

○ MUSIC  city COUNSELOR

THANK YOU FOR YOUR  
PURCHASE!



Hey y'all, Laura here! I so appreciate when you please take a moment to leave a review on my resources on my TpT Store. Thanks for your support! Enjoy the resource!

♥ *laura oathout*

LET'S CONNECT!



For helpful ideas, engaging resources, and freebies, please check out my website and membership!

○ ♥ **WEBSITE:** [www.musiccitycounselor.com](http://www.musiccitycounselor.com)

♥ **MEMBERSHIP:** [www.counselorcollab.com](http://www.counselorcollab.com)



**GRADES**  
1<sup>st</sup> — 5<sup>th</sup>

# **COPING WITH** **GRIEF**

**Small Group Curriculum**



**MUSIC** city  
**COUNSELOR**

## **SAILING THROUGH LOSS**



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# BINDER SPINES



Music City Counselor

## GRIEF SMALL GROUP



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## GRIEF SMALL GROUP



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## GRIEF SMALL GROUP



# ASCA MINDSETS & BEHAVIORS

## Category 1: Mindset Standards

- **M1:** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.
- **M2:** Sense of acceptance, respect, support and inclusion for self and others in the school environment.
- **M3:** Positive attitude toward work and learning.

## Category 2: Behavior Standards

- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SMS 7:** Effective coping skills.
- **B-SMS 10:** Ability to manage transitions and adapt to change.
- **B-SS 3:** Positive relationships with adults to support success.
- **B-SS 8:** Advocacy skills for self and others and ability to assert self, when necessary.



# GENERAL DIRECTIONS:

- I recommend having 4-8 students participate in group.
- These materials are differentiated for use with 1<sup>st</sup> - 5<sup>th</sup> graders. Please choose the activities that best fit the needs and abilities of your students and the amount of time you have.
- I recommend meeting weekly for 10 weeks for 30-minute sessions.
- This group is flexible to meet the needs and developmental level of your students. You can implement all 10 sessions in the order presented. Or you may change the order of sessions, pick and choose certain sessions, or add in your own materials.
- To select students for group, use your data! Use your needs assessment data, teacher referrals, parent referrals, and school-level data (i.e. discipline referrals, progress reports, etc.).
- Give the included teacher referral form to your teachers.
- Once you have selected your students, send home the parent letter. Some districts require parent permission to participate in group and others do not. Both an English and Spanish version are included.
- Editable versions of all of the forms are included in a separate file in the zip folder.
- Hall passes, reminders, and an attendance chart are provided.
- A detailed session plan is included for each session as well as all of the instructional materials you will need. Worksheets and student activities are provided in full color and black/white.
- Each session is aligned to the ASCA Mindsets & Behaviors.
- A pretest is included in Session 2 and a posttest is included in Session 10. Use this data to show student growth and progress.
- Questions? Please contact me any time at [laura@musiccitycounselor.com](mailto:laura@musiccitycounselor.com). I'm here to help!

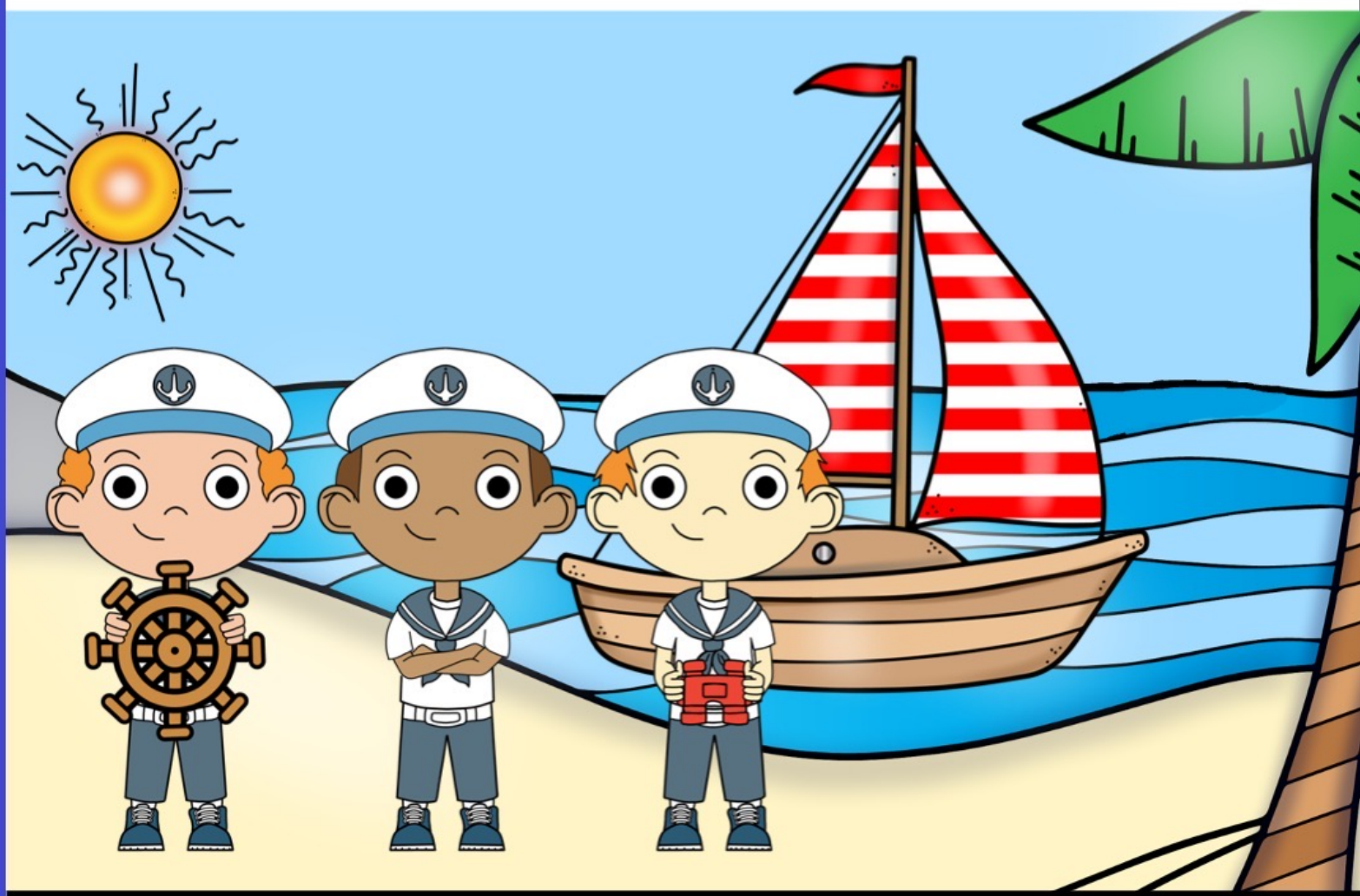


# SESSION OUTLINE:

- Session 1: Introductions & Icebreakers
  - Session 2: Understanding Grief
  - Session 3: My Grief Journey
  - Session 4: Farewell at Sea
  - Session 5: Exploring Feelings
  - Session 6: Sailing Through The Stages of Grief
  - Session 7: Grief Comes in Waves
  - Session 8: Let's Set Sail: Coping Skills
  - Session 9: My Coping Crew
  - Session 10: Group Closure & Reflection
- \*IMPORTANT NOTE:** This group is flexible. You may change the order of sessions, pick and choose certain sessions, or add in your own materials.\*

# SAILING THROUGH LOSS

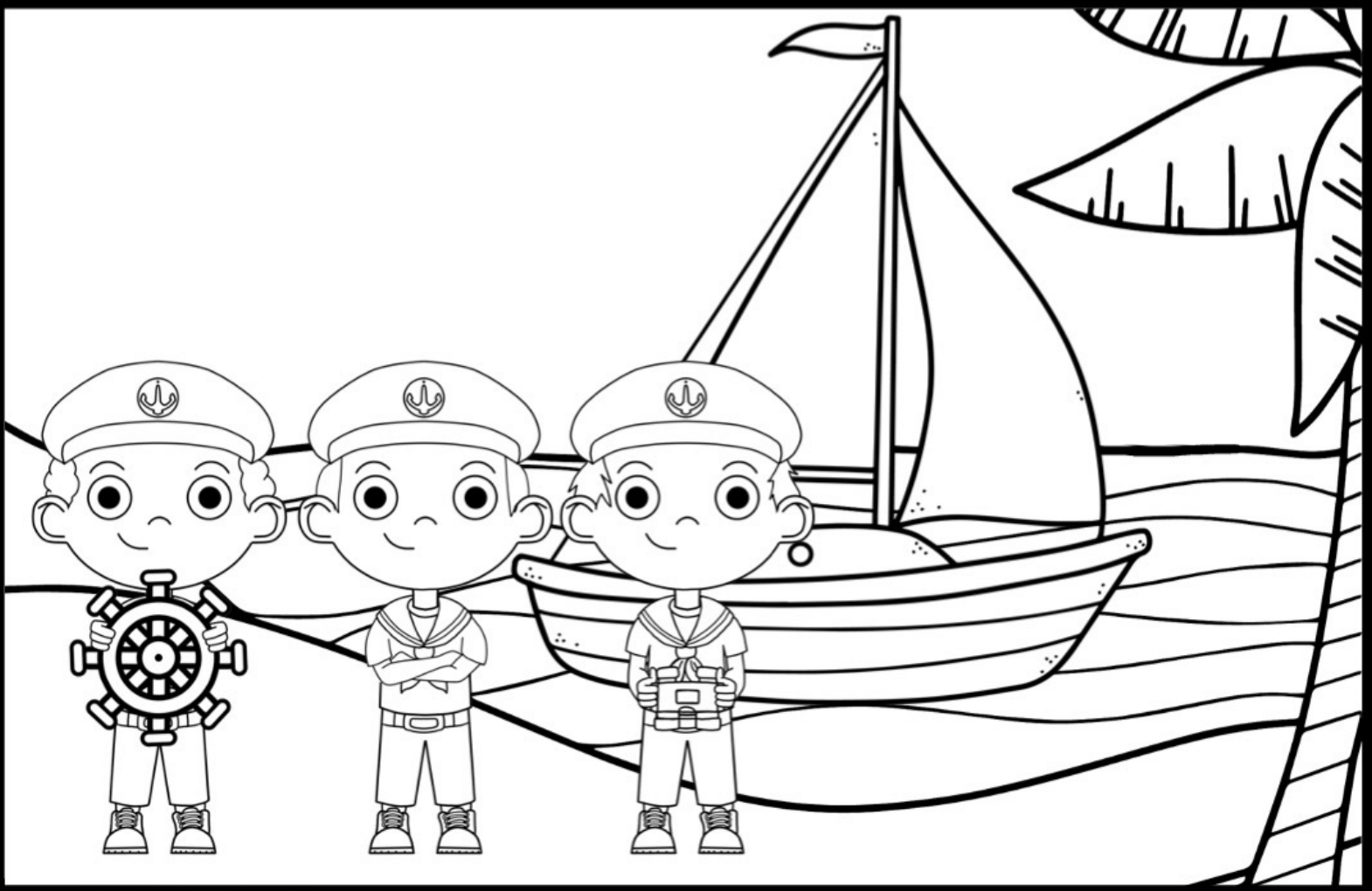
## GROUP FOLDER





# SAILING THROUGH LOSS

## GROUP FOLDER



**GROUP**

**FORMS**



# TEACHER REFERRAL

## Group Counseling

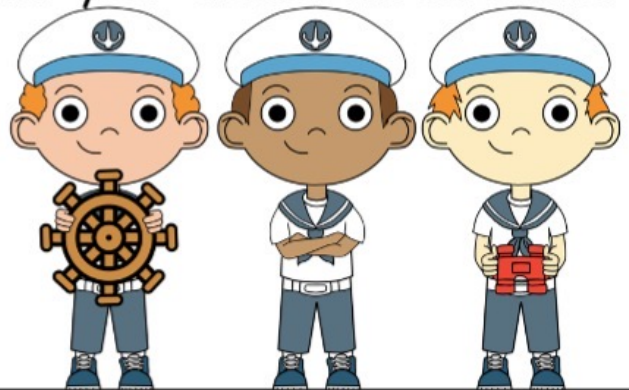
Teacher Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

I will be facilitating a small group called "Sailing Through Loss." We will focus on coping with grief and loss. We will meet once/week for 30 minutes for 10 weeks. Your referrals help me ensure that my services are needed and relevant for our students. Please fill out this form to let me know which students would be the best fit for this group, and which day/time work best for your classroom schedule.

Please contact me any time with questions or suggestions. Thank you!

— \_\_\_\_\_  
School Counselor



Student Name:	Preferred Day/Time to Meet:	Comments:

# TEACHER REFERRAL

## Group Counseling

Teacher Name: \_\_\_\_\_

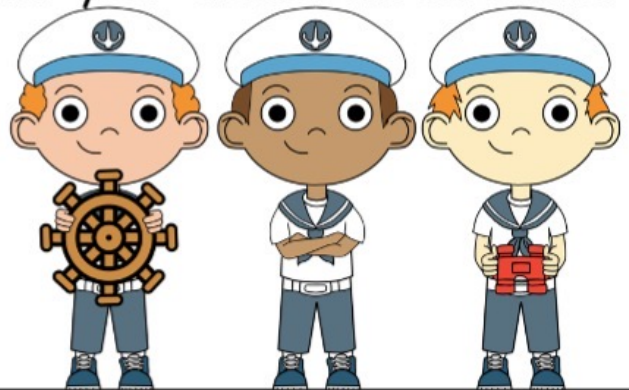
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Please contact me any time with questions or suggestions. Thank you!

— \_\_\_\_\_

School Psychologist



Student Name:	Preferred Day/Time to Meet:	Comments:



# TEACHER REFERRAL

## Group Counseling

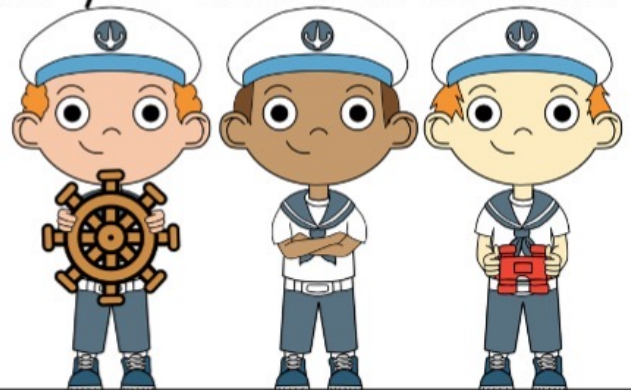
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— \_\_\_\_\_  
School Social Worker



Student Name:	Preferred Day/Time to Meet:	Comments:

# TEACHER REFERRAL Group Counseling

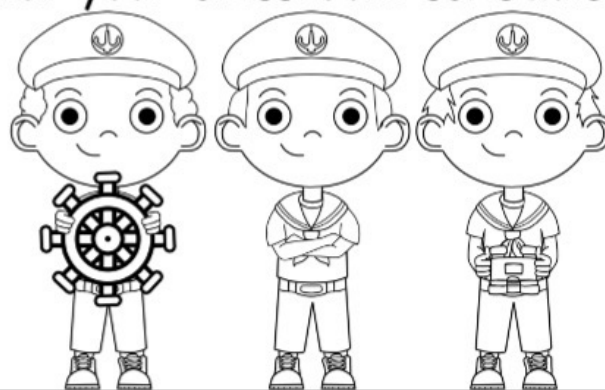
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Grade Level: \_\_\_\_\_

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— \_\_\_\_\_  
School Counselor



Student Name:	Preferred Day/Time to Meet:	Comments:



# TEACHER REFERRAL Group Counseling

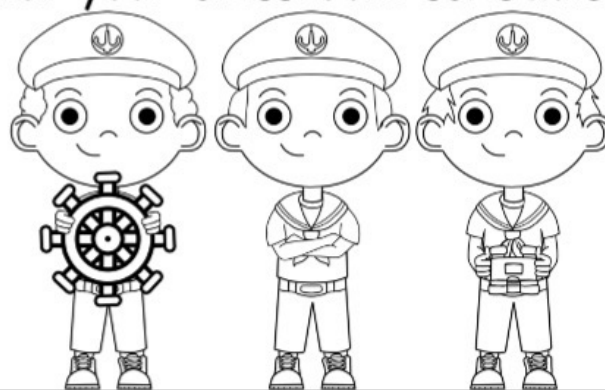
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School Social Worker



Student Name:	Preferred Day/Time to Meet:	Comments:

# TEACHER REFERRAL Group Counseling

Teacher Name: \_\_\_\_\_

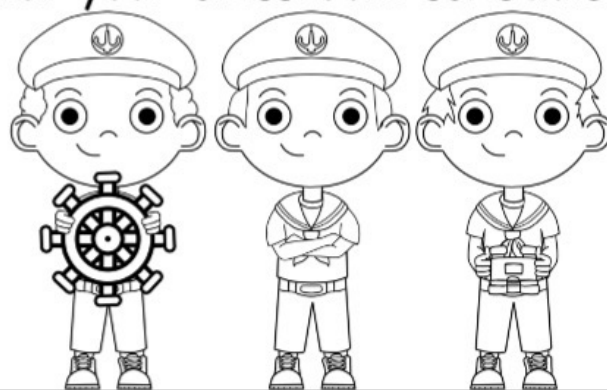
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Please contact me any time with questions or suggestions. Thank you!

— \_\_\_\_\_

School Psychologist



Student Name:	Preferred Day/Time to Meet:	Comments:



# FROM THE DESK OF THE School Counselor

Dear Caregiver, \_\_\_\_\_

Your child \_\_\_\_\_ has been referred to participate in a small group with their School Counselor called "Sailing Through Loss." This group will focus on coping with grief and loss.

Our group will meet for a total of 10 weeks starting on \_\_\_\_\_. We will meet for 30 minutes on \_\_\_\_\_ at \_\_\_\_\_.

We will discuss important topics such as:

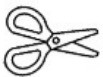
- Understanding grief and loss
- Identifying and exploring feelings
- Understanding the Stages of Grief
- Using coping skills
- Identifying support people

This group is optional, but highly recommended. Please fill out the permission form below and return it to your child's teacher.

Please don't hesitate to contact me any time at \_\_\_\_\_ with questions, comments, or suggestions. I'm here to help!

Thank you so much,

\_\_\_\_\_  
School Counselor



Student Name: \_\_\_\_\_

Caregiver Name: \_\_\_\_\_

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: \_\_\_\_\_

# FROM THE DESK OF THE School Social Worker

• • • • •

Dear Caregiver, \_\_\_\_\_

Your child \_\_\_\_\_ has been referred to participate in a small group with their School Social Worker called "Sailing Through Loss." This group will focus on coping with grief and loss.

Our group will meet for a total of 10 weeks starting on \_\_\_\_\_. We will meet for 30 minutes on \_\_\_\_\_ at \_\_\_\_\_.

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Thank you so much,

\_\_\_\_\_  
School Social Worker



Student Name: \_\_\_\_\_

Caregiver Name: \_\_\_\_\_

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: \_\_\_\_\_



# FROM THE DESK OF THE School Psychologist

Dear Caregiver, \_\_\_\_\_

Your child \_\_\_\_\_ has been referred to participate in a small group with their School Psychologist called "Sailing Through Loss." This group will focus on coping with grief and loss.

Our group will meet for a total of 10 weeks starting on \_\_\_\_\_. We will meet for 30 minutes on \_\_\_\_\_ at \_\_\_\_\_.

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Thank you so much,

\_\_\_\_\_  
School Psychologist



Student Name: \_\_\_\_\_

Caregiver Name: \_\_\_\_\_

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: \_\_\_\_\_

# FROM THE DESK OF THE School Counselor.

Dear Caregiver, \_\_\_\_\_

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Thank you so much,

\_\_\_\_\_  
School Counselor



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☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: \_\_\_\_\_



# FROM THE DESK OF THE School Social Worker

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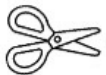
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Thank you so much,

\_\_\_\_\_  
School Social Worker



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Student Name: \_\_\_\_\_

Caregiver Name: \_\_\_\_\_

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: \_\_\_\_\_

# FROM THE DESK OF THE School Psychologist

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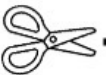
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\_\_\_\_\_  
School Psychologist



-----  
Student Name: \_\_\_\_\_

Caregiver Name: \_\_\_\_\_

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: \_\_\_\_\_



# DESDE EL ESCRITORIO DE LA

# Consejera Escolar

.....

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su consejera escolar que se llama "Navegando a Través del Duelo." Este grupo se centrará en cómo afrontar la muerte.

Nuestro grupo se reunirá por un total de 10 semanas a partir del \_\_\_\_\_.  
Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

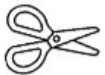
Trataremos temas importantes como:

- Entender el duelo
- Identificar y explorar los sentimientos
- Entender las etapas del duelo
- Usar las habilidades de afrontamiento
- Identificar a las personas de apoyo

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al \_\_\_\_\_ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

\_\_\_\_\_  
Consejera Escolar



-----  
Nombre del Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# DESDE EL ESCRITORIO DEL Consejero Escolar

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su consejero escolar que se llama "Navegando a Través del Duelo." Este grupo se centrará en cómo afrontar la muerte.

Nuestro grupo se reunirá por un total de 10 semanas a partir del \_\_\_\_\_.  
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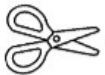
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Muchas gracias,

\_\_\_\_\_  
Consejero Escolar



Nombre del Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_



# DESDE EL ESCRITORIO DEL Trabajador Social

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su trabajador social que se llama "Navegando a Través del Duelo." Este grupo se centrará en cómo afrontar la muerte.

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Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

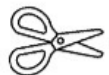
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Muchas gracias,

\_\_\_\_\_  
Trabajador Social



Nombre del Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_



# DESDE EL ESCRITORIO DE LA **Trabajadora Social**

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su trabajadora social que se llama "Navegando a Través del Duelo." Este grupo se centrará en cómo afrontar la muerte.

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- Entender el duelo
- Identificar y explorar los sentimientos
- Entender las etapas del duelo
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- Identificar a las personas de apoyo

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al \_\_\_\_\_ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

\_\_\_\_\_  
Trabajadora Social



Nombre del Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# DESDE EL ESCRITORIO DEL **Psicólogo Escolar**

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su psicólogo escolar que se llama "Navegando a Través del Duelo." Este grupo se centrará en cómo afrontar la muerte.

Nuestro grupo se reunirá por un total de 10 semanas a partir del \_\_\_\_\_.  
Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

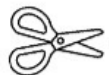
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- Identificar a las personas de apoyo

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Muchas gracias,

\_\_\_\_\_  
Psicólogo Escolar



Nombre del Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_



# DESDE EL ESCRITORIO DE LA **Psicóloga Escolar**

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su psicóloga escolar que se llama "Navegando a Través del Duelo." Este grupo se centrará en cómo afrontar la muerte.

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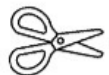
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Muchas gracias,

\_\_\_\_\_  
Psicóloga Escolar



Nombre del Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_



# DESDE EL ESCRITORIO DE LA Consejera Escolar

Queridos Padres de Familia,

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su consejera escolar que se llama "Navegando a Través del Duelo." Este grupo se centrará en cómo afrontar la muerte.

Nuestro grupo se reunirá por un total de 10 semanas a partir del \_\_\_\_\_.  
Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

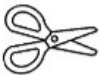
Trataremos temas importantes como:

- Entender el duelo
- Identificar y explorar los sentimientos
- Entender las etapas del duelo
- Usar las habilidades de afrontamiento
- Identificar a las personas de apoyo

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al \_\_\_\_\_ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

Consejera Escolar



Nombre del Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# DESDE EL ESCRITORIO DEL Consejero Escolar

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su consejero escolar que se llama "Navegando a Través del Duelo." Este grupo se centrará en cómo afrontar la muerte.

Nuestro grupo se reunirá por un total de 10 semanas a partir del \_\_\_\_\_.  
Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

Trataremos temas importantes como:

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- Identificar y explorar los sentimientos
- Entender las etapas del duelo
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Muchas gracias,

\_\_\_\_\_  
Consejero Escolar



Nombre del Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# DESDE EL ESCRITORIO DE LA Consejera Escolar.

Queridos Padres de Familia, \_\_\_\_\_

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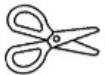
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Muchas gracias,

\_\_\_\_\_  
Consejera Escolar



Nombre del Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_



# DESDE EL ESCRITORIO DE LA Trabajadora Social

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su trabajadora social que se llama "Navegando a Través del Duelo." Este grupo se centrará en cómo afrontar la muerte.

Nuestro grupo se reunirá por un total de 10 semanas a partir del \_\_\_\_\_.  
Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

Trataremos temas importantes como:

- Entender el duelo
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Muchas gracias,

\_\_\_\_\_  
Trabajadora Social



Nombre del Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# DESDE EL ESCRITORIO DEL Trabajador Social

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su trabajador social que se llama "Navegando a Través del Duelo." Este grupo se centrará en cómo afrontar la muerte.

Nuestro grupo se reunirá por un total de 10 semanas a partir del \_\_\_\_\_.  
Nos reuniremos por 30 minutos el \_\_\_\_\_ a las \_\_\_\_\_.

Trataremos temas importantes como:

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Muchas gracias,

\_\_\_\_\_  
Trabajador Social



Nombre del Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

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- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_

# DESDE EL ESCRITORIO DEL Psicólogo Escolar.

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su psicólogo escolar que se llama "Navegando a Través del Duelo." Este grupo se centrará en cómo afrontar la muerte.

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Muchas gracias,

\_\_\_\_\_  
Psicólogo Escolar



Nombre del Estudiante: \_\_\_\_\_

Nombre del Padre de Familia: \_\_\_\_\_

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- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: \_\_\_\_\_



# DESDE EL ESCRITORIO DE LA Psicóloga Escolar.

Queridos Padres de Familia, \_\_\_\_\_

Su hijo/a \_\_\_\_\_ ha sido recomendado para participar en un grupo pequeño con su psicóloga escolar que se llama "Navegando a Través del Duelo." Este grupo se centrará en cómo afrontar la muerte.

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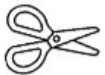
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Psicóloga Escolar



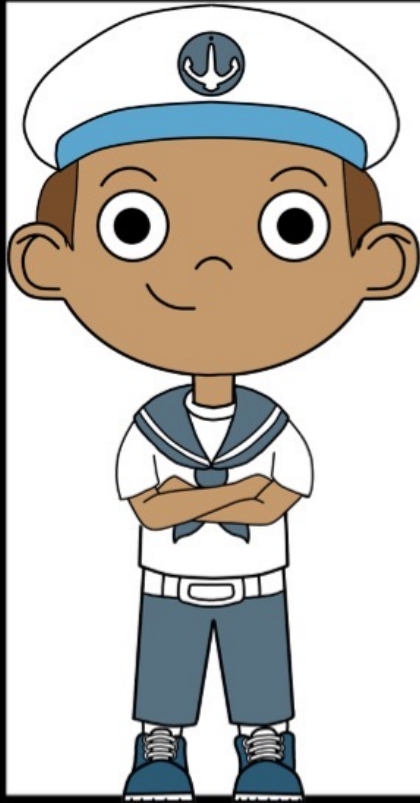
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# SMALL GROUP REMINDER



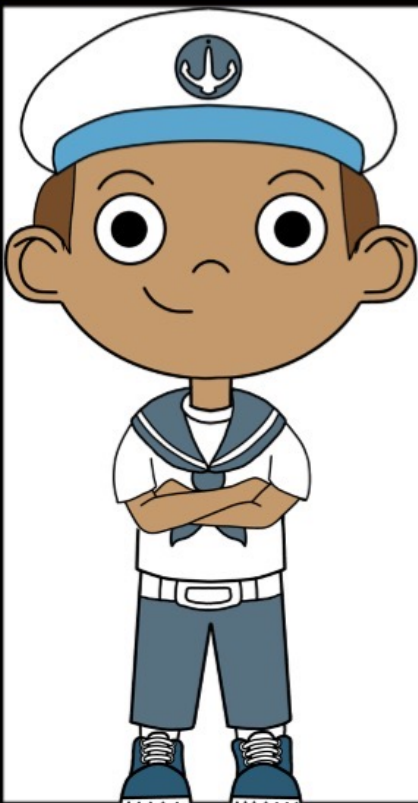
Hi \_\_\_\_\_!  
I'm looking forward to  
seeing you for group on

\_\_\_\_\_ at \_\_\_\_\_.  
See you soon, friend!

