



# FRIENDSHIP & SOCIAL SKILLS Group for Girls



# IMPORTANT NOTES:

## THIS 10-SESSION CURRICULUM:

- Teaches girls social skills, self-esteem, coping skills, problem-solving skills, healthy friendship boundaries, positive self-talk, how to be a friend, and more!
- Includes differentiated materials for 1<sup>st</sup> – 5<sup>th</sup> graders
- Can be used with small groups and individuals
- Is aligned to ASCA Mindsets & Behaviors
- Is data-driven with a provided pretest/posttest

# IMPORTANT NOTES:

## THIS 10-SESSION CURRICULUM:

- Is super-low prep and ready to go
- Can be customized to fit the needs of your students and the amount of time you have
- Implement all 10 sessions in the order presented. Or change the order, pick and choose certain sessions, or add in materials of your choice!

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# GIRLS FRIENDSHIP GROUP OUTLINE:

- **Session 1:** Introductions & Icebreakers
- **Session 2:** Identifying Feelings: Feelings are Magical! (Unicorns)
- **Session 3:** Coping Skills: Coping Skills Rainbow
- **Session 4:** Positive Friendship Qualities: Friendship Jewelry Box
- **Session 5:** Problem-Solving Skills: Problem-Solving Flower
- **Session 6:** Using I-Messages: I-Messages Bakery
- **Session 7:** Healthy Friendship Boundaries: Friendship Fences
- **Session 8:** Positive Self-Talk: Sparkle Switch Magic Wands
- **Session 9:** Self-Esteem: Girl, You're a Treasure!
- **Session 10:** Group Closure & Reflection

# A DETAILED PLAN IS INCLUDED FOR EACH SESSION:



**SESSION 2: Feelings are Magical** © Music City Counselor

**SESSION GOALS:**

- Students will learn to identify 9 different feelings: happiness, anger, excitement, surprise, frustration, fear, nervousness, sadness, and pride.
- Students will reflect on how they are feeling today.
- Students will explore how they would feel in relatable hypothetical situations.
- Students will share their experiences with different feelings with the group.

**ASCA ALIGNMENT:**

- M1: Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.
- B-SMS 2: Self-discipline and self-control.
- B-SS 9: Social maturity and behaviors appropriate to the situation and environment.

**MATERIALS NEEDED:**

- Group folders
- Each students' friendship bracelets page + 1 feelings bead per student
- "Our Feelings are Magical" poster
- 9 feelings cards (cut-out)
- "Feelings Are Magical" mat
- 9 emotions unicorns (cut-out)
- 24 scenario cards (cut-out)
- 1 "Feelings are Magical" coloring page per student OR 1 worksheet per student
- Pencils
- Crayons or markers
- Glue sticks
- Scissors

**DIRECTIONS:**

- Before students come to group:
  - Print the "Our Feelings are Magical" poster and "Feelings are Magical" mat
  - Print and cut out the 9 emotions cards, 9 emotions unicorns, and 24 scenario cards
  - Print 1 "Feelings are Magical" coloring page per student (lower elem.) OR 1 emotions worksheet per student (upper elem.)
- Explain that today we will learn our feelings bead by learning how to identify our emotions. We'll learn that our feelings are magical with a fun unicorn theme!
- You may choose to start each session with a feelings check-in. Ask students to share or point to how they're feeling on the "How Are You Feeling?" poster. Gauge their feelings about group, how their day is going, their mood, etc.
- Start by sharing the "Our Feelings are Magical" poster with students. Talk through each feeling - what does the unicorn's facial expression look like, and which clues do you see that show how she is feeling?
- The 9 emotions cards are a "bonus" resource that you can use at any time to generate a discussion about feelings, check in with students, etc.
- Place the "Feelings are Magical" mat in the center of the table, lay out the 9 emotions unicorns so students can see each one, and place the 24 scenario cards face down in a pile.
- Explain that we will take turns choosing a scenario card, reading it aloud to the group, and imagining how we would feel in that situation. Then, we will grab the 24 unicorn faces that show how we would feel in that situation and place them on the unicorn body on the mat, as shown in the sample on the next page.
- Play the game until the 24 cards run out, or you run out of time. As students read their scenario card and identify their feelings, generate a discussion around it and ask students why they would feel that way, if something similar has ever happened to them before, etc.
- Choose between the "Feelings are Magical" coloring page (lower elementary) and the emotions worksheets (upper elementary). On the coloring page, students color the unicorn that show how they're feeling today. On the worksheets, give each student a different emotion. Students dive deep into their assigned feeling by writing/answering the questions and then sharing their thoughts with the group.
- Ask students to cut out their feelings bead and glue it onto their friendship bracelet.
- Close by sharing that next week we will learn our coping skills bead and learn about the Coping Skills Rainbow.

**SESSION 3: Coping Skills Rainbow** © Music City Counselor

**SESSION GOALS:**

- Students will learn 6 different coping skills on the Coping Skills Rainbow.
- Students will practice 6 coping skills.
- Students will reflect on and identify which coping skills work best for them.

**ASCA ALIGNMENT:**

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.
- B-SMS 6: Ability to identify and overcome barriers.
- B-SMS 7: Effective coping skills.
- B-SMS 10: Ability to manage transitions and adapt to change.

**MATERIALS NEEDED:**

- Group folders
- Each students' friendship bracelets page + 1 coping skills bead per student
- "Coping Skills Rainbow" poster
- 6 coping skills cards (cut-out)
- 1 Coping Skills Rainbow coloring page OR worksheet per student
- Pencils
- Crayons or markers
- Glue sticks

**DIRECTIONS:**

- Before students come to group:
  - Print the "Rainbow Coping Skills" poster and 1 coloring page (lower elem.) or worksheet (upper elem.) per student
  - Print and cut out the 6 coping skills cards
- Explain that today we will learn our coping skills bead and learn 6 ways to manage big feelings.
- You may choose to start each session with a feelings check-in. Ask students to share or point to how they're feeling on the "How Are You Feeling?" poster. Gauge their feelings about group, how their day is going, their mood, etc.
- Start by sharing the "Coping Skills Rainbow" poster with students. Show students how each color of the rainbow represents one coping skill. Name the 6 coping skills on the rainbow.
- Place the coping skills cards face down in a pile. Ask students to take turns drawing a card. They can show the card to the group and read it aloud (or ask the educator to read it aloud). Then, they can lead the group in teaching/showing/making how to do that coping skill. It's okay if they need help! Ask the other group members to practice the skill alongside them so all students are participating and practicing.
- As you practice each coping skill, generate a discussion about:
  - Do you like, love, or dislike this skill? Why?
  - Have you ever used this skill before? If so, share when and how it helped (or didn't help) you
  - What is an example of a situation when this coping skill would be helpful?
  - Is this a coping skill that you'd like to practice and get better at? Why or why not?
- After you have practiced and gone through each coping skill on the rainbow, give students the "Coping Skills Rainbow" coloring page (lower elementary) or worksheet (upper elementary). On the coloring page, students can color the rainbow. On the worksheet, they can write one of their favorite coping skills on each color of the rainbow, then decorate it. After they're done, students can share their work with the group.
- Ask students to cut out their coping skills bead and glue it onto their friendship bracelet.
- Close by saying that next week we will learn about positive friendship qualities with a fun jewelry box theme!

# GROUP FORMS:

- Teacher referral forms
- Bilingual parent letters
- Pretest
- Posttest
- Alignment to ASCA Mindsets & Behaviors
- Binder cover
- Folder covers
- "Friendship Bracelets" + beads
- Hall passes
- Student reminder cards
- Attendance chart
- Group rules
- Confidentiality agreement
- Feelings check-in
- Completion certificates
- EDITABLE versions of all forms for school counselors, school social workers, and school psychologists



## FROM THE DESK OF THE SCHOOL COUNSELOR

Dear Caregiver,

Your child \_\_\_\_\_ has been referred to participate in a small group for girls with their School Counselor called "The Bead Buddies." This group will focus on social skills and friendship.

Our group will meet for \_\_\_\_\_ a week. We will meet for 30 minutes on \_\_\_\_\_.

We will discuss important topics such as:

- Identifying & Coping Skills
- Making & Keeping Friends
- Conflict Resolution Skills
- Problem-Solving Skills
- Self-Esteem & Positivity

This group is optional, but we encourage you to let your child participate. Please don't hesitate to call me with any questions, comments, or concerns.

Thank you so much.

School Counselor: \_\_\_\_\_  
Student Name: \_\_\_\_\_  
Caregiver Name: \_\_\_\_\_  
 Yes, I give permission.  
 No, I don't give permission.  
Caregiver Signature: \_\_\_\_\_

## TEACHER REFERRAL FORM GROUP COUNSELING

Teacher Name: \_\_\_\_\_  
Grade Level: \_\_\_\_\_

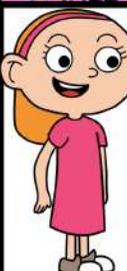
I will be facilitating a small group called: "The Bead Buddies: Friendship for Girls." We will focus on social skills such as identifying feelings, coping skills, problem-solving skills, self-talk, self-esteem, and positive friendship qualities. We will meet once/week for 30 minutes for 10 weeks. Your referrals help me ensure that my services are needed and relevant for our students. Please fill out this form to let me know which students would be the best fit for this group, and which day and time work best for your classroom schedule. Please contact me any time with questions or suggestions!

Thank you,

School Counselor

Student Name:	Pretest

### SMALL GROUP REMINDER



Hi \_\_\_\_\_!

I'm looking forward to seeing you for group on \_\_\_\_\_ at \_\_\_\_\_.

See you soon, friend!

\_\_\_\_\_  
School Counselor

## DESDE EL ESCRITORIO DE LA CONSEJERA ESCOLAR

Queridos Padres de Familia,

Su hija \_\_\_\_\_ ha sido recomendada para participar en un grupo pequeño con su consejera escolar que se llama "The Bead Buddies Friendship for Girls." Este grupo se centrará en las habilidades sociales y la amistad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del \_\_\_\_\_ a las \_\_\_\_\_.

Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

Trataremos temas importantes como:

- Identificar y manejar las emociones
- Hacer y mantener amistades
- Habilidades para resolver problemas
- Habilidades para manejar conflictos

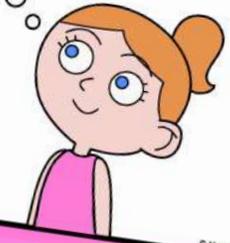
\_\_\_\_\_  
School Counselor

## THE BEAD BUDDIES PRE-SURVEY

Name: \_\_\_\_\_

Yes 😊 Maybe 😐 Not yet ☹️

## FRIENDSHIP THE BEAD BUDDIES GROUP FOLDER



### HALL PASS



THE BEAD BUDDIES GROUP

to see the School Counselor



# FRIENDSHIP BRACELETS:

After each session, girls earn a "bead" for their "friendship bracelet" to track their progress. By the end of group, they'll have 8 beads that each represent one skill learned in group.



# HOW ARE YOU FEELING?

Happy

Embarrassed

Scared

# CONFIDENTIALITY AGREEMENT

WHAT YOU SAY IN HERE, STAYS IN HERE. UNLESS:

SOMEONE IS HURTING YOU

YOU ARE HURTING SOMEONE ELSE

# THE BEAD BUDDIES RULES

It's your turn to speak and share.

Respect confidentiality.

# IN THIS GROUP WE'LL LEARN

to identify our feelings

to cope with feelings.

I FEEL...

to solve problems.

to be a friend.

