

# GROUPS TO GO

## Small Groups For Counselors On The Go

**14 Ready-To-Use Small-Group Counseling Plans  
For Grades K-3**

### ACADEMIC IMPROVEMENT

Listening: A Study Skill  
Concentration: A Study Skill  
Another Year In The Same Grade  
Time Management  
Study Skills—Work Habits  
Making The Decision To Learn

### BEHAVIOR

Anger  
Facing Reality  
Attention Seeking  
Controlling Anger

### UNDERSTANDING SELF AND OTHERS

Self-Esteem  
Shy Or Withdrawn Students  
Self-Confidence  
Friendship

**Written By  
Arden Martenz**

**Illustrated By Brian Dumm**





**GROUPS TO GO: SMALL GROUPS FOR COUNSELORS ON THE GO/K-3**

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# WELCOME TO **GROUPS TO GO**

**Small-group counseling is the backbone of elementary counseling.**

It is the major service provided by a counselor that no one else in the school is trained to do. I once attended a seminar where the speaker said, “Problems that originate in groups, need to be addressed and solved in groups.” Most problems facing young children are rooted in one group or another—peer groups or family groups. Hence, the importance of small-group counseling.

*Groups To Go* for kindergarten through third grade targets the three topics most necessary to address at the early elementary level—academic improvement, behavior, and understanding self and others. You will find four or more groups within each of these topics, and each emphasizes a different approach to the topic.

The book was designed in this manner because young children often need more than one small-group experience on a topic. For example, a child who is having difficulty with listening skills may also need reinforcement of concentration and study skills.

Time is always a factor during the school day. There is always more to do than time allows. Therefore, if students are going to be taken from their classrooms the amount of time missed has to be minimal. The sessions in *Groups To Go* are scheduled to be completed in 30 to 40 minutes. Small-group counseling is a child’s opportunity for expression and reflection. If at first glance the sessions seem to be short, once involved in discussion the time will pass quickly and productively.

The selected groups in *Groups To Go* have been used with children. Most have been adapted from issues of *PIC (Practical Ideas For Counselors)*, a counselor newsletter which was written by Mar\*co staff and contributing counselors. Unless otherwise specified, the groups in this book were written and conducted in the school system by counselors who were members of Mar\*co’s staff. They have been written to be as user-friendly as possible and include the techniques that proved most successful. However, each school is different. So is every child. Although each session includes step-by-step directions, you may find that you need to make adaptations to fit your particular situation. If necessary, adjust the sessions to give your students the best experience possible.

Although *Groups To Go* has been created to make your small group counseling program easy to initiate and continue, it must be remembered that...

# ACADEMIC IMPROVEMENT



**Listening: A Study Skill (Grades K-3)**

**Concentration: A Study Skill (Grades K-3)**

**Another Year In The Same Grade (Repeaters-Grades K-3)**

**Time Management (Grades 2-3)**

**All Aboard The Study Skills Work Habits Express (Grades 1-3)**

**Making The Decision To Learn (Grades 1-3)**



# Listening: A Study Skill

## FUN LISTENING ACTIVITIES

### Objective:

To continue the *listening* lesson in a more subtle form

### Materials Needed:

For each student:

- Art paper (optional)
- Crayons or markers (optional)

For the leader:

- Recording of a song which includes directions to be followed (optional)

### Activity Preparation:

Gather the necessary materials.

### Fun Activities: (15 Minutes)

- Suggested fun activities:
  1. Play *The Hokey Pokey* or other music that includes directions to be followed.
  2. Give the students art paper and crayons or markers. Give very specific drawing directions. The purpose of this activity is to see if all the students interpret the directions the same way or if they all draw different things.
  3. Have one student think of an animal, person, or place. The student should then describe whatever he/she chose to the group. The group should try to guess what or who the student is pretending to be.
  4. Play games like *Simon Says* or *Twenty Questions*.