— \_\_\_\_\_  
School Counselor

© Music City Counselor

# SMALL GROUP REMINDER



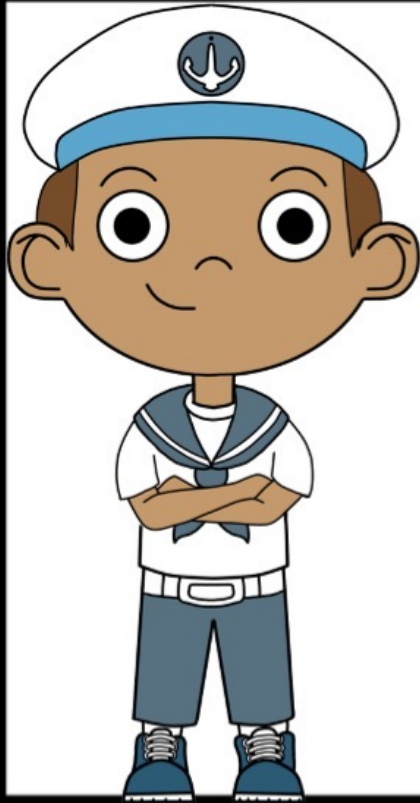
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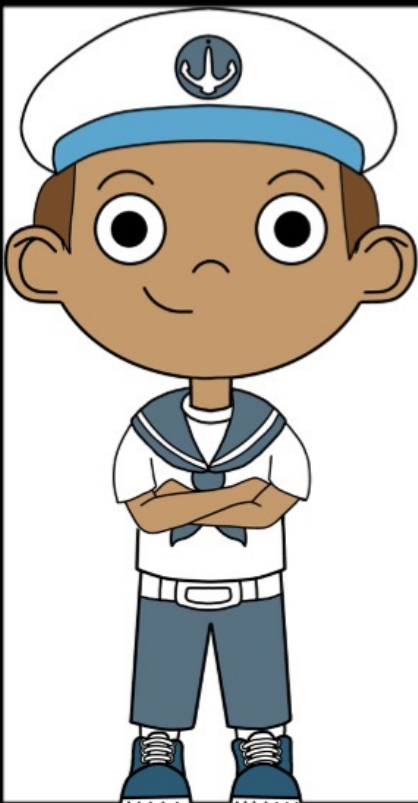
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School Social Worker

© Music City Counselor

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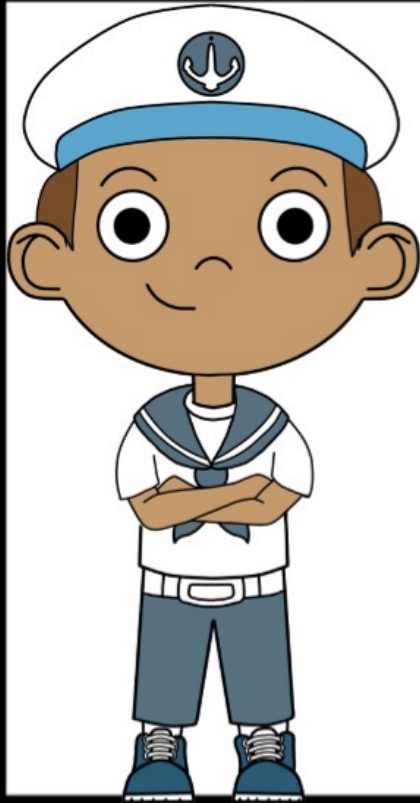
\_\_\_\_\_  
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— \_\_\_\_\_  
School Social Worker

© Music City Counselor



# SMALL GROUP REMINDER



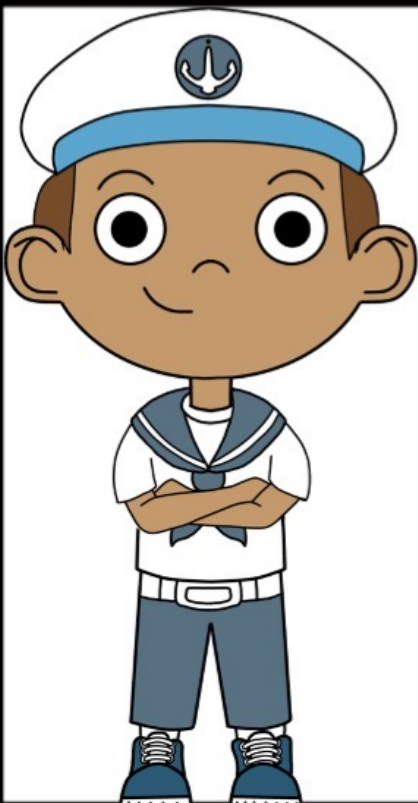
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School Psychologist

© Music City Counselor

# SMALL GROUP REMINDER



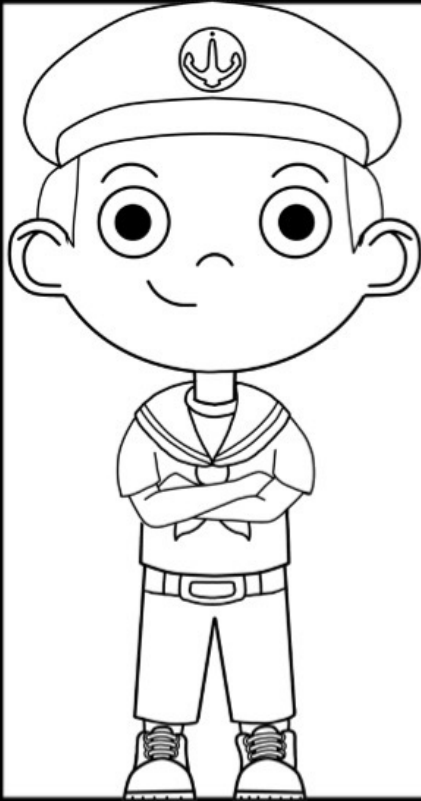
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School Psychologist

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School Counselor

© Music City Counselor

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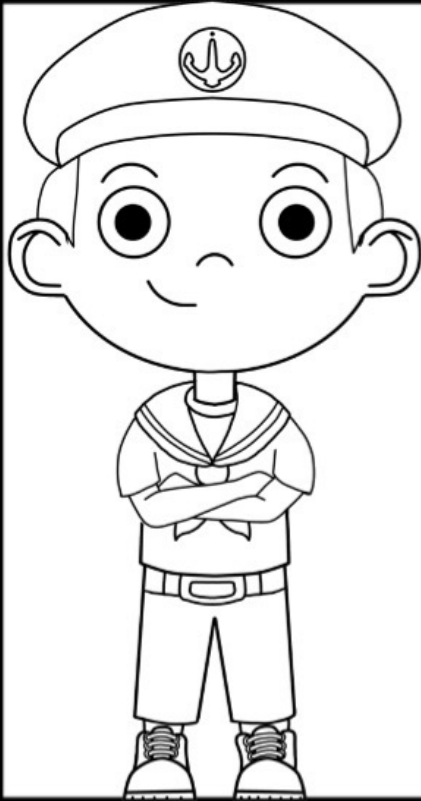
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School Counselor

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School Social Worker

© Music City Counselor

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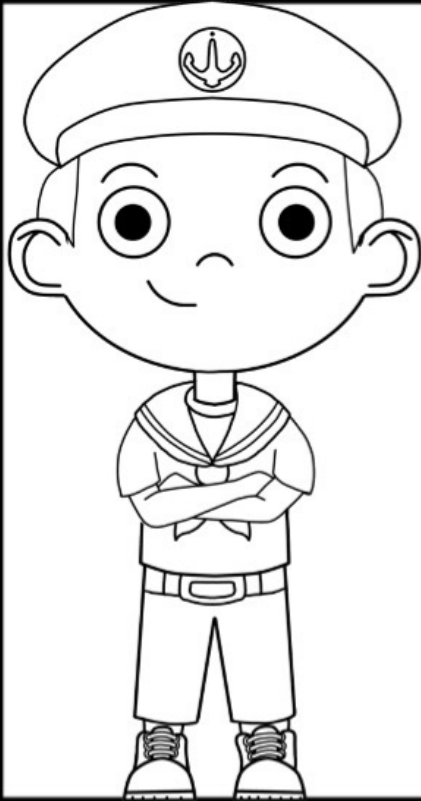
\_\_\_\_\_  
at \_\_\_\_\_.  
See you soon, friend!

- \_\_\_\_\_  
School Social Worker

© Music City Counselor



# SMALL GROUP REMINDER



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I'm looking forward to  
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See you soon, friend!

— \_\_\_\_\_  
School Psychologist

© Music City Counselor

# SMALL GROUP REMINDER



Hi \_\_\_\_\_!  
I'm looking forward to  
seeing you for group on

\_\_\_\_\_ at \_\_\_\_\_.  
See you soon, friend!

— \_\_\_\_\_  
School Psychologist

© Music City Counselor

SAILING THROUGH LOSS

# HALL PASS

© Music City Counselor



to see the  
School Counselor

SAILING THROUGH LOSS

# HALL PASS

© Music City Counselor



to see the  
Social Worker

SAILING THROUGH LOSS

# HALL PASS

© Music City Counselor



to see the  
School Psychologist

SAILING THROUGH LOSS

# HALL PASS

© Music City Counselor



for Small Group

**SAILING THROUGH LOSS**

**HALL PASS**

© Music City Counselor



to see the  
School Counselor

**SAILING THROUGH LOSS**

**HALL PASS**

© Music City Counselor



to see the  
Social Worker

**SAILING THROUGH LOSS**

**HALL PASS**

© Music City Counselor



to see the  
School Psychologist

**SAILING THROUGH LOSS**

**HALL PASS**

© Music City Counselor



for Small Group



# ATTENDANCE CHART

## Sailing Through Loss

Week	Student Name	Student Name	Student Name	Student Name	Student Name	Student Name	Student Name
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							
Week 6							
Week 7							
Week 8							
Week 9							
Week 10							

# SESSION 1:

## Introductions & Icebreakers



# SESSION I: Introductions & Icebreakers

## SESSION GOALS:

- Students will reflect on and share how they are feeling today.
- Students will introduce themselves and get to know their peers.
- Students will assess their knowledge and experiences with grief and loss with a pre-survey.
- Students will learn the rules of group.
- Students will learn the definition and limits of confidentiality.
- Students will understand the purpose and content of group.

## ASCA ALIGNMENT:

- **M1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **M2.** Sense of acceptance, respect, support and inclusion for self and others in the school environment.
- **M3.** Positive attitude toward work and learning.

## MATERIALS NEEDED:

- 1 folder per student
- 1 folder cover per student
- "Captain's Log" feelings check-in poster
- 1 "get to know me bracelet" template and 2 bead pages per student
- 1 small group pre-survey per student
- "Our Group Rules" poster
- "Confidentiality" poster
- "In this Group We'll Learn" poster
- Scissors
- Pencils
- Markers or crayons
- Glue sticks

## SESSION I DIRECTIONS:

- Before students come to group, glue a **folder cover page** onto the front of a **two-pocket folder** for each student. Students can decorate these at any time. Students can store their group materials in this folder each week.
- Start by **welcoming** students to the "Sailing Through Loss" group. Explain that just like a sea captain steers their ship through changing waters, we are the captains of our journey through losing a loved one. In this group, we'll learn to sail the "rough waters" of grief.
- You may choose to start each group session with a **feelings check-in** with the **"Captain's Log" poster**. Students can point to how they're feeling today on the color poster or color how they're feeling today on the black/white version.
- Tell students that we are going to do a **fun activity** to help us get to know each other – we are going to make charm bracelets. Give each student a **bracelet template and the 2 beads for bracelets sheets**. Lots of options for beads are included that appeal to both boys and girls. Blank beads are also included so students can create their own designs. Students can choose the 6 beads that best tell their story, represent them, and/or introduce them to the group. Then, they can color them, cut them out, and glue them onto the circles on the bracelet template. Once they glue on all 6 beads, students can glue the bracelet together on their wrist using the tab on the side. After everyone has finished, students can share their bracelet with the group. A sample bracelet is included.
- Give each student a **small group pre-survey** and ask them to write their name at the top. Explain that this little form will help us understand how much progress they make in group. It's okay if they don't know the answers now – they'll learn as we go! Read each question aloud and ask students to circle or color the "yes," "maybe," or "not yet" faces.
- Review the **group rules poster** with students. Ask them if they'd like to add any rules to the list. You may want to keep a copy of the rules in each students' folder.
- Review the **confidentiality and its limits** poster with students.
- Review the **4 concepts** that we will learn in group poster with students.
- **Close** by saying that next week we will learn what "grief and loss" means.



# ACTIVITY SAMPLE



# CAPTAIN'S LOG

## Today I Feel

.....



Happy



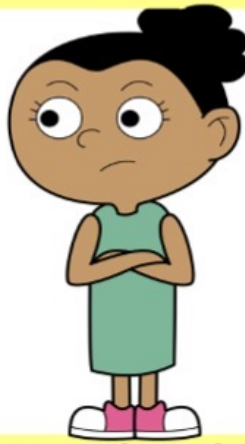
Sad



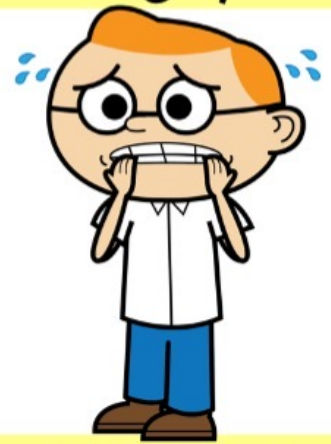
Angry



Embarrassed



Frustrated



Nervous



Scared



Confused





# CAPTAIN'S LOG

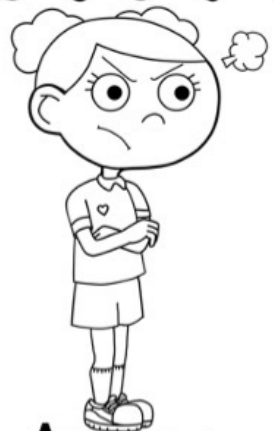
## Today I Feel



Happy



Sad



Angry



Embarrassed



Frustrated



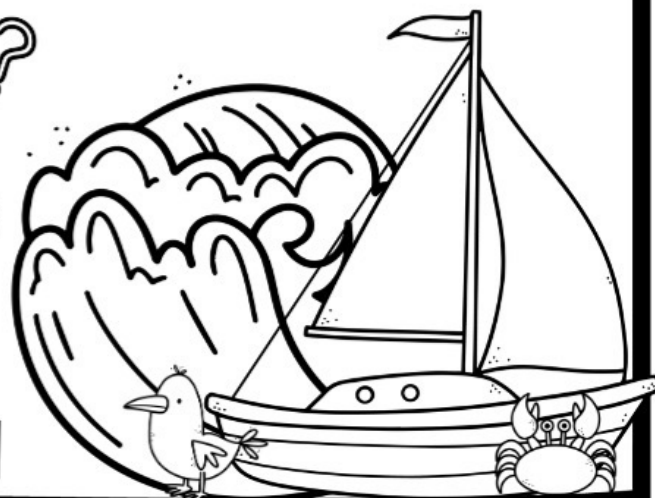
Nervous



Scared



Confused





# BRACELET TEMPLATES

Glue Tab

© Music City Counselor

Glue Tab

© Music City Counselor

Glue Tab

© Music City Counselor

Glue Tab

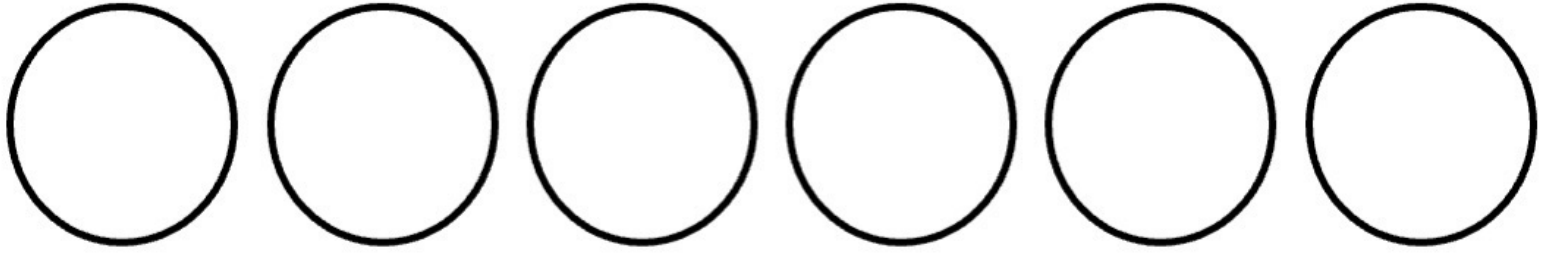
© Music City Counselor

Glue Tab

© Music City Counselor

# BEADS FOR BRACELETS

Blank beads to create your own:



# BEADS FOR BRACELETS

A B C D E F

G H I J K L

M N O P Q R

S T U V W X

Y Z


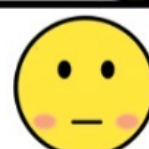
























Name: \_\_\_\_\_

# SMALL GROUP

# Pre-Survey

Yes Maybe Not yet 

I can define grief.			
I can share my loss story with others.			
I understand what a memorial is and what to expect at one.			
I can identify my feelings about my loss.			
I understand the Stages of Grief and can apply them to my life.			
I understand that grief comes in waves.			
I can use coping skills to manage my grief.			
I can identify people who can support me in my grief.			

Name: \_\_\_\_\_

# SMALL GROUP Pre-Survey..

Yes



Maybe

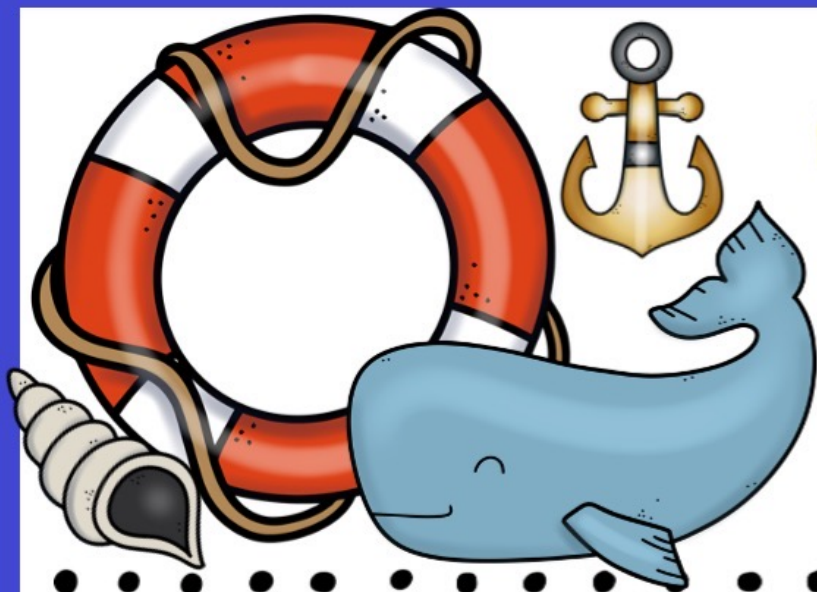


Not yet

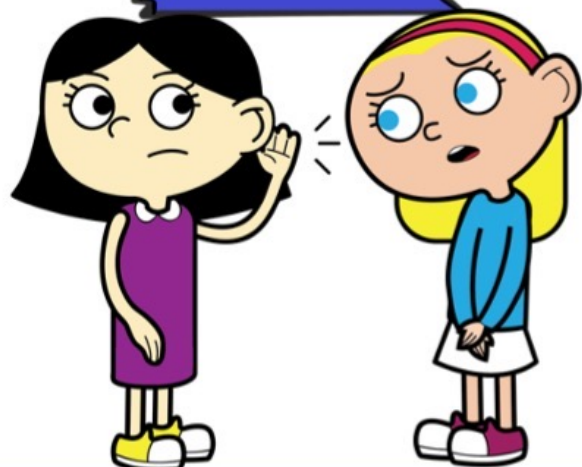


I can define grief.			
I can share my loss story with others.			
I understand what a memorial is and what to expect at one.			
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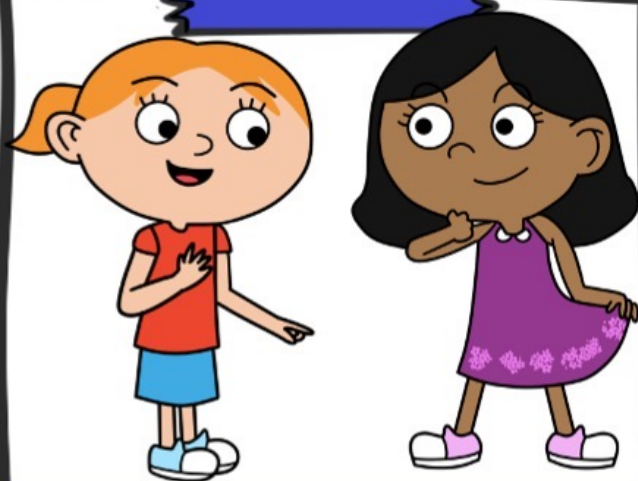




# GROUP Rules



We listen and pay attention to each other.



We take turns speaking and sharing.



We are respectful.  
We disagree peacefully.



We respect confidentiality.



# CONFIDENTIALITY Agreement

WHAT YOU SAY IN HERE,  
STAYS IN HERE. UNLESS:

SOMEONE IS HURTING YOU

YOU ARE HURTING  
SOMEONE ELSE

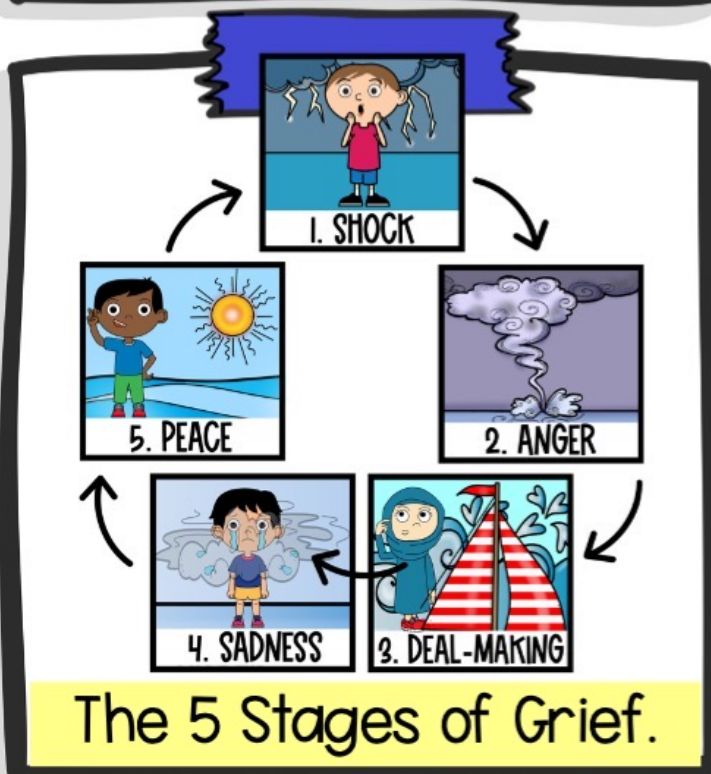
YOU ARE HURTING  
YOURSELF

YOU GIVE ME PERMISSION  
TO SHARE



# IN THIS GROUP

## We'll Learn:





# SESSION 2:

## Understanding Grief & Loss





# SESSION 2: Understanding Grief

## SESSION GOALS:

- Students will learn the definition of grief.
- Students will learn about different types of grief and loss.
- Students will test their knowledge of grief and loss.
- Students will share what grief means to them.

## ASCA ALIGNMENT:

- **M1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SMS 10:** Ability to manage transitions and adapt to change.

## MATERIALS NEEDED:

- Group folders
- "Captain's Log" feelings check-in poster
- "What is Grief?" poster
- "Different Types of Grief & Loss" poster
- 1 True/False "Quiz" "Thumbs Up, Thumbs Down" per student
- 1 "Grief Means to Me" worksheet per student
- Pencils
- Crayons or markers

## SESSION 2 DIRECTIONS:

- Explain that today we will learn the definition of "grief" and about different types of grief.
- You may choose to start each group session with a **feelings check-in** with the **"Captain's Log" poster**. Students can point to how they're feeling today on the color poster or color how they're feeling today on the black/white version.
- Ask students to share with the group what they think "grief" means. Then, teach them the definition on the **"What is Grief?" poster**.
- Explain that there are different types of loss, and many of life's hard or painful experiences can be considered a loss. Ask students to share any types of loss that they know. Then, teach them about the different types of loss on the **"Different Types of Loss" poster**. Ask students to point to the type of loss they're experiencing on the poster and share a little about it. Please tell students that we'll share our stories in more detail next week.
- Give each student a **"Thumbs Up, Thumbs Down" "quiz."** This activity is meant to test students' knowledge and experience with grief (but is not graded!). Please read each question aloud to students and ask them to circle/color the thumbs up (true) or thumbs down (false). After students have filled out the whole "quiz," please review, explain, and discuss each question with them.
- Give each student a **"Grief Means to Me" worksheet**. Ask them to write and draw about what grief means to them. When they're done, they can share their responses with the group.
- Close by sharing that next week we will focus on sharing our stories with each other.

# CAPTAIN'S LOG

## Today I Feel

.....



Happy



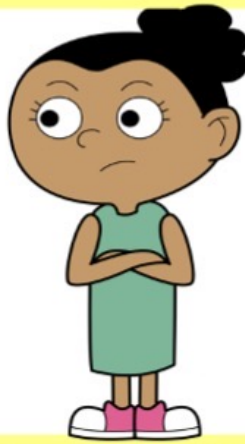
Sad



Angry



Embarrassed



Frustrated



Nervous



Scared



Confused





# CAPTAIN'S LOG

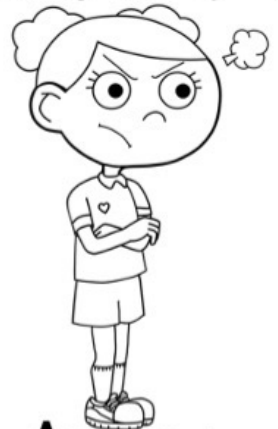
## Today I Feel



Happy



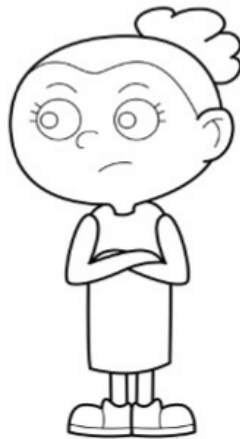
Sad



Angry



Embarrassed



Frustrated



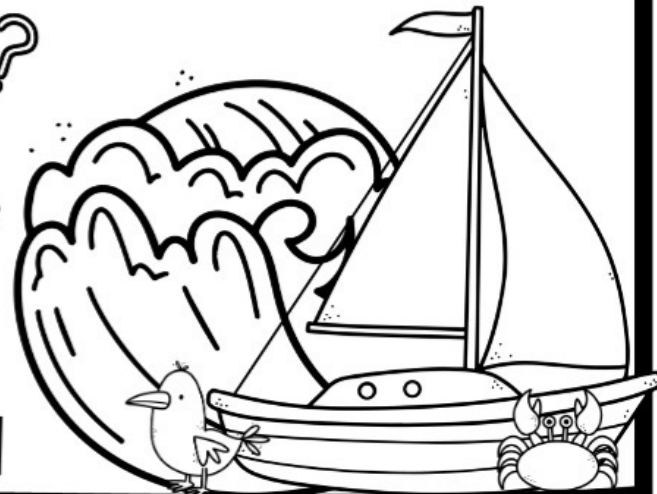
Nervous



Scared



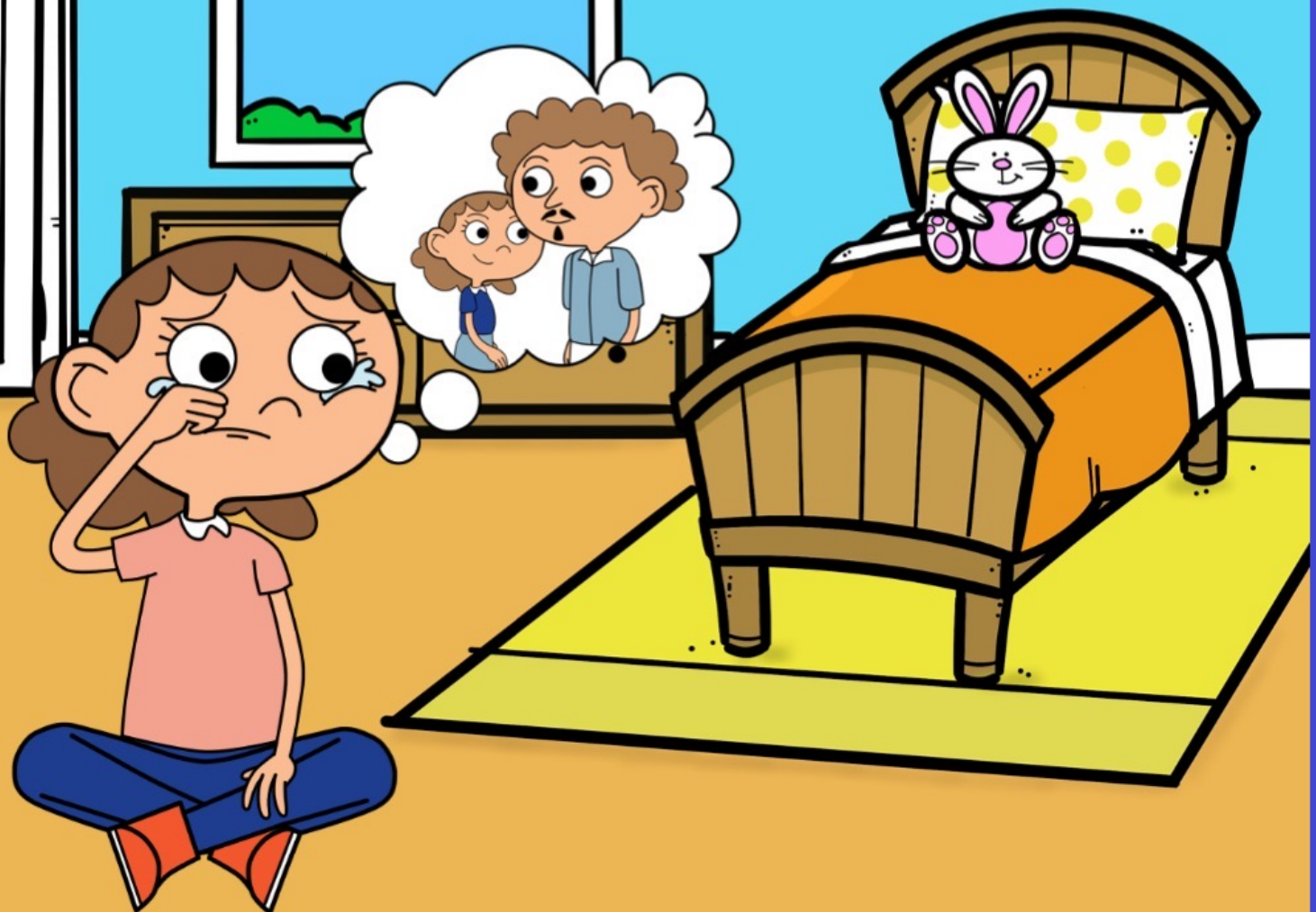
Confused





# WHAT IS Grief?

: A very strong feeling of sadness that happens when we lose someone we love. It's how our heart feels when we miss them.. :



# DIFFERENT TYPES of Grief & Loss























Name: \_\_\_\_\_

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# THUMBS UP, THUMBS DOWN

Circle the  if the answer is true.

Circle the  if the answer is false.

1) Grief only happens when someone dies.		
2) Only a few kids go through grief.		
3) It's okay to feel sad, mad, and confused when I'm grieving.		
4) Everyone grieves the same way.		
5) Grief will go away quickly if I just ignore it.		
6) After a loss, everything in my life will change.		
7) It's good to talk to someone who supports me about my loss.		
8) Never talking about the person who died helps me cope with grief.		
9) I should never cry when I'm grieving.		
10) It's okay to ask for help when I'm grieving.		



Name: \_\_\_\_\_

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# GRIEF MEANS TO ME

Write and draw about what grief means to you.

---

---

---

---



# SESSION 3:

## My Grief Journey



# SESSION 3: My Grief Journey

## SESSION GOALS:

- Students will compare their own experiences with grief to Greg's in the story, "Greg's Goodbye."
- Students will process their own loss story.
- Students will openly share their story with group members.

## ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **M2:** Sense of acceptance, respect, support and inclusion for self and others in the school environment.
- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SMS 10:** Ability to manage transitions and adapt to change.
- **B-SS 3:** Positive relationships with adults to support success.

## MATERIALS NEEDED:

- Group folders
- "Captain's Log" feelings check-in poster
- 1 copy of the "Greg's Goodbye" story per student
- Printed and cut-out discussion cards
- 1 "My Loved One" page per student
- Choose either of the two "My Grief Journey" worksheets
- Pencils
- Crayons or markers

## SESSION 3 DIRECTIONS:

- Briefly **review** the material learned last week (definitions of grief and the different types of grief).
- **Explain** that today we will process and share our experiences with grief and loss.
- You may choose to start each group session with a **feelings check-in** with the **"Captain's Log" poster**. Students can point to how they're feeling today on the color poster or color how they're feeling today on the black/white version.
- Give each student a copy of the "Greg's Goodbye" story so they can read along with you. Read the **story aloud** to students. As they listen, ask students to think about how Greg's story is similar to and different from their experience with grief.
- Place the **discussion cards** in a pile and ask students to take turns drawing one. These cards help students process the story and start to share their own experiences. They can read the question aloud to the group and then share their response.
- Give each student a **"My Loved One" coloring page**. Ask students to write their name and draw a picture of the loved one they lost. Students can share with the group once they finish. Allow students to share details about their loved one, if they'd like to.
- Two versions of the **"My Grief Journey" worksheet** are included: a "movie reel" and a comic strip. Please choose the page that best meets the needs and abilities of your students, or let students choose. Students can write and draw a movie reel or a comic strip that shares their story about losing a loved one. Once they're done, they can share them with the group.
- **Close** the lesson by explaining that next week we will be talking and sharing about memorials/funerals



# CAPTAIN'S LOG

## Today I Feel

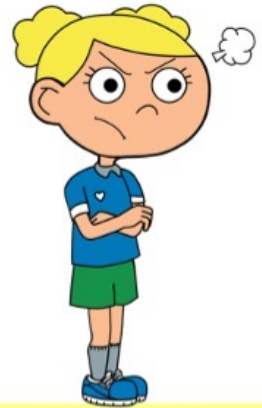
.....



Happy



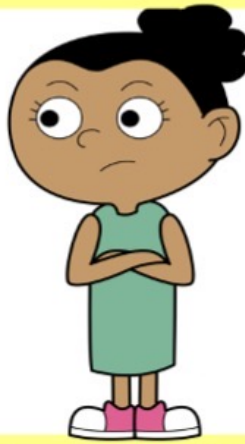
Sad



Angry



Embarrassed



Frustrated



Nervous



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Confused



# CAPTAIN'S LOG

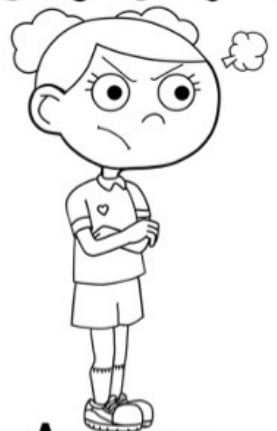
## Today I Feel



Happy



Sad



Angry



Embarrassed



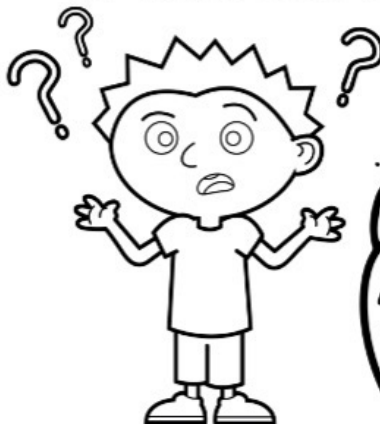
Frustrated



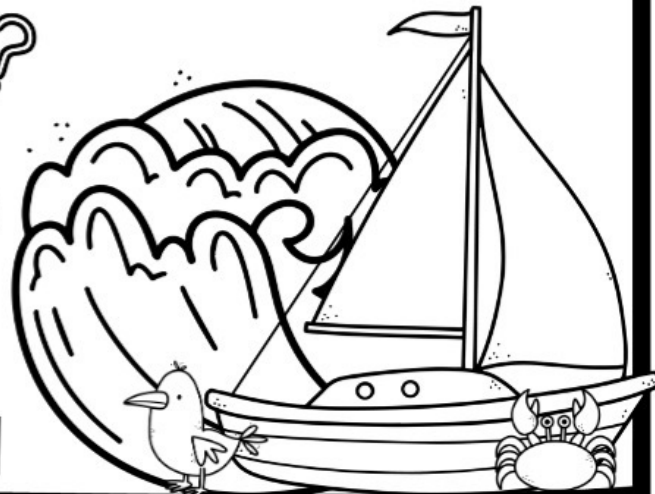
Nervous



Scared



Confused





# A READ-ALoud STORY

## Greg's Goodbye

.....

It was a regular Wednesday afternoon when Greg, a 2<sup>nd</sup> grader, rode his skateboard home from school. In school that day, they had learned about outer space. Greg's grandpa loved outer space, so Greg couldn't wait to call him to tell him all about it.

But when Greg walked in the front door, his mom and dad were sitting at the kitchen table. They looked sad. "Come sit with us, Greg," his mom said, quietly. "We need to talk."

Greg sat down at the kitchen table and felt his heart start to beat faster. He knew something wasn't right. "Greg," his dad said with a shaky voice. "There's something we need to tell you about grandpa. He passed away last night. He was very sick, and his body couldn't fight anymore."

"Passed away?" Greg asked. "What do you mean?"

"It means that grandpa died, Greg. He's not here with us anymore." Mom explained with tears in her eyes.

For a moment, Greg didn't say anything. His chest felt heavy, his heart was pounding, and his hands were shaking. Big tears started to fall from his eyes.

"But mom, I don't understand. I was just going to call him. I didn't even get to say goodbye." Greg said through tears.

Greg's mom and dad hugged him tightly. "It's so hard when someone we love dies. We miss them, and we want to talk to them, but they're not here like they used to be." Dad said.





# Greg's Goodbye

Then Greg asked, "Where did grandpa go? Why did he have to leave me?"

Dad explained, "Grandpa's body got too tired. Now he is at peace. Even though we can't see him, we'll always carry him with us in our hearts."

"It's okay to feel sad, Greg," mom said. "We all feel sad because we love grandpa so much."

"Will I ever see grandpa again?" Greg asked.

"We won't see grandpa the way we used to," dad explained. "But we'll always remember him. Every time you think about something special you did together, it's like a piece of him is still here with you."

Greg wiped his tears and asked, "Can I still talk about him?"

Mom smiled and said, "Of course, Greg. You can talk about grandpa any time you want! We'll always listen."

Greg thought for a moment. He wasn't sure how he'd feel tomorrow, or the next day, but right now he felt a little better knowing he could still talk about his grandpa.

"Over the weekend," Dad explained, "We'll have a funeral for grandpa. This will be a chance to celebrate his life, share memories, and say goodbye. We'll all be there as a family to support each other."

"Can I talk about the time we went to the beach together?" Greg asked.

"Absolutely!" mom replied. Greg leaned into his mom's arms for a hug. He felt sad – very sad – but deep inside, he knew him and his family would get through this together.

**Let's  
Talk!**



## **Greg's Goodbye**

How did Greg feel  
when he found out  
grandpa died?

**Let's  
Talk!**



## **Greg's Goodbye**

What does  
"passed away"  
mean?

**Let's  
Talk!**



## **Greg's Goodbye**

What were some  
of the questions  
Greg asked?

**Let's  
Talk!**



## **Greg's Goodbye**

What will Greg's  
family do at the  
funeral?



**Let's  
Talk!**



## **Greg's Goodbye**

How was your  
experience like  
Greg's?

**Let's  
Talk!**



## **Greg's Goodbye**

How was your  
experience different  
from Greg's?

**Let's  
Talk!**



## **Greg's Goodbye**

Compare your reaction  
to the news of your  
loved one's death to  
Greg's.

**Let's  
Talk!**



## **Greg's Goodbye**

Who supported  
Greg? Who  
supported you?



**Let's  
Talk!**



## **Greg's Goodbye**

How did you find  
out that your  
loved one died?

**Let's  
Talk!**



## **Greg's Goodbye**

How did you feel when  
you found out your  
loved one died?

**Let's  
Talk!**



## **Greg's Goodbye**

Who was there to  
talk to you and answer  
your questions?

**Let's  
Talk!**



## **Greg's Goodbye**

What questions  
did you ask?

**Let's  
Talk!**



## **Greg's Goodbye**

What helped you  
feel better?

**Let's  
Talk!**



## **Greg's Goodbye**

Was your loved one's  
death expected or  
unexpected? Explain.

**Let's  
Talk!**



## **Greg's Goodbye**

Was this your first  
experience with  
death? Explain.

**Let's  
Talk!**



## **Greg's Goodbye**

Is there anything you  
would change about the  
way you found out?

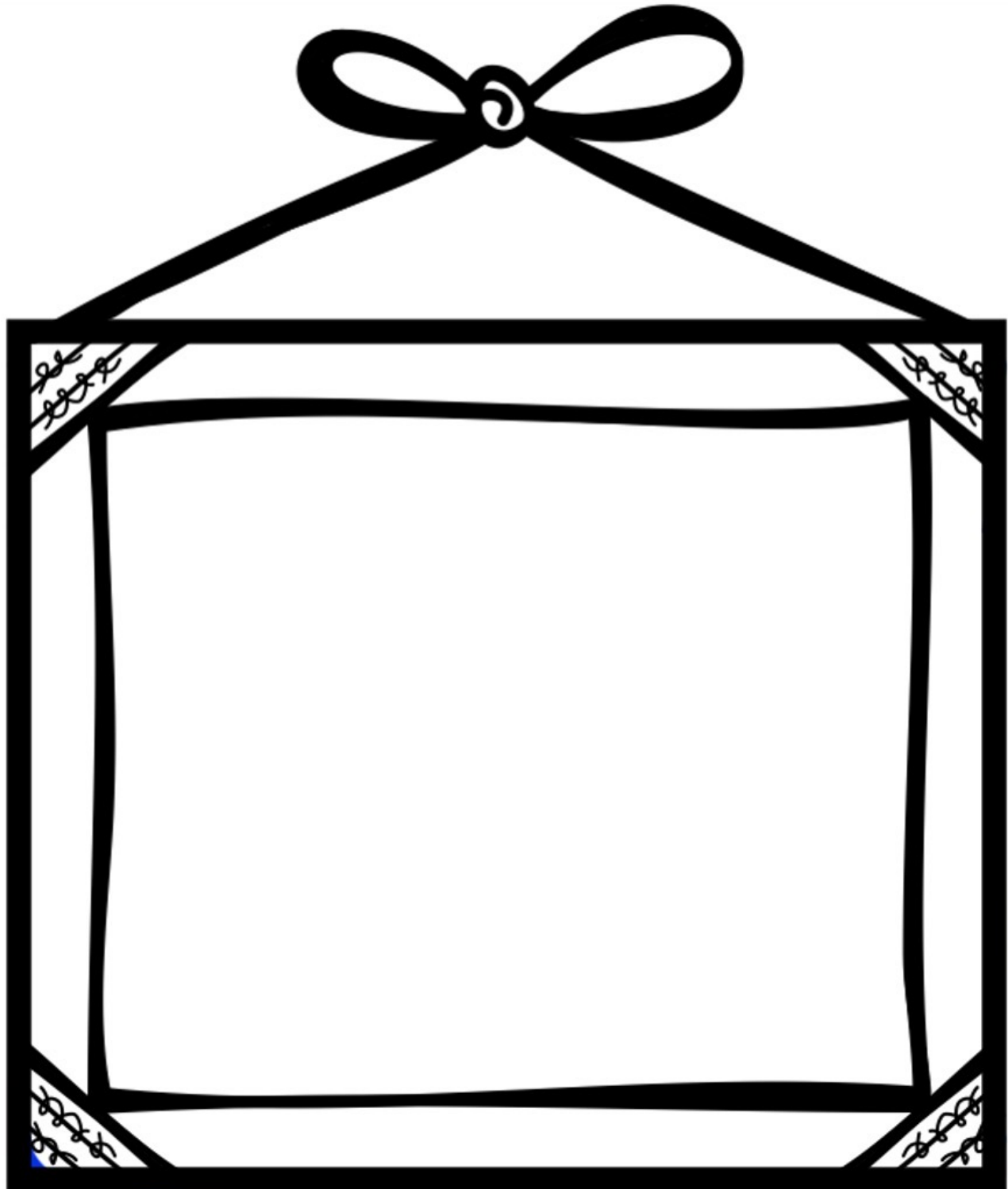


Name: \_\_\_\_\_

# MY LOVED ONE

My loved one's name was:

---





Name: \_\_\_\_\_

# MY GRIEF JOURNEY

Pretend you are filming a movie about your loss. Draw and write about the 5 main events from your story.

A large film strip graphic is positioned vertically on the right side of the page. The film strip is black with white sprocket holes along its edges. It is divided into five rectangular frames, each containing a large black number: 1, 2, 3, 4, and 5, arranged from top to bottom. The film strip is slightly curved, giving it a three-dimensional appearance.

D R A W      W R I T E

Name: \_\_\_\_\_

# MY GRIEF JOURNEY

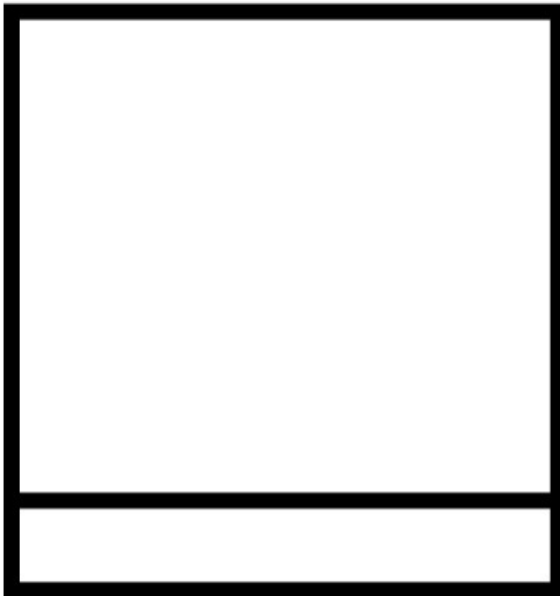
Create a comic strip that tells the story  
of your loss.



A large rectangular box for drawing a comic panel, with a smaller rectangular box at the bottom for a caption.



A large rectangular box for drawing a comic panel, with a smaller rectangular box at the bottom for a caption.



A large rectangular box for drawing a comic panel, with a smaller rectangular box at the bottom for a caption.



A large rectangular box for drawing a comic panel, with a smaller rectangular box at the bottom for a caption.



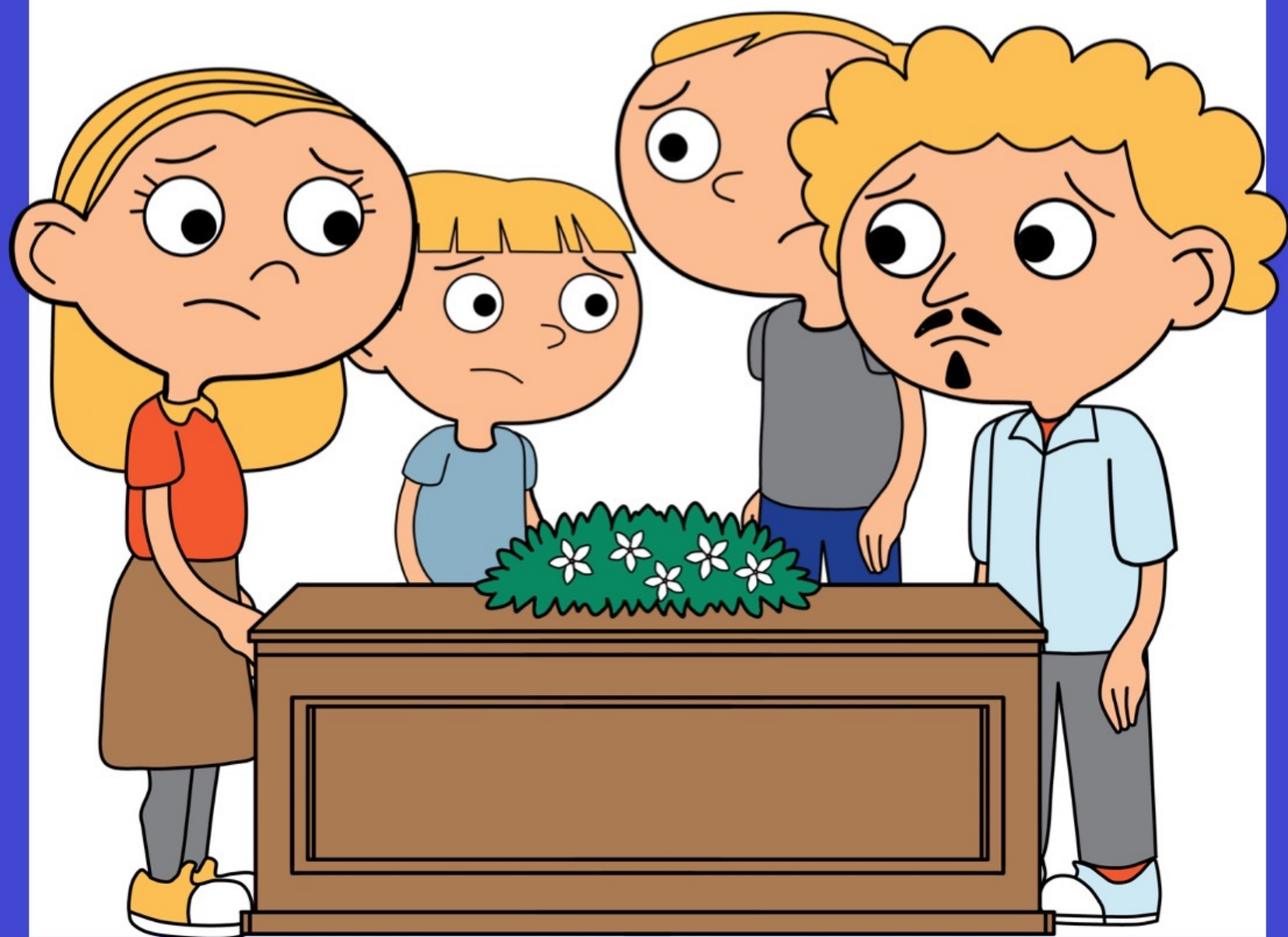
A large rectangular box for drawing a comic panel, with a smaller rectangular box at the bottom for a caption.



A large rectangular box for drawing a comic panel, with a smaller rectangular box at the bottom for a caption.

# SESSION 4:

# Farewell at Sea





# SESSION 4: Farewell at Sea

## SESSION GOALS:

- Students will learn the definition of a memorial.
- Students will learn what to expect at a memorial.
- Students will learn how memorials help us cope.
- Students will reflect on their own experiences with their loved one's memorial.

## ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SS 3:** Positive relationships with adults to support success.
- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SMS 10:** Ability to manage transitions and adapt to change.

## MATERIALS NEEDED:

- Group folders
- "Captain's Log" feelings check-in poster
- "Farewell at Sea" poster
- "What is a Memorial?" poster
- "What to Expect at a Memorial" poster
- "How Do Memorials Help Us Cope?" poster
- Printed and cut-out discussion cards
- 1 "Farewell at Sea" worksheet per student

## SESSION 4 DIRECTIONS:

- Briefly **review** the material learned in group last week (sharing our loss stories).
- **Explain** that today we will learn about memorials and funeral services.
- You may choose to start each group session with a **feelings check-in** with the **"Captain's Log" poster**. Students can point to how they're feeling today on the color poster or color how they're feeling today on the black/white version.
- Share the **"Farewell at Sea" poster** with students. Explain that memorials are like a "farewell at sea" where we (the "crew") say goodbye to a special fellow crew member. Our loved one is "setting sail" on a new journey, and they're "sailing beyond the horizon" where we can't see them like we used to anymore.
- Ask students if they know what a memorial or funeral is, and to share that with the group. Then, share the **"What is a Memorial?" poster** and the definition of memorial with students.
- Generate a brief discussion about memorials and funerals with students. Ask students if they attended any type of service for their loved one and to describe it to the group (if they feel comfortable).
- Share the **"What to Expect at a Memorial" poster** with students. Ask if they experienced any of these at their loved one's service.
- Share the **"How Do Memorials Help Us Cope?" poster** with students. Explain how services help us process, reflect, gather support, and find closure.
- Place the **discussion cards** in a pile and ask students to take turns drawing one. These cards help students process their experiences with their loved one's memorial. They can read the question aloud to the group and then share their response.
- Give each student a **"Farewell at Sea" worksheet**. Students can reflect on, write, and draw about their experiences at their loved ones' memorial.
- **Close** by sharing that next week we will be talking about our feelings about the changes in our families.

# CAPTAIN'S LOG

## Today I Feel

.....



Happy



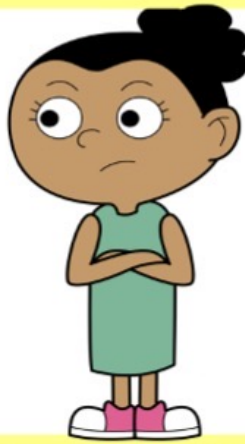
Sad



Angry



Embarrassed



Frustrated



Nervous



Scared



Confused





# CAPTAIN'S LOG

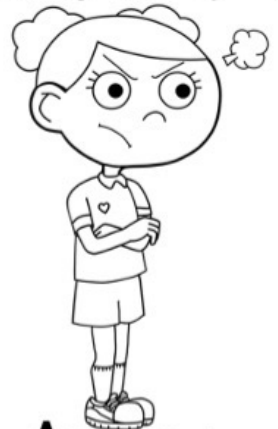
## Today I Feel



Happy



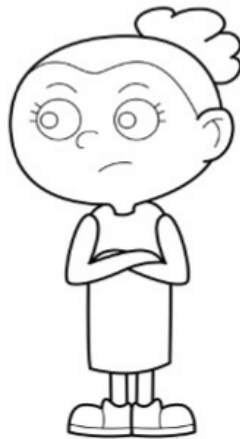
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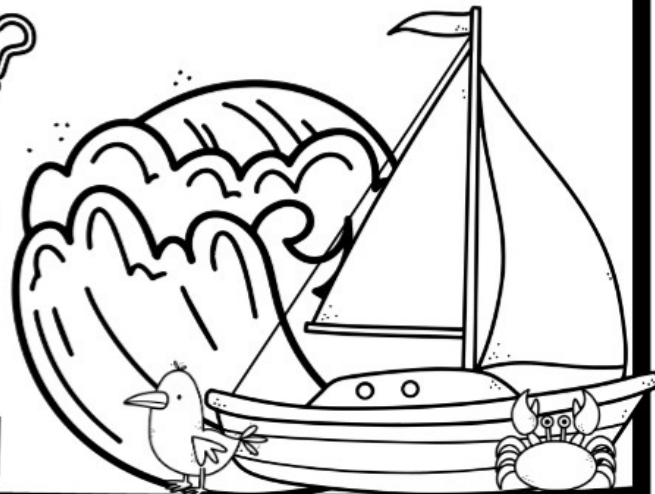
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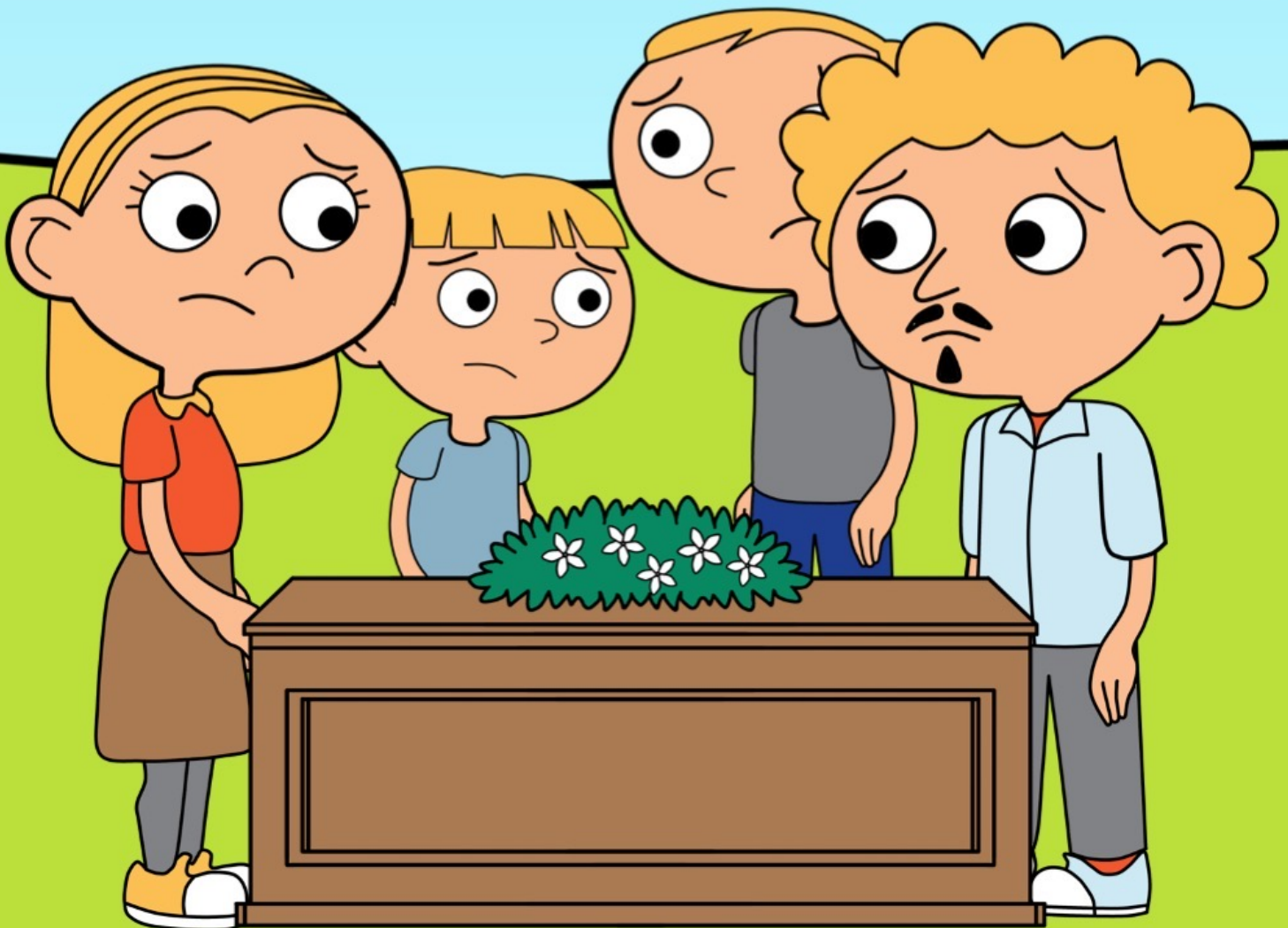
# FAREWELL at Sea

The crew says goodbye to a special fellow crew member. Their loved one is setting sail on a new journey — sailing beyond the horizon.



# WHAT IS a Memorial?

A special ceremony where family and friends come together to say goodbye to someone who has died.





# WHAT TO EXPECT at a Memorial





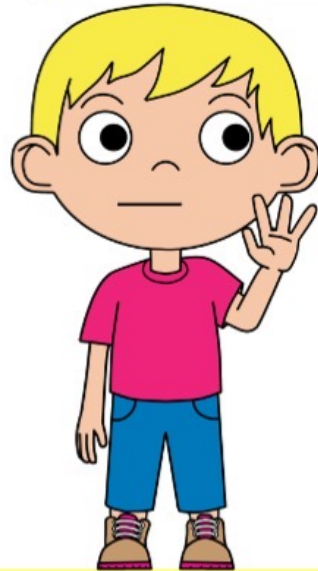
# HOW DO MEMORIALS

## Help Us Cope?

.....



Clear up confusion and help us understand death



The chance to say goodbye



Let us share our stories and memories with others



Offer support and the feeling that we aren't alone

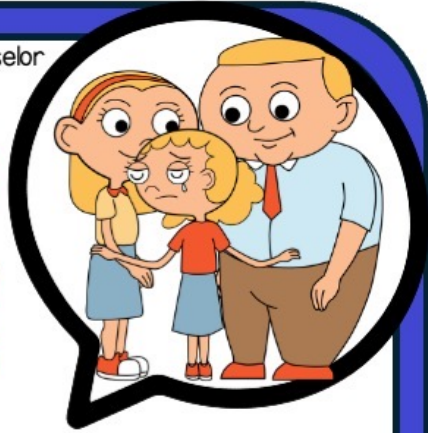
**Let's  
Talk!**



## **Farewell At Sea**

What does a  
memorial mean  
to you?

**Let's  
Talk!**



## **Farewell At Sea**

What word does  
your family use  
for a memorial?

**Let's  
Talk!**



## **Farewell At Sea**

What traditions  
does your family  
or culture have?

**Let's  
Talk!**



## **Farewell At Sea**

How did your family  
celebrate your  
loved one's life?



**Let's  
Talk!**



## **Farewell At Sea**

How did the  
memorial make  
you feel?

**Let's  
Talk!**



## **Farewell At Sea**

Did the memorial  
offer you any  
closure? Explain.

**Let's  
Talk!**



## **Farewell At Sea**

What questions  
do you have  
about memorials?

**Let's  
Talk!**



## **Farewell At Sea**

What was your  
favorite part of the  
memorial?



**Let's  
Talk!**



## **Farewell At Sea**

What was the  
hardest part of  
the memorial?

**Let's  
Talk!**



## **Farewell At Sea**

Who supported  
you at the  
memorial?

**Let's  
Talk!**



## **Farewell At Sea**

Did anything  
happen that you  
didn't expect?

**Let's  
Talk!**

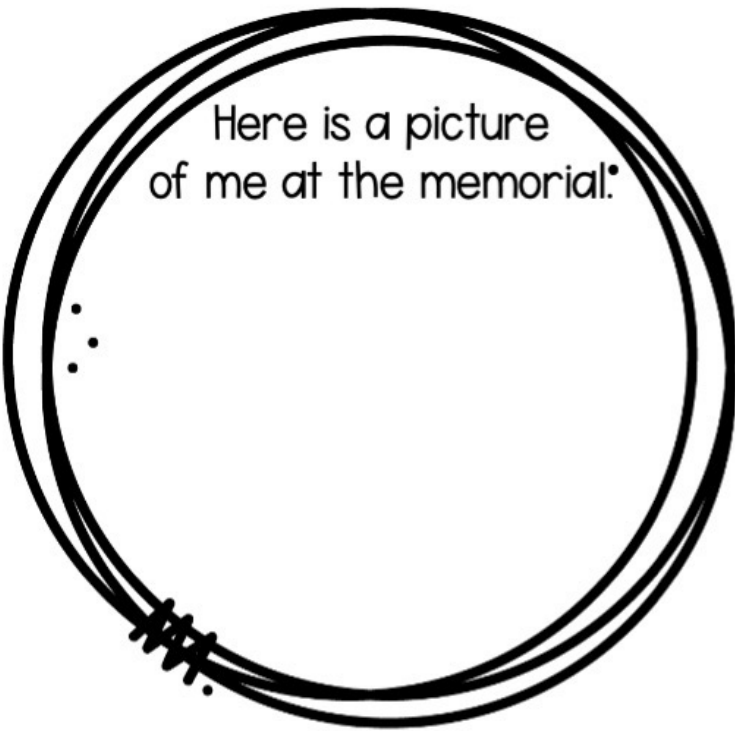


## **Farewell At Sea**

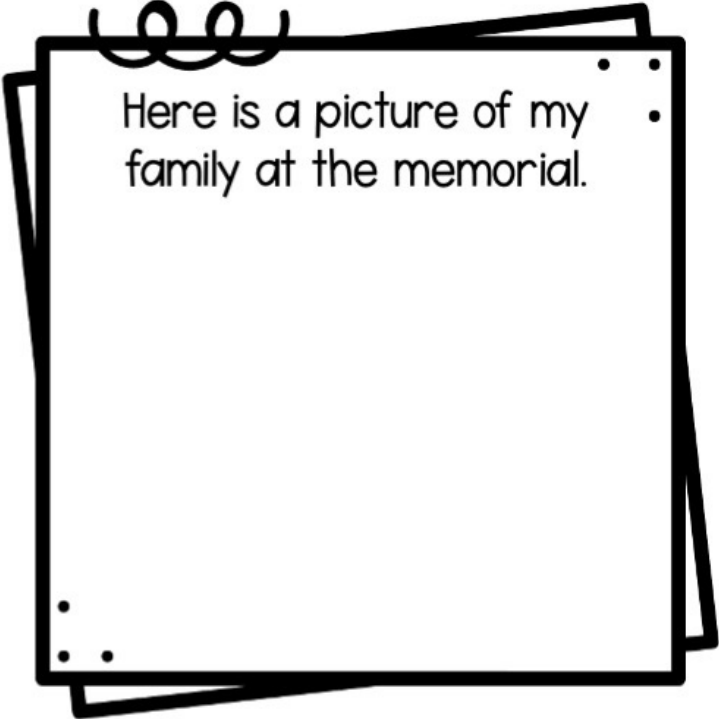
How do you feel  
about the memorial  
being over?

Name: \_\_\_\_\_

# FAREWELL AT SEA



Here is a picture  
of me at the memorial.



Here is a picture of my  
family at the memorial.



Here is how I felt about the memorial.



Here is how the funeral helped me cope.

# SESSION 5:

## Exploring Feelings





# SESSION 5: Exploring Feelings

## SESSION GOALS:

- Students will identify and explore their feelings about their loss.
- Students will openly share their feelings with the group.

## ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SS 8:** Advocacy skills for self and others and ability to assert self, when necessary.
- **B-SMS 10:** Ability to manage transitions and adapt to change.

## MATERIALS NEEDED:

- Group folders
- "Captain's Log" feelings check-in poster
- "Grief and Loss Can Make Us Feel" poster
- 9 cut-out feelings characters
- 9 popsicle sticks
- Tape
- 24 cut-out scenario cards

## SESSION 5 DIRECTIONS:

- **Before Group:**
  - Print and cut out the 9 feelings characters and tape them to a popsicle stick
  - Print and cut out the 24 scenario cards
- Briefly **review** the material learned in group last week (what are memorials and what to expect).
- **Explain** that today we will identify, explore, and share our feelings about our loss.
- You may choose to start each group session with a **feelings check-in** with the **"Captain's Log" poster**. Students can point to how they're feeling today on the color poster or color how they're feeling today on the black/white version.
- Share the **"Grief & Loss Can Make Us Feel"** poster with the group. Explain that losing a loved one can bring up LOTS of different feelings and that our feelings about it can change from day to day, week to week, year to year, and even minute to minute. Please explain that ALL of our feelings are okay! Then, please discuss each feeling on the poster. As you discuss each feeling, ask students to raise their hand if they have felt that way before. Also ask students to share their experiences with each feeling (whether it has or has not applied to them, when, and how).
- There are many ways to use the **popsicle stick feelings characters**. First, please ask students to draw a discussion card, read it aloud to the group, and imagine how they would feel. Then, students can hold up the popsicle stick character that matches their feelings. You may choose to place the popsicle stick characters on the center of a table and ask students to grab one and hold it up. If students feel the same way as each other, they can hold it together/stand together. Or, for a more movement-based activity, you can place the characters in different areas of the room and ask students to walk to that character and hold it up (as a group or individually). You may also choose to print a set of the characters for each student so they have a full set of feelings characters to hold up and share.
- **NOTE:** If there are discussion cards that are not appropriate for your group, please take them out.
- **Close** by sharing that next week we will talk about the Stages of Grief.



# ACTIVITY SAMPLE





# CAPTAIN'S LOG

## Today I Feel

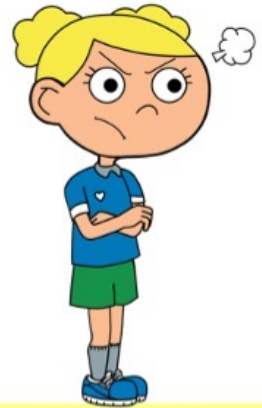
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Happy



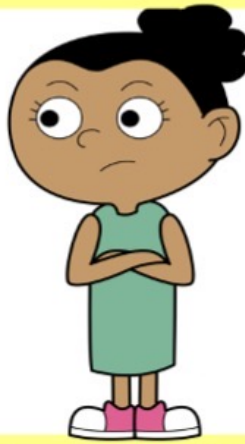
Sad



Angry



Embarrassed



Frustrated



Nervous



Scared



Confused





# CAPTAIN'S LOG

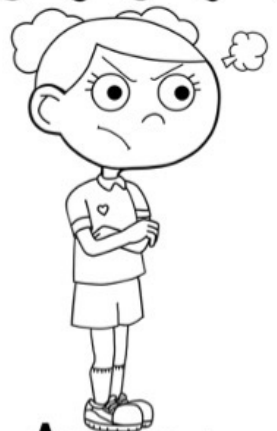
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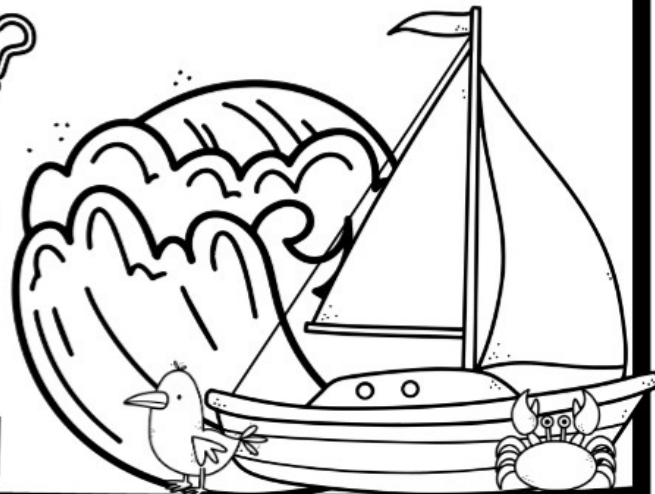
Nervous



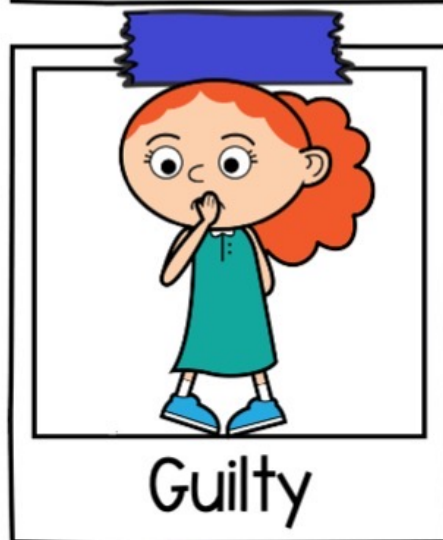
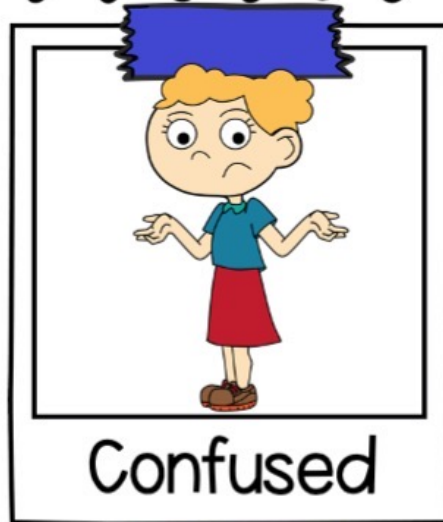
Scared



Confused

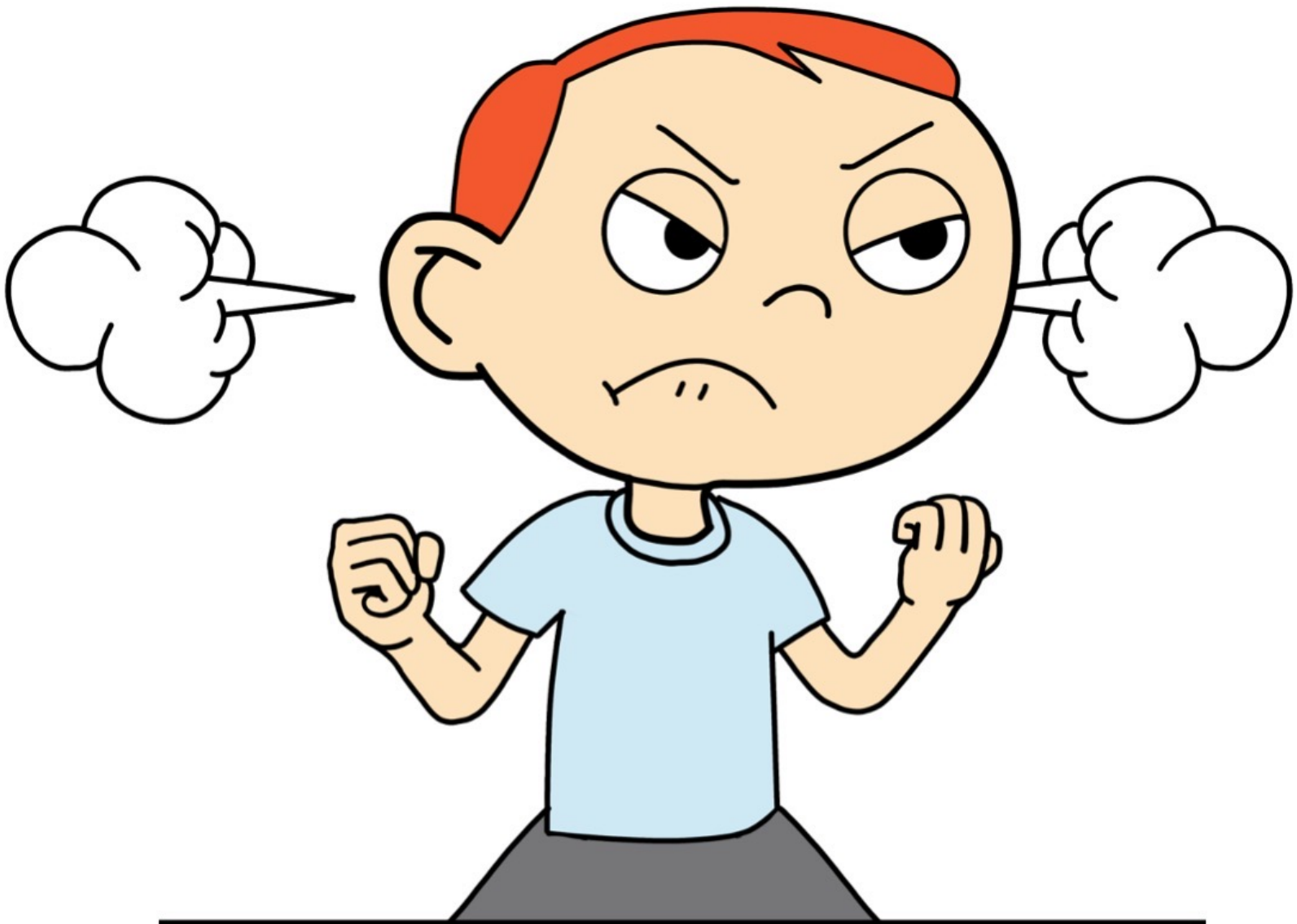


# GRIEF & LOSS CAN Make Us Feel:

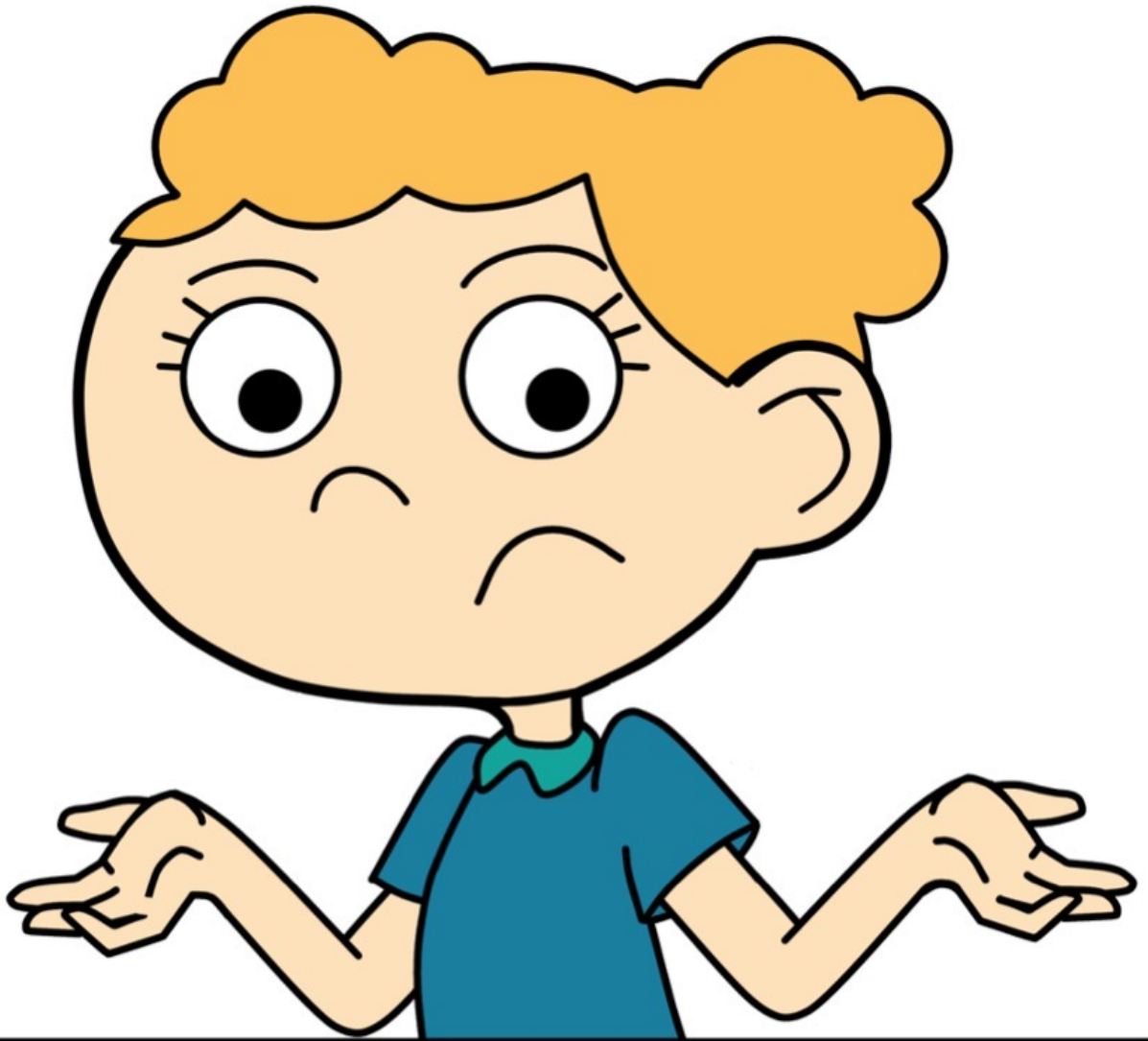








**ANGRY**

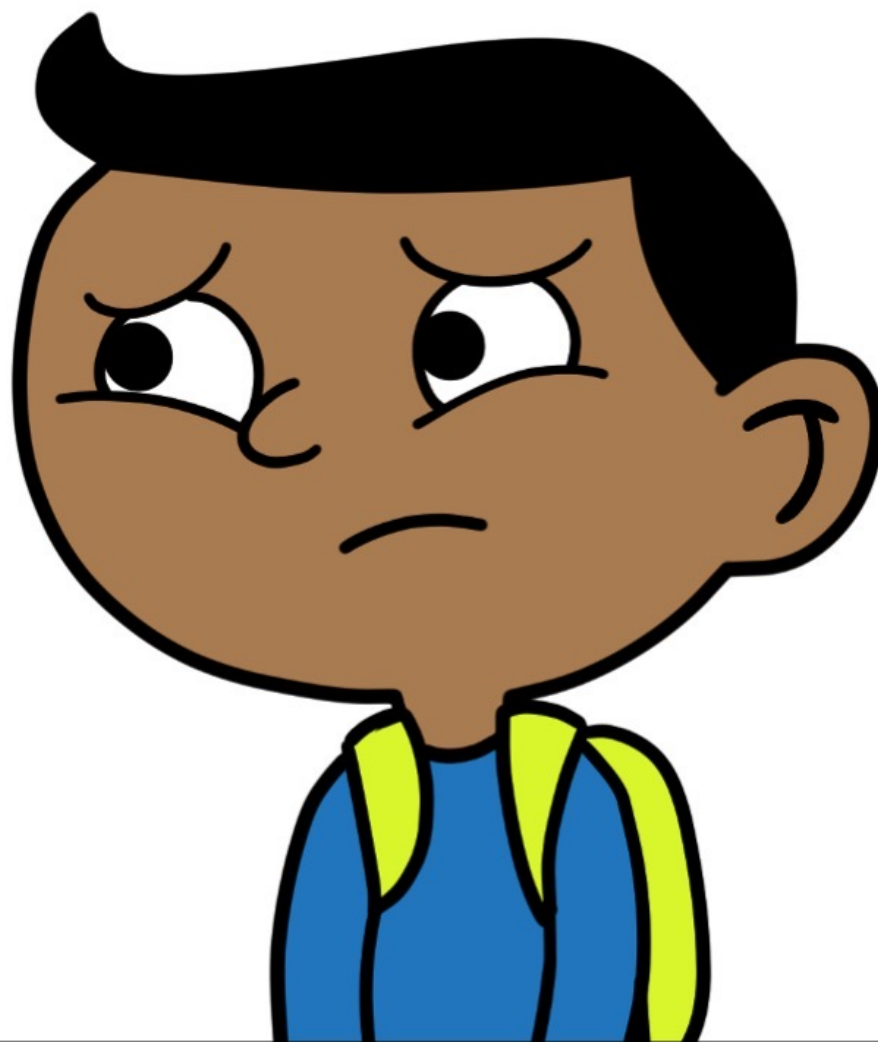


**CONFUSED**



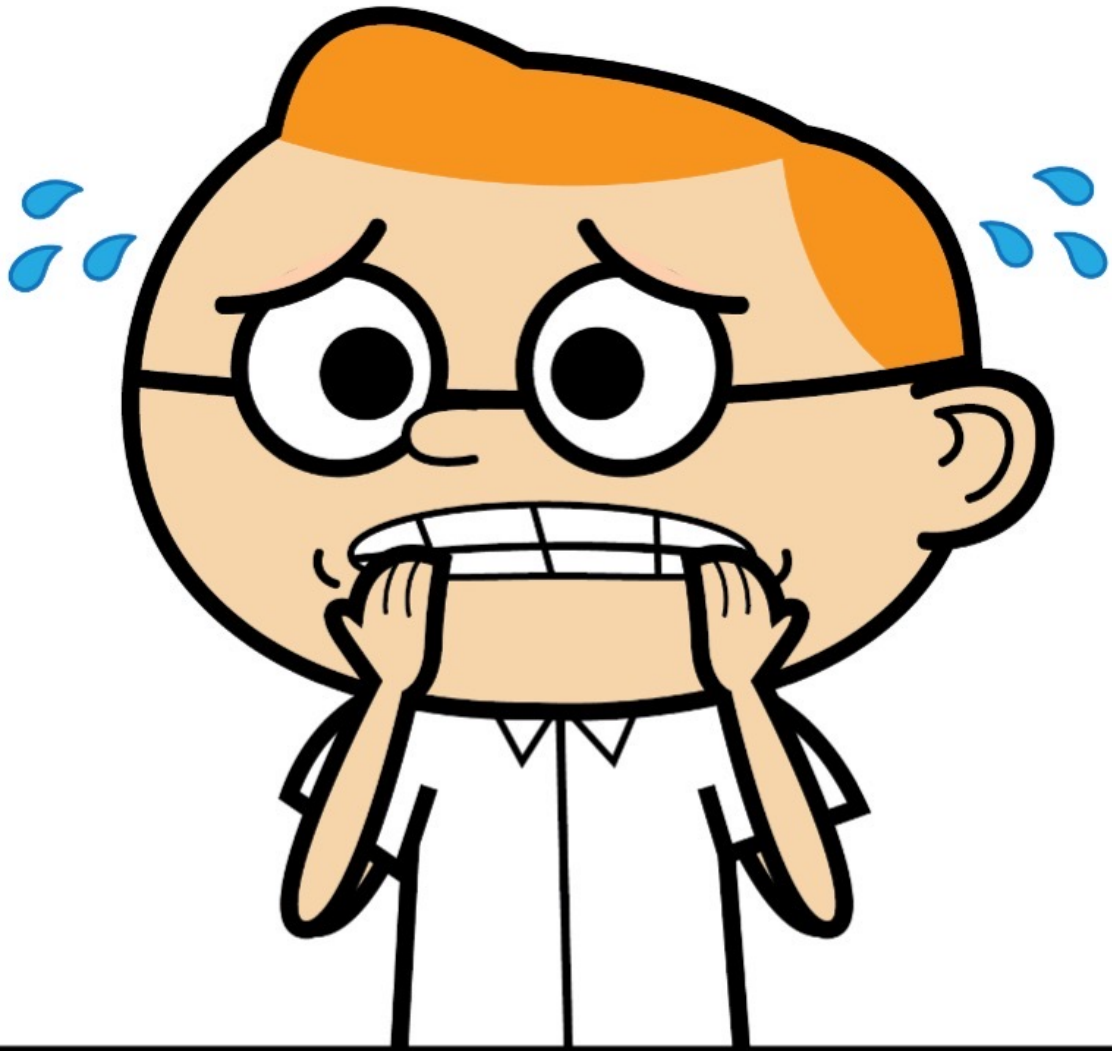
**SCARED**





**RELIEVED**

© Music City Counselor

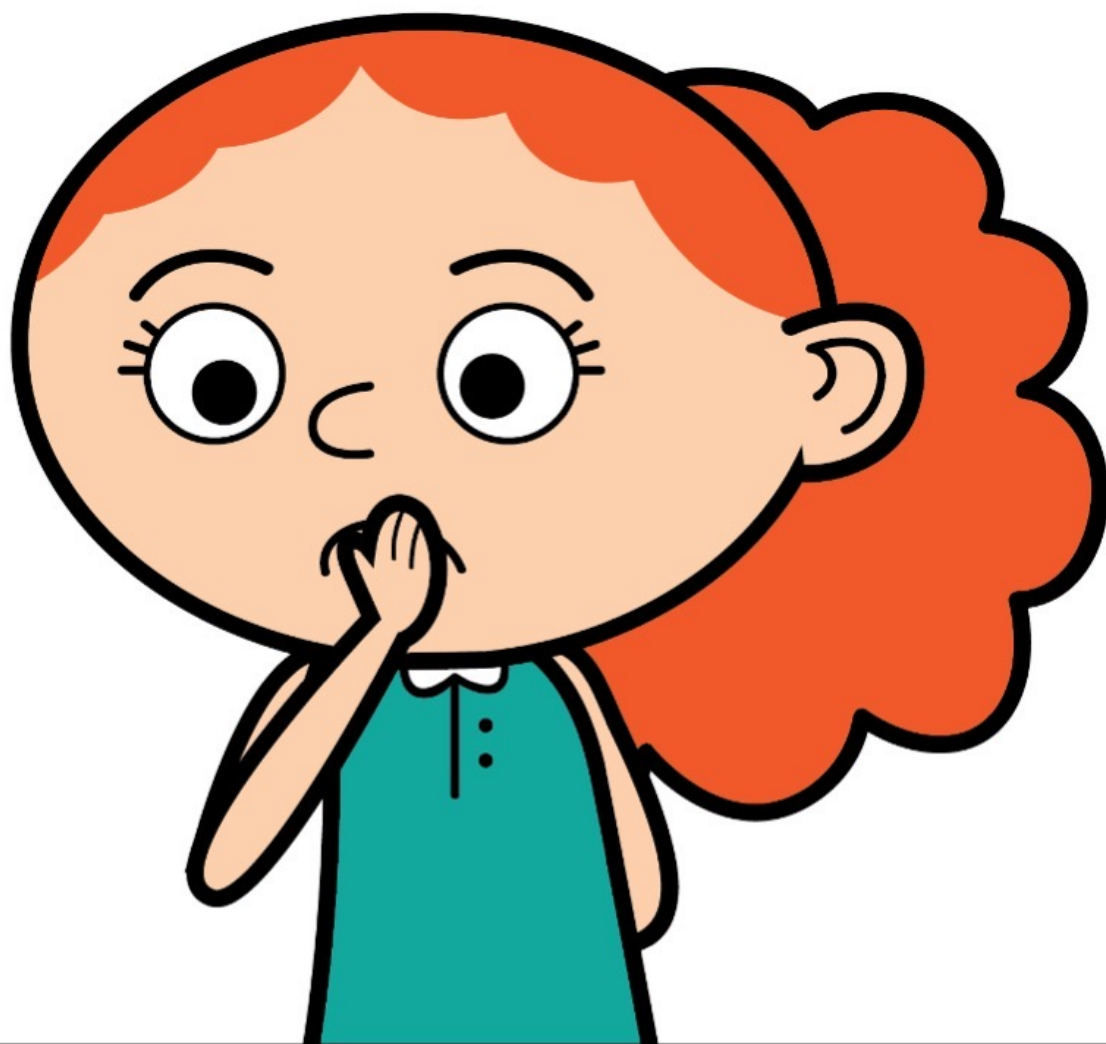


**WORRIED**

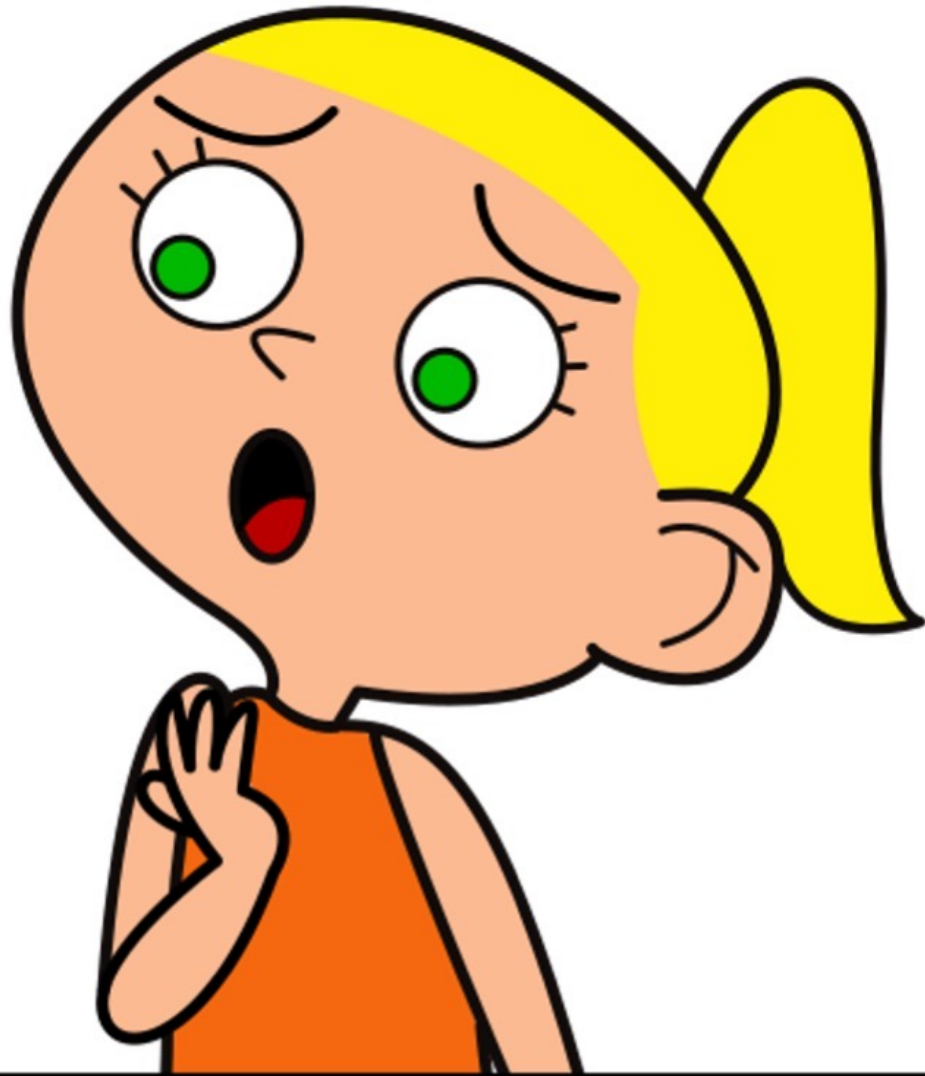


**LONELY**





**GUILTY**



**SHOCKED**

**Let's  
Talk!**



**How did you  
feel when...**

you first found  
out that your  
loved one died?

**Let's  
Talk!**



**How did you  
feel ...**

one week after  
your loved one  
died?

**Let's  
Talk!**



**How did you  
feel ...**

one month after  
your loved one  
died?

**Let's  
Talk!**



**How do you  
feel...**

about the loss of  
your loved one  
today?



**Let's  
Talk!**



**How do you  
feel when...**

you think about  
your loved one  
that you lost?

**Let's  
Talk!**



**How did you  
feel when...**

you went to your  
loved one's  
funeral service?

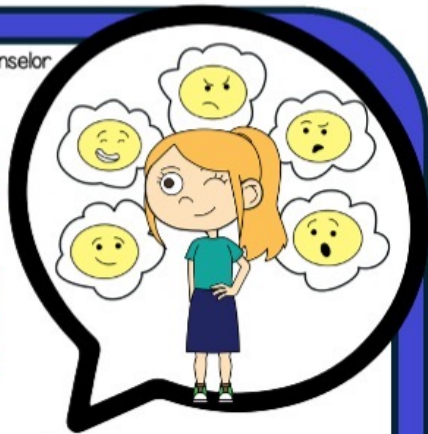
**Let's  
Talk!**



**How do you  
feel when...**

you think about a  
happy memory  
together?

**Let's  
Talk!**



**How do you  
feel when...**

you think about  
the last time you  
saw them?



**Let's  
Talk!**



**How do you  
feel when...**

you miss your  
loved one?

**Let's  
Talk!**



**How do you  
feel when...**

you realize you  
can't see your  
loved one?

**Let's  
Talk!**



**How do you  
feel when...**

you realize you  
can't talk to your  
loved one?

**Let's  
Talk!**



**How do you  
feel when...**

you spend  
holidays without  
your loved one?



**Let's  
Talk!**



**How do you  
feel when...**

you think about  
saying goodbye to  
your loved one?

**Let's  
Talk!**



**How do you  
feel when...**

someone talks  
about your loved  
one?

**Let's  
Talk!**



**How do you  
feel when...**

you hear or see  
things that remind  
you of them?

**Let's  
Talk!**



**How do you  
feel when...**

other people  
seem sad about  
your loved one?



**Let's  
Talk!**



**How do you  
feel when...**

you look at  
pictures of your  
loved one?

**Let's  
Talk!**



**How do you  
feel when...**

you talk about  
your loved one?

**Let's  
Talk!**



**How do you  
feel when...**

you're doing  
something you used  
to do with them?

**Let's  
Talk!**



**How do you  
feel when...**

you're at a family  
event and they're  
not there?



**Let's  
Talk!**



**How do you  
feel when...**

friends or family  
ask you about  
your loved one?

**Let's  
Talk!**



**How do you  
feel when...**

you're around people  
who don't know your  
loved one?

**Let's  
Talk!**



**How do you  
feel when...**

you accomplish a  
goal, but can't  
share it with them?

**Let's  
Talk!**

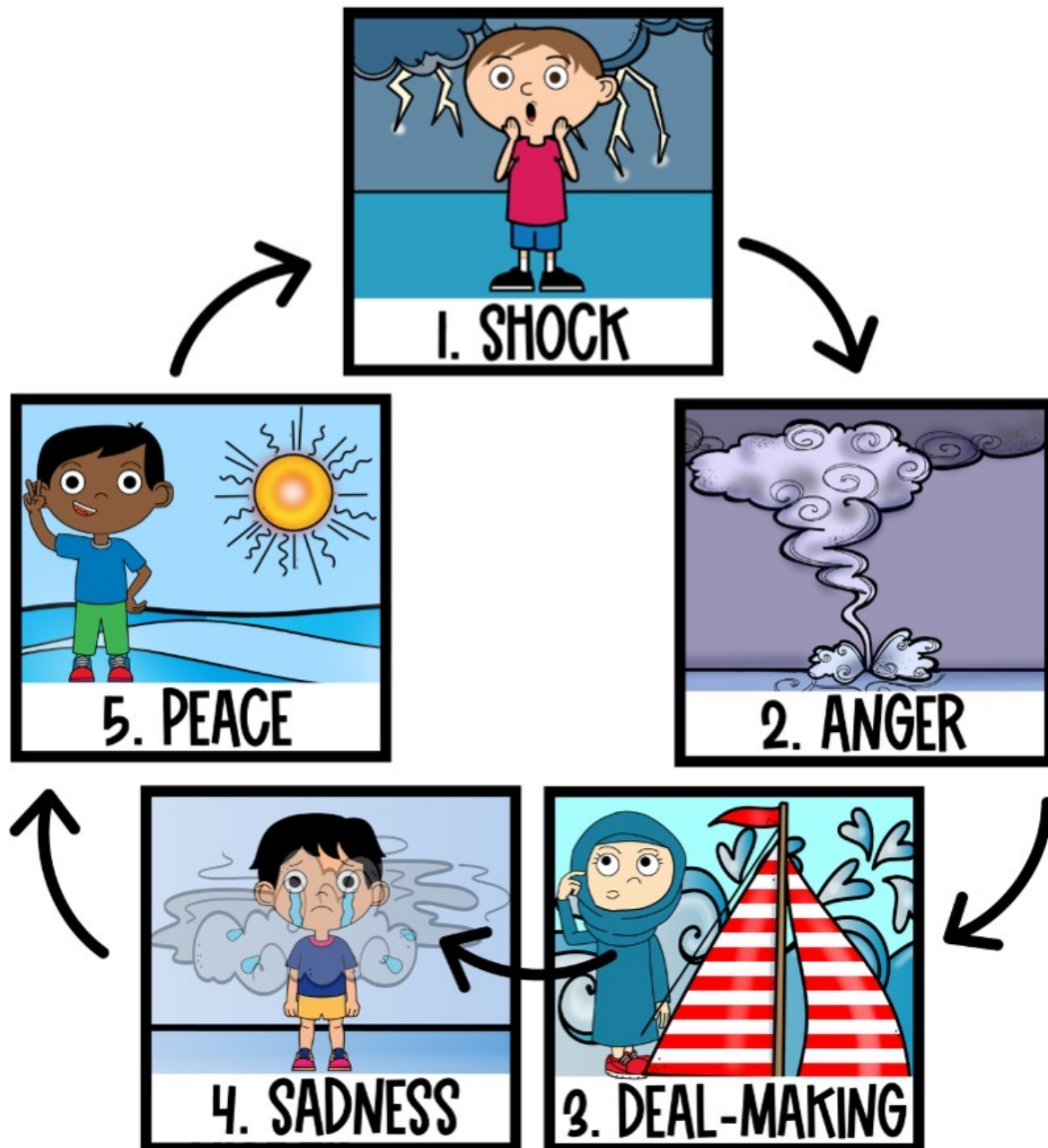


**How do you  
feel when...**

you visit them at  
the cemetery?

# SESSION 6:

## Sailing Through the Stages of Grief





# SESSION 6: The Stages of Grief

## SESSION GOALS:

- Students will learn about the 5 Stages of Grief.
- Students will learn what each stage of grief feels like in their bodies and brains, and what they might say at each stage.
- Students will apply the 5 Stages of Grief to their own lives.

## ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SS 8:** Advocacy skills for self and others and ability to assert self, when necessary.
- **B-SMS 10:** Ability to manage transitions and adapt to change.

## MATERIALS NEEDED:

- Group folders
- "Captain's Log" feelings check-in poster
- "Sailing Through the Stages of Grief" poster
- The 5 posters that explain each of the 5 stages of grief
- Choose either the "Stages of Grief" worksheet or coloring page
- Pencils
- Crayons or markers

## SESSION 6 DIRECTIONS:

- Briefly **review** the material learned in group last week (identifying and exploring our feelings).
- **Explain** that today we will learn about the 5 Stages of Grief.
- You may choose to start each group session with a **feelings check-in** with the **"Captain's Log" poster**. Students can point to how they're feeling today on the color poster or color how they're feeling today on the black/white version.
- Show students the **"Sailing Through the Stages of Grief" poster**. Explain that this concept helps us understand our grief journey. BUT, it has its limits and is not perfect. Every person's experience with loss is unique and different. Grief is messy. It doesn't happen in a straight line. We don't go through one stage, finish it, and then move to the next. It's also normal to go back and forth between stages.
- Show students each of the **stages of grief posters**. Talk through how it feels in our brains and bodies, and things we might say when we're in that stage. As you teach, ask students to share if they think they've been through that stage or are currently in that stage. They can also share their experience with it (how it felt/feels in their body and brains, and things they said or thought).
- Choose either the **"Stages of Grief" worksheet or coloring page** for your students. On the worksheet, students can write and draw about what each stage looks like and feels like to them. On the coloring page, students can color the stage(s) they have experienced green, the stage they are currently in blue, and the stage(s) they have never experienced red. Once students are done, they can share their responses with the group.
- **Close group** by sharing that next week we will be learning about how grief comes in waves..

# CAPTAIN'S LOG

## Today I Feel

.....



Happy



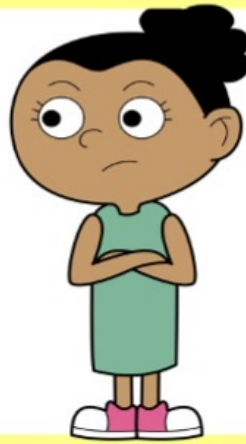
Sad



Angry



Embarrassed



Frustrated



Nervous



Scared



Confused





# CAPTAIN'S LOG

## Today I Feel

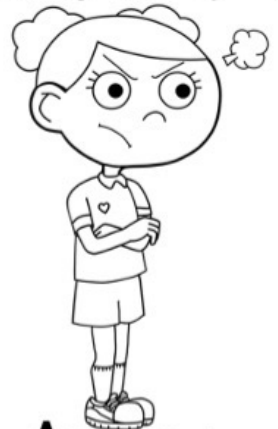
.....



Happy



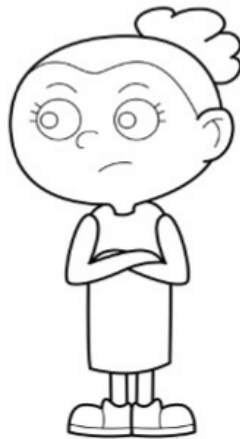
Sad



Angry



Embarrassed



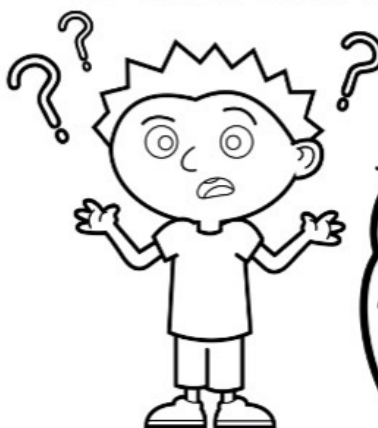
Frustrated



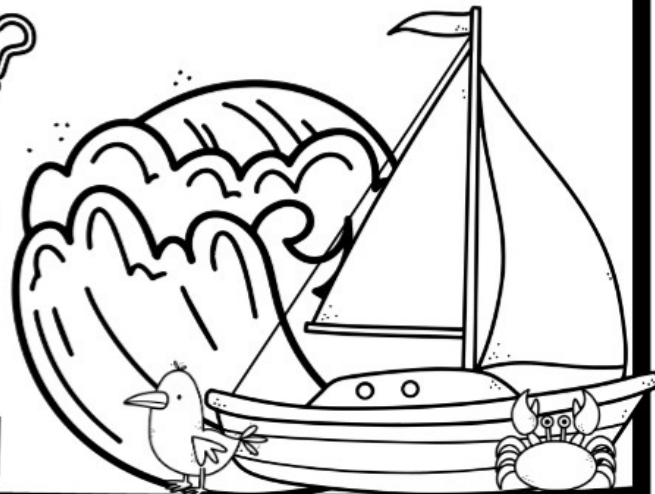
Nervous



Scared



Confused





# SAILING THROUGH THE Stages of Grief



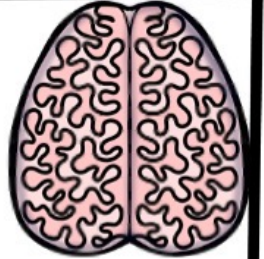
# Shock

Like suddenly being caught in a lightning storm at sea.



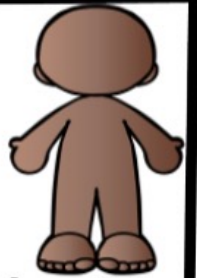
## MY BRAIN...

is trying to protect me so I experience the loss slowly. It's too much pain to feel all at once.



## MY BODY FEELS...

Frozen – I can't move or think  
Numb – like my feelings are turned off  
Shaky, fast heartbeat, and nauseous.



## I MIGHT SAY...

"This didn't really happen!"  
"I can't believe they're gone!"  
"This can't be true!"





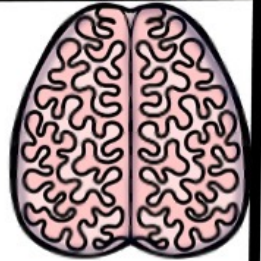
# Anger

**Like the sea is rough and the waves are crashing in.**



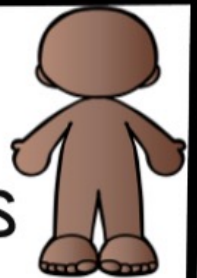
## MY BRAIN...

feels very mad. I may feel upset at myself, the person who died, or others. It all feels so unfair.



## MY BODY FEELS...

Hot, tense, and sweaty. My heart is beating fast. My hands are in fists. I want to yell and scream!



## I MIGHT SAY...

"This is NOT fair!"

"Why did they have to die?"

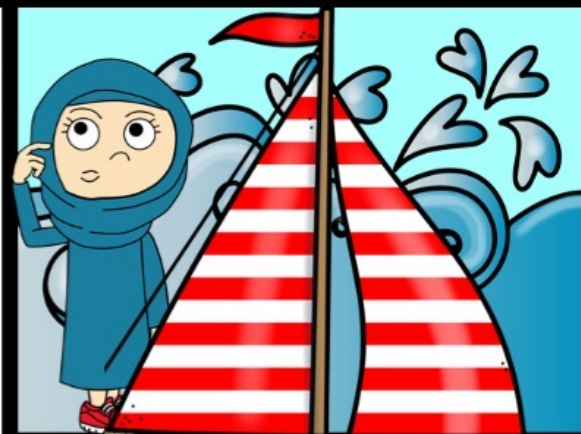
"Why did they do this to me?"





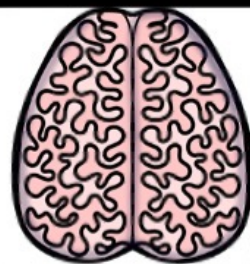
# Deal-Making

Like I'm changing the sails on my boat, trying to steer away from the storm.



## MY BRAIN...

wants to fix things and hopes they'll magically change. Wishes I could undo the past and bring them back.



## MY BODY FEELS...

restless and nervous. My mind is racing about the "what if's?". I feel shaky, uneasy, and uncomfortable.



## I MIGHT SAY...

"If I had done that differently, maybe they'd still be here." "Maybe if I'm really good, they'll come back?"



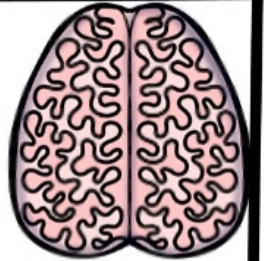
# Sadness

Like the sea is quiet, but  
I'm lost in the fog.



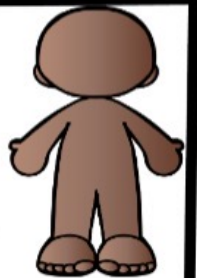
## MY BRAIN...

feels so, so sad about my loss. I can't stop thinking about my loved one. I feel so lost without them.



## MY BODY FEELS...

tired and heavy. My heart hurts. I keep crying off and on. I want to be alone. I have very little energy.



## I MIGHT SAY...

"It's not the same without them."

"I miss them so very much."

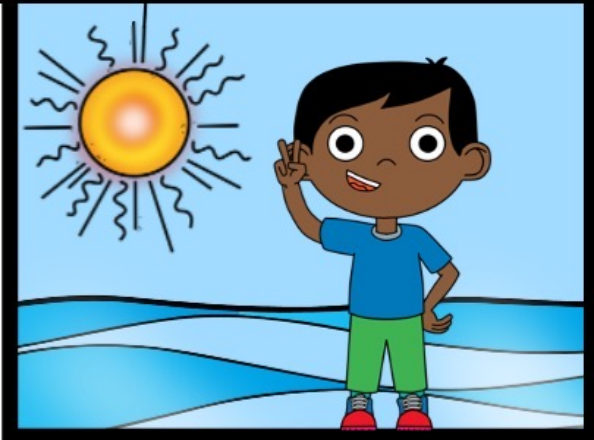
"I wish they were still here."





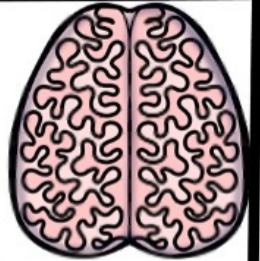
# Peace

**Like the sea is calm and I  
can sail forward.**



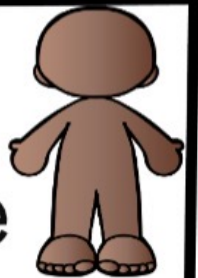
## MY BRAIN...

is starting to feel okay again. My sadness isn't as big anymore. I focus on happy memories and gratitude.



## MY BODY FEELS...

comfortable, calm, and light. I have more energy. I smile or laugh when I think of the person I lost.



## I MIGHT SAY...





"I still miss them, but I feel more like myself again." "I'm finding ways to remember them with a smile."





Name: \_\_\_\_\_

# STAGES OF GRIEF

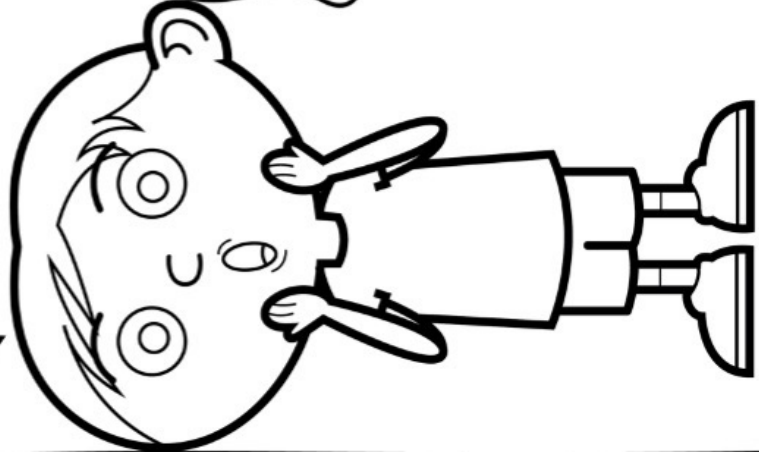
Stage of Grief	Looks like...	Feels like...
 <b>SHOCK</b>		
 <b>ANGER</b>		
 <b>DEAL-MAKING</b>		
 <b>SADNESS</b>		
 <b>PEACE</b>		

# THE STAGES OF GRIEF

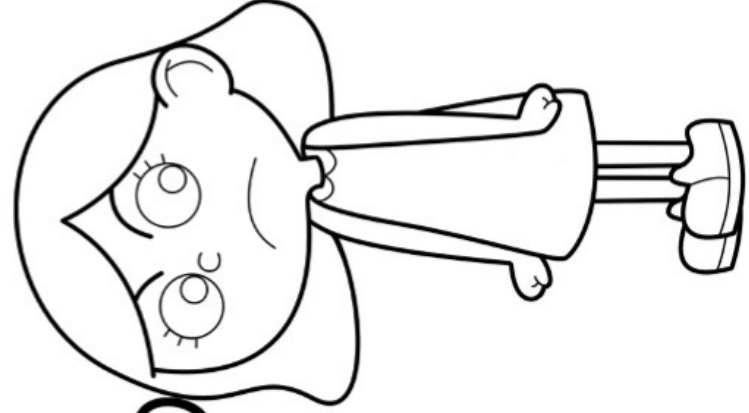
Color the stage(s) you have experienced GREEN.

Color the stage you are in today BLUE.

Color the stage(s) you have never experienced RED.



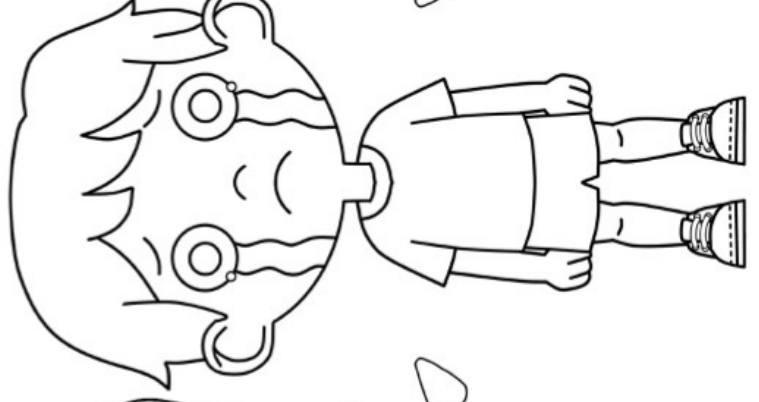
**SHOCK**



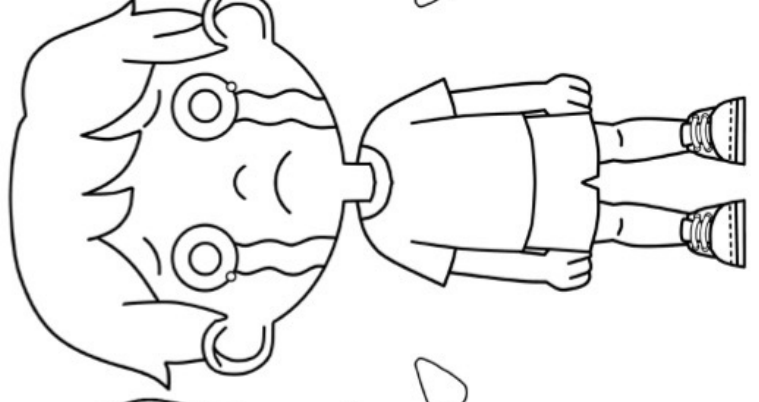
**ANGER**



**SADNESS**



**DENIAL**



**BARGAINING**



**ACCEPTANCE**

# SESSION 7:

## Grief Comes in Waves





# SESSION 7: Grief Comes in Waves

## SESSION GOALS:

- Students will learn that grief comes in waves.
- Students will learn what each of the 3 types of waves of grief looks like and feels like.
- Students will relate the waves of grief concept back to their own lives and experiences with loss.

## ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SMS 10:** Ability to manage transitions and adapt to change.

## MATERIALS NEEDED:

- Group folders
- "Captain's Log" feelings check-in poster
- "Grief Comes in Waves" poster
- "The Waves of Grief" poster
- 3 types of waves posters
- Blank 3 types of waves worksheets
- Pencils
- Crayons or markers

## SESSION 7 DIRECTIONS:

- Briefly **review** the material learned in group last week (The 5 Stages of Grief).
- **Explain** that today we will learn about how grief comes in waves.
- You may choose to start each group session with a **feelings check-in** with the **"Captain's Log" poster**. Students can point to how they're feeling today on the color poster or color how they're feeling today on the black/white version.
- Show students the **"Grief Comes in Waves" poster**. Explain that sometimes, the waves of grief are small and gentle, and you feel okay. But other times, **BIG** grief waves come crashing in, and those are the moments when you feel really sad, upset, angry, or confused. At first, after you lost your loved one, the big waves crashed in a lot. It felt like you couldn't catch your breath because the waves were so strong. But just like the ocean, over time, the big waves of sadness don't hit as often. There will still be moments when a big wave surprises you, but as you get stronger, you'll get better at sailing and riding the waves.
- **Show students the 3 types of waves posters: smooth sailing, choppy waters, and rough waters.** Talk through what each one looks like and feels like. Ask students to share their experiences with each one. What did each one look and feel like to them? Which one do they feel like they're in today?
- Assign each student a partner. Give each set of partners a **blank smooth sailing, choppy waters, or rough waters page**. Ask students to work with their partner to fill in what their type of wave looks like and feels like to them. Then, students can color it. Once they're done, students can share their responses with the group.
- **Close group** by sharing that next week we will be learning about how to "set sail" and cope with grief.

# CAPTAIN'S LOG

## Today I Feel

.....



Happy



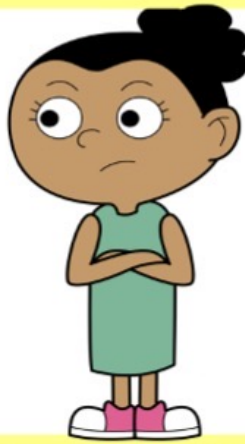
Sad



Angry



Embarrassed



Frustrated



Nervous



Scared



Confused





# CAPTAIN'S LOG

## Today I Feel

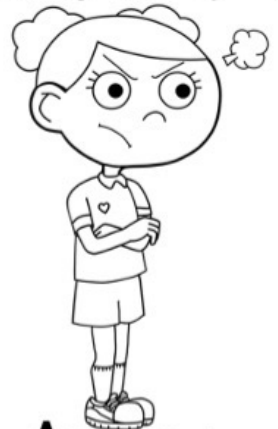
.....



Happy



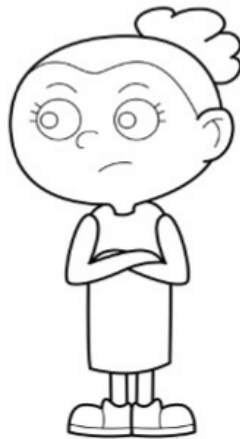
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Embarrassed



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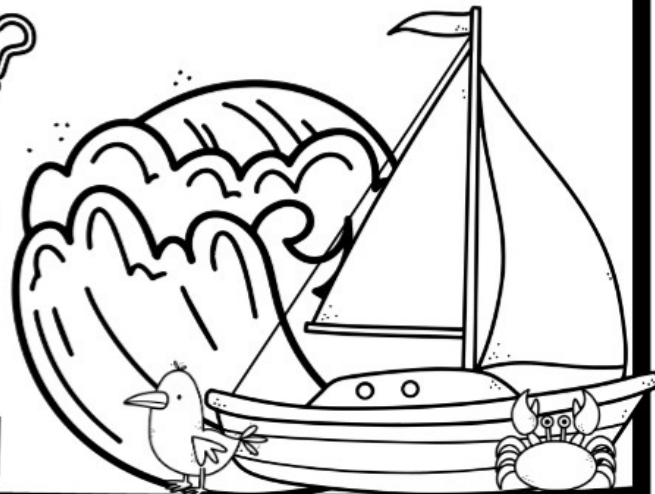
Nervous



Scared



Confused







GRIFF COMES IN  
WAVE

# THE WAVES OF GRIEF

Grief comes and goes, like waves in the ocean. Sometimes, the ocean is calm and peaceful, and we feel okay. Other times, strong waves crash in and bring **BIG** feelings. Over time, we learn to sail when a grief wave hits.

## SMOOTH SAILING

Things are going pretty well. The water is calm and you feel okay. You feel strong enough to go on with your day without feeling too sad.

## CHOPPY WATERS

The waves are there, but they're not too big or too small. You feel sad when little waves hit, but your grief is manageable and under control.

## ROUGH WATERS

The waves are **BIG** and strong. You feel knocked down by sadness, anger, and confusion. Your feelings are overwhelming. You're scared to lose control.



# SMOOTH SAILING

## LOOKS LIKE:

- Things are going well
- Life feels "easy" again
- Smiling at happy memories
- Enjoying your day
- Laughing, playing, and doing things you love

## FEELS LIKE:

- Light, peaceful, and calm
- You're able to go on with your day without trouble
- Your "old" self
- You still miss your loved one, but it doesn't hurt as much





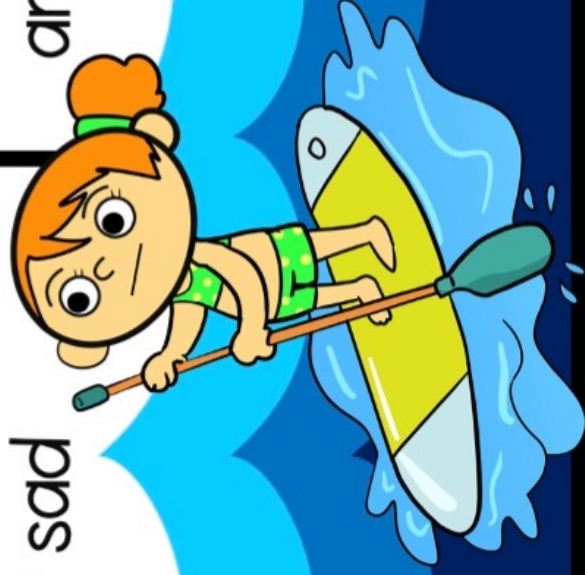
# CHOPPY WATERS...

## LOOK LIKE:

- Things aren't calm, but they aren't rough either
- Life feels "bumpy"
- You're okay sometimes, then a wave hits and you're suddenly sad

## FEEL LIKE:

- Uneasy, unsettled, off balance
- It's a little harder to go on with your day
- You could lose control at any moment



# ROUGH WATERS...

## LOOK LIKE:

- Crying, yelling, pleading for your loved one
- Withdrawing from others
- You can't think about anything else
- You're losing control

## FEEL LIKE:

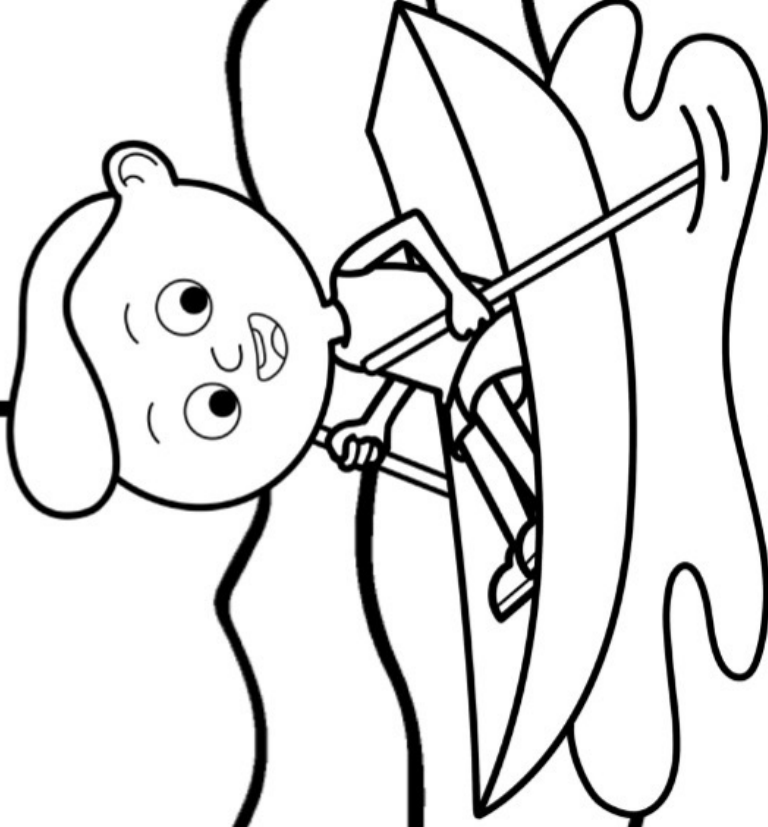
- Overwhelming, BIG feelings
- Your heart is so heavy
- You miss your loved one so much that you can't go on with your day
- It's too much to handle



**SMOOTH SAILING**

**LOOKS LIKE:**

**FEELS LIKE:**



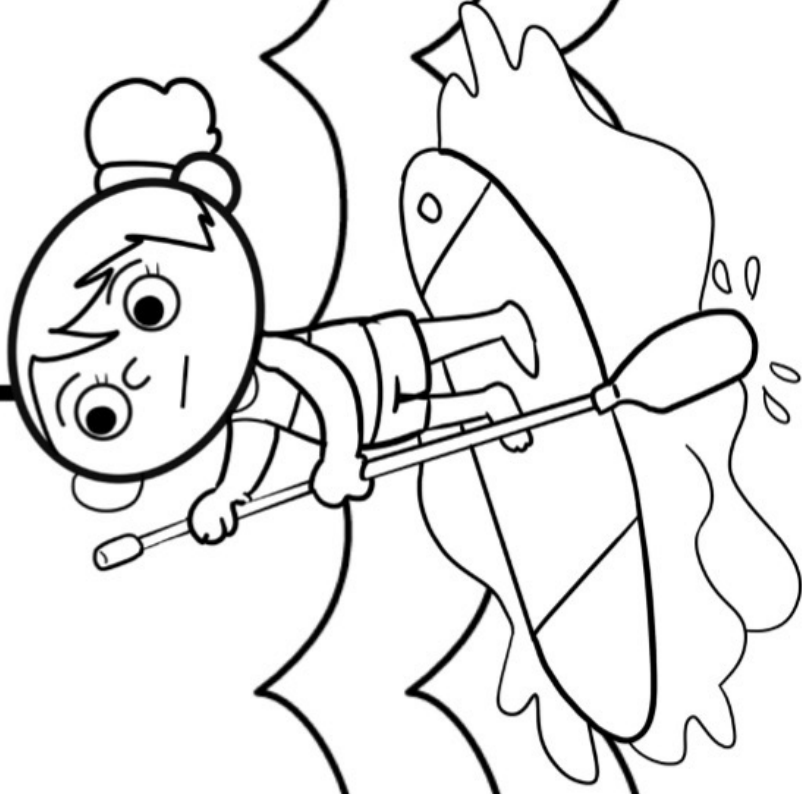


# CHOPPY WATERS

.....

LOOK LIKE:

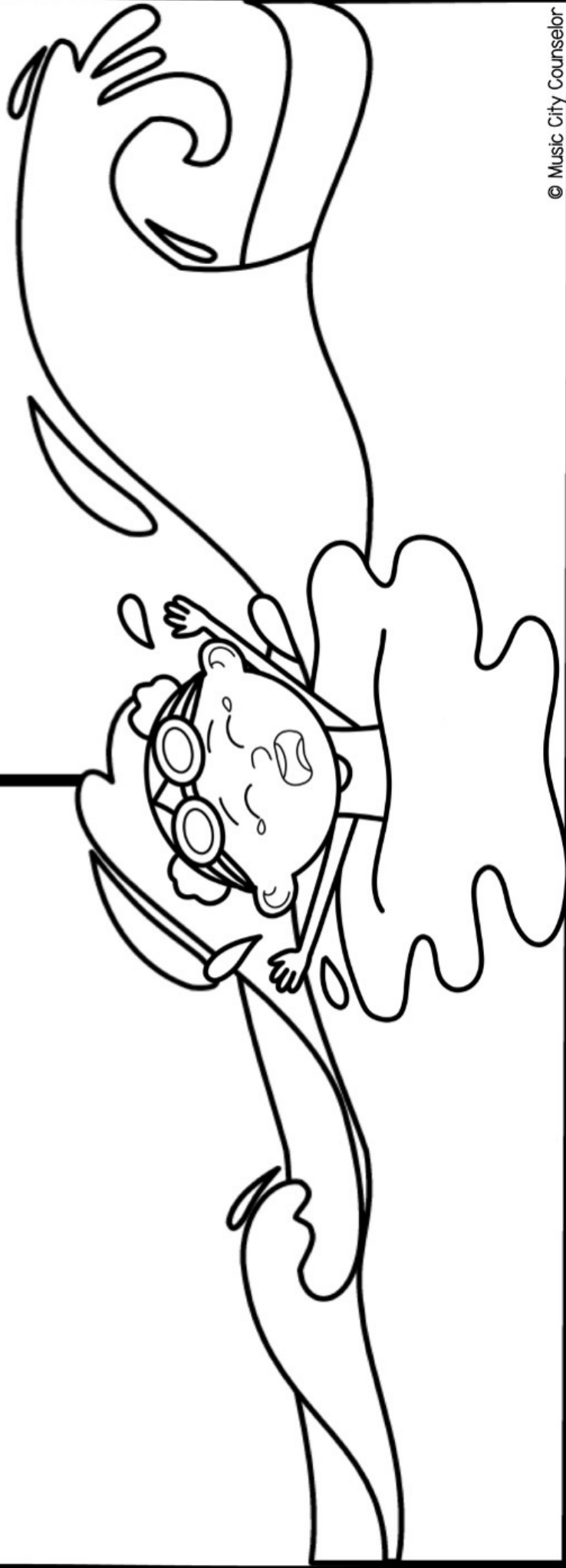
FEEL LIKE:



# ROUGH WATERS

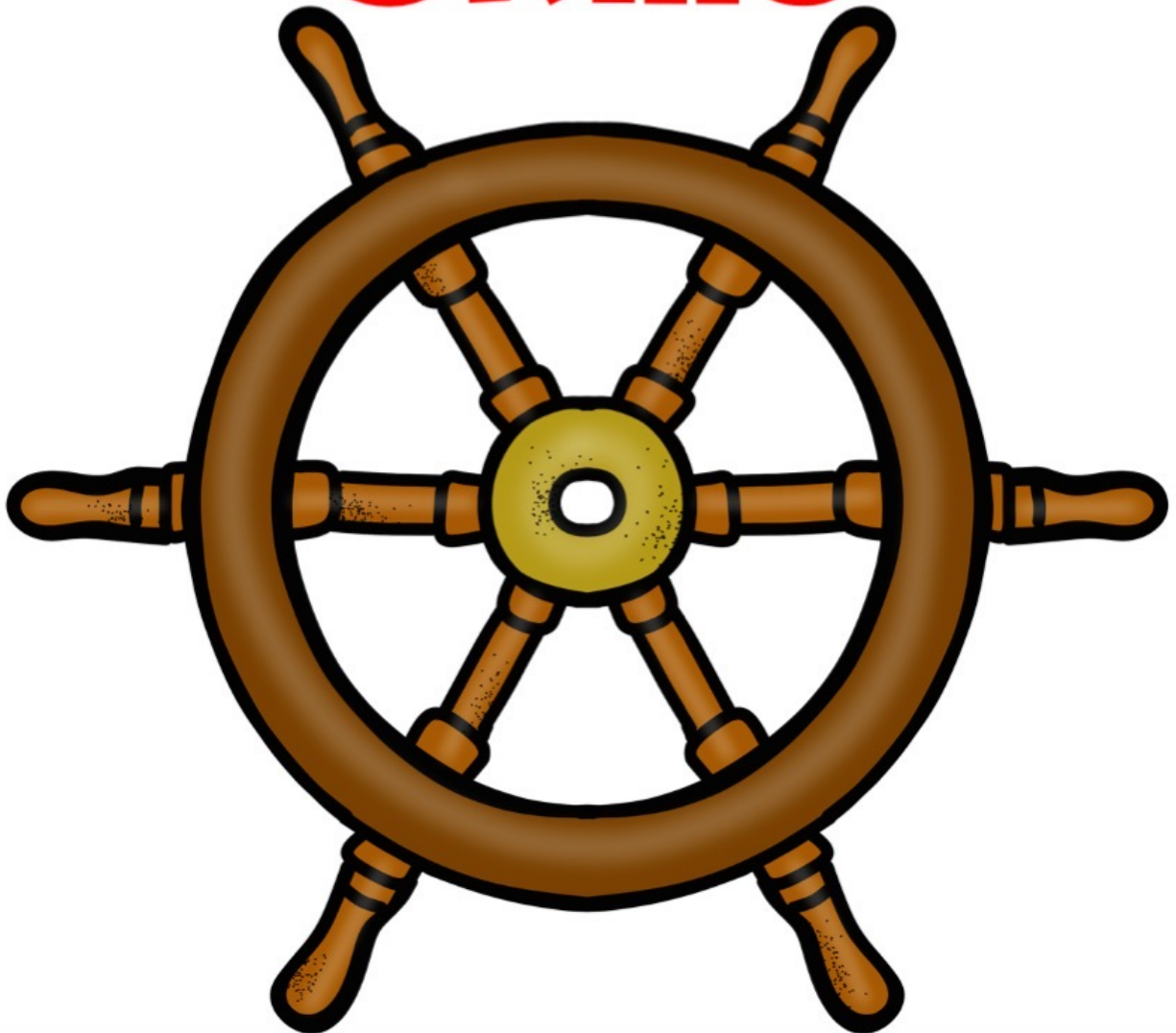
LOOK LIKE:

FEEL LIKE:



# SESSION 8:

## Let's Set Sail: Using Coping Skills





# SESSION 8: Let's Set Sail

## SESSION GOALS:

- Students will learn how to "set sail:" use coping skills when a grief wave hits.
- Students will learn and practice coping skills to manage their grief.

## ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SMS 7:** Effective coping skills.
- **B-SMS 10:** Ability to manage transitions and adapt to change.

## MATERIALS NEEDED:

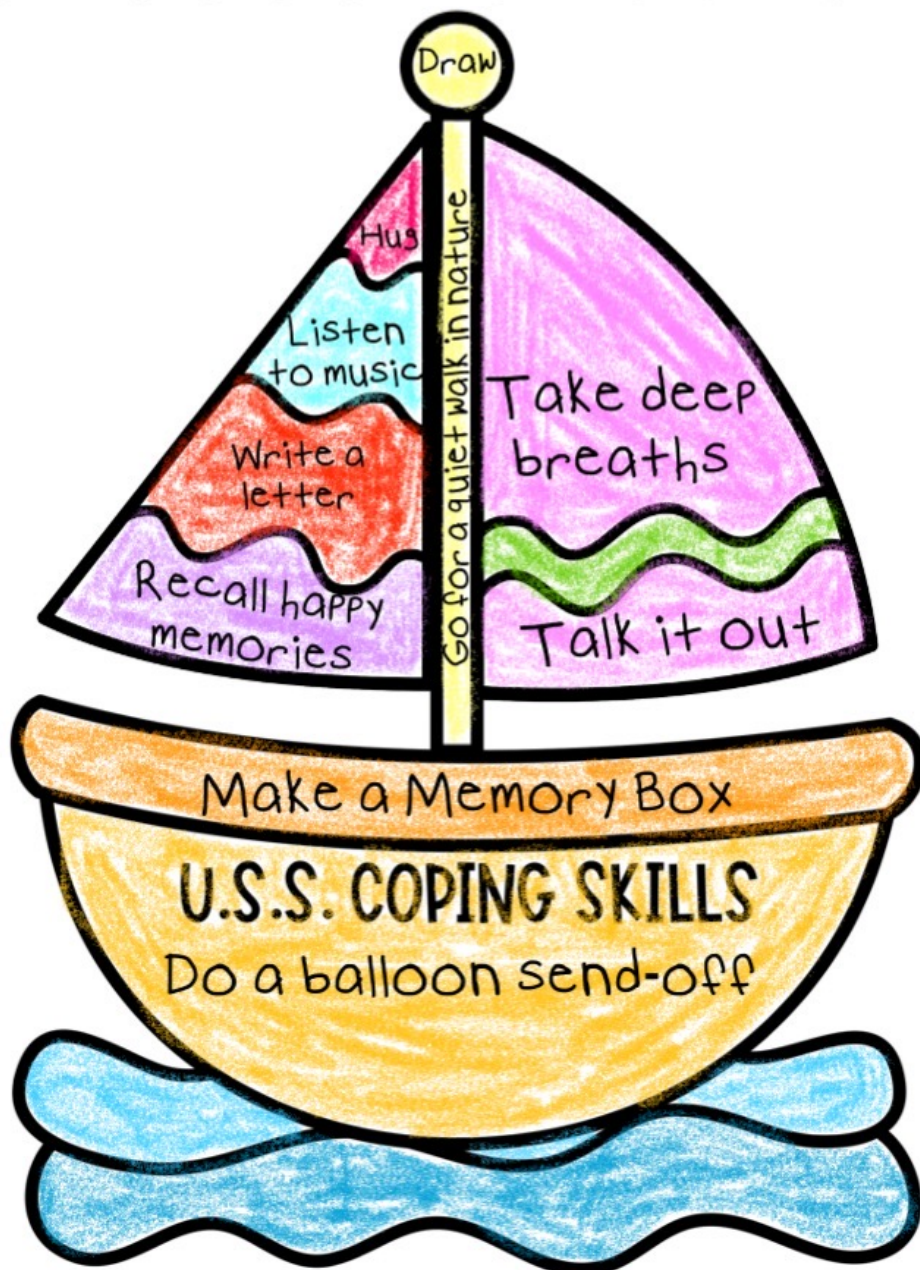
- Group folders
- "Captain's Log" feelings check-in poster
- "Let's Set Sail!" poster
- "Steering Wheel of Coping Skills" poster
- "Coping Skills" poster
- Parts of the boat craft (2 pages per student), 2 versions provided
- "Let's Set Sail" worksheet (optional)
- Scissors
- Glue sticks
- Crayons or markers
- Pencils

## SESSION 8 DIRECTIONS:

- Briefly **review** the material learned in group last week (grief comes in waves).
- Explain that today we will learn how to "set sail:" how to cope with our grief.
- You may choose to start each group session with a **feelings check-in** with the **"Captain's Log" poster**. Students can point to how they're feeling today on the color poster or color how they're feeling today on the black/white version.
- Share the **"Let's Set Sail!" poster** with students. Explain that sailing through the waves of grief can be challenging, especially when we're in rough waters/big waves crash in that bring big feelings along with them. Coping skills teach us to "sail" when a grief wave hits. They are like the steering wheel of our boat that guide us through the rough waters and help us find peace and calm again.
- Share the **"Steering Wheel of Coping Skills" poster** with students. Talk through each of the 6 coping skills. Ask students to share which ones they have tried, which ones are helpful to them, which ones they'd like to try in the future, which ones they don't want to try, etc. Model and practice any of the coping skills that you can with students.
- A more straight-forward **coping skills poster** without the steering wheel metaphor is also included if you and your students prefer that.
- Next, students can make the **U.S.S. Coping Skills craft**. This is a boat that helps them navigate the waves of grief. Please choose either the boat pieces that have coping skills written on them (for younger grades) or the boat pieces that are blank (for older grades). Students can choose the boat pieces that they like best, color them, cut them out, and glue them together to assemble their boat. If using the blank pieces, students can write one coping skill on each part of the boat.
- A **worksheet** version of the craft is also included if you don't have time to complete the craft
- **Close group** by sharing that next week we will be talking about our "crew" of support people that help us cope with grief.

# CRAFT SAMPLE

.....





# CAPTAIN'S LOG

## Today I Feel

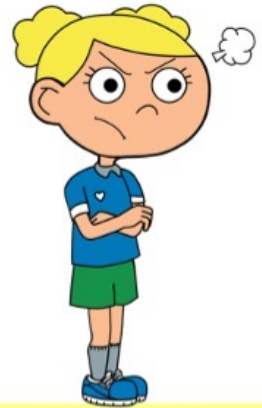
.....



Happy



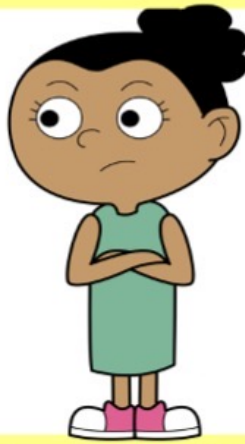
Sad



Angry



Embarrassed



Frustrated



Nervous



Scared



Confused





# CAPTAIN'S LOG

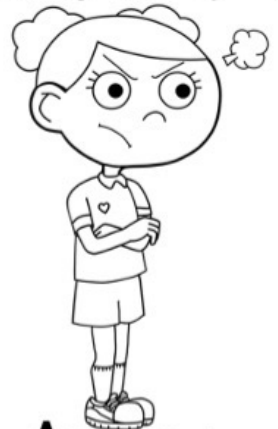
## Today I Feel



Happy



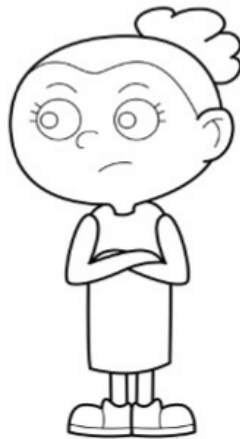
Sad



Angry



Embarrassed



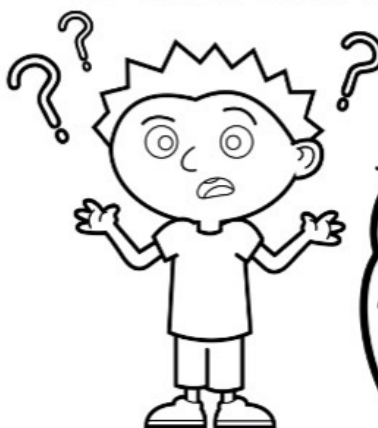
Frustrated



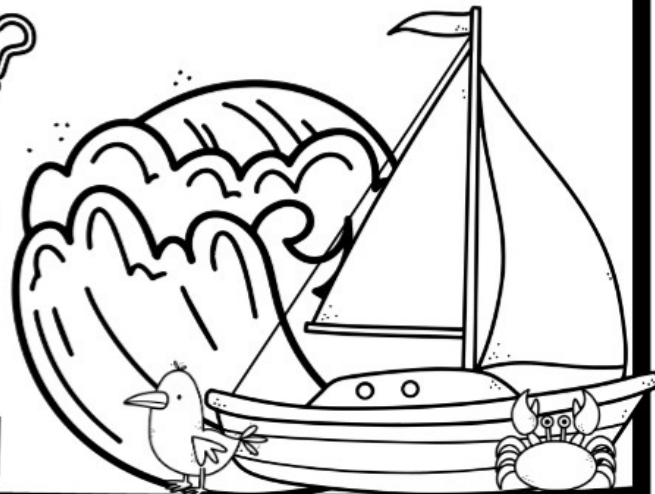
Nervous



Scared

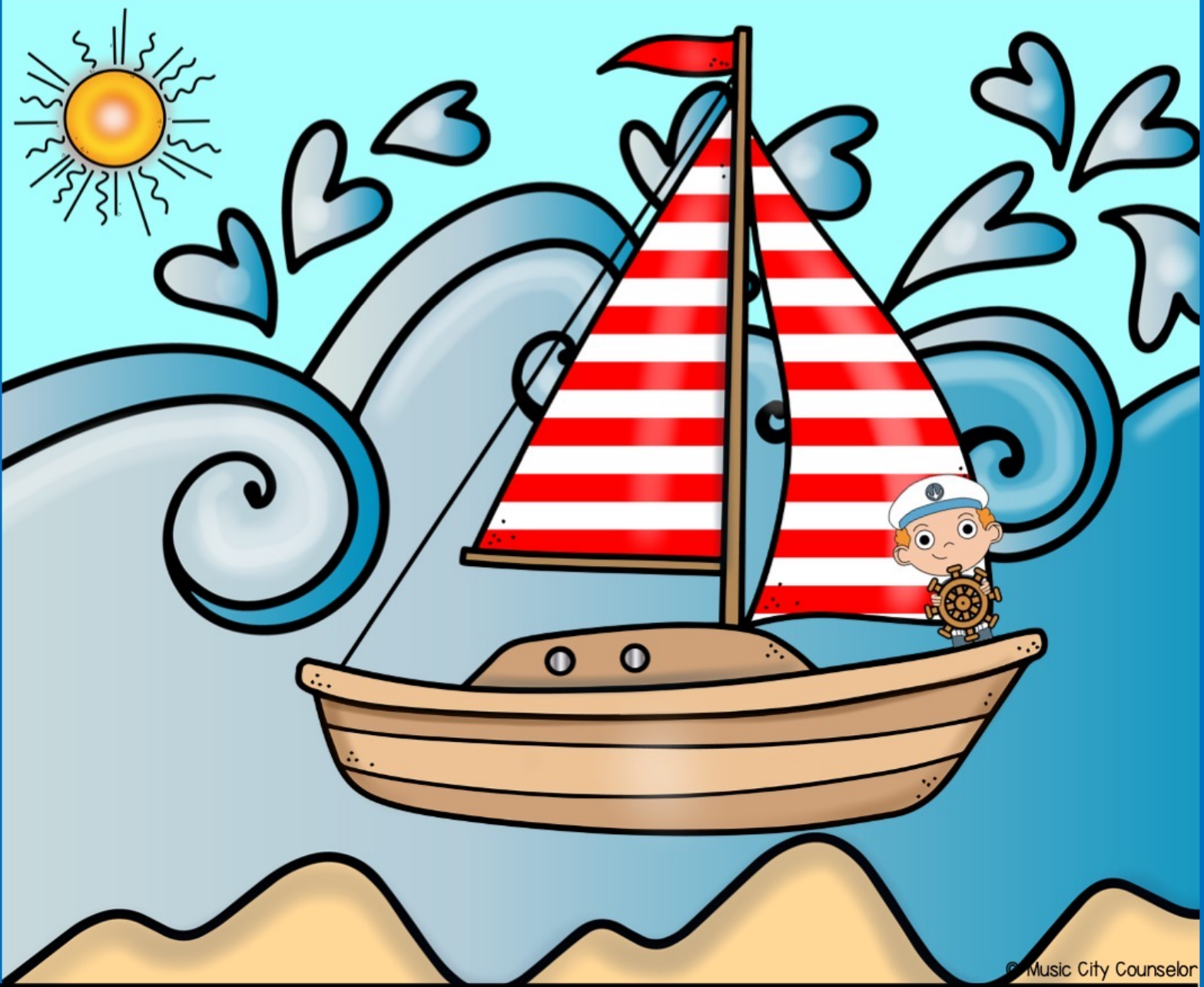


Confused



# LET'S SET SAIL!

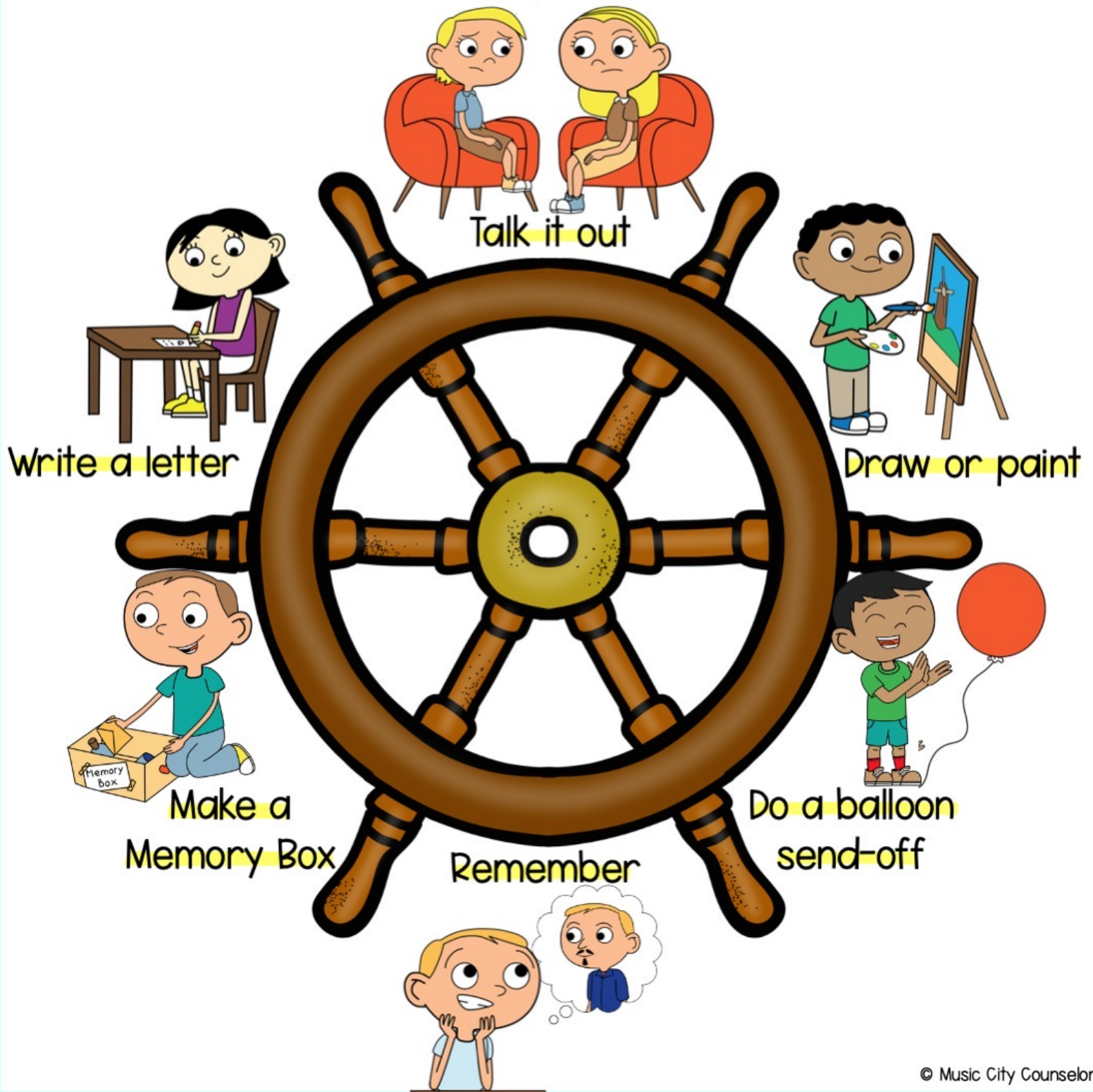
Coping skills teach us to “sail” when a grief wave hits. They are like the steering wheel of our boat that guide us through when the water feels rough.





# STEERING WHEEL of Coping Skills

.....





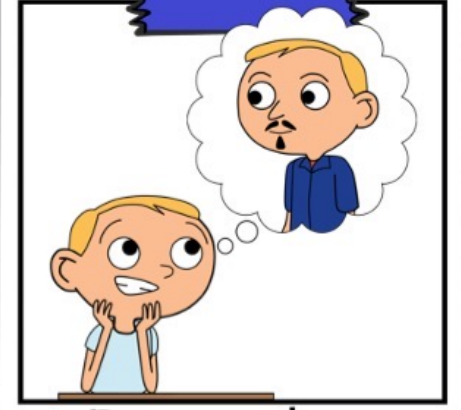
# COPING SKILLS



Write a letter



Draw or paint



Remember happy memories



Ask for a hug



Listen to music



Do a balloon send-off



Talk it out



Make a Memory Box



WITH TEXT BOAT BASES & WAVES

Write in a journal  
**U.S.S. COPING SKILLS**

Stay active

Draw a happy memory

**U.S.S. COPING SKILLS**

Talk out your feelings

Ask questions so you understand

Do a  
balloon  
send-off

Listen to music

Breathe

Smile

It's okay  
to cry!

Hug

Laugh

Run

Write a  
letter

Make a  
Memory Box

Close your  
eyes and remember

WITH TEXT SAILS  
AND ACCESSORIES



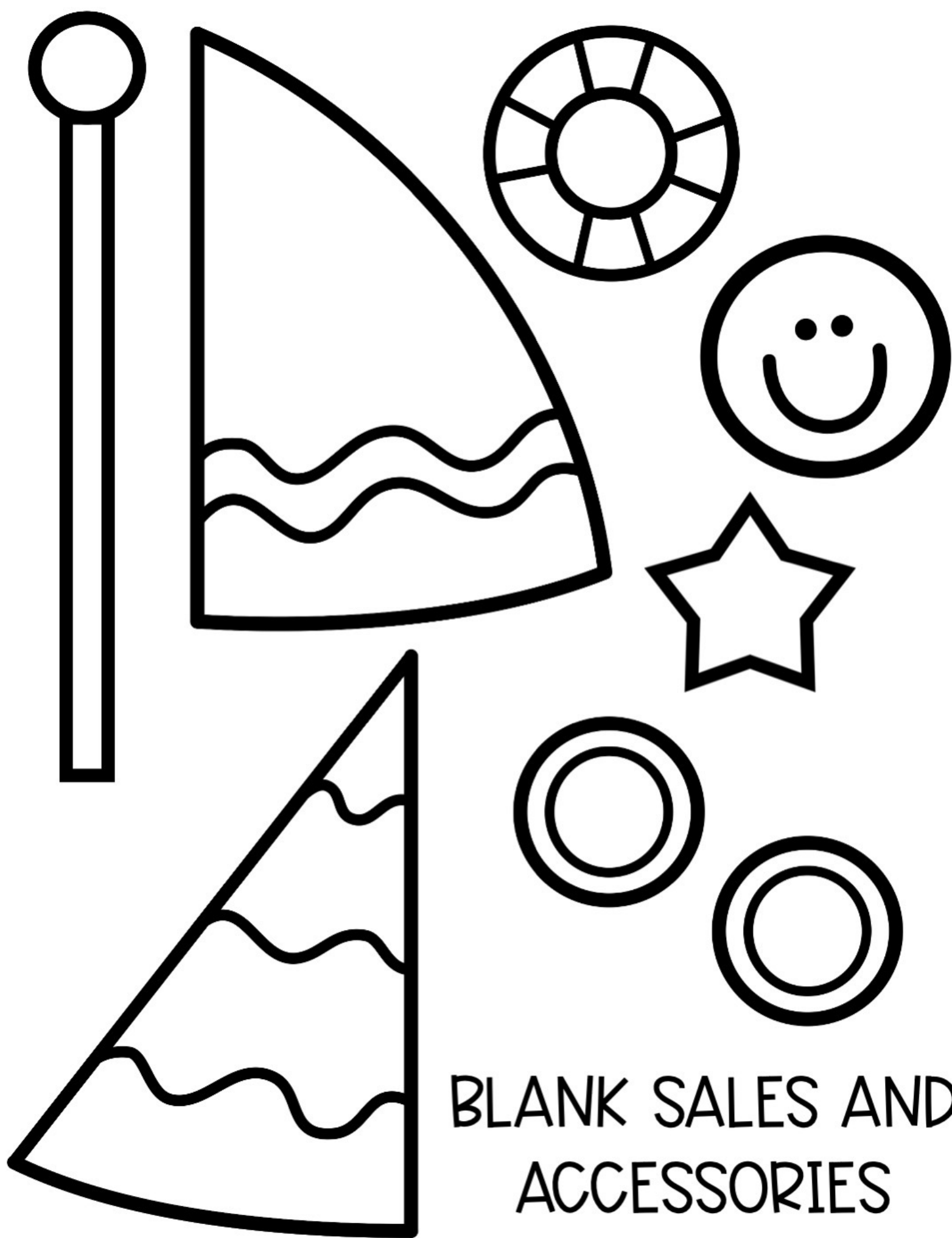
# BLANK BOAT BASES & WAVES



**U.S.S. COPING SKILLS**



**U.S.S. COPING SKILLS**



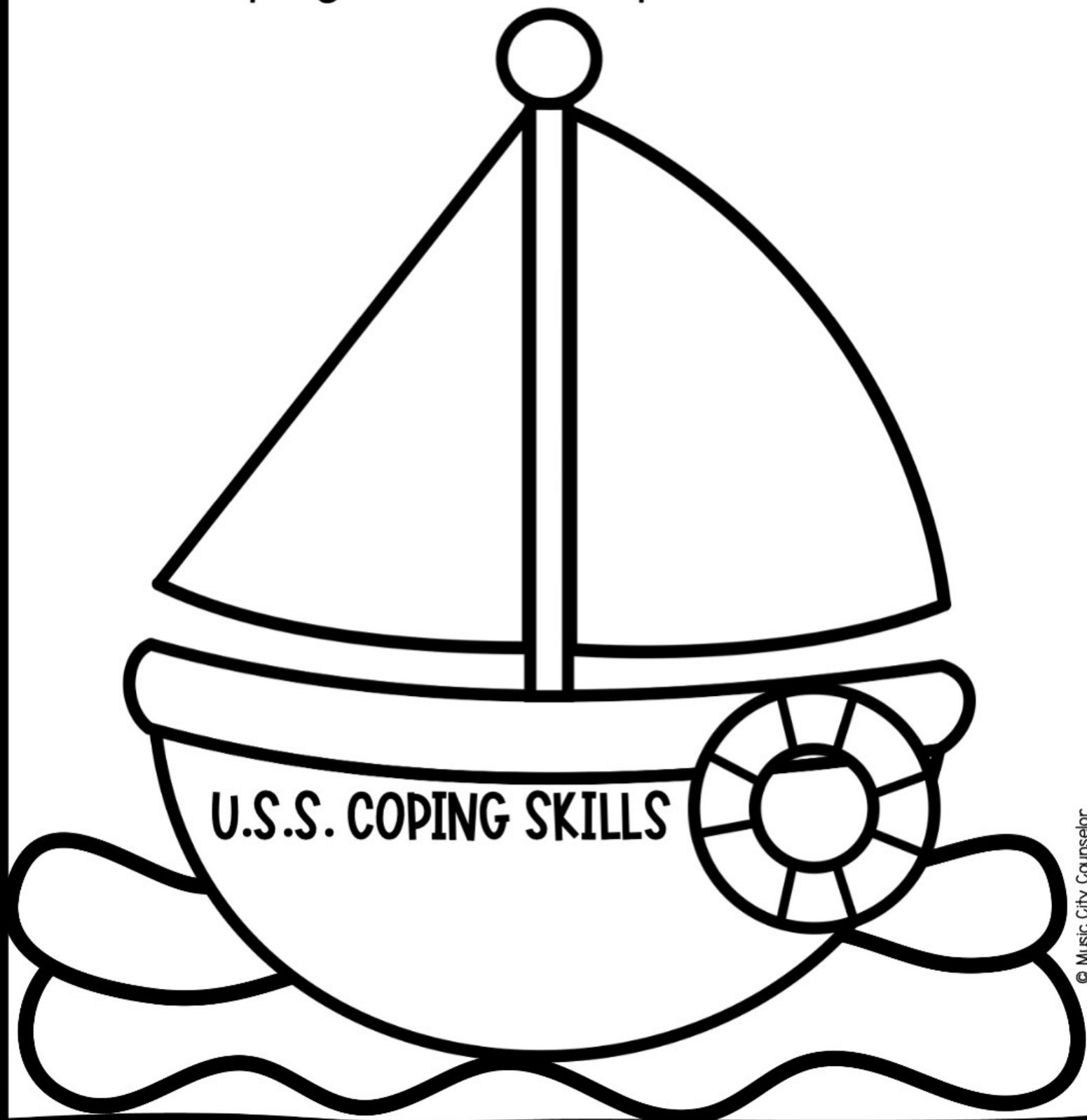
BLANK SALES AND  
ACCESSORIES

Name: \_\_\_\_\_

© Music City Counselor

# LET'S SET SAIL!

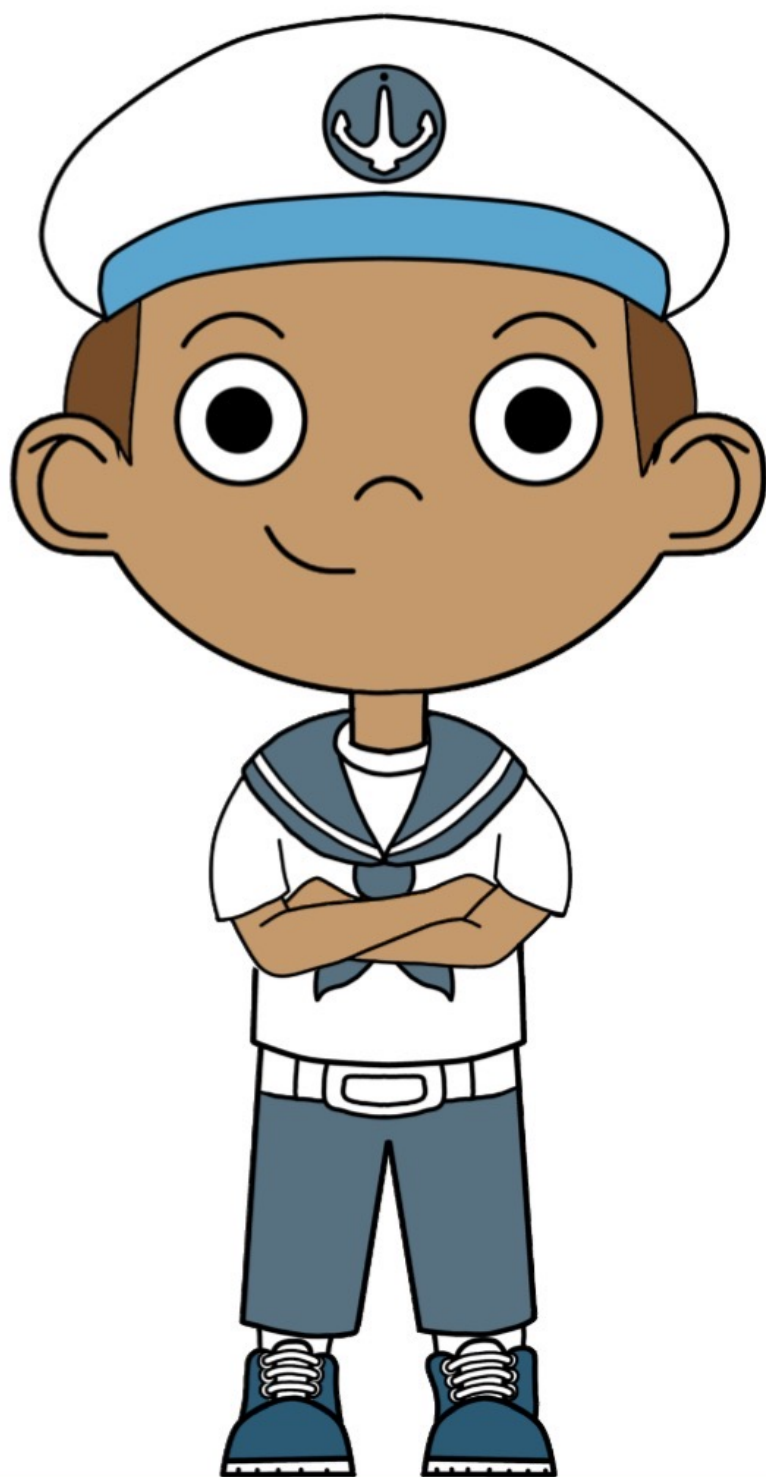
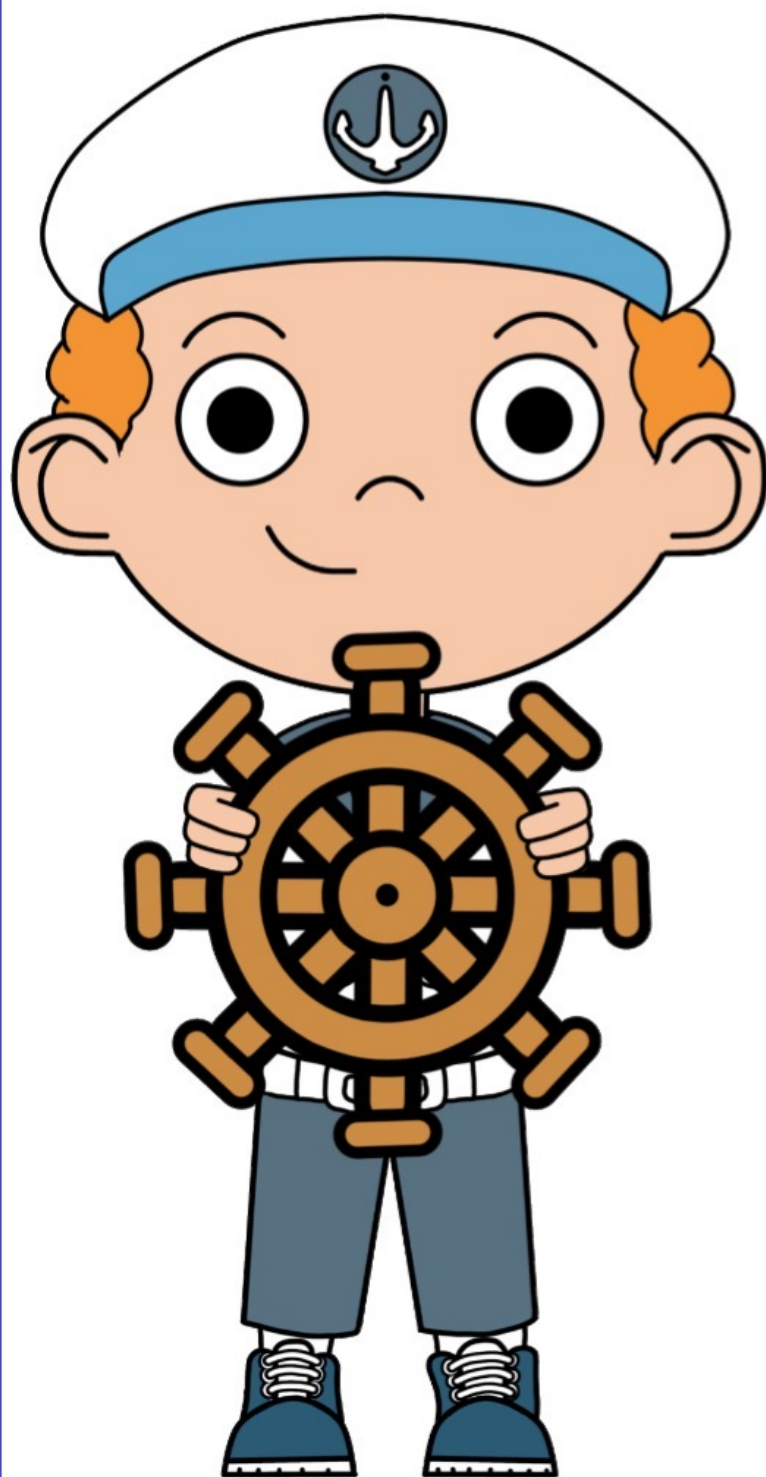
.....  
Write a coping skill on each part of the sailboat.





# SESSION 9:

## My Coping Crew



# SESSION 9: My Coping Crew

## SESSION GOALS:

- Students will learn what a "Coping Crew" is and how they help them navigate the waves of grief.
- Students will identify the support people who are part of their "Coping Crew."

## ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SMS 10:** Ability to manage transitions and adapt to change.
- **B-SS 3:** Positive relationships with adults to support success.
- **B-SS 8:** Advocacy skills for self and others and ability to assert self, when necessary.

## MATERIALS NEEDED:

- Group folders
- "Captain's Log" feelings check-in poster
- "My Coping Crew" poster
- 1 "My Coping Crew" captain's hat craft and 1 set of hat extenders per child
- Optional: 1 "My Coping Crew" worksheet per child
- Crayons or markers
- Scissors
- Glue sticks, tape, or stapler

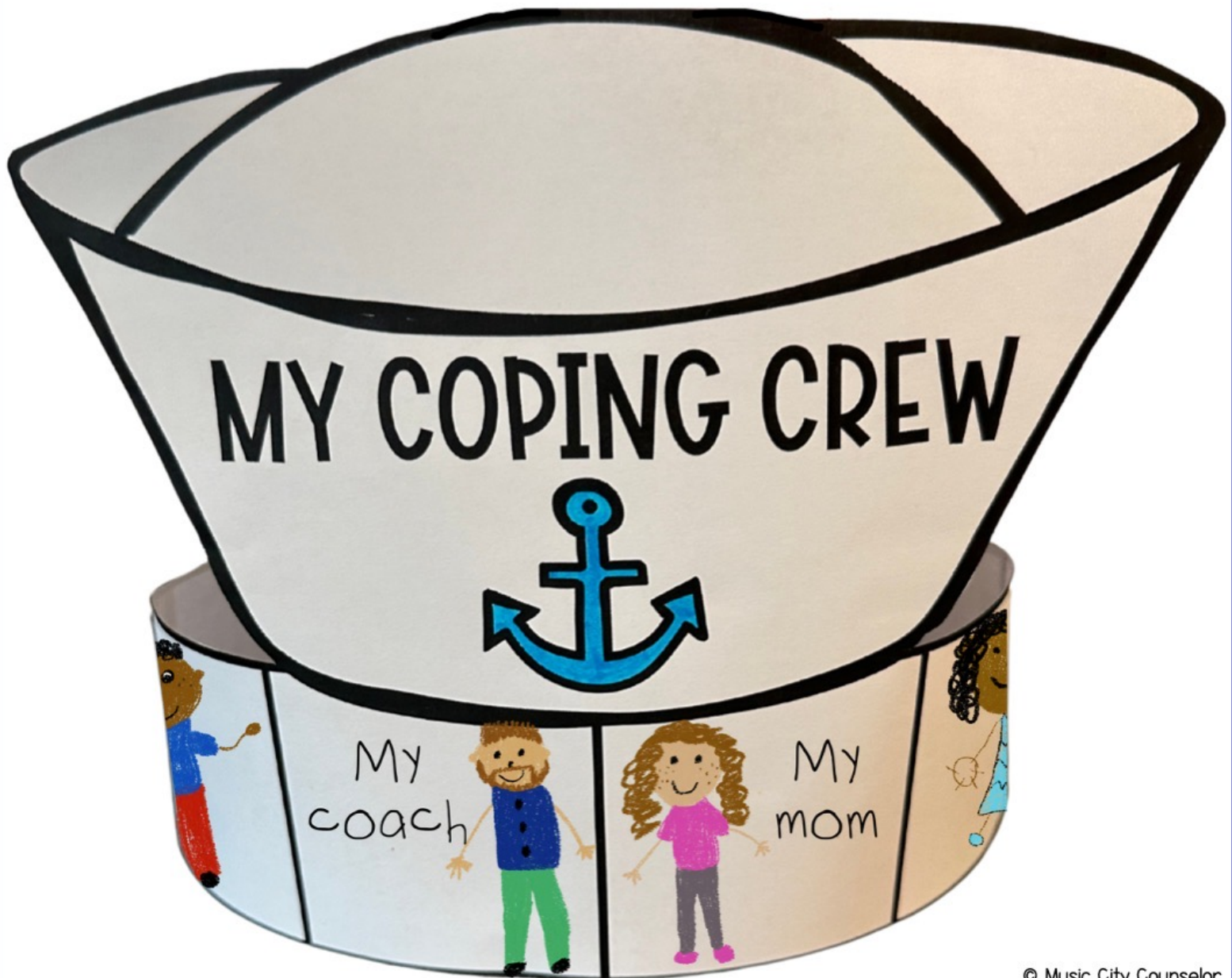
## SESSION 9 DIRECTIONS:

- Briefly **review** the material learned in group last week (coping skills).
- Explain that today we will talk about our "Coping Crew" of people who support us through grief.
- You may choose to start each group session with a **feelings check-in** with the **"Captain's Log" poster**. Students can point to how they're feeling today on the color poster or color how they're feeling today on the black/white version.
- Show students the **"My Coping Crew" poster**. Explain that they are the "captain" of their grief journey. But, a captain cannot sail the waves of grief alone, and needs a "crew" of support when the grief waves hit. Our "Coping Crew" is a group of support people who love us, care about us, and can help us guide our boat. They help "steer" us in the right direction back towards the calm and peaceful waters. Share the examples of Coping Crews on the poster. Ask students to share who is part of their Coping Crew with the group and how they help them.
- Give each student a **"My Coping Crew" hat craft and a set of hat extenders**. On each of the 4 boxes on the strip of the hat, students can write and draw about one member of their Coping Crew (i.e. their mom, school counselor, soccer coach, etc.). A sample is included. Then, students can cut out the hat (with the strip attached) and the hat extenders. They can glue, tape, or staple the hat extenders to each other and size the hat to fit their head.
- A **worksheet "My Coping Crew"** is also included if you don't have time to make the hats or students need reinforcement of the material. Students can write and draw about who are the members of their Coping Crew at home at and at school.
- **Close group** by sharing that next week will be our last group session and we will be doing some closing activities together.



# CRAFT SAMPLE

.....





# CAPTAIN'S LOG

## Today I Feel

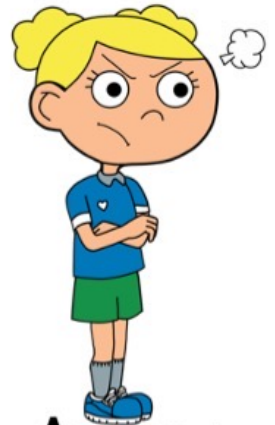
.....



Happy



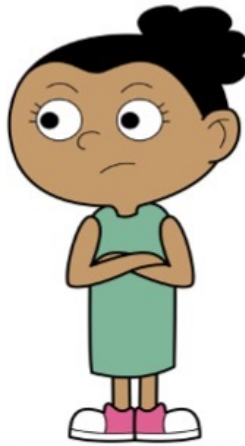
Sad



Angry



Embarrassed



Frustrated



Nervous



Scared



Confused



# CAPTAIN'S LOG

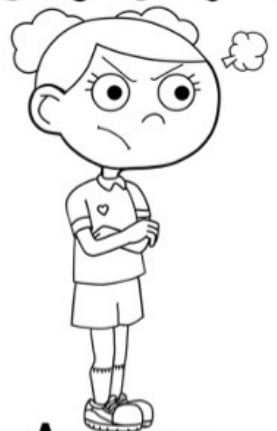
## Today I Feel



Happy



Sad



Angry



Embarrassed



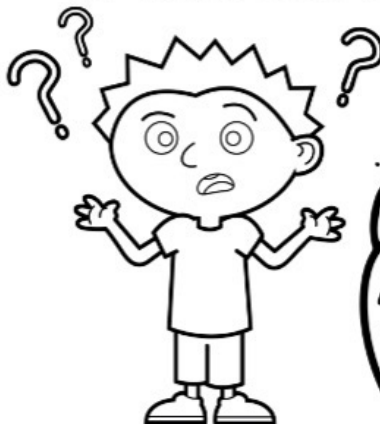
Frustrated



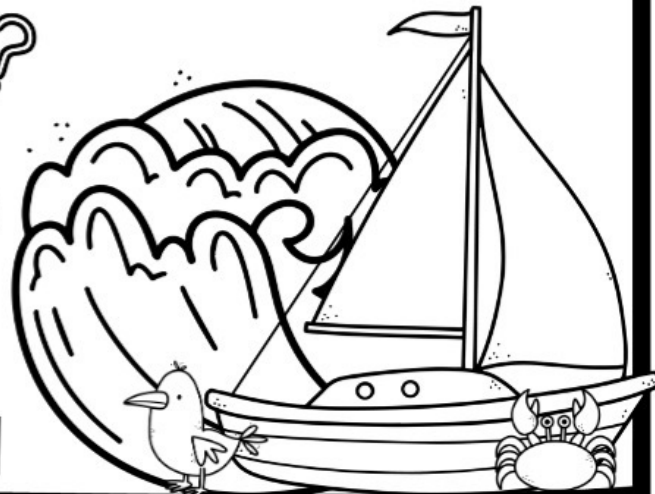
Nervous



Scared



Confused





# MY COPING CREW

When a grief wave hits, my Coping Crew can help me guide my boat.





# MY COPING CREW



© Music City Counselor

Write and draw about a different member of your Coping Crew in each box.

--	--	--	--	--

## **Hat extenders!**

Students can glue the extender to each side of their hat. Then, the counselor can fit it around their head to size, and staple the extender together so the student can wear it.

Name: \_\_\_\_\_

# MY COPING CREW

Write and draw about your Coping  
Crew at home and at school.

## HOME

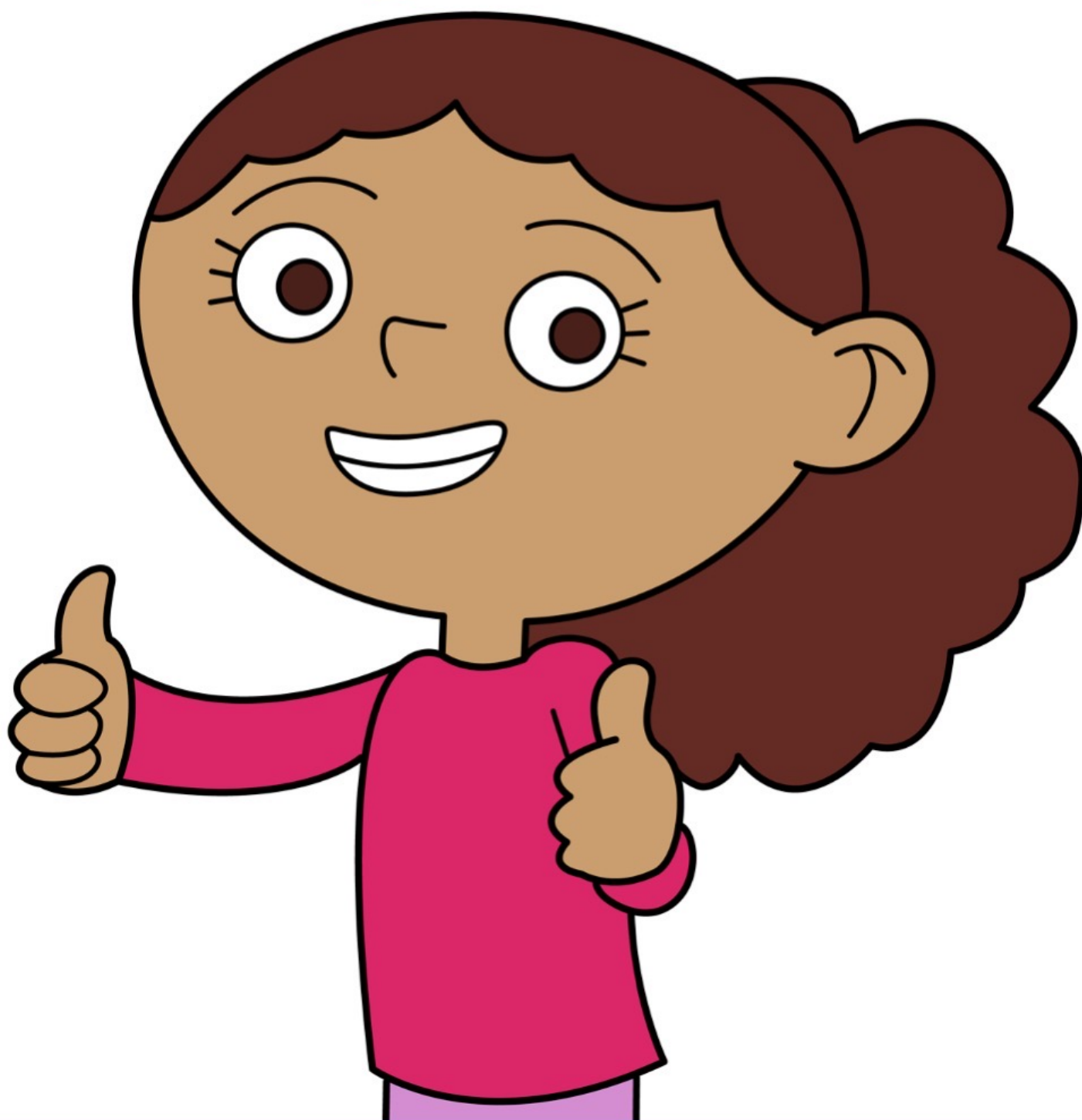
## SCHOOL





# SESSION 10:

## Group Closure



# SESSION 10: Group Closure

## SESSION GOALS:

- Students will assess their learning, experiences, and progress in group with a post-survey.
- Students will reflect on their experiences, memories, and lessons learned in group.

## ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 7:** Effective coping skills.
- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SMS 10:** Ability to manage transitions and adapt to change.
- **B-SS 8:** Advocacy skills for self and others and ability to assert self, when necessary.

## MATERIALS NEEDED:

- Group folders
- "Captain's Log" feelings check-in poster
- 1 small group post-survey per student
- 1 "My Time in Group" worksheet per student (2 options included)
- 8 cut-out discussion cards
- 1 "It's Time to Set Sail!" coloring page per student
- 1 certificate for each student, with their name written on it
- Pencils
- Markers or crayons

## SESSION 10 DIRECTIONS:

- Briefly **review** the material learned in group last week about our "Coping Crew."
- **Explain** that today is our last group session and we will do some activities to reflect on what we learned and experienced in group.
- You may choose to start each group session with a **feelings check-in** with the "**Captain's Log**" poster. Students can point to how they're feeling today on the color poster or color how they're feeling today on the black/white version.
- Give each student a **small group post-survey** and ask them to write their name at the top. Explain that this little form will help us understand how much progress they have made in group and what they learned. Read each question aloud and ask students to circle or color the "yes," "maybe," or "not yet" circles.
- **1<sup>st</sup> Grade – 2<sup>nd</sup> Grades:** Give each student the first "**My Time in Group**" worksheet. Students can write on the lines and draw a picture in the frame about what they learned in group. Once they're done, students can share with the group.
- **3<sup>rd</sup> – 5<sup>th</sup> Grades:** Give each student a "**My Time in Group**" worksheet. Ask them to fill in the boxes with writing and drawings about their experiences in group. Once they're done, students can share with the group.
- Give each student a **discussion card**. Ask them to read it aloud (or you can read it aloud for them) and share their responses with the group.
- Give each student a "**It's Time to Set Sail!**" coloring page. Students can color it and reflect on how it is now time for them to "set sail" and continue their grief journey, equipped with all of the knowledge and experience they've learned in group.
- Give each student a **certificate** with their name on it for successfully completing group!



# CAPTAIN'S LOG

## Today I Feel

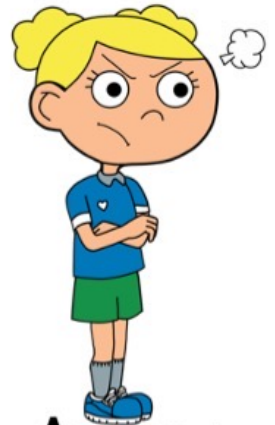
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Happy



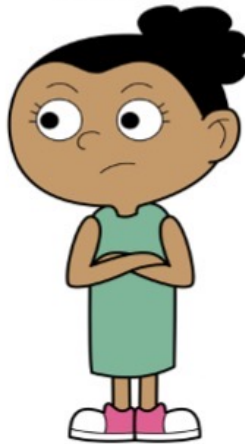
Sad



Angry



Embarrassed



Frustrated



Nervous



Scared



Confused





# CAPTAIN'S LOG

## Today I Feel

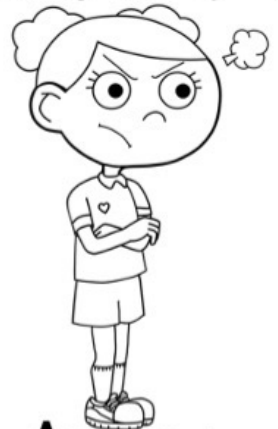
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Happy



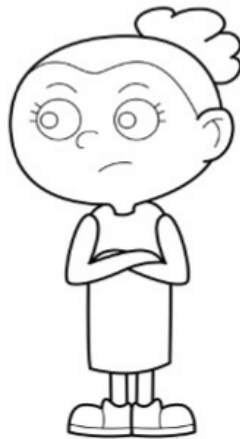
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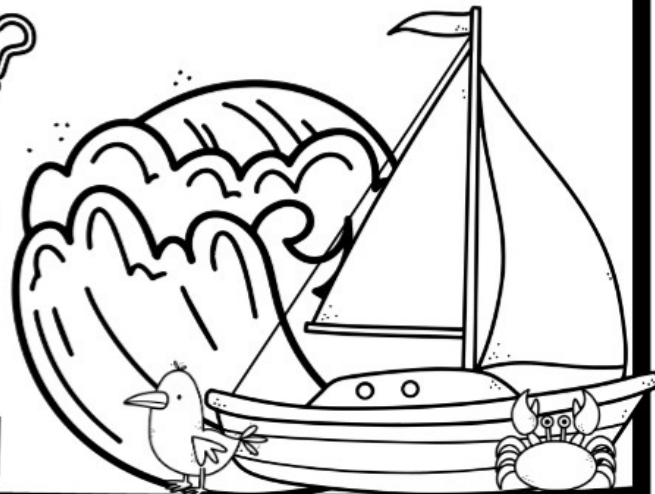
Nervous



Scared











Confused



Name: \_\_\_\_\_

# SMALL GROUP Post-Survey

Yes Maybe Not yet 

I can define grief.			
I can share my loss story with others.			
I understand what a memorial is and what to expect at one.			
I can identify my feelings about my loss.			
I understand the Stages of Grief and can apply them to my life.			
I understand that grief comes in waves.			
I can use coping skills to manage my grief.			
I can identify people who can support me in my grief.			

Name: \_\_\_\_\_

# SMALL GROUP Post-Survey.

Yes



Maybe



Not yet



I can define grief.			
I can share my loss story with others.			
I understand what a memorial is and what to expect at one.			
I can identify my feelings about my loss.			
I understand the Stages of Grief and can apply them to my life.			
I understand that grief comes in waves.			
I can use coping skills to manage my grief.			
I can identify people who can support me in my grief.			

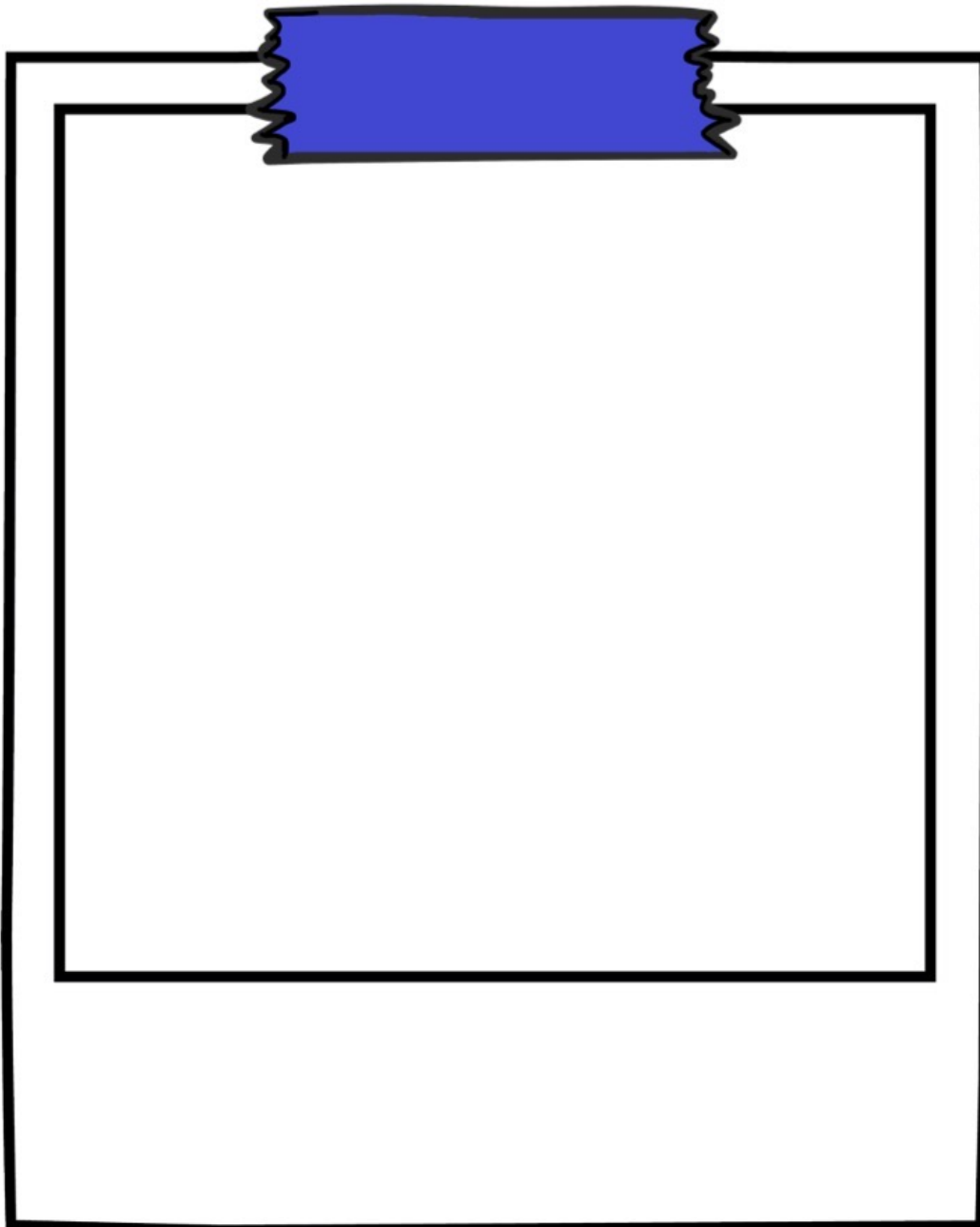


Name: \_\_\_\_\_

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# MY TIME IN GROUP

Write and draw about what you learned in group.



Name: \_\_\_\_\_

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# MY TIME IN GROUP

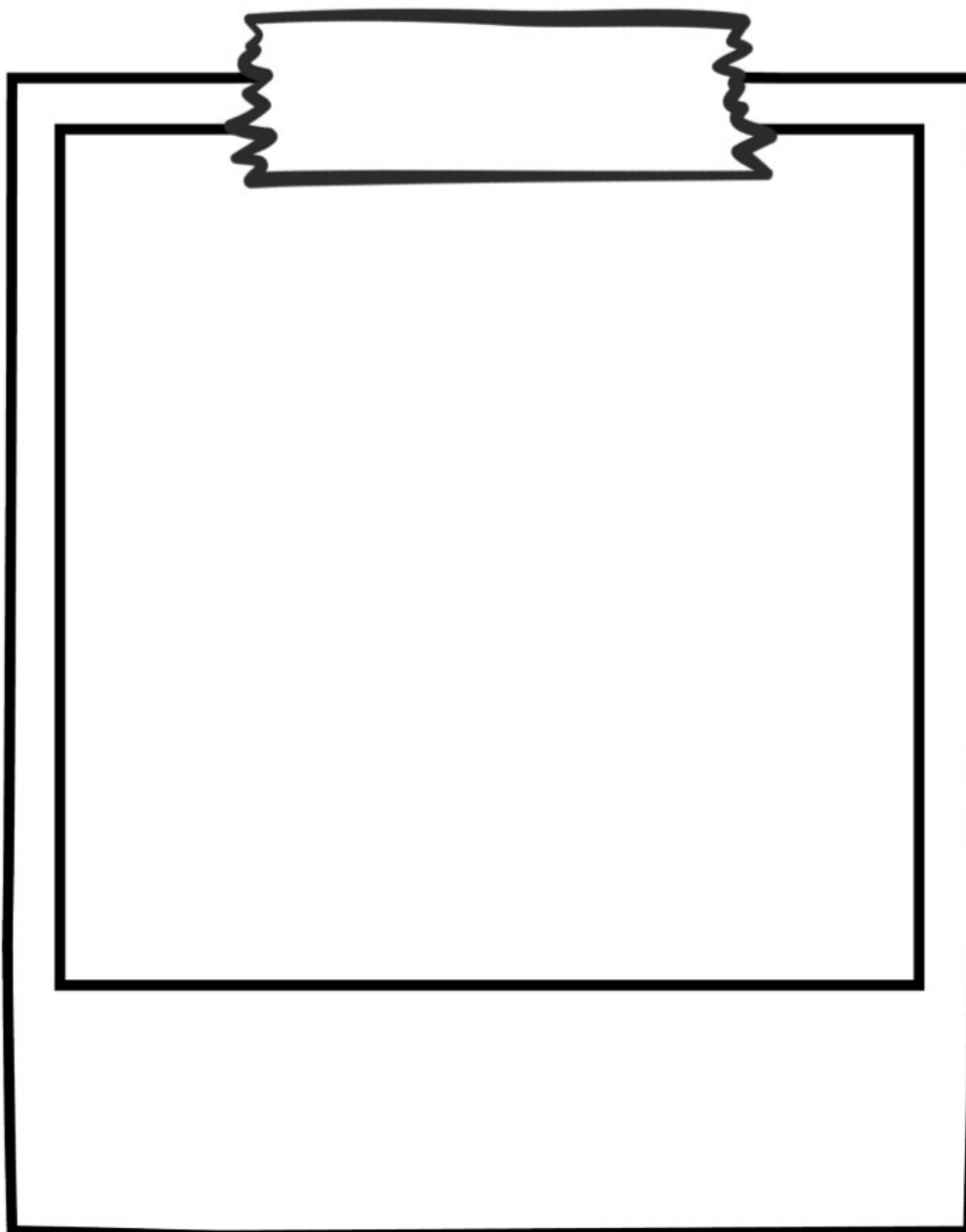
Write and draw about what you learned in group.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

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# MY TIME IN GROUP

Write and draw about your experience in group.

IN GROUP I LEARNED:

MY FAVORITE MEMORY  
IN GROUP

MY FAVORITE ACTIVITY WAS:

I WILL KEEP PRACTICING:

IF I COULD CHANGE ONE THING ABOUT GROUP, IT WOULD BE:



Name: \_\_\_\_\_

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# MY TIME IN GROUP

Write and draw about your experience in group.

**IN GROUP I LEARNED:**

**MY FAVORITE MEMORY  
IN GROUP**

**MY FAVORITE ACTIVITY WAS:**

**I WILL KEEP PRACTICING:**

**IF I COULD CHANGE ONE THING ABOUT GROUP, IT WOULD BE:**

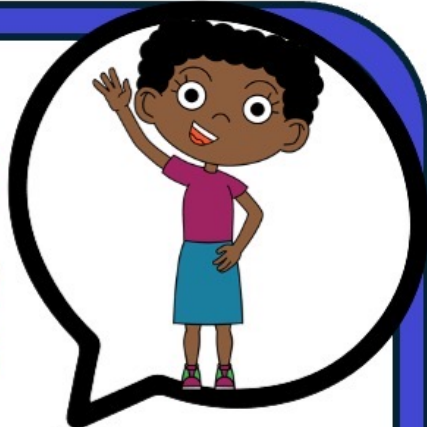
**Let's  
Talk!**



**Goodbye,  
Group**

What did you  
learn in group?

**Let's  
Talk!**



**Goodbye,  
Group**

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

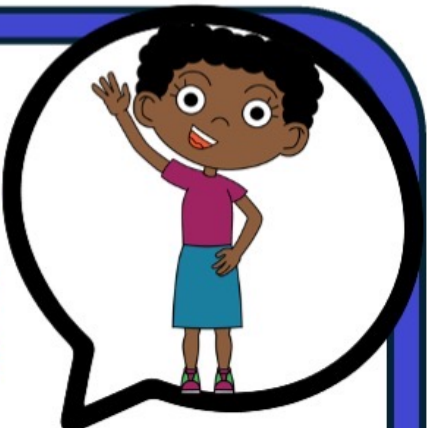
**Let's  
Talk!**



**Goodbye,  
Group**

What was your  
favorite memory  
from group?

**Let's  
Talk!**

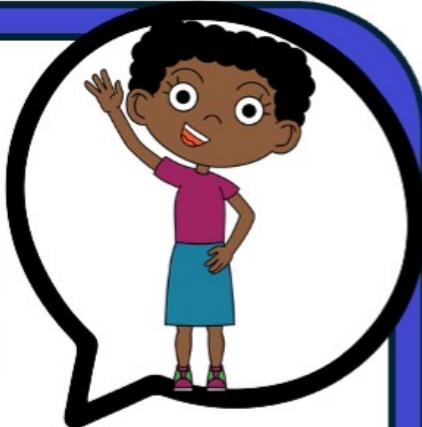


**Goodbye,  
Group**

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



**Let's  
Talk!**



**Goodbye,  
Group**

What was your  
favorite activity in  
group?

**Let's  
Talk!**



**Goodbye,  
Group**

How are you different  
because of  
participating in group?

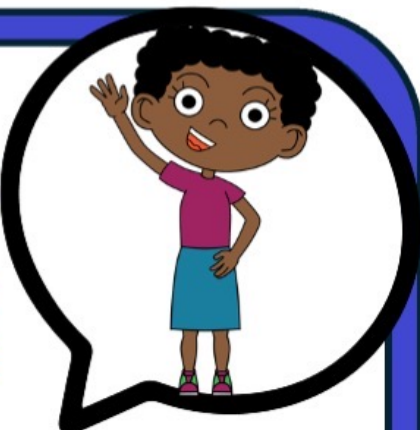
**Let's  
Talk!**



**Goodbye,  
Group**

Why do you think this  
group was called,  
"Sailing Through Loss?"

**Let's  
Talk!**



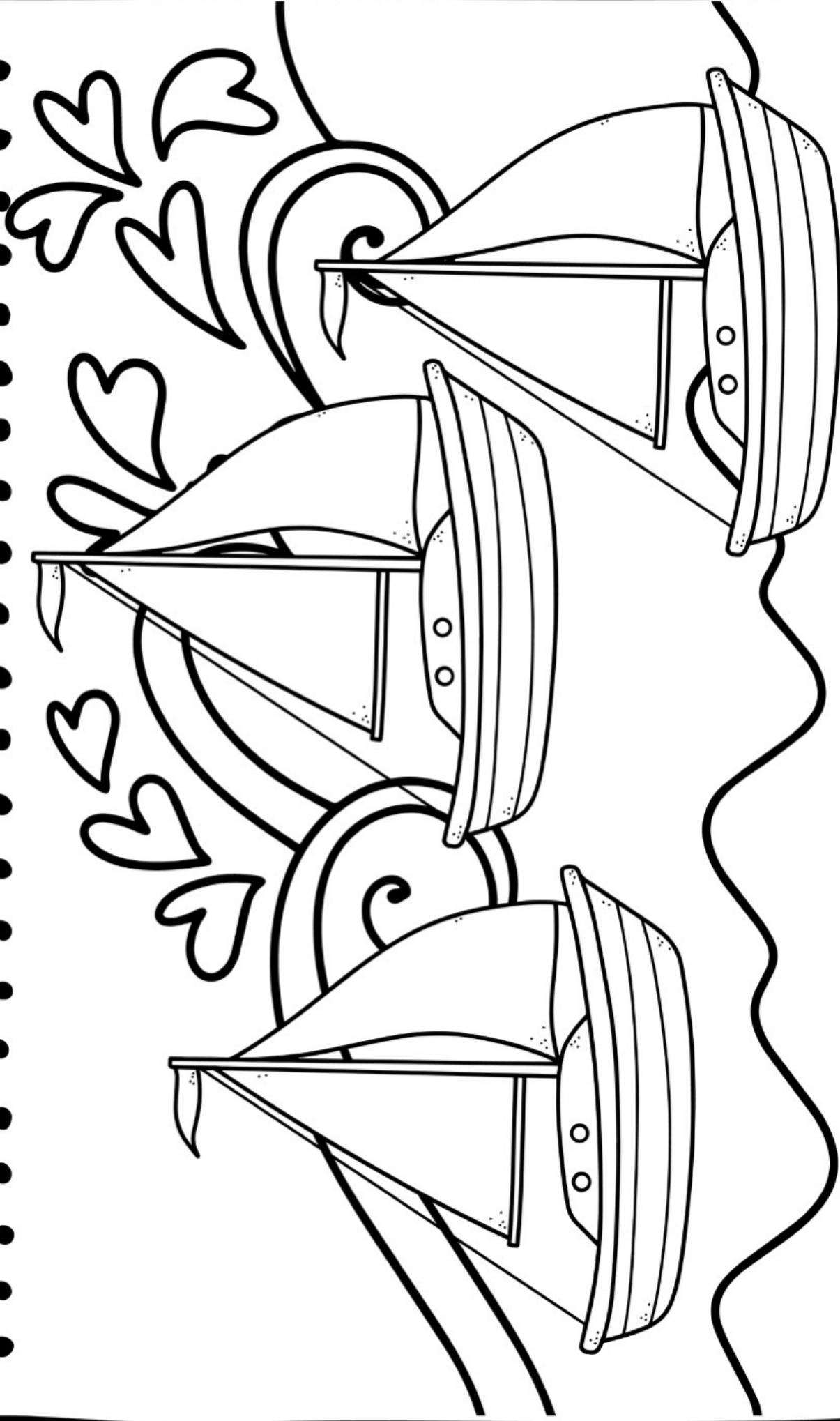
**Goodbye,  
Group**

Where are you on  
your grief journey  
today?



Name: \_\_\_\_\_

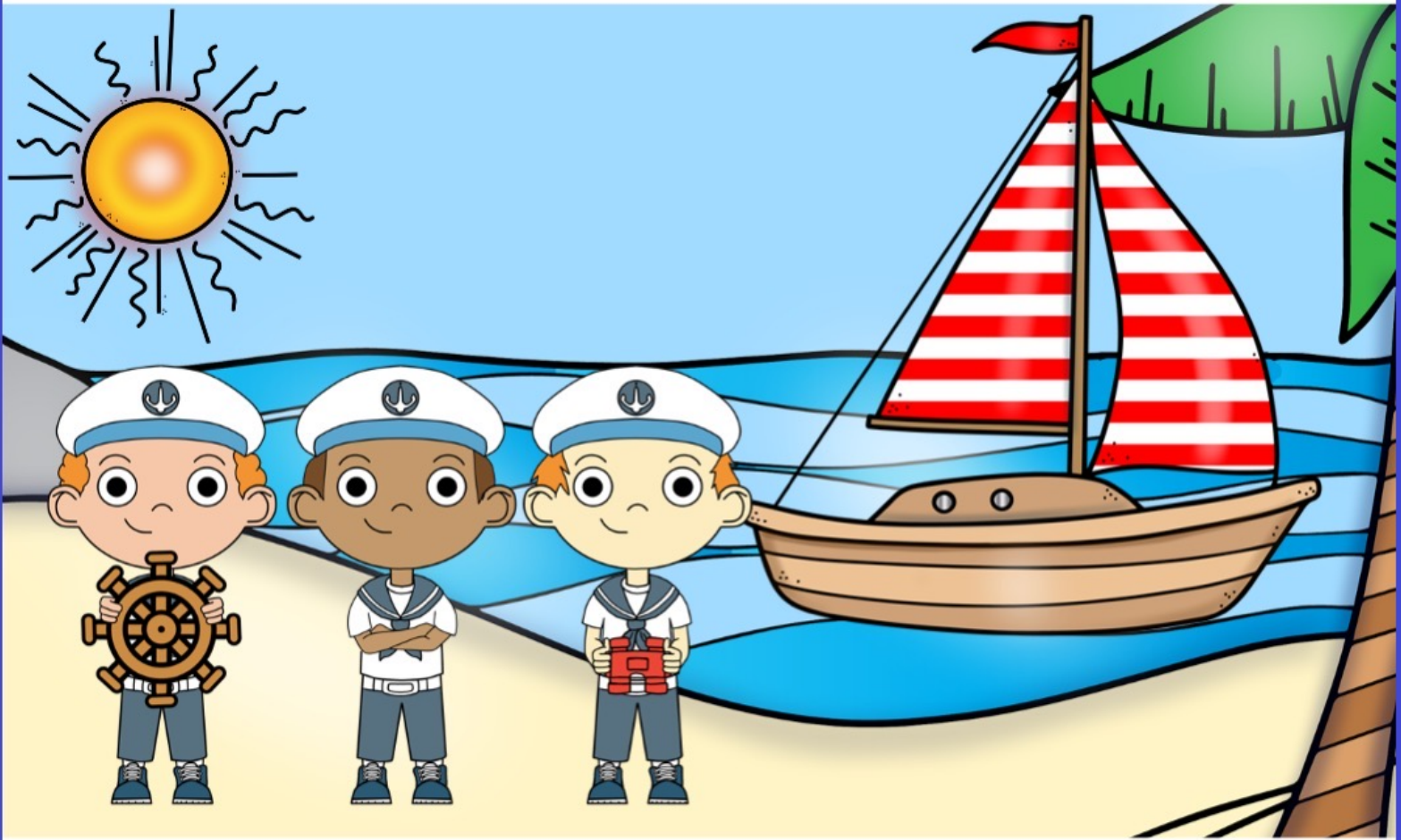
# IT'S TIME TO Set Sail!



# CONGRATULATIONS,

.....

---



You have successfully completed  
the "Sailing Through Loss" small  
group! We are so proud of you!

---

School Counselor

---

Date

# CONGRATULATIONS,

.....

---



You have successfully completed the "Sailing Through Loss" small group! We are so proud of you!

---

School Social Worker

---

Date



# CONGRATULATIONS,

.....

---



You have successfully completed  
the "Sailing Through Loss" small  
group! We are so proud of you!

---

School Psychologist

---

Date



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Please contact me any time at [laura@musiccitycounselor.com](mailto:laura@musiccitycounselor.com) with questions, suggestions, resource requests, or comments. I'm here to help and would love to hear from you!

♥ *laura oathout*

THIS RESOURCE WAS MADE POSSIBLE THANKS TO:

