# Name of Lesson \_Grief Group Introduction\_\_\_\_\_

**Counselor\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_**

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| **UNIT/TOPIC:**  **(If unit, note how many lessons in unit):** | Lesson 1 of 8 |
| **DOMAIN:**  **(academic, career, personal/social)** | **Personal/Social** |
| GRADE LEVEL(S): | 9 – 12 |
| **GUIDANCE STANDARD(S):**  **ASCA Standards Addressed:** | **Category 1.3 Sense of belonging in the school environment**  **Category 2.9 (Self-management skills) Demonstrate personal safety skills**  **Category 2.2 (Social Skills) Create positive and supportive relationships with other students.**  **Category 2.4 (Social Skills) Demonstrate empathy** |
| **INDIANA STANDARDS ADDRESSED:**  \*If this lesson is crosswalked with other academic areas, please list here. | **9-12.3.5 Applies emotional regulations skills**  **9-12.3.6 utilizes appropriate supportive resources** |
| **DIFFERENTIATED INSTRUCTION STRATEGIES:** | **Differentiated delivery of instructional material: written by counselor or other participants, verbal**  **Written activities may be converted to verbal format or extended time given to complete.**  **Different sources of information and conversations: paper/pencil, white board, discussion, drawing, art.** |
| **LEARNING OBJECTIVES** | **To discover that other students have had members of their family die.**  **Begin to develop and utilize support systems around them.**  **Work to understand the grieving process** |
| **TIME REQUIRED** | **45 minutes** |
| **MATERIALS NEEDED** | Pre-test  Writing utensils  White board markers |
| **ACTIVITY SUMMARY** | 1. Pre-test (5 minutes) 2. Introduction of the purpose of the group and of each other (10 minutes) 3. Creation of group norms (10 minutes) 4. Ice Breaker activity (2 truths and 1 lie) (10 minutes) 5. Closing (Checking in with name and name of the person who died) (10 minutes) |
| **PROCEDURE** | 1. Pre-test    1. Have students complete the pre test 2. Introduction of the purpose of the group and of each other (10 minutes)    1. Introduction of group leader    2. Discuss the expectations of the group       1. Explain the grief process and that all individuals handle grief in their own way       2. Explain that we are all together due to having someone die that is close to us.       3. Everyone has the right to pass       4. We will work together and share our story and then begin to work    3. Invite students to share what they want this group to do for them. 3. Creation of group norms (10 minutes)    1. Remind the students of confidentiality and the importance of confidentiality    2. Invite students to create the group norms.    3. On the board write Respect and have students break it down    4. Write, right to pass    5. Continue to facilitate student needs in the creating of the group norms.    6. Naming of the group.    7. End the group norms creation by explaining that the group norms are fluid and can be modified in later meetings 4. Ice Breaker activity (2 truths and 1 lie) (10 minutes)    1. Have students take turns telling 2 truths and 1 lie.    2. Other students then vote on which one they think is the lie.    3. Help to facilitate discussion and understanding of each other. 5. Closing (Checking in with name and name of the person who died) (10 minutes)    1. Explain that as we come together it is important for us to share our stories and show empathy to others    2. Explain the check in process       1. My name is \_\_\_\_\_\_ the person who died is \_\_\_\_\_\_\_ and they died by \_\_\_\_\_\_\_\_\_    3. Take time to go around and practice checking in.    4. After all have gone express sincere thanks and when we will meet again. |
| **EVALUATION:**    **What data will you collect and How will you collect data to show:**   1. **impact on K-12 students** 2. **feedback on lesson** | Fill out Process and Progress for each individual in the group to track how they are participating and working in the group setting. |
| **FOLLOW-UP PLAN:** | Instruct students to think about what they want to get out of this group and how we all can help each other in their grief journey. |
| CITATION(S) References/Resources Used:  Cite copyrighted materials, but do not reproduce copyrighted materials in your lesson plan. Non-copyrighted materials must be reproduced and included in your lesson plan. | Johnson, Scott. "Teen Grief Curriculum." *An 8 Week Teen Grief Curriculum* (2010): n. pag. Print. |
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