



Stress and Grief Stress Grade Eight

UNIT OVERVIEW

Duration: Number of Lessons; number of hours

- The Web of Life 120 minutes
- Best Strategies 120 minutes
- Five Healthy Strategies 60 minutes
- Can Stress Be Good? 40 minutes

[Link to GRIEF lessons](#)

Description

This unit will guide students reflect on the nature of stress, to identify examples of teen stress that occur in relationships with friends, at school, at work, at the parish, and in the community. Five healthy strategies for dealing with bad stress will be presented.

Background Information

Stress can come from a variety of situations or events, some of which are good and some bad. Examples of stress occur in a range of relationships. Often the student's response to the stressful situation is expressed in the student's behaviour. Lesson four helps the students consider the value of prayer as a source of hope when they experience struggles and stresses in life. Our loving God is always with us in our joys and celebrations, as well as in our struggles and darkest hours.

Catholic Graduate Expectations:

A. The Web of Life

- 7(a) Acts morally and legally as a person formed in Catholic traditions.
- 7(j) Contributes to the common good.

B. Best Strategies

- 5(a) Works effectively as an interdependent team member.
- 5(f) Exercises Christian leadership in the achievement of individual and group goals.

C. Five Healthy Strategies

- 4(d) Responds to, manages and constructively influences change in a discerning manner.
- 4(e) Sets appropriate goals and priorities in school, work, and personal life.

D. Can Stress Be Good?

3(b) Creates, adapts, evaluates new ideas in light of the common good.

3(e) Adopts a holistic approach to life by integrating learning from various subject areas and experience.

Over All Expectations

The student will be able to:

- identify areas of stress they experience in a range of relationships
- identify best strategies for handling stress in a range of relationships
- identify five healthy strategies to deal with stress
- identify qualities that are essential for real friendship
- explore some of the challenges in their lives
- explore the changing nature of commitments during adolescence
- be encouraged to accept themselves as changing, growing, and maturing individuals

Assessment and Evaluation

- Identify examples of stress in relationships
- Group participation and cooperation
- Individual problem solving
- Categorizing and prioritizing strategies
- Comparing lists of strategies
- Identifying and explaining five healthy strategies
- Journal writing
- Writing a prayer

Links to Fully Alive

Fully Alive: Theme Four “Growing in Commitment”, Topic 3 Handling Stress

Suggestions for Accommodations

As per individual student’s IEP’s implement such strategies as flexible groupings, fewer content expectations, scribing, re-phrasing, retelling, oral quizzes, or posters rather than written work.

Black Line Masters

Black line Master 1 Stress: Problems and Strategies

Resources

Esherick, Joan. *Balancing Act: A Teen’s Guide to Managing Stress*. Philadelphia: Mason Crest Publishers, 2005 (This outstanding book offers teens a primer on stress).

Carlson, Richard. *Don't Sweat the Small Stuff for Teens: Simple Ways to Keep Your Cool in Stressful Times*. New York: Hyperion, 2000.

Morganett, R.S. *Skills for Living: Group Counselling Activities for Young Adolescents*. Champaign, Illinois: Research Press, 1990.

Powell, Mary and Kelly Adams. *Stress Relief: The Ultimate Teen Guide*. Lanham, Mass.: Rowman and Littlefield, 2003.

Youngs, Bettie and Jennifer Youngs. *A Taste-Berry Teen's Guide to Managing the Stress and Pressures of Life*. Deerfield Beach, Fla.: Health Communications, 2001.

Teacher Reference Only:

Websites

www.griefworksbc.com

www.kidshealth.org

www.aacap.org

www.mindspring.com

www.teachhealth.com

www.lifelongmentalhealth.com

www.life.familyeducation.com

www.helpguide.org/mental/stress_signs.htm

Stress Grade Eight**Lesson One****THE WEB OF LIFE**[top](#)**Description**

This activity guides students to recognize the interrelationship of all creation. At times stressful events can cause damage to our human relationships. Being able to share with a trusted person is a great way to begin dealing with the stress.

Materials

- Magazines
- scissors
- poster paper
- glue
- markers

Notes to Teacher

All of creation needs each other and depends on each other. We as humans are an integral part of the Web of Life.

During adolescence relationships become more extended including friends, classmates, work colleagues, a boss, teachers, advisors, the parish priest, trusted adults, coaches, and others. Because of this important relational development the peer group often takes on great importance.

Adolescence is a time when young people engage in a great deal of self-discovery. The young person feels more confident in the ability to decide things for themselves and often turns to peers rather than sharing with their parents. Sometimes this pulling away from their parents is a cause of stress. Misunderstandings and conflicts with peers also can be a great cause of stress.

Stress in relationships can come from interior sources as well as outside pressures. Some examples of these interior sources of stress might include concern of social non-acceptance, self-esteem, perception of body image and concern of academic achievement.

Stress is a reality of life. How persons cope with stress and incorporate healthy stress management techniques will determine how they can grow through the stressful situation. One of the most important stress management techniques is to find a trustworthy person, a peer, a trusted adult, or when necessary a professional counsellor to talk with and decide on a positive course of action.

Over All Learning Expectations

The student will be able to:

- recognize and acknowledge the interconnectedness of all creation.
- identify the importance of sharing the struggles of stress
- identify examples of stress experienced in relationships

Assessment Opportunities

- Group participation and cooperation
- Identify examples of stress in relationships

Teaching/Learning Strategies

1. Briefly talk with the students about the interconnectedness of all life.
 - a. We are part of the Web of Life which includes the food chain, moon and tides climate change, as well as the ongoing evolution of all creation.
 - b. Sometimes events in our lives cause us to block our connectedness to others.
 - c. These can be stressful situations with any of the persons who are part of our relational network.
2. Form groups of four students.
 - a. Distribute poster paper, magazines, scissors, glue and markers to each group.
 - b. Have the students print the title “Stress in Our Relationships” at the top of the poster paper.
 - c. Each student is asked to think of concrete examples in their lives that cause stress in their relationships.
 - d. Use magazine pictures to depict two or three examples on the chart paper.
 - e. Under each depiction, the students are to write a brief explanation of the situation.
 - f. When the posters are completed have the students share their examples in their small groups.
 - g. Display the posters in the classroom.

Stress Grade Eight

Lesson Two

BEST STRATEGIES

[top](#)

Description

This activity involves the students in generating possible strategies for dealing with stress in their relationships and prioritizing the strategies.

Materials

- Black line Master 1,
- poster titled Best Strategies,
- markers

Notes to Teacher

The students will continue to consider possible strategies in dealing with stressful events in their relationships.

Over All Learning Expectations

The student will be able to:

- explore examples of challenges in their lives
- identify best strategies for handling stress in a range of relationships

Assessment Opportunities

- Individual problem solving
- Categorize and prioritize strategies developed

TEACHING/LEARNING STRATEGIES

1. Distribute the Black line Master 1.
 - a. Students are to work independently at this time.
 - b. The students are to choose three examples of stress in relationships that were identified in the previous activity and write one in each of the boxes in the first column of the Black line Master.
 - c. In column two students are to list all the possible strategies they can think of to deal with the problem situation.
 - d. They are to reflect on all the possible strategies and in column three they are to write their choice of the best possible strategy of their suggestions.
 - e. When the independent work is completed the students are to return to their groups of four to share and discuss the best possible strategies they have developed.

2. Display the poster titled Best Strategies.
 - a. While the students are sharing in their small groups invite each group of four to write on the poster their ideas of best strategies.
 - b. If a strategy is repeated, put a tick mark beside the statement to indicate the number of times it was expressed.

3. As a whole class, discuss the summary strategies that have been identified and create a list prioritizing the ideas that have been recorded.

BLM 1

Stress: Problems and Strategies

Problem	Possible Strategies	Best Strategy
1.		
2.		
3.		

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Lesson Three

FIVE HEALTHY STRATEGIES

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Description

This activity presents Five Healthy Strategies and includes a comparison with the ideas generated in the previous activity.

Materials

Prepare a poster with the Five Healthy Strategies for Dealing with Stress (See Notes to Teacher below)

Notes to Teacher

Use the following Five Healthy Strategies to create a poster. (Adapted from w.w.w.kidshealth.org)

The following strategies are key to dealing with stress in a healthy way:

1. **Get Support** – Talk with a trusted person either a peer or trusted adult. Often talking with someone can give a person new perspectives. Sometimes the situation can be so overwhelming that professional help is needed. It is important to seek this out – “you don’t have to be alone”.
2. **Catch your Breath** – When feelings become overwhelming, breathing exercises can often help shift a person’s mood enough to start planning a solution.

Prayer/meditation and the use of quieting music are also very important to help bring a sense of calmness so the situation can be assessed with greater clarity. Research is being conducted to determine the positive effects of religion and faith in the process of healing and dealing with stress.

“As one researcher concluded after examining several studies on the relationship between faith and handling stress, ... It seems that religion and faith can play an important role in the amount of stress in a person’s life and the way they choose to cope with it. Faith gives a person a place to find support personally through a relationship with God, but it is also a place to find social support from others with similar beliefs.” (Esherick, Joan. *Balancing Act: A Teen’s Guide to Managing Stress*.pg.117)

3. **Choose a Course of Action** – Clearly naming the problem and considering options are very helpful in giving direction for taking action.
4. **No Harm** – Check out to make sure the solution does not involve harm to yourself or anyone else.
5. **Stay Positive** – Sometimes it may take time to regain equilibrium regarding the stressful situation but regaining balance and approaching the problem with a positive attitude is important.

Over All Learning Expectations

The student will be able to:

- identify and explain five healthy strategies to deal with stress
- compare lists of strategies
- learn the steps of a healthy breathing exercise

Assessment Opportunities: suggestions for assessing expectations

- 1) Identify and explain the Five Healthy Strategies
- 2) Compare the suggested lists of healthy strategies

TEACHING/LEARNING STRATEGIES

- 1) Display the **Five Healthy Strategies** Poster along with the student generated poster from the previous activity.
 - a) Briefly explain the five strategies and ask if there are any questions or observations.
 - b) Compare and discuss the two sets of strategies in terms of differences and similarities.
 - c) Note how many of the student strategies included those from the Five Healthy Strategies.

- 2) Have the students experience the following simple breathing exercise as one way to “catch your breath”. Sit straight with feet on the floor and in a comfortable position. Inhale slowly through the nose and then exhale slowly through the mouth. Repeat this about four times.

Optional Activity

Review or present an opportunity to use meditation and/or music as a strategy to deal with stress. (See a complete presentation from Stand By Me year 8 catechetical resource Appendix 4, “Pathways to Prayer”, pg. 299.)

- Select a short passage or story from the Bible. (Luke 12:22)
- Read the passage slowly.
- Imagine yourself as part of the passage.
- Ask God to help you sense deeply these words from the Bible.
- Thank God for this experience of prayer.
- Write about this experience in a prayer journal.

Stress Grade Eight**Lesson Four****CAN STRESS BE GOOD?**[top](#)**Description**

This activity briefly discusses times when stress can be helpful. In conclusion the students are encouraged to recognize the importance of prayer when there are times of stress.

Materials

The Scripture Passage of Luke 12: 22-31 “Do Not Worry”

Notes to Teacher

In basic terms, stress occurs when the body has to respond to change. Getting up in the morning is a stress on the body, getting ready for school, responding to the demands of a school day are all stressful, but all good stress. As we respond to change, we respond to the demands of life. Lying in bed all day, everyday, would be the least stressful life. It would not be the best life, and maybe not a life at all. As we live our lives, we experience stress and we can call that “good stress”. If, however, the levels of change are too high and too demanding due to some crisis, or we do not respond well to these changes, then we have a problem: “bad stress”.

In an emergency situation, when a great deal of adrenaline is produced in the body, the person is able to solve an emergency problem quickly and effectively. There have been amazing examples of physical feats that have been performed to protect one’s self or another person from harm.

When a person experiences high levels of stress the nervous system and specific hormones are activated. As the specific hormones are activated they cause the body to produce more adrenaline and cortisol and these enter the bloodstream. As a result, usually there is a strong increase of heart rate, blood pressure, breathing rate and metabolism.

The large muscle groups receive an added blood supply and this puts the muscles on alert. As stored glucose is released there is an increase of body energy. Sweat occurs to help cool the body. (Adapted from www.kidshealth.org “What Is Stress?”)

The stress that can be felt before giving a speech, performing a dance routine, preparing for a test, running a race can be good stress when it provides the extra push or energy to do one’s very best.

At times stress can seem overwhelming and in the process of finding a viable solution

turning in prayer to ask God’s direction and help can be an important part of the process.

Over All Learning Expectations

The student will be able to:

- identify and describe examples of positive stress
- identify the importance of prayer to acknowledge our dependence on God

Assessment Opportunities: suggestions for assessing expectations

- Identify and describe examples of positive stress
- Group discussion
- Journal writing
- Writing a personal prayer

Teaching/Learning Strategies

- 1) Use the question “When is stress good?” to open a discussion of when this can occur.
 - a) Invite examples of when stress can produce positive outcomes.
 - b) Include information from “Notes to Teacher” above that describe the physical changes that occur when a person experiences high levels of stress.
- 2) Introduce the importance of prayer in all aspects of our lives, as well as, when we are facing difficulties.
 - a) Read the Scripture passage of Luke 12: 22-31. Ask the students to write in their Journals a reflection of what this passage means and says to them.
 - b) They are to conclude the reflection by writing a prayer that expresses thanksgiving for God’s faithfulness to them especially when they are experiencing a stressful situation.

Grief Grade Eight

UNIT OVERVIEW

*Mary Magdalene went and announced to the disciples,
“I have seen the Lord”;
and she told them that he had said these things to her.
John 20:18*

[Back to the Beginning](#)

Duration: Number of Lessons; number of hours

<u>a. Clichés Don't Help</u>	<u>60 minutes</u>
<u>b. Reaching Out</u>	<u>40 minutes</u>
<u>c. We Care</u>	<u>60 minutes</u>
<u>d. Is Jesus Here?</u>	<u>90 minutes</u>

Description

In dealing with situations of grief, students will come to recognize that the use of clichés often can be hurtful rather than helpful. Reaching out and caring at times of grief are very important ways of living out Jesus’ teachings of love for one another. We are to be the hands and feet of Jesus in our world today.

Background Information

When a person experiences grief, the support and caring of friends and family are most necessary. Each person experiences the grief in his/her own unique way. As persons of faith it is important to emphasize clearly that God does not plan the loss and struggles of our life journey. Very importantly, God’s faithful love is with us in our sufferings and is always there for us.

In times of great sadness, we sometimes do not feel God’s presence – but God’s faithfulness is always with us. Just as the Apostles did not recognize the Risen Jesus at first, we too need time to recognize that our faithful God loves us always and is with us.

Catholic Graduate Expectations:

A. Clichés Don't Help

- 2(a) Listens actively and critically to understand and learn in light of gospel values.
- 2(c) Presents information and ideas clearly and honestly and with sensitivity to others.

B. Reaching Out

- 7(b) Accepts accountability for one’s own actions.
- 7(c) Seeks and grants forgiveness.
- 7(f) Respects and affirms the diversity and interdependence of the world’s

peoples and cultures

C. We Care

- 4(a) Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others.
- 4(c) Takes initiative and demonstrates Christian leadership.
- 6(e) Ministers to the family, school, parish, and wider community through service.

D. Is Jesus Here?

- 1(a) Illustrates a basic understanding of the saving story of our Christian faith.
- 1(c) Actively reflects on God’s Word as communicated through the Hebrew and Christian scriptures.
- 1(g) Understands that one’s purpose or call in life comes from God and strives to discern and live out this calling throughout life’s journey.

Ministry Expectations Codes Expectations Language

The student will be able to will:

- identify various examples of loss and grief in their relationships with friends at school, work and the community
- use effective communication skills to deal with various relationships and situations related to stress and grief
- identify examples of clichés
- identify examples of reaching out to give support
- explore the changing nature of commitments during adolescence
- be encouraged to accept themselves as changing, growing, and maturing individuals

Assessment and Evaluation

- Independent analysis of clichés
- Prepare a group summary statement
- Provide individual in-put on a Place Mat activity
- Role-playing of case studies
- Prepare a comparison of examples expressing support
- Engage in a Scripture reflection
- Acknowledge the invitation to reach out to others in everyday ways
- Statement of Commitment

Links to Fully Alive and We Are Strong Together Catechetical Resource

Fully Alive: Theme Four – “Growing in Commitment”

Stand By Me: Unit 2, Theme 3 – “What Can I do When My Life Seems To Be Falling Apart?”

Unit 4 – “We Believe in the Communion of Saints”

Unit 6, Theme 3 – “Can Suffering Be Meaningful?”

Suggestions for Accommodations

As per individual student’s IEP’s implement such strategies as flexible groupings, fewer content expectations, scribing, re-phrasing, retelling, oral quizzes, or posters rather than written work.

Appendices

Black line Master 8-2 Clichés

Black line Master 8 -3 Case Studies

Prayer of St. Theresa of Avila

Additional Resources

Frost, Dorothy R. *Dad! Why’d You Leave Me?* Herald Press. (Told from an explicitly Christian perspective, this story offers a source of hope and healing to those who have experienced a significant loss in their lives.)

Gootman, Marilyn E. *When A Friend Dies – A Book For Teens Grieving and Healing.* Free Spirit Publishing.

Grollman, Rabbi Earl. *Bereaved Children and Teens: A Support Guide for Parents and Professionals.* Boston: Beacon Press, 1996. (A comprehensive guide for helping children and teens.)

Gross, McKeever, Takacs Debly. *Dealing with Loss and Grief (A Resource for Intermediate/ Senior Teachers).* Ottawa: Novalis, 2007. (A compassionate resource for guiding intermediate and senior students through a range of losses.)

Moss, FSP, Mary Martha, Groome, Thomas H. (*God is Here ...*) *When Bad Things Happen.* Pauline Books and Media. (Not only does the text offer helpful ways to view an old problem, it explores the issues in terms of the hope of the Resurrection and the love of God.)

Wezeman, Phyllis, Jude Dennis Fournier and Kenneth Wezeman. *Guiding Young Teens Through Life’s Losses: Prayers, Rituals and Activities.* Mystic, CT: Twenty-Third Publications, 2003. (In addition to covering a range of losses, it includes prayers and activities to comfort and strengthen young teens dealing with loss.)

Wolfelt, Dr. Alan D. *Healing Your Grieving Heart – For Teens: 100 Practical Ideas.* Free Spirit Publishing.

Websites

www.griefworksbc.com

www.kidshealth.org

www.aacap.org

www.mindspring.com

www.teachhealth.com

www.lifelongmentalhealth.com

www.life.familyeducation.com

Grief Grade Eight**Lesson One****CLICHÉS DON'T HELP**[top](#)**Description**

The topic of grief will be considered in terms of friends, school, work and society. The students will consider a number of clichés and discuss the ways in which the use of them can convey an inaccurate message.

Materials

- Black Line Master 2,
- access to internet

Notes to Teacher

This topic of grief can be integrated with any of these three units of Stand By Me:

Unit 2 – Theme 3 – What Can I Do When my Life Seems to Be Falling Apart?

Unit 4 – We Believe In the Communion of Saints

Unit 6 – Theme 3 – Can Suffering Be Meaningful?

When a loss occurs in life, grief is the myriad of emotions that are experienced as a result of the loss. A whole range of losses can be considered including moving, changing schools, loss of friendship, serious illness or physical injury, divorce, loss of employment, or loss of a pet. Grieving includes the physical, emotional, psychological and spiritual responses to the loss.

Since each person is a unique individual, the grief journey will be unique for each person. Good friends and siblings can have a very different response to the same or similar loss experiences. Sometimes it is more difficult to express one's grief when the whole family or a close group of friends is experiencing the same loss.

A person's faith life can have a profound effect on the grieving process. One of the common areas for strong clarification is the fact that God does not inflict loss and suffering. When we reflect on the life of Jesus Christ, fully human and fully divine in one person, we see that he consistently reached out in healing to those that suffered and grieved. The Son of God transforms suffering into grace. People who claim that "It is God's Will" can cause a great deal of confusion since nobody knows the will of God. When we reflect on the terrible death of Jesus, we see how God transformed suffering and death into the gift of eternal life.

God always desires our salvation. In Baptism, we are united to the death and to the resurrection of Jesus Christ. Death is now the door to eternal life.

Our loving God is always there with us in our suffering and continues to love us no matter what. Our losses are due to human physical weakness, human error, harmful choices, accidents or the natural evolution of nature. As Catholics we believe that God's faithful love for each of us endures and gives meaning to everyone's life.

People often find it difficult to talk about sad events, especially death. Sometimes well-meaning comments or expressions are spoken that in truth can be very hurtful or misleading. The expression of saying the person is sleeping or resting when a death has occurred does not acknowledge the true reality. This statement also can be most confusing to young children who might expect the person to return when they awaken from the sleep or rest.

When an unborn child dies in the womb the pregnancy is terminated because the child has died. Often the expression “she has lost her baby” is used. Again, younger children might expect the baby will be found somewhere at some time. These expressions are called clichés.

Over All Learning Expectations

The student will be able to:

- explain the meaning of clichés
- analyze the effect of clichés
- use effective communication skills to deal with various relationships and situations which involve stress and grief

Assessment Opportunities: suggestions for assessing expectations

- Independent analysis of clichés
- Group summary statement

TEACHING/LEARNING STRATEGIES

- 1) Introduce the topic of grief using some of the summary statements included in Notes to Teacher above.
 - a) Explain the use of clichés when a sad or difficult situation occurs and there are efforts to avoid the direct sadness of the loss and grieving.
- 2) Distribute BLM 2
 - a) Explain that this indicates a website at which a number of clichés are found.
 - b) Have the students work independently and complete the assignment as instructed on the sheet to find two clichés.

- c) When the students have completed their assignment, have them form groups of four to six persons and each student is to present one cliché to the group.
- d) As much as possible have the groups include a variety of clichés the students chose.
- e) In their groups the students are to share their ideas about the clichés and prepare a final summary of comments from their group.
- f) Conclude by having the groups share their summaries with the whole class.

BLM 2

Clichés

Use <http://www.griefworksbc.com/DreadedCliches.asp> as a source of common clichés that are used when intending to comfort or support a grieving person. After reading the clichés presented, complete the following steps of this activity:

From this website choose two of the clichés.

Write your comments to explain why the clichés are not very helpful.

If you have ever had someone make one of these comments to you, can you remember how you felt? Write a description of your experience/feelings.

Grief Grade Eight**Lesson Two****REACHING OUT**[top](#)**Description**

This activity involves the students in identifying ways of reaching out to others who are grieving. The activity is intended to identify the importance of reaching out to those who are grieving.

Materials

- Large sheets of paper for a Place Mat Activity

Notes to Teacher

Teens often may not want to share their grief because they do not want to appear different or to be pitied. Also when a person is grieving his/her energies are often low and it is difficult to reach out for the support and help that is needed. One of the most helpful ways to journey in one's grief is to be able to tell the story when it is comfortable to do so and the time is right.

Grief includes all the range of emotions we feel when losses occur in our lives. Loss is the experience of being deprived of something important that is valued a great deal. One person's loss may seem trivial or unimportant to another person. Great sensitivity is needed to respect and hear the pain a person expresses when a situation of loss occurs.

Grief includes more than the experience of bereavement when someone we love dies. Examples of loss cover a wide range of life's experiences. These may include divorce/separation in the family, moving and relocating, loss of friendship, not being chosen for a team or group, loss of employment, chronic or severe illness, an older sibling leaving home, or abusive treatment.

Over All Learning Expectations

The student will be able to:

- identify examples of losses
- identify examples of reaching out to support others at times of grief

Assessment opportunities: suggestions for assessing expectation

- Place Mat activity – individual input
- Group summary statement

TEACHING/LEARNING STRATEGIES

- 1)** Form groups of four students each.
 - a)** Ask the students to share examples of losses they have experienced, their friends have experienced, the school community has experienced, or that are current in the media at this time.
 - b)** Distribute to each group a large sheet of paper to be used as a Place Mat.
 - c)** Working independently, each student is to use one quadrant of the paper and write down as many ideas of ways to show support to persons who have experienced a loss.
 - d)** When the individual responses are completed, ask the students to share their ideas and write a summary of their ideas in the centre of the place mat.
 - e)** When the summaries are completed, have each group share the summary with the entire class. Display the Place Mats in the classroom.

Grief Grade Eight

Lesson Three

WE CARE

[top](#)

Description

In this activity, students will prepare a role playing presentation of a Case Study which involves an experience of loss and include example(s) of how they would offer support and encouragement.

Materials

Black Line Master 3

Notes to Teacher

Briefly review the importance of supporting and encouraging others when they are grieving.

Over All Learning Expectations

The student will be able to:

- identify examples of offering support at times of grief

Assessment Opportunities: suggestions for assessing expectations

- Role-playing – Case Studies
- Discussion/Comparison of examples of expressing support

TEACHING/LEARNING ACTIVITIES

- 1) Have the students in groups of three.
 - a) Distribute to each group one case study from Black Line Master 3: We Care Case Studies.
 - b) Have the students prepare a role playing presentation of the case study assigned to their group.
 - c) The students are to include examples of how they would offer support and encouragement to the person(s) who are grieving because of the loss experience.
 - d) When the students have developed their role playing situations share these with the entire class.
 - e) Students identify the number of ideas generated in Lesson 2 that were included in the examples presented in the role playing presentations of the Case Studies in this Lesson Three.

BLM 3**Case Studies – We Care**

- 1) The older sibling of a close neighbour was in a car accident and had to have a foot amputated.
- 2) A new student has joined your class from Darfur. This area continues to recover from recent horrors of genocide. He speaks some English.
- 3) One of your classmates has been diagnosed with a serious illness. Her upcoming surgery does not promise positive results.
- 4) Your friend's dog died because a car hit it last week. He has had this pet since his fourth birthday.
- 5) A classmate's grandmother who has been a part of the family for many years is seriously ill and there is great concern that she will die.
- 6) A tornado has struck the east end of your city and three families related to your classmates have been devastated by the destruction of their homes.
- 7) The father of your close friend is being re-located in his job and the family will be re-locating soon to Halifax.
- 8) One of the students in your classroom arrived at school very upset because his family home was vandalized during a recent holiday.

Grief Grade Eight**Lesson Four****IS JESUS HERE?**[top](#)**Materials**

- Bibles
- chart paper
- markers
- copies of the Prayer of St. Theresa of Avila

Description

Using Post Resurrection Scripture events the students will come to realize that even the friends of Jesus did not recognize him after he rose from the dead. It was through simple, caring, everyday interactions with them that helped them recognize the Risen Jesus.

Notes to Teacher

When we are caught up in our loss and grieving we often do not see clearly or even think clearly at times because of the strong, powerful emotions we are experiencing.

Even the disciples of Jesus who followed him closely were so saddened with the events of Jesus' death that they found it difficult to recognize him after the Resurrection. Their strong emotions of grief at the loss of their friend blinded them from recognizing Jesus when he returned to encourage and support them.

Jesus had promised that he would return in a new life of his resurrected body but they could not comprehend this. It was when the caring actions of Jesus finally struck home to them that they woke up and their eyes and hearts were able to recognize their friend Jesus.

Over All Learning expectations

The student will be able to:

- read Scripture and reflectively draw meaning from it to share in group work
- identify Jesus' everyday actions in assigned Scripture passage

Assessment Opportunities

- Share insights from individual Scripture reflection
- Describe the invitation to love and reach out in everyday actions
- Statement of Commitment

TEACHING/LEARNING STRATEGIES

- 1) Distribute bibles to the students and have them work in groups of four.
 - a) Distribute one of the following Scripture passages to each group of four students:

John 20:19-23 Luke 24:35-48 John 20:24-29
John 21:1-12 Luke 24:13-35 John 20:11-18
 - b) Use information from Notes To Teacher above to introduce the concept of the ways we can be affected when we have experienced deep grief and loss. The friends of Jesus were in a state of shock and deep sadness after he died on the cross.
 - c) Ask the students to read prayerfully the scripture passage assigned to their group and answer the question “What action of Jesus helped person(s) to recognize who he was?”
 - d) Post the chart paper in the classroom.
 - e) When the students have completed the group task, gather as an entire class. Have each Scripture story read aloud and after each reading discuss what action of Jesus helped the eyes and hearts of his friends to be opened.
 - f) Record each action on the chart paper.
 - g) Analyze the responses.
 - h) Focus on the concept that the actions of Jesus were ordinary, everyday actions of touching in friendship, eating, being called by name, and gathering fish.
- 2) Open a discussion by asking “Do we see Jesus in our everyday lives especially at times of loss and grief?”
 - a) Continue the discussion by asking “How can I be the hands and feet of Jesus to others especially when another person is grieving?”
 - b) Hopefully the students will be able to see that God works through our actions to continue to keep alive the actions, message, and teachings of Jesus from the Gospels. So clearly Jesus has taught us to love one another.
- 3) Distribute copies of the Prayer of St. Theresa of Avila.
 - a) Have the students reflect on the prayer and in their Journals they are to write A Statement of Commitment of How I Can Be The Hands and Feet Of Jesus To Others Especially When They Are Grieving.

Optional Activities

1. After reading and reflection on the prayer, invite students who wish to express the Prayer of St. Theresa of Avila (BLM1) in an artistic way: visual art, song, movement, drama.

2. Ask students to discuss and explain in their own words the text re The Christian Funeral, BLM1 first introduced in Grade 7.

BLM 1

PRAYER OF ST. THERESA OF AVILA

Christ has no body now but yours
No hands, no feet on earth but yours
Yours are the eyes through he looks
Compassion on this world
Yours are the feet with which he walks
To do good
yours are the hands with which he blesses
All the world
Yours are the hands
Yours are the feet
Yours are the eyes
You are his body
Christ has no body now but yours
No hands, no feet on earth but yours
Yours are the eyes through which he looks
Compassion on this world
Christ has no body now on earth but yours

The Christian Funeral

BLM 2

In the face of death, the Church confidently proclaims that God has created each person for eternal life and that Jesus, the Son of God, by his death and resurrection, has broken the chains of sin and death that bound humanity.

At the death of a Christian, whose life of faith was begun in the waters of baptism and strengthened at the Eucharistic table, the Church intercedes on behalf of the deceased because of its confident belief that death is not the end nor does it break the bonds forged in life. The Church also ministers to the sorrowing and consoles them in the funeral rites with the comforting word of God and the sacrament of the Eucharist.

Christians celebrate the funeral rites to offer worship, praise and thanksgiving to God for the gift of life which has now been returned to God, the author of life and the hope of the just. The Mass, the memorial of Christ's death and resurrection, is the principal celebration of the Christian funeral.

The Church through its funeral rites commends the dead to God's merciful love and pleads for the forgiveness of their sins. At the funeral rites, especially at the celebration of the Eucharistic sacrifice, the Christian community affirms and expresses the union of the Church on earth with the Church in heaven in the one great communion of saints. Though separated from the living, the dead are still at one with the community of believers on earth and benefit from their prayers and intercession. At the Rite of Final Commendation and farewell, the community acknowledges the reality of separation and commends the deceased to God. In this way it recognizes the spiritual bond that still exists between the living and the dead and proclaims its belief that all the faithful will be raised up and reunited in the new heavens and a new earth, where death will be no more. The celebration of the Christian funeral brings hope and consolation to the living. While proclaiming the Gospel of Jesus Christ and witnessing to Christian hope in the resurrection, the funeral rites also recall to all who take part in them God's mercy and judgment and meet the human need to turn always to God in times of crisis.

**From BEFORE WE GO OUR SEPARATE WAYS,
A Pastoral Guide to the Order of Christian Funeral,
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