**Rebeca Norman**

**Small Group Lesson Plan**

**Group Details**

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| **Target Audience:** 3-5 students in grades 4 and 5 who have started working on an academic or behavior plan but who need more support than they’re getting from time-restrictive individual work.**Structure:** 4-8 week small group counseling format, held one to two times a week for 30 minutes.**Leader:** Licensed school counselor with training in Motivational Interviewing and/or school counseling intern with training in Motivational Interviewing**Group Agreements:** Group guidelines will be determined during the first session with all group members participating in generating ideas about expectations and responsibilities. These agreements will be formed around school’s behavior expectations (ie. What does group need to look like in order to uphold our school expectations of being Safe, Strong, and Responsible?)**Where:** Building-dependent, but ideally in the counseling office or an art room. The space should allow for confidentiality, be comfortable for a diverse spectrum of student participants, and be accommodating for making art messes.  |

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| ASCA STANDARDS AND DEVELOPMENTAL ASSETS (Academic and Personal/Social Domains) |
| A:A1.1 Articulate feelings of competence and confidence as learners |
| A:A1.3 Take pride in work and achievement |
| A:B1.1 Demonstrate the motivation to achieve individual potential |
| PS:A1.4 Understand change is a part of growth |
| PS:A1.5 Identify and express feelings |
| PS:A1.10 Identify personal strengths and assets |
| PS:B1.12 Develop an action plan to set and achieve realistic goals |

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| **DEVELOPMENTAL ASSETS**  |
| **Achievement Motivation** | Young person is motivated to do well in school. |
| **School Engagement** | Young person is actively engaged in learning. |
| **Planning and Decision Making** | Young person knows how to plan ahead and make choices. |
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| **Personal Power** | Young person feels he or she has control over "things that happen to me."**Positive View of Personal Future** | Young person is optimistic about her or his personal future. |

**Group Structure and Format**

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| Weekly Objective | Check-in/Check-out | Group Content and Focus |
| Week 1: Building Group Cohesion | Opening:Name game and getting to know you activityDeveloping group expectations and guidelinesCheck-out question: One way that the group can support you over the next 8 weeks, one thing you’re going to do to support the group | As the kickoff to our small group, Week 1 focuses on developing a cohesive group through: 1) coming to an understanding of why each group member is present, 2) developing and unpacking group guidelines and expectations, 3) determining a group name/identity based on the theme of “change,” and 4)setting the stage for and getting excited about our future art project. |
| Week 2:Exploring our Reasons for Change | Opening:Thinking about then and now. What were you thinking/feeling when you left last week’s group? What about when you were about to come to group today? Closing:One thing we can do/keep doing/or not do after group today to make a mini step toward our goal. | After reviewing our group guidelines and expectations, Week 2 of our small group intervention is framed around the act of searching through and choosing the piece of thrift/found art (counselor will provide) and the facilitated conversation there after about the change each students are trying to make in their own life (and the changes they would like to make to their paintings). Questions include: How would our lives look different if we made our change? If we didn’t? Emphasis for this group is exploring our reasons for change. |
| Week 3:Building on our Assets | Opening:Group asset puzzleClosing:Confidence scale (1-10, how confident are we that we can meet our goal after we leave group?) | Week 3 is the start of using paint to make changes to our found art. Students will leave the pieces they think add importance/interest to their art, and paint over the pieces they want to change or improve upon. Group will discuss assets and strengths, and how they can use what they already have to meet their goals. |
| Week 4:Working the Plan | Opening:Student dyads review their goal plans together and report out on a success the other person in their pair has had over the last week toward meeting their goal.Closing: Weather scale | Students will explore the different pieces of their plan through the use of images and words they will later use for their collage. After searching through the pre-cut pieces, students will share with the group a few examples of images/words that they’ll be adding to their art. Which images represent their goal? Represent their reasons for changing? The things that get in the way? |
| Week 5:Putting the Pieces Together | Opening:I Mustache You: If you woke up tomorrow and you’d met your goal, what would be different?Closing:I Mustache You: What is one piece of wisdom/advice you’d give to the group as a whole this week as they’re working on their goal? | Week 5 is putting the pieces together! Students will use the images they gathered the week before as well as paint/markers, etc. to add layers to their chosen art. Conversation will be action step focused. What is working? What’s not working? How’s our follow-through? Remind the group that there are only 3 sessions left. |
| Week 6:Barriers and Challenges | Opening:Energizer activity focused on resiliency/not giving upClosing:Thumbs Up/Thumbs Down/Thumbs Sideways (How are we feeling about group?) | This week’s theme is barriers and challenges in meeting our goals. What gets in the way? Do added complications/slipping back into old habits hurt what we’re doing? Can we still make a change even with bumps in the road? Students will add 3D Elements to their art (beads, stickers, and buttons) to represent the unexpected parts of our change plans. |
| Week 7:The Glue (Our Supports!)-sooooo cool! | Opening:Teambuilding Activity (trust sit); Group brainstorm about the people who support us and why it’s important to have people on our side when we’re trying to do something challengingClosing:Share out with the group: One person they can tell outside of group about what they’ve been working on. | Putting the finishing touches on our projects, and making a plan for presenting it next week during our art show. Students will have a few minutes to finish up their work, and then will focus their time writing a letter to someone who supports them explaining their project and what it means to them. What was the kind of change they’ve been working on? What can their support person do to help them keep meeting their goals? |
| Week 8:Celebration and Closure | Opening:Plate Affirmation ActivityClosing:The thing I’ll miss most about group is….One reason I know I can meet my goals…. | Students will celebrate their successes and time in the group through presenting their art to the group. Food and certificates. Plans for continuing work on goals will be discussed. |