# Name of Lesson \_Grief Group Understanding Grief

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

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| **UNIT/TOPIC:**  **(If unit, note how many lessons in unit):** | Lesson 2 of 8 |
| **DOMAIN:**  **(academic, career, personal/social)** | **Personal/Social** |
| GRADE LEVEL(S): | 9 – 12 |
| **GUIDANCE STANDARD(S):**  **ASCA Standards Addressed:** | **Category 1.1 Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being**  **Category 1.3 Sense of belonging in the school environment**  **Category 2.10 (Self-Management Skills) Demonstrate the ability to manage transitions and ability to adapt to changing situations and responsibilities**  **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. | **9-12.1.1 Describes what causes emotions**  **9-12.1.2 Describe strategies to regulate emotions**  **9-12.1.3 Displays respect for others** |
| **DIFFERENTIATED INSTRUCTION STRATEGIES:** | **Differentiated delivery of instructional material: written by counselor or other participants, verbal, digital copy.**  **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 understand the common grieving myths. Identify times where people told them how to grieve or move on and why this is not appropriate. Understand that their grief journey is their own.** |
| **TIME REQUIRED** | **45 minutes** |
| **MATERIALS NEEDED** | Writing utensils  White board markers  Common Grieving Myths Handout |
| **ACTIVITY SUMMARY** | 1. Introduce new members, brief backgrounds (10 minutes) 2. Recap the group norms, expectations and naming of the group (5 minutes) 3. Intros around the room including highs and lows (10 minutes) 4. Discussion around common grieving myths (10 minutes) 5. Closing (10 minutes) |
| **PROCEDURE** | 1. Introduce new members, brief backgrounds    1. Explain that we have new students and how this is the last week for students to join    2. Take time to introduce ourselves.    3. Ice Breaker - What If…       1. Each individual receives 2 note cards       2. On one card, the teen writes a random questions starting with, “What if . . .? For example, “What if your cat could talk?” or “What if vegetables tasted like candy?”       3. On the second card, they write a possible answer such as, “They might ask you to breed pet mice.” or “We would want to eat them all the time.”       4. When the teens are done, collect all the note cards, divide them into questions and answers and shuffle them.       5. The leader or host picks a random question and answer and reads them aloud. There will be some hilarious results. 2. Recap the group norms, expectations and naming of the group (5 minutes)    1. Take time to rewrite the norms on the board    2. Explain how the group name came to be.    3. Ask if we feel we need to include any more norms 3. Intros around the room including highs and lows (10 minutes)    1. Begin check in       1. Say your name, the name of the loved one(s) and how they died       2. High and low for the week. 4. Discussion around common grieving myths (10 minutes)    1. Pass out common grief myths    2. Facilitate a discussion revolving around experiences with these myths    3. How did you overcome? How did you handle? Tips to a younger you? 5. Closing (10 minutes)    1. Ask students to think about how the holidays will be different    2. What coping skills will you utilize       1. Gets them thinking about working through their grief. |
| **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 how the holidays will be different without the loved ones being alive.. |
| 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.  http://icebreakerideas.com/funny-icebreakers-kids-adults-teens/ |
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