

Title/Focus	Group Groundwork: Mindfulness & Social Skills (Lesson 1 of 5)
Grade(s)	6 *can be used or modified for other grade levels
Activity	Setting Ground Work for the Group – introductions, mindful breathing, pre-test, graffiti wall - This lesson focuses on getting to know one another in the group, create rules and expectations for the group, as well as begin a mindfulness practice that will be used each time we meet.
Objective	Students will be introduced to mindfulness. Students will create the rules & expectations for the group meetings.
ASCA Student Standards	A:A1.5 – Identify attitudes and behaviors that lead to successful learning A:A3.1 – Take responsibility for their actions A:A3.5 – Share knowledge C:A1.4 – Learn how to interaction and work cooperatively in teams C:C2.3 – Learn to work cooperatively with others as a team member PS:A1.2- Identify values, attitudes, and beliefs PS:A2.2 – Respect alternative points of view PS:A2.6 – Use effective communication skills PS:C1.10 – Learn techniques for managing stress and conflict
VA Standards for School Counseling	MC6. – Demonstrate employability skills such as individual initiative, teamwork, problem solving, organization, and communication MP4. – Use appropriate decision making and problem solving skills MP5. – Demonstrate appropriate skills for interactions with adults and developing and maintaining positive peer relationships MP6. – Use appropriate communication and conflict resolution skills with peers and adults
VA SOLS	English 6.1. – The student will analyze oral participation in small-group activities a) Communicate as leader and contributor Health 6.7 – The student will evaluate the benefits of becoming a positive role model within the family and the community. Key concepts/skills include: e) Respect for rules and regulations
Rationale for Lesson	We are meeting with students in a skills lab class, who are there to learn important life skills. After talking with their teacher she feels that she would like us to focus on social skills. After students take the pre-test assessment, which was modified from the skillstreaming book, we will review the data and construct the remaining group time around both the teacher’s desires and the students’ responses.
Materials	mindfulness breathing audio or script pre-test – we adapted a version of SkillStreaming the Elementary School Child’s assessment Markers 2 large sheets of paper: One of these is broken up into 3 sections, making the graffiti wall, with the following questions pre-written on the paper: What would make this group good for you? How do you like people to talk to you? What will you do make this group a success?
Method	1. Counselor introduce self and why we are meeting. 2. Ask students to introduce selves. 3. Introduce Mindfulness. Discuss what it means to be mindful and what a mindful body looks like. Explain why mindfulness is important to them – helps

	<p>reduce stress, helps calm body down, may help when feeling intense emotions, helps with self-control and can increase ability to pay attention</p> <p>4. Play mindful breaths audio and then discuss what that was like for students</p> <p>5. Have students complete the pre-test assessment</p> <p>6. Students and Counselor gather around the “Graffiti Wall.” The counselor will give directions explaining that we will read through the questions to form our rules and expectations for the group. Students are asked to be respectful of others responses. It is also explained to students that we accept everyone’s ideas but that does not mean that all ideas will be followed through on during the group time.</p> <p>7. Counselor will ask students to read the first question aloud and then ask students to respond. Counselor or students can write down their answers on the paper. If more than one student agrees with a student response put a check mark next to the response so you know that more than one student agrees with the response. Counselor can also add ideas to paper.</p> <p>8. Once all questions are answered, counselor reads answers aloud and asks students if there is anything we forgot or are missing.</p> <p>9. Students move back to their seats where they are all able to view the second blank sheet of paper.</p> <p>10. Counselor and students create rules for group from their “graffiti wall”</p> <p>11. Rules are discussed to ensure full understanding</p> <p>12. Once rules are defined, all participants (students & counselor) are asked to sign the bottom making a contract.</p>
Evaluate Lesson	<p>Process Data – the number of students in the group and how many sessions they attend.</p> <p>Perception Data – students are asked questions about the rules and what they mean before signing the list. Students will show understanding before allowing them to sign rules. Pre-Test for the group is also used</p> <p>Outcome Data – not available for single lesson</p>
Resources	<p>Audio: Mindful Schools Counting Breaths audio ~ 2 minutes</p> <p>Book: <i>Games and Activities for Exploring Feelings with Children: Giving Children the Confidence to Navigate Emotions & Friendships</i> by Vanessa Rogers</p> <p>Book: <i>Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills</i> by Dr. Ellen McGinnis</p>
Helpful Websites	<p>http://www.skillstreaming.com/</p> <p>http://www.mindfulschools.org/</p>

Title/Focus	Different Feelings for Different People (Lesson 2 of 5) *lesson 2 & 3 can be combined*
Grade(s)	6 *can be used or modified for other grade levels
Activity	Mindful breathing & identifying how a certain color makes an individual feel and respecting differences
Objective	Students will gain practice in mindful breathing. Students will engage in a discussion about how to be helpful to others, as well as being encouraged to put themselves in someone else's shoes via Up movie. Students will learn how people can have different reactions to the exact same thing.
ASCA Student Standards	PS:A1.5 Identify and express feelings PS:A1.9 Demonstrate cooperative behavior in groups PS:A2.2 Respect alternative points of view PS:A2.6 Use effective communications skills PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior PS:C1.10 Learn techniques for managing stress and conflict PS:C1.11 Learn coping skills for managing life events
VA Standards for School Counseling	MP5. Demonstrate appropriate skills for interactions with adults and developing and maintaining positive peer relationships
VA SOLS	English: 6.1 The student will participate in and contribute to small-group activities. a) Communicate as leader and contributor.
Rationale for Lesson	Students took a pre-test/assessment during the group's first meeting. There was a range of answers for the question "Can I keep my body from getting tight and tense when I am angry and upset?" So we are using mindfulness breath counting as a way to help students learn that they can control their bodies and give them a tool to help calm themselves down. We also found in the pre-test that 4 of the 5 students answered the question "Do I try to tell how other people are feeling?" as sometimes, seldom, or almost never. Through this lesson we hope to increase their awareness of other people's feelings.
Materials	mindful breathing audio or script – same as first session rule list from first session up video clip: http://www.youtube.com/watch?v=wTDP-A--BhE&feature=related a packet of 5 colored sheets of paper for each student (5 different colors but each student receives the exact same 5 colors) List of feelings/emotions posted where students can see it
Method	1. Re-introduce counselors to group 2. Review rules with class and have students acknowledge that they understand the rules in some way (hands in air, thumbs up, nods, smiles, ect). 3. Mindful breathing – same as first session 4. Talk with students about how they can use mindful counting breaths outside of class

	<p>5. Show Up video – stopping at: 2:17 – ask students what should do if someone were to trip or run into something like this? -mention kindness, embarrassment, hurt 3:27 – ask students what do you think about how she is talking to him? How could she have talked to him differently? How do you think he is feeling as she is talking with him? 3:31 – ask students how do you think he is feeling right now? 3:54 – is there a different between how she is talking now compared to before? Pointing out tone of voice and how it can be interpreted differently than how we mean and also discuss how it can make others feel *end at 3:54</p> <p>6. Hand out colored papers to students and ask them to label them individually with an emotion they are reminded of when they see a color. An example would be red – some see anger, others see love.</p> <p>7. As a group, students share what they wrote down for each color. Students will verbally share and listen to other students answers during this time. Make sure to point out the differences and similarities in people’s reactions to the colors.</p> <p>8. Discuss how just like we each reacted differently to colors people can react differently to situations. You can relate this back to the beginning of the up movie when he tripped on a tree stump – how did he react? Other ways he could have reacted? How, as a bystander, could you react?</p>
Evaluate Lesson	<p>Process Data – the number of students in the group and how many sessions they attend. Perception Data – students responses to the questions through the lesson Outcome Data – not available for single lesson</p>
Resources	Up Clip: http://www.youtube.com/watch?v=wTDP-A--BhE&feature=related
Helpful Websites	List of feelings that you can modify: https://www.cnvc.org/Training/feelings-inventory

Title/Focus	Building Height & Social Skills (Lesson 3 of 5) *lesson 2 & 3 can be combined*
Grade(s)	6 *can be used or modified for other grade levels
Activity	This lesson allows students to see teamwork and disappointment, as well as experience working as a team to build the tallest tower.
Objective	Students will gain practice in using mindful breathing and discuss when it could be useful outside of class. Students will gain experience working in a group to achieve one goal. Students will gain experience communicating with each other and working out conflict (if it arises).
ASCA Student Standards	C:A1.4 Learn how to interact and work cooperatively in teams C:A1.5 Learn to make decisions C:A1.7 Understand the importance of planning C:C2.2 Learn how to use conflict management skills with peers and adults C:C2.3 Learn to work cooperatively with others as a team member PS:A1.5 Identify and express feelings PS:A1.6 Distinguish between appropriate and inappropriate behaviors PS:A1.9 Demonstrate cooperative behavior in groups PS:A2.6 Use effective communications skills PS:B1.10 Identify alternative ways of achieving goals□
VA Standards for School Counseling	MC6. Demonstrate employability skills such as individual initiative, teamwork, problem solving, organization, and communication MP5. Demonstrate appropriate skills for interactions with adults and developing and maintaining positive peer relationships MP6. Use appropriate communication and conflict resolution skills with peers and adults
VA SOLS	English: 6.1 The student will participate in and contribute to small-group activities. a) Communicate as leader and contributor. d) Analyze the effectiveness of participants interactions Health 6.7 – The student will evaluate the benefits of becoming a positive role model within the family and the community. Key concepts/skills include: b) Increased participation as a leader e) Respect for rules and regulations
Rationale for Lesson	From the pre-test we learned that the majority of the students find it difficult to listen to someone who is talking with them. This exercise put the students in a position where listening skills and team work are important. We also incorporated mindfulness at the beginning of the lesson because of their answers to the pre-test questions: Do I keep my temper when I am upset? and Can I keep my body from getting tight and tense when I am angry and upset?
Materials	mindful breathing audio or script – same as first session rule list from first session Pigeon video clip: http://www.youtube.com/watch/?v=ollIVFBBbNw 2 sets of Jenga blocks (3-4 people per set)
Method	1. Re-introduce counselors to group 2. Review rules with class and have students acknowledge that they understand

	<p>the rules in some way (hands in air, thumbs up, nods, smiles, ect).</p> <p>3. Mindful breathing – same as first session</p> <p>4. Ask students how they can use mindful counting breaths outside of class and if they have used it since our last session.</p> <p>5. Show Pigeon video – stopping at (time) and asking: 1:43 – What do you think he is thinking? 1:58 – discuss team work 2:43 – how do you deal with disappointment if things didn't go your way? What would you thoughts/actions be if you were a penguin?</p> <p>6. Break students into 2 groups (3-4 people in each) and explain rules for next activity: Students will work together with their group, using teamwork and listening skills, to build the tallest tower they possibly can in the allotted amount of time (2-5 minutes). Whichever team has the biggest tower wins.</p> <p>7. If possible have one adult per group to help facilitate teamwork, listening, and collaboration. Adult should also give feedback when teamwork/collaboration is going well.</p> <p>8. Once time is called, students will debrief and talk about what was easy and hard for them during this challenge.</p>
Evaluate Lesson	<p>Process Data – the number of students in the group and how many sessions they attend.</p> <p>Perception Data – students responses to the questions through the lesson</p> <p>Outcome Data – not available for single lesson</p>
Resources	Pigeon video clip: http://www.youtube.com/watch/?v=olllVFBBbNw

Title/Focus	Building Teamwork with Legos (Lesson 4 of 5)
Grade(s)	6 *can be used or modified for other grade levels
Activity	Mindful breathing and teamwork practice through building lego structures
Objective	Students will gain practice in using mindful breathing and discuss when it could be useful outside of class. Students will gain experience working in a group to achieve one goal. Students will gain experience communicating with each other and working out conflict (if it arises). Students will gain experience communicating verbally.
ASCA Student Standards	A:A1.5 Identify attitudes and behaviors that lead to successful learning A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students A:A3.5 Share knowledge C:A1.4 Learn how to interact and work cooperatively in teams C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills C:C2.3 Learn to work cooperatively with others as a team member PS:A1.5 Identify and express feelings PS:A1.9 Demonstrate cooperative behavior in groups PS:A2.6 Use effective communications skills
VA Standards for School Counseling	MC4. Understand that behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market MC6. Demonstrate employability skills such as individual initiative, teamwork, problem solving, organization, and communication MP6. Use appropriate communication and conflict resolution skills with peers and adults
VA SOLS	English: 6.1 The student will participate in and contribute to small-group activities a) Communicate as leader and contributor. c) Summarize and evaluate group activities. d) Analyze the effectiveness of participant interactions
Rationale for Lesson	Teamwork is essential part of school and work. This lesson will help students build communication skills, as well as practice working as a team.
Materials	mindful breathing audio or script – same as first session rule list from first session small pre-made lego structure same way to cover up lego structure – cardboard barrier, cloth, box legos
Method	1. Re-introduce counselors to group 2. Review rules with class and have students acknowledge that they understand the rules in some way (hands in air, thumbs up, nods, smiles, ect). 3. Mindful breathing – same as first session 4. Review with students how they can use mindful counting breaths outside of class and ask about students experiences using it in and out of class 5. Review lesson from last time – teamwork focused 6. Introduce today’s activity:

	<p>Students will work in small groups of 3-5 people. The first person in the group will be able to look at the lego structure in secret for 10 seconds. Then they will go back to their group and explain to the other participants how to build what they saw for 30 seconds. The viewer may ONLY use their words. They may not touch the legos. Once the 30 seconds are complete the next person in the group views the lego structure in secret for 10 seconds. The first viewer may not touch the legos. This repeats until everyone has viewed the structure. Students may need to view for a second round. If broken into two groups – the winner is the group whose new lego structure most closely represents the original structure built.</p> <p>7. Students and adults will have a discussion. Some questions to ask students: What was difficult about this activity? Some of you mentioned feeling _____ while you were building. How did you know you felt that way? What did you discover you needed to do to be successful as a group? (work together, communicate, talk, listen) What are other times you need to use those skills (communication, team work, listening)? In the classroom? At home? With friends? Career/job? Was it easier or harder as you continued to work together/communicate? What did you like about this activity?</p> <p>8. Closing statements: Ask students to complete the sentence before they leave: Today I learned _____.</p>
Evaluate Lesson	<p>Process Data – the number of students in the group and how many sessions they attend. Perception Data – students responses to the questions through the lesson Outcome Data – not available for single lesson</p>

Title/Focus	Maze Craze & Wrap Up (Lesson 5 of 5)
Grade(s)	6 *can be used or modified for other grade levels
Activity	Mindful breathing, using teamwork and communication to get through a maze, post-test, and reflection
Objective	Students will gain practice in using mindful breathing. Students will gain experience working in a group to achieve one goal. Students will gain experience communicating with each other and working out conflict (if it arises). Students will gain experience communicating verbally. Students will have an opportunity to reflect on the group experience as a whole and express feelings about it.
ASCA Student Standards	A:A1.4 Accept mistakes as essential to the learning process A:A2.2 Demonstrate how effort and persistence positively affect learning A:A2.3 Use communications skills to know when and how to ask for help when needed A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students C:A1.4 Learn how to interact and work cooperatively in teams C:A1.4 Learn how to interact and work cooperatively in teams C:C2.3 Learn to work cooperatively with others as a team member PS:A1.5 Identify and express feelings PS:A1.8 Understand the need for self-control and how to practice it PS:A1.9 Demonstrate cooperative behavior in groups PS:A2.6 Use effective communications skills
VA Standards for School Counseling	MC6. Demonstrate employability skills such as individual initiative, teamwork, problem solving, organization, and communication MP6. Use appropriate communication and conflict resolution skills with peers and adults
VA SOLS	English 6.1 The student will participate in and contribute to small-group activities. a) Communicate as leader and contributor. c) Summarize and evaluate group activities. d) Analyze the effectiveness of participant interactions. Health 6.7 The student will evaluate the benefits of becoming a positive role model within the family and the community. Key concepts/skills include e) respect for rules and regulations.
Rationale for Lesson	This group of students needed more practice communicating and working as a team. We opened our group up again with mindful counting breaths as a way to settle their bodies and minds, and to build in a coping technique they could use outside of our group.
Materials	mindfulness breathing audio or script post-test – we adapted a version of SkillStreaming the Elementary School Child’s assessment masking tape or duct tape – colored kind adds a little flair! Using the tape make a grid on the floor
Method	1. Counselors welcome students into class and remind them that this is our last

	<p>meeting</p> <ol style="list-style-type: none"> 2. Review rules with class and have students acknowledge that they understand the rules in some way (hands in air, thumbs up, nods, smiles, ect). 3. Mindful breathing – same as first session 4. Review with students how they can use mindful counting breaths outside of class and ask about students experiences using it in and out of class. Remind students that this is one way they can calm their bodies/minds down if they feel it getting tense or stressed. 5. Review lesson from last time – teamwork focused 6. Introduce today’s activity: Have students move to the grid. Explain that the grid is a maze and there is only one correct path to make it to the other side successfully. Only the counselor knows that path. Students will go through the maze one at a time. As they move into each block they will check with the counselor to see if it the correct path. Students will work together to help get across but only one student may be on the grid at a time. Share how self-control and teamwork are both very important in this exercise. 7. Once the students are successful at getting each member of the group through the maze talk about what was difficult about this activity and also point out their successes. Ask students about their communication – would it be easier or harder if they had done something differently (not talked, yelled at each other). 8. Ask students why they think we chose to do this activity and then discuss why teamwork is important in school, out of school, at a job 9. Have students complete post-test assessment 10. Reflect on the entire experience as a group 11. Ask students to complete this sentence: During our time together I _____.
Evaluate Lesson	<p>Process Data – the number of students in the group and how many sessions they attend.</p> <p>Perception Data – students responses to the questions through the lesson & pre- post-test results</p> <p>Outcome Data – Following the group: students referrals to counselor, behavior referrals to office</p>
Resources	Maze Game directions/alternative options: http://bit.ly/1rp5NvP
Helpful Websites	Maze Game on YouTube: https://www.youtube.com/watch?v= UhC8S5FQFM