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If you have any questions or concerns please email me at:

heartandmindteaching@gmail.com

♥
Ashley

GOOGLE SLIDES

Your resource comes with a digital version for use in Google Slides via Google Classroom. Follow these steps to upload your resource.

1 Click here  [Sailing through Grief](#)

2 You will be prompted to make a copy of the resource. Click on the blue box that says “Make a copy” and the resource will go directly into your Google drive.

Google Drive

Copy document

Would you like to make a copy of Career Interest Inventory?

Make a copy



3 Go to your Google Drive and locate the copy of the file. You can rename the file at this point or add/delete slides.

4 Next, go to your Google Classroom and add an assignment. Select the Google Drive Symbol and select the resource you want to assign.

5 From here, you should see a grey box that says “Students can view file.” Click the grey box. A dropdown menu should appear. Select, “Make a copy for each student.”

YOU HAVE TO MAKE A COPY FOR EACH STUDENT!

Otherwise they will all be editing the same file.

Click “Assign” in the top right corner if you’re ready to post!

This product is meant to be used in “edit” mode (not “presentation” mode). Edit mode is the only mode that allows drag & drop and writing in text boxes.

[Helpful links for using Google Classroom:](#)

[Teacher Tips for using Google Classroom \(TPT blog\)](#)

[Getting Started with Google Classroom \(youtube video\)](#)

SAILING through **GRIEF**

Session Objective:

- *Students will sort things that are in their control and out of their control.
- *Students will participate in a discussion about focusing on what is in our control.

Materials:

- *Scissors
- *Glue
- *Pencil
- *Handouts.

Guiding Questions:

- *What are things we can control about the loss?
- *What are things we cannot control about the loss?
- *Why is it important to not focus on things we cannot control?

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- *Behavior: Self-Management: Effective coping skills. (B-SMS 7)
- *Behavior: Self-management skills: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities. (B-SMS 10)

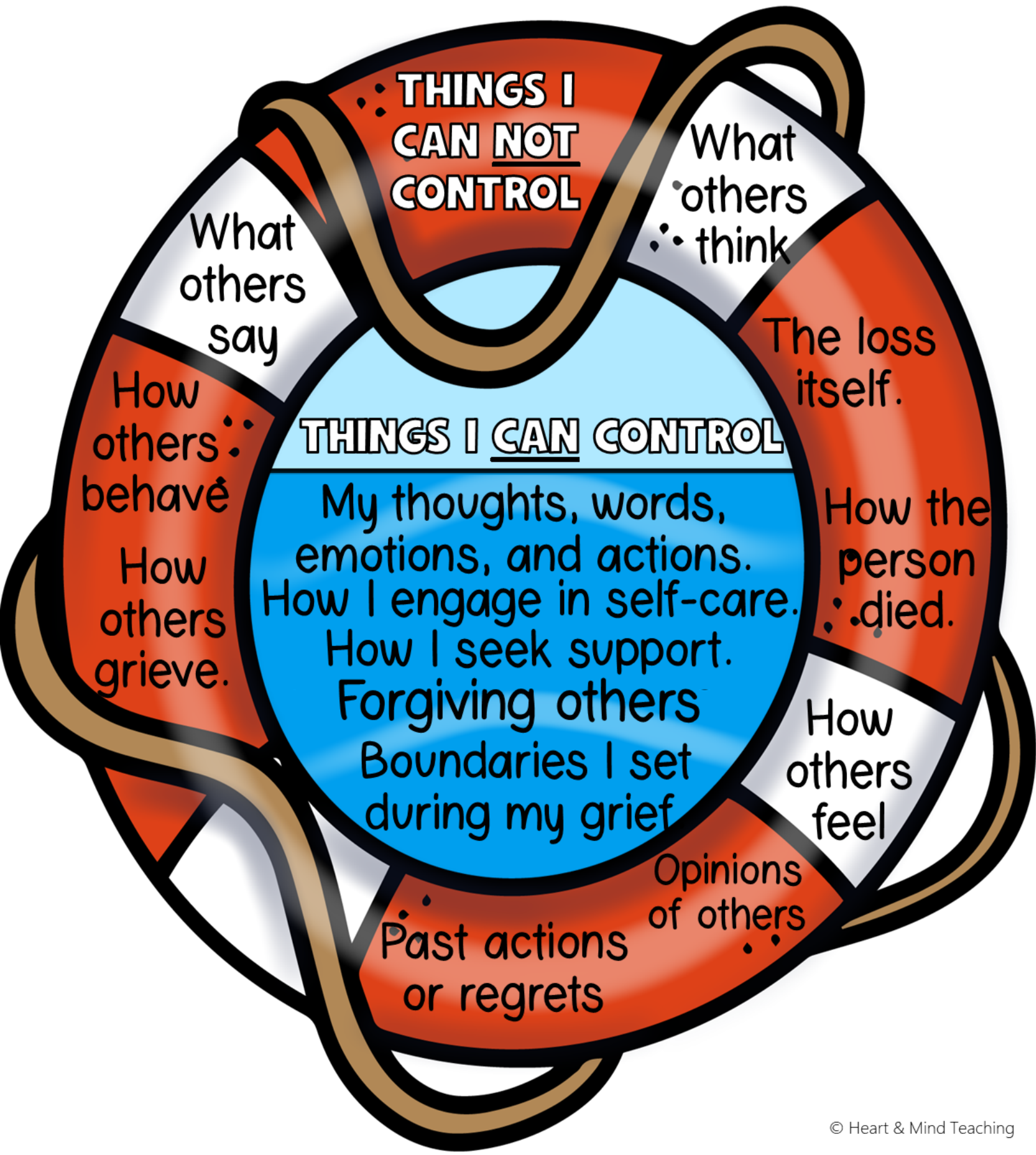
SEL Competencies:

- *Self-awareness: accurate self-perception.
- *Self-management: stress management, self-discipline.
- *Responsible decision-making: analyzing situations.

Session Details (about 30 minutes)

*Sailing through grief activity: "Often times when going through grief, we feel like everything is out of our control. We cannot control that we lost the person/pet, how we lost them, or the last thing we said to them. However, there are a few things about grief that we can control. We are going to do an activity to sort what we carry with us in our sailboat's, what we can control, and what things we leave at sea, because we cannot control them." Students will cut out the sort items and paste them to their boat of control page or the leave it out at sea page. See the completed pages for answer key. There is also an option for older students where they can write in their answers on the last page of the activity. Discuss with student's the importance of not trying to control the items they left to the sea, this can cause frustration, blame, and sadness. Focusing on what you can control, can help you find acceptance with the loss.

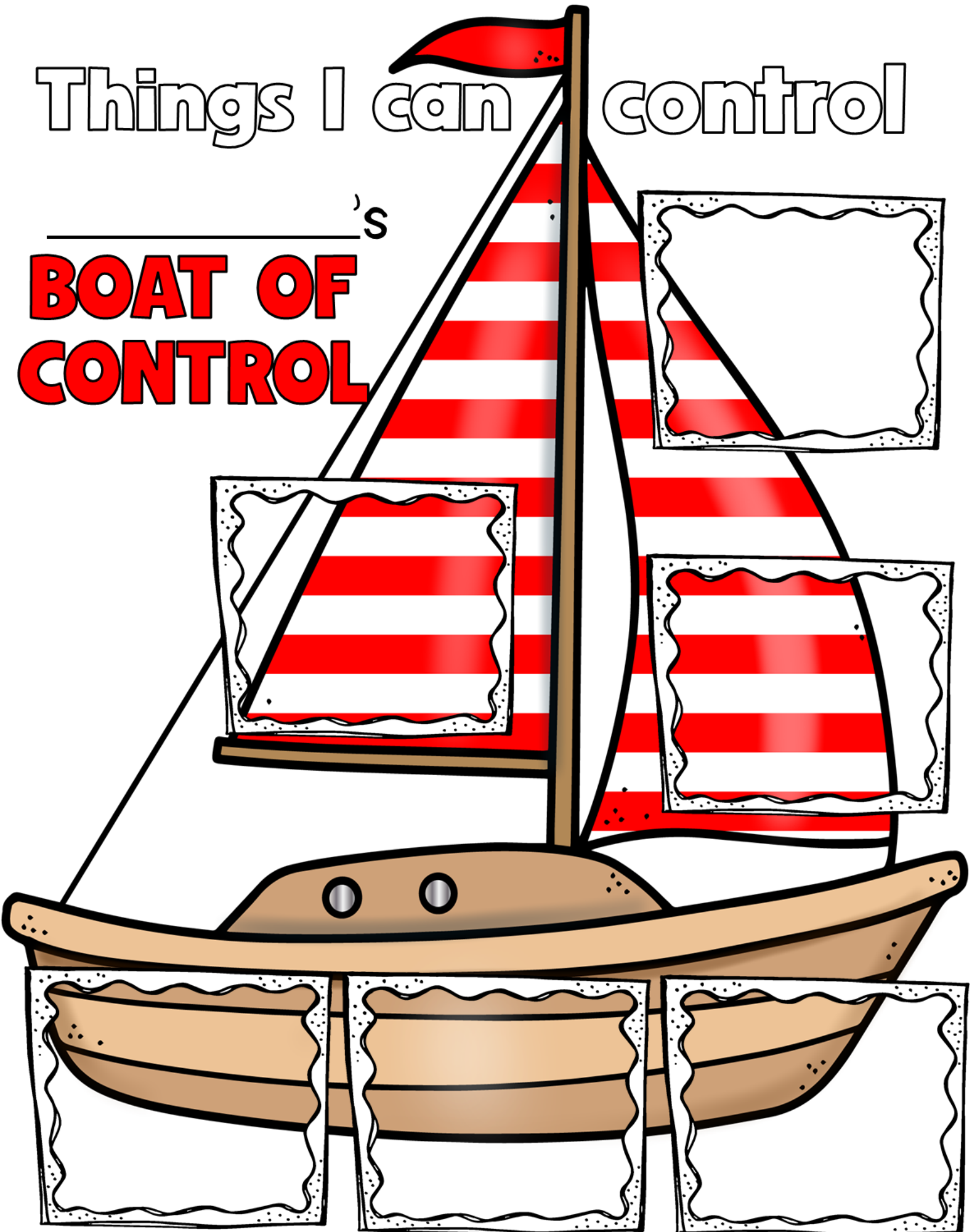
CIRCLE OF CONTROL

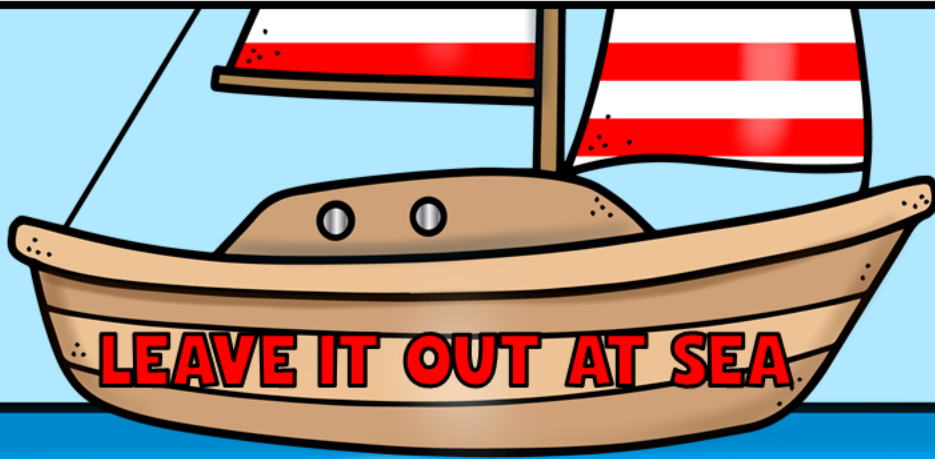


Things I can control

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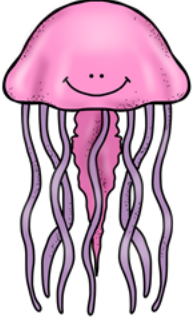
BOAT OF CONTROL






Things I can NOT control


SAILING through GRIEF




What my friends say about the loss.



My attitude about the loss.




The person/pet coming back to life.




How my family members handle the loss.



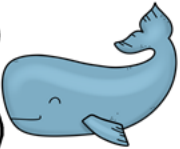
The way the person/pet died.




How I choose to handle difficult situations.



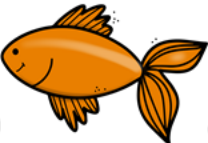
My response to sad or angry feelings: expressing myself (journal, talk to friend)



What my other family members say or think about the loss.



The relationship you had with the person/pet who died.



Financial problems caused by the loss.



The last thing you did or said to the person/pet who died.



Other people not wanting to talk about the loss.

SAILING through **GRIEF**



Taking care
of myself
with healthy
habits and
routines.



Accepting
the loss
and making
the best of
my new
situation.



Reminding
myself the
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my fault.

Things I can control

_____ 's
BOAT OF CONTROL



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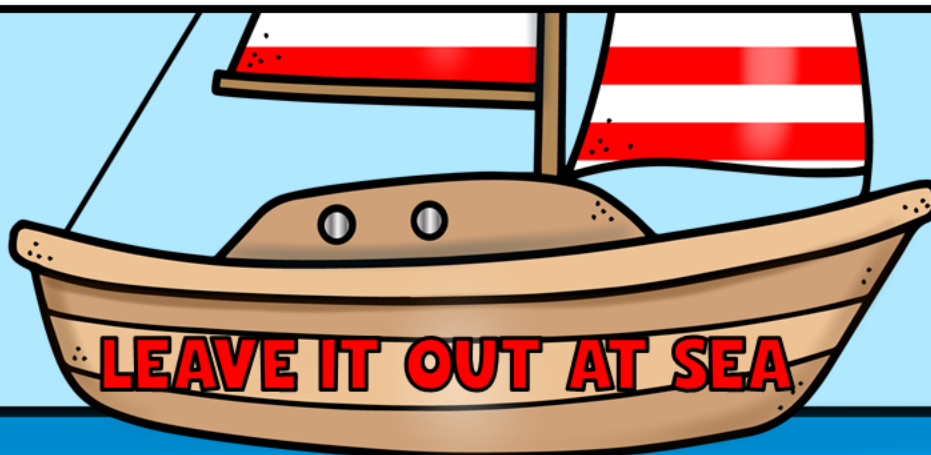
Taking care of myself with healthy habits and routines.



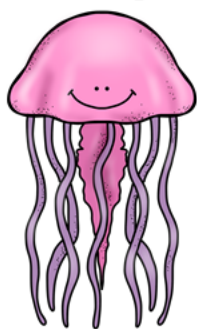
Accepting the loss and making the best of my new situation.



Reminding myself the loss is not my fault.



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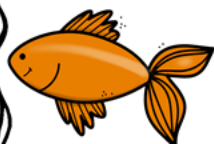
How my family members handle the loss.



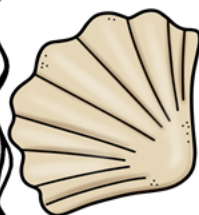
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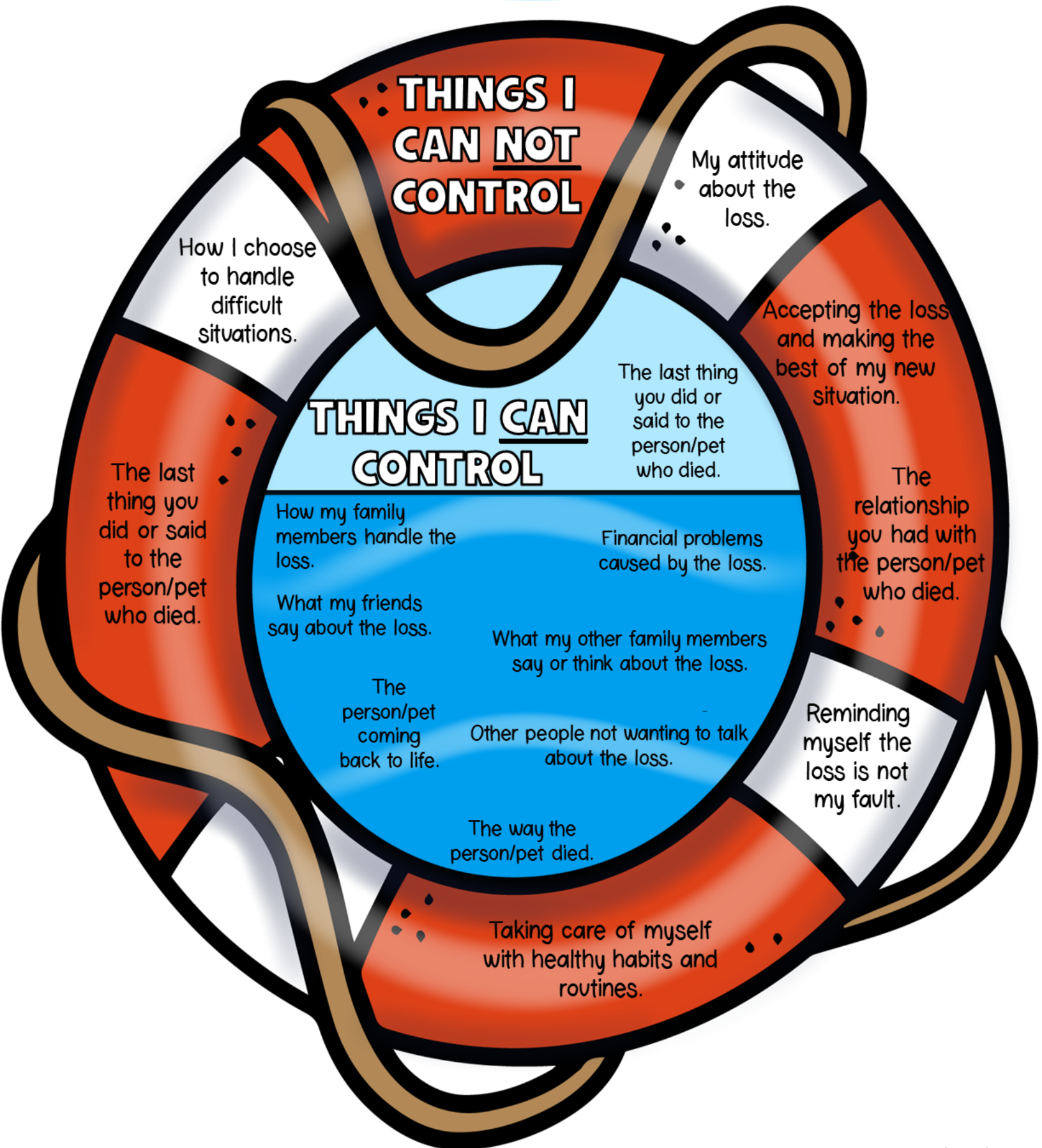


The last thing you did or said to the person/pet who died.

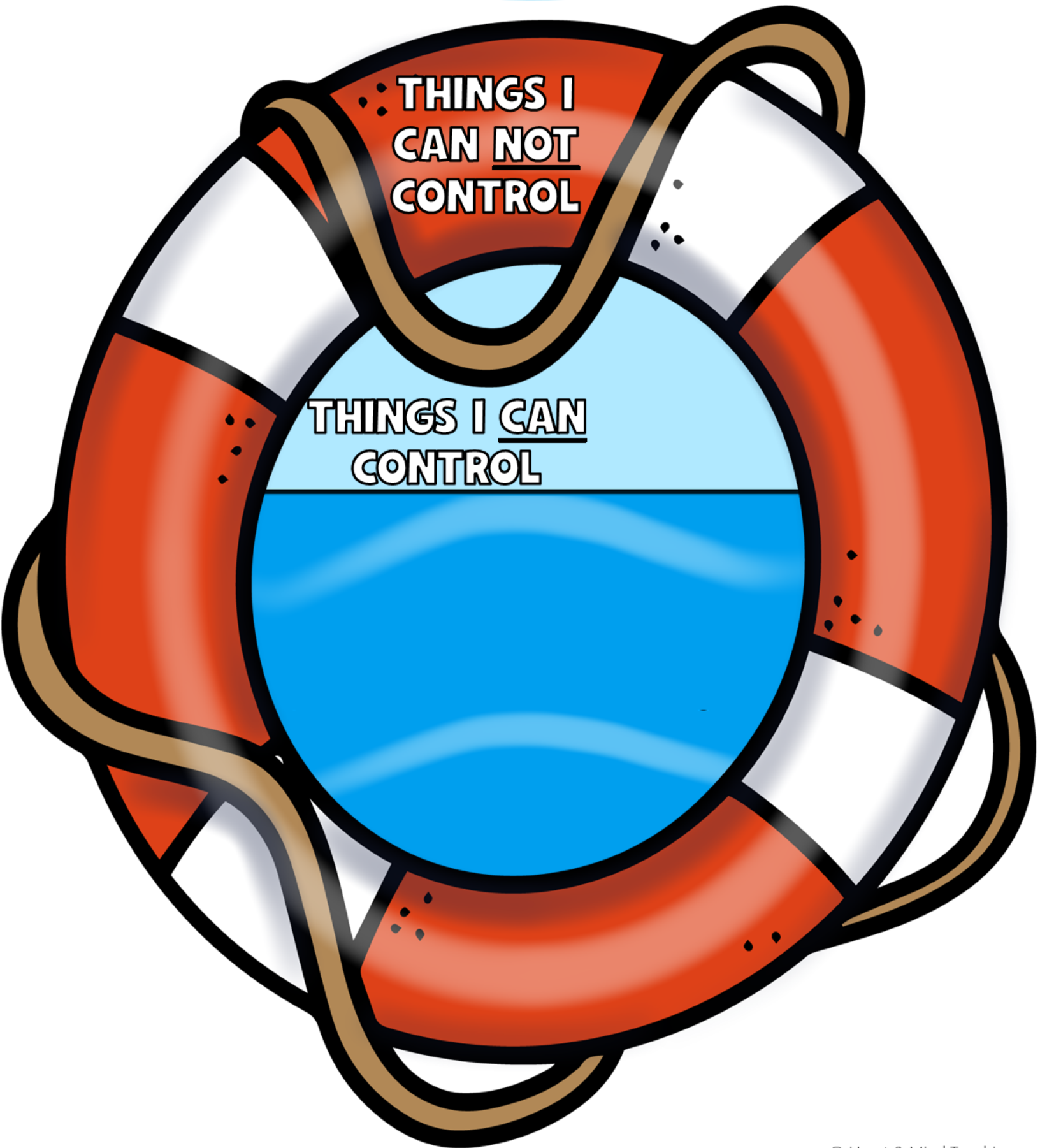


Other people not wanting to talk about the loss.

SAILING through **GRIEF**



SAILING through **GRIEF**



One thing I plan on focusing on (that I can control) is:

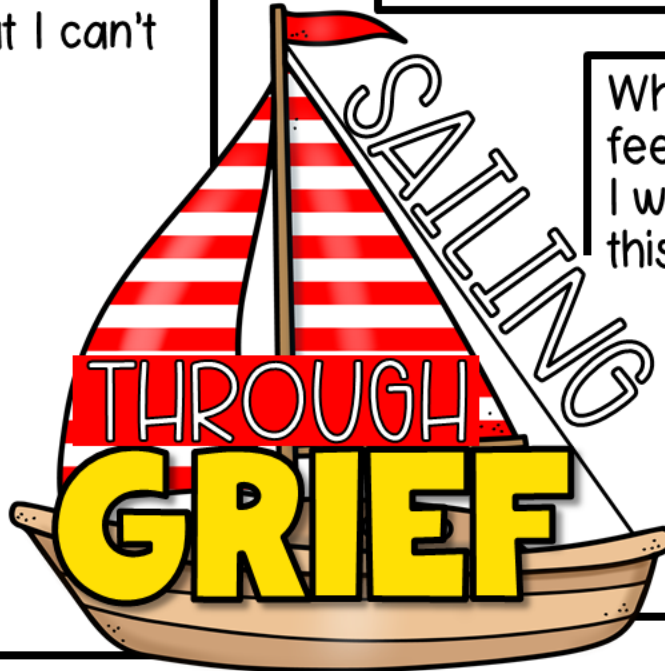


The life savers in my life (people I can count on) are:

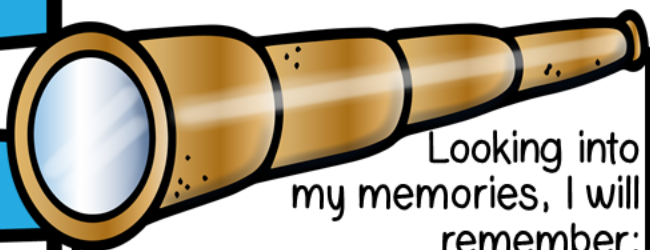


One thing I plan on letting go of (that I can't control) is:

When I feel lost, I will do this:



My hope for the future is:



Looking into my memories, I will remember:



BLACK &

WHITE

VERSION

SAILING through GRIEF

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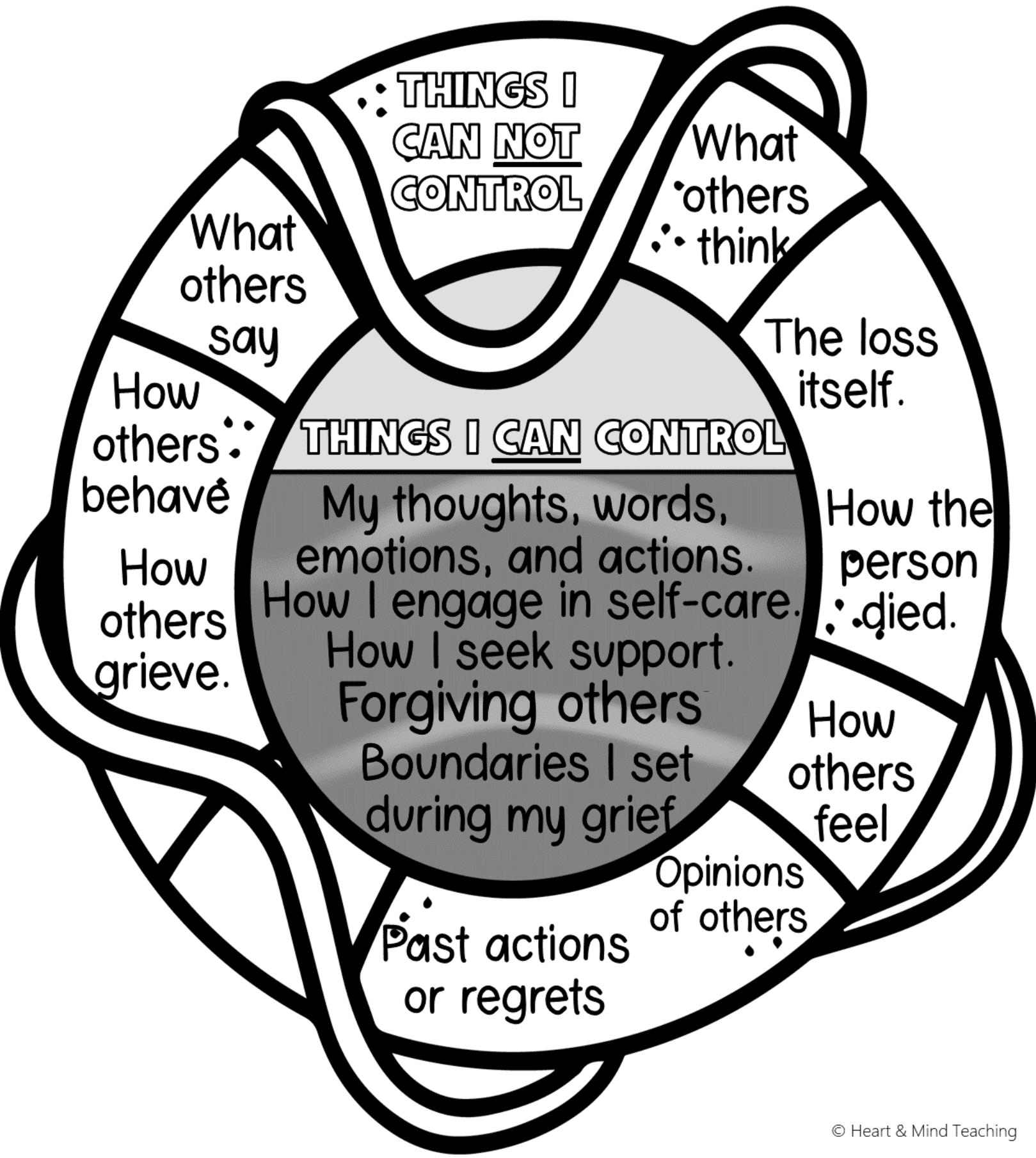
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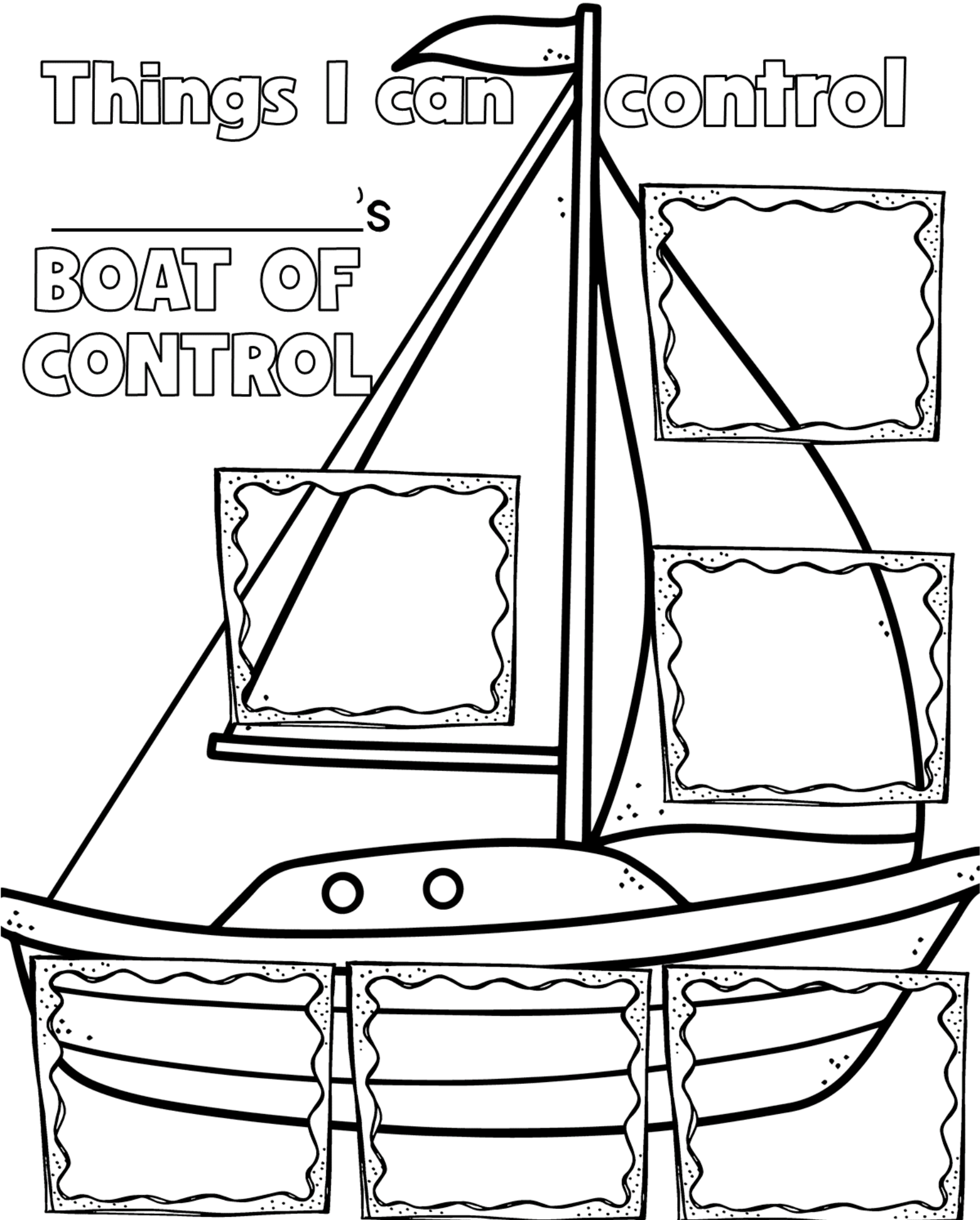
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CIRCLE OF CONTROL



Things I can control

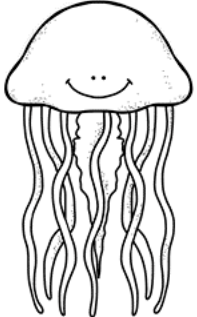
_____ 's
**BOAT OF
CONTROL**






Things I can NOT control

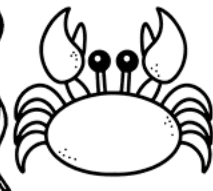
SAILING through GRIEF



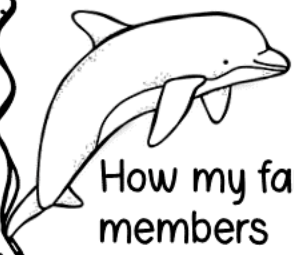
What my friends say about the loss.



My attitude about the loss.




The person/pet coming back to life.




How my family members handle the loss.



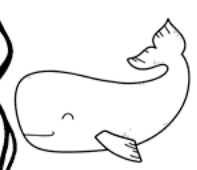
The way the person/pet died.




How I choose to handle difficult situations.




My response to sad or angry feelings: expressing myself (journal, talk to friend)



What my other family members say or think about the loss.




The relationship you had with the person/pet who died.



Financial problems caused by the loss.



The last thing you did or said to the person/pet who died.



Other people not wanting to talk about the loss.

SAILING through GRIEF



Taking care
of myself
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Accepting
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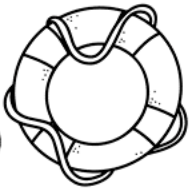
Things I can control

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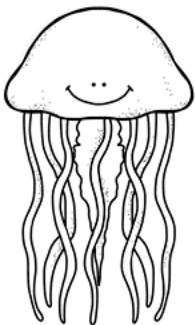
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Things I can NOT control



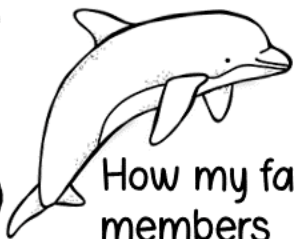
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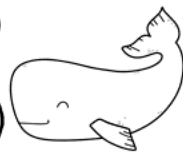
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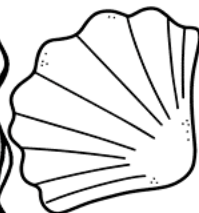
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Financial problems caused by the loss.



The last thing you did or said to the person/pet who died.



Other people not wanting to talk about the loss.

SAILING through GRIEF

THINGS I CAN NOT CONTROL

My attitude about the loss.

How I choose to handle difficult situations.

Accepting the loss and making the best of my new situation.

THINGS I CAN CONTROL

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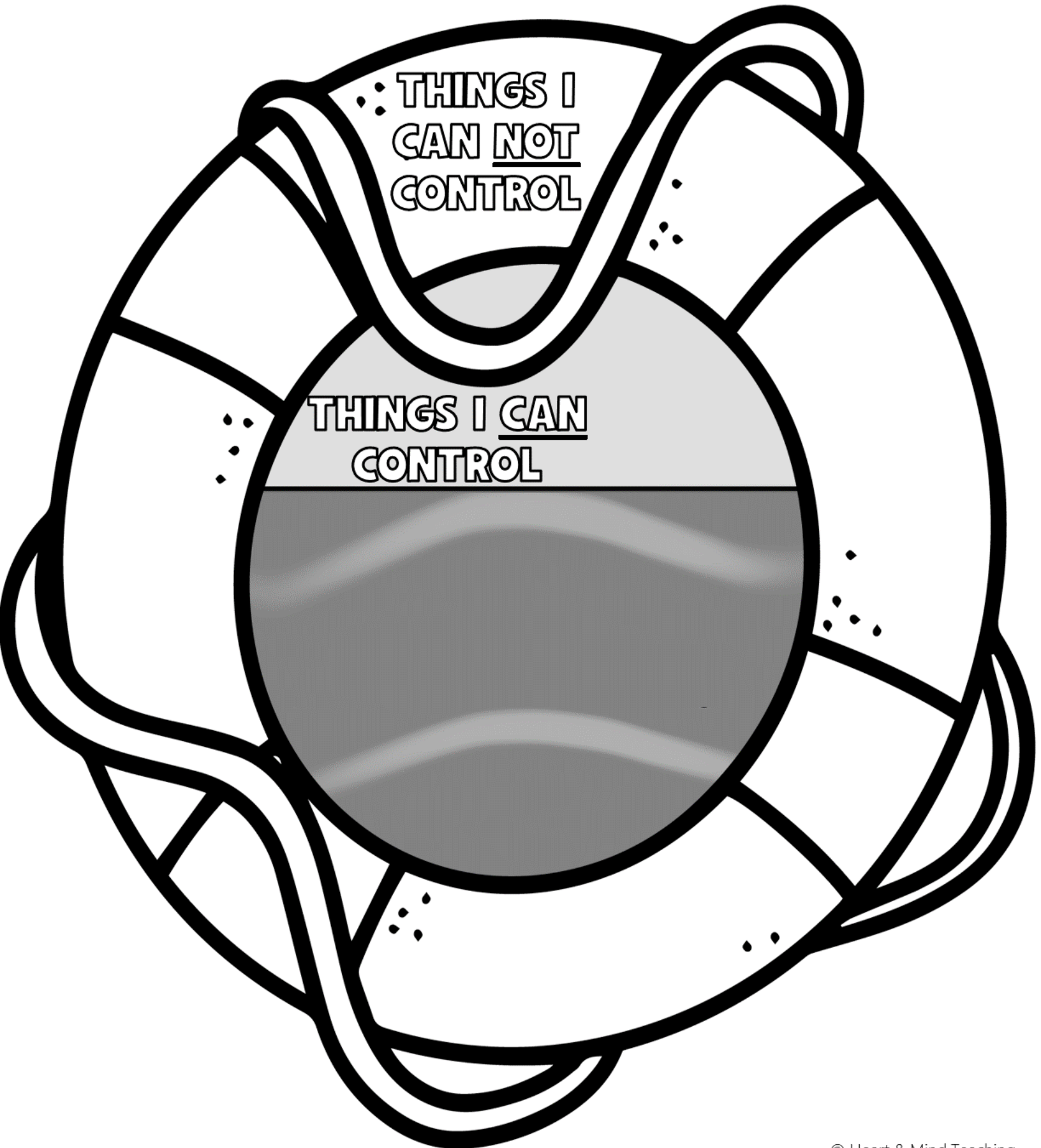
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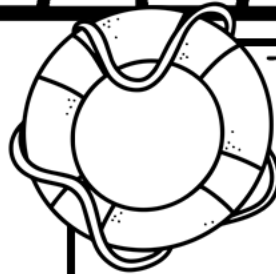
SAILING through **GRIEF**



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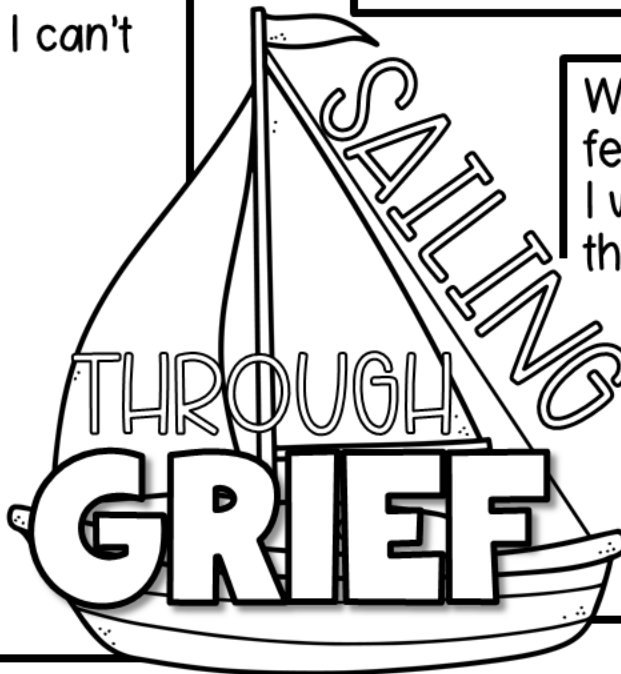
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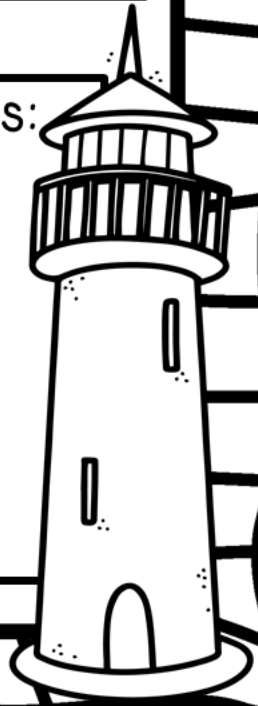
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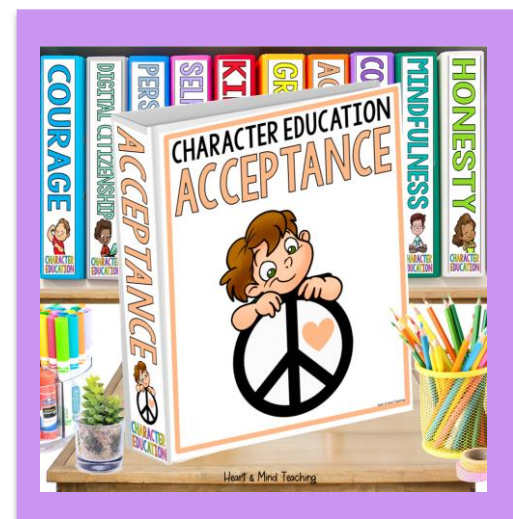
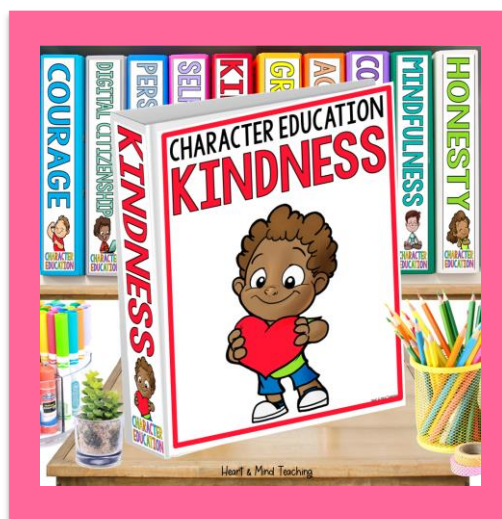
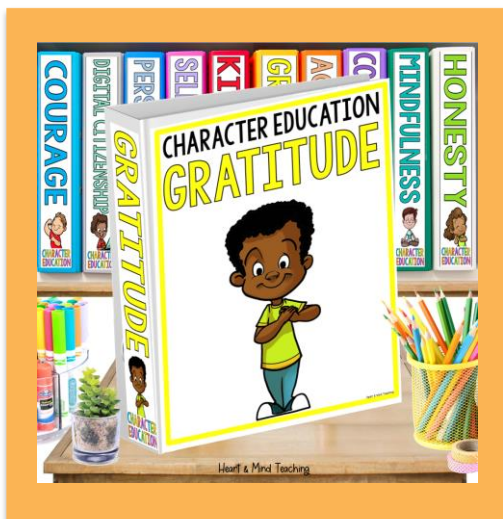
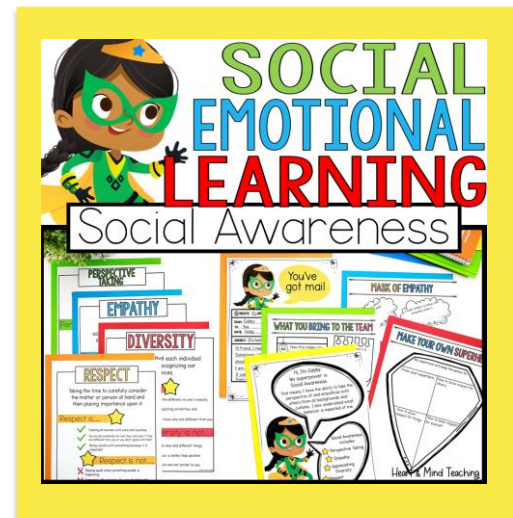
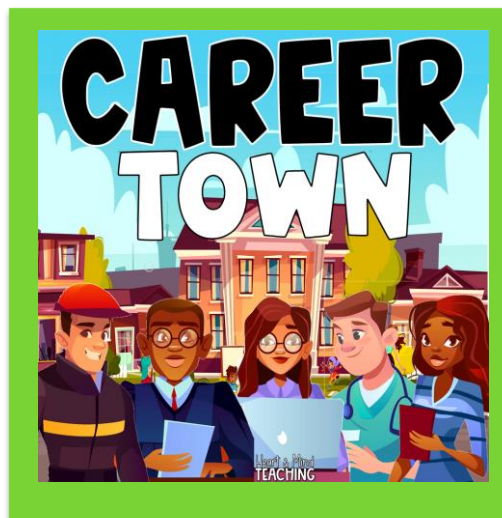
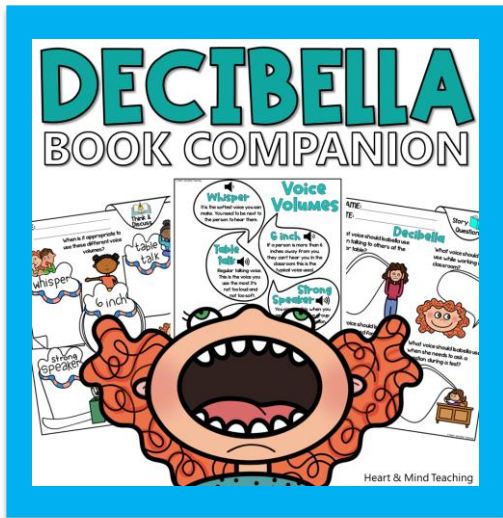


Looking into my memories, I will remember:



CHECK THESE OUT

CLICK ON THE PICTURES TO GET A CLOSER LOOK.



COUNSELOR Collab

with Laura & Ashley



Would you like to spend less time browsing for resources and lesson planning, and more time serving students? Let Laura from [Music City Counselor](#) and Ashley from [Heart and Mind Teaching](#) do the work for you!

CLICK TO COLLAB

MEMBER Perks

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HEART + MIND
TEACHING



THANK YOU

FOR SUPPORTING MY LITTLE SHOP.

Hi there! I'm Ashley- a School Counselor, curriculum developer, blogger, and mama to two young boys. I have a passion for creating fun and engaging resources for Counseling and Social Emotional Learning.

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Ashley

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heartandmindteaching@gmail.com

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