

Memorialization and Commemoration Community of Practice: Wading through Grief and Time

**Session 4: Honoring Ancestors: Cultural
Traditions in an Education Environment**

November 2, 2021

Memorialization and Commemoration Community of Practice Overview



Session 1: Who are we in this work?
Why this space?

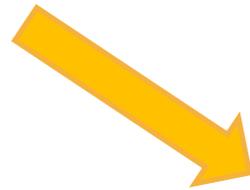
Session 2: Navigating loss in the Past &
Present

Session 3: Healing & Wholeness

Session 4: Honoring Ancestors and
Tradition

Session 5: Space for Joy

Welcome to...



Community of Practice Goal



Our goal is to **build a network of support** among school communities that **strengthens our capacity to lead** in commemoration and memorialization efforts **during times of loss and grief.**

You Hope For/You Need:

1. Opportunity for collaboration and resourcing.
2. Explore concrete strategies that support students and staff through loss and encourage staff wellbeing.



INTRODUCTIONS: CHAT

WHO ARE WE?

WHO ARE YOU?

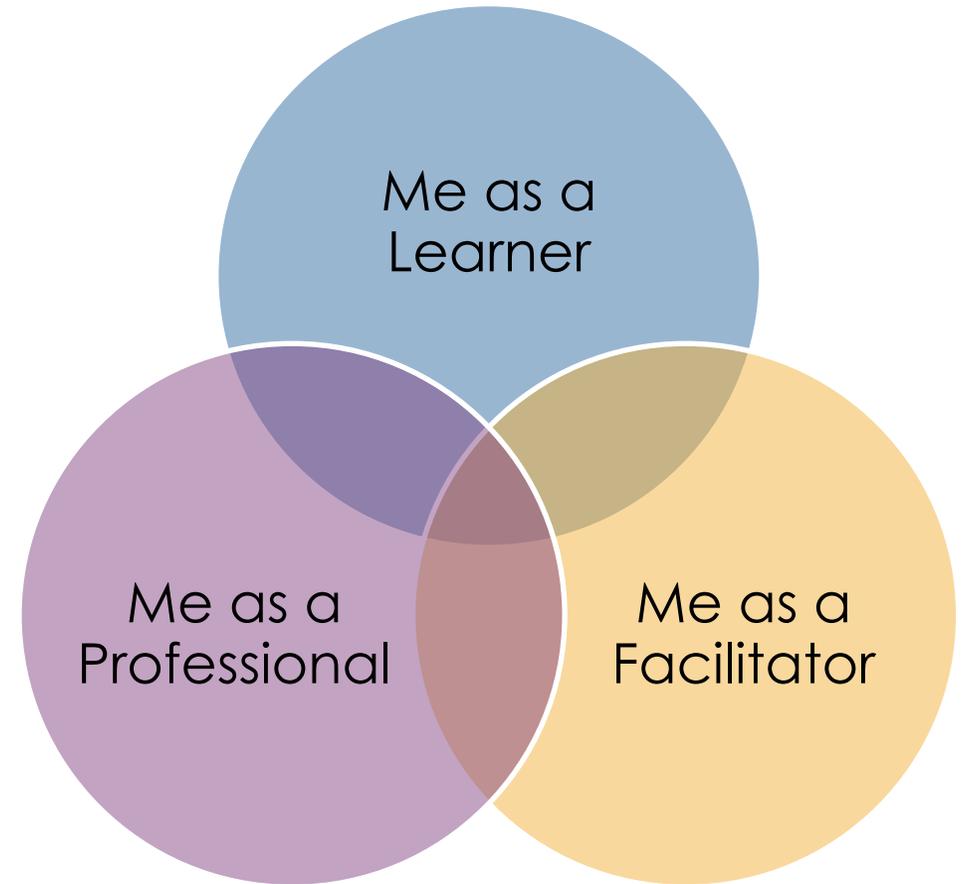
WHAT BRINGS US TOGETHER?

What might today's session feel like?

Welcome,
orientation &
embodiment

**Small Group
Discussions:** How might
one honor personal
grief journeys while also
holding the many grief
needs of your school
community?

Whole group share out
and closing practice



Engaging in Generative Conversation



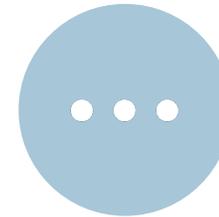
Though this should feel therapeutic, this is not therapy



Use names and spell out acronyms as much as possible



Be mindful of mic time
(find your contributor vs. listener sweet spot)



This is an experiment (moving something we treasure in person to virtual), so let's be patient and flexible



There is always enough time for the right work



There is a conversation that only the people in this room right now can have. Find It.

Embodiment Practice



Embodiment Practice for Growth and Healing



- What losses did this practice allow you to grieve?
- Where did you feel activation and/or soothing in your body?
- Whom might you feel a deeper sense of connection to/distance from because of this practice?

Honoring Ancestors: Cultural Traditions in an Education Environment



“Do you...know how to sit at the table? To say thank you? To be a gracious guest?...How to hold tradition with reverence.” Aya de Leon

Small Group Selection Process on Zoom

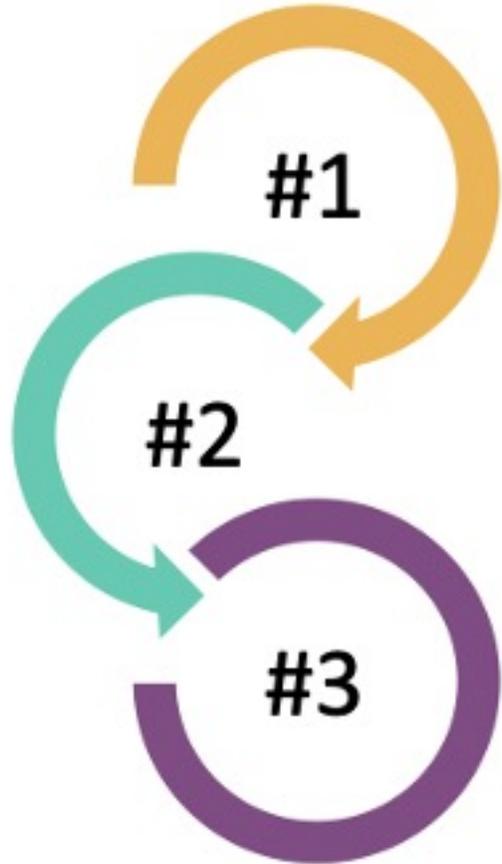
How to join when cued, join a breakout room on Zoom:

- > Hover your pointer over to the right of the breakout room you wish to join, click "**Join**," then confirm by clicking "**Join**."
- > Don't see the list of rooms? Click "**Breakout Rooms**" in your meetings controls. This will display the list of open breakout rooms.

Need support?

- > Message "Livia, Tech Host" or unmute your line if you're in the main room.

Breakout Groups Today



How do we navigate our own grief needs when they may not be the same as the communities we serve?

How might power, bias, and fear interrupt a community's natural way of grieving?

How do we as educators who may not be from communities that we serve, support our students and staff in honoring traditions that memorialize and commemorate?

Small Group Discussion



Art by: Transform Harm

1. Identify the following roles within your small group:

- discussion director
- note taker
- timekeeper
- presenter

2. As a group, explore your thoughts, feelings, wonderings to the below question:

When experiencing school-connected loss, how do we navigate our own grief needs in the face of the varying needs of the community?

For example:

What might we need to grapple with if the way students want to grieve is different than the way we as educators want?

Small Group Reflection



What's coming up for you - mind, body and heart?



What questions do you have?

Small Group Discussion



Art by: Transform Harm

1. Identify the following roles within your group:

- discussion director
- note taker
- timekeeper
- presenter

2. As a group, explore your thoughts, feelings, wonderings to the below question:

How might dynamics of power, bias and fear within your school ecosystem interrupt a community's natural way of grieving?

Small Group Reflection



What's coming up for you - mind, body and heart?



What questions do you have?

Small Group Discussion



Art by: Transform Harm

1. Identify the following roles within your group:

- discussion director
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How do we as educators who may not be from communities that we serve, support our students and staff in honoring traditions that memorialize and commemorate?

Small Group Reflection



What's coming up for you - mind, body and heart?



What questions do you have?

Session Debrief

How did today's session expand your understanding of memorialization, commemoration and renewal?

How will you put what you learned today into practice?

What questions do you still have?

Off To The Jamboard!
(link in chat box)

Closing Practice



Memorialization & Commemoration Community of Practice Overview

Coming up next

Session 5:

Tuesday, November 30th

1:00 - 2:15 PT

Session 1: Who are we in this work?
Why this space?

Session 2: Navigating loss in the Past
& Present

Session 3: Healing & Wholeness

Session 4: Honoring Ancestors and
Tradition



Session 5: Space for Joy

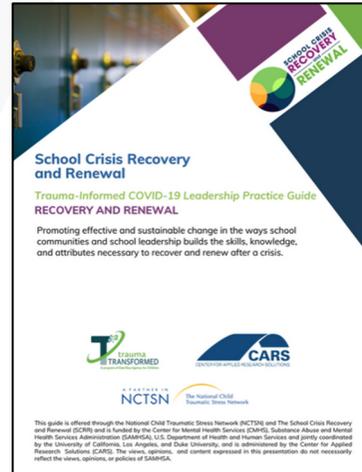


SCRR RESOURCES

SCRR Resources



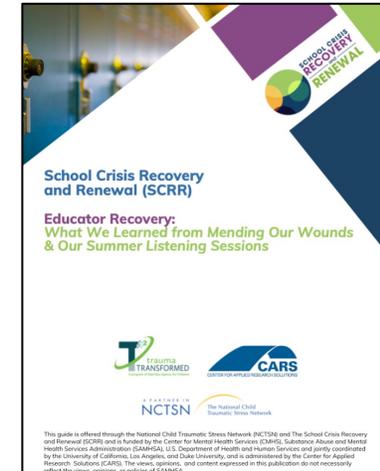
10 Pillars of School Crisis Recovery and Renewal



Trauma-Informed COVID-19 Leadership Practice Guide for Recovery and Renewal



What Helps & What Harms Students' Crises Recovery? Young Adult Reflective Listening Sessions



School Crisis Recovery & Renewal (SCRR) Educator Recovery: What We Learned from Mending Our Wounds & Our Summer Listening Sessions

<https://schoolcrisishealing.org/scrr-our-resources/>

Fall Resources for Your School Crisis Recovery and Renewal Leadership

Ritualizing Remembrance: Día de los Muertos November 1 - 2, 2021

There are many ways to ritualize remembrance.
Día de los Muertos is just one of them.

Access this new resource
[Ritualizing Remembrance in our School Cultures: Dia de los Muertos](#)

RITUALIZING REMEMBRANCE in our SCHOOL CULTURES: *Día de los muertos*

Honoring those who have died is a key renewal practice. Mourning and remembrance are key pillars of school crisis recovery¹; **we cannot recover and renew without holding space and creating a place to honor our experience with loss, death, and also welcome joy and celebration of the lives who were and will always be a part of our school community**. There are many ways to ritualize remembrance. *Día de los muertos* is just one of them.

Mourning and remembrance are key pillars of school crisis recovery; we cannot recover and renew without holding space and creating a place to honor our experience with loss, death, and also welcome joy and celebration of the lives who were and will always be a part of our school community².

***Día de los muertos* (Day of the Dead) is an opportunity for school communities to honor the living and the dead, a holiday where death is seen as life**. A two-day celebration that incorporates indigenous and colonized traditions celebrating deceased loved ones. *Día de los Muertos* is a holiday/festival celebrated throughout Mexico, and the United States. One way of celebrating is setting up an *ofrenda*, an offering, that are usually altars displaying pictures, favorite items, and possessions of the deceased³.

As Monica Tello, a youth leader at [RYSE Center](#), explains, "During this time, traditions have helped my family. November 1st, we celebrate *Día de los muertos*, a day to celebrate the kids who have passed on, November 2nd is the day to celebrate the adults who have passed on...Our altar helps us bring us together and helps us to remember our family members who have passed on. We put offerings for them, stuff that they liked. We believe it's a time that they come to visit us here...I'm blessed to have traditions like putting up an altar, an *ofrenda* as we call it, to be able to heal together and celebrate together" (image to the right is a snapshot of Monica's sharing during the 2020 MHTC November Grief Sensitive Virtual Learning Institute)⁴.



In this compilation, we offer:

- Reflective questions to ensure cultural humility when creating *ofrendas*
- Resources to guide conversations about death, and
- Links to lesson planning and curricula to create altars/*ofrendas* to celebrate those no longer with us.

¹ Find this guide and more resources on commemoration and memorialization [on our webpage](#).
² See [SCRR's full webpage on memorialization and commemoration](#) for programming, resources, and more.
³ See [dayofthedeathholiday](#) to learn more about the holiday.
⁴ Watch Monica's clip or the whole panel (it's worth it). Monica's sharing of her family's *ofrenda* begins at minute 6 and 45 seconds. [Listening & Loving - A Conversation with Youth Leaders about Grief and Healing](#) panel at the 2020 Grief Sensitive Virtual Learning Institute.



Guidance: Preparing for International Survivors of Suicide Loss Day

Preparing for International Survivors of Suicide Loss Day November 20, 2021

- Check out our [SCRR School Suicide Postvention x Recovery and Renewal webpage](#) with materials to help guide your school postvention work through a recovery and renewal lens.
- We're grateful to Pat Sanborn, an exquisite school leader in Nevada, who shares her experience as a survivor of suicide loss and a school mental health leader in "**Leaning In and Leading Out to Renew: A Story of Holding Grief Personally and Professionally, Together**" in [School Mental Health Crisis Leadership Lessons: Voices of Experience from Leaders in the Pacific Southwest Region](#) (2020, page 46).
- The American Foundation for Suicide Prevention's site hosts [International Survivors of Suicide Loss Day](#) with helpful information to support conversations you might be leading.
- Another NCTSN site in our network, ASAP, just released "[Talking About Suicide with Friends and Peers](#)" (2021). This fact sheet includes what you can do, action words, skills for getting help, as well as myths and facts about how to help as a peer.

Guide Post Document

School Mental Health Crisis Leadership Lessons: Voices of Experience from Leaders in the Pacific Southwest Region

- Guide
- Complementary Reflection Worksheet

LEARN MORE AT:

[Bit.ly/smh-crisis-leadership-lessons](https://bit.ly/smh-crisis-leadership-lessons)

School Mental Health Crisis Leadership Lessons:
Voices of Experience from Leaders in the Pacific Southwest Region

REFLECTION WORKSHEET

Our guide *School Mental Health Crisis Leadership Lessons: Voices of Experience from Leaders in the Pacific Southwest Region* offers reflection questions throughout each section to give you supportive space to process, connect, and reflect on your personal and organizational strengths and areas for growth.

This worksheet captures the questions that you can use for note-taking, quote capturing, and anything else to help your experience of the guide.

What were your takeaways? These can be quotes, ideas, or suggestions.	How will this information (concept, framework, and voices of experience) inform your practice?
What do your colleagues need to know, and how will you engage them with this content?	Ponderings, wonderings, and anything else...

REFLECTION QUESTIONS

Introduction

What is your relationship to ambiguity? To loss of control? To grief, a loss of regularity, and normalcy?

What is your personal relationship to crisis? How might that impact your professional relationship to crisis management and leadership?

How might your relationship and responsibility to information (first versus secondary responders) impact the way you become ready for a crisis or respond to one?

What is your personal narrative of crisis, and how might that impact how you lead organizationally?

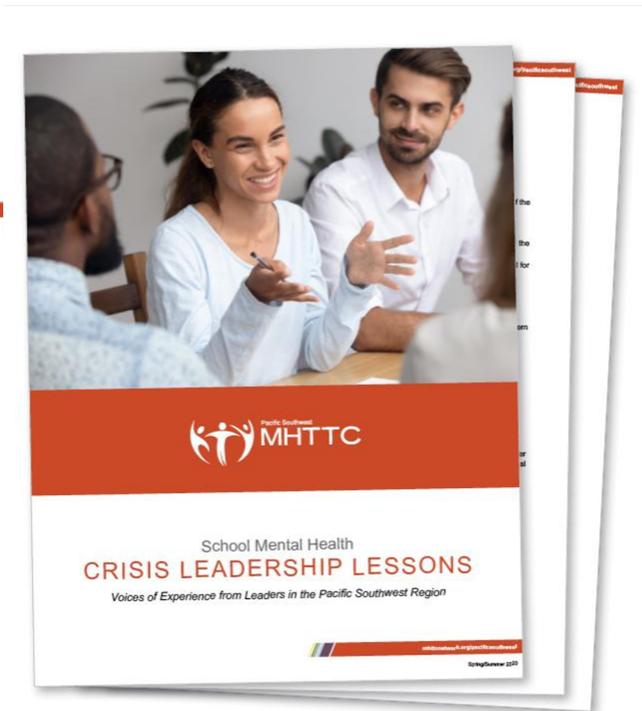
These Things Matter

Names and Definitions

What is the intended outcome of your school mental health crisis leadership? How might you develop and use language that reflects the needs and experiences of your school community members?

What might it look like to invite students, educators, families, and staff to constructively create definitions for phenomena like safety, crisis, healing, loss, grief-sensitive schools?

How might different stakeholders have different definitions of these phenomena, and how might those differing definitions impact and inform your crisis planning and plans?





UPCOMING OPPORTUNITIES

Upcoming Opportunity



2nd Annual SCRR Winter Institute

Strategies for Cultivating Joy and Wholeness: Recovering from School Crisis Through Connection

December 16, 2021

A half day dive into regulating and restorative practices that support self-care, and collective renewal.

<https://schoolcrisishealing.org/2nd-annual-scrr-winter-institute/>



THANK YOU.

**For joining. For trusting us. For building with us.
For creating this community.**



SCHOOL CRISIS
RECOVERY
and
RENEWAL

Contact Info

Email: SCRR@cars-rp.org

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Website: www.schoolcrisishealing.org

Get social with us!

 **Facebook:** @scrr.project

 **Instagram:** @scrr_project

 **Twitter:** @scrr_project



**ABOUT THE
SCHOOL CRISIS RECOVERY
& RENEWAL PROJECT**

Our SCRR Project Team



The SCRR Project is a collaborative effort between **The Center for Applied Research Solutions (CARS)** and **Trauma Transformed (T2)** and strongly informed by partnership with the **National Center for School Crisis Bereavement** and our team of school crisis recovery and renewal experts from across the country.

Funded by SAMHSA, we are part of the National Child Traumatic Stress Network.



SCRR Goal & Role



OUR GOAL

To promote evidence-based, culturally responsive crisis continuum wrap around services to promote effective and sustainable change in ways school leadership builds the skills, knowledge, and attributes necessary to recover and renew after a crisis.

OUR ROLE

We offer a collaborative SCRR model in order to provide training, technical assistance (TTA), and resource dissemination to school leadership, mental health providers, educators, and staff that promotes long-term recovery and renewal after school crisis.



SCHOOL CRISIS
RECOVERY
and
RENEWAL

Contact Info

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Phone: (888) 597.0995

Website: www.schoolcrisishealing.org

Get social with us!

 **Facebook:** @scrr.project

 **Instagram:** @scrr_project

 **Twitter:** @scrr_project

SAMHSA's Mission



SAMHSA's mission is to reduce
the impact of substance abuse and
mental illness on America's communities.

www.samhsa.gov

1-877-SAMHSA-7 (1-877-726-4727) • 1-800-487-4889 (TDD)



What is SCRR?



Promoting effective and sustainable change in the ways school communities and school leadership builds the skills, knowledge, and attributes necessary to recover and renew after a crisis.

www.schoolcrisishealing.org

School crisis readiness is essential. Response is critical.

And: what happens after matters, too.

SAMHSA Disclaimer

SAMHSA **DISCLAIMER**

This training is offered through the National Child Traumatic Stress Network (NCTSN) and The School Crisis Recovery and Renewal (SCRR) and is funded by the Center for Mental Health Services (CMHS), Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services and jointly coordinated by the University of California, Los Angeles, and Duke University, and is administered by the Center for Applied Research Solutions (CARS). The views, opinions, and content expressed in this presentation do not necessarily reflect the views, opinions, or policies of SAMHSA.