# Name of Lesson \_Grief Group Teacher’s Story\_\_\_\_

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

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| **UNIT/TOPIC:**  **(If unit, note how many lessons in unit):** | Lesson 6 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 2.7 (Self-Management Skills) Demonstrate effective coping skills when faced with a problem**  **Category 2.3 (Social Skills) Create relationships with adults that support success** |
| **INDIANA STANDARDS ADDRESSED:**  \*If this lesson is crosswalked with other academic areas, please list here. | **9-12.1.2 Describes strategies to regulate emotions**  **9-12.3.4 Demonstrates a respect for multiple perspectives**  **9-12.3.5 Applies emotional regulation skills** |
| **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** | **Students will practice communicating with adults about their grief story.**  **Students will better understand that grief impacts all individuals.** |
| **TIME REQUIRED** | **45 minutes** |
| **MATERIALS NEEDED** | Writing utensils  White board markers  Teacher with a grief story |
| **ACTIVITY SUMMARY** | 1. Group Norms 2. Check in 3. Teacher sharing their story 4. Reflection 5. Closing |
| **PROCEDURE** | 1. Group Norms    1. Students are expecting a teacher to share their story - explain that he needs to know our group norms and must accept them to be a part of the group.    2. Have the students take time to rewrite the group norms on the board and explain them to the guest.    3. Re-emphasize confidentiality. 2. Check in    1. Go around and introduce yourself and who died.    2. High and low for the week.    3. Include the teacher in the check in process. 3. Teacher will share their experience with death.    1. I have already informed the teacher about the expectations and what I would like for him to cover. Teacher had a parent die in high school. How did he cope, how did he overcome, how did he “move on”    2. After the teacher has shared his story allow the students opportunities to ask questions.    3. Facilitate a conversation with the teacher and student.       1. Push for the students to include information they talked about in the previous group session.       2. What do you want teachers to know? You have one in here who is willing and wanting to listen.       3. How do you keep moving forward with the death being so long ago. Is it ever hard? 4. Reflection    1. After the teacher has left have the students write about where they see themselves in 10 years.       1. How has your grief journey changed?       2. What do you hope to be doing?       3. What will have changed? 5. Closing    1. Have the students write in the card for the teacher    2. Share one thing that they can do to communicate with one of their current teachers. |
| **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:** | Begin reaching out to parents/guardians to have the write letters to their children about how proud they are for working through the grief process. |
| 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. |  |
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