# FRIENDSHIP BINGO

Loves dogs	Likes to read	Has a sister	Likes to dance	Likes hiking
Likes to swim	Loves cats	Likes art	Has a brother	Likes pizza
Likes the beach	Likes puzzles	Likes writing	Likes to travel	Likes to camp
Rides the bus	Likes spaghetti	Can hula hoop	Loves stuffies	Plays soccer

# SESSION 1:

Introductions & Icebreakers:

## Friendship BINGO Game



# SESSION 2:

## Identifying Feelings: Feelings are Magical! (Unicorns)



# SESSION 3: Coping Skills: Coping Skills Rainbow



# FRIENDSHIP JEWELRY BOX

Friendship is like jewelry: it's rare, valuable, and a treasure. Jewelry sparkles when it's cared for, just like friendships grow stronger when treated with these 6 qualities.

Be ready and willing to help others. Make nice choices that make life easier and better.

Kindness

Make friends

# FRIENDSHIP JEWELRY BOX

Friendship is like jewelry: it's rare, valuable, and a treasure. Jewelry sparkles when it's cared for, just like friendships grow stronger when treated with these 6 qualities.

Make sure everyone gets a turn, a chance to share, and feels included. Treat friends equally and don't leave anyone out.

LAUGHTER

FAIRNESS

RESPECT

# DISCUSSION QUESTIONS

1. Which friendship quality is most important to you?
2. Which friendship quality do you value most?

Which friendship quality do you use the most?  
Which friendship quality do you look for the most in others?  
Which friendship quality are you the best at?  
Which friendship quality could you use more often with?



kindness

fun

HELPFULNESS

FAIRNESS

RESPECT-LAUGHTER

# FRIENDSHIP JEWELRY BOX



# SESSION 4:

## Positive Friendship Qualities: Friendship Jewelry Box



# SESSION 5: Problem-Solving Skills: Problem- Solving Flower



# SESSION 6:

Using  
I-Messages:  
I-Messages  
Bakery

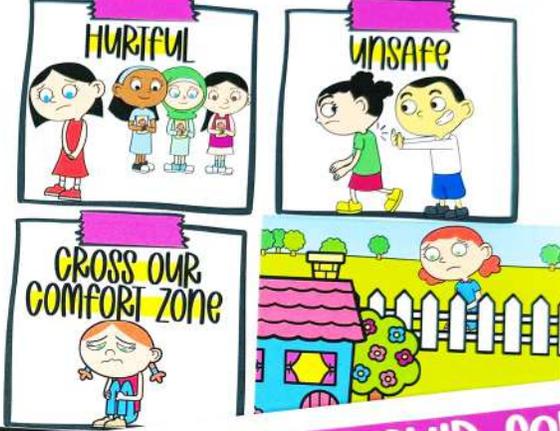
# INSIDE OUR FRIENDSHIP FENCE

In friendships, we set healthy boundaries. We only let choices **inside** our "fence" that are:



# OUTSIDE OUR FRIENDSHIP FENCE

In friendships, we set healthy boundaries. We keep choices **outside** our fence that are:



# FRIENDSHIP BOUNDARIES FENCE

Wooden fences protect our homes and backyards. "Friendship Fences" are invisible and protect our hearts and feelings. They keep unhealthy choices and friendships **OUT**.

## OUTSIDE THE FRIENDSHIP FENCE

INSIDE OR OUTSIDE THE FENCE?  
Telling secrets about others.

OUTSIDE

INSIDE OR OUTSIDE THE FENCE?  
Pushing during a disagreement.

INSIDE

## INSIDE THE FRIENDSHIP FENCE

# SESSION 7: Healthy Friendship Boundaries: Friendship Fences



# EXAMPLES OF NEGATIVE SELF-TALK

Saying unkind, discouraging things to yourself that make you feel sad and not good enough.

"I'm not as pretty as she is."

"I can't do this! I'm not smart."

# EXAMPLES OF POSITIVE SELF-TALK

Saying kind, loving, and encouraging things to yourself. Being your own best friend!

"I'm beautiful just the way I am."

"I am smart. I am capable."

"I am unique and special."

# THE SPARKLE SWITCH MAGIC WAND

Did you know that the Sparkle Switch Wand is even more powerful than a fairy princess' wand? It has the power to change the way you talk to yourself!

**MAGIC SPELL:**  
Flip it, switch it, sparkle bright. Turn my thoughts from dark to light!



"I can't do this"

**SPARKLE SWITCH**

"I'll do my best and keep trying!"

# SESSION 8: Positive Self-Talk: Sparkle Switch Magic Wands

**WHAT IS SELF-ESTEEM?**

How much you like yourself, believe in yourself, and feel good about who you are.



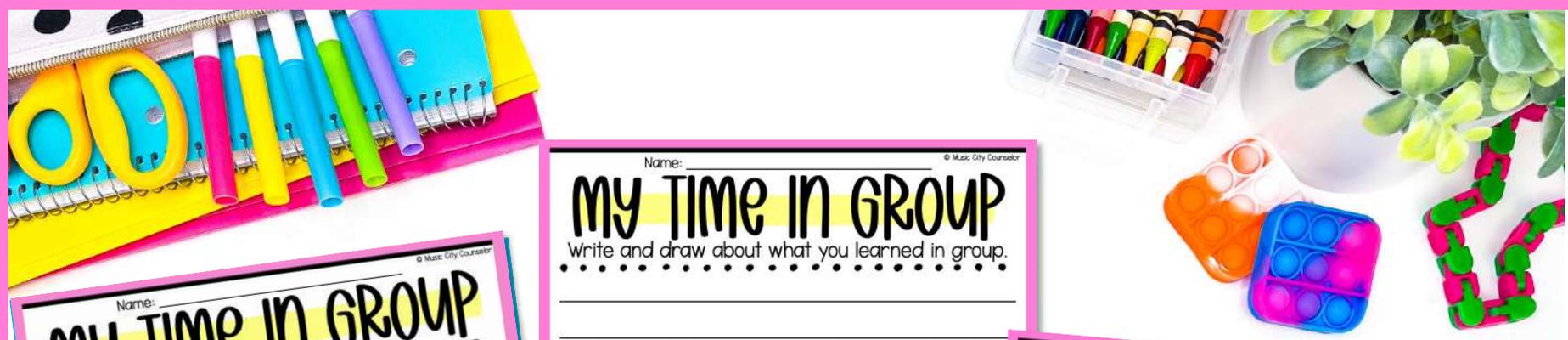
**GIRL, YOU ARE A TREASURE**

Just like a treasure chest holds jewels and gems, you have treasures inside yourself. Your treasures are your strengths, talents, and abilities that make you special!

- I am helpful
- I am kind
- I can sing
- I am smart
- I am funny
- I am a dancer
- I play piano
- I am kind
- I'm a writer
- I like to bake
- I help others
- I am smart
- I am a big sister
- I am a reader
- I love to dance

# SESSION 9:

## Self-Esteem: Girl, You're a Treasure!



Name: \_\_\_\_\_

## MY TIME IN GROUP

Write and draw about what you learned in group.

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

## MY TIME IN GROUP

Write and draw about your experience in group.

In GROUP I LEARNED:

MY FAVORITE ACTIVITIES

IF I COULD CHANG

Name: \_\_\_\_\_

## THE BEAD BUDDIES POST-SURVEY

Yes 😊 Maybe 😐 Not yet ☹️

I can identify and understand my feelings.	😊	😐	☹️
I can cope with my feelings.	😊	😐	☹️
I can name the qualities of a good friend.	😊	😐	☹️
I can be a peaceful problem-solver.	😊	😐	☹️
I can express my feelings and needs with an I-Message.	😊	😐	☹️
	😊	😐	☹️
	😊	😐	☹️
	😊	😐	☹️
	😊	😐	☹️

# CONGRATULATIONS.

## FRIENDSHIP

You completed the Girls Group.

School Counselor \_\_\_\_\_ Date \_\_\_\_\_

LET'S SHARE!

If you could change one thing about group, what would it be?

LET'S SHARE!

What did you learn in group?

LET'S SHARE!

What is something that you learned in group that you

LET'S SHARE!

How are you different because of participating in group?

LET'S SHARE!

What was your favorite activity from group?

# SESSION 10:

## Group Closure, Posttest, & Reflection