Small Group Counseling Lesson Plan

One session, one standard, one clear objective, and a quick check for learning

Plan what students will do and how you will know. Use codes, not names, on shared copies.

Group and session

Group name and topic _____ Session _____ Date _____ Time and minutes _____

Grades _____ Students _____ Counselor _____ Room or space _____

Standard, objective and check for learning

ASCA behavior standard (choose one) _____ Session focus or title _____

Learning objective: Students will... _____

How I will know (check for learning) _____ Pre and post item it links to _____

Materials and setup

Materials _____ Room setup and access needs _____

Session flow

Part	Minutes	What I will do and say	What students will do
Opener	____		
Teach	____		
Practice	____		
Wrap up	____		
Take home			

Support, access and safety

- ☐ Agreements reviewed
- ☐ Pass option offered
- ☐ Picture or visual support
- ☐ Read aloud for nonreaders
- ☐ Movement break
- ☐ Language support
- ☐ IEP or 504 needs checked
- ☐ Privacy limits reminded

After the session

Attendance (codes present, absent) _____ Check for learning result _____

Students to check in with before next time _____ Teacher or family follow up (what, not why) _____

What I noticed (skills, not clinical detail) _____ Change for next time, follow up _____

Small Group Counseling Lesson Plan

One session, one standard, one clear objective, and a quick check for learning

FILLED EXAMPLE · fictional school, group, students and dates

Group and session

Group name and topic	Session	Date	Time and minutes
Calm and Brave (worry group)	3 of 8	10/21/2027	1:15 to 1:45, 30 min

Grades	Students	Counselor	Room or space
3 and 4	5	J. Rivera	Counseling office, small table

Standard, objective and check for learning

ASCA behavior standard (choose one): B-SMS 7. Effective coping skills

Session focus or title: Calm body tools

Learning objective: Students will...: Show two calm body tools and name one time you could use each one.

How I will know (check for learning): Each student shows a tool and names a time

Pre and post item it links to: Item 3: I can use a calm tool when worried

Materials and setup

Materials: Calm tools page, pencils, pinwheel, timer

Room setup and access needs: Picture steps for each tool on the table

Session flow

Part	Minutes	What I will do and say	What students will do
Opener	5	Freeze game: move, freeze on stop, take one slow breath. Finger check in, 1 to 5.	Play the game, show a calm number on fingers.
Teach	8	Slow breaths tell the body alarm we are safe. Model balloon, five finger and 5 4 3 2 1.	Watch, then copy each tool once with me.
Practice	12	Coach each tool for 1 to 2 minutes. Pinwheel for balloon breaths.	Rate calm before and after each tool, star a favorite.
Wrap up	5	Each student shows a favorite tool and names one time to use it.	Show the tool and say when: tests, bedtime, Mondays.
Take home		Practice your favorite tool once a day, even on calm days.	Tell a grown up at home which tool you chose.

Support, access and safety

- [x] Agreements reviewed
- [x] Pass option offered
- [x] Picture or visual support
- [ ] Read aloud for nonreaders
- [x] Movement break
- [ ] Language support
- [ ] IEP or 504 needs checked
- [x] Privacy limits reminded

After the session

Attendance (codes present, absent): In: MH-07, 11, 19, 22. Out: MH-14

Check for learning result: 4 of 4 showed a tool and named a time

Students to check in with before next time: MH-14 (missed calm tools)

Teacher or family follow up (what, not why): Ask Ms. Okafor to prompt a tool before tests

What I noticed (skills, not clinical detail): MH-07 chose five finger breathing

Change for next time, follow up: Open session 4 with a tool; catch up MH-14

A planning tool for counseling groups, not a treatment plan. Keep names and clinical details off shared copies.

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Small Group Planning Map

Plan every session on one page, then check it against your data plan

The group

Group name and topic | Grades | Students | Counselor

Day and time (rotate?) | First session | Last session | Pre survey | Post survey

Why this group: the need and the data you will watch

Need you saw (referrals, data) | Achievement or attendance data, baseline | Behavior standard(s)

Session map: one standard, one objective and one check per session

#	Date	Session focus	Standard	Objective: students will...	Practice activity	Check for learning
1						
2						
3						
4						
5						
6						
7						
8						

Before, during and after

- [ ] Referrals screened
- [ ] Pre survey ready
- [ ] Notes after each session
- [ ] School data pulled
- [ ] Consent back for all
- [ ] No school days marked
- [ ] Makeup plan for absences
- [ ] Results shared (no names)
- [ ] Teachers' schedules checked
- [ ] Same opening routine
- [ ] Post survey given
- [ ] Follow up for each student

No school days, makeups and changes

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