

Griefwork *for* Teens

Healing from Loss

Reproducible
Interactive
& Educational
Handouts

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DEDICATION

***GriefWork for Teens ~ Healing from Loss*
is dedicated to the memory of
all of those whom we've loved and lost.**

OUR THANKS & GRATITUDE

**To our families for their support
with this book and in our lives.**

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**To each other for friendship, support, encouragement,
tears and laughter throughout the years!**

— Ester & Fran

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* *Specifically Related to Death*

Self-Care Domains

*In each domain,
list the activities you are doing to take care of yourself.*

The diagram is a circle with a decorative border of leaves and a central point. Five lines radiate from the center to the edge, dividing the circle into five sectors. Each sector is labeled with a self-care domain and contains three horizontal lines for writing.

- Physical**

- Spiritual**

- Social**

- Emotional**

- Intellectual**

SELF-CARE DOMAINS

PURPOSE

It is important for everyone to understand the need to take care of one's self in all five domains of living. This pie chart illustrates that each domain is of equal importance and needs attention.

ACTIVITY

Educate the teens about the importance of all five domains: physical (body), intellectual (mind), emotional (psychological), social (relationships) and spiritual (different for each person). Explain that most people tend to do a reasonable job of taking care of themselves in a few areas while neglecting others. Ask group members to share one or two self-care activities they currently engage in and discuss in which domain(s) they fall. Point out that the same activity could fall into different domains for different people. Distribute the handout as homework. Participants are asked to record what they do for themselves over the course of a week, noting the self-care activity in the appropriate piece of the pie. It is extremely important to help group members understand that many activities will fall into more than one domain. Encourage them to think about the benefit they derive from the activity and list it in every appropriate domain.

At the next session, ask people to report what they learned from this activity.

Some examples are:

Exercising

- *Physical because it is good for my body and my health* _____
- *Social because I exercise with friends* _____
- *Emotional because I release some anger and/or frustration when I exercise* _____

Walking/hiking

- *Physical because of health benefits* _____
- *Spiritual because I walk in nature and find that to be my spiritual connection* _____
- *Emotional because walking is a stress-buster for me* _____

Reading

- *Intellectual because I'm stimulating my brain by thinking* _____
- *Emotional because I'm reading escape novels* _____
- *Spiritual because I'm reading uplifting books* _____



Are You Taking Care of Yourself?

		Yes, I'm doing it!	No, not yet	This is not for me!
1	Are you eating three healthy meals a day?			
2	Are you refraining from risky behavior?			
3	Do you do something to relax every day?			
4	Do you exercise at least three times a week?			
5	Are you keeping up with your schoolwork?			
6	Do you sleep six to eight hours each night?			
7	Are you kind to yourself?			
8	Do you take your medicines as prescribed?			
9	Are you forgiving yourself?			
10	Do you enjoy poetry and/or spiritual readings?			
11	Are you spending time with supportive friends?			
12	Are you journaling?			
13	Are you balancing between "being" (feeling your feelings) and "doing" (keeping busy)?			
14	Are you asking for help when you feel overwhelmed?			
15	Are you communicating your feelings to others in a healing way?			

ARE YOU TAKING CARE OF YOURSELF?

PURPOSE

This self-assessment tool can be used to help determine what the teens are doing to take care of themselves and what they are willing to try.

ACTIVITY

After a discussion regarding the need and benefits of self-care, distribute the handout and ask teens to look over the list, checking the appropriate columns. The group can then discuss why the various suggestions on the list are important and how they manage the things that they do. It is also worthwhile to discuss some of the items they judged negatively which might be reframed as self-care. (i.e. sleeping more than usual could be escapism or it could be restorative.)

Ask for a show-of-hands for who checked “No, not yet,” for a particular item. Ask when they think they will begin that activity or a comparable one. If participants have additional suggestions for self-care, encourage them to share.