

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"> • Participants will identify who the important people are in their life. • Participants will develop their understanding of emotions. • Participants will begin to link these feelings to the important people in their lives. • Participants will begin to identify what change actually means. • Participants will show some awareness of changes that have happened in their lives. • Participants will be able to relate basic feelings to these changes i.e. happy/sad. • 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). • Participants will recognise through social stories that there are lots of different kinds of loss / change. • Participants will identify what they feel in different parts of their body during times of change/stress. • Participants will use colours to represent different emotions and where they feel them in their body. • Participants will begin to recognise the stages of grief. • Participants will learn more about the journey associated with adapting to the negative change that has occurred. 	<ul style="list-style-type: none"> • 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. • 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. • 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. • What change is – script with concrete examples – refer back to life journey. • There are some things we can and cannot change activity • Social stories for different types of loss – provide examples that facilitators can use and adapt. • Discuss where we can feel things in our body when we experience change – group body map and then individually. 	<ul style="list-style-type: none"> • Group check-in / feelings dial / Lego • <i>Boardmaker</i> feelings Flashcards • <i>Boardmaker</i> symbols • My family • My Life Journey • My Journey • Important people in my life • How I feel about the people in my life • What is grief? • Events in my life • Different feelings • Feelings social story • How do I feel social story • Change social story examples • Death social story example • Change waves social story • My life • Things that make me... • My worries • How I am feeling right now • When I am feeling stressed/feelings in body • Identifying stress • What happens when I feel anxious • Young person post-session recording sheet • Young person post-session questions <p>Need good information from parents and people who know pupil best re what they see,</p>

	<ul style="list-style-type: none">• Participants will continue to practice relaxation / mindfulness.	<ul style="list-style-type: none">• 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.• 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.• Relaxation / mindfulness techniques.• End of session feedback from group members.	especially for children who can't articulate how they are feeling
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EVALUATION OF PHASE 3: Loss and change

FACILITATOR:

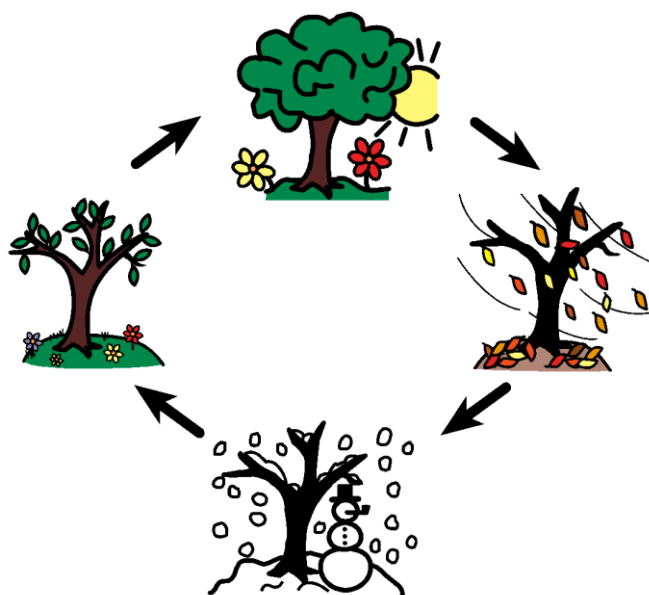
DATES:

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?

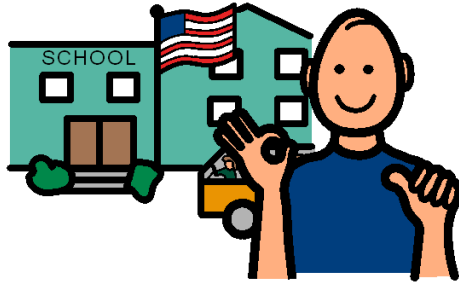
PHASE 3:

***Loss and
Change***

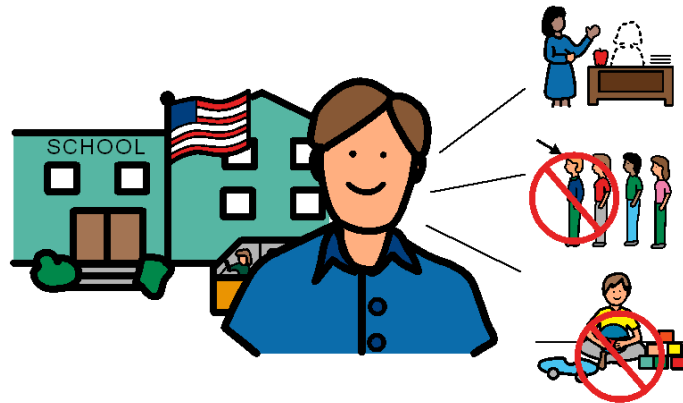


Change

Integration Specialist- Tania Kraus

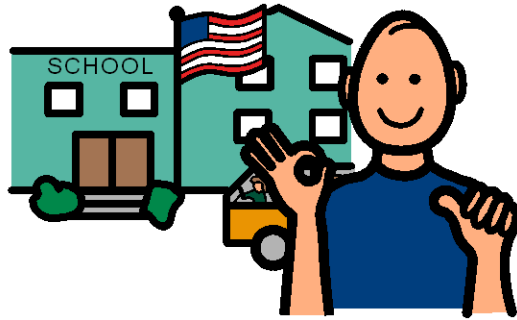


Most of the time at school my day is the same. I like that. 😊



Sometimes things at school change. I do not like that.





My day at school may change for one of these reasons:



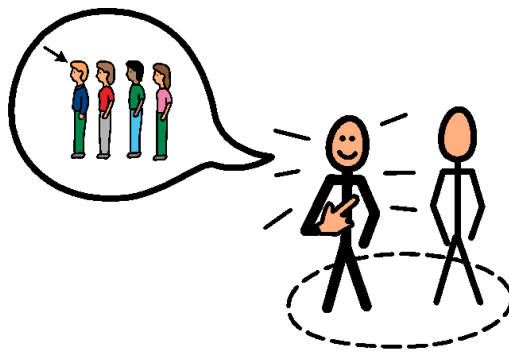
A substitute does something different.



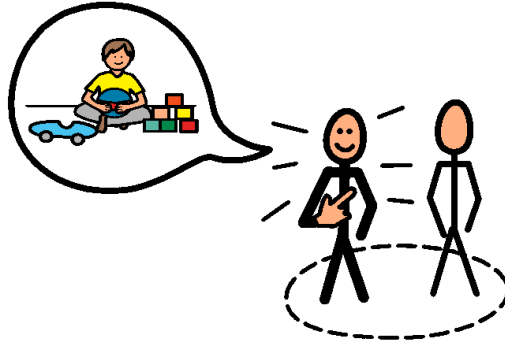
I am not the line leader.



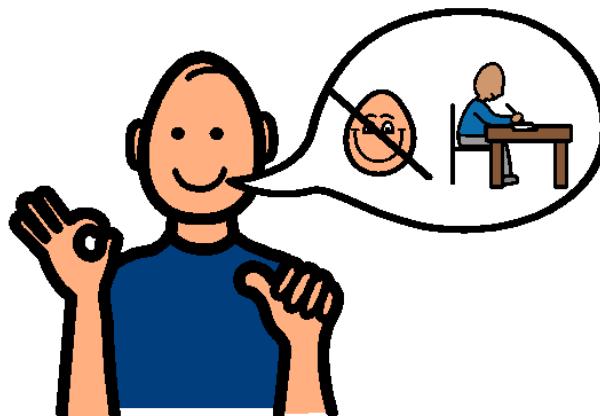
I do not get to play with my favourite toy.



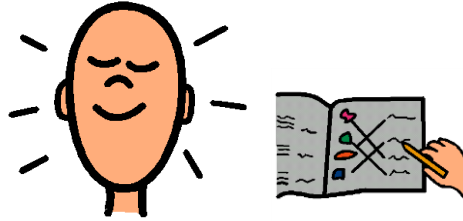
If I am not the line leader, I can say, “My turn to be the line leader is on _____. I can wait for my turn.”



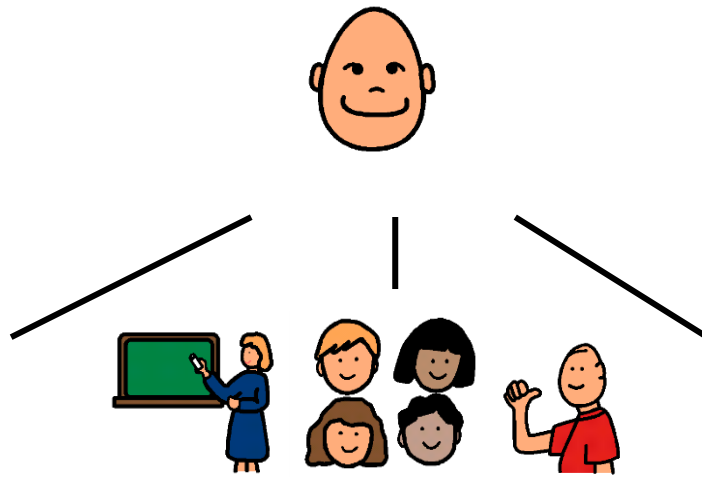
If I do not get to play with my favourite toy, I can say, “My turn to play with my favourite toy is next. I can wait for my turn.”



If there is a change at school, I can say, “I do not like that.” I still need to do my work. I will be okay.



I will try and do my best when my day changes. 🧑 I will be okay.



When my school day changes and I try my best, my teacher is happy. Other kids in class are happy. I am happy, too!

RESOURCE SHEET _



My Family

Written by Lisa Hill



I love my Momaw.
We have fun together.



Sometimes I miss my Momaw
when we are not together.



Sometimes people get sick.



Sometimes when someone
is sick, they start to feel
better.



Sometimes when someone
is sick, they do not feel
better.



When someone gets very
sick, sometimes they go
to be with God.



When they go to be with God,
in heaven, they feel good again.
They do not hurt any more.



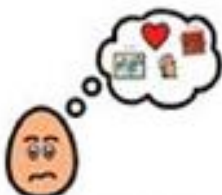
My Momaw got very
sick, and went to be
with God.



My Momaw doesn't hurt
any more. She feels so
much better, now that
she is in heaven.



I might feel sad sometimes,
because I miss my Momaw.
I won't be able to see her
for a while.



When I feel sad, I can think
about Momaw. I can remember
the things we did together.
I can remember how much
she loved me!



I can keep my Momaw
in my heart, until I see her
again in heaven.

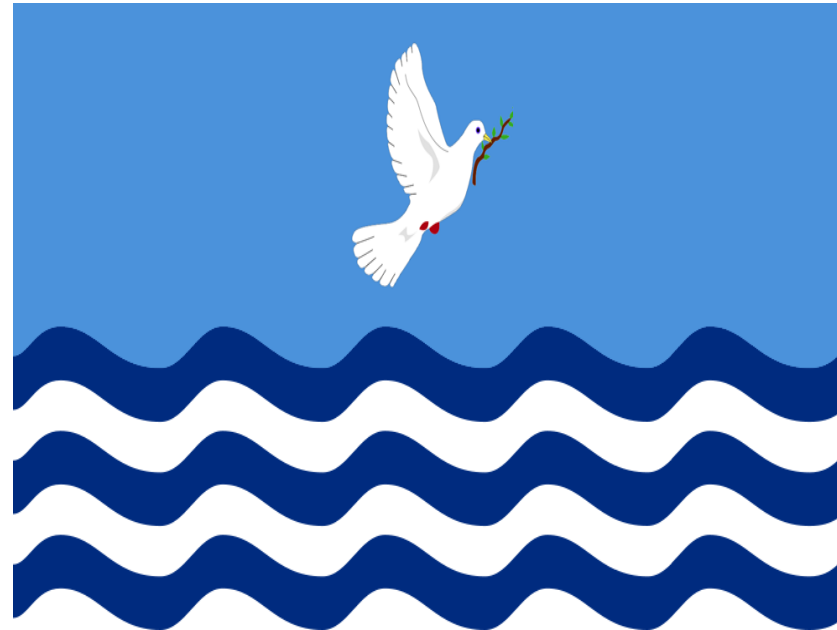
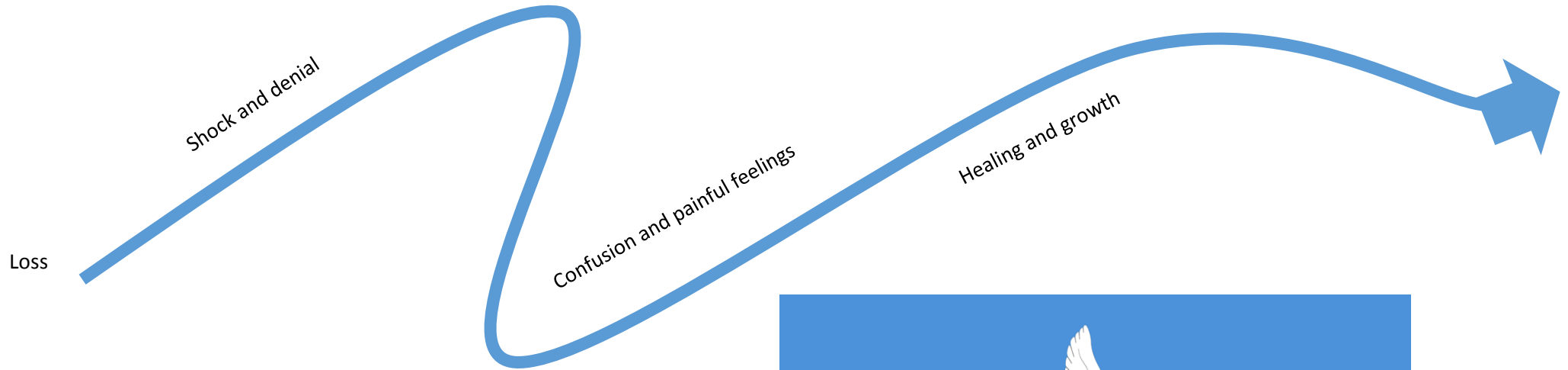


I will feel better soon.
I can talk to my family
about my Momaw.
We will be okay.



The End

The pain from loss and change is called **GRIEF**.



Grief comes and goes like waves in the ocean.

There will be stormy times ...

There will be calm times ...


Grief comes and goes.

My life

What I like about me

What I like about my life at the moment

What upsets me about my life at the moment



The illustration at the bottom of the page shows a young girl with dark skin and braided hair, wearing an orange and green striped shirt, sitting on a white park bench. A brown dog is sitting next to her. There are two small black birds on the ground, one near the girl and one near the dog. The background is a solid blue color with some white clouds and a small blue bush in the bottom right corner.

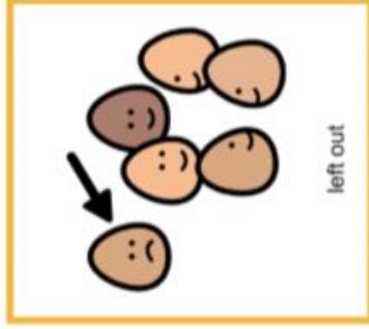
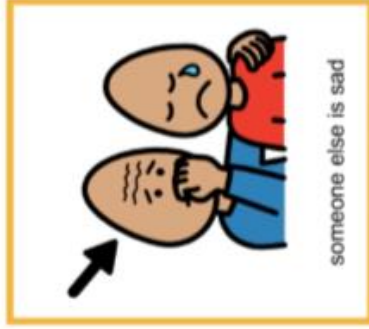
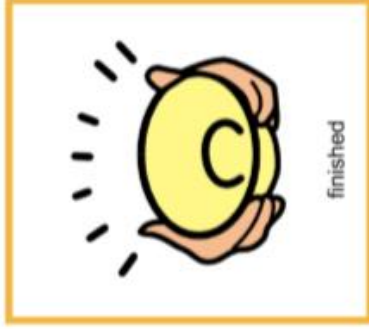
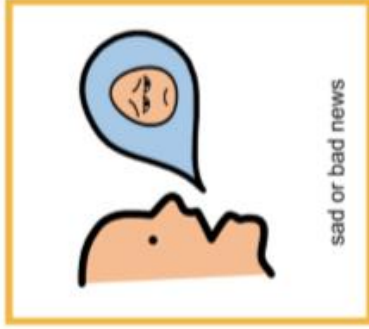
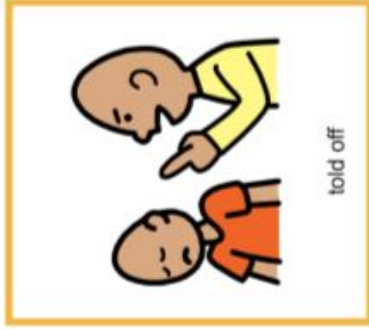
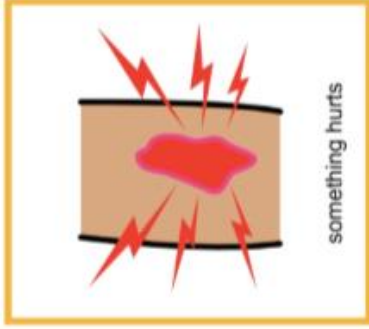
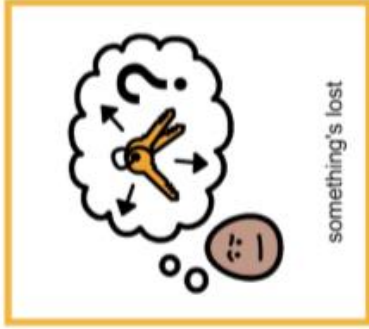
Things that make me...

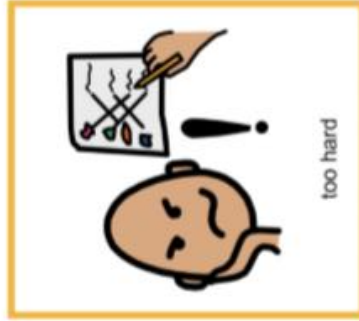
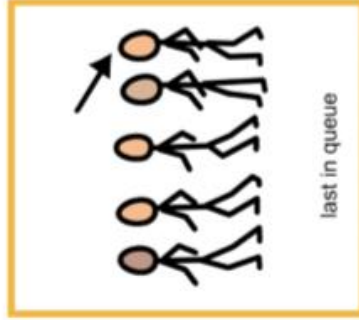
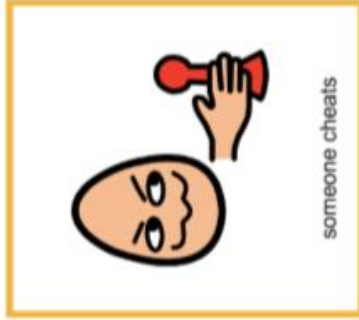
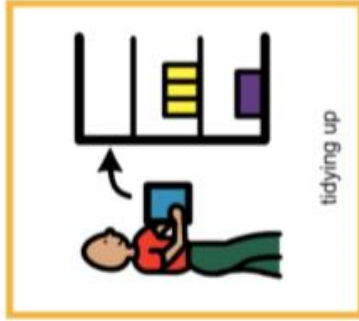
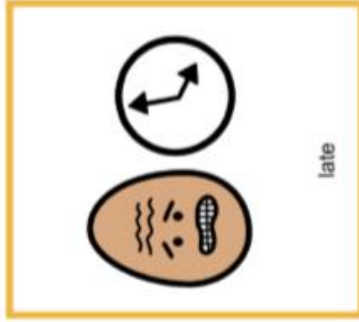
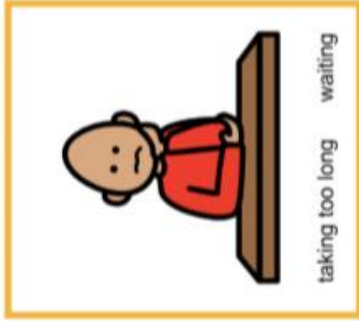
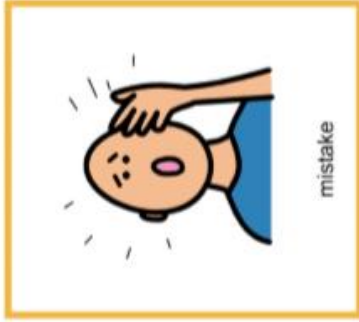
You can write or draw in the spaces below to tell us more.

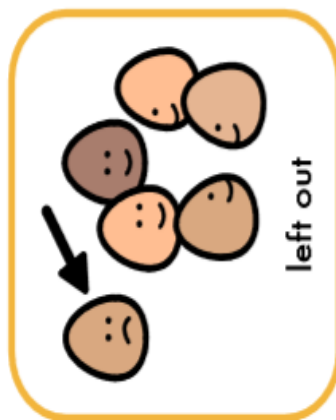
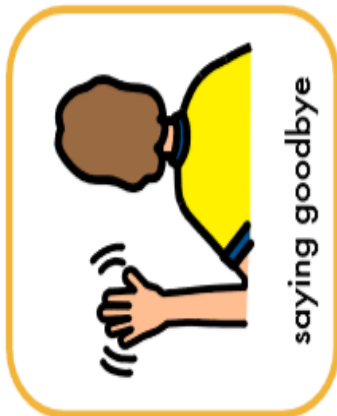
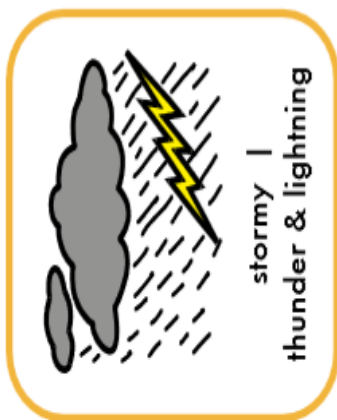


RESOURCE SHEET _

	barking dog		stranger new person		bully
	dentist		fairground rides		loud noises
	being high heights		fire		injection needle
	dark night		clown		getting lost
	bugs		crowds busy		storm/ thunder and lightening







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My worries

Do you have any worries about what's happening now or about what will happen in the future?

Where you live?

Home situation?

Contact with family and friends ... (say who)?

Outside your home, your school, or neighbourhood?

Anything else?

Pets - what might happen to them?



Is there anyone you can talk to about how you feel?

YES

NO

If YES, who?



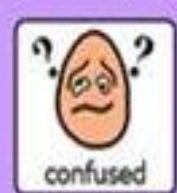
<http://www.socialworkerstoolbox.com/how-it-looks-to-me-assessing-wishes-feelings-booklet/>

_____ 's Communication Book

How Am I Feeling Right Now?

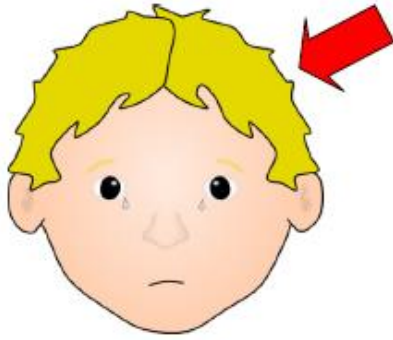


Does your feeling match one of these colors?

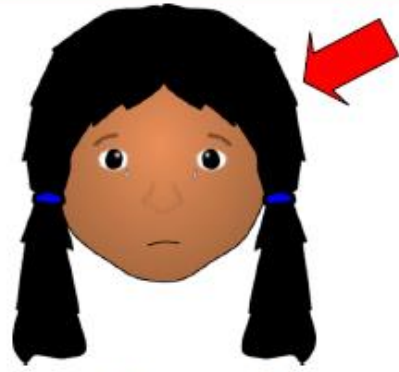


If "yes"- Let's find an activity to help you...

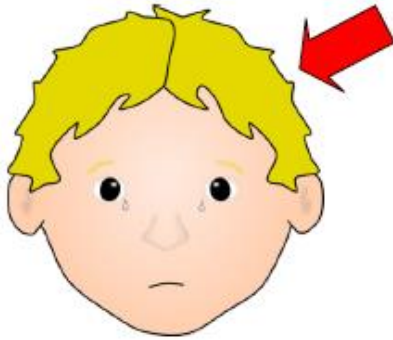
When I am feeling stressed I might feel it in these parts of my body and it might feel like ...



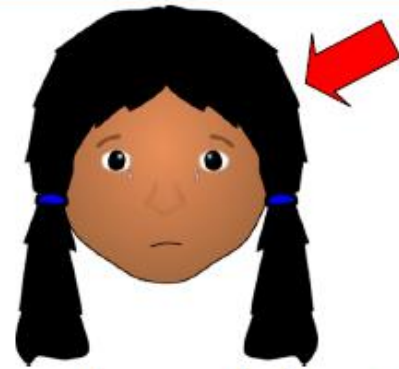
head



head



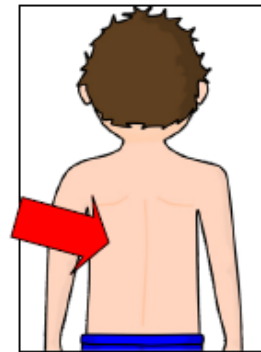
my head hurts



my head hurts



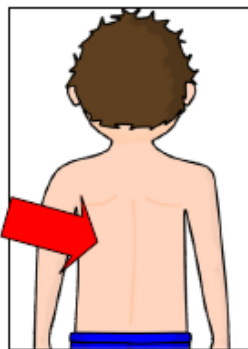
arm



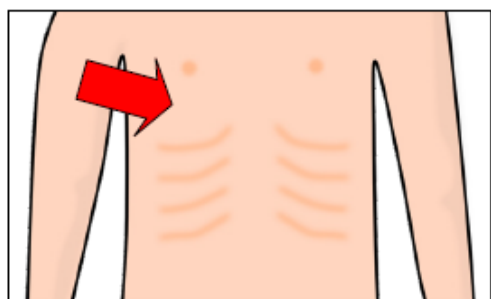
back



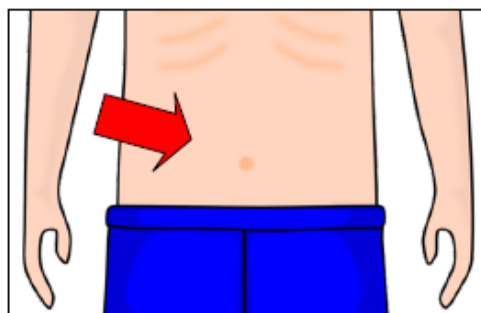
my arm hurts



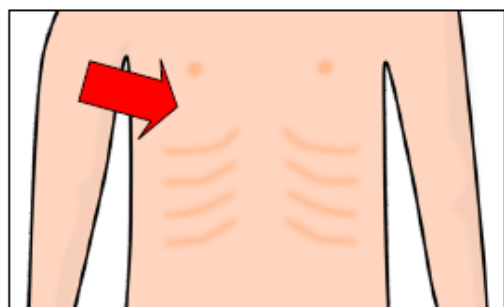
my back hurts



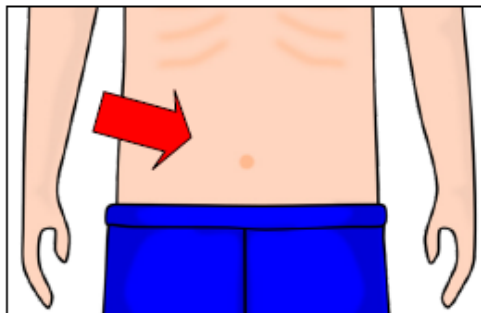
chest



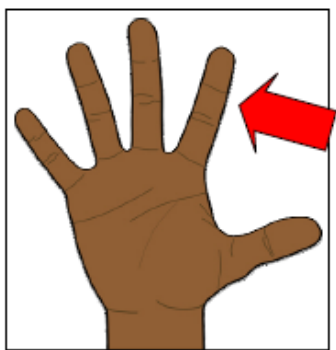
tummy



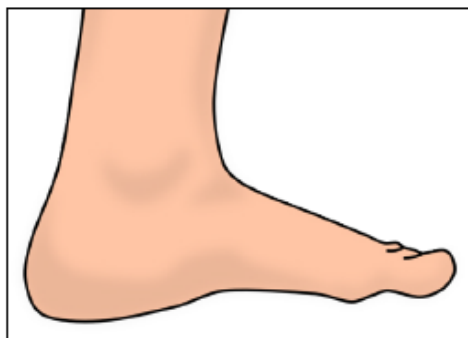
my chest hurts



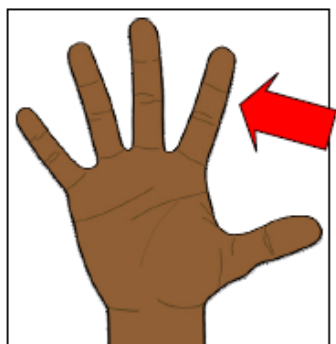
my tummy hurts



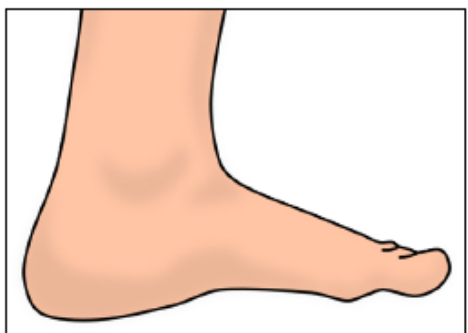
finger



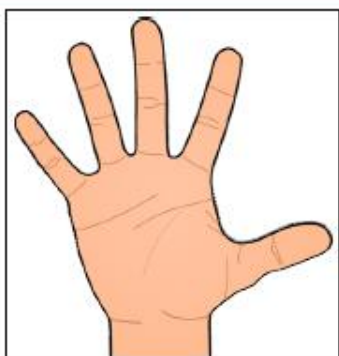
foot



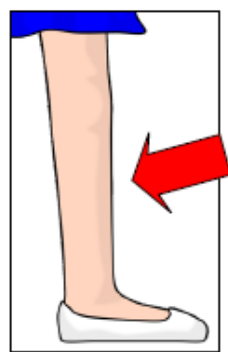
my finger hurts



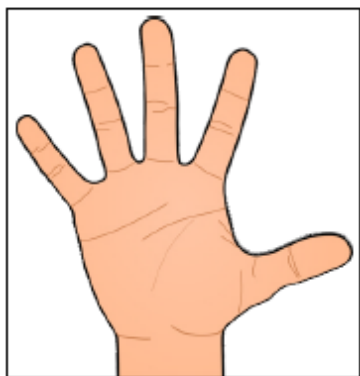
my foot hurts



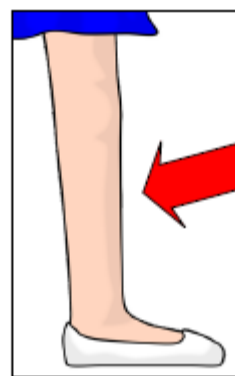
hand



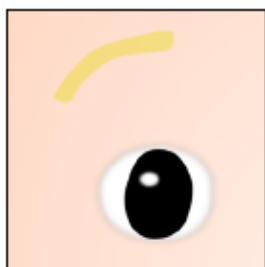
leg



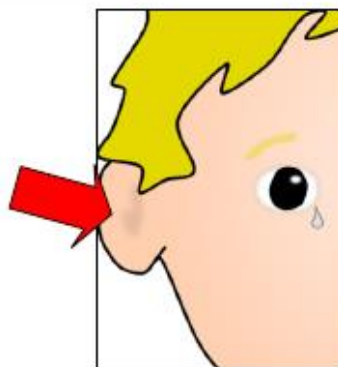
my hand hurts



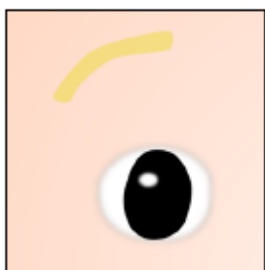
my leg hurts



eye



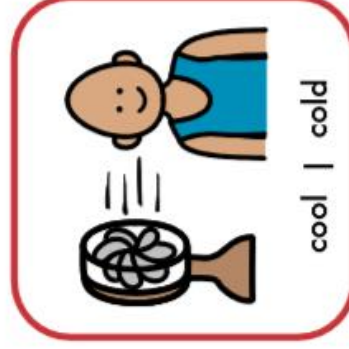
ear



my eye hurts












my ear hurts









STRESS







Identifying Stress

 stomachache	 forgetful
 crying	 anxious
 panicky	 headache
 moody	 tense muscles
 can't sleep	 tired
 can't think	 quick to anger

Stress Causes

 going to school
 something scary
 want something you can't have
 loud noises
 work
 too many activities

Management Techniques

 exercise/hobby	Exercise helps your body relax. Do what you like.
 take deep breaths	Take deep breaths, count to 10.
 help	Ask for help "I need help".
 break	I need a break.
 Talk	Talk about it, write it out, way to solve.
 music	Listen to music

RESOURCE SHEET _

What happens when I feel anxious/stressed?



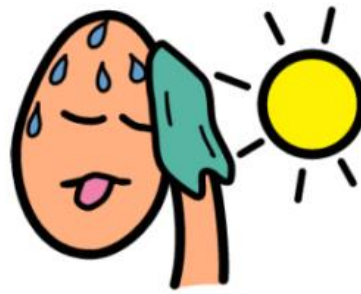
sore stomach



headache



crying



hot



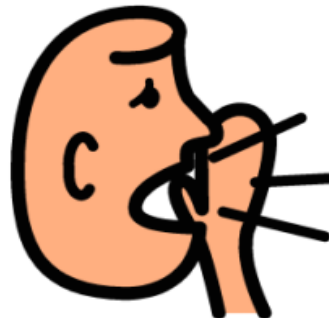
crying



clench fists



tense muscles



shout



can't sleep



say words I don't mean to say



hit out



laugh



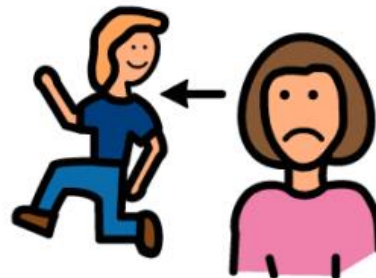
need the toilet



be very very quiet

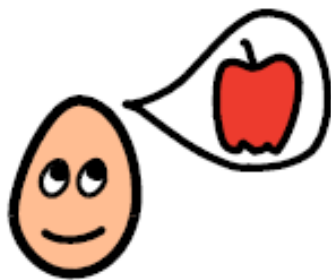


scratch myself

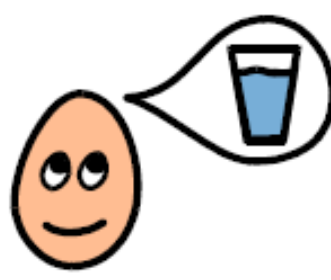


run away

hungry



thirsty



wet pants



hurt



sick



happy



sad

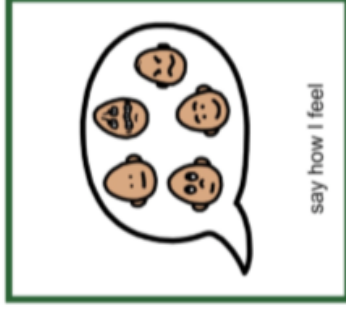
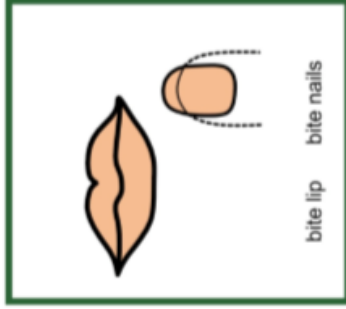
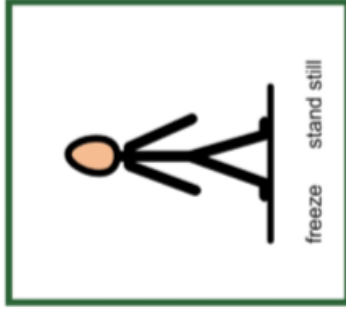
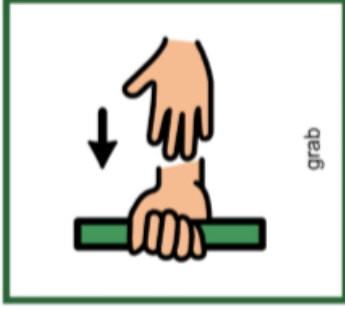
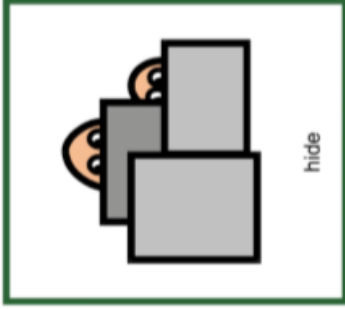
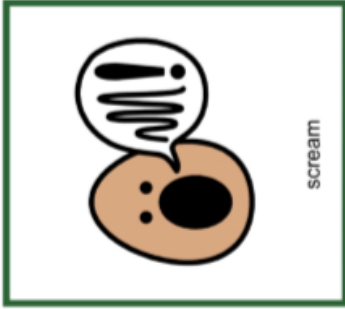
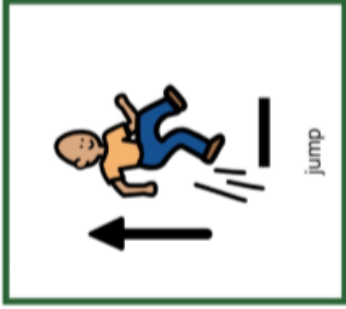
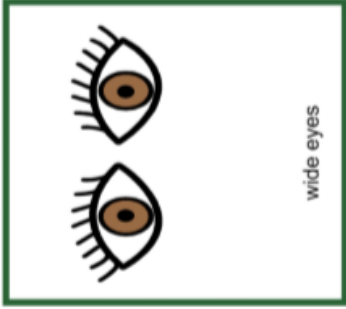
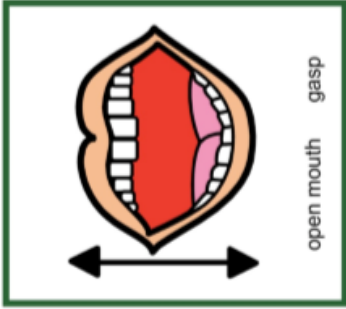


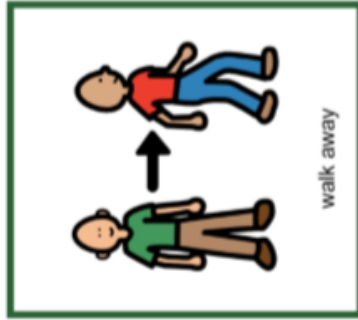
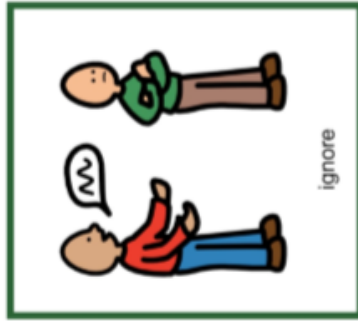
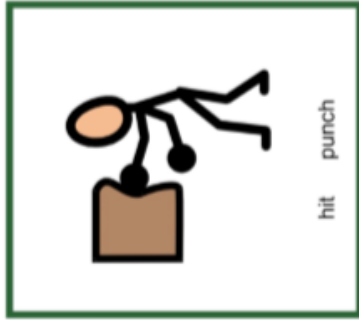
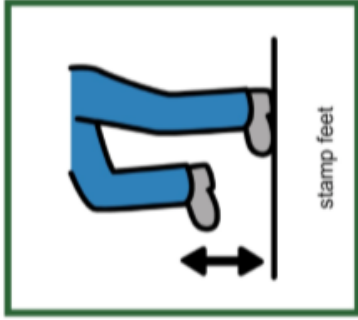
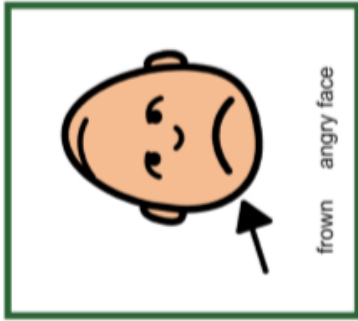
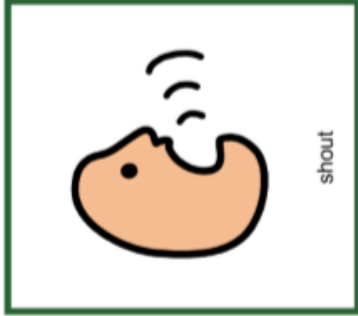
mad



cold

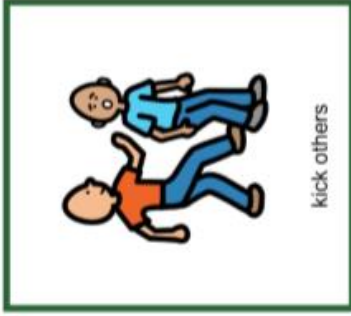








not ok



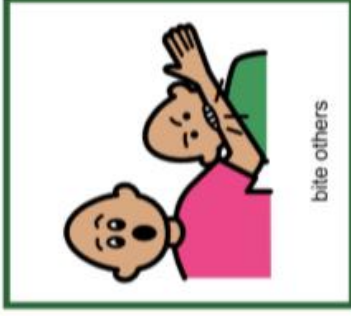
kick others



hit others



push others



bite others



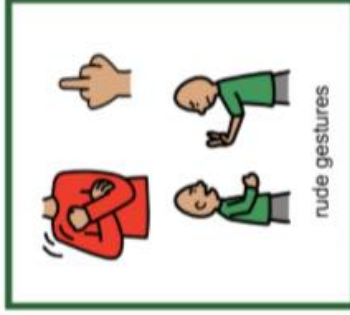
pull grab



spit



shout and swear



rude gestures



hurtful words



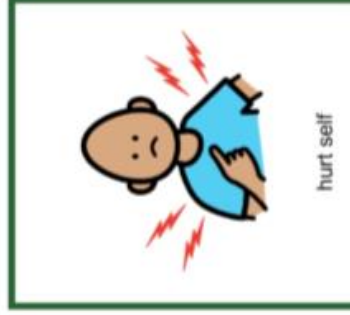
throw things



break things



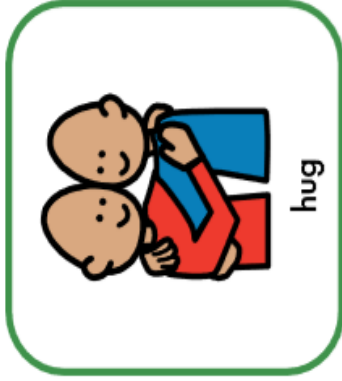
slam door



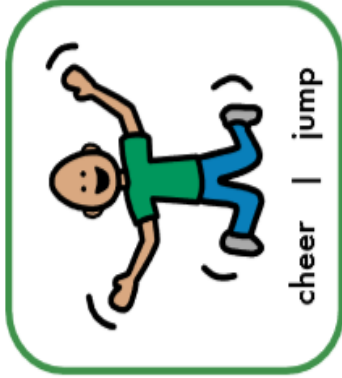
hurt self



dangerous



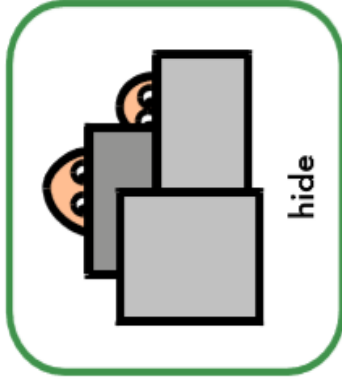
hug



cheer | jump



cross arms



hide



fidget



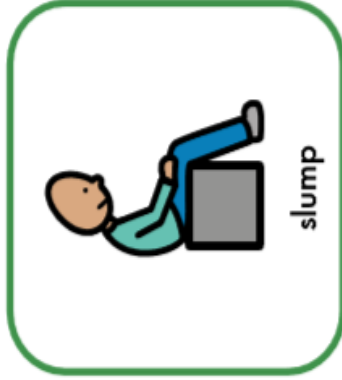
flap hands



cover eyes | face



run away



slump

