

BOYS GROUP

Be. More. Awesome.



Small Group Curriculum

Note to the Counselor

Sometimes, we use the same materials with boys as we do with girls or mixed gender groups. Other times, boy groups need things differentiated for them; boy-centered scenarios, traditionally “boy” themes, and a stronger focus on movement-based and hands-on activities. This group does all of that!

This group is 12 sessions long because I believe that many of the boys we serve in group counseling need a lengthier group like this, and need repetition of ideas. In an MTSS/RTI model, this group is an amazing tier 2 intervention.

This resource is a ready-to-go group. It is also flexible. You can easily pick and choose which sessions to do, re-order them, and/or incorporate books to lengthen the group further. Book companion suggestions are included, as are “any time” discussion questions to use as needed.

BOYS GROUP: BE MORE AWESOME

OUTLINE

ASCA Mindsets & Behaviors: Create positive and supportive relationships with other students; Demonstrate self-discipline and self-control; Demonstrate ethical decision-making and social responsibility; Demonstrate effective coping skills when faced with a problem

CASEL Competencies: Responsible Decision Making; Relationship Skills; Self-Management

Global Objectives: Increase use of self-control, management of emotions, and positive social skills. Improve self-concept and overall school behavior.

Group Overview:

Session 1 is an introduction to the group and is for collecting data and developing group culture. Session 2 continues to develop a sense of group community, self-awareness, and positive self-concept. Sessions 3-5 focus on developing self-control. Sessions 6-8 serve to promote emotional expression and regulation. Sessions 9-11 involve the teaching and practice of various social/friendship skills. Session 12 is the closing session and is for collecting post data while expressing how they've grown through the group.

BOYS GROUP

OUTLINE

Materials Needed:

- Paper
- Cardstock (optional, but improves longevity)
- Binder and sheet protectors (optional, but very helpful way to keep materials organized and ready)
- Pencils
- Skinny markers, colored pencils, or crayons (optional)
- 1 file folder
- 3-6 Binder Clips
- 1 die
- Brads (as many as you have students in the group)
- Balloons
- Flour or rice
- Empty water bottle

Session Overview:

- Session 1: Welcome and Get to Know You
- Session 2: Self-Awareness and Self-Esteem
- Session 3: Self-Control and Decision Making Part 1
- Session 4: Self-Control and Decision Making Part 2
- Session 5: Self-Control and Decision Making Part 3
- Session 6: Emotional Identification and Expression
- Session 7: Emotional Regulation Part 1
- Session 8: Emotional Regulation Part 2
- Session 9: Friendship Boundaries
- Session 10: Conflict Resolution
- Session 11: Being a Good SPORT
- Session 12: Termination

Boys Group

Session #1: Welcome

Objective(s):

Students will begin building rapport with one another and counselor and establish expectations.

ASCA Mindsets/Behaviors:

Self-confidence in ability to succeed. Create positive and supportive relationships

Materials:

Pre-survey, expectations poster

Outline:

Opener

Welcome students and explain that you're all going to be meeting weekly to talk, learn, play games, and have fun together. The group is a fun way for you to help them BE MORE AWESOME! Give them the pre-survey to complete. Explain that their answers are completely confidential, that you asked their teachers to answer the same questions about them, and that you want to know more about them to help make the group the best it can be for them. Read aloud if needed for your group. Collect when everyone is completed.

Explain that each group session will start with a check in. Depending on your group members, you may do this as a "high/low" or a feelings check in. In either, you go around the room and each student has to share something about their day/week (good/worst part of their day/week). Some groups might benefit from passing the

Activity(ies)

For the feelings check in, students identify a feeling they had that day or currently have and why they feel that way. You can have participants' name for them to clip on the feelings chart when they come into your room.

Next, show students the expectations poster. Ask each student to read an expectation and give or show an example of what that looks like. If needed, introduce your group to the "scoreboard" where you give points when the group shows expectations and they can earn a reward at the end (*more details by scoreboard printable).

Next, introduce the students to "spectrum responses". This is where you give a prompt and students stand to show what their answer is, on a range from "strongly agree/definitely me" to "strongly disagree/definitely not me". Explain that there are absolutely no right or wrong answers, just each person's opinions.

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Closer

- Get lots of attention but have it be bad attention or not get much attention but have it be good attention?
- Have 1 great best friend or 3 just so-so friends?
- Be a loud opinion sharer or a quiet listener?

Tell students that you are so excited to have learned more about them and what they think and believe, and that you're ready to see them again next week! Give them the parent note to take home.

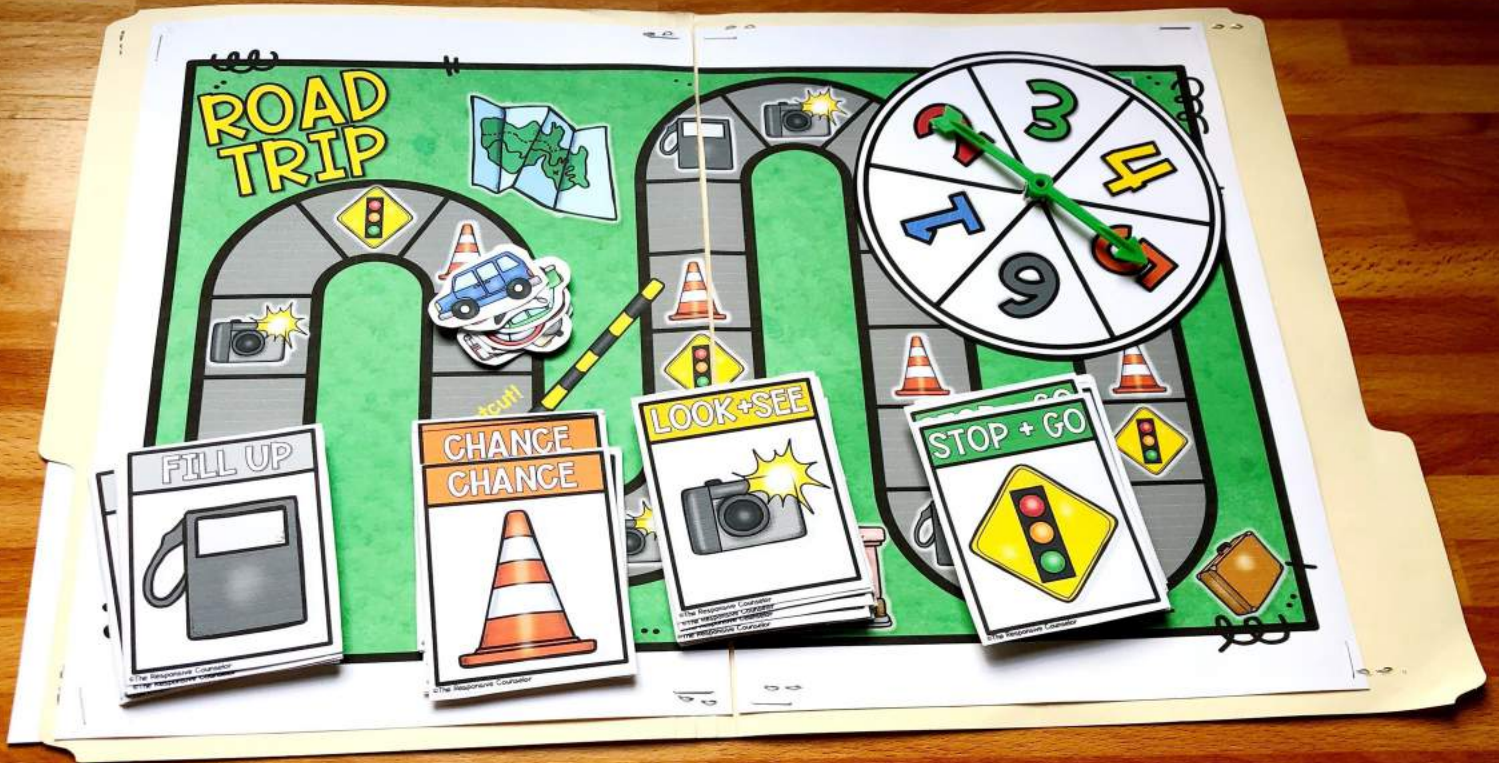
Ask students to each name one way they plan to be more awesome in the week before you see them again.

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Each session includes a complete written plan including objectives, materials, and thorough outline (with scripting when applicable).



Session 1: Welcome and Introductions (pre-survey, expectations, movement-based get to know you activities)



Session 2: Road Trip
(board game on self-awareness and self-esteem)



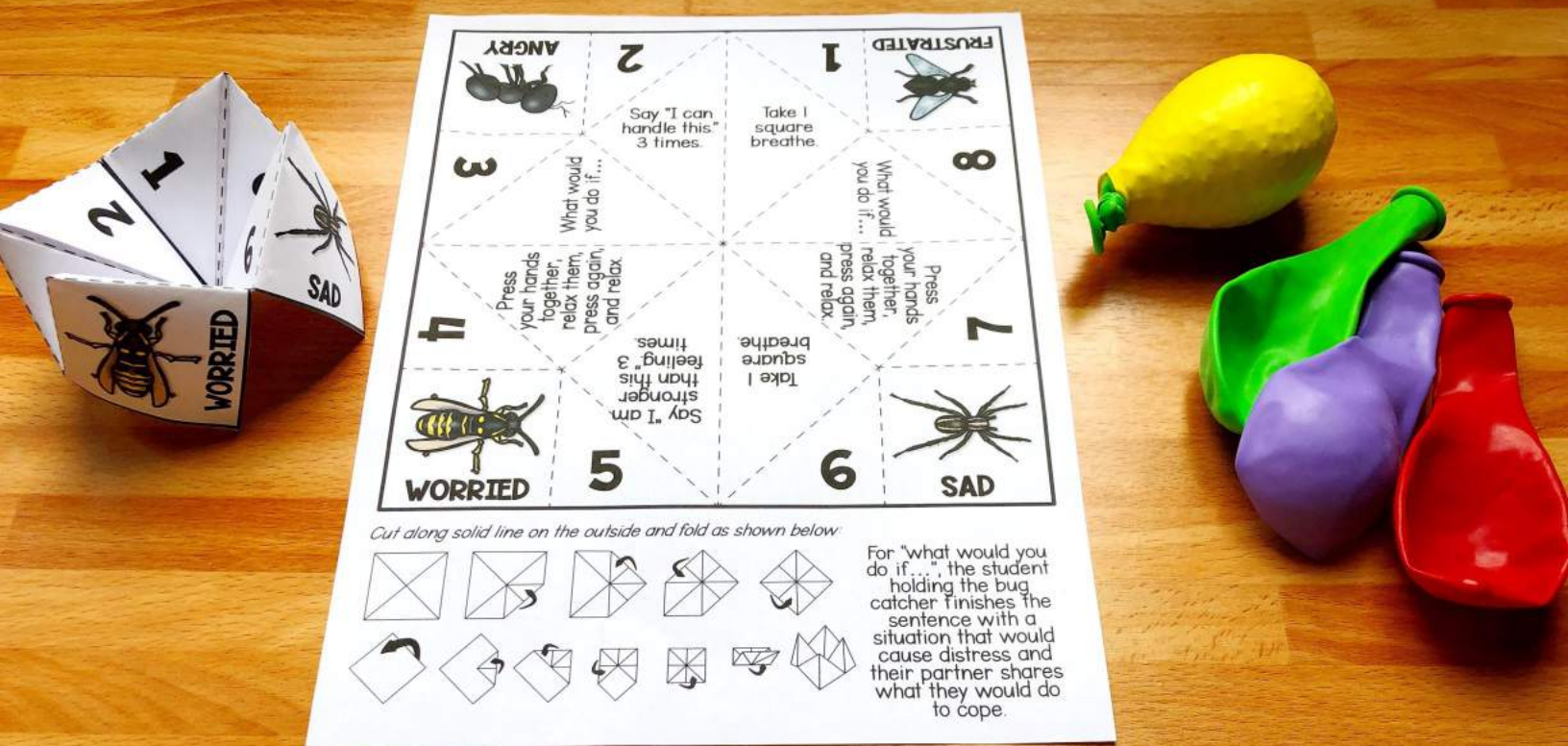
Session 3: Use Your Controller (What is self-control? Movement-based activities)



Session 4: Control Yourself (game-like activity practicing how to show self-control in various situations)



Session 7: Managing Our Bugged Emotions Part 1 (square breathing plus self-talk)



Session 8: Managing Our Bugged Emotions Part 2 (DIY stress balls + "bug catchers")



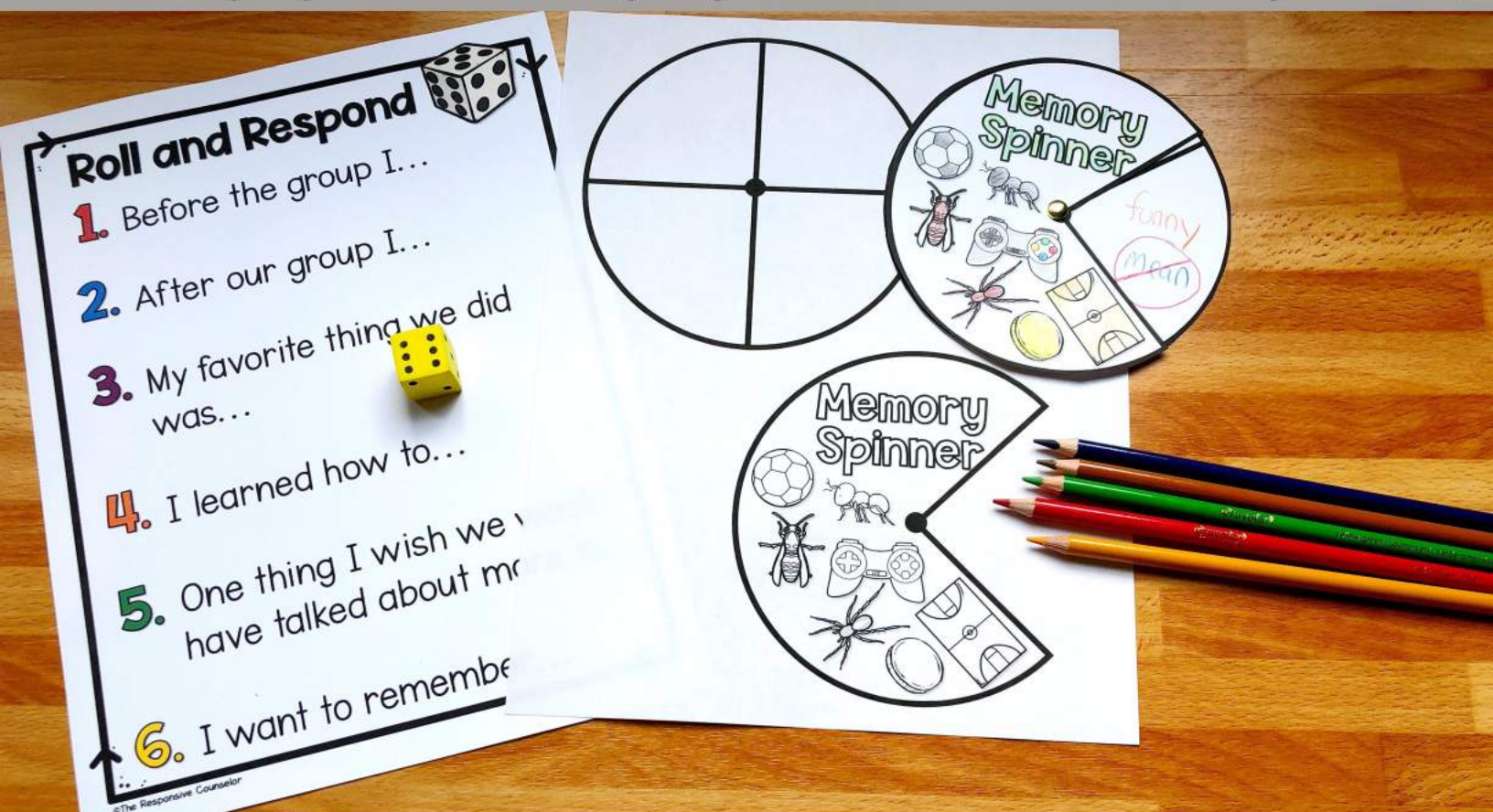
Session 9: Friendship In and Out of Bounds (physical, verbal, and emotional, boundaries with movement activity)



Session 10: Conflict Goals and Fouls (how our actions in conflict can help or hurt the friendship and practicing I-messages)



Session II: Be a Good SPORT (story + scenarios about encouraging others, being a good loser, & respecting others)



Session I2: Termination
 (post-survey, processing activity, reflection craftivity)

BOOK COMPANIONS

You may want to supplement or extend these sessions with bibliotherapy, especially if you plan to run this group for longer than 8 weeks or if you're delivering these sessions during longer classroom lessons. Below is a list of books I think are excellent read aloud companions for the activities in this resource.

- Better Than You
- Even Superheroes
- Shelly Becker
- The Bad Seed

Guys Group

Name: _____

Pre/Post Survey

Teacher Name: _____

Student Name: _____

- ☐ Rarely
☐ Sometimes
☐ Usually

You have successfully completed the boys group and shown that

YOU ARE AWESOME



Student Name _____

Date _____



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Hello parent/guardian!

