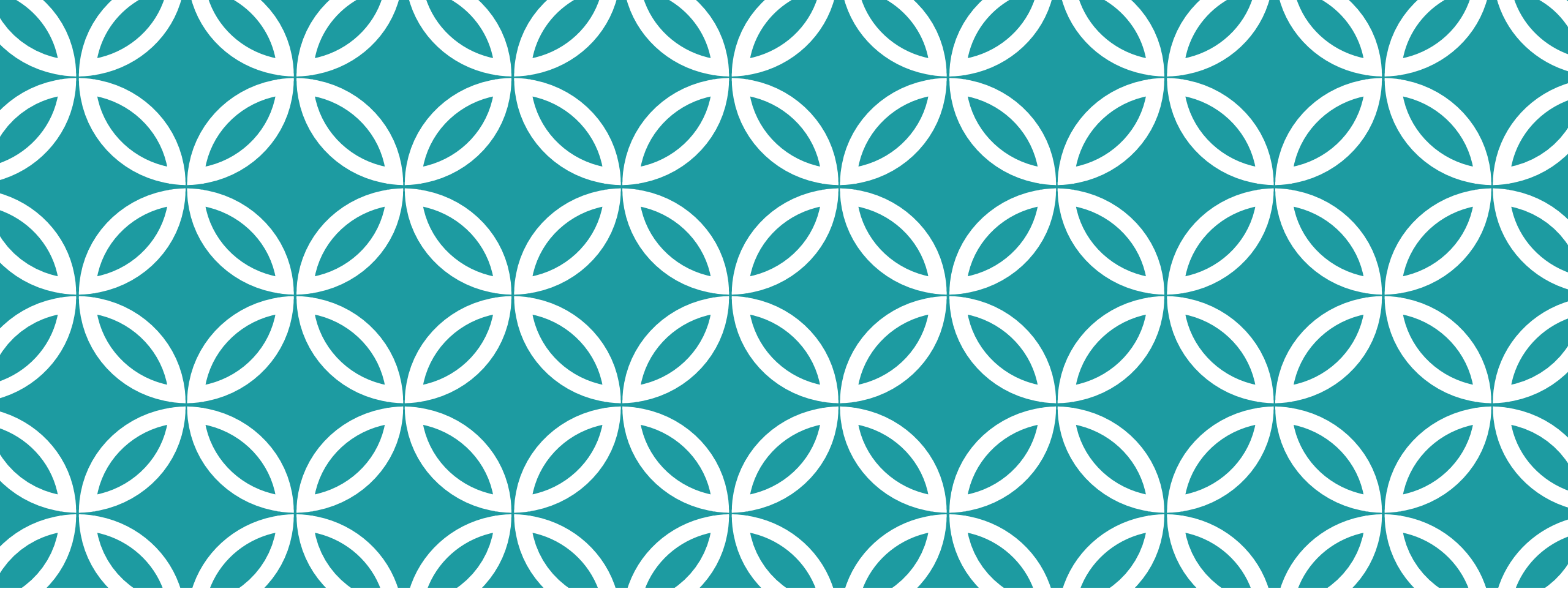




**ADULT GRIEF GROUP** | 12 Week



# SESSION 1

Introductions

# GRIEF SHUFFLE

- ❖ Group A, B, & C come together in conference room
- ❖ Have those with “Group A” nametags line up side by side along one wall of the conference room (in the open area), and those with “Group B” nametags along the opposite wall, facing each other. (There should be a masking tape line down the center of the room.)
- ❖ Before beginning, tell Group A to turn and shake hands with each other; then have Group B do the same.

# GRIEF SHUFFLE

## ❖ Explain...

❖ That we are going to take a few minutes for a group activity with all adults together. We'll start with a bit of silly moves. We will learn something about each other and what we may have in common. Assure them that they will not have to tell anything about themselves or even say a single word during this activity. Adult facilitators join in this activity.

## ❖ Explain...

❖ That they will hear a series of instructions, and they will be asked to move forward to the center line when the instruction applies to them or is true for them. If it is not true for them, they are to remain standing where they are.

# GRIEF SHUFFLE

- ❖ They are to follow the instructions about HOW to move forward by the facilitator. **Reassure** them that if any movement is too difficult for them, they can modify it as needed, or simply walk.
- ❖ **Explain...**
  - ❖ That sometimes they may want to show a sign of support to the others. And they may do so by offering *1) the peace sign; 2) the ASL sign for “love”; or 3) their hand over their heart.* Demonstrate these 3 signs twice for them.
- ❖ Give the Grief shuffle instructions as written

# FACILITATOR: PROCESS BRIEFLY WITH GROUP

## ❖ ASK:

1. Did you learn some things about the others?
2. What was it like when many others went up to the line along with you when you went up?
3. What was it like when hardly anyone else went up? Did you feel alone?
4. What did the rest of you feel when you saw the very few people with that experience going to the line?
5. What about seeing others giving you the signs of support..... how did that feel?

# FACILITATOR: PROCESS BRIEFLY WITH GROUP

## ❖ Explain...

- ❖ That in the weeks ahead, they will have many opportunities to tell their stories in their own groups and get to know each other. They will find their group partners becoming trusted friends. Now they may go to their respective group rooms with their facilitators. Introduce the Adult A and Adult B facilitators.
- ❖ Groups A & B go to their respective rooms

# FACILITATOR: OPENING

- ❖ One facilitator introduces self and tells why they're here (“My name is and I’m here because my died \_\_\_\_\_. Tonight I’m feeling \_\_\_\_\_.”)
- ❖ The group members take turns sharing the opening around the circle.
- ❖ The facilitator explains that the children’s groups have the same opening.
- ❖ *Note to facilitators:* This opening may take up the majority of the time left in the session. Group members typically need to tell much of their stories in the early sessions.





# GROUP RULES

**#1 Listen to each other.**

**#2 Take turns speaking.**

**#3 What we share is  
confidential.**

**#4 Respect each other.**

**#5 "I pass" rule.**



# FACILITATOR: GROUP RULES

## ❖ Explain...

- ❖ That the children's groups have the same rules.
- ❖ The word "confidential" is explained to the children in a way that allows and encourages them to share with their parents whatever the facilitators or they themselves say in group. What they can't do is talk about what the other kids say.

# FACILITATOR: CHILDREN'S ACTIVITIES TONIGHT

## **Child 1:**

- They will be read “Chu’s First Day of School” (present the book cover and read the script behind it).
- They will play the Get to Know You Game to become familiar with their group members.

## **Child 2:**

- They will also read “Chu’s First Day of School”.
- They will do a Getting to Know Me Mural; a painting activity that helps group members become familiar with each other.

## **Child 3:**

- They will have an opening game, Midline Tests, to promote group involvement and bonding within the members.
- They will be read “Chu’s First Day of School”.

- They will play a Getting to Know You Game.
- They will have a parachute activity that promotes empathy.

## **Preteen and Teens:**

- They will also play an opening game, Midline Tests.
- They will participate in the Fun Facts activity and the Developing and Shattering Identity Boxes. Both of these activities promote involvement and familiarity within the group.
- They will do a Roller Coaster activity that reflects the different emotions that come along with grief.

# ADULT ACTIVITY: GRIEF SOUP

## ❖ Explain...

- ❖ To the group that we will be watching a short film called Tear Soup based on the book “Tear Soup” by Pat Schwiebert and Chuck Deklyen
- ❖ Hand out notebooks and let them know they will be able to take notes through out the 12 weeks
- ❖ Watch Tear Soup (17 min)

# ADULT ACTIVITY: GRIEF SOUP

## ❖ Explain...

❖ That over the next 12 weeks they will be making their own version of “tear soup” and after each session you will ask what is an ingredient they can use for their soup or an ingredient they will leave out

## ❖ ASK:

1. What parts of Granny’s journey did you resonate with?
2. What parts of Granny’s journey did you not resonate with?

# GRIEFSTEP APP

## ❖ Explain...

- ❖ Columbia University created a free app for parents and individuals to understand grief better as well as build confidence in themselves to help a child who is grieving
- ❖ All they need to do is use their email and create a password to have an account
- ❖ They will not receive a lot of emails
- ❖ Participants do not have to download and use this app, but it is a resource we want to provide to them

# GRIEFSTEP APP

## ❖ Explain...

- ❖ There are four tabs at the bottom of the home screen
  - ❖ *Steps* → explains how to use the app as well as parenting after a loss and resources
  - ❖ *Chart* → being able to rate and chart your grief over the next few weeks and months
  - ❖ *Forum* → A space you can suggest topics and ask questions and the GriefStep team will answer for other app users
  - ❖ *Team* → Each app member is given a GriefStep Guide Individual you can personally message with any questions

# FACILITATOR: CHARTING GRIEF RATING EACH WEEK

## ❖ Explain...

- ❖ Just like that app will have you chart your grief, each week I am going to ask you to rate your grief on a scale of 1-10, 10 being the highest. I will ask you this during the opening in the following weeks.

## ❖ ASK:

1. What day was your highest grief rating this week?  
What would you rate yourself today?

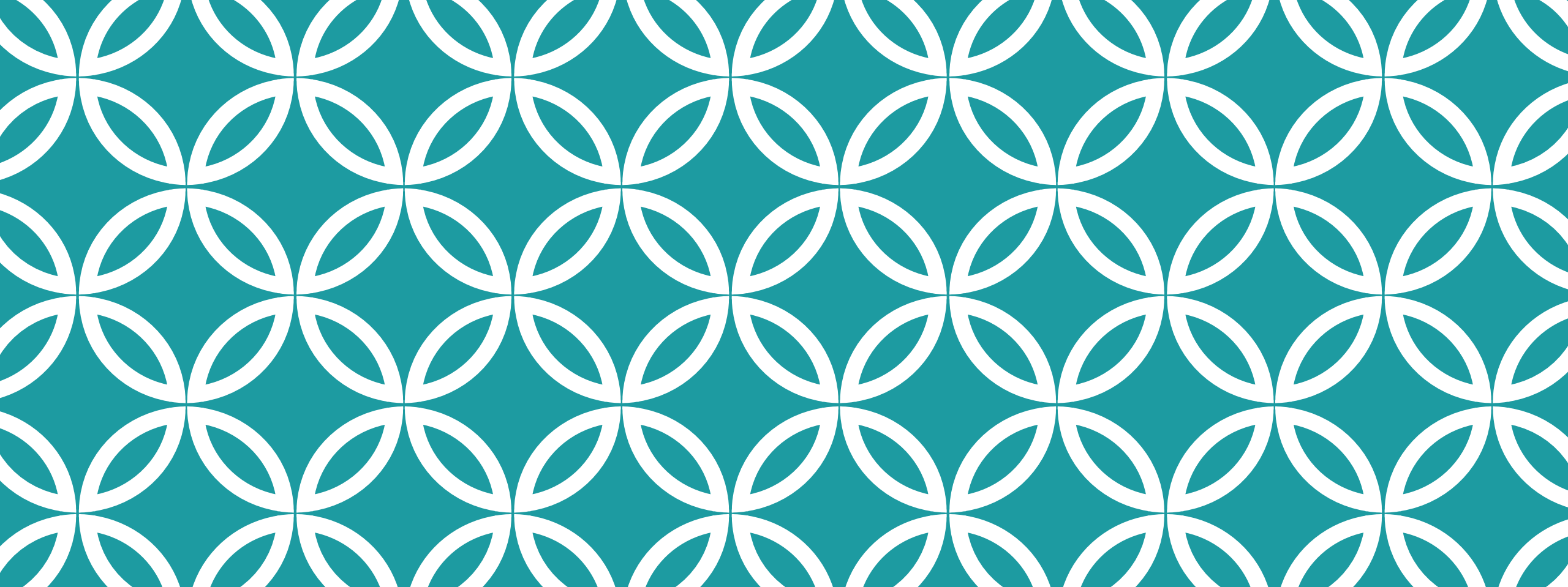


# CLOSING: GROUP HUG

## ❖ **ASK:**

1. “Are there any ingredients from tonight you would add to your grief soup?”

