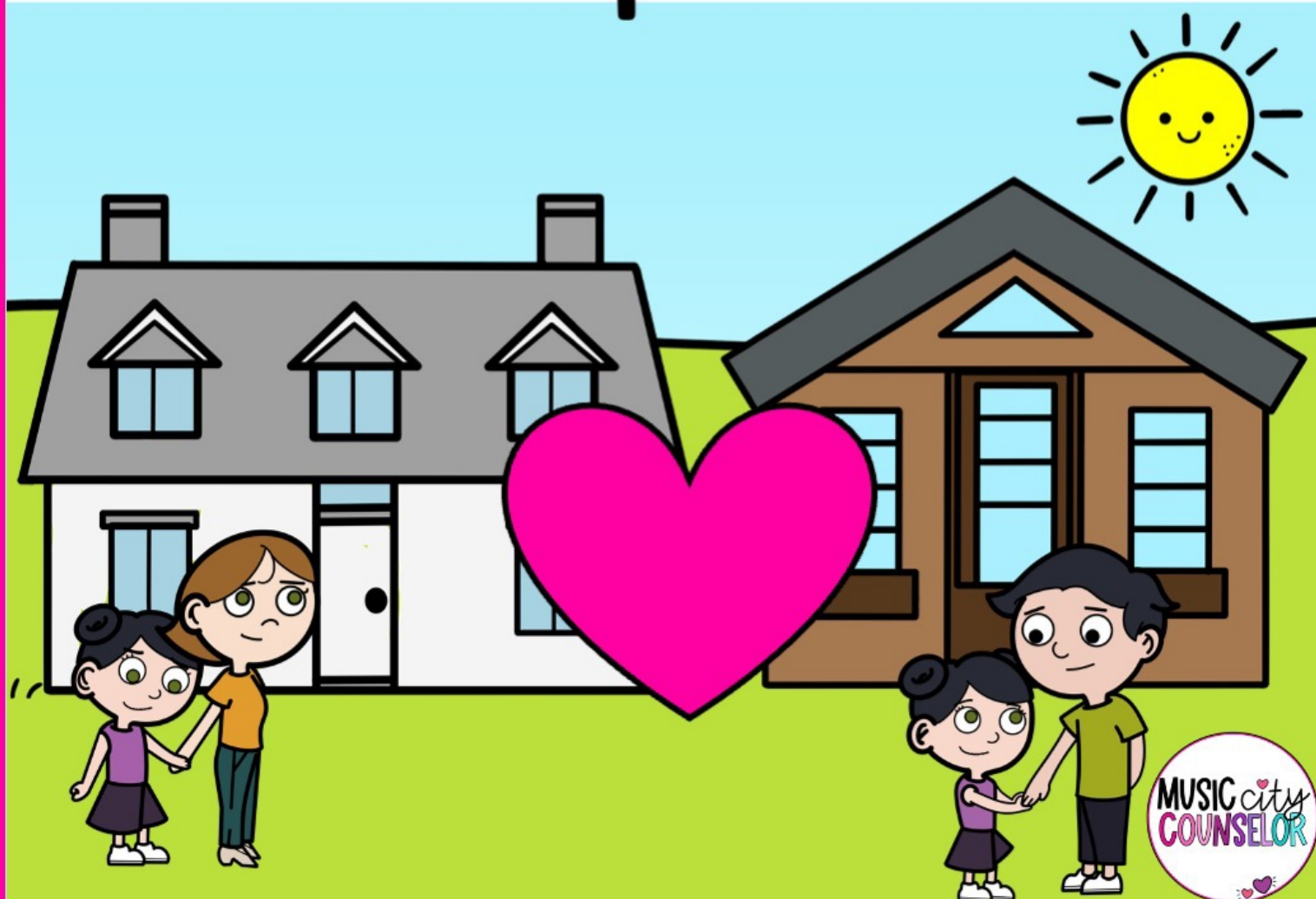


GRADES
1st — 5th

Coping with DIVORCE

Small Group Curriculum



TWO HOMES, ONE HEART

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BINDER SPINES



Music City Counselor

DIVORCE SMALL GROUP



Music City Counselor

DIVORCE SMALL GROUP



Music City Counselor

DIVORCE SMALL GROUP

ASCA MINDSETS & BEHAVIORS

Category 1: Mindset Standards

- **M1:** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.
- **M2:** Sense of acceptance, respect, support and inclusion for self and others in the school environment.
- **M3:** Positive attitude toward work and learning.

Category 2: Behavior Standards

- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SMS 7:** Effective coping skills.
- **B-SMS 10:** Ability to manage transitions and adapt to change.
- **B-SS 3:** Positive relationships with adults to support success.
- **B-SS 8:** Advocacy skills for self and others and ability to assert self, when necessary.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment.

GENERAL DIRECTIONS:

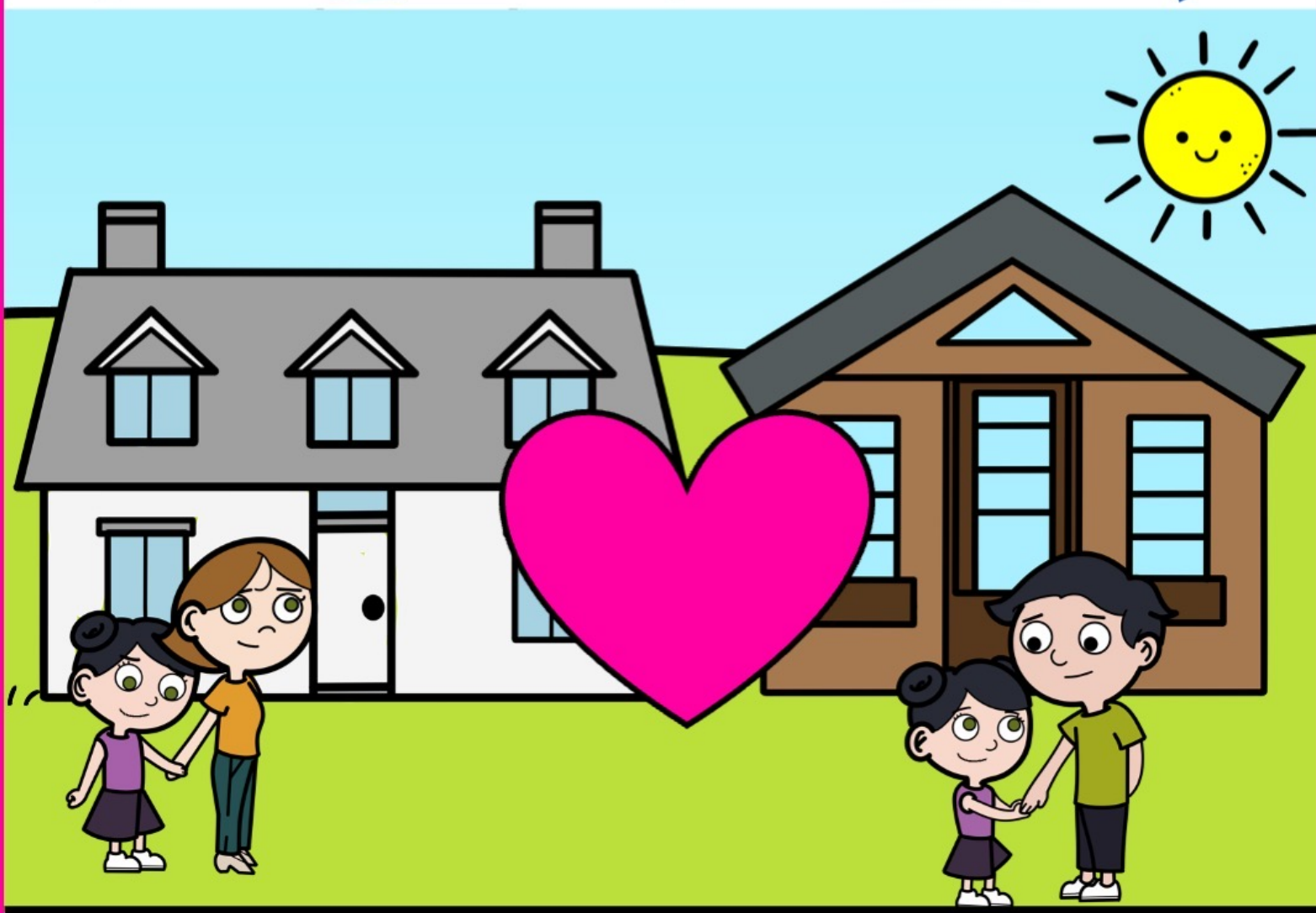
- I recommend having 4-8 students participate in group.
- These materials are differentiated for use with 1st - 5th graders. Please choose the activities that best fit the needs and abilities of your students and the amount of time you have.
- I recommend meeting weekly for 12 weeks for 30-minute sessions.
- This group is flexible to meet the needs and developmental level of your students. You can implement all 12 sessions in the order presented. Or you may change the order of sessions, pick and choose certain sessions, or add in your own materials.
- To select students for group, use your data! Use your needs assessment data, teacher referrals, parent referrals, and school-level data (i.e. discipline referrals, progress reports, etc.).
- Give the included teacher referral form to your teachers.
- Once you have selected your students, send home the parent letter. Some districts require parent permission to participate in group and others do not. Both an English and Spanish version are included.
- Editable versions of all of the forms are included in a separate file in the zip folder.
- Hall passes, reminders, and an attendance chart are provided.
- A detailed session plan is included for each session as well as all of the instructional materials you will need. Worksheets and student activities are provided in full color and black/white.
- Each session is aligned to the ASCA Mindsets & Behaviors.
- A pretest is included in Session 2 and a posttest is included in Session 12. Use this data to show student growth and progress.
- Questions? Please contact me any time at laura@musiccitycounselor.com. I'm here to help!

GROUP OUTLINE:

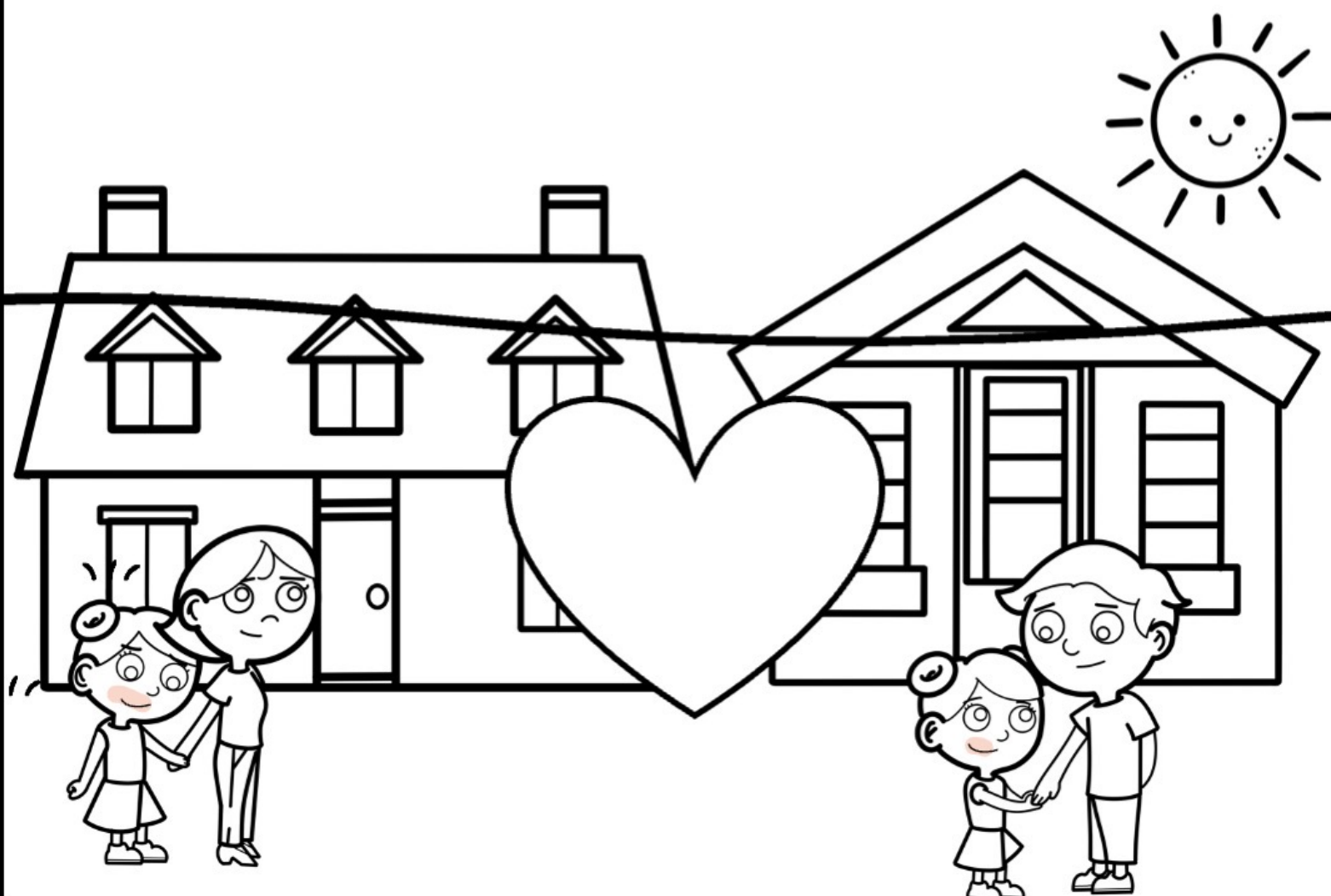
- **Session 1:** Introductions & Icebreakers
- **Session 2:** Defining & Understanding Family Changes
- **Session 3:** Sharing My Story
- **Session 4:** Some Things Change, Others Stay the Same
- **Session 5:** Exploring Feelings
- **Session 6:** Exploring Worries
- **Session 7:** Understanding Custody & My Schedule
- **Session 8:** My Circle of Control
- **Session 9:** Kids' Rights in a Divorce or Separation
- **Session 10:** Using Coping Skills
- **Session 11:** Positive Affirmations
- **Session 12:** Group Closure & Reflection

***IMPORTANT NOTE:** This group is flexible. You may change the order of sessions, pick and choose certain sessions, or add in your own materials.*

TWO HOMES, ONE ONE HEART CLUB FOLDER



TWO HOMES, ONE ONE HEART CLUB FOLDER



GROUP

FORMS

TEACHER REFERRAL GROUP COUNSELING

Teacher Name: _____

Grade Level: _____

I will be facilitating a small group called the "Two Homes, One Heart Club." We will focus on changing families and coping with divorce. We will meet once/week for 30 minutes for 12 weeks. Your referrals help me ensure that my services are needed and relevant for our students. Please fill out this form to let me know which students would be the best fit for this group, and which day/time work best for your classroom schedule. Please contact me any time with questions or suggestions. Thank you!

— _____
School Counselor



Student Name:	Preferred Day/Time to Meet:	Comments:

TEACHER REFERRAL GROUP COUNSELING

Teacher Name: _____

Grade Level: _____

I will be facilitating a small group called the "Two Homes, One Heart Club." We will focus on changing families and coping with divorce. We will meet once/week for 30 minutes for 12 weeks. Your referrals help me ensure that my services are needed and relevant for our students. Please fill out this form to let me know which students would be the best fit for this group, and which day/time work best for your classroom schedule. Please contact me any time with questions or suggestions. Thank you!

— _____
School Social Worker



Student Name:	Preferred Day/Time to Meet:	Comments:

TEACHER REFERRAL GROUP COUNSELING

Teacher Name: _____

Grade Level: _____

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— _____
School Psychologist



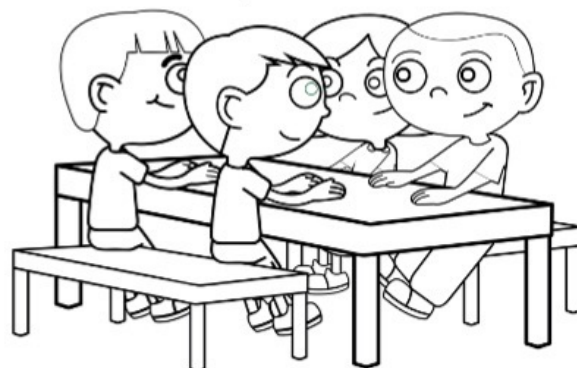
Student Name:	Preferred Day/Time to Meet:	Comments:

TEACHER REFERRAL GROUP COUNSELING

Teacher Name: _____

Grade Level: _____

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— _____
School Counselor

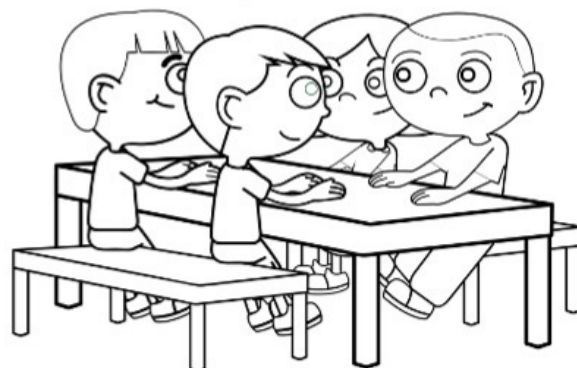
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TEACHER REFERRAL GROUP COUNSELING

Teacher Name: _____

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— _____
School Social Worker

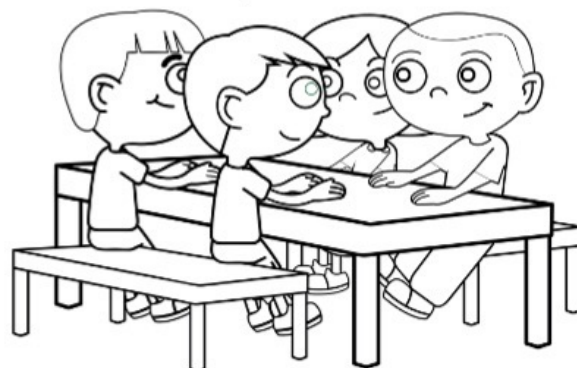
Student Name:	Preferred Day/Time to Meet:	Comments:

TEACHER REFERRAL GROUP COUNSELING

Teacher Name: _____

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— _____
School Psychologist

Student Name:	Preferred Day/Time to Meet:	Comments:

FROM THE DESK OF THE SCHOOL COUNSELOR

Dear Caregiver, _____

Your child _____ has been referred to participate in a small group with their School Counselor called the "Two Homes, One Heart Club." This group will focus on **changing families and coping with divorce and separation**.

Our group will meet for a total of **12 weeks** starting on _____.
We will meet for **30 minutes** on _____ at _____.

We will discuss important topics such as:

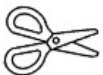
- Understanding divorce and separation
- Identifying feelings and worries
- Understanding our rights
- Understanding what we can and cannot control
- Using coping skills and positive affirmations

This group is optional, but highly recommended. Please fill out the permission form below and return it to your child's teacher.

Please don't hesitate to contact me any time at _____ with questions, comments, or suggestions. I'm here to help!

Thank you so much,

School Counselor



Student Name: _____

Caregiver Name: _____

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: _____

FROM THE DESK OF THE SCHOOL SOCIAL WORKER

Dear Caregiver, _____

Your child _____ has been referred to participate in a small group with their School Social Worker called the "Two Homes, One Heart Club." This group will focus on **changing families** and coping with divorce and separation.

Our group will meet for a total of **12 weeks** starting on _____.

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Please don't hesitate to contact me any time at _____ with questions, comments, or suggestions. I'm here to help!

Thank you so much,

School Social Worker



Student Name: _____

Caregiver Name: _____

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: _____

FROM THE DESK OF THE SCHOOL PSYCHOLOGIST

Dear Caregiver, _____

Your child _____ has been referred to participate in a small group with their School Psychologist called the "Two Homes, One Heart Club." This group will focus on **changing families** and coping with divorce and separation.

Our group will meet for a total of **12 weeks** starting on _____.
We will meet for **30 minutes** on _____ at _____.

We will discuss important topics such as:

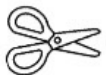
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Thank you so much,

School Psychologist



Student Name: _____

Caregiver Name: _____

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: _____

FROM THE DESK OF THE SCHOOL COUNSELOR

Dear Caregiver, _____

Your child _____ has been referred to participate in a small group with their School Counselor called the "Two Homes, One Heart Club." This group will focus on **changing families and coping with divorce and separation**.

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Thank you so much,

School Counselor



Student Name: _____

Caregiver Name: _____

☐ Yes, I give permission for my child to participate in group.

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Caregiver Signature: _____

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Thank you so much,

School Social Worker



Student Name: _____

Caregiver Name: _____

☐ Yes, I give permission for my child to participate in group.

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Thank you so much,

School Psychologist



Student Name: _____

Caregiver Name: _____

- ☐ Yes, I give permission for my child to participate in group.
☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: _____

DESDE EL ESCRITORIO DE LA CONSEJERA ESCOLAR

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su consejera escolar que se llama el "Two Homes, One Heart Club." Este grupo se centrará en los cambios en la familia y cómo afrontar el divorcio y la separación.

Nuestro grupo se reunirá por un total de 12 semanas a partir del _____.
Nos reuniremos por 30 minutos el _____ a las _____.

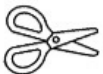
Trataremos temas importantes como:

- Entender el divorcio
- Identificar los sentimientos y las preocupaciones
- Entender nuestros derechos
- Entender lo que podemos y no podemos controlar
- Usar las habilidades de afrontamiento y las afirmaciones positivas

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

Consejera Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DEL CONSEJERO ESCOLAR

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su consejero escolar que se llama el "Two Homes, One Heart Club." Este grupo se centrará en los cambios en la familia y cómo afrontar el divorcio y la separación.

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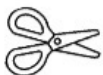
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Muchas gracias,

Consejero Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DE LA TRABAJADORA SOCIAL

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su trabajadora social que se llama el "Two Homes, One Heart Club." Este grupo se centrará en los cambios en la familia y cómo afrontar el divorcio y la separación.

Nuestro grupo se reunirá por un total de 12 semanas a partir del _____.
Nos reuniremos por 30 minutos el _____ a las _____.

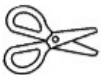
Trataremos temas importantes como:

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- Entender nuestros derechos
- Entender lo que podemos y no podemos controlar
- Usar las habilidades de afrontamiento y las afirmaciones positivas

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

Trabajadora Social



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DEL TRABAJADOR SOCIAL

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su trabajador social que se llama el "Two Homes, One Heart Club." Este grupo se centrará en los cambios en la familia y cómo afrontar el divorcio y la separación.

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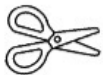
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Muchas gracias,

Trabajador Social



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DEL PSICÓLOGA ESCOLAR

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su psicóloga escolar que se llama el "Two Homes, One Heart Club." Este grupo se centrará en los cambios en la familia y cómo afrontar el divorcio y la separación.

Nuestro grupo se reunirá por un total de 12 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

Trataremos temas importantes como:

- Entender el divorcio
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Muchas gracias,

Psicóloga Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DEL PSICÓLOGO ESCOLAR

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su psicólogo escolar que se llama el "Two Homes, One Heart Club." Este grupo se centrará en los cambios en la familia y cómo afrontar el divorcio y la separación.

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Trataremos temas importantes como:

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Muchas gracias,

Psicólogo Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DE LA CONSEJERA ESCOLAR

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su consejera escolar que se llama el "Two Homes, One Heart Club." Este grupo se centrará en los cambios en la familia y cómo afrontar el divorcio y la separación.

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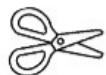
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Muchas gracias,

Consejera Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DEL CONSEJERO ESCOLAR

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su consejero escolar que se llama el "Two Homes, One Heart Club." Este grupo se centrará en los cambios en la familia y cómo afrontar el divorcio y la separación.

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Muchas gracias,

Consejero Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DE LA TRABAJADORA SOCIAL

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su trabajadora social que se llama el "Two Homes, One Heart Club." Este grupo se centrará en los **cambios en la familia** y cómo afrontar el divorcio y la separación.

Nuestro grupo se reunirá por un total de **12 semanas** a partir del _____. Nos reuniremos por **30 minutos** el _____ a las _____.

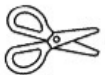
Trataremos temas importantes como:

- Entender el divorcio
- Identificar los sentimientos y las preocupaciones
- Entender nuestros derechos
- Entender lo que podemos y no podemos controlar
- Usar las habilidades de afrontamiento y las afirmaciones positivas

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

Trabajadora Social



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DEL TRABAJADOR SOCIAL

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su trabajador social que se llama el "Two Homes, One Heart Club." Este grupo se centrará en los cambios en la familia y cómo afrontar el divorcio y la separación.

Nuestro grupo se reunirá por un total de 12 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

Trataremos temas importantes como:

- Entender el divorcio
- Identificar los sentimientos y las preocupaciones
- Entender nuestros derechos
- Entender lo que podemos y no podemos controlar
- Usar las habilidades de afrontamiento y las afirmaciones positivas

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

Trabajador Social



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DE LA PSICÓLOGA ESCOLAR

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su psicóloga escolar que se llama el "Two Homes, One Heart Club." Este grupo se centrará en los cambios en la familia y cómo afrontar el divorcio y la separación.

Nuestro grupo se reunirá por un total de 12 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

Trataremos temas importantes como:

- Entender el divorcio
- Identificar los sentimientos y las preocupaciones
- Entender nuestros derechos
- Entender lo que podemos y no podemos controlar
- Usar las habilidades de afrontamiento y las afirmaciones positivas

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

Psicóloga Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DEL PSICÓLOGO ESCOLAR

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su psicólogo escolar que se llama el "Two Homes, One Heart Club." Este grupo se centrará en los cambios en la familia y cómo afrontar el divorcio y la separación.

Nuestro grupo se reunirá por un total de 12 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

Trataremos temas importantes como:

- Entender el divorcio
- Identificar los sentimientos y las preocupaciones
- Entender nuestros derechos
- Entender lo que podemos y no podemos controlar
- Usar las habilidades de afrontamiento y las afirmaciones positivas

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

Psicólogo Escolar



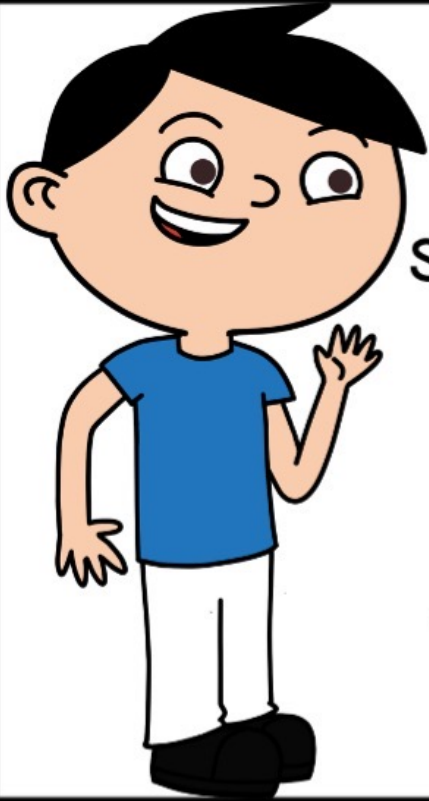
Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

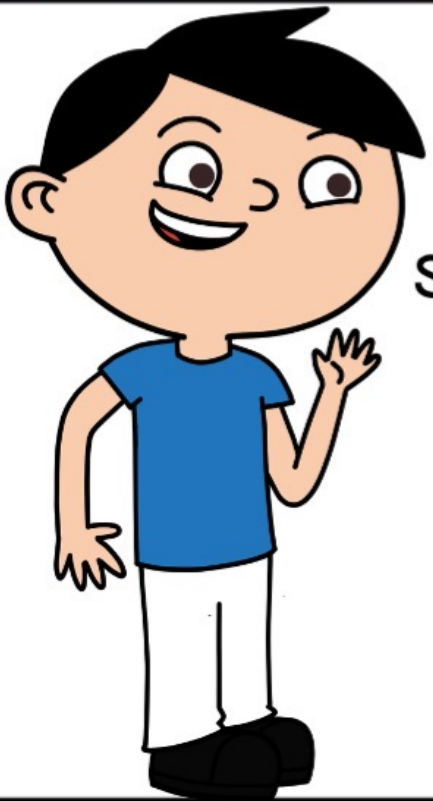
See you soon, friend!

— _____

School Counselor

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

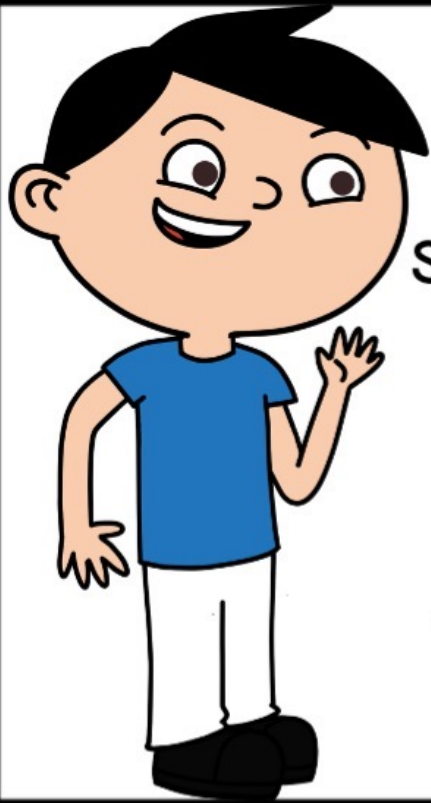
See you soon, friend!

— _____

School Counselor

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

See you soon, friend!

— _____

School Social Worker

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

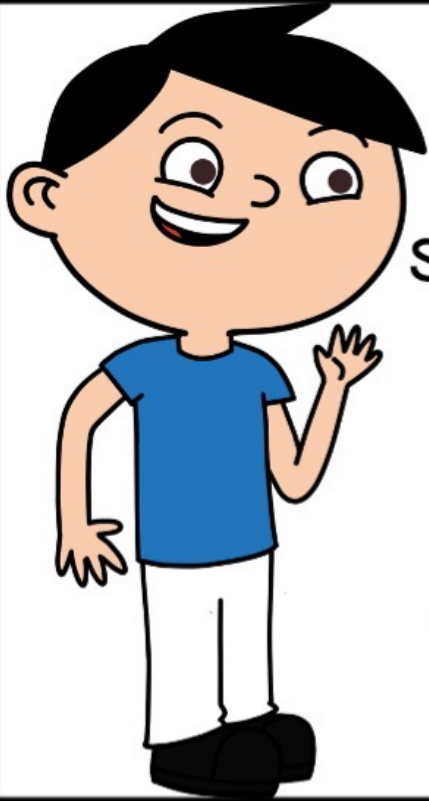
See you soon, friend!

— _____

School Social Worker

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

See you soon, friend!

— _____

School Psychologist

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

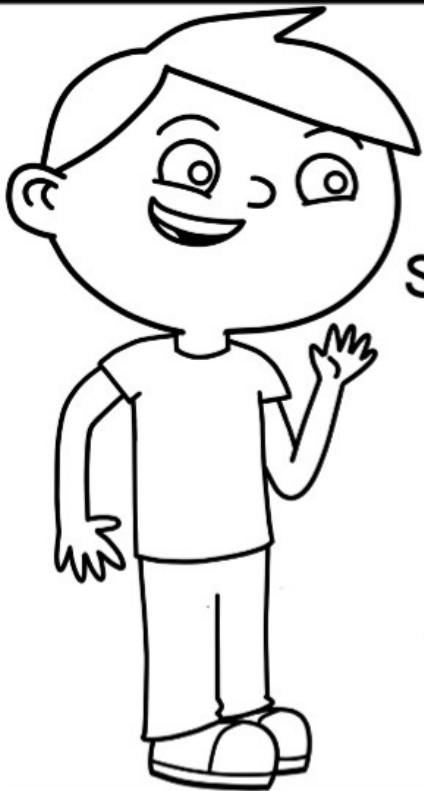
See you soon, friend!

— _____

School Psychologist

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

See you soon, friend!

— _____

School Counselor

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

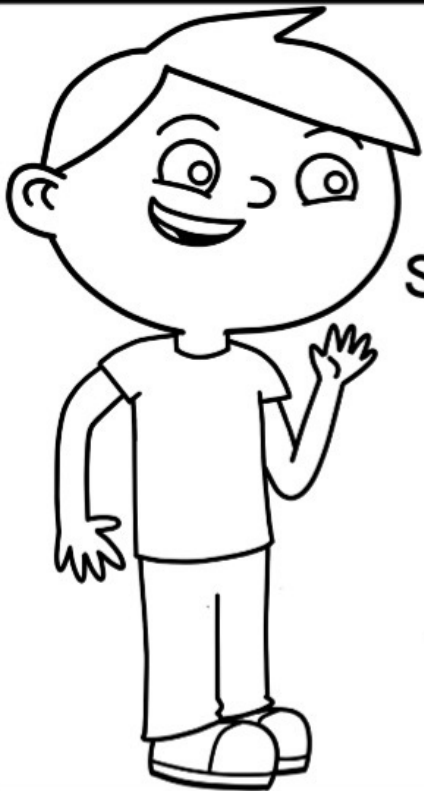
See you soon, friend!

— _____

School Counselor

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

See you soon, friend!

— _____

School Social Worker

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

See you soon, friend!

— _____

School Social Worker

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

See you soon, friend!

- _____

School Psychologist

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

See you soon, friend!

- _____

School Psychologist

© Music City Counselor

TWO HOMES, ONE HEART

HALL PASS

© Music City Counselor

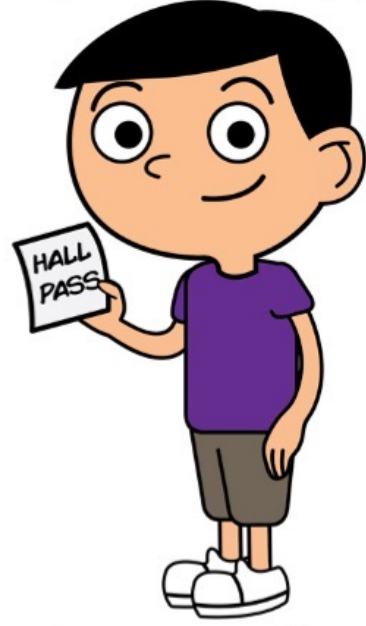


to see the
School Counselor

TWO HOMES, ONE HEART

HALL PASS

© Music City Counselor



to see the
Social Worker

TWO HOMES, ONE HEART

HALL PASS

© Music City Counselor

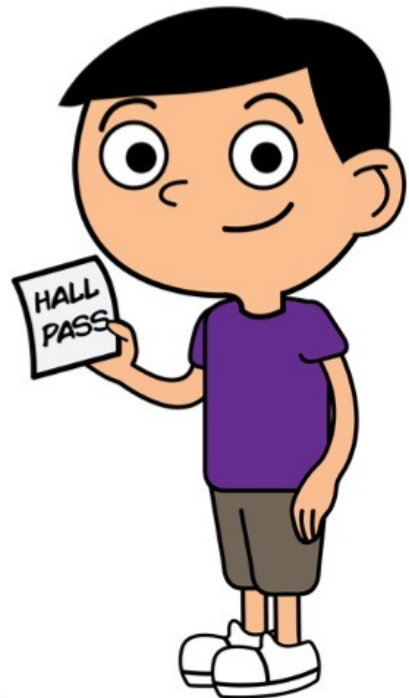


to see the
School Psychologist

TWO HOMES, ONE HEART

HALL PASS

© Music City Counselor



for Small Group

TWO HOMES, ONE HEART

HALL PASS

© Music City Counselor



to see the
School Counselor

TWO HOMES, ONE HEART

HALL PASS

© Music City Counselor



to see the
Social Worker

TWO HOMES, ONE HEART

HALL PASS

© Music City Counselor



to see the
School Psychologist

TWO HOMES, ONE HEART

HALL PASS

© Music City Counselor



for Small Group

ATTENDANCE CHART

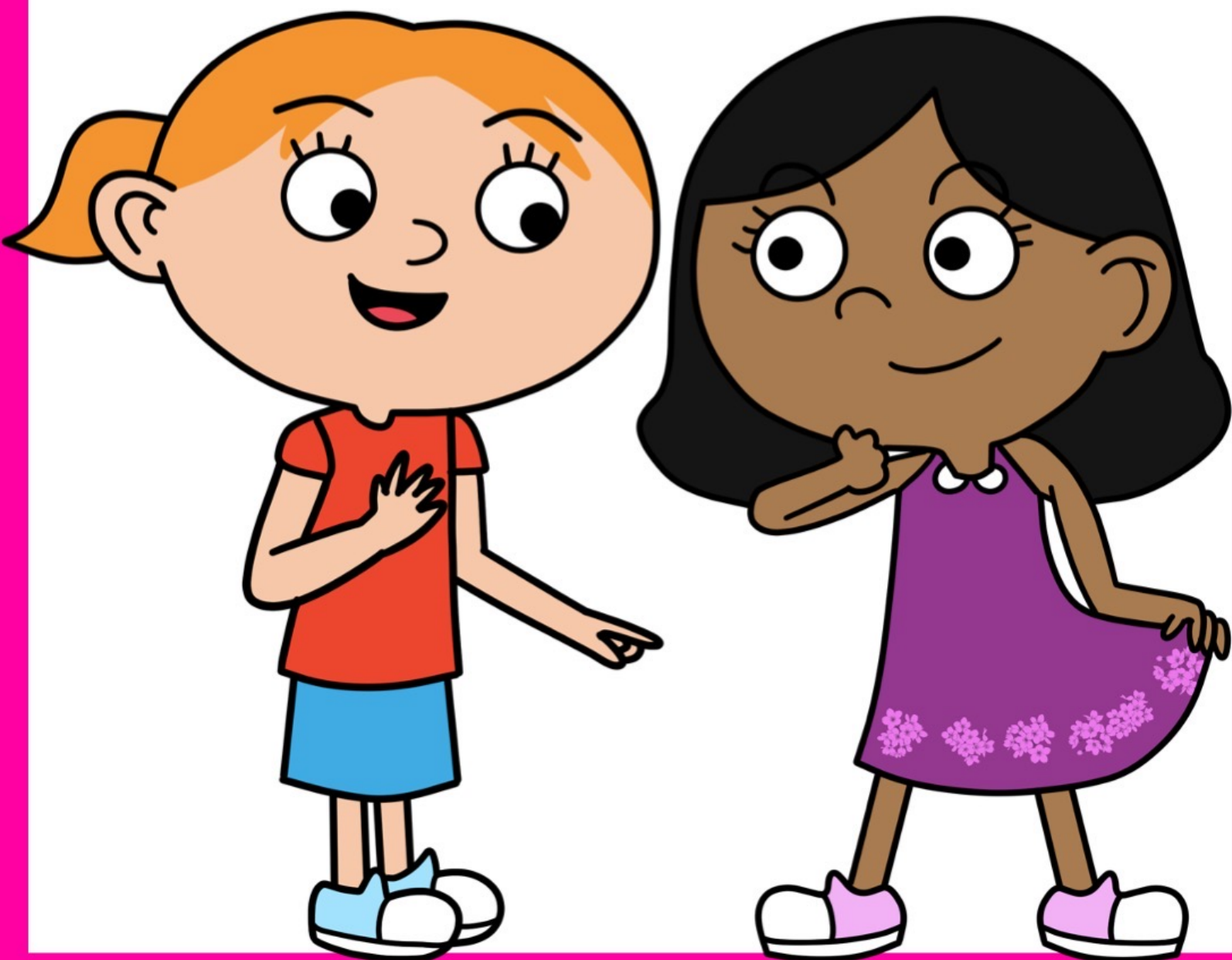
TWO HOMES, ONE HEART

.....

Week	Student Name _____	Student Name _____	Student Name _____	Student Name _____	Student Name _____	Student Name _____	Student Name _____
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							
Week 6							
Week 7							
Week 8							
Week 9							
Week 10							
Week 11							
Week 12							

SESSION 1:

Introductions & Icebreakers



SESSION 1: Introductions & Icebreakers

SESSION GOALS:

- Students will introduce themselves and get to know their peers.
- Students will assess their knowledge and experiences with family changes with a pre-survey.
- Students will learn the rules of group.
- Students will learn the definition and limits of confidentiality.
- Students will reflect on and share how they are feeling today.
- Students will understand the purpose and content of group.

ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **M 2.** Sense of acceptance, respect, support and inclusion for self and others in the school environment.
- **M 3.** Positive attitude toward work and learning.

MATERIALS NEEDED:

- 1 folder per student
- 1 folder cover per student
- "How Are You Feeling?" poster
- 1 "Get to Know Me Puzzle" activity per student
- 1 small group pre-survey per student
- "Our Group Rules" poster
- "Confidentiality" poster
- "In this Group We Will Learn" poster
- Scissors
- Pencils
- Markers or crayons

DIRECTIONS:

- Before students come to group, glue a **folder cover page** onto the front of a **two-pocket folder** for each student. Students can decorate these at any time.
- Start by **welcoming** students to the "Two Homes, One Heart Club" group and giving them a two-pocket folder. They can write their name on the blank line on the cover page. They can store their group materials in this folder each week.
- Tell students that we are going to do a **fun activity** to help us get to know each other. Give each student a **"Get To Know Me" puzzle** sheet. Each puzzle piece let's students share one of their favorite things. Students can use markers, crayons, and pencils to decorate each puzzle piece. After everyone has finished, students can share their puzzle with the group.
- Give each student a **small group pre-survey** and ask them to write their name at the top. Explain that this little form will help us understand how much progress they make in group. It's okay if they don't know the answers now – they'll learn as we go! Read each question aloud and ask students to circle or color the "yes," "maybe," or "not yet" faces.
- Review the **group rules poster** with students. Ask them if they'd like to add any rules to the list. You may want to keep a copy of the rules in each students' folder.
- Review the **confidentiality and its limits** poster with students.
- Review the **4 concepts** that we will learn in group poster with students.
- **Close** by saying that next week we will learn what "divorce" and "separation" mean and why they may happen.

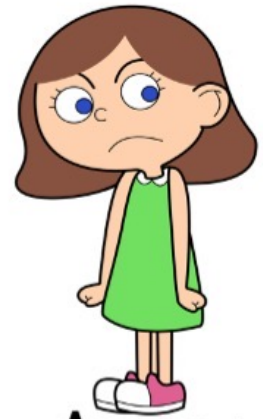
HOW ARE YOU FEELING?



Happy



Sad



Angry



Embarrassed



Frustrated



Nervous



Scared



Annoyed



Confused

HOW ARE YOU FEELING?



Happy



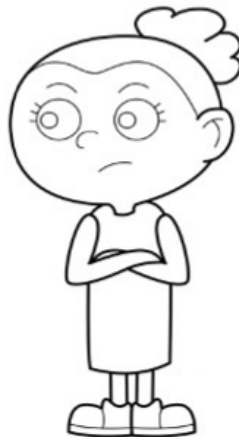
Sad



Angry



Embarrassed



Frustrated



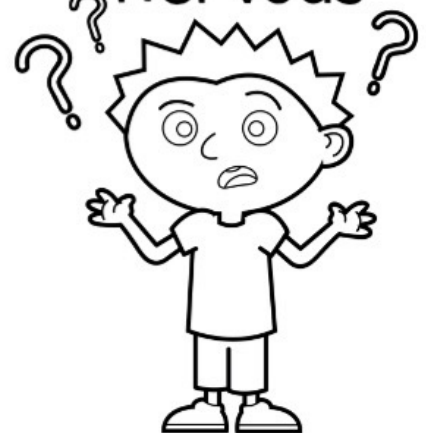
Nervous



Scared



Annoyed



Confused

Name: _____

GET TO KNOW ME PUZZLE

Favorite food

Favorite color

Favorite place

Favorite song

Favorite animal

Favorite hobby

Favorite holiday

























Favorite sport

Favorite memory

Name: _____

SMALL GROUP PRE-SURVEY




















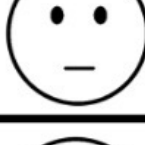




Yes Maybe Not yet 

I can define divorce and separation.			
I can identify my feelings about the changes in my family.			
I can identify my worries when it comes to my family changes.			
I can define custody and understand my schedule.			
I know and understand my rights in a divorce or separation.			
I can use a Circle of Control.			
I can use coping skills to control my feelings.			
I can use positive affirmations to help me stay strong.			

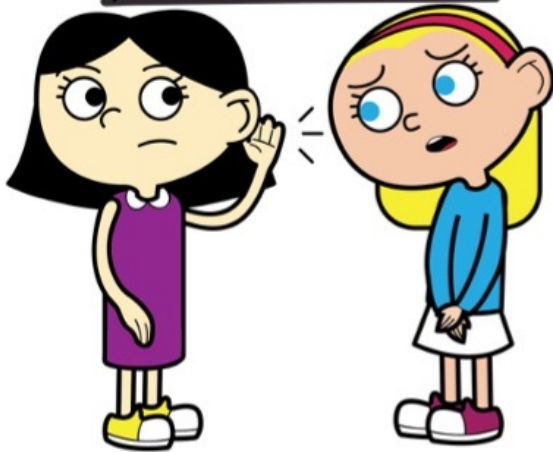
Name: _____

SMALL GROUP PRE-SURVEY

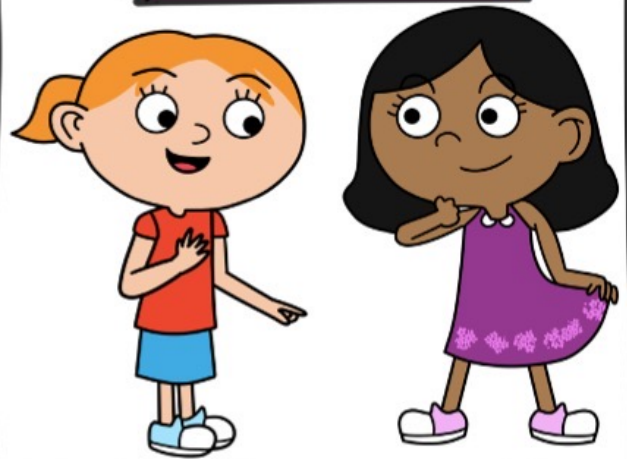
Yes Maybe Not yet 

I can define divorce and separation.			
I can identify my feelings about the changes in my family.			
I can identify my worries when it comes to my family changes.			
I can define custody and understand my schedule.			
I know and understand my rights in a divorce or separation.			
I can use a Circle of Control.			
I can use coping skills to control my feelings.			
I can use positive affirmations to help me stay strong.			

OUR GROUP RULES



We listen and pay attention to each other.



We take turns speaking and sharing.



We are respectful.
We disagree peacefully.



We respect confidentiality.

CONFIDENTIALITY AGREEMENT

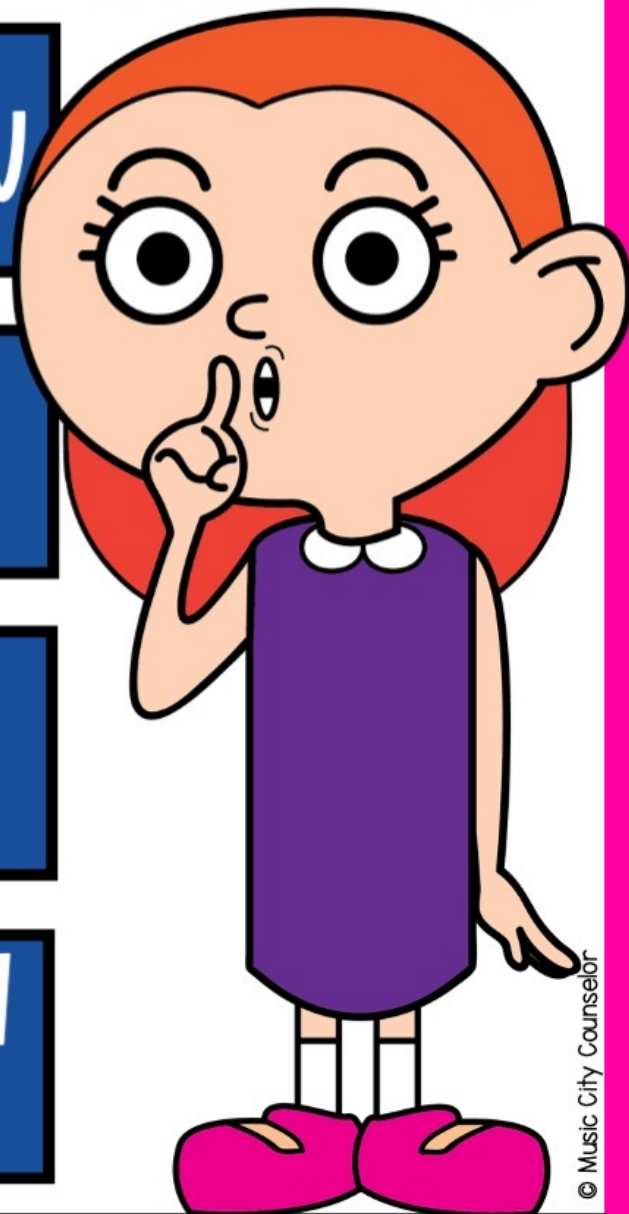
WHAT YOU SAY IN HERE,
STAYS IN HERE. UNLESS:

SOMEONE IS HURTING YOU

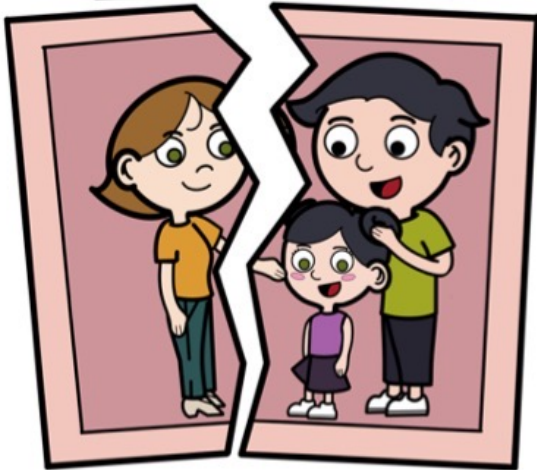
YOU ARE HURTING
SOMEONE ELSE

YOU ARE HURTING
YOURSELF

YOU GIVE ME PERMISSION
TO SHARE



IN THIS GROUP WE'LL LEARN



What divorce means
and why it happens.



To understand our
feelings and worries.



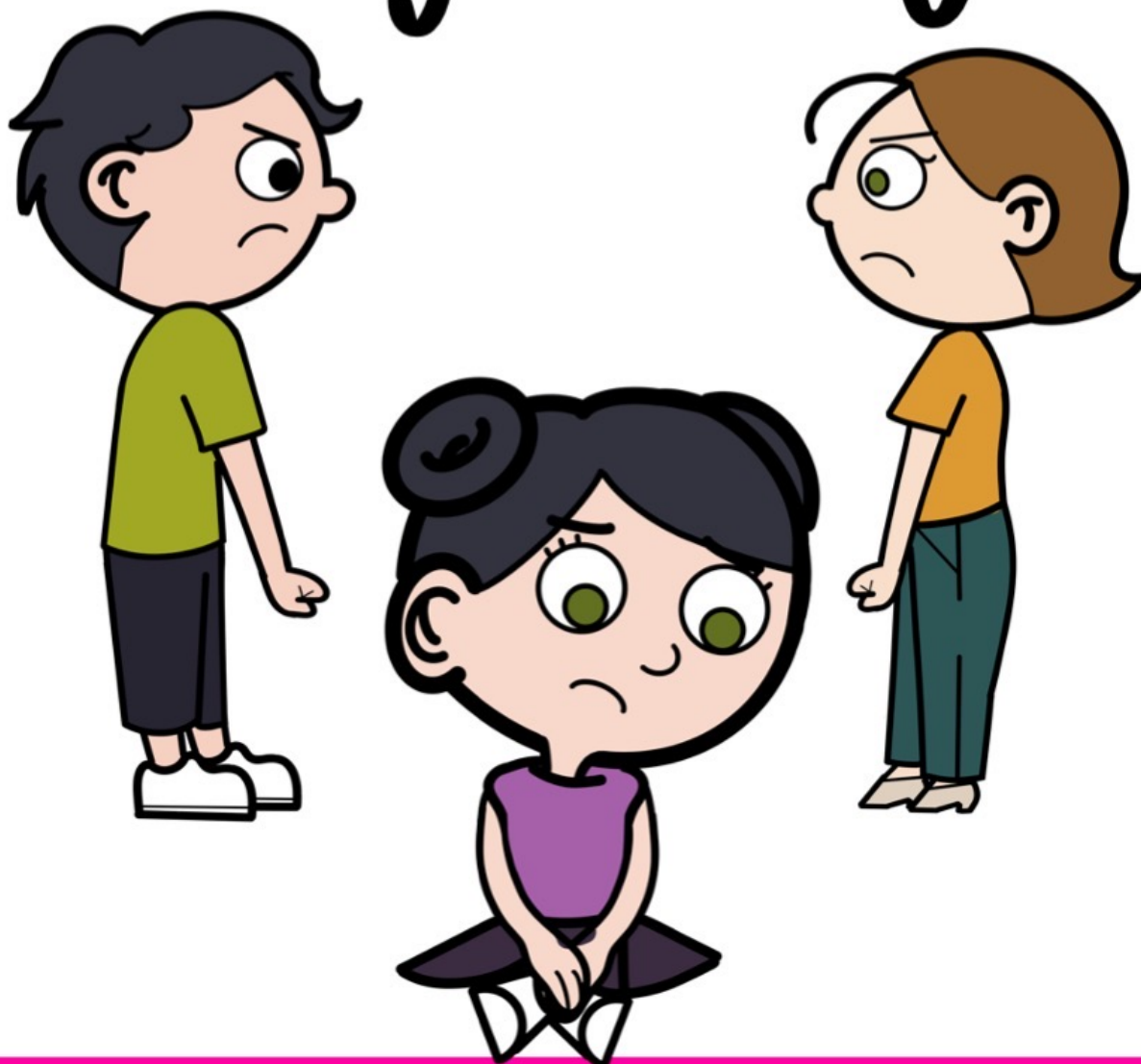
Our rights in a divorce.



To cope with family
changes.

SESSION 2:

Defining & Understanding Family Changes



SESSION 2: Defining & Understanding Divorce

SESSION GOALS:

- Students will learn the definition of "divorce."
- Students will learn the definition of "separation."
- Students will learn 4 reasons why divorce may happen.
- (2nd – 5th Grades): Students will test their knowledge of divorce and separation.
- Students will share what divorce and separation mean to them.

ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 10:** Ability to manage transitions and adapt to change.

MATERIALS NEEDED:

- Group folders
- "How Are You Feeling?" poster
- "What is Separation?" poster
- "What is Divorce?" poster
- "Why May Divorce Happen?" poster
- 1 "Divorce Means to Me" worksheet per student
- 1 "Separation Means to Me" worksheet per student
- (2nd – 5th Grades): 1 True/False "Quiz" per student
- Pencils
- Crayons or markers

DIRECTIONS:

- Explain that today we will learn the definitions of "divorce" and "separation," and why they may happen.
- Start with a **feelings check-in**. Ask students to point to how they are feeling today on the **"How Are You Feeling?" color poster** or color how they are feeling on the black/white version.
- Ask students to share with the group what they think "separation" means. Then, teach them the definition on the **"What is Separation?" poster**.
- Ask students to share with the group what they think "divorce" means. Then, teach them the definition on the **"What is Divorce?" poster**.
- Ask students to explain the difference between separation and divorce.
- Ask students to share (if they know) whether their parents are separated or divorced.
- Ask students to share why they think divorce may happen in families.
- Share the **"Why May Divorce Happen?" poster** with students and explain the 4 reasons with students. Discuss. Ask students to share any of these they have experienced in their family.
- (2nd – 5th Grades): Give each student a **"Thumbs Up, Thumbs Down" worksheet**. This activity is meant to test students' knowledge and experience with divorce and separation. Please read each question aloud to students and ask them to circle/color the thumb up or thumb down. After students have filled out the whole "quiz," please review, explain, and discuss each question with students.
- Give each student a **"Divorce Means to Me" or a "Separation Means to Me" worksheet** – whichever one they believe their family is going through. Ask them to write and draw about what they mean to them.
- Close by sharing that next week we will focus on sharing our stories.

HOW ARE YOU FEELING?



Happy



Sad



Angry



Embarrassed



Frustrated



Nervous



Scared



Annoyed



Confused

HOW ARE YOU FEELING?



Happy



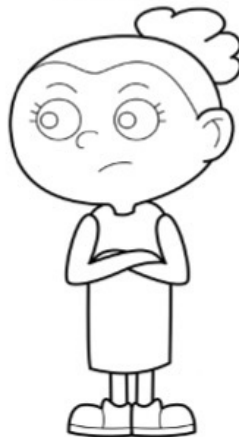
Sad



Angry



Embarrassed



Frustrated



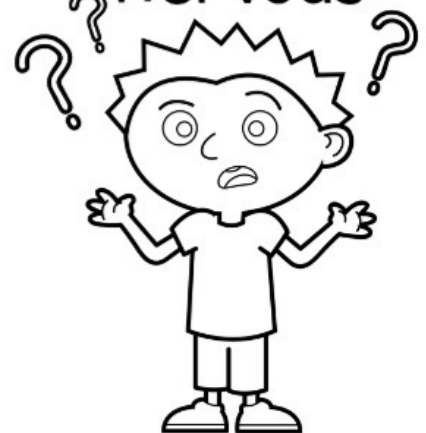
Nervous



Scared



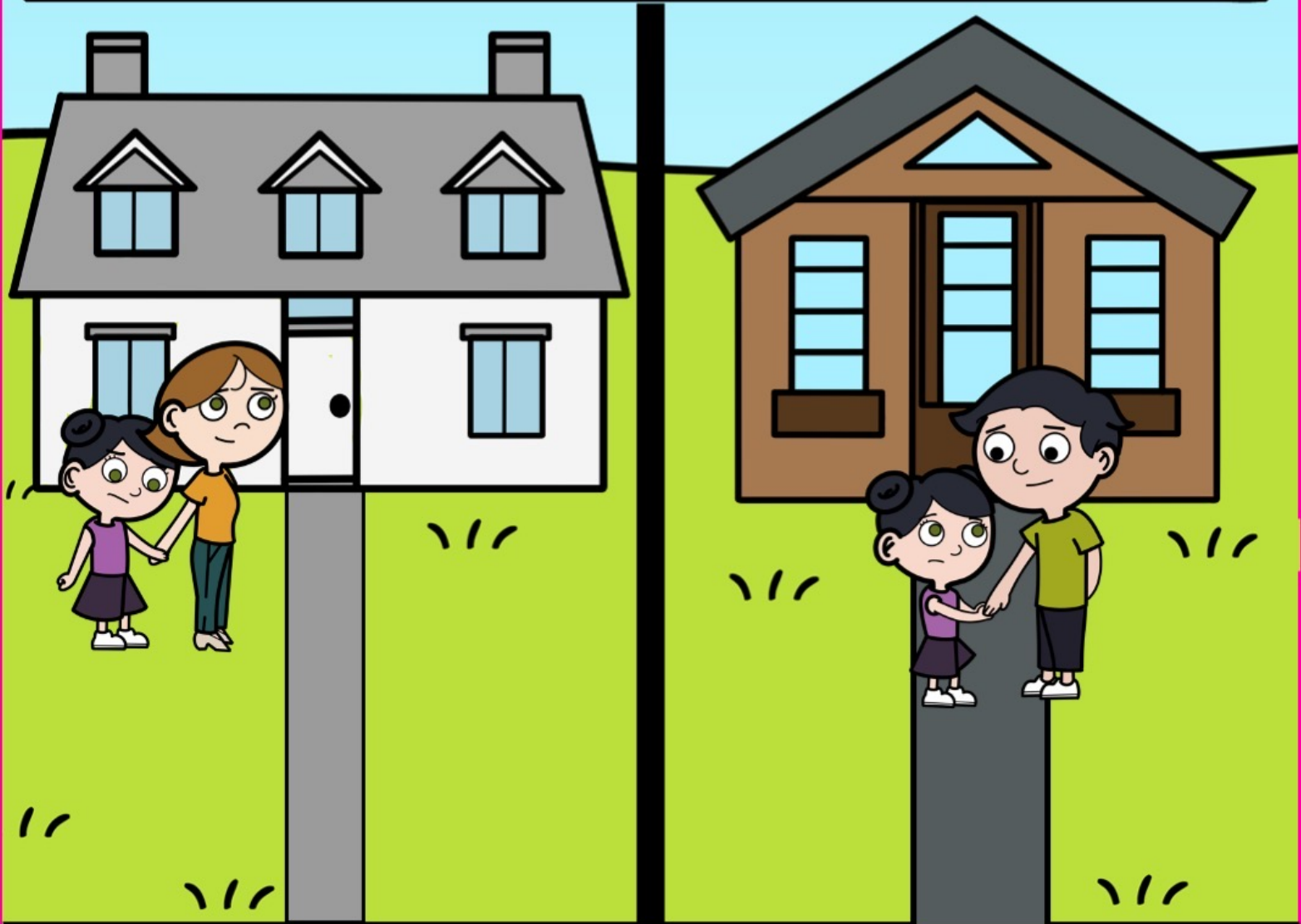
Annoyed



Confused

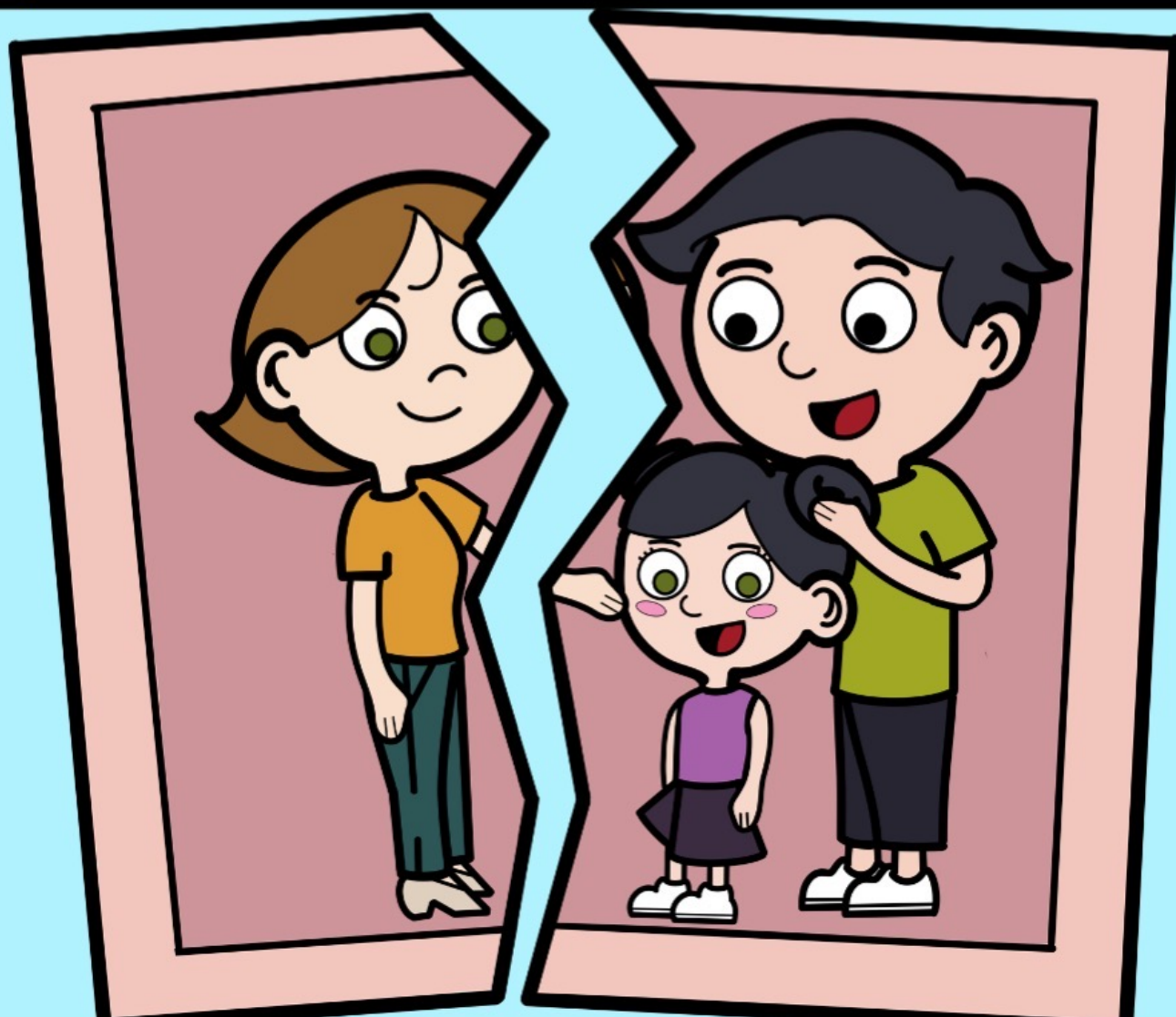
WHAT IS SEPARATION?

When two grown-ups who live together decide to live apart for a while. They may be figuring out if they want to stay together or not.



WHAT IS DIVORCE?

When two grown-ups who are married decide they don't want to be married anymore.



WHY MAY DIVORCE HAPPEN?



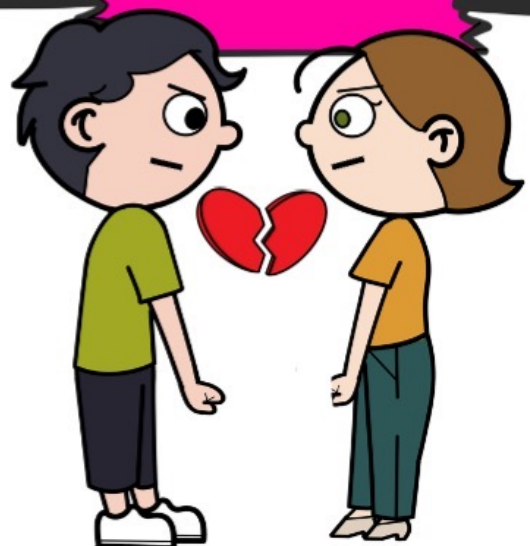
Grown-ups have problems they can't solve.



Grown-ups have trouble getting along.



Grown-ups have different goals for their lives.



Grown-ups don't feel in love anymore.







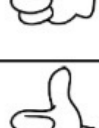
Name: _____

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THUMBS UP, THUMBS DOWN

Circle the  if the answer is true.

Circle the  if the answer is false.

1) Only a few kids go through their parents getting divorced.	 
2) Divorce is the kids' fault.	 
3) Separation always leads to divorce.	 
4) Separation means that parents are living apart, but may get back together.	 
5) Divorce means that parents may get back together.	 
6) After a divorce, everything in my life will change.	 
7) After a divorce, everything in my life will stay the same.	 
8) It's okay to love both of my parents.	 
9) After a divorce, my parents won't love me the same way they used to.	 
10) It's okay to talk to someone who can help me about the changes in my family.	 

Name: _____

© Music City Counselor

DIVORCE MEANS TO ME

Write and draw about what divorce means
to you.



Name: _____

© Music City Counselor

SEPARATION MEANS TO ME

Write and draw about what separation means to you.



SESSION 3:

Sharing My Story



SESSION 3: Sharing My Story

SESSION GOALS:

- Students will process their personal experiences with divorce and separation.
- Students will visualize and better understand their family dynamics "before" and "after" the changes.
- Students will openly share their stories with group members.

ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **M2:** Sense of acceptance, respect, support and inclusion for self and others in the school environment.
- **B-SMS 10:** Ability to manage transitions and adapt to change.

MATERIALS NEEDED:

- Group folders
- "How Are You Feeling?" poster
- 1 "Before the Changes" and 1 "After the Changes" page per student
- 1 cut-out set of the children and adult characters per student
- 1 "My Family Story," "My Timeline," or "My Before & After" worksheet per student (whichever one you choose)
- Glue sticks or hook-and-loop fastener dots
- Pencils
- Crayons or markers

DIRECTIONS:

- **Before Group:** Please print 1 set of the children and adult clipart people per student and cut them out. Both full color and black/white versions are included. You may choose to make this activity reusable by laminating the materials and using hook-and-loop fastener dots to attach them. If you would like to do this, please place one side of a hook-and-loop fastener dot on the back of each person, and the other side of approx. 6 hook-and-loop fastener dots on the before and after the changes pages for students to affix their family members.
- Briefly **review** the material learned last week (definitions of divorce and separation, why divorce may happen).
- **Explain** that today we will process and share our experiences with separation and divorce.
- Start with a **feelings check-in**. Ask students to point to how they are feeling today on the "How Are You Feeling?" color poster or color how they are feeling on the black/white version.
- Explain the **"Before the Changes" and "After the Changes" activity** to students. This activity helps them understand and process how their life has changed since their parents' separation or divorce. First, students choose a family member cut-out to represent themselves and each member of their family. Then, they place each family member in front of the "before" house to show who lived in their house "before" the changes. Next, they place each family member in front of the two separate houses to show who lives in which house "after" the changes. Students can move the same characters from house to house, or the educator may choose to print two sets of each clipart person in case the child wants to look at both pages at the same time using the same cut-out people. If someone lives in both houses (such as the child), they can place themselves in the middle of the two homes. With the full color version, I use hook-and-loop fastener dots so students can place and remove the people time and time again. With the black/white version, I ask students to glue on the people and color them to look like their family. Ask students to share their family dynamics with the group.
- If you don't have the time or ability to do the "before" and "after" activity with the cut-out people, you can ask students simply to draw their home(s) and family members before and after the divorce/separation on the **"My Before & After" worksheet**.
- A **timeline and a comic strip activity** are also included that you may choose to complete with students to help them tell the story of their lives and family circumstances.
- **Close** the lesson by explaining that next week we will be talking about the ways our lives change and the ways our lives stay the same after divorce or separation.

SAMPLE:



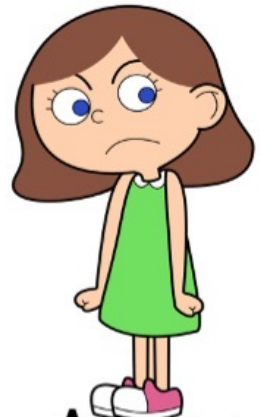
HOW ARE YOU FEELING?



Happy



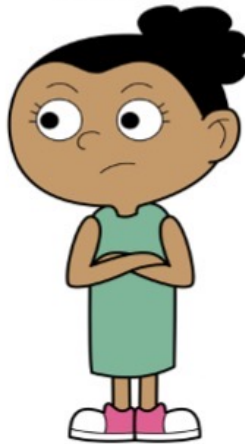
Sad



Angry



Embarrassed



Frustrated



Nervous



Scared



Annoyed



Confused

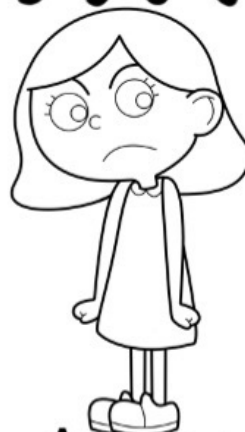
HOW ARE YOU FEELING?



Happy



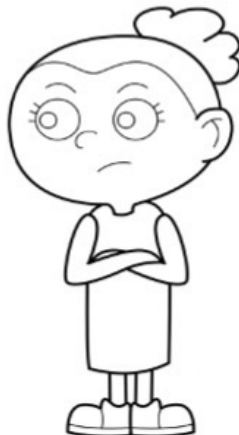
Sad



Angry



Embarrassed



Frustrated



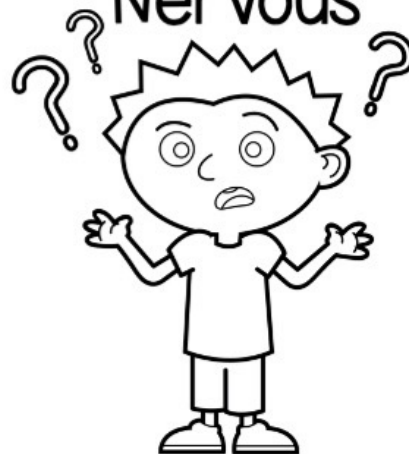
Nervous



Scared

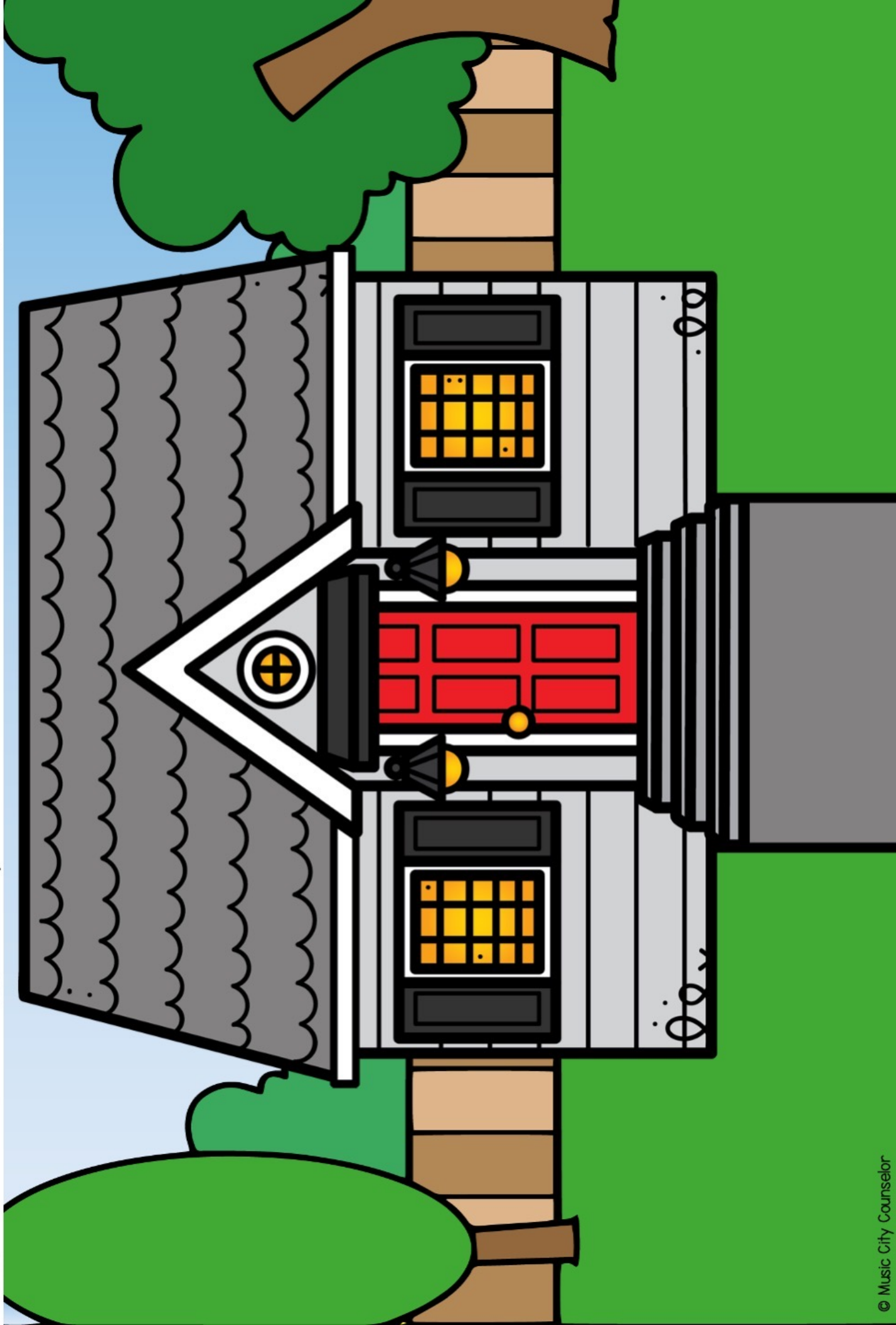


Annoyed

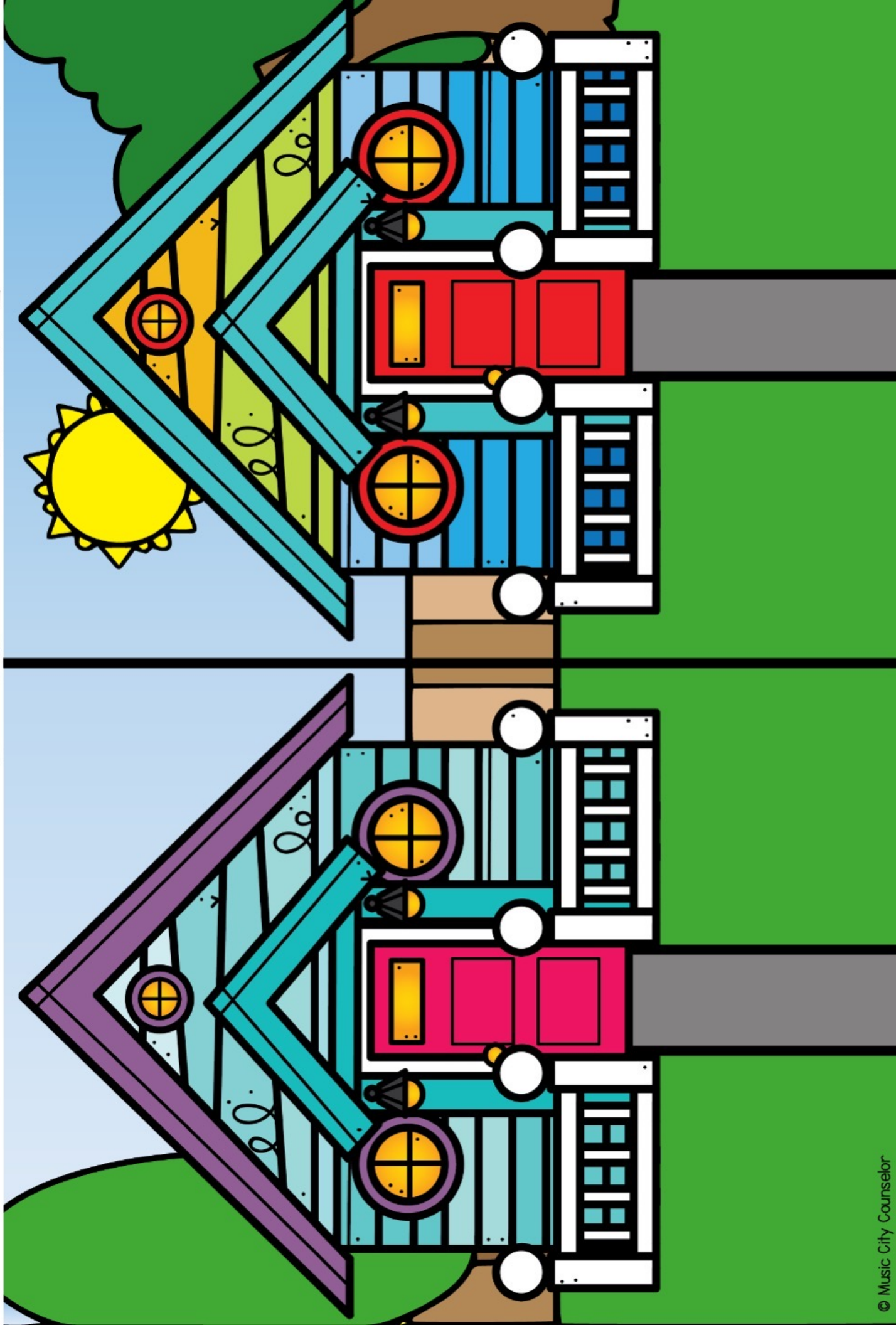


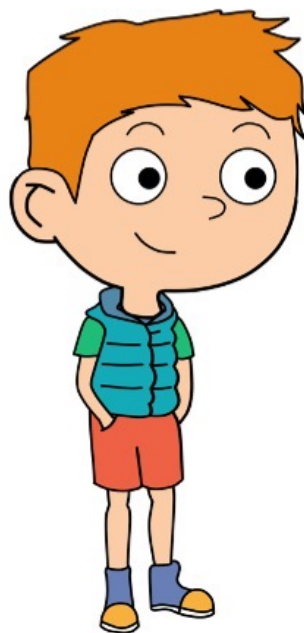
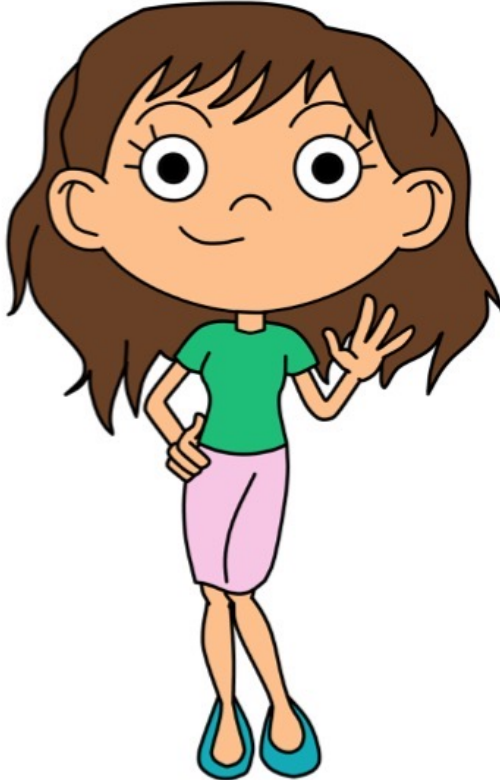
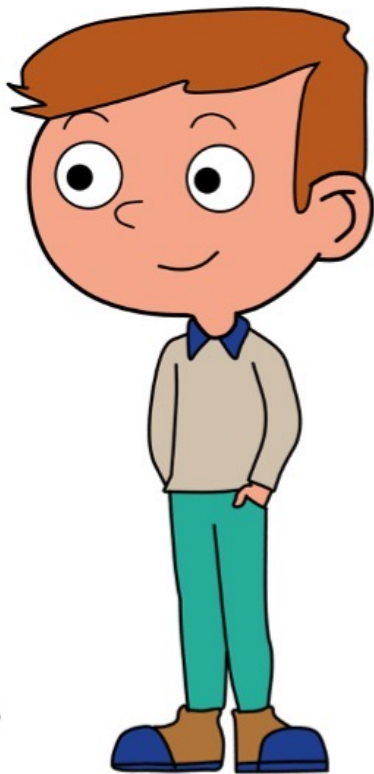
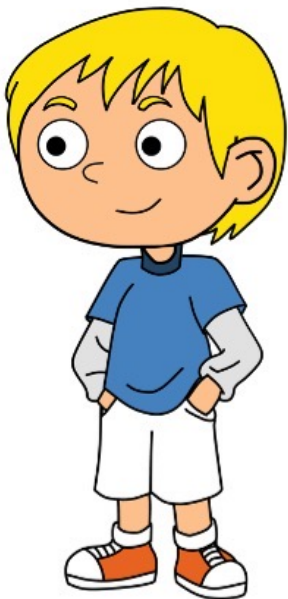
Confused

BEFORE THE CHANGES

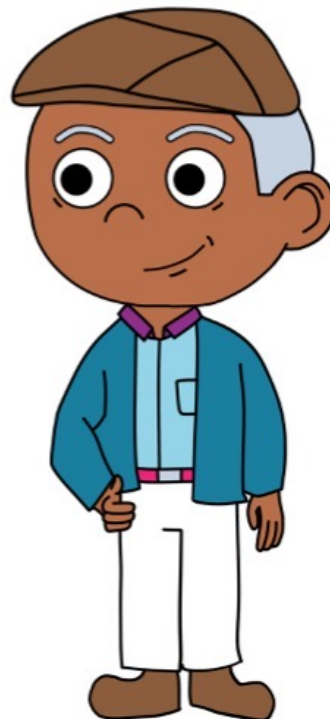


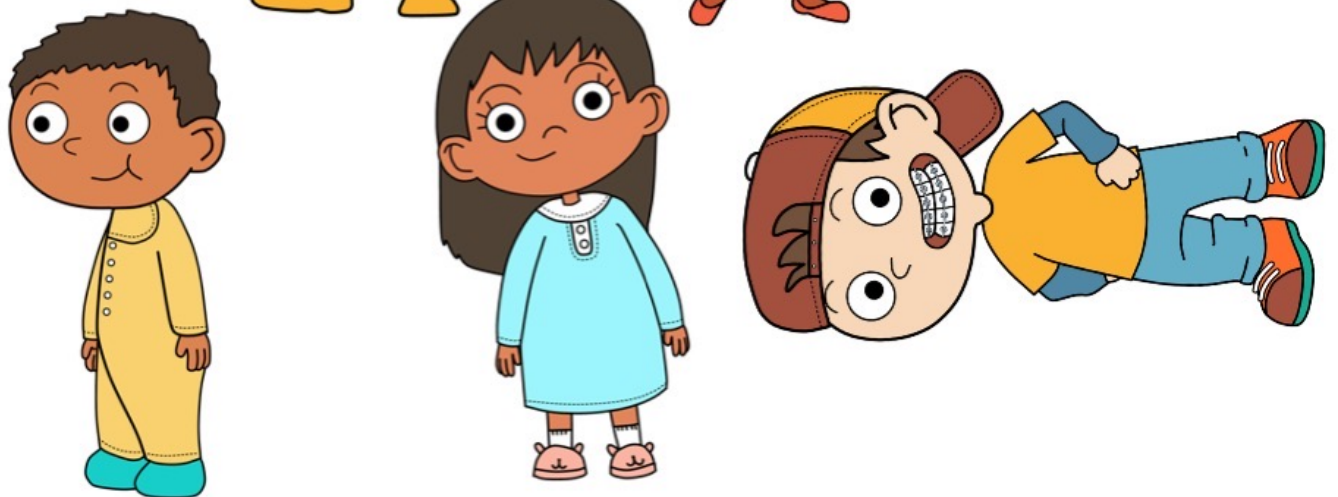
AFTER THE CHANGES

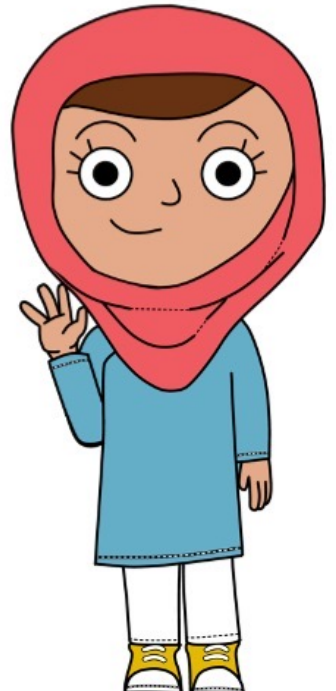
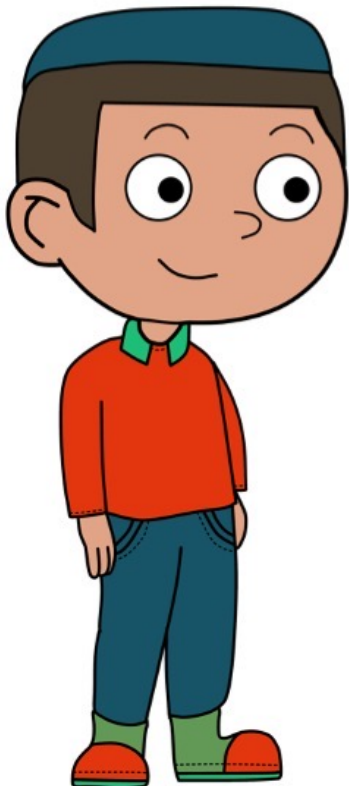
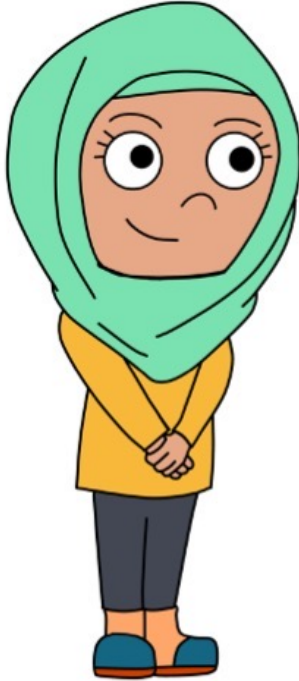
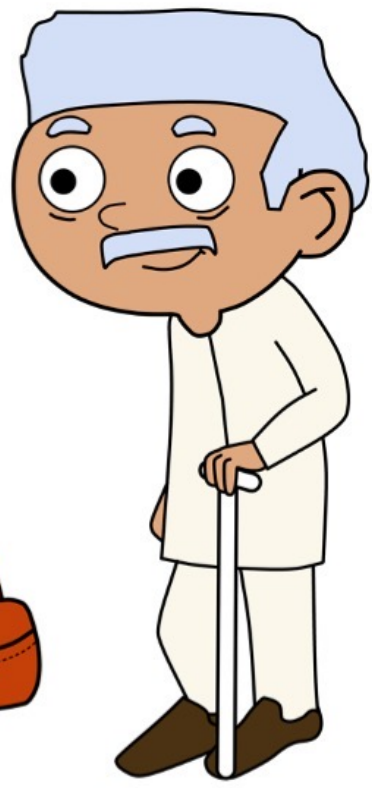


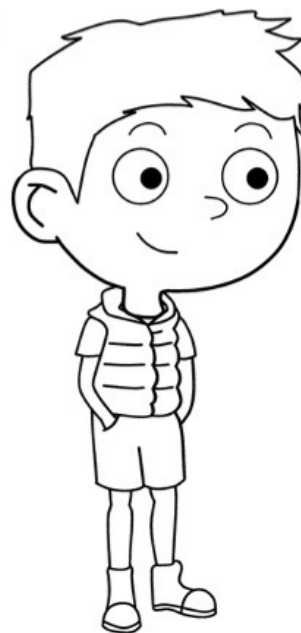
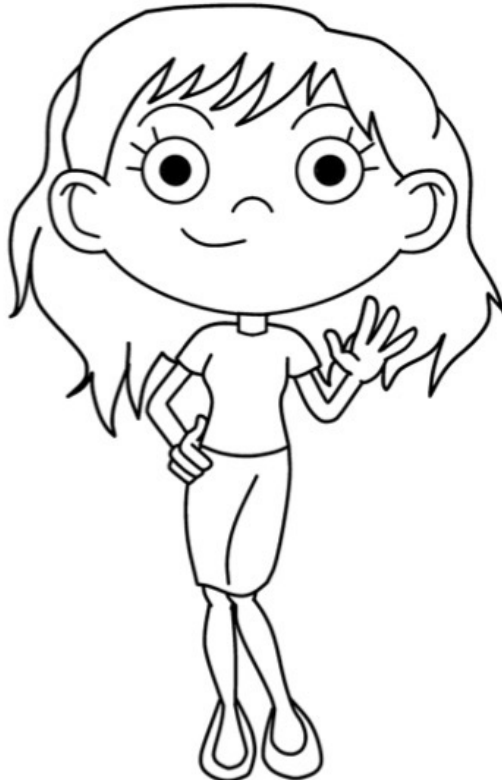
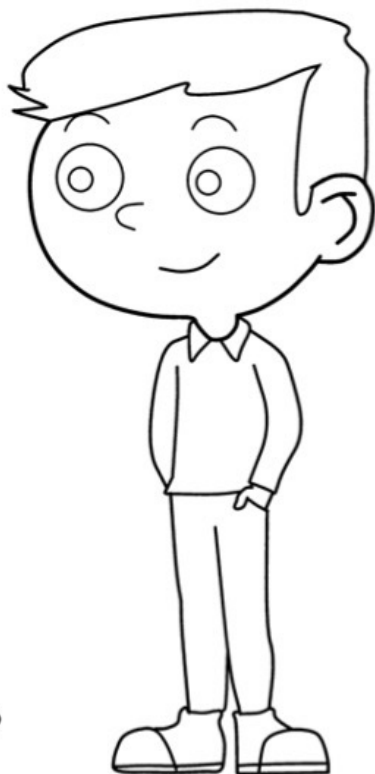




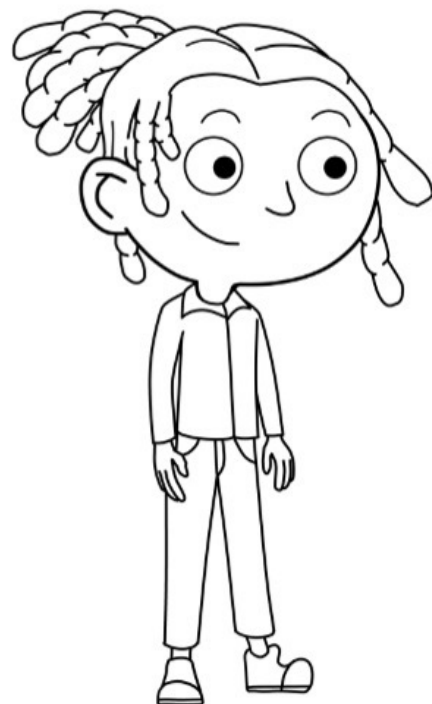
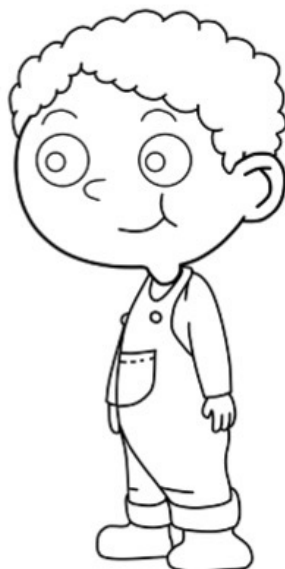
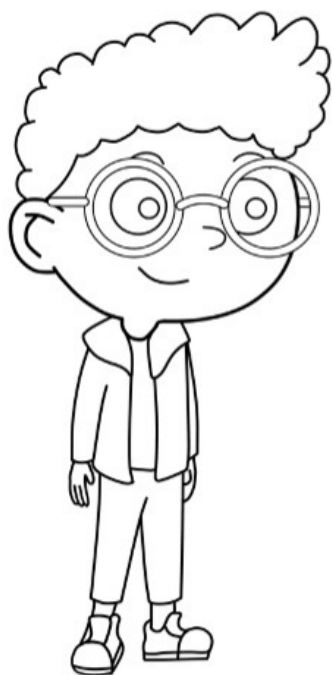
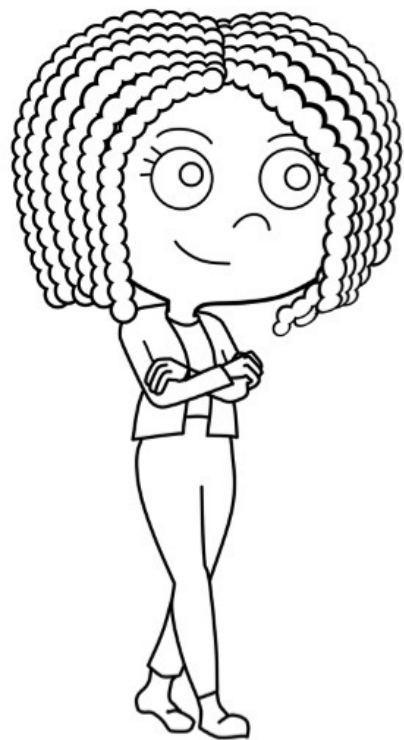


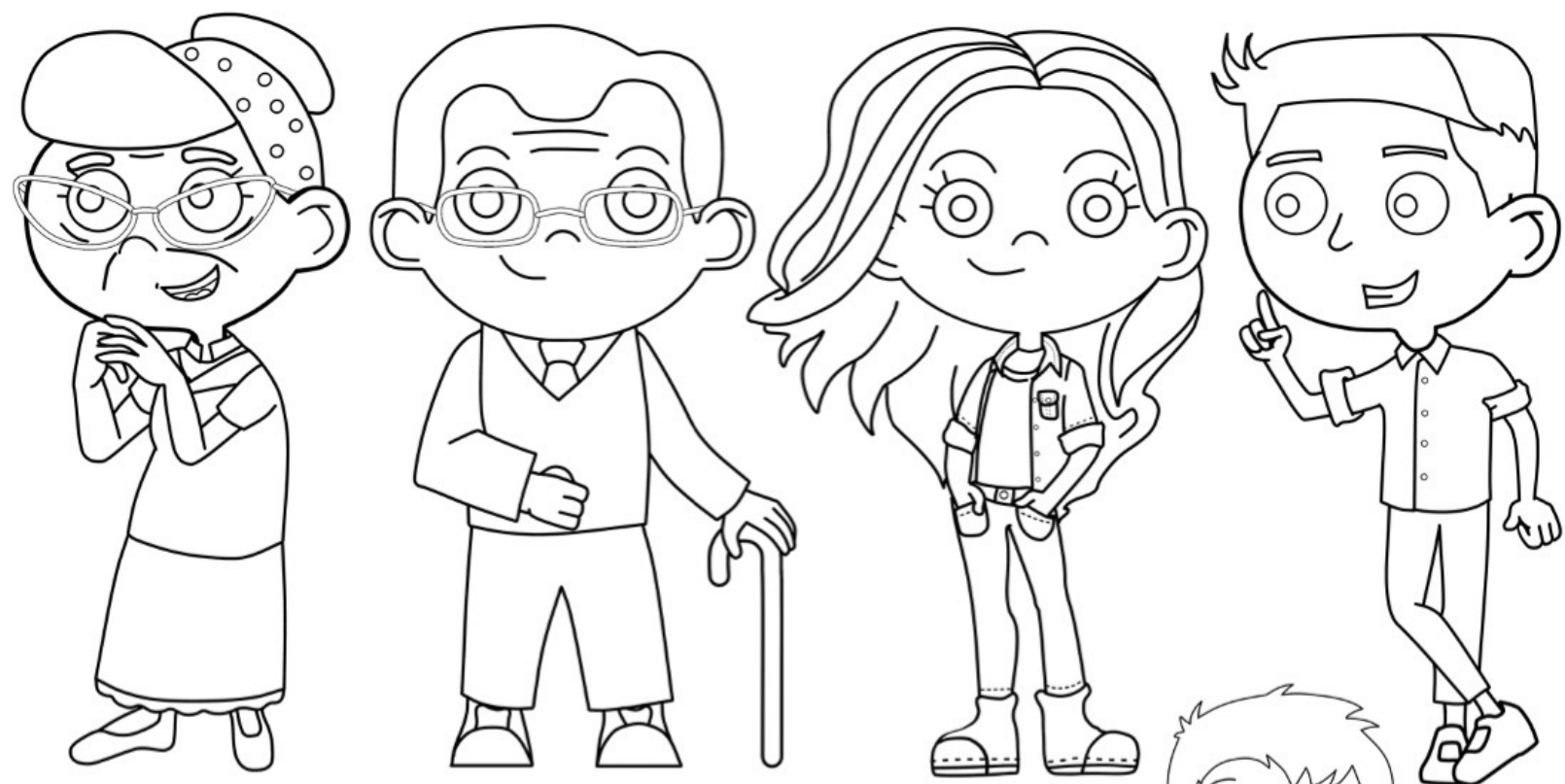


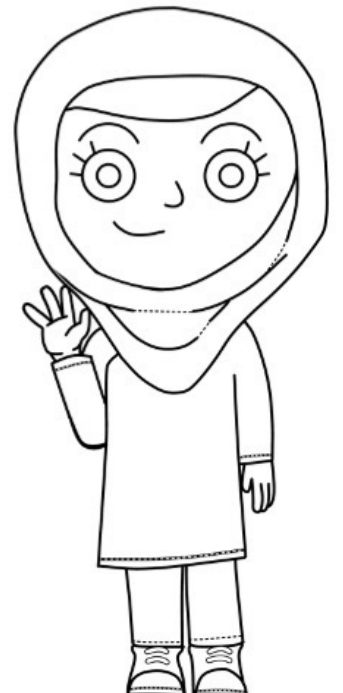
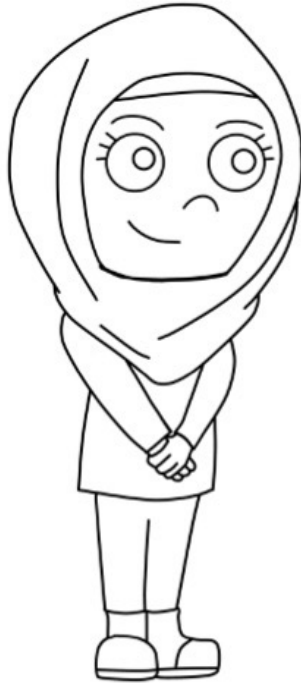




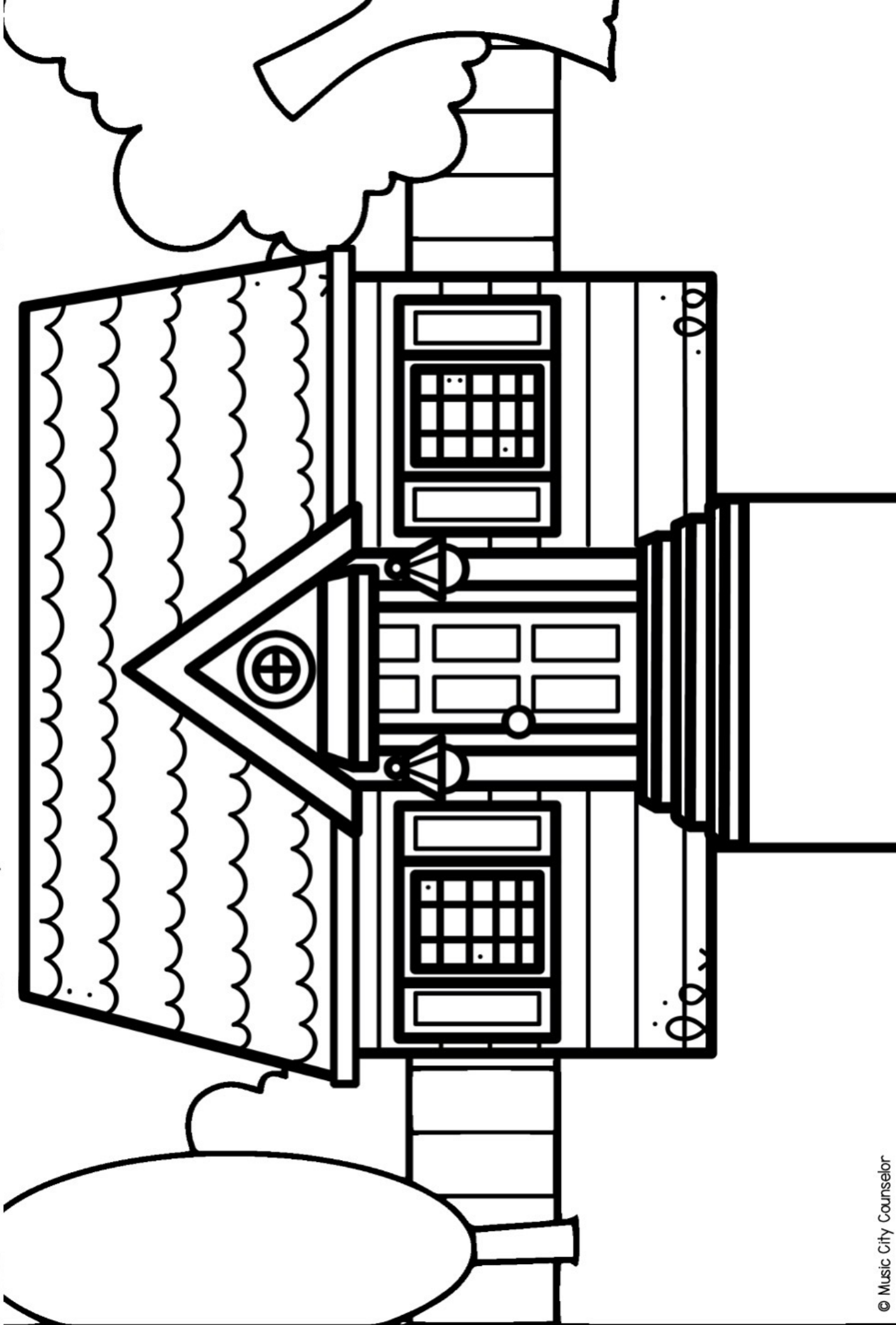




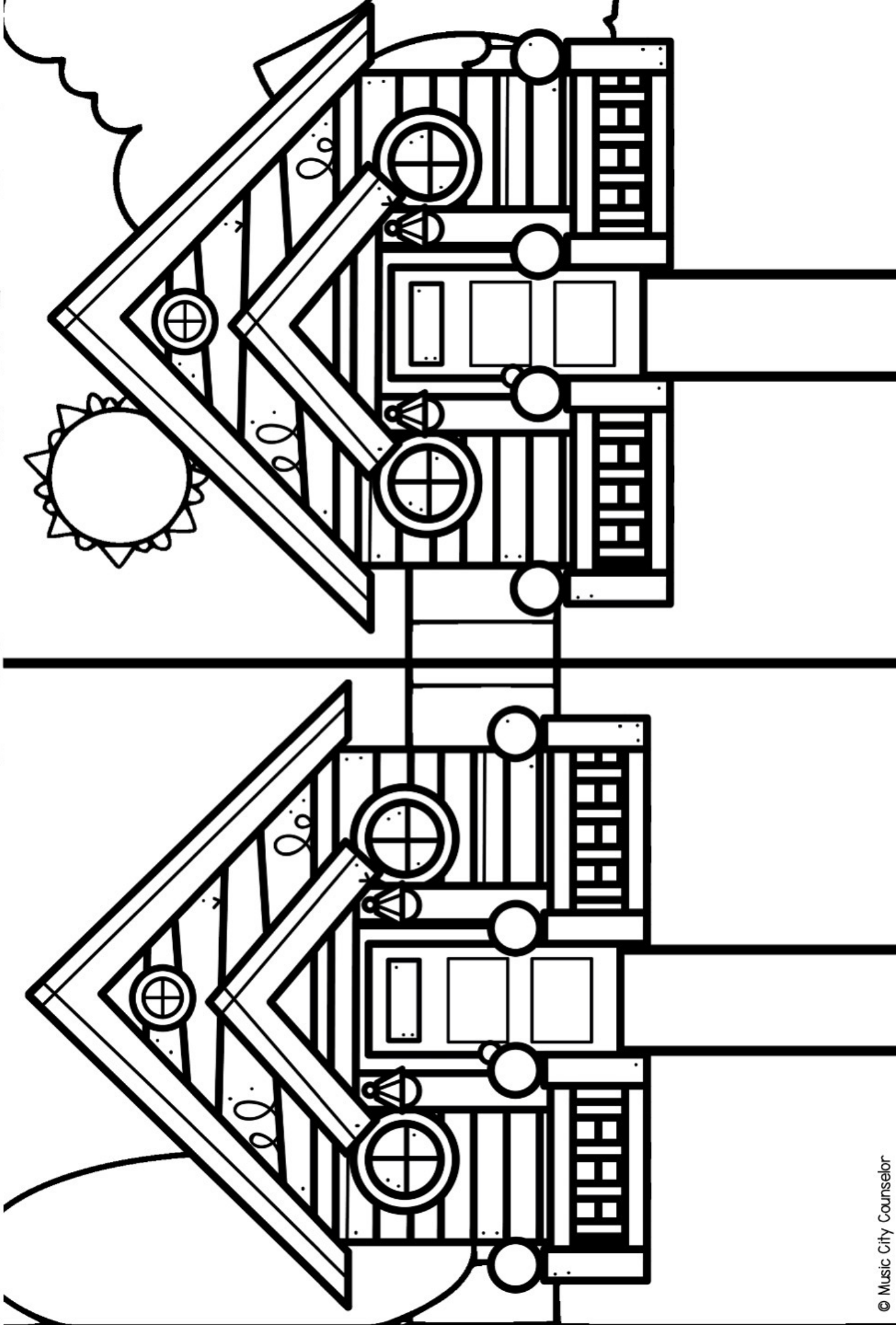




BEFORE THE CHANGES



AFTER THE CHANGES



Name: _____

MY BEFORE & AFTER

Draw and write about your life before and after the changes in your family.

BEFORE

AFTER

Name: _____

MY TIMELINE

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--

--

--

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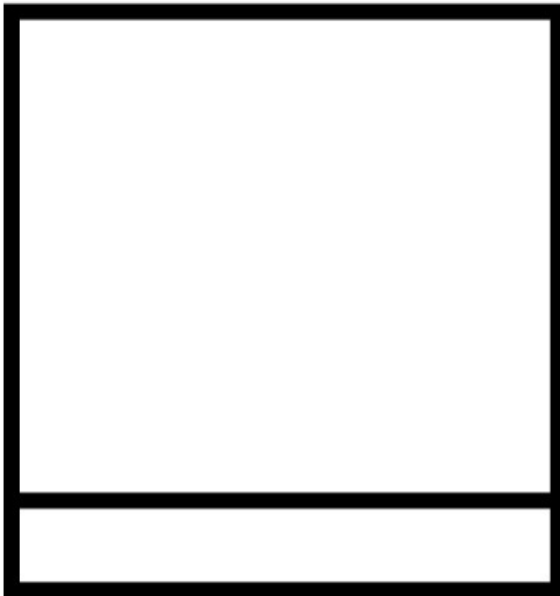
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Name: _____

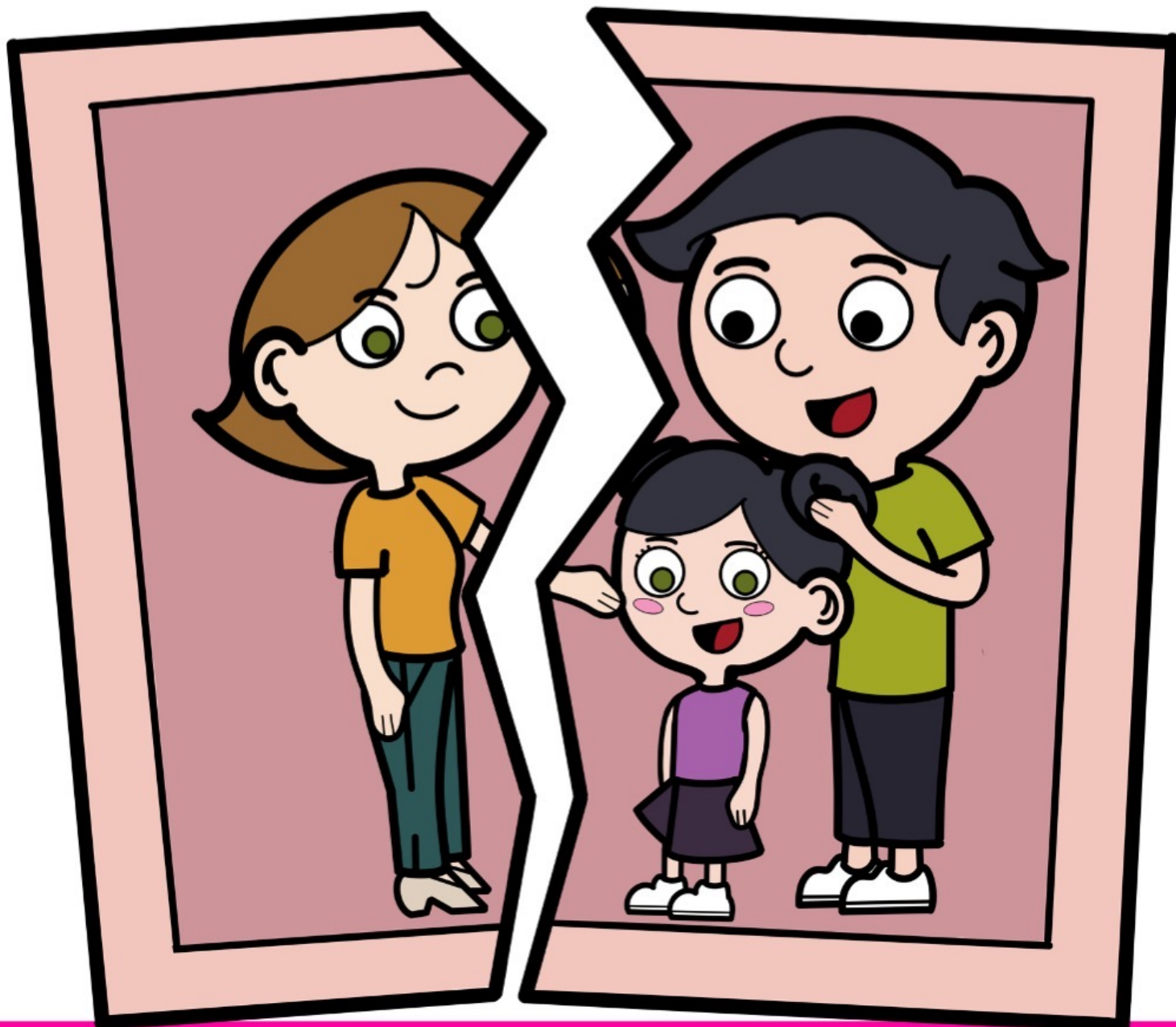
MY FAMILY STORY

Create a comic strip that tells the story
of the changes in your family.

A large rectangular box for drawing a comic panel, with a smaller rectangular box at the bottom for a caption.A large rectangular box for drawing a comic panel, with a smaller rectangular box at the bottom for a caption.A large rectangular box for drawing a comic panel, with a smaller rectangular box at the bottom for a caption.A large rectangular box for drawing a comic panel, with a smaller rectangular box at the bottom for a caption.A large rectangular box for drawing a comic panel, with a smaller rectangular box at the bottom for a caption.A large rectangular box for drawing a comic panel, with a smaller rectangular box at the bottom for a caption.

SESSION 4:

Some things change,
others stay the same



SESSION 4: Some things change, others stay the same

SESSION GOALS:

- Students will learn that some things in our lives change while others stay the same during a divorce or separation.
- Students will recognize and share the ways their lives have changed and stayed the same since their family changes.
- Students will learn 10 tips for living in two homes.

ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SS 3:** Positive relationships with adults to support success.
- **B-SMS 10:** Ability to manage transitions and adapt to change.

MATERIALS NEEDED:

- Group folders
- "How Are You Feeling Today?" poster
- "Divorce Can Bring Changes" poster
- "Some Things Stay the Same" poster
- 1 "My Life Changes" worksheet per student
- 1 "Still the Same" worksheet per student
- 2 "Tips for Living in Two Homes" posters
- Pencils
- Crayons or markers

DIRECTIONS:

- Briefly **review** the material learned in group last week (family stories, timelines, comic strips).
- **Explain** that today we will learn about the ways our lives change and the ways our lives stay the same after a divorce or separation.
- Start with a **feelings check-in**. Ask students to point to how they are feeling today on the "How Are You Feeling?" color poster or color how they are feeling on the black/white version.
- Share the "Divorce Can Bring Changes" poster with students and discuss each one. Ask students to share which of these changes they have experienced and can relate to (or not!).
- Share the "Some Things Stay the Same" poster with students and discuss each one. Ask students to share which ones of these they have experienced and can relate to (or not!).
- Give each student a "My Life Changes" and a "Stays the Same" worksheet. Ask them to fill out the home, school, activities, and traditions sections for each page. Then, they can share their responses with the group.
- As students share, please help them process their feelings and experiences.
- Review the "Tips for Living in Two Homes" posters with kids. Go through and discuss each tip and help students apply them to their own lives. Ask students to share how that tip is helpful or not helpful to them.
- **Close** by sharing that next week we will be talking about our feelings about the changes in our families.

HOW ARE YOU FEELING?



Happy



Sad



Angry



Embarrassed



Frustrated



Nervous



Scared



Annoyed



Confused

HOW ARE YOU FEELING?



Happy



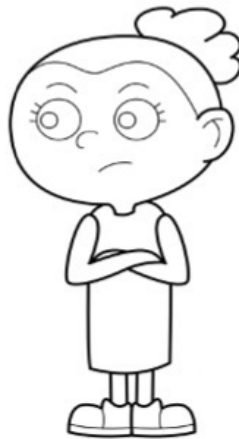
Sad



Angry



Embarrassed



Frustrated



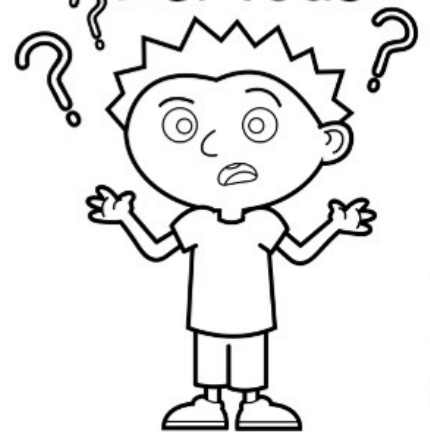
Nervous



Scared



Annoyed

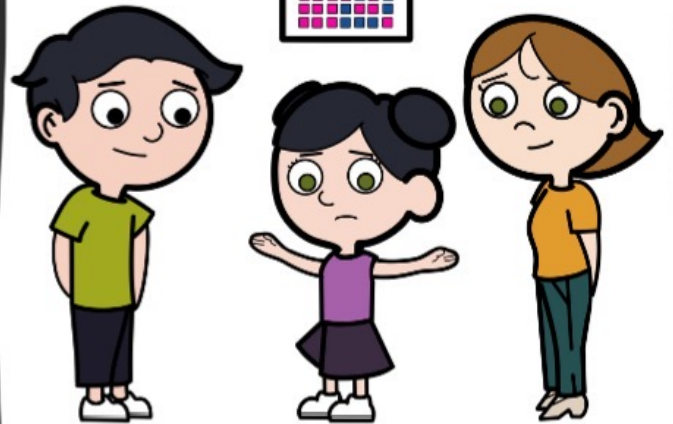


Confused

DIVORCE CAN BRING CHANGES



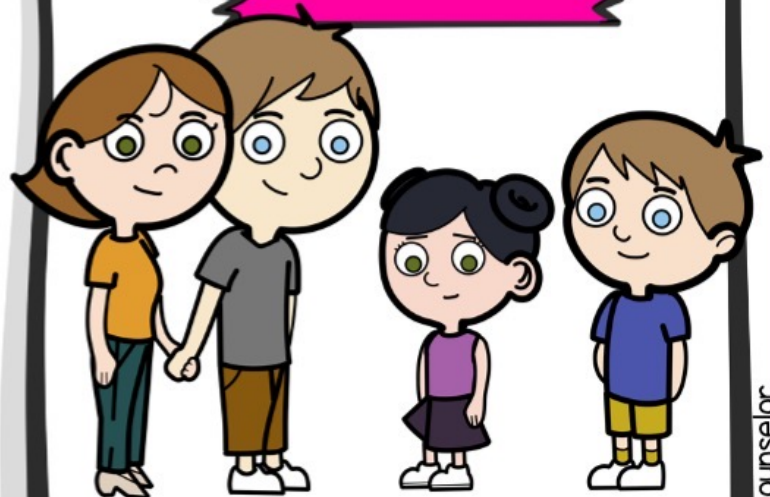
Who we live with and where we live.



Our daily routine and schedule.



Our family holidays, trips, and traditions.

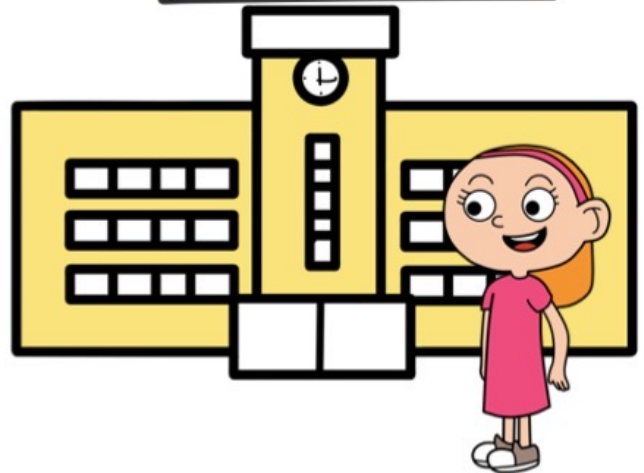


New family members may enter our lives.

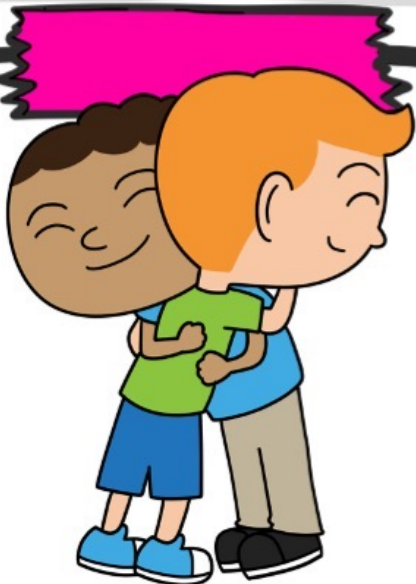
SOME THINGS STAY THE SAME



Both parents love us,
no matter what!



In most cases, we stay
in the same school.



Our loving friends and
extended family.



Our hobbies, interests,
and activities we enjoy.

Name: _____

MY LIFE CHANGES

How has your life changed?

HOME



SCHOOL



ACTIVITIES



TRADITIONS



Name: _____

STILL THE SAME

How has your life stayed the same?

HOME



SCHOOL



ACTIVITIES



TRADITIONS



TIPS FOR LIVING IN TWO HOMES

1) KEEP A SPECIAL BAG

Pack a bag or backpack with your favorite stuffed animals, toys, and books that you can bring from house to house.

2) CREATE ROUTINES

Try to keep similar routines in both houses for bedtime, homework time, and getting ready for school in the morning.

3) STAY ORGANIZED

It's easy to forget things when you live in two homes. Try to stay organized and keep track of your important things.

4) TALK IT OUT

Talk to supportive friends and grown-ups in your life about your feelings. Your teacher and school counselor are great helpers!

5) FOCUS ON THE GOOD

Find something special about each of your two homes. Focus on the things you love most about each place.

TIPS FOR LIVING IN TWO HOMES

6) STAY CONNECTED

Stay in touch with your other parent when you're staying at the other parents' house (if you want to!)

7) BE FLEXIBLE

Try to be understanding, patient, and flexible as things in your life change. Try to go with the flow.

8) MAKE IT A HOME

Decorate your room in each home with things you love to make both places feel like home.

9) KEEP UP WITH FRIENDS

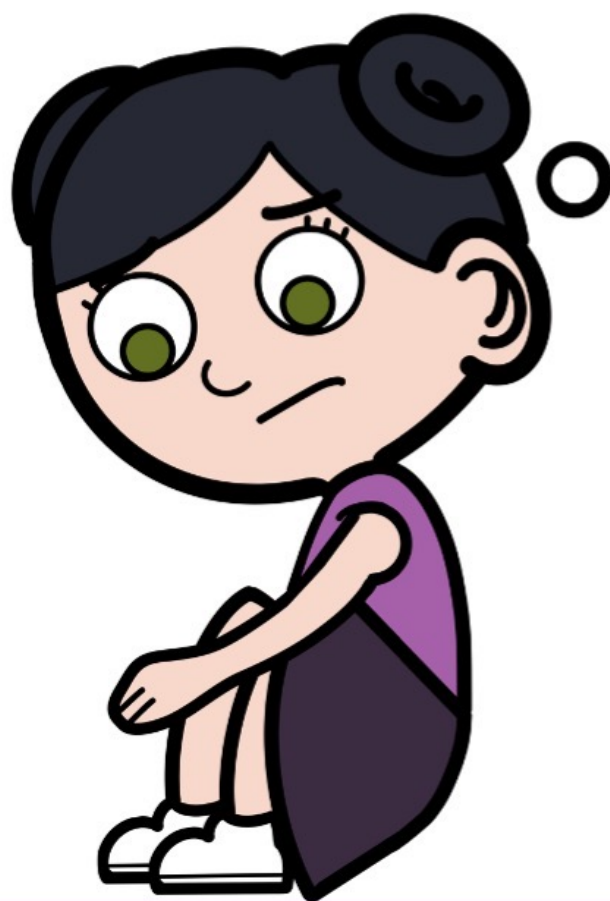
Stay connected with your friends when you're at both homes.

10) ASK QUESTIONS

If you're unsure about something or a change is happening that you don't understand, don't be afraid to ask questions.

SESSION 5:

Exploring Feelings



SESSION 5: Exploring Feelings

SESSION GOALS:

- Students will identify their feelings about the changes in their family.
- Students will explore their feelings about common childhood experiences with divorce and separation.

ASCA ALIGNMENT:

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- B-SMS 6: Ability to identify and overcome barriers.
- B-SMS 10: Ability to manage transitions and adapt to change.

MATERIALS NEEDED:

- Group folders
- "How Are You Feeling?" poster
- "Family Changes Can Make Us Feel" poster
- 16 cut-out scenario cards

DIRECTIONS:

- **Before Group:**
 - Print and cut out the **16 scenario cards**
- Briefly **review** the material learned in group last week (how some things change, others stay the same).
- **Explain** that today we will identify, explore, and share our feelings about the changes in our families.
- Start with a **feelings check-in**. Ask students to point to how they are feeling today on the **"How Are You Feeling?" color poster** or color how they are feeling on the black/white version.
- Share the **"Family Changes Can Make Us Feel"** poster with the group. Explain that divorce and separation can bring up LOTS of different feelings and that our feelings about it can change from day to day, week to week, year to year, and even minute to minute. Please explain that ALL of our feelings are okay! Then, please discuss each feeling on the poster. As you discuss each feeling, ask students to raise their hand if they have felt that way before. Also ask students to share their experiences with each feeling (whether it has or has not applied to them, when, and how).
- There are many ways to use the **16 scenario cards**. I recommend putting them in a pile face down and asking students to take turns choosing a card, reading it aloud, and sharing how the scenario makes them feel with the group. Please let discussion flow naturally and let other students participate and comment as they please.
- **Close** by sharing that next week we will talk about what "custody" means and our "custody schedule."

HOW ARE YOU FEELING?



Happy



Sad



Angry



Embarrassed



Frustrated



Nervous



Scared



Annoyed



Confused

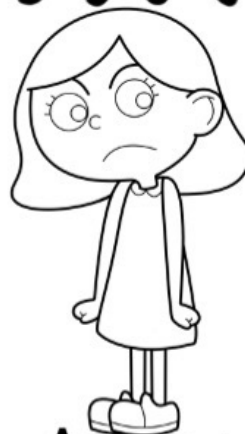
HOW ARE YOU FEELING?



Happy



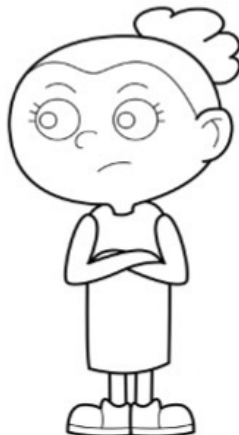
Sad



Angry



Embarrassed



Frustrated



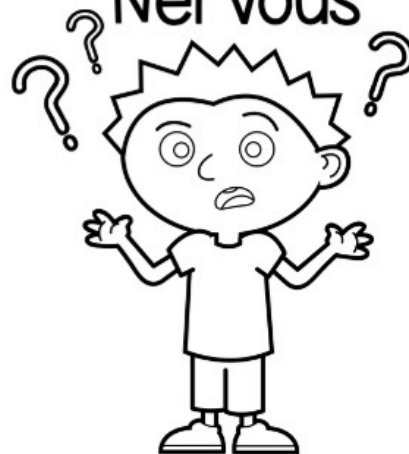
Nervous



Scared



Annoyed



Confused

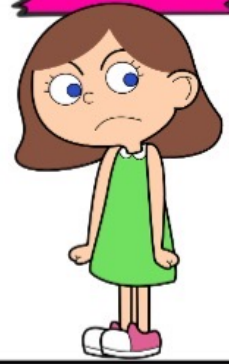
FAMILY CHANGES CAN MAKE US FEEL



Sad



Confused



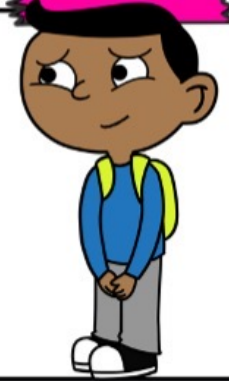
Angry



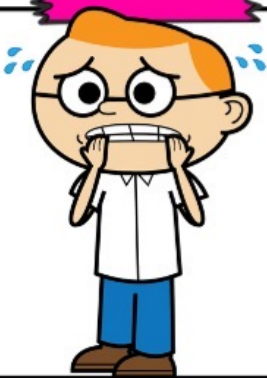
Scared



Guilty



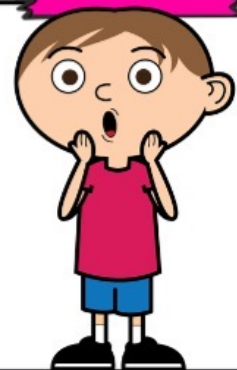
Relieved



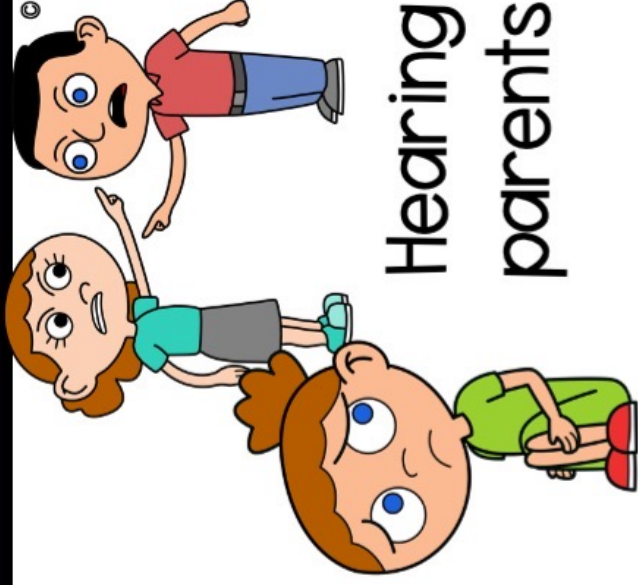
Nervous



Lonely



Shocked

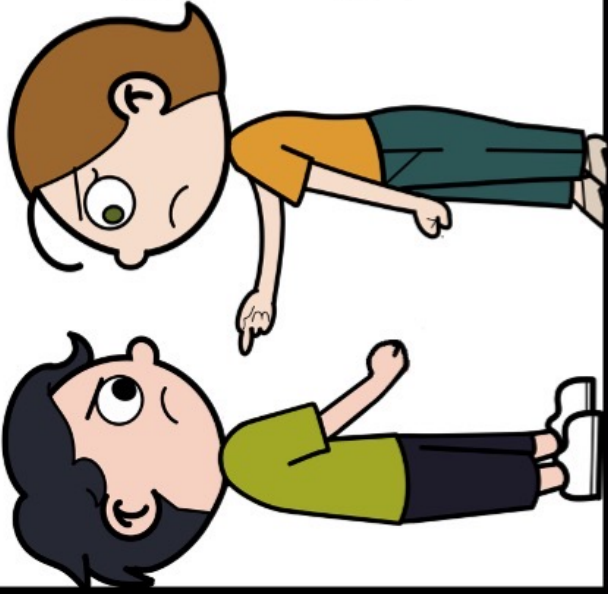


Hearing your
parents fight

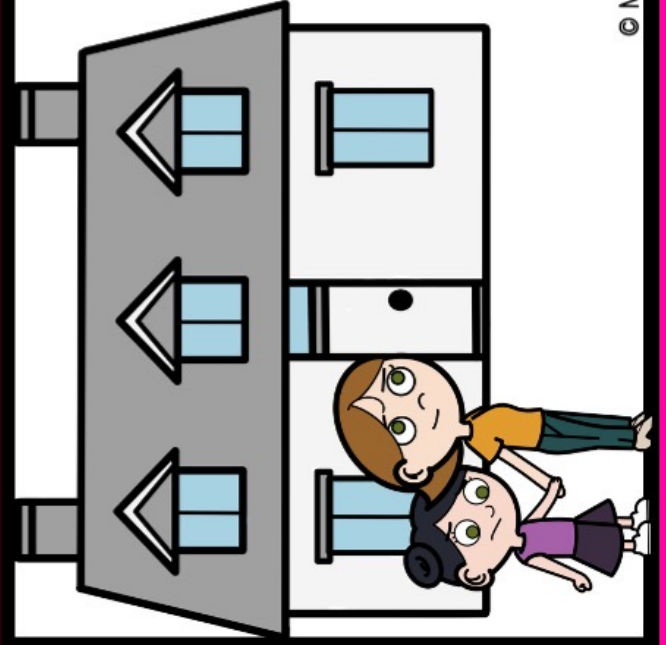
Feeling pulled in two
directions



Hearing
your
parents
argue



Going
to
your
mom's
house

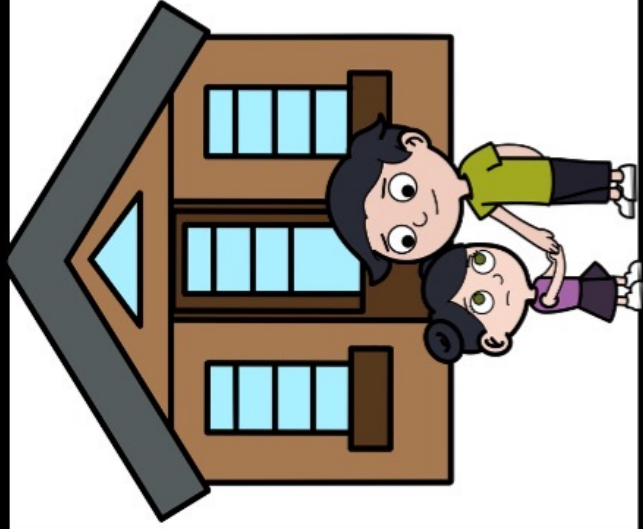


Meeting the child of someone
your parent is dating



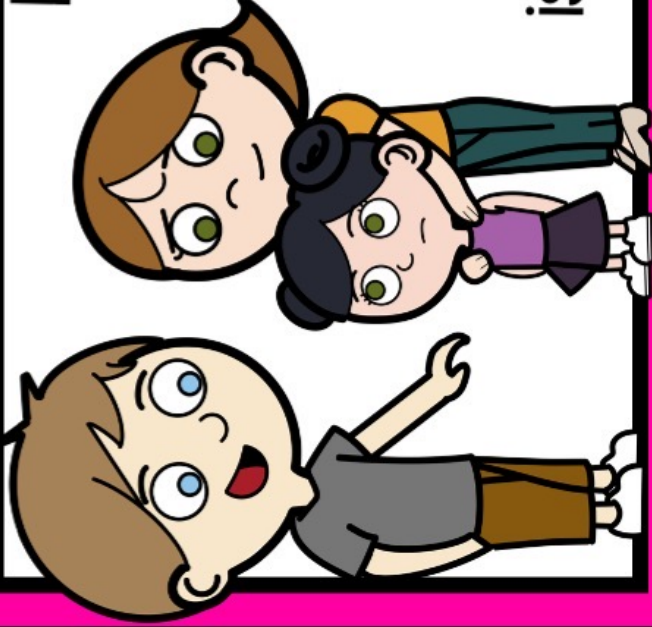
© Music City Counselor

Going to
your
dad's
house



© Music City Counselor

Meeting
a new
person
your
parent
is dating



© Music City Counselor

Thinking
about how
things used
to be



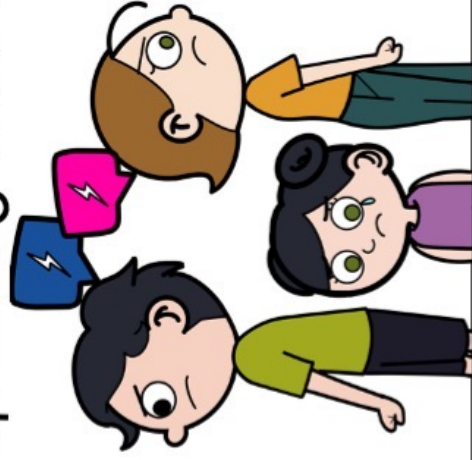
© Music City Counselor

Hearing one
parent talk
badly about
the other
parent



© Music City Counselor

Hearing my parents fight
about spending time with me



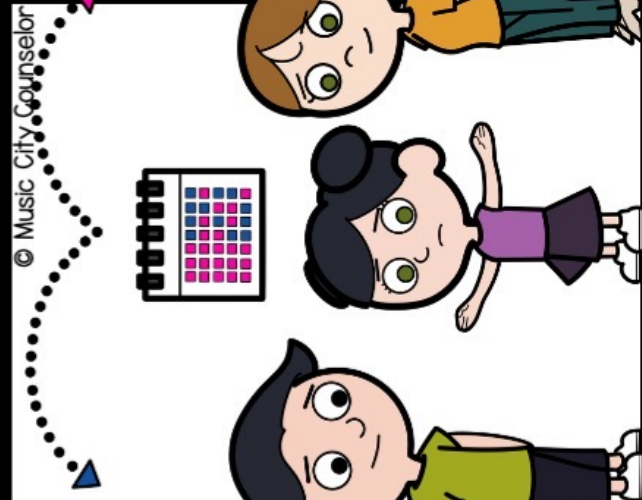
© Music City Counselor

Remembering happy
times before the changes



© Music City Counselor

Having to
split my
time
between
two
parents

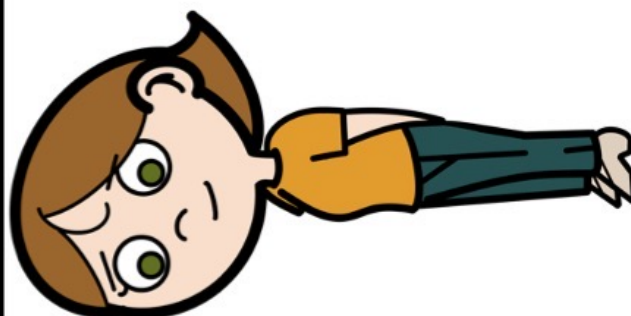


© Music City Counselor



Spending
less time
with your
dad

© Music City Counselor



Spending
less time
with your
mom

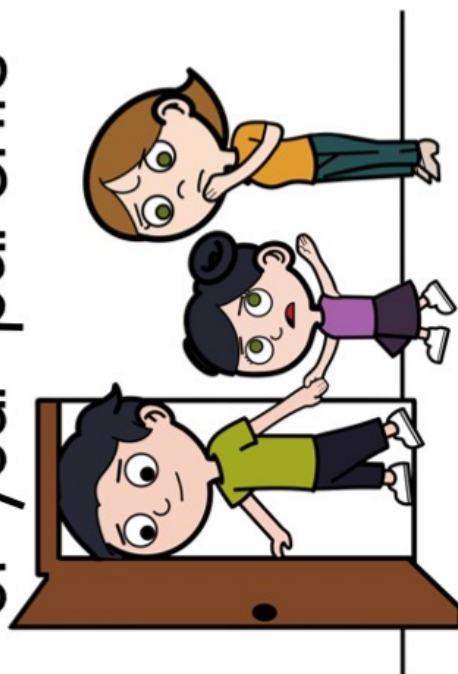
© Music City Counselor



Thinking
about
how
holidays
will
change

© Music City Counselor

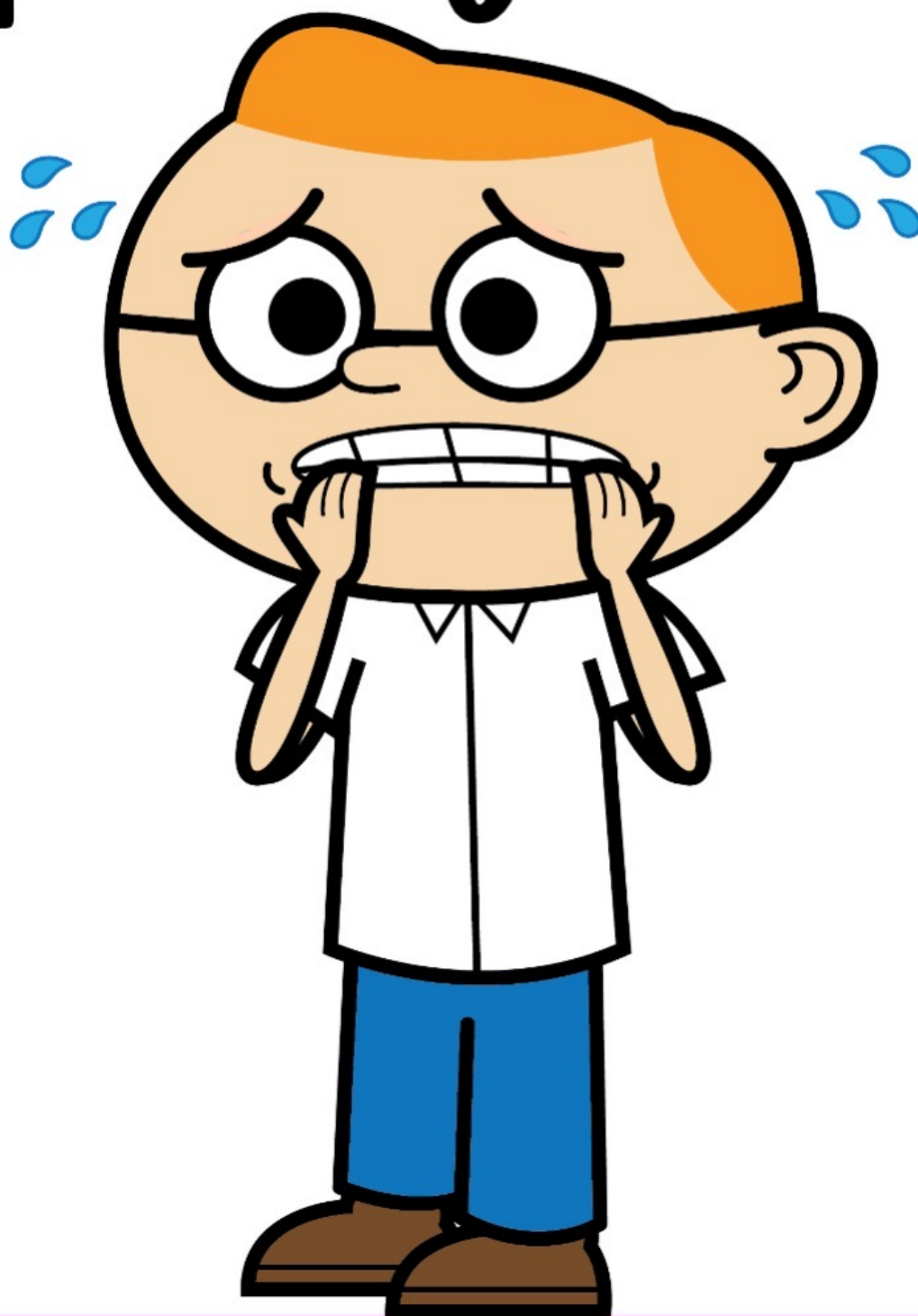
Saying goodbye to one
of your parents



© Music City Counselor

SESSION 6:

Exploring Worries



SESSION 6: Exploring Worries

SESSION GOALS:

- Students will learn what anxiety and worry look like.
- Students will learn what anxiety and worry feel like.
- Students will identify and explore their worries about the changes in their family.

ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SMS 10:** Ability to manage transitions and adapt to change.

MATERIALS NEEDED:

- Group folders
- "How Are You Feeling?" poster
- "Anxiety & Worry Look Like" poster
- "Anxiety & Worry Feel Like" poster
- 4 "Worries About Family Changes" posters
- 1 "My Worries" worksheet per student (2 options included)
- Pencils
- Crayons or markers

DIRECTIONS:

- Briefly **review** the material learned in group last week (how family changes can make us feel).
- **Explain** that today we will learn what anxiety and worry feel like and look like. We will also discuss common worries that kids experience about family changes and identify and explore our own worries.
- Start with a **feelings check-in**. Ask students to point to how they are feeling today on the **"How Are You Feeling?" color poster** or color how they are feeling on the black/white version.
- Show students the **"Anxiety & Worry Look Like" poster** and discuss each physical sign and symptom. Ask students to share which ones they have and haven't experienced.
- Show students the **"Anxiety & Worry Feel Like" poster** and discuss each of the ways kids may describe anxiety. Ask students to share which ones they relate to most, and don't relate to. Ask students to explain what anxiety and worry feel like to them.
- Share the 4 **"Worries About Family Changes" posters** with students. Ask students to take turns reading aloud the worries on the posters. Go through each one and ask students if they have or have not experienced that worry. Generate discussion about the listed worries and students' own worries that may or may not be listed.
- 2 options for the **"My Worries" worksheet** are included – please choose the one that best fits the needs and abilities of your students. The first worksheet asks students to color the worries they have had. The second worksheet asks students to write and draw about their worries. Students can share their responses with the group after they finish.
- **Close group** by sharing that next week we will be learning about custody and sharing our schedules..

HOW ARE YOU FEELING?



Happy



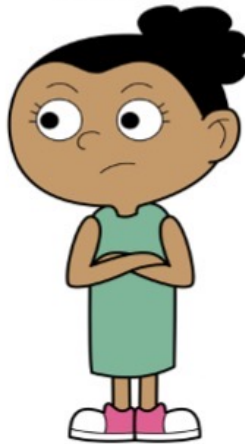
Sad



Angry



Embarrassed



Frustrated



Nervous



Scared



Annoyed



Confused

HOW ARE YOU FEELING?



Happy



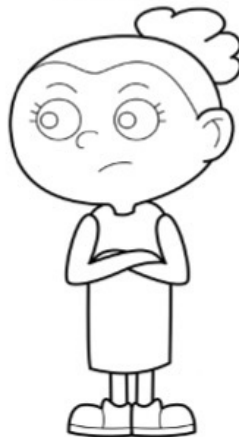
Sad



Angry



Embarrassed



Frustrated



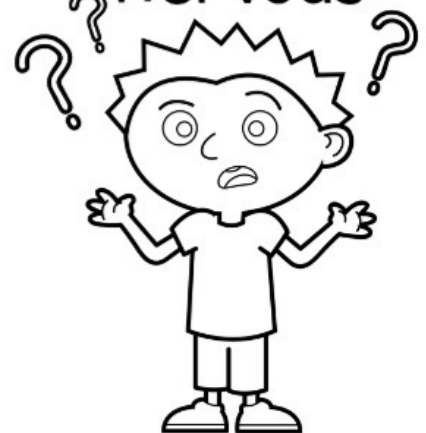
Nervous



Scared

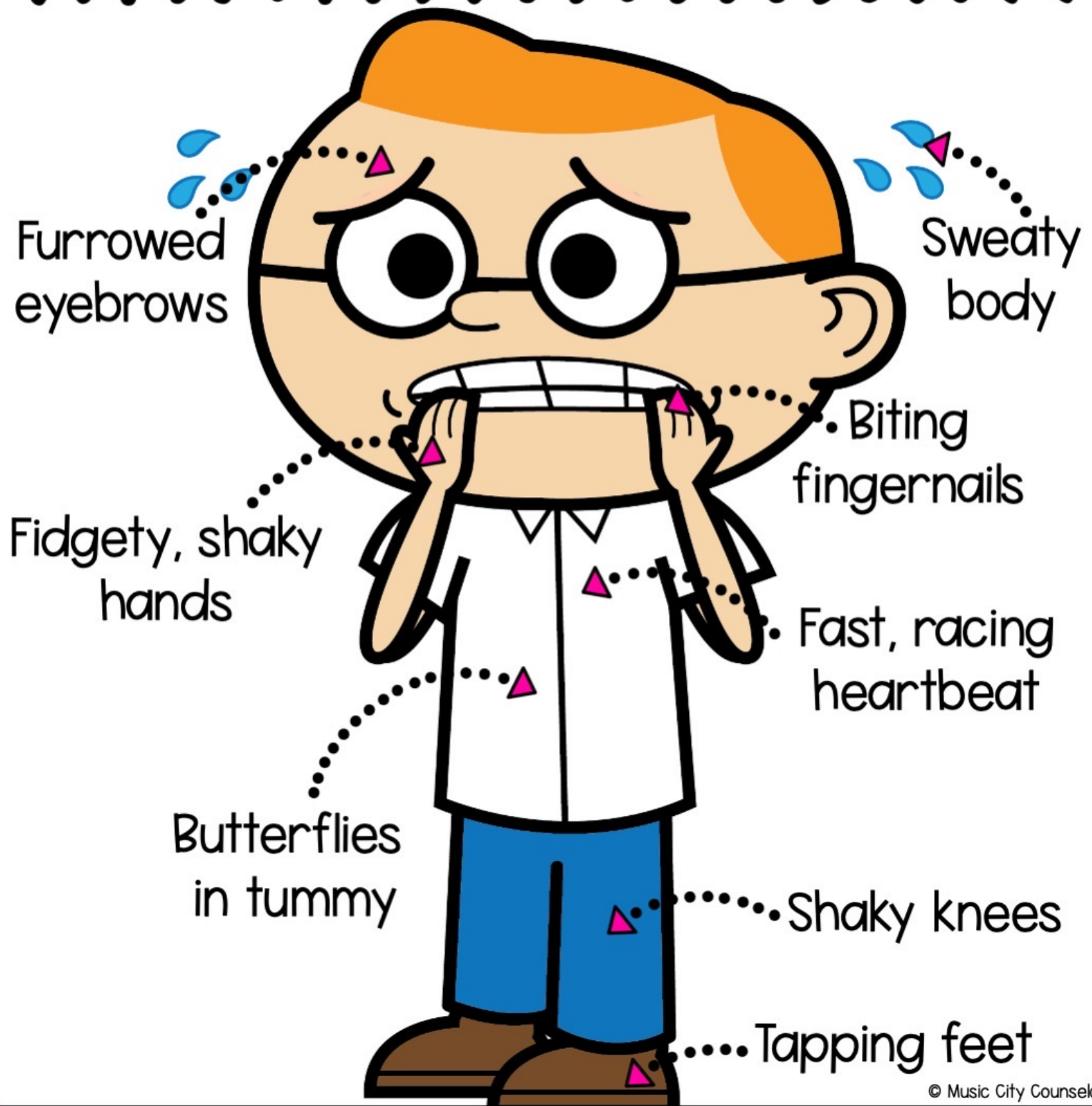


Annoyed



Confused

ANXIETY & WORRY LOOK LIKE



ANXIETY & WORRY FEEL LIKE



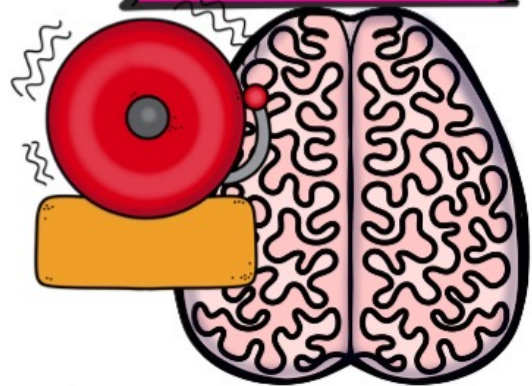
Being on a boat in the middle of a stormy sea.



Carrying around a full, heavy backpack.

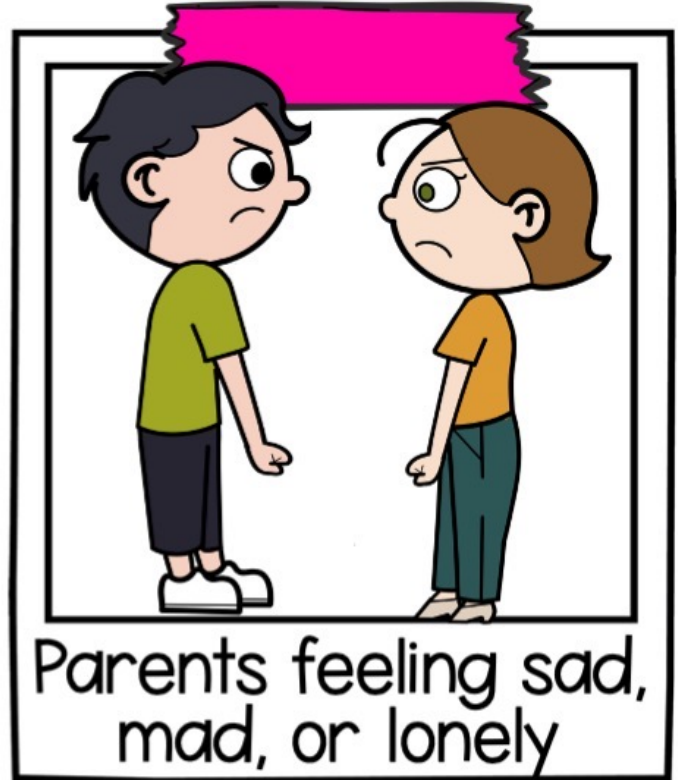
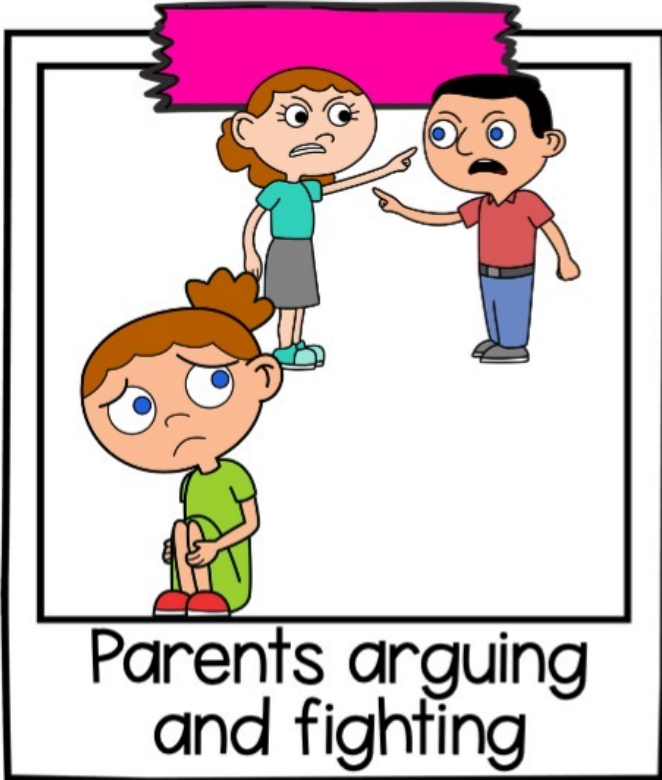


Putting together a puzzle where the pieces don't fit together.

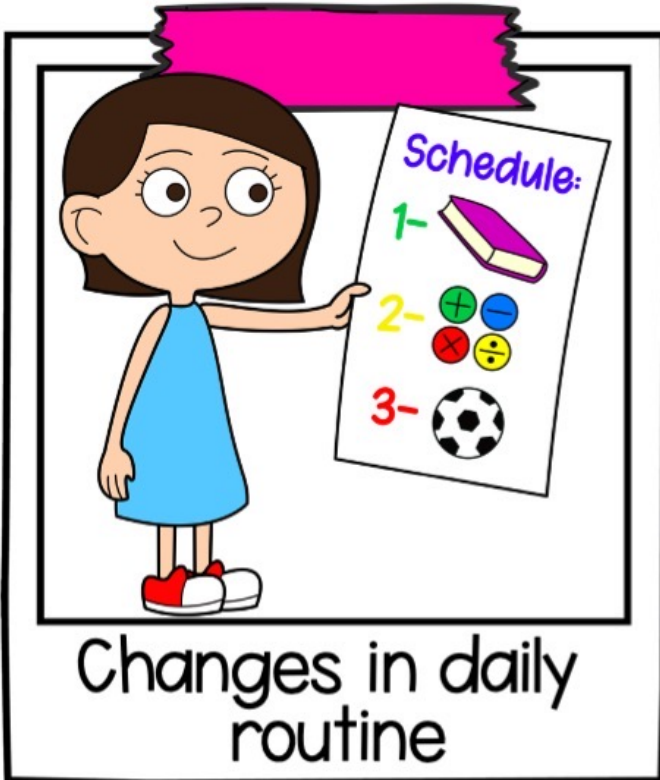


A fire alarm going off in your brain – even if there's no real danger.

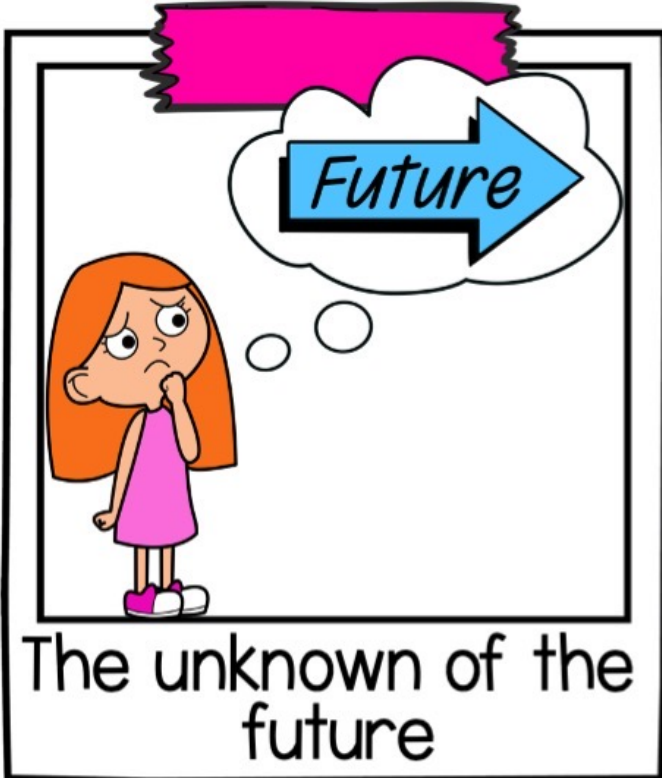
WORRIES ABOUT FAMILY CHANGES



WORRIES ABOUT FAMILY CHANGES



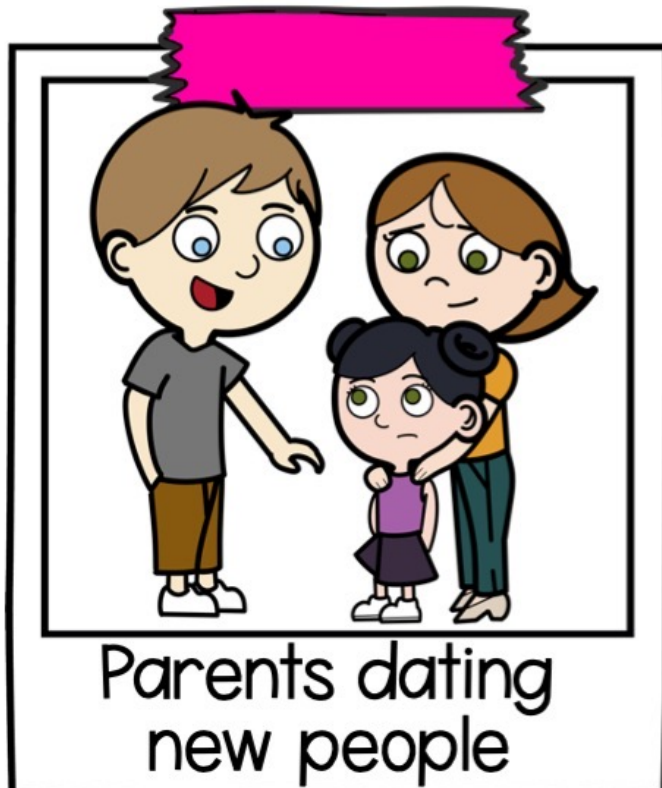
WORRIES ABOUT FAMILY CHANGES



The unknown of the future



If there will be enough money



Parents dating new people



Getting along with new stepsiblings

WORRIES ABOUT FAMILY CHANGES

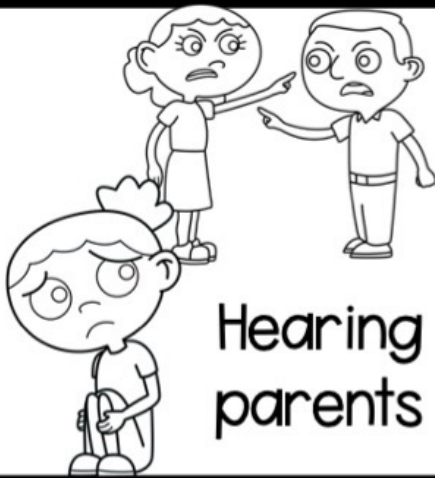


Name: _____

MY WORRIES

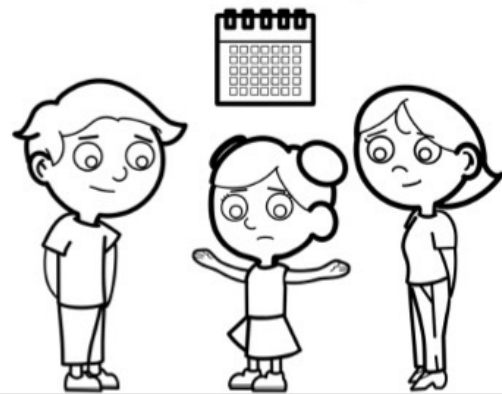
Color the worries you have about the changes in your family.

.....

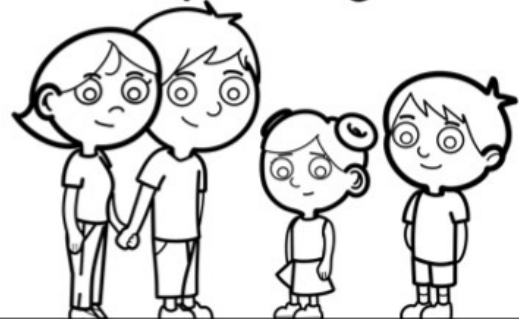


Hearing your
parents fight

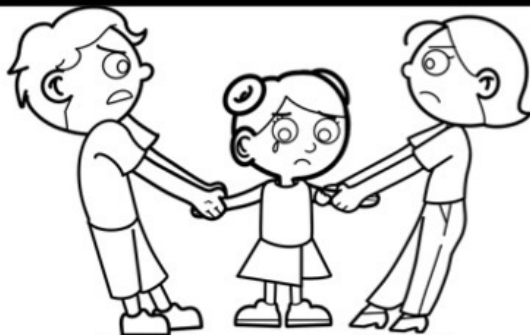
Not seeing a parent



Meeting stepparents or
stepsiblings



Changes
in
holidays
and
traditions



Feeling pulled
in two directions



Living at two homes

Name: _____

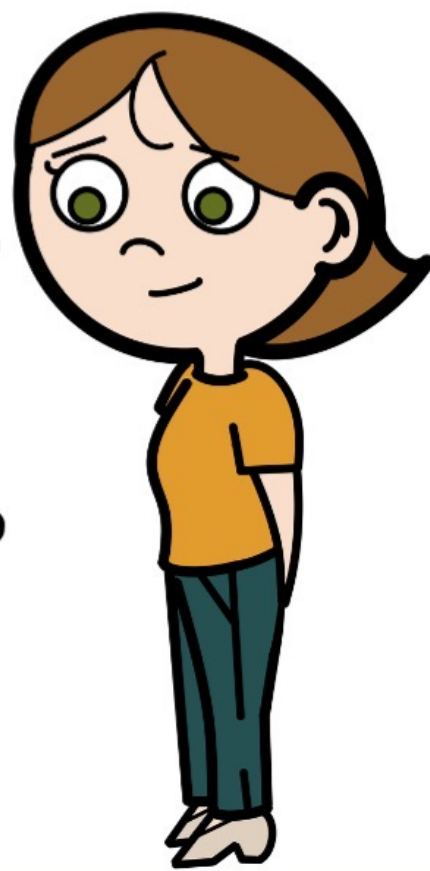
MY WORRIES

Write and draw about what worries you most about the changes in your family.



SESSION 7:

Understanding Custody & My Schedule



SESSION 7: Custody & My Schedule

SESSION GOALS:

- Students will define "custody," "sole custody," and "joint custody."
- Students will learn about a sample custody calendar.
- Students will write out and share their own custody calendar.

ASCA ALIGNMENT:

- B-SMS 6: Ability to identify and overcome barriers.
- B-SMS 10: Ability to manage transitions and adapt to change.
- B-SS 8: Advocacy skills for self and others and ability to assert self, when necessary.

MATERIALS NEEDED:

- Group folders
- "How Are You Feeling?" poster
- "Understanding Custody" poster
- "Tameka's Calendar" sample schedule
- 1 schedule worksheet per student (2 options included)
- Pencils
- Crayons or markers

DIRECTIONS:

- Briefly **review** the material learned in group last week (exploring worries and anxiety).
- **Explain** that today we will learn what custody means and to define 2 different types of custody. We will also read over a sample custody calendar and write about and share our own schedules.
- Start with a **feelings check-in**. Ask students to point to how they are feeling today on the "How Are You Feeling?" color poster or color how they are feeling on the black/white version.
- Show students the "Understanding Custody" poster. Ask students if they are familiar with any of these terms and if so, to share what they think they mean. Then, share the definitions of custody, sole custody, and joint custody. Ask students to share (to the best of their ability) which type of custody they think their parent(s) have.
- Share the "Tameka's Calendar" poster with students. Go through each week, holidays, and summer break. Talk through how they imagine Tameka may feel about this schedule. Talk through how their own schedule is similar to and different from Tameka's. Discuss how understanding custody and our own schedule helps us feel empowered, less confused, and more in control of how the changes in our family affect our life.
- Give each student a **calendar worksheet** (2 versions are included, please choose the one that best fits the needs and abilities of your students). Ask students to fill out the calendar to the best of their ability with the way their custody and family schedule works. They can also take this home and fill it out with their parent if they need to. Once they are finished, ask students to share them with the group.
- **Close** by sharing that next week we learn about the "Circle of Control."

HOW ARE YOU FEELING?



Happy



Sad



Angry



Embarrassed



Frustrated



Nervous



Scared



Annoyed



Confused

HOW ARE YOU FEELING?



Happy



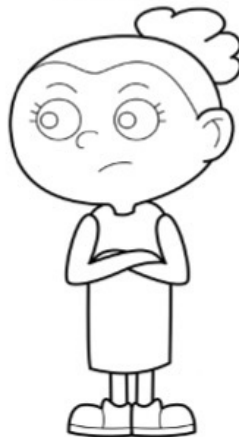
Sad



Angry



Embarrassed



Frustrated



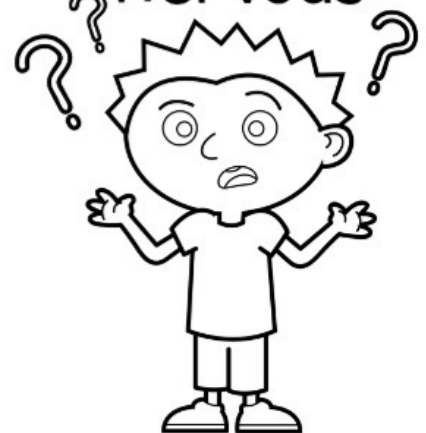
Nervous



Scared



Annoyed



Confused

UNDERSTANDING CUSTODY

.....

WHAT IS CUSTODY?

Who takes care of you and where you live after your parents separate or divorce

WHAT IS SOLE CUSTODY?

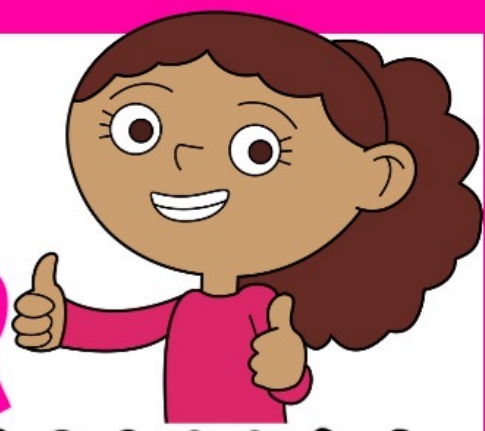
You live with one parent. But, you may have visits with the other parent.

WHAT IS JOINT CUSTODY?

You spend time living with both parents.



TAMEKA'S CALENDAR



WEEK A:

- Monday to Friday: Live with Mom
- Saturday to Sunday: Spend the weekend with Dad

WEEK B:

- Monday to Wednesday: Live with Mom
- Thursday to Sunday: Live with Dad

HOLIDAYS:

- Thanksgiving: Spend with Mom
- Christmas Eve: Spend with Dad
- Christmas Day: Spend with Mom
- My Birthday: One year with Mom, one year with Dad

SUMMER BREAK:

- June: Live with Mom
- July: Live with Dad
- August: 2 weeks with Mom, 2 weeks with Dad

'S

CALENDAR

WEEK A:

WEEK B:

HOLIDAYS:

SUMMER BREAK:

's

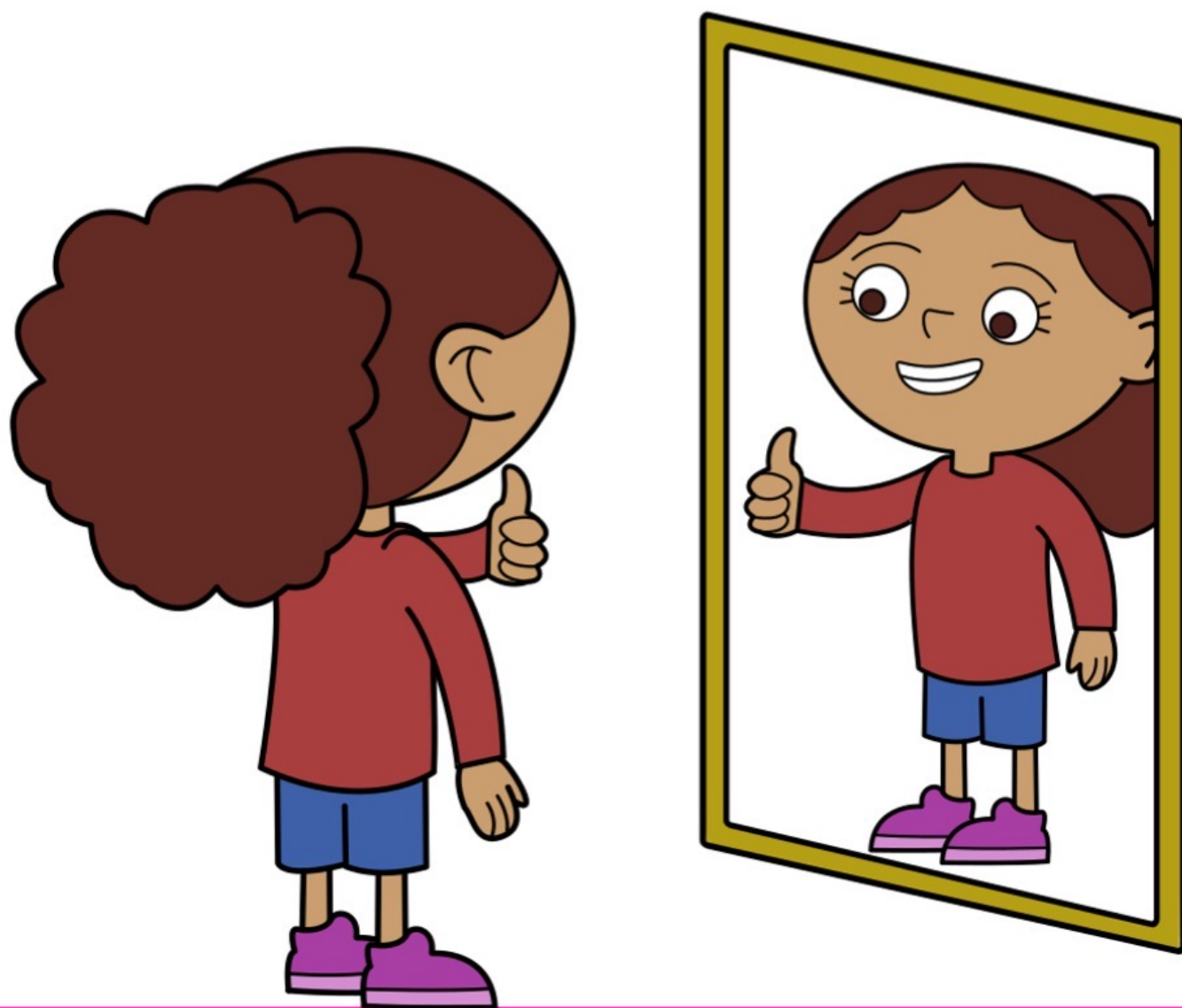
CALENDAR

Month: _____

Mon	Tue	Wed	Thu	Fri	Sat	Sun

SESSION 8:

My Circle of Control



SESSION 8: My Circle of Control

SESSION GOALS:

- Students will learn how to use a "Circle of Control."
- Students will learn about the aspects of their parents' divorce or separation that they can control.
- Students will learn about the aspects of their parents' divorce or separation that they cannot control.

ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SMS 10:** Ability to manage transitions and adapt to change.

MATERIALS NEEDED:

- Group folders
- "How Are You Feeling?" poster
- "Family Changes Circle of Control" poster
- "I Can Control" and "I Can't Control" printable letters
- 1 hula hoop
- 26 cut-out scenario cards
- 1 "Circle of Control" worksheet per student
- Pencils
- Crayons or markers

DIRECTIONS:

- **Before Group:** print and cut out the 26 scenario cards.
- Briefly **review** the material learned in group last week (what is custody and understanding our calendar/schedule).
- **Explain** that today we will learn about how to use a "Circle of Control." We will focus on the things we can and cannot control when it comes to the changes in our family.
- Start with a **feelings check-in**. Ask students to point to how they are feeling today on the "How Are You Feeling?" color poster or color how they are feeling on the black/white version.
- Tell students that there are some things that we can control about the changes in our families, and other things that we can't control. If we focus on trying to control the "out of our control" things, it can cause us to feel anxious, helpless, and stressed. Those "out of control" things that may be grown-up problems or choices that grown-ups make. Instead, let's focus on the things we can control, the kid-sized problems or situations, that make us feel empowered, positive, and strong.
- Share the "Family Changes Circle of Control" poster with the group. Review and talk through the things inside the circle that are things we can control about our family changes. Then review and talk through the things outside of the circle that we cannot control about our family changes.
- Place the hula hoop on the ground. Place the "I CAN CONTROL" words inside of the hula hoop and the "I CAN'T CONTROL" words outside of the hula hoop.
- Let students take turns choosing a cut-out scenario card. Students can read it, show it to the group, then place it inside or outside of the hula hoop (depending on whether they can or cannot control it). Please process each scenario with students and why they can or cannot control it, and how it makes them feel.
- After the activity, students can fill out the "Circle of Control" worksheet to apply the information back to their lives.
- **Close** by sharing that next week we will talk about Kids' Rights in a divorce or separation.

SAMPLE:



FAMILY CHANGES

CIRCLE OF CONTROL

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I CANNOT CONTROL

The decision to
divorce

How long the
process takes

If and when I'll
see each parent

Where
I'll live

My choices

My reactions

The timing of
the divorce

My
parents'
feelings

My attitude

My boundaries

Money
troubles

Who I ask for support

The questions I ask

I CAN CONTROL

My
parents'
choices

The hobbies and
activities I enjoy

How I take care
of myself

How my
parents
feel
about
each
other

If my
parent
remarries

How and who I
communicate with

The way I treat
others

My custody
calendar

My goals

My mindset

If I'll have new
stepsiblings

The outcome
of the divorce

Decisions lawyers or
judges make

CONTRACT

ICAN'T

CONTROL

The decision to divorce



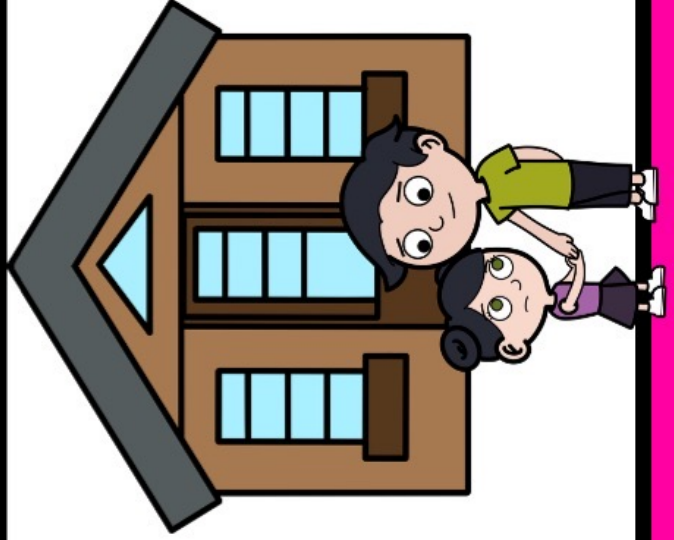
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If and when
I'll see each
parent

© Music City Counselor

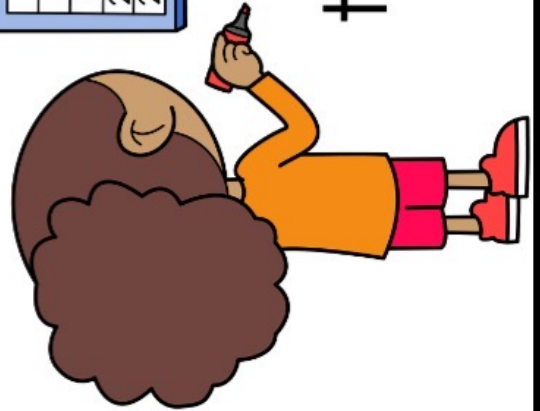


Where
I'll live



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How long
the process
takes



© Music City Counselor

If my
parent
remarries

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If I'll have stepsiblings

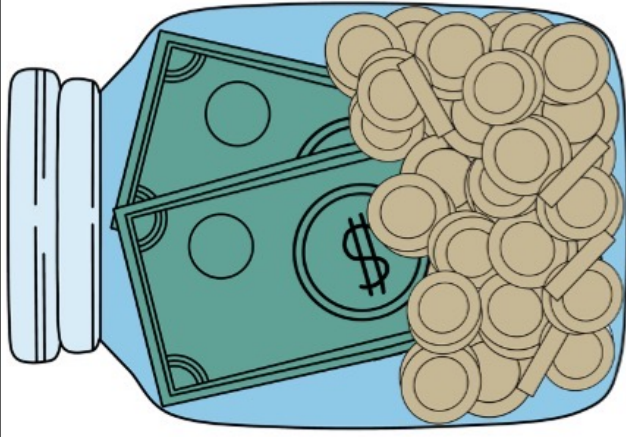
© Music City Counselor

My
parents'
feelings

© Music City Counselor

My
parents'
choices

© Music City Counselor



Money troubles

© Music City Counselor



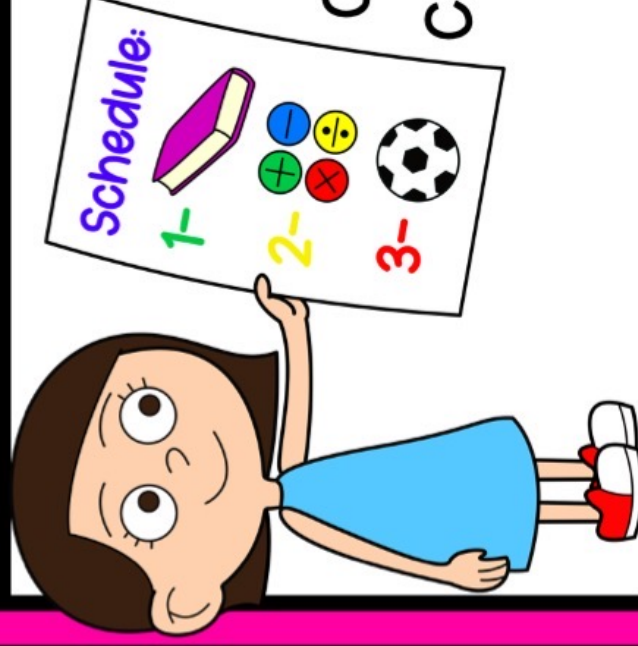
The timing of the divorce

© Music City Counselor



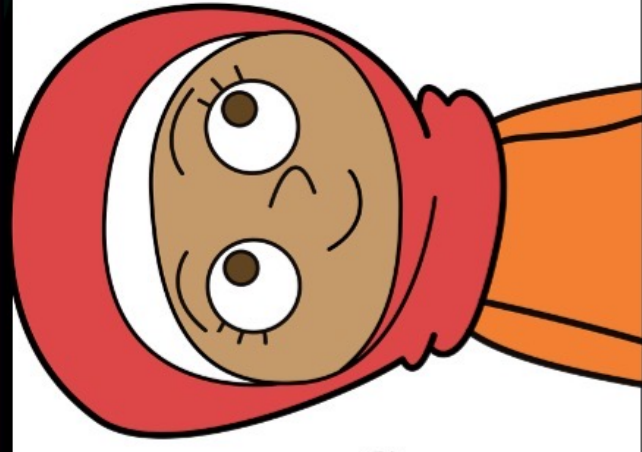
How my parents feel about each other

© Music City Counselor



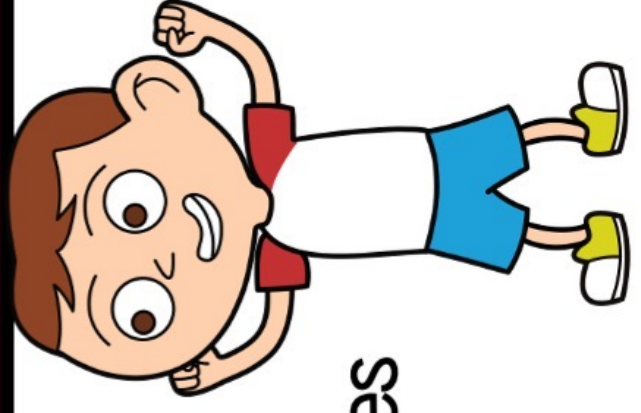
My custody calendar

© Music City Counselor



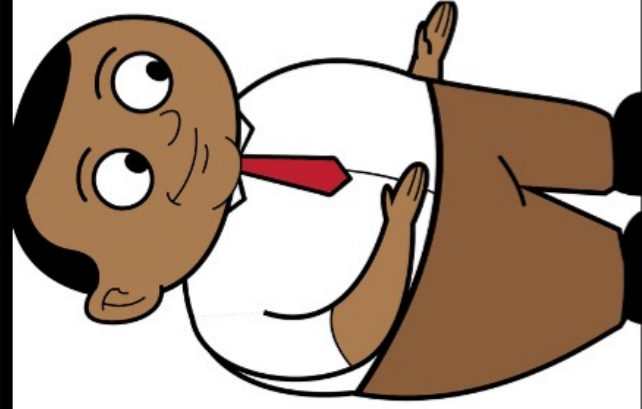
My
attitude

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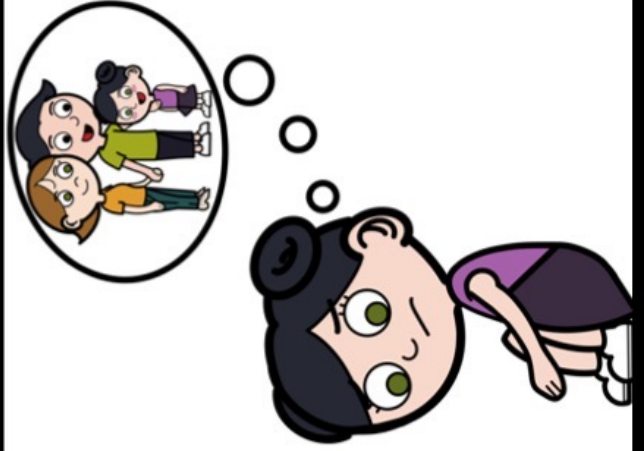
My
boundaries

© Music City Counselor



Decisions
lawyers
or judges
make

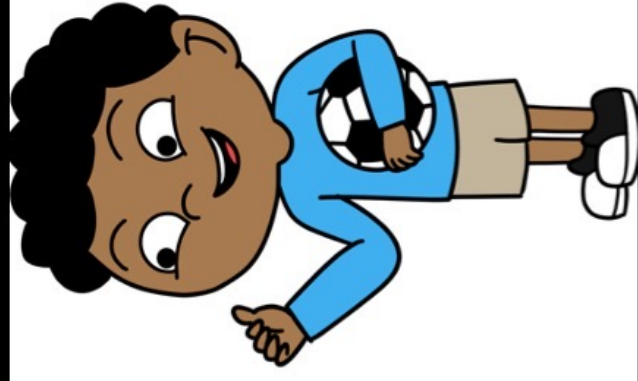
© Music City Counselor



The
outcome
of the
divorce

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The hobbies and activities I enjoy



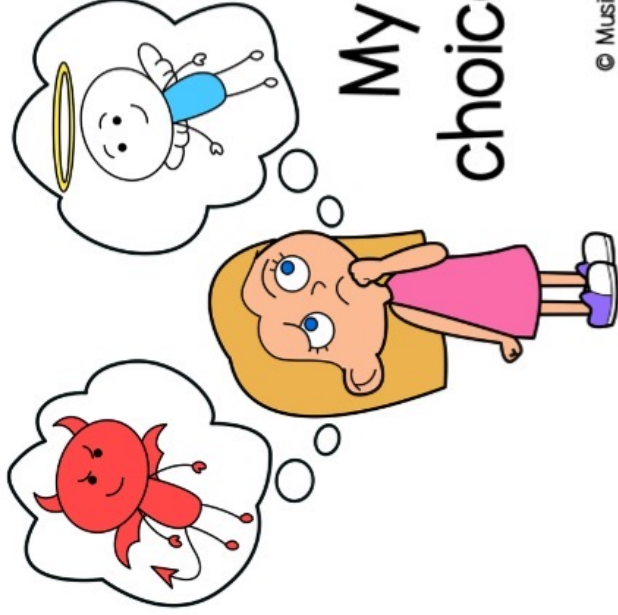
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How I take care of myself



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My choices



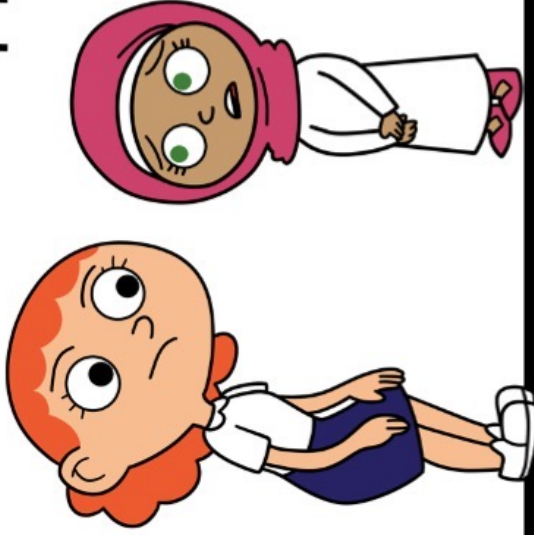
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My reactions



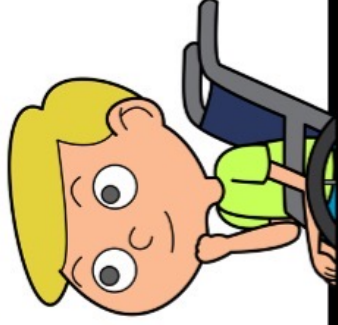
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Who I ask for support



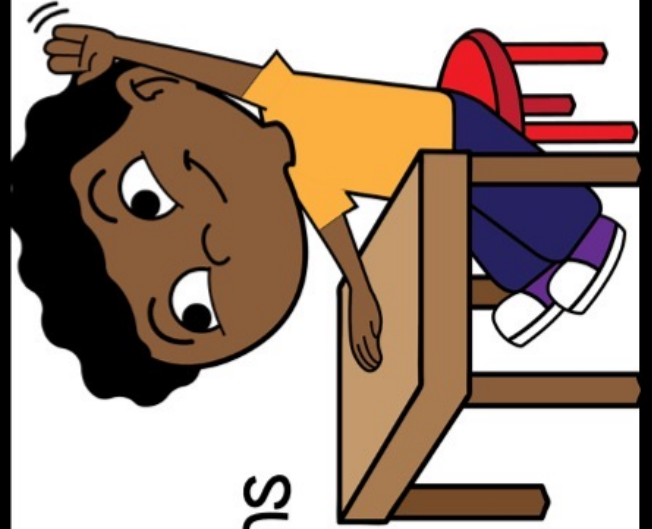
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My goals



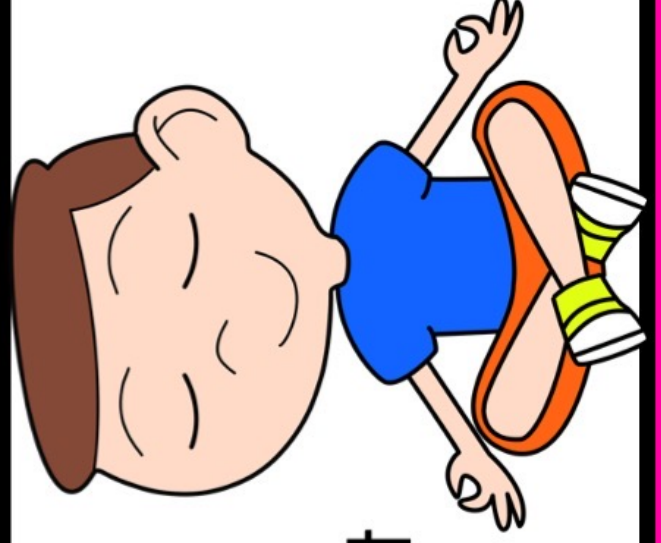
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The
questions
I ask



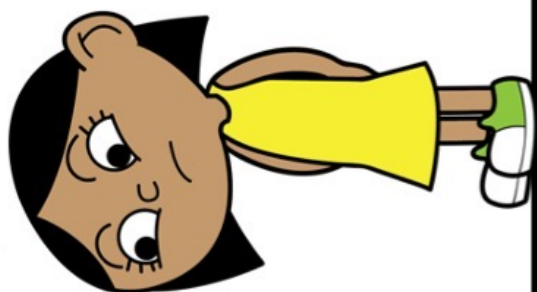
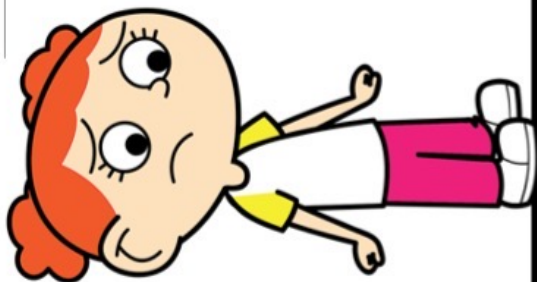
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My
mindset



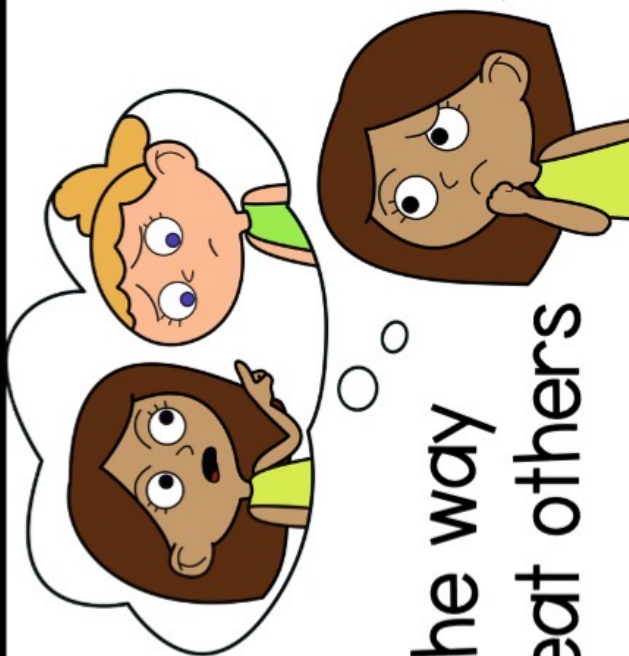
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Who I communicate with



© Music City Counselor

The way
I treat others



© Music City Counselor

Name: _____

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FAMILY CHANGES CIRCLE OF CONTROL

I CAN'T CONTROL



I CAN CONTROL

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SESSION 9:

Kids' Rights



SESSION 9: Kids' Rights

SESSION GOALS:

- Students will learn about their rights in a separation or divorce.
- Students will apply these rights to their own life circumstances.

ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SS 8:** Advocacy skills for self and others and ability to assert self, when necessary.
- **B-SMS 10:** Ability to manage transitions and adapt to change.

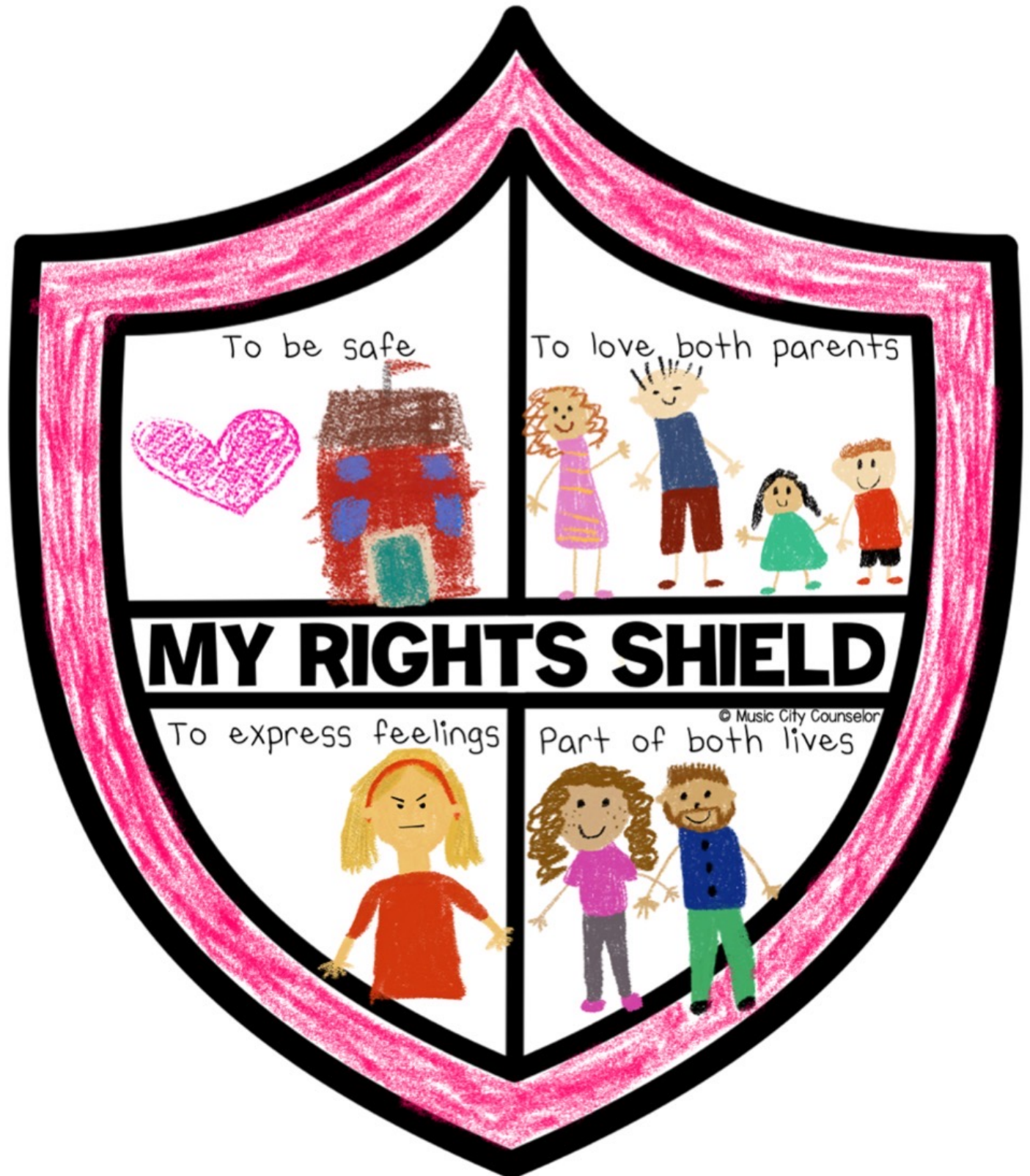
MATERIALS NEEDED:

- Group folders
- "How Are You Feeling?" poster
- 2 "Kids' Rights in a Divorce" posters
- "Never Your Fault" poster
- 1 "My Rights Shield" per student
- Scissors
- Crayons or markers

DIRECTIONS:

- Briefly **review** the material learned in group last week (Circle of Control).
- **Explain** that today we will learn all about kids' rights in a separation or divorce.
- Show students the **"How Are You Feeling?"** poster and ask them to identify how they are feeling today. Ask each child to share with the group.
- Explain that just like how moms and dads have certain rights in a separation or divorce, kids do, too! Review the 6 **"Kids Rights"** with students on the posters and talk through each one. Ask students to share if they feel their parents have respected or disrespected each right, and why.
- Show students the **"Divorce is NEVER YOUR FAULT"** poster and talk through how the choices our parents make are not our fault nor our responsibility. As kids, we need to focus on kid-sized issues and problems. Divorce and separation are grown-up sized problems. Relate this back to the circle of control we discussed last week.
- Give each student a **"My Rights Shield."** Explain that just like how a shield protects a knight in battle, their "Rights Shield" protects them during a divorce or separation. Ask students to write and draw about 1 of their rights on each of the 4 sections of the shield. Students can decorate the shield with crayons or markers and then cut it out. Once they're finished, students can share their shield with the group.
- **Close** by sharing that next week we will talk about using coping skills.

SAMPLE:



KIDS'S RIGHTS IN A DIVORCE



To show love for
both parents



To live in a safe,
stable home



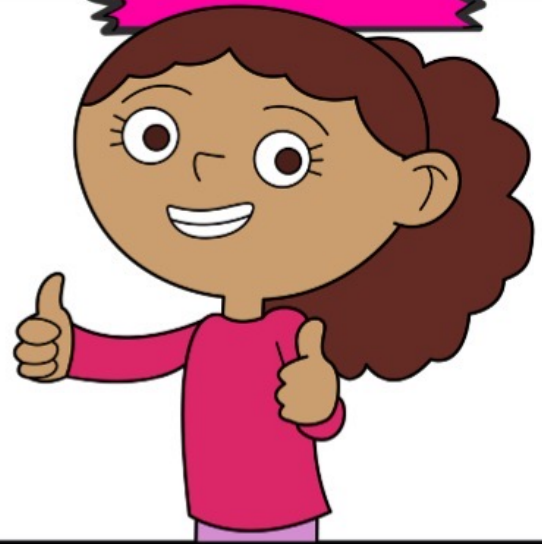
To express their
feelings



KIDS'S RIGHTS IN A DIVORCE



To stay part of both
parents' lives



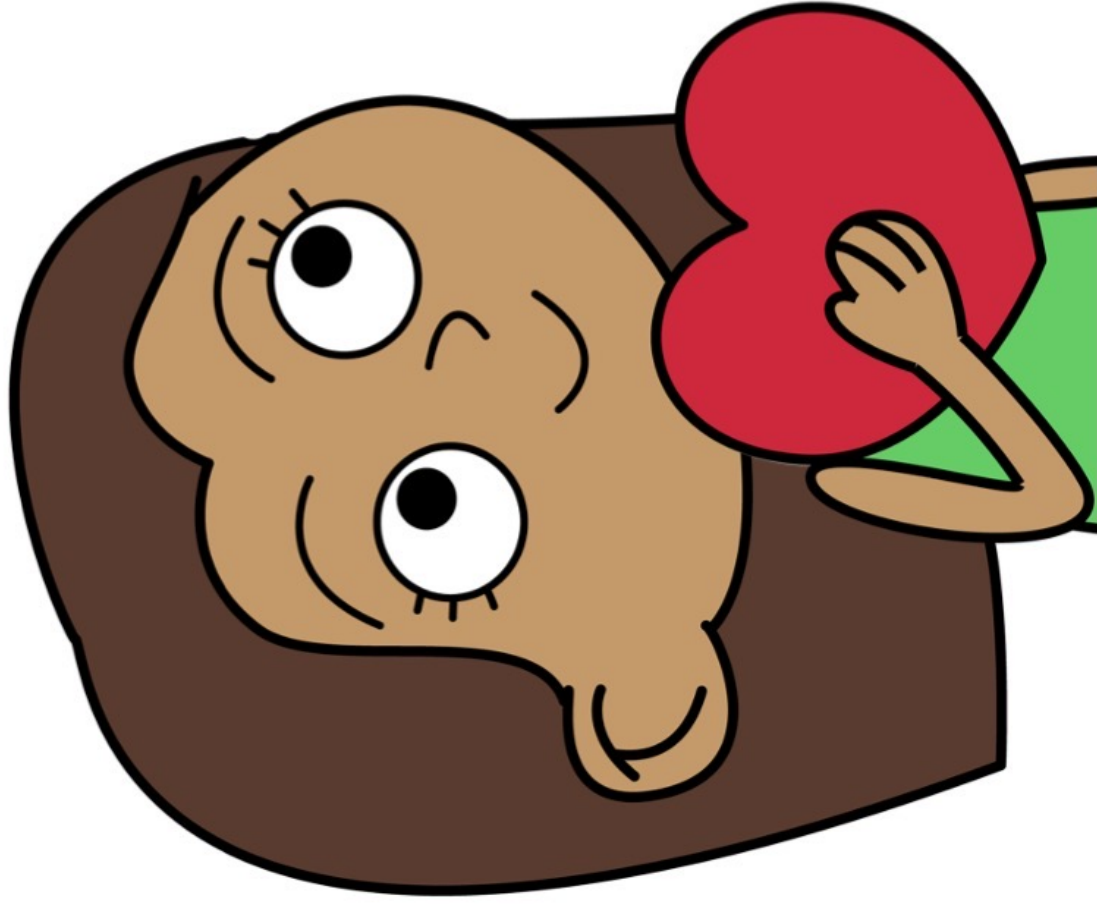
To understand any
changes that happen



To be a kid and not worry
about grown-up problems



**YOUR PARENTS' SEPARATION,
DIVORCE, & CHOICES ARE
.....**



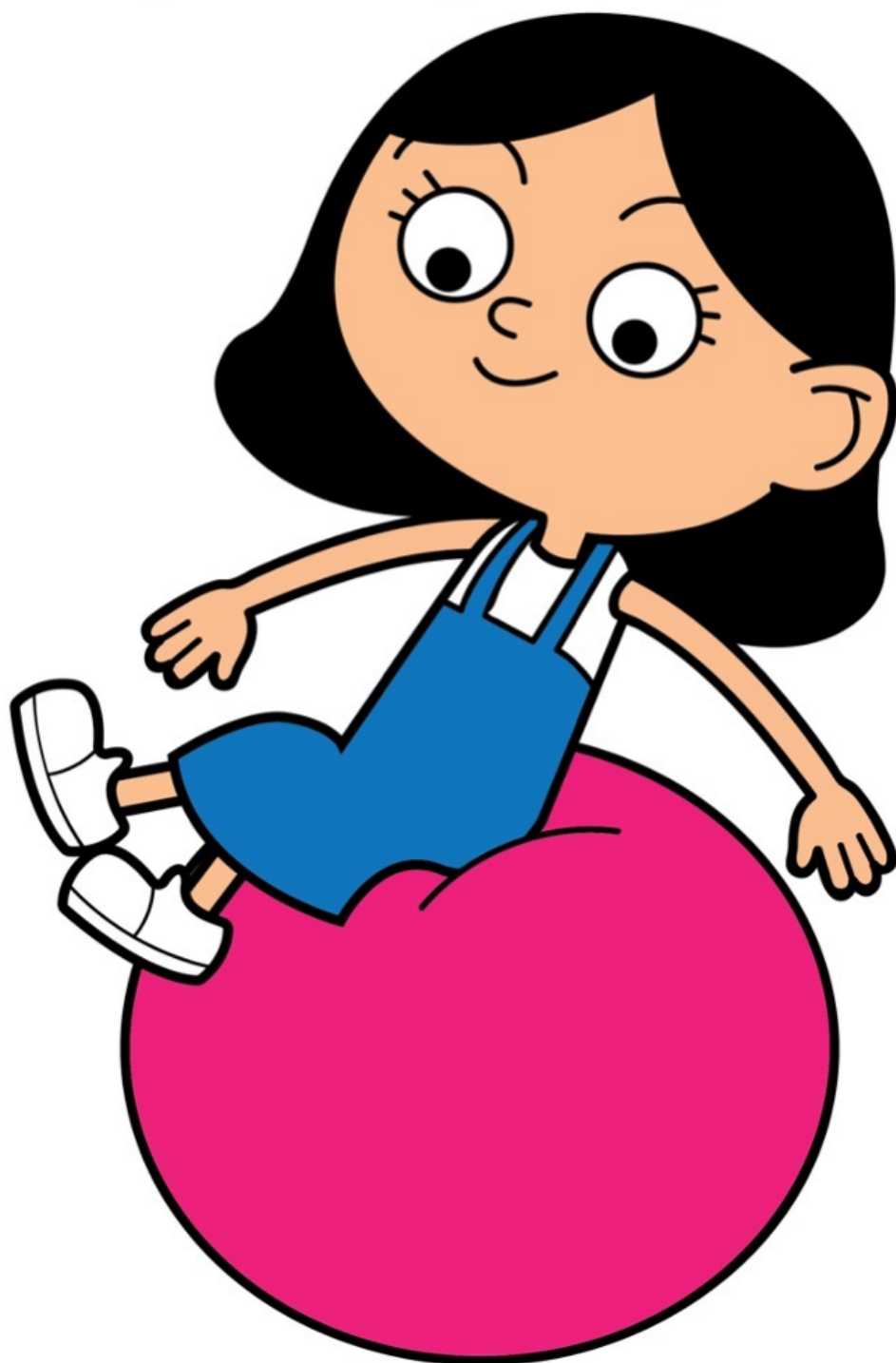
**NEVER
YOUR
FAULT!**

Write and draw about 1 of your rights in a divorce or separation on each of the 4 sections of the shield. Then, cut out your shield.

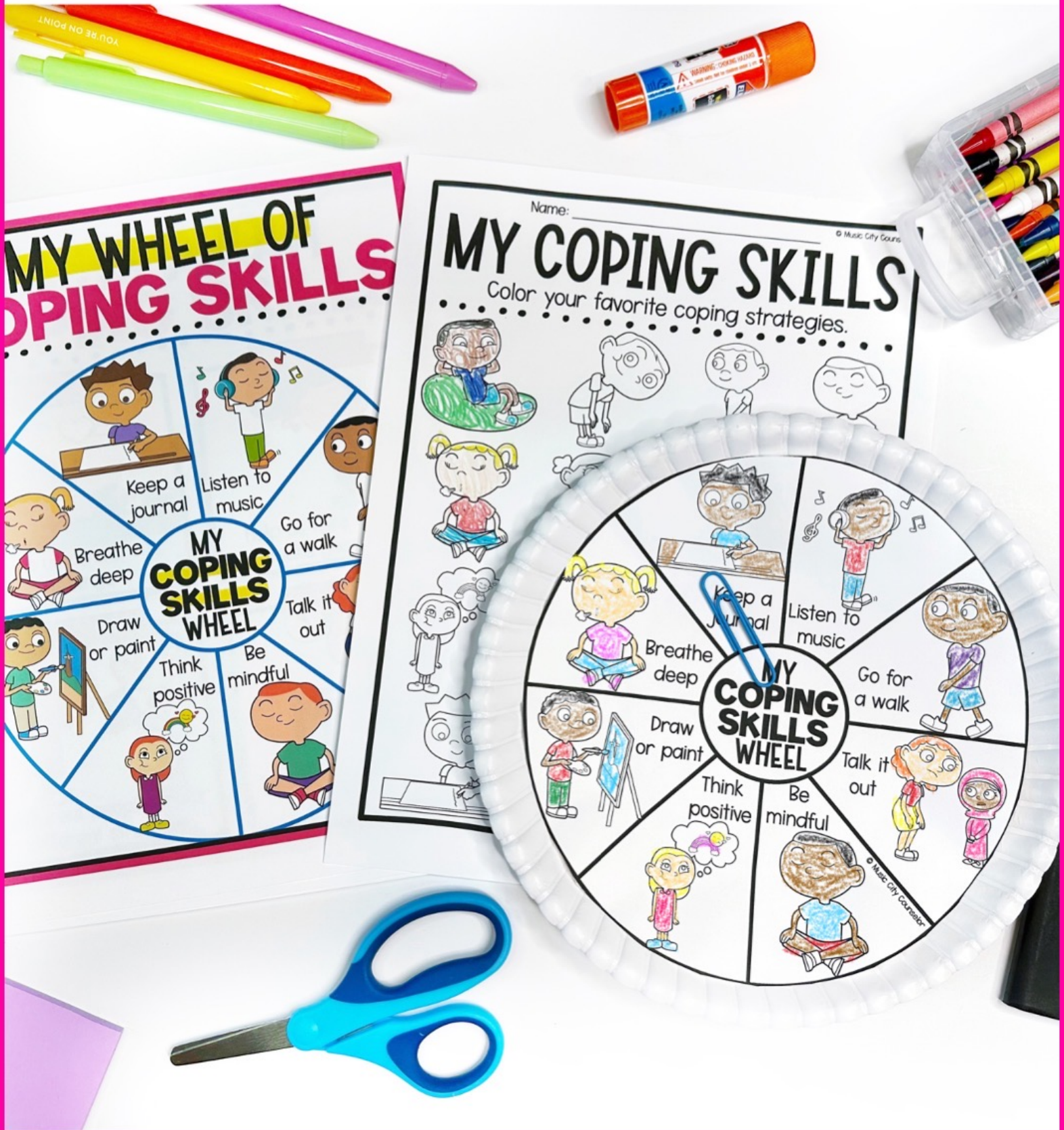


SESSION 10:

Using Coping Skills



SAMPLE:



SESSION 10: Using Coping Skills

SESSION GOALS:

- Students will learn the definition of "coping skill."
- Students will learn 4 facts about coping skills.
- Students will learn and practice how to use a "Coping Skills Wheel."
- Students will reflect on and identify which coping skills they like best.

ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **SMS 6:** Ability to identify and overcome barriers.
- **B-SMS 7:** Effective coping skills.
- **B-SMS 10:** Ability to manage transitions and adapt to change.

MATERIALS NEEDED:

- Group folders
- "How Are You Feeling?" poster
- "What is a Coping Skill?" poster
- "Facts About Coping Skills" poster
- "Coping Skills Wheel" poster
- 1 black/white coping skills wheel per student
- 1 paper plate per student
- 1 game spinner, brad, or paper clip per student
- Optional additional worksheets
- Glue sticks
- Pencils
- Crayons or markers

DIRECTIONS:

- Briefly **review** the material learned in group last week (Kids' Rights).
- **Explain** that today we will learn about coping skills.
- Start with a **feelings check-in**. Ask students to point to how they are feeling today on the "How Are You Feeling?" color poster or color how they are feeling on the black/white version.
- **Ask students** if they have heard of coping skills. If so, what are they? And how can they help us?
- Share the "What is a Coping Skill?" poster with students and discuss the definition. Ask them to share examples of coping skills they know and/or use.
- Teach students the 4 facts about coping skills using the "Facts about Coping Skills" poster. Discuss each one.
- Review the "Coping Skills Wheel" poster with students. Discuss each skill with students and practice/model it, if possible.
- Give each student a **black/white copy of the Coping Skills Wheel**. Ask them to color it, cut it out, and glue it onto the center of a paper plate. Then, attach a brad, paper clip, or game spinner to the center of the wheel to make it spinnable. Students can take turns spinning the wheel, saying which coping skill it lands on, and modeling it for the group. They can also share why it is or isn't helpful to them.
- 2 **optional additional worksheets** are included. On the first worksheet, students can color their favorite coping skills. On the second worksheet, students can write and draw about their favorite coping skills.
- **Close** by sharing that next week we will be playing a game to review everything we learned.

HOW ARE YOU FEELING?



Happy



Sad



Angry



Embarrassed



Frustrated



Nervous



Scared



Annoyed



Confused

HOW ARE YOU FEELING?



Happy



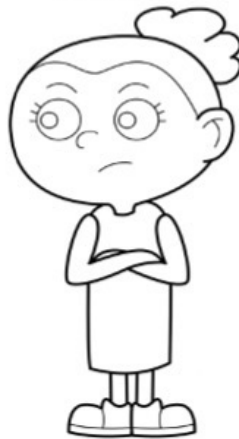
Sad



Angry



Embarrassed



Frustrated



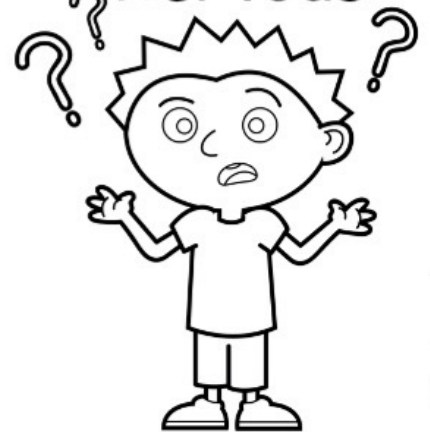
Nervous



Scared



Annoyed



Confused

WHAT IS A COPING SKILL?

A tool or strategy to calm
your body and mind.



FACTS ABOUT COPING SKILLS



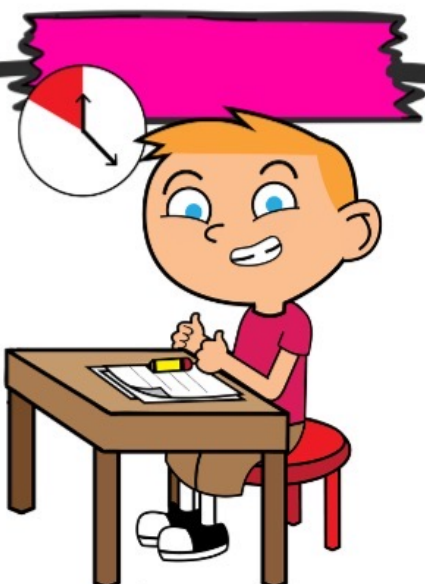
Help us control our feelings.



Help us think clearly and make good choices.

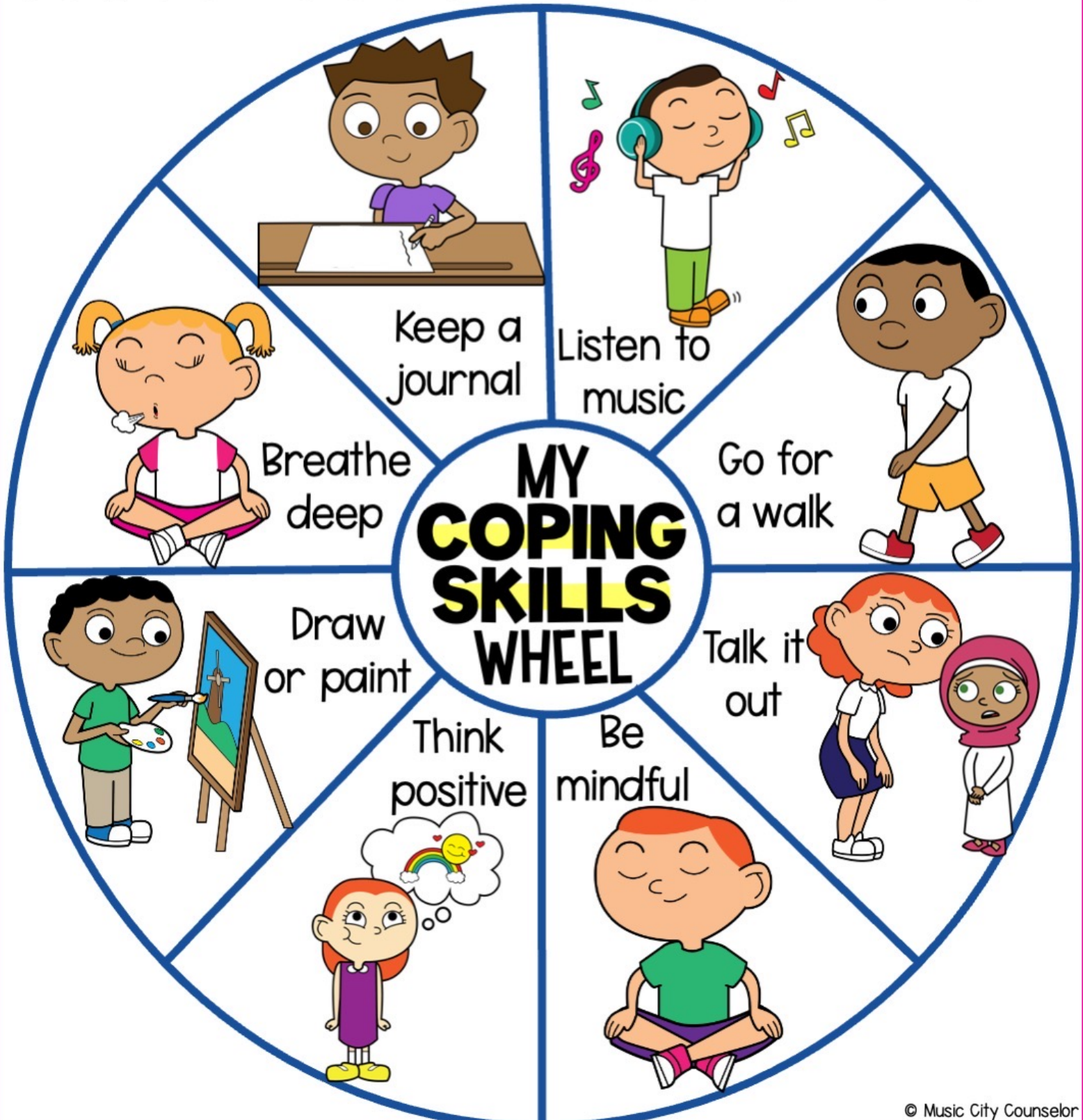


Different people prefer different strategies.

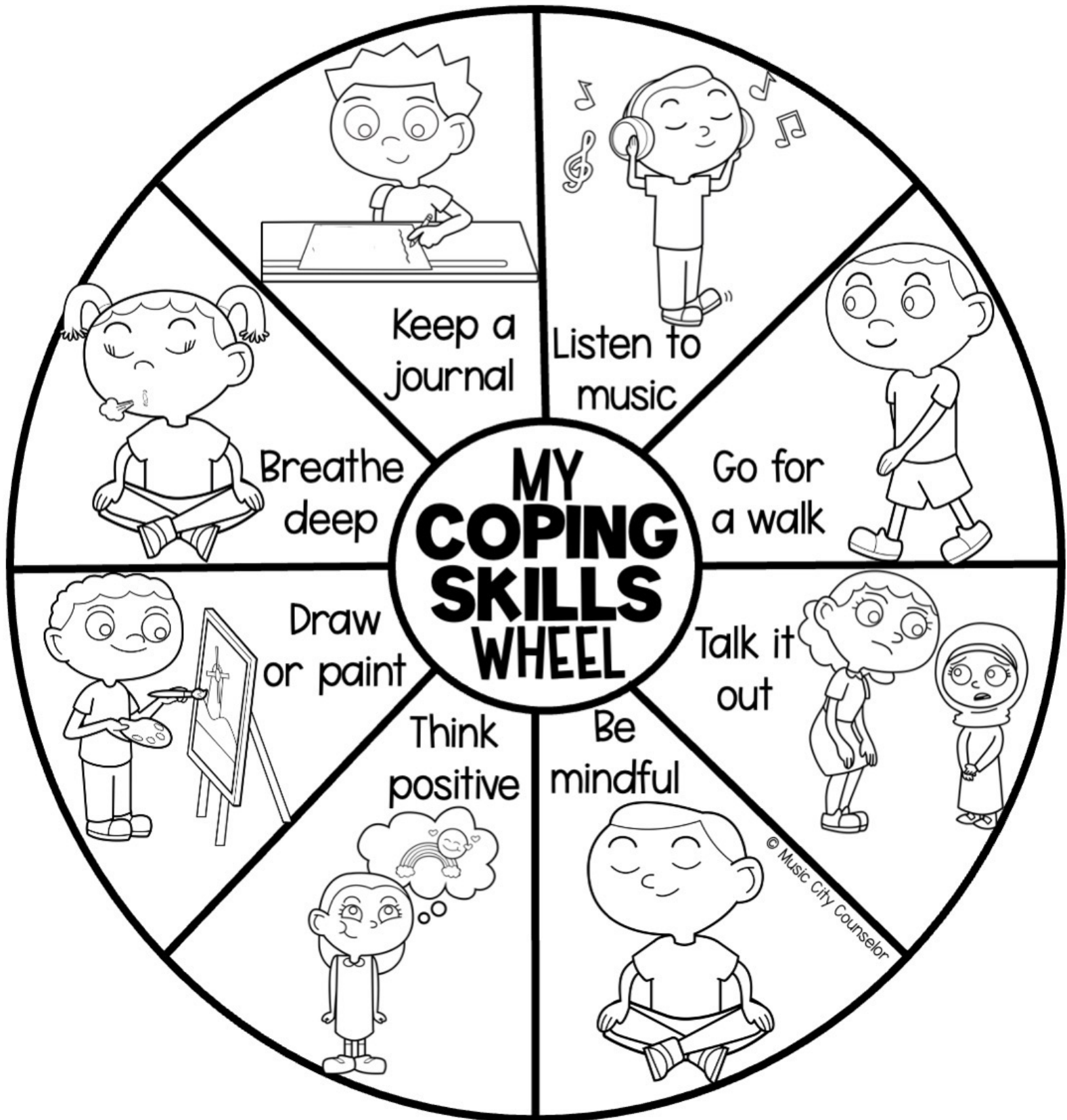


Take practice, time, and effort to learn.

MY WHEEL OF COPING SKILLS



Cut this one out and glue it to a paper plate!

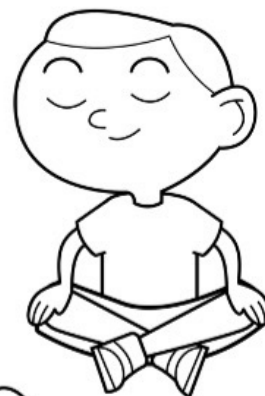
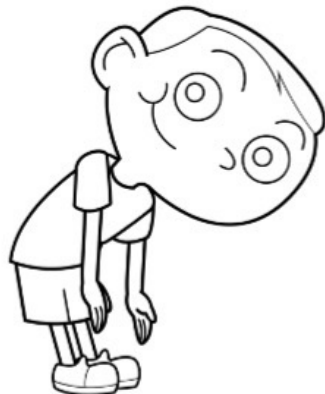


Name: _____

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MY COPING SKILLS

Color your favorite coping strategies.



Name: _____

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MY COPING SKILLS

Write and draw about your favorite coping strategies.



SESSION II:

Positive Affirmations



SESSION II: Positive Affirmations

SESSION GOALS:

- Students will learn the definition of "positive affirmations."
- Students will learn 10 positive affirmations about family changes.
- Students will write positive affirmations that are meaningful to them.

ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **M2:** Sense of acceptance, respect, support and inclusion for self and others in the school environment.
- **M3:** Positive attitude toward work and learning.
- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SMS 7:** Effective coping skills.
- **B-SMS 10:** Ability to manage transitions and adapt to change.
- **B-SS 8:** Advocacy skills for self and others and ability to assert self, when necessary.

MATERIALS NEEDED:

- Group folders
- "How Do You Feel Today?" poster
- "What is a Positive Affirmation?" poster
- 2 "Affirmations for Family Changes" posters
- 1 printed mirror per child
- 1 set of affirmation circles and "Family Changes Affirmations" sign per child
- Scissors
- Glue sticks
- Pencils
- Crayons or markers

DIRECTIONS:

- Briefly **review** the material learned in group last week about coping skills.
- **Explain** that today we will learn about positive affirmations.
- Start with a **feelings check-in**. Ask students to point to how they are feeling today on the "How Are You Feeling?" color poster or color how they are feeling on the black/white version.
- **Ask students** if they have heard of positive affirmations. If so, what are they? What is an example?
- Share the "What is a Positive Affirmation?" poster with students and discuss the definition. Ask them to share why they think positive affirmations may be helpful to them during family changes.
- Review the 10 positive affirmations examples on the "Affirmations for Family Changes" posters. Ask students to read them aloud as a group, or take turns reading them. If students cannot read, the educator can read them aloud and students can repeat them back. Ask students how each affirmation makes them feel. Ask students to share which affirmations are the most meaningful to them.
- Give each student a **blank Affirmations Mirror and a set of the circles and sign**.
- Ask students to write 1 positive affirmation about their family changes on each circle. Then, students can draw their own reflection in the mirror as if they're looking into it. Next, students can cut out the circles and glue them onto the edges of the mirror as shown in the sample. Students can cut out the "Family Changes Affirmations" sign and glue it to the bottom of the mirror.
- Once students have finished their craft, they can share it with the group.
- **Close** by sharing that next week will be our last group session and we will do some activities to reflect on what we learned and experienced in group.

SAMPLE:

WHAT IS A POSITIVE AFFIRMATION?

A short, encouraging statement we say to ourselves to help us feel good, confident, and strong.



All my feelings about my family are okay.

My family changes are not my fault.

I am important.

My feelings matter.

It's okay to love both of my parents.

Good things happen in my life every day.

I can create new happy family memories.

My parents love me no matter what.

FAMILY CHANGES AFFIRMATIONS

AFFIRMATIONS FOR FAMILY CHANGES

I am strong enough to handle changes in my life.

I can create new family traditions and happy memories.

I am important and my feelings matter.

It's okay to love both of my parents.

Good things happen in my life every day.



HOW ARE YOU FEELING?



Happy



Sad



Angry



Embarrassed



Frustrated



Nervous



Scared



Annoyed



Confused

HOW ARE YOU FEELING?



Happy



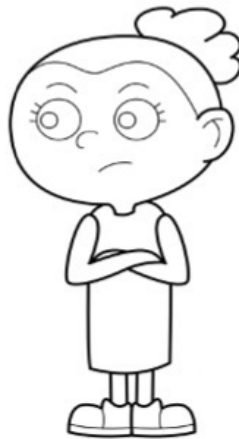
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Angry



Embarrassed



Frustrated



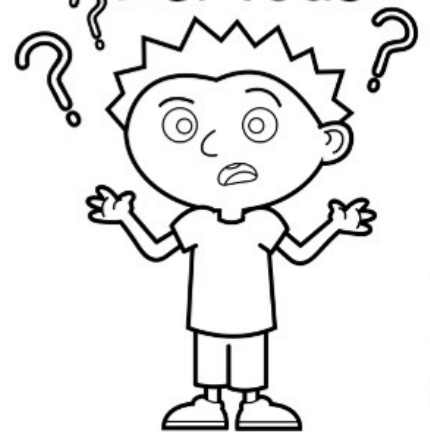
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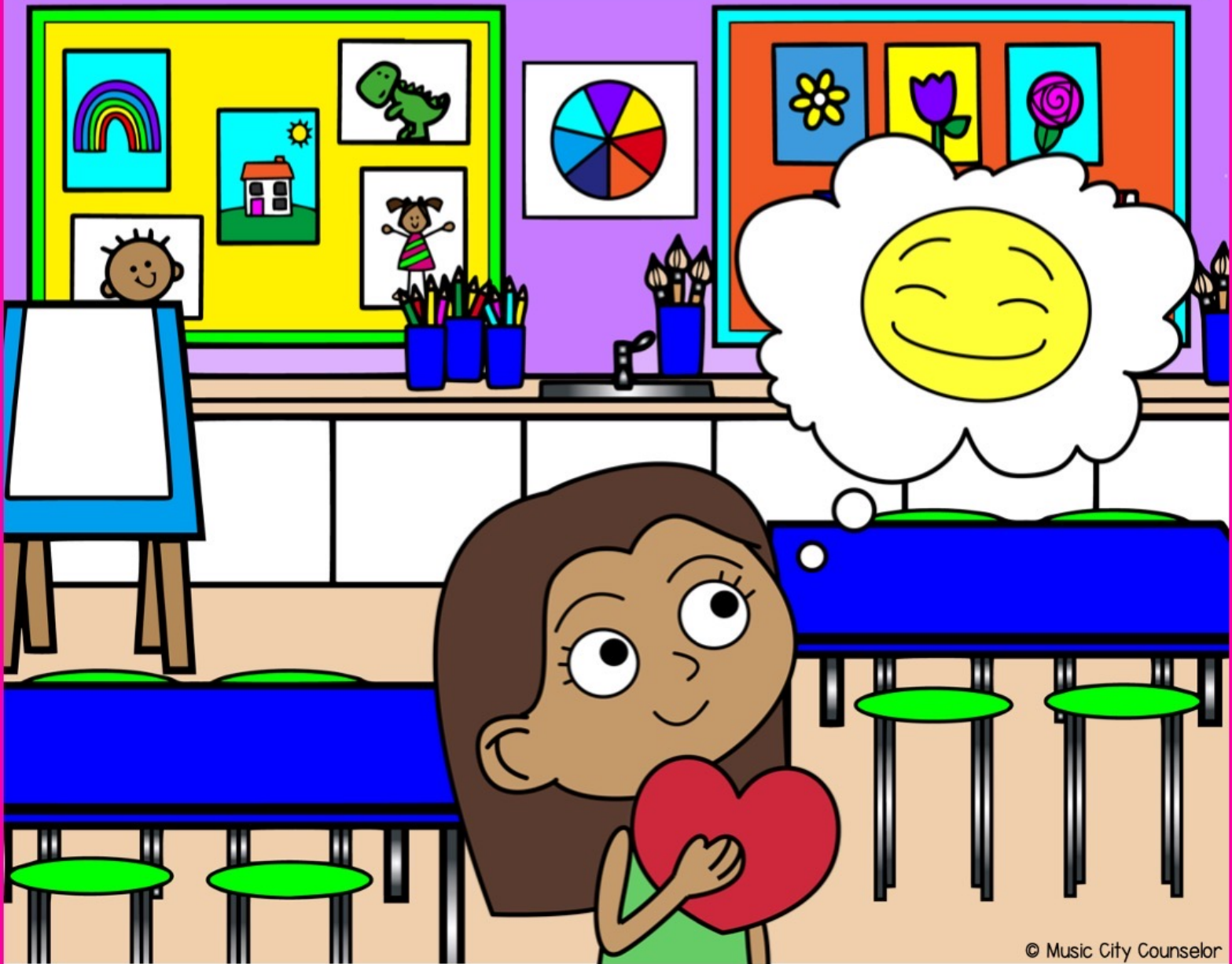
Annoyed



Confused

WHAT IS A POSITIVE AFFIRMATION?

: A short, encouraging statement we say to ourselves to help us feel good, confident, and strong. :

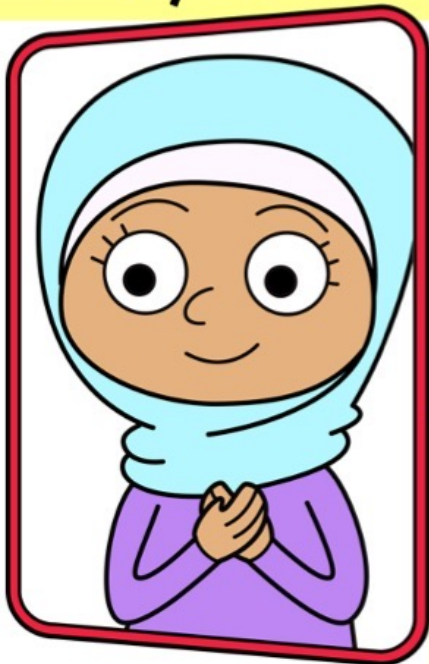


AFFIRMATIONS FOR FAMILY CHANGES

I am loved by both of my parents,
no matter what.

All my feelings about my family
changes are okay.

Even though things are different,
they can still be good.



I can talk openly
about my feelings.

My family changes
are NOT my fault.

AFFIRMATIONS FOR FAMILY CHANGES

.....

I am strong enough to handle
changes in my life.

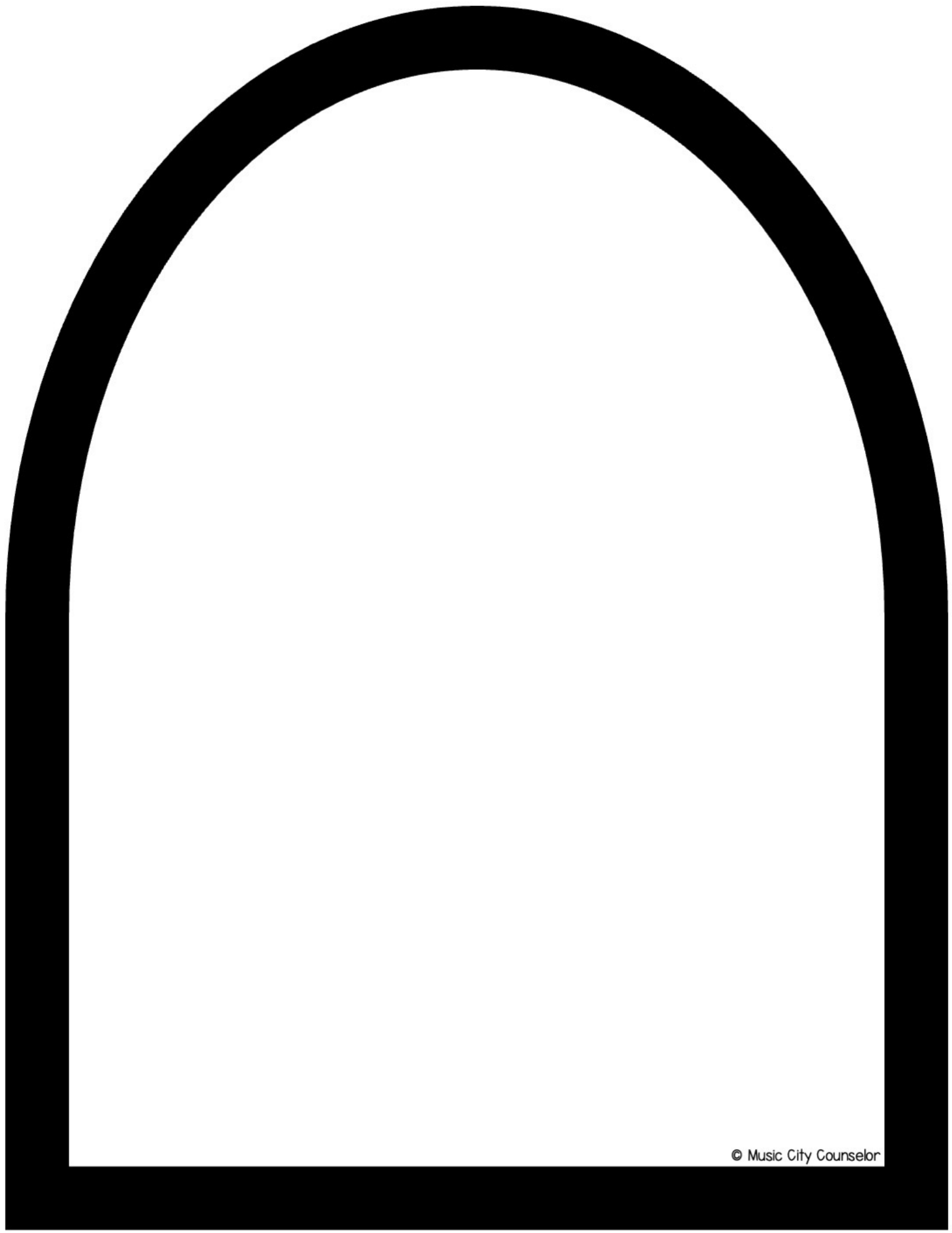
I can create new family traditions
and happy memories.

I am important and my feelings
matter.



It's okay to love both of
my parents.

Good things happen in
my life every day.

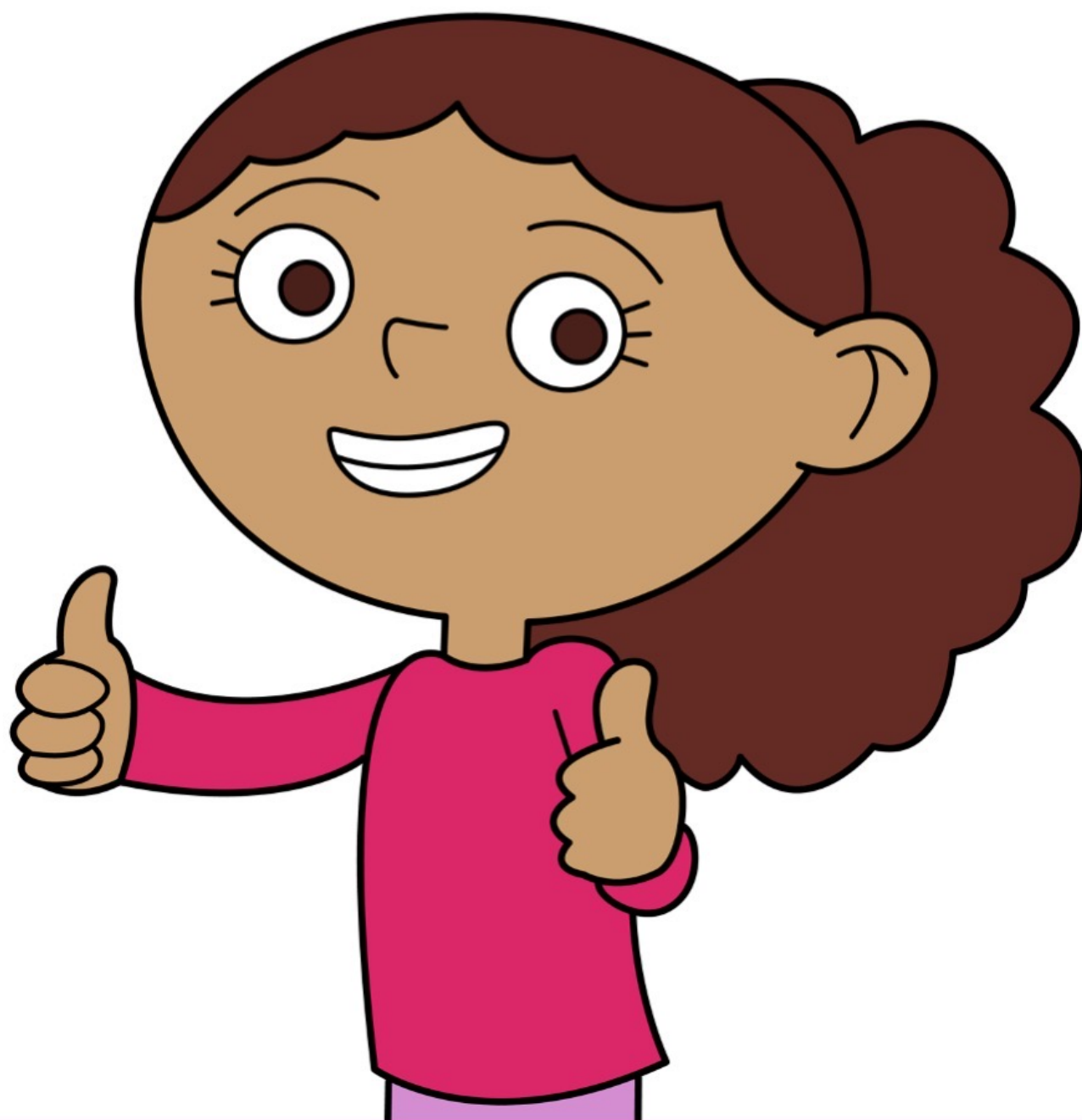


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FAMILY CHANGES AFFIRMATIONS

SESSION 12:

Group Closure



SESSION 12: Group Closure

SESSION GOALS:

- Students will assess their learning and experiences in group with a post-survey.
- Students will reflect on their experiences, memories, and lessons learned in group.

ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 7:** Effective coping skills.
- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SMS 10:** Ability to manage transitions and adapt to change.
- **B-SS 8:** Advocacy skills for self and others and ability to assert self, when necessary.

MATERIALS NEEDED:

- Group folders
- "How Do You Feel Today?" poster
- 1 small group post-survey per student
- 1 "My Time in Group" worksheet per student (2 options included)
- 6 cut-out discussion cards
- 1 "thank you" page per student
- 1 certificate for each student, with their name written on it
- Pencils
- Markers or crayons

DIRECTIONS:

- Briefly **review** the material learned in group last week about positive affirmations.
- **Explain** that today is our last group session and we will do some activities to reflect on what we learned and experienced in group.
- Start with a **feelings check-in**. Ask students to point to how they are feeling today on the "How Are You Feeling?" color poster or color how they are feeling on the black/white version.
- Give each student a **small group post-survey** and ask them to write their name at the top. Explain that this little form will help us understand how much progress they have made in group and what they learned. Read each question aloud and ask students to circle or color the "yes," "maybe," or "not yet" circles.
- **1st Grade – 2nd Grades:** Give each student the first "My Time in Group" worksheet. Students can write on the lines and draw a picture in the frame about what they learned in group. Once they're done, students can share with the group.
- **3rd – 5th Grades:** Give each student a "My Time in Group" worksheet. Ask them to fill in the boxes with writing and drawings about their experiences in group. Once they're done, students can share with the group.
- Give each student a **discussion card**. Ask them to read it aloud (or you can read it aloud for them) and share their responses with the group.
- Give each student a **blank "thank you" page** (the one with the 5 different doodle frames on it). Ask students to write their name on the line at the top. Then, ask students to grab a pencil and stand up to rotate one paper/spot to their right. Set a timer for 60 seconds and ask students to write in one of the frames something that they appreciated, admired, or wanted to thank that person whose paper is in front of them. Continue rotating until each student has written something nice on every students' paper. Then, students can come back to their paper and read their nice messages. Feel free to share and discuss these.
- Thank students for participating. Give each student a **certificate** for successfully completing group!

HOW ARE YOU FEELING?



Happy



Sad



Angry



Embarrassed



Frustrated



Nervous



Scared



Annoyed



Confused

HOW ARE YOU FEELING?



Happy



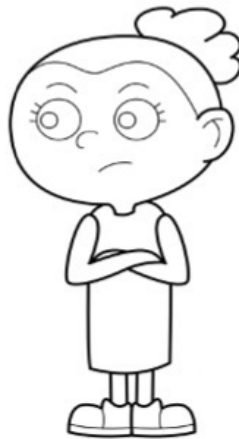
Sad



Angry



Embarrassed



Frustrated



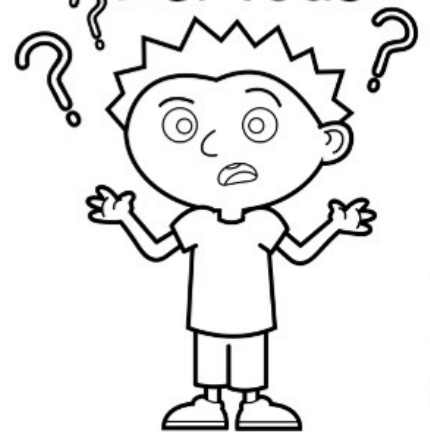
Nervous



Scared



Annoyed



Confused

















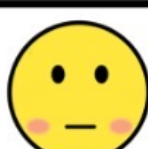





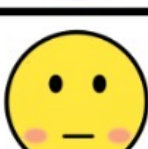

Name: _____

SMALL GROUP POST-SURVEY

 Yes 

 Maybe 

























 Not yet 

I can define divorce and separation.			
I can identify my feelings about the changes in my family.			
I can identify my worries when it comes to my family changes.			
I can define custody and understand my schedule.			
I know and understand my rights in a divorce or separation.			
I can use a Circle of Control.			
I can use coping skills to control my feelings.			
I can use positive affirmations to help me stay strong.			

Name: _____

SMALL GROUP POST-SURVEY

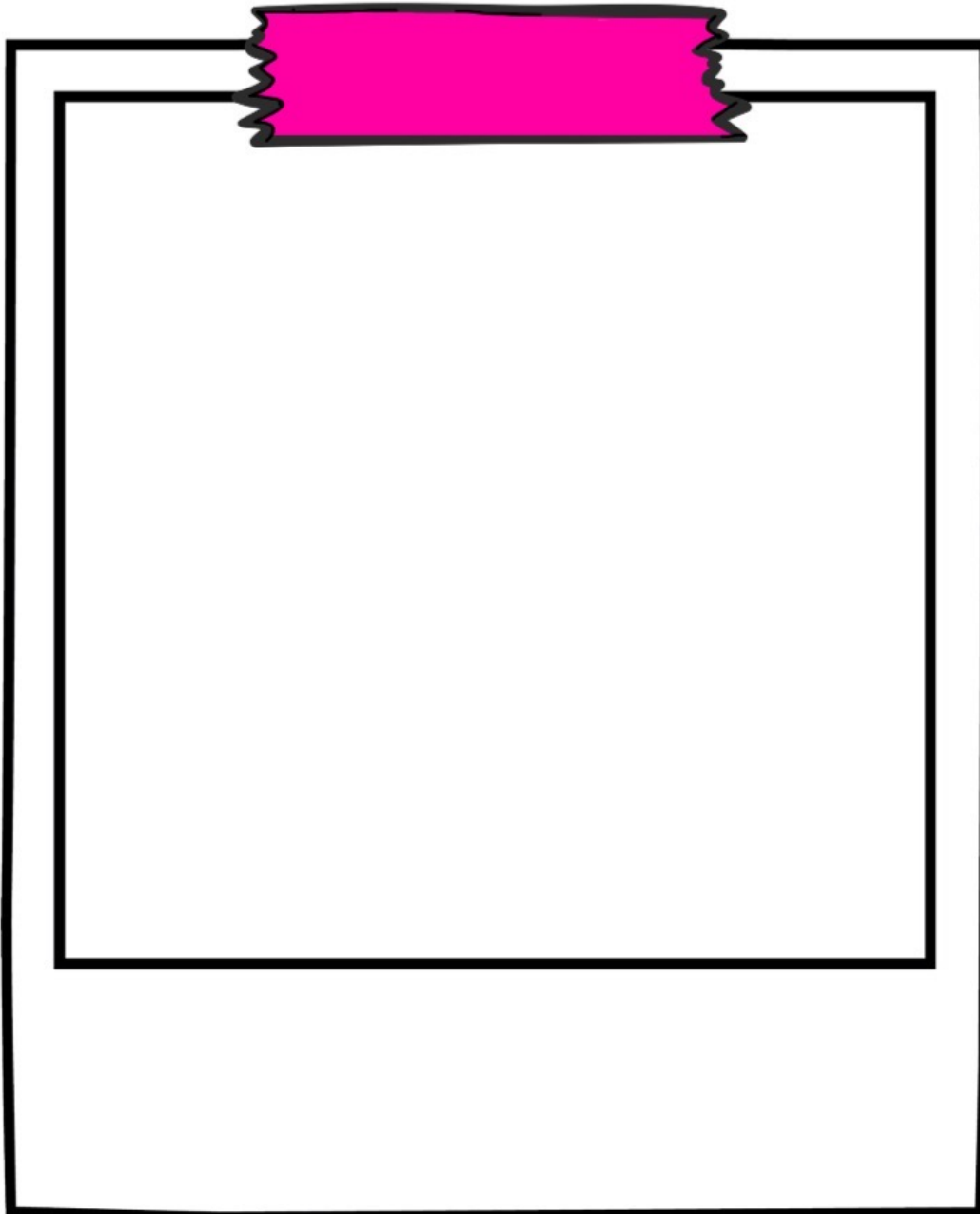
Yes Maybe Not yet 

I can define divorce and separation.			
I can identify my feelings about the changes in my family.			
I can identify my worries when it comes to my family changes.			
I can define custody and understand my schedule.			
I know and understand my rights in a divorce or separation.			
I can use a Circle of Control.			
I can use coping skills to control my feelings.			
I can use positive affirmations to help me stay strong.			

Name: _____

MY TIME IN GROUP

Write and draw about what you learned in group.



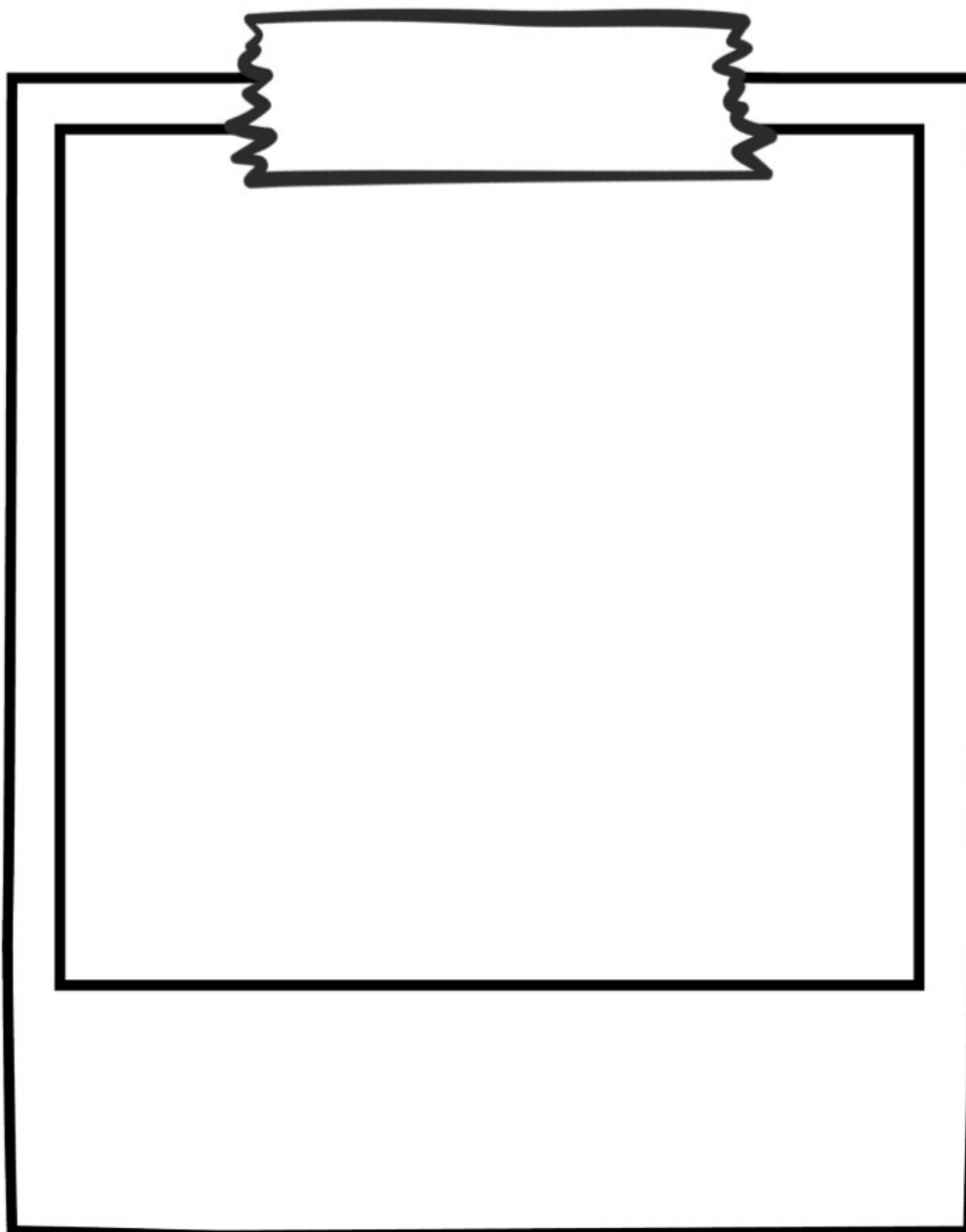
Name: _____

© Music City Counselor

MY TIME IN GROUP

Write and draw about what you learned in group.





Name: _____

© Music City Counselor

MY TIME IN GROUP

Write and draw about your experience in group.

IN GROUP I LEARNED:

MY FAVORITE MEMORY
IN GROUP

MY FAVORITE ACTIVITY WAS:

I WILL KEEP PRACTICING:

IF I COULD CHANGE ONE THING ABOUT GROUP, IT WOULD BE:

Name: _____

© Music City Counselor

MY TIME IN GROUP

Write and draw about your experience in group.

IN GROUP I LEARNED:

**MY FAVORITE MEMORY
IN GROUP**

MY FAVORITE ACTIVITY WAS:

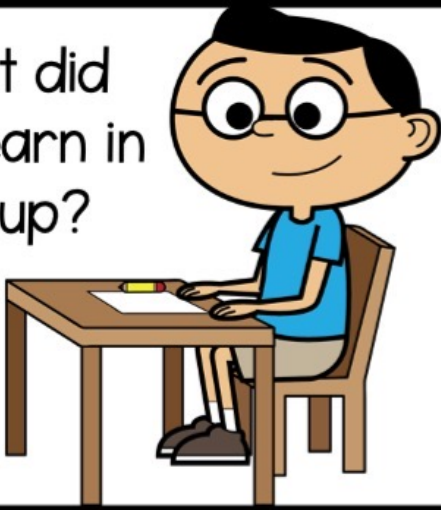
I WILL KEEP PRACTICING:

IF I COULD CHANGE ONE THING ABOUT GROUP, IT WOULD BE:

Discussion Cards

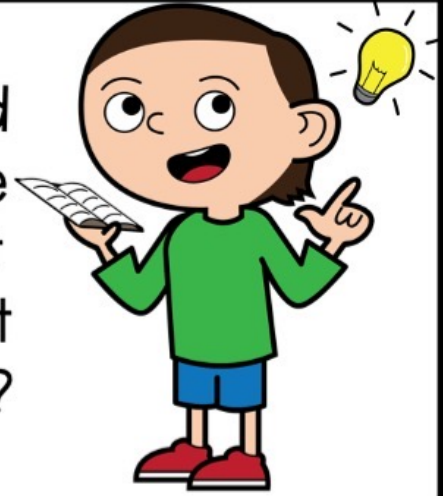
LET'S SHARE!

What did you learn in group?



LET'S SHARE!

If you could change one thing about group, what would it be?



LET'S SHARE!

What was your favorite memory from group?



LET'S SHARE!

What is something that you learned in group that you want to keep practicing?



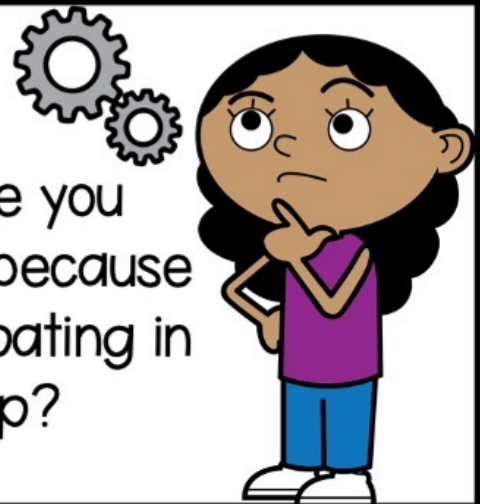
LET'S SHARE!

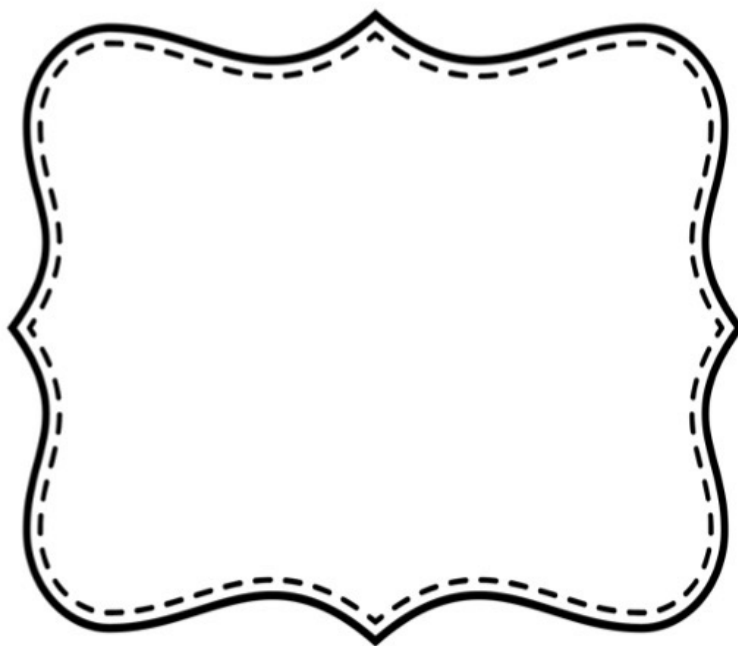
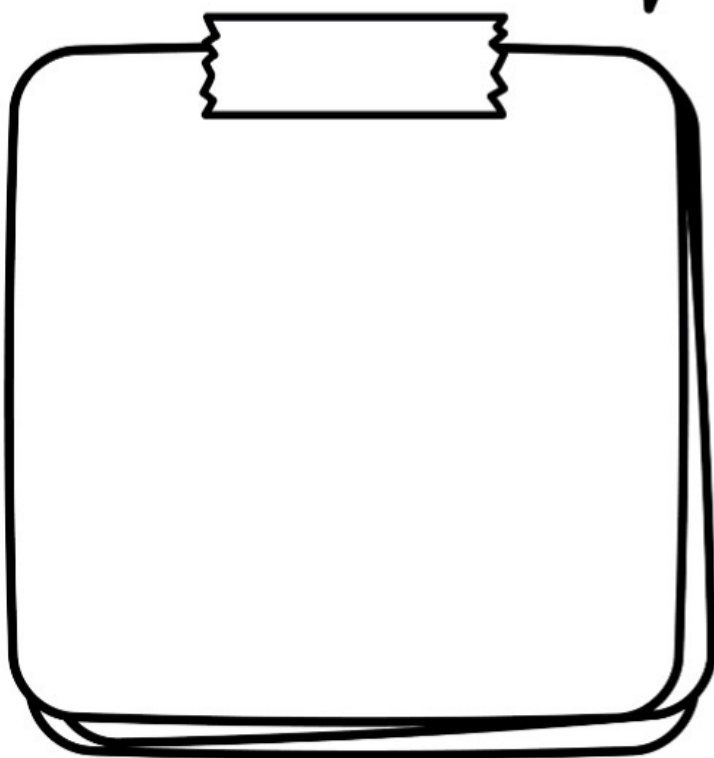
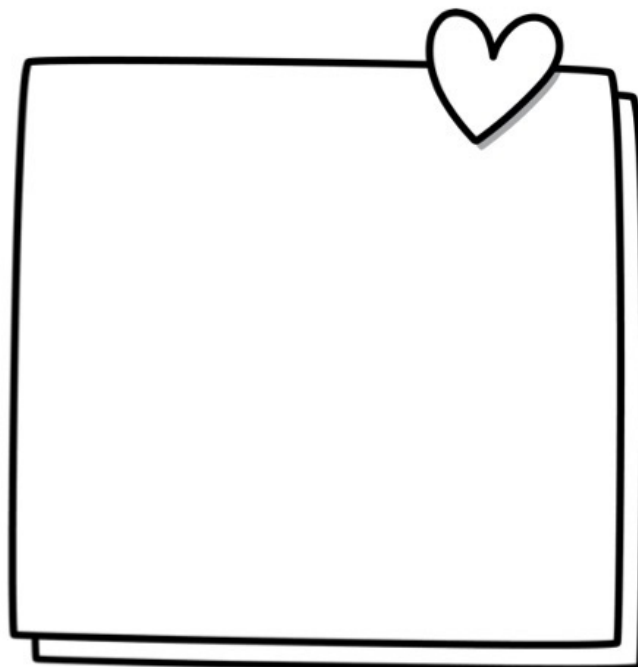
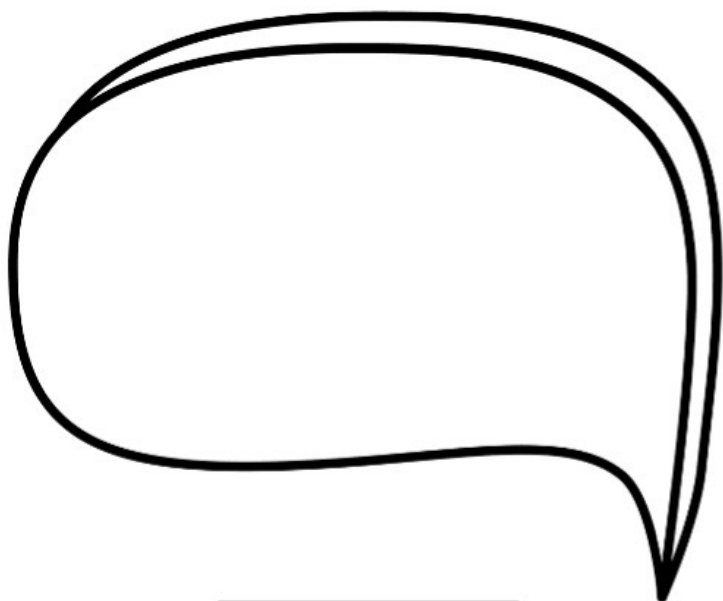
What was your favorite activity from group?



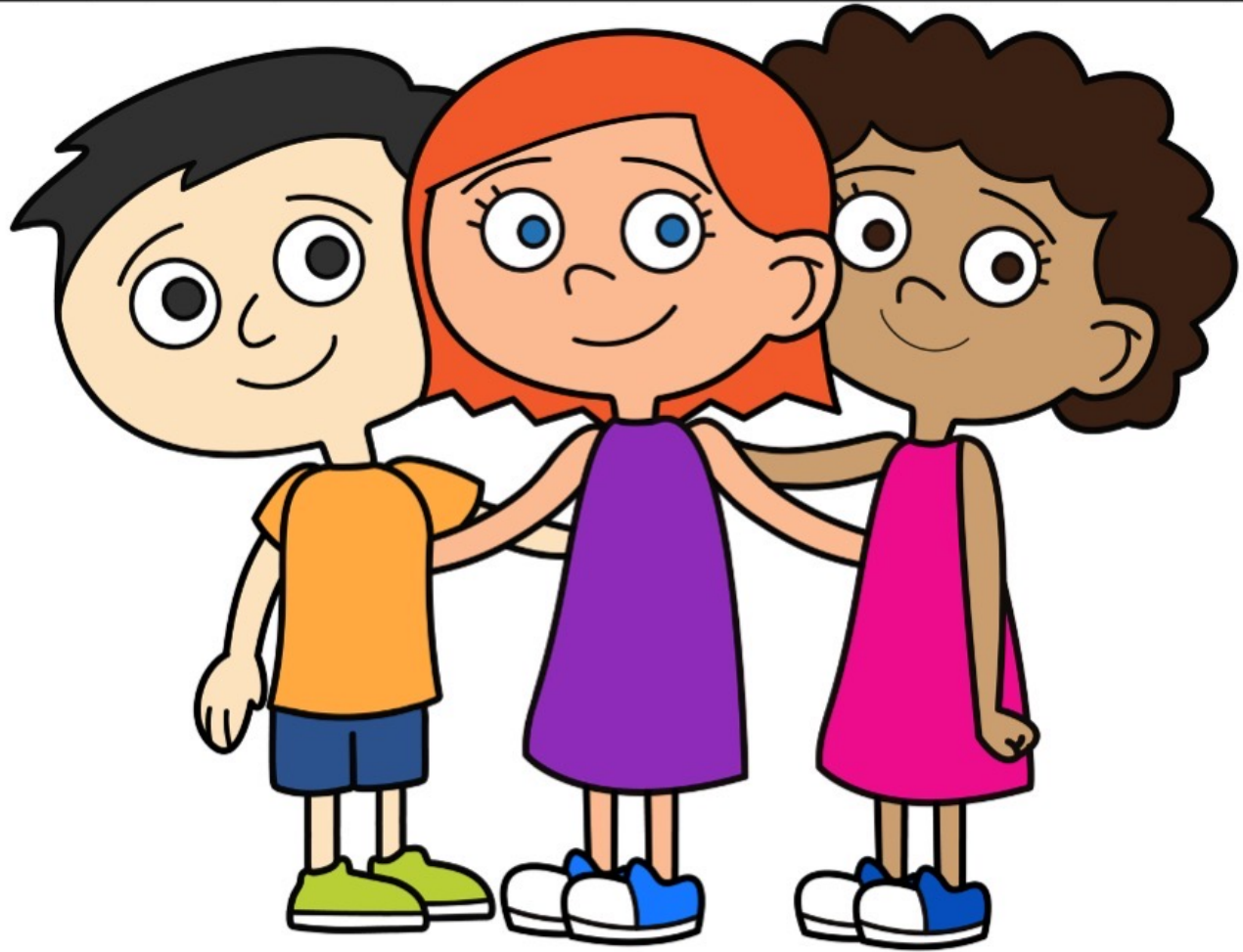
LET'S SHARE!

How are you different because of participating in group?





CONGRATULATIONS,



You have successfully completed the "Two Homes, One Heart" small group! We are so proud of you!

School Counselor

Date