



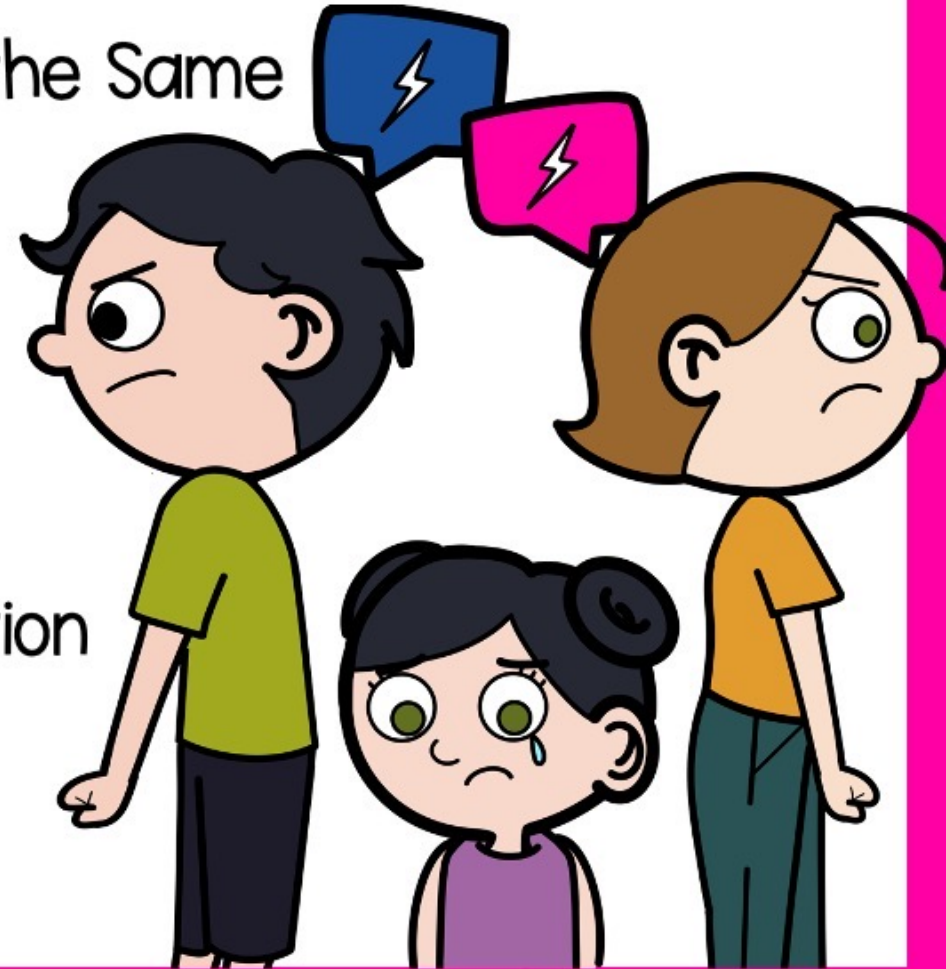
IMPORTANT NOTES:

THIS 12-SESSION CURRICULUM:

- Teaches students to cope with family changes (separation and divorce)
- Includes differentiated materials for 1st–5th graders
- Can be used with small groups and individuals
- Is aligned to ASCA Mindsets & Behaviors
- Is data-driven with a provided pretest/posttest

THE TWO HOMES, ONE HEART 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 NOTES:

THIS 12-SESSION CURRICULUM:

- Is super-low prep and ready to go
- Can be customized to fit the needs of your students and the amount of time you have
- Implement all 12 sessions in the order presented. Or change the order, pick and choose certain sessions, or add in materials of your choice!



A DETAILED PLAN IS INCLUDED FOR EACH SESSION.



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."

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. Relief 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.

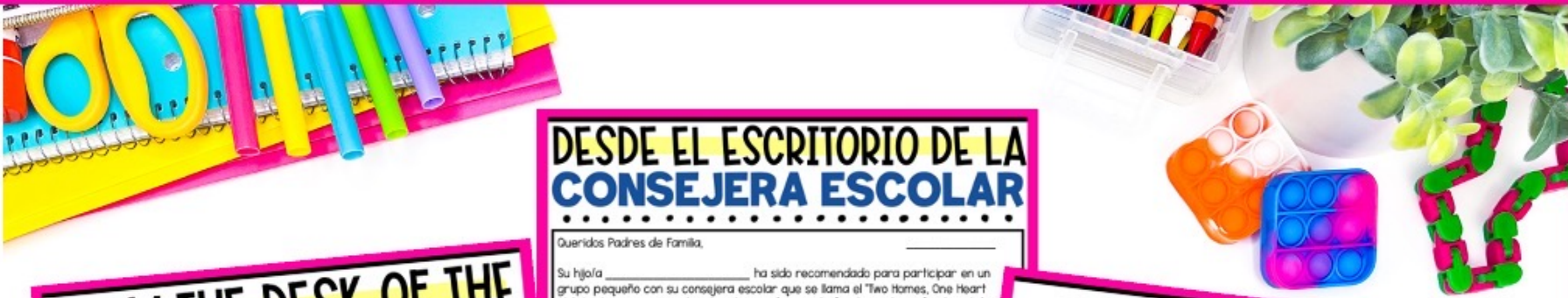
MATERIALS NEEDED:

- 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. These "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.

GROUP FORMS:



- Teacher Referral Form
- Bilingual Parent Letters
- Pretest
- Posttest
- Alignment to ASCA Mindsets & Behaviors
- Binder cover
- Folder covers
- Hall passes
- Student reminder cards
- Attendance chart
- Group rules
- Confidentiality agreement
- Feelings check-in
- Completion certificates
- EDITABLE versions of all forms
- Versions for all forms for school counselors, school social workers, and school psychologists

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 _____
We will meet for 30 minutes _____

We will discuss important topics such as:

- Understanding divorce
- Identifying feelings and emotions
- Understanding our roles in the family
- Understanding what to expect from the future
- Using coping skills and problem-solving strategies

This group is optional, but we encourage you to complete the form below and return it to the School Counselor.

Please don't hesitate to call me with any questions, comments, or concerns.

Thank you so much!

School Counselor _____

Student Name: _____
Caregiver Name: _____
 Yes, I give permission
 No, I don't give permission
Caregiver Signature: _____

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:

SMALL GROUP REMINDER

Hi _____!
I'm looking forward to seeing you for group on _____
at _____
See you soon, friend!

School Counselor _____

DESDE EL ESCRITORIO DE LA CONSEJERA ESCOLAR

Queridos Padres de Familia,

Su hijo/a _____ ha sido recomendada 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 roles en la familia y no podemos controlar los sentimientos y las afirmaciones positivas

SMALL GROUP PRE-SURVEY

Name: _____

I can define divorce and _____

Yes 😊 Maybe 😐 Not yet 😞


😊	😊	😊
😊	😊	😊
😊	😊	😊
😊	😊	😊
😊	😊	😊

TWO HOMES, ONE HEART CLUB FOLDER



HALL PASS

to see the School Counselor





HOW ARE YOU FEELING?



CONFIDENTIALITY AGREEMENT

WHAT YOU SAY IN HERE STAYS IN HERE. UNLESS SOMEONE IS HURTING YOU



OUR GROUP RULES

IN THIS GROUP WE'LL LEARN



Name: *Jasmina Morales*
GET TO KNOW ME PUZZLE



SESSION I:
Introductions & Icebreakers







WHY MAY DIVORCE HAPPEN?



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

DIVORCE MEANS TO ME

Write and draw about what divorce means to you.

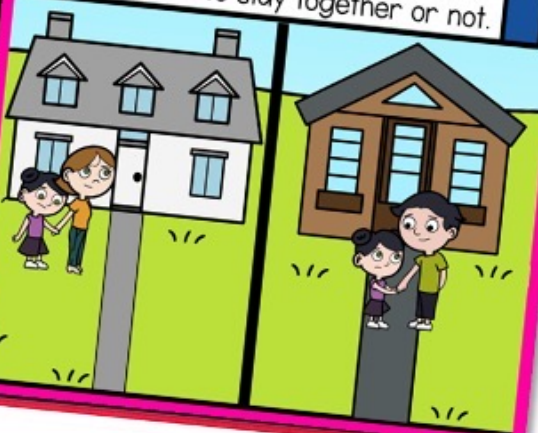
WHAT IS DIVORCE?

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



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.



SESSION 2: Defining & Understanding Family Changes



SESSION 3:

Sharing My
Story



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 for homework time, and getting ready for school.

3) STAY ORGANIZED
It's easy to forget things when you move. Stay organized and keep a checklist of things to bring.

4) TALK IT OUT
Talk to supportive friends and family about your feelings. Your teacher and counselor can also help.

5) FOCUS ON THE POSITIVE
Find something special about your new home and the things you love about it.

TIPS FOR LIVING IN TWO HOMES

6) STAY CONNECTED
Stay in touch with your other parent when you're staying at their house (if you want to!).

7) BE FLEXIBLE
Try to be understanding, patient, and flexible as things change. Try to go with the flow.

DIVORCE CAN BRING CHANGES



SOME THINGS STAY THE SAME



MY LIFE CHANGES

How has your life changed?

HOME

SCHOOL

TRADITIONS

SESSION 4:

Some Things Change, Others Stay the Same



Having to split my time between two parents

Saying goodbye to one of your parents

Hearing your parents argue

Hearing my parents fight about spending time with me

HOW ARE YOU FEELING?

Happy Sad Angry

Embarrassed Frustrated

Scared Annoyed

Feeling pulled in two directions

Thinking about how things used to be

Going to your mom's house

FAMILY CHANGES CAN MAKE US FEEL

Sad	Confused	Angry
Scared	Guilty	Relieved
Nervous	Lonely	Shocked

Meeting a new person your parent is dating

Thinking about how holidays will change

Going to your dad's house

SESSION 5:

Exploring Feelings



WORRIES ABOUT FAMILY CHANGES

WORRIES ABOUT FAMILY CHANGES



Parents arguing and fighting



Not seeing a parent as often



Changes in daily



Feeling like y

Name: _____
MY WORRIES
Color the worries you have about the changes in your family.



Not seeing a parent

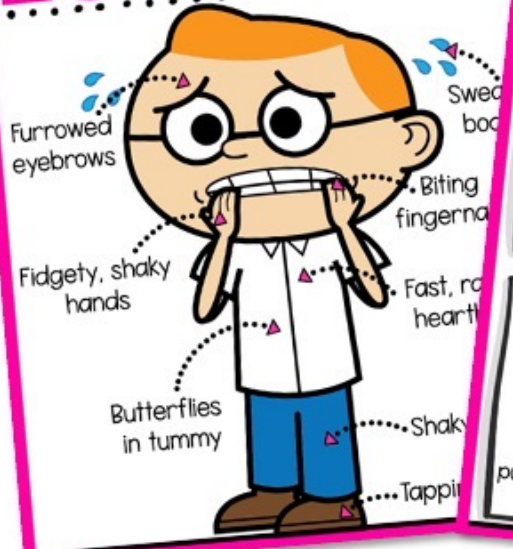


parents or siblings



two homes

ANXIETY & WORRY LOOK LIKE



Furrowed eyebrows

Fidgety, shaky hands

Butterflies in tummy

Biting fingernails

Fast, racing heart

Shaky

Tapping

Sweaty

ANXIETY & WORRY FEEL LIKE



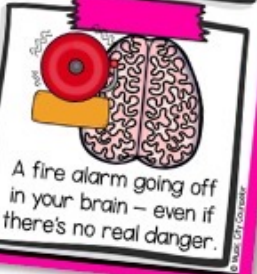
Being on a boat in the middle of a stormy sea.



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.

SESSION 6: Exploring Worries



Horatio Lopez's
CALENDAR
Month: September

Mon	Tue	Wed	Thu	Fri	Sat	Sun
Live with Dad	Live with Dad	Live with Dad	Live with Dad	Live with Dad	Live with Dad	Live with Dad
Live with Gma	Live with Gma	Live with Gma	Live with Gma	Live with Gma	Live with Gma	Live with Gma
Live with Dad	Live with Dad	Live with Dad	Live with Dad	Live with Dad	Live with Dad	Live with Dad
Live with Gma	Live with Gma	Live with Gma	Live with Gma	Live with Gma	Live with Gma	Live with Gma

Horatio Lopez's
CALENDAR

WEEK A:
Monday to Friday with Dad
Saturday to Sunday with Grandma

WEEK B:
Monday to Friday with Grandma
Saturday to Sunday with Dad

HOLIDAYS:

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

SESSION 7:

Understanding Custody & My Schedule



I CAN'T CONTROL

I CAN CONTROL

SESSION 8:

My Circle of Control



KIDS'S RIGHTS IN A DIVORCE

- To stay part of both parents' lives
- To understand any changes that happen
- To be a part of both parents' lives

