

### **Supplementary Materials for**

The influence of occupational psychological stress of the policemen in basic units on their  
subjective well-being :mechanism and intervention

This document includes:

Table S1: Questionnaire on the Occupational Psychological Status of policemen in basic units at the Basic Level;

Table S2: Detailed case for positive psychology group counselling for policemen in basic units;

Table S3: Group Counselling unit Feedback Form;

Table S4: Feedback Form for Overall Evaluation of Group Counselling Effectiveness

**Table S1: Questionnaire on the Occupational Psychological Status of policemen in basic units at the Basic Level**

Hello! Thank you very much for your participation in this survey, the purpose of this survey is to understand the policemen in basic units occupational psychology situation, you fill in all the information, **not for the archives to keep, do not have any concerns.**

**Your Name:**

**Your age:**

**Your gender:** [Single-Choice Question]

Male ☐ Female ☐

**Police service age :** [Single-Choice Question]

☐0-5 years ☐6-10 years ☐11-15 years ☐16-20 years ☐20 years or more

**Type of civil service establishment:** [Single-Choice Question]

☐Self-employed establishment ☐Career establishment ☐Administrative establishment

**Level of education:** [Single-Choice Question]

☐High school and below (including secondary school) ☐junior college ☐Bachelor's degree ☐Master's degree or above

**Please answer questions 1-14 by recalling how often each of the following situations has occurred recently.**

**1.Upset because of something that happened unexpectedly.**[Single choice question]

☐Never. ☐Occasionally ☐Sometimes ☐from time to time ☐Always

**2.Feeling that you were unable to control the important things in your life.** [Single choice question]

☐Never. ☐Occasionally ☐Sometimes ☐from time to time ☐Always

**3. Feeling nervous and stressed.** [Single choice question]

☐Never. ☐Occasionally ☐Sometimes ☐from time to time ☐Always

**4. The ability to deal successfully with the troubling things in life.** [Single choice question]

☐Never. ☐Occasionally ☐Sometimes ☐from time to time ☐Always

**5.Felt that you were effectively coping with important changes that were occurring in your life.** [Single choice question]

☐Never. ☐Occasionally☐Sometimes ☐from time to time ☐Always

**6.Have confidence that you can handle your personal problems.** [Single choice question]

☐Never. ☐Occasionally☐Sometimes ☐from time to time ☐Always

**7. Feeling that things are happening the way you want them to.** [Single choice question]

☐Never. ☐Occasionally☐Sometimes ☐from time to time ☐Always

**8.You could not cope with all the things that you had to do.** [Single choice question]

☐Never. ☐Occasionally☐Sometimes ☐from time to time ☐Always

**9. The ability to resolve unpleasant things in life.** [Single choice question].

☐Never. ☐Occasionally☐Sometimes ☐from time to time ☐Always

**10. Feeling in control of what is going on in your life.** [Single choice question]

☐Never. ☐Occasionally☐Sometimes ☐from time to time ☐Always

**11.To be angry because of things that happened that were outside of your control.** [Single choice question]

☐Never. ☐Occasionally☐Sometimes ☐from time to time ☐Always

**12.Found yourself thinking about things that you have to accomplish.**[Single choice question]

☐Never. ☐Occasionally☐Sometimes ☐from time to time ☐Always

**13.Being able to control how one spends one's time.** [Single choice question]

☐Never. ☐Occasionally☐Sometimes ☐from time to time ☐Always

**14.Often feel that difficult things are piling up and that you cannot overcome them.**[Single choice question]

☐Never. ☐Occasionally☐Sometimes ☐from time to time ☐Always

**Please read each sentence carefully and then choose the extent to which the sentence matches your own reality by answering questions 15-34.**

**15. A career in the police can fulfil the value of my life.** [Single choice question]

☐Absolutely not matched☐Mostly not matched☐Uncertainty ☐Mostly matched☐Absolutely matched.

**16. The police profession is important to me.** [Single choice question]

☐ Absolutely not matched ☐ Mostly not matched ☐ Uncertainty ☐ Mostly matched ☐ Absolutely matched.

**17. I would still be able to continue my career as a police officer even if I were not struggling to make ends meet.** [Single choice question]

☐ Absolutely not matched ☐ Mostly not matched ☐ Uncertainty ☐ Mostly matched ☐ Absolutely matched.

**18. The police work I do is important in presenting my self-image.** [Single choice question]

☐ Absolutely not matched ☐ Mostly not matched ☐ Uncertainty ☐ Mostly matched ☐ Absolutely matched.

**19. Being a member of the police community is very important to me.** [Single choice question]

☐ Absolutely not matched ☐ Mostly not matched ☐ Uncertainty ☐ Mostly matched ☐ Absolutely matched.

**20. I get angry when people outside the profession criticise the police profession without any justification.** [Single choice question]

☐ Absolutely not matched ☐ Mostly not matched ☐ Uncertainty ☐ Mostly matched ☐ Absolutely matched.

**21. I am very happy that I am in the police profession and not in any other profession.** [Single choice question]

☐ Absolutely not matched ☐ Mostly not matched ☐ Uncertainty ☐ Mostly matched ☐ Absolutely matched.

**22. When someone criticises the police as a profession, I feel as if I have been insulted.** [Single choice question]

☐ Absolutely not matched ☐ Mostly not matched ☐ Uncertainty ☐ Mostly matched ☐ Absolutely matched.

**23. I would like to pursue a career as a police officer until I retire.** [Single choice question]

☐ Absolutely not matched ☐ Mostly not matched ☐ Uncertainty ☐ Mostly matched ☐ Absolutely matched.

**24. I think the police are respected.** [Single choice question]

☐ Absolutely not matched ☐ Mostly not matched ☐ Uncertainty ☐ Mostly matched ☐ Absolutely matched.

**25. I care about how others view the police profession.** [Single choice question]

☐ Absolutely not matched ☐ Mostly not matched ☐ Uncertainty ☐ Mostly matched ☐ Absolutely matched.

**26. I am ashamed to admit that I am a police officer.** [Single choice question]

☐ Absolutely not matched ☐ Mostly not matched ☐ Uncertainty ☐ Mostly matched ☐ Absolutely matched.

**27. It is a pleasure to be a member of the police community.** [Single choice question]

☐ Absolutely not matched ☐ Mostly not matched ☐ Uncertainty ☐ Mostly matched ☐ Absolutely matched.

**28. I think the police have a high social status.** [Single choice question]

☐ Absolutely not matched ☐ Mostly not matched ☐ Uncertainty ☐ Mostly matched ☐ Absolutely matched.

**29. Ultimately, I feel like a failed police officer.** [Single choice question]

☐ Absolutely not matched ☐ Mostly not matched ☐ Uncertainty ☐ Mostly matched ☐ Absolutely matched.

**30. I think police work can be valued by others.** [Single choice question]

☐ Absolutely not matched ☐ Mostly not matched ☐ Uncertainty ☐ Mostly matched ☐ Absolutely matched.

**31. As a police officer, I often feel useless.** [Single choice question]

☐ Absolutely not matched ☐ Mostly not matched ☐ Uncertainty ☐ Mostly matched ☐ Absolutely matched.

**32. I get a sense of be gratified when I see or hear words that celebrate the police profession.** [Single choice question]

☐ Absolutely not matched ☐ Mostly not matched ☐ Uncertainty ☐ Mostly matched ☐ Absolutely matched.

**33. I believe that policing is important for the promotion of the practitioner's own development** [Single choice question]

☐ Absolutely not matched ☐ Mostly not matched ☐ Uncertainty ☐ Mostly matched ☐ Absolutely matched.

**34. I don't want people to know that I am a police officer.** [Single choice question]

☐ Absolutely not matched ☐ Mostly not matched ☐ Uncertainty ☐ Mostly matched ☐ Absolutely matched.

**How do you think life makes you feel? The numbers to the left indicate words meaning closer to the left, and the numbers to the right indicate words meaning closer to the right. Choose the value that is closest to how you feel and answer questions 35-43.**

**35. I feel that life is** [Single choice question]

Bored ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 Interesting

**36. I feel that life is** [Single choice question]

Happy ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 Painful

**37. I feel that life is** [Single choice question]

Useless ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 Valuable

**38. I feel that life is** [Single choice question]

Lots of friends ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 Lonely

**39. I feel that life is** [Single choice question]

Full ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 Empty

**40. I feel that life is** [Single choice question]

Hopeless ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 Hopeful

**41. I feel that life is** [Single Choice]

Frustrated ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 Rewarding

**42. I feel that life is** [Single choice question]

Life has been too good to me ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 Life has never given me a chance.

**43. How satisfied or dissatisfied are you with your life in general?** [Single choice question]

Very satisfied ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 Very dissatisfied

**Table S2: Detailed case for positive psychology group counselling for policemen in basic units**

**First group counselling intervention**

<b>Theme of the event</b>	Dancing with Stress --Getting Together is a Song
<b>group target</b>	<p>1. The leader establishes a good relationship with the members of the group, and the members of the group establish a good relationship with each other, eliminating the feeling of strangeness between them.</p> <p>2. develop a group contract and share and explore group members' expectations of this group counselling.</p>
<b>Material Preparation</b>	<p>1. A4 paper, watercolour pencils, double-sided tape, group counselling unit feedback form</p> <p>2. Recording equipment (tape recorders), cameras</p>
<b>Activity design (90min)</b>	<p><b>(1) Leaders and helpers introduce themselves. (10 minutes)</b></p> <p>"Hello, members. I am XXX, a graduate student from Yunnan Normal University majoring in applied psychology, and I am the leader of this group counselling. Previously, we conducted a psychological survey among the grassroots police in the public security system of Ushi County, which was about the psychological status of occupational psychological pressure, occupational identity, and subjective well-being. According to the analysis of the results of the survey, it was found that everyone here reported relatively high occupational psychological pressure and low subjective well-being. Now we have gathered you here to give you some counselling, which will help to relieve your occupational psychological stress and improve your subjective well-being. The person next to me is my assistant, his name is XXX, he is responsible for assisting me to complete the counselling, and help us to take photos, recordings, and document the process of our activities. We have a total of 6 activities, once a week, each lasting about 90 minutes, and I hope that all of you here will be able to relieve your occupational psychological pressure, enhance your subjective sense of well-being, and face your public security work in a better state through each of these 6 group counselling activities."</p> <p><b>(2) Signing the group counselling contract (10 minutes)</b></p> <p>In order to ensure the rights and obligations of group members, as well as the orderly conduct of group counselling, group members freely discuss and independently formulate a group contract adopted by all members, including discipline, confidentiality principles, precautions and so on.</p> <p><b>(3) Warm-up Activity: Rain Variations (10 minutes)</b></p>

	<p>The leader teaches the members of the group to tap their fingers against each other (for light rain), clap their hands (for medium rain), and stomp their feet (for heavy rain).</p> <p><b>(4) Activity 1: Snowballing (30 minutes)</b></p> <p>All group members are divided into two groups and one member is randomly decided to start introducing himself. The first member introduces his/her name, age, department, hometown and hobbies. The second member then continues with the first member, but says, "I am from XXX (the first member's hometown) hobby XXX (the first member's hobby) XXX (the first member's name) to the left of XXX (the first member's name), I am from XXX (the hometown), my hobby is XXX, and so on, and so forth, and the last member to introduce himself/herself has to repeat all of the information (including name, age, work department, hometown, hobbies, etc.) about all of the previous members. , work department, hometown and hobbies, etc.) all over again.</p> <p><b>(5) Activity 2: Group Culture Building (30 minutes)</b></p> <p>By reporting odd and even numbers, the group members are divided into two groups, each group elects a leader and vice leader, and develops a programme that can introduce their group name, group slogan, group members, group anthem and special features, and the members of each group perform it together. (Can be sung, recited or acted out)</p> <p><b>(6) Evaluation (5 minutes)</b></p> <p>Guidance: Members, in order to make the next group counselling activity more effective and more responsive to your needs, please now fill in the Group Counselling Module Feedback Form for this activity.</p>
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### Second group counselling intervention

Theme of the event	Dancing with Stress - What to Know About Stress
group target	<p>1. Continue to create a harmonious atmosphere for group counselling and deepen mutual trust among group members.</p> <p>2. Initial self-exploration and understanding of one's current state of stress, understanding of the boundaries of normal stress, and objective feelings of stress.</p>
Material Preparation	<p>3. 1. Post-it notes, signing pens, group counselling unit feedback form</p> <p>2. Sign language video on "Love One Another Family", recording equipment (tape recorder), camera</p>
Activity design (90min)	<p><b>(1) Warm-up Activity: Big Wind Blows, Little Wind Blows (10 minutes)</b></p> <p>When the wind is blowing, the members who have the traits that the leader says they have swap places, and the members who don't have the traits that the leader says they have don't move. When a small wind blows, the members who blew stay put and the remaining members need to swap places. The leader discusses with the members to decide the punishment rules, while paying attention to safety and avoiding collision accidents.</p> <p><b>(2) Activity 1: Break out (30 minutes)</b></p> <p>To break out, all group members stand in a circle, arms linked. One of the group members stands at the point of the circle and tries to find a way to break out of the circle, while the rest of the group members have to be united and try to find a way to prevent him from breaking out.</p> <p>To break in, all group members stand in a circle with their arms linked. One of the group members stands outside the circle and tries to find a way to break into the circle. The other members of the group have to be united as one and try to find a way to keep him from coming in.</p> <p>Share: How did you or did you complete the breakout and break-in? What was it like to face the breakout or break-in alone? What was it like to work with a group to stop the breakout or break-in? Think about the difference between facing stress alone and facing stress in a group.</p>

	<p><b>(3) Activity 2: My Story with Stress (30 minutes)</b></p> <p>Each member wrote on a slip of paper what they were currently feeling most stressed about and received it together as a group, two groups swapped the slips and then opened them in turn in the group for discussion.</p> <p>SHARE: Discuss what is considered normal stress? How would you cope if it happened to you?</p> <p><b>(4) Activity 3: Loving Family (20 minutes)</b></p> <p>Watch and learn the "Love One Another Family" sign language exercise and perform it together.</p> <p><b>(5) Evaluation (5 minutes)</b></p> <p>Guidance: Members, in order to make the next group counselling activity more effective and more responsive to your needs, please now fill in the Group Counselling Module Feedback Form for this activity.</p>
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### Third group counselling intervention

<b>Theme of the event</b>	Dancing with Stress - Stress and Me
<b>group target</b>	<p>1. Continuing to improve the in-depth understanding and interaction among members of the group and to promote cohesion among them.</p> <p>2. Correctly recognise stress, detect stress signals and explore their own stressors.</p>
<b>Material Preparation</b>	<p>1. Post-it notes, signing pens, chalk, group counselling unit feedback form</p> <p>2. Recording equipment (tape recorders), cameras</p>
<b>Activity design (90min)</b>	<p><b>(1) Warm-up activity: Squirrels and Trees (10 minutes)</b></p> <p>Every three people are divided into groups, two of them hold hands to form a big tree, and the other one squats in the middle of them as a squirrel. The leader gives the command, there are three kinds of commands: "The forest is on fire", the trees separate and regroup; "The squirrels are moving", all the members playing the squirrels start to run and regroup. "Earthquake", all members start running and regroup.</p> <p><b>(2) Activity 1: Untangling a Thousand Knots (20 minutes)</b></p> <p>All group members stand around in a circle holding hands, the leader plays music, all group members can now let go of their hands and stride around, when the leader turns off the music, all group members need to immediately hold the right and left hands of the person who held the right and left hands before. Then everyone's hands can not be released, you can use a variety of methods, to solve into the original large circle.</p> <p>Share: 1. What was it like at first to be confronted with a big intricate knot? Did your thoughts change when you untangled it a bit? The big knot is woven by all of us together, only the collective strength can untie it, in fact, the "knot" is in our hearts, as long as we start to untie the knot little by little, rely on the collective help, we will be able to achieve the goal, and the same is true when facing pressure.</p> <p><b>(3) Activity 2: How I am (30 minutes)</b></p> <p>Describe in 20 sentences what kind of person you are, and then divide those 20 sentences into four dimensions: physical, emotional, intellectual, and interpersonal. Finally take an assessment to see if you describe yourself more positively or more negatively.</p> <p>Share: assess whether statements about yourself are positive or negative, and initially explore your self for self-growth.</p> <p><b>(4) Activity 3: Troublesome little man. (30 minutes)</b></p> <p>Draw a person on the board, blacken the body part that you feel</p>

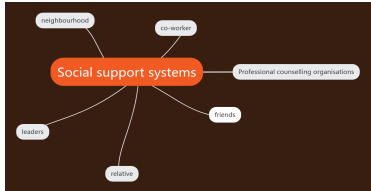
	<p>most stressed about, and share your feelings and reasons with each other as a group.</p> <p>Share: What types of stressors can be classified? What are the ways we can cope with different stressors?</p> <p><b>(5) Evaluation (5 minutes)</b></p> <p>Guidance: Members, in order to make the next group counselling activity more effective and more responsive to your needs, please now fill in the Group Counselling Module Feedback Form for this activity.</p>
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#### Fourth group counselling intervention

<b>Theme of the event</b>	Dancing with Stress - Facing Stress Head On
<b>group target</b>	1. Recognise your irrational beliefs. 2. Find your own social support system.
<b>Material Preparation</b>	1. Post-it notes, signing pens, props long tubes, group counselling unit feedback forms 2. Video of 'Xiu Cai Catch the Exam'; recording equipment (tape recorders), cameras
<b>Activity design (90min)</b>	<p><b>(1) Warm-up activity: Peach Blossom (10 minutes)</b></p> <p>All members stand in a clockwise circle, the back members put their hands on the shoulders of the front members, everyone walks with the music, the leader shouts "peach blossoms bloom", members ask how many bloom, the leader randomly shouts the number, and everyone hugs together according to the number. The leader calls out the number at random and everyone hugs together according to the number. The member who comes out alone is punished.</p> <p><b>(2) Activity 1: Same as above, same as below (30minutes)</b></p> <p>Divide all group members into two groups and each group receives a prop tube. Place the prop tube on each person's right hand index and together they raise and lower the prop tube. During the activity, no verbal communication other than the words "up and down" is allowed.</p> <p>SHARING: After the activity is completed, take turns in the group to share their feelings about the activity.</p> <p><b>(3) Activity 2: Unreasonable Beliefs (20 minutes)</b></p> <p>Watch the video of "The Showman Rushes to the Exam" to understand that stress is not determined by the event itself, stress arises from people's internal cognitive system, and by appropriately modifying our perception and evaluation of the event, stress will be greatly reduced. Finally, learn to understand Ellis' irrational beliefs.</p> <p>SHARE: Discuss why different interpretations of the same dream that Xiu Cai had brought different results? Is it the event itself that brings us stress? What irrational beliefs in our lives affect us? How can we change these irrational beliefs?</p> <p><b>(3) Activity 3: Tips for stress management (30 minutes)</b></p> <p>Each member writes down, in turn, on a piece of paper, a stressful event that they have experienced or are experiencing, how they have dealt with it, and how they will deal with it in the future, and then</p>

	<p>discusses it in the group.</p> <p>SHARE: Have a discussion in your group about how you would adjust your previous ways of coping with stress after learning about the ABC Theory of Reasonable Emotions.</p> <p><b>(4) Evaluation (5 minutes)</b></p> <p>Guidance: Members, in order to make the next group counselling activity more effective and more responsive to your needs, please now fill in the Group Counselling Module Feedback Form for this activity.</p>
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### Fifth group counselling intervention

<b>Theme of the event</b>	Dancing with Stress - Putting Stress in the Fridge
<b>group target</b>	1. explore strategies and techniques for stress management. 2. Initial experience of how it feels after applying stress management strategies and techniques.
<b>Material Preparation</b>	1. Post-it notes, signing pens, eye masks, group counselling unit feedback forms 2. Recording equipment (tape recorders), cameras
<b>Activity design (90min)</b>	<p><b>(1) Warm-up activity: "Catch the Turtle" (10 minutes)</b></p> <p>All members form a circle, each member's right index finger faces upwards, the palm of the left hand faces downwards; the palm of the left hand is placed on the right index finger of the classmate to the left of the leader, and the index finger of the right hand is placed under the left palm of the classmate to the right of the leader. The leader tells a story, and when the word "turtle" appears in the story, the right index finger quickly escapes from the palm above, and the left palm quickly grabs the right index finger of the classmate next to him.</p> <p><b>(2) Activity 1: Journey of Trust (30 minutes)</b></p> <p>All group members were divided into two groups, one group had all members wearing blindfolds, the remaining members went up and chose a member wearing a blindfold and held him through all the activities, then the roles were swapped.</p> <p>Sharing: each member takes a turn to share their feelings about the whole event.</p> <p><b>(3) Activity 2: Circle of Trust (30 minutes)</b></p> <p>Fill out the Personal Social Support System form to find your personal social support system. As shown,</p>  <p>Shaer: In what ways does everyone who fills out a social support system provide support for themselves? How much support can they provide? Under what circumstances would one seek their support?</p> <p><b>(4) Activity 3: Animal Exercise (20 minutes)</b></p>

	<p>Learn the Ten Dexterity Exercise and Animal Exercise to stimulate the corresponding reflex zones and acupoints through hand, shoulder and neck movements to promote health and relieve stress.</p> <p>The Ten Coincidental Movement Exercises, ten sections, 36 repetitions per section. In the first section, stretch out both hands, palms down, four fingers together, thumbs inwards, and hit the two index fingers. In the second section, palms up, hit the side of the little finger. In the third stanza, put your hands in a lotus position and hit your elbows. Fourth stanza, four fingers together, thumbs open, tiger's mouth hitting each other. In the fifth stanza, both hands are open with ten fingers crossing each other and hitting each other. In the sixth stanza, the right hand opens, the left hand makes a fist, and the two hands hit each other. In the seventh stanza, the left hand opens, the right hand makes a fist, and the two hands strike each other. In the eighth stanza, the four fingers are together, the thumbs are open, and the backs of the hands hit each other on the backs of the hands. In the ninth stanza, the thumb of the index finger pinches the earlobe, and the fingers pull down on the earlobe while applying force. In the tenth stanza, rubbing your hands against each other, clasp your hands in a bowl arc around your own eyes, eyes open eyes rotating.</p> <p>Animal Exercise, four sections in all. In the first section, the Golden Monkey shrinks the neck, puts both hands together and pushes hard against each other, at the same time shrinks the neck and pushes hard with both hands all the time, in the middle of the section both hands tremble a little, until after one cannot push hard, one relaxes. It is an exercise of indulgence through neck and shoulder tension. The second section, the crane spreads its wings with both hands behind the head, the big arm and the small arm are our wings, closing the wings and then spreading the wings, spreading the wings all the time to open and open the wings to the limit of their own position and then insist for a while, it is hard to insist and then relax, to achieve the relaxation of the neck and the shoulders. The third section, Greedy Bear Treasure Hunting with hands on hips, turn your head slowly to the left, keep it for ten seconds when you reach the limit, after ten seconds slowly turn your head to the right, keep it for ten seconds when you reach the limit. Fourth section, Green Dragon Swinging Tail hands above the head, hands on the head together, the body bent to the right, to the limit to hold for a while, and then to the opposite direction of side bending, until it can not hold to the time to become upright, and then up until the limit, relax.</p> <p>Sharing: After learning the Ten Smart Exercises and Animal Exercises, you can share them with your family, friends and colleagues to put them to use, relieve stress and relax.</p> <p><b>(5) Evaluation (5 minutes)</b></p> <p>Guidance: Members, in order to make the next group counselling activity more effective and more responsive to your needs, please now fill in the Group Counselling Module Feedback Form for this activity.</p>
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### Sixth group counselling intervention

<b>Theme of the event</b>	Dance with stress - smile for tomorrow
<b>group target</b>	Master the strategies and methods of stress relief and be able to apply stress relief strategies that suit you to work happily and feel happy.
<b>Material Preparation</b>	1. Post-it notes, signing pens, wide adhesive tape, group counselling unit feedback form 2. "Find the Difference" pictures, recording equipment (tape recorder), camera
<b>Activity design (90min)</b>	<p><b>(1) Warm-up activity: shoulder pinching and back-punching (10 minutes)</b></p> <p>All members form a clockwise circle, put their hands on the shoulders of the member on their left hand side, and help him pinch his shoulders, pound his back and massage his head as they walk; then all of them turn backward, and then rub the shoulders and pound the back of the member on their right hand side to relax.</p> <p><b>(2) Activity 1: Finding the Difference (20 minutes)</b></p> <p>Prepare several sets of "Find the Difference" pictures in different styles and look for small differences between the two. Members will need to concentrate and observe carefully to play.</p> <p><b>(3) Activity 2: Harvest Garden (30 minutes)</b></p> <p>All the members sat around and the researcher summarised the group counselling, and each member took turns to share his or her own gains and feelings during the six group counselling sessions and talked about suggestions for group counselling.</p> <p><b>(4) Activity 3: Farewell Message (30 minutes)</b></p> <p>Each member glued a piece of A4 paper on his/her back, and we wrote blessings on each other's backs in the cosy background music, and passed the parting messages to each other.</p> <p><b>(5) Evaluation (5 minutes)</b></p> <p>Guidance: Members, this is the end of our 6 group counselling sessions, we hope that all of you have gained something, and finally, please fill in the Group Counselling Module Feedback Form and the Group Counselling Effectiveness Overall Evaluation Feedback Form for this activity.</p>