Part of the school counseling program at our school includes small groups that meet weekly and help students with specific topics. Your child has been referred to a boys group. This group is to help boys work on showing good sportsmanship, solving conflict peacefully, being confident and proud of themselves, and being their best, most awesome selves that they can be. We will begin meeting soon, _____ sessions. Together we will talk, play games, and practice _____ with your child!

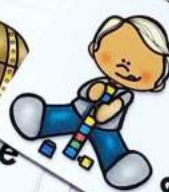
SCOREBOARD



Video



Treasure Box



Building

If we earn points, then we will get:



Music

REMINDER! Boys Group
Today at: _____



BE MORE AWESOME BY...



BEING A GOOD SPORT

BE MORE AWESOME BY...



HANDLING YOUR FEELINGS

BE MORE AWESOME BY...



SHOWING SELF-CONTROL

BE MORE AWESOME BY...



BEING YOURSELF

Additional Pages Included

(parent note, reminder bracelets, completion certificate, suggested book companions, behavior management system)

Your friend has been pushing and shoving you a lot lately.



JJ's friend is feeling nervous about the floor hockey game in PE class. What could JJ say to him to encourage him?

You really want to get a drink of water while walking in the hallway but your teacher said no. What can you say to yourself to help you show self-control?



One day, Michael decided to make a joke about Kevin. Every time Kevin started to talk in their groupwork, Michael would start coughing "fail" and then laugh.

What friendship fence line did Michael cross?

How do you think Kevin was feeling?



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What is 1 thing you do that might bother your friends?

Examples of Scenarios/
Discussion Questions

ANGRY ANT



is a feeling that can come quickly
 you feel like someone has done
 g wrong to you. Sometimes you can
 anger before it explodes by paying
 tion to how your body feels: tight
 s, clenched fists, racing heart, etc.

les:
 ry when someone called you a
 n name
 ry when your teacher got onto
 about something you didn't do

POINTED ONFLY



**BEING OK
WITH NOT
GETTING
YOUR WAY**

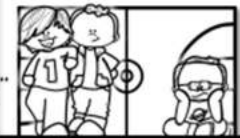
FRIENDSHIP n and Out of Bounds



Touch
 Playful vs. Hurtful



e
 g Proud
 ging



ANGRY

2

1

FRUSTRATED

All pages also included in blackline.

3

What would
 you do if...

Press
 your hands
 together,
 relax them,
 press again,
 and relax.

4



WORRIED

5

Say "I am
 stronger
 than this
 feeling" 3
 times

Take 1
 square
 breathe

What would
 you do if...
 together,
 relax them,
 press again,
 and relax.

6



I FEEL...

**COULD YOU
 PLEASE...?**



**WHEN
 YOU...**

Your friend
 totally ignored
 you today at
 lunch.



Your friend
 called you
 dumb during
 class.



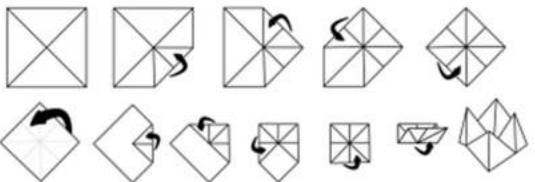
Your friend
 keeps
 borrowing
 your pencils
 without asking.



Your friend
 made fun of
 your new hair
 cut then said
 "just kidding."



Cut along solid line on the outside and fold as shown below:



For "w
 do if...
 hold
 catche
 sent
 situati
 cause
 their p
 what

the RESPONSIVE counselor



Hey y'all! I'm Sara. I create resources for elementary students, counselors, and teachers that improve social emotional learning and classroom culture. My focus is making things that are *effective* and *engaging* for WIGGLY + CHATTY learners and that utilize wording and scenarios accessible to underserved and ELL populations.

Education

B.A. from Michigan State University
Psychology and Anthropology

M.S. from Vanderbilt University
Community, Research, and Action

M.Ed. From Vanderbilt University
Human Development Counseling:
School Counseling and
Clinical Mental Health

Experience

I started my post-grad career as a school-based therapist before becoming an elementary school counselor. Social and emotional learning in youth is my passion, whether through large group prevention, individual intervention, or parent and teacher education! I have been an elementary school counselor since 2012, providing a comprehensive school counseling program to a diverse population.

Let's
Connect:

TpT

