

# SMALL GROUP *Counseling*

## GRIEF CURRICULUM



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SMALL GROUP  
Counseling   
GRIEF



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# ASCA MINDSETS & BEHAVIORS AND SEL COMPETENCIES ADDRESSED

SMALL GROUP  
Counseling  
GRIEF



## ASCA Mindset Standards

- \*Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being. (M 1)
- \*Sense of belonging in the school environment. (M 3)

## ASCA Behavior Standards

### Self-Management Skills

- \*Demonstrate ability to overcome barriers to learning (B-SMS 6)
- \*Demonstrate effective coping skills when faced with a problem. (B-SMS 7)
- \*Ability to manage transitions and adapt to change. (B-SMS 10)

### Social Skills

- \*Create positive and supportive relationships with other students. (B-SS 2)
- \*Positive relationships with adults to support success. (B-SS 3)
- \*Use effective collaboration and cooperation skills. (B-SS 6)

## CASEL (Social-emotional Learning) Standards

### Self-management

- \*Self-discipline
- \*Self-motivation
- \*Stress Management

### Relationship skills

- \*Communication
- \*Social Engagement
- \*Relationship-building
- \*Teamwork

### Social-awareness

- \*Appreciating Diversity
- \*Respect for others

### Responsible decision-making

- \*Identifying problems
- \*Analyzing situations
- \*Solving problems
- \*Evaluating
- \*Reflecting

### Self-awareness

- \*Accurate self-perception
- \*Recognizing strengths
- \*Identifying emotions

# GROUP COUNSELING REFERRAL



SMALL GROUP  
Counseling   
GRIEF

Small group counseling sessions will begin soon. Groups meet \_\_\_\_\_ for \_\_\_\_\_ minutes, for approximately \_\_\_\_\_ sessions during school hours. **Please speak with the parent/guardian prior to making a recommendation to participate in a group.** Explain that students benefit from social emotional learning, make friends in the group, and enjoy attending. Once I receive this paper, consent forms will be sent home. Please return them to \_\_\_\_\_.

**Group Type:** Grief— Processing grief with memories, identifying feelings, and coping skills.

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

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

STUDENT NAME	Times if student is pulled for ESE/Speech	Comments about student area of need

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

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

STUDENT NAME	Times if student is pulled for ESE/Speech	Comments about student area of need

# PARENT CONSENT

SMALL GROUP  
Counseling  
GRIEF



Dear Parent/Guardian:

At \_\_\_\_\_, we offer small counseling groups to interested students. Small group counseling is a unique educational experience in which students work together to explore their ideas, attitudes, feelings and behaviors, especially as related to personal development and progress in school. Small group counseling teaches life skills and strategies to students that enhance their ability to succeed academically and socially as well as cope with stressful situations. Listed below are the types of groups offered and the one that was suggested to be beneficial for your child:

\*Grief– Processing grief with memories, identifying feelings, and coping skills.

Students participating in small group counseling have been parent referred, teacher/ staff referred, or self-referred. Groups will meet for \_\_\_\_\_, \_\_\_\_\_, during school hours for approximately \_\_\_\_ weeks, starting \_\_\_\_\_.

Please return this form as soon as possible as there are a limited number of spaces available.

Sincerely,

## Parent Consent for Small Group Counseling Participation

Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

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

Date: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

# CONSENTIMIENTO DE LOS PADRES

SMALL GROUP  
Counseling  
GRIEF

Estimado Padre / Tutor:

En \_\_\_\_\_, ofrecemos pequeños grupos de asesoramiento a los estudiantes interesados. Consejería de grupo pequeño es una experiencia educativa única en la que los estudiantes trabajan juntos para explorar sus ideas, actitudes, sentimientos y comportamientos, especialmente en lo relacionado con el desarrollo personal y el progreso académico. Consejería en grupos pequeños enseña habilidades para la vida y estrategias para los estudiantes que mejoran su capacidad de tener éxito académico y social, así como hacer frente a situaciones de estrés. A continuación se enumeran los tipos de grupos que se ofrecen y el que sería beneficioso para su hijo:

\_\_\_\_\_ El duelo: procesar el duelo con recuerdos, identificar sentimientos y habilidades de afrontamiento.

Los estudiantes que participan en los grupos pequeños han sido referidos por sus padres, maestro, o auto referido. El grupo pequeño se reunirán durante \_\_\_\_\_, durante el horario escolar durante aproximadamente \_\_\_\_\_ semanas a partir de \_\_\_\_\_.

Por favor envíe este formulario tan pronto sea posible, ya que hay un número limitado de plazas disponibles. Si tiene alguna pregunta, por favor de comunicarse directamente con \_\_\_\_\_ al \_\_\_\_\_.

Atentamente,

Consentimiento de los Padres para Grupo Pequeño Participación Consejería

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

Maestro: \_\_\_\_\_ Fecha: \_\_\_\_\_

Nombre del Padre / Tutor: \_\_\_\_\_

Firma del Padre / tutor: \_\_\_\_\_

# DESK REMINDERS

SMALL GROUP  
Counseling  
GRIEF



Fill out, cut out, and tape to student's desk.

Our group  
meets on \_\_\_\_\_  
at \_\_\_\_\_  
\_\_\_\_\_

Our group  
meets on \_\_\_\_\_  
at \_\_\_\_\_  
\_\_\_\_\_

Our group  
meets on \_\_\_\_\_  
at \_\_\_\_\_  
\_\_\_\_\_

Our group  
meets on \_\_\_\_\_  
at \_\_\_\_\_  
\_\_\_\_\_

Our group  
meets on \_\_\_\_\_  
at \_\_\_\_\_  
\_\_\_\_\_



Our group  
meets on \_\_\_\_\_  
at \_\_\_\_\_  
\_\_\_\_\_



# ATTENDANCE

SMALL GROUP  
Counseling   
GRIEF



DATE 								
NAME 								

# PRE SURVEY

This is how I am doing BEFORE group



Always



Sometimes



Hardly



Never

I understand that the loss was not my fault.				
I know what stage of dealing with grief I am currently in.				
I can identify things about grief that I can control and things I can not control.				
I know how to identify and express my feelings.				
I know what I can do when I feel upset about the loss.				
I know healthy ways to grieve or express my grief.				
I know who I can talk to when I am feeling grief.				

# POST SURVEY

This is how I am doing AFTER group



Always



Sometimes



Hardly



Never

I understand that the loss was not my fault.				
I know what stage of dealing with grief I am currently in.				
I can identify things about grief that I can control and things I can not control.				
I know how to identify and express my feelings.				
I know what I can do when I feel upset about the loss.				
I know healthy ways to grieve or express my grief.				
I know who I can talk to when I am feeling grief.				



# PASS TO SEE THE COUNSELOR

Valid every \_\_\_\_\_ at \_\_\_\_\_

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

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

Signed: \_\_\_\_\_



# PASS TO SEE THE SOCIAL WORKER

Valid every \_\_\_\_\_ at \_\_\_\_\_

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

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

Signed: \_\_\_\_\_



# PASS TO SEE THE PSYCHOLOGIST

Valid every \_\_\_\_\_ at \_\_\_\_\_

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

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

Signed: \_\_\_\_\_



# HALL PASS FOR GROUP COUNSELING

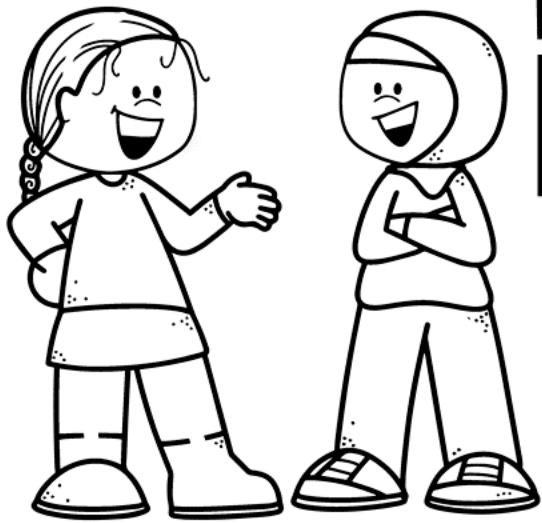
Valid every \_\_\_\_\_ at \_\_\_\_\_

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

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

Signed: \_\_\_\_\_

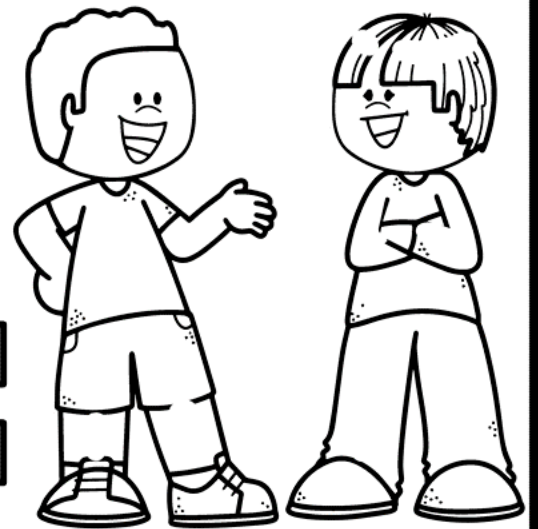
**WHAT YOU SAY**



**in here**

**STAYS**

**in here**



**Unless:**

SOMEONE IS HURTING YOU.

YOU WANT TO HURT SOMEONE.

YOU WANT TO HURT YOURSELF.



# SESSION I

## Icebreaker & Rules

### SMALL GROUP Counseling

## GRIEF



#### Session Objective:

- \*Students will participate in an icebreaker activity and answer personal questions.
- \*Students will work collaboratively to identify and create group rules.

#### Materials:

- \*Rainbow Printouts.
- \*Pencils.

#### Guiding Questions:

- \*What are some interesting things about you that make you unique?
- \*What is something you learned about someone else in the group?
- \*What are some of our similarities and differences?

#### ASCA Standards Alignment:

- \*Mindset: Sense of belonging in the school environment. (M 3)
- \*Behavior: Social Skills: Create positive and supportive relationships with other students. (B-SS 2)
- \*Behavior: Social Skills: Positive relationships with adults to support success. (B-SS 3)
- \*Behavior: Social Skills: Use effective collaboration and cooperation skills. (B-SS 6)

#### SEL Competencies:

- \*Self-awareness: recognizing strengths.
- \*Relationship skills: relationship building, communication, social engagement, teamwork.
- \*Social-awareness: Respect for others, appreciating diversity.

#### Session Details (about 30 min):

- \*Counselor will welcome students to the group. "Welcome to the group everyone, we are all here to learn how to process our grief and loss. Grief is a unique experience for each person, we all have lost someone we love and share that in common. We are going to work together to learn ways to process our grief and heal."
- \*Icebreaker Activity: Say "Let's do an activity to get to know each other better, I will participate too so you can get to know me." You can choose to use either the color or black/white version and have the students color it after. "In the midst of grief, the rainbow can be seen as a symbol of hope. It represents the possibility of finding light and positivity even after the darkest of times. Just as a rainbow appears after a storm, hope can emerge after loss. Let's start by putting our name on the rainbow and then filling out the rest of the questions." Once completed, ask them to go around and share what they wrote. Point out anything the students have in common. Ask engaging questions to have the students elaborate on what they wrote.
- \*Creating Group Rules: "Now that we have got to know each other, let's create some group rules together. Raise your hand if you can think of a rule that would help our group go smoothly." Guide the discussion to include being respectful of others, taking turns to speak, and confidentiality. Use the included "what happens here stays here" poster to review confidentiality. Have students complete the pre-survey. Tell them to be honest and that it's just for you to know what they want to work on.

# GET TO KNOW ME

Things I like:

Things I don't like:

Something  
I'm good at:

Something  
unique about me:

Person I  
can count on:

Name:

# GROUP RULES

SMALL GROUP  
Counseling   
GRIEF



Our group has agreed upon the following rules:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

# SESSION 2

## My Memory Coloring Book



SMALL GROUP  
Counseling   
GRIEF

### Session Objective:

\*Students will identify ways to cope with grief and reflect on their loss.

### Materials:

\*Handouts, pencils, crayons.

### Guiding Questions:

\*How can reflecting on memories help us grieve?

\*What are some ways you can cope with grief?

### 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: Ability to manage transitions and adapt to change. (B-SMS-10)

### SEL Competencies:

\*Self-Management: Stress Management.

\*Responsible decision-making: analyzing situations, evaluating, reflecting.

### Activity Details:

\*Say "Welcome back to the group, who can remember what our group rules were from last session? (Review the rules). Awesome, last time we learned a bit about each other and talked about experiencing grief. Today, we are going to go even deeper and talk about the loved one we lost and share more about them."

\*Say "Grief is a unique and deeply personal experience, and there is no one-size-fits-all approach to navigating it. This workbook encourages a creative and mindful engagement with memories, providing a space for expression, reflection, and celebration. It is not just about the pain of loss but also remembering our connection with those we love." Pass out a workbook for each student. Depending on how much time you have, pick and choose pages to complete together. If you have a short time, skip the pages that are only coloring pages. They can complete that on their own at home or another time. For students mourning the loss of a pet, use/include page 32. As you complete the workbook, have students share what they wrote and encourage discussion. Encourage them to keep the workbook and to reflect back on it when they are missing their loved one. They can get it out and color it when they feel stressed, coloring can be a therapeutic and relaxing activity and it is often used as a mindfulness tool in art therapy. It calms the nervous system and is a great expressive outlet.

\*Thank the students for a great session and tell them next session they will be exploring the memories they have of their loved one.



# MY COLORING MEMORY BOOK



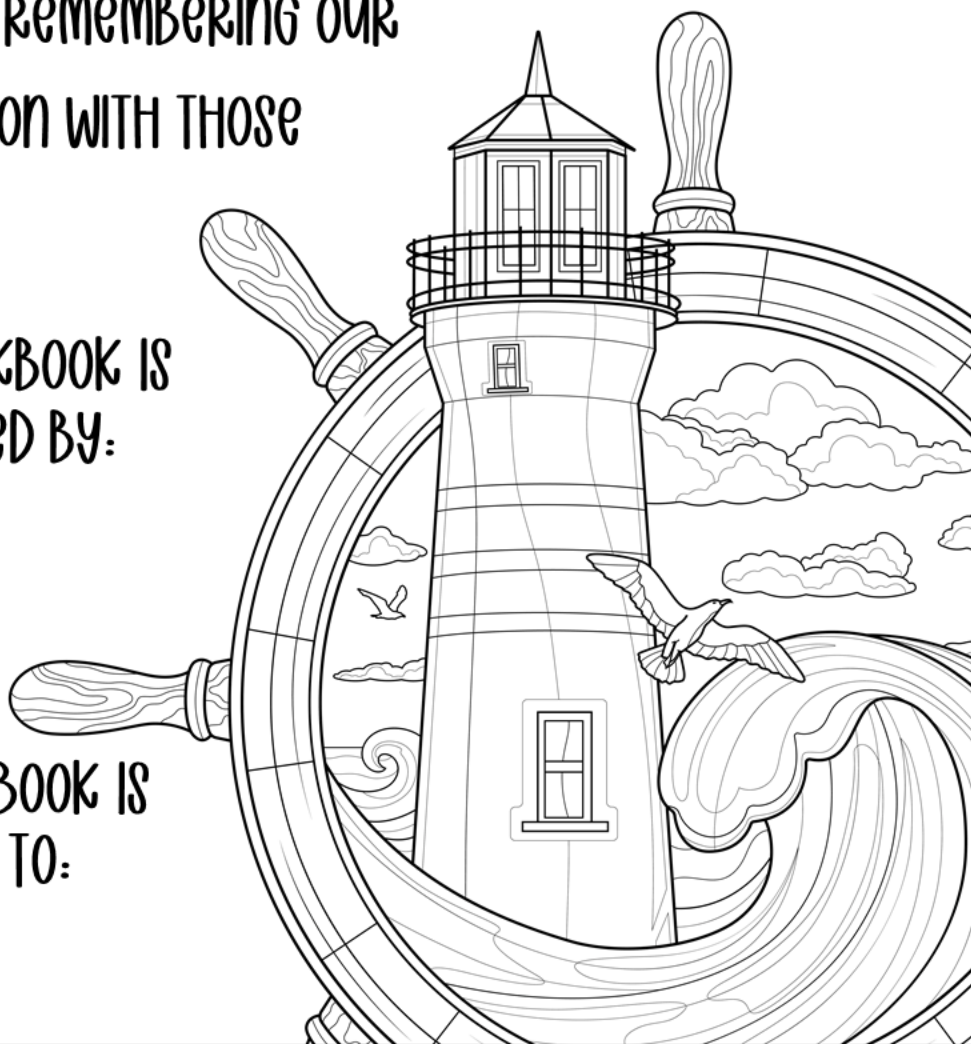


# MY MEMORY BOOK

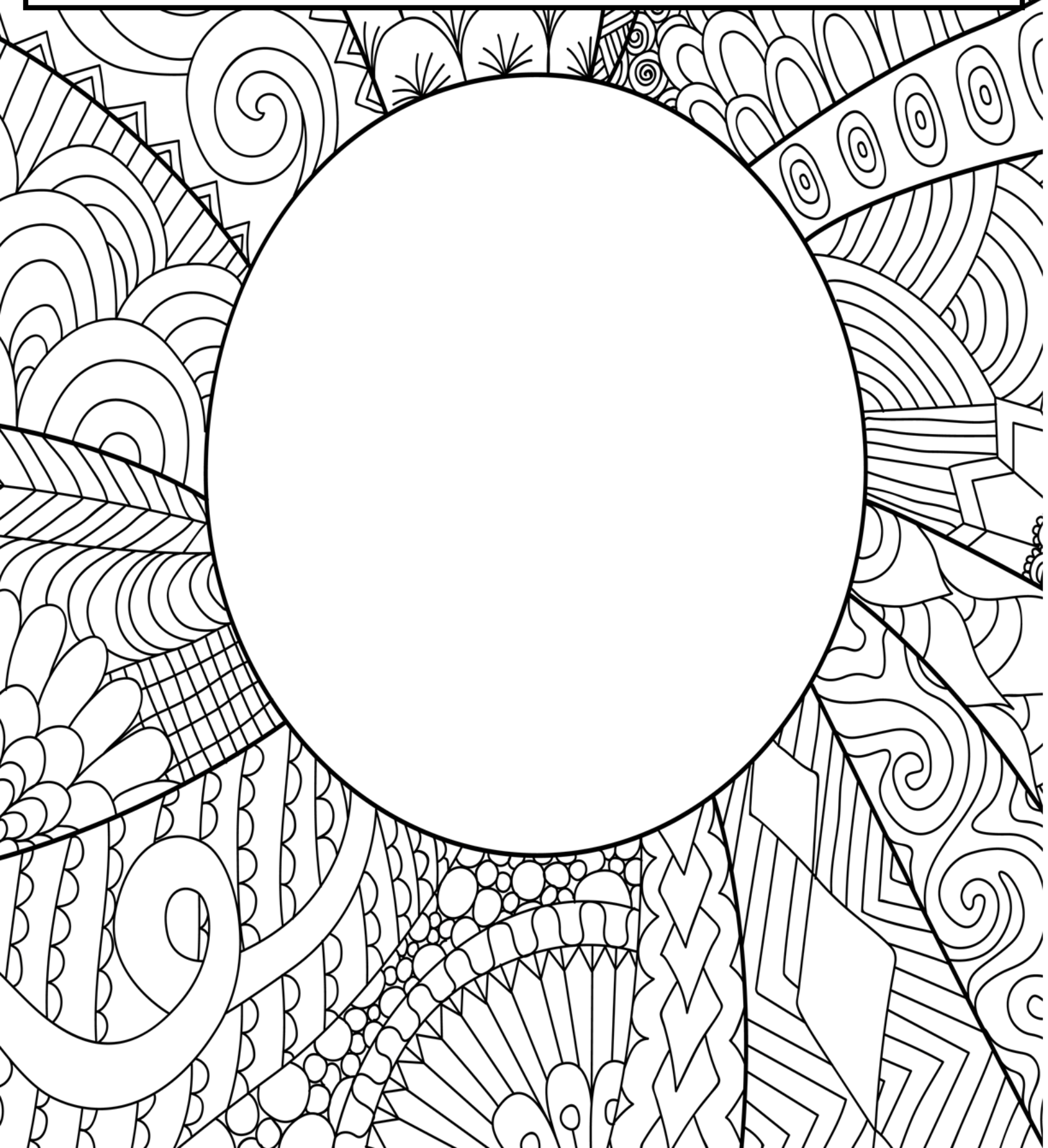
GRIEF IS A UNIQUE AND DEEPLY PERSONAL EXPERIENCE, AND THERE IS NO ONE-SIZE-FITS-ALL APPROACH TO NAVIGATING IT. THIS WORKBOOK ENCOURAGES A CREATIVE AND MINDFUL ENGAGEMENT WITH MEMORIES, PROVIDING A SPACE FOR EXPRESSION, REFLECTION, AND CELEBRATION. IT IS NOT JUST ABOUT THE PAIN OF LOSS BUT ALSO REMEMBERING OUR CONNECTION WITH THOSE WE LOVE.

THIS WORKBOOK IS  
COMPLETED BY:

THIS WORKBOOK IS  
DEDICATED TO:



**A PERSON I LOVED DIED**  
**THIS IS A PICTURE OF THEM:**





# REFLECTING

THEY WERE IMPORTANT TO ME BECAUSE:



# MEMORIES

I HAVE OF THE PERSON I LOVE:



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**DRAW**

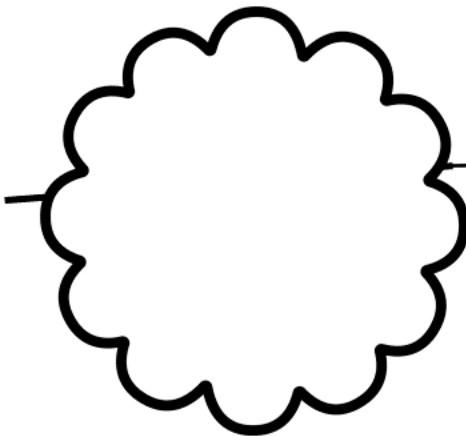
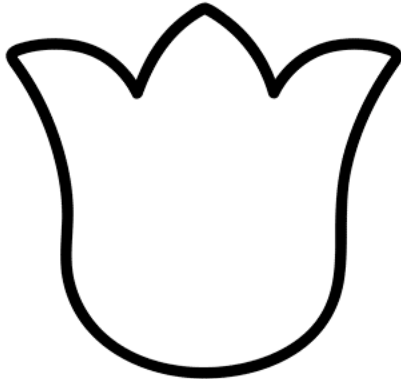
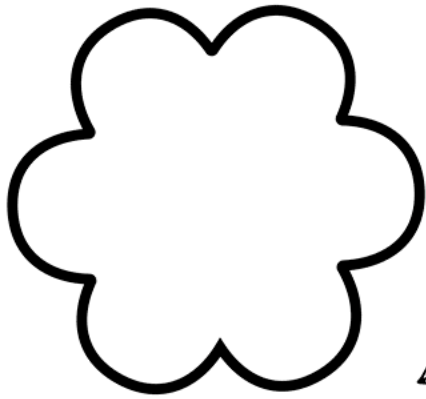
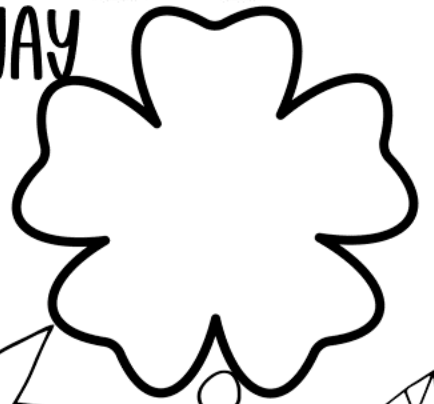
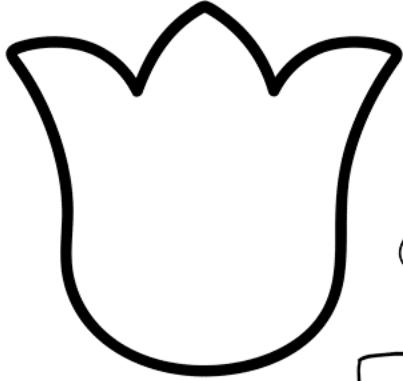
HOW YOU FELT BEFORE THE LOSS  
AND HOW YOU NOW FEEL AFTER

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# WHAT I MISS

ABOUT THE PERSON THAT PASSED AWAY

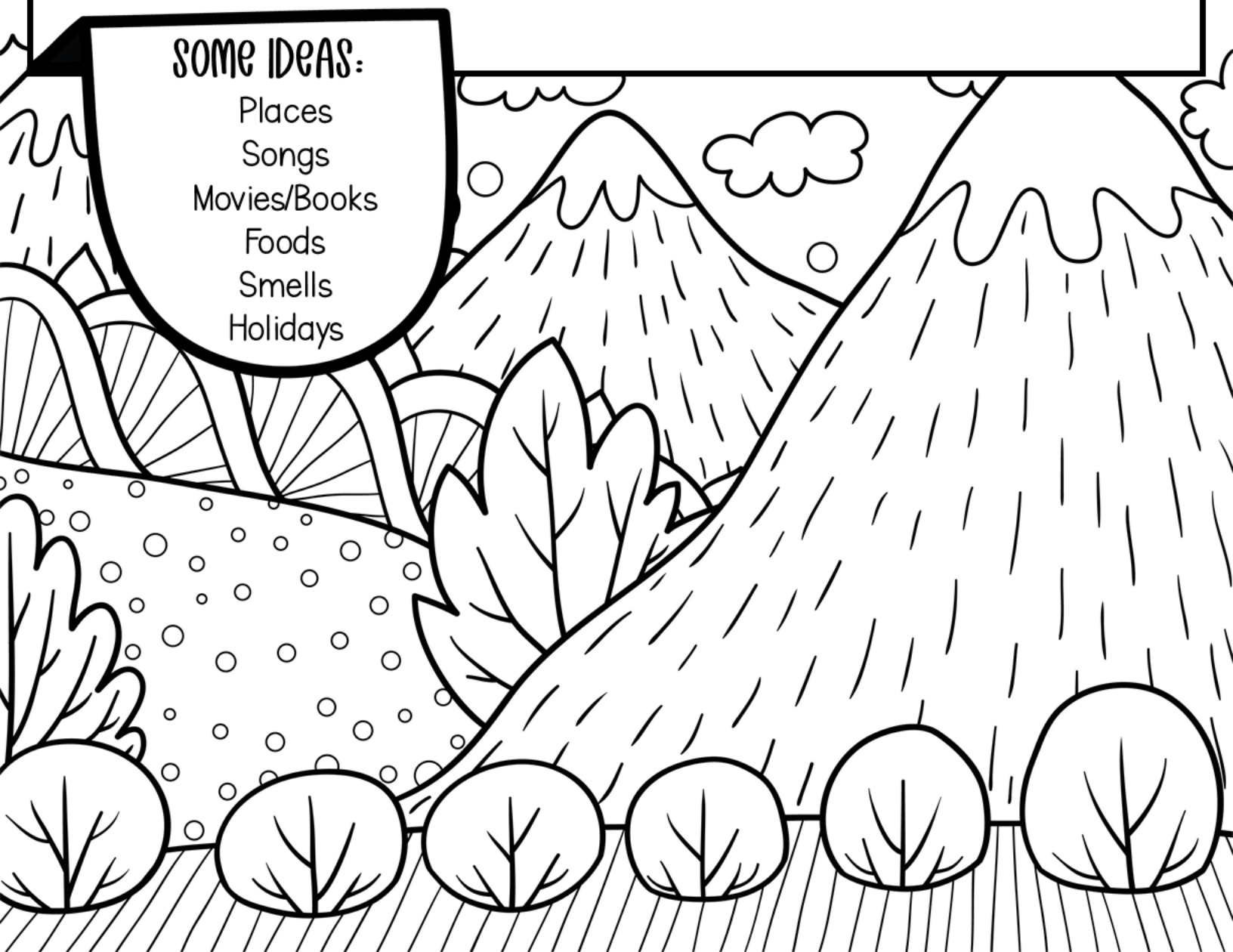


# REMINDERS OF YOU

THESE THINGS REMIND ME OF THE PERSON I MISS:

## SOME IDEAS:

Places  
Songs  
Movies/Books  
Foods  
Smells  
Holidays



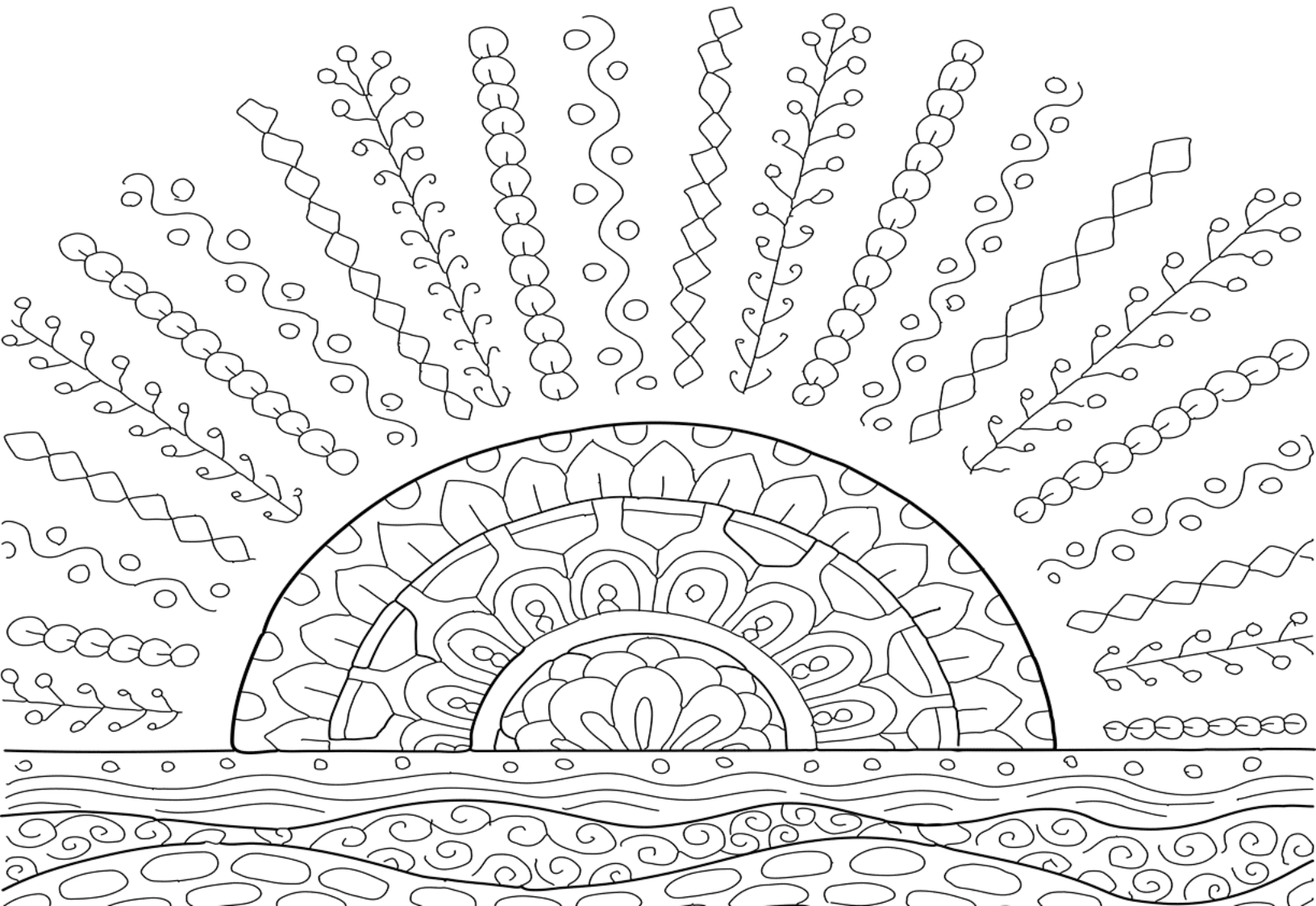


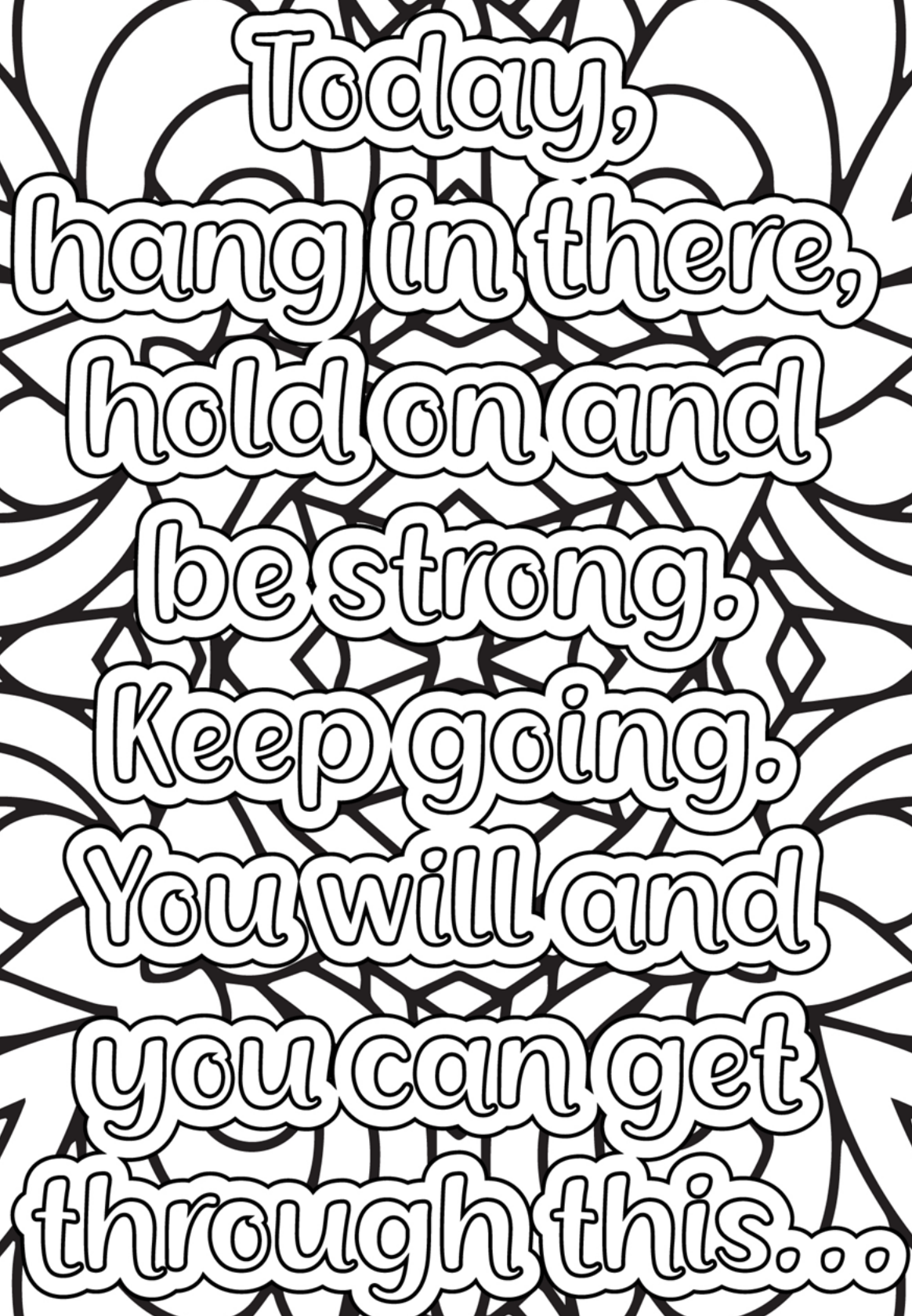
**I WISH...**  
LIST SOME WISHES YOU HAVE  
ABOUT THE LOSS:



**SINCE YOU'VE BEEN GONE**  
MY LOVED ONE CONTINUES TO HELP ME BY:

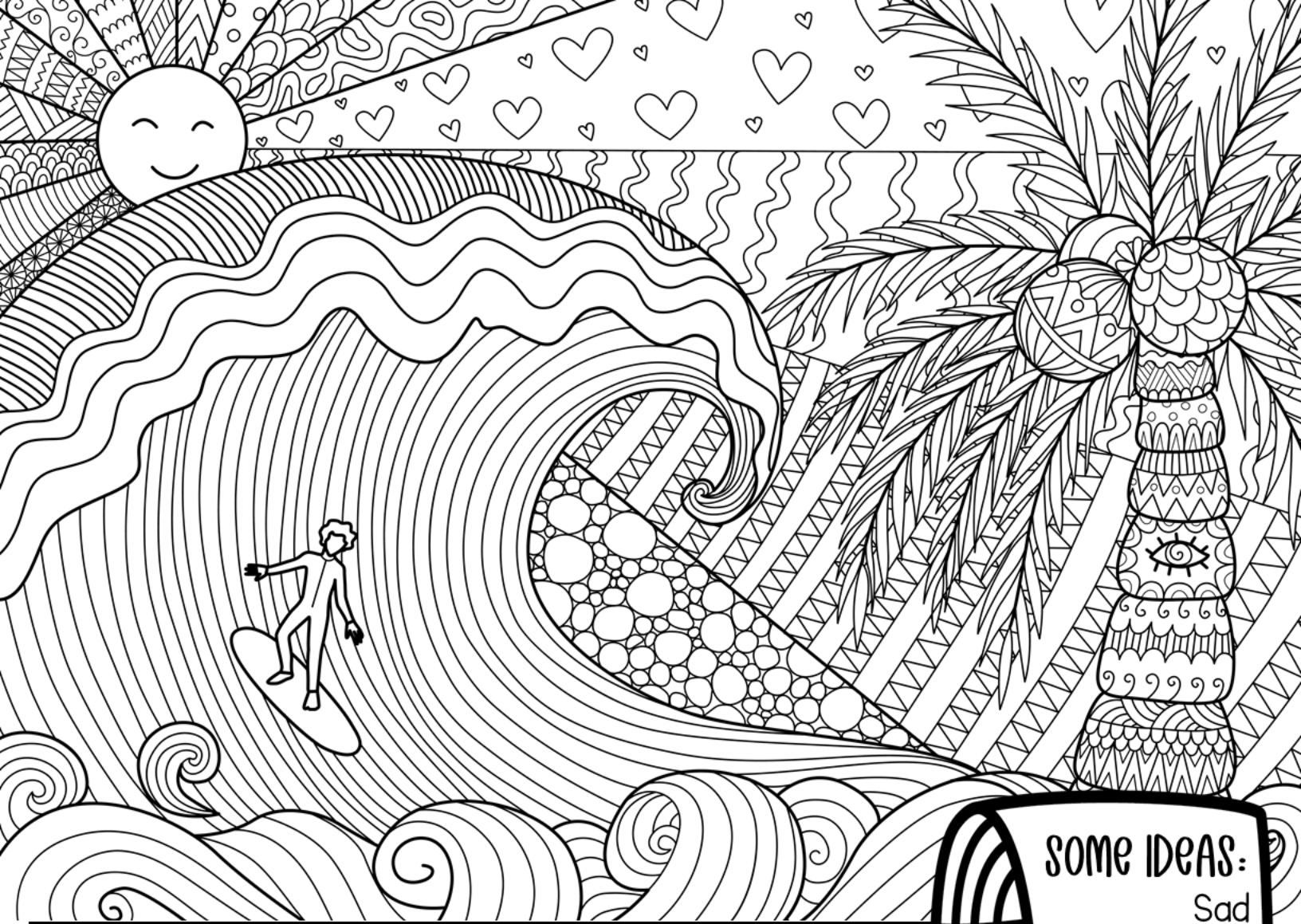
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Today,  
hang in there,  
hold on and  
be strong.  
Keep going.  
You will and  
you can get  
through this...



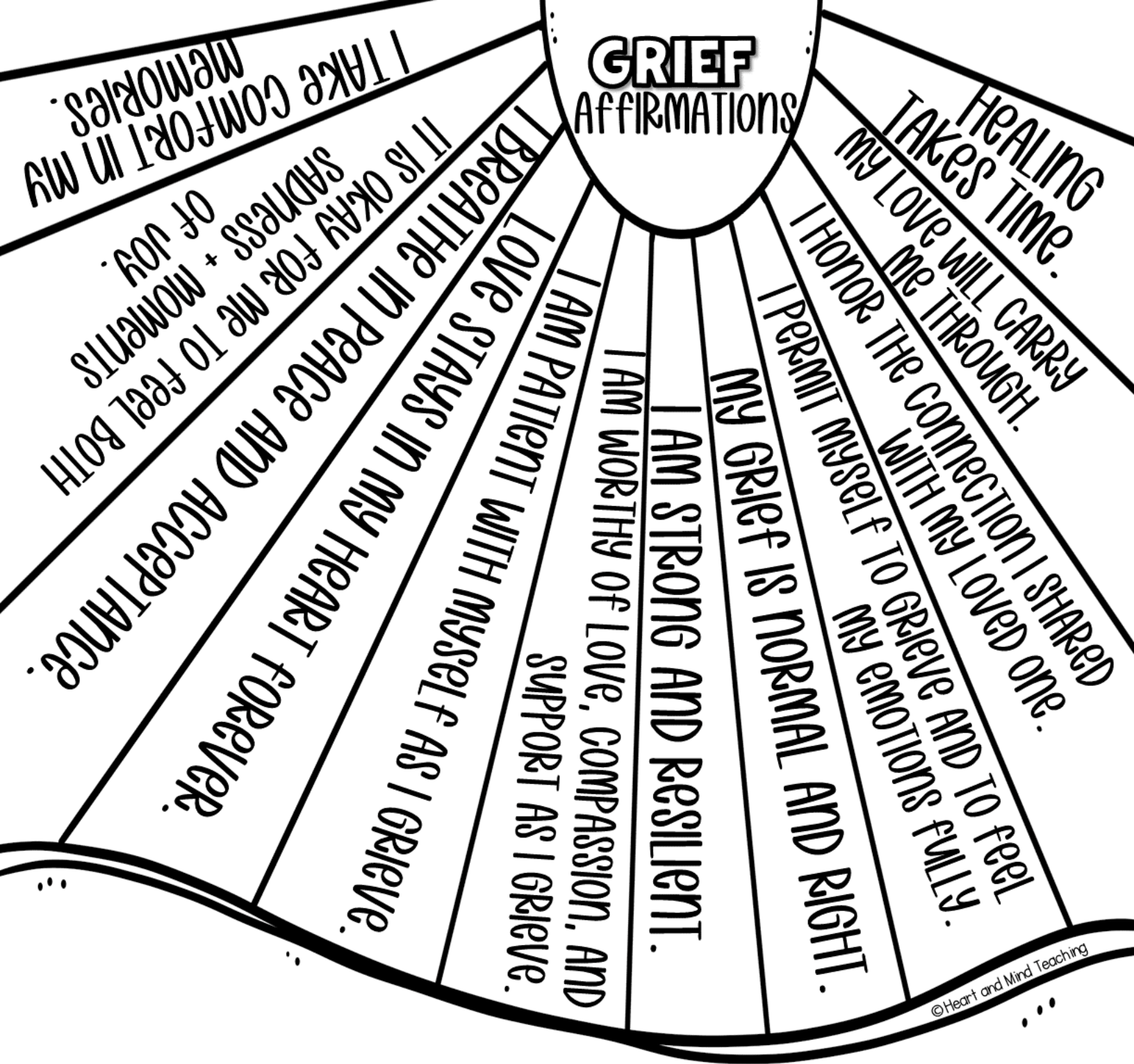


# EMOTIONS

I feel from THE LOSS:

## SOME IDEAS:

Sad  
Angry  
Confused  
Disappointed  
Scared  
Content  
Numb  
Guilt  
Shame  
Embarrassed  
Depressed



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THIS IS THE AFFIRMATION THAT I LIKE THE MOST:

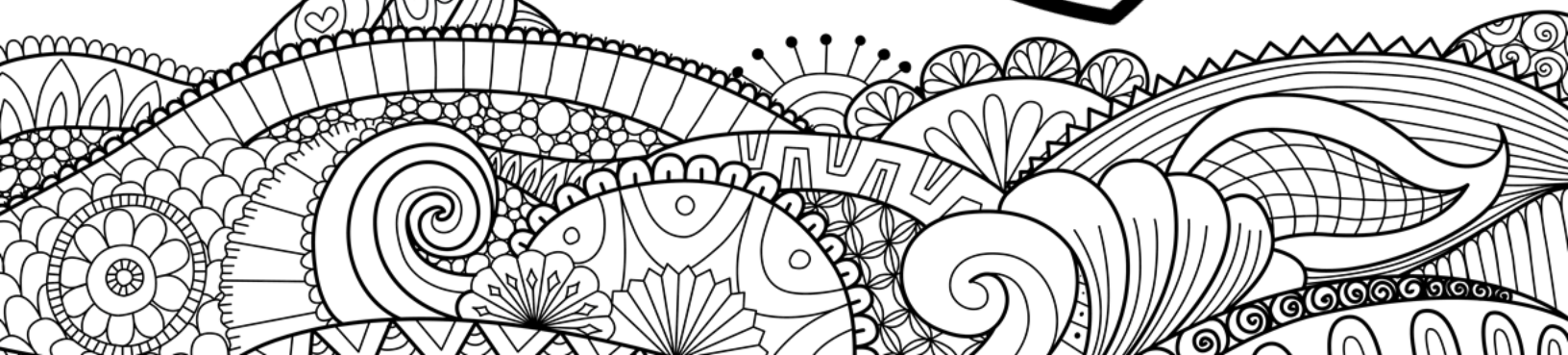
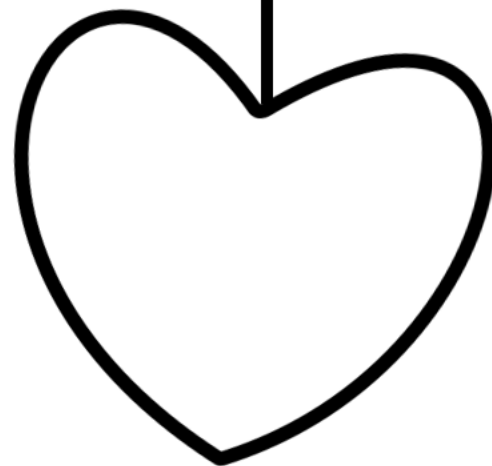
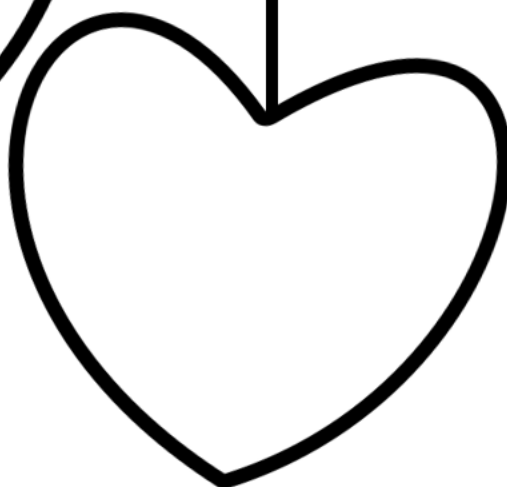
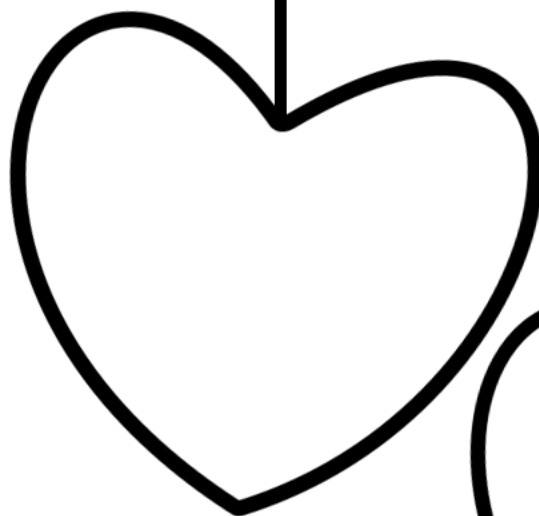
**THINGS TO TELL MYSELF**  
WHEN I AM SAD ABOUT THE LOSS



# SUPPORT

PEOPLE I CAN TALK TO

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**ON ROUGH DAYS**  
I CAN DO THIS TO FEEL BETTER:

**SOME IDEAS:** Talk to someone, journal, draw, exercise, seek support, meditate, self-care, honor memories, go through this workbook!



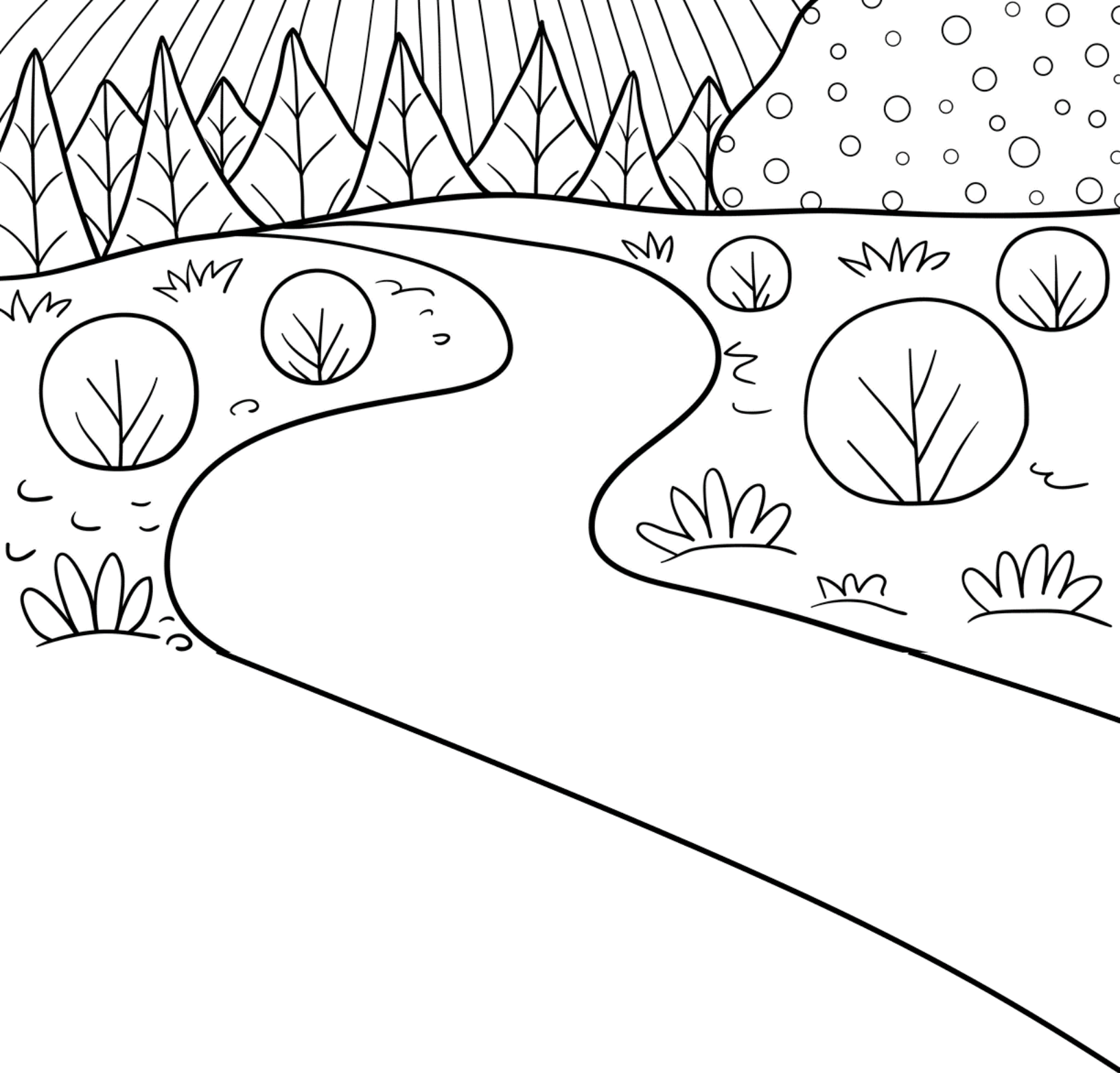
LIFE IS  
Tough  
BUT SO ARE  
YOU





# FEARS & WORRIES

THESE ARE SOME FEARS AND WORRIES I HAVE:



# QUESTIONS

I HAVE ABOUT THE LOSS

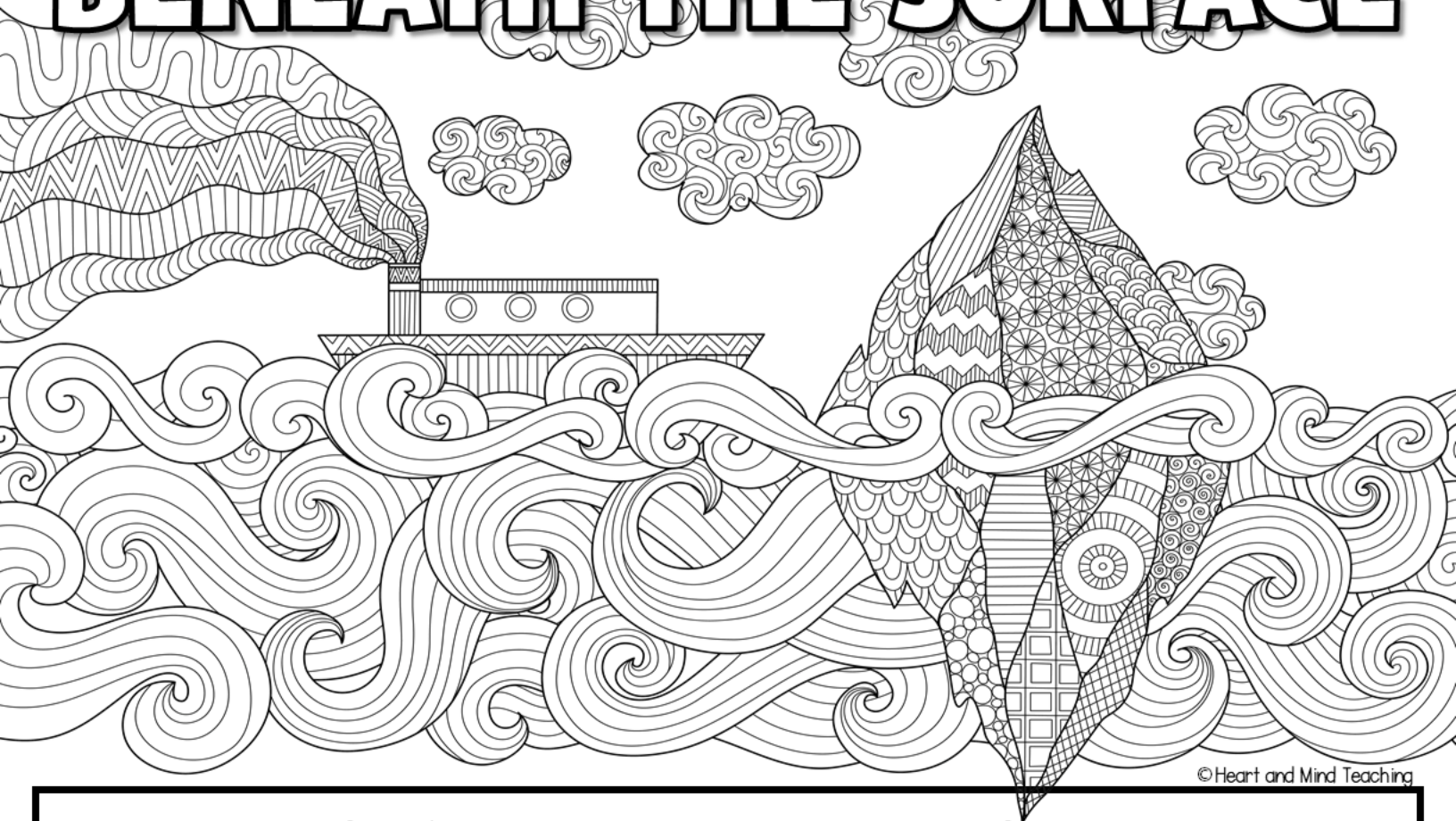




Rise above  
the storm  
and you  
will find  
the sunshine

HOW OTHERS SEE ME GRIEVING:

# BENEATH THE SURFACE



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WHAT OTHERS DON'T SEE ABOUT MY GRIEF:





# IT IS BRAVE TO ASK FOR HELP

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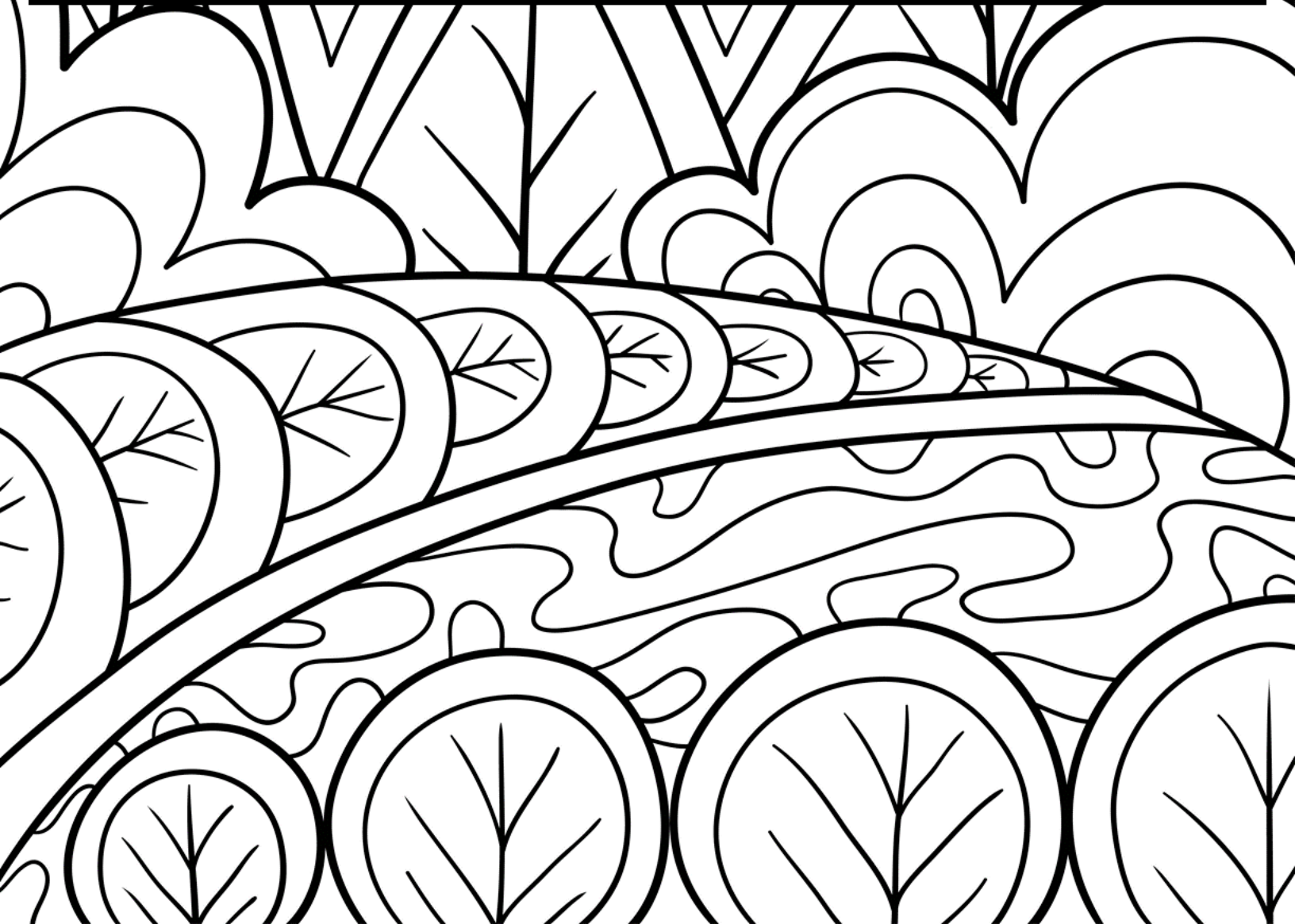
I WISH OTHERS KNEW THAT DURING MY GRIEVING I NEED:



## A CONVERSATION I HAD WITH THE PERSON WHO DIED:

**I AM LETTING GO**  
of the following thoughts:

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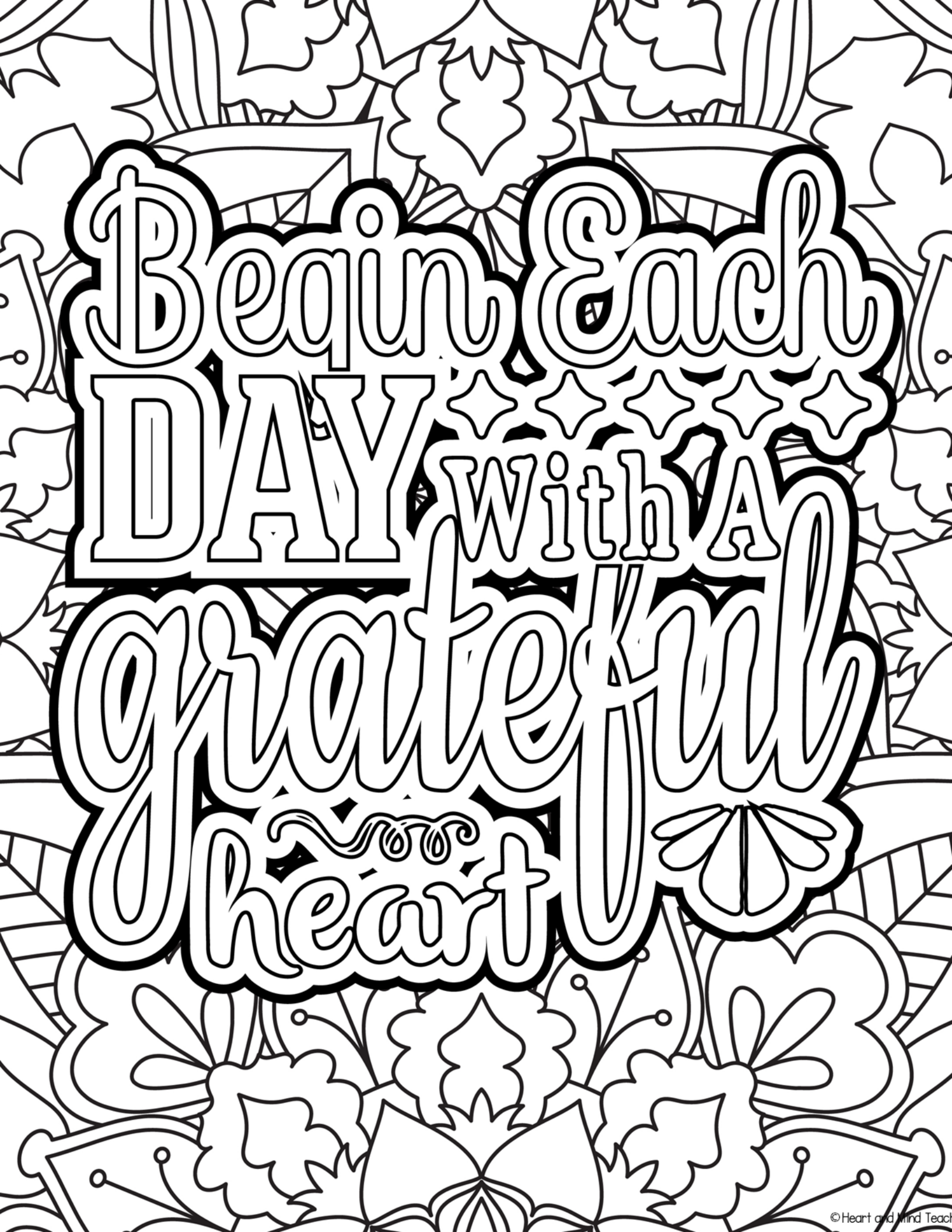


# GRATITUDE

PEOPLE AND THINGS I AM GRATEFUL FOR:







Begin Each  
DAY With A  
grateful  
heart

# LETTER TO YOU

WRITE A LETTER TO THE PERSON YOU ARE GRIEVING:



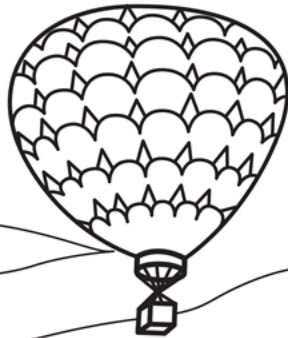
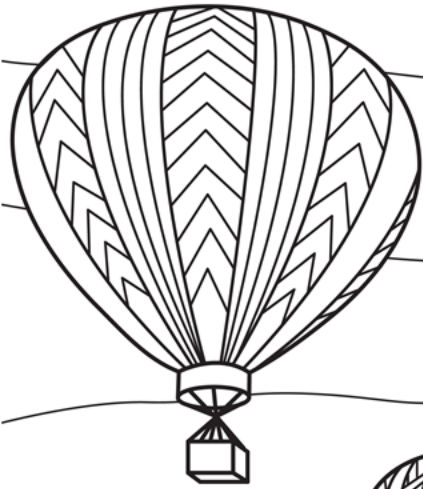
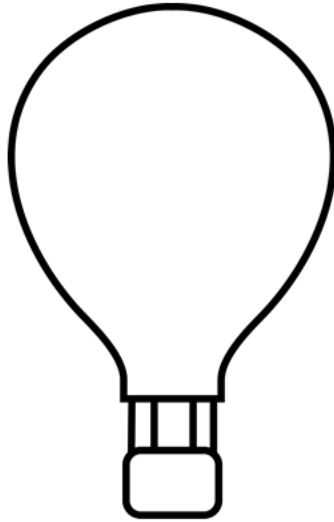
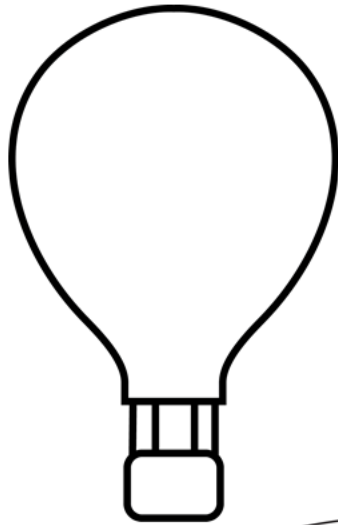
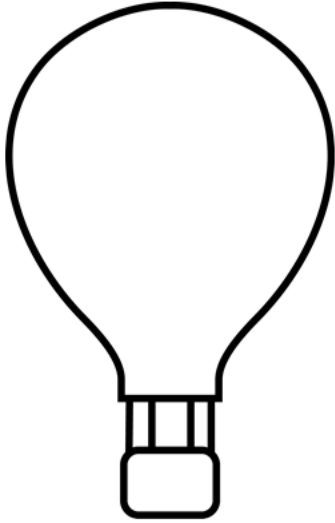
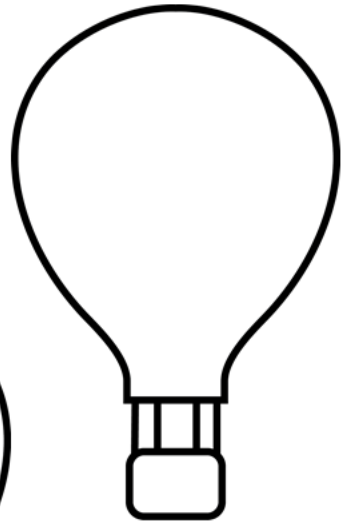
**I WILL  
HONOR**  
THE PERSON THAT DIED BY:





# HOPE

I HAVE FOR THE FUTURE:



WHAT I MISS MOST ABOUT MY PET:

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I MISS  
MY PET



SOME OF MY FAVORITE MEMORIES OF MY PET:



# SESSION 3

## Tree of Grief and Loss

SMALL GROUP  
Counseling   
GRIEF



### Objective:

\*Students will identify ways to remember and honor someone who has died.

### Materials:

\*Handouts, scissors, glue, pencils  
\*Cut/paste version: p. 50-52 or shorter version: p. 48-49

### Guiding Questions

\*What are some ways you can remember someone who died?  
\*How can memories and honoring the dead help us grieve?

### 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: Ability to manage transitions and adapt to change. (B-SMS-10)

### SEL Competencies:

\*Self-Management: Stress Management.  
\*Responsible decision-making: analyzing situations, evaluating, reflecting.

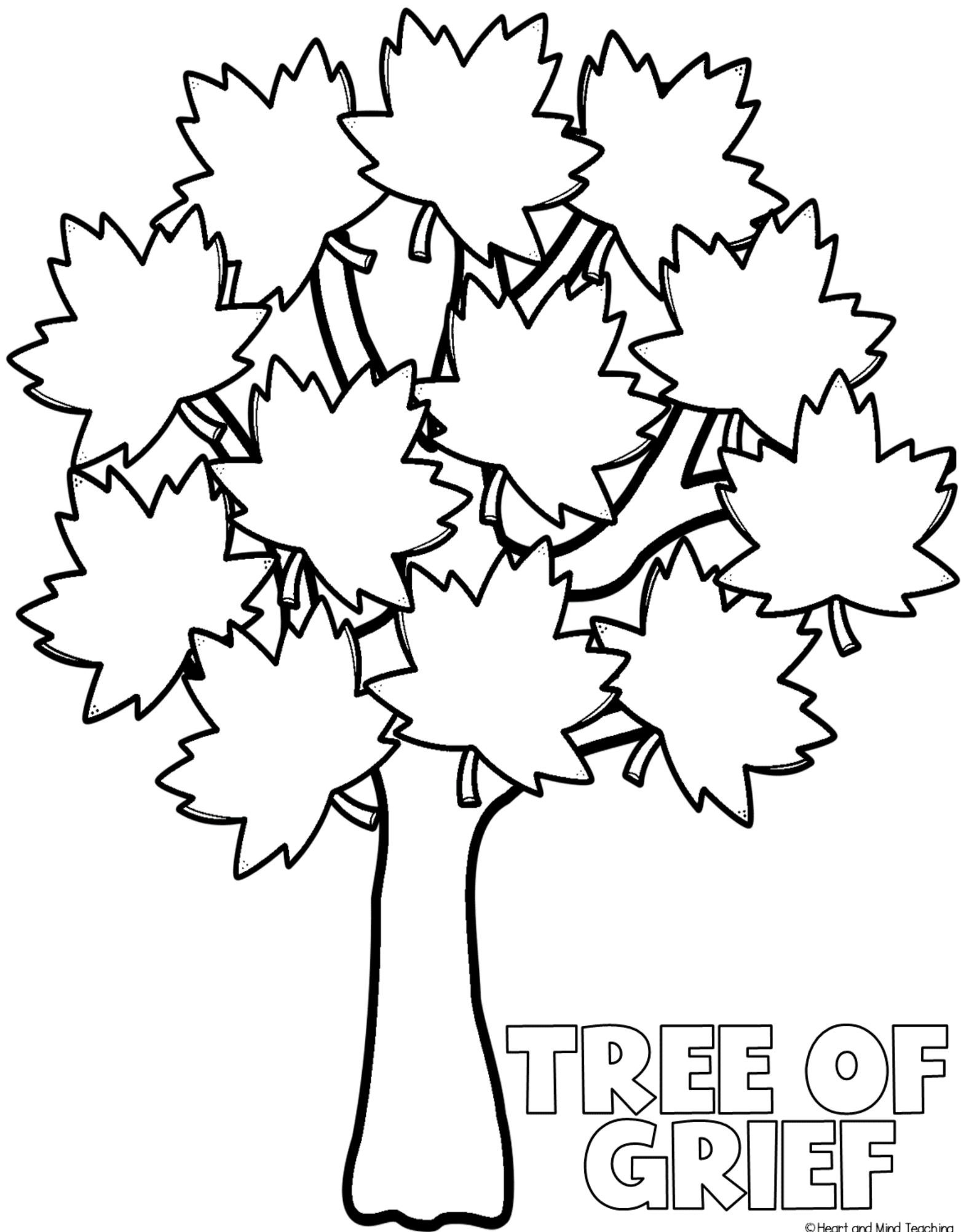
### Activity Details:

\*Welcome the students back to the group and quickly review group rules. Last week we learned about the special loved ones that each of us have lost and how special they were to us. This week we are going to look closer at our memories of our loved one.

