

**PHASE 4: Coping strategies (Minimum 2 hours)**

Aims	Learning Outcomes	Activities	Resources
<p>To enable participants to develop a sense of managing the negative change that they have experienced.</p> <p>To build capacity of the participants in adapting positively to the negative change.</p> <p>To support participants with the use of internal and external resources in problem-solving.</p> <p>Help the participants to think about the fun and happy times relating to a loss.</p>	<ul style="list-style-type: none"> <li>• Participants will develop an understanding of the concept of coping and coping strategies.</li> <li>• Participants will share coping strategies learning in the group.</li> <li>• Participants will develop their own repertoire of coping strategies.</li> <li>• Participants will develop enhanced self-awareness in relation to problem-solving.</li> <li>• Participants will deepen their sense of the support network that surrounds them.</li> <li>• Participants will learn how to plan to use their coping strategies.</li> <li>• Participants will learn to recognise signs that they are coping.</li> <li>• Participants will learn to maximise their positive interactions with key individuals in their lives in order to problem-solve.</li> <li>• Participants will begin to consolidate their knowledge and skills from Phase 1-3.</li> <li>• Participants will understand what the meaning of a memory is and will recognise and share examples from their own life experiences.</li> <li>• Participants will continue to use relaxation / mindfulness techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion about coping – understanding the concept.</li> <li>• Understanding using own strengths and getting help from others.</li> <li>• My coping plan – simple individual plan about ways of coping (internal and external).</li> <li>• Noticing when the feelings get better – when the plan is working.</li> <li>• Knowing when to change the plan – when it's not working.</li> <li>• Ways of reducing stress.</li> <li>• Share memories with a photo or information source from home.</li> <li>• Preparing to make a memory box to keep good memories alive.</li> <li>• Relaxation / mindfulness techniques.</li> <li>• End of session feedback from group members.</li> </ul>	<ul style="list-style-type: none"> <li>• Group check-in / feelings dial / Lego</li> <li>• Boardmaker feelings flashcards</li> <li>• Coping social story</li> <li>• What makes the stress go away</li> <li>• When I feel ... I need to help me calm down</li> <li>• When I feel calm I can ...</li> <li>• How calm am I</li> <li>• Someone I love has died</li> <li>• Write a goodbye letter</li> <li>• Making a coping skills toolbox</li> <li>• Memory ball</li> <li>• Scented rainstick sensory bottle</li> <li>• Slow motion calm down sensory bottle</li> <li>• Making a jar or memories /memory box</li> <li>• Boxes, craft items, scissors and glue.</li> <li>• Items to fill the memory box / information from home and school.</li> <li>• Young person post-session recording sheet</li> <li>• Young person post-session questions</li> </ul>

**EVALUATION OF PHASE 4: Coping strategies**

**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 4:***  
***Coping and***  
***Memories***

RESOURCE SHEET \_

When I feel \_\_\_\_\_,  
I can...

do simple  
yoga poses



When I feel \_\_\_\_\_,  
I can...

talk to myself  
about what's  
happening right now



When I feel \_\_\_\_\_,  
I can...

think of my  
favorite things...

- season
- color
- day of the week
- animal
- food



When I feel \_\_\_\_\_,  
I can...

picture the  
people I care  
about



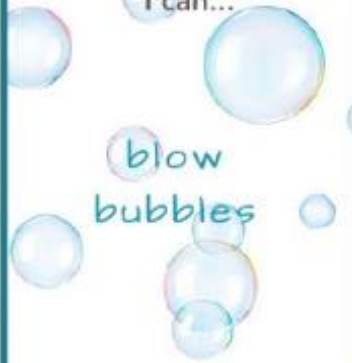
When I feel \_\_\_\_\_,  
I can...

take a  
deep  
breath  
using a  
pinwheel



When I feel \_\_\_\_\_,  
I can...

blow  
bubbles



When I feel \_\_\_\_\_,  
I can...

breathe in like I'm  
smelling flowers



breathe out like I'm  
blowing out candles



When I feel \_\_\_\_\_,  
I can...

breathe in  
blue skies



breathe out  
gray skies



# Ready to Use Coping Skills Cue Cards



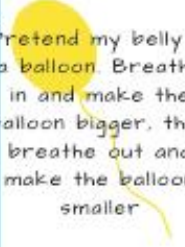




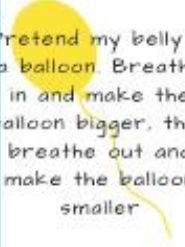


## Calming Set

33 Ready to Use Cards

# Ready to Use Coping Skills Cue Cards

## Calming Set

33 Great Visuals to Help Kids Calm Down

<p>When I feel _____, I can...</p> <p>take a deep breath using a pinwheel</p> 	<p>When I feel _____, I can...</p> <p>imagine my favorite place</p> <p>what do I see? hear? feel? smell?</p> 	<p>When I feel _____, I can...</p> <p>pretend my belly is a balloon. Breathe in and make the balloon bigger, then breathe out and make the balloon smaller</p> 	<p>When I feel _____, I can...</p> <p>take a deep breath using a star</p> 	<p>When I feel _____, I can...</p> <p>take a deep breath using a pinwheel</p> 
<p>When I feel _____, I can...</p> <p>take a deep breath using a pinwheel</p> 	<p>When I feel _____, I can...</p> <p>imagine my favorite place</p> <p>what do I see? hear? feel? smell?</p> 	<p>When I feel _____, I can...</p> <p>pretend my belly is a balloon. Breathe in and make the balloon bigger, then breathe out and make the balloon smaller</p> 	<p>When I feel _____, I can...</p> <p>take a deep breath using a star</p> 	<p>When I feel _____, I can...</p> <p>take a deep breath using a pinwheel</p> 

<p>When I feel _____, I can...</p> <p>say the alphabet slowly</p> <p>A B C</p>	<p>When I feel _____, I can...</p> <p>remember the words to a song I love</p> 
<p>When I feel _____, I can...</p> <p>run water over my hands</p> 	<p>When I feel _____, I can...</p> <p>touch objects around me - chair, counter, stones, grass</p> 

When I feel \_\_\_\_\_,

I can...

take a deep  
breath using a  
square



When I feel \_\_\_\_\_,

I can...

take a deep breath  
using a star



When I feel \_\_\_\_\_,

I can...

take a deep  
breath using a  
figure eight



When I feel \_\_\_\_\_,

I can...

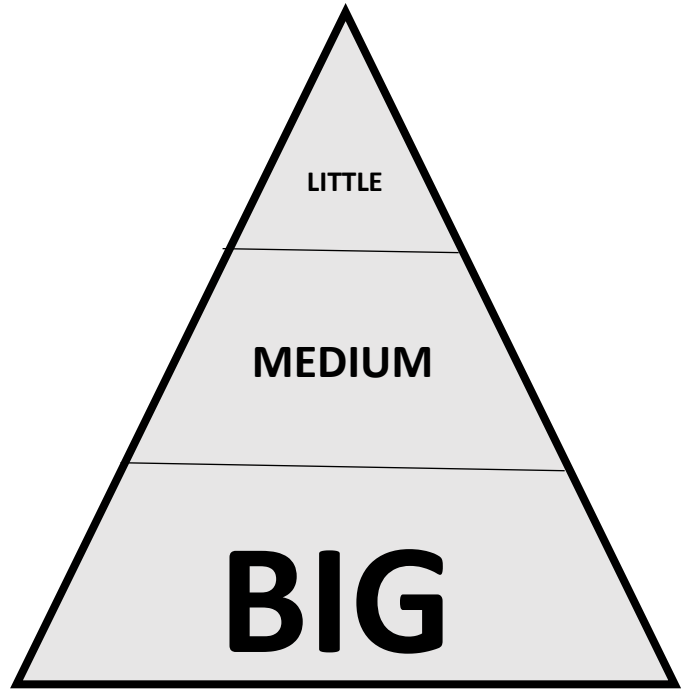
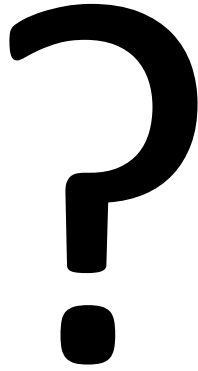
take a deep  
breath using a  
feather



How

**CALM**

am I



Things that make me feel CALM

1. Listening to music or a story.
2. Watching a film.

LITTLE

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

MEDIUM

5. Lying down and resting.
6. Playing by myself.

7. \_\_\_\_\_
8. \_\_\_\_\_

BIG

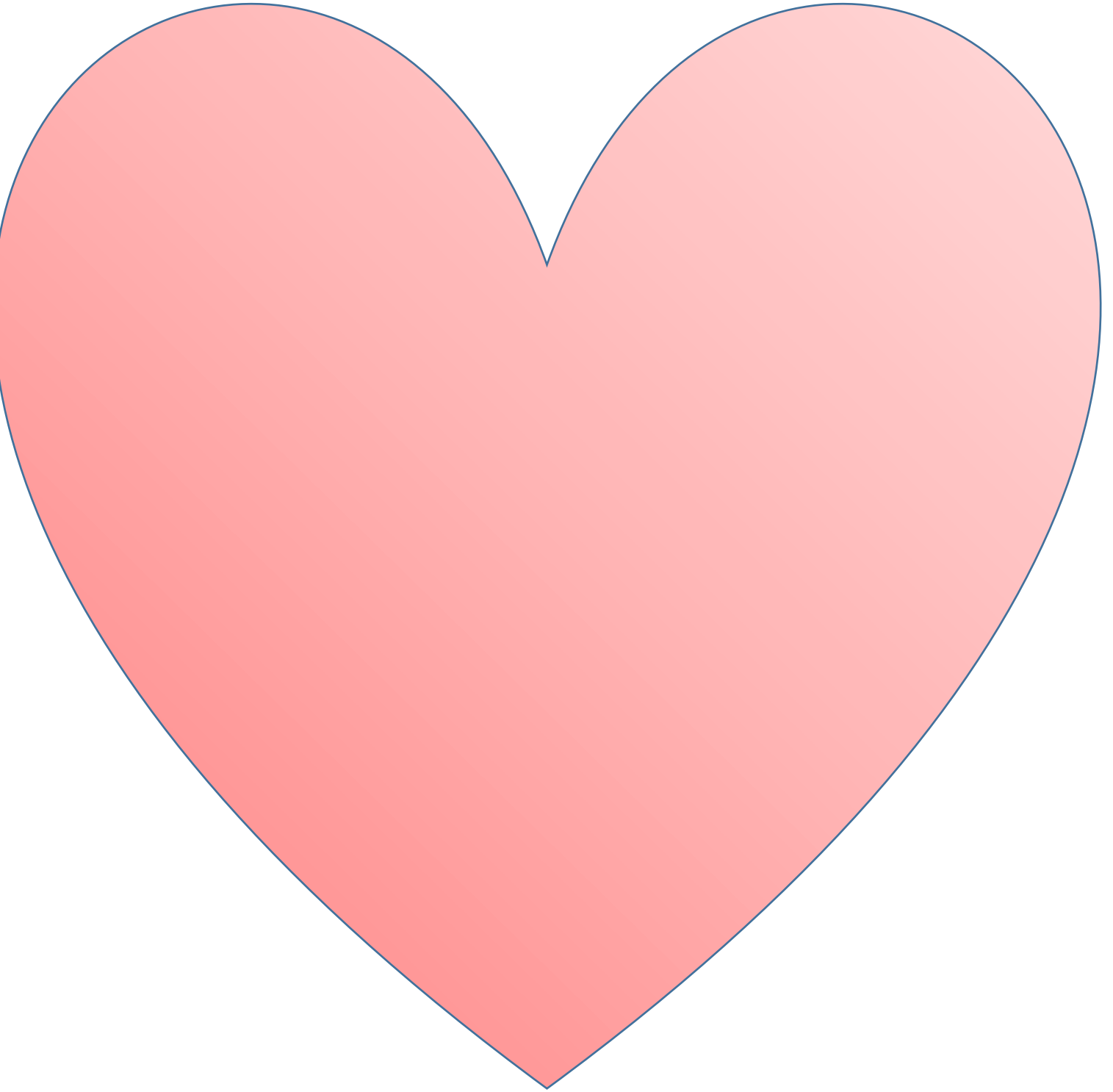
9. Falling asleep.
10. Taking deep breaths.

11. \_\_\_\_\_
12. \_\_\_\_\_



RESOURCE SHEET \_

Someone I love has died. I can draw a happy memory of them.



**Write a Goodbye Letter**

Dear \_\_\_\_\_,

I remember a time we \_\_\_\_\_

\_\_\_\_\_

It was fun when \_\_\_\_\_

I wish we \_\_\_\_\_

\_\_\_\_\_

I feel \_\_\_\_\_

\_\_\_\_\_

I hope \_\_\_\_\_

\_\_\_\_\_

Thank you for \_\_\_\_\_

sign \_\_\_\_\_

## RESOURCE SHEET \_

### Make a Coping Skills Toolbox

A Coping Skills Toolbox is a kit that you create to help your child calm down when they are upset, anxious or worried. In order to get the most benefit from this, you should create this kit before an issue occurs. When your child experiences anxiety, then they can pick out an item from their Coping Skills Toolbox. This is one of my favorite ways to help kids learn to calm their anxiety.





IN THEATRES JUNE 19  
DISNEY.COM/PIXAR

# MEMORY BALL CRAFT

In "Inside Out," each of Riley's memory balls reflects a specific Emotion. Turn your favorite emotional photos into memory balls with this tutorial!



## SUPPLIES

- Personal photo
- Scissors
- Plastic orb (from a craft store)
- Glitter glue
- Colored glitter (matched to your memory's emotion)



### STEP 1

Coat inside top edge of one side of the plastic orb with glitter glue. Repeat on the other orb half.



### STEP 2

Apply colored glitter on both orb halves, to suit the emotion associated with your core memory. Allow glitter to dry.



### STEP 3

Print out two images to fit the shape of the orb at its widest point. Cut out images and tape them back to back.



### STEP 4

Insert the photo into the orb and close orb halves to seal in your core memory!

## Calm Big Emotions With a Scented Rainstick Sensory Bottle

Very now and then I get a crazy idea that I just can't get out of my head. After the huge interest in our [Slow Motion Calm Down Bottle](#) and the [Rainstick Sensory Bottle](#), I got to thinking about which of the five senses are missing out when it comes to these [great calm down tools for kids](#). Sensory or calm down bottles are traditionally a visual tool. In the case of the rainstick bottle, a hearing element is added. But what if we could add the sense of smell too??? After all, many of us already use the huge range of fabulous relaxing essential oils available in our homes.

This thinking got me to experimenting and the result is a scented rainstick calm down bottle that I hope you'll love!

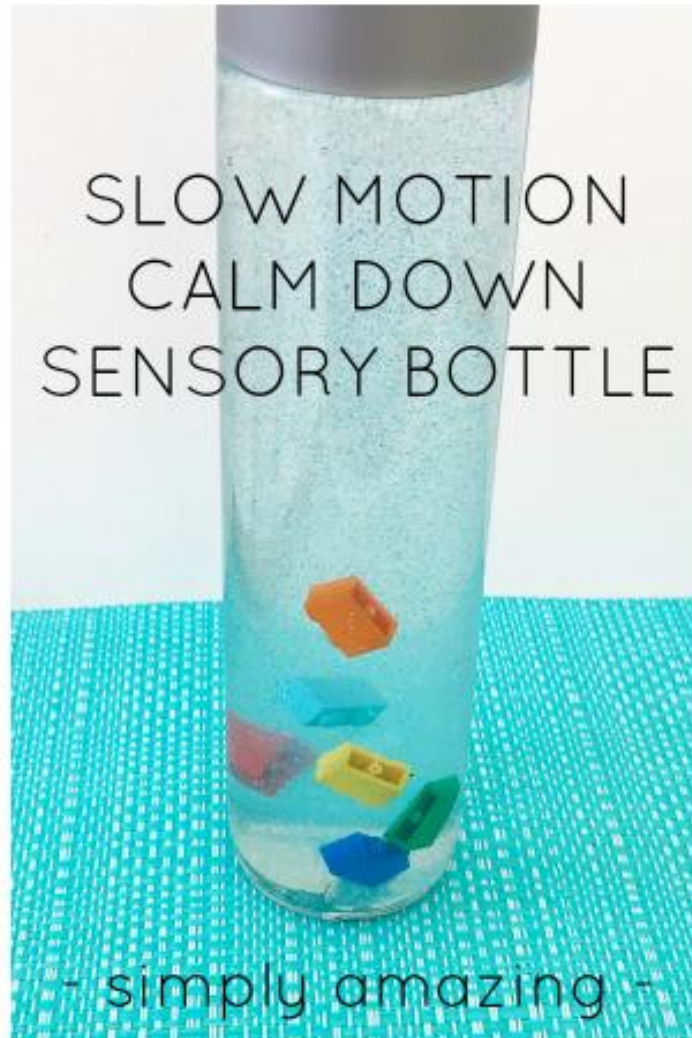


<https://childhood101.com/scented-rainstick-sensory-bottle/>

## RESOURCE SHEET \_

### Slow Motion Calm Down Sensory Bottle

We are long time lovers of sensory bottles but this one wins the prize for all-time, most mesmerizing! It is a fabulous tool to use with children experiencing big emotions. They can breathe as they watch the Lego bricks fall and focus, slow down or calm down, depending upon the moment.



My girls haven't stopped turning it over and watching it – the photos just don't do it justice at all! In fact, every single time one of them walks past it, they flip it and stop and watch the bricks fall. They slow down and breathe, and I think it's simply marvellous.

<https://childhood101.com/calm-down-bottle/>


# Making a Jar of Memories



You may like to make a coloured "Salt Sculpture" to help you remember important things about the person who has died.

## You will need:



 **A small jar with a lid and wide neck (e.g. baby food jar)**



 **Salt**

 **5 coloured chalks**

 **6 pieces of paper**



## What to do:

1. Fill your jar to the brim with salt. On one of the pieces of paper write down 5 things you remember about the person who has died. These could be things you know they liked, something they enjoyed doing, perhaps somewhere you went together or what you remember about them as a person. Then choose a different colour to represent each memory and put a dot of that colour next to each memory.  

2. Spread out 5 sheets of paper and divide the salt from the jar between them.
3. Then colour each pile of salt using one of the 5 chalks. Rub each chalk backwards and forwards into the salt. The salt will begin to take on the colour of the chalk. The harder you rub the brighter the coloured salt will become.  




4. Carefully pick up each piece of paper and pour the coloured salts into your jar one at a time. (If you tilt your jar you can make waves of colour appear)

5. When all the colours have been added, hold the jar and tap it down on a work surface to settle the salt. Do not shake the jar unless you want to mix up all the colours. Then fill any remaining space with plain salt (right up to the very top!) This is important and will prevent the colours mixing.

6. Secure the lid firmly and use some sellotape to hold it in place. Try to keep your list of what the colours mean to you close by your jar. You may like to show other people in your family your 'jar of memories'. Can you think of a special place where you can put your jar?

**Winston's Wish**  
the charity for bereaved children