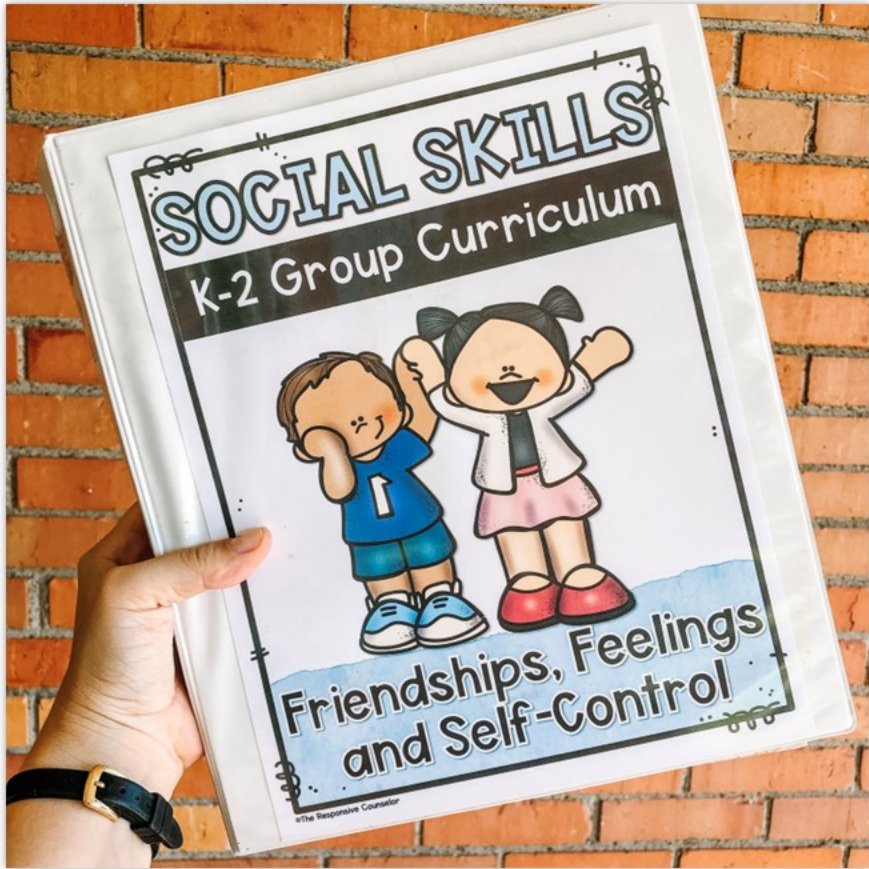


# SOCIAL SKILLS GROUP



**used by over 3,500  
counselors!**

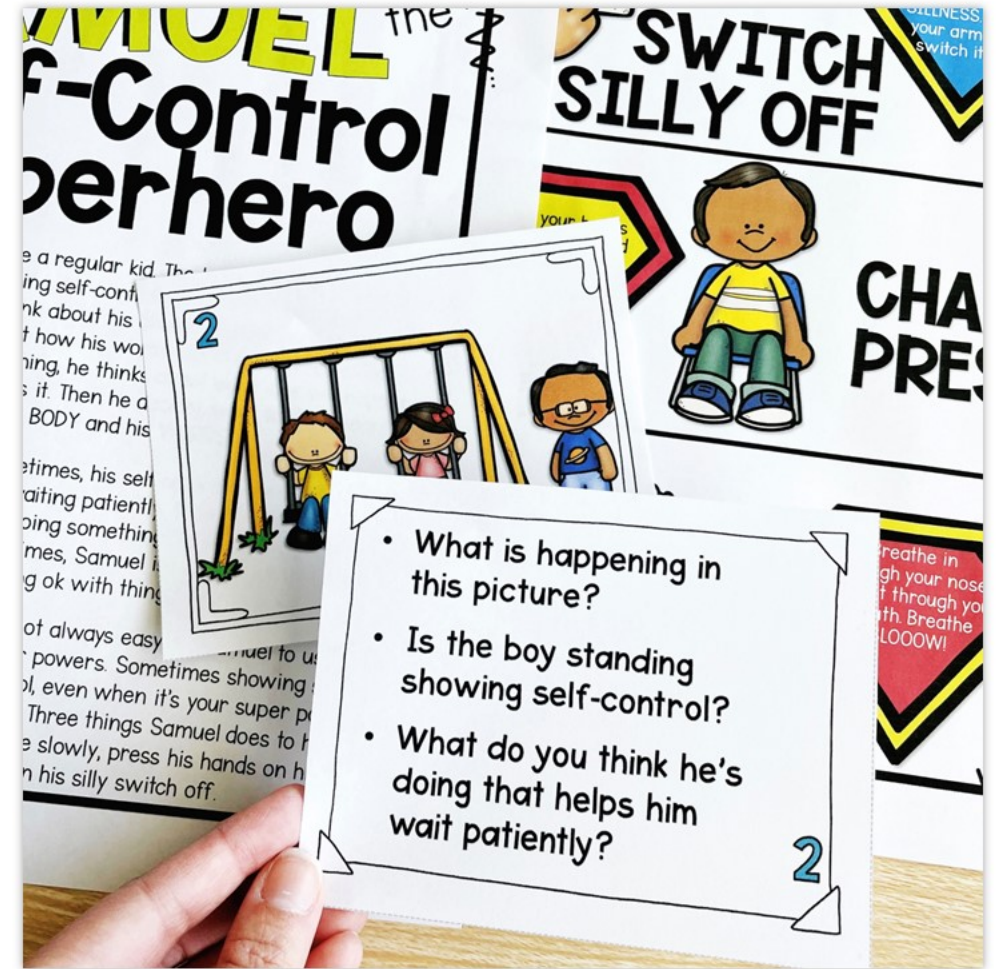
**friendships, feelings  
and self-control**

- For K-2<sup>nd</sup> graders
- Comprehensive small group curriculum
- Can also be used individually!



# notes to the counselor/teacher

- ▶ This group is designed to meet the needs of K-2 students through movement-based and hands-on activities.
- ▶ It focuses on specific skills within three social skills domains: emotional identification and regulation, self-control, and friendship skills.
- ▶ In an MTSS/RTI model, this group is an amazing tier 2 intervention.





# notes to the counselor/teacher

- ▶ The entire group is embedded with opportunities to “coach” students through social and emotional skills. Specific examples of how to do this are included.
- ▶ This resource is a comprehensive and 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.



# counselors, educators, and therapists are saying...



"This is my favorite group resource EVER! So simple and the creator did a FANTASTIC job of breaking down the prepwork. Thanks!"

-Erin C.

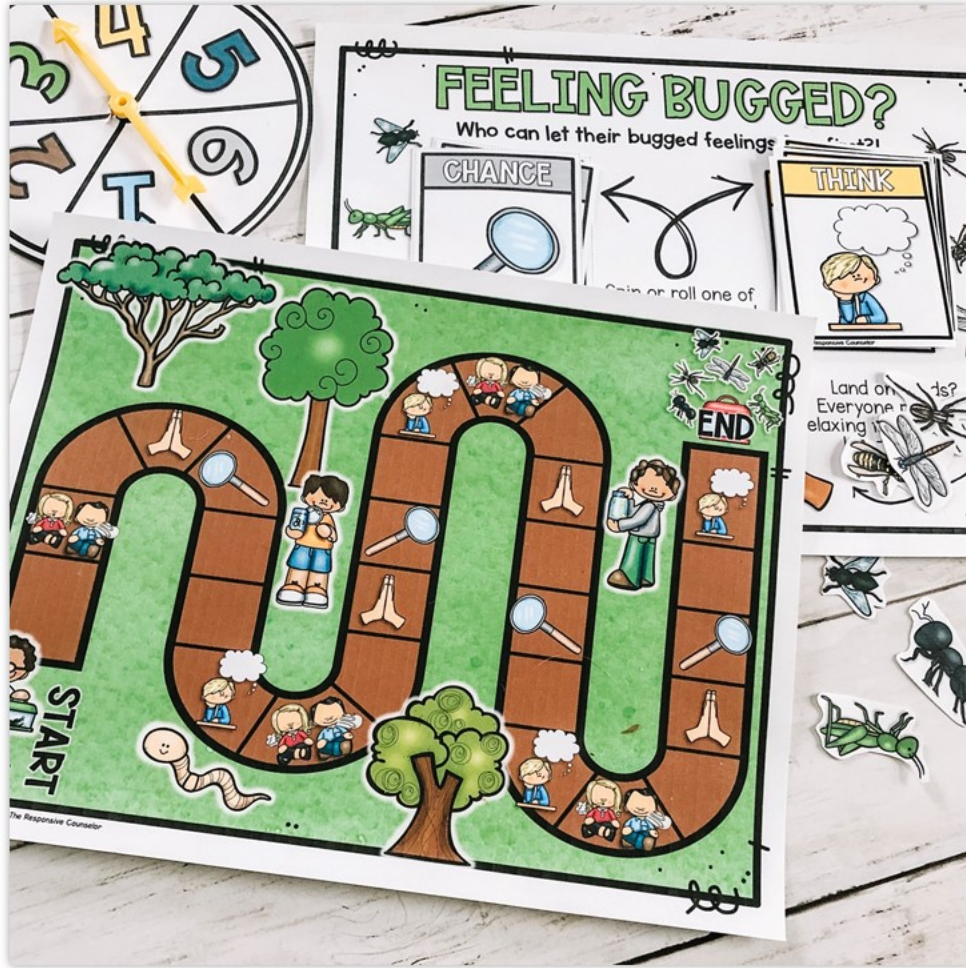
"My students were so engaged during each meeting we had. This was such a great resource and students really learned a variety of social skills. Easy to implement and easy to prepare for. This was an awesome resource. Can't wait to use it again this school year!!!"

-Andrea C.





# big picture



## 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

# session outline

- ▶ Session 1: Welcome and Get to Know You
- ▶ Session 2: Self-Awareness and Self-Esteem
- ▶ Session 3: Emotional Identification and Expression
- ▶ Session 4: Emotional Regulation
- ▶ Session 5: Self-Control and Decision-Making Part 1
- ▶ Session 6: Self-Control and Decision-Making Part 2
- ▶ Session 7: Conflict Resolution
- ▶ Session 8: Being a Good Sport
- ▶ Session 9: Showing You Care About Others





# session plans

ASCA  
standards  
and CASEL  
competencies  
aligned

Social Skills Group		Session #3
		Emotional Expression
Objective(s):	ASCA Mindsets/Behaviors:	Materials:
Students will practice expressing uncomfortable emotions.	Create positive and supportive relationships with other students; Demonstrate empathy	Boundaries visual, characters visual, scoot cards, scoot recording forms
<b>Outline:</b>		
Opener	Feelings check in and review expectations "Sometimes when someone has an upset feeling, they say that something is 'bugging' them. Have you ever heard someone say that before? We can call these upset feelings our 'bugged feelings.' That's what we are talking about this week and next week."	
Activity(ies)	<p>"Today we're going to be talking about our own bugged feelings and the things that bug us. First, we're going to play a memory game."</p> <p>Decide whether or not to introduce four or six emotions (eg first semester kinders may do best with only four whereas many second graders can handle learning more about all six). Put the bug feelings cards upside down on the table. Ask students to take turns flipping them over. Read the description and examples of each feeling.</p> <p><b>Memory Game:</b></p> <ul style="list-style-type: none"><li>Place all of the cards face down on the table. Oldest student goes first.</li><li>On each student's turn, they will flip over two cards.</li><li>If they didn't make a match, they flip the cards back over and play moves on to the next player.</li><li>Each time a player makes a match, they think of a situation where they have/have had the matching feeling and say "It bugs me when _____ and I feel _____." Model this for them when explaining the directions and consider writing the sentence stems down as needed. For students that struggle to come up with a personal example of having the emotion, ask if they've ever seen a character in a TV show or movie with that feeling.</li><li>If they make a match, they keep those cards and then play goes to the next person.</li></ul>	

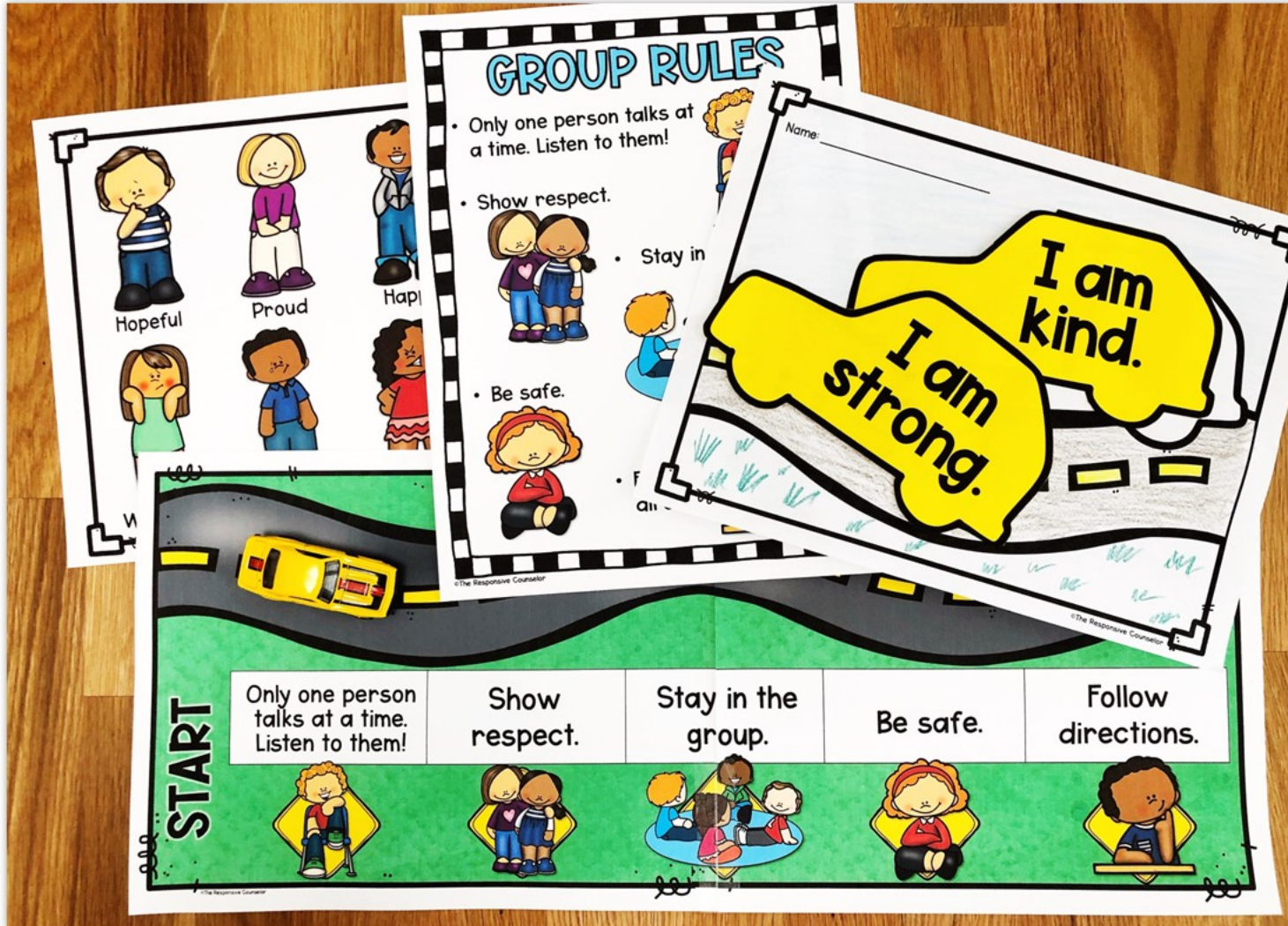
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Outline (continued):	
Activity(ies)	<ul style="list-style-type: none"><li>In some versions of Memory, a player keeps going when they make a match in order for more students to get the opportunity to participate, each student will get just one turn at a time no matter whether or not they've made a match.</li><li>The game ends when all matches have been found. Depending on your students' readiness for competition, you can announce the "winner" as the student who made the most matches.</li></ul> <p>When the game is over, ask the following processing questions:</p> <ul style="list-style-type: none"><li>Which "bugged" feeling do you get the most often?</li><li>Which bugged feeling is the hardest for you to talk about?</li><li>Which bugged feeling is the most uncomfortable for you?</li></ul> <p>"We can have these bugged feelings just a little bit, or they can be big strong bugged feelings. I want you to think about what kind of situations make you super upset versus just a little upset. You're going to look at a bunch of situations that might give you bugged feelings and order them on this scale from biggest and most upset feelings to smallest and not as upset feelings."</p> <p>You can use just one set of cards and a scale for the group to collaborate on together, or you can prep multiple sets for each student to work independently. Either way, read each situation card to the students and then give them a chance to decide where on the scale they would put it.</p>
	Closer

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Comprehensive  
session plans  
include objectives,  
clear directions,  
and scripting  
when applicable

# session 1

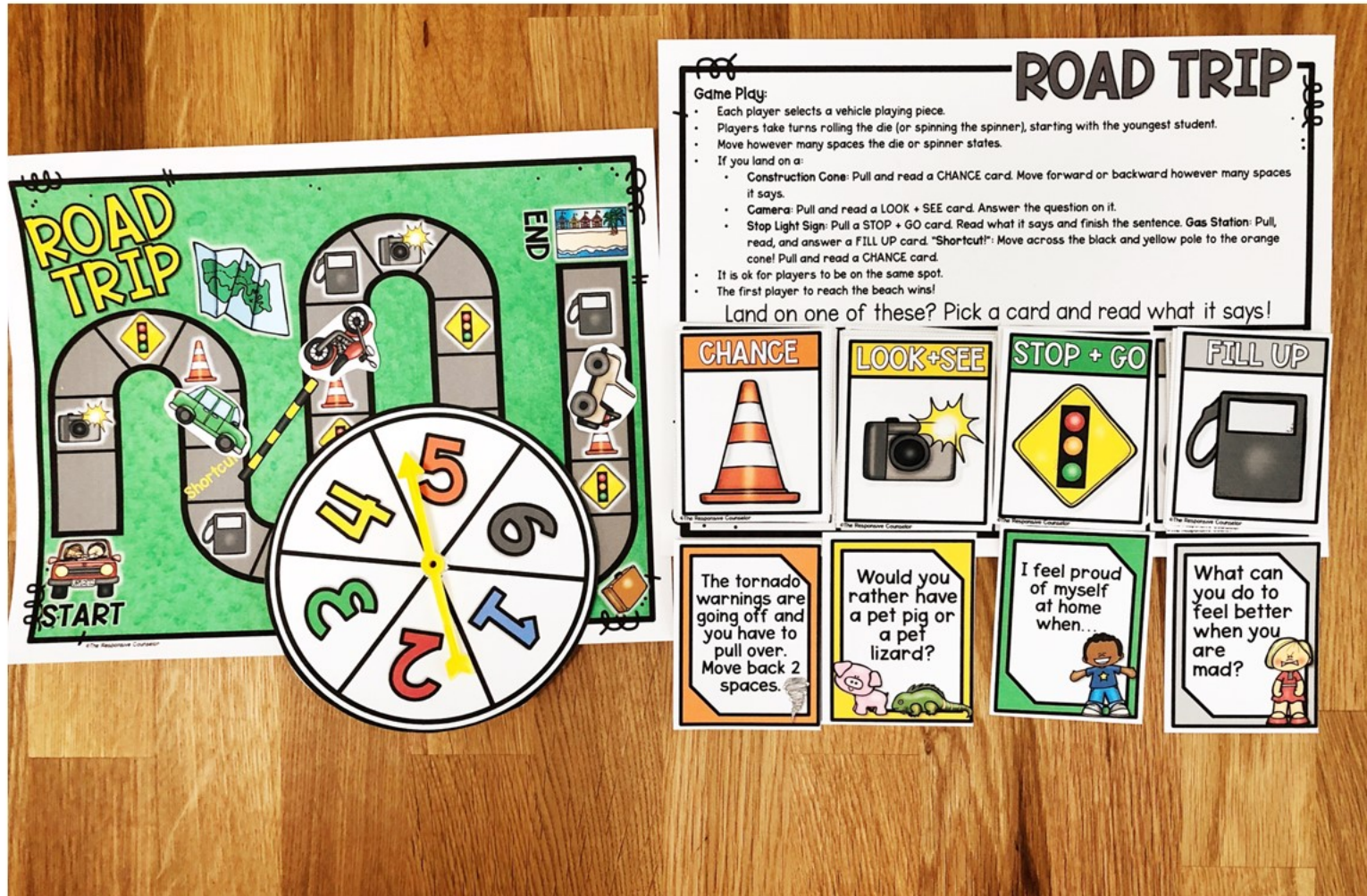


## Session 1: Welcome and Introduction

Expectations  
activity, personal  
strength cut and  
paste



# session 2



## Session 2: Road Trip

Board game on  
self-awareness  
and self-esteem



# session 3



Session 3:  
Bugged Feelings

Identifying and  
expressing  
uncomfortable  
feelings memory  
game and feeling  
scaling



# session 4



## Session 4: Taking Care of Bugged Feelings

Square breathing  
and emotional  
regulation board  
game



# session 5

## Session 5: Self Control Part 1

Short story, self-control strategies, and practice activities





# session 6



## Session 6: Self Control Part 2

Social filter sort  
plus practice  
scenarios for other  
ways to show self-  
control



# session 7



## Session 7: The Good Sport

Short story and  
practice scenarios  
on showing good  
sportsmanship and  
teamwork



# session 8

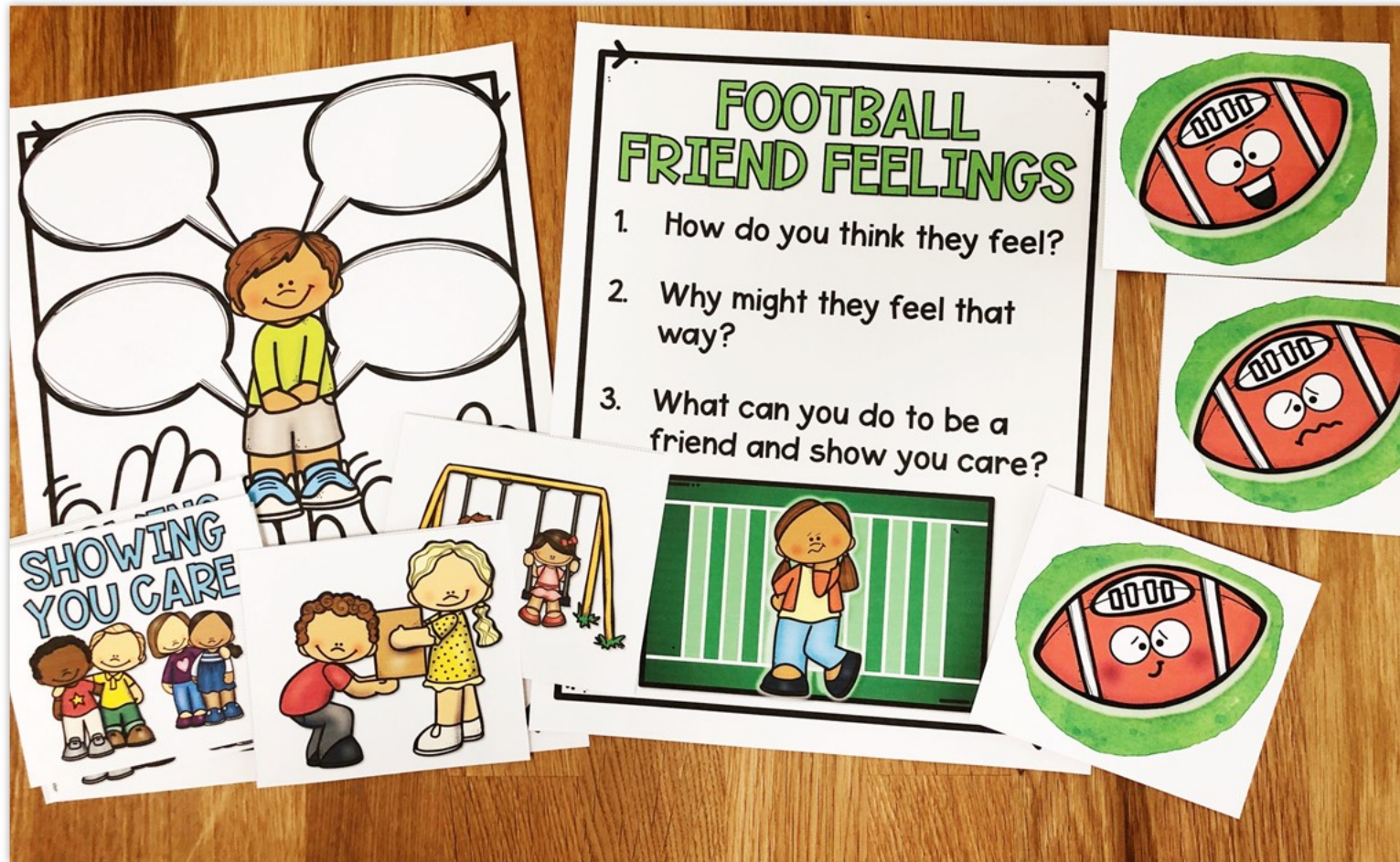


## Session 8: Conflict Goals and Fouls

Helpful vs. hurtful  
ways of solving  
conflict, and  
I-message practice



# session 9



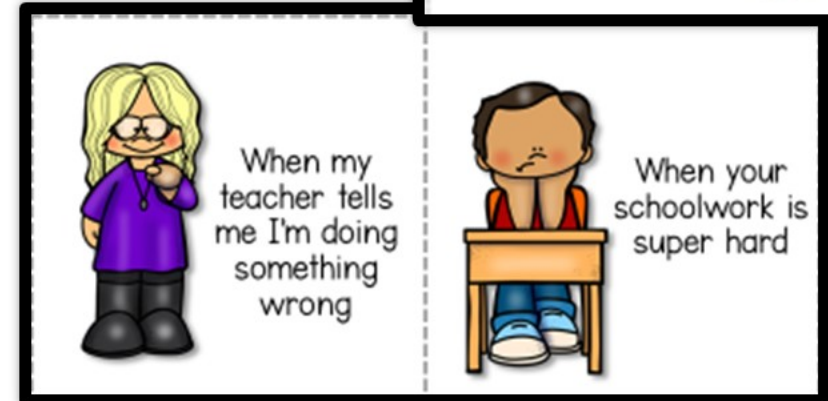
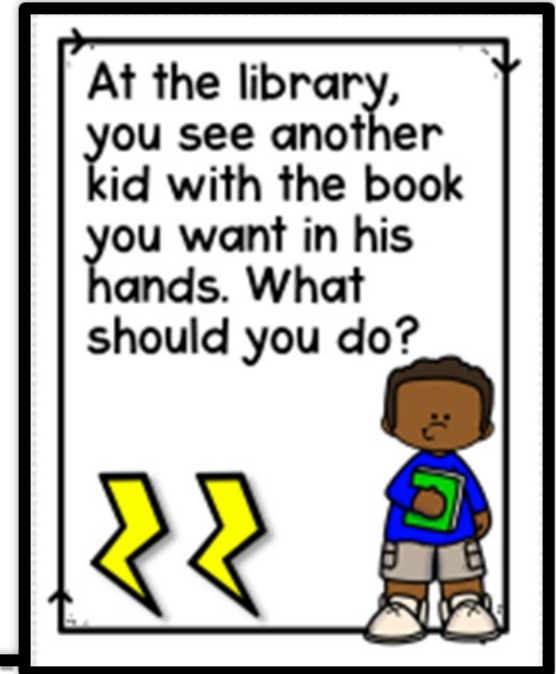
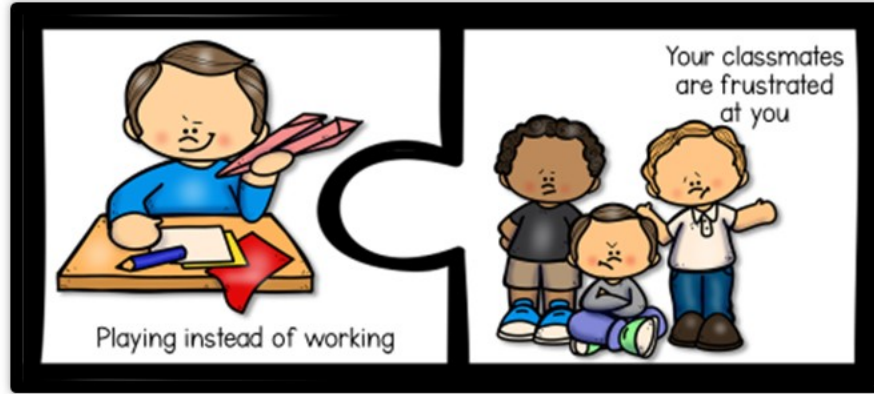
## Session 9: Caring for Others

How to show you  
care and practice  
identifying  
emotions in  
others



# examples of scenarios + questions

Wording and scenarios written to be relevant and developmentally appropriate for K-2<sup>nd</sup>





# examples of scenarios + questions

All pages  
also included  
in blackline

## DISAPPOINTED DRAGONFLY



Disappointed is the feeling you have when you were really hoping something would happen a certain way and it doesn't. Someone can be disappointed in themselves, in a situation, or in another person.

### Examples:

- Disappointed about not getting picked to do something
- Disappointed about your parent not taking you somewhere

## ANGRY



Anger is a feeling you have when you feel something wrong. You can catch anger by paying attention to how your body feels: tight muscles, clenched fists, racing heart, etc.

### Examples:

- Angry when someone called you a mean name
- Angry when your teacher got onto you about something you didn't do

What is your favorite food? 	What is your favorite thing to do at home? 	What is the best part about school? 
Would you rather watch TV or play with toys? 	Would you rather be a person or a lizard? 	If you were a superhero, what would your power be? 
What super power do you wish you had? 	What is your favorite animal? 	What is your favorite food? 

1 	2 
3 	4 

## VILLAIN WORDS



- Make people upset
- Maybe true, maybe not
- Don't say these out loud!



# additional materials



Also includes:

- ▶ Caregiver info note
- ▶ Reminder bracelets
- ▶ Completion certificate
- ▶ Suggested book companions
- ▶ Behavior management system)
- ▶ Teacher pre/post survey



# counselors, educators, and therapists are saying...



"I've used this resource several times since purchasing. I love that it's prepped and I can quickly grab out specific sessions if I want to use it in individual sessions to remind a student what we've learned or to help focus an individual session. This will be a resource I'll continue using! Thank you!"

—Danielle M.

"This group is great! The lessons and activities are engaging. I will definitely continue to use this in future groups and would recommend it to anyone!"

—Amanda S.





Hi, I'm Sara! I create resources for elementary students, counselors, and teachers that improve social emotional learning and help students be their best selves. My focus is creating resources that are *effective* (using research-based best practices) and *engaging* (through collaborative learning and relevant scenarios) for all types of learners and 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 & Mental Health

## Experience

I'm a former school counselor from a large southeastern school district with a wonderfully diverse group of students. I created and implemented a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. Now, I share my ideas and resources to reach students and help educators across the world!



the **RESPONSIVE**   
**counselor**

Let's Connect:

