

Benchmark Psychoeducational Group Worksheet
30-40-Minute Group

Facilitator Name(s)	Carrie Wade and Kelly Smith
Grade Level	4 th Grade (9-11)
Topic	Peer Relationships
Purpose of this small group	Identify positive peer relationships
Resources/Supplies Needed	Writing Materials
ASCA Mindsets & Behaviors https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf - Identify 1 student standard relevant for this targeted student population. - Create 1 learning objective focused on this standard.	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them Students will identify characteristics of positive peer relationships. References ASCA. (n.d.). ASCA Student Standards: Mindsets & Behaviors for Student Success. In <i>ASCA Student Standards: Mindsets & Behaviors for Student Success</i>. https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/mindsets-behaviors.pdf
Common Core Academic Standard (Must be an ELA Standard) - Identify 1 academic (ELA) standard relevant for this targeted student population. - Create 1 learning objective focused on this standard.	CCSS.ELA-LITERACY.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles. Students will identify characteristics of positive peer relationships. References Home <i>Common Core State Standards Initiative</i>. (n.d.). https://www.thecorestandards.org/
Facilitation	Below is your facilitation plan. No power point!
Welcome/Introduce Leaders	Ms. Wade introduces self. Ms. Kelly introduces self
Review Norms/Confidentiality	Facilitating Notes: Does anyone need a refresher on our classroom rules and confidentiality? If you do at any point, let us know.
Purpose -What's in it for "me"? Students want to know why they are part	Students will gain knowledge on creating and identifying positive peer relations/relationships.

of this group/the benefit to them.	
Icebreaker -Relates to the topic -Transition to beginning	Ice Breaker: What is your favorite animal and why? (3 mins) Facilitating Notes: So, we all have favorite animals and each of those animals are unique in their own way. These animals also interact with other animals in different ways. The relationship that these animals have with each other is important.
Beginning -Topic/Attention Getter -Pre/Test (1 question) -Transition to middle	(5 mins) Facilitating Notes: So today, we will be talking about peer relationships. Our relationships with our friends, persons in our class and our age group. Which of the following statements describes a positive peer relationship? 1) Friends who call each other silly names, laugh and make fun of each other when they make mistakes 2) Friends who sit together during lunch and prevent others from joining them 3) Friends who try out for a new club together even if they have never done it before 4) Friends who ask each other to tell small lies because they may get into big trouble if they tell the truth Facilitating Notes: So, in our ice breaker we mentioned that the relationships animals have with each other are important. Can someone tell me why? Now let's take a moment and think of ourselves. Why are our relationships important?
Middle -Education component -Your opportunity to "teach" the topic (How you deliver the content is up to you and what's developmentally appropriate for your selected grade level.) -Transition to activity	(6-8 minutes) Facilitating Notes: Everything we have said is important, our relationships are important because they help us in many different ways. How do we influence our relationships with our peers? So we influence our peer relationships by what we participate in and what we ask our friends to participate in. Can anyone give me an example of that? So, in positive peer relationships we 1) Think before we make decisions 2) We practice kindness and friendliness 3) We encourage each other to try new things (appropriate) 4) Practice honesty Sometimes, there are things that we may think is fun that if we think about them for a little longer we realize that it may not be so much fun https://youtu.be/HG3UwIDAEb8?feature=shared

Middle -Activity -Discuss & apply what was taught -Goal Setting (K-12 students set 1 SMART goal). -Transition to end Theoretical Approach: Psychodrama	“Bring to the Table” Activity : (3 minutes preparation, 2 minutes per group presentation) Break up into groups. Each group will have a set of “things” (characteristics) that are brought to their table. You must use the characteristics that your group is assigned to create and respond to the scenario provided. Facilitation Notes: (2-3 minutes) How was it being limited to the characteristics assigned to your group? This is how our peer relationships are. Our relationships depend highly on what we bring to the table and what our friends bring to the table. SMART Goal: Between now and our next session, observe and examine your peer relationships. Can you Identify one example of a positive relationship that you see. In that same scenario think of how this positive relationship could have been a negative peer relationship depending on what each peer brought to the table.
End -Take-Aways -Summarize the session -post/test (1 question) -Transition to closing	Can anyone tell me what we learned today? (3 minutes) Facilitating Notes: So today we learned about positive peer relationships. We also learned about how unique we are in our own ways and what we bring to the table in our peer relationships. In positive peer relationships: -Think before we make decisions -We practice kindness and friendliness -We encourage each other to try new things (appropriate) -Practice honesty Administer the post-test.
Closing -Introduce next week/session -Termination (How many sessions are left.)	(2 minutes) This concludes our group session for today. Remember we have two more sessions left together. Next week we will be discussing Peer Pressure and build from what we learned today about positive peer relationships.
Skills to focus on.	505 skills, non-verbal, minimal encouragers, active listening, empathic responding/validating, open ended questions/gentle commands, drawing out, cutting off, blocking, silence, transitions, LINKING/CONNECTING, universalizing (applying to life), modeling, paraphrasing (reflection-content, feeling, meaning), summarizing, goal setting