# PERSONAL CONCENTRATION CHART



Name \_\_\_\_\_

**ACTIVITY**

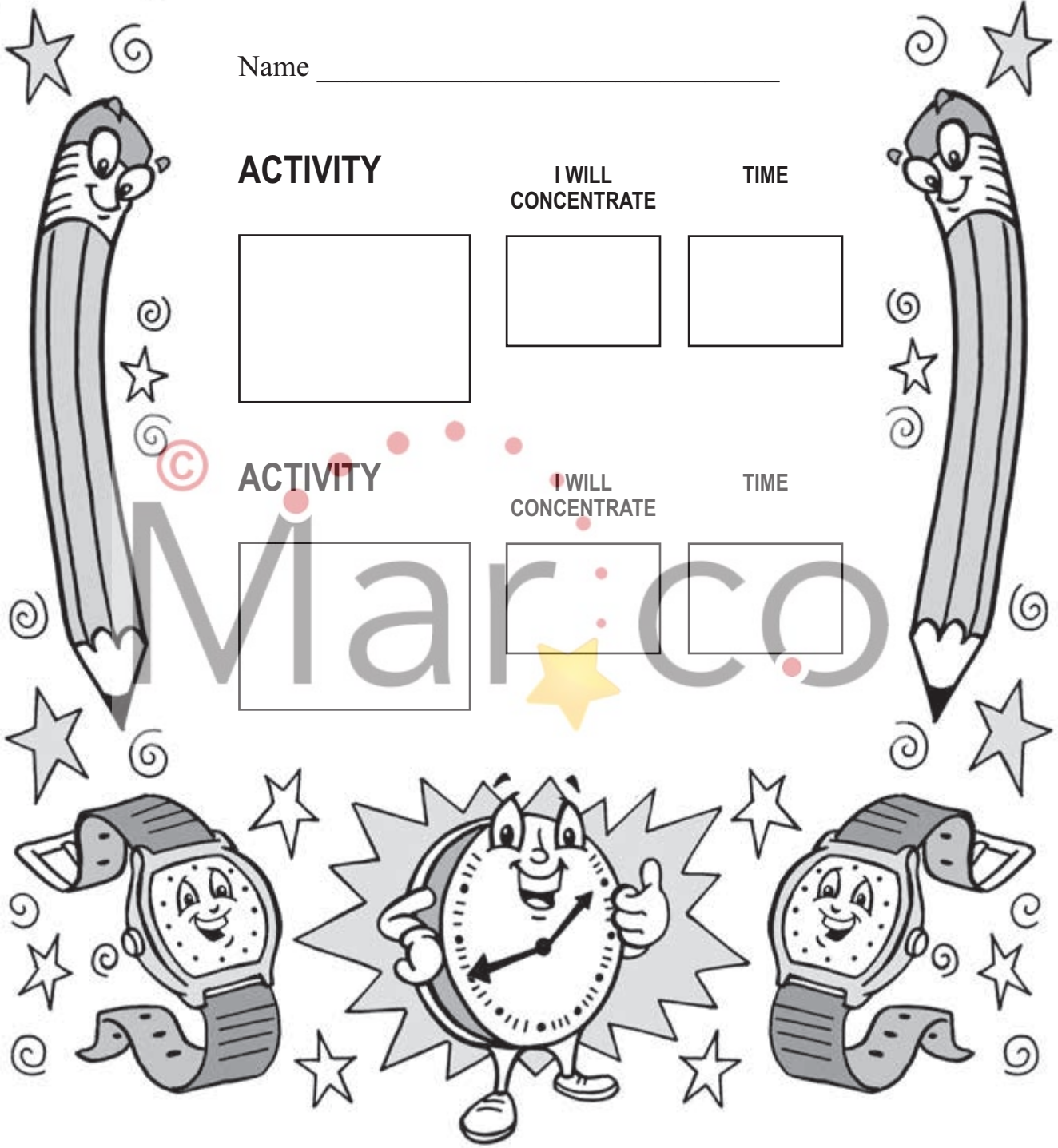
**I WILL  
CONCENTRATE**

**TIME**

**ACTIVITY**

**I WILL  
CONCENTRATE**

**TIME**





Dear \_\_\_\_\_ :

Time management is a difficult concept for many young children to grasp. They believe they can complete an assignment in less time than it will really take and, when they realize they can't, do a sloppy job, hand in incomplete work, or hand in no homework at all.

To receive the education they deserve, students need to know how to manage their time. If they do not learn to manage their time well, they will not reach their academic potential. Your child has been identified by his or her classroom teacher as a student who does not manage time effectively.

In an effort to help your child and others overcome this difficulty, I am forming a counseling group that will help students learn to manage homework time. Students in this group will practice estimating how long an assignment will take, doing the assignment, and comparing the time they thought the assignment would take to the amount of time it actually took.

There will be four group meetings, held at a time the classroom teacher selects.

Your child knows about the group and has indicated that he or she would like to participate in it. However, no child is ever included in a small-group counseling program without his or her parents' knowledge and permission.

Please indicate, by completing the form below, that you wish to have your child participate in this group or that you do not want him or her to be included.

Return the permission slip to me by \_\_\_\_\_.

Thank you,



I, \_\_\_\_\_, **give permission** for my child to participate in the small-group counseling program on time management.

I, \_\_\_\_\_, **do not give permission** for my child to participate in the small-group counseling program on time management.

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Home Phone (\_\_\_\_) \_\_\_\_\_ Work Phone (\_\_\_\_) \_\_\_\_\_

Parent's Printed Name \_\_\_\_\_

Parent's Signature \_\_\_\_\_

## Session 4: Time Management

# EVALUATING TIME MANAGEMENT

### Objective:

To help students understand the value of time management

### Materials Needed:

For each student:

- Homework assignment from Session 3

For the leader:

- None

### Session Preparation:

None

### Session:

- Have each student share with the group the homework assignment from Session 3.
- Discuss as a group how accurately the students determined the amount of time needed for each assignment and whether they became more accurate as they practiced the task.
- Ask the group all or some of the following questions:
  - What things do you like to spend time doing?*
  - Why does schoolwork take time?*
  - If you were not doing schoolwork, what might you be doing?*
  - How can time be wasted during school?*
  - Do you believe it is hard not to play during school time?*
  - What would you have to do if you wanted to play during time set aside for schoolwork?*
  - Tell us how you think you would feel if you could say everyday, "I did all my work on time."*
- Conclude the group by telling the students that in order to complete their assignments on time, they should continue to do this exercise each night. They should decide how much time each assignment will take, work for that amount of time, then decide whether they gave themselves too much, too little, or just the right amount of time to complete the work. If they continue to do this, they will soon know how much time they must spend in order to finish their assignments and be able to plan accordingly.



# **ALL ABOARD THE STUDY SKILLS WORK HABITS EXPRESS**

(Improving Study Skills And Work Habits—Grades 1-3)

By Darlene Pulliam, a counselor in the Commonwealth of Virginia

*All Aboard The Study Skills! Work Habits Express* is a series of lessons suited to small groups of primary-grade students who lack motivation or who are not working successfully in school.

The purpose of the group is to provide activity-oriented lessons to help group members “get on track” and become more motivated learners by increasing their understanding and use of the skills necessary for success in school.



A particular study skill or work habit is discussed and practiced during each session. Individual sessions may also be adapted for classroom guidance lessons. Each session includes a review of previous session(s), introduction of a new study skill or work habit, an activity, processing, summary, and evaluation. The number of sessions may vary. The unit includes 11 sessions but the counselor may choose all or selected sessions, based on an assessment of the group members’ needs. The sessions are:



- Session 1: Introductory Session—I Know I Can!
- Session 2: Pay Careful Attention
- Session 3: Be A Good Listener
- Session 4: Do What My Teacher Tells Me To Do
- Session 5: Work Quietly
- Session 6: Stay In My Space
- Session 7: Write Neatly
- Session 8: Do My Homework
- Session 9: Take Care Of My Things
- Session 10: Always Do My Best
- Session 11: Final Session—Be Responsible



## Session 9: Work Habits

# TAKE CARE OF MY THINGS

### Objective:

To help students understand the importance of always taking care of their things and to think about how well they take care of their things

### Materials Needed:

For each student:

- Student's folder
- Copy of *Take Care Of My Things* (page 82)
- Pencil
- Crayons

For the leader:

- Chalkboard and chalk or chart paper and marker
- Smiley face stamp, smiley face stickers, or pencil

### Session Preparation:

Reproduce *Take Care Of My Things* for each student. Gather any other necessary items.

### Session:

- Review the previous sessions by looking at the laminated train posted on the wall. Read aloud, with the students, the statements: *I Know I Can, Pay Careful Attention, Be A Good Listener, Do What My Teacher Tells Me To Do, Work Quietly, Stay In My Space, Write Neatly, and Do My Homework.*



# I KNOW I CAN BE RESPONSIBLE

Name \_\_\_\_\_

Date \_\_\_\_\_

Put "X" in the square that best describes you!



	YES	SOMETIMES	NO
1. I pay attention carefully in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I am a good listener in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I do what my teacher tells me to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I work quietly in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I stay in my own space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I do my homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I write neatly in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I take care of my things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I do my best in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am responsible in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# BEHAVIOR



**Anger (Grades 1-3)**

**Facing Reality (Grades 1-3)**

**Attention-Seeking (Grades K-3)**

**Controlling Anger (Grades 1-3)**





# ANGER

(Grades 1-3)

Anger is erupting more and more often in schools. Counselors must address anger in group situations so students will more fully understand and be able to keep under control their angry feelings. If counselors do this, there will be less violence in our schools.

## This group is designed to help students:

- Identify their reactions to anger
- See the futility of yelling and hitting
- Control their feelings of anger

## Group candidates:

- Students who lose their tempers easily
- Four to six students from the same grade level

## Group preparation:

Interview each student selected individually and explain why the group is forming and how it will work. Then send a parental notification and permission letter (page 113) home with each student selected to be a group member.



## FIVE PEOPLE FROM WHOM I LIKE TO GET ATTENTION

Draw pictures of and write the names of five people from whom you like to get attention. Draw each person's picture and write his/her name on the line in the frame.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Session 4: Attention-Seeking **WAYS I GET ATTENTION**

### **Objective:**

To help students recognize all types of attention-seeking behavior and become aware of the attention-seeking behaviors they use regularly

### **Materials Needed:**

For each student:

- Copy of *Five Ways I Use To Get Attention Are ...* (page 141)
- Crayons or markers
- Pencil

For the leader:

- Folder to store students' papers
- Chart paper and marker

### **Session Preparation:**

Reproduce *Five Ways I Use To Get Attention Are ...* for each student. Gather the other necessary materials.

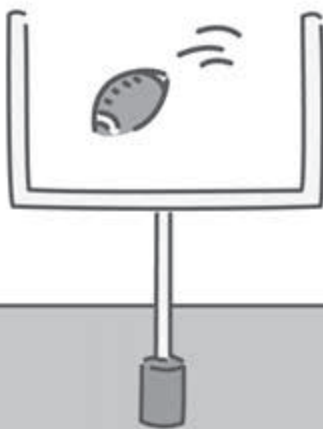
### **Session:**

- Review the group rules by asking the students to recall what they learned in Session 1.
- Have the students share one or more things they have done since the last session to get attention. Tell them to explain why they behaved that way and how they felt about it. Record their contributions on the chart paper. Save the list for the next session.
- Distribute *Five Ways I Use To Get Attention Are ...*, a pencil, and crayons to each student. Have the students write their name and grade on their activity sheet, then draw pictures of five ways they use to get attention.
- Conclude the session by having the students share their activity sheets.
- Collect the activity sheets and place them in the folder.



★ ★ ★  
**REACHING  
MY GOAL**

Draw a football by the field line that shows how you currently behave. Then draw a picture of yourself by the field line that shows how you would like to behave.



