

### PHASE 3: Loss and change (Minimum 3 hours)

Aims	Learning Outcomes	Activities	Resources
<p>To elicit who the important people are in the participant's life, and to start to introduce a range of feelings in relation to these people.</p> <p>To enable participants to become aware that change occurs in everyone's life.</p> <p>Introduce the concept of change; help participants to recognise that some things do not stay the same and there are some things in life that we can control and other things that we can't.</p> <p>Participants will recognise that there are changes in their bodies during times of change / when they are stressed.</p> <p>Participants will become aware of the stages of grief and the different feelings they may experience when negative change / loss occurs.</p>	<ul style="list-style-type: none"> <li>• Participants will identify who the important people are in their life.</li> <li>• Participants will develop their understanding of emotions.</li> <li>• Participants will begin to link these feelings to the important people in their lives.</li> <li>• Participants will begin to identify what change actually means.</li> <li>• Participants will show some awareness of changes that have happened in their lives.</li> <li>• Participants will be able to relate basic feelings to these changes i.e. happy/sad.</li> <li>• Participants will recognise that there are some things that can and cannot be changed. (E.g events that have happened that bring a change, and how we feel – i.e that it is possible to manage our thoughts and feelings).</li> <li>• Participants will recognise through social stories that there are lots of different kinds of loss / change.</li> <li>• Participants will identify what they feel in different parts of their body during times of change/stress.</li> <li>• Participants will use colours to represent different emotions and where they feel them in their body.</li> <li>• Participants will begin to recognise the stages of grief.</li> <li>• Participants will learn more about the journey associated with adapting to the negative change that has occurred.</li> </ul>	<ul style="list-style-type: none"> <li>• Participants bring in pictures of important people in their lives and introduce them – make a poster of child in the middle and all the important people around them.</li> <li>• Introduce emotions – show cards and all practice making the face for the card and talk about what it means. Option – use a role play and guess the feeling, or sharing stories of times they felt each emotion to help understanding.</li> <li>• Person-specific pictures / symbols and order life journey so far (if appropriate concrete materials can be used and photographs taken to make poster). Share with rest of group, discuss happy / sad feelings relating to events, then reorder above or below line of happiness as appropriate.</li> <li>• What change is – script with concrete examples – refer back to life journey.</li> <li>• There are some things we can and cannot change activity</li> <li>• Social stories for different types of loss – provide examples that facilitators can use and adapt.</li> <li>• Discuss where we can feel things in our body when we experience change – group body map and then individually.</li> </ul>	<ul style="list-style-type: none"> <li>• Group check-in / feelings dial / Lego</li> <li>• <i>Boardmaker</i> feelings Flashcards</li> <li>• <i>Boardmaker</i> symbols</li> <li>• My family</li> <li>• My Life Journey</li> <li>• My Journey</li> <li>• Important people in my life</li> <li>• How I feel about the people in my life</li> <li>• What is grief?</li> <li>• Events in my life</li> <li>• Different feelings</li> <li>• Feelings social story</li> <li>• How do I feel social story</li> <li>• Change social story examples</li> <li>• Death social story example</li> <li>• Change waves social story</li> <li>• My life</li> <li>• Things that make me...</li> <li>• My worries</li> <li>• How I am feeling right now</li> <li>• When I am feeling stressed/feelings in body</li> <li>• Identifying stress</li> <li>• What happens when I feel anxious</li> <li>• Young person post-session recording sheet</li> <li>• Young person post-session questions</li> </ul> <p>Need good information from parents and people who know pupil best re what they see,</p>

	<ul style="list-style-type: none"> <li>• Participants will continue to practice relaxation / mindfulness.</li> </ul>	<ul style="list-style-type: none"> <li>• Participants use different colours for different emotions and colour the body in where they feel these changes. Start with one or two emotions and increase depending on developmental stage of pupil.</li> <li>• Explore the Kubler Ross change curve – use change curve appropriate to developmental level – use visuals where possible when describing feelings – it is ok / normal to feel all these different feelings.</li> <li>• Relaxation / mindfulness techniques.</li> <li>• End of session feedback from group members.</li> </ul>	<p>especially for children who can't articulate how they are feeling</p>
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**EVALUATION OF PHASE 3: Loss and change**

**FACILITATOR:**

**DATES:**

**Some prompts for Facilitators to reflect on:**

- 1. What activities did you deliver?
- 2. Was the content delivered as it was designed or did you have to differentiate any of it?
- 3. What activities worked well / not so well?
- 4. Do you think the young people understood these activities? How did you know?
- 5. What could make this activity/session better?
- 6. Are there additional notes needed to accompany this activity?
- 7. Was there enough of a range of activities for each developmental stage to meet the needs in your group?
- 8. Were there enough practical/fun activities vs discussion and relaxation?

***PHASE 3:***

***Loss and  
Change***

# My Family



## RESOURCE SHEET

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



# My Family

All families are different. What is your family like? Who is in your family? What does your family do together? Tell about your family and draw pictures about them in the space below.



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**My Life Journey**  
by \_\_\_\_\_

Think of 6 big things that have happened in your life so far. Start with being born!

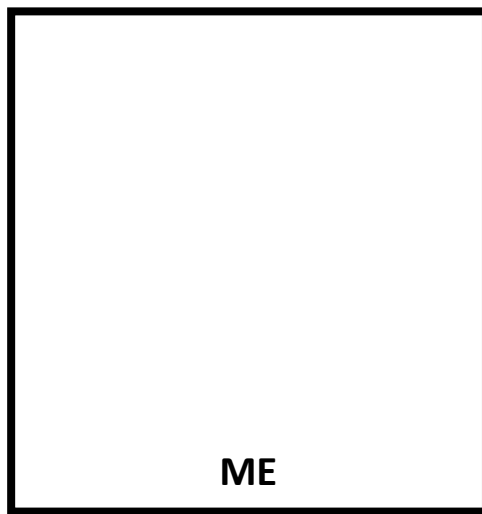
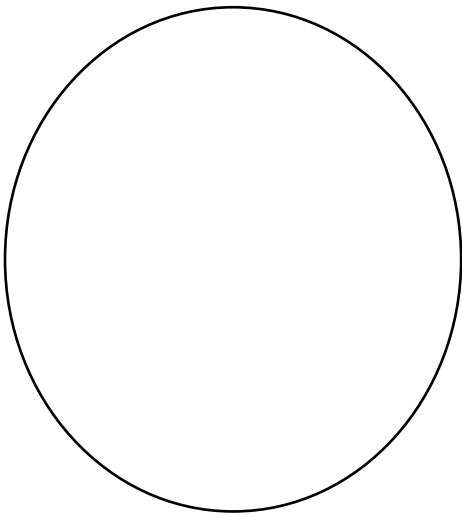
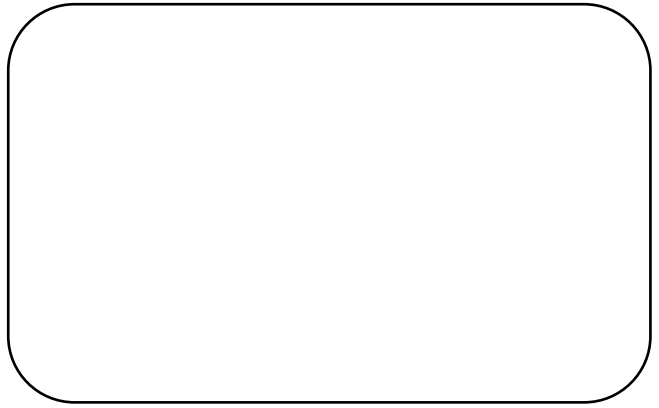
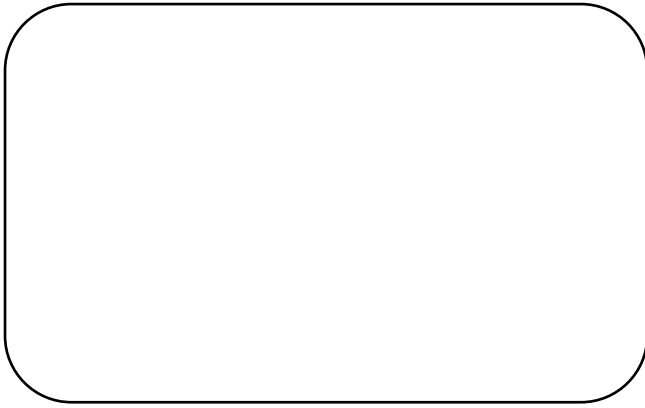
You could include things like starting nursery, starting school, moving house, getting a pet, a special holiday .... It's up to you!

born

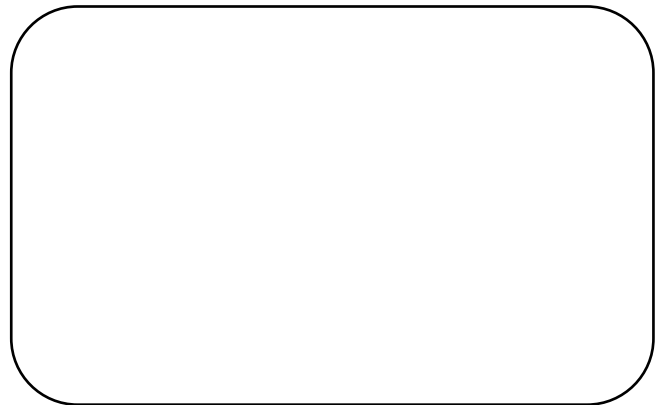
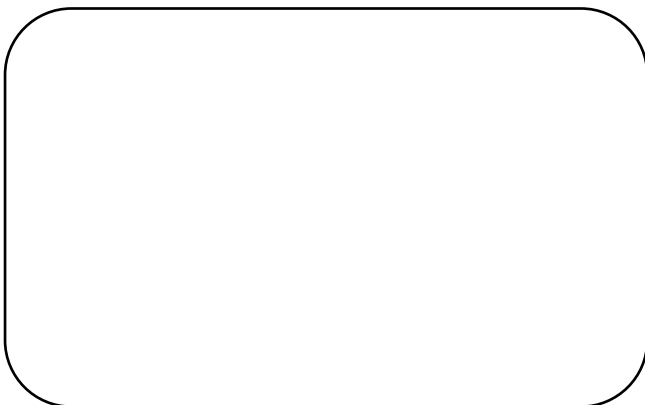
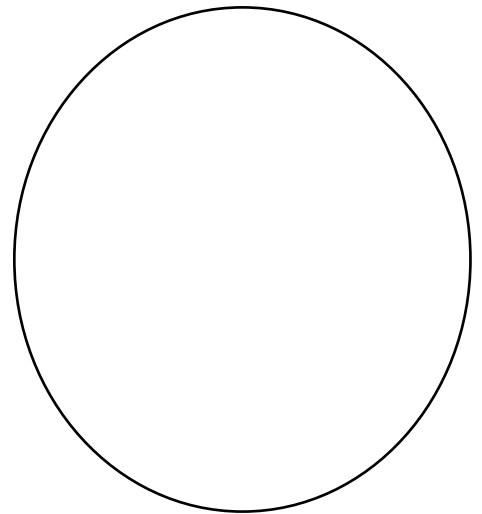







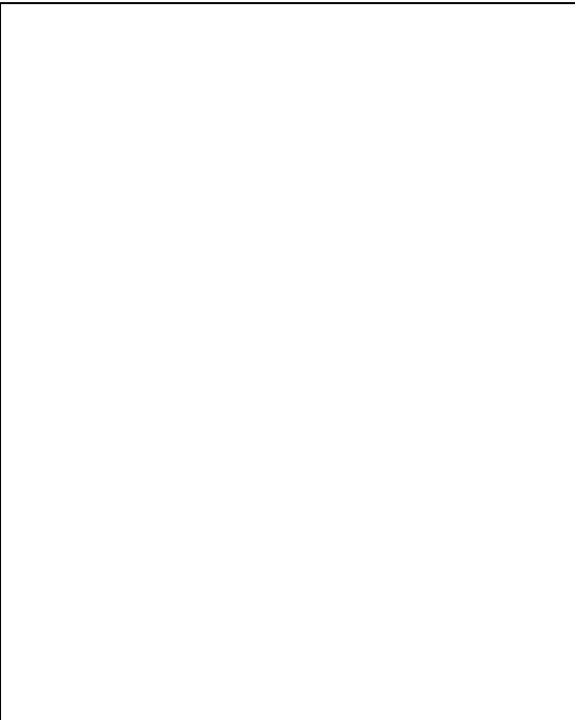
# Important people in my life



ME



## How I feel about the people in my life



## What is grief?



Grief is what we may feel after a major loss.

## A major loss could be:



Someone dying



A pet dying



A relationship ending



An important life goal not being reached



Not being able to do the things you used to

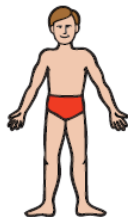
## The cycle of life



All living things:



Are born



Grow



Die

## Why do people die?



Some people get very old and die.



Some people die after an accident.



Some people die because they are very sick.



But not all people who get sick die.  
Most people get well.

When people are alive they can:



Breathe



Communicate



Move



Feel

When people are dead they:



Breathing



Communicating



Moving



Feeling

## A Funeral



A funeral is a get-together when someone dies.



People come together to remember and talk about the person they loved.



They may sing songs and say prayers.

It usually helps to go to the funeral, but it is OK if you don't want to go.

When someone dies you may have many different feelings.  
You may feel:



Sad



Like you did something wrong



Angry



Upset



Lonely



Confused

**Your thinking may change.  
You may:**



Find it hard to concentrate



Feel confused



Find it hard to make decisions

**You may have thoughts,  
like:**



“It’s not true”



“Why me?”



“I feel scared and lonely.”



“I will never get over this.”  
“Am I always going to feel like this?”

**You may behave differently.  
You may:**



Spend time on your own



Get angry with others



Lose interest in things



Cry more



Eat less



Eat more



Sleep less



Sleep more

**Your body may be affected.  
You may:**



Get headaches



Feel pain



Feel sick



Find it hard to breathe



Feel tired

During grief it's normal to have these feelings, thoughts, behaviours and bodily sensations.



Give yourself time and you may start to feel better.

It's OK  
It's OK to:



Have lots of different feelings



Cry



Talk about it if you want



Not talk about it if you don't want

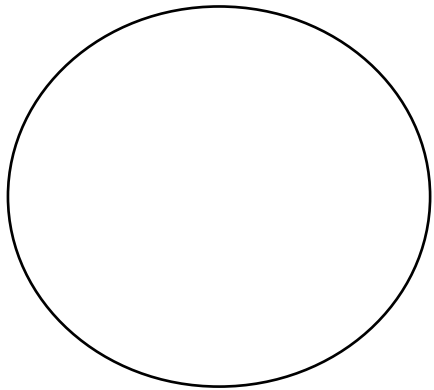
# Events in my life

Positive or Negative events

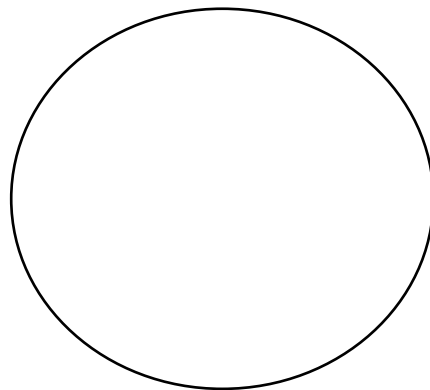
AGE

My feelings about them

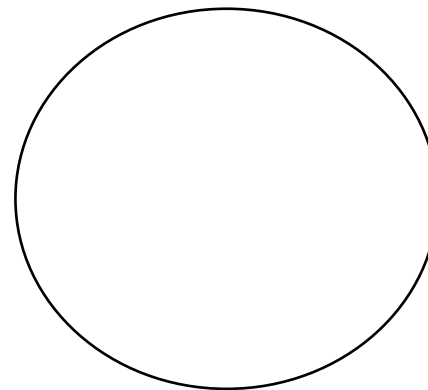
Everyone has lots of different feelings.  
They are all OK! Feelings change.



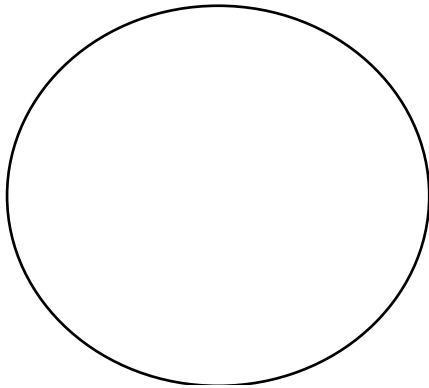
Happy



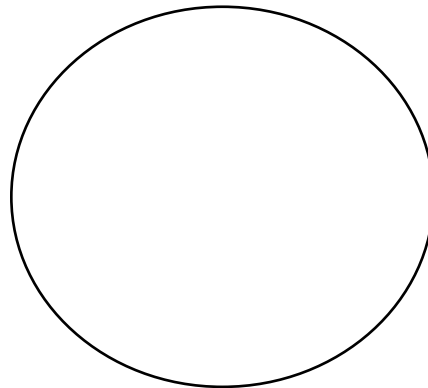
Sad



Angry



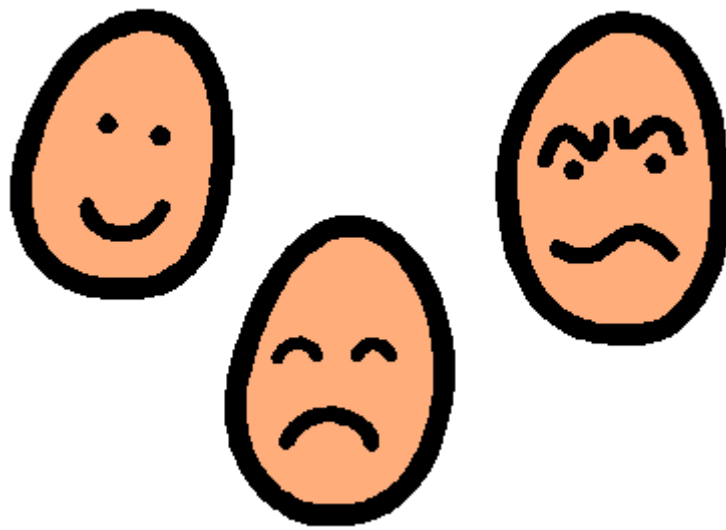
Scared



Worried

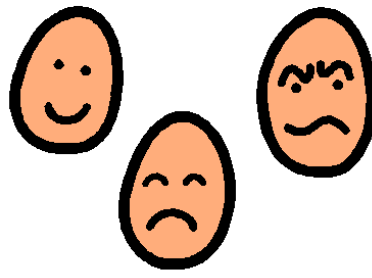
Draw some  
feeling faces ...  
(feelings often  
show on faces)



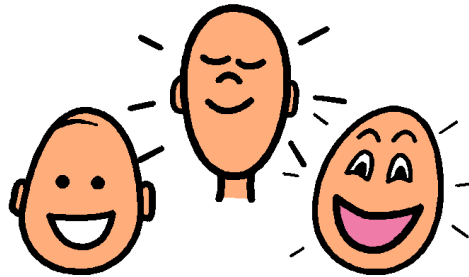


# Feelings

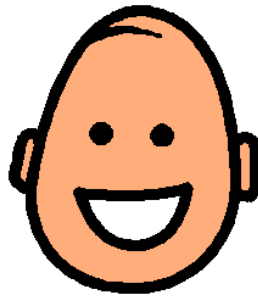
Integration Specialist- Tania Kraus



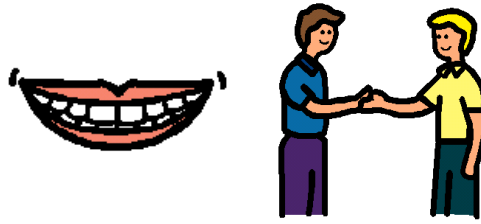
I have many different feelings.



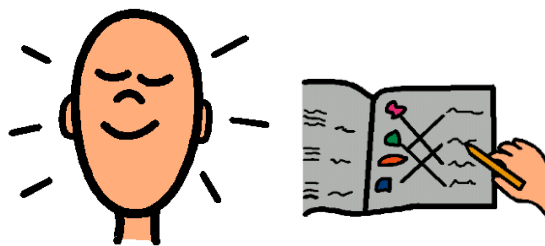
Some of my feelings are **good** feelings.



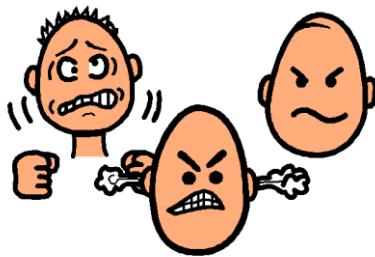
Feeling **happy** is a good feeling.



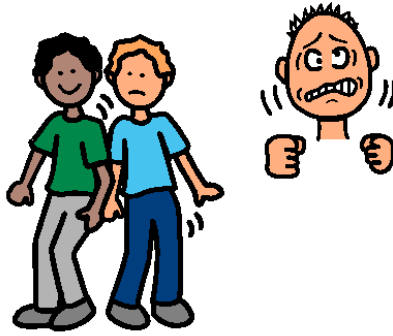
I smile when I'm happy. I am nice to my family and friends when I'm happy.



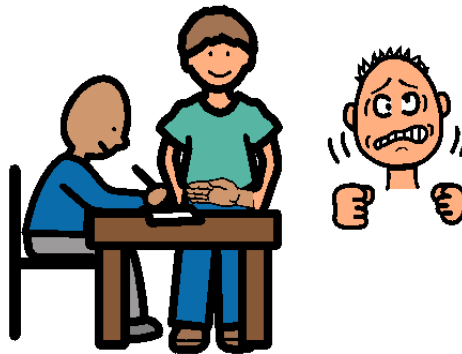
Being **proud** of my work is a good feeling. I smile when I feel proud.



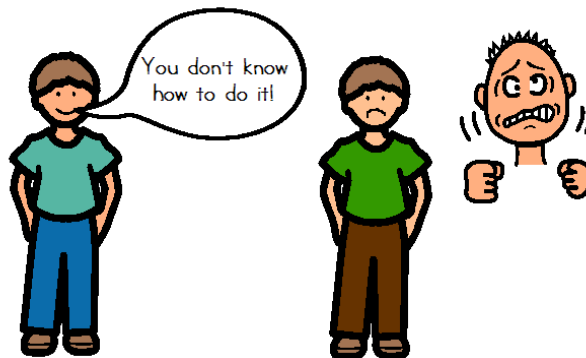
Some of my feelings are **not good** feelings. Feeling **frustrated**, **upset**, or **angry** are not good feelings.



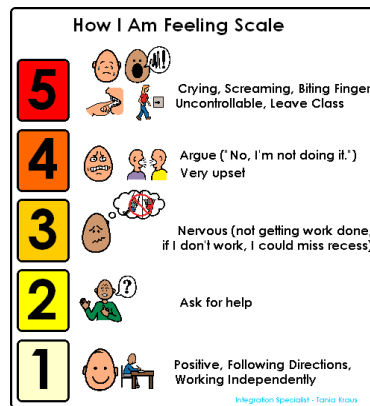
I feel **frustrated** when people get too close to me.



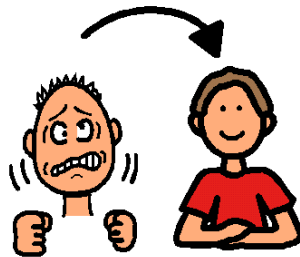
I feel **upset** when someone touches my things.



I feel **angry** when someone says something mean to me.

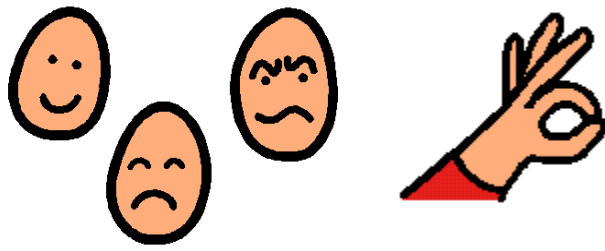


I can look at my Feelings Chart to decide how I am feeling. If I am at a 3, 4, or 5, I can do something to help me **calm down**.



When I am **upset**, here are some ways to **calm down**:

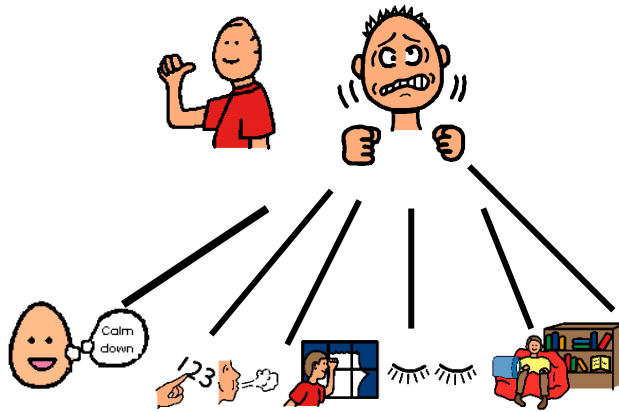
- Count to five
- Take slow, deep breaths
- Look out the window
- Close my eyes for a minute
- Go to my safe place



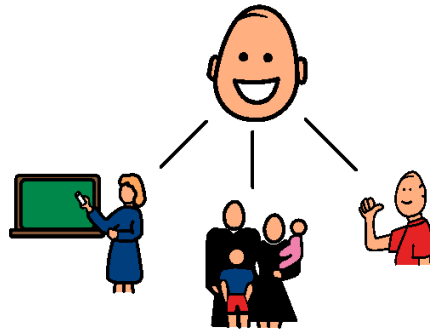
I have many feelings. That is okay.




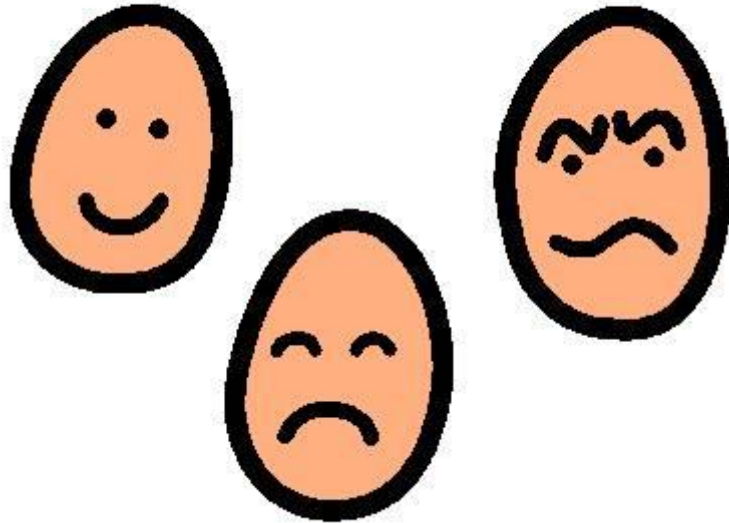
Everyone feels **upset** sometimes.



When I feel **upset**, I will try to do something to **calm down**.

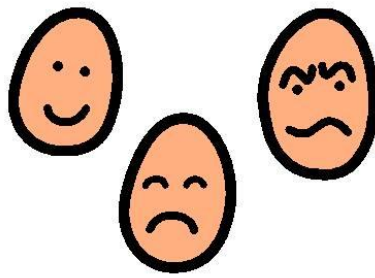


When I am **calm**  , my teacher is happy. My family is happy. I am happy, too!



# *How Do I Feel?*

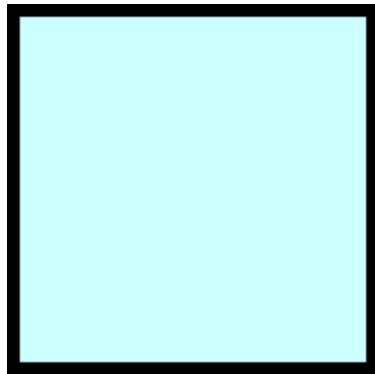


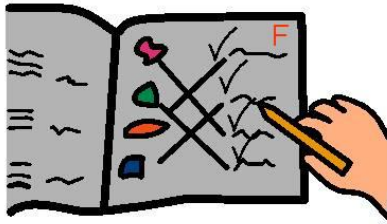


I have many different feelings. That is okay.

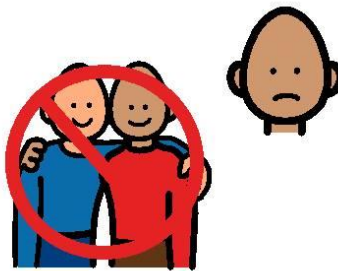
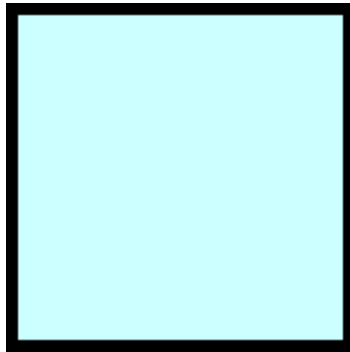


When I make a mistake, I feel ...

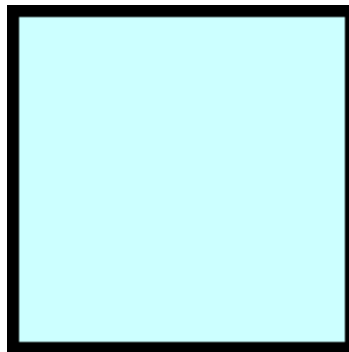


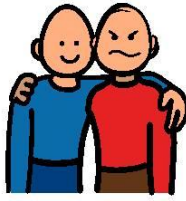


When I get a bad grade, I feel ...

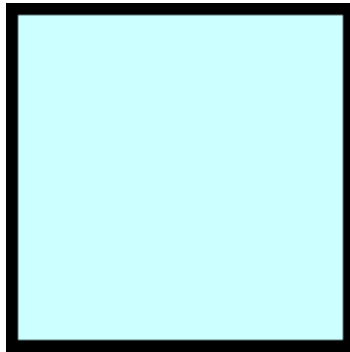


When my friend doesn't want to play with me I feel ...

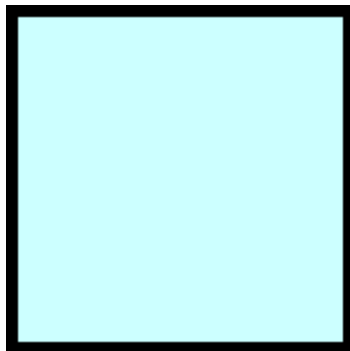




When my friend is mad at me, I feel ...

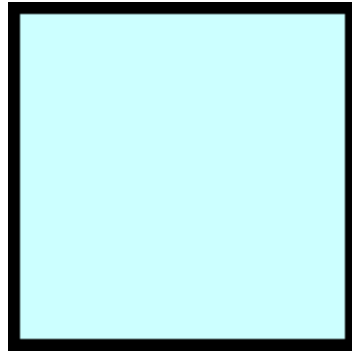


When someone in class says something mean to me, I feel ...

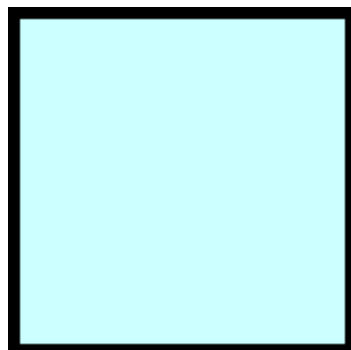


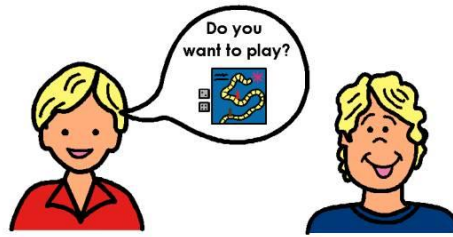


When someone in class bumps into me, I feel ...

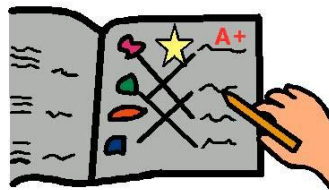
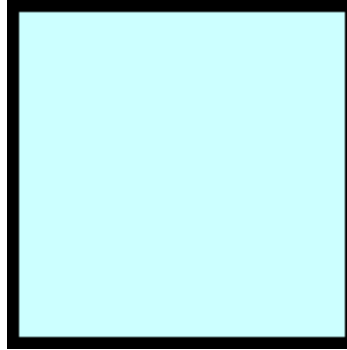


When I don't get to be first, I feel ...

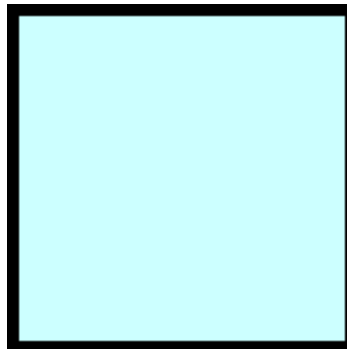


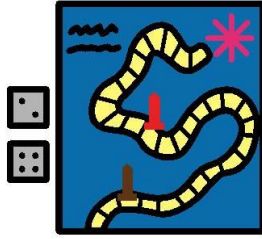


When someone in class asks me to play a game, I feel...

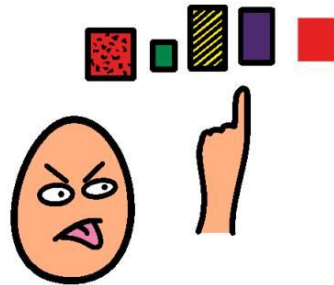
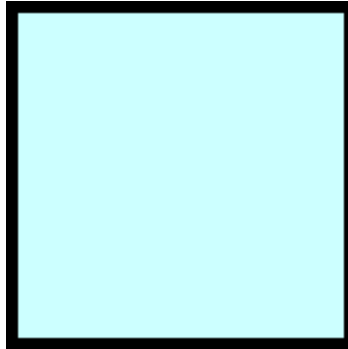


When I get all the answers right, I feel ...

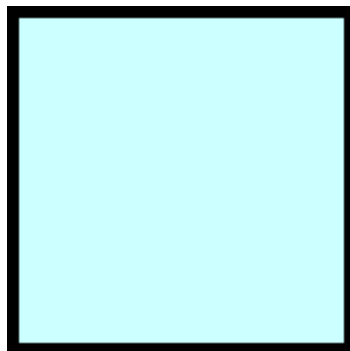




When I lose a game, I feel ...

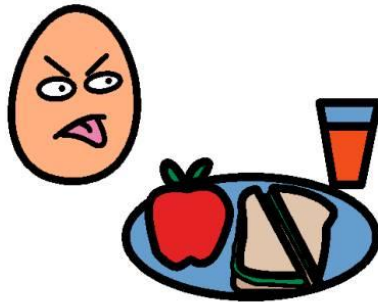
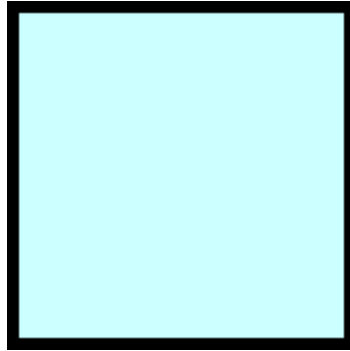


When I don't like my choices, I feel ...

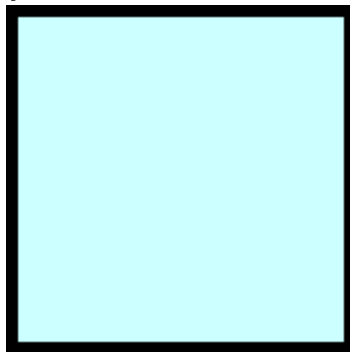




When I eat in the lunchroom, I feel ...

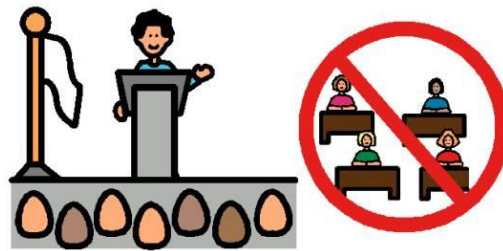
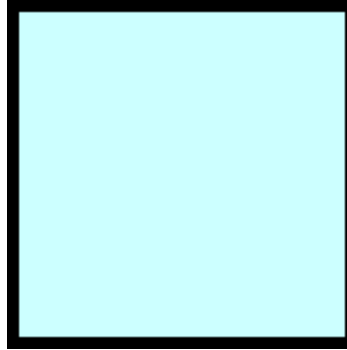


When I don't like my lunch, I feel ...

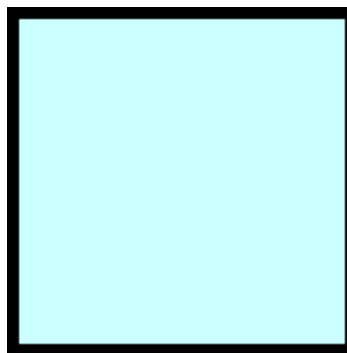




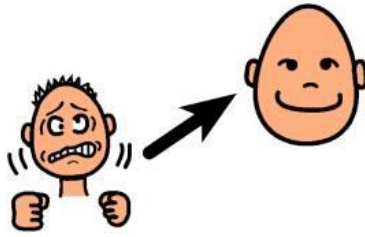
When the class is noisy, I feel ...



When we have an assembly and we don't have class, I  
feel ...







When I feel mad or upset, I can do things to help me calm down.



I can take deep breaths.



I can count to five.



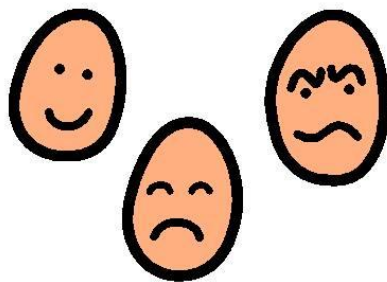
I can ask to take a break.



I can write or draw about it.







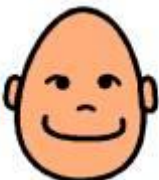
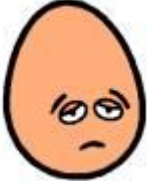





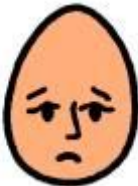
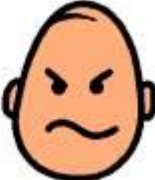
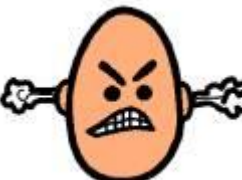



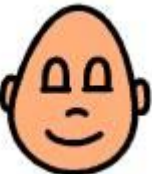






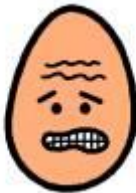
I can tell someone and ask for help



I have many different feelings. That is okay.



# My Feelings

				
<i>shy</i>	<i>afraid</i>	<i>bored</i>	<i>confused</i>	<i>content</i>
				
<i>depressed</i>	<i>disappointed</i>	<i>embarrassed</i>	<i>excited</i>	<i>frustrated</i>
				
<i>happy</i>	<i>hurt</i>	<i>mad</i>	<i>very mad</i>	<i>proud</i>
				
<i>sad</i>	<i>very sad</i>	<i>safe</i>	<i>stubborn</i>	<i>surprised</i>
				
<i>terrible</i>	<i>terrified</i>	<i>tired</i>	<i>upset</i>	<i>worried</i>