

PSHE: Loss and Bereavement KS2 Lesson Plans – Lesson 2

Lesson 2 Overview

Activity	Brief description and purpose of activity	Timings
Prior to the lesson	Teacher to become familiar with the 'Growing around grief' model by reading handouts. Version A: www.winstonswish.org/wp-content/uploads/2020/09/Growing-around-grief.pdf Version B: www.winstonswish.org/wp-content/uploads/2020/10/Growing-Around-Grief-Version-B.pdf	
0. Ground rules	Establish positive learning attitudes, recap learning from lesson 1 and introduce today's learning focus. Establish ground rules for creating a safe learning environment.	5 minutes
0. Baseline assessment	Optional baseline assessment for this lesson, exploring pupils' existing skills in supporting a friend who is bereaved.	5 minutes
1. Introduce and listen to the book	Introduce and prepare pupils for the core text, ' <i>Sad Book</i> ' by Michael Rosen.	10 minutes
2. First responses	Ask the pupils about their responses to the text and provide an opportunity to ask questions.	8 minutes
3. Understanding feelings of loss and grief	The purpose of this activity is for pupils to understand more about grief. Pupils summarise their understanding of grief on their Bottle poster.	10 minutes
4. Coping strategies for managing feelings of loss and grief	Diamond 9 activity to discuss and rate the coping strategies given in the <i>Sad Book</i> . Pupils select the most helpful strategies and explain choices. Pupils make their own version of Winston's Wish Pocket Full of Plasters resource providing themselves with a list of coping strategies for difficult feelings.	10 minutes
5. Endpoint assessment	Pupils show their learning by writing a conversation showing how a friend supports a bereaved friend.	5 minutes
6. Signpost to support	Remind pupils where, when and from whom they can get support if they need it or have a question triggered by the lesson.	4 minutes
7. Relaxation and / or three good things activity	Learn and practice a breathing activity and/or three good things strategy to close the lesson calmly and positively.	3 minutes
		60 minutes

Lesson 2 detailed lesson plan

	Key Stage 2
Lesson title	Lesson 2 Coping strategies for managing feelings of loss and grief
Lesson length	60 minutes
Introduction	<p>This is the second in a series of two lessons for Year 4, 5 or 6 (Key Stage 2) loss and bereavement. This lesson explores coping strategies to manage feelings of loss and grief. The lesson uses a book to introduce this sensitive subject. This lesson should be taught as part of a planned programme of PSHE.</p> <p>The following messages can be used to support the lesson:</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 an illness means something alive 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 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. • Consider using a question or thought box for pupils to safely reflect on the lesson or ask questions. Set this up at the beginning of the lesson and explain who will see the questions and how they will be responded to. • Pupils could sit in a circle recapping their learning and the discussion section of the lesson. This would mean that any comments or questions would be shared as a class and allow the class teacher to carefully maintain the safe learning environment. They could create their 'plasters' resource at their tables. • If possible, have a second adult in the room. <p>Look at the two 'Growing Around Grief' handouts and select the most appropriate for your class. Version A: www.winstonswish.org/wp-content/uploads/2020/09/Growing-around-grief.pdf Version B: www.winstonswish.org/wp-content/uploads/2020/10/Growing-Around-Grief-Version-B.pdf</p>

<p>Resources required</p>	<ul style="list-style-type: none"> • Text: <i>Sad Book</i> by Michael Rosen or similar text or watch online • Bottle posters from last lesson • Look at the two 'Growing Around Grief' handouts and, if desired, select the most appropriate one(s) for your class Version A: www.winstonswish.org/wp-content/uploads/2020/09/Growing-around-grief.pdf Version B: www.winstonswish.org/wp-content/uploads/2020/10/Growing-Around-Grief-Version-B.pdf • A mug, a mixing bowl, a waste paper basket or bucket PLUS a tennis ball or a ball made from coloured rubber bands • Copies of Winston's Wish 'A Pocket Full of Plasters' resource if possible. (These need to be purchased from Winston's Wish www.winstonswish.org One per group would be sufficient) • 'My Pocket Full of Plasters' template copies for each pupil www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS2-L2-A4-Pocket-full-of-plasters-template.pdf • Diamond 9 Cards – one for each group www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS2-L2-A4-Diamond9-cards.pdf • Coloured crayons or pencils • KS2 Lesson 2 PowerPoint slides to support lesson delivery
<p>This lesson contributes to the following objectives in the PSHE Association Programme of Study</p>	<p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>
<p>Learning objective</p>	<p>Pupils will learn more about grief, and explore some strategies to cope with it</p>
<p>Learning outcomes</p>	<p>I can recognise and name feelings associated with sadness and grief I can describe what I would do to support a friend who felt sad I can identify three ways of coping with loss or grief I can identify who I can ask for support with difficult feelings</p>
<p>Key Words</p>	<p>Dead, loss, goodbye, sad, cross, angry, upset, comfort, helps, feel better, cope, manage, strategy, grief</p>
<p>Differentiation</p>	<p>Activity 3 – objects on cards will support with discussion Extension activity – give out copies of the sad poem from <i>Sad Book</i> and ask pupils to write another verse. Assessment options provided for supporting and extending the learning.</p>

<p>Activity 0 Introduction to the lesson and ground rules</p>	<p>Introduce the learning question: How can we handle our feelings about loss? (PowerPoint Slide 2).</p> <p>Revisit the ground rules established in the last lesson and remind pupils about the question box. (PowerPoint Slide 3). Explain that this lesson continues learning about loss and bereavement.</p> <p>Acknowledge that there will be pupils in the class who have experienced the death of a pet or family member. Explain to pupils that the lesson is going to be about developing ways to manage difficult feelings including loss and grief as all of us will have these feelings at some point.</p> <p>Recap learning from the previous lesson. (PowerPoint Slide 4).</p>
<p>Optional baseline assessment</p>	<p>Lesson 1 provided a baseline assessment that could be used for both lessons which explored how pupils would support a friend who felt sad. In this lesson, if the teacher thought appropriate, a similar question could be posed but focusing on sadness because of a bereavement.</p> <p>The teacher can begin by reviewing learning from the previous lesson and remind pupils of the experience of the child in the story, '<i>The Heart and the Bottle</i>'. Ask pupils to think about this child and with their talk partner to briefly discuss:</p> <ul style="list-style-type: none"> • What would you do or say to a friend who was feeling sad because someone had died? <p>Class teacher can ask for feedback and record on the flip chart. This provides a baseline assessment. By the end of the lesson, pupils understanding of what to say and do to help a friend and to help themselves should have been extended.</p>
<p>Activity 1 Introduction and listening to the story</p>	<p>Introduce the story: '<i>Sad Book</i>' by Michael Rosen. Explain that, in this book, Michael Rosen talks about two people close to him who have died and shares some of his feelings about what happened and some strategies he uses for coping with these feelings of grief.</p> <p>Explain that listening to this book may cause strong feelings, that this is OK and that they can talk about these feelings with you or another trusted adult. (PowerPoint Slide 5).</p> <p>Read '<i>Sad Book</i>' by Michael Rosen (or watch and listen to the story online.)</p>

<p>Activity 2 First responses</p>	<p>Ask pupils for their first responses or reactions to the text. Discussion could take place with pairs first and then with the whole class. The purpose of the discussion is to check understanding of the book and begin to draw out some key messages. There is also an opportunity for pupils to ask questions and get clarification.</p> <p>Questions that could be asked may include: (PowerPoint Slide 6)</p> <ul style="list-style-type: none"> • What did you like about the book? • Was there anything you didn't like about the book? • What would you say about the book to someone who has not read it? • What have you learned from the book? • Was there anything that surprised you in the book? <p>It is possible pupils will talk about strong feelings, perhaps feeling sorry for Michael, or scared that they might lose someone close to them. For those who have lost someone it may bring those memories back. Acknowledge these feelings and remind that it's OK to feel these feelings. Remind pupils of who they can talk to further if they want to. Follow-up with any such pupil outside of lesson, if needed, including discussing with the safