EDCEP 887 Internship

Group Proposal

Counselor: Chloé Smith

1. PARTICIPANTS
	1. Nine students
	2. All students who are on the outskirts of their friend groups and/or don’t have friends at school, students that lean towards being more insecure and/or socially awkward than their peers.
	3. These students need a community of other students who have similar school/life experiences as them. These students need help answering the questions “Who am I?” and “How do I fit in here [at Oregon Trail]?”
2. RECRUITMENT
	1. I handpicked all nine students who will be participating in this group. All the students in this group are students who are “high-fliers” in the counseling office for similar reasons.
	2. There is not necessarily anyone who I am wanting to exclude from this group.
3. RATIONALE
	1. I chose to do my small group with this group of students on friendship and self-exploration, as a lot of these students are struggling with identity, insecurity, and social connections. Generally speaking, middle school students have one, big, underlying question – WHO AM I? We see this at Oregon Trail in a variety of ways. Everything from the handful of students we have who are asking questions about their gender identity to students who are hanging out with people who do not have the same values as them just to “be with the cool kids,” to several students who have extremely negative self-talk.
4. OBJECTIVES
	1. The goal for this group is for students to have a deeper understanding of who they are, what they value, and how they belong in the Oregon Trail community.
	2. The goal for this group is for students to be able to identity three of their core values, identity three ways they are unique from their peers, and three ways they are like their peers.
5. GROUP OUTCOMES
	1. Pre/post questions:
		1. Students will answer these questions via an anonymous Google Form for the pre and the post test
		2. *On a scale of 1-10 (1 being not at all, 10 being very well)*
			1. I can list 5 things that are unique to me as it compares to my peers.
			2. I can list 3 of my core values.
			3. I feel like I know myself well (likes, dislikes, triggers, frustrations, etc.)
			4. I feel comfortable introducing myself to a new person at school.
			5. I am proud to be who I am.
6. TIME AND LOCATION
	1. This group will meet 1x/week, Friday mornings during first hour (8:00-8:40). We will meet in the main office conference room.
7. PRIVACY AND CONFIDENTIALITY
	1. Each student has a consent form signed by a parent/guardian to participate in the group.
8. GROUP RULES
	1. The following rules will be discussed during the first group session, and each student will get a small handout with the group rules on it. We will go over group rules at the start of every group session.
		1. What is said in group stays in group.
		2. One person talks at a time.
		3. Listen with respect and compassion.
		4. Always try your best to participate, but saying “pass” is always an option.
	2. I do want to allow space for the STUDENTS to create the group rules on week 1 of the group. I will gear our conversation towards the forementioned four, but I will allow them to brainstorm and give the rules voice/wording of their own.
9. INITIAL MEETING
	1. Introductions (name, pronouns [knowing a couple of the kids in the group, this will be important], favorite season and why)
	2. Two Truths and a Lie
	3. Pass out a laminated sheet with group rules on it for each student (also have them written on the whiteboard prior to group starting)
		1. Discuss
	4. What do YOU want out of this group?
		1. Have participants get in groups of 2-3 and discuss the forementioned question. Everyone will then share with the group what their partner/group member said.
10. GROUP SESSION OUTLINE
	1. Session 1
		1. **Title:** *Meet and Greet!*
		2. **Objective**: The goal for this session is for students to get to know one another, become familiar with the group rules, and to set a goal for the group itself.
		3. **Activity**:
			1. Icebreaker: Two truths and a Lie
			2. Have participants get in groups of 2-3 and discuss the question: What do you want to get out of this group? Everyone will then share with the group what their partner/group member said.
			3. Each group member gets a notebook that they can decorate the outside of. This will be the notebook where they write three things they’re grateful for at the beginning of the session and their key takeaway from the day at the end of the session.
			4. We will practice ^^ today. Write your key takeaway from session today.
		4. **Key Question**: What do YOU want to get out of this group?
	2. Session 2
		1. **Title**: *Hope in a Hat*
		2. **Objective**: We are more similar than we are different
		3. **Activity**:
			1. Icebreaker: Name one thing that scares you – this thing must be inanimate
			2. Hopes in a Hat: Everyone writes on a notecard (all in pencil – make this anonymous!) how they would finish the following sentence “As a student at Oregon Trail, and as a member of this small group, I am most hopeful that…” Collect the pieces of paper, mix them up, and invite each person to a piece of paper and read someone’s hopeful statement. One by one, each group member reads out the hope of another group member and elaborates on what the statement may also mean to them personally. When all the hopes have been read out and elaborated on, discuss what people felt/noticed within themselves as they were being read. *Focus especially on what members had in common.*
		4. **Key Question**: What is something that surprised you about what you may have in common with another group member?
	3. Session 3
		1. **Title:** *Values! What are mine?*
		2. **Objective:** The goal for this session is for students to walk away with their top five core values identified and also understand how knowing their values impacts their day to day life, experiences, interactions, etc.
		3. **Activity:**
			1. Provide all group members with values worksheet.
			2. Have them highlight their top ten
			3. From their top 10, star top 5
			4. Each person is invited to share one of their top 5 values and discuss it and what it means to them with the group.
		4. **Key Question:** What are my top five core values?
	4. Session 4
		1. **Title:** *The Wheel of Wellness*
		2. **Objective**: Identify areas of their life that may need more “wellness attention”
		3. **Activity**:
			1. Icebreaker: Who is someone you admire? What are three things you admire about them?
			2. Wellness Wheel

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* + 1. **Key Question**: Discussion re: positive/negative ways of coping, what was it like hearing about each other’s lives? What kinds of feelings came up for you during this exercise? How do you think the ways you cope influence your life?
	1. Session 5
		1. **Title**: *Dear Future Me*
		2. **Objective**: Help students identify hope as a coping skill
		3. **Activity**:
			1. Icebreaker: Question dice
			2. Ask students to close their eyes or put their head down and think of 5 years into the future. What image first comes to your mind? Where do you picture yourself? At home or at school? What do you look like? Who is around you? Open your eyes… thinking about the future and hoping for a bright future can be a coping strategy!
			3. Today, you will be writing a letter to your future self. There are no stipulations around what you can/can’t say, but with your future self in mind, write him/her a letter.
				1. What you’re learning in life right now
				2. Where you’re at right now
				3. What’s hard right now
				4. What’s easy right now
				5. Advice to your future self
		4. **Key Question**: Share with the group one thing that you wish younger you would have told current you.
	2. Session 6
		1. **Title**: *Termination Session*
		2. **Objective**: The objective of the final session is to synthesize what we have learned/gotten out of this time together as a group. Students will have a chance to share positive feelings and hopes for the future with fellow group members. The main objective of this session is to bring closure to the counseling group and group members’ experiences. Members will fill out post-assessments.
		3. **Activity:**
			1. I will bring snacks of some kind for us to enjoy during our last group together.
			2. Write a letter to the group. Begin with “Dear Group,” and write approximately one paragraph that you will read to the group. When writing your letter, think about how you’re feeling about this being the last session, what you have learned about yourself in this process, a metaphorical gift you have received from the group (hope, laughter, encouragement, understanding, etc.), what you have learned about others in this process, etc.
		4. **Key Question:** What are your thoughts and feelings about this being the last session? What has been your biggest takeaway from group?