



Saying Goodbye

Helping your child grieve

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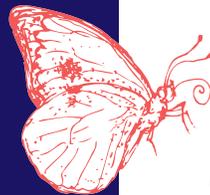
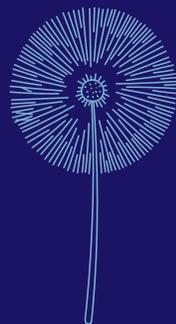
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Help When Your Child is Hurting

Losing a loved one is incredibly hard. We are sorry for your loss. We know families often worry about the best way to talk to and care for their children during this time. At Intermountain Health, we want to support you during this difficult time.

This guide provides information on how to help your child when someone they love has died. There are different sections to make it easy to use. For now, the section on the first few days (starting on page 4) may be the most helpful.

We hope you find this booklet useful as you find ways to support and comfort your child.



The First Days

The first few days after the loss of a loved one can be difficult for a child. Here are some suggestions to help you and your child during this time.

Breaking the news

It can be difficult to deliver this news to your child. Below are some ideas on how to start. There is also a glossary on page 23 with simple definitions of common terms associated with the loss of a loved one. It may be helpful to look this over prior to having the conversation.

General tips

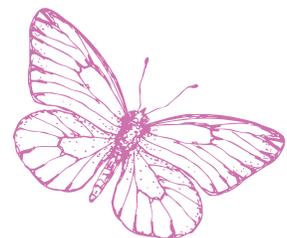
- **Try to talk to your child sooner, rather than later.** If possible, it is recommended that children receive difficult information from someone close to them like a family member rather than accidentally overhearing the information or being told by someone else. Without direct information, children tend to fill in the blanks with misconceptions or misunderstandings.
- **Be honest and sincere** when speaking to your child.
- **Find a safe, quiet environment** where you can have the conversation.
- **Share the information in a gentle manner.** For example, you could say: *“Something very sad has happened.”* Or you could build on information your child already knows: *“You know mommy’s been sick,” “You know grandpa is old,” “When the accident happened...”*
- **Use simple and direct language.** *“Your sister has died.”* Do not try to soften the news with indirect language such as *“passed away,”* or *“gone to sleep.”* This might confuse a young child. If your child is young, explain that *“dead”* means the person’s body has stopped working and that the person will not be coming back.
- **Explain the physical cause of the death.** Some children may feel guilty and that they somehow caused the death to happen. Reassure them that their actions or thoughts did not cause the person’s body to stop working, that there was a physical illness or injury that caused the death.



- **Everyone expresses emotions differently.** It is okay to express emotions in front of your child; this shows them that feelings are okay. You can tell your child that you and others may be crying.
- **Let your child know you love them and that you will be there when needed.**
- **Repeat what you have said as needed.** Children often ask the same questions repeatedly as they try to understand what happened. This is normal and can happen over long periods of time.
- **Be open to questions.** Allow your child to ask questions and share what is on their mind. Some questions may be direct and it's okay if you're not able or ready to answer them.



Consider saying
“I’m glad you asked that question. I don’t know the answer either. Let’s think of someone we can talk to that might be able to answer that” or “It’s hard for me to answer that right now. I would like to think about that and talk about it at a different time.”





Please remember that you know your child best and that all, some, or none of this sample script may work for you.

Sample script

Below is an example of how you could have this conversation with your child.

Step 1 – Start with what your child knows by asking questions.

- “What have you heard about _____ NAME _____?”
- “Do you remember why _____ NAME _____ was in the hospital?”
- “Do you remember how sad I was last night? Do you remember why?”

Step 2 – Discuss the change that happened, whether it was an event or a change in an illness. This could be that the treatment or medicine did not work in the way that was hoped or that they were injured in an accident.

- “We hoped the medicine was going to make _____ NAME’S _____ body better, but it didn’t make it better.”
- “They are called accidents because they happen unexpectedly.”

Step 3 – Discuss death. If you have a religious or spiritual background, it may be beneficial to incorporate those beliefs here. If not, it is okay to say that you do not know what happens after death.

- “Do you know what the word ‘die’ means?”
- “When you die, your body stops working.”

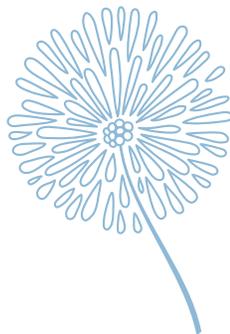
Step 4 – Discuss your emotions.

- “I am sad that _____ NAME _____ died. Sometimes I cry. How do you feel? Or, what are you thinking?”
- “I feel mad that _____ NAME _____ is going to die. When I’m mad, I listen to music. How do you feel?”
- “I noticed you’ve been quiet. Can you tell me what you’re thinking?”

Creating a supportive environment

When someone dies, the activity around the house often picks up dramatically. It can be confusing for everyone, especially children. Here are some suggestions on how to support your child:

- **Assign a trusted adult to watch over your child during the first few days.** The days after losing a loved one can be both very emotional and busy. It can be helpful to have another adult assist your child during this time so your child is getting the attention they may need and so you are getting the time and space you may need.
- **Try to provide stability.** For example, keep the same routine, expectations, and/or rules your child had before.
- **Tell your child there will be extra visitors.** Answer questions about who is coming and going.
- **Tell your child there will be a funeral, memorial service, or celebration of life.** Each family is unique in how they honor a loved one and say goodbye. It may be helpful to explain the importance of this event to your family.
- **Tell your child there will be a burial or cremation.**
- **Take time to address your child's questions, concerns, and needs as they arise.**
- **Let your child's school know what has happened.** It is helpful to let your child's school know there has been a death. This way they know your child may miss class and it also helps them know your child may need support when they come back. You may include your child in a discussion of whether they want to miss class. Some children want to be around their family during challenging times, but others want to go to school and are comforted by the routine school offers. Either is normal.





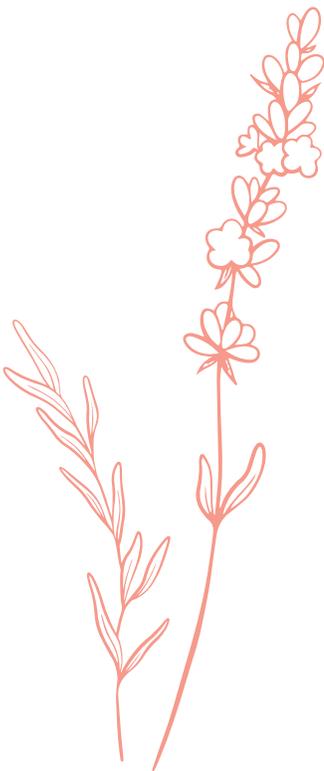
Preparing your child for the funeral, memorial service, or celebration of life

Most families and professionals agree that children should be invited and given the choice of whether to attend. Children do, however, need to be prepared. You can help prepare your child by discussing:

- Why we have funerals, memorial services, and celebrations of life.
- What the process of the event will be and who will be there.
- Whether your child will see the body and what it will look like (lying down and not moving).
- How people might be feeling. Let your child know that people grieve differently and that it is normal for emotions to change throughout the day.

Here are some activities that may be helpful during the first few days to help your child process and cope with the loss:

- Write a letter to or draw a picture for their loved one.
- Read their loved one's favorite book.
- Listen to their loved one's favorite song or watch their favorite movie or TV show.
- Sleep with their loved one's blanket, stuffed animal, or clothing item.
- Share favorite memories of their loved one.
- Print out favorite pictures of their loved one.
- Write in a journal about their loved one.



Understanding Your Child's Grief: What You Can Expect

As a child grows and changes — physically, emotionally, socially, and in every other way — their responses to grief can change as well. You can better understand your child's concerns by learning about common expressions of grief and watching your child's behavior. When possible, try to address the grief rather than the behavior. It is normal for a child to have a “grief burst” followed by play and normal activity. Children tend to move in and out of intense feelings. They might laugh and play at a time that feels inappropriate to an adult.

Common reactions

Children sometimes react to death and grieve in unexpected ways. Here are common physical and emotional reactions that can occur in children of all ages.

Physical reactions

Many children don't yet have the words to talk about their feelings, so instead, they work out their feelings through actions. These are some common physical reactions that children may have to a loss:

- **Illness.** Your child may have stomach aches or headaches. They may not sleep or eat well, or may be afraid of getting the same illness as the person who died.
- **Hyperactivity.** Your child may become more active than they are normally. They may fidget, be more wiggly than usual, act without thinking, or be unable to concentrate on tasks.
- **Regression.** Your child may temporarily regress to an earlier age. For example, they may start sucking their thumb, wetting the bed, or doing something else that they grew out of long ago.



Play is essential to a child's ability to explore their feelings and adapt to the loss.

You can find an activity section with a list of therapeutic activities that may benefit your child on [pages 16-18](#).



Emotional reactions

Emotional responses in children are varied. Some children may grieve in short but intense bursts — upset one moment and seemingly fine the next. Others may mask their emotions completely. They appear to be handling things well but are struggling internally. Still, a child's grief may be delayed, and they may not express it until their life has become more stable. Here are some other common emotional responses:

- **Disbelief.** Your child may struggle to understand that the person is really gone and may talk about them in the present tense. In a younger child, this is common, as they do not yet fully understand that death is permanent.
- **Anger.** Your child may be angry with the person who died for leaving or mad at the doctor for not being able to save the person. Your child may blame you for not warning them that the person might die.
- **Fear.** Your child may be afraid that other family or friends will die. They might become anxious about who will care for them. This may cause them to have increased separation anxiety.
- **Worry.** Your child may worry about how their caregivers are managing. They might be afraid of doing or saying something that will make things worse for them or they may worry about things not related to this death.
- **Guilt.** Your child may believe they are responsible for the death, or that the death is a punishment for previous bad behavior.
- **Preoccupation with the dead person.** Your child may believe that the person who died was perfect or was popular and imitate the person's way of walking, and moving, or dressing.

As your child grows and better understands the loss they have experienced, you may see signs of re-grieving where your child goes through the above physical and emotional reactions again. This could look completely different than the first time they expressed their grief or could look similar. Either way, it is normal for your child's grief reactions to come and go over a period of years and for their grief to change as they develop.

Understanding What Your Child Understands: Age by Age

Every child is unique. Their ability to understand and process the death of a loved one is dependent on their own development and life experience. This also shapes their reaction to the death and how they may cope with the loss. However, there are commonalities across children within certain age ranges. In this section, we provide information for different age groups, focusing on how they understand death and ways to support them.

Infant to 2 years old

Children in this age group are not old enough to understand death, but they can be sensitive to changes in the family environment.

Understanding of death

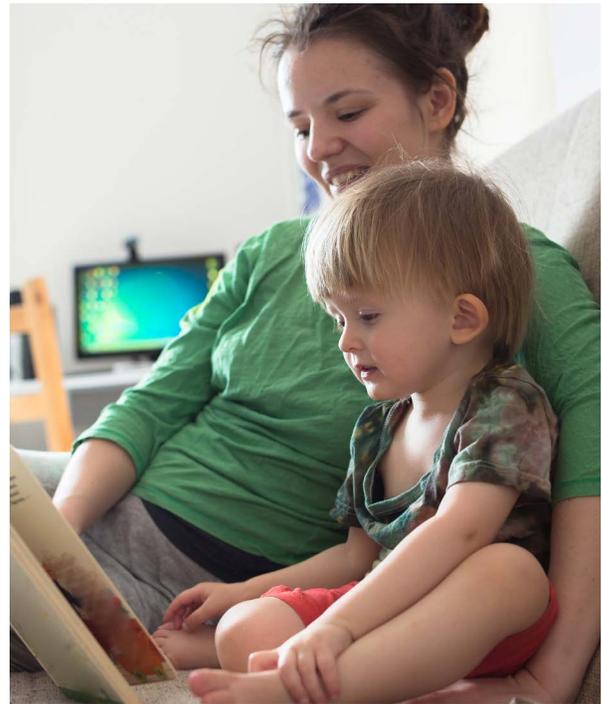
- Has no understanding of death.
- Feels a sense of separation or loss.
- Sensitive to their caregivers' emotions.

Common reactions

- May be more withdrawn than usual.
- Changes in eating or nursing patterns.
- Changes in sleeping patterns.
- Will not remember the person who died.

Ways to help

- Maintain a consistent routine and caregiving, if possible.
- Create a photo album of the person who died. Include small notes or memories so that as your child grows, they feel connected to the person they lost.



2 to 6 years old

Children in this age group usually do not have the language skills or experience to express how they feel. They may act out physically or emotionally.



Understanding of death

- Thinks death is reversible — people can die and come back to life.
- Believes the person who died can still think, feel, see, and hear.
- Believes that someone can be “wished” back to life.
- Takes words literally, such as “passed away,” “lost,” and “gone to sleep.” This can cause confusion. For example, they could:
 - Become anxious when anything or anyone goes away because they believe they won’t come back.
 - Think that the person who died can be found if they are lost.
 - Be scared to go to sleep, since the person who died went to sleep but never woke up.

Common reactions

- Asks questions about when the person who died will return.
- Feels some responsibility for the death or sees it as a punishment for their own bad thoughts or behavior.
- Feels left out.
- Is clingy and afraid to let you out of their sight.
- Remembers the appearance of the person who died, but not much about their personality.

Ways to help

- Use concrete terms like “death” and “died” to avoid confusion.
- Respond to questions in a simple and patient manner. It is normal for children in this age group to repeat questions, as this helps them process the abstract concept of death.
- Give your child the space to be a normal kid. It is normal for children to hear hard news and then go play, as if nothing has happened. While this can often seem odd to adults, this is typical of this age group. Sometimes play helps them process hard news. Sometimes it gives them a mental break from the events around them.
- Allow your child to express whatever feelings they have. This can mean playing with toys, drawing, singing, or acting out stories. Sometimes this could even be acting out violent scenes, as this helps your child deal with anger. Replaying the death over and over may help your child understand it.
- Tell your child that they are not responsible for the death.
- Include your child in decisions that affect their life. When appropriate, let your child decide when to participate, what to wear, and whom to be around.
- Create an album of the person who died. Help your child record memories of the person who died, whether they want to focus on the good or the bad.

6 to 12 years old

A child in this age range is starting to understand death but may not know how to act.

Understanding death

- Begins to understand that death is final, though they still may be confused about this.
- Does not always understand that death happens to everyone.
- May see death as a boogeyman or ghost that takes people away.

Common Reactions

- Feels guilt and responsibility. For example, your child may feel guilty for having once wished the person dead and may believe that their thoughts made this happen.
- Fears for their own safety and that of other family members. Older children may worry about financial security.
- Swings between expressing feelings openly and hiding them. May have trouble expressing thoughts that seem “ugly,” such as anger or relief.
- Tries to hide what happened from classmates so they won't feel different. May cover painful feelings with loud behavior.
- Wants a more detailed explanation of why the person died.
- Wants to continue to go to school or doesn't want to go to school at all.
- Remembers more subtle personality traits of the person who died.

Ways to Help

- Help your child understand what they are feeling and what people around them are feeling.
- Explain that it's okay to feel unhappy, sad, or angry. Share your own feelings.
- Make sure your child understands that they are not responsible for the death.
- Include your child in decisions that affect their life. When appropriate, let them decide when to participate, what to wear, and whom to be around.



Your child may act silly or try to hide their feelings.



12 to 19 years old

Some teenagers may appear to be handling grief like an adult. It may be difficult to distinguish grief from other adolescent behavior. Teenagers still need the security and predictability that you provide.



Understanding of Death

- Better understands the finality of death.
- Begins to feel their own vulnerability.
- Has more complex psychological understanding and religious beliefs concerning death.
- Recognizes the impact the death has on the family.

Common Reactions

- Becomes unreasonably upset about an unrelated problem.
- Hides emotions from their peers to not seem different.
- Feels pressure to respond in the same way an adult might respond.
- Fears for their own safety and that of other family members. Teenagers may worry about financial security.
- Takes on risky behavior such as fast driving, drug or alcohol use, sexual activity, or suicidal ideas.

Ways to Help

- Help your teenager understand their feelings. Explain that it's okay to feel a variety of emotions. Share your own feelings and how you cope with them.
- Make sure your teenager understands that they are not responsible for the death.
- Include your teenager in decisions that affect their life.
- Give your teenager opportunities to make decisions on when to participate, what to wear, and whom to be around.

The Role of Play

After the death of a loved one, it is important to give your child time and space to play. Play helps children feel normal. It also helps them express and process feelings, concerns, and questions. Here are some things you may notice after the death of a loved one.

Your child's play seems the same as before.

Children enjoy play just as they did before the death. This is normal and does not mean your child does not care or is not affected.

Your child's play may be focused on the death.

Sometimes a child will act out an accident scene or a hospital experience. This, too, is normal. It can help a child emotionally process the experience and work through their grief.

Your child's play is repetitive.

You may see your child playing through the same event over and over. This repetition may be difficult to see, but it is your child's attempt to understand what has happened.



Activities for Healing

Activities and play can help the healing process by teaching children to express feelings, understand thoughts and experiences, and honor the memory of the person who died. This section offers ideas for various activities.

Activities that may help with emotions

Activities to express anger

Some children express their feelings through anger, yelling, hitting, or crying. Creative and physical activities can help a child express feelings and frustrations in other ways.

Here are some ideas to help a child release strong feelings:

- **Make a punching bag.** Allow your child to decorate or write on a paper bag, then stuff it with paper wads and tie it at the top. If your child wants to, you can list the reasons for your child's anger on the back of the bag. Help your child say what they might be feeling as they hit the bag: *"I'm mad that my brother is dead."*
- **Pop some bubble wrap.** Twist it, jump on it, squeeze it.
- **Tear up some paper.** Your child can write on the paper about something they are angry about.
- **Take your child outside** to an open space where they can physically exert themselves by running around or throwing kicking a ball.
- **Smash playdough** or build with blocks and knock them down.



Activities for children who are quiet

Some children hold their feelings inside. They may withdraw from their favorite activities or friends. Other children become very quiet and afraid to leave the house or their caregivers. Here are some ideas to help a quiet child work through and express their feelings:

- Painting and drawing.
- Using playdough or kinetic sand. Offer a small wooden hammer, rolling tools, or cookie cutters to shape the clay.
- Going for a walk outside.
- Reading a book together.
- Playing in water. Let your child play in a basin of water with toys, bubble wands, and cups. Let your child get their entire body into the water.

Age-appropriate activities

Here are additional activities that may be helpful over the next few months as your child processes their loss.

Memory box

Age level: 3 years and up

Materials needed:

- Box (a shoe box, or photo box)
- Art supplies (markers, paint, paintbrushes, glue, paper, etc.)
- Items that remind your child of their loved one and their relationship with that person (For example: photos, pictures, items of clothing, small toys, notes, handprints or hand molds, or jewelry)

Directions:

- Use art supplies to decorate the outside of the box.
- Place items into the box that remind your child of their loved one.
- Talk with your child about memories of their loved one while making and filling the box.
- Keep it in a special place your child can access.



I remember

Age level: School age to adult

Materials needed:

- Paper
- Glue
- Magazines
- Family pictures
- Scissors

Directions:

- Discuss memories of the loved one.
- Talk about how our memories keep us close to the loved one.
- Talk about how some memories can make us sad but some memories can make us happy when we think of the good times we shared with the loved one.
- Make collages from pictures of things that remind us of the loved one.



Rock garden

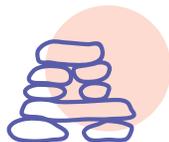
Age level: 3 years and up

Materials needed:

- Rocks
- Art supplies (marker, paint, paintbrushes, other art supplies.)

Directions:

- Paint or draw on the rocks; write words or draw pictures that remind you of the loved one.
- While creating the rocks, talk about your favorite memories of the loved one.
- Place the rocks in a special place in your home or yard.



Mailbox

Age level: School age to adult

Materials needed:

- Paper
- Pencil
- Jar

Directions:

- Create a mailbox or jar.
- Keep paper by the mailbox or jar.
- Have your child write or draw questions they may have, feelings they are experiencing, and comments about their loved one that died.
- Place the paper into the mailbox or jar.
- Discuss these as a family throughout the week.



Feelings

Age level: 3 years and up

Materials needed:

- Camera
- Photo album
- Paper
- Markers
- Glue



Directions:

- Discuss how everyone has feelings. Sometimes we show them by the way we act or look, sometimes we keep them inside.
- Have your child choose a feeling to act out. Take a photo of your child acting out each feeling.
- Print them out, label each emotion, and make a “feelings” book.
- Talk with your child about examples of when they have felt that emotion.
- Discuss positive ways of expressing those emotions.
- Discuss what emotion they are feeling today.

Yearly remembrance

All ages

Directions:



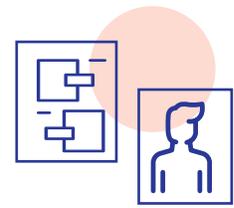
- On the loved one's birthday, the anniversary of the death, or a special holiday, plan time to celebrate the person's life. Some ideas:
 - Throw a party with presents to give the loved one. Find a place where you can donate the presents.
 - Visit the grave site, mountains, beach, or wherever you feel close to that person. Bring messages, letters about the last year's events, photographs, and colored pictures from younger children. Share thoughts and wishes about that person.
 - Go to the person's favorite spot and share their favorite activity.
 - Watch family videos.

Plan a gathering to talk about the person and share memories—eat their favorite foods, watch their favorite movie, and play their favorite game.

Journals and other chronicles

Age level: Teen to adult

Directions:



- Make a timeline of the person who has died. Start with the person's birth and include fun memories from that day or week, or any notes about the special people that were part of the experience. Then go through each year adding trips, events, and holidays special to your family.
- Make a movie from pictures or videos of the person who has died. Many websites can help with your project.
- Make your own journal for the person who has died using a book, blog, or web application. Write things the person said or might have said and would want their family and friends to remember about them.
- Make a wish book for family and friends to write messages to the person who has died and share what they will miss most, loved most, etc.
- Write in a journal with prompts such as
 - *I wonder...I wish...I hope...*
 - *Today I am feeling...*
 - *After the death, my family doesn't...*
 - *I do not want to forget...*
 - *If I could do things differently, I would...*
 - *Since the death, school has been...*
 - *When I am by myself, I feel...*
 -

Helping When You Are Hurting

While the focus of this book is to provide guidance on how to support children in their grief, we want to acknowledge your grief as well. Just as children vary in their grieving process so do adults. We encourage you to take the time and space that you need to grieve in the way that feels right for you. Here are some suggestions or gentle reminders as you process your loss:

- **Remember to eat and drink.** Grief can be hard on a person — both physically and mentally. Taking care of your body can help. Simple actions, like carrying around snacks in a bag or purse and taking short walks throughout the day can help you stay hydrated, nourished, and calm.
- **Ask for help.** It is okay to ask for help from friends, family, and even professionals. This could be asking a friend to remind you to drink water, having a family member help get your other children ready for school, or finding a grief support group to attend. Think about what support you would find most helpful and reach out to those around you.
- **Take time to find space for yourself.** Some people benefit from spending time alone, others find support in being surrounded by friends and/or family. If you can, take some time to figure out what you find most helpful to your own grief process.



Resources for caregivers

Primary Children's Hospitals (Salt Lake City, Lehi Miller Campus)

Primary Children's Hospital Bereavement Program offers support and education to families following the death of a child. In addition to support offered on a child's dying day, outreach continues in the form of grief educational mailings, phone calls, meetings with clinicians, and free grief support groups for parents.

For assistance or to connect with local resources, please contact the Bereavement Coordinator at 801-662-3778 or email pc-griefsupport@imail.org.

Families who experienced a death at another hospital are also welcome to reach out for support.

Homecare and Hospice Bereavement Support

Intermountain Homecare and Hospice grief support services for 13 months after the death of a loved one. Bereavement support groups and other bereavement programs are offered throughout Utah and part of Idaho. They are free and open to anyone who has experienced the death of a loved one.

Call 385-887-6043 or email ihcgriefsupport@imail.org for more information.

Local and national organizations

The Sharing Place Grief Support for Children thesharingplace.org/

Provides a safe and caring environment for grieving children and teens (3 to 18 years old) and their families.

Dougy Center, National Center for Grieving Children and Families dougy.org/

Provides grief support to children, teens, young adults, and their families.

Share Pregnancy and Infant Loss Support nationalshare.org/

Supports families affected by the death of a baby.

What's Your Grief? whatsyourgrief.com/

A website that provides resources about coping with grief and loss, and how to support someone who is grieving. Includes online courses, a podcast, and connection with a supportive community.

Center for Loss and Life Transition centerforloss.com/

Helps people who are grieving and those who care for them.

National Alliance for Children's Grief nacg.org/

A nonprofit organization that raises awareness about the needs of children and teens who are grieving a death. Provides education and resources for anyone who supports them.

**The Compassionate Friends:
Supporting Family After a Child Dies**
compassionatefriends.org/

Provides comfort, hope, and support to bereaved families that have experienced the death of a child, grandchild, or sibling.

Caring Connections
nursing.utah.edu/caring-connections

A hope and comfort grief program based in the University of Utah College of Nursing. Offers grief groups and resources.

MISS Foundation
(Mothers in Sympathy and Support)
missfoundation.org/

Support for families struggling with traumatic grief. Provides Family Support Packets with information and resources for bereaved parents, grandparents, and siblings.

American Foundation for Suicide Prevention
afsp.org/

Provides education on risk factors and warning signs, fundraises for suicide research, and programs, and supports individuals who have experienced the loss of someone to suicide.

Bereaved Parents of the USA
bereavedparentsusa.org/

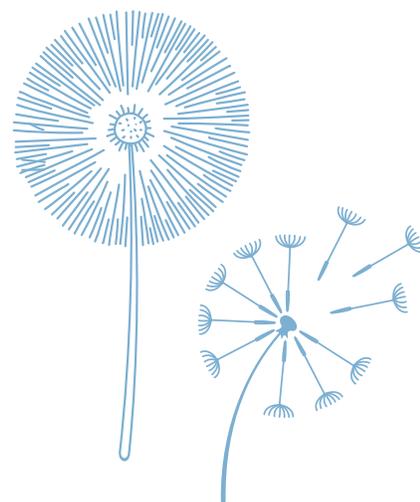
Helps grieving parents and families rebuild their lives after the death of a child.

Parents of Murdered Children
pomc.org/

For families and friends of those who have died by violence. Phone: 1-888-818-POMC.

Books for adults

- *Bearing the Unbearable: Love, Loss, and the Heartbreaking Path of Grief*, by Joanne Cacciatore. Somerville, MA: Wisdom Publications.
- *Understanding Your Grief: Ten Essential Touchstones for Finding Hope and Healing Your Heart*, by Alan Wolfelt. Fort Collins, CO: Companion Press.
- *Welcome to the Grief Club*, by Janine Kwoh. New York City, NY: Workman Publishing Company.
- *What's Your Grief*, by Eleanor Haley & Litsa Williams. Philadelphia, PA: Quirk Books.



Books for children and teens

Before giving a book to or reading a book with your child, please make sure to read the book first. This ensures that the book will meet the needs of your child and align with your family's belief system. We have also categorized the books by the topics they cover. This is the key:

D = Death, grief, and loss (understanding and experiencing a death, coping with grief and loss)

E = Emotion (discusses emotions but unless combined with D, does not focus on death, grief, and loss)

C = Connection (focuses on the bonds and connection there are between the people we love, unless combined with D, does not focus on death, grief, and loss)

S = Also available in Spanish

For toddlers and preschoolers

- *Cuddle Bear*, by Claire Freedman. Tulsa, OK: Kane Miller. **E**
- *The Goodbye Book*, by Todd Parr. New York, NY: Little, Brown and Company. **D, E, C**
- *The Rabbit Listened*, by Cori Doerrfeld. New York, NY: Dial Books. **E, S** (*El Conejo Escuchó*)
- *Something Very Sad Happened: A Toddler's Guide to Understanding Death*, by Bonnie Zucker. Washington, DC: Magination Press. **D, E, C**

For elementary-aged children

- *After a Death: An Activity Book for Children*, by the Dougy Center. Portland, OR: Dougy Center. **D, E, C, S** (*Después de un fallecimiento: Un cuaderno de actividades para niños*)
- *Ida, Always*, by Caron Levis & Charles Santoso. New York, NY: Atheneum Books. **D, E, C**
- *In My Heart: A Book of Feelings*, by Jo Witek. New York, NY: Abrams Appleseed. **E**
- *The Invisible String*, by Patricia Karst. New York, NY: Little, Brown and Company. **C, S** (*El Hilo Invisible*)
- *A Kids Book About Death*, by Taryn Schuelke. Portland, OR: A Kids Company About Inc. **D, E, C**

- *What Does Grief Feel Like?* by Korie Leigh. Minneapolis, MN: Free Spirit Publishing. **D, E, C**
- *When Someone Dies*, by Andrea Dorn. Eau Claire, WI: PESI Publishing. **D, E, C**
- *Why Do I Feel Sad?* by Tracy Lambert. Emeryville, CA: Rockridge Press. **D, E,**
- *Why Do Things Die?* by Katie Daynes. London, England: Usborne Publishing. **D, E, C**

Teenagers, age 13 to 19

- *Deconstruction/Reconstruction: A Grief Journal*, by the Dougy Center. Portland, OR: Dougy Center. **D, E, C**
- *Grief Recovery for Teens*, by Coral Popowitz. Oakland, CA: Instant Help Books. **D, E, C**
- *Healing Your Grieving Heart For Teens*, by Alan Wolfelt. Fort Collins, CO: Companion Press. **D, E, C**
- *It Won't Ever Be the Same: A Teen's Guide to Grief and Grieving*, by Korie Leigh. Minneapolis, MN: Free Spirit Publishing. **D, E, C**
- *Teen Grief Journal*, by National Alliance for Children's Grief. Lubbock, TX: National Alliance for Children's Grief. **D, E, C, S** (*Diario de duelo para adolescentes*)
- *Weird is Normal When Teenagers Grieve*, by Jenny Lee Wheeler. Naples, FL: Quality of Life Publishing. **D, E, C, S**

Glossary

Ashes: What is left of a person's dead body after cremation. It is white/grey and looks and feels like sand.

Burial: This is when the casket or urn is placed into a deep hole in the ground. The casket or urn will be covered with dirt.

Casket: A special box that holds a person's dead body.

Cemetery, graveyard: A place outside where the casket will be taken and buried in the ground. The cemetery is not just for your family, but for many families. There will be headstones where every dead person has been buried.

Cremation: A person's dead body (you may need to mention that the person no longer feels anything) is placed in a special box, and then taken to a place called a crematory. Inside the crematory, it gets very, very hot, which changes the person's body into cremated remains or ashes.

Dead: When a person dies or is dead, their body stops working. They can't feel, see, or play anymore. When they die, their body can't start working again.

Eulogy: When people share stories and memories about a person who has died.

Funeral, memorial service, celebration of life: When friends and families get together to say goodbye and remember/celebrate the person who died.

Funeral home, mortuary: A place where a person's dead body is kept before they are buried.

Grave: The hole in the ground where a person's dead body is buried at the cemetery/graveyard.

Headstone: This is a special stone that has a dead person's name on it. It helps us know where that person was buried.

Hearse: The car that takes the casket to the cemetery or graveyard.

Obituary: A short paragraph that talks about the person who died.

Pallbearer: A person who helps carry the casket.

Viewing: A time when friends and family can see the body of the person who died.

Urn: A container that holds the ashes after cremation.



