

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

Week 4 Lesson Plans

Healthy Coping Skills

How to handle “Big Energy”

Who: Kids, Tweens, Groups

Materials: 10 for 10 Information handout, zones of regulation handout; 10 for 10 – Ten Activities for when emotions run high handout

Why: Help youth identify what they are feeling and find ways to safely express them.

How to use: Ten Activities when emotions run high handout and explain how the zones of regulation match emotions. For example: color Red – intense emotions, Yellow – Elevated emotions, Green- best time to learn emotions and Blue – feeling down. Go through the colored activities and demonstrate. One activity can also be used to focus on session such as demonstrating items that could be used in an “Angry Box”.

Part 2 – After discussing the information sheet and zones of regulation and practicing – have youth fill out their own 10 for 10 Activity Sheet.

Grief Narrative: The Power of Story Telling – Part 1 & 2

Who: Kids, Tweens, Teens, Groups

Materials: markers, pens, Part I - Graphic Narrative: The story of my Special Person’s Death; Handout; Part II - Story I would like to Share with My Special Person Who Died handout -

Why: Creating a grief story with words or pictures, breaks now the experience into smaller, more manageable pieces that are easier to process and by sharing lets participants feel seen and heard. Creating a graphic narrative can be a helpful outlet for children who may not have strong language skills.

How to use: Part I – Use Graphic Narrative: The Story of My Special Person’s Death Handout and have participants write or draw a response to the following areas:

Most grief stories follow a similar pattern:

1. The events preceding and just leading up to the diagnosis or event – This is often the last time the griever feels they were living blissfully unaware of the illness and/or death that was about to change their lives.
2. Long-term illness- the days, diagnosis, procedures and appointments or Sudden Loss- the moments just prior to the death– Many can remember every step of the person’s illness and the changes they witnessed in them. For sudden loss, seconds can be remembered as hours with every detail vividly standing out in memory.
3. Discovering or being told of the death– This is the moment when life changed forever. Every detail of not just this day, but this moment, may be etched into a griever’s memory and for some it may have resulted in post-traumatic stress. To help further tell their story, children are encouraged to complete three more panels including the days directly following the death, the funeral/ memory/celebration of life or other honoring activity the child or family has participated in, and what the child’s life looks like today.

How to use: Part II – Story I Would Like to Share With My Special Person Who Died Handout

Have participants draw or write a story they would like to share with their special person in six sections or boxes on the handout (Box 1 is beginning of the story and Box 6 is the end.)

Provided by: Safe Crossings Program. Providence Hospice of Seattle

Flare-Out Fury Dragon

Who: Kids, Tweens, Groups

Materials: Toilet paper rolls, scissors, glue stick or tape, 3-4 tissues or 1-2 paper towels, black marker, templates of Fury Dragon and Fury Dragon's flames, construction paper, crayons, markers, pencils

Why: Helps to identify and normalize feelings in the anger family of emotions.

How to use: Read this statement and then help assemble dragon and practice yelling into it.

Read: Feeling **ANGRY**, **CRANKY**, Frustrated, irritated or rageful? Have you been hot tempered, short-fused, and ready to spit fire? There is often plenty that is unfair, difficult, frustrating, and maddening after the death of someone important. These feelings are normal and are healthy to express when given an appropriate outlet. Let your furry flare-out by yelling or screaming into the dragon when angry. It's filled so no sound comes out, but on the flames are written the words you want to shout!

INSTRUCTIONS:

1. Print out the template of the head and flames.
2. Cut out the template pieces for the dragon's head: toilet paper roll covering, nostril, eyelid and eye balls.
3. Trace all the template pieces except the eyeballs, onto either construction paper or colored blank paper. Trace two eyelids and two nostrils. Cut out.
4. Color the flames or cut out a triangle flame and trace multiple flames on colored paper.
5. Write on the flames what you would like to shout including what makes you mad, what frustrates you, what is challenging, or what you don't like about right now. Hint: Begin some of the phrases on the wide side of the flame and some near the narrow side of the flame so they can be easily read when attached along the circular mouth.
6. Cut out flames.
7. Using a glue stick or tape, wrap the rectangle piece on the toilet paper roll.
8. Color holes for nostrils on the nostril pieces. Fold back the rectangle tab, and glue or tape the tab down onto the end of the toilet paper roll, so the nostrils are standing up.
9. Glue the eyeballs onto the eyelids. Fold back rectangle tables on eyelids at the other end of the roll, glue or tape the tabs down so that the eyes are standing up.
10. Glue or tape wide end of the flames around the edge of the dragon's mouth.
11. Stuff the toilet paper roll with 3 or 4 tissues or 1 or 2 napkins or paper towels.



Mindfulness Hero

Who: Kids, Tweens, Teens, Groups

Materials: My Mindfulness Superhero Handout, crayons, markers, pencils Time needed: 5 – 10 for mindfulness/visualization 20-30 minutes for coloring sheet

Why: In times of distress, sadness and/or anger, a child/teen can use this mindfulness activity to come back to the present moment using positive affirmations to create a mantra and visual scene. The goal is to create a visual scene and positive affirmation a child could use to “mentally walk through” to help ground/calm themselves when they are upset.

How to use: Initiate a conversation using these prompts.

1. What is a hero?
2. What does a hero look like?
3. Who is or has been a hero in your life?
4. What about your hero made them a hero?
5. What about you makes you a hero? (This will turn into a mantra during the mindfulness activity: Examples: “I am kind.” “I am brave.” “I care about people.” “I have people.”)

Instructions:

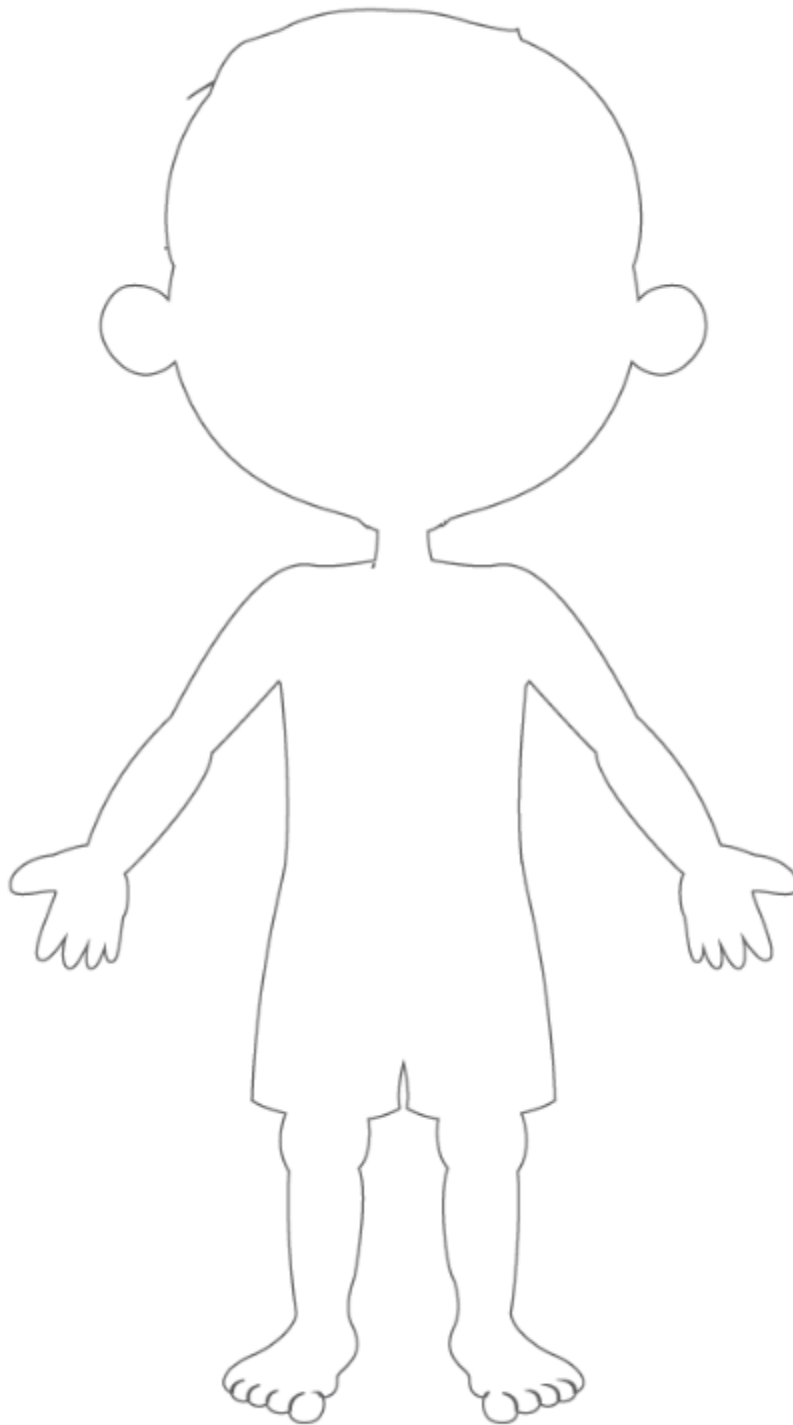
Today, we are going to learn a coping skill that you can use to help calm yourself down in times of distress. In this activity, you are going to picture yourself in detail as a superhero. You are going to slowly hear a series of questions and visualize yourself wearing an entire superhero outfit, starting with the bottom of their feet. Remind them that you are going to very slow. Participants will not verbally answer prompts but “see it” in their minds.

- What do our hero shoes look like? What color are they? Are they a boot, sneaker or a sandal?
- What are we wearing on our legs? Pants, tights, leggings, shorts? What color are they?
- Do we have a skirt or dress on? What color and shape are they?
- What type of shirt are we wearing? Does it have a symbol or no symbol?
- Do we have a cape or no cape?
- Do we have a helmet? What does the helmet look like?
- What about our minds and hearts make us a hero? (*Insert mantra created above.*)

After the visualization, have the participants color their handout and write out their mantra in order for them to have a visual reminder of the description. Encourage them to practice visualizing this scene from time to time when they are feeling calm in order to prepare themselves to use this when they are upset.

During a time of stress, anger, and or sadness, coach the child through the Mindfulness Hero. Have them say their answers (to the question “What about you makes you a hero?”) out loud, which will become their mantra. Repeat the mantra 2-3 times.

MY MINDFUL HERO



Before and After Drawing

Who: Kids, Tweens, Teens, Groups (simplify for younger kids)

Materials: Blank piece of paper, large sheet of paper, or whiteboard, crayons, markers, pencils

Why: To help participants express and share the impact of the loss in their lives and gain support from others.

Instructions: After pictures are completed have participants share their drawings. Encourage participants to share their drawing with someone outside of group that would understand.

Part I (10 min) (may omit you younger kids)

1. Introduce the statement, "The *death* of a loved one results in *loss* and *change*."
2. Ask the teens, "How are things different in your life since your person died?"
3. List the following categories on a chalkboard or on a large sheet of paper and add teen's comments to each category.
 - a. Family
 - b. Friends
 - c. Activities
 - d. School

Part II (20 to 30 min)

1. Have participants fold a blank piece of paper in half. On one side, draw a picture of your family before the death. On the other side, draw a picture of your family today.
2. Discussion Questions:
 - a. The similarities in the two pictures are...
 - b. The difference in the two pictures are...
 - c. What I miss the most is..
 - d. The changes that bother me the most are...

Finish the Sentence Activity

Who: Kids, Tweens, Teens, Groups

Materials: Finish the Sentence Activity Handout, markers, pencils, cup/basket

Instructions: Options:

1. Complete the handout followed by discussion and processing experience.
2. Read questions and use "talking stick" to share/process responses.

3. Cut questions into strips of paper and have participants draw slips out of cup then share responses. Remind group during discussion that “pass” is always an option.

Finish the following sentences.

The thing that makes me feel the saddest is

If I could talk to the person who died I would ask....

Since the death my family doesn't....

My worst memory is....

If I could change things I would....

One thing that I liked to do with the person who died was...

When the person died I....

Since the death my friends....

After the death, school....

When I am alone....

Is there anyone you want to share this with?

Letter Activity

Who: Kids, Tweens, Teens, Groups

Materials: Letter Activity Handout, markers, pencils

Instructions: Have participants fill out the letter handout to their special person who died. When completed have participants process the activity and share if they desire.

What Helps

Who: Kids, Tweens, Teens, Groups

Materials: What Helps Activity Handout or Things that Help Handout, crayons, markers, pencils

Why: Participants identify ways of coping to help in times of distress, sadness and/or anger.

Instructions: Have participants fill out the handout. When completed have participants share.

Hard Days Safety Plan – Kids/Tweens

Who: Kids, Tweens, Groups

Materials: Hard Days Safety Plan Handout, crayons, markers, pencils

Why: To increase help seeking behaviors, and self-regulation.

Instructions: Have participants fill out/draw on handout. When completed have participants share/process.

Read: Everyone has days that are tough to get through. And everyone has days when then they need more help. The key is to have a plan to guide you through those tough days – so you're ready when you need to take action. This plan will help you: be more aware of how you are feeling through out the day. Be ready to take care of yourself when you feel down and know who to go to for help.

When you are feeling down or stressed it is easy to forget all the good things in life. And it's easy to forget all the positive efforts you've made to get through tough times in the past. The fact is that you know a lot – you already have strengths and skills that you can use to help you get to another good day.

Hard Days Safety Plan - Teens

Who: Teens, Groups

Materials: Hard Days Safety Plan Handout, crayons, markers, pencils Provided by Mayo Clinic

Why: To increase help seeking behaviors, and self regulation.

Instructions: Have participants fill out handouts. When completed have participants share/process experience. (Note: remind teens that the new Lifeline Number is 988. Old number still works too.)

Read: Everyone has days that are tough to get through. And everyone has days when then they need more help. The key is to have a plan to guide you through those tough days – so you're ready when you need to take action. This plan will help you: be more aware of how you are feeling through out the day. Be ready to take care of yourself when you feel down and know who to go to for help.

When you are feeling down or stressed it is easy to forget all the good things in life. And it's easy to forget all the positive efforts you've made to get through tough times in the past. The fact is that you know a lot – you already have strengths and skills that you can use to help you get to another good day.

Clearing Space

Who: Teens, Groups

Materials: Clearing Space Handout,

Why: To introduce a practical way of creating a peaceful space, temporarily freeing teen from pressure of dealing with grief's difficult issues and feelings. To help teen name some issues and feeling that are causing them difficulty and provide respite through mindfulness.

Materials: Poster or handout of Chinese Proverb, Copies of Guided Imagery Handout for participants

Instructions:

*"You cannot prevent the birds of sorry from flying over your head,
but you can prevent them from building nests in your hair."* Chinese Proverb

1. Make a poster of the Chinese Proverb or use the premade handout. Have the group members discuss its meaning in relation to the mourning process. Talk about some things they already do to "prevent them from building nests in their hair." Explain how this imagery is one way of "taking a break" from their grief.
2. Guide the teens in the below imagery.
3. Questions for Discussion:
 - a. Ask how the experience was for them. What part was helpful? What was difficult?
 - b. Remind them that they can return to one or more of the issues or feelings they had put away at another time. Right now, they can just enjoy the space they have created.
 - c. Explain that when they do the imagery themselves, they don't need to put their hand on their knee. It was only necessary in group setting.
 - d. Ask the teens about times when it would be helpful to uses this imagery.

Clearing a Space

1. Close your eyes. Notice your breathing for a few moments. (Pause.) Allow your imagination to move around inside your body, and notice where you feel tight, uncomfortable, or all right. Ask yourself, "is there anything in my life right now keeping me from feeling really good?" If anything comes to mind, put your hand on your right knee so I know when to continue. (When everyone, or almost everyone, has their hand on their right knee, continue.) See if you can set that whole thing aside, by putting it on an imaginary shelf, in a box, behind a tree, or in a sailboat, or any image that moves it away from you. If it resists, tell it that you need some space, just for now. When you have been able to set it aside, put your hand on your left knee to let me know you are finished. While you are waiting for the next step, enjoy the space you have created for yourself. If it comes back to you visualize resending it away again.
2. Repeat the previous paragraph two more times. (Ask them to pick another stressor.)
3. Spend some time enjoying the space you have created. (It may not be totally stress free. However, there may be some peace or calm energy.)
4. Before you open your eyes, remind yourself that you can create a space for yourself any time you want. (Provided by Mary Kelly Perschy, Helping Teens Work Through Grief - Campbell & McMahon, 1191, pp.7-8)

What Helps!

Circle the activities that help you express your feelings.

Exercise
Spend some time alone
Have a good cry
Read a good book
Laugh out loud
Give a hug
Get a hug
Play an instrument
Walk the dog

Talk to friends
Talk to family
Shout or scream outside
Dance to loud music
Watch a funny movie
Spend time with friends
Write a letter
Write in a journal
Play a sport

Add your own:

Circle some of the people and places that have helped you or can help you. Write their names in the space provided.

Family

Counselors

Pets

Coaches

Friends

Support group

Neighbors

Faith/Cultural Communities

Teachers

Add any others:

MY HEART

(Like looking at pictures of my family!)

MY MIND

(Like reading a favorite story!)

WHAT HELPS
MY HEART,
MIND, BODY,
& SPIRIT

(Like playing soccer!)

MY BODY

(Like taking a nap!)

MY SPIRIT

In each section above, write down what makes your heart, mind, body, and spirit feel better.

Dear _____,

It is fun when we _____

One thing I want you to know about me is _____

I wish we _____

I feel _____

I hope _____

Thank you for _____

Love, _____

P.S. One more thing I want to tell you is _____





Hard Days Safety Plan

My plan for hard days. When I need to take a break...



2 ways to tell:

1

2



3 places to go:

1

2

3



4 things to do:

1

2

3

4

My name _____

My grown-up _____

*“You cannot prevent the birds of sorry from flying over your head,
but you can prevent them from building nests in your hair.”*

Chinese Proverb

