

Grief Measure Game

Age Level: Secondary (6th -12th grade)

Time: 60 min

Materials:

Grief Measure Sheet

Agree/Disagree/Not Sure Cards

Target Objective: Decreasing isolation

Goal: This grief measure helps students to see commonalities and differences on how grief impacts their life.

Description of Activity:

1. Facilitator will read off questions to the group.
2. Students will reply non-verbally by raising their “agree,” “disagree,” or “not sure” card.
3. Reflect on the varying answers for each measure.

Discussion Questions:

1. Ask group if they want to share about their card choice after each statement. Example: “I see some of you have agree up and some of you have disagree, I am wondering if anyone would like to share why they chose agree or disagree for this statement?”

Closing: A closing should summarize major themes that highlighted vast differences within the group along with the themes that connected the group. Facilitator will close by normalizing and talking about how grief is unique to everyone and how it is not beneficial to compare your grief with others.

Grief Measure Game

1. I understand what the word grief means
2. I feel sad most of the time
3. I feel so tired since the death
4. I am easily frustrated lately
5. I have a hard time concentrating
6. I want to be alone
7. It's ok to cry
8. I have identified healthy ways to cope
9. School is hard for me since the death
10. I enjoy being around my friends
11. I worry about how my family members are doing
12. I feel ok, even happy, but worry that it is wrong
13. My friends don't understand what I am going through
14. I have a difficult time sleeping
15. My grades have changed since my person died
16. I've seen a real body
17. I have questions about the death
18. I am worried that I might die or that some else in my life will die
19. I have guilt/regrets around my person who died
20. I participated in a funeral or memorial service

Stuck In My Feelings

Age Level: Secondary (6th -12th grade)

Time: 60 min

Materials:

Sticky Notes

Pens

Markers

Target Objective: Grief Psycho-education

Goal: Help students identify feelings/emotions related to their experience. This intervention also decreases isolation by students sharing common feelings.

Description of Activity:

1. Pair students in dyads
2. Provide each grouping an assortment of sticky notes and something to write with
3. Ask each pair to take 3-5 mins to identify feelings/emotions that they have experienced since their person has died
4. As they talk it out with each other, they will write down one feeling per sticky note
5. If they share the same feeling/emotion they still only write it once on a sticky note
6. After all the groups have finished, each dyad will post their sticky notes on the wall and share with the group what feelings/emotions they came up with as a group
7. Each group will follow this step until every group has shared

Discussion Questions:

1. Ask the group to talk about feelings/emotions that were mentioned that surprised them
2. Ask the group if they think all of the emotions listed are healthy and ok to have
3. Talk with the group about who they share these feelings/emotions with
4. Have certain feelings/emotions ever concerned you?
5. Are there times when they are the heaviest?

Closing: A closing should summarize that all feelings/emotions are valid and ok to have. The facilitator can also weave in that heavy feelings/emotions should have healthy outlets.



Body Survey

Age Level: Secondary (6th -12th grade)

Time: 60 min

Materials:

Body Surveys (x15)

Markers

Pencils

Pens

Target Objective: Grief Psycho-education

Goal: To allow students to identify where grief can present in their body.

Description of Activity:

1. Provide each student with a body survey handout
2. Facilitator reads body survey to students while students follow along rating their experience
3. Facilitate students sharing their body outline responses (each student shares their top three grief-impacted areas) with the group

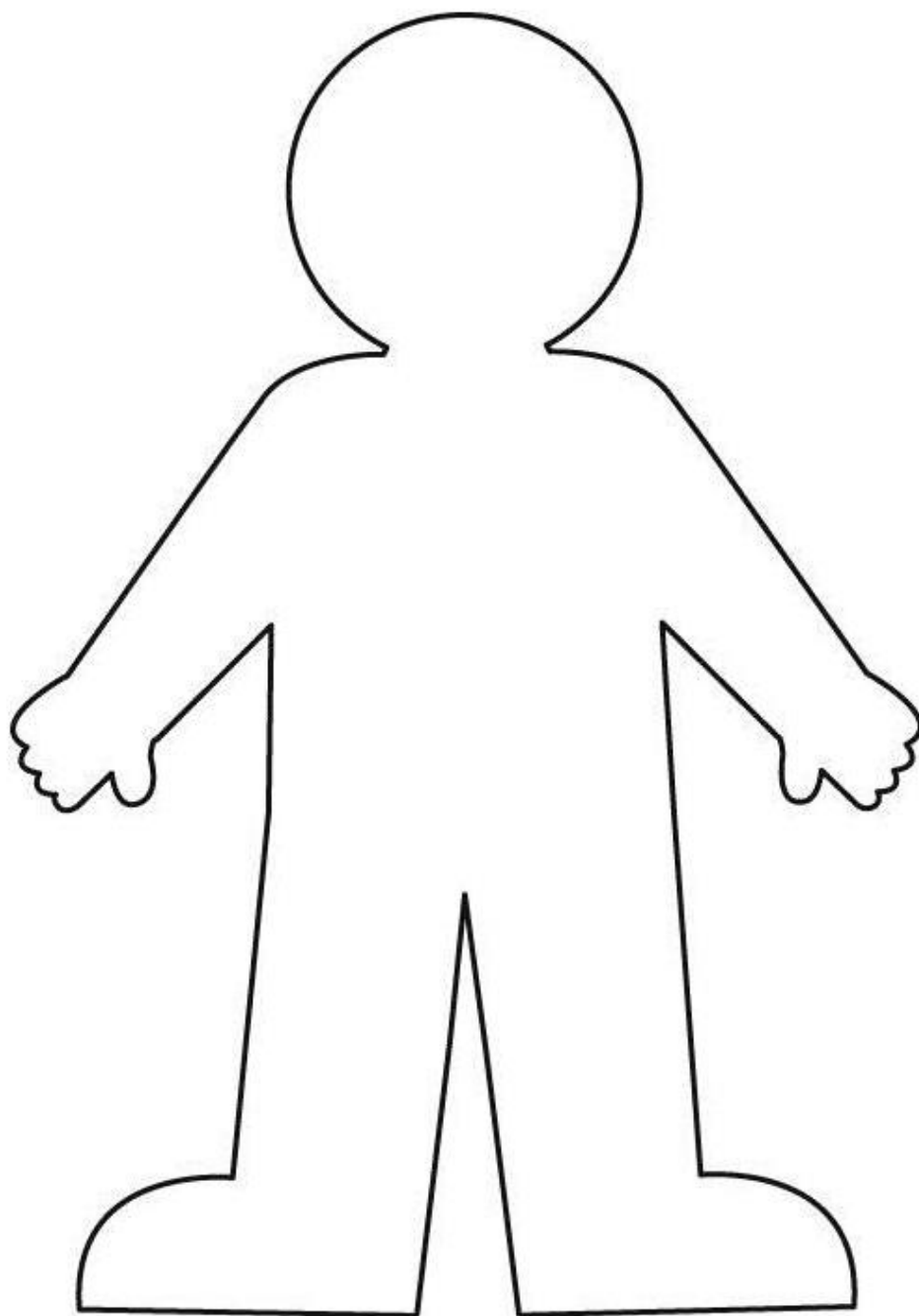
Discussion Questions:

1. Discuss with the group how grief presents physically in the body
2. Discuss if any symptoms are more intense in measure (for example, if the intensity has changed as more time has passed)
3. Discuss with the group any symptoms that were not included in the survey
4. Discuss ways to cope when grief manifests in the body

Closing: A closing should summarize the most common places in the body where grief presents itself and ways to cope with physical manifestations.

	Never Sometimes Always				
1. My body feels weak.	1	2	3	4	5
2. My body feels numb.	1	2	3	4	5
3. My head aches.	1	2	3	4	5
4. My head feels dizzy.	1	2	3	4	5
5. My throat feels blocked.	1	2	3	4	5
6. My shoulders feel tight/tense.	1	2	3	4	5
7. My chest feels tight/tense.	1	2	3	4	5
8. My chest feels heavy/weighted.	1	2	3	4	5
9. My heart feels like it beats really fast.	1	2	3	4	5
10. My stomach aches.	1	2	3	4	5
11. My stomach feels sick.	1	2	3	4	5
12. My stomach feels nervous (like I have butterflies in it).	1	2	3	4	5
13. My hands feel sweaty.	1	2	3	4	5
14. My arms feel weak.	1	2	3	4	5
15. My arms feel shaky.	1	2	3	4	5
16. My legs feel weak.	1	2	3	4	5
17. My legs feel shaky.	1	2	3	4	5

Circle the places where you feel grief in your body the most.



Coping Skills

Age Level: Primary (6th-12th grade)

Time: 60 min

Materials:

List of coping skills (x15)

Pencils

Pens

Markers

Target Objective: Coping Skills

Goal: Allow students to identify and increase the use of positive coping skills

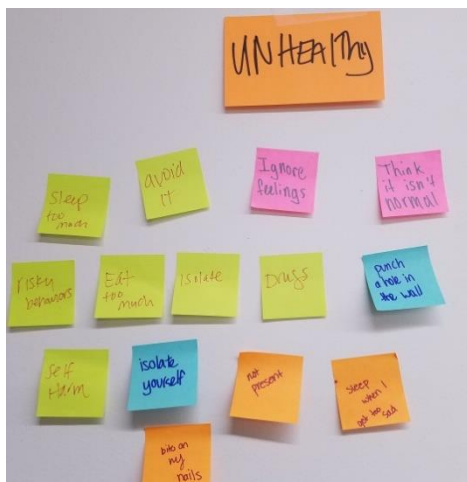
Description of Activity:

1. Post a note card that says Healthy on one wall and a note that says Unhealthy on the other wall
2. Provide each student with some sticky notes and pencils/pens/markers
3. Have each student write down as many coping skills they can think of and place their sticky notes under each category

Discussion Questions:

1. Facilitate a discussion around what students identified under each category and address any myths around unhealthy coping skills
2. Discuss new coping skills for students to try that were not identified
3. Discuss ways to replace negative coping skills with adaptive coping skills
4. Teach a simple breathing or grounding technique

Closing: A closing should summarize what coping skills are, when and how to use coping skills when grieving.





Ride a Bike
OR SKATEBOARD



ASK FOR HELP



Blow
Bubbles

Color
Paint
Draw



CREATE ART!



Listen to **MUSIC**



PLAY a
BOARD GAME

MAKE &
PLAY
WITH
SLIME



GRATITUDE
LIST
#1: My dog
#2: Trees
#3: Pizza
#4: Grandma

Practice
Gratitude



WEAVE,
KNIT OR
CROCHET

Use Kind &
Compassionate
Self-Talk



Make a
Scrapbook
OR **Collage**



PRACTICE
YOGA



Hug
or
Climb
a Tree

KICK
BOUNCE
OR THROW
a BALL



JOURNAL OR
WRITE A LETTER



Take Slow,
Mindful Breaths



Cuddle or Play
with Your Pet



Drink
Water



Smile & Laugh

EAT



Healthy

50 COPING SKILLS for kids

WHOLEHearted
SCHOOL COUNSELING



Forgive
Let Go
Move On



Use
Aromatherapy
(Small something good)



Cook
or **Bake**



Get Plenty
of **SLEEP**



TAKE A SHOWER
OR BATH



S
T
R
E
T
C
H



Go on a
Hike,
Walk or Run



Sing
and/or
Dance



SAY Positive
Affirmations

Take
**GOOD
CARE**
of the
Earth



Look At or Take
PHOTOGRAPHS



Garden or
Do Yardwork



Visualize
a Peaceful Place



Try or
Learn
Something
New



EXPLORE &
DISCOVER Nature's
Treasures



READ a Book
or Magazine



DRINK
A WARM
CUP OF TEA



USE a STRESS BALL
(OR OTHER FIDGET TOOL)



Get a
HUG



DO a PUZZLE



Cry

Clean,
Declutter
or Organize



Create
ORIGAMI



EXERCISE



Play Outside



TALK to Someone
You Trust

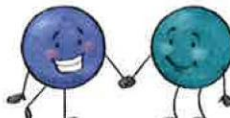


JUMP on a
Trampoline



Rest,
Take a Break, OR Nap

Do
Something **Kind**



BUILD



Something

How I Found Out

Age Level: Secondary (6th -12th grade)

Time: 60 min

Materials:

Assorted Colored Paper
Pens
Pencils
Markers

Target Objective: Sharing their story/processing

Goal: Allow students to share their story about the day they found out that their person died.

Description of Activity:

1. Provide each student with a handout.
2. Introduce the activity by inviting students to share their story. For example, saying “most people don’t get to share the full day of events that happened the day that some dies uninterrupted, this is your chance to share your story. While sharing is happening, it is important that we remember the rules. Sharing this day can be really hard to do. Your body knows that it is ok and normal if you cry, have a shaky voice, a nervous stomach, and sweaty palms. Some of you might talk very matter of fact and some of you might struggle. Let’s agree that we are going to support everyone here today as they share their story.”
3. Remind them about deep breathing.
4. Ask students to write or draw about the day they found out. Some students might just want to verbally share and not write. That is ok too.
5. Sample prompting questions for students who are struggling to start: “What happened that day?” “How did you hear about the news?” “How did it change your life?” and “How are you right now?”

Discussion Questions:

1. Ask students to share or talk about what they remember that day.
2. Thank each student for sharing.
3. Allow students to ask follow up questions to each other.
4. Validate what you heard and move to the next person to share.

Closing: A closing should start with thanking students for having the courage to share their story. Guide students in taking a deep breath. Share with students that every time they share their story another piece of them heals or helps to heal someone else. Discuss self-care and ask students to tell the group what they plan to do for self-care today.

Support Systems

Age Level: Secondary (6th -12th grade)

Time: 60 min

Materials:

Support Systems Handouts (x15)

Pens

Pencils

Markers

Target Objective: Support Systems

Goal: Help students identify who in their life is there to support them.

Description of Activity:

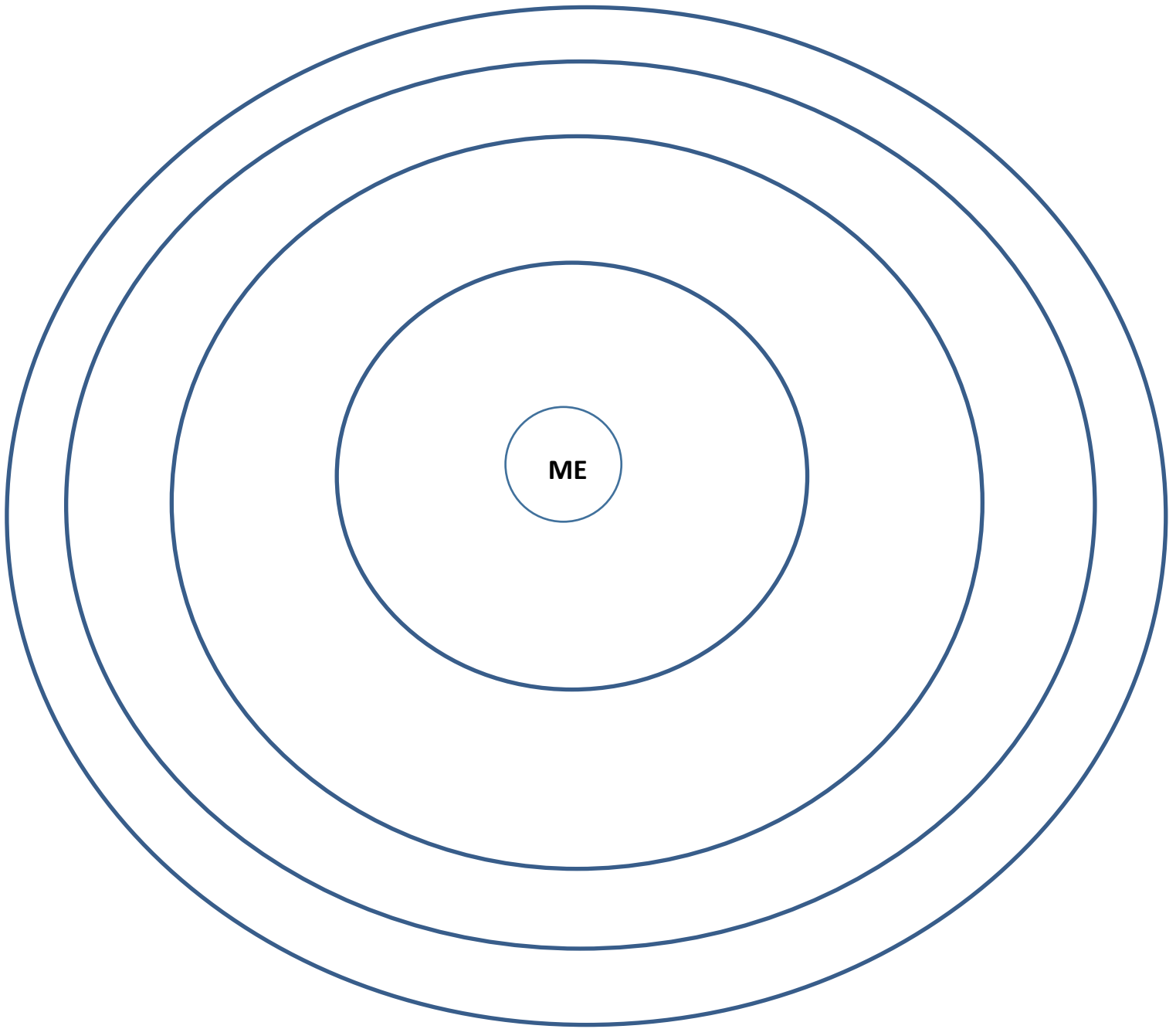
1. Provide students with the handout.
2. Ask students to write the names of people they have identified as supportive.
3. Students will use a ranking system to identify these individuals: the closer they are to the middle, the more likely they are to lean on and share their experience with those people. The further out, they are the less likely they are to lean on them for support.

Discussion Questions:

1. Tell us who is closest to you and why?
2. Share more about who is the farthest away from you and why?
3. Has anyone moved through the levels? Either getting closer to you or further away? If so, why?
4. Can you add more to the system over time? Can people drop out of your system? If so, what would make that happen?
5. Is there anyone that you wish was more supportive of you?

Closing: A closing should summarize the importance of leaning on others for support while in grief. Grief is not meant to be walked alone. It is important to identify and lean on those in your inner circle for support and comfort when you need them. It is also important to lean on those in the far out rings from time to time especially when you feel like you have exhausted your inner circle.

Support Systems



Types of Support

Family	Friends	Teachers	Counselors	Coaches
Support Groups	Online	Clubs	Faith	Pets

What's Next? Remembering and Honoring Your Loved One

Age Level: Secondary (6th-12th grade)

Time: 60 min

Materials:

List of Rituals, Anniversaries, Holiday Ideas
Assorted Colored Paper
Pens
Pencils
Markers

Target Objective: Future Planning

Goal: To help students identify ways they can continue bonds with their person. Students will be shown ways to ritualize, memorialize and plan for major milestones, holidays, and anniversaries.

Description of Activity:

1. Provide a blank piece of paper to each student.
2. Have each student write and/or draw a future event that they are looking forward to the most and one they are dreading the most.
3. Ask them to save a spot on their paper to write and/or draw a future goal they are trying to achieve.

Discussion Questions:

1. How do you honor your person who died?
2. Are there rituals that your family and friends already do?
3. How do you honor your person during the anniversary of their death?
4. Is there anything on the handout that you are willing to try?
5. Have you tried something and didn't like it?
6. Are you able to share with your family what you would like to do?
7. Do you think it will be ok to miss days of honoring? For example, maybe one year you don't do something on their birthday.
8. Talk about goals and living a life of purpose and what does that mean to them and look like?

Closing: A closing should summarize with thanking them for sharing about their goals and dreams. Talk about ways to always keep their love alive for their person through ritual. Lastly, you want to talk about what it means to have an authentic goodbye and that this group has come to an end. Close with an opportunity for gratitude and saying anything to the group that have on their mind/heart.