\*Say "When someone dies, we miss them so much. It helps to write down memories and things about the person/pet so that you can remember them. Remembering them, let's them live on through you." Give each student a tree of grief and the leaves (p.50-52). Have the students write their memories/responses on the leaves. (alternative option: page 48-49 the tree is already completed). It's okay if they do not complete one or two. Then have them cut out the leaves they wrote on and have them glue it to the tree, leaving enough space to be able to read what is on each leaf. Have each student share what they put on their tree of grief and why. Next, have each student pick a character with leaf to complete (p. 53-60). Say "You may not be able to see your loved one anymore, but they are with you always. Not just in your memories, but with what they have taught you and how they have shaped your life. Let's be the things we loved most in the loved ones we lost. Let their light shine and live on through us, that way a piece of them remains. Write on the leaf ways that your loved one lives on through you. This can be something they taught you, ways that you are changed either before or after the loss, or something you want to do, accomplish, or be more like because of them." Have each student share what they wrote. Encourage the students to keep both the tree of grief and their remembrance leaf paper and to pull it out when they are missing their loved one. Give them the parent and student tips paper to take home.

\*Say "Now that we have shared our memories, next session we will learn about the feelings we might experience while going through grief."

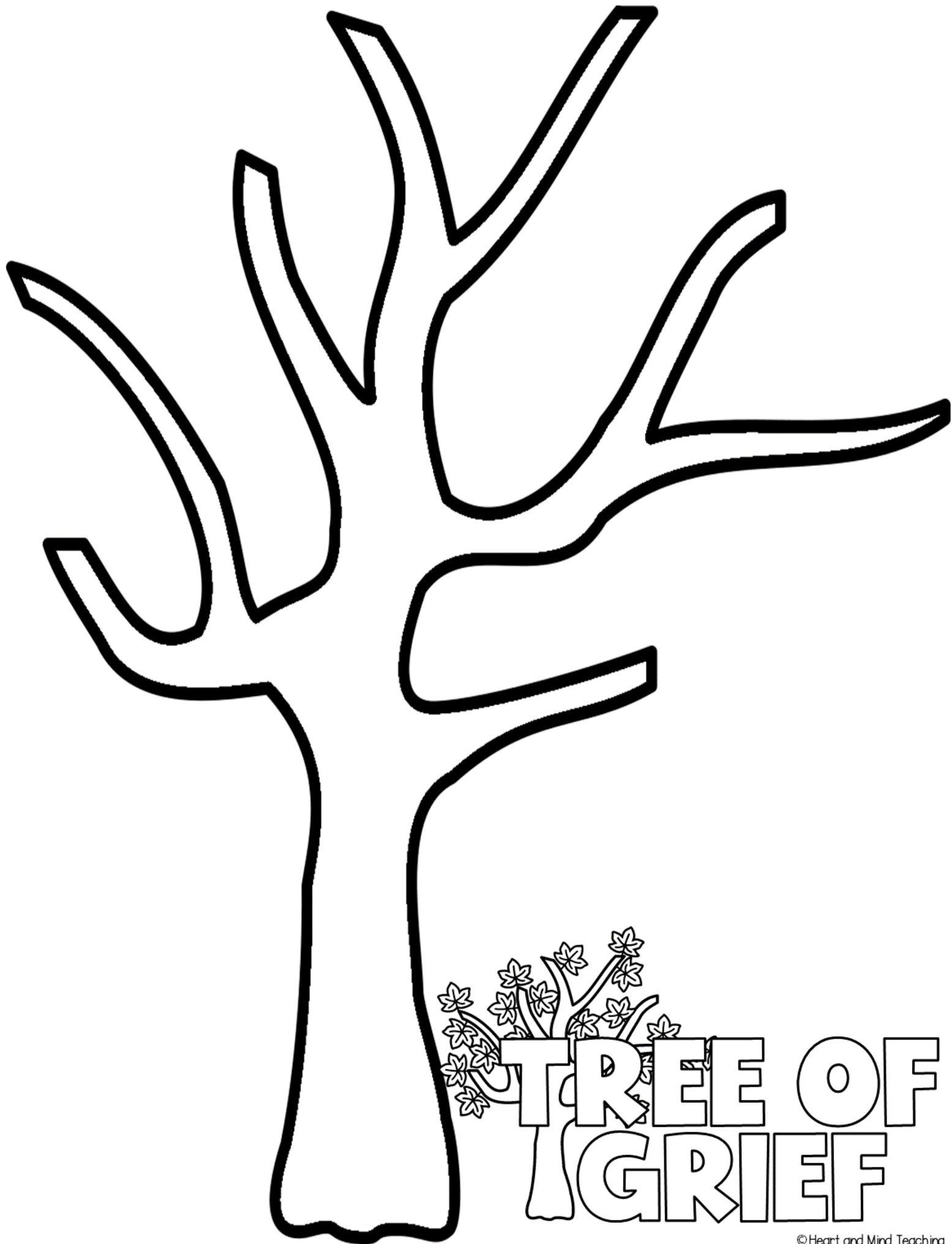




# TREE OF GRIEF

Complete the leaves with these memories about the person/ pet who died:

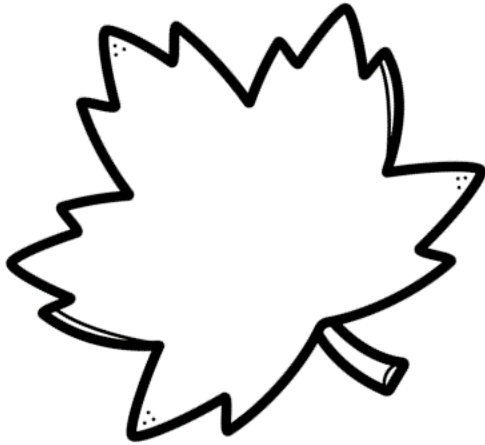
- 🍃 Something that reminds you of them.
- 🍃 Something they always said.
- 🍃 I loved this about them.
- 🍃 They loved this about me.
- 🍃 Something they always did.
- 🍃 Something they were really good at.
- 🍃 I loved to do this with them.
- 🍃 They always called me this.
- 🍃 One of their favorite things was.
- 🍃 A happy memory I have of them is.
- 🍃 Something they taught me is.
- 🍃 Something they loved.



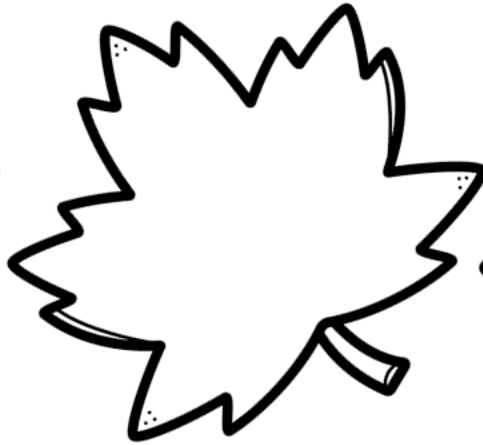


Complete the leaves and cut them out. Paste them onto the tree of Grief.

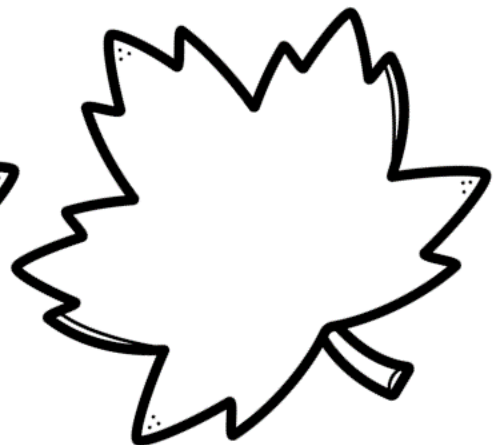
Something they  
always said:



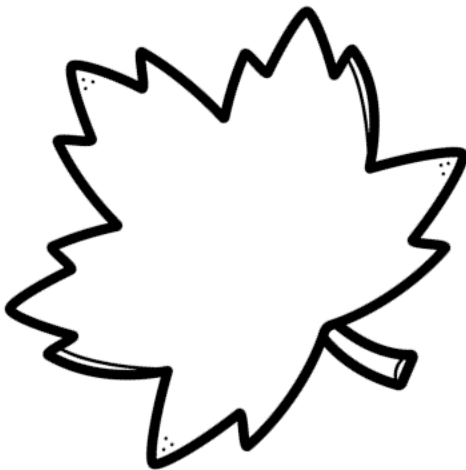
Something they  
always did:



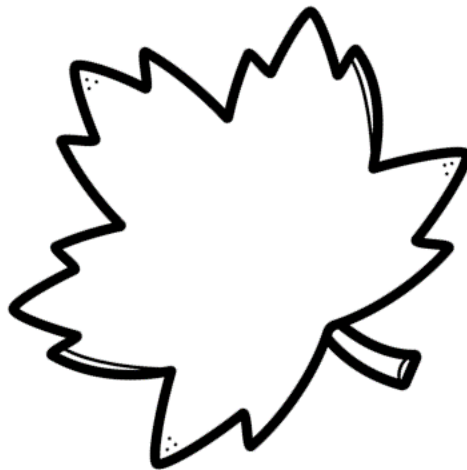
Something that  
reminds you of  
them:



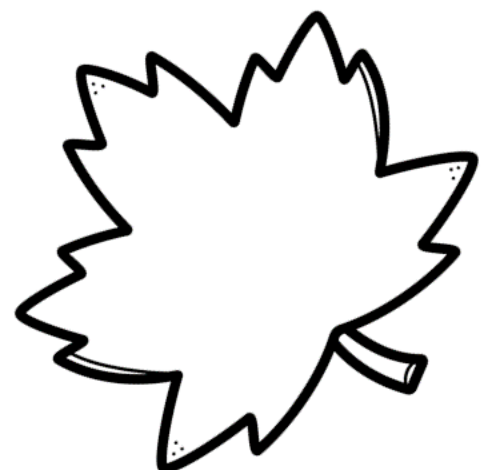
Something they  
were really good at:



I loved this about  
them:



They loved this  
about me:

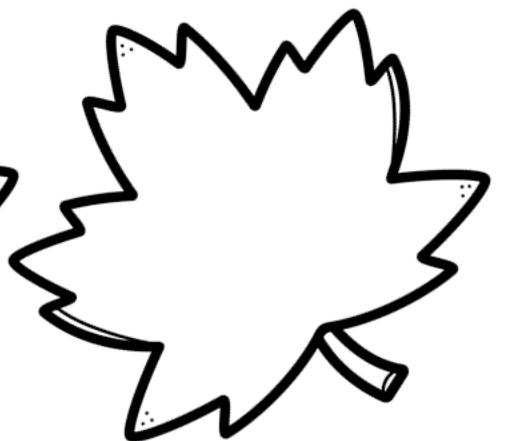
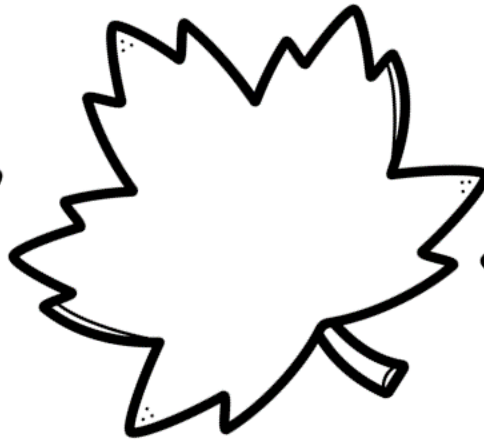
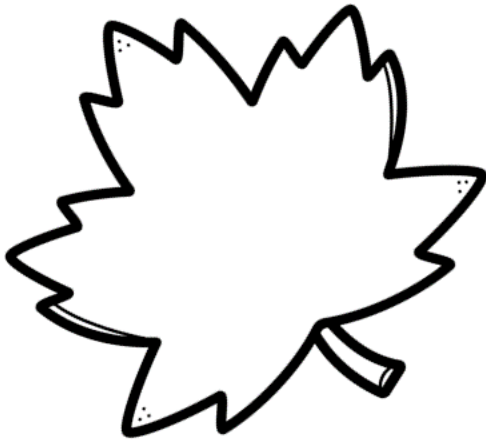


Complete the leaves and cut them out. Paste them onto the tree of Grief.

I loved to do this  
with them:

They always called  
me this:

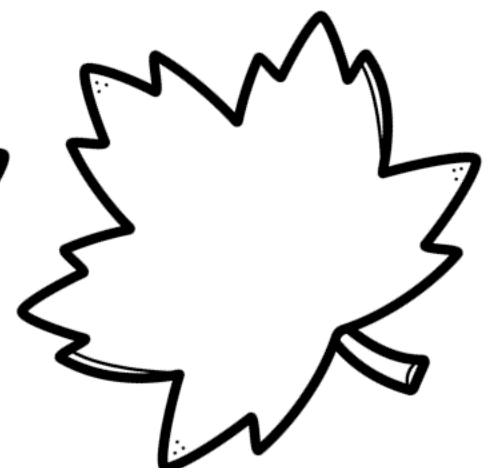
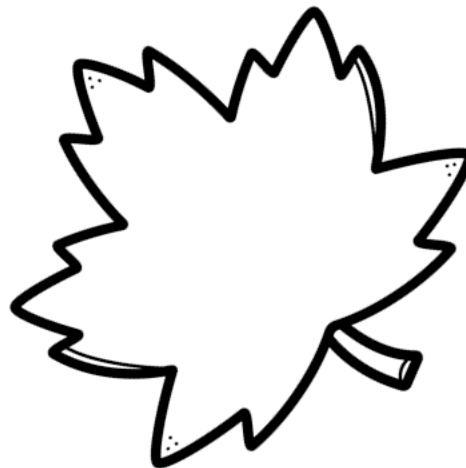
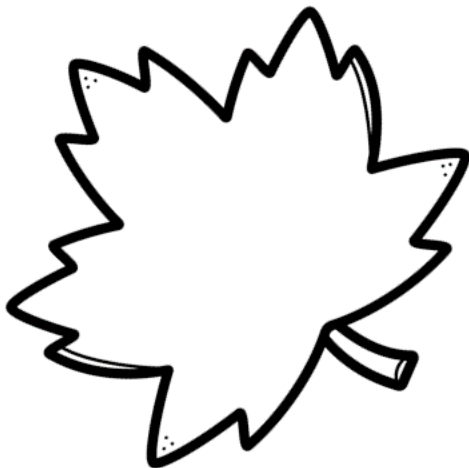
One of their favorite  
things was:



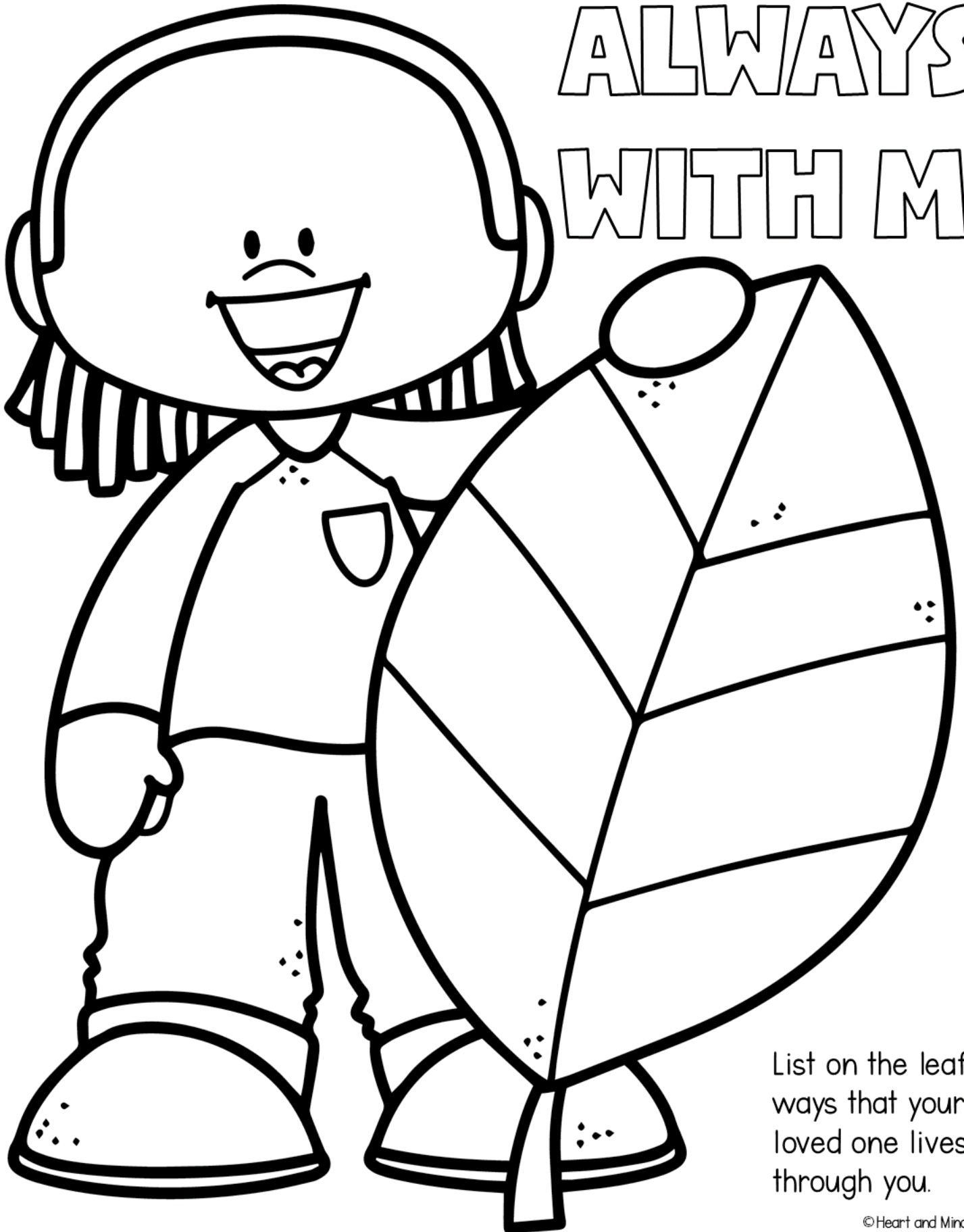
A happy memory I  
have of them is:

Something they  
taught me is:

Something they  
loved:



I BE "LEAF" YOU ARE  
ALWAYS  
WITH ME



List on the leaf  
ways that your  
loved one lives on  
through you.



I BE "LEAF" YOU ARE  
ALWAYS  
WITH ME



List on the leaf  
ways that your  
loved one lives on  
through you.

I BE "LEAF" YOU ARE  
ALWAYS  
WITH ME



List on the leaf  
ways that your  
loved one lives on  
through you.

I BE "LEAF" YOU ARE  
ALWAYS  
WITH ME



List on the leaf  
ways that your  
loved one lives on  
through you.



I BE "LEAF" YOU ARE  
ALWAYS  
WITH ME



List on the leaf  
ways that your  
loved one lives on  
through you.

I BE "LEAF" YOU ARE  
ALWAYS  
WITH ME



List on the leaf  
ways that your  
loved one lives on  
through you.

I BE "LEAF" YOU ARE  
ALWAYS  
WITH ME



List on the leaf  
ways that your  
loved one lives on  
through you.



I BE "LEAF" YOU ARE  
ALWAYS  
WITH ME



List on the leaf  
ways that your  
loved one lives on  
through you.

# TIPS FOR PARENTS

Helping children navigate through grief requires sensitivity, understanding, and support. Here are some tips for supporting kids going through grief:

- ❧ **Open Communication:** Create a safe space for the child to express their feelings. Let them know it's okay to feel sad, angry, confused, or any other emotion. Understand that grief manifests differently in each child. Some may express emotions openly, while others may be more reserved.
- ❧ **Be Truthful:** Answer any questions the child may have about the loss honestly and age-appropriately. Avoid euphemisms that may confuse them. (Ex.- Do not tell them the person is "sleeping" or went on a "journey".)
- ❧ **Celebrate the Loved One:** Encourage the child to share memories and stories about the person or pet they've lost. Create rituals or activities to honor and remember them.
- ❧ **Maintain Routine:** Maintain a sense of routine and stability in the child's life. Consistent routines can provide a sense of security.
- ❧ **Offer Creative Outlets:** Encourage expressive activities like drawing, painting, or play. These creative outlets can help children process emotions when verbalizing may be challenging.
- ❧ **Seek Therapeutic Support:** If the child is struggling to cope, consider seeking the help of a professional counselor or therapist with experience in grief counseling for children.



Remember that grieving is a unique process for each child, and they may need ongoing support. Creating an environment where they feel heard, supported, and understood can make a significant difference in their ability to navigate through grief.

# TIPS FOR KIDS

Navigating through grief requires sensitivity, understanding, and support. Here are some tips for going through grief:

- ❖ **Open Communication:** Talk to someone that you trust about the loss. Express your emotions, knowing that any and ALL emotions are okay to feel.
- ❖ **Memory Sharing:** Write down or tell stories about the person/pet who died. Keep it in a journal to reflect on later. You can also create a Memory Box by collecting and storing items that remind them of the person or pet you've lost. This could include photos, drawings, or small mementos.
- ❖ **Celebrate the Loved One:** Perform a symbolic act to honor the person. This can be a balloon release, lantern or candle lighting, planting a tree or flowers.
- ❖ **Maintain Routine:** Maintain a sense of routine and stability. Consistent routines can provide a sense of security.
- ❖ **Expressive Arts:** Express your feelings of grief through drawing, painting, playing music, singing, or another type of art.
- ❖ **Seek out others who are also grieving:** Having someone to talk to who understands what grief feels like can help us feel understood and less alone. This helps us cope better.



Remember that  
grieving is a unique  
process for each  
person!



# SESSION 4

## Grief Storm

SMALL GROUP  
Counseling   
GRIEF

### Session Objective:

- \*Students will identify what different emotions feel and look like.
- \*Students will recognize ways to cope with different emotions associated with grief.

### Materials:

- \*Pencils
- \*Handouts.

### Guiding Questions

- \*What are some emotions that grief might make us feel?
- \*Why is it important to understand what emotions we are feeling?
- \*What are some similarities/differences we have regarding grief?

### Session Details (about 30 min):

- \*Welcome students back to the group, review group rules. Last session, we talked about our memories of our loved ones. Today, we are learning about the different feelings we may experience while grieving.
- \*Say "Grief and loss can sometimes feel like a bad storm, unpredictable and scary. Just like a storm has many different expressions (rain, lightning, wind) so do we as humans going through grief (sad, angry, confused). Let's discuss some of those different emotions that we may feel. The first is sad, what does sad feel like? What does it look like? It may be different from person to person." Use the completed pages as a guide for student responses. Complete the rest of the emotions together on the chart. Next, work together to complete each emotion page. Compare what some students have in common, help them come up with the ways to recover from this emotion. "Once we are able to recognize an emotion or feeling, or become self-aware, we can do things to help us overcome that emotion and prevent us from feeling like that for too long."
- \*Thank students, tell them next week they will learn about the different stages of grief.

### 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 skills: Demonstrate effective coping skills when faced with a problem. (B-SMS 7)

### SEL Competencies:

- \*Self-awareness: identifying emotions, accurate self-perception.
- \*Self-management: stress management, self-discipline.
- \*Responsible decision-making: evaluating.



# GRIEF STORM

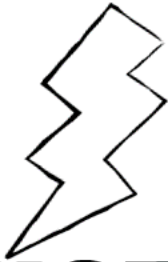
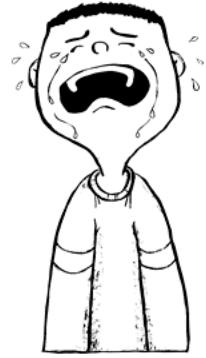
Feels like...

Looks like...



## SADNESS

Tears in eyes  
Hanging head low  
Quiet/shaky voice  
Trembling lips  
Dragging feet  
Tiredness



## ANGER

Face gets hot/red  
Pounding heart  
Breathing faster  
Clenched fist/jaw  
Thinking shuts down



## WORRIED

Tapping hands/feet  
Sweating/feeling hot  
Mind racing  
Tense  
Butterflies in stomach



## CONFUSED

Eyebrows scrunched together  
Stuttering speech  
Tense  
Questioning look





# GRIEF STORM

Feels like...

Looks like...



**DISAPPOINTED**

Holding back tears  
Head hanging low  
Distant or sad gaze.  
Downturned brow.  
Shoulders slumped.  
Shrugging.



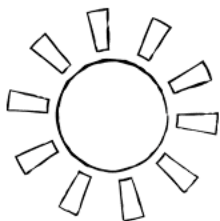
**SCARED**

Fast/heavy  
breathing  
Heart pounding  
Whimpering  
Hands shaking  
Knees like rubber



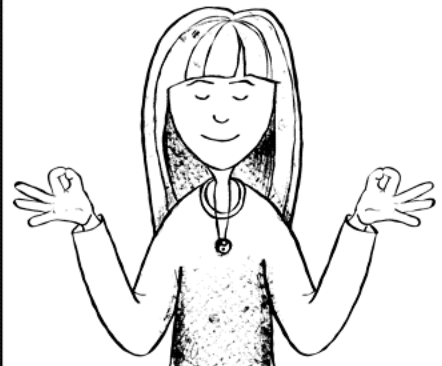
**SHOCKED**

Mouth wide open  
Eyes popping out  
Sense of disbelief  
Fast beating heart  
Hands covering  
mouth



**CONTENT**

Smiling face  
Regular heartbeat  
Calm  
Comfortable  
Relaxed  
Regular breathing







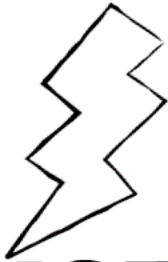
# GRIEF STORM

Feels like...

Looks like...



**SADNESS**



**ANGER**



**WORRIED**



**CONFUSED**





# GRIEF STORM

Feels like...

Looks like...



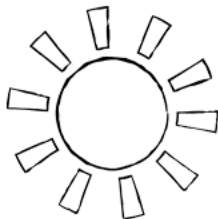
**DISAPPOINTED**



**SCARED**



**SHOCKED**

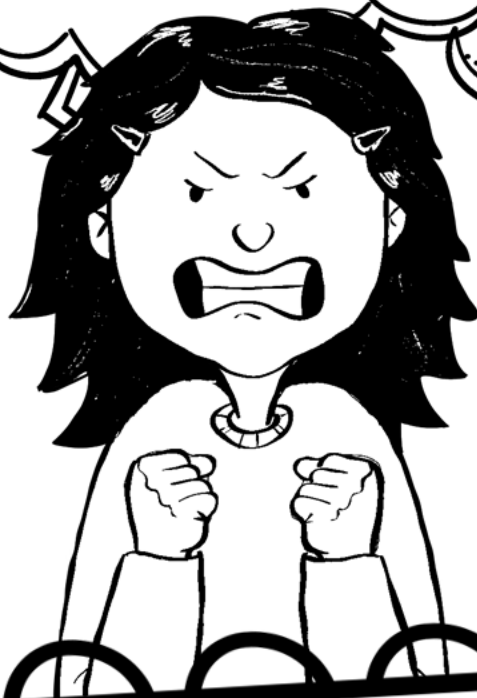


**CONTENT**



**GRIEF STORM**

**ANGER**



**THINGS THAT MAKE ME  
ANGRY ABOUT THE LOSS:**

1

2

3

4

5

**THINGS I CAN DO TO NOT FEEL  
ANGRY ABOUT THE LOSS:**

**HOW I LOOK WHEN  
I AM ANGRY:**

**HOW I FEEL WHEN I AM ANGRY:**



**GRIEF STORM**

**SHOCKED**



**THINGS THAT MAKE ME  
SHOCKED ABOUT THE LOSS:**

1

2

3

4

5

**THINGS I CAN DO TO NOT FEEL  
SHOCKED ABOUT THE LOSS:**





**HOW I LOOK WHEN  
I AM SHOCKED:**

**HOW I FEEL WHEN I AM SHOCKED:**

**GRIEF STORM**

**WORRIED**



**THINGS THAT MAKE ME  
WORRIED ABOUT THE LOSS:**

1

2

3

4

5

**THINGS I CAN DO TO NOT FEEL  
WORRIED ABOUT THE LOSS:**

Two large, empty rectangular boxes with a thick black border, intended for writing. Each box has a large, stylized arrow pointing to the right on its left side.

A rectangular box with a thick black border, intended for a drawing. Below the box is the text: **HOW I LOOK WHEN I AM WORRIED:**

**HOW I FEEL WHEN I AM WORRIED:**

A large, empty rectangular box with a thick black border, intended for writing.

**GRIEF STORM**

**SADNESS**



**THINGS THAT MAKE ME  
SAD ABOUT THE LOSS:**

1

2

3

4

5

**THINGS I CAN DO TO NOT FEEL  
SAD ABOUT THE LOSS:**

Two large, empty rectangular boxes with a thick black border, designed for writing. Each box has a large, stylized arrow pointing to the right, indicating where to write.

A rectangular box with a thick black border, designed for drawing or writing. Below the box, the text **HOW I LOOK WHEN I AM SAD:** is written in a bold, sans-serif font.

A rectangular box with a thick black border, designed for drawing or writing. Above the box, the text **HOW I FEEL WHEN I AM SAD:** is written in a bold, sans-serif font.



**GRIEF STORM**

**CONFUSED**

**THINGS THAT MAKE ME  
CONFUSED ABOUT THE LOSS:**

1

2

3

4

5

**THINGS I CAN DO TO NOT FEEL  
CONFUSED ABOUT THE LOSS:**



**HOW I LOOK WHEN  
I AM CONFUSED:**

**HOW I FEEL WHEN I AM CONFUSED:**

**GRIEF STORM**

**DISAPPOINTED**



**THINGS THAT MAKE ME  
DISAPPOINTED ABOUT THE LOSS:**

1

2

3

4

5

**THINGS I CAN DO TO NOT FEEL  
DISAPPOINTED ABOUT THE LOSS:**

Two large, empty rectangular boxes with a 3D arrow pointing into them, intended for writing strategies to cope with disappointment.

**HOW I LOOK WHEN I  
AM DISAPPOINTED:**

**HOW I FEEL WHEN I AM  
DISAPPOINTED:**

A large, empty rectangular box with a folded corner, intended for drawing or writing about how the person feels when disappointed.

**GRIEF STORM**

**SCARED**



**THINGS THAT MAKE ME  
SCARED ABOUT THE LOSS:**

1

2

3

4

5

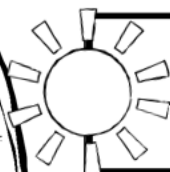
**THINGS I CAN DO TO NOT FEEL  
SCARED ABOUT THE LOSS:**

**HOW I LOOK WHEN  
I AM SCARED:**

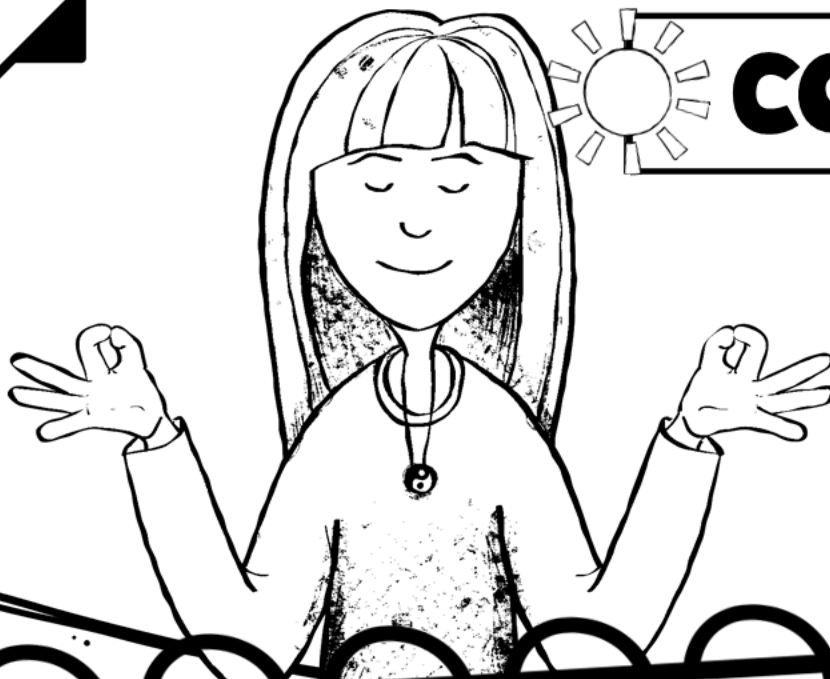
**HOW I FEEL WHEN I AM SCARED:**



**GRIEF STORM**



**CONTENT**



**THINGS THAT MAKE ME  
CONTENT ABOUT THE LOSS:**

1

2

3

4

5

**THINGS I CAN DO TO FEEL  
CONTENT ABOUT THE LOSS:**

**HOW I LOOK WHEN  
I AM CONTENT:**

**HOW I FEEL WHEN I AM CONTENT:**

# SESSION 5

## Seasons of Grief

SMALL GROUP  
Counseling  
GRIEF



### Objective:

- \*Students will learn about the different stages of dealing with grief.
- \*Students will identify the stage of dealing with grief that they are in.

### Materials:

- \*Pencils
- \*Stages of Grief handouts.

### Guiding Questions

- \*Why is it important to understand which stage of Grief we are going through?
- \*How can it be beneficial to know which stage we are working towards?

### Activity Details:

- \*Welcome students back to the group, review group rules. Say "We are continuing to learn about grief."
- \*Show students Stages of Grief poster. Say "Grief, like the seasons, is a natural and unavoidable part of life. They both involve a cycle of growth, change, and renewal, with each stage having its own unique characteristics and challenges. As we navigate the seasons of grief, we gradually adjust to the new landscape of our emotions, finding ways to live with loss while embracing the potential for renewal and growth. You have to go through some difficult feelings and seasons to eventually reach acceptance. The first stage many people go through is Denial." Go through the denial page together, have students put a checkmark on the statements they have felt. Once you have gone through each of the 5 stages, complete the summary page about what stage they think they are in. Explain that people do not always go through these stages in a specific order, or time frame. Some people take more time in one stage, or even go back and forth between stages. Discuss what stage they would like to be in in 6 months.
- \*Thank them for participating, inform them next week they will be learning about coping skills.

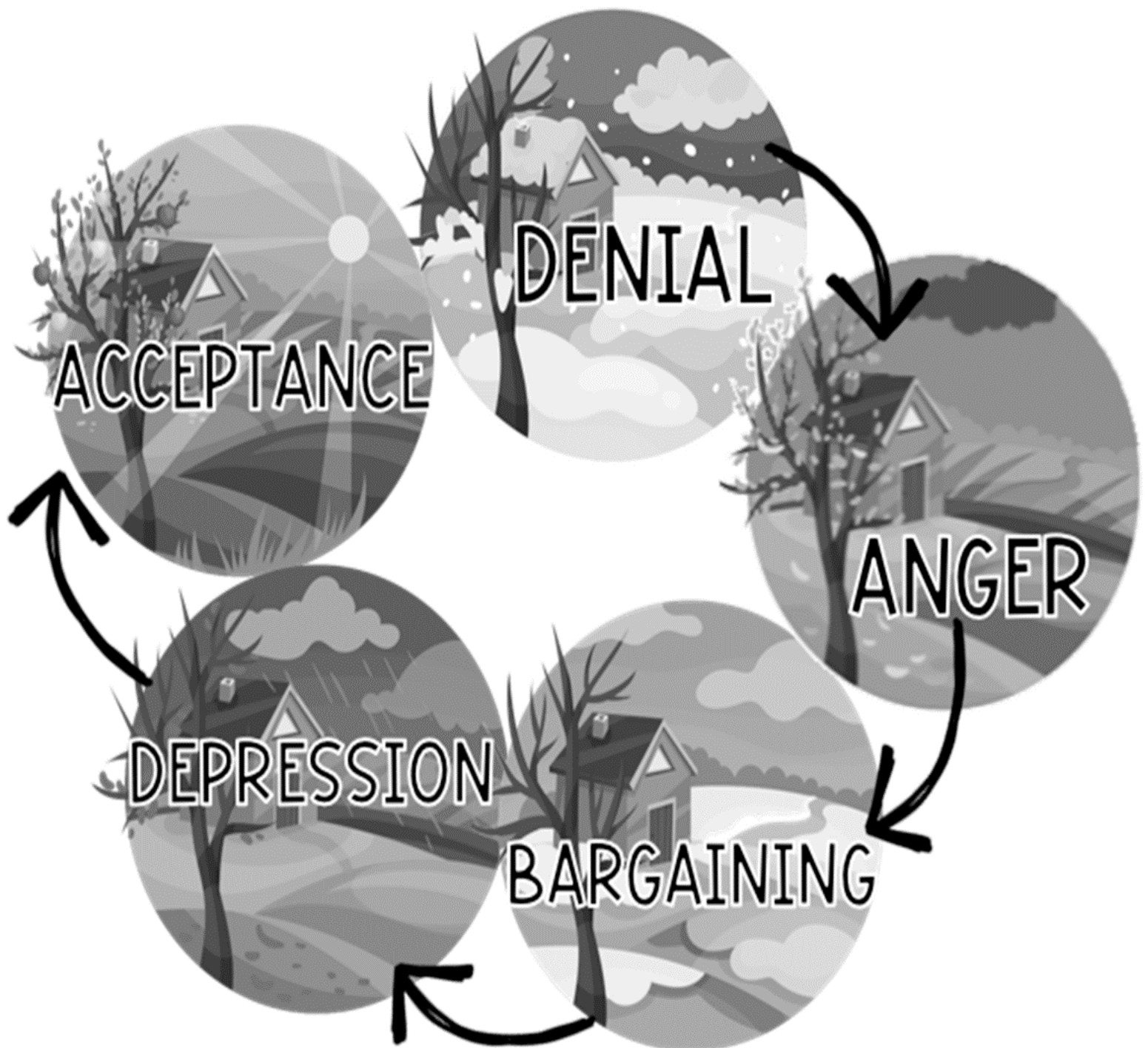
### ASCA Standards Alignment:

- \*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- \*Behavior: Self-management skills: Ability to manage transitions and adapt to change (B-SMS 10)

### SEL Competencies:

- \*Self-awareness: identifying emotions, accurate self-perception.
- \*Self-Management: Stress Management
- \*Responsible decision-making: analyzing situations, evaluating, reflecting.

# STAGES OF GRIEF

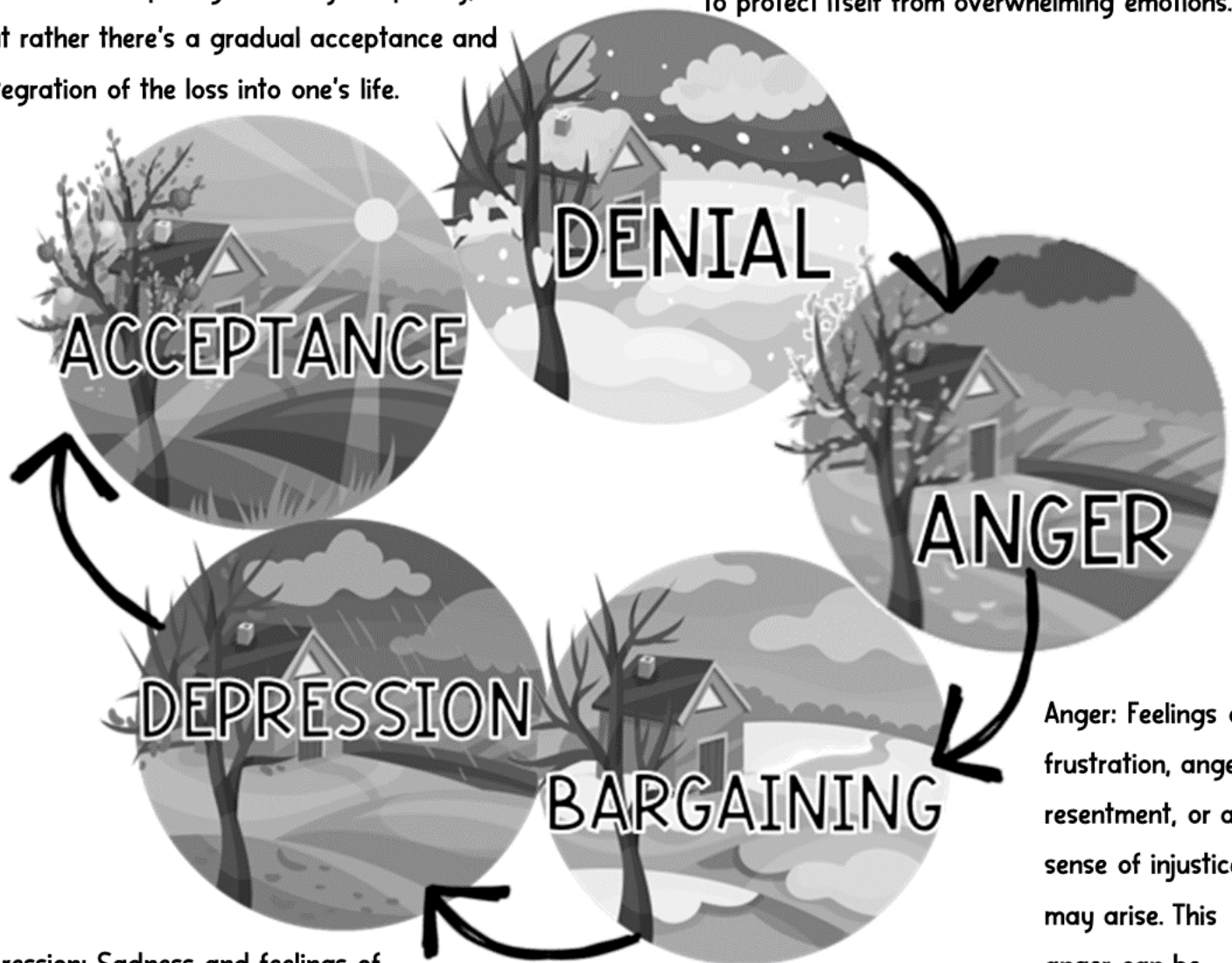




# STAGES OF GRIEF

**Acceptance:** This stage involves coming to terms with the reality of the loss. It doesn't mean that the pain goes away completely, but rather there's a gradual acceptance and integration of the loss into one's life.

**Denial:** Initially, there might be disbelief or denial of the reality of the loss. It's a way for the mind to protect itself from overwhelming emotions.



**Depression:** Sadness and feelings of emptiness or hopelessness may set in as the reality of the loss becomes more apparent. It can involve withdrawal, deep sorrow, and a sense of disconnection.

**Bargaining:** This stage often involves attempting to negotiate or make deals to reverse the loss. People might bargain with a higher power or seek ways to change the outcome.

**Anger:** Feelings of frustration, anger, resentment, or a sense of injustice may arise. This anger can be directed at oneself, others, or even the situation itself.

# SEASONS OF GRIEF



## DENIAL

Denial is a combination of shock and avoidance.

Most people react to a loss with a feeling of numbness and thinking "this can not be happening". In this stage, you may deny the reality of the loss to avoid the pain it causes and avoid being overwhelmed. This stage can last for weeks.

**PUT A CHECKMARK IF YOU HAVE THOUGHT ANY OF THESE:**

☐

**THIS CAN NOT BE HAPPENING!**

☐

**I WILL JUST NOT THINK ABOUT IT.**

☐

**THIS IS NOT REAL.**

☐

**THE PERSON/PET WILL COME BACK.**

☐

**I JUST SAW THEM, THEY CAN'T BE GONE.**

# SEASONS OF GRIEF



## ANGER

Anger is caused by frustration, disappointment, and built-up emotions. This can lead to lashing out and blaming someone for the loss. You may feel resentment or a sense of injustice. This anger can be directed at oneself, others, or even the situation itself. In this stage, you may be thinking "why me?"

**PUT A CHECKMARK IF YOU HAVE THOUGHT ANY OF THESE:**

☐

**THIS IS NOT FAIR!**

☐

**I KNOW WHO IS AT FAULT!**

☐

**THIS IS RUINING MY LIFE!**

☐

**WHY IS THIS HAPPENING TO ME?**

☐

**WHY CAN'T I HAVE A NORMAL LIFE LIKE EVERYONE ELSE?**



# SEASONS OF GRIEF



## BARGAINING

This stage often involves attempting to negotiate or make deals to reverse the loss. You might bargain with a higher power or seek ways to change the outcome. You may try to regain a sense of control over the situation by making promises or trying to negotiate.

**PUT A CHECKMARK IF YOU HAVE THOUGHT ANY OF THESE:**

- ☐ **IF THEY COME BACK, I PROMISE TO BEHAVE BETTER.**
- ☐ **IF ONLY I HAD DONE SOMETHING DIFFERENT, THEY MIGHT STILL BE HERE.**
- ☐ **IF ONLY I HAD BEEN THERE FOR THEM MORE, THEY MIGHT STILL BE HERE.**
- ☐ **IF I JUST HAD MORE TIME WITH THEM, THE LOSS WOULD BE EASIER ON ME.**
- ☐ **IF ONLY THEY DIED DIFFERENTLY, THE LOSS WOULD NOT BE SO BAD.**

# SEASONS OF GRIEF



## DEPRESSION

Depression can last for a long period of time. It usually starts when you begin to realize the loss is real and the extent of how your life is permanently changed. You may feel hurt, a sense of loss, and a focus on memories of the past or how it used to be. You might try to keep to yourself during this stage.

**PUT A CHECKMARK IF YOU HAVE THOUGHT ANY OF THESE:**

☐

**THERE'S NOTHING I CAN DO TO BRING THEM BACK.**

☐

**I CAN NOT CONTROL WHAT'S HAPPENING.**

☐

**I AM SO LOST AND SAD.**

☐

**MY LIFE WILL NEVER BE THE SAME AGAIN.**

☐

**I JUST WANT TO STAY IN MY ROOM AND BE LEFT ALONE.**

# SEASONS OF GRIEF



## ACCEPTANCE

Acceptance is the last stage of dealing with grief, when you learn to accept and deal with the reality of the loss and your new situation. Acceptance does not necessarily mean happiness, instead it is a feeling of being content with your situation, moving forward, and planning for the future.

**PUT A CHECKMARK IF YOU HAVE THOUGHT ANY OF THESE:**

☐

**I GUESS THIS IS MY NEW NORMAL.**

☐

**I THINK IT'S GOING TO BE OKAY.**

☐

**THIS WAS PART OF MY LIFE, BUT IN THE BIG PICTURE, I AM DOING ALRIGHT.**

☐

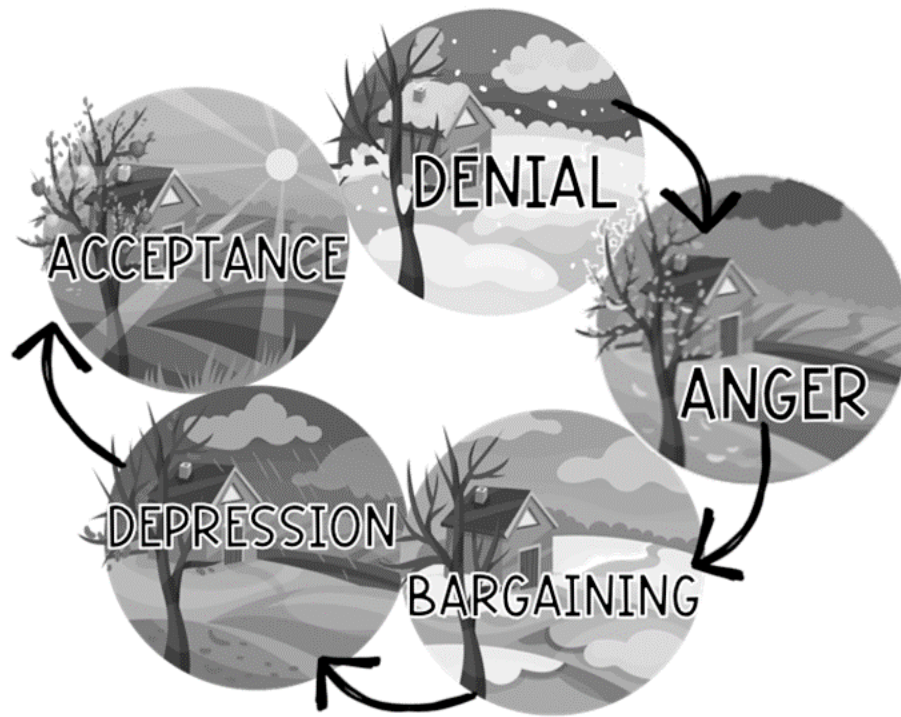
**I CAN MISS THE PERSON I LOST, WHILE ALSO LIVING MY LIFE AND BEING HAPPY.**

☐

**THERE ARE SOME POSITIVE THINGS THAT HAVE HAPPENED AFTER THE LOSS.**



# SEASONS OF GRIEF



**\* I HAD THE MOST CHECKMARKS IN THIS STAGE:**

**\* I AGREE/DISAGREE THAT I AM IN THIS STAGE BECAUSE:**

**\* I WOULD LIKE TO BE IN THIS STAGE IN 6 MONTHS:**

**\* THINGS I CAN DO TO MOVE TO THE STAGE I WANT TO BE IN:**

# SESSION 6

## Coping with Grief Shelf

SMALL GROUP  
Counseling   
GRIEF



### Objective:

- \*Students will identify coping skills

### Materials:

- \*Handouts, pencils, scissors, glue.
- \*Cut/paste option: p. 86-89 or shorter write-in option: p. 91
- \*Example of completed Coping Shelf is on page eight.

### Guiding Questions

- \*What are ways to cope with grief?
- \*How can using coping skills help us to go through the grieving process?

### Activity Details:

- \*Welcome the students back to the group and quickly review group rules.
- \*Say "Today we are going to be learning about how to cope with grief using coping skills. There are many different coping skills and some of them may help you or may not. It's important to identify which coping skills work best for you, that way you know what to do when you feel grief coming on. We are going to build a coping bookshelf that has the best coping skills for us." Show students the coping skills list handout. "Let's look at the variety of coping skills available". Give each student their own coping shelf and set of cut-out books (coping skills), or for a quicker option, use the completed bookcase with empty books to write coping skills on (page 91). You want to have a set of coping skills printed for each kid. They can write their names on the bottom of their book shelf. "This is your coping bookshelf, think about all of the coping skills we just reviewed and which ones you might use or have used successfully before to cope with grief. I am going to read some grief scenarios and each of you will add a coping skill to your bookshelf based on which ones you would use when faced with that situation. You can add more than one to your bookshelf if needed. There are no wrong answers, it is simply what you feel would help you best. For each coping skill selected, please provide an explanation of how you would use it being as specific as possible. Think of the coping bookshelf as your grief toolbox and you are deciding what to use to help cope with grief. Once you complete all the scenarios, have students complete the reflection page. Students should keep their coping bookshelf (have them glue their favorite coping skills to it) as a reminder of what to do when they need to cope with grief.
- \*Say "You all are becoming coping skills superstars, next week we are going to learn all about sailing through grief. I hope you like sailboats."

### 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: Ability to identify and overcome barriers. (B-SMS 6)
- \*Behavior: Self-Management: Effective Coping Skills. (B-SMS 7)

### SEL Competencies:

- \*Self-Management: Stress Management.

[illegible]



Think of  
positive memories

Make a gratitude  
list

Talk to someone

Deep breathing.

Draw, color, paint

Self-care

Exercise

Enjoy nature.

Join a support  
group

Say positive  
affirmations

Maintain  
Routines

Create a memorial

**Do something  
creative**

**Reach out to a friend  
who is also grieving**

**Watch a movie**

**Do yoga**

**Write in a journal**

**Read a book**

**Allowing emotions**

**Take a walk**

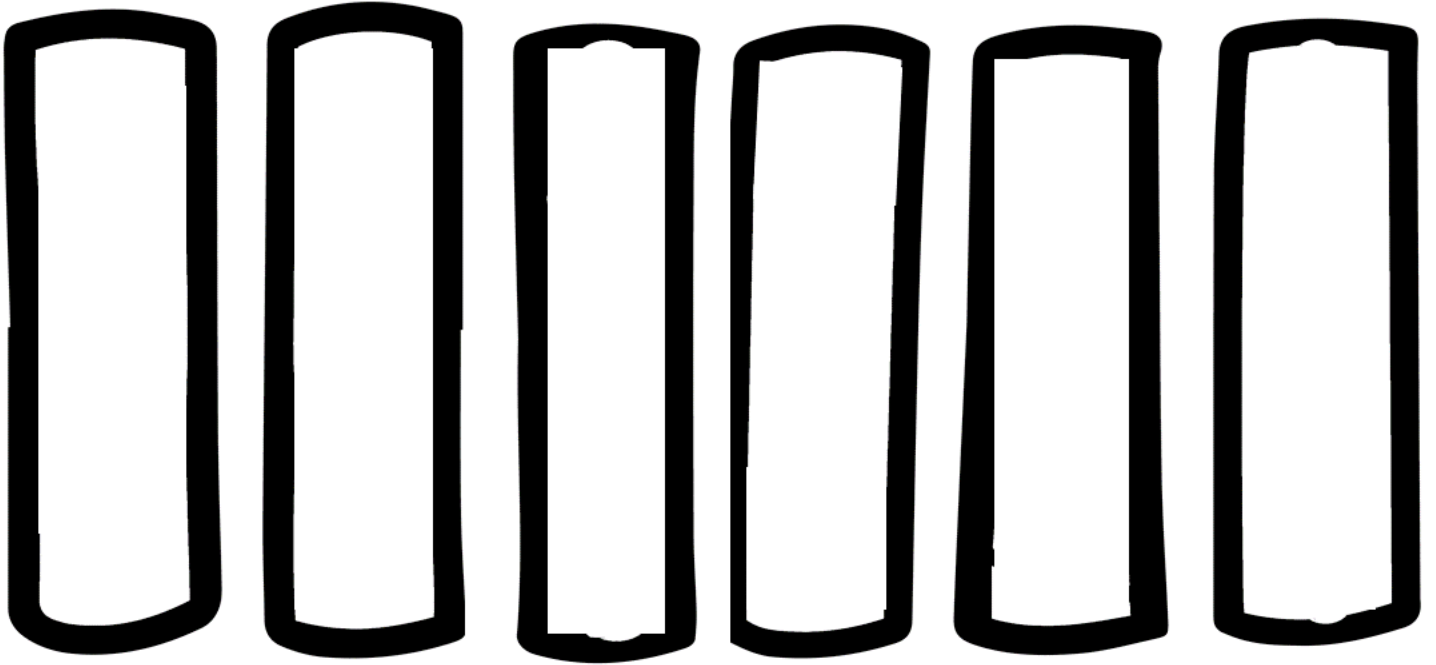
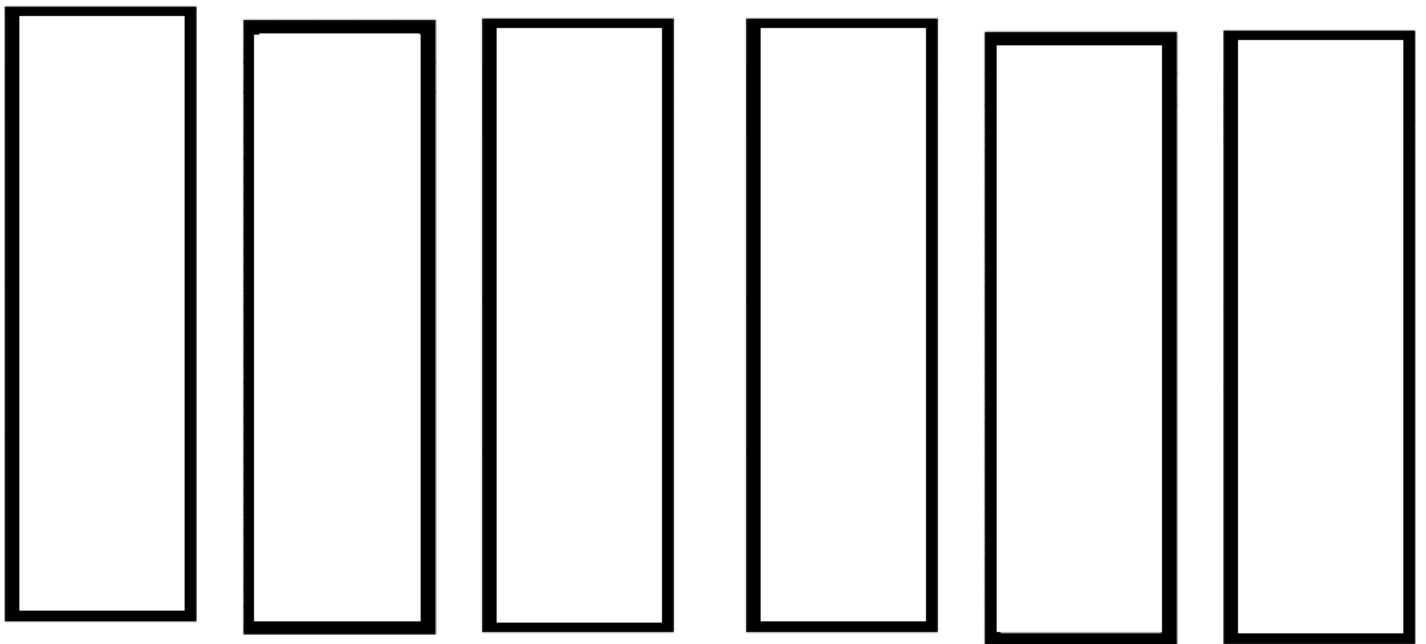
**Set small  
achievable goals**

**Reach out to family  
and/or friends**

**Engage in  
hobbies**

**Listen to music**

Write in your own coping skills!

A row of six hand-drawn vertical rectangles, each with a slightly irregular, hand-drawn appearance. They are intended for writing coping skills.A second row of six hand-drawn vertical rectangles, identical in style to the first row. They are intended for writing coping skills.



# COPING SKILLS

Think of  
positive memories

Make a gratitude  
list

Talk to someone

Deep breathing.

Draw, color, paint

Self-care

Exercise

Enjoy nature.

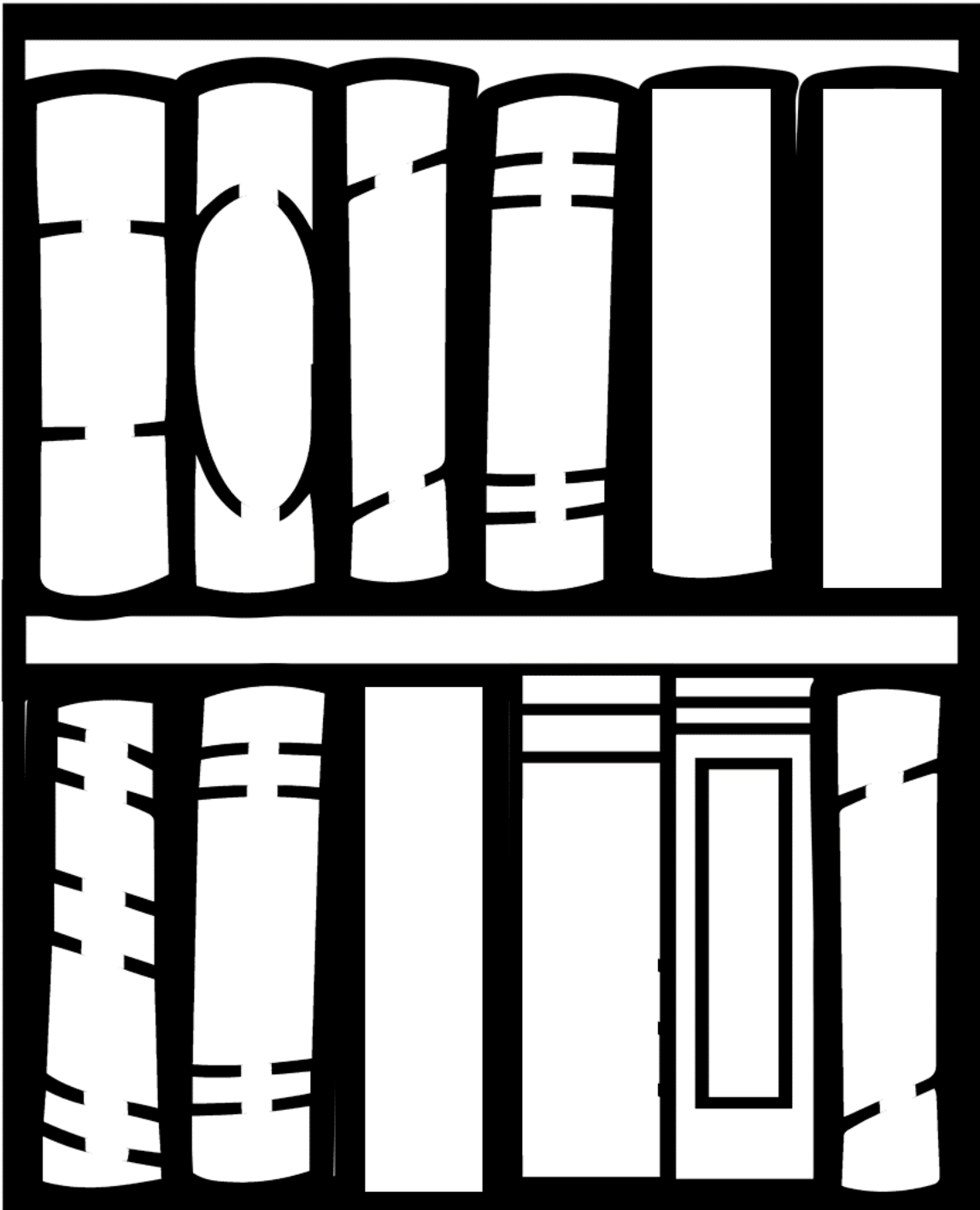
Join a support  
group

Say positive  
affirmations

Maintain  
Routines

Create a memorial

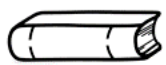
# COPING SKILLS



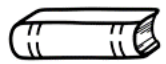
# Grief Scenarios



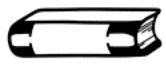
You blame yourself for the death.



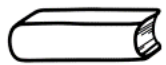
You are sad and feel like you are going to cry.



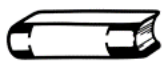
People keep asking you how you are doing after the loss.



It seems like everyone is moving on after the death, and you can't seem to.



You feel bad about doing anything that brings you happiness because you feel like you should still be sad.



You are worried about how your family is coping.

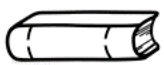


You are worried about the future without the person who died.

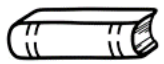
# Grief Scenarios



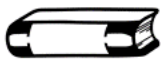
You blame someone for the death.



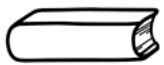
You are angry all the time and feel like it won't get better.



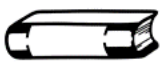
You still have a lot of questions about the loss.



People keep telling you how you should think or what you should do after the loss.



You worry about death and what happens after death.



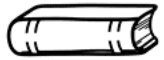
You are worried about losing another person in your life.



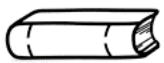
When you see others happy, it makes you angry.



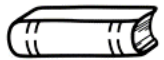
# Grief Scenarios



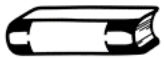
You regret something you did or said to the person who died.



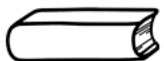
You wish they would not have died.



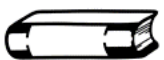
You wish circumstances about how they died could have been different.



You regret the relationship you had with the person who died.



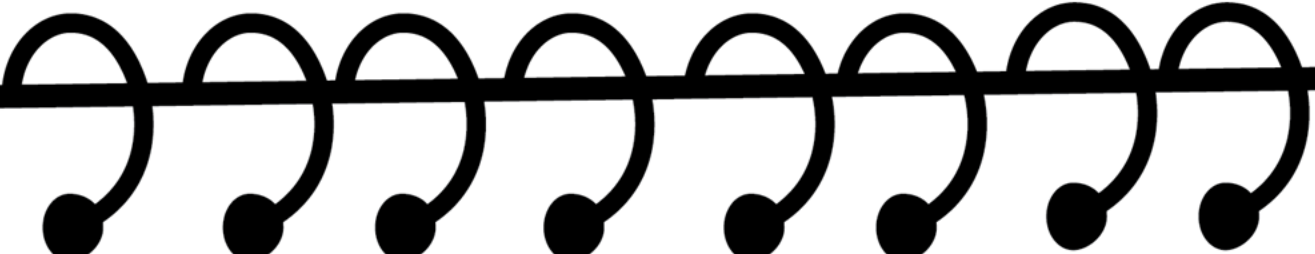
You miss the person who died.



You miss the life you had before the person died.

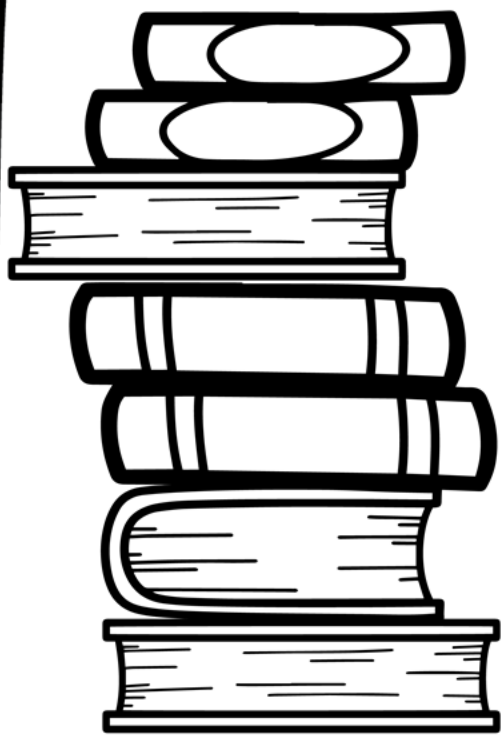


You wonder if your life will ever feel normal again.



What Coping Skill do you think helps you the most and why?

What Coping Skill do you want to try to use more and why?



What coping skill do you think does not help you and why?

# SESSION 7

## Sailing through Grief

### SMALL GROUP Counseling

## 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, Pencils.
- \*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)

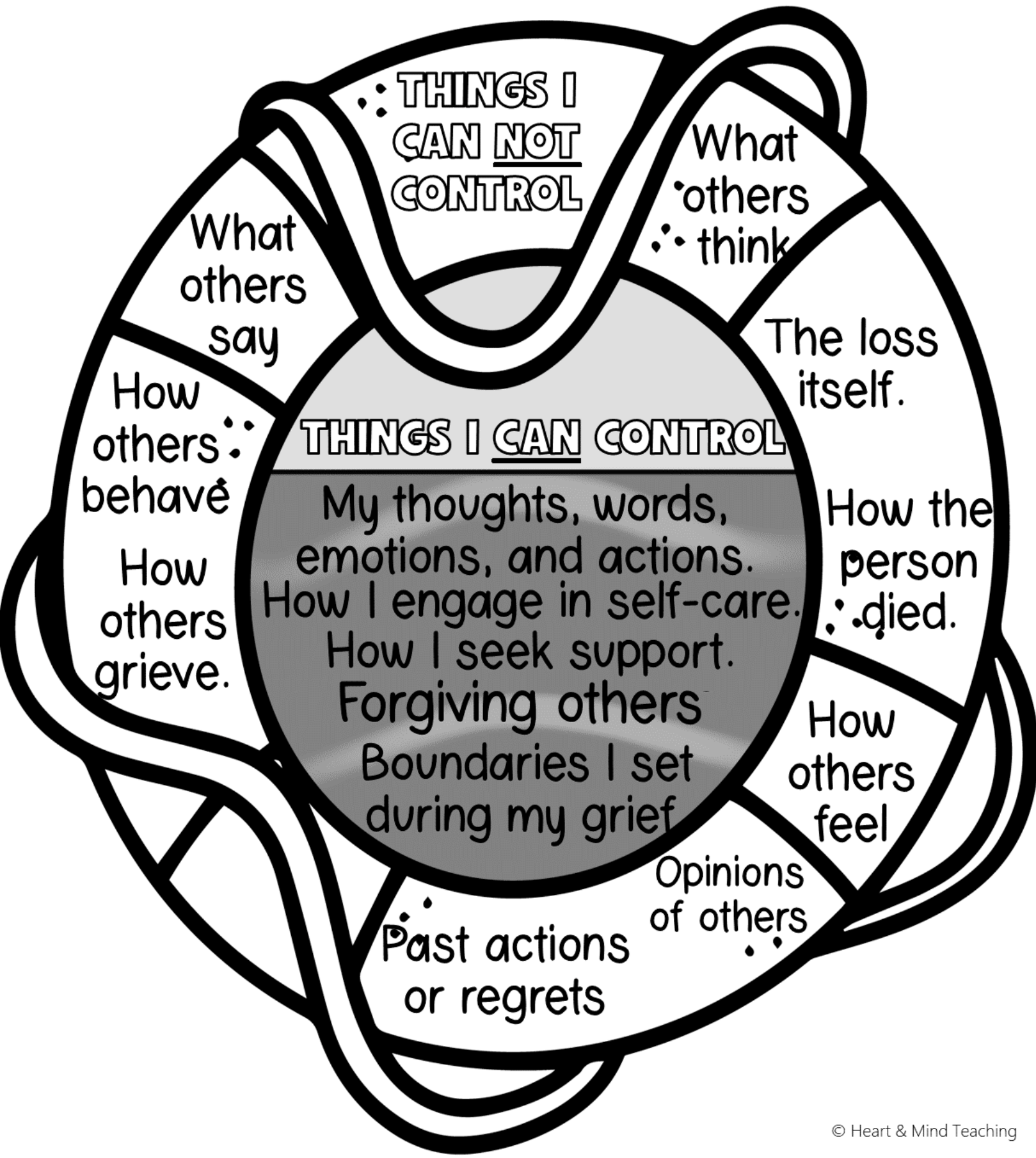
#### SEL Competencies:

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

#### Session Details (about 30 min):

- \*Welcome students, summarize the skills covered so far, review group rules.
- \*Pass out 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.
- Thank students for participating, tell them next session they will be learning to grow through our grief.

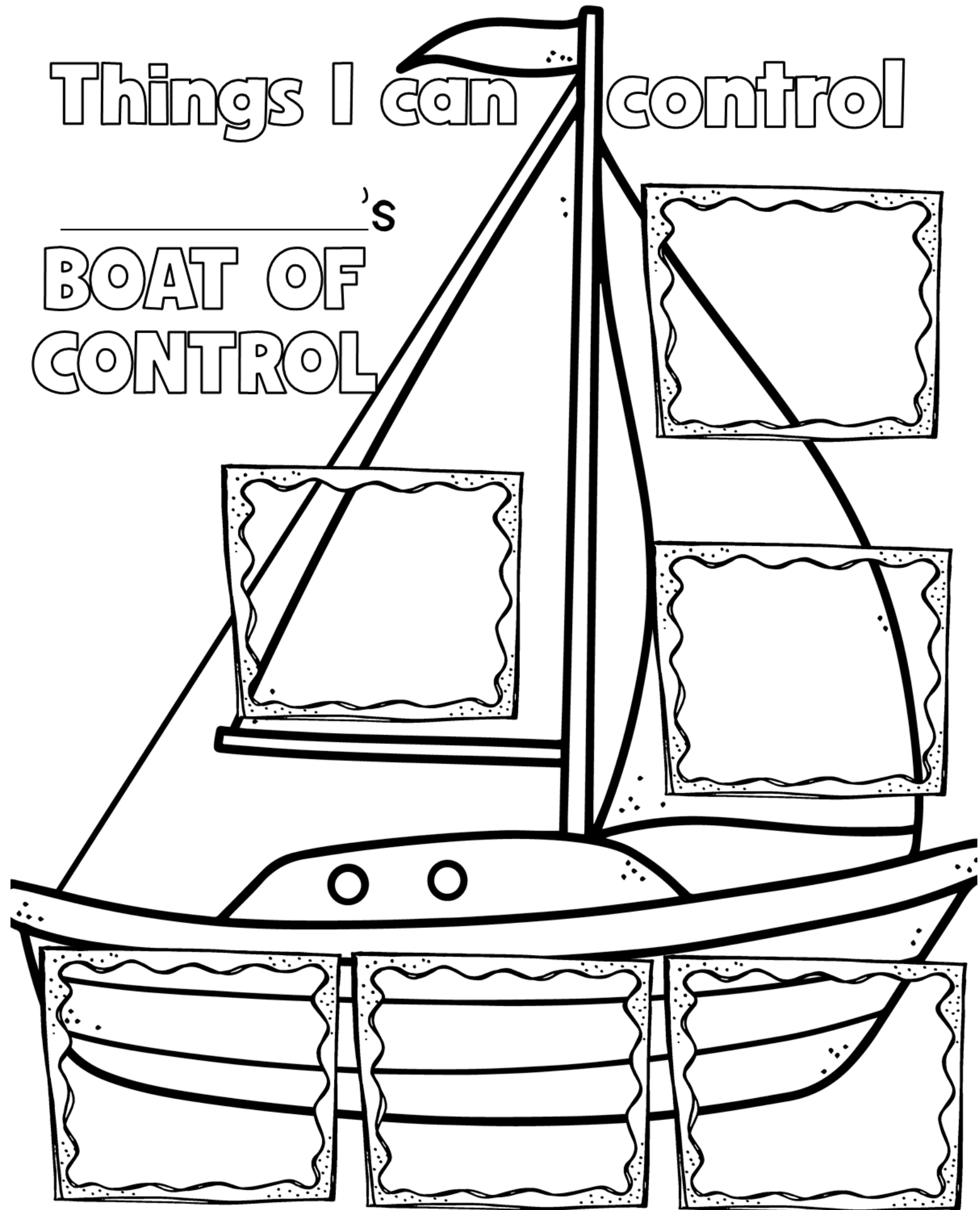
# CIRCLE OF CONTROL





# Things I can control

\_\_\_\_\_'s  
**BOAT OF  
CONTROL**

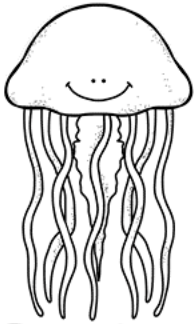




# Things I can NOT control



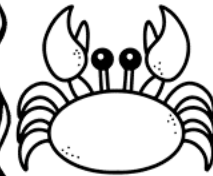

# SAILING through GRIEF



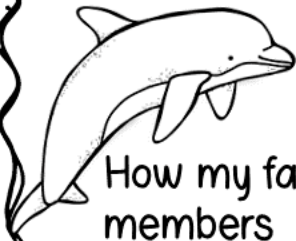
What  
my  
friends  
say  
about  
the loss.



My attitude  
about the  
loss.



The  
person/  
pet  
coming  
back to  
life.



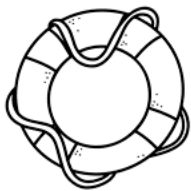
How my family  
members  
handle the loss.



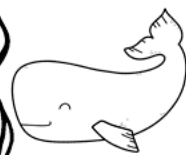
The way  
the  
person/pet  
died.



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  
with healthy  
habits and  
routines.



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



Reminding  
myself the  
loss is not  
my fault.

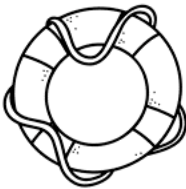


# Things I can control

## \_\_\_\_\_'s BOAT OF CONTROL



How I  
choose to  
handle  
difficult  
situations.



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



My attitude  
about the  
loss.



Taking care  
of myself  
with healthy  
habits and  
routines.



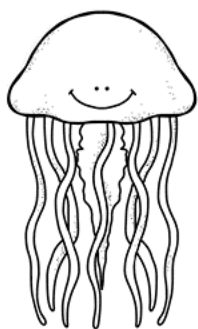
Accepting  
the loss  
and making  
the best of  
my new  
situation.



Reminding  
myself the  
loss is not  
my fault.



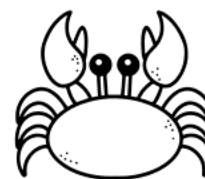
# Things I can NOT control



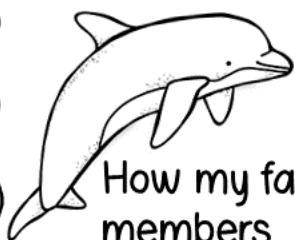
What  
my  
friends  
say  
about  
the loss.



The way  
the  
person/pet  
died.



The  
person/  
pet  
coming  
back to  
life.



How my family  
members  
handle the loss.



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.

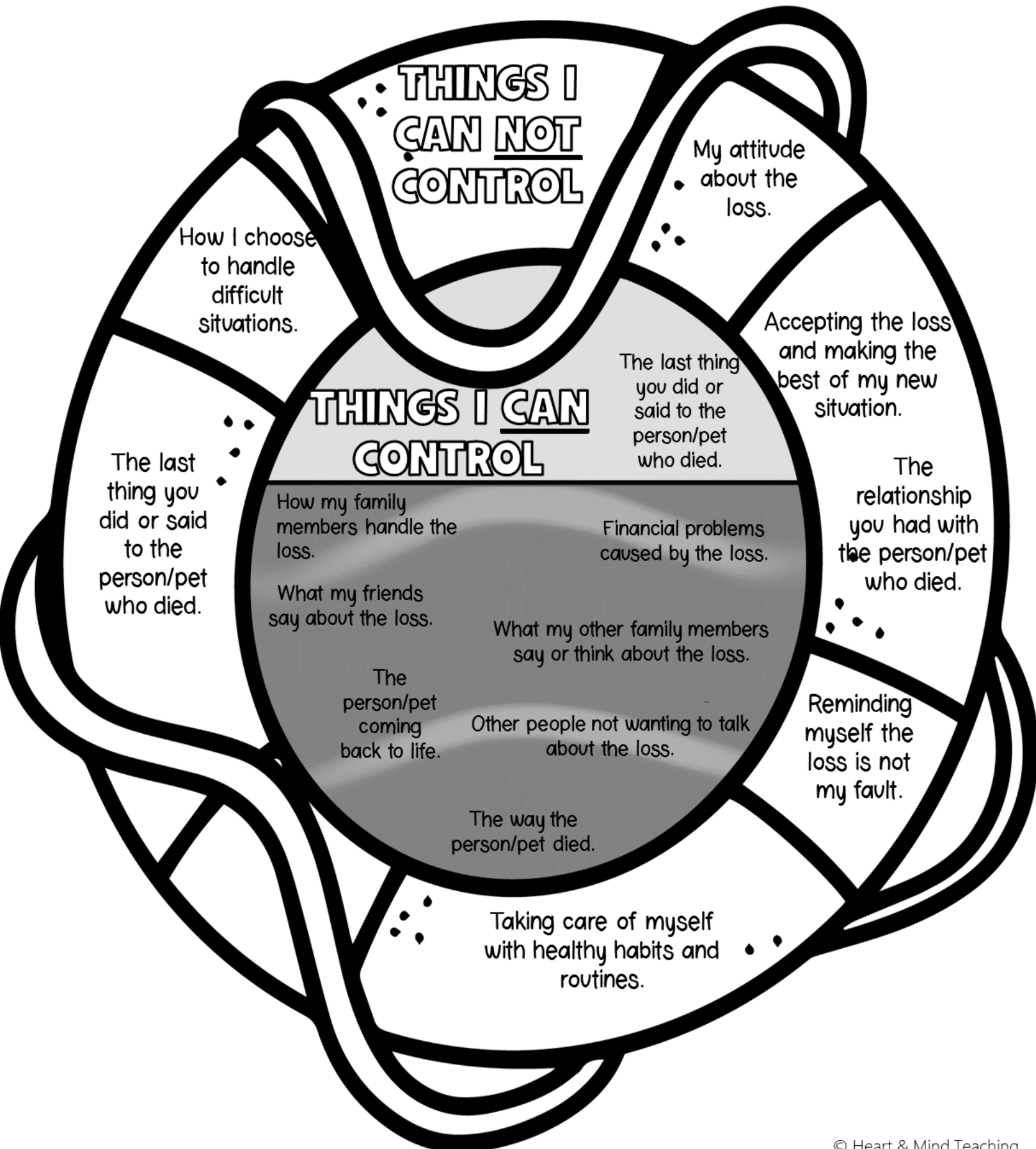


The last  
thing you  
did or said  
to the  
person/pet  
who died.



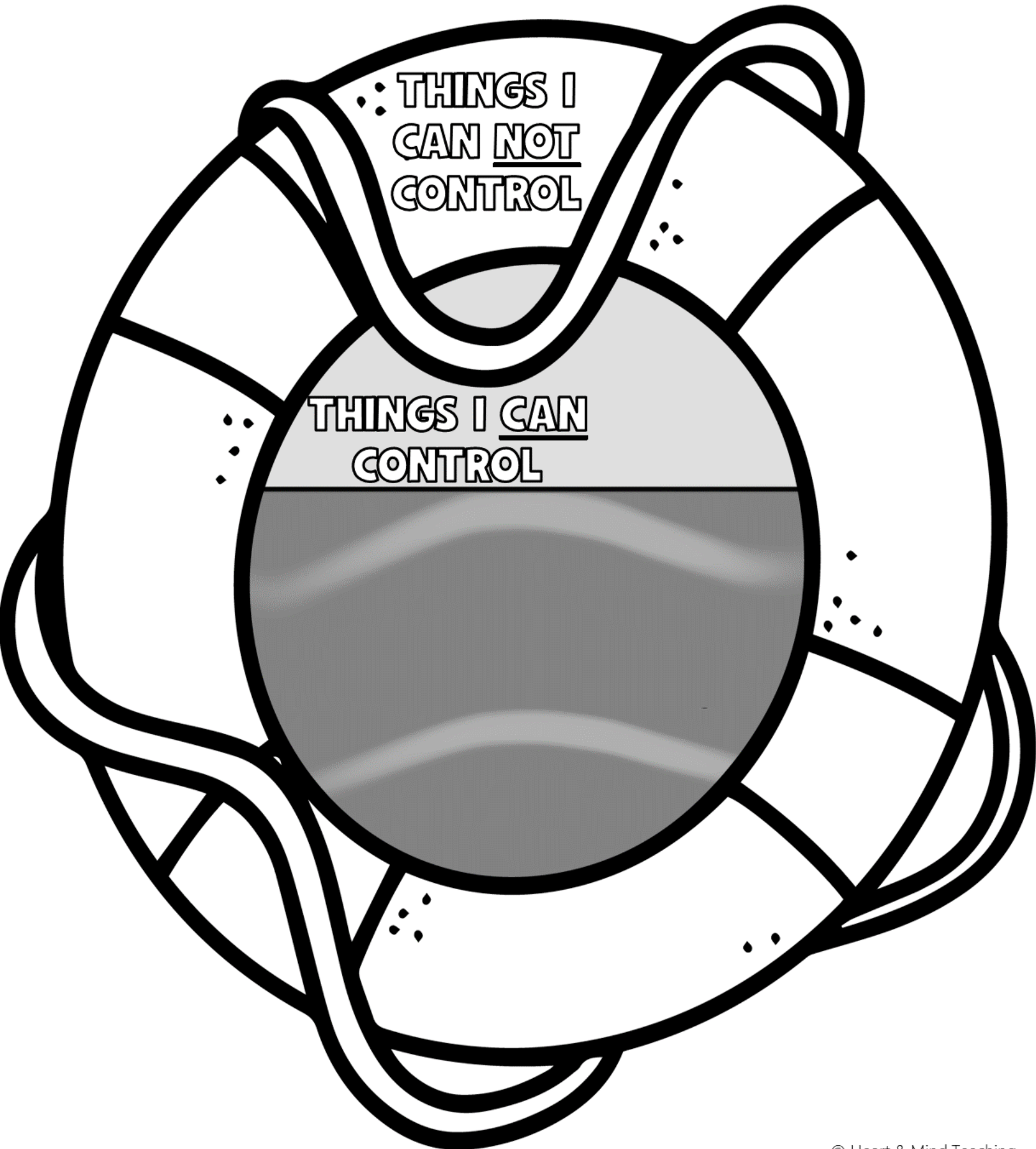
Other  
people  
not  
wanting to  
talk about  
the loss.

# SAILING through **GRIEF**





# SAILING through **GRIEF**

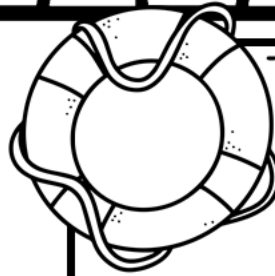




One thing I plan on focusing on (that I can control) is:

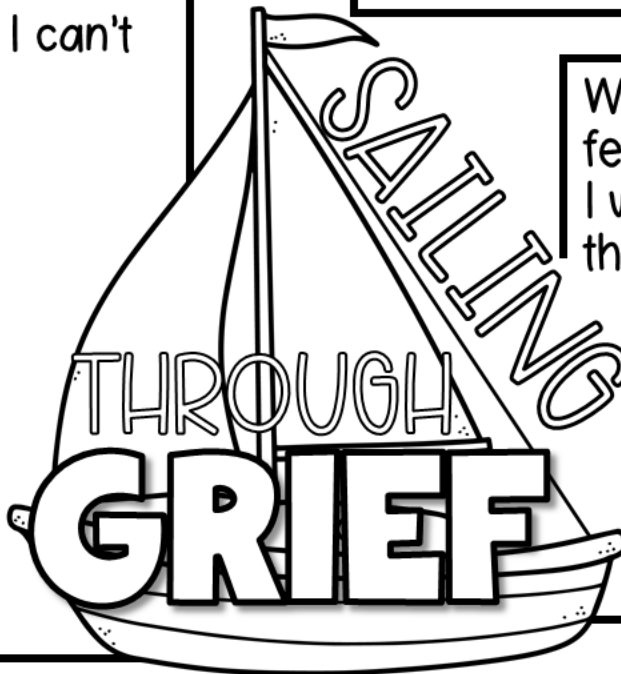


The life savers in my life (people I can count on) are:



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

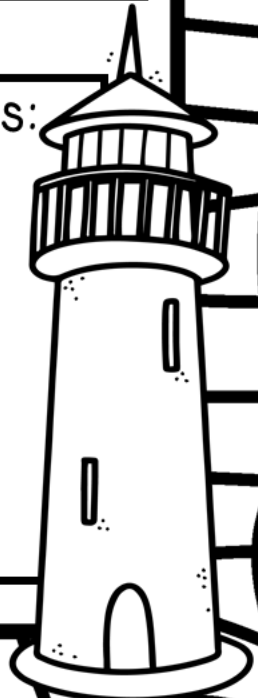
When I feel lost, I will do this:



Looking into my memories, I will remember:



My hope for the future is:



# SESSION 8

## Growing through Grief

SMALL GROUP  
Counseling  
GRIEF

### Session Objective:

- \*Students will identify ways to cope with grief.
- \*Students will recognize coping skills that they would use to handle stressors.

### Materials:

- \*Scissors, Glue, Pencils
- \*Handouts (cut out coping skills).

### Guiding Questions:

- \*How can using coping skills help us deal with some difficult situations that occur with grief?
- \*Why is it important to know which coping skills we would/could use?

### 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 skills: Demonstrate effective coping skills when faced with a problem. (B-SMS 7)

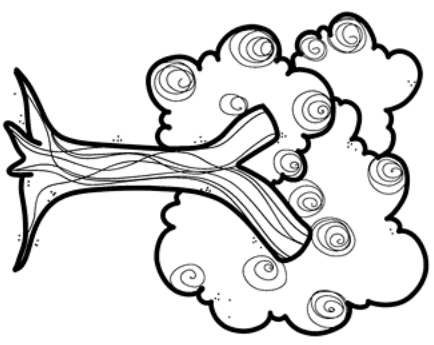
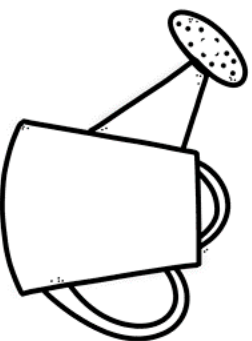
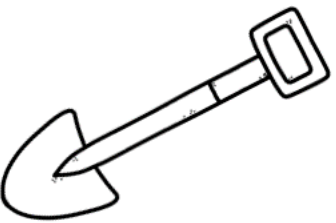
### SEL Competencies:

- \*Self-awareness: recognizing strengths.
- \*Self-management: stress management, self-discipline.
- \*Responsible decision-making: solving problems.

### Session Details (about 30 min):

- \*Greet students and review group rules and a few of the topics discussed in previous sessions.
- \*Each student gets a growing through grief page (page 110, 111, 112, or 113), and coping skills watering cans. The watering can coping skills will need to be cut out. Show students and review the poster on page 108 going through how to grow through grief. Say "There are many things about grief that can break our hearts and hurt us, but there are ways to deal with the hurt and feel better and things that can help us heal and grow." Discuss some of the ways to cope with grief listed on the coping skills poster. "Cut out and paste the coping skills watering cans that you think you would actually use or have used before to feel better onto your growing through grief sunflower." (There are watering can images on the paper to help guide them where to put their coping skills watering cans). Once students have glued a watering can on each spot, have a discussion about which ones each student chose and why. Then complete the Growing through grief handouts that go through common grief coping situations, and have students put what they would use in those situations. Explain that there are no wrong answers.
- \*Thank students for a great session, discuss that next session will be the last session for the group and they will be playing a game.

# Growing Through Grief



## DIG PLANT NOURISH TEND BRANCH GROWTH

**DIG** Acknowledge the loss, and the change to your life. Set boundaries and limit interactions with non-supportive people.

**PLANT** Think of positive memories and rituals or tributes to honor the memory of the one you lost.

**NOURISH** Take care of yourself with coping skills and self-care.

**TEND** Reach out to your support system (Family, friends, support groups)

**BRANCH** Acceptance of the loss and integration of the loss into one's life.

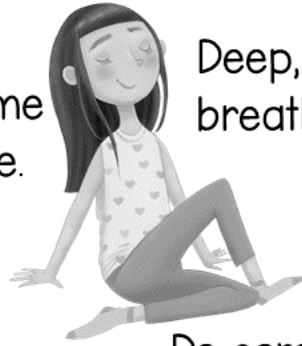
**GROWTH** Find meaning and purpose with the loss you experienced.



# Coping Skills



Get some exercise.



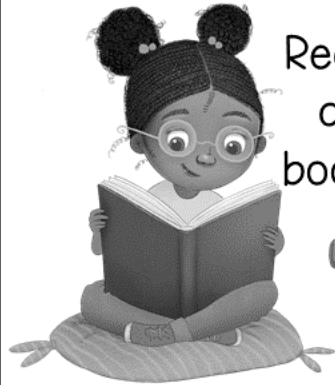
Deep, slow breathing.



Do something creative.



Go outside.



Read a book.



Play an instrument.



Play with a pet.



Be in nature.



Go for a walk



Bake something.



Take a shower or bath.



Say positive affirmations.



Write, draw, or journal.



Clean or organize.

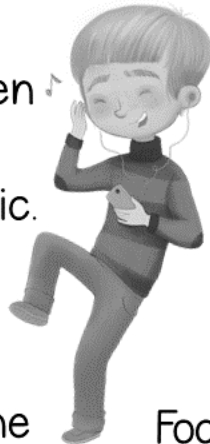


Do yoga/ meditate.



Talk to someone

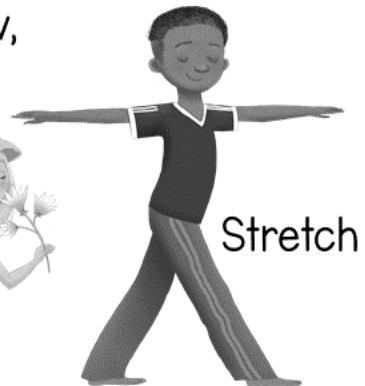
Listen to music.



Focus on a hobby.



Focus on your senses.



Stretch



# Growing THROUGH Grief



# Growing THROUGH Grief



# Growing THROUGH Grief



# Growing THROUGH Grief

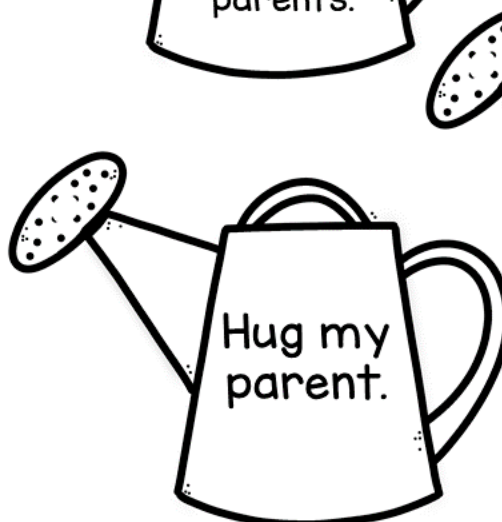
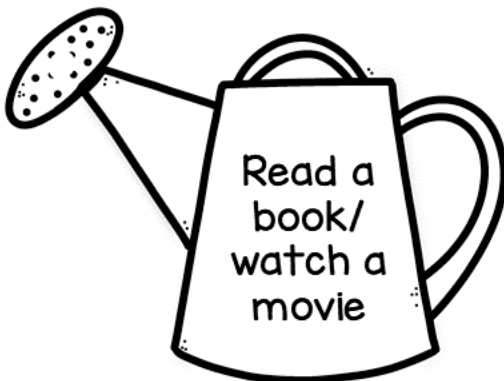




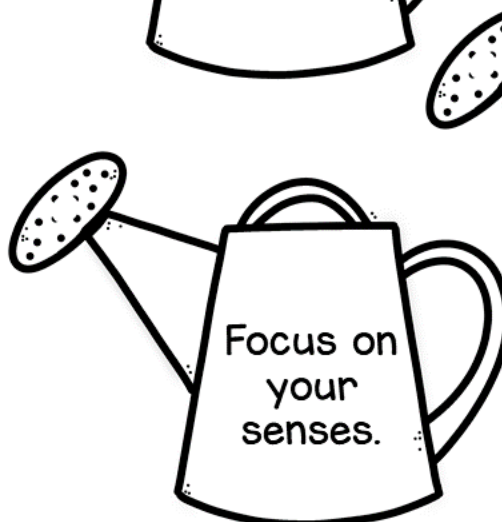
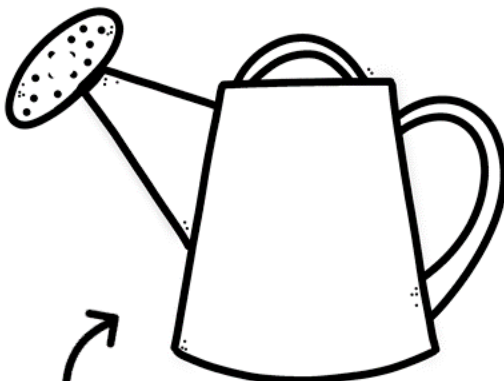
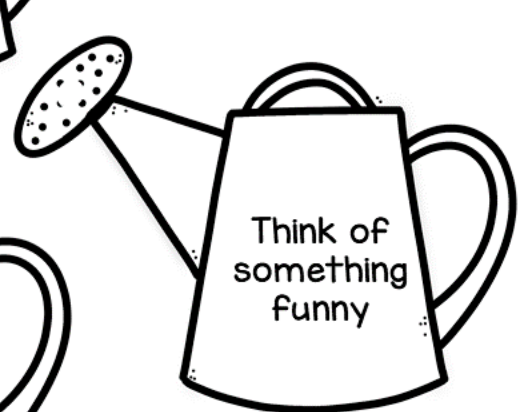
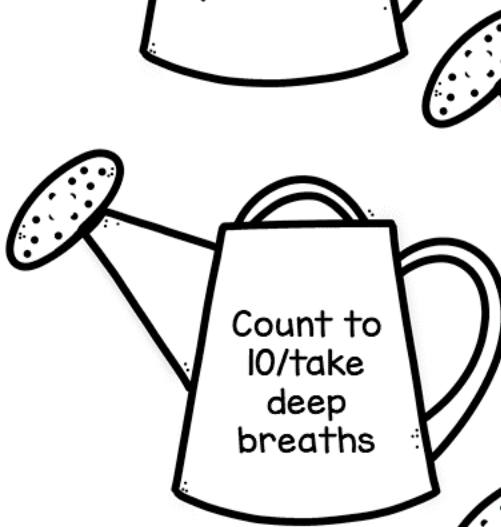
# Coping Skills



# Coping Skills































# Coping Skills





# Growing THROUGH Grief





























Read the common grief situations and color in a coping skill that you would use.

	I miss the person/pet that died.	 Talk to parent about your feelings.	 Hug your parent.	 Count to ten, take deep breaths.
	People ask where the person/pet is that died.	 Write in journal.	 Talk to a counselor.	 Use stress ball.
	People keep asking me about how I am doing.	 Draw your feelings.	 Talk to parent about your feelings.	 Hug a pet or stuffed animal.
	Memories about the person/pet make me feel sad.	 Hug pet/stuffed animal.	 Do something you love.	 Write in your journal.
	My family is different after the loss.	 Listen to music.	 Talk to parent about your feelings.	 Participate in a support group.
	I worry that it was my fault.	 Talk to a counselor.	 Talk to your sibling.	 Talk to a trusted family member.
	I worry about others who could pass away too.	 Write in your journal.	 Focus on what you can control.	 Talk to your parent.































# Growing THROUGH Grief

Read the common grief situations and color in a coping skill that you would use.

	I see other families together, not grieving.	 Talk to someone about your feelings.	 Hug your parent.	 Count to ten, take deep breaths.
	A friend asks me about the person/pet that died.	 Write in journal.	 Talk to a counselor.	 Use stress ball.
	I have to spend holidays without the person/pet.	 Draw your feelings.	 Talk to parent about your feelings.	 Hug a pet or stuffed animal.
	I wish the person/pet would come back.	 Hug pet/ stuffed animal.	 Do something you love.	 Write in your journal.
	I feel that what happened is not fair.	 Listen to music.	 Talk to parent about your feelings.	 Participate in a support group.
	Seeing family members sad about missing the person/pet.	 Talk to a counselor.	 Talk to your sibling.	 Talk to a trusted family member.
	I blame someone for the loss.	 Write in your journal.	 Focus on what you can control.	 Talk to your parent.

# Growing THROUGH Grief

Read the common grief situations and color in a coping skill that you would use.

 <p>I regret the relationship I had with the person/pet that died.</p>	 <p>Talk to parent about your feelings.</p>	 <p>Focus on what you can control.</p>	 <p>Count to ten, take deep breaths.</p>
 <p>Everyone is sad around you.</p>	 <p>Write in journal.</p>	 <p>Talk to a counselor.</p>	 <p>Use stress ball.</p>
 <p>A lot of problems were caused when they died.</p>	 <p>Draw your feelings.</p>	 <p>Talk to parent about your feelings.</p>	 <p>Hug a pet or stuffed animal.</p>
 <p>You question why this happened to you.</p>	 <p>Hug pet/ stuffed animal.</p>	 <p>Do something you love.</p>	 <p>Write in your journal.</p>
 <p>When I think of the death, I feel sad.</p>	 <p>Listen to music.</p>	 <p>Talk to parent about your feelings.</p>	 <p>Participate in a support group.</p>
 <p>When I think of the death, I feel angry.</p>	 <p>Talk to a counselor.</p>	 <p>Talk to your sibling.</p>	 <p>Talk to a trusted family member.</p>
 <p>I wish I spent more time with the person/pet.</p>	 <p>Write in your journal.</p>	 <p>Focus on what you can control.</p>	 <p>Talk to your parent.</p>

# SESSION 9

## Grief Town Game

SMALL GROUP  
Counseling   
GRIEF



### Session Objective:

\*Students will identify common grief concerns and coping skills.

### Materials:

- \*Game Board
- \*Game Pieces
- \*Game Cards (cut out)

### Guiding Questions

- \*Why is it important to understand how grief impacts us?
- \*How can using coping skills help improve your life?

### 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 Skills: Effective coping skills. (B-SMS 7)
- \*Behavior: Self-Management Skills: Ability to manage transitions and adapt to change. (B-SMS 10)

### SEL Competencies:

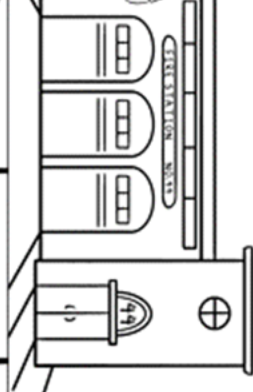
- \*Self-Management: stress management.
- \*Responsible decision-making: solving problems, analyzing situations.

### Session Details (about 30 min):

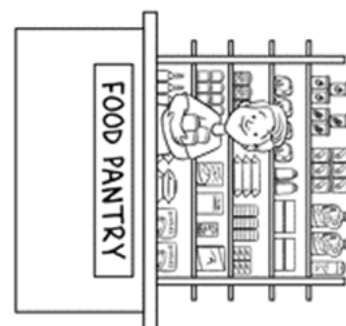
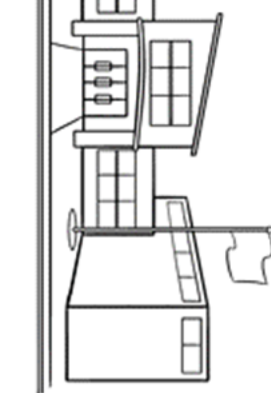
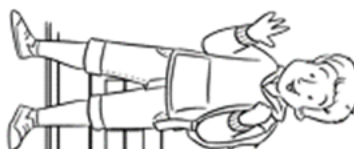
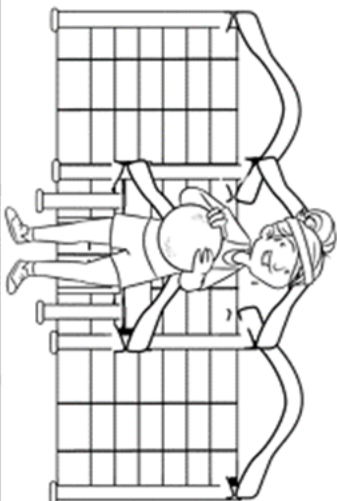
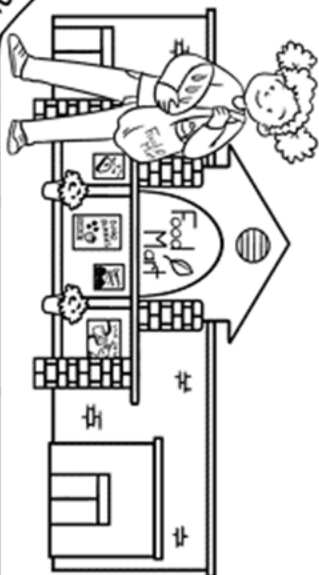
\*Say "Welcome back to the group, as I mentioned in our previous session, today is the last session our group will be meeting for. We have learned so much together and I will miss meeting with all of you. For our last session, I wanted to re-cap all of what we have discussed and in a fun way, so we are going to play a game. We are going to visit Grief Town, where there are many people struggling with grief. We will do our best to guide them with our knowledge about the grief process and coping skills. We will also reflect on our own grief." Place the Grief Town Board Game on the table, I recommend using your own dice and player pieces from a board game you already own but you can also use the ones provided by printing and cutting them out. Use cardstock paper so the pieces and dice have more weight to them, if you can. Roll the dice to see who goes first, highest number goes first and the game proceeds clockwise from the dice roll winner. Students will move pieces along the board by rolling the dice. Wherever they land, they pick up a card from that location (they are also color coded) and read the card out loud. If they provide a reasonable response, they get a point. There is no official "end" to the game but once your designated time to play is up, I usually give them one candy for each point so the more they answer, the more candy they get. You can also use pencils, erasers, or other goodies as incentives or even not have one and just see who can get the most points. I prefer to not put the kids against each other to allow for a more positive environment for them to want to share their thoughts and opinions. The goal of the game is to have a discussion about grief, coping skills, and to enable self-reflection. Use the guiding questions on this page to help guide your discussion.

\*Have students complete the Post-Survey before they leave group.

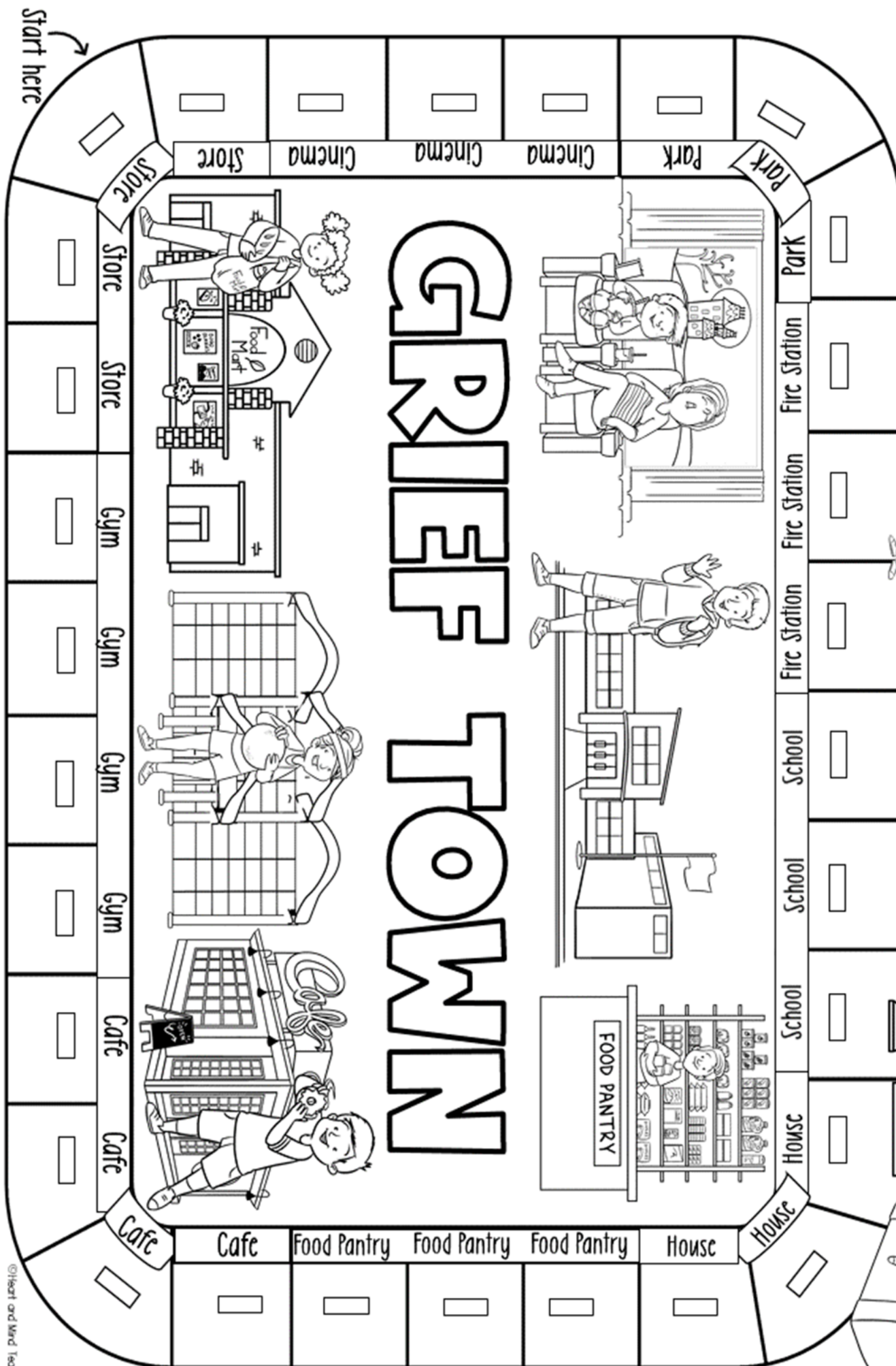




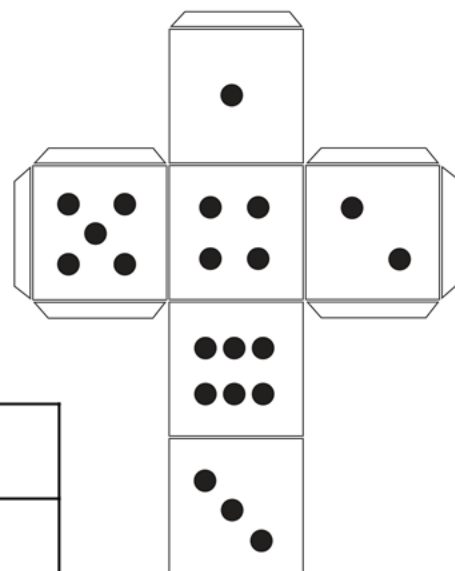
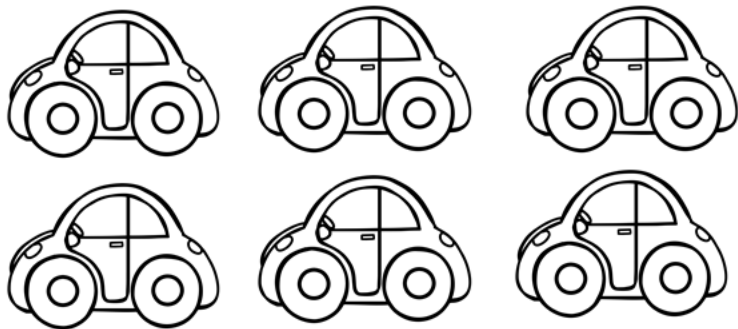
# GRIEF TOWN



Start here







Name	Game Points




**GRIEF TOWN Food Pantry** 

Carmen used to volunteer with her grandfather at the food pantry. She wants to continue going but thinks it will be too hard. Can you think of a time when you showed resilience during your grief?

**GRIEF TOWN Food Pantry** 

Everyone asks Brian about his loved one, but he really doesn't want to talk about it. What advice would you give Brian?

**GRIEF TOWN Food Pantry** 

A memory pops in Violet's head of her loved one. What is your favorite memory of your loved one?

## GRIEF TOWN Store



John is at the store and sees his grandma's favorite food. It reminds him of her, and he starts to cry. What is a coping skill you would use?

## GRIEF TOWN Store



Kelly used to always go to the store with her mom. She misses doing that together. What is something you miss doing with your loved one?

## GRIEF TOWN Store



James sees a neighbor who asks how he's doing with the loss. He wishes people would stop asking him that. Is there anything you wish people would stop doing regarding the loss?

## GRIEF TOWN Store



Johanna hears a song come over the loudspeaker that reminds her of her sister. She gets really angry and throws a fit. What stage of grief is she in?

## GRIEF TOWN Gym



Chris thought for a second he saw his loved one at the gym but it wasn't them. Have you ever wished to see your loved one again, what would you say?

## GRIEF TOWN Gym



Hank and his brother used to go to games together, he misses that the most. What do you miss the most about your loved one?

## GRIEF TOWN Gym



Griff is playing in the big game tonight, his dad used to always be there to cheer him on. He feels sad, what can he do to cope?

## GRIEF TOWN Gym



Isabel says she got her basketball skills from her dad. What is something that your loved one gave you or taught you?

## GRIEF TOWN Fire station



David is trying to think of who he can talk to about his loss. Who is someone you can talk to?

## GRIEF TOWN Fire station



Kevin's dad used to work at the fire station, he walks past it every day and it makes him sad and angry. What can he do to cope?

## GRIEF TOWN Fire station



Everyone talks about how Riley's dad was a hero. She wants to find a way to honor his memory, what is something she could do?

## GRIEF TOWN Cafe



Georgina is feeling very sad lately, she meets up with her friend to chat. Who can you go to when you need to talk?

## GRIEF TOWN Cafe



It's taken Nina awhile but she now accepts the loss and she can have good days while also sometimes still feeling sad. What stage of grief is she in?

## GRIEF TOWN Cafe



Frankie wonders when he is going to be back to normal again. What advice would you give Frankie?

## GRIEF TOWN Cafe



The server at the café tells Olivia that she looks just like her mom. It triggers her grief. What triggers your grief?

## GRIEF TOWN Park



Greta used to always go to the park with her grandmother. She misses going there. Are there any places you avoid because of the grief?

## GRIEF TOWN Park



Stacey is thinking about a conversation she had with her loved one before they passed. She regrets something she said. Do you have any regrets about something you said or did?

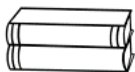
## GRIEF TOWN Park



Cameron plants a tree at the park in his friend's memory. What is something you can do to remember your loved one?



## GRIEF TOWN School



Josh is having a hard time focusing on his school work, all he can think about is the person he misses. What can Josh do to cope?

## GRIEF TOWN School



Tonya is sad at school because everyone is talking about Mother's Day and it makes her miss her mom. What can she do to cope?

## GRIEF TOWN School



Luis feels like no one else can relate to what he is going through. What would you recommend Luis do to feel connected to others in a similar situation?

## GRIEF TOWN Cinema



Hallie is watching a movie and a person in the movie dies. It brings back all her feelings about grief. What can she do to cope?

## GRIEF TOWN Cinema



Braden is watching a movie where there is a funeral and it reminds him of missing his Uncle's funeral and needing closure. Do you feel like you got closure, what could help?

## GRIEF TOWN Cinema



Rachel feels a sudden overwhelming worry about her family and if she will suffer any more loss. How do you find courage when you are feeling scared?

## GRIEF TOWN Home



Giselle often feels like she or someone else, could have prevented the death. What is something that Giselle can do to forgive and let go?

## GRIEF TOWN Home



Maddie is missing her dog, so she gets out old photos to go through. What do you do when you are missing your loved one?

## GRIEF TOWN Home



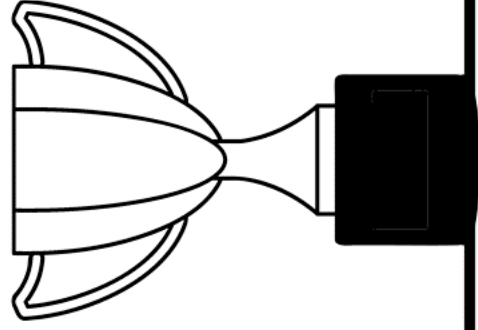
Paulina can't sleep, all she thinks about is the 'what ifs' that she can't control. What are some things she can control and focus on instead?

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Signature

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Date

# GOOGLE SLIDES

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

**1** Click on each link  [My Coloring Memory Book](#)

[Tree of Grief](#)

[Grief Storm](#)

[Seasons of Grief](#)

[Coping Shelf](#)

[Sailing through Grief](#)

[Growing through Grief](#)

[Grief Town](#)

**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:

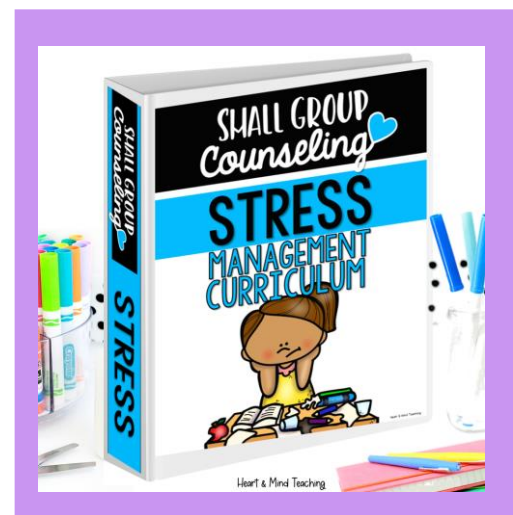
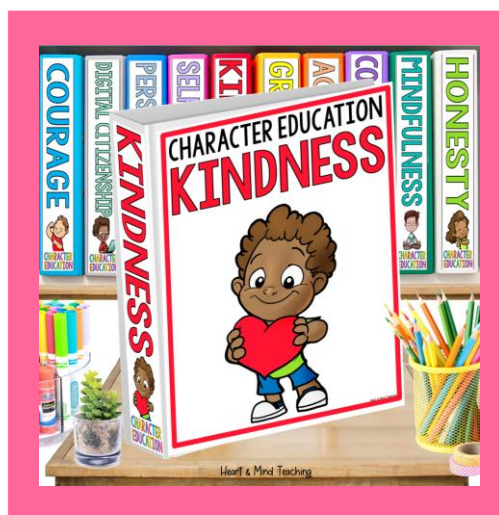
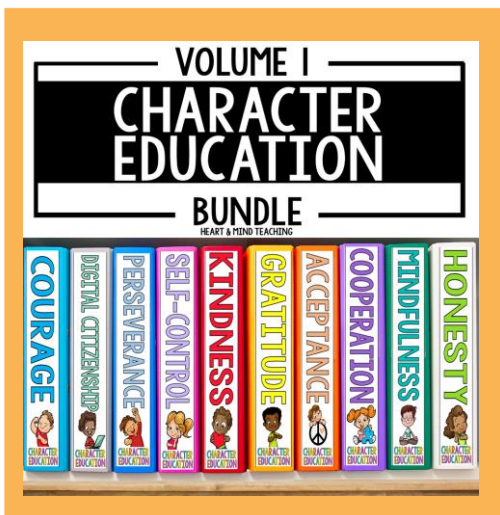
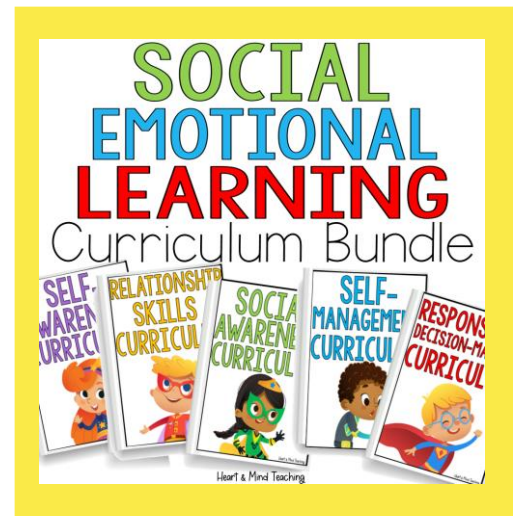
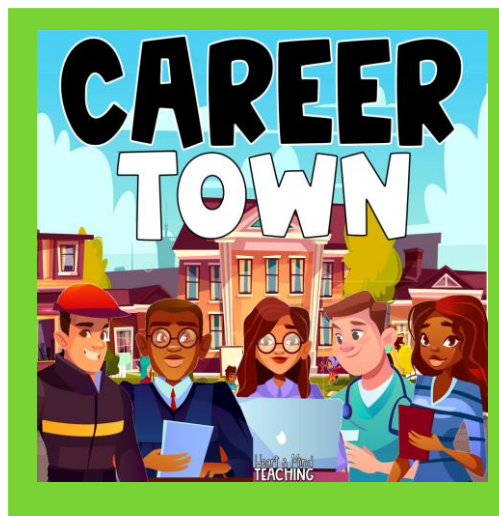
[Teacher Tips for using Google Classroom \(TPT blog\)](#)

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



# CHECK THESE OUT

CLICK ON THE PICTURES TO GET A CLOSER LOOK.



**COUNSELOR**  
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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!

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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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