

PSHE: Loss and Bereavement KS1 Lesson Plans – Lesson 2

Lesson 2 Overview

| Activity | Brief description and purpose of activity | Timings |
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| 1. Ground rules | Establish positive learning attitudes, recap learning from lesson 1 and introduce today's learning focus. | 5 minutes |
| 2. Baseline assessment | A brief activity designed to capture pupils' current understanding and ability to describe their coping strategies when someone they know feels sad. | 5 minutes |
| 3. What comforts you when you feel sad? | Stand next to the photo card that you think is the most comforting action. Then identify other things someone could find comforting. This activity is to develop understanding of strategies to give comfort to a friend. If time allows this could be extended to include individual reflection time on what they can do to make themselves feel better. | 5 minutes |
| 4. What did the family do to say goodbye to their pet mouse? | Recap and reflect on the actions the family took to say goodbye to the pet mouse from the story, building understanding of rituals. | 10 minutes |
| 5. Ways to feel better after a pet dies | Introduce a coping strategy: reflecting on a special pet (real or imaginary) | 5 minutes |
| 6. Making a memory button | Build on the strategy of identifying a special memory and making a memory button. | 10 minutes |
| 7. Endpoint assessment | Pupils practice what they have learned by discussing how to support a friend whose hamster has died. | 10 minutes |
| 8. Signpost to support | Ask the pupils who the character in the story got help from. Remind pupils where, when and from whom they can get support if they need it or have a question triggered by the lesson. | 5 minutes |
| 9. Relaxation activity | Learn and practice a breathing activity to close the lesson calmly and build skills for managing strong and difficult feelings. | 5 minutes |
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Lesson 2 detailed lesson plan

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| | Key Stage 1 |
| Lesson title | Lesson 2: Ways to feel better after a pet dies |
| Lesson length | 60 minutes |
| Introduction | <p>This is the second of two lessons for Year 1 or 2 (Key Stage One) about loss, grief and bereavement and should be taught as part of a planned programme of PSHE. This lesson explores a child's feelings about the death of a loved pet and includes learning about strategies to cope with feelings of loss and bereavement (and other strong and difficult feelings).</p> <p>This lesson uses a story to introduce this sensitive subject. The lesson includes the key concepts of alive and dead. These are concepts covered in Year 2 National Curriculum Science. These messages may be helpful when talking about death with this age group</p> <ul style="list-style-type: none"> • Nothing that is alive goes on living for ever • Sometimes something that is alive gets ill and gets better • Sometimes something that is alive gets ill and dies • Sometimes something that was alive dies because it has become old • Different animals and plants have different lifetimes • It is normal to feel sad when someone or a pet dies • It is good to be able to talk about strong and difficult feelings and experiences. |
| Safe learning environment | <p>To support a safe learning environment for this lesson:</p> <ul style="list-style-type: none"> • Read the <i>Guide to Teaching and Learning about Loss and Bereavement in PSHE lessons</i> that accompanies these lessons • It is recommended that teachers delivering these lessons have received some training – see Section 2.7 of the <i>Guide to Teaching and Learning</i> • Ensure you are aware which pupils may need extra support in this lesson e.g. pupils who have been bereaved of a family member • In order to keep everyone feeling safe during the baseline activity ask pupils where they would get help for sad feelings, rather than exploring what these sad feelings might be about. Keep the focus on school experience. • Use a question or thought box or 'Ask It Basket' for pupils to reflect on the lesson or to ask questions. Introduce this and tell pupils who will see their questions and when they will be responded to. • Be sensitive to pupils who don't have pets and make sure they are equally included using the ideas in the lesson plan • Sit pupils in a circle on the carpet to recap their learning and explore ways to comfort someone when they are feeling sad. They could work in small groups on the memory buttons activity. |

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| <p>Resources required</p> | <ul style="list-style-type: none"> • <i>Goodbye Mousie</i> by Robie H Harris or similar text* dealing with a death of a pet or animal. You may also find these books read online and this could be shared as an alternative in class. (* If an alternative book is chosen, PowerPoint Slides 4, 6, 7, 8 & 13 and the wording in some of the following activities will need to be amended) • PowerPoint slides KS1 Lesson 2 Bereavement lessons to support lesson delivery • Feelings fans or feelings photo cards (as used in lesson 1) • KS1 What might make someone feel better cards www.winstonswish.org/wp-content/uploads/2020/12/WW-PSHE-KS1-L2-What-might-make-someone-feel-better-cards.pdf • KS1 Pet photo cards www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS1-L2-A5-Pet-photo-cards.pdf • A copy of the KS1 memory button template for each class member and coloured crayons or pencils www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS1-L2-A6-Memory-button-template.pdf • The sheet with four columns that was used in Lesson One |
| <p>This lesson contributes to the following objectives in the PSHE Association Programme of Study</p> | <p>H11. about different feelings that humans can experience H12. how to recognise and name different feelings H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p> |
| <p>Learning objective</p> | <p>Pupils will learn some strategies for managing bereavement</p> |
| <p>Learning outcomes</p> | <p>I can recognise and name some feelings I can describe and recognise how others might feel I can identify some ways to manage feelings of loss I can tell you who can help me with strong and difficult feelings.</p> |
| <p>Key Words</p> | <p>Alive, dead, loss, goodbye, sad, cross, angry, upset, comfort, manage, feel better.</p> |
| <p>Differentiation</p> | <p>Activity 2 – use of photo cards / feelings fans to support all pupils to access the learning Activity 3 – use pages from the book to support thinking Activity 4 – questions to extend thinking Activity 5 – pet photo cards to provide ideas. Activity 6 – challenge by asking pupils to record reasons for their choices</p> |

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| <p>Activity 1 Introduction to the lesson and ground rules</p> | <p>Revisit the ground rules established in Lesson One, adapting these if necessary and give positive feedback on ground rules kept in the previous lesson. (PowerPoint Slides 2 & 3).</p> <p>Briefly review learning from the previous lesson (PowerPoint Slide 4) and explain to pupils that the lesson is going to be about managing strong and difficult feelings that were talked about last lesson.</p> |
| <p>Activity 2 Baseline assessment</p> | <p>This is a brief activity designed to capture pupils' current understanding and ability to support a friend who is feeling sad, building on the previous lesson. (PowerPoint Slide 5). Ensure that the message is given that feeling sad is a normal, natural, although sometimes difficult part of life. Also provide the message that crying is OK and that crying can be a good strategy for some people to let out sad feelings in order to feel better afterwards.</p> <p>Ask pupils to tell their talk-partner what they do to support a friend when they are feeling sad.</p> <p>Ask volunteers to share their ideas and write these onto the empty column of the flip chart used in the first lesson.</p> |
| <p>Activity 3 What could comfort someone when they feel sad?</p> | <p>Recap the strategies that the grown-ups offered in the '<i>Goodbye Mousie</i>' story to try to comfort or help the child when he felt sad and angry. (PowerPoint Slide 6).</p> <p>Ask pupils what they think 'to comfort someone' means. Build on their feedback by explaining that 'comforting someone' is a kind act. It is not possible always to make someone who is sad feel happy but being kind and comforting someone can help them to feel better when they are feeling sad and worried. (PowerPoint Slide 7). Remind pupils again that it's alright to feel these strong and difficult feelings, but sometimes we need help to feel better.</p> <p>Explore how someone could offer support from a distance, if hugs or being close aren't possible. For example, through a phone or video call or sending them a card.</p> <p>Place the What might make someone feel better photo cards showing different ways to offer comfort (e.g. being close by someone, giving a hug, listening, saying I feel sad too etc.) in a line across the room and ask pupils to stand next to the card that they think would be most comforting. This would work best if one table (or equivalent) group goes up at a time and individuals from this group choose their own photo card.</p> <p>For challenge, ask volunteers to explain their choice and try to include the word 'because' in their answer. For example, pupils might say: 'Talking about feelings helps someone to feel better because they have shared their feelings, 'When someone gives me a hug, I feel better because hugs are nice and warm'.</p> |

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| <p>Activity optional</p> | <p>This whole class discussion could be followed with individual reflection time. Ask pupils to think about things they can do for themselves to make themselves feel better when they are sad. Ask them to draw or write these. For example, getting some exercise, reading a book, watching TV, talking to someone, taking deep breaths? This can be an opportunity to build on other learning pupils have done related to managing difficult feelings. This piece of work could also be used for assessment.</p> <p>Briefly feedback and add to a list on the board. If time allows pupils could vote for which they think is the best idea for comforting someone else or the best piece of advice to someone to help themselves feel better.</p> |
| <p>Activity 4 Saying goodbye</p> | <p>Ask the pupils what they remember about the actions the family in the text <i>'Goodbye Mousie'</i> took to say goodbye to their pet mouse and use the PowerPoint slide to revisit this. (PowerPoint Slides 8 & 9).</p> <p>Teachers may need to be prepared for comments about funerals here. In the story they bury the mouse, but pupils may ask or comment about cremation if they have experienced this with a relative. Teachers may wish to have a script prepared in readiness– see questions and suggested responses in the <i>Guide to Teaching and Learning about Loss and Bereavement in PSHE lessons</i>.</p> <p>The teacher can use this as an opportunity to remind pupils that different religions have different funeral traditions and so how people choose to say goodbye to a pet or person who has died may be different.</p> <p>Ask pupils to discuss with their talk-partner which two actions they think helped the child the most and take feedback from some pairs (PowerPoint Slide 9).</p> <p>To extend pupils' thinking ask:</p> <ul style="list-style-type: none"> • Do you have any other ideas for saying goodbye to a pet? (For example, writing or drawing happy memories with the pet, lighting a candle for the pet, putting a photograph of the pet by a bedside) • Why do you think the child didn't want a new mouse straight away? (For example: He loved Mousie and didn't want to replace them yet. He still felt sad. He was scared that a new pet might die too.) |
| <p>Activity 5 Ways to feel better</p> | <p>What can help when a pet dies? (PowerPoint Slide 10). Explain to the pupils that sometimes when we miss a pet it can help to think of a special memory about that animal.</p> <p>Show pupils the list of pets that they had or wanted that was written in Lesson 1. Give each group of pupils a set of pet photo cards to look at.</p> <p>Ask the class or group to choose a pet from the pet card examples. All agree on which one the class or group will use for this activity. Explain that we will all imagine that this is our pet or the pet of a friend. Or the teacher can choose a pet for everyone to use.</p> <p>Explain to the pupils that sometimes when pets die and their owners feel sad, it can help to think of a special memory about that pet.</p> |

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| | <p>Individually, ask the pupils to think about what makes the imaginary pet they have chosen to think about so special.</p> <p>They could think about the softness of the fur; or the funny whiskers; or the noise it makes; or how clever it is; or the games it plays. They could imagine how it would be to stroke, feed or play with this pet.</p> <p>Teacher takes some brief feedback and lists special qualities and ideas next to the appropriate photo card/photo cards.</p> <p>This brief discussion will scaffold the memory buttons activity that follows. (PowerPoint Slide 11 & 12).</p> |
| <p>Activity 6 Memory buttons</p> | <p>Reassure that it is normal and natural to feel sad when a pet has died.</p> <p>Explain that sometimes making something can help us to remember a pet and this can help us to feel better.</p> <p>Show some examples of memory buttons and ask if they can suggest what special memories the person was thinking about.</p> <p>Ask pupils to individually colour in their memory button templates with shapes and colours that would show something special about the pet we have been describing, using the ideas generated in Activity 5 The class teacher could also model an example by using their own pet, childhood pet or another one of the pet photo cards. (PowerPoint Slides 11 & 12).</p> <p>To extend pupils, the teacher and teaching assistant (if one is available) could talk to pupils about their memory button and their reasons for the pictures and words on their button.</p> <p>Learning can be extended by recording the reasons for their choices.</p> |
| <p>Activity 7 Assessment of learning</p> | <p>Use the following scenario to find out what pupils have learned in the lessons about giving comfort and saying goodbye. When you set up this activity remind the class that we might not always be able to make sad people happy, but kind words and actions can make a difference.</p> <p>Discuss with pupils that saying something kind could be a question. For example, 'Would you like to tell me more?' 'Would you like a hug?' (Remind pupils that they should ask someone first before giving them a hug.) This scenario also provides an opportunity to practice words of comfort. (PowerPoint Slide 13).</p> <hr/> <p>Your friend's hamster died last night. They tell you this has happened and they look a bit sad.</p> <p>What do you say to them?</p> <p>They don't know how to say goodbye to their pet hamster. What do you suggest they could do to say goodbye?</p> |

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| | <p>Pupils could either reflect on this individually or practice their kind and comforting words with a Talk Partner. Pupils can then be invited to feedback their kind words. This is an opportunity for pupils to develop skills.</p> <p>Some pupils may be able to write and draw their responses which could be used for teacher assessment.</p> <p>An <i>optional</i> end of lesson assessment is offered on PowerPoint Slide 14.</p> |
| <p>Activity 8 Signposting to help</p> | <p>Ask who the child asked for help and support in the story.</p> <p>Model for the class that at the end of the lesson they could be feeling a range of feelings. For example, happy, because we have talked about the love that pets bring and learned new skills, sad because we have talk about a pet dying or mixed feelings.</p> <p>Remind the pupils that if this lesson caused strong feelings or if they have a question, who they can talk to, and, importantly, when they can do this. (PowerPoint Slide 15). You may wish to add a slide with suggestions of who they could talk to in school (e.g. class teacher, T.A., SENCO).</p> |
| <p>Activity 9 Relaxation activity</p> | <p>Teach the pupils a breathing activity, for example star breathing to end the lesson calmly. (PowerPoint Slide 16).</p> |
| <p>Embedding and extending learning</p> | <p>Fill in speech bubbles for class display of comforting things to say to sad friend or classmate, e.g. Would you like a hug? Do you want to talk? etc.</p> |