



5th Grade Friends Social-Emotional Exploration Small Group

Amy Sparkman

Goal:

Students will have the opportunity to develop their teamwork, empathy, and active listening skills.



Data Sources

- ❑ Students' individual S.I.S. (Student Information System) profile w/grades and attendance history
- ❑ Discipline Referral Log

Needs Assessments

- ❑ A needs assessment was completed by the students to determine what they would like to get out of our sessions as well as to gauge their ideas, views, and any questions they may have.
- ❑ Teachers and administrators who have previously dealt with or taught the students were surveyed.

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AIA Specialty Standards and Alignments



Counseling Prevention & Intervention (D.2)

Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students.



Collaboration & Consultation (N.3)

Consults with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development.



Assessment: (H.3)

Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.



Research and Evaluation: (J.3)

Analyzes and uses data (and relevant technology) to enhance school counseling programs.

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ASCA Specialty Standards and Alignments



M 4.

Belief in using abilities to their fullest to achieve high-quality results and outcomes.



M 1.

Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.



M 3.

Sense of belonging in the school environment.



B-SS 8.

Demonstrate advocacy skills and ability to assert self, when necessary.



B-LS 4.

Apply self-motivation and self-direction to learning.



B-SS 2.

Create positive and supportive relationships with other students.

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Cultural Sensitivity

The group consisted of five boys, two who are African American and three who are Hispanic. Being a Caucasian woman, it was important to create a small group program that was culturally sensitive by providing a welcoming, compassionate, and secure learning environment. It was imperative that I take into consideration the unique family culture of each student and be constantly be aware of my own cultural biases or prejudices to understand how my interactions with the boys may be affected.

I also tried to provide them with a secure area to talk about their thoughts and experiences related to race and culture by promoting polite discussion and active listening, without fear of judgment. Every group meeting began with a discussion of the group norms and regulations, to serve as a reminder to the boys to respect each other's privacy and points of view both within and outside the group. It was critical that the students in the group always felt free to express their emotions and experiences without worrying about facing prejudice.



Lesson 1: Communication Styles

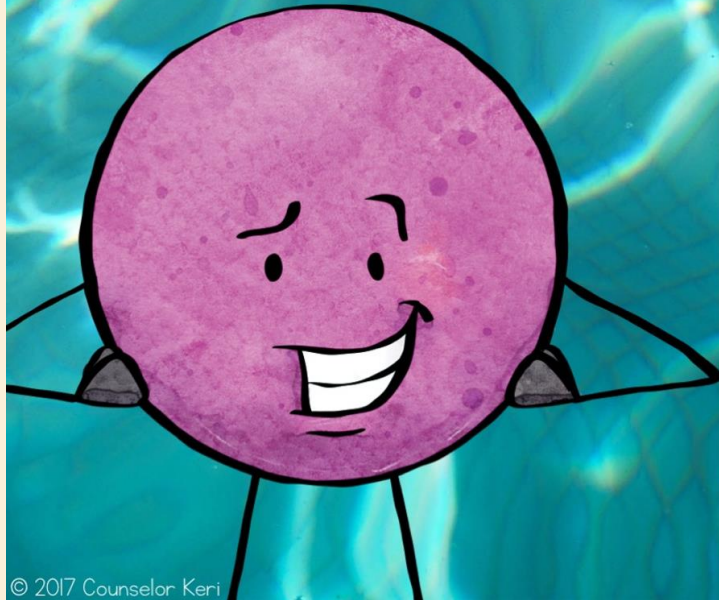
HOW DO YOU COMMUNICATE?

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PASSIVE?
AGGRESSIVE?
ASSERTIVE?

Lesson 2: Self-Esteem

What is self esteem?



- The way you feel about yourself
- The way you think about yourself
- The way you talk about yourself

Lesson 3: Friendship

It's great for friends
to have similar
interests or goals! But
we all need someone
who complements us to
bring out the very
best in us!



Lesson 4: Conflict Resolution



Share how you're feeling

- Calmly root yourself and share how you are feeling in the situation.
- Use an "I Feel... when..." statement to share your feelings without blaming.



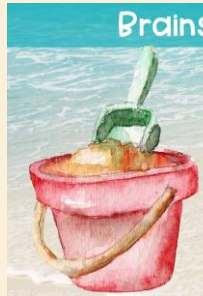
Listen without interrupting

- Listen closely to the other person as they share how they're feeling
- Do not interrupt
- Focus on understanding how the person is feeling



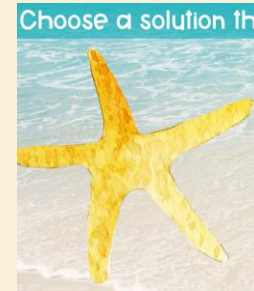
Check for understanding

- Check to make sure you understand how the other person is feeling
- repeat back what the person said in your own words



Brainstorm solutions

- Dig deep to find solutions that work for both people
- Think of at least 3 solutions to the problem



Choose a solution that works for everyone

- Pick a solution that makes everyone feel comfortable, happy, and safe.



Create a plan

- Make a plan to put your solution in action.
- Discuss what each person will do to solve the problem.
- Discuss what you'll do if this problem comes up again.



Agree, forgive, and move on!

- Put your plan into action!
- Forgive each other and LET IT GO!

Lesson 5: Stereotyping and Assumptions



When you look at this picture, do you think he is a doctor or a teacher?

- Jamie is a firefighter.
- Jamie is the fire chief.
- Jamie runs into burning buildings to save people from fires.

Do you picture Jamie in your mind as a male or female?

STEREOTYPING:

An idea that is believed about a person or group of people whether it is true or not

STEREOTYPING:

An assumption made about a person because he or she is part of a particular group

What kind of ASSUMPTIONS

have others made about you because you are

a girl?

white?

short?

a boy?

tall?

quiet?

loud?

black?

Lesson 6: Feelings, Emotions, and Needs

WE ALL HAVE
feelings

AND WE MIGHT NEED
different things



When I feel nervous, I need...

- comforting words
- something to hold in my hands
- someone to talk me through it and listen

What else?

When I feel grumpy, I need...

- to be left alone
- someone to tell me a joke
- time to draw or paint

What else?



When I feel disappointed, I need...

- someone to encourage me
- time to think about it on my own
- someone to distract me with a fun activity

What else?

When I feel excited, I need...

- to share my excitement with others
- someone to be excited with me
- space to celebrate!

What else?



Evaluation

Name: _____

Assertiveness Pre-Test

When I have an issue with someone, I usually

- ☐ just let them have their way.
- ☐ explain how I feel and listen to how they feel.
- ☐ demand that I get my way.

An example of passive communication is:

- ☐ "Oh, um, sorry I'm in your way... I'll move."
- ☐ "I've been sitting here for a while and plan to sit here until I finish. I'm happy to make room for you, though."
- ☐ "Get out of my way!"

An example of aggressive communication is:

- ☐ "Oh, um, sorry I'm in your way... I'll move."
- ☐ "Get out of my way!"
- ☐ "I've been sitting here for a while and plan to sit here until I finish. I'm happy to make room for you, though."

An example of assertive communication is:

- ☐ "Oh, um, sorry I'm in your way... I'll move."
- ☐ "Get out of my way!"
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Name: _____

Assertiveness Post-Test

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I think my communication style is _____

I'd like more help with _____

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