



City, State: _____ School/Agency: _____

Group Leader(s): _____ # of students: ____ Date: _____

Start Time: _____ End Time: _____ Length: ____ mins Observer: _____

Flourishing Students Group Observation Form: Grades 4-5 Session 10

1. Key Session Points and Components	Y/N		Notes
	Yes	No	
Review Our Agreements poster	Yes	No	
Solicit and record any new agreements	Yes	No	
Show Mindfulness Muscle visual	Yes	No	
Lead students in 3 breaths - Calming practice	Yes	No	
Recall the 3 Mindfulness steps	Yes	No	
Lead Focusing practice (may invite student to ring the chime)	Yes	No	
Show Check-In Feeling Words with Faces visual	Yes	No	
Ask students to identify feeling and record on worksheet	Yes	No	
Review meaning of escalate and de-escalate	Yes	No	
Show Understanding Conflict visual: make connection between escalator direction and escalate vs. de-escalate	Yes	No	
Ask students to identify physical responses to conflict	Yes	No	
Provide examples of communicating with "I statements"	Yes	No	
Introduce "I statements" practice activity	Yes	No	
Distribute Communicating About a Problem worksheet	Yes	No	
Guide students in completing four steps for first scenario	Yes	No	
Ask students to switch roles and complete four steps again	Yes	No	
Lead student reflection with debriefing questions	Yes	No	
Summarize importance of communication as a friendship skill	Yes	No	
Distribute How Can You De-Escalate Conflict sheet	Yes	No	
Ask students to record their ideas for de-escalation strategies	Yes	No	
Invite students to share their ideas/strategies with group	Yes	No	
Add to their ideas / ensure they include important strategies	Yes	No	
Lead students in Letting-Go Breath practice	Yes	No	
Show Agreements for Partner Work poster; review	Yes	No	
Solicit and record any new Partner Work agreements	Yes	No	
Show Partner Seated Sunrise image	Yes	No	
Lead students in Partner Seated Sunrise - Variation 1 or 2	Yes	No	
Ask students what they noticed about communicating with their partner	Yes	No	
TOTAL Y/N			

2. Setting and Flow	Not at All True	A Little True	True	Very True
Setting/space is conducive to the group.	0	1	2	3
Group materials prepared in advance to facilitate flow.	0	1	2	3
Session was well-paced and did not appear rushed.	0	1	2	3

3. Delivery	Not at All	Some of the Time	Most of the Time	Throughout Session
Leader demonstrated understanding of session themes, key points, and objectives.	0	1	2	3
Leader appeared comfortable and confident in delivering content.	0	1	2	3
Language, examples, and directions were clear and developmentally appropriate for students.	0	1	2	3
Leader demonstrated compassion and warmth in working with students.	0	1	2	3
Leader embodied mindfulness (<i>demonstrated physical sense of being calm, at ease and alert; modeled self-awareness and non-reactivity, voice tone steady</i>).	0	1	2	3
Leader facilitated smooth transitions between activities.	0	1	2	3

4. Engagement	Not at All	Some of the Time	Most of the Time	Throughout Session
Leader promoted a positive group environment.	0	1	2	3
Students were engaged in the session.	0	1	2	3
Leader encouraged and facilitated student interaction.	0	1	2	3
Leader asked open-ended questions when possible.	0	1	2	3
Leader affirmed students' effort in engaging in activities.	0	1	2	3
Leader invited and appreciated students' diverse lived experiences.	0	1	2	3
Leader used examples that were relevant to students.	0	1	2	3

5. Modifications: Check all supplements or modifications in this session that were not provided or listed in the group manual (exclude tools such as smartboards, post-its, writing utensils, chime, etc.)

<input type="checkbox"/> None	<input type="checkbox"/> Non-Flourish Handouts	<input type="checkbox"/> Leader-created games or activities
<input type="checkbox"/> PowerPoints	<input type="checkbox"/> Online Website/Information	<input type="checkbox"/> Activities Obtained from Other Sources
<input type="checkbox"/> Videos	<input type="checkbox"/> Other: _____	_____

Describe supplements or modifications:

Notes: