

**Small Group Counseling Title/Theme:** Coping with Changes: Remember This Unit 2

**Grade Level(s):** 3-5

**Small Group Counseling Description:** This group is for children who are dealing with the death of a loved one. Students will learn about the stages of grief, strategies that can help in the grieving process, how to say goodbye, how to deal with feelings and more. Students will read a book and make a memory box in honor of the loved one in order to help cope with the loss.

**Number of Sessions in Group:** 6 Sessions plus an Optional Follow-Up Session

**Session Titles/Materials:**

**Introduction: Establishing Group Norms**

Establishing norms is important to the group process. This introduction should be used prior to Session 1.

Materials needed:

Chart paper

Markers

[\*Small Group Counseling Guidelines \(Document 18\)\*](#)

Session # 1: Keeping the Memory Alive

Materials needed:

Shoe Box-1 for every student

Markers

Construction Paper or Wrapping Paper

[\*Small Group Counseling Guidelines \(Document 18\)\*](#)

[\*Teacher/Parent/Guardian Follow-Up form \(Document 12\)\*](#)

Session # 2: Mask of Many Colors

Materials needed:

Students' Memory Boxes

[\*Outline of a body for each person\*](#)

Crayons or Markers

Chart Paper

Story about feelings or grief

[\*Teacher/Parent/Guardian Follow-Up form \(Document 12\)\*](#)

Session# 3: Lean on Me

Materials needed:

Paper - one for each group member

Chart Paper for a list

Pencils

List of feelings from last session

Students' Memory Boxes

[\*Teacher/Parent/Guardian Follow-Up form \(Document 12\)\*](#)

Session # 4: Help Yourself

Materials needed:

Paper for each group member

Construction paper for each group member  
Pencils for each group member  
Chart Paper  
Markers  
Scissors  
Popsicle stick for each group member  
Students' Memory Boxes  
[Teacher/Parent/Guardian Follow-Up Form](#) (Document 12)

#### Session # 5: Memories that Last

Materials needed:

Students' Memory Boxes  
Construction paper  
Markers  
Song about "memories" ready to play  
[Teacher/Parent/Guardian Follow-Up Form](#) (Document 12)  
Unit Assessments (attached to the Unit Plan)  
[Teacher Pre/Post-Group Perception Form](#) (Document 14)  
[Group Summary Form](#) (Document 17)  
[Parent/Guardian Post-Group Perception Form](#) (Document 15)

#### Session # 6: Ties that Bind Us

Materials needed:

Students' Memory boxes  
Bows or string to tie boxes with - enough for all group members  
Markers (optional-see step 4)  
Construction paper (optional-see step 4)  
Music about "memories"  
Snack  
[Teacher/Parent/Guardian Follow-Up](#) (Document 14)  
[Student Post-Group Perception Form](#) (Document 16)

#### Optional Follow Up Session (to be held 4-6 weeks after last group session)

Materials needed:

8 ½ x 11 paper for each participant; crayons/markers/pencils  
Alternative Procedure: Complete the [Student Post-Group Follow-Up Interview Form](#) (Document 13)

#### **Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):**

PS.3 Applying personal safety skills and coping strategies

#### **Missouri Comprehensive Guidance and Counseling Concept(s):**

PS.3.C. Coping Skills

#### **American School Counselor Association (ASCA) National Standard:**

Personal/Social Development

C. Students will understand safety and survival skills.

**NOTE:** The overall purpose of the MCGCP small group counseling units and sessions is to give extra support to students who need help

meeting specific Comprehensive Guidance and Counseling Program Grade Level Expectations (GLEs). This small group counseling unit provides a that allows you to personalize sessions to meet the unique needs of your students. Your knowledge of the developmental levels, background knowledge and experiences of your students determines the depth and level of personal exploration required to make the sessions beneficial for your students.

**Show-Me Standards: Performance Goals (check one or more that apply)**

<b>X</b>	Goal 1: gather, analyze and apply information and ideas
	Goal 2: communicate effectively within and beyond the classroom
<b>X</b>	Goal 3: recognize and solve problems
	Goal 4: make decisions and act as responsible members of society

**Outcome Assessment (acceptable evidence):**

**UNIT SUMMATIVE SECTION:**

**Summative assessment relates to the performance outcome for goals, objectives and (GLE) concepts. Assessment can be survey, student sharing, etc.**

**Perceptual Data Collection:**

The following end-of-group perceptual data collection forms will be used as a part of session four and five; the forms are attached to the Unit Plan:

Classroom Teacher Assessment:

- The classroom teacher will complete the [\*Teacher Pre-Post-Group Perception Form \(2 samples\)\*](#) for each student before the group starts and after the group ends. Counselor may consider making two copies of this form, one for the pre-assessment and one for the post-assessment, then entering all data on a final form for comparison.

Parent/Guardian Assessment:

- [\*Parent/Guardian Post-Group Perception Form\*](#)

Student Assessment:

- [\*Student Post-Group Perception Form\*](#) (students complete in Session 5)

**Results Based Data Collection:**

The Professional School Counselor will demonstrate the effectiveness of the unit via pre and post comparisons of such factors as attendance, grades, discipline reports and other information, utilizing the PRoBE Model (Partnerships in Results Based Evaluation). For more information about PRoBE, contact the Guidance and Counseling section of the Department of Elementary and Secondary Education website.

**Follow Up Ideas & Activities**

**Implemented by Professional School Counselor, administrators, teachers, parents/guardians, community partnerships**

Check in with students to determine whether they are using coping strategies and sources of support in order to deal with the feelings and emotions of losing a loved one.

DOCUMENT 12:

**TEACHER/PARENT/GUARDIAN FOLLOW-UP FORM**

**Note:** The Professional School Counselor has the option of sending this form to teachers/ parents/guardians after each group session to keep these individuals informed of student's progress in the group.

**GROUP TOPIC:** \_\_\_\_\_ **Session #** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Today I met with my school counselor and other group members.**

**Session Goal:** \_\_\_\_\_

**Today we talked about the following information during our group:  
Circle one or more items.**

- |            |                    |                    |
|------------|--------------------|--------------------|
| Friendship | Study Skills       | Attendance         |
| Feelings   | Behavior           | School Performance |
| Family     | Peer Relationships | Other _____        |

**Group Assignment:**  
I will complete or practice the following at school and/or at home before our next session:

\_\_\_\_\_

**Our next group meeting will be:**

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Additional Comments:**

Please contact \_\_\_\_\_, Professional School Counselor at \_\_\_\_\_ if you have further questions or concerns.

**DOCUMENT 13:**

**STUDENT POST-GROUP FOLLOW-UP INTERVIEW FORM**

**Note:** This document serves as an example of a way to follow students' success in maintaining changes. It may also be used as a means for gathering data about students' perceptions of the effectiveness of the group. Students who participate in follow-up sessions after a group ends are more likely to maintain the gains made. The Professional School Counselor (PSC) should make arrangements to talk with group members individually and hold at least one more group session 4-6 weeks after the group has ended. The follow-up session will enable the PSC to assess how students are doing on their goals and the successes they are experiencing as a result of the group. Follow-up sessions provide data that will demonstrate the proven effectiveness of small group counseling.

**Follow-up Interviews/Session with Students**

**Potential Interview Questions:**

How are things going?

What specific skills are you practicing now that the group is over?

What was the most useful thing you learned from the group?

What skills would you like to practice?

How are things different for you now?

What is better?

What is in need of improvement?

What progress have you made toward the goals you set for yourself at the end of our group meetings?

How are you keeping yourself accountable?

What suggestions do you have for future groups?

Rank your overall experience on a scale from 5 → 1 : \_\_\_\_\_

5 = Most positive activity in which I have participated for a long time

4 = Gave me a lot of direction with my needs

3 = I learned a lot about myself and am ready to make definite changes

2 = I did not get as much as I had hoped out of the group

1 = The group was a waste of my time

What contributed to the ranking you gave your experience in the group? What could have made it better?

**DOCUMENT 14:**

**TEACHER PRE/POST-GROUP PERCEPTION FORM  
(SAMPLE 1 OF 2)**

**Note:** Samples 1 & 2 of Document 14 provide you with examples of two ways to gather data about teachers' post-group perceptions of the effectiveness of the group. **Sample 1** measures teachers' perceptions of the changes the student made as a result of the group experience. **Sample 2** measures the teacher's perceptions of the counseling group as a whole. An advantage to using form 2 is that it parallels [Document 15: Parent/Guardian Post-Group Feedback Form](#) and [Document 16: Student Post-Group Perception Form](#); thus, making it possible to compare teacher, parent and student perceptions of the group experience.

Note: The classroom teacher completes Part 1 of this document before students begin group sessions and completes Part 2 after the group has been completed. This process will provide the school counselor with follow up feedback about individual students who participated in the group.

**Sample 1: Individual Student Behavior Rating Form  
(Adapted from Columbia Public Schools' Student Behavior Rating Form)**

STUDENT \_\_\_\_\_ GRADE \_\_\_\_\_ TEACHER \_\_\_\_\_

DATE: Pre-Group Assessment \_\_\_\_\_ Date: Post-Group Assessment \_\_\_\_\_

Part 1 - Please indicate rating of pre-group areas of concern in the left hand column.

Part 2 - Please indicate rating of post-group areas of concern in the right hand column.

Pre-Group Concerns Rank on a scale of 5→1 (5=Extreme→3=Moderate→1 = None)					Student Work Habits/Personal Goals Observed <i>Colleagues, please help evaluate the counseling group in which this student participated. Your opinion is extremely important as we strive to continuously improve our effectiveness with ALL students.</i>	Post-Group Concerns Rank on a scale of 5→1 (5=Extreme→3=Moderate→1 = None)				
5	4	3	2	1		5	4	3	2	1
					<b>Academic Development</b>					
					Follows directions					
					Listens attentively					
					Stays on task					
					Compliance with teacher requests					
					Follows rules					
					Manages personal & school property (e.g., organized)					
					Works neatly and carefully					
					Participates in discussion and activities					
					Completes and returns homework					
					<b>Personal and Social Development</b>					
					Cooperates with others					
					Shows respect for others					
					Allows others to work undisturbed					
					Accepts responsibility for own misbehavior (e.g., provoking fights, bullying, fighting, defiant, anger, stealing)					
					Emotional Issues (e.g., perfectionism, anxiety, anger, depression, suicide, aggression, withdrawn, low self-esteem)					
					<b>Career Development</b>					
					Awareness of the World of Work					
					Self-Appraisal					
					Decision Making					
					Goal Setting					
					<b>Add Other Concerns:</b>					

**DOCUMENT 14:**

**TEACHER PRE/POST-GROUP PERCEPTIONS**

**Note:** This document measures the teacher’s perceptions of the effectiveness of the group as a whole. The teacher could complete this form after the last group session has been completed.

(SAMPLE 2 OF 2)

**TEACHER PRE/POST-GROUP PERCEPTIONS FORM**

One or more of your students participated in a small counseling group about \_\_\_\_\_. We are seeking your opinion about the effectiveness of the group e.g., students’ relationship with the professional school counselor and other participants in the group and your observations of students’ behavioral/skill changes (positive or negative). We appreciate your willingness to help us meet the needs of all students effectively. The survey is anonymous unless you want us to contact you.

Teacher’s Name (optional): \_\_\_\_\_ Date: \_\_\_\_\_

Professional School Counselor’s Name: \_\_\_\_\_

Small Group Title: \_\_\_\_\_

Before the group started, I hoped students would learn:

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While students were participating in the group I noticed these changes in their behavior/attitude

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**Using a scale of 5 to 1 (5 =strongly agree and 1=strongly disagree), please circle your opinion about the following**

What do you think?	<b>5=Strongly Agree</b> <b>3= Neutral</b> <b>1=Strongly Disagree</b>				
Overall, I would rate my students’ experience in the counseling group as positive.	5	4	3	2	1
Students enjoyed working with other students in the group.	5	4	3	2	1
Students enjoyed working with the counselor in the group.	5	4	3	2	1
Students learned new skills and are using the skills in school	5	4	3	2	1
I would recommend the group experience for other students.	5	4	3	2	1
<b>Additional Comments for Counselor:</b>					

**DOCUMENT 15:**

**PARENT/GUARDIAN POST-GROUP PERCEPTION FORM**

**Parent/Guardian Feedback Form**

Your student participated in a small counseling group about \_\_\_\_\_. Was this group experience helpful for your student? Following is a survey about your observations of changes (positive or negative) your student made at home while participating in the group at school and since the group ended. The survey will help us meet the needs of all students more effectively. The survey is anonymous unless you want to provide your name for the school counselor to contact you. We appreciate your feedback.

Professional School Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

Small Group Title: \_\_\_\_\_

Before the group started, I hoped my student would learn \_\_\_\_\_

I've noticed these changes in my student's behavior and/or attitude as a result of participating in the group:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Using a scale of 5 to 1 (5 =strongly agree and 1=strongly disagree), please circle your opinion about the following:What do you think?</b>	<b>5=Strongly Agree 3= Neutral 1=Strongly Disagree</b>				
Overall, I would rate my student's experience in the counseling group as positive	5	4	3	2	1
My student enjoyed working with the other students in the group.	5	4	3	2	1
My student enjoyed working with the counselor in the group.	5	4	3	2	1
My student learned new skills and is using the skills in and out of school.	5	4	3	2	1
I would recommend the group experience to other parents whose students might benefit from the small group.	5	4	3	2	1
<b>Additional Comments:</b>					

**DOCUMENT 16:**

**STUDENT POST-GROUP PERCEPTION FORM**  
(Sample 1 of 2)

**Note:** This student feedback form may be sent home with group members after the last group session. This form measures the group member's perceptions of the overall effectiveness of the group using the same questions as teachers and parents answer on their feedback forms. Group members complete during the last session (or the follow-up session if you have one). This is the secondary level form.

**STUDENT FEEDBACK FORM**

We want your opinion about the effectiveness of your group. We appreciate your willingness to help us make our work helpful to all students. The survey is anonymous unless you want us to contact you.

My Name (optional): \_\_\_\_\_ Date: \_\_\_\_\_

Professional School Counselor's Name: \_\_\_\_\_

Small Group Title: \_\_\_\_\_

Before the group started, I wanted to learn \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Because of the group, I have noticed these changes in my thoughts, feelings, actions:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Using a scale of 5 to 1 (5 =strongly agree and 1=strongly disagree), please circle your opinion about the following:**

What do you think?	5=Strongly Agree 3= Neutral 1=Strongly Disagree				
Overall, I would rate my experience in the counseling group as:	5	4	3	2	1
I enjoyed working with other students in the group	5	4	3	2	1
I enjoyed working with the counselor in the group.	5	4	3	2	1
I learned new skills and am using the skills in school	5	4	3	2	1
If other students ask me if they should participate in a similar group, I would recommend that they "give-it-a-try"	5	4	3	2	1

**Additional Comments for the Counselor:**

**DOCUMENT 16:**

**STUDENT POST-GROUP PERCEPTIONS  
(Sample 2 of 2)**

**Note:** This feedback form may be sent home with group members after the last group session. This form measures the group member's perceptions of the overall effectiveness of the group using the same questions as teachers and parents answer on their feedback forms. Group members complete during the last session (or the follow-up session if you have one). This is the elementary level form.

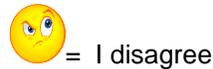
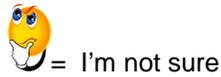
**STUDENT FEEDBACK FORM**

**Directions:** Please complete the Student Feedback Form after the last group session.

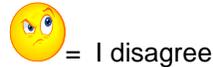
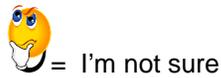
Name: \_\_\_\_\_ (optional) Date: \_\_\_\_\_

When I started the group, I wanted to learn about \_\_\_\_\_  
Topic of Group

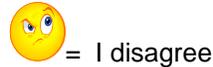
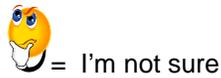
**Instructions:** Read each sentence. Put a circle around the face that shows how you think and feel right now about what you learned in the group.



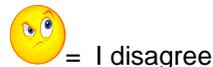
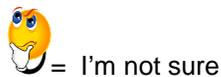
1. Overall, I would rate my experience in the counseling group as:



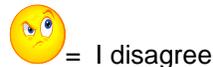
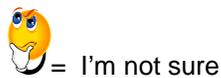
2. I enjoyed working with other students in the group



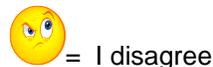
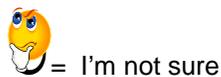
3. I enjoyed working with the counselor in the group.



4. I learned new skills and am using the skills in school.



5. If other students ask me if they should participate in a similar group, I would recommend that they give it a try



**Additional comments you would like to share with the counselor:**

DOCUMENT 17:

**GROUP SUMMARY FORM**

**Note:** This letter may be sent home with students after the last group session.

*(Print on **SCHOOL LETTERHEAD**)*  
**Comprehensive Guidance and Counseling Program**

Small Group Counseling topic/title: \_\_\_\_\_

Student's Name \_\_\_\_\_ Teacher's Name \_\_\_\_\_

Date: \_\_\_\_\_

Dear \_\_\_\_\_,

**I have enjoyed getting to know your student in our small group counseling sessions. This week was the last session for our group. During the group sessions we shared information related to a variety of topics. Below is a list of topics discussed during the group sessions.**

Session 1: \_\_\_\_\_

Session 2: \_\_\_\_\_

Session 3: \_\_\_\_\_

Session 4: \_\_\_\_\_

Session 5: \_\_\_\_\_

Session 6: \_\_\_\_\_

Comments from the school counselor about your student's progress:

Thank you for your support. Please contact me if you have questions or concerns.

Sincerely,

Professional School Counselor

DOCUMENT 18:

**Small Group Counseling Guidelines Poster**

**Note:** This list may be used as best meets the students' age/grade level. It could be posted in the room, handed out to the students, or turned in to a worksheet with space for each group to add their own guidelines.

## Small Group Counseling Guidelines

1. All participants observe confidentiality.
  - a. Counselor
  - b. Student
2. Everyone will be an active listener.
3. Everyone has an opportunity to participate and share.
4. Use positive language.
5. All participants will treat each other with respect.

**Group Title:** Introduction

This is a sample introduction session for establishing small group norms.

**Session Title:** Establishing Small Group Norms

**Session #** 1 of 1

**Grade Level:** K-12

**Estimated time:** 30 minutes

**Small Group Counseling Session Purpose:** To establish small group counseling guidelines, to discuss the purpose of the group, and to begin student self-evaluation process.

**Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):**

PS.3 Applying personal safety skills and coping strategies.

**Missouri Comprehensive Guidance and Counseling Concept(s):**

PS.3.C. Coping Skills

**American School Counselor Association (ASCA) National Standard:**

Personal/Social Development

C. Students will understand safety and survival skills

**NOTE:** The overall purpose of the MCGCP small group counseling units and sessions is to give extra support to students who need help meeting specific Comprehensive Guidance and Counseling Program Grade Level Expectations (GLEs). This small group counseling unit provides a "template" that allows you to personalize sessions to meet the unique needs of your students. Your knowledge of the developmental levels, background and experiences of your students determine the depth and level of personal exploration required to make the sessions beneficial for your students.

**INTRODUCTION Materials (include activity sheets and/ or supporting resources)**

Chart paper

Markers

[\*Small Group Counseling Guidelines \(Document 18\)\*](#)

**INTRODUCTION Formative Assessment**

Share small group counseling guidelines and monitor personal behavior within the group, such as: waiting to speak, listening to what others have to say, and responding to others' statements without putting them down.

**INTRODUCTION Session Preparation**

**Essential Questions:** How do people communicate their ideas in a group? How do people treat each other in a group?

**Engagement (Hook):** What groups do you belong to? What groups would you like to belong to?

**INTRODUCTION Procedures**

<b>Professional School Counselor Procedures:</b>	<b>Student Involvement:</b>
<p>1. “Today, we are going to talk about working within groups and how small group counseling guidelines help members as they work together.” Introduce the <a href="#">Small Group Counseling Guidelines</a> (Document 18). Students may wish to add additional guidelines suitable for their specific group.</p> <p>When discussing the term, <i>confidentiality</i>, relate it to outside-the-group talk versus inside-the-group talk. The members may talk with someone outside the group about something they may have said, but they cannot talk about who the members of the group are, or what others shared. Acknowledge student suggestions as examples of how confidentiality can be maintained.</p> <p>Post <a href="#">Small Group Counseling Guidelines</a> (Document 18), including any additional guidelines the group develops, for the group to refer to during each group session. Remind students that they will be expected to follow the guidelines during each session.</p> <p>2. Introduce the icebreaker activity: Review the groups that were discussed during the hook. “What were some the positive things that made you feel good when you were with that group? Or, if you didn’t enjoy the group, what would have made the experience better for you?”</p> <p>NOTE: This activity can be done in a number of ways:</p> <ul style="list-style-type: none"> <li>• Students may work in a Think-Pair-Share in which they are placed into pairs to discuss the prompts and come up with ideas together.</li> <li>• Students may work with a large piece of chart paper or bulletin board paper to come up with ideas in graffiti form which is presented for final group approval.</li> <li>• Solicit information from the entire group for consideration, which is then to be written on chart paper and edited through group approval.</li> </ul> <p>3. Discuss the purpose of the group. Ask what the students would like to learn or achieve in the next few weeks in the group. Record student responses</p>	<p>1. Students discuss the guidelines and offer their definitions of each guideline. The students decide upon any other group guidelines they would like to add. As guidelines are accepted, students discuss how they will be expected to follow them.</p> <p>Students make suggestions for maintaining confidentiality.</p> <p>2. Students develop a list of experiences; either individually, with another student, or with the group. Possible student comments might be:</p> <ul style="list-style-type: none"> <li>• We treat others as we would like to be treated.</li> <li>• Everyone gets a turn.</li> <li>• Nobody gets left out.</li> <li>• No put-downs.</li> <li>• Take turns when speaking.</li> <li>• Everyone has a chance to share.</li> <li>• Listen when others are speaking.</li> <li>• Put away equipment when you are finished.</li> <li>• Respect each other’s differences.</li> </ul> <p>3. Students share ideas about what they would like to learn or achieve.</p>

<b>Professional School Counselor Procedures:</b>	<b>Student Involvement:</b>
<p>for future reference.</p> <p>Closure/Summary: Review the small group counseling guidelines with the students. Give students time and date of the next session.</p>	<p>Closure/Summary: Students review the small group counseling guidelines and note the date and time of the next session.</p>

**INTRODUCTION Follow-Up Activities (Optional)**

**INTRODUCTION Counselor reflection notes (completed after the session)**

*STUDENT LEARNING: How will students' lives be better as a result of what happened during this session?*

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

**DOCUMENT 18:**

**Small Group Counseling Guidelines Poster**

**Note:** This list may be used as best meets the students' age/grade level. It could be posted in the room, handed out to the students, or turned in to a worksheet with space for each group to add their own guidelines.

## Small Group Counseling Guidelines

1. All participants observe confidentiality.
  - a. Counselor
  - b. Student
2. Everyone will be an active listener.
3. Everyone has an opportunity to participate and share.
4. Use positive language.
5. All participants will treat each other with respect.

**SESSION #1**

**Group Title:** Coping with Changes, Unit 2: Remember This

**Session Title:** Keeping the Memory Alive

**Session:** 1 of 6

**Grade Level:** 3-5

**Estimated time:** 30 min

**Small Group Counseling Session Purpose:**

Students will learn group guidelines and identify a personal loss.

**Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea(s):**

PS.3 Applying personal safety skills and coping strategies

**Missouri Comprehensive Guidance and Counseling Concept(s):**

PS.3.C. Coping Skills

**American School Counselor Association (ASCA) National Standard:**

Personal/Social Development

C. Students will understand safety and survival skills.

**SESSION #1 Materials (include activity sheets and/ or supporting resources)**

Shoe Box- 1 for every student.

Markers

Construction Paper or Wrapping Paper

[Small Group Counseling Guidelines](#) (Document 18)

[Teacher/Parent/Guardian Follow-Up](#) Form (Document 12)

**SESSION #1 Session Assessment**

Students will state the purpose of the small group.

**SESSION #1 Preparation**

**Essential Questions:** Why does death upset us? How do we feel about death? How do we deal with the death of a loved one?

**Engagement (Hook):** State, "All of us have something in common. Each of us has lost someone we love." The counselor may share some of his/her feelings and coping strategies.

**SESSION #1 Procedures**

<i>Session #1: Professional School Counselor Procedures:</i>	<i>Session #1: Student Involvement</i>
1. Welcome everyone to the group. Explain the purpose of the group: "Everyone here has lost someone close to them. We each have different feelings because of this. The purpose of this group is to learn strategies to cope with these feelings and to realize there are still people who care for us."	1. Students listen.

<i>Session #1: Professional School Counselor Procedures:</i>	<i>Session #1: Student Involvement</i>
<ol style="list-style-type: none"> <li>2. Discuss Group Guidelines, including student suggestions. (Refer to <a href="#">Small Group Counseling Guidelines</a> (Document 18))</li> <li>3. Ask each student to introduce themselves.</li> <li>4. Have students decorate the shoeboxes with items, words, and drawings that remind them of their loved one. This will be the memory box, which will hold items from the next sessions.</li> <li>5. Closure/Summary: Collect boxes and store them in a safe place between sessions.</li> <li>6. Group assignment: Suggest that students think about different things that they may want to put in their memory box over the course of the group.</li> </ol>	<ol style="list-style-type: none"> <li>2. Students may add guidelines to the list.</li> <li>3. Students introduce themselves.</li> <li>4. Students wrap and decorate boxes as they see fit. If they are comfortable, students may share the significance behind their decoration.</li> <li>5. Closure/Summary: Students turn in their boxes to the school counselor.</li> <li>6. Group assignment: Students collect items before the next small group session to place in their memory boxes.</li> </ol>

**SESSION #1 Follow-Up Activities**

The counselor will check on students’ performance and behaviors with classroom teachers.

**SESSION #1 Counselor reflection notes (completed after the session)**

*STUDENT LEARNING: How will students’ lives improve as a result of what happened during this session?*

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

## Small Group Counseling Guidelines

1. All participants will observe confidentiality.
  - a. Counselor
  - b. Student
2. Everyone will be an active listener.
3. Everyone has an opportunity to participate and share.
4. Everyone will use positive language.
5. All participants will treat each other with respect.

**SESSION #2**

**Group Title:** Coping with Changes, Unit 2: Remember This

**Session Title:** Mask of Many Colors

**Session:** 2 of 6

**Grade Level:** 3-5

**Estimated time:** 30 min

**Small Group Counseling Session Purpose:**

Students will name different feelings and discuss how they are related to the loss of their loved ones.

**Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea:**

PS.3 Applying personal safety skills and coping strategies

**Missouri Comprehensive Guidance and Counseling Concept(s):**

PS.3.C. Coping Skills

**American School Counselor Association (ASCA) National Standard:**

Personal/Social Development

C. Students will understand safety and survival skills.

**SESSION #2 Materials (include activity sheets and/ or supporting resources)**

Students' Memory Boxes

[Outline of a body for each person](#)

Crayons or Markers

Chart Paper

Story about feelings or grief

[Teacher/Parent/Guardian Follow-Up](#) Form (Document 12)

**SESSION #2 Assessment**

Students name different types of feelings in relation to the loss of a loved one.

**SESSION #2 Preparation**

**Essential Questions:** Why does death upset us? How do we feel about death? How do we deal with the death of a loved one?

**Engagement (Hook):** Display a rainbow and state, "We are like rainbows—filled with different colors of emotion. What are some of the colors and emotions that you have inside you?"

**SESSION #2 Procedures**

<i>Session #2: Professional School Counselor Procedures:</i>	<i>Session #2: Student Involvement:</i>
1. Welcome students to this session. Review <i>Small Group Counseling Guidelines</i> (Document 18).	1. Students review guidelines with school counselor.

<i>Session #2: Professional School Counselor Procedures:</i>	<i>Session #2: Student Involvement:</i>
<p>2. Explain that today we will be focusing on feelings in relation to the death of a loved one. There are many types of feelings, and it's ok to have all of them. Sometimes we may feel many different feelings at the same time.</p> <p>3. Read a story about feelings or grief, checking for understanding from time to time.</p> <p>4. Have students identify feelings in the story and discuss whether they have felt any of those feelings before. As students state the feelings, the Professional School Counselor will record all the different feeling words mentioned on chart paper.</p> <p>5. Give <a href="#"><i>outline of a person for each group member</i></a>. Instruct the students to make a key in the corner, matching a color to a specific feeling. “We will color in the body with the different feeling colors. In the end, the outline will show where you feel the different feelings.”</p> <p>6. Closure/Summary: Ask students to share their outlines with the group focusing on at least one specific feeling and the color they chose to represent that feeling. Once they have finished, ask them to place their outlines in their memory boxes.</p> <p>7. Group assignment: Suggest that students be aware of when they have different feelings and try to remember what color represents that feeling.</p>	<p>2. Students listen.</p> <p>3. Students listen to the story and answer questions about the story.</p> <p>4. Students will discuss different feelings they heard throughout the story.</p> <p>5. Students will make a key of colors matching feelings as directed. They will color the body outline according to their own feelings.</p> <p>6. Closure/Summary: Students share at least one specific feeling and the color they chose to represent that feeling. Afterwards, they place the outline into the memory boxes.</p> <p>7. Group assignment: Students think about their feelings and colors that are associated with those feelings.</p>

**SESSION #2 Follow-Up Activities**

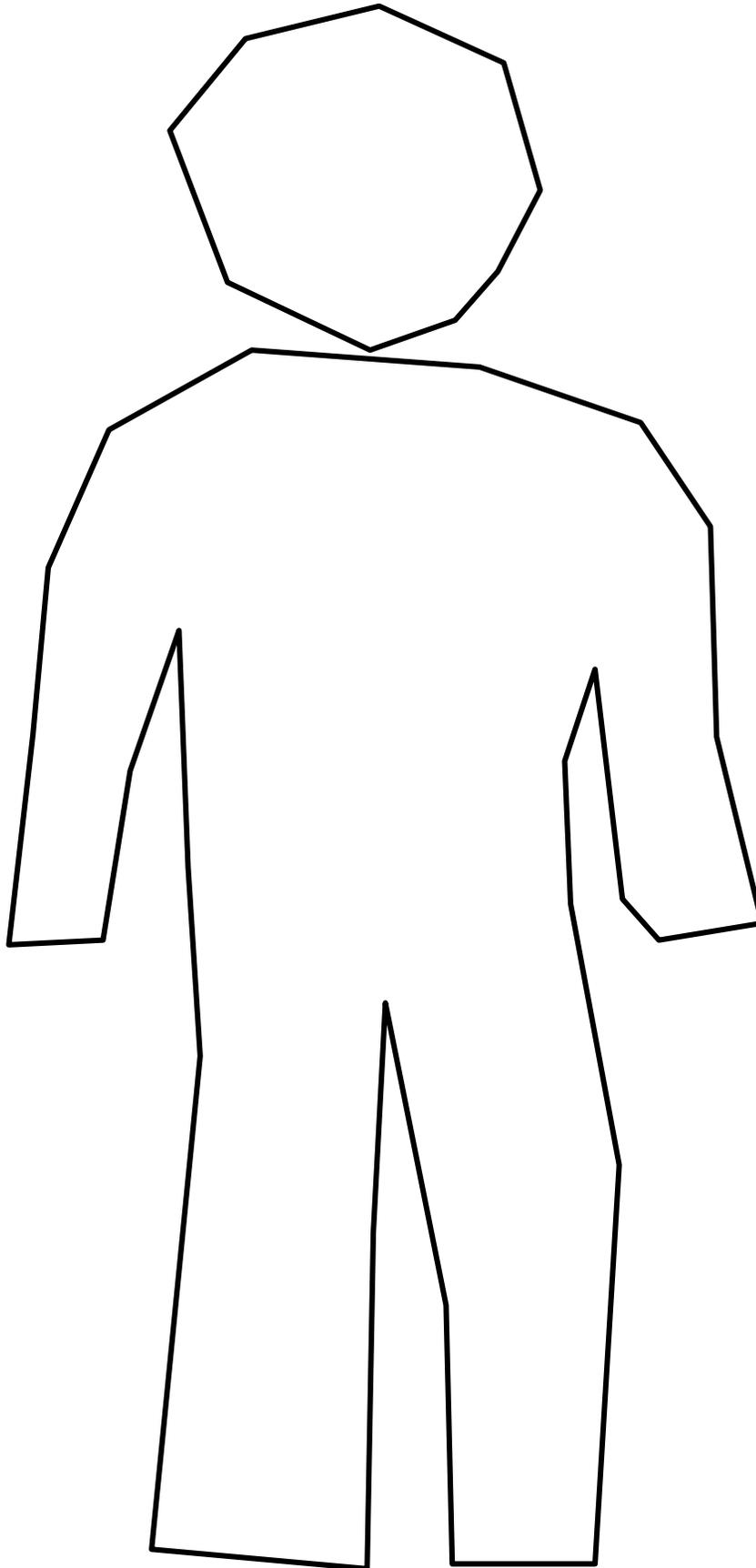
When the Professional School Counselor sees the students in the hallways, lunchroom, etc., he/she will ask the students what their rainbow color is for that day and its feeling.

**SESSION #2 Counselor reflection notes (completed after the session)**

*STUDENT LEARNING: How will students’ lives improve as a result of what happened during this session?*

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*



**SESSION #3**

**Group Title:** Coping with Changes, Unit 2: Remember This

**Session Title:** Lean On Me

**Session:** 3 of 6

**Grade Level:** 3-5

**Estimated time:** 30 min

**Small Group Counseling Session Purpose:**

Students will name different sources of support in their life that they can count on in order to help cope with the loss of a loved one.

**Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea:**

PS.3 Applying personal safety skills and coping strategies

**Missouri Comprehensive Guidance and Counseling Concept(s):**

PS.3.C. Coping Skills

**American School Counselor Association (ASCA) National Standard:**

Personal/Social Development

C. Students will understand safety and survival skills.

**SESSION #3 Materials (include activity sheets and/ or supporting resources)**

Paper - one for each group member

Chart Paper for a list

Pencils

List of feelings from last session

Students' Memory Boxes

[Teacher/Parent/Guardian Follow-Up](#) Form (Document 12)

**SESSION #3 Assessment**

Students will name different people in their lives who will help them cope with their loss.

**SESSION #3 Preparation**

**Essential Questions:** Why is a support system important?

**Engagement (Hook):** Have group members attempt a *group circle sit*. The whole group stands in a very close circle. They have to figure out how to sit down at the same time so that each person is supporting the other and not fall down. They will be sitting on the bent legs of the person right behind them. Discuss how when we have sources of support we rely on each other and count on each other to be there for us.

**SESSION #3 Procedures**

<i>Session #3: Professional School Counselor Procedures:</i>	<i>Session #3: Student Involvement</i>
1. Welcome everyone to the group and reviews <i>Small Group Counseling Guidelines</i> (Document 18).	1. Students listen.
2. Explain that today we will be focusing on	2. Students listen and consider possible

<i>Session #3: Professional School Counselor Procedures:</i>	<i>Session #3: Student Involvement</i>
<p>sources of support systems. Define support as, “Someone or something that is there for us; to listen and to help us feel better. There are many types of support systems.” (Name a couple of examples to get students thinking, such as a teddy bear, a pet, a favorite activity, a tree house, a best friend). “Sometimes we forget how many supports we have.”</p> <p>3. Ask for a volunteer to serve as a secretary, writing information for the group. Play "who do you know", where students name as many support as they can.</p> <p>4. Ask group members to match rainbow feelings from the previous session with the support who can best help them deal with specific feelings.</p> <p>5. Closure/Summary: Ask students to share a support/feeling match from their outlines. Ask the students to place them in their memory boxes. As the students are preparing to leave, remind them that you can be a support for them.</p> <p>6. Group Assignment: Ask the students to speak with one of their supports and thank them for being supportive.</p>	<p>supports.</p> <p>3. A student volunteers to serve as secretary. Other students take turns naming different support. The secretary writes all the responses as a list.</p> <p>4. Students look at their outlines from the previous session and match support from the list who will help them when they have specific feelings. Students will write their matches next to the feelings on the outlines.</p> <p>5. Closure/Summary: Students share a support/feeling match from their outlines. Students place them in their memory boxes.</p> <p>6. Group assignment: Students will find one of their support and tell them how they have been supportive and thank them.</p>

**SESSION #3 Follow-Up Activities**

As the Professional School Counselor sees the students in passing, he/she will ask students how they are progressing on their assignment.

**SESSION #3 Counselor reflection notes (completed after the session)**

*STUDENT LEARNING: How will students’ lives improve as a result of what happened during this session?*

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

## **SESSION #4**

**Group Title:** Coping with Changes, Unit 2: Remember This

**Session Title:** Help Yourself

**Session:** 4 of 6

**Grade Level:** 3-5

**Estimated time:** 30 min

### **Small Group Counseling Session Purpose:**

Students will identify coping strategies that will help them deal with feelings that arise from the death of a loved one.

### **Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea:**

PS.3 Applying personal safety skills and coping strategies

### **Missouri Comprehensive Guidance and Counseling Concept(s):**

PS.3.C. Coping Skills

### **American School Counselor Association (ASCA) National Standard:**

Personal/Social Development

C. Students will understand safety and survival skills.

## **SESSION #4 Materials (include activity sheets and/ or supporting resources)**

Paper for each group member

Construction paper for each group member

Pencils for each group member

Chart Paper

Markers

Scissors

Popsicle stick for each group member

Students' Memory Boxes

[Teacher/Parent/Guardian Follow-Up](#) Form (Document 12)

## **SESSION #4 Assessment**

Students will be able to select their 5 favorite coping strategies when dealing with a death of their loved one.

## **SESSION #4 Preparation**

**Essential Questions:** Why do we need coping strategies?

**Engagement (Hook):** Have the students give you a high five when they walk into the room. On chart paper, draw an oversized hand and write the words, "Coping Skills" on the palm for all students to see when they walk in the room. "We are going to be coming up with many ways to help us feel better and selecting our favorite five today."

**SESSION #4 Procedures**

<i>Session #4: Professional School Counselor Procedures:</i>	<i>Session #4: Student Involvement</i>
<ol style="list-style-type: none"> <li>1. Welcome everyone to the group. Review <a href="#"><u>Small Group Counseling Guidelines</u></a> (Document 18).</li> <li>2. Review previous session and ask students to share the outcome of their experiences from speaking with their source of support.</li> <li>3. Explain that today we will be focusing on ways to cope. Coping could be explained as different activities students can do in order to help deal with the loss of their loved one and help themselves feel better. Ask students to write a list of possible activities and other ideas that will help them feel better.</li> <li>4. Ask students to share some of the items on his/her list with the group. If someone names a strategy that is not on their list, the students may add it to their list.</li> <li>5. Instruct the students to choose a piece of construction paper. Ask students to choose a partner, or work individually, to trace one of their hands. Ask students to cut out the drawing of the hand.</li> <li>6. Tell the students to refer to the list of strategies and pick out their top five strategies for dealing with their feelings. Ask students to write their names in the middle of the palm, and the five strategies—one on each finger.</li> <li>7. Instruct students to glue the popsicle stick to the back of the hand.</li> <li>8. Encourage students to pick one or two of their favorite strategies to share with the group and discuss which types of rainbow feelings the strategy can help alleviate.</li> <li>9. Closure/Summary: “Are we ready to say ‘goodbye’ to those bad feelings? Let’s wave ‘goodbye’, push away those negative feelings, and put our hands in the memory box.”</li> </ol>	<ol style="list-style-type: none"> <li>1. Students listen and participate.</li> <li>2. Students listen and participate.</li> <li>3. Students take a few moments to write a list of as many activities and ideas they can think of to help them feel better.</li> <li>4. Students share some of the items on their lists with the group. If someone names a strategy that is not on their list, the students may add it to their list.</li> <li>5. The students choose a piece of construction paper. They will work with a partner, or individually, to trace one of their hands. Students cut out the drawing of the hand.</li> <li>6. Students pick their top five coping strategies and write one on each finger.</li> <li>7. Students glue the popsicle stick on the back of their hands.</li> <li>8. Students will pick a strategy or two and share them with the group.</li> <li>9. Closure/Summary: Students wave their hands and think about pushing their negative feelings away. Drawings and lists are put in the memory boxes.</li> </ol>

<i>Session #4: Professional School Counselor Procedures:</i>	<i>Session #4: Student Involvement</i>
10. Group assignment: Remind students that when they feel sad they should try to utilize a coping skill that they discussed today. What skill will you practice over the next week?	10. Group assignment: When students feel sad they should try to utilize a coping skill.
11. Ask students to bring in pictures, funeral notices, and memorabilia associated with the loved one for next session.	11. Students will bring in pictures, funeral notices, and/or other memorabilia associated with the loved one for next session.

**SESSION #4 Follow-Up Activities**

Remind students to bring in materials for next session.

**SESSION #4 Counselor reflection notes (completed after the session)**

*STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?*

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

## SESSION #5

**Group Title:** Coping with Changes, Unit 2: Remember This

**Session Title:** Memories That Last

**Session #** 5 of 6

**Grade Level:** 3-5

**Estimated time:** 30 min

**Small Group Counseling Session Purpose:**

Students will focus on recalling some of their memories of their loved one. The focus will be that memories can be a way to help cope when dealing with the loss.

**Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea:**

PS.3 Applying personal safety skills and coping strategies

**Missouri Comprehensive Guidance and Counseling Concept(s):**

PS.3.C. Coping Skills

**American School Counselor Association (ASCA) National Standard:**

Personal/Social Development

C. Students will understand safety and survival skills.

### SESSION #5 Materials (include activity sheets and/ or supporting resources)

Students' Memory Boxes

Construction paper

Markers

Song about "memories" ready to play

[Teacher/Parent/Guardian Follow-Up Form](#) (Document 12)

Unit Assessments (attached to the Unit Plan)

[Teacher Pre/Post-Group Perception Form](#) (Document 14)

[Group Summary Form](#) (Document 17)

[Parent/Guardian Post-Group Perception Form](#) (Document 15)

### SESSION #5 Session Assessment

Students will be able to remember fun activities, funny things that happened, and maybe some different memories of their loved one in order to help them cope.

### SESSION #5 Preparation

**Essential Questions:** Why does death upset us? How do we feel about death? How do we deal with the death of a loved one?

**Engagement (Hook):** As students are coming into the room have a song about memories playing. Have students sit quietly and listen or they can sing along as the song finishes. Some possible songs are: I Will Remember You, Because you Loved Me, Time of Your Life, Wind Beneath My Wings, It's So Hard to Say Goodbye to Yesterday

**SESSION #5 Procedures**

<i>Session #5: Professional School Counselor Procedures:</i>	<i>Session #5: Student Involvement</i>
<ol style="list-style-type: none"> <li>1. Welcome everyone to the group. Review <a href="#"><i>Small Group Counseling Guidelines</i></a> (Document 18). Explain that today we will be focusing on our memories of our loved one.</li> <li>2. Ask students to draw or write some of the favorite memories spent with their loved one, using construction paper and markers.</li> <li>3. Invite each student to share a memory or item from the homework assignment. Remind members to be respectful and listen when others are talking. Students will be encouraged to respond or answer questions from other students if they are comfortable doing so.</li> <li>4. Closure/Summary: Ask members individually to place their memorabilia in their memory boxes.</li> <li>5. Group assignment: Instruct students to share a favorite memory of their loved one with one of their sources of support.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students listen and participate in review.</li> <li>2. Students write or draw some of their favorite memories.</li> <li>3. Students will share some of the memories or memorabilia that they brought with them. Once a memory has been shared, group members may ask questions or make comments.</li> <li>4. Closure/Summary: Students ceremoniously place their memories into their memory box, each in turn.</li> <li>5. Group assignment: Students will pick a source of support and share a favorite memory with that person.</li> </ol>

**SESSION #5 Follow-Up Activities**

Ask students if they have shared their memory with their source of support and how it went.

**SESSION #5 Counselor reflection notes (completed after the session)**

*STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?*

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*

**SESSION #6**

**Group Title:** Coping With Life Changes, Unit 2: Remember This

**Session Title:** Ties That Bind Us

**Session:** 6 of 6

**Grade Level:** 3-5

**Estimated time:** 30 min

**Small Group Counseling Session Purpose:**

Students will be able to tie feelings, coping strategies, and support information together to help them deal with the loss of a loved one.

**Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea:**

PS.3 Applying personal safety skills and coping strategies

**Missouri Comprehensive Guidance and Counseling Concept(s):**

PS.3.C. Coping Skills

**American School Counselor Association (ASCA) National Standard:**

Personal/Social Development

C. Students will understand safety and survival skills.

**SESSION #6 Materials (include activity sheets and/ or supporting resources)**

Students' Memory boxes

Bows or string to tie boxes with - enough for all group members

Markers (optional-see step 4)

Construction paper (optional-see step 4)

Music about "memories"

Snack

[Teacher/Parent/Guardian Follow-Up](#) (Document 14)

[Student Post-Group Perception Form](#) (Document 16)

**SESSION #6 Assessment**

Students will be able to tie all skills together by knowing what skill or which supportive person to talk to regarding different feelings that occur due to the loss of a loved one.

**SESSION #6 Preparation**

**Essential Questions:** How can you enjoy life after your loved one is gone?

**Engagement (Hook):** Have students sit in a close circle, all facing to their right. Students will rub the shoulders of the person in front of them for 30 seconds. Then all students turn to their left. Students will rub the shoulders of the person in front of them for 30 seconds. (Can do pats on the back, depending on the make up of the group). Discuss with the group members how we can work together with others to help us feel better.

**SESSION #6 Procedures**

<i>Session #6: Professional School Counselor Procedures:</i>	<i>Session #6: Student Involvement</i>
1. Welcome everyone to the group. Review	1. Students listen and participate in review.

<i>Session #6: Professional School Counselor Procedures:</i>	<i>Session #6: Student Involvement</i>
<p><u><i>Small Group Counseling Guidelines</i></u> (Document 18). Explain that today we will be putting all of the skills together that we have learned and celebrate our successes.</p> <ol style="list-style-type: none"> <li>2. Review feelings, sources of support, and coping skills with the group. Ask students to review the contents of their memory boxes individually for reminders of all the things that have been learned, shared, and discussed during group. Ask students to write a letter to themselves reminding them of what they have learned. Students can refer to letter in the future when they review their memory box.</li> <li>3. Invite students to choose a partner from the group and share their memory boxes and include their letter. Ask students to share the coping skills that have worked best for them.</li> <li>4. Ask students to return their items to their memory boxes and include their letter. Invite students to wave “goodbye” to negative feelings with the hands one last time.</li> <li>5. Distribute snacks and play music.</li> <li>6. Have students pick out a bow or string to finalize the box. This is a special touch to signify being finished with the group. Remind students that they can always add items to their memory boxes later.</li> <li>7. Closure/Summary: Invite students to share their memory boxes with a family member or support. Thank students for participating in the group and remind them that you are there as a source of support as well.</li> </ol>	<ol style="list-style-type: none"> <li>2. Students review the contents of their boxes on their own, reflecting on what they have learned throughout the group sessions and writing a letter to themselves reminding them of what they have learned.</li> <li>3. Students choose partners to share their memory boxes. Students share the coping skill(s) that has (have) worked best for them.</li> <li>4. Students return their items to their memory boxes and wave “good-bye” with their hands.</li> <li>5. Students will eat the snack while music plays.</li> <li>6. Students choose a bow or some string to decorate their memory boxes.</li> <li>7. Closure/Summary: Students may share their memory boxes with a family member or other source of support. Students take their boxes with them.</li> </ol>

**SESSION #6 Follow-Up Activities**

- Check in with teachers/parents/guardians to see how the students are doing.
- Check in with students in the halls when passing by.
- Check in with students in a couple weeks to see how they are feeling and coping.

**SESSION #6 Counselor reflection notes (completed after the session)**

*STUDENT LEARNING: How will students' lives improve as a result of what happened during this session?*

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*



# *Group Certificate of Completion*



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Student's Name

*successfully completed the*

*“ \_\_\_\_\_ ” group*

*One awesome skill used by \_\_\_\_\_  
was \_\_\_\_\_*



**WAY TO GO!**

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Professional School Counselor

### OPTIONAL FOLLOW-UP SESSION

**Group Title:** Coping with Changes, Unit 2: Remember This

**Session Title:** How Are You Doing?

**Session:** Follow-up (4-6 weeks after last session)

**Grade Level:** 3-5

**Estimated time:** 30-45 minutes

**Small Group Counseling Follow-up Session Purpose:** The Professional School Counselor (PSC) may facilitate at least one more group session 4-6 weeks after the group has ended. This session helps the PSC track students' persistence and success in applying new skills and making changes in their lives. Students who participate in follow-up sessions after a group ends are more likely to maintain the gains made during the group sessions.

**Missouri Comprehensive Guidance and Counseling Content Area Strand/Big Idea:**

Personal and Social Development: PS.3.Applying Personal Safety Skills and Coping Strategies

**Missouri Comprehensive Guidance and Counseling Concept(s):**

- PS.3.A. Safe and Healthy Choices
- PS.3.B. Personal Safety of Self and Others
- PS.3.C. Coping Skills

**American School Counselor Association (ASCA) National Standard:**

Personal/Social Development

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

### OPTIONAL FOLLOW-UP SESSION

**Materials (activity sheets and/ or supporting resources are attached)**

8 ½ x 11 paper for each participant; crayons/markers/pencils

Alternative Procedure: [Follow-Up Feedback Form for Students](#).

### OPTIONAL FOLLOW-UP SESSION Formative Assessment

This session does not require a formative assessment. It is a way for the PSC to measure students' perceptions of the group's effectiveness over time.

Alternative Procedure: Use the [Follow-Up Feedback Form for Students](#) as the procedure and the assessment for the Follow-up Session. The developmental level of your students will determine the usefulness of this alternative with younger students.

### OPTIONAL FOLLOW-UP SESSION Preparation

**Essential Questions:** What does everyone have in common in this group?

**Engagement (Hook):** What has changed for you as a result of this group?

**OPTIONAL FOLLOW-UP SESSION PROCEDURES**

**Professional School Counselor Procedures: Optional Follow-up Session**

**Note for PSC: The group follow-up session will give participants a chance to celebrate each other’s successes over time.**

1. Welcome students back to the group. Remind them again about the *Small Group Counseling Guidelines* (Document 18)
2. Invite each student to tell one thing he or she remembers from the group meetings. “I remember \_\_\_\_\_.”
3. Give each student an 8 ½ x 11 piece of paper. Instruct students to follow you as you fold your paper into fourths; unfold the paper and number the sections 1-4. Give the directions for the quadrants one at a time. Complete all quadrants. Invite students to share one quadrant at a time; discuss responses before going to the next quadrant.

1. With a picture or words, demonstrate what you learned from group.	2. With a picture or a word, describe the most useful thing you learned from the group.
3. With a picture or words, describe a skill you need to practice.	4. With a picture or words, explain how you have changed.

**Alternative Procedure:** An option for gathering student feedback during the follow-up session is to use the [Follow-Up Feedback Form for Students](#). Discuss with students after they have completed the form.

**Student Involvement: Optional Follow-up Session**

1. Students participate in the review of the guidelines by telling what they remember and by reminding each other of what the guidelines mean
2. Students contribute a concrete example of something they remember about the group.
3. Students follow directions of school counselor, asking clarifying questions as needed. They share their words/drawings. School counselor will acknowledge on-topic sharing

**Alternative Procedure:** Students complete the form and discuss their responses.

**OPTIONAL FOLLOW-UP SESSION Follow-Up Activities**

If students completed the (optional) *Follow Up Session Feedback Form*, use the responses to prepare a data summary and report of group’s effectiveness.

**OPTIONAL FOLLOW-UP SESSION Counselor reflection notes (completed after the session)**

*STUDENT LEARNING: How will students’ lives improve as a result of what happened during this session?*

*SELF EVALUATION: How did I do?*

*IMPLEMENTATION PROCEDURES: How did the session work?*