

NOTE: A variety of lesson plan options are provided. Select ONE per week.

Week 1 Lesson Plans

All About Me

Processing the circumstances or event

Creating a Safe Environment

Who: Kids, Teens, Groups

Materials: Play dough, kinetic sand, fidget toys, puzzle, markers/paper

Why: Provides a safe, non-threatening environment that is welcoming and inviting: opens and invites discussion; materials occupy fidgety, nervous hands.

How to use: Place items on table or floor at beginning of visit. Invite participant(s) to use materials. Create ground rules for each group meeting. Ask participants what other rules they might want to add to the following:

1. Introduce: "Talking Stick" or "Talking Teddy Bear" – and explain whomever hold the items talks while the rest of the group listens. Note: other item can be used as group determines.
2. Confidentiality: Explain that, "What is said in group, stays in group." Explain the only way this rule is broken is if member states that they want to hurt themselves or others.
3. It's okay to pass. Explain that conversations may be hard at times, and it is okay not to share if they do not wish to.

It's okay to have fun, play and laugh.

4. Other rules: One person talks at a time. Listen to others. Respect other's opinions.

Creating a Safe Environment

Who: Kids, Teens, Groups

Materials: Ice-Breaker Activity Sheet

Why: Provides a safe, non-threatening environment that is welcoming and inviting, creates group rapport.

How to use: Select one activity from the Ice-Breaker Activity Sheet to start each session

All About Me

Who: Kids, Teens, Groups

Materials: "All About Me" worksheet, markers, pens

Why: Assists in building rapport; helps engage participant(s) in conversation about who they are and what they like; assists facilitator to know what activities may be appropriate to use in the future.

How to use: Provide a worksheet to each participant and ask them to complete. Once completed share.

Anagram

Who: Kids, Teens, Groups

Materials: white or colored paper, markers, pens

Why: Encourages participant(s) to introduce their loved ones; helps participant(s) begin to understand and share feelings.

How to use: Invite participant(s) to either choose the name of the person who died or a word that describes their relationship with to that person. Examples: Sarah, Mom, Pappy. Have participant(s) write the word down the left side of a piece of paper. Next to each letter, have participant(s) write descriptive words using the letter as the letter of the word.

Example: **M**arvelously
Outstanding
Maker of cookies

Timeline

Who: Kids, Teens, Groups

Materials: “All About Me” worksheet, markers, pens, stickers

Why: Allows participant(s) to identify positive and negative significant events in their lives. Alternatively, it can provide them an opportunity to review detailed information around the event (accident/death).

How to use: Have participant(s) choose a piece of paper and draw a line on the paper. Lines can be curvy, straight, jagged etc.; the uniqueness of the line reflects the uniqueness of the individual and their story. The beginning of the line is their date of birth and the end of the line is today’s date. Along the line, have them make marks that represent significant changes in their family, personality, friendships, homes, schools, as well as any new responsibilities they now have because of these changes. Using stickers, or markers, they can write or draw pictures or symbols to represent the loss event and other changes marked on this timeline. They can also describe how they felt, before, during and after the times marked. Provide participants with an opportunity to share their timelines. This can be followed by a discussion about their observations, changes, and the loss that I associated with change.

Alternate: You can also focus on a smaller amount of time, such as the day before, of, and/or after the death of the loved one. For example, start the timeline on a day they learned their loved one was ill (or of the death) and end a few days after the funeral/memorial service. This can assist children to understand feelings related to specific memories.

All About My Loved One

Who: Kids, Teens, Groups

Materials: “All About My Loved One” worksheet, markers, pens

Why: Provides a forum to begin to share about loved ones who have died. Assists the facilitator to understand what information participant(s) know about the death of their loved one.

How to use: Provide a worksheet to each participant and ask them to complete. Once completed share.