KIDS'S RIGHTS IN A DIVORCE

- To show love for both parents
- To live in a safe, stable home

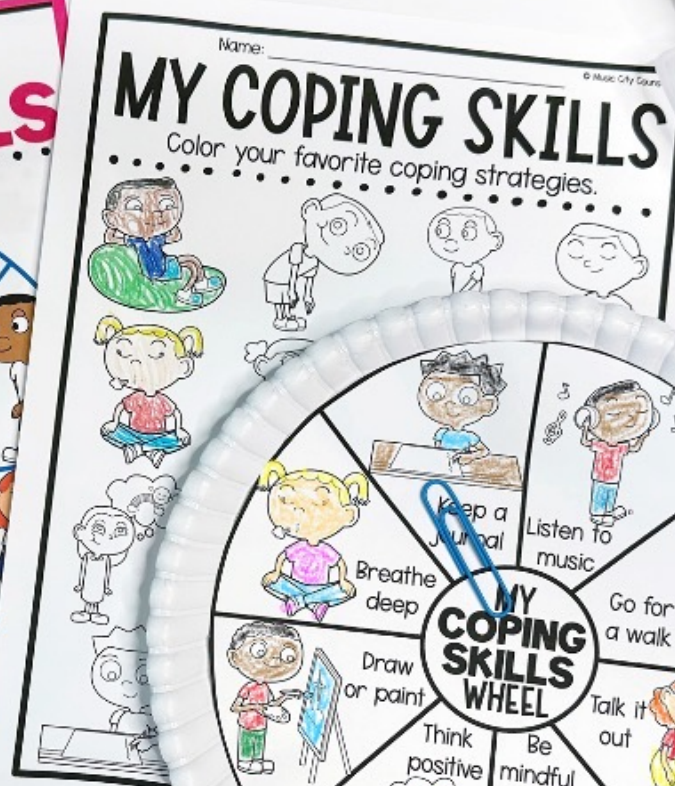
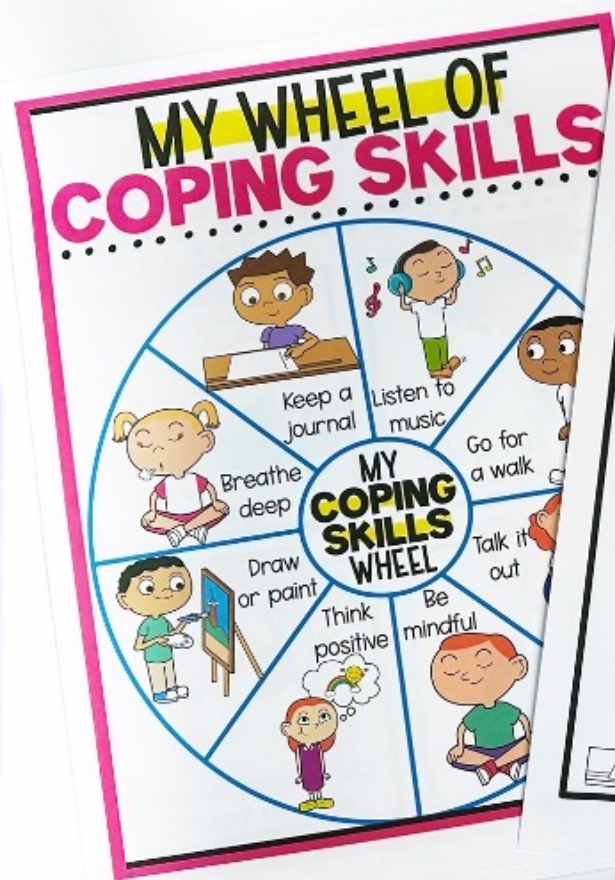
YOUR PARENTS' SEPARATION, DIVORCE, & CHOICES ARE NEVER YOUR FAULT!

MY RIGHTS SHIELD

- To be safe
- To love both parents
- To express feelings
- Part of both lives

SESSION 9:

Kids' Rights in a Divorce or Separation



SESSION 10:

Using Coping Skills



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.

AFFIRMATIONS FOR FAMILY CHANGES

I am loved by both my parents no matter what.

All of my feelings about my family changes are okay.

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



I can talk openly about my feelings.

My family changes are NOT my fault.



FAMILY CHANGES AFFIRMATIONS

SESSION II: Positive Affirmations



Name: _____

MY TIME IN GROUP

Write and draw about what you learned in group.

Name: _____

MY TIME IN GROUP

Write and draw about your experience in group.

CONGRATULATIONS,



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

School Counselor _____ Date _____

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 _____	😊	😐	☹️



What was your favorite activity from group?




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

LET'S SHARE!



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

LET'S SHARE!



What was your favorite from group?

LET'S SHARE!



What did you learn in group?

SESSION 12:

Group Closure, Posttest, & Reflection