❖ End the evening with a group hug. Facilitator chose one individual to chose the foot to put into the middle. If someone does not want to be in the hug that is okay!



# SESSION 2

Sharing Loss  
Stories

# FACILITATOR: OPENING

- ❖ One facilitator introduces self and tells why they're here (“My name is and I'm here because my died \_\_\_\_\_. Tonight I'm feeling \_\_\_\_\_.”)
- ❖ **ASK:** On a scale of 1-10, what day was your highest grief rating this week? What would you rate yourself today?
- ❖ The group members take turns sharing the opening around the circle.
- ❖ The facilitator explains that the children's groups have the same opening.



# GROUP RULES

- #1 Listen to each other.
- #2 Take turns speaking.
- #3 What we share is confidential.
- #4 Respect each other.
- #5 "I pass" rule.



# GROUP RULES

## ❖ Explain...

- ❖ That the children's groups have the same rules.
- ❖ The word "confidential" is explained to the children in a way that allows and encourages them to share with their parents whatever the facilitators or they themselves say in group. What they can't do is talk about what the other kids say.

# FACILITATOR: CHILDREN'S ACTIVITIES TONIGHT

## ❖ Child 1 & 2:

- ❖ They will be read “Denny the Duck” (present book cover and read the script in the back).
- ❖ They will be read “I Miss You” (present book cover and read the script in the back).
- ❖ They will be read the Story of Ms. Kendra. The story promotes a child’s awareness on child abuse.
- ❖ Child 2 will be doing a parachute activity that promotes empathy.

## ❖ Child 3

- ❖ Opening game: Musical Leader.
- ❖ They will be read Just Because I Am (present

book cover and read the script in the back).

- ❖ They will do a paper and painting activity called My Story. This activity will help children talk about their experience with death and grief.

## ❖ Teen 1 & 2

- ❖ Opening game: Musical Leader.
- ❖ DEAR MAN technique (pass paper of the technique around).
- ❖ They will do a My Story activity.
- ❖ They will do the “I Want, I Am..” activity.

# SAFE ENVIRONMENT

## ❖ Explain...

- ❖ To participants that tonight we will be sharing a summary of their loss story (**5 minutes ish**)
- ❖ *Remind them* if someone is not ready to share that they are able to pass
- ❖ *Remind them* that with each week's topic they are going to be able to share different parts of their story as well

# SAFE ENVIRONMENT

## ❖ Explain...

- ❖ Before anyone shares their story you will spend a **few minutes** discussing what makes an environment safe.

## ❖ Ask...

1. What creates a safe speaking environment?
2. What is difficult about speaking in front of others?
3. How can we be a safe group where others feel comfortable?
4. How do you know you feel safe to share?

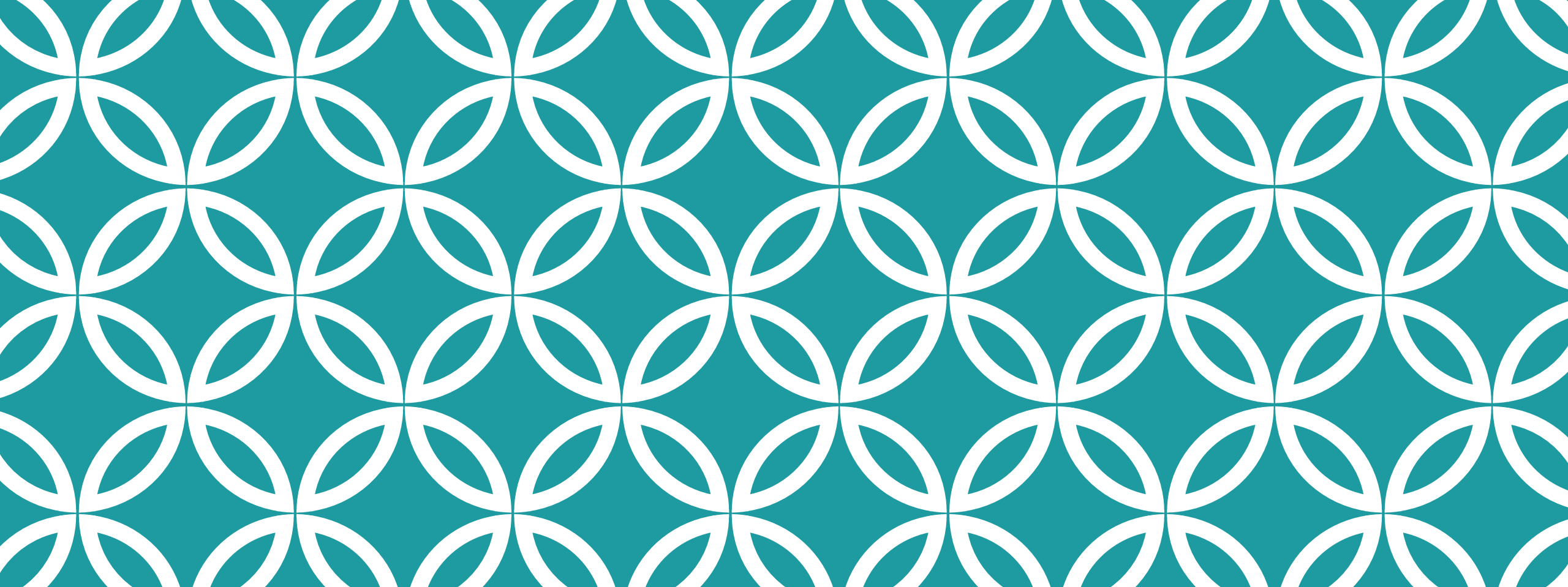


# ADULT ACTIVITY: STORIES

- ❖ Have them share their stories if they would like to
- ❖ *Remind them:* “Be mindful of about 5-6 minutes.”
- ❖ After stories have been shared **ASK:**
  1. What will keep you from grieving the way you need to?
  2. What was different about sharing your story in here compared to when you share it with other people?

# CLOSING: GROUP HUG

- ❖ Ask “Are there any ingredients from tonight you would add to your grief soup?”
- ❖ End the evening with a group hug. Facilitator chose one individual to chose the foot to put into the middle. If someone does not want to be in the hug that is okay!



**COME BACK TO THIS**

**SESSION 3**

Exploring  
Death/Children  
& Grief

# FACILITATOR: OPENING

- ❖ One facilitator introduces self and tells why they're here ("My name is and I'm here because my died \_\_\_\_\_. Tonight I'm feeling \_\_\_\_\_.")
- ❖ **ASK:** On a scale of 1-10, what day was your highest grief rating this week? What would you rate yourself today?
- ❖ The group members take turns sharing the opening around the circle.
- ❖ The facilitator explains that the children's groups have the same opening.



# GROUP RULES

**#1 Listen to each other.**

**#2 Take turns speaking.**

**#3 What we share is confidential.**

**#4 Respect each other.**

**#5 "I pass" rule.**



# GROUP RULES

## ❖ Explain...

- ❖ That the children's groups have the same rules.
- ❖ The word "confidential" is explained to the children in a way that allows and encourages them to share with their parents whatever the facilitators or they themselves say in group. What they can't do is talk about what the other kids say.

# FACILITATOR: CHILDREN'S ACTIVITIES TONIGHT:

## Child 1 & Child 2:

- ❖ They will be read the book "Where's Jess?" (present book cover and read the script in the back).
- ❖ A puppet show will be hosted named "The Story of Ricky Raccoon".
- ❖ They will talk about the definition of death.

## Child 3

- ❖ They will be read the book "Tell Me, Papa" (present book cover and read the script in the back).
- ❖ They will talk about the definition of death.

## Teen 1 & Teen 2

- ❖ Discussion: How Death is Shown.
- ❖ Art Activity: They will create a picture or a clay form of their definition of death.

# OXYGEN MASK ANALOGY

## ❖ **ASK...**

- ❖ If they have heard the oxygen mask analogy, even if they all say yes, say:
- ❖ “On an airplane during the safety instructions, the flight attendant always says if you are accompanied by a small child to put on your oxygen masks first before putting on the child’s...”



# GROUP A (WIDOWS & WIDOWERS)

## OXYGEN MASK ANALOGY

### ❖ **Explain...**

- ❖ Adults do not always get to grieve the way they need to immediately because they are taking care of the children
- ❖ Let them know over the next few weeks they will be given tools on how to provide “oxygen” for themselves, today though you all will be discussing how to help the children with grief

# GROUP A (WIDOWS & WIDOWERS)

## GRIEF IS A WAVE

- ❖ Pass out Grief is like a wave handout

- ❖ **Explain...**

- ❖ Grief is can be like a wave in the ocean. We will be swimming and then all of a sudden a wave of grief hits us and we feel as if we cannot swim in those moment. Grief can hit us unexpectedly. We need to figure out what will cause the waves to rise → songs, people, places, things

# GROUP A (WIDOWS & WIDOWERS)

## GRIEF IS A WAVE

### ❖ Explain...

❖ The goal of the support group is to teach the participants how to be prepared to swim even during the waves

### ❖ Explain...

❖ Tonight as parents they will be able to learn how to teach their own children to swim as well

# GROUP A (WIDOWS & WIDOWERS)

## SUPPORTING THE GRIEVING CHILD VIDEO

- ❖ Before viewing the video **share** the following:
- ❖ **This video will help us to:**
  - ❖ recognize grief in the lives of children
  - ❖ to aid in identifying how children grieve
  - ❖ to understand the differences in children's grief and adult grief
  - ❖ to help adults grow in respect for children's intense feelings of grief
- ❖ Watch the video clip of Supporting the Grieving Child (23 minutes)

# GROUP A (WIDOWS AND WIDOWERS) SUPPORTING THE GRIEVING CHILD CONT.

## ❖ **ASK:**

1. What spoke to you most in the video?
2. What was most difficult for you?
3. Discuss the imagery used in the video. Discuss the two children who had to totally different views about death. Paraphrased: One said you are not really gone forever and the next child said you die and you are gone forever

❖ **Discuss** the concept of “magical thinking” in children’s lives

# GROUP A (WIDOWS AND WIDOWERS)

## HANDOUTS

❖ Hand out:

❖ *Tear Soup Cooking Tips: If a Child is the Cook*

❖ *When a Child has Experienced the Death of a Loved One*

❖ Allow participants to look over handouts

❖ **Ask...**

1. Is there anything on either of these handouts that remind you of your child?
2. What are some of the tips that could help your individual child?

# GROUP A (WIDOWS AND WIDOWERS)

## HANDOUTS

3. How did the video/handouts change your perspective on how your child is grieving?

- ❖ Hand out the last two handouts and if time allows let them share anything that sticks out to them
- ❖ If there is no time just let them know they are able to take them home to look over
  - ❖ *Handout Grandy's Cooking Tips – If You are the Cook*
  - ❖ *Handout Ingredients & Directions*

# CLOSING: GROUP HUG

- ❖ Ask “Are there any ingredients from tonight you would add to your grief soup?”
- ❖ End the evening with a group hug. Facilitator chose one individual to chose the foot to put into the middle. If someone does not want to be in the hug that is okay!



# GROUP B (GENERAL LOSS)

## GRIEF IS A WAVE HANDOUT

❖ Pass out *Grief is like a Wave* handout

❖ **Explain...**

❖ Grief is can be like a wave in the ocean. We will be swimming and then all of a sudden a wave of grief hits us and we feel as if we cannot swim in those moment. Grief can hit us unexpectedly. We need to figure out what will cause the waves to rise → songs, people, places, things

# GROUP B (GENERAL LOSS) GRIEF IS A WAVE HANDOUT

## ❖ Explain...

❖ The goal of the support group is to teach the participants how to be prepared to swim even during the waves

## ❖ ASK:

1. What do you notice causes some waves currently?
2. Are there specific events?
3. Is it a specific time of day?

# GROUP B (GENERAL LOSS)

## EXTRA HANDOUTS

❖ Hand out:

❖ *Grandy's Cooking Tips – If You are the Cook*

❖ *Ingredients & Directions*

❖ **ASK:**

1. Is there anything on this these lists that surprise you?

2. Is there anything on these lists that allow you to give yourself grace?

# GROUP B (GENERAL LOSS)

## EXTRA HANDOUTS

3. What are two items on the Cooking Tips you can try to do this week that you have not let yourself do yet?
4. What is difficult about reading these lists?

# GROUP B (GENERAL LOSS) DISCUSSION

## ❖ **Ask...**

1. How their recent death has changed their thoughts on grieving, death, and dying?

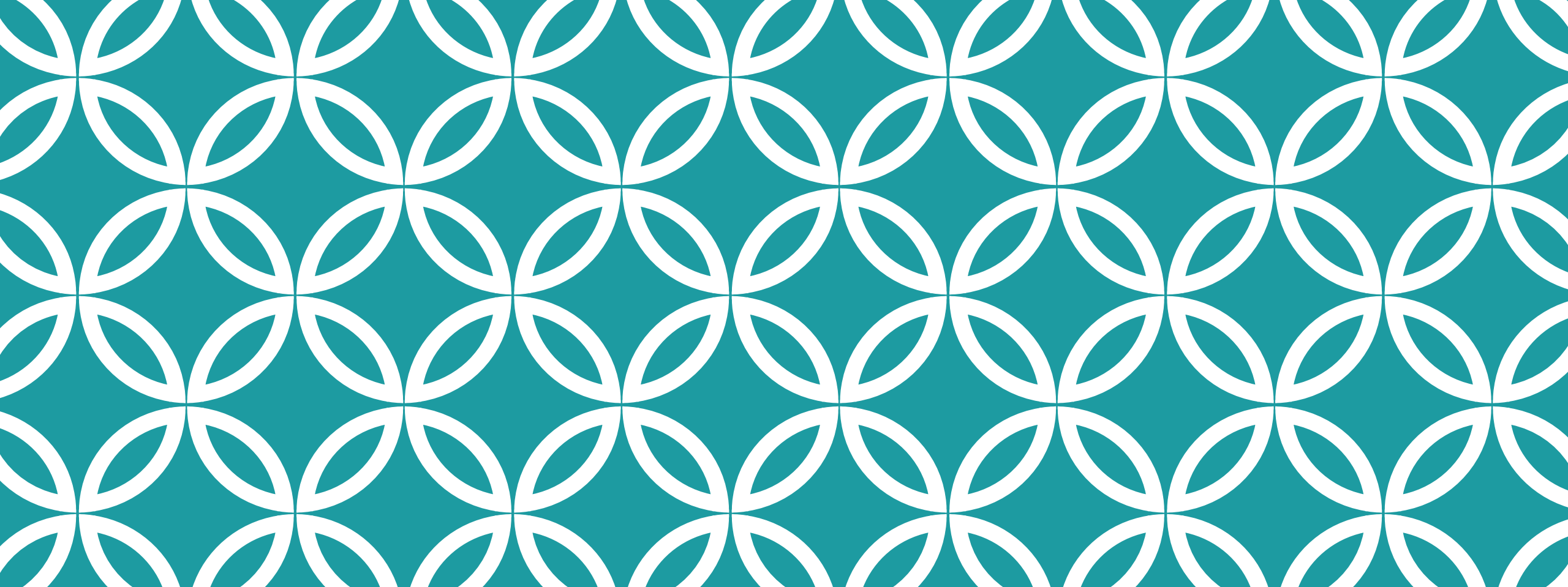
❖ **Remind** participants if they want to pass they can and to create a accepting environment

2. How have those changes in thought made it easier or more difficult?

3. Why they think death is viewed differently in American as compared to other countries?

# CLOSING: GROUP HUG

- ❖ Ask “Are there any ingredients from tonight you would add to your grief soup?”
- ❖ End the evening with a group hug. Facilitator chose one individual to chose the foot to put into the middle. If someone does not want to be in the hug that is okay!



# SESSION 4 | Feelings

# FACILITATOR: OPENING

- ❖ One facilitator introduces self and tells why they're here ("My name is and I'm here because my died \_\_\_\_\_. Tonight I'm feeling \_\_\_\_\_.")
- ❖ **ASK:** On a scale of 1-10, what day was your highest grief rating this week? What would you rate yourself today?
- ❖ The group members take turns sharing the opening around the circle.
- ❖ The facilitator explains that the children's groups have the same opening.





# GROUP RULES

**#1 Listen to each other.**

**#2 Take turns speaking.**

**#3 What we share is confidential.**

**#4 Respect each other.**

**#5 "I pass" rule.**



# FACILITATOR: GROUP RULES

## ❖ Explain...

- ❖ That the children's groups have the same rules.
- ❖ The word "confidential" is explained to the children in a way that allows and encourages them to share with their parents whatever the facilitators or they themselves say in group. What they can't do is talk about what the other kids say.

# FACILITATOR: CHILDREN'S ACTIVITIES TONIGHT:

## Child 1 & Child 2

- ❖ They will be read the book "The Way I Feel" (present book cover and read the script on the back).
- ❖ Feelings Match Game; a game that helps children recognize and name different feelings.
- ❖ Child 1 will do a parachute activity that promotes empathy.
- ❖ Child 2 will play a baby doll game that promotes empathy.

## Child 3

- ❖ Opening Game: Match.
- ❖ Activity: Feelings In My Body promotes self-awareness by detecting where an emotion is on their body.
- ❖ Discussion: Good and Bad Feelings; promoting acceptance of all feelings.

- ❖ Art Activity: Mountain and Valley. This activity will help children become aware of the ups and downs of grief.
- ❖ Optional Activity: Emotional Color Wheel. In this activity, children will connect colors and feelings.

## Teen 1 & Teen 2

- ❖ Opening Game: Match.
- ❖ Activity: Feelings In My Body promotes self-awareness by detecting where an emotion is on their body.
- ❖ Discussion: Good and Bad Feelings; promoting acceptance of all feelings.
- ❖ Activity: Square Breathing. This activity promotes self-soothing/mindfulness.

# FEELINGS BALLOONS

## ❖ **Explain...**

- ❖ Each group member blows up a balloon. Have them blow it up fully, but not to the extent that it pops.
- ❖ Using a permanent marker, each participant then writes a feeling they have had in the past week on the balloon.
- ❖ Ask for a volunteer to come and stand in an open space. One at a time, have each group member give their balloons to the volunteer to hold. Explain to the volunteer that their job is to hold onto all of these balloons (feelings) without letting any go.

# FEELINGS BALLOONS

❖ Eventually, the volunteer will be unable to keep all of the balloons in his/her arms and will drop balloons. The group learns that it is difficult to hold onto all of these feelings at the same time.

❖ **ASK:**

1. What's happening here? Our volunteer seems to be having some difficulty managing all of these feelings.

2. How do we deal with these feelings?

3. Can we choose some to let go?

4. How do we let go?

5. How do we express them in a healthy way?

6. Can we get help in dealing with feelings when we start to feel overloaded?

# ROLLER COASTER

- ❖ Activities for Growth and Healing” from Bo’s Place, Houston
- ❖ The facilitator draws a picture of a roller coaster on long butcher paper. (this may already be drawn and hung on wall.) Be sure to include the ups and downs and twists and turns.
- ❖ **Explain...**
- ❖ How some families going through grief can feel as if they are on a roller coaster.
- ❖ These turns and ups and downs represent different feelings.
- ❖ **Ask** each group member to write his/her feelings since the death on post-it notes; one feeling per post-it note.

# ROLLER COASTER

- ❖ Activities for Growth and Healing” from Bo’s Place, Houston
- ❖ Have each person place each of their post-it notes at any point on the roller coaster where they feel they belong (where they feel they experienced them).

# ROLLER COASTER CONT.

❖ Discussion Questions: “Let’s look at our roller coaster.....”

❖ **ASK...**

1. What do you see?
2. Are there lots of the same feelings repeated over and over?
3. Which feelings were repeated most often? Least often?”



# ROLLER COASTER CONT.

## ❖ ASK...

4. Are there points on the roller coaster where lots of feelings are all grouped together? Why do you think that is?
5. Are all the feelings negative ones? If not, what are the positive ones?
6. As you look at these, what feelings make you most uncomfortable? (or are the most difficult for you to deal with?)

# GOTTMAN HANDOUT

- ❖ Hand out *6 Steps to Mindfully Deal with Difficult Emotions*
- ❖ **Ask...**
  1. What is scary about certain emotions?
  2. What expectations have you put on your emotions?
- ❖ Go through each step
- ❖ On Step 3, **Ask:** if the roles were reversed and your best friend came to you with specific emotions, how would you respond? Why is it hard to accept and say similar encouraging statements to yourself?

# GOTTMAN HANDOUT CONT.

## ❖ Ask...

1. What emotions are accepted at home?
2. Do the kids feel as if they can't express specific ones?
3. How do you create a safe space at home for all emotions to be shared?

# GRIEF V.S. DEPRESSION

- ❖ Grief is “feelings of emptiness and loss”, Depression is “persistent depressed mood and the inability to anticipate happiness or pleasure”
- ❖ Pain of Grief comes with the “thoughts or reminders of the deceased”, Depression pain is “more persistent and not tied to thoughts or preoccupations”
- ❖ Pain of Grief can still come with “positive emotions and humor”, with Depression is more “pervasive unhappiness and misery characteristic”
- ❖ Grief is thoughts of the deceased, Depression is “self-critical or pessimistic ruminations”

# GRIEF V.S. DEPRESSION

- ❖ In Grief self-worth is kept intact, Depression feelings of “worthlessness and self-loathing are common”
- ❖ In Grief feelings of dying come from wanting to be with the deceased, with Depression ending one’s life comes with the thoughts or feelings of “worthless, undeserving of life, or unable to cope with the pain of depression.”
- ❖ This comes from the Diagnostic and Statistical Manual of Mental Disorders 5 (DSM 5)

# EMOTION COACHING

## ❖ Explain...

❖ Children of all ages have a wide range of emotions. Drs. John and Julie Gottman have created five steps to become an “emotion coach” for your children. This comes from their book *Raising an Emotionally Intelligent Child The Heart of Parenting* (You can get it for super cheap on Amazon)

❖ 1. Being aware of the child’s emotions

❖ 2. Recognizing the emotion as an opportunity for intimacy and teaching

❖ 3. Listening empathetically and validating the child’s feelings

❖ 4. Helping the child verbally label emotions

❖ 5. Setting limits while helping the child problem-solve

# EMOTION COACHING

## ❖ Explain...

### ❖ 1. Being aware of the child's emotions

#### ❖ Means:

- ❖ 1. Recognizing how you express emotions – often children often express emotions how they are being modeled
- ❖ 2. Focus on the emotion, and not the facts

# EMOTION COACHING

## ❖ Explain...

## ❖ 2. Recognizing the emotion as an opportunity for intimacy and teaching

### ❖ Means:

- ❖ 1. You get to be there for your child
- ❖ 2. You get to help them express that emotion appropriately
- ❖ 3. Leading to children becoming more confident in different emotions



# EMOTION COACHING

## ❖ Explain...

### ❖ 3. Listening empathetically and validating the child's feelings

#### ❖ Means:

- ❖ 1. We are making our children feel understood and heard
- ❖ 2. It is okay to have strong emotions
- ❖ Their emotions are important
- ❖ Examples: "You seem disappointed.", "You are really frustrated about this.", "You feel hurt when x,y,z."

# EMOTION COACHING

## ❖ Explain...

### ❖ 4. Helping the child verbally label emotions

#### ❖ Means:

- ❖ 1. Gives a child control of the emotion if they do not understand the emotion at first
- ❖ 2. A child feels understood
- ❖ 3. Leading to potentially calming down
- ❖ 4. Emotions begin to become a normal part of life for a child
- ❖ 5. Be specific → avoid just sad and mad (disappointed, hurt, frustrated)

# EMOTION COACHING

## ❖ Explain...

### ❖ 5. Setting limits while helping the child problem-solve

#### ❖ Means:

- ❖ 1. Do not skip over validating before doing this
- ❖ 2. Make a family rule of “You can feel any emotion but you cannot hurt yourself or others”
- ❖ 3. “Help the child decide what they want to accomplish related to the problem”
- ❖ 4. “Help the child think of as many possible solutions as possible.”
- ❖ 5. Help the child evaluate the proposed solutions based on family values and likely consequences and then choose one that seems appropriate.”

❖ *From Love, Limits, and Latitude: A Thousand Small Moments of Parenting 2<sup>nd</sup> Ed.*

# EMOTION COACHING: SAFETY PLAN

## ❖ Explain...

- ❖ Just because a child is grieving does not mean they do not have boundaries regarding their behavior. We suggest making a “safety plan” with your kids for different environments or situations.
- ❖ School: Communicating with their teacher a plan incase the child becomes overwhelmed and needs to find a safe place to go to express those difficult emotions (ex. counselor’s office, administration office, bathroom, another teacher’s room)
- ❖ Home: Implementing coping skills, where is their safe place at home?
- ❖ Work: Where can those go take a break?

# MINDFULNESS

- ❖ Hand out *What is Mindfulness?*
- ❖ **Explain...**
  - ❖ That mindfulness can seem different at first, but with practice it can become a normal coping skill
  - ❖ When we become overwhelmed or anxious we need to be able to *ground* ourselves to the present moment

# MINDFULNESS

## ❖ Explain...

- ❖ that you are going to show them how to do a simple mindfulness activity, called the 5-4-3-2-1, when they become overwhelmed
- ❖ Have them close their eyes
- ❖ Next ask them to breath in through their nose, hold for a few seconds and let the breath out slowly through their mouth
- ❖ Guide them through three breaths
- ❖ How have them open their eyes

# MINDFULNESS

## ❖ Ask...

1. What are 5 things they can see
2. 4 things they can touch
3. 3 things they can hear
4. 2 things they can smell
5. 1 thing they can taste

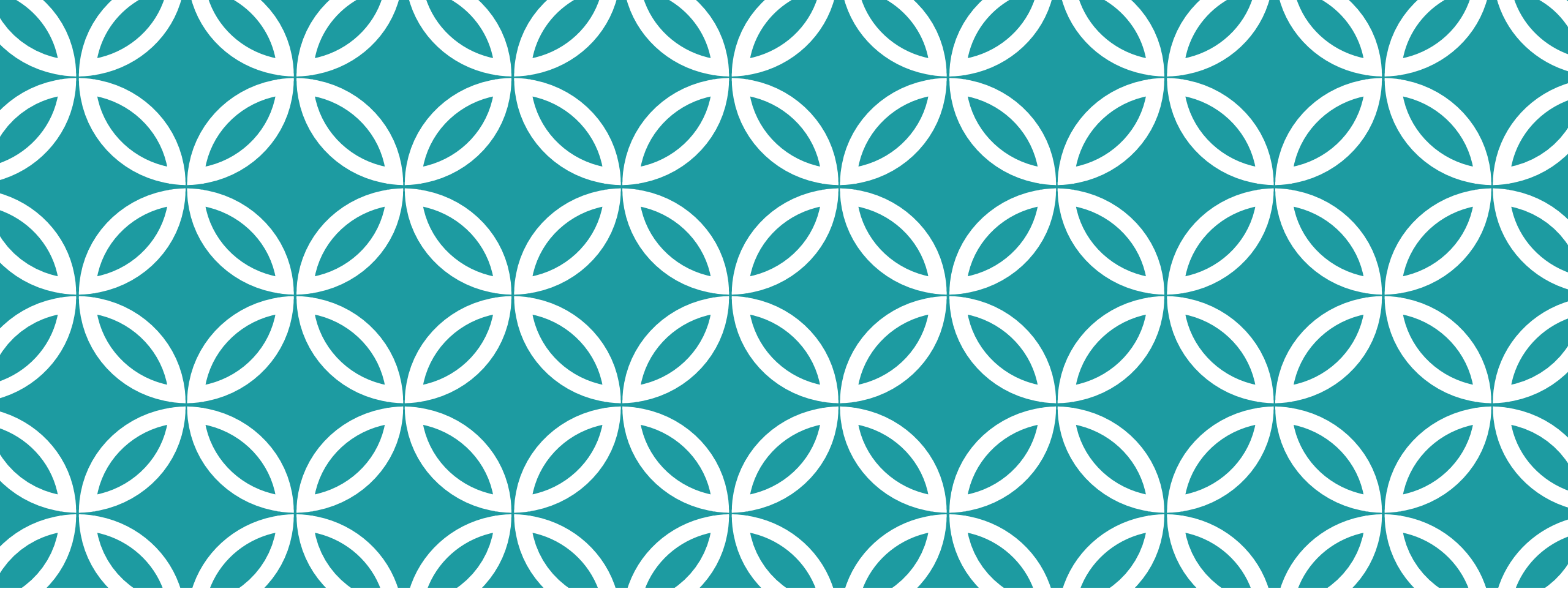
# MINDFULNESS

- ❖ Share with participants that they can download the apps “Calm” and “Headspace” and they are guided meditations they can do throughout the day. They can also type “Guided Meditation” into YouTube and they want to try different options.



# CLOSING: GROUP HUG

- ❖ Ask “Are there any ingredients from tonight you would add to your grief soup?”
- ❖ End the evening with a group hug. Facilitator chose one individual to chose the foot to put into the middle. If someone does not want to be in the hug that is okay!



# SESSION 5 | Anger

# FACILITATOR: OPENING

- ❖ One facilitator introduces self and tells why they're here ("My name is and I'm here because my died \_\_\_\_\_. Tonight I'm feeling \_\_\_\_\_.")
- ❖ **ASK:** On a scale of 1-10, what day was your highest grief rating this week? What would you rate yourself today?
- ❖ The group members take turns sharing the opening around the circle.
- ❖ The facilitator explains that the children's groups have the same opening.



# GROUP RULES

**#1 Listen to each other.**

**#2 Take turns speaking.**

**#3 What we share is confidential.**

**#4 Respect each other.**

**#5 "I pass" rule.**



# FACILITATOR: GROUP RULES

## ❖ Explain...

- ❖ That the children's groups have the same rules.
- ❖ The word "confidential" is explained to the children in a way that allows and encourages them to share with their parents whatever the facilitators or they themselves say in group. What they can't do is talk about what the other kids say.

# FACILITATOR: CHILDREN'S ACTIVITIES TONIGHT:

## Child 1 & Child 2

- ❖ The book “Cool Down and Work Through Anger” will be read (present book cover and read script in the back).
- ❖ Child 1 will do a Fly Swatter painting.
- ❖ Child 2 will learn physical skills on how to cope with anger.

## Child 3

- ❖ Opening Game: Mind Teaser.
- ❖ The book “The Very Angry Day That Amy Didn't Have” will be read (present book cover and read script in the back).
- ❖ They will learn physical skills on how to cope with

anger as well as underlying triggers to anger.

## Teen 1 & Teen 2

- ❖ Opening Game: Mind Teaser.
- ❖ Activity: Anger Quiz. This activity helps group members reflect on their ways of handling anger.
- ❖ Discussion: Triggers. This discussion helps group members reflect on what triggers their anger.
- ❖ Discussion: Cooling Down Techniques.
- ❖ Activity: Safe and Healthy Coping Skills.
- ❖ Game: Jenga. They will play Jenga as well as answer questions they pull from the blocks.

# ANGER QUESTIONNAIRE

- ❖ Have participants complete the Anger Questionnaire

- ❖ Part 1-

- ❖ **Ask...**

1. The group to identify some of the similarities and differences in the ways that they express anger versus their parents' expressions of anger.

2. The group what they think counts for these similarities and differences.

# ANGER QUESTIONNAIRE

## Part 2-

### ❖ **Ask...**

1. If they are comfortable with their own reactions.
2. What changes they would want to make and why.

## Part 3-

❖ Now, **ask** the participants the same questions as in Part 1, but instead of having them think of their parents' reactions to anger, have them think of their **children's**. Discuss.



# ANGER AS A NORMAL PART OF GRIEF

## ❖ Explain...

- ❖ Often grieving people express concern about the intensity of their anger. Anyone can be the target: friends, doctors, nurses, family members, God, or even the person who died. Elizabeth Kubler-Ross recognized anger as a natural part of experiencing a major loss.
- ❖ But, we are not often given permission to express anger, and we may get the message that anger is an inappropriate emotion.

# ANGER AS A NORMAL PART OF GRIEF

## ❖ Ask...

1. Have any of you felt that way since the death?  
Angry, yet perhaps feeling you shouldn't be?
2. If you were to complete this statement, what would it be? What really angers me about the death was (is)..... Repeat the statement one more time, and let them have a few minutes to think on it. Go around the table, allowing each participant to answer. You may need to repeat the statement a few times.
3. Who are you angry with? Why?

# GOTTMAN'S ANGER ICEBERG

- ❖ Hand out *Anger Iceberg*

- ❖ **Explain...**

- ❖ How they will have to use the skills they learned last week about identifying and observing their emotions

- ❖ **Ask...**

1. What is difficult about sitting in that anger and accepting it?

# GOTTMAN'S ANGER ICEBERG

## ❖ Explain...

❖ How a lot of times anger is just the “tip of the iceberg” and there are other emotions underneath that cause the anger to come to the surface

## ❖ Ask...

1. Then if there was ever a time they reacted out of anger but knew there was a different emotion felt prior to their anger

2. Is anger easier to show than other emotions?” If Yes, then how come?

# MEDITATE/STILLNESS

## ❖ Explain...

❖ We will be practicing a mindfulness activity that can be used with feelings of anger

## ❖ Ask...

1. Your group members to get comfortable and still.
2. Them to close their eyes, knowing that this is a meditation exercise and the room is safe. Let them know they will hear your voice during this exercise.
3. Them to sit and clear their minds completely.

# MEDITATE/STILLNESS

- ❖ Wait five seconds and then **tell them** that if meditation is not a normal practice for them, thoughts, to-do list tasks and stress may be coming into their mind. Let them know this is normal. **Coach them** to imagine a conveyer belt that is passing across their mind's eye. As an intrusive thought comes in, do not fight it or feel discouraged, but simply watch it move along the conveyer belt until it is out of sight.
- ❖ Let them know that they may be doing this often at first as thoughts keep entering their still mind.

# MEDITATE/STILLNESS

- ❖ Now let everyone know they will be watching a 30 second video they can watch to help time their breath
- ❖ **Remind** them to breathe in with their nose and out with their mouth
- ❖ **Remind** them if they want to keep their eyes closed they can.
- ❖ After you play the video one time, play it one more time
- ❖ <https://www.youtube.com/watch?v=5DqTuWve9t8>

# MEDITATE/STILLNESS

❖ Once the exercise is over, **ASK...**

1. How new or foreign was the activity to you? Does anyone here meditate or even take quiet moments to themselves throughout the day?

2. Ask if any of them schedule breaks for themselves at work or at home?

3. Do they know when they are angry or stressed by a body ache or pain?



# MINDFULNESS AND ANGER

## ❖ Explain...

“Mindfulness does not fight anger or despair. Mindfulness is there in order to recognize. To be mindful of something is to recognize that something is there in the present moment. Mindfulness is the capacity of being aware of what is going on in the present moment. “Breathing in, I know that anger has manifested in me; breathing out, I smile towards my anger.” This is not an act of suppression or of fighting. It is an act of recognizing. Once we recognize our anger, we embrace it with a lot of awareness, a lot of tenderness.

When it is cold in your room, you turn on the heater, and the heater begins to send out waves of hot air. The cold air doesn't have to leave the room for the room to become warm. The cold air is embraced by the hot air and becomes warm—there's no fighting at all between them.”

- Thich Nhat Hanh

# MINDFULNESS AND ANGER

## ❖ Explain...

- Research has shown that when we recognize our anger, we are able to show it compassion and begin to see what we are feeling underneath
- When we become angrier and angrier we become “flooded” → that is the point where we cannot think rationally. When we are flooded we say and do all the hurtful things that we regret later
- It takes 20 minutes to “deflood” → this is where time outs and taking a break are important
- That break allow our heart rate to lower and think rationally
- During that time out use the skills we used last week about acknowledging difficult emotions

# SELF-CARE/STILLNESS

- ❖ Discuss the importance of self-care and stillness.
- ❖ **Explain...**
  - ❖ Research has shown that it positively enhances emotional regulation
  - ❖ Decreases stress, anxiety, and depression
  - ❖ You become more flexible
  - ❖ More compassionate

❖ <https://thoughtcatalog.com/brianna-wiest/2014/11/the-importance-of-stillness-8-reasons-its-psychologically-imperative-to-make-time-to-do-absolutely-nothing/>

# STRESS RESPONSES

## ❖ Explain...

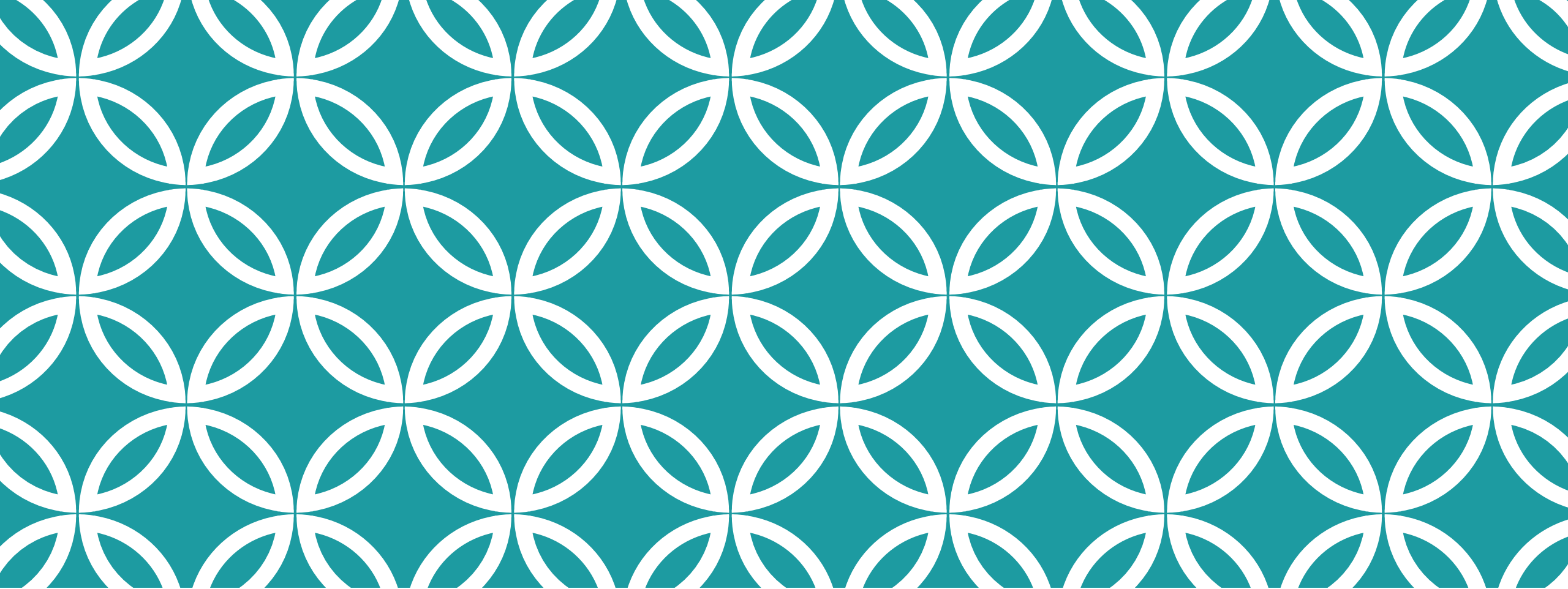
- ❖ Practicing self-care, stillness, and mindfulness begin to make them more of a habit and more natural part of our daily routine
- ❖ Lack of self-care begins to heighten our stress responses

## ❖ Explain...

- ❖ Physical and mental symptoms of stress
- ❖ Difficulty concentrating and racing thoughts
- ❖ Lack of sleep and not eating well
- ❖ Weight gain
- ❖ Becoming ill easier

# CLOSING: GROUP HUG

- ❖ Ask “Are there any ingredients from tonight you would add to your grief soup?”
- ❖ **\*\*\*\*REMINDE PARTICIPANTS TO BRING AN OBJECT OR MEMENTO THAT REMINDS THEM OF THEIR LOVED ONE**
- ❖ End the evening with a group hug. Facilitator chose one individual to chose the foot to put into the middle. If someone does not want to be in the hug that is okay!



# SESSION 6 | Memories

# FACILITATOR: OPENING

- ❖ One facilitator introduces self and tells why they're here ("My name is and I'm here because my died \_\_\_\_\_. Tonight I'm feeling \_\_\_\_\_.")
- ❖ **ASK:** On a scale of 1-10, what day was your highest grief rating this week? What would you rate yourself today?
- ❖ The group members take turns sharing the opening around the circle.
- ❖ The facilitator explains that the children's groups have the same opening.



# GROUP RULES

**#1 Listen to each other.**

**#2 Take turns speaking.**

**#3 What we share is confidential.**

**#4 Respect each other.**

**#5 "I pass" rule.**





# FACILITATOR: GROUP RULES

## ❖ Explain...

- ❖ That the children's groups have the same rules.
- ❖ The word "confidential" is explained to the children in a way that allows and encourages them to share with their parents whatever the facilitators or they themselves say in group. What they can't do is talk about what the other kids say.

# FACILITATOR: CHILDREN'S ACTIVITIES TONIGHT:

## Child 1 & Child 2

- ❖ Forget Me Not Activity.
- ❖ Discussion: What is memory?
- ❖ They will be read the book "A Duck Never Forgets" (present book cover and read script in the back).

## Child 3

- ❖ Children will be sharing their memories.
- ❖ They will create Snapshot of Us. A snapshot of their relationship with their late loved one.

## Teen 1 & Teen 2

- ❖ Game: Code Names.
- ❖ Video Clip: Walk the Line.
- ❖ They will create Snapshot of Us. A snapshot of their relationship with their late loved one.

# MEMORY

- ❖ Explain that our group is honored to have each of them share something about their loved one who remains in their hearts always
- ❖ Go around the circle and have each person share something about their loved one
- ❖ Remind them as they feel different emotions to practice skills learned over the last two weeks

# MEMORY DISCUSSION

## ❖ Ask...

1. What is difficult about sharing memories?
2. What is easy about sharing memories?
3. Do you keep yourself from sharing memories at times?

# MEMORY DISCUSSION

## ❖ Explain...

- ❖ One grief professional described grieving as a process of moving from “loving others in their presence” to “loving them in their absence”. This growth allows us to reserve a tender place in the heart where we can treasure the ongoing contact with our memories.

# MEMORY STICKS

- ❖ Facilitator explains: Although it may be difficult to recount memories of our loved one, it is through these memories that they live on, and become a part of us and our children.
- ❖ Pass the container with the “memory sticks” in it to the first person and have them select a stick from the container, and read and answer the question, telling about their person. When finished, they set their stick on the table, rather than putting it back into the container.

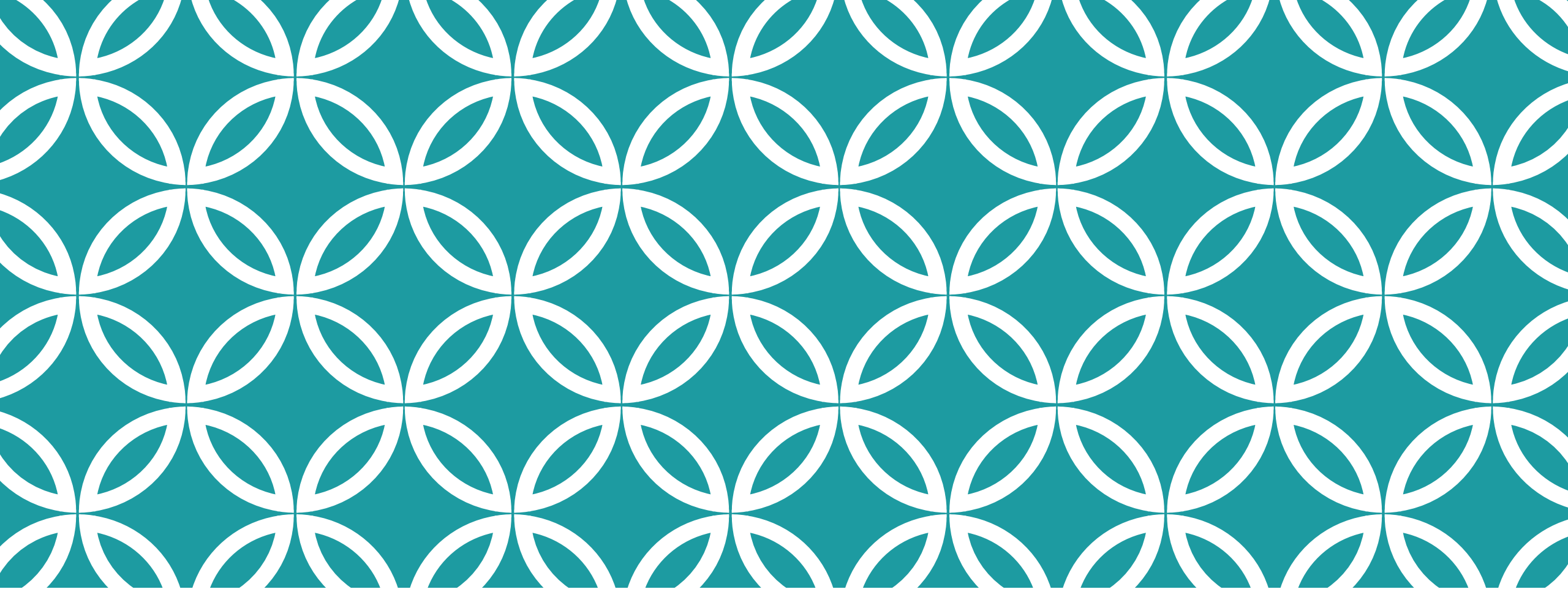
# MEMORY STICKS

- ❖ That person then passes the container to the person next to them who can choose to answer the previous question or select a new stick from the container.
- ❖ Each person taking a turn can choose one of the previous questions or a new one from the container.

# CLOSING: GROUP HUG

- ❖ Ask “Are there any ingredients from tonight you would add to your grief soup?”
- ❖ End the evening with a group hug. Facilitator chose one individual to chose the foot to put into the middle. If someone does not want to be in the hug that is okay!





# SESSION 7 | Change

# FACILITATOR: OPENING

- ❖ One facilitator introduces self and tells why they're here (“My name is and I'm here because my died \_\_\_\_\_. Tonight I'm feeling \_\_\_\_\_.”)
- ❖ **ASK:** On a scale of 1-10, what day was your highest grief rating this week? What would you rate yourself today?
- ❖ The group members take turns sharing the opening around the circle.
- ❖ The facilitator explains that the children's groups have the same opening.



# GROUP RULES

- #1 Listen to each other.
- #2 Take turns speaking.
- #3 What we share is confidential.
- #4 Respect each other.
- #5 "I pass" rule.



# FACILITATOR: GROUP RULES

## ❖ Explain...

- ❖ That the children's groups have the same rules.
- ❖ The word "confidential" is explained to the children in a way that allows and encourages them to share with their parents whatever the facilitators or they themselves say in group. What they can't do is talk about what the other kids say.

# FACILITATOR: CHILDREN'S ACTIVITIES TONIGHT:

## Child 1 & Child 2:

- ❖ The book "The Very Hungry Caterpillar" will be read (present book cover and read script in the back)
- ❖ Game: Twister
- ❖ Game: Jump the River. This game opens up the discussion of change.

## Child 3

- ❖ Opening Game: Midline Tests.
- ❖ Discussion over change by doing the "Past, Present, Future" activity.
- ❖ Game: Twister.

## Teen 1 & Teen 2

- ❖ Opening Game: Midline Tests.
- ❖ Discussion: Change.
- ❖ Activity: What Has Changed in Your Life?
- ❖ Activity: Change Cards.
- ❖ Art Activity: Past, Present, and Future.

# CHANGE

## ❖ Explain...

- ❖ Change is a part of life. Nature teaches us that change is to be expected, that it is natural. But change is not always welcomed, and it is not always easy to deal with. To experience change is to experience loss.
- ❖ Facilitator distributes the “Change” sheets to group members, telling them to list the changes they have experienced in each section: 1) Self, 2) Family, 3) Friends or Co-workers, and 4) Other.
- ❖ When completed, go around the table so that each participant can share the changes they have experienced.

# CHANGE DISCUSSION

❖ Ask...

1. Where do the majority of changes seem to be occurring for you? Self? Family? Friends or co-Workers? Other?

2. What changes do you think are the most difficult or painful for you?

3. Are there changes that seem to be common to many of us, that most of us share?

4. Are there changes that surprise you or that you never would have expected?

# CHANGE DISCUSSION

## ❖ Explain...

❖ Change can also produce a gain or something positive. However, when you are grieving a death, it can be difficult to see that you have gained anything for a long while.

## ❖ Ask...

❖ Has anyone noticed a good or positive change, or a change that you feel that you have grown or gained something from?



# 4 TASKS OF MOURNING

## ❖ Explain...

- ❖ Kübler-Ross introduced the 5 Stages of Grief, and for that time period it was important and ground breaking
- ❖ We are not discounting her work, but like most things as we research and study topics we learn more about them.
- ❖ William Worden created the “4 Tasks of Mourning”

# 4 TASKS OF MOURNING

## ❖ Explain...

- 1. Accept the Reality of the Loss**
- 2. To Work Through the Pain of Grief**
- 3. To Adjust to an Environment Where the Deceased is Missing**
- 4. To Find an Enduring Connection with the Deceased while Embarking on a New Life**

# 4 TASKS OF MOURNING

## ❖ Explain...

- 1. That everyone in the group has most likely accepted the fact that their loved one has died or they would not be here**
- 2. Finding individualized ways to process grief, but working through it does not mean avoiding or hiding from it**

# 4 TASKS OF MOURNING

## ❖ Explain...

**3. We are becoming familiar with our new reality; having a new financial situation, new home or school**

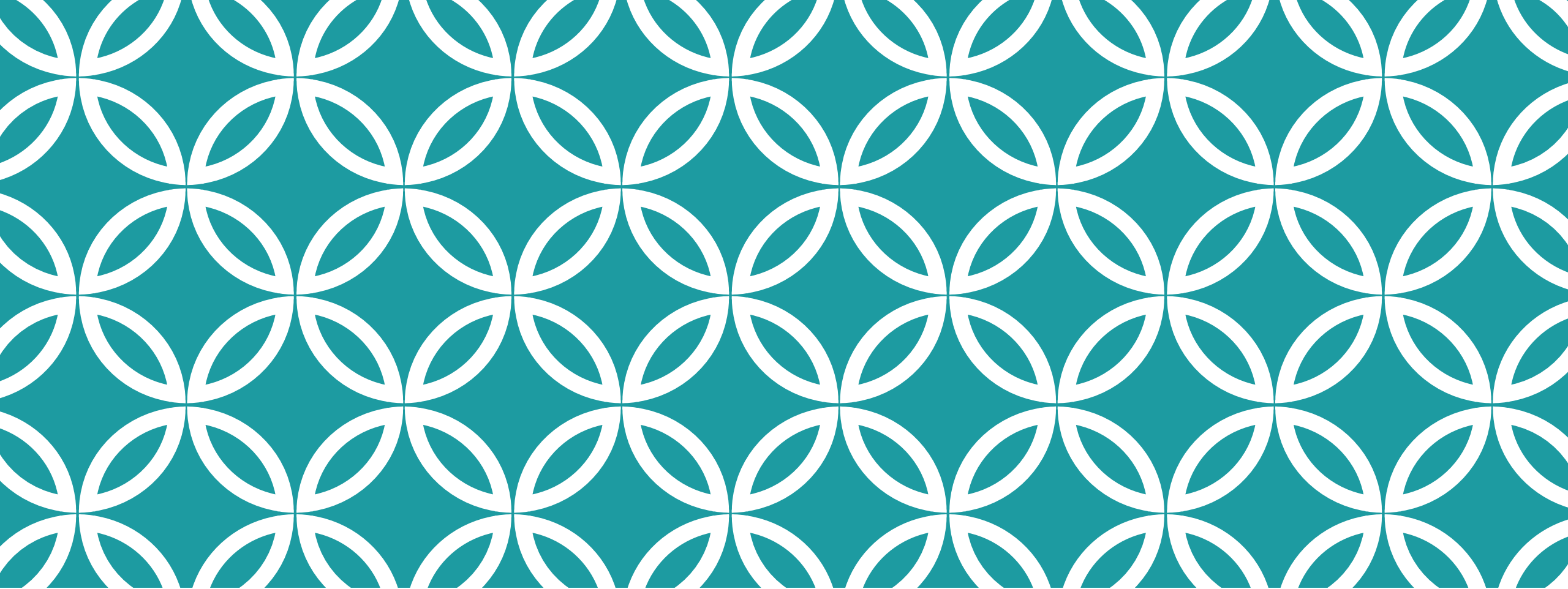
**4. We are finding ways to stay connected to our loved one but still moving forward – this could look like dating, or having a new mentor.**

## ❖ Ask...

**1. What task do they feel like they are currently in?**

# CLOSING: GROUP HUG

- ❖ Ask “Are there any ingredients from tonight you would add to your grief soup?”
- ❖ End the evening with a group hug. Facilitator chose one individual to chose the foot to put into the middle. If someone does not want to be in the hug that is okay!



# SESSION 8

Worries &  
Regrets

# FACILITATOR: OPENING

- ❖ One facilitator introduces self and tells why they're here ("My name is and I'm here because my died \_\_\_\_\_. Tonight I'm feeling \_\_\_\_\_.")
- ❖ **ASK:** On a scale of 1-10, what day was your highest grief rating this week? What would you rate yourself today?
- ❖ The group members take turns sharing the opening around the circle.
- ❖ The facilitator explains that the children's groups have the same opening.



# GROUP RULES

**#1 Listen to each other.**

**#2 Take turns speaking.**

**#3 What we share is confidential.**

**#4 Respect each other.**

**#5 "I pass" rule.**





# FACILITATOR: GROUP RULES

## ❖ Explain...

- ❖ That the children's groups have the same rules.
- ❖ The word "confidential" is explained to the children in a way that allows and encourages them to share with their parents whatever the facilitators or they themselves say in group. What they can't do is talk about what the other kids say.

# FACILITATOR: CHILDREN'S ACTIVITIES TONIGHT:

## Child 1 & Child 2:

- ❖ The book "How to Get Rid of Bad Dreams" will be read (present the book cover and read the script on the back).
- ❖ The book "The Yellow Balloon" will be read (present the book cover and read the script on the back).
- ❖ Discussion: Worries.
- ❖ Activity: Dreamcatchers.

## Child 3

- ❖ The book "I Know I Made It Happen" will be read (present the book cover and read the script on the back).

- ❖ Activity: Worry Cloud.

## Teen 1 & Teen 2

- ❖ Discussion: Worries.
- ❖ Activity: Worry Cloud.
- ❖ Activity: I Wish I Had, I Wish I Hadn't.
- ❖ Poem: Who Am I?

# FEAR AND WORRY

## ❖ Facilitator states:

- ❖ Fear has many faces, and is a common part of grief. Most people who've experienced grief have felt afraid of something at some time.
  - ❖ Sometimes we don't identify this feeling as "fear", but as a "worry".
  - ❖ There can be many fears/worries surrounding a death or during the process of grieving.
- ❖ Facilitator asks participants to think for a moment about worries or fears and then asks, **“What are some worries or fears you've experienced since your loved one's death?”**
- ❖ The other facilitator writes their responses on one of the poster boards (or butcher paper on the wall). Generate as many responses from the group as possible. Don't rush through this activity.
- ❖ Discuss similarities and differences.

# FEAR AND WORRY

## ❖ **Explain...**

❖ That worries and fears bring anxiety and stress upon us and can result in a variety of physical symptoms.

## ❖ **ASK...**

1. Are there physical symptoms you experience when you have these worries?

2. What are they?

❖ Facilitator writes their responses on the other poster board, or butcher paper.

❖ **Discuss** similarities and differences

# CIRCLE OF CONTROL

- ❖ Facilitator passes out the sheet with the circle on it.
- ❖ Have group members write the worries that they have control over inside the circle. The worries over which they have no control should be written outside the circle.
- ❖ **ASK...**
  1. How was this activity?
  2. Were you able to find that some of your worries were truly outside of your control?

# CIRCLE OF CONTROL

## ❖ Explain...

- ❖ Worries and fears bring anxiety and stress upon us and can result in a variety of physical symptoms. Constant worry over things that we have no control over increases the likelihood of poor health - mental as well as physical. Consider trying to let go of worries over which you have no control.
- ❖ Remember that many of the coping behaviors we discussed in our earlier session can be helpful in reducing our stress and worry.

# DISCUSSION OF REGRET AND FORGIVENESS

## ❖ Explain...

❖ Regrets and feelings of guilt often go along with grief. Death is final. You can't go back and apologize for that last disagreement. The "I'm sorry" remains unspoken. You can't say "I love you" one last time. The good times are no longer a part of our lives. Sometimes it's harder to talk about regrets and guilt feelings than it is to talk about our anger.

# DISCUSSION OF REGRET AND FORGIVENESS

## ❖ Say...

- ❖ I've heard of bereaved people who had harsh words with their loved one before they died, and others who felt guilty about things that were way beyond their control. Others had survivors' guilt, feeling bad that they are still alive.
- ❖ The last moments or negative times do not define or label the relationship. What were some of the good?

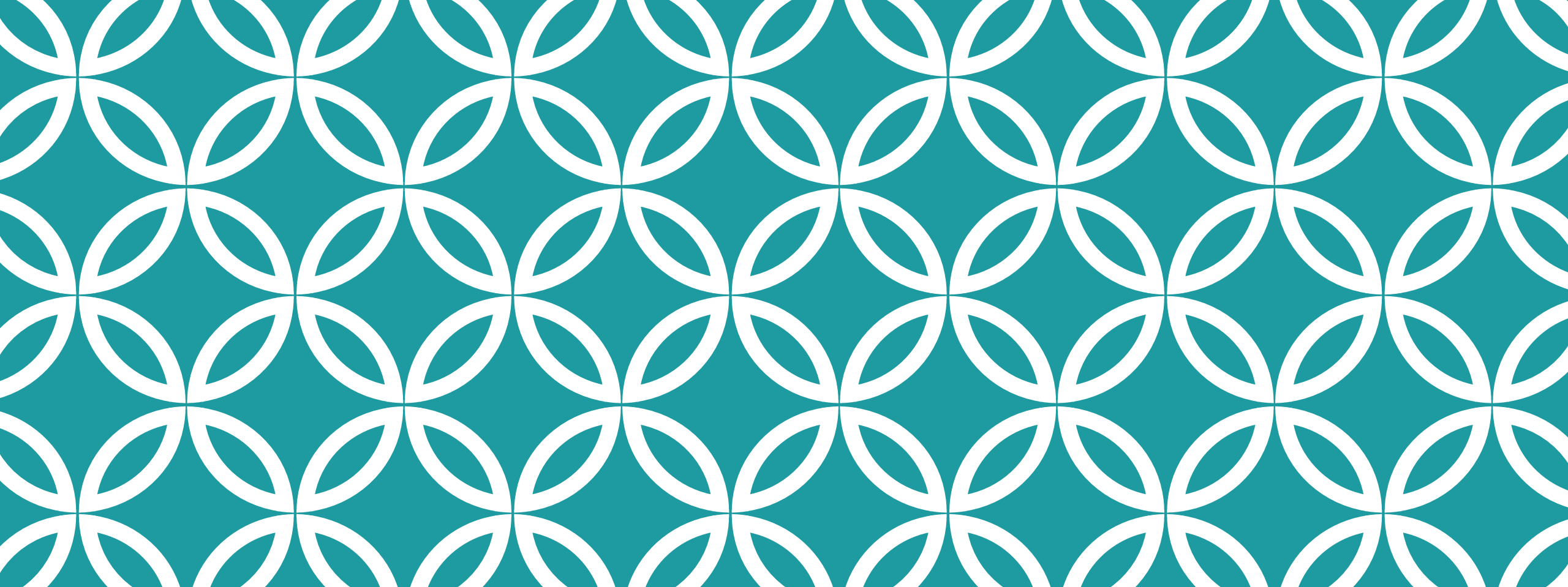


# STRESS REDUCERS HANDOUT

- ❖ Distribute handout *Stress Reducers*
- ❖ If time permits: **Explain...**
- ❖ That not all suggestions work for all people. The goal is to pick a few that appeal to you and try them over time. If it helps, stick with it!
- ❖ Have participants check those stress reducers that they have tried or would like to try.

# CLOSING: GROUP HUG

- ❖ Ask “Are there any ingredients from tonight you would add to your grief soup?”
- ❖ End the evening with a group hug. Facilitator chose one individual to chose the foot to put into the middle. If someone does not want to be in the hug that is okay!



# SESSION 9

Support &  
Selfcare

# FACILITATOR: OPENING

- ❖ One facilitator introduces self and tells why they're here (“My name is and I'm here because my died \_\_\_\_\_. Tonight I'm feeling \_\_\_\_\_.”)
- ❖ **ASK:** On a scale of 1-10, what day was your highest grief rating this week? What would you rate yourself today?
- ❖ The group members take turns sharing the opening around the circle.
- ❖ The facilitator explains that the children's groups have the same opening.



# GROUP RULES

- #1 Listen to each other.
- #2 Take turns speaking.
- #3 What we share is confidential.
- #4 Respect each other.
- #5 "I pass" rule.



# FACILITATOR: GROUP RULES

## ❖ Explain...

- ❖ That the children's groups have the same rules.
- ❖ The word "confidential" is explained to the children in a way that allows and encourages them to share with their parents whatever the facilitators or they themselves say in group. What they can't do is talk about what the other kids say.

# FACILITATOR: CHILDREN'S ACTIVITIES TONIGHT:

## Child 1 & Child 2:

- ❖ Activity: Self Behavior Chart
- ❖ Activity: Self Care Cards
- ❖ Child 2 will have an additional activity; Support Flower.

## Child 3

- ❖ Opening Game: Code Names.
- ❖ Discussion on Self Care.
- ❖ Activity: What I Wish My Children Knew About Me

## Teen 1 & Teen 2

- ❖ Opening Game: Code Names.
- ❖ Activity: Support Wheel.
- ❖ Discussion: Reduce Vulnerability: PLEASE (demonstrate handout to parents)
- ❖ Discussion: Coping
- ❖ Activity: What I Wish My Children Knew About Me

# SELF-CARE

- ❖ Handout *Self-Care Mandela*

- ❖ **Ask...**

- ❖ Do you all know what self-care is?

- ❖ If some say no explain self-care

- ❖ Have them discuss some activities on the mandala they might already do or what to try doing

- ❖ **Explain...**

- ❖ It's important that you remember to:

- ❖ Accept your feelings. They are part of your grief.



# SELF-CARE

## ❖ Explain...

- ❖ You may not be grieving like those around you. Your journey is unique to you; everyone grieves differently.
  - ❖ Allow yourself to grieve your own way.
  - ❖ Allow yourself to accept the caring expressions from others.
  - ❖ Take days and things one at a time.
  - ❖ Give yourself a pat on the back for the things you do well, but don't try to be perfect.
- 
- ❖ Remind them: We are learning to “swim” in the waves one week at a time, this is not a sprint

# SUPPORT

- ❖ Watch Brene Brown Video

- ❖ Ask...

1. Do we know people like the goat?

2. Who are the friends and family that will climb down in the hole with you?

- ❖ Remind them of Grandy's friend in Tear Soup

# SUPPORT WHEEL

- ❖ Information from *Teens Together Grief Support Group Curriculum*, Linda Lehmann
- ❖ Handout *Support Wheel*
- ❖ **Explain...**
- ❖ Just as a wheel needs all of its spokes in order to roll, so do we need people in our lives for each one of the spokes on our support wheel. Take a few minutes to fill out the support wheel and fill in each spoke with the names of people who can give you that kind of support.

# SUPPORT WHEEL

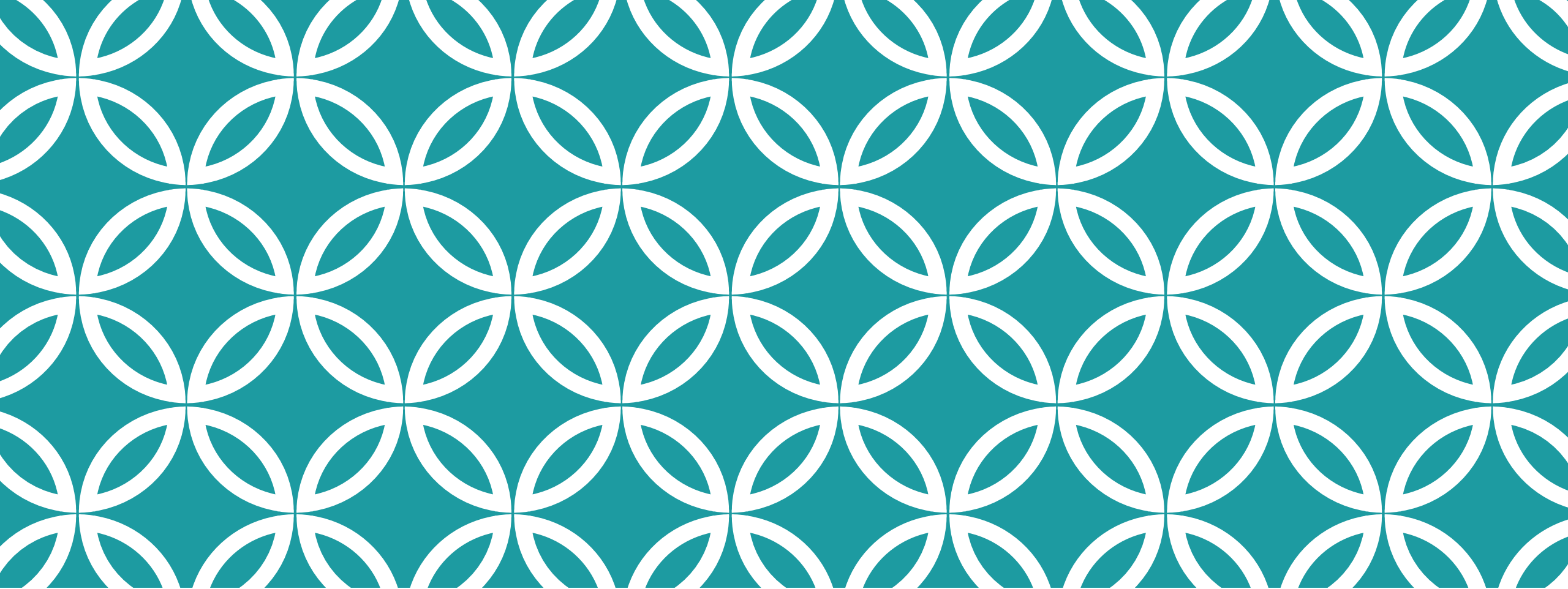
❖ When finished **ASK...**

1. Are there any spokes that don't have names on them?
2. If so, can you think of someone who might give you that kind of support?
3. Are there only one or two people named on the support wheel? (Maybe you're depending on one person too much.)

❖ **Remind** them that each one of these kinds of support is important to them as they grieve the loss of their loved one.

# CLOSING: GROUP HUG

- ❖ Ask “Are there any ingredients from tonight you would add to your grief soup?”
- ❖ End the evening with a group hug. Facilitator chose one individual to chose the foot to put into the middle. If someone does not want to be in the hug that is okay!



# SESSION 10 | Reflection

# FACILITATOR: OPENING

- ❖ One facilitator introduces self and tells why they're here ("My name is and I'm here because my died \_\_\_\_\_. Tonight I'm feeling \_\_\_\_\_.")
- ❖ **ASK:** On a scale of 1-10, what day was your highest grief rating this week? What would you rate yourself today?
- ❖ The group members take turns sharing the opening around the circle.
- ❖ The facilitator explains that the children's groups have the same opening.



# GROUP RULES

**#1 Listen to each other.**

**#2 Take turns speaking.**

**#3 What we share is  
confidential.**

**#4 Respect each other.**

**#5 "I pass" rule.**





# FACILITATOR: GROUP RULES

## ❖ Explain...

- ❖ That the children's groups have the same rules.
- ❖ The word "confidential" is explained to the children in a way that allows and encourages them to share with their parents whatever the facilitators or they themselves say in group. What they can't do is talk about what the other kids say.

# FACILITATOR: CHILDREN'S ACTIVITIES TONIGHT:

Child 1, Child 2, Child 3, Teen 1, & Teen 2

- ❖ Reviewing/reflecting on the past weeks in group.
- ❖ Teen 1 & 2 will do one activity: *My Most Purposeful Year*.

# SURVEYS

## ❖ Explain...

1. That we will take a few minutes to complete a survey on their experience here at Calm Waters;

2. These surveys are essential for Calm Waters to know how we are doing, what we can do better, and to provide data so that we continue to offer our services for free.

❖ Have EACH parent fill out one Parent Survey for him/herself, AND then fill out a separate Child Survey for EACH of their children attending Calm Waters.

# SURVEYS

## ❖ Explain...

- ❖ All surveys are anonymous and will be compiled in group statistics only. Do not put your name on the surveys. Once you have filled it out, you may pull the post-it note with your name off of it.

# REFLECTION DISCUSSION

- ❖ **Facilitators will lead** a reflection discussion on the adults' time here.
- ❖ To begin, **facilitator thanks** group members for their willingness and courage to share their grief journey with others, and their help when we faced struggles during the last several months.

# REFLECTION DISCUSSION

❖ Let's review many of the topics that we covered in our weeks together:

❖ **ASK...**

1. what does your own grief soup look like?

Telling our stories

Changes

Exploring death

Worries

Memories

Regrets

Feelings and Anger

Support

# REFLECTION DISCUSSION

## ❖ ASK...

1. What will you take from this support group?
2. Tell us about your experience here at Calm Waters.
3. What have you enjoyed about being a part of this group?
4. What have you learned about yourself since being in the group?

# REFLECTION DISCUSSION

## ❖ ASK...

5. Who will you go to share your grief with when the group ends?

6. What is something that another member in the group helped you with?

7. What information have you learned/gained in regards to supporting your children through the grief process?



# REFLECTION DISCUSSION

## ❖ **Say...**

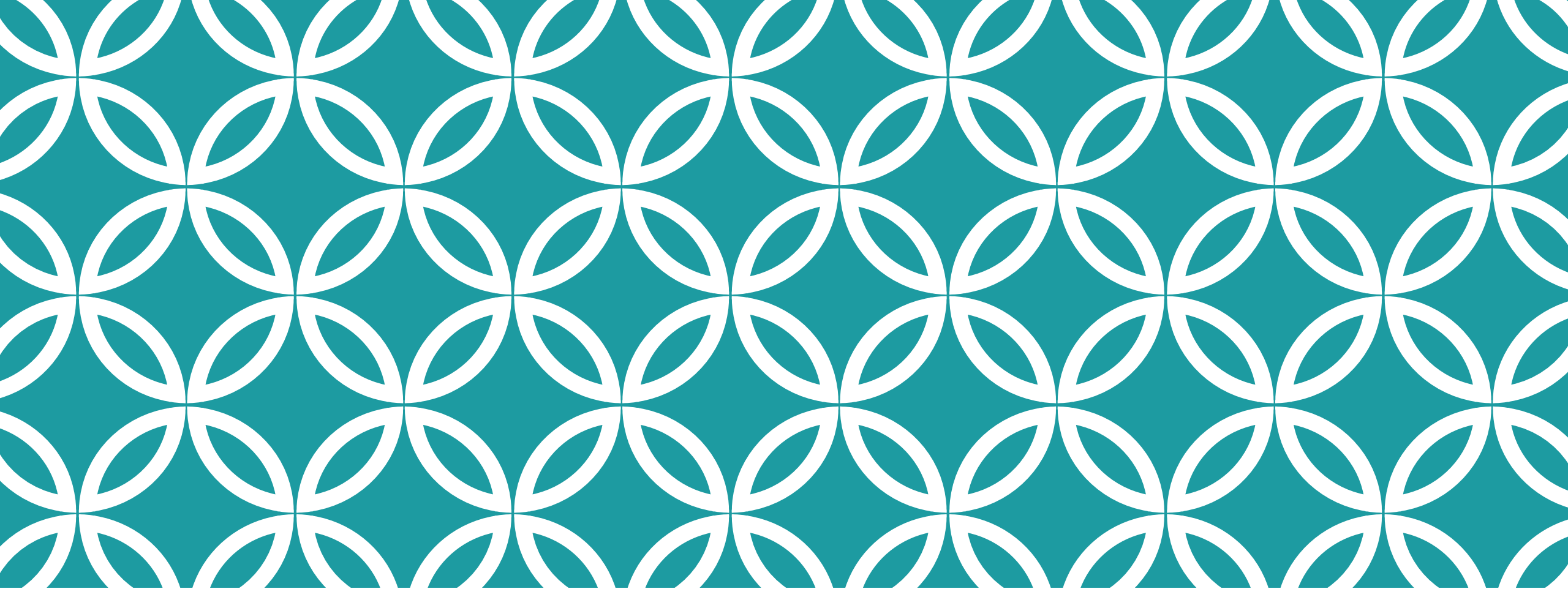
❖ We've had a chance to really get to know each other. We've shared our struggles and learned that we have some things in common.

## ❖ **ASK...**

1. Are there any words of encouragement that any of you would like to tell the other group members before we end?

# CLOSING: GROUP HUG

- ❖ Ask “Are there any ingredients from tonight you would add to your grief soup?”
- ❖ End the evening with a group hug. Facilitator chose one individual to chose the foot to put into the middle. If someone does not want to be in the hug that is okay!



# SESSION 11 | Interviews

# FACILITATOR: OPENING

- ❖ One facilitator introduces self and tells why they're here ("My name is and I'm here because my died \_\_\_\_\_. Tonight I'm feeling \_\_\_\_\_.")
- ❖ **ASK:** On a scale of 1-10, what day was your highest grief rating this week? What would you rate yourself today?
- ❖ The group members take turns sharing the opening around the circle.
- ❖ The facilitator explains that the children's groups have the same opening.



# GROUP RULES

**#1 Listen to each other.**

**#2 Take turns speaking.**

**#3 What we share is confidential.**

**#4 Respect each other.**

**#5 "I pass" rule.**



# FACILITATOR: GROUP RULES

## ❖ Explain...

- ❖ That the children's groups have the same rules.
- ❖ The word "confidential" is explained to the children in a way that allows and encourages them to share with their parents whatever the facilitators or they themselves say in group. What they can't do is talk about what the other kids say.

# FACILITATOR: CHILDREN'S ACTIVITIES TONIGHT:

Get from Misty

Child 1 & Child 2

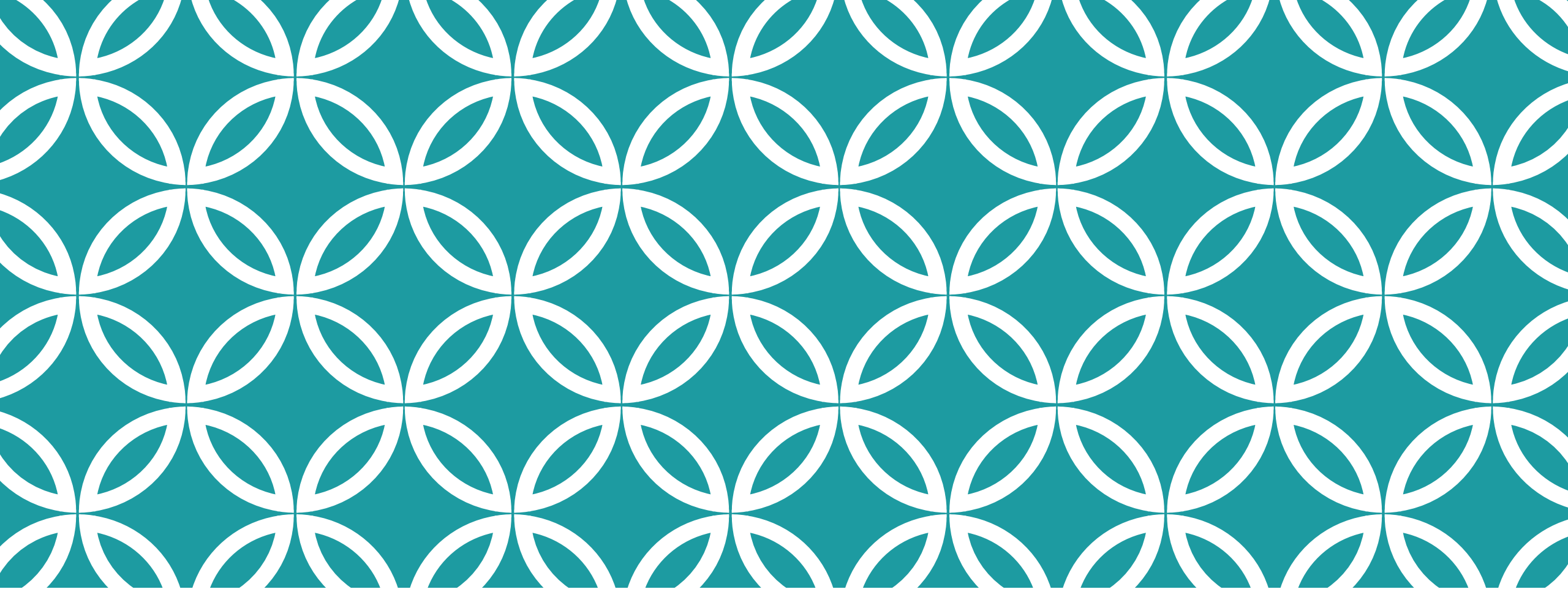
Child 3

Teen 1 & Teen 2

# CLOSING: GROUP HUG

- ❖ Ask “Are there any ingredients from tonight you would add to your grief soup?”
- ❖ End the evening with a group hug. Facilitator chose one individual to chose the foot to put into the middle. If someone does not want to be in the hug that is okay!





# SESSION 12 | Closing

# FACILITATOR: OPENING

- ❖ One facilitator introduces self and tells why they're here (“My name is and I'm here because my died \_\_\_\_\_. Tonight I'm feeling \_\_\_\_\_.”)
- ❖ **ASK:** On a scale of 1-10, what day was your highest grief rating this week? What would you rate yourself today?
- ❖ The group members take turns sharing the opening around the circle.
- ❖ The facilitator explains that the children's groups have the same opening.



# GROUP RULES

- #1 Listen to each other.
- #2 Take turns speaking.
- #3 What we share is confidential.
- #4 Respect each other.
- #5 "I pass" rule.



# FACILITATOR: GROUP RULES

## ❖ Explain...

- ❖ That the children's groups have the same rules.
- ❖ The word "confidential" is explained to the children in a way that allows and encourages them to share with their parents whatever the facilitators or they themselves say in group. What they can't do is talk about what the other kids say.

# FACILITATOR: CHILDREN'S ACTIVITIES TONIGHT:

Get from Misty

Child 1 & Child 2

Child 3

Teen 1 & Teen 2

# CLOSING: GROUP HUG

- ❖ Ask “Are there any ingredients from tonight you would add to your grief soup?”
- ❖ End the evening with a group hug. Facilitator chose one individual to chose the foot to put into the middle. If someone does not want to be in the hug that is okay!