**BEHAVE ALL OF THE TIME**

**BEHAVE MOST OF THE TIME**

**BEHAVE SOME OF THE TIME**

**MISBEHAVE SOME OF THE TIME**

**MISBEHAVE MOST OF THE TIME**

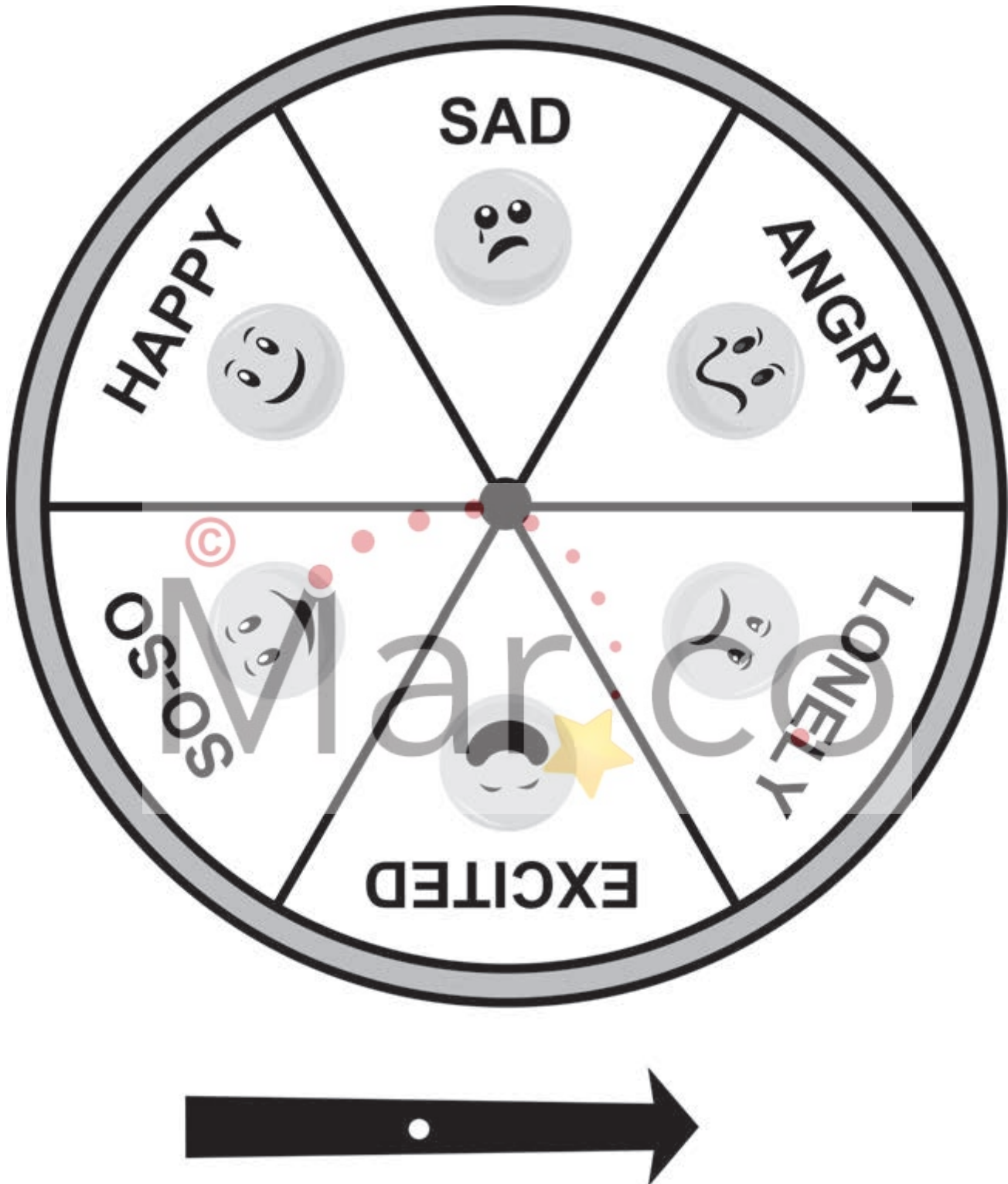
**MISBEHAVE ALL OF THE TIME**



# FEELINGS WHEEL

Directions:

1. Cut out the *Feelings Wheel* and the spinner.
2. Use the brad to make a hole. Attach the spinner to the wheel with the brad.





FACT SHEET #1

**People can control  
the anger they feel  
when others use  
mean words.**

# Session 6: Controlling Anger!

## EXPRESSING ANGER IN CONSTRUCTIVE WAYS

### Objective:

To help students learn to express anger in constructive ways

### Materials Needed:

For each student:

- ☑ *Feeling Wheel* from previous session
- ☑ *Anger Wheel* from previous session
- ☑ Copy of *Activity Sheet #5A* (page 174)
- ☑ Copy of *Activity Sheet #5B* (page 175)
- ☑ Copy of *Fact Sheet #5* (page 176)
- ☑ Red, green, and yellow crayon
- ☑ Gluestick
- ☑ Scissors

For the leader:

- ☑ Students' folders
- ☑ Stickers
- ☑ Chalkboard and chalk or chart paper and marker

### Session Preparation:

Reproduce *Activity Sheet #5A*, *Activity Sheet #5B*, and *Fact Sheet #5* for each student. Gather the other necessary materials.

### Session:

- Distribute the students' folders. Give each student a sticker to place on his/her folder cover.

- Have the students turn the pointer on their *Feeling Wheels* to indicate how they are feeling today. Allow those students who wish to do so to share their feelings with the group.

- Review the goals of the group.

- Explain that today the students will learn to express their anger in helpful ways.

- Tell the students that people who are angry often do not take time to think. Instead, they do the first thing that pops into their heads. This is not a good idea, because everyone is responsible for the consequences of his/her actions, even if he/she is mad.

- Tell the students when they feel angry they should think of a traffic light. As you explain the following ideas to the students, write the meaning of each part of the traffic light on the board/chart paper.

Red: Stop. Do nothing!

Yellow: Breathe, think, move slowly.

Green: Choose a helpful thing to do!

- Distribute *Activity Sheet #5* and red, yellow, and green crayons to each student. Instruct the students to color the circles on their activity sheet red, yellow, and green; cut out the circles; and glue them to the traffic light.

- Discuss appropriate ways the students can react when they are angry. (Exercise, draw, write, punch a pillow, yell into a pillow, jump up and down, talk with friends, etc.)

# **UNDERSTANDING SELF & OTHERS**



**The Me Beyond The Mirror: Self-Esteem (Grades 1-3)**  
by Kaye Aguirre

**Shy Or Withdrawn Students (Grades 1-3)**

**I'm Special (Grades K-2)**

**Friendship (Grades 1-3)**





# THE ME BEYOND THE MIRROR: SELF-ESTEEM

(Grades 1-3)

By Kaye Aguirre

(Kaye Aguirre is a counselor in the Commonwealth of Virginia)

Students who have poor self-esteem have difficulties reaching their potential in social relationships and academic endeavors.

## This group is designed to help students:

- Recognize that their feelings are an important part of themselves
- Identify their interests and unique hobbies
- Develop positive characteristics that enable them to make friends and maintain friendships
- Contribute to their families and communities in a positive way
- Change destructive or negative behaviors
- Celebrate themselves as unique and valuable individuals

## Group candidates:

- Students who show little confidence in their abilities
- Students who have trouble making decisions
- Students who are followers, rather than leaders
- Six to eight students from the same or adjoining grade levels

## Group preparation:

Interview each student selected individually and explain why the group is forming and how it will work. Then send a parental notification and permission letter (page 181) home with each student selected to be a group member.

## Session 2: Self-Esteem

# IDENTIFYING FEELINGS

### Objective:

To help students recognize their feelings and realize how important their feelings are

### Session Preparation:

Reproduce *Fact Sheet #1* and *Activity Sheet #1* for each student. Gather the other necessary materials.

### Materials Needed:

For each student:

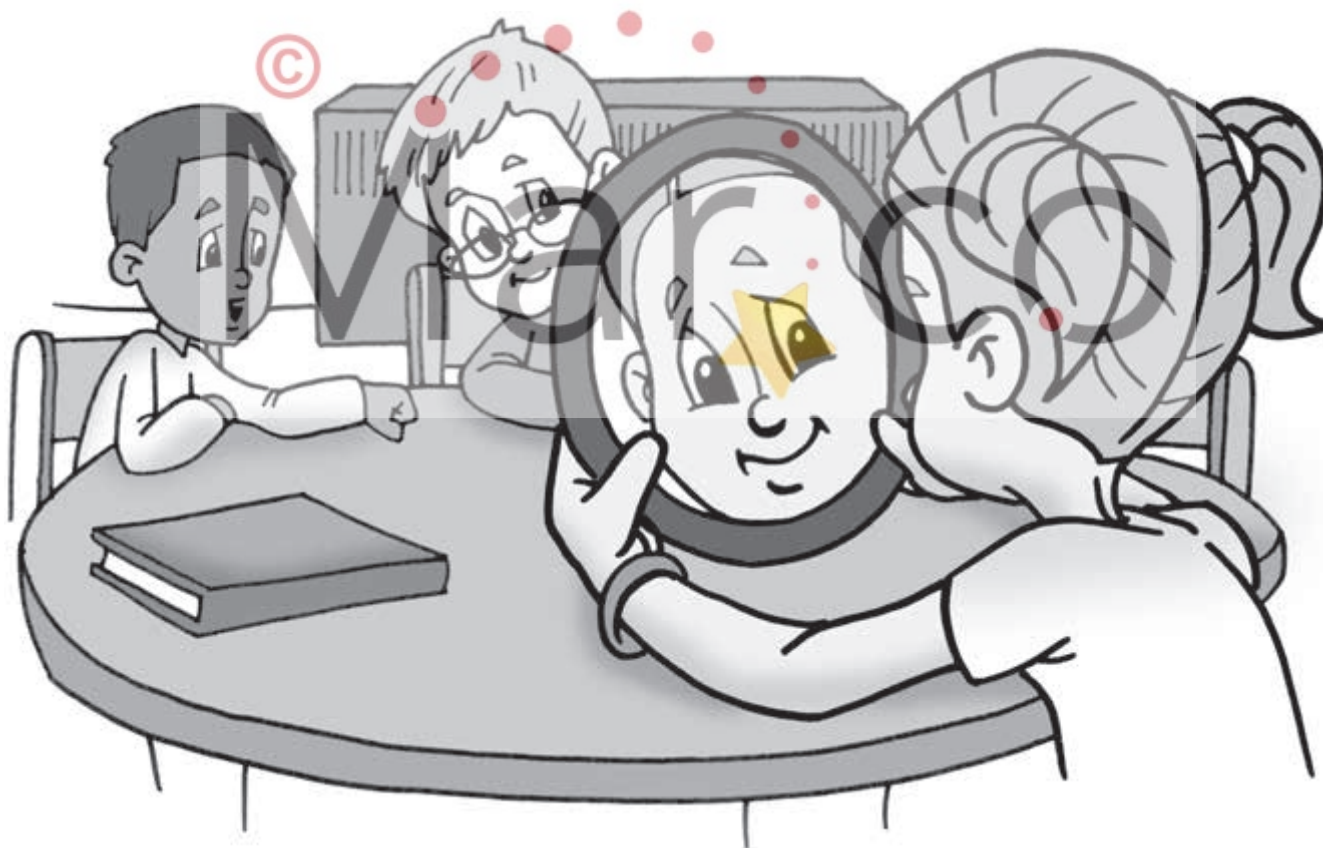
- Copy of *Activity Sheet #1* (page 188)
- Copy of *Fact Sheet #1* (page 189)
- Folder
- Pencil

For the leader:

- Stickers
- Mirror

### Session:

- Distribute the folders to the group members. Give each student a sticker to place on the cover of his/her *The Me Beyond The Mirror Folder*.
- Introduce the session by telling the students that their feelings are a part of them, just as their eyes, noses, or hands. The only difference is that they can see their hands, noses, and eyes, but they cannot see their feelings.





**FACT SHEET #1**

**My feelings  
are part of me.**

**My feelings are  
important and they  
can help me!**

**Mar+co**  
THE ME BEYOND THE MIRROR

\_\_\_\_\_  
NAME

\_\_\_\_\_  
GRADE

## Session 2: Self-Esteem

# NAMES ARE SPECIAL

### Objective:

To help the students realize their names make them different and special

### Materials Needed:

For each student:

- 8½" x 11" piece of tagboard
- Crayons or markers
- Gluestick

For the leader:

- Alphabet noodles or cut-out letters

### Session Preparation:

Gather the necessary materials.

### Session:

- Begin the group by having the group members state their first, middle, and last name. If they know why they were given their first and/or middle names or after whom they were named have them share this information when they state their names. The leader should go first.
- Distribute a piece of tagboard to each student. Direct the students to fold the tagboard in half so it will stand horizontally.

- Have the students come to the place where the alphabet letters are and find the letters needed to spell their names.
- Distribute crayons or markers and a gluestick to each student.
- Direct the students to glue the letters of their names to the tagboard, then decorate their own special namecards.
- Have the students share their completed namecards.
- Tell the students to look at their namecards and at the other group members' namecards to see what makes theirs special. If necessary, ask questions that will help the students decide what is special about theirs. Suggested questions are:

*Whose name has the most/fewest letters?*

*Whose name includes a "W" (or any other letter)?*

*Whose name contains the most vowels/consonants?*

- Have the students describe ways their namecards can be used.
- Have the students describe what they will do with their namecards.
- Collect any materials that were used.
- Allow the students to take their namecards home with them.