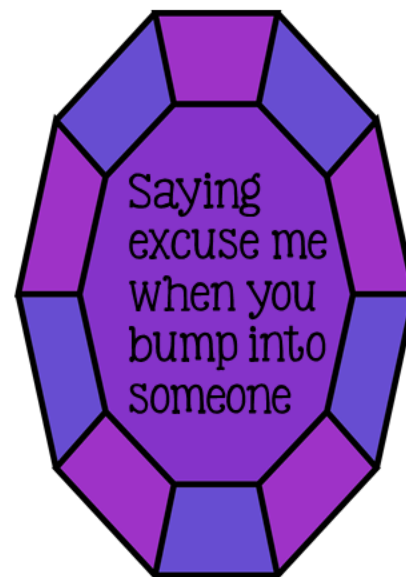
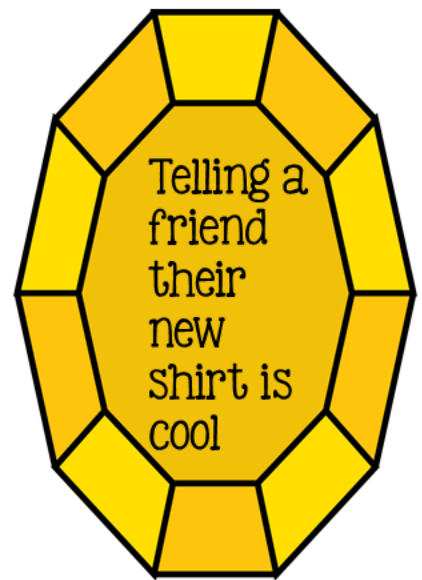
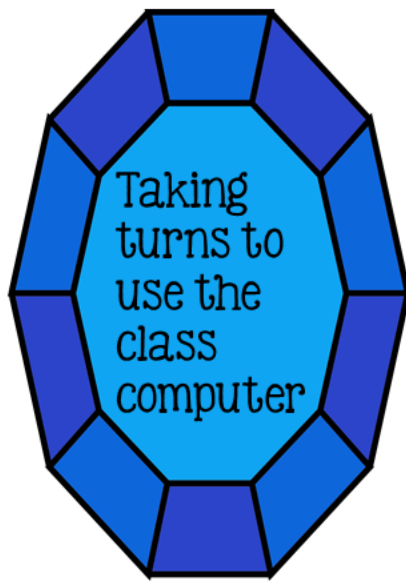
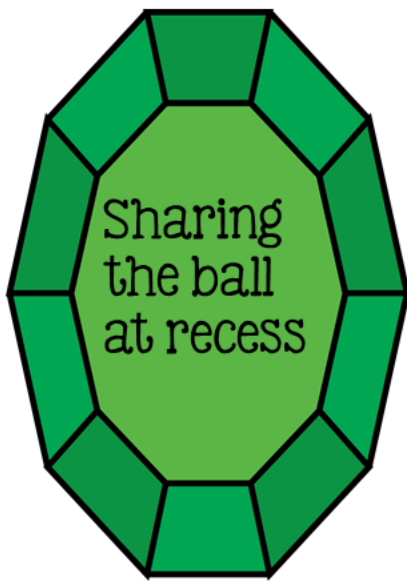
Being selfish.

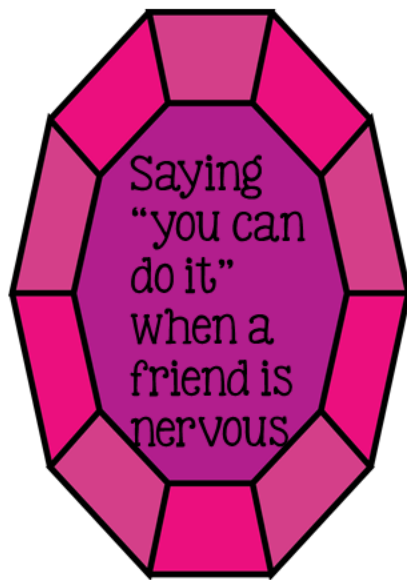
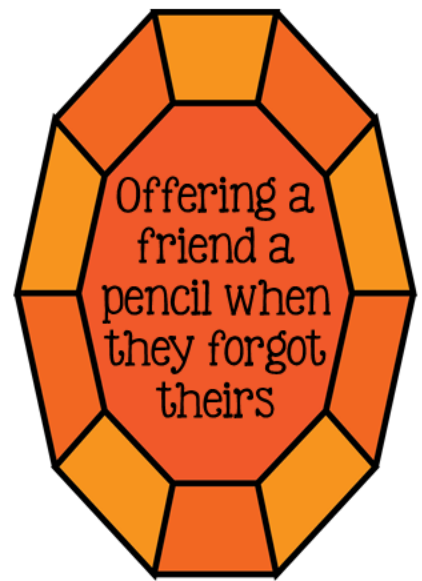
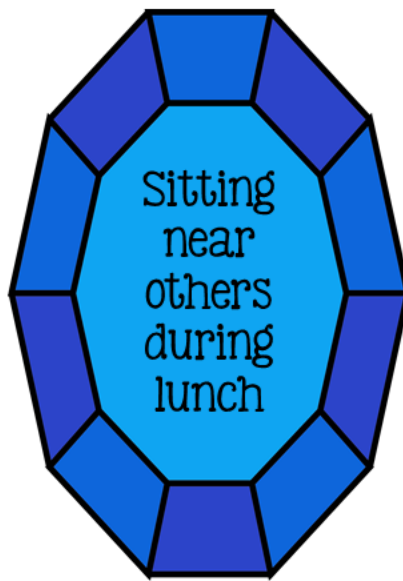


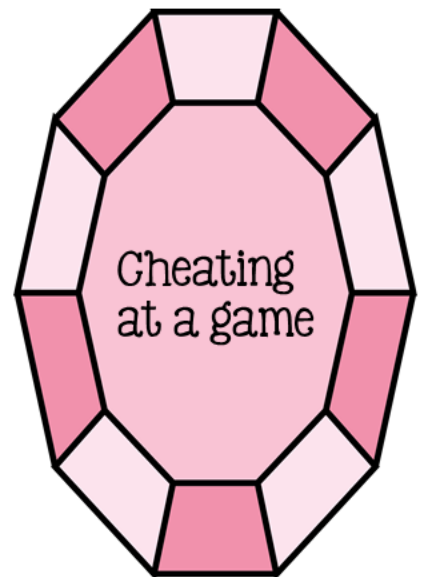
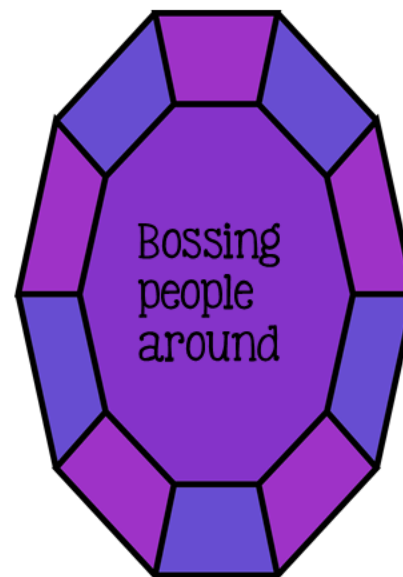
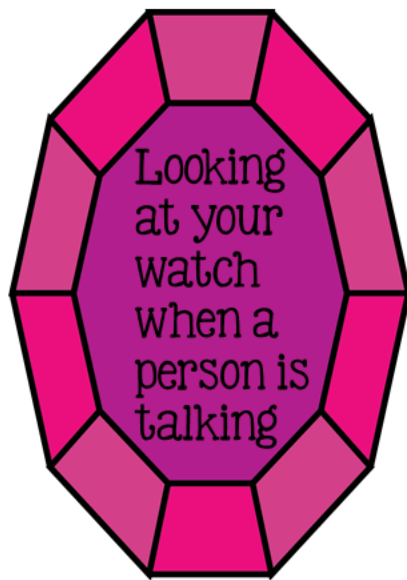
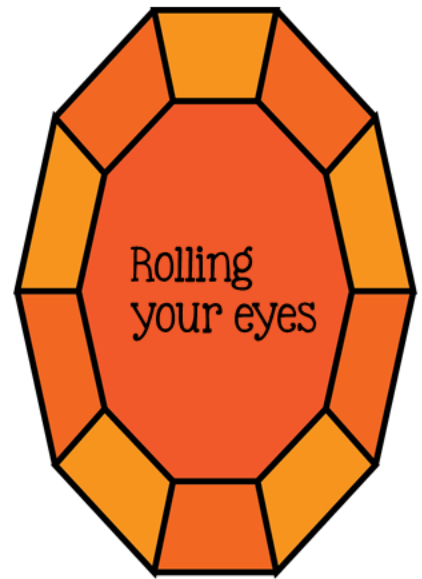
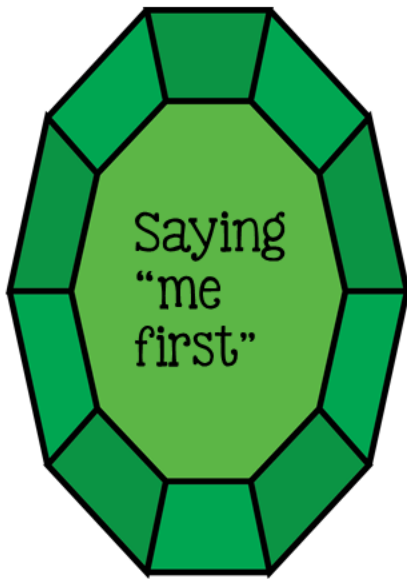
Ignoring.



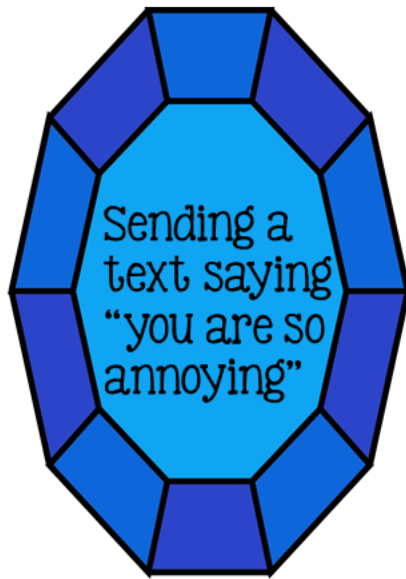


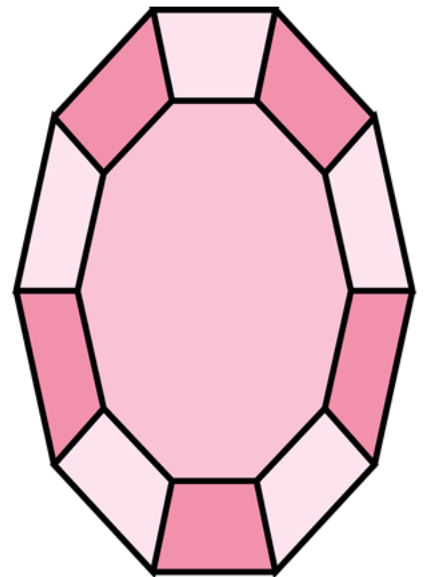
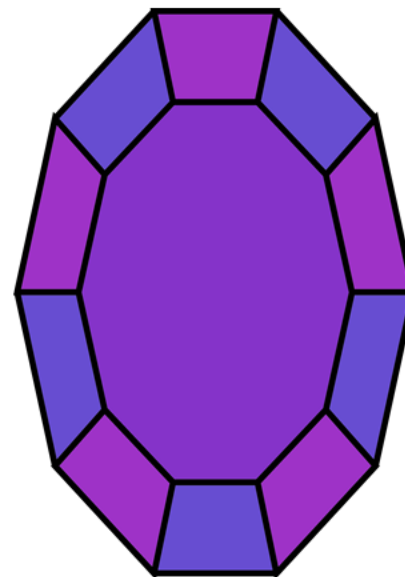
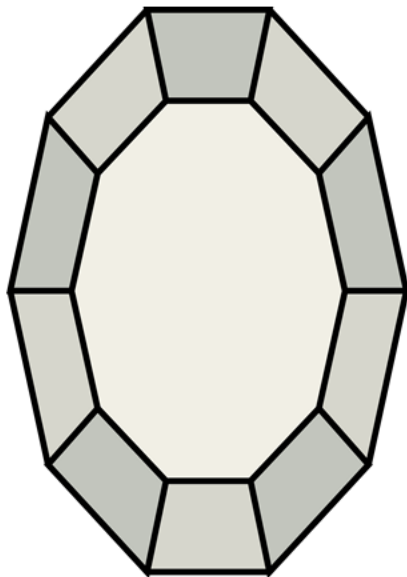
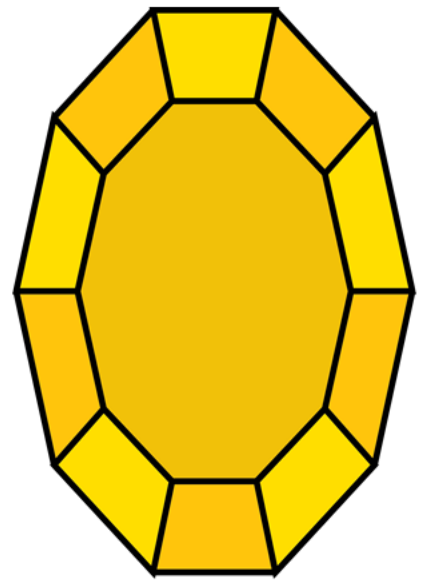
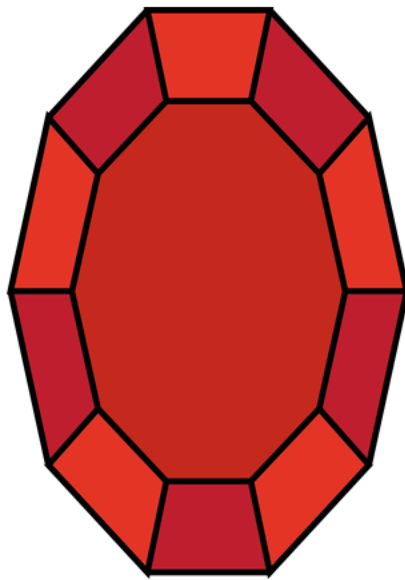
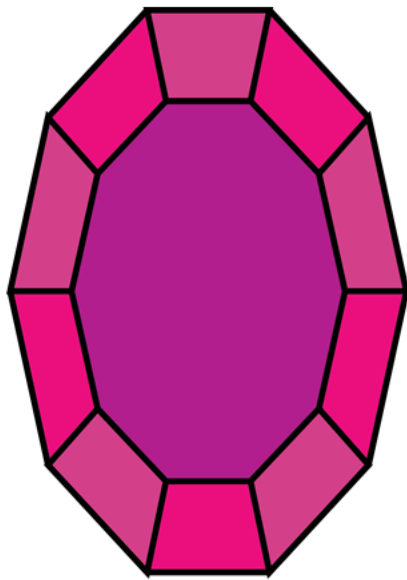
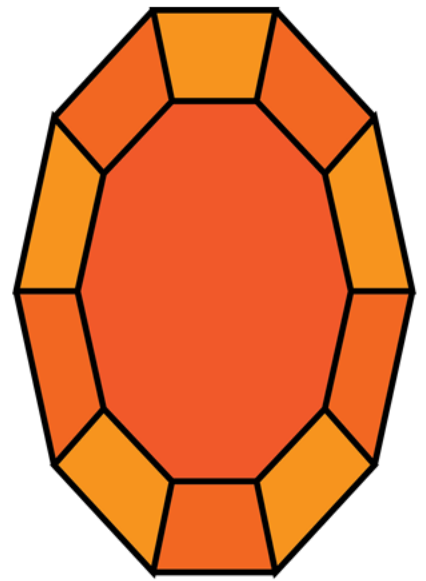
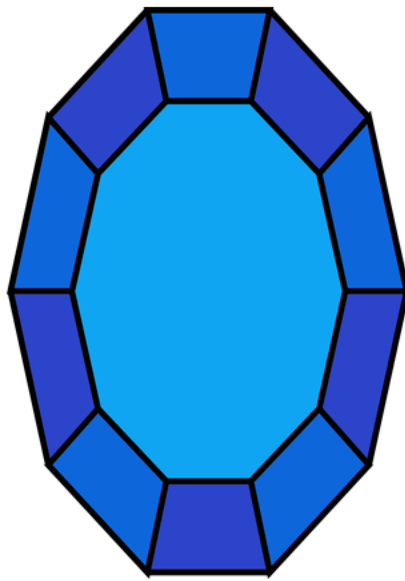
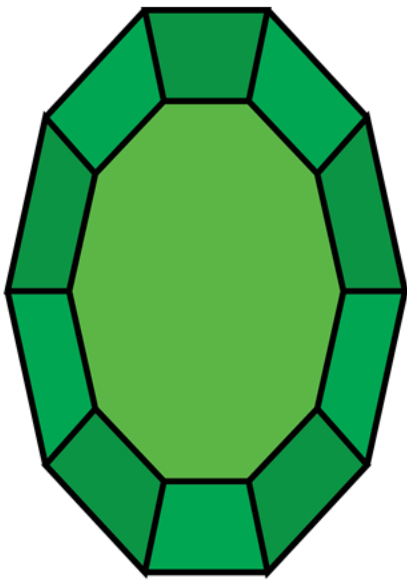












# SESSION 5

## Manners Sheriff

SMALL GROUP  
Counseling   
SOCIAL SKILLS



### Session Objective:

- \*Students will be able to identify good manners.
- \*Students will be able to recognize bad manners in different scenarios.

### Materials:

- \*Manners Sheriff Badges cut out beforehand.
- \*Good Manners Law handout.
- \*Manners Vocabulary handout.
- \*Tape

### Guiding Questions:

- \*What does it mean to have good manners?
- \*Why is it important to have good manners?
- \*Does having bad manners help or hurt friendships?
- \*How does having good manners make a person look?
- \*How does having good manners make a person feel?

### Session Details (about 30 minutes)

- \*Counselor will welcome students to the group reminding them of what was covered in the last session. "Hello everyone, remember last session we talked about behaviors that can help or harm a friendship? Today we are going to talk about having good manners which helps relationships with friends, family, and teachers. Who can tell me what having good manners means?" Try to get a few responses from students, then say "Having good manners means you know how to act in all kinds of situations, and it means being respectful. When you have good manners, people will see that you are thoughtful and are more likely to want to be around you." Pass out the Good Manners Law handout to students and give each one a Good Manners Badge to wear (have student tape it to their shirt). "We are all going to be the Manners Sheriff right now and decide using the Good Manners Laws, if some of these students are showing any bad manners. Let's review each law before we start." Review and explain each of the 9 Laws. Then read each scenario to the students and have them point out any bad manners (violations of the good manners law).
- \*Conclude the session by passing out the "Mind your manners" handout. "These are some words we should use frequently to make sure we are showing good manners." Go through each word listed, and explain the topic for next week is I messages.

### ASCA Standards Alignment:

- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Social Skills: Create positive and supportive relationships with other students. (B-SS 2)
- \*Behavior: Social Skills: Demonstrate social maturity and behaviors appropriate to the situation and environment. (B-SS 9)


### SEL Competencies:

- \*Self-awareness: identifying emotions.
- \*Self-management: self-discipline, impulse control.
- \*Relationship skills: relationship building, communication, social engagement.
- \*Social-awareness: Respect for others, appreciating diversity, perspective-taking, empathy.

# GOOD MANNERS LAWS



**RULE 1:  
ACCEPT  
DIFFERENCES.**



**RULE 2:  
TREAT OTHERS THE  
WAY YOU WANT TO  
BE TREATED.**



**RULE 3:  
BE RESPECTFUL  
OF YOURSELF  
AND OTHERS.**



**RULE 4:  
BE A GOOD  
SPORT.**



**RULE 5:  
BE  
HELPFUL  
AND  
PUT  
OTHERS  
FIRST.**



**RULE 6:  
PATIENCE  
IS KEY,  
WAIT YOUR  
TURN.**

**RULE 7:  
DON'T LEAVE A  
MESS.**



**RULE 8:  
BE  
KIND,  
FAIR,  
AND  
SHARE**



**RULE 9: SHOW OTHERS YOU  
APPRECIATE THEM.**





# MANNERS Scenario

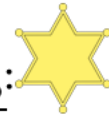
## I



Mrs. Hernandez seems really stressed today, she has to repeat herself many times and there are a bunch of students at her desk. James goes up to Mrs. Hernandez's desk and asks her what page he was supposed to be working on. She looks at him and says that he should sit back down and raise his hand. James goes back to his desk and on the way he stick his tongue out at his teachers back and makes a mean face. When he gets to his desk, he slams down into the seat and sighs heavily. Then he raises his hand while rolling his eyes and says out loud "Miss, I'm raising my hand now."



### Manners Sheriff Violations:



Put a checkmark next to the Manners violations made in this scenario:

Rule 1: Accept differences.

Rule 2: Treat others the way you want to be treated.

Rule 3: Be respectful of yourself and others.

Rule 4: Be a good sport.

Rule 5: Be helpful and put others first.

Rule 6: Patience is key, wait your turn.

Rule 7: Don't leave a mess.

Rule 8: Be kind, fair, and share

Rule 9: Show others you appreciate them.

# MANNERS

## Scenario

### 2



Jeremiah's dad is at home working late on an important deadline for his job. He asked Jeremiah to take the trash out two hours ago and Jeremiah still has not done it. Jeremiah's brother just ran up to his dad and told him that Jeremiah would not share the toy train with him. Their dad tells them both they have to share it, Jeremiah says "I am playing with it first because its my toy!" The dad says "Why don't you both play together with the train?", Jeremiah says "Because he's a baby and he does not play the way I want to play." After Jeremiah finishes playing, he leaves the train parts on the floor of the living room.

### ★ Manners Sheriff Violations: ★

Put a checkmark next to the Manners violations made in this scenario:

Rule 1: Accept differences.

Rule 2: Treat others the way you want to be treated.

Rule 3: Be respectful of yourself and others.

Rule 4: Be a good sport.

Rule 5: Be helpful and put others first.

Rule 6: Patience is key, wait your turn.

Rule 7: Don't leave a mess.

Rule 8: Be kind, fair, and share

Rule 9: Show others you appreciate them.

# MANNERS

## Scenario

### 3



Amanda and Thomas are racing each other during PE class. When Amanda wins, she celebrates very dramatically and says "In your face Thomas, I knew I would beat you." Amanda tells Thomas they have to race again. Thomas is tired so he asks if they can wait a bit but Amanda says "Scared you're going to lose again?" Thomas feels embarrassed so he joins the race anyways. During the second race, Thomas trips and falls. Amanda sees this but she keeps going to the finish line.

### Manners Sheriff Violations:

Put a checkmark next to the Manners violations made in this scenario:

Rule 1: Accept differences.

Rule 2: Treat others the way you want to be treated.

Rule 3: Be respectful of yourself and others.

Rule 4: Be a good sport.

Rule 5: Be helpful and put others first.

Rule 6: Patience is key, wait your turn.

Rule 7: Don't leave a mess.

Rule 8: Be kind, fair, and share

Rule 9: Show others you appreciate them.



# MANNERS

## Scenario

### 4



Katie does not like to wait. When the class lines up for the water fountain, she pushes and shoves her way to the front. She always goes first when playing a game. When she has something to say she calls out or tells her friend right way, even if teacher is teaching a lesson. The student next to her lent her a pencil, and she did not say please or thank you. Katie likes to make other students laugh, sometimes she does this by shooting rubber bands at others or making fun of the kid who wears glasses. When someone gets upset at what she says she replies "just kidding" or says it's just a joke.

### Manners Sheriff Violations:

Put a checkmark next to the Manners violations made in this scenario:

Rule 1: Accept differences.

Rule 2: Treat others the way you want to be treated.

Rule 3: Be respectful of yourself and others.

Rule 4: Be a good sport.

Rule 5: Be helpful and put others first.

Rule 6: Patience is key, wait your turn.

Rule 7: Don't leave a mess.

Rule 8: Be kind, fair, and share

Rule 9: Show others you appreciate them.

# MANNERS

## Scenario

### 5



Reading has always come easy to Chris, but it's not the same for Math. No matter how hard he works in Math, he feels like he still can't get it. When he gets his recent Math test score back he yells "Math is so stupid, I hate it." His teacher tells him to calm down and not scream out or he will have his clip moved down for bad behavior. Chris begins complaining to his classmate next to him and his classmate offers to help explain one of the problems he got wrong. Chris says "you are such a know it all". His teacher hears this and tells him to go clip down. Chris says a swear word.

#### Manners Sheriff Violations:

Put a checkmark next to the Manners violations made in this scenario:

Rule 1: Accept differences.

Rule 2: Treat others the way you want to be treated.

Rule 3: Be respectful of yourself and others.

Rule 4: Be a good sport.

Rule 5: Be helpful and put others first.

Rule 6: Patience is key, wait your turn.

Rule 7: Don't leave a mess.

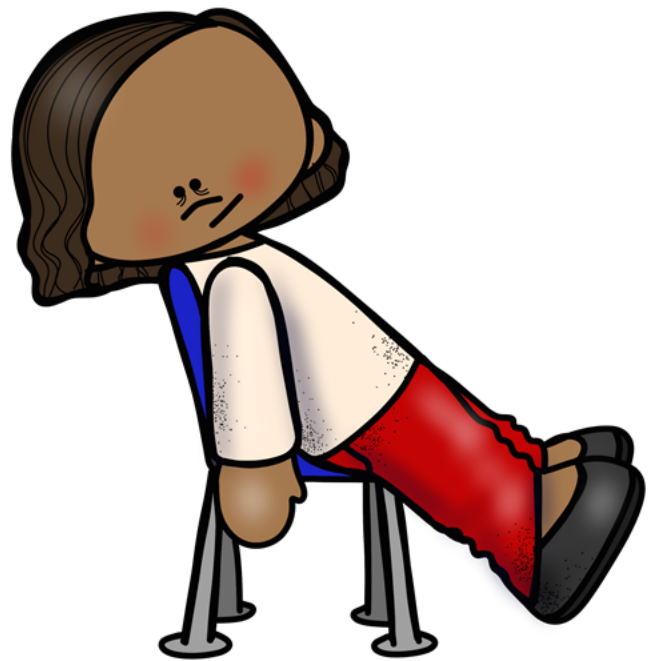
Rule 8: Be kind, fair, and share

Rule 9: Show others you appreciate them.

# MANNERS

## Scenario

### 6



Keisha just wants this day to be over. She went to bed too late last night and now can barely stay awake, let alone focus on school work. Her friend Brandon ask her what's wrong, she gives a short reply of "nothing" and leans back in her chair tipping it so far back her head dangles off the end and is upside-down. Brandon says to her "You seem unlike yourself today", and Keisha crosses her arms in front of her and says "mind your business". Later at lunch, Keisha spills her milk and Brandon asks her "are you going to clean that up?" she says "No, I'm not in the mood right now, I'm too tired." Then she burps loudly without covering her mouth.



### Manners Sheriff Violations:



Put a checkmark next to the Manners violations made in this scenario:

Rule 1: Accept differences.

Rule 2: Treat others the way you want to be treated.

Rule 3: Be respectful of yourself and others.

Rule 4: Be a good sport.

Rule 5: Be helpful and put others first.

Rule 6: Patience is key, wait your turn.

Rule 7: Don't leave a mess.

Rule 8: Be kind, fair, and share

Rule 9: Show others you appreciate them.

# Answer Guide

## Manners Scenario 1

- Getting out of seat without permission (Violates Rule 5 and 6)
- Making rude faces (Violates Rule 2 and 3)
- Slamming down into seat and sighing heavily (Violates Rule 2 and 3)
- Rolling eyes and calling out, calling his teacher "Miss" and not by her full name. (Violates Rule 3)

## Manners Scenario 2

- Not doing chores (Violates Rule 3, 5, and 7)
- Not sharing the toy (Violates Rule 8)
- Insisting on playing with it first (Violates Rule 6 and 4)
- Calling his brother a baby and being inflexible (Violates Rule 1, 2, and 8)
- Leaving the mess on the floor (Violates Rule 7)

## Manners Scenario 3

- Bragging (Violates Rule 2, 3, and 4)
- Unkind words (Violates Rule 2, 3, and 8)
- Being Impatient (Violates Rule 3 and 6)
- Taunting (Violates Rule 1, 2, 3 and 8)
- Not helping someone when they fall (Violates Rule 2, 4, and 5)

## Manners Scenario 4

- Pushing and shoving to the front of the line (Violates Rule 2, 3, and 6)
- Always going first (Violates Rule 6 and 8)
- Calling out, talking when the teacher is talking (Violates Rule 3 and 6)
- Not saying please or thank you (Violates Rule 9)
- Shooting rubber bands, making fun of someone (Violates Rule 1, 2, 3 and 8)
- Playing off insults as a joke instead of saying sorry (Violates Rule 2, 3, 8)

## Manners Scenario 5

- Yelling out (Violates Rule 3)
- Complaining (Violates Rule 3 and 8)
- Refuses help, unappreciative (Violates Rule 9)
- Calling someone a mean name (Violates Rule 2, 3, and 8)
- Saying a swear word (Violates Rule 3)

## Manners Scenario 6

- Giving short rude responses to a friend (Violates Rule 2, 8, and 9)
- Tipping chair really far back, crosses arms (Violates Rule 3)
- Not cleaning up after herself (Violates Rule 7)
- Burps loudly without covering her mouth (Violates Rule 3)





# MIND YOUR MANNERS



## Vocabulary

When you want something say..... **please**

When you get something say..... **Thank you**

When you yawn or burp say..... **Excuse me**

When you interrupt someone say..... **Excuse me**

When you bump into someone say..... **Excuse me**

When someone thanks you, say..... **You're welcome**

When you make a mistake say..... **I'm sorry**

When you hurt someone's feelings say..... **I'm sorry**

# SESSION 6

## Walk in my Sneakers

SMALL GROUP  
Counseling   
SOCIAL SKILLS

### Session Objective:

- \*Students will practice perspective taking.
- \*Students will practice having empathy.

### Materials:

- \*Walk in my sneakers handouts.

### Guiding Questions:

- \*Why is it important to understand how someone else might be feeling?
- \*What are some ways to know how someone might be feeling?

### ASCA Standards Alignment:

- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Social Skills: Create positive and supportive relationships with other students. (B-SS 2)
- \*Behavior: Social Skills: Demonstrate empathy. (B-SS 4)

### SEL Competencies:

- \*Self-awareness: identifying emotions.
- \*Relationship skills: relationship building, communication, social engagement.
- \*Social-awareness: Respect for others, appreciating diversity, perspective-taking, empathy.

### Session Details (about 30 minutes)

\*Counselor will welcome students back to the group. "Welcome back to the group everyone, remember we are here to practice making/keeping friends and making good social choices. Let me remind you of our group rules..." Explain group rules. "Today we are going to be talking about empathy, has anyone ever heard the expression put yourself in their shoes? Do you think that actually means to put on someone else's shoes? Probably not. What do you think it means?" Allow for responses. "Putting yourself in someone else's shoes means you experience life through another's feelings, another's way of looking at things or their perspective. It's not about putting your feelings on them or feeling bad for them, it's imagining and identifying with their situation and their response to it. This is not easy to do, it takes a lot of focus. You need to be paying attention to their body language and their tone to understand what they might be feeling. Let's listen to some examples and respond with how we think they might be feeling."

\*Walk in my Sneakers activity: Using the Walk in my sneakers handouts, read each example and ask students the questions after the example to have them practice perspective taking and having empathy for others.

\*"See how we can all put ourselves in another person's shoes to understand their way of thinking? It really helps, especially with conflicts, next session we are going to learn another strategy that helps with conflicts, I messages."

# Walk in my Sneakers



John had a tough day at school today, he got his color changed and a note is being sent home to his mom. How is John feeling? How would it make you feel?



Krista was called a mean name and starts to cry. How is Krista feeling? If you were Krista, how would you handle it?



Aiden lost his Math folder, it had all his homework in it. How is Aiden feeling? If you were Aiden what would you do?



Anabelle won the game at recess, she is smiling. How is Anabelle feeling? If you were Anabelle, how would you act?



# Walk in my Sneakers



Hank tells a joke and no one laughs. How is Hank feeling? How would it make you feel?



David is singing to himself on the bus, some kids look at him funny. How is David feeling? What would you do?



Mrs. Smith is explaining the math lesson to Ramon and he looks at the clock. How would that make Mrs. Smith feel? Would you feel the same way?



Maria is telling Jena about a movie, Jena interrupts and tells her about her dog. How does this make Maria feel? Why?



# Walk in my Sneakers



Sadie is talking to Tom about her new video game, Tom nods every so often and looks in her eyes. How would this make Sadie feel? How would you feel? Why?



Regina tattles on Ashley. How does Ashley feel? How would you feel? What do you think might happen afterward?



Sandra spreads gossip about Gus to the whole class. What will others think? How will it make Gus feel?



Paul is upset he is not the line leader, he stomps his feet in the hallway. What is Paul feeling? How does it look to others?

# Walk in my Sneakers



Johanna got a bad grade on a test, she screams out loud "I hate school". How is Johanna feeling? How would you feel? How does it look to others?



Logan goes up to a stranger and hugs them. How does the stranger feel?



Stephany shows her friend her new backpack. How is Stephany feeling? How might her friend feel?



Jose rolls his eyes as the teacher is talking to him. How is Jose feeling? How is the teacher feeling?

# Walk in my Sneakers



Brian is at the Book Fair and starts yelling at his little brother. How does his little brother feel? How does Brian feel?



Tina is at the store and wants a toy that her mom won't buy her. She throws a tantrum. How does her mom feel? How does Tina feel? What would you do?



Nicole trips and falls in the cafeteria. Her food is all over her shirt. How does Nicole feel? How would you feel? What would you do?



George's dog died last night. He has kept to himself all day. How is George feeling? What would you say to him?



# Walk in my Sneakers



Kelly slams her books down on the table, everyone looks up at her. What is everyone thinking? How is Kelly feeling before and after?



The bus driver told Enrique to sit down but he keeps standing up. How does Enrique look to others? How does the bus driver feel?



Danielle keeps falling asleep in class. How does it look to others? How is Danielle feeling?



Alex yells "Fire" in the hallway and there is no fire. How does it make everyone in the hallway feel? What will Alex feel afterward?



# SESSION 7

## I Messages

SMALL GROUP  
Counseling   
SOCIAL SKILLS

### Session Objective:

- \*Students will be able to identify situations that using I messages would be appropriate.
- \*Students will practice changing You statements to I statements.

### Materials:

- \*I message quote bubbles (cut out individually).
- \*Change the you message to I message handouts (for each student).

### Guiding Questions:

- \*Why is it important to use I messages instead of You messages?
- \*How can using an I message help to resolve a conflict?

### ASCA Standards Alignment:

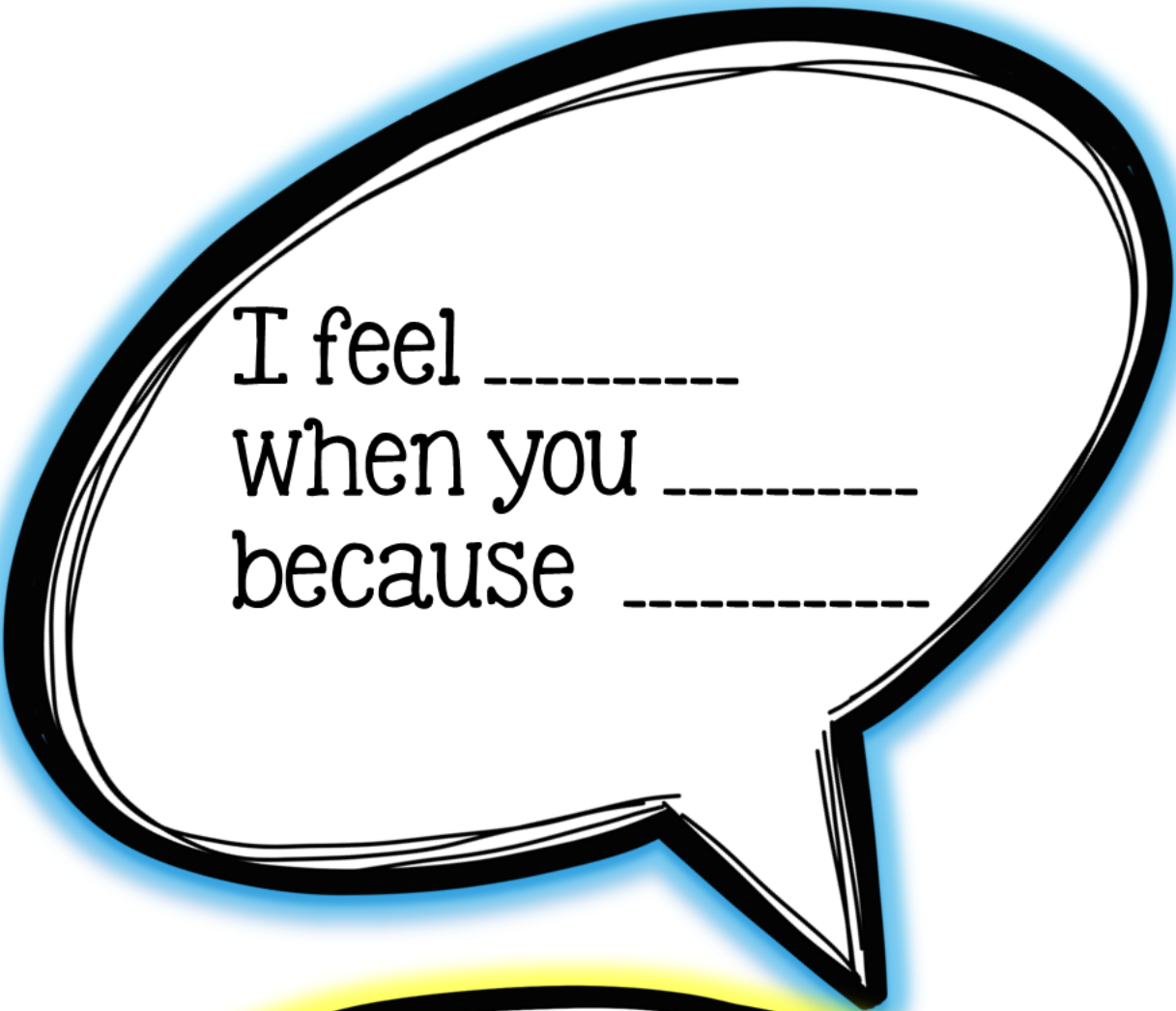
- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Self-Management Skills: Demonstrate effective coping skills when faced with a problem. (B-SMS 7)
- \*Behavior: Social Skills: Use effective oral and written communication skills and listening skills. (B-SS 1)

### SEL Competencies:

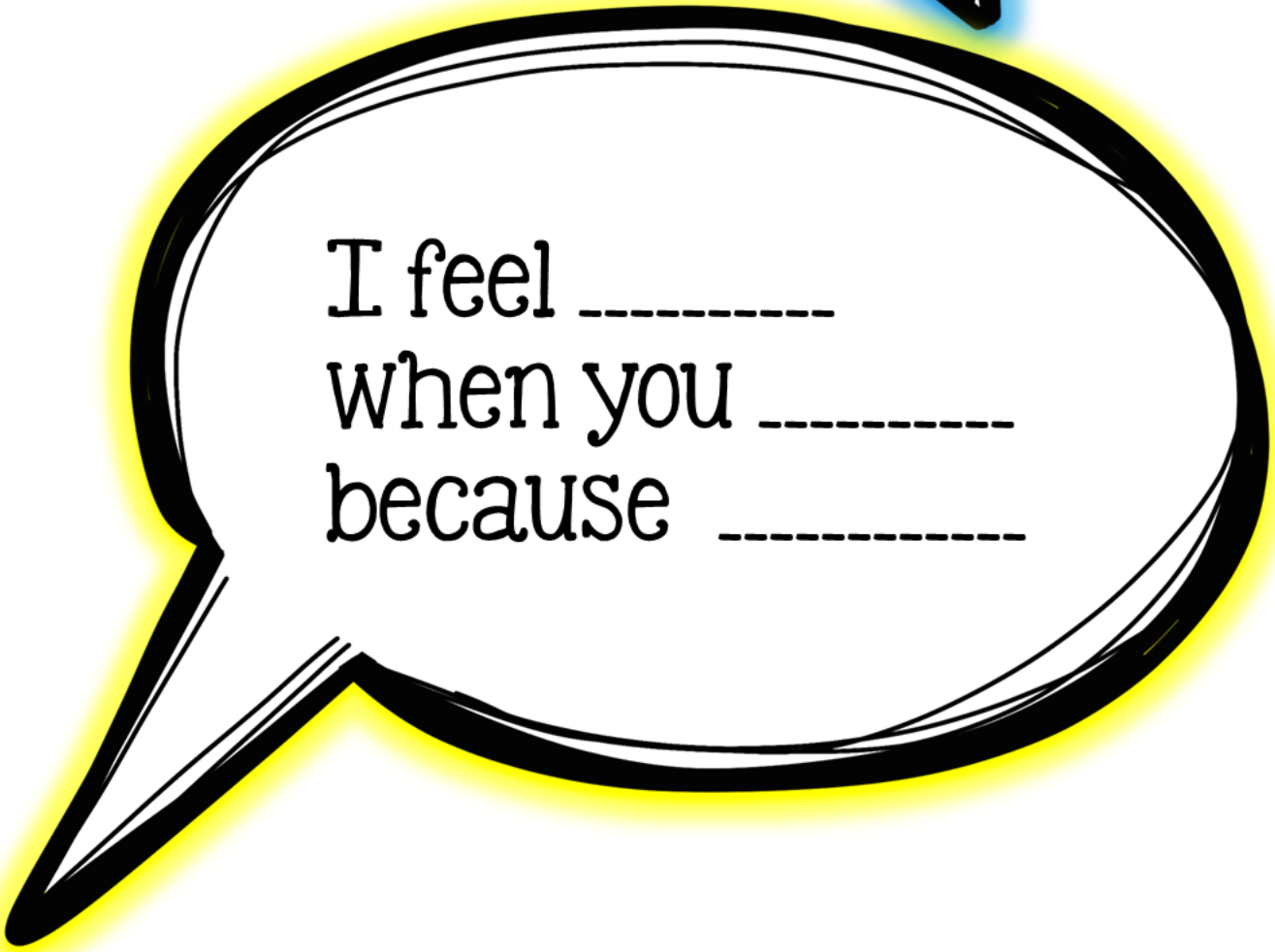
- \*Self-awareness: identifying emotions, accurate self-perception.
- \*Relationship skills: relationship building, communication, social engagement.
- \*Social-awareness: Respect for others, appreciating diversity, perspective-taking, empathy.

### Session Details (about 30 minutes)

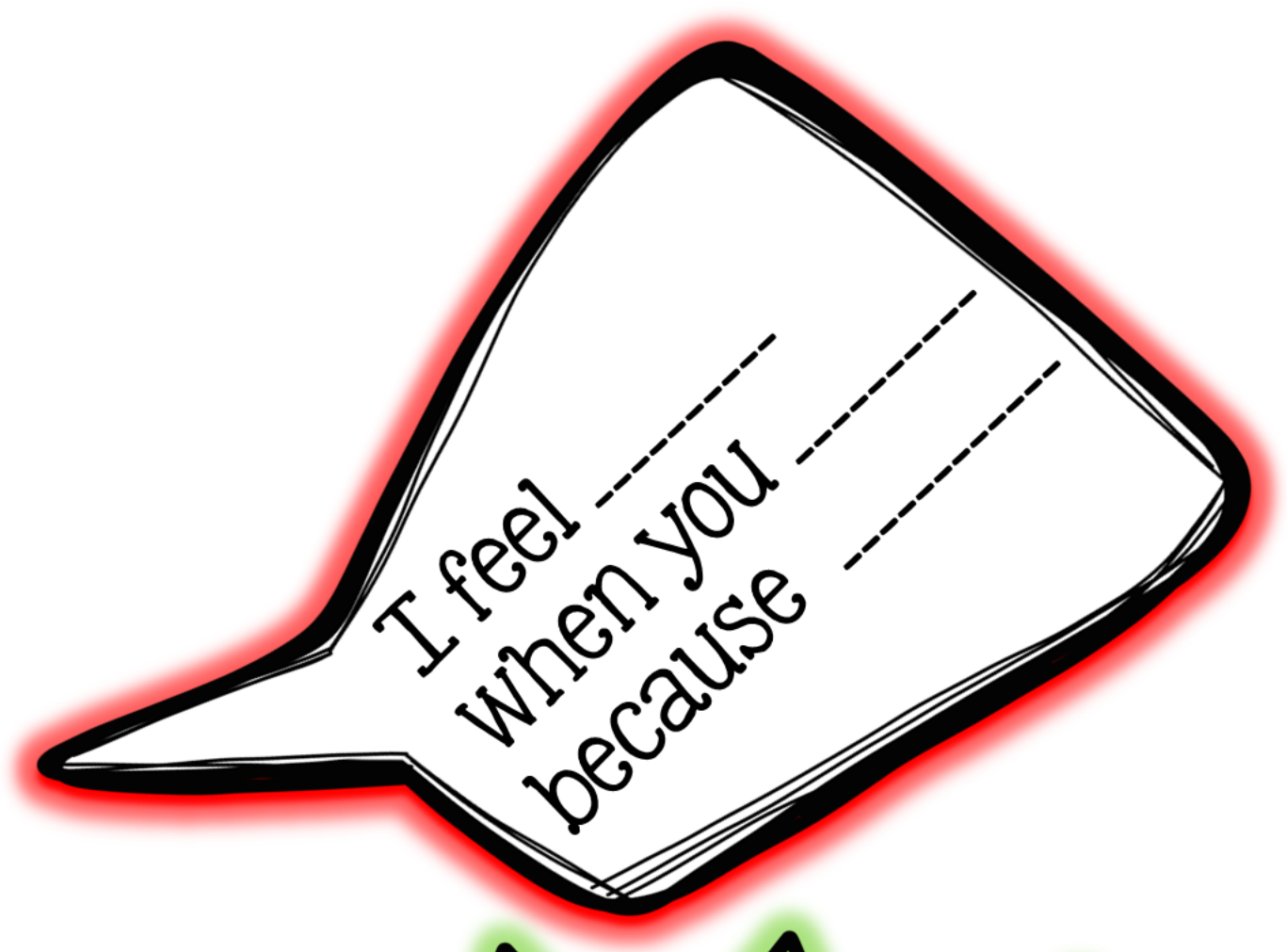
- \*Counselor will welcome students back to the group. "Welcome back to the group everyone, who can remind us all of our group rules?" Have a student summarize the group rules, the other group members can help. "Today we are going to be practicing using I messages. You are probably thinking what on earth is an I message. Well, it is a message that lets people know how you feel about something they are doing or saying, without making them defensive. When we use "you" messages, it can make a person feel attacked. "YOU did this wrong", "YOU are being mean", "YOU are not listening to me". What kind of emotions were you feeling when I said those statements?" Let students respond. "Those are the type of emotions we do not want to cause another person to have, especially if we are having a conflict because they are less likely to hear our side, and understand where we are coming from. We are going to practice using I messages instead of You messages."
- \*I message bubbles: Pass out one I message speech bubble to each student. "These speech bubbles have I message statements on them to help us practice, refer to them as we do this activity. Now I am going to read to you some different YOU messages and raise your hand if you want to try to change it to an I message." Read out loud the first YOU message, answer it as an example. "You are talking too fast.....I would change that YOU message to be: I feel overwhelmed when you talk too fast because it's too much at once." Continue to read the YOU messages aloud and have the students change it to I messages.
- \*Conclude the session by telling them next session we will talk about resolving conflicts.




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

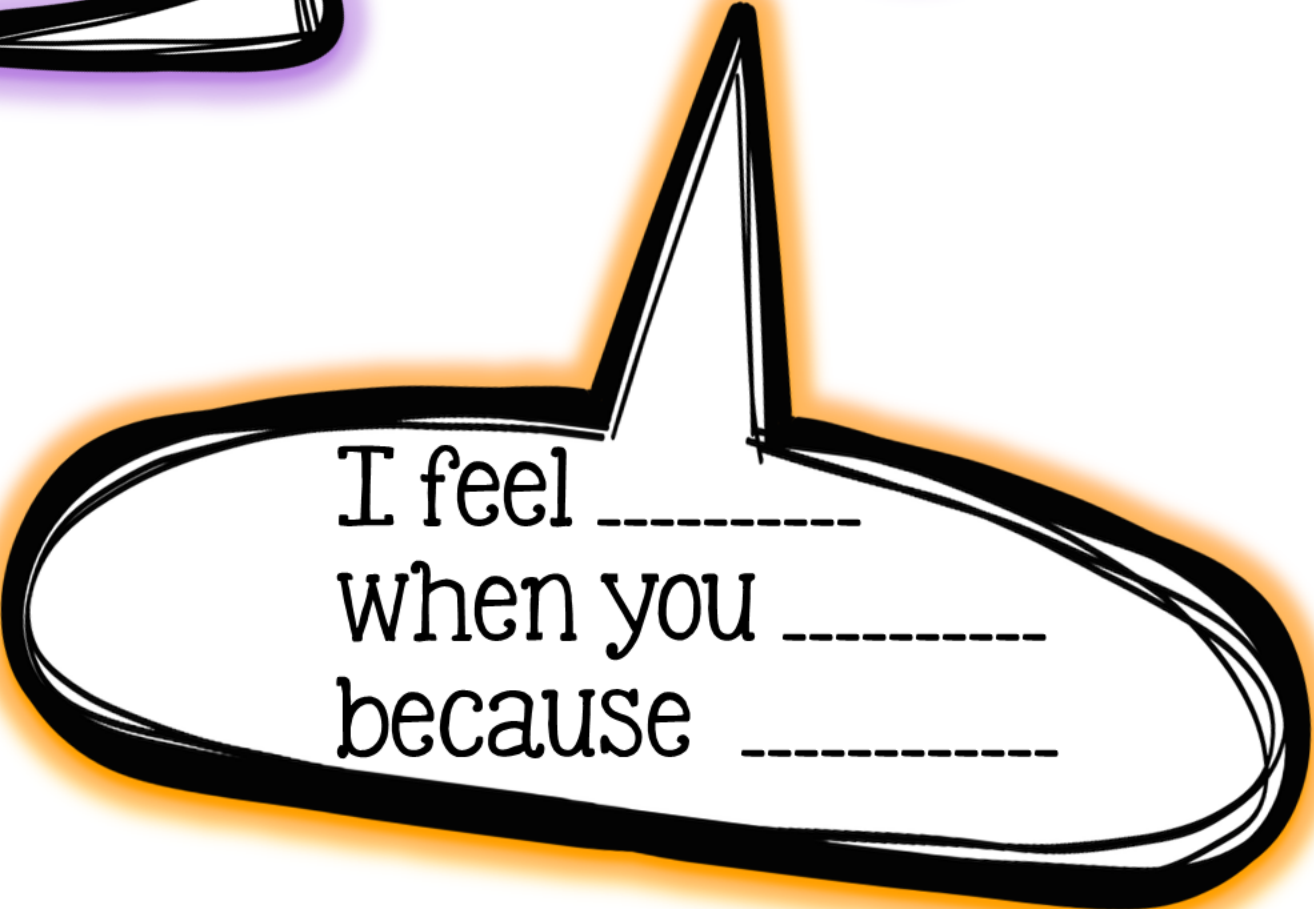


I feel .....  
when you .....  
because .....





I feel \_\_\_\_\_  
when you \_\_\_\_\_  
because \_\_\_\_\_



I feel \_\_\_\_\_  
when you \_\_\_\_\_  
because \_\_\_\_\_



# Change the You Message

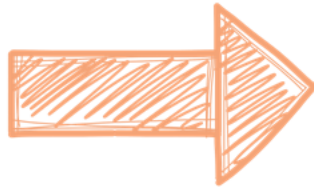
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## I Message

You Message

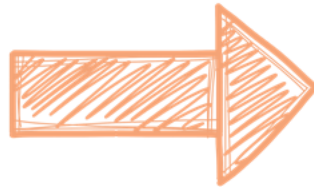
I Message

You are talking too fast.



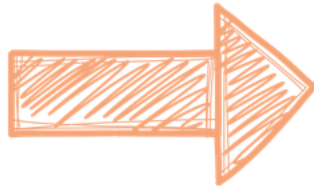
I feel .....  
when you .....  
because .....

You shouldn't leave Maria out of your party.



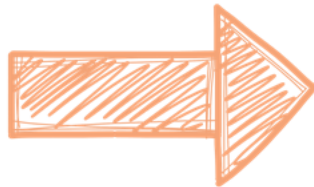
I feel .....  
when you .....  
because .....

You're too pushy.  
You make me not want to do it at all.



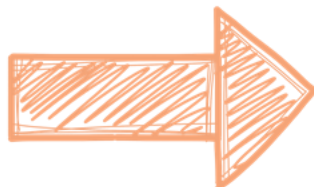
I feel .....  
when you .....  
because .....

You are always on my case. Just leave me alone.



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

You always get your way.



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

# Change the You Message



to an

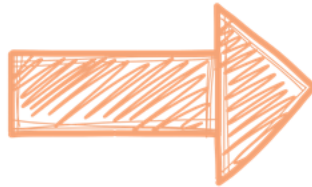
## I Message



You Message

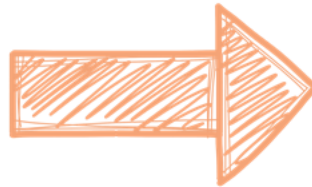
I Message

You ruined the project.



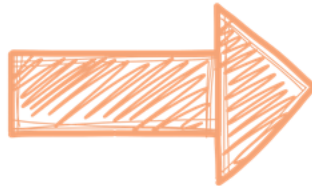
I feel \_\_\_\_\_  
when you \_\_\_\_\_  
because \_\_\_\_\_.

You don't even care.



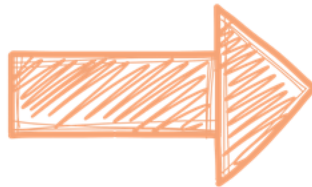
I feel \_\_\_\_\_  
when you \_\_\_\_\_  
because \_\_\_\_\_.

You are so mean to us.



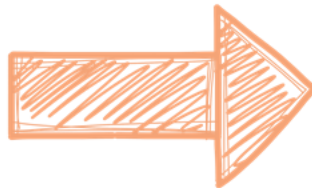
I feel \_\_\_\_\_  
when you \_\_\_\_\_  
because \_\_\_\_\_.

You play favorites, you like them more than me.



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

You never share with me.



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

# Change the You Message



to an

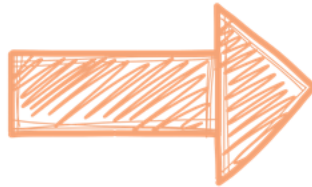
## I Message



### You Message

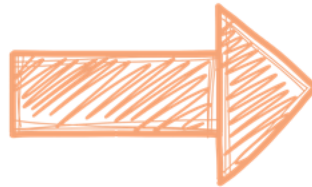
### I Message

You say one thing,  
and then do  
another.



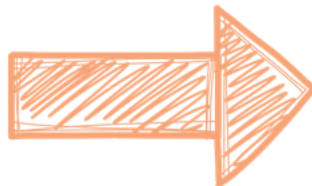
I feel .....  
when you .....  
because .....

The first thing you  
always do is get  
mad!



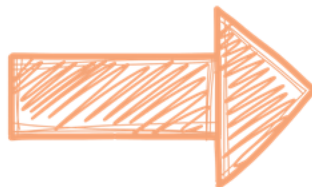
I feel .....  
when you .....  
because .....

I don't know why  
you can't stop  
that behavior.



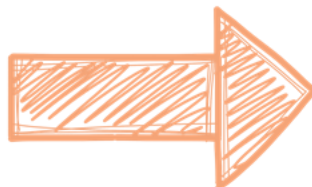
I feel .....  
when you .....  
because .....

You can't be  
trusted because  
you let me down.



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

You always give  
me a bad look.



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



# Change the You Message



to an

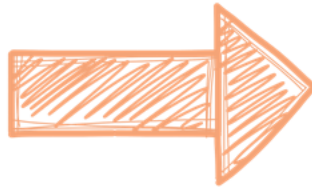
## I Message



You Message

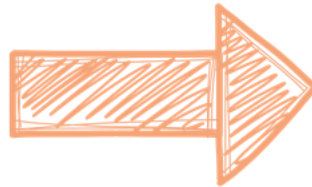
I Message

You don't get to  
tell me what to do.



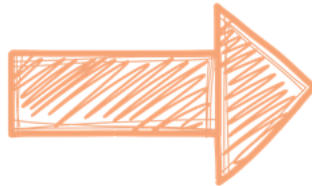
I feel .....  
when you .....  
because .....

You can be so rude  
sometimes.



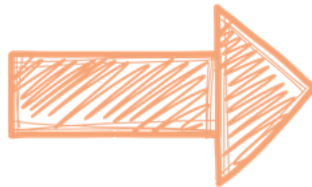
I feel .....  
when you .....  
because .....

Why are you being  
so defensive?



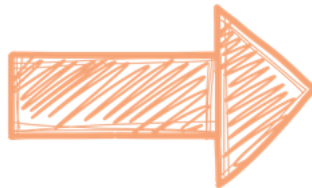
I feel .....  
when you .....  
because .....

You are so  
annoying, leave me  
alone.



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

Why didn't you  
call me last night?



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



# SESSION 8

## Keys to Conflict

SMALL GROUP  
Counseling   
SOCIAL SKILLS

### Session Objective:

- \*Students will be able to identify ways to resolve conflicts.
- \*Students will practice using positive conflict resolution skills.

### Materials:

- \*6 Keys cut out for each student (like playing cards)
- \*The Keys to Resolving Conflict page.
- \*Conflict Scenario pages.

### Guiding Questions:

- \*What are some ways to resolve conflicts peacefully?
- \*How is learning to resolve conflicts peacefully important to keeping friends?

### Session Details (about 30 minutes)

\*Counselor will welcome students back to the group. "Welcome back to the group everyone, last session we practiced using I messages to help prevent conflicts, today we are going to practice resolving some possible conflicts. Let me quickly remind you of our group rules...". Read the group rules out loud. "An important part of maintaining friendships is being able to resolve conflicts. Every relationship involves conflict at some point. Think of people who you love the most, you do not always agree with them right? Even with family members, conflicts happen. It is a natural part of our lives, so we must learn to resolve it peacefully."

\*Keys to conflict activity: Show the group the Keys to Resolving Conflict paper, go through the different ways to resolve a conflict listed on there. Then pass out the keys, make sure each student gets one of every key (6 keys total). "I am giving you each the 6 keys to resolve conflicts with, hold them in your hands like you would in a card game. As I read to you some different conflict scenarios, I will ask you all to put down the key that you would use to resolve this conflict, and I will ask you why or to give an example. I will go first." Read out loud the first scenario. "You accidentally bump one of your classmates when your lining up for art class, he starts to get upset...I would use the key that says Apologize because I would want him to know that it was not on purpose. Which one would you use?" Wait for everyone to put down a key, ask why they chose that key. Read the next conflict scenario and have the students put down the key they would use for each scenario. Everyone should pick back up their key after each scenario. To conclude the session, remind the students that next session is their last session together.

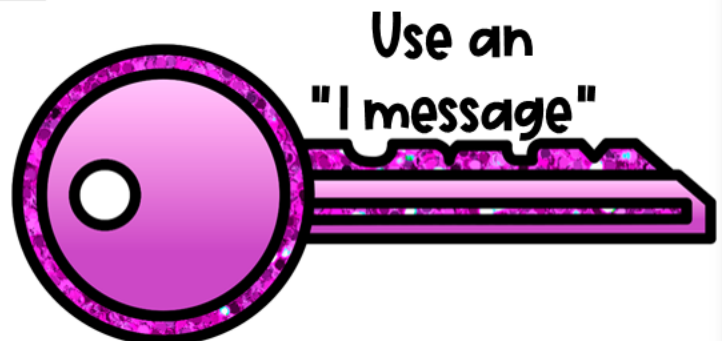
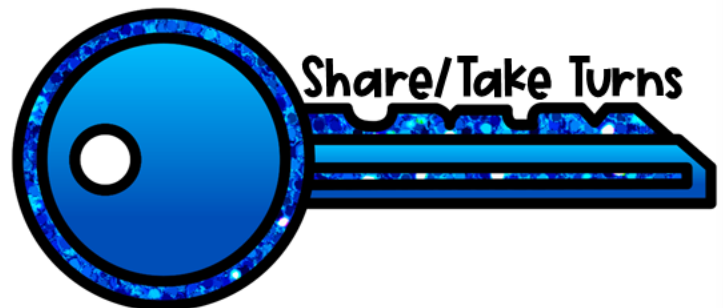
### ASCA Standards Alignment:

- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Self-Management Skills: Demonstrate effective coping skills when faced with a problem. (B-SMS 7)
- \*Behavior: Social Skills: Use effective oral and written communication skills and listening skills. (B-SS 1)

### SEL Competencies:

- \*Self-awareness: identifying emotions, accurate self-perception.
- \*Relationship skills: relationship building, communication, social engagement.
- \*Social-awareness: Respect for others, appreciating diversity, perspective-taking, empathy.

# KEYS *to* CONFLICT





# KEYS to CONFLICT



## Apologize

Say sorry, explain why you are sorry and mean it.



Take a break, breathe and relax. Come back to the situation when you have a clear head and can think rationally.



Wait until  
you're calm



## Let it go

Some conflicts cannot be resolved and the best thing to do is to just let it go. Agree to disagree.



Let the other person have a turn. Sharing is an easy way to make someone happy.

Share/Take Turns



Use an  
"I message"

Instead of saying "YOU made me sad" try saying "I feel sad because of what was said."



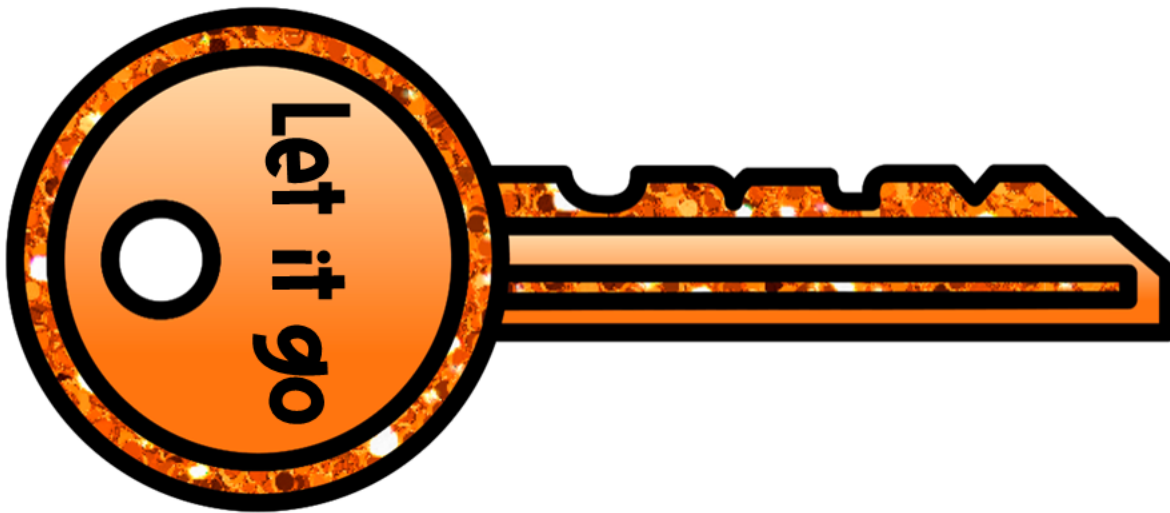
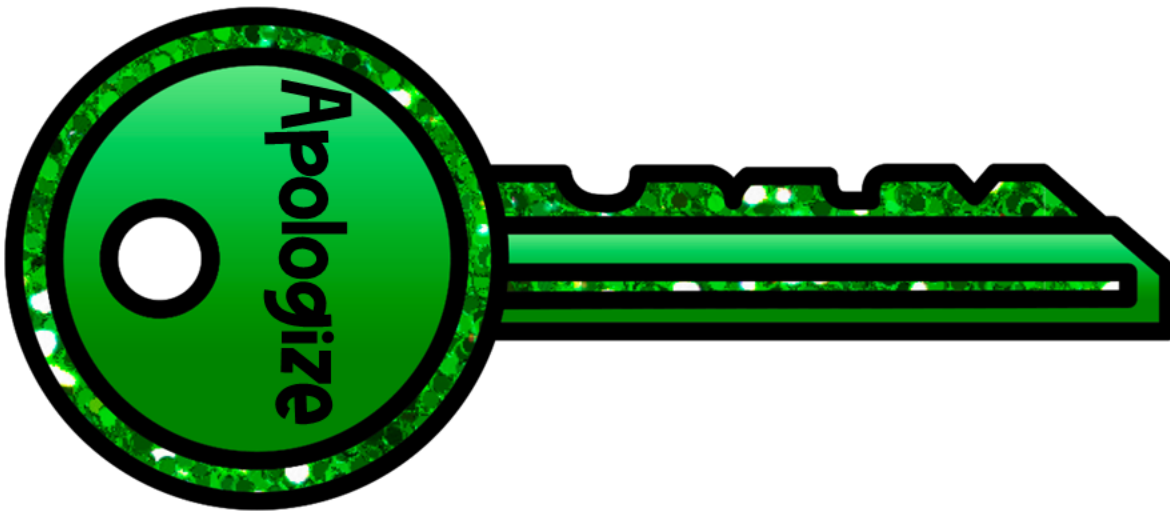
One of the best ways to diffuse a situation is to make a joke or make light of the situation.

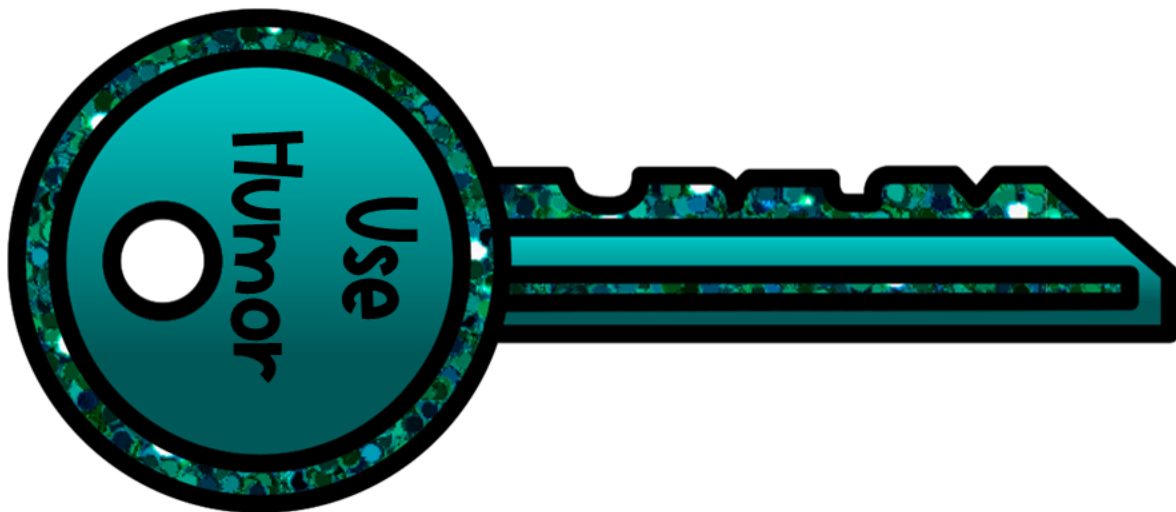
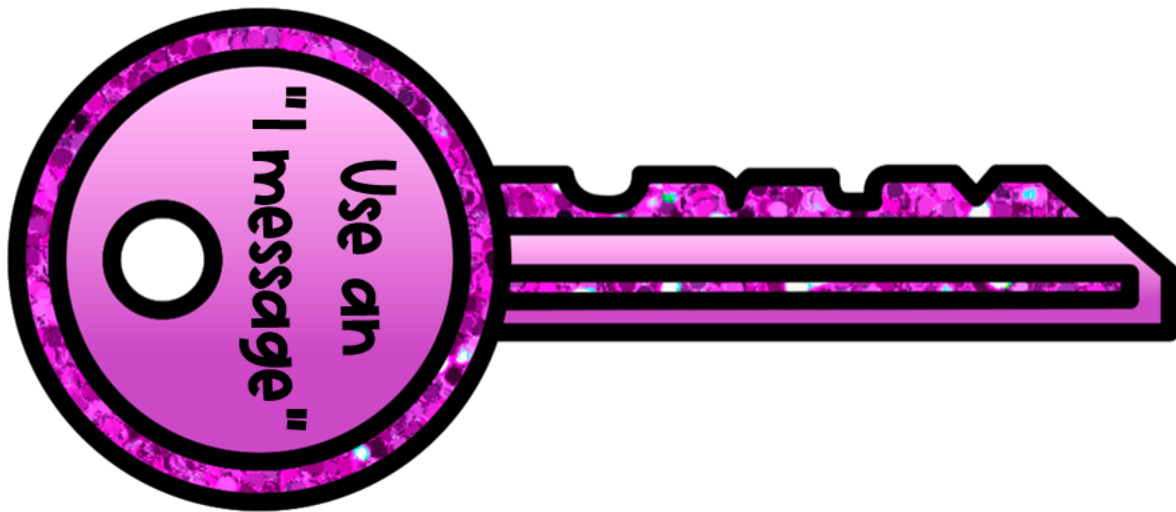
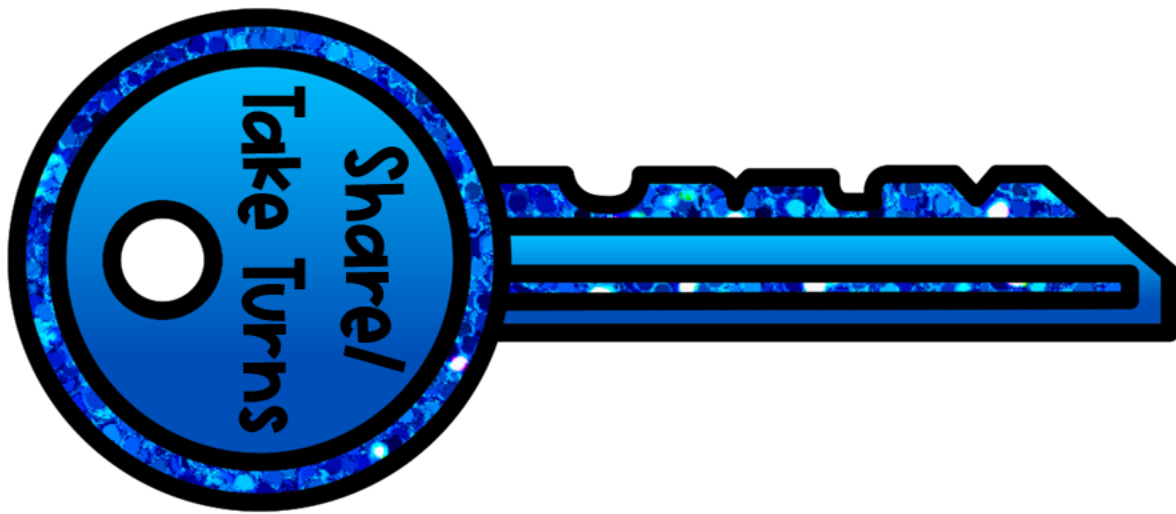


Use Humor









# Conflict Scenarios



**You accidentally bump one of your classmates when you are lining up for art class.**



**At recess, another student is playing with the hula hoop and you really want to play with it but there's only one hula hoop.**



**You notice that one of your fellow classmates has a new pencil that looks very similar to one of your new pencils that went missing.**



**You are playing a board game with a friend, you play the game differently than they do. You try to explain how you play the game, but your friend wants to play it the way they know.**



**You overhear one of your classmates call one of your friends stupid.**



**During a basketball game, a student yells to you that you aren't passing him the ball enough.**



**It's your turn to be line leader but your friend says it is their turn.**



# Conflict Scenarios



**You are playing a game with a friend, you think they cheated on their last turn.**



**You lose at a game that you always win at, you are very upset and your friend won't give you a rematch.**



**Your friend accuses you of something you did not do.**



**Your friend is upset because you did not invite them to the park and you invited a different friend.**



**You overhear gossip that a classmate does not like you.**



**A friend accidentally spills glue on their desk and some of it gets on your stuff.**



**You say something that hurts your friends feelings, you can tell they are very hurt.**



# Conflict Scenarios



A friend posts a comment you do not like on your Instagram photo.



You get a text from a classmate that they don't want you to be friends with another classmate anymore because they don't like them.



Your friend snapchat's a photo of you that you do not like.



Your friend is mad at you because you told someone else one of their secrets.



There is only one class computer and someone is on it, and its been more than the 15 minutes allowed.



The teacher gets upset because someone is talking during silent reading, you tattle on who it was and they get mad at you.



You give a friend a bad look because you are having a bad day, the friend now thinks you're upset at them.

# SESSION 9

## Social Skills Game & Goodbye

SMALL GROUP  
Counseling   
SOCIAL SKILLS



### Session Objective:

- \*Students will take turns answering friendship questions.
- \*Students will summarize content learned throughout the group.

### Materials:

- \*Social Skills Game Board
- \*Game Pieces
- \*Game Cards

### Guiding Questions:

- \*What is something you learned about someone else in the group?
- \*What are some of our similarities and differences?

### Session Details (about 30 minutes)

- \*Counselor will welcome students back to the last session of the group. "Welcome back to the group everyone, as I mentioned in our previous session, today is the last session our group will be meeting for. We have learned so much together and I will miss meeting with all of you. For our last session, I wanted to re-cap all of what we have discussed and in a fun way so we are going to play a game."
- \*Social Skills Game: Place the Social Skills Game on the table, I recommend using your own dice and player pieces from a board game you already own but you can also use the ones provided by printing and cutting them out. Use cardstock paper so the pieces and dice have more weight to them, if you can. Explain that the same rules of the group apply to the game. Roll the dice to see who goes first, highest number goes first and the game proceeds clockwise from the dice roll winner. Students will move pieces along the board (you can start anywhere on the board it does not matter) by rolling the dice. Wherever they land, they pick up a card and read the card out loud. If they provide a reasonable response, they get a point. At the end of the game, I usually give them one candy for each point so the more they answer, the more candy they get. You can also use pencils, erasers, or other goodies as incentives or even not have one and just see who can get the most points. I prefer to not put the kids against each other and just have a fun thing for them to get on their last session. The goal of the game is to have a discussion about social skills to summarize what they have learned throughout the curriculum.
- \*Have students complete the Post-Survey before they leave group.

### ASCA Standards Alignment:

- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Social Skills: Use effective oral and written communication skills and listening skills. (B-SS 1)
- \*Behavior: Social Skills: Create positive and supportive relationships with other students (B-SS 2)

### SEL Competencies:

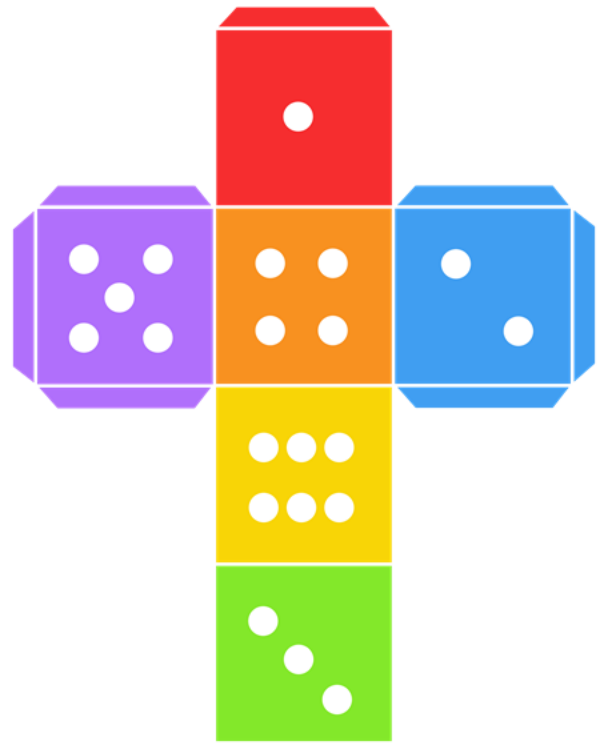
- \*Relationship skills: relationship building, communication, social engagement, teamwork.
- \*Social-awareness: respect for others, perspective taking.
- \*Responsible decision-making: solving problems, analyzing situations.



**Place cards  
face down  
here**

# **Social Skills Game**

**Discard used  
cards here**



Name	Game Points



<b>The best thing about meeting someone new is...</b>	<b>The hardest thing about being a friend is...</b>	<b>The hardest thing about making a friend is...</b>
<b>The most important qualities in a friend are....</b>	<b>The qualities I don't want in a friend are....</b>	<b>I would not be friends with people who....</b>
<b>Some kids are mean because.....</b>	<b>Some kids are popular because.....</b>	<b>Some kids are nice because.....</b>
<b>Some kids are bullies because.....</b>	<b>Some kids are shy because.....</b>	<b>Some kids are sad because.....</b>
<b>You know someone is a real friend when...</b>	<b>You know someone is a bad friend when....</b>	<b>You know someone is not interested in what you are saying when.....</b>
<b>You know someone is not trustworthy when....</b>	<b>Something I would never do to make a friend is...</b>	<b>Something I would do to make a friend is....</b>
<b>Something that I could do to cause me to lose a friend is.....</b>	<b>Something I could do to keep a friend is....</b>	<b>The best thing about having a friend is...</b>

<b>I would be friends with someone who....</b>	<b>Is it important to be friends with popular kids?</b>	<b>I might find it hard to be friends with someone who....</b>
<b>Friends often have conflicts because...</b>	<b>What is a strategy you would use to peacefully resolve a conflict?</b>	<b>What are some ways that you show you have good manners?</b>
<b>What is one behavior you would not like a friend to do?</b>	<b>What is one <u>online</u> behavior you would not like a friend to do?</b>	<b>What is one behavior you would like a friend to do?</b>
<b>What is one <u>online</u> behavior you would like a friend to do?</b>	<b>How can you use an I statement to help in a conflict?</b>	<b>What is one way to show someone you understand how they feel?</b>
<b>A bad friendship habit I need to break is...</b>	<b>A good friendship habit I need to continue is...</b>	<b>I stick with my friends when...</b>
<b>Things get difficult with me and my friends when...</b>	<b>I am better at being a friend when...</b>	<b>I sometimes need my friends to be patient with me when...</b>
<b>I sometimes need to be patient with my friends when they...</b>	<b>My friends seem to like to be around me more when I...</b>	<b>Things go smoothly with me and my friends when...</b>

<b>The trait I most value in a friend is....</b>	<b>The trait I least value in a friend is...</b>	<b>I would have to unfriend someone if...</b>
<b>My friend would unfriend me if I....</b>	<b>If my friend made a mistake I would...</b>	<b>If I was arguing with a friend I would...</b>
<b>If a friend was upset with me I hope they would...</b>	<b>If I am upset at a friend I would...</b>	<b>List a way to join in with students playing a game you want to play.</b>
<b>What is a way to introduce yourself to someone new?</b>	<b>What are some words that help friendships?</b>	<b>What are some words that hurt friendships?</b>
<b>What is one wish you have about friends?</b>	<b>What is something that makes it hard for you to keep friends?</b>	<b>What is something you plan to do to make a friend?</b>
<b>What is something you could do with a friend?</b>	<b>What is a way to have more friends?</b>	<b>What do you do when you want to get to know someone new?</b>
<b>Is it more important to you to have a lot of friends or a few good friends?</b>	<b>Is it more important to be right in an argument or to maintain your friendship?</b>	<b>Why is it important to think about how another person is feeling?</b>

This Certificate is awarded to



\_\_\_\_\_

for being a

SOCIAL SKILLS SUPERSTAR




Signature \_\_\_\_\_

Date \_\_\_\_\_



# GOOGLE CLASSROOM

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

**1** Click on each link  [Keys to Conflict](#) [Build a Friend](#)  
[Treasure or Trash?](#) [Manners Sheriff](#) [I Messages Activity](#)  
[Puzzle of Making Friends](#) [Walk in my Sneakers](#) [Social Skills Game](#)

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

Google Drive

Copy document

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

Make a copy



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

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

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

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

Otherwise they will all be editing the same file.

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

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

Helpful links for using Google Classroom:

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

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



**Thank you for supporting my little shop!**

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

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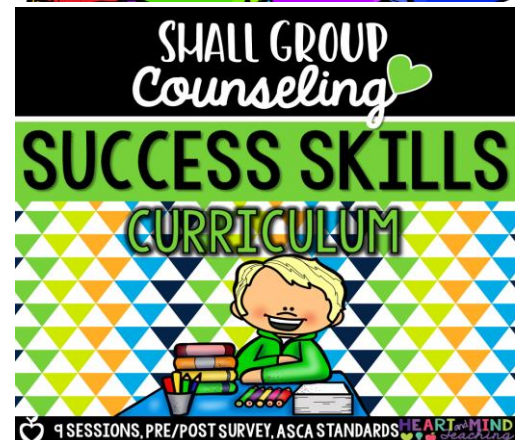
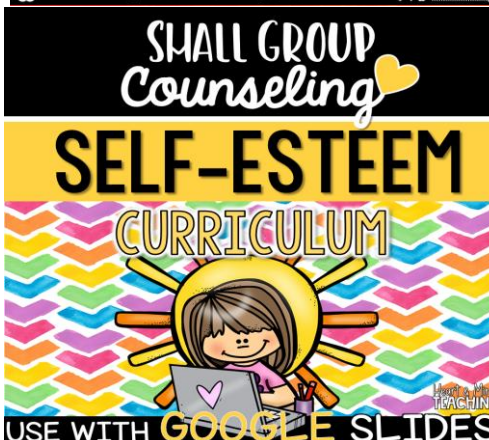
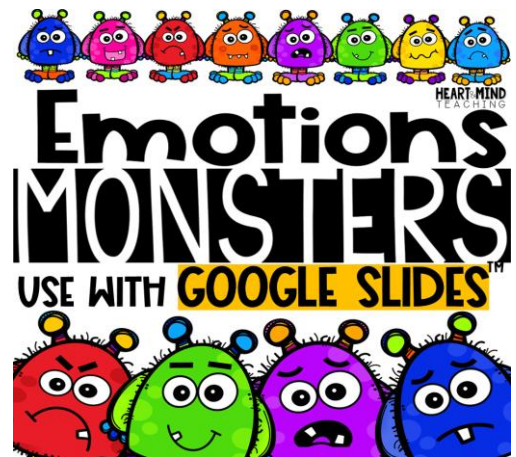
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