Grief Comes Along, Too



Session 10

A 60-minute adult education session about loss, mixed feelings and support for a difficult day.

The work today

Make room for a loss without forced disclosure, name a practical need and prepare a specific support request.

Progress is progress

A small act of care can count without turning grief into a lesson or a bright side.

Before you lead

Audience and scope

Adults 18+, approximately 4-10 participants. Facilitators need group skills, competence appropriate to their role, and access to safeguarding and emergency procedures. This is original recovery education, not a validated treatment, diagnosis, crisis service or substitute for individual care.

Preparation outside the hour

Read the guide and notes. Print participant pages 1-8, prepare slides, pens and a clock, and verify local support contacts. Orient new members beforehand. Explain the setting’s privacy limits; group confidentiality cannot be guaranteed. Know how to offer private support.

Participation and access

Offer fiction, private writing, drawing, listening or passing. Read prompts aloud and offer a scribe with consent. No personal history, diagnosis, substance details, contact, movement, performance or completed worksheet is required. Adapt for language, disability, energy, caregiving and resources.

Topic-specific preparation

Use the fictional example and avoid requiring personal loss stories. Prepare appropriate grief and mental-health support options. No memory exposure, forced rituals, timeline, stages test, or pressure to find meaning.

The 60-minute run sheet

00-05 / Welcome / slides 1-2

Participant page 1. Explain choices and offer a brief optional check-in.

05-13 / Fictional situation / slides 3-4

Participant page 2. Read the example and discuss the stated questions. Avoid a round of personal histories.

13-23 / Teaching and model / slides 5-6

Use Ren’s practical need and request on page 2. Introduce optional reflection on page 3 without requiring a personal loss.

23-38 / Individual work / slides 7-8

Participant pages 3-5, about five minutes per page. Read prompts and offer private help with consent.

38-50 / Rehearsal / slides 9-10

Page 6 pair or solo practice. Page 7 is a creative alternative within the same block. Two minutes setup, three minutes each role, two minutes revision, two minutes reflection.

50-57 / Actual-week step / slide 11

Revisit page 5. Add timing, access, support and a fallback. No public promise or pledge.

57-60 / Close / slide 12

Offer optional page 8 follow-up and a voluntary takeaway or pass. State actual continuing support and its limits.

Opening words

Suggested script

Getting better does not give back every person, relationship, place or year you miss. You can want your life to change and still feel loss. Today you do not have to explain the loss. We are making room for what a difficult day may need.

Group agreements

No comparing losses, imposing beliefs or rituals, assigning stages, promising closure, or saying someone should be over it. No forced bright side. Ask before offering suggestions. Silence, fiction and passing are valid.

Check-in

Ask: Would fiction, quiet writing, a neutral drawing or listening fit today? Nobody has to identify a loss or share a feeling.

Ren’s changed routine

Original fictional scenario

Ren used to call a brother on the way home from work. Since his death, that part of the day feels difficult. Ren is in recovery and thinks, I should be grateful for what is going well. I should not still feel this. Ren has little energy for dinner and does not want a big conversation. No immediate emergency is described.

Questions

What is Ren adding to the feeling? What practical need is present tonight? What kind of company or support could fit without asking Ren to tell the whole story?

Facilitator stance

Grief is personal. Do not infer a diagnosis or stage, prescribe a timeline or turn the example into an invitation to describe traumatic deaths. Recovery progress and grief can coexist.

Room for loss and care

No feeling requirement

A person may notice sadness, anger, relief, numbness or something else. The group does not decide the correct emotion or what a relationship should have meant.

Make the day more workable

Food, rest, transport, dependent care and manageable company can need attention. An appropriate practical request may be more useful than a long discussion on a difficult day.

Choose what to share

An unsent sentence, neutral drawing, quiet company or professional support are options. Cultural and personal practices belong to the person; we do not invent or assign a ritual.

A completed example

Ren’s immediate need

Ren needs dinner and less isolation without a demanding conversation. The need can be named without explaining the entire loss.

A possible request

I am having a grief-heavy evening. Could you bring a simple meal or sit with me for a little while? I do not want advice or a big conversation. The listener can say what is actually possible.

If nobody is available

Ren can choose an accessible food option and ask a suitable support contact about another time or appropriate grief resources. A resource gap remains visible; the example does not promise company or relief.

Lead the individual pages

Page 3 / Name only what you choose

Keep disclosure optional. Avoid emotion inventories framed as a diagnosis or stage.

Page 4 / Care on a lower-capacity day

Name practical care and responsibilities without prescribing a ritual or minimizing a resource gap.

Page 5 / A request that fits the day

Choose a specific request and an appropriate fallback. Do not promise comfort, closure or a response.

Support without taking over

Ask permission before suggesting. Keep unresolved needs visible. A resource gap or an unfinished page needs curiosity and appropriate practical support, not a lecture about motivation. Participants may stay with the fictional example.

Practice without a performance

12-minute sequence

Two minutes to choose pair or solo; three minutes each role; two minutes to revise; two minutes to reflect. Partners use fiction. The creative alternative replaces this practice, not extra time.

Speaker role

Practice a practical request with Ren or a neutral situation. No personal loss story or memory reenactment.

Listener role

Ask what kind of support is wanted. Do not interpret, fix, offer a bright side or discuss what happens after death.

Solo option

Write the request privately and name a limit on conversation or advice.

A little room on the page

Same practice block

Make room on the page using a sentence, marks or a neutral drawing. The exercise replaces pair practice and requires no personal memory.

Example

Words: Tonight needs less explaining and some dinner. Or a neutral shape with the words quiet company.

Reflection

Does this page allow the feeling without demanding an explanation? What care or support would help the actual day?

Privacy and choice

No one must show the page, read aloud, send a message, revisit a distressing memory or complete the activity. Offer the fictional example, neutral drawing, observation or a pass.

When more support is needed

When more care is needed

If grief or distress is hard to manage, persists with significant difficulty functioning, or raises safety concerns, offer appropriate professional support. Do not diagnose or require a waiting period before seeking help.

Traumatic loss and activation

Do not ask for details of a death, role-play a deceased person or require exposure to reminders. Offer fiction, a break or private help if distress increases. Existing treatment and support plans remain in place.

Culture and immediate safety

Respect the person’s own beliefs and practices without inventing teachings or prescribing rituals. Immediate medical or safety needs take priority; follow setting procedures and provide appropriate support.

Close and prepare the pilot

Closing words

What is one act of care or support question you might carry into a difficult day? You can pass. You do not have to make grief useful to deserve care. Progress is progress. Mile or a Millimeter.

Voluntary feedback

Was the activity understandable? Could you find a realistic next action or question? What felt uncomfortable, inaccessible or unrealistic? Check timing and access. Do not collect sensitive personal stories for marketing or treat feedback as evidence of clinical effectiveness.

Sources and authorship

Broad background sources are listed in Sources-and-Review.md and relevant slide notes. Reviewed October 28, 2026. Original scenarios, scripts and learning sequence by Belle Morey / Progress is Progress LLC. No agency endorsement.

Release status

Author-review pilot. Belle’s review, appropriate professional review, local response and referral checks, and a suitable timing and usefulness pilot should precede commercial release. www.progresscounselingprograms.com.