

NEW KID CAFÉ

new student group counseling activities for 3-5th



- ▶ **Research-based** curriculum
- ▶ Fun, engaging activities that support **connection** and **belonging**
- ▶ Comprehensive, **ready-to-go** group with lots of flexibility

big picture overview

- ▶ Session 1: Introduction
- ▶ Session 2: Exploring Emotions and Resilience
- ▶ Session 3: Self-Advocacy
- ▶ Session 4: Building Connections
- ▶ Session 5: Strengths, Wins and Looking Ahead
- ▶ Session 6: Café Check-In

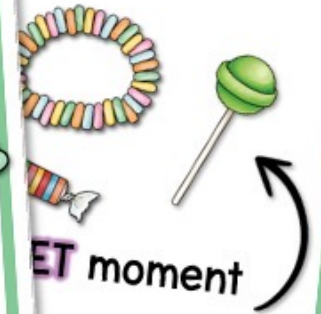
GROUP RULES

1. Only one voice at a time.
Listen to them!
2. Respect privacy.
3. Disagree peacefully.
4. Stay in the group.
5. Try your best.
6. Have FUN!



CAFÉ

OUR Check-In



ET moment



What was a **SOUR** moment from the week?

New Students? New School? New Routines?

New Kid Café helps students feel:

- ▶ Connected
- ▶ Confident
- ▶ Included
- ▶ Supported
- ▶ and so much more!



MY TO-GO CUP
See directions page for how to cut and fold.

TO-GO CUP
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MY TO-GO CUP SLIPS

WHAT I'M PROUD OF:
One thing I've done well or a strength I've used.

WHAT I HOPE FOR:
Something I'm looking forward to or want to try.

WHAT HELPS ME:
A person I can go to or tool I can use when things feel hard.

WHAT I WANT TO REMEMBER FROM GROUP:
A helpful idea or memory I want to take with me.



session 1: introduction

Build rapport with one another,
establishing expectations

session 2: exploring emotions and resilience

Identify and share feelings
related to being new at schools
and discuss strategies for
managing feelings

session 3: self-advocacy

Developing self-advocacy skills
and identifying trusted people +
resources at school



session 4: building connections

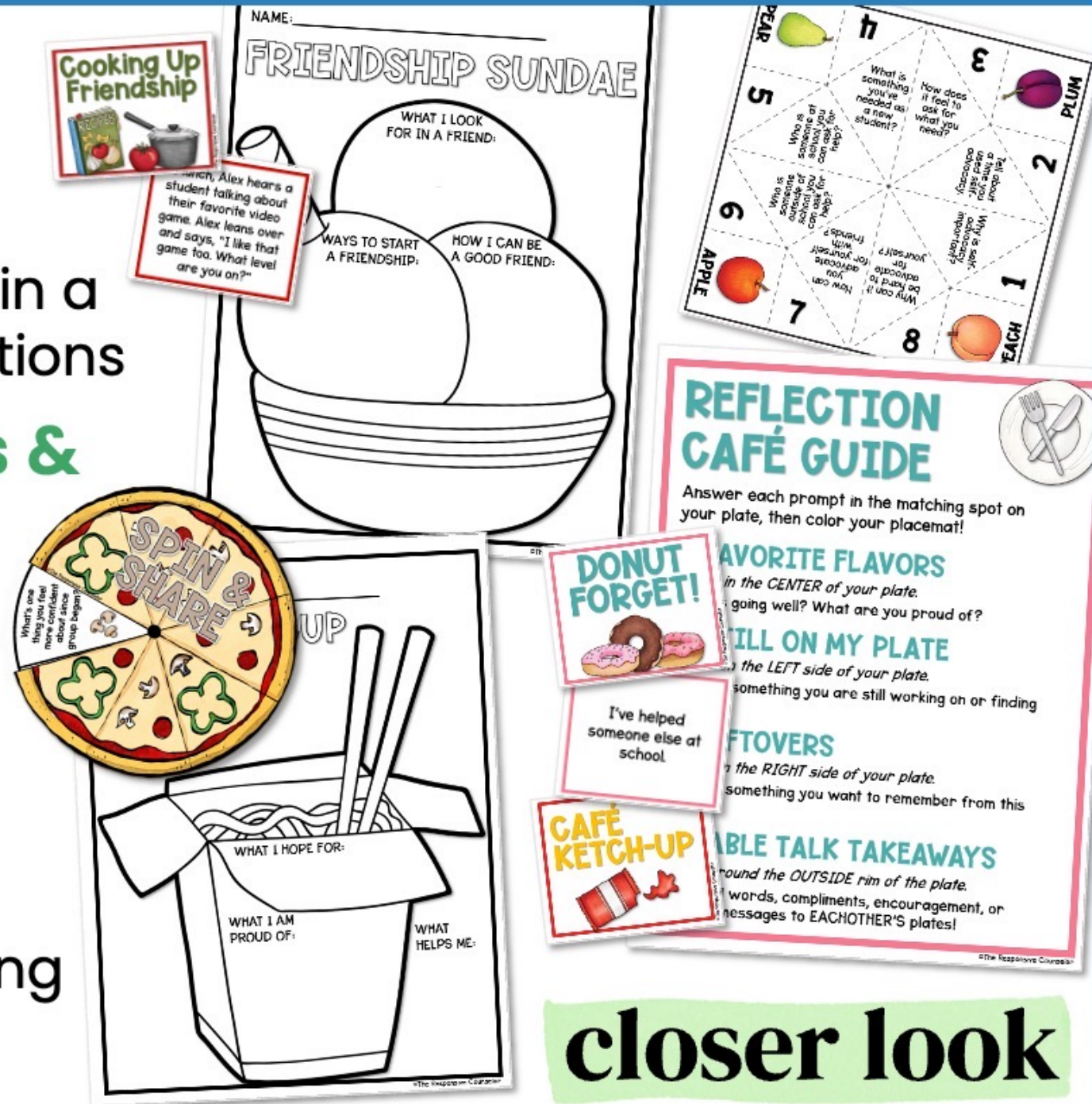
Identify friendship-building behaviors and what they value in a friend plus making new connections

session 5: strengths, wins & looking ahead

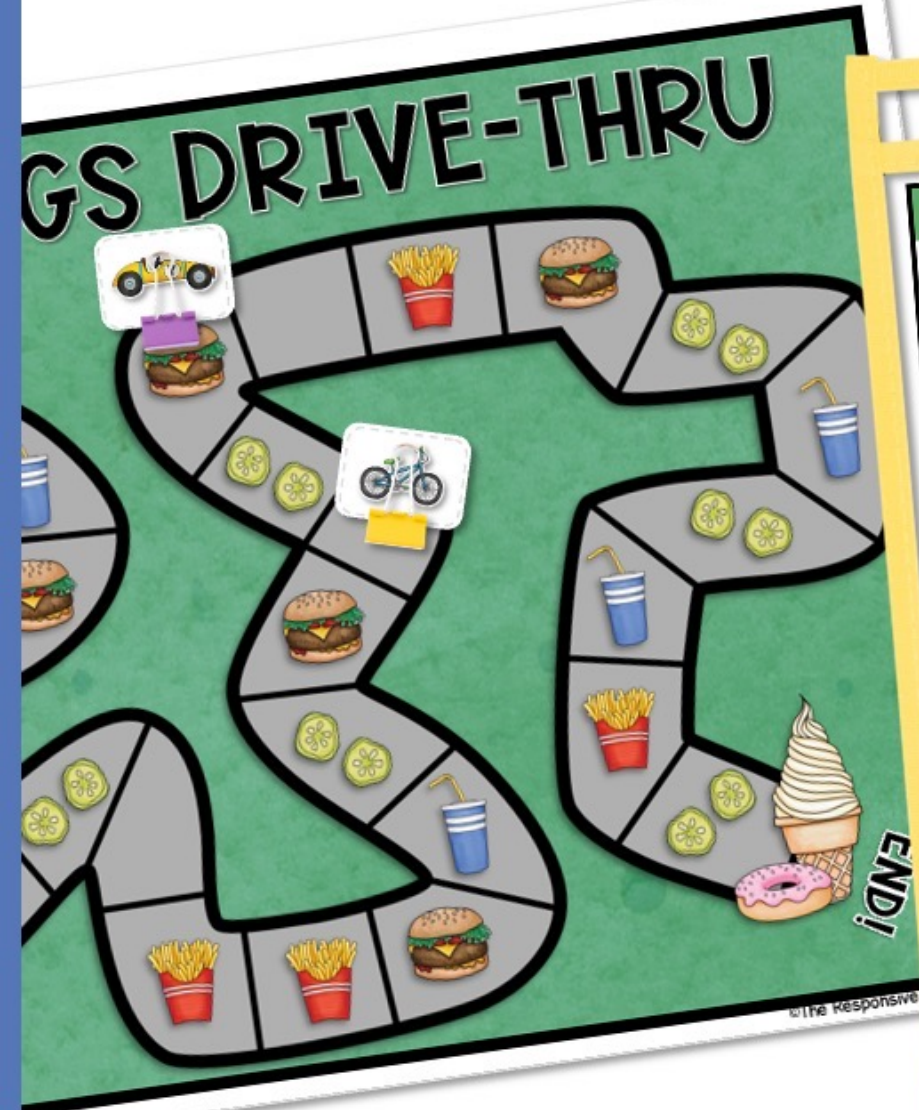
Group reflection, identifying personal strengths and seeing goals

session 6: café check-in

Reflect + celebrate progress, identify strategies for overcoming ongoing challenges



Designed to be used as a lunch group OR traditional small group.



side prompts

- ☐ What's one thing you do when you're feeling nervous?
- ☐ Name a way you calm your body when you're upset.
- ☐ What's something kind you can say to yourself when you feel worried?
- ☐ What helps you when you miss someone from your old school?
- ☐ What's a helpful thing to do if you're having a hard morning?
- ☐ What's something you can do during a tough day to help you feel better?
- ☐ Who is a grown-up at school you can talk to when you need help?
- ☐ What's one thing you've tried that helped when you had an uncomfortable feeling?
- ☐ Who is a grown-up at home you can talk to when you need help?

drink prompts

- ☐ Make a face that shows how it felt to be the new kid on your first day.
- ☐ Make up a food that doesn't exist - what's it called?
- ☐ Say one word about how you're feeling... in a robot voice.
- ☐ Do a silly chair dance.
- ☐ Name three foods that are purple.
- ☐ Pat your head and rub your tummy. Then switch!
- ☐ Make a face like you just ate a hot pepper.
- ☐ Name three foods that are crunchy.
- ☐ Make a face like you just ate SUPER sour candy.

topping prompts

- ☐ Name one feeling you had at school today.
- ☐ What's a time this week when you felt proud of yourself?
- ☐ Name a moment when you felt excited at school.
- ☐ What's something that made you smile at school recently?
- ☐ What's a time this week when you felt a little nervous?
- ☐ What's a feeling you've had while meeting new people?
- ☐ What's a feeling you had on your very first day at this school?
- ☐ Name a feeling you've had at recess this week.
- ☐ Share a time this week that you felt calm.

main prompts

- ☐ Talk about a time you weren't sure where to go or what to do at this school. What helped?
- ☐ Tell about a time you missed something from your old school. How did you handle that feeling?
- ☐ Talk about a time when being the new kid felt really hard. What helped you through it?
- ☐ Describe a time you did something brave at your new school. What made it feel brave?
- ☐ Talk about a time you felt worried and tried to push through it. How did you do it?
- ☐ Talk about a time someone helped you. What did they do?
- ☐ Talk about a time when you were proud of trying something new. How did you try and how did you feel after?
- ☐ Talk about a time you had to speak up or ask for help. What did you do?
- ☐ Talk about a time you talked to someone new.



Collect data using the pre/post assessments, progress monitoring, and session tracker tool!



New Student Group

Name: _____

Student Pre/Post Survey

1	I feel like I don't belong at this school.	☐ Never ☐ Rarely	☐ Sometimes ☐ Always
2	I know who to go to when I need help at school.	☐ Never ☐ Rarely	☐ Sometimes ☐ Always
3	I feel like I have no one to talk to at school.	☐ Never ☐ Rarely	☐ Sometimes ☐ Always
4	I feel nervous about being the new kid.	☐ Never ☐ Rarely	☐ Sometimes ☐ Always
5	I feel confident that I can make new friends.	☐ Never ☐ Rarely	☐ Sometimes ☐ Always
6	I feel comfortable asking for help when I need it.	☐ Never ☐ Rarely	☐ Sometimes ☐ Always
7	I feel confused about how things work at this school.	☐ Never ☐ Rarely	☐ Sometimes ☐ Always
	There are kids at school who...	☐ Never ☐ Rarely	☐ Sometimes ☐ Always

New Student Group

Name: _____

Teacher Pre/Post Survey

1	This student appears to feel disconnected or like they don't belong at this school.	☐ Never ☐ Rarely	☐ Sometimes ☐ Always
2	This student seeks out support from adults when they need it.	☐ Never ☐ Rarely	☐ Sometimes ☐ Always
3	This student seems unsure of who to go to when they need help.	☐ Never ☐ Rarely	☐ Sometimes ☐ Always
4	This student shows signs of nervousness or worry related to being new at school.	☐ Never ☐ Rarely	☐ Sometimes ☐ Always
	This student appears confident in their ability to make new friends.	☐ Never ☐ Rarely	☐ Sometimes ☐ Always
	This student shows effort in trying to connect with classmates.	☐ Never ☐ Rarely	☐ Sometimes ☐ Always
	This student seems confused about routines, expectations, or how things work at school.	☐ Never ☐ Rarely	☐ Sometimes ☐ Always
	This student has made connections with...	☐ Never ☐ Rarely	☐ Sometimes ☐ Always
	This student shows signs of nervousness or hopefulness at this school.	☐ Never ☐ Rarely	☐ Sometimes ☐ Always

COUNSELING TRACKER + NOTES FOR NEW STUDENT GROUP

	Date	Attendance	Notes
1			
2			
3			
4			
5			
6			
7			
8			
9			

ADDITIONAL INFO:

Student Name: _____
Week Of: _____

On a scale of 1 to 10, I don't feel comfortable at school and 10 being I feel very comfortable at school, write how you felt each day.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1					
2					
3					
4					
5					
6					
7					
8					
9					

Want to see progress made?

Black and white pages included!

DONUT BINGO



I've asked an adult for help!

I've noticed school feels easier than it used to.

I've tried something new at school!

I've done something that was hard at first.



FREE SPACE

I've used something I learned in group at school.

topping prompts

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- ☐ Talk about a time someone helped you. What did they do?
- ☐ Share a time when you were proud of trying something new. What did you try and how did you feel after?
- ☐ Share a time you had to speak up or ask for help. What did you do?
- ☐ Share a time you talked to someone new or made a new friend. How did that feel?

Game Play:

- Each player selects a playing piece.
- Players take turns rolling the die (or spinning the spinner), starting with the youngest player.
- Move however many spaces the die or spinner states.
- On your turn, answer a question (read from the list or pull a card) and say it aloud.
- If you land on:
 - Topping:** Move back one space.
 - Side:** Move ahead two spaces.
 - Main:** No extra action taken.
 - Drink:** Freeze and lose next turn.
- Players may share the same spot.
- The first player to reach the end/dessert wins!

TOPPING



SIDE



MAIN



DRINK



FEELINGS DRIVE-THRU

FUN TO BE AROUND



TELLS THE TRUTH



ALWAYS PLAYS FAIR



HAS SIMILAR INTERESTS



GOOD LISTENER



HAVE FUN



RE

TA

FRIENDSHIP SPRINKLES

COMPLIMENT
Give someone something to help them feel good about themselves.

CONNECT
Find something you both like and make a connection.

ASK FOR HELP
Ask for help when someone needs it and do something kind.

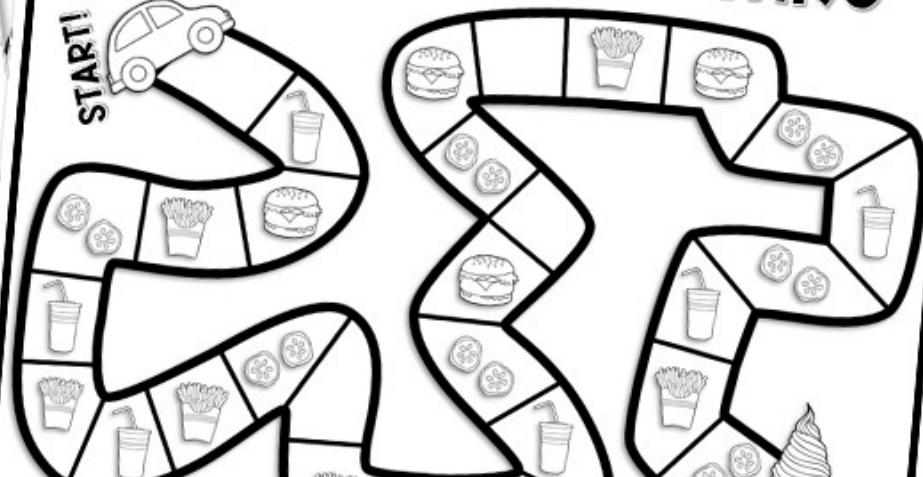
INVITE
Invite someone to be part of what you're doing.

WELCOME TO JOIN
Say words to let someone know you're open to them.



FEELINGS DRIVE-THRU

START!



Everything you need to get started.

Built-In Planning & Prep Tools!

before you begin prepping for sessions

The easiest thing is to fully prep this curriculum before you begin. Put all the pieces and parts into page protectors inside a binder and then it's COMPLETELY READY for your counseling sessions (or any time you need to use these activities).

*Note: There are black and white versions of student-facing pages after the appendix pages.

BEFORE FIRST SESSION

- Print and send caregiver **information note**.
- Print and copy pre/post **student, caregiver, and/or teacher surveys** OR **progress monitoring** sheet (see appendix).
- Determine which **check-in** you wish to use (scaling vs. high/low). Print. If using scaling, attach arrow with a brad.
- Print and staple **journals** (if using).

FOR ALL SESSIONS

- Print **session outlines**.
- Print **activity directions and processing questions**.
- Print **family/teacher communication notes**.
- Print any **hands-on materials** (ex. menu of needs cards in session 3) and **visuals** (ex. friendship sprinkles posters in session 4).

before you begin prepping for sessions

SESSION 1: Introduction

- Have dice available.

SESSION 2: Exploring Emotions and Resilience

- Cut *Feelings Drive-Thru Game* cards (if using).
- Cut game spinner and playing pieces (if using).
- Cut *Resilience Recipe* card, one per student.

SESSION 3: Self-Advocacy

- Cut *Who Can Help Pairing* cards.
- Decide if you will complete the blank pairing cards.
- Cut *Menu of Needs* cards.

SESSION 4: Building Connections

- Cut *Friendship Ingredients* cards and have a bowl available.
- Cut *Cooking Up Friendship* cards.

SESSION 5: Strengths, Wins, and Looking Ahead

- Have brad fasteners available for *Spin & Share* spinner.

SESSION 6: Café Check-In

- Cut *Café Ketch-Up* cards.
- Decide if you will use bingo chips or dabbers. Have materials ready.



Additional tools included:

- ▶ Session summaries for Parents/Caregivers
- ▶ Teacher note for each session
- ▶ Completion certificate
- ▶ Suggested book companions

Dear Teacher

This week in group, we explored the many different emotions students might feel when starting at a new school and discussed helpful ways to manage those feelings, like talking to a trusted adult, taking deep breaths, or reminding themselves "I can do this."

To reinforce this with your student, consider naming and normalizing feelings when they come up and prompting them to use a coping strategy when they appear to be struggling with uncomfortable feelings.

Thank you for your support!

/Caregiver,

Our school counseling program includes small groups that help students with specific needs. Your child has been invited to join a **New Student Group**, designed to help students feel confident, and supported as they adjust to a new

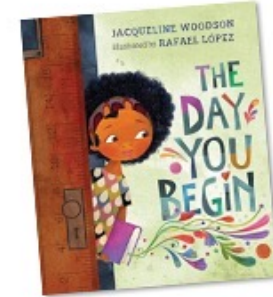
meeting soon, typically once a week, for students. Students will talk, play games, and participate in activities like making friends, learning about our school, building confidence, and adjusting to change.

Please feel free to contact me (or your child's teacher) with any questions, comments, or concerns.

Best,

Book Recommendations

These activities were created without the need for any stories, but the following picture books would make for great companions if you have longer sessions (45-60 minutes) or are breaking some sessions into two weeks. Click on the covers to find them on Amazon.



CERTIFICATE OF ACHIEVEMENT

This five star guest award is proudly preset to:



student name

on

date

for serving up kindness, courage, friendship and growth in our

NEW KID CAFÉ GROUP!



questions & answers

Is this ASCA or CASEL aligned?

ASCA Standards

- ▶ Sense of acceptance, respect, support and inclusion for self and others in the school environment
- ▶ Self-confidence in ability to succeed

CASEL Competencies

- ▶ Self-Awareness
- ▶ Social Awareness
- ▶ Relationship Skills

What does research-based mean?

It means this group was created using what peer-reviewed research tells us helps new students feel connected, build relationships, and successfully adjust to a new school environment.

Is this in the individual/group counseling curriculums bundle?

It is not in either of those bundles and will not be added to them.

Hi, I'm Sara! At The Responsive Counselor, we create resources for school counselors, child therapists, and teachers that improve social emotional learning and help students be their best selves. Our focus is creating resources that are effective (using research-based best practices) and engaging (through collaborative learning and relevant scenarios) for students.

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:

