

ACTIVITIES amidst adversity

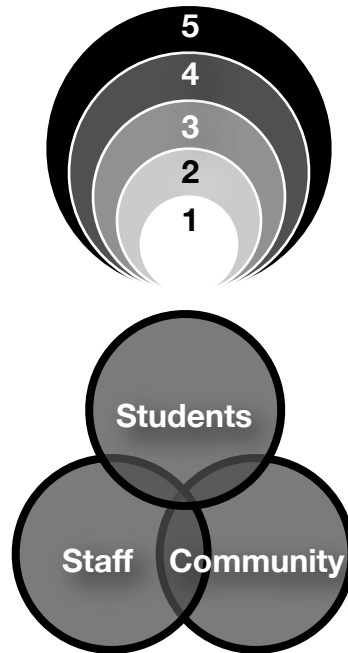


CONSOLE → COMMEMORATE → CELEBRATE

affected on campus

- 1. AFFECTED**—Students directly connected to the situation. Closest friends and classmates. Need immediate attention and support.
- 2. CONNECTED AFFECTED**—Friends of AFFECTED. Their lives are impacted as they attempt to support friends. Need resources on how best to help. Also may need support of their own.
- 3. PROJECTED AFFECTED**—These students are the ones who might “emo” over the situation. They aren’t directly connected, but may wallow in emotion. Conflict may arise over “territory” of emotion between this group and groups 1&2.
- 4. NEGLECTED AFFECTED**—Students not connected to the situation. Feel guilty about having emotions and often won’t seek support. Important to SERVE this community as they are often “neglected.” Their recovery will assist in the campus’ recovery
- 5. UNAFFECTED** —Not connected to situation and not emotionally affected. May get tired of all the focus and attention.

Important to remember that within each of these categories, there may be three sub-groups: students, staff, & community. These sub-groups often overlap in their relationship to the situation. Solutions need to serve these sub-groups to make recovery possible.



the DO's & DON'Ts

DO

- **LISTEN**—Grieving students need a safe, trusted adult who will listen to them.
- **ACKNOWLEDGE THE POSITIVES**—Every student has positive attributes. A funny story about the student, memories about the student’s role in a school play or a particular academic strength of the student could really connect with your students’ emotions.
- **FOLLOW ROUTINES**—Routines provide a sense of safety, which is very comforting to a grieving student.
- **SET LIMITS**—Just because students are grieving, doesn’t mean that the rules do not apply. When grieving, students may experience lapses in concentration or exhibit risk-taking behavior. Setting clear limits provides a more secure and safer environment for everyone under these circumstances.

DON'T

- **SUGGEST THE STUDENT HAS GRIEVED LONG ENOUGH**
- **INDICATE THE STUDENT SHOULD GET OVER IT & MOVE ON**
- **ACT AS IF NOTHING HAS HAPPENED**
- **EXPECT STUDENTS TO COMPLETE ALL ASSIGNMENTS ON A TIMELY BASIS**

5 Stages of Grief

DENIAL
ANGER
BARGAINING
DEPRESSION
ACCEPTANCE

On Death and Dying
Elisabeth Kübler-Ross

counseling tips

SHARE “5 Stages of Grief”

People need to understand what is happening and why people are acting in certain manners.

SET UP A SPACE EARLY

Students need a chance to share immediately. Utilize a library and give them a chance to talk.

WIDELY PUBLICIZE COUNSELING

Post information all over campus. This way everyone on campus knows it and can easily refer it to those in need.

CONSISTENT

Make a regular session available at the same time and place allowing easy referral.

LONG-TERM

Healing won’t be quick. Allow several weeks/months depending on situation.

ANTICIPATE EBBS & FLOWS

Attendance might be light initially or dip after the first week, but depending on the situation quickly shoot up again after something triggers an emotion or memory. People go through the 5 stages at a different pace.

UTILIZE OUTSIDE ORGANIZATIONS

Nearby faith communities, after school programs, or even some employers are part of your students’ lives and can also assist. They help in the healing after the bell rings. Consider working alongside them.

commemorate: 3 focuses

INDIVIDUAL *Many immediately affected need a moment to express emotions on a personal level. They had a relationship and often need that chance to say goodbye.*

PRIVATE LETTERS— A personal letter can be a way to share those thoughts and emotions. Letters could be collected for the family or provided at a special service.

SPEAK AT REMEMBRANCE NIGHT— Speaking about a loved one offers students another chance to express those feelings and more importantly, the fond memories.

SIGN BANNERS/BOOKS— A signing offers a chance to do the same as a letter, but with the familiar feeling of signing a yearbook. It also allows students a chance to see that while the feelings are deeply personal, they are not alone in feeling them.

CAMPUS *Coming together as a campus to commemorate those lost allows a collective moment of healing.*

RALLIES— Tone is important in these rallies special rallies. Consider slideshows & visual examples for a closing (people blowing bubbles, special candle lighting, releasing of butterflies). Commemorate those lost and begin to celebrate the campus as a whole.

MEMORIALS— Find a special location on campus and plant a tree, flower garden, memorial bench, etc. Dedicate it during a rally.

GRAMS— Allow students to begin to express the value of one another in each other's lives. Deliver them throughout the following week.

RIBBONS— A visual sign to commemorate. A t-shirt, hat, sweatband, could do the same.

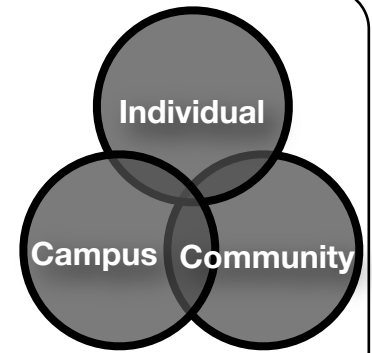
FLAGS— Another visual sign. Students could purchase a small flag to be placed on a lawn. A visual reminder.

SPECIAL CLUB— When appropriate, consider forming a special club that highlights positive aspects of campus life and potentially works when appropriate to prevent similar situations in the future. Be mindful of the creation timeline for this organization.

GRADUATION— Depending on timing, a special moment at graduation may be appropriate. Family members or fellow students could acknowledge the individuals again.

COMMUNITY *In some situations and communities the individual(s) need to be commemorated further.*

COMMUNITY GARDENS— Work with the city or town to erect a special memorial garden, tree, bench, park, etc.



MEMORIAL EVENTS— In time, some groups take tragedy and turn it into a 10K or BBQ to raise funds to prevent or assist in future tragedies.

RETREAT— Allow a chance for students, staff, and/or community leaders to go deeper, share emotions, and find ways to enhance the community and the relationships between all within it.

laying the foundation

SCHOOL-WIDE CHEER—So many of our cheers are class specific. Work on establishing a cheer that unites the school as a whole. Make this a powerful tradition.

ESTABLISH POLICIES IN ADVANCE—Don't wait for the tragedy. Figure out communication, internal and external memos, memorial procedures, policies, etc before anything ever happens. Create those documents now and have them on file.

COLLABORATE WITH OUTSIDE GROUPS—Build relationships with other groups in your community. They can be of great assistance down the road.

FOSTER EXTERNAL COLLEAGUE RELATIONSHIPS— Sometimes you need someone who is outside your community and the situation to guide you, support you, and encourage you.

POSITIVE LOCATIONS ON CAMPUS—Establish campus traditions before the situation takes place. Consider having a "Hi Way" where people give hi-fives and say hello.

"I WISH I TOLD YOU THIS..."—Establish programs and opportunities for students to have chances to positively express thoughts and feelings outside tragic circumstances.

The content of this handout was heavily influenced by the rapid replies, ideas, and support of the following: the 2009-2010 CADA Board, Markus Autrey, Dr. Lisa Boesky, Phil Boyte, Paul Branaganom, Stu Cabe, Tom Dickson, Scott Greenberg, Amy Gutierrez, Dale Gustafson, Micah Jacobson, Norm Hull, Andy Maurer, Jane Maurer, Martha Maurer, Bob Thomas, Matt Turner, Deborah Weiss, & Andrew West

celebrate: "we are..."

POSTERS— Celebrate your campus with a series of "ads" highlighting students and staff. Brand them with a common phrase.

T-SHIRTS— These shirts can either celebrate and remember those affected by the tragedy or celebrate the campus as a whole.

HANDPRINTS— Utilize a banner or a portion of a campus wall. Allow students and staff to paint their handprint (utilizing school colors).

PERFORMANCE FAIR— Celebrate another aspect of your campus.

LUNCH-TIME COLLABORATION— Change up a lunchtime competition and to a collaboration. Work across class lines and celebrate collectively.

"DREAM TEAM"— Similar to the group at Disney, have a small group of spread opportunities around campus. Make one of their obvious "tasks" smiling and greeting students in the halls.

CELEBRATION DANCE— Host a dance outside the standard ones allowing a change for students to just celebrate their lives.

workshop presented by

TIFFANY HAMM is the Activities Director at Los Gatos HS. During the 2008-09 school year, she faced this issue head-on following the tragic deaths of 3 students and 1 teacher.

tthamm@lghs.net

PATRICK MAURER is a professional speaker who once taught at LGHS. He researched this issue after receiving a phone call from Tiffany following the 3rd student death

pm@pmaurer.com

Please contact Tiffany & Patrick if you need additional resources or support!