



# Conversation Tool

## Under 13 Guide

## Using the Conversation Tool

- Before the session take a look at the questionnaire and the areas, for example 'Getting Started'.
- All areas need to be completed, but maybe not in one go!
- Keep it informal; think about the venue and privacy.
- Explain what the young person will be doing, why and how it will work.
- Ask them to be as truthful as possible and re-assure them it is not a test!
- If it helps, read the questions and put them into context if needed. The questionnaire identifies how easily they can answer the questions.
- Alternatively, put the emoji/ word cards on a surface, ask the question and the young person can pick out their answer or response.
- At the end of each question or area, review their answers and use them to start the conversation.
- Use open questions; such as 'tell me, explain, describe, how...'
- Transfer answers onto the Excel sheet. This can then identify the things they are good at and the areas they need to develop.
- Taking notes can remind you of what has been discussed.
- Identify and agree what work needs to be done.
- Repeat the questionnaire and transfer answers on to the Excel, this will highlight where the young person is at now.
- Always end with positive, genuine feedback about what they have done well and why.

# Areas

## Milestones of Healing

### Getting Started

1. Beginning
2. Grieving
3. Coping

### This is my Story

4. Sharing
5. Changing
6. Exploring
7. Remembering

### Moving Forward

8. Connecting
9. Preparing
10. Continuing

## Guide

### Understanding the Areas and Themes

The questionnaire is broken up into three Milestones of Healing areas:

- Getting Started
- This is my Story
- Moving Forward

Running within these three areas are 10 themes:

1. Beginning
2. Grieving
3. Coping
4. Sharing
5. Changing
6. Exploring
7. Remembering
8. Connecting
9. Preparing
10. Continuing

Additional information can be found on the next page.

## Guide

### Understanding the Tips

The Tips sections offer ideas to create a positive environment.

Each question is a competence from the Wakefield Resilience Framework.

These are evidence-based to help build resilience to cope with adversity and life changes including bereavement and loss.

In the Tips section you will find additional questions that you may want to explore as this will provide the young people with a range of coping and adaptable life skills.

Visit [www.riskandresilience.org.uk](http://www.riskandresilience.org.uk) to find a selection of activities and interventions related to each question.

# Themes

# Under 13

## Getting Started

### 1. Beginning

#### Disruptive grief reactions:

**Denial about the death.**

#### Restorative grief experiences:

**Expressing grief and distress.**

## Getting Started

### 2. Grieving

#### Disruptive grief reactions:

**Confusion about cause of death.**

#### Restorative grief experiences:

**Developing healthy coping skills.**

## Getting Started

### 3. Coping

#### Disruptive grief reactions:

**Overwhelming separation distress.  
Debilitating depressive symptoms.  
Suicidal ideation or self-harm.**

#### Restorative grief experiences:

**Connecting with supportive peers.  
Building supportive relationships with caring adults.  
Seeking support from professionals when needed.**

## This is my Story

### 4. Sharing

#### Disruptive grief reactions:

**Explosive anger.**

#### Restorative grief experiences:

**Forming and sharing a coherent narrative.**

## This is my Story

### 5. Changing

#### Disruptive grief reactions:

**Isolation, withdrawal, mistrust.  
Guilt and self-blame.**

#### Restorative grief experiences:

**Meaning making.  
Maintaining an enduring emotional connection with deceased.**

## This is my Story

### 6. Exploring

#### Disruptive grief reactions:

**Excessive fears, worries, anxiety.**

#### Restorative grief experiences:

**Remembering, memorialising.**

# Themes

# Under 13

## This is my Story

### 7. Remembering

#### Disruptive grief reactions:

Excessive fears, worries, anxiety.  
Isolation, withdrawal, mistrust.  
Guilt and self-blame.

#### Restorative grief experiences:

Remembering, memorialising.  
Meaning making.  
Maintaining an enduring emotional connection with deceased.

## Moving Forward

### 8. Connecting

#### Disruptive grief reactions:

Post-traumatic stress symptoms.

#### Restorative grief experiences:

Engaging in enjoyed activities  
'Reflecting on personal or post-traumatic growth'.

## Moving Forward

### 9. Preparing

#### Disruptive grief reactions:

Post-traumatic stress symptoms.

#### Restorative grief experiences:

Engaging in enjoyed activities  
'Reflecting on personal or post-traumatic growth'.

## Moving Forward

### 10. Continuing

#### Disruptive grief reactions:

Post-traumatic stress symptoms.

#### Restorative grief experiences:

Engaging in enjoyed activities  
'Reflecting on personal or post-traumatic growth'.



# 1. Beginning

Under 13

## Getting Started

Understanding and accepting the reality of the death and its impact.

### Tips:

- Use body language; be aware of the distance between you and watch your facial expressions.
- Be sensitive as there may be issues around self-harm or eating disorders.
- Identify a trusted adult they can talk to if they were worried.
- Offer distractions; have paper / pen handy for them to doodle on.
- Use their answers to explore their support networks or any issues around peers.
- Learn to read their body language.

### Activities:

Tell My Story, Muddles and Puddles book, Bears, How Do You Feel cards and activity sheet, I Miss Them, Bricks, I Want You to Know Cards.

[Click here for activities and guidance](#)

1. Can you say how you feel about the death even when you feel mixed up?
2. Do you have at least one adult that you can talk to about the person that has died and how you feel?

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## Additional competences you may wish to address:

Can you explain how you are similar and different to others your age and how you feel about this?

Can you express your feelings and needs relating to grief?

Can you show how you try to understand other people's behaviour by thinking about what they might be feeling or thinking?

## 2. Grieving

Under 13

### Getting Started

Recognising connections among diverse grief reactions.

#### Tips:

- You need to establish trust and respect so they feel able to share with you.
- Use body language; be aware of facial expressions, where you are sat, the distance between you and remember to keep your arms open!
- Consider how you will react if the young person becomes upset (within your service boundaries). Have tissues available if needed.

#### Activities:

First Aid Kit, Wish boxes, Relaxation visualisations, Stones plan, The Children Who Lived.

[Click here for activities and guidance](#)

3. Do you know what happened when the person died?
4. Do you have ways to help you feel better if you are feeling sad and down?
5. Do you worry about other people getting upset?
6. Do you know what 'risk' is?

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### Additional competences you may wish to address:

Can you talk about your feelings and how these can affect what you do and how you behave?

Can you say or show what makes you feel worried, sad or angry?

Can you talk about how you can make sure that you are safe?

## 3. Coping

Under 13

### Getting Started

Building skills for coping that promote healing and well-being.

#### Tips:

- These questions may be difficult to discuss with some young people if their medical condition (Autism) impacts on their social interactions and behaviour.
- Use word cards or images if this makes it easier for them to answer.
- Allow them time to talk; try not to interrupt.
- Use their answers to explore their support networks or any issues around peers.
- Be attuned to their body language.
- Some young people when grieving may take risks, be aware of how you respond.
- Use their answers to explore their perception of risk.
- Be sensitive as there may be issues around self-harm or eating disorders.

#### Activities:

Red Chocolate Elephants, Mountains Plan, What My Friends Can Do, My Feelings, Who Is There For Me.

[Click here for activities and guidance](#)

7. Do you have a friend (or friends) you can talk to and share your feelings with?
8. Do you have ways to cope when other people get upset?
9. Can you ask for help if you need it?
10. Can you name places and people who can help you if your feelings are very strong?
11. Can you describe a risky and unsafe situation?

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### Additional competences you may wish to address:

Can you describe what you do to help yourself feel better if you are feeling sad?

Can you choose between safe and unsafe activities and give reasons for your choice?

## 4. Sharing

Under 13

### This is my Story

Developing a narrative of the death and integrating it into a larger life story.

#### Tips:

- Be sensitive and be aware of how you react if there are disclosures of self-harm, eating disorders or risk-taking.
- Be creative as young people may find some things difficult to explain.
- Explain the things they feel easy and difficult and why.
- Listen more than you talk and stay on the topic.

#### Activities:

I Am poem, The Funeral, I Want You To Know cards, The Children Who Lived.

[Click here for activities and guidance](#)

1. Do you understand how your feelings can affect what you do and how you behave?

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### Additional competences you may wish to address:

Can you give an example of how you have solved a problem and explain how you went about solving it?

Can you explain how you are similar and different to other children your age (or peers) and how you feel about this?

Do you have ways to explain to others, the things that have happened in your life and how they make you feel?



## 5. Changing

Under 13

### This is my Story

Acknowledging and adapting to changes in life and self after the death.

#### Tips:

- Put the questions into context and give them time to respond.
- Listen to the answer; this can give you a 'way in' to ask further questions.
- Reflect back; this will clarify you have understood what's been said.
- Give them a way out: permission to have a break if things feel uncomfortable.

#### Activities:

Futures plan, Dreams and Aspirations, My Special Person, Bear cards and Activities.

[Click here for activities and guidance](#)

2. Can you talk about the changes that have happened and describe how it makes you feel?
3. Can you talk about the positive ways that you cope with your grief?

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### Additional competences you may wish to address:

Can you recognise when you find something difficult and can you cope with how that makes you feel?

Can you name at least one adult that you can talk to about changing feelings?

## 6. Exploring

Under 13

### This is my Story

Addressing difficult aspects of the relationship, the death, or the grieving process.

#### Tips:

- Be sensitive when exploring these as there may be issues around guilt, bullying etc.
- Identify a trusted adult they can talk to if they were worried.
- Make sure you have knowledge of local support services and websites.

#### Activities:

My Special Person, Muddles and Puddles book, Memory Jar, Art and Craft activities, Memory Books and Boxes.

[Click here for activities and guidance](#)

4. Can you recognise what makes you feel worried, sad or angry?

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### Additional competences you may wish to address:

Do you understand how things that happened in your past can make you angry, upset and sad?

## 7. Remembering

Under 13

### This is my Story

Maintaining memories and enduring connection to the person who died.

#### Tips:

- Some young people may find it easier to talk if they have a distraction; paper to doodle on or a drink.
- Be sensitive when exploring these questions as not everyone will have had positive experiences.

#### Activities:

Memory Jar, The Children Who Lived, Muddles and Puddles book, Life Story, Memory books and boxes.

[Click here for activities and guidance](#)

5. Do you have positive ways to remember the person who has died?
  6. Can you show or tell us what makes you happy or proud?
  7. Can you think about the person and show or tell us about the good things you did together?
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## 8. Connecting

Under 13

### Moving Forward

Engaging in supportive relationships and enjoyed activities.

#### Tips:

- Be approachable, extra encouragement may be needed for those with low self-esteem.
- Put the questions into context and give them time to respond.
- Listen to the answer; this can give you a 'way in' to ask further questions.
- Reflect back; this will clarify you have understood what's been said.
- Try not to influence their responses, they are the experts.

#### Activities:

Futures Plan, Group and Peer Support offer and plans, What my Friend Can Do, I Want You to Know cards.

[Click here for activities and guidance](#)

1. Can you talk about what you would like to happen in the future?  
or  
what you would like to have done by this time next year?
2. Can you talk about the things you enjoy doing and what you like about them?  
(such as go to the park, draw, be in a team)

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### Additional competences you may wish to address:

Can you join in a group?

Can you describe what it feels like when your peers make you feel welcome and include you in their friendship group?



## 9. Preparing

Under 13

### Moving Forward

Reflecting on growth and planning for the future.

#### Tips:

- Listen to the answer; this can give you a 'way in' to ask further questions.
- Some young people will need extra support to enable them to answer these questions.

#### Activities:

Red Chocolate Elephants, Life Story Work, Safety plans, Muddles and Puddles book, The Children Who Lived.

[Click here for activities and guidance](#)

3. Can you set yourself a goal or challenge?

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### Additional competences you may wish to address:

Are you able to ask others for help with achieving your goal?

Can you say why going to school / helps you to achieve your goals?

## 10. Continuing

Under 13

### Moving Forward

Progressing on a path of health and wellness.

#### Tips:

- Put the questions into context and give them time to respond.
- Listen to the answer; this can give you a 'way in' to ask further questions.
- Reflect back; this will clarify you have understood what's been said.
- Explore the things they find easy, difficult and why.
- Provide extra encouragement if needed, to identify achievements.
- Take some time to acknowledge the resilience and achievements of the young person (how far they have come).

#### Activities:

Futures plan, Self-esteem activities, Celebrating achievements, Goal Setting.

[Click here for activities and guidance.](#)

4. Can you name some of the choices you make to keep yourself healthy?

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### Additional competences you may wish to address:

Can you talk about the important people in your life?

Can you celebrate your achievements?

# Useful Links



## Star Bereavement

Star Bereavement Support Service provides a range of bereavement support services to children and young people in Wakefield.

### Email:

[info@starwakefield.org.uk](mailto:info@starwakefield.org.uk)

[www.starbereavement.org.uk](http://www.starbereavement.org.uk)



## WF-I-CAN

A website for 8 -19 year olds in Wakefield District.

Online drop in and chat service is available.

Tuesday-Thursday 7-9pm

[www.wf-i-can.co.uk](http://www.wf-i-can.co.uk)



## HOPELINEUK

Thinking of Suicide?

Are you, or is a young person you know, not coping with life?

For confidential suicide prevention advice.

### Call

0800 068 4141

We are open 9am–12am (midnight) every day of the year.

### Email

[pat@papyrus-uk.org](mailto:pat@papyrus-uk.org)

### Live chat

On weekdays 9am-10pm and weekends and bank holidays 2pm-10pm.

[www.papyrus-uk.org](http://www.papyrus-uk.org)



## Samaritans

If you need someone to talk to, we listen.

We won't judge or tell you what to do. Call us any time, day or night.

Whatever you're going through, you can call us any time, from any phone for FREE.

Sometimes writing down your thoughts and feelings can help you better understand them.

### Call

116 123

### Email

[jo@samaritans.org](mailto:jo@samaritans.org)

Response time: 24 hours

### Write a letter

Chris

Freepost RSRB-KKBY-CYJK

PO Box 9090

STIRLING FK8 2SA

[www.samaritans.org](http://www.samaritans.org)

# Useful Links

The logo for Grief Encounter, featuring the words "gr'ef" and "encounter" in a stylized, lowercase font.

## GRIEFTALK HELPLINE

We offer a confidential space to chat and be heard.

If you would like help, or need guidance and advice, for a friend or family member, we are happy to hear from you too, our service is free and available to everyone and anyone suffering a bereavement.

Call

0808 802 0111

Helpline is open 9am-9pm Monday to Friday

Email

[griefftalk@griefencounter.org.uk](mailto:griefftalk@griefencounter.org.uk)

Anytime day or night

[www.griefencounter.org.uk](http://www.griefencounter.org.uk)

The logo for Hope Again, featuring the words "hope again" in a stylized, lowercase font, with a small graphic of a person holding hands.

## Hope Again

Is a safe place where you can learn from other young people, how to cope with grief, and feel less alone.

Call

0808 808 1677

FREE phone helpline: Monday-Friday, 9:30am - 5:00pm

[www.hopeagain.org.uk](http://www.hopeagain.org.uk)

The logo for Winston's Wish, featuring the words "WINSTON'S WISH" in a bold, uppercase font, with a small graphic of a person holding hands.

## Winston's Wish

For all those caring for a child or young person who has been bereaved.

Website with activities for children and young people and facility to ask questions of a trained clinician. Direct support for families bereaved through suicide, murder or manslaughter.

Call

08088 020 021

Family Line

[www.winstonswish.org](http://www.winstonswish.org)

The logo for Childline, featuring the word "childline" in a stylized, lowercase font.

## Childline

You can contact Childline about anything.

Whatever your worry, it's better out than in. We're here to support you.

Call

0800 111

Online Chat

1-2-1 chat

[www.childline.org.uk](http://www.childline.org.uk)

The logo for Child Bereavement UK, featuring the words "Child Bereavement UK" in a stylized, lowercase font, with a small graphic of a person holding hands.

## Child Bereavement UK

Confidential information and support line when a child is bereaved.

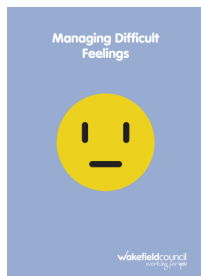
Call

0800 02 888 40

[www.childbereavementuk.org](http://www.childbereavementuk.org)



# Safeguarding



Concerned about suicidal thoughts and feelings?

For leaflets around spotting the signs, starting the conversation and support services visit [www.wakefield.gov.uk/childrensmentalhealth](http://www.wakefield.gov.uk/childrensmentalhealth)

If the child needs urgent medical treatment or you feel they cannot keep themselves safe, stay with them and contact their parent/carer so they can take them to A&E or call 999. If urgent support is needed that cannot wait until the next day the ReACH team (Crisis team) can be contacted direct by the young person if over 16 or the parent/carer if under 18 for advice and support. Tel no: 01977 735865.

## Children's First Hub

The Children First Hubs work with families or young people who would like some extra support to deal with a difficult situation.

Visit:

[www.earlyhelp.wakefield.gov.uk](http://www.earlyhelp.wakefield.gov.uk)

## Social Care Direct

If you think a child or family requires additional support, consider completing an Early Help Assessment to identify need.

To make a referral to Early Help or Social Care, send a completed assessment to [social\\_care\\_direct\\_children@wakefield.gov.uk](mailto:social_care_direct_children@wakefield.gov.uk) and fill in the Early Help Register

Call:

0345 8 503 503

## NSPCC Helpline

0808 800 5000

## CAMHS SPA and ReACH team (crisis support)

You can contact the SPA (single point of access) Mon-Fri 9am-5pm for advice or referral. For urgent support contact the ReACH team between 9am – 8pm, seven days a week on the same number. Out of these hours contact is via the child's own GP (calling their usual practice number) or NHS 111.

Call: 01977 735865

## School Nursing team

Monday to Friday, 9am to 5pm

Call:

01924 310130

## Police Safeguarding Unit

NB If a criminal offence has occurred contact police via 101 or 999 as appropriate. [wakefield.sguchild@westyorkshire.pnn.police.uk](mailto:wakefield.sguchild@westyorkshire.pnn.police.uk)

## Sexual Health/ Emergency Contraception

Spectrum Community Health CIC- 01924 846628

## Drugs and Alcohol

Inspiring Futures (Turning Point)- Drugs and Alcohol service for young people aged 25 and under and their families.

Call: 0300 123 1912 Email: [Wakefield-IF@turning-point.co.uk](mailto:Wakefield-IF@turning-point.co.uk)

## Domestic Violence

\*If in immediate danger call 999

At other times, call Childline- 0800 1111

