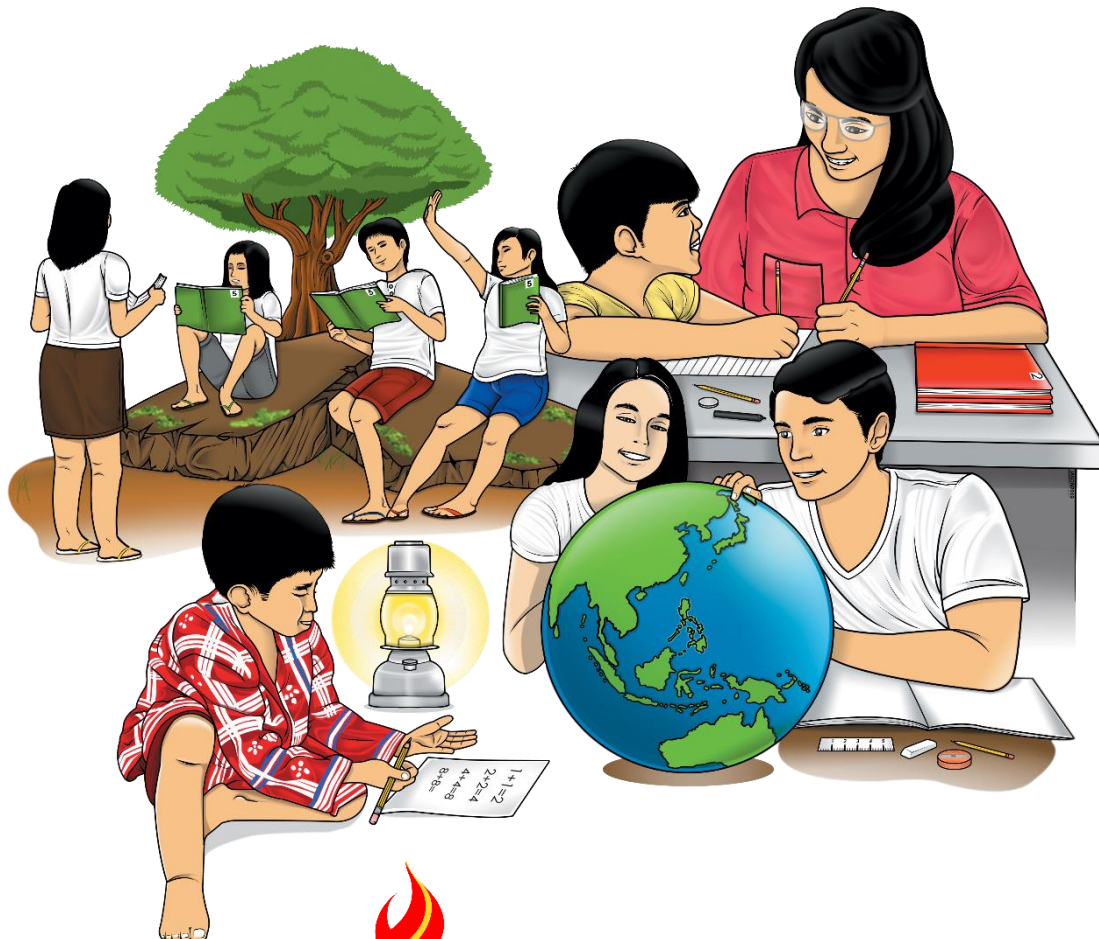


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Health

Quarter 3 – Module 9: Loss and Grief



Health Education – Grade 7
Alternative Delivery Mode
Quarter 3 – Module 9: Loss and Grief
First Edition, 2020

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Development Team of the Module

| | |
|-------------------------|---|
| Writer: | Vincent V. Lita |
| Editors: | Josefina V. Templanza, Ma. Rubynita T. Del Rosario, Raizza Marie R. Buñag, Maria Salvacion P. Villanueva, Elizabeth T. Delas Alas, PhD, Ferdinand J. Gotoy, EdD |
| Reviewers: | Leonora Q. Privado, Marivel V. Aguda |
| Illustrator: | Danny M. Benito |
| Layout Artist: | Mark Angelo A. Dacayanan, Ronald A. Cathedral |
| Management Team: | Benjamin D. Paragas Mariflor B. Musa Freddie Rey R. Ramirez Danilo C. Padilla Raquel P. Girao Elizabeth T. Delas Alas Ferdinand J. Gotoy |

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Department of Education – MIMAROPA Region

Office Address: Ground Floor, Bonifacio Building, DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600
Telefax: (02) 634-1072 or 634-1054, 631-4985
E-mail Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph

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Health

Quarter 3 – Module 9: Loss and Grief

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

Grief is a natural response to loss. It is the emotional suffering you feel when something or someone you love is taken away. Often, the feeling of loss can be overwhelming. You may experience all kinds of difficult and unexpected emotions, from shock or anger to disbelief, guilt, and deep sadness. The pain of grief can also disrupt your physical health, making it difficult to sleep, eat, or even think straight.

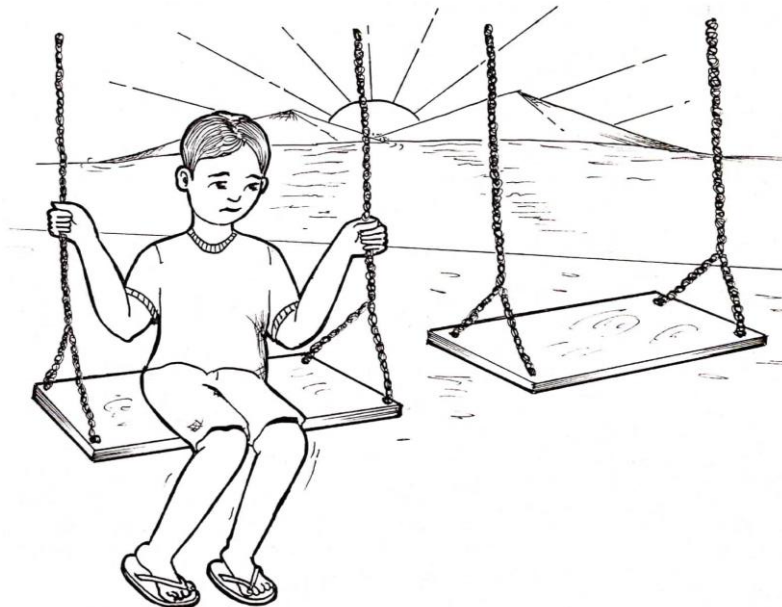
This module focuses on the grieving experience. Ordinarily, the grieving process takes time. Healing happens gradually; it cannot be forced or hurried and there is no “normal” timetable for grieving. Some people start to feel better in weeks or months. For others, the grieving process is measured in years. Whatever your grief experience is, it is important to be patient with yourself and allow the process to unfold naturally.

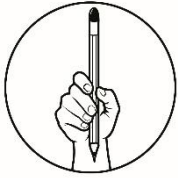
The module is about:

- Lesson 9 – Loss and Grief

After going through this module, you are expected to:

1. explain the importance of grieving
2. demonstrate coping skills in managing loss and grief





What I Know

People die and go. Death affects people in different ways. Everything in this world has its own expiration.

This activity will test your knowledge about grieving.

I. Directions: Read the statement carefully. Write **T** if the statement tells of a true idea about grieving. Otherwise, write **F**. Write your answer in your activity notebook.

- _____ 1. Death is final and cannot be avoided.
- _____ 2. Grieving should last about a year.
- _____ 3. Crying is a normal response to sadness.
- _____ 4. There is no specific period for grieving.
- _____ 5. Grief responses are normal and necessary.
- _____ 6. The pain will go away faster if you ignore it.
- _____ 7. It is important to “be strong” in the face of loss.
- _____ 8. Moving on means, you have accepted your loss.
- _____ 9. Moving on with your life means forgetting about your loss.
- _____ 10. Individuals need emotional comfort during bereavement.

II. Directions: Provided in the box are the stages of grief. Choose the appropriate word that is being described in each statement. Write your answer in your activity notebook.

| Denial | Anger | Bargaining | Depression | Acceptance |
|---------------|--------------|-------------------|-------------------|-------------------|
|---------------|--------------|-------------------|-------------------|-------------------|

- _____ 1. “I’m too sad to do anything.”
- _____ 2. “This can’t be happening to me.”
- _____ 3. “I’m at peace with what happened.”
- _____ 4. “Why is this happening? Who is to blame?”
- _____ 5. “Make this not happen, and in return I will ____.”

Lesson

1

Loss and Grief

Every child like you experiences different moods at a time. When something gets better, you feel happy, but when it is not, it may disappoint you. At your age, you should know how to handle and manage your emotions every day.



What's In

Activity 1: Matching Feelings

Directions: In the box are actions that may be related to your emotion. Choose the possible action that fits to your own emotion. Make sure that your chosen action helps you to cope up with your stress. Do this in your activity notebook.

cry most of the time
actively express thankfulness
tell myself to calm down
tell someone how I am feeling
talk to a friend
connect myself with social media
take a nap

| | YOUR EMOTION | YOUR ACTION |
|----------------|---------------------|--------------------|
| 1. When I feel | sad, | I _____. |
| 2. When I feel | happy, | I _____. |
| 3. When I feel | mad, | I _____. |
| 4. When I feel | scared, | I _____. |
| 5. When I feel | lonely, | I _____. |



What's New

Activity 2: Unscramble the Scrambled

Everyone, regardless of race, gender, or age may be affected by loss, death, and grief. Do not judge how a person experiences grief as everyone will experience it in different ways.

Directions: In this activity, you are going to guess the correct word from the scrambled letter according to its meaning. Write your answer in your activity notebook.

A E D T H

_____ 1. It refers to the end of the physical being of a person.

S O L S

_____ 2. It occurs when someone dies, or a life situation changes or ends.

E I G F R

_____ 3. It is the emotional suffering caused by a loss, disaster, or misfortune.

A E I D R T S S

_____ 4. It is the experience resulting from earthquake, typhoons, tsunamis, storm surges, and other natural disasters.

I O U E M S F R T N

_____ 5. It refers to losing of any valuable material, getting robbed, or failure in an examination.

E I A D L N

_____ 6. Refusing to admit the truth or reality of something unpleasant

A E R G N

_____ 7. A strong feeling of displeasure

A A I B R G N

_____ 8. Believing there was something we could have done differently to have helped save our loved one

E E I O D P R S S N

_____ 9. Feelings of dejection and hopelessness, and sometimes, suicidal tendencies

A E A E C C P T N C

_____ 10. The quality or state of being accepted or acceptable

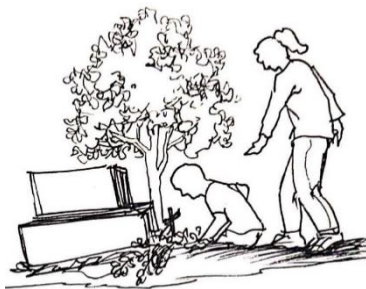


What is It



Death refers to the end of the physical being of a person that is caused by an illness, aging, or an accident.

Loss occurs when someone dies, or a life situation changes or ends. Grief refers to the emotional suffering caused by a loss, disaster, or misfortune (Meeks, et al., 2007). Furthermore, loss and grief may include a change in the family, changes in living conditions, the death of a friend, suicide, the death of a well-known person, tragedies in the news, and the loss of special belongings (Meeks, et al., 2007). Loss, grief, and death may greatly affect the mental and emotional health of a person.



Death is part of one's life and we must accept it. After the death of a loved one, grieving follows. Grieving is a normal, natural, and healthy response to loss (Telljohann, et al., 2007). It is important to grieve because it is also a way to release distress. Releasing bad stress from the body through different actions such as crying may result to an ease of feeling. Grieving may also be

considered as a sign of the capability of a person to heal and move on.

People may also grieve after experiencing earthquake, typhoons, tsunamis, storm surges, and other natural disasters. These people may have lost their properties and other important things needed for everyday life.



Others grieve for a misfortune such as losing any valuable material, getting robbed, or failure in an examination. People may also suffer from experiences such as separation from friends and conflict with others.

The Stages of Grief

In 1969, psychiatrist Elisabeth Kübler-Ross introduced what became known as the “five stages of grief.” These stages of grief were based on her studies of the feelings of patients facing terminal illness, but many people have generalized them to other types of negative life changes and losses, such as the death of a loved one or a break-up.

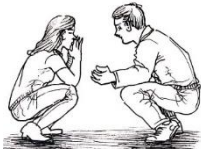
The Five Stages of Grief



1. Denial: “This can’t be happening to me.”



2. Anger: “Why is this happening? Who is to blame?”



3. Bargaining: “Make this not happen, and in return I will ____.”



4. Depression: “I’m too sad to do anything.”



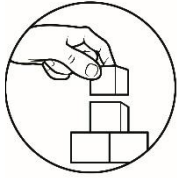
5. Acceptance: “I’m at peace with what happened.”

If you are experiencing any of these emotions following a loss, it may help to know that your reaction is natural and that you will heal in time. However, not everyone who grieves goes through all of these stages—and that is alright. Contrary to popular belief, you do not have to go through each stage in order to heal. In fact, some people resolve their grief without going through any of these stages. Moreover, if you do go through these stages of grief, you probably will not experience them in a neat, sequential order, so do not worry about what you “should” be feeling or which stage you are supposed to be in.

How to deal with the grieving process

While grieving over a certain loss is just a part of life, there are ways to help cope with the pain, come to terms with your grief, find a way to pick up the pieces and move on with your life.

1. Acknowledge your pain.
2. Accept that grief can trigger many different and unexpected emotions.
3. Understand that your grieving process will be unique to you.
4. Seek out face-to-face support from people who care about you.
5. Support yourself emotionally by taking care of yourself physically.
6. Recognize the difference between grief and depression.



What's More

Activity 3: Create a Memory Box

Sharing lives is a great way to remember your loved ones in the future. Time is short. Every second is important to us. Treasure the moment, feel it and live with.

The activity that follows will help you walk down the memory lane of your relationship with a person close to you but is gone.

Directions: Create a box with special things that remind you of the person who died and the relationship you had together.

Materials needed:

- box
- colored paper
- glue stick or tape
- pair of scissors
- “stick-on” items to use for decorations (e.g., buttons, ribbon, stickers, etc.)
- picture/s of the person who died and a simple message

How to do this?

1. Use colored papers to cover the box. 2. Cut out pictures and words as your message. The pictures and words should reflect the relationship that you had with the person who died. 3. A picture of the person who died and your message may be glued inside the box. 4. You can use markers and “stick-on” to further decorate the box.

Processing Questions:

1. What is your relationship with the person who died? What is the reason for his/her death?

2. What is the best memory you shared together that nurture your relationship?

3. How did you cope up with the situation when that person passed away?

Activity 4: Do's and Don'ts

When someone you care for is grieving, it can be difficult to approach that person. A grieving person has the tendency to be alone. That person needs your support and caring presence to help him cope with the pain and begin to heal.

The next activity that you will undertake will help you determine the DO's and DONT's of grieving.

Directions: Answer the questions as truthfully as you can. Write **DO** if the statement suggests proper way of helping a grieving person and **DON'T** if the statement suggests the opposite. Do this in your activity notebook.

- _____ 1. Tell your loved ones to live a normal life as possible.
- _____ 2. Pay attention to the way your loved ones are doing things.
- _____ 3. Allow your loved ones to attend funeral rites if they want to.
- _____ 4. Force your loved ones to mourn even if they do not want to.
- _____ 5. Meet regularly as a family to find out how everyone is coping.
- _____ 6. Help your loved ones find ways to remember the deceased person.
- _____ 7. Tell your loved ones to stop crying because others might get upset.
- _____ 8. Control or hold your tears when you are talking to someone who mourns.
- _____ 9. Convey your spiritual values about life and death or pray with your loved ones.
- _____ 10. Give your loved ones false or confusing messages, as if your relative who dies is just sleeping.



What I Have Learned

Activity 5: Check or Not?

Grieving is an individual experience. There is no normal timetable for grieving. Healing takes time and cannot be forced to happen hurriedly.

Below is an activity that will enable you to understand how healing must take place.

Directions: Put a (/) mark if the statement describes a coping skill in relation to loss and grief. Otherwise, put an (X) mark. Do this in your activity notebook.

- _____ 1. Respect your loved one's feelings.
- _____ 2. Help your loved one to get on with life.
- _____ 3. Express your concern to someone in grief.
- _____ 4. Have vices to easily forget sad experiences.
- _____ 5. Ask how your loved one feels as the coping progression.
- _____ 6. Tell yourself that the person who left or died is in a better place now.
- _____ 7. Offer your support to a family member or a friend who is in grief.
- _____ 8. Imagine that the loss of an important person is a part of God's plan.
- _____ 9. Look at the good side of a loss and imagine that things happen for a reason.
- _____ 10. Teach your loved one to forget about the departed member of the family right away.

Activity 6: I am smart!

You have learned from the entire module that coping with the loss of someone or something you love is one of life's biggest challenges.

Performing the activity that follows will provide you with a deeper understanding on the importance of grieving.

Directions: In your activity notebook, explain the importance of grieving over a loss in the family.

| |
|---|
| <p>Why do we grieve when someone in the family dies?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
|---|

This is an essay rubric that will be used to rate your output.

| Features | 5 | 4 | 3 | 2 |
|-------------------------------------|--|--|---|--|
| Quality of Writing | Piece was written in extraordinary style and emphasis Very informative and well organized | Piece was written in an interesting style and emphasis Somewhat informative and organized | Piece had little style or emphasis Gives some new information but poorly organized | Piece had no style or emphasis Gives no new information and very poorly organized |
| Grammar, Usage and Mechanics | Virtually no spelling, punctuation or grammatical errors | Few spelling and punctuations errors, minor grammatical errors | A number of spelling, punctuation or grammatical errors are evident | So many spelling, punctuation and grammatical errors that it interferes with the meaning |



What I Can Do

Activity 7: Grief and Loss Quiz

This quiz is designed to help you understand whether or not you may be affected by complicated grief due to the death or loss of a loved one. Indicate how much you agree or disagree with each statement.

Given the activity below, you will undergo a process by which you will evaluate to a certain degree the effect of grieving to your emotion.

Directions: Circle one of the numbers opposite each statement to reflect the degree of your experience in grieving. Add all the circled numbers to get your total score. Do this in your activity notebook.

| Statement | Never | Rarely | Sometimes | Often | Always |
|--|--------------|---------------|------------------|--------------|---------------|
| 1. Memories of the person who died or left upset me. | 1 | 2 | 3 | 4 | 5 |
| 2. I think much about a person and that it is hard for me to do the things I normally do. | 1 | 2 | 3 | 4 | 5 |
| 3. I cannot accept the loss of the person I love/close to me who died or left. | 1 | 2 | 3 | 4 | 5 |
| 4. I am longing for the person close to me who died or left. | 1 | 2 | 3 | 4 | 5 |
| 5. I feel drawn to the places and things associated with the person close to me who is gone. | 1 | 2 | 3 | 4 | 5 |
| 6. I can't help feeling angry about the death or departure of the person I love/close to me. | 1 | 2 | 3 | 4 | 5 |
| 7. I feel disbelief over what happened in the death of the person close to me. | 1 | 2 | 3 | 4 | 5 |
| 8. I feel stunned or dazed over what happened in the death of the person close to me. | 1 | 2 | 3 | 4 | 5 |
| 9. Ever since he/she died or left, it is hard for me to trust people. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 10. Ever since the person close to me died or left, I felt as if I have lost the ability to care about other people or I felt I stayed away from the people I care about. | 1 | 2 | 3 | 4 | 5 |
| 11. I feel lonely a great deal of the time ever since the loss. | 1 | 2 | 3 | 4 | 5 |
| 12. I have pain in the same area of my body or have some of the same symptoms as that of the person who died. | 1 | 2 | 3 | 4 | 5 |
| 13. I go out of my way to avoid reminders of the person who is gone. | 1 | 2 | 3 | 4 | 5 |
| 14. I feel that life is empty without the person who died or left. | 1 | 2 | 3 | 4 | 5 |
| 15. I hear the voice of the person who is no longer in my life speak to me. | 1 | 2 | 3 | 4 | 5 |
| 16. I see the person whose gone stand before me. | 1 | 2 | 3 | 4 | 5 |
| 17. I feel that it is unfair that I should live when this person died or left. | 1 | 2 | 3 | 4 | 5 |
| 18. I feel bitter over the death or leaving of the person close to me. | 1 | 2 | 3 | 4 | 5 |
| 19. I feel envious of others who have not lost someone close to them. | 1 | 2 | 3 | 4 | 5 |
| 20. I blame myself for the death of one of my family members, relatives, or friends. | 1 | 2 | 3 | 4 | 5 |

Refer to the following for the interpretation of your score.

Score:

21 – above
20 – 30
0 – 19

complicated grief
cannot possibly handle the situation
can accept the fact



Assessment

Activity 8: Write it!

Now that you learned the importance and stages of grieving, you have the ideas on how to cope in this kind of situation.

Everyone has different perception about death. Some people want to know what will happen next when someone dies while others do not prefer to know about it. There may be spiritual matters to consider when a person is nearing the end of life.

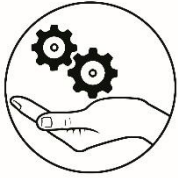
Directions: Organize your understanding, thoughts, and ideas of how important grieving is. Write your answer in your activity notebook.



Processing Questions:

1. What do you think is the message conveyed by the illustration?

2. How can a person who experiences grief could help himself/herself?



Additional Activities

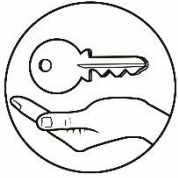
Activity 9: Collage Making

While loss affects people in different ways, you may experience all kinds of difficult and unexpected emotions.

Directions: In one-eighth sized illustration board, create a collage that shows the importance of grieving and how someone must deal with it. Use pictures from old books, magazines, or other printed materials. Write a caption to describe your work.

This rubric shall be used as a guide to rate your collage.

| Rubrics | |
|----------------|----|
| Title | 5 |
| Materials | 5 |
| Images | 5 |
| Reflections | 5 |
| Total | 20 |



Answer Key

| | |
|--|--|
| | <p>What I Know</p> <p>1. T 2. F 3. T 4. T 5. T 6. F 7. F 8. T 9. F 10. T 11. T 12. T 13. F 14. T 15. T</p> |
| | <p>Activity 2: Unscramble the Scrambled</p> <p>1. Death 2. Loss 3. Grief 4. Disaster 5. Misfortune 6. Denial 7. Anger 8. Bargain 9. Depression 10. Acceptance</p> |
| | <p>Activity 4: Do's and Don'ts</p> <p>1. DON'T 2. DO 3. DO 4. DON'T 5. DO 6. DO 7. DON'T 8. DON'T 9. DO 10. DON'T</p> |
| | <p>Activity 5: Check or Not?</p> <p>1. / 2. / 3. / 4. X 5. / 6. X 7. / 8. X 9. X 10. X</p> |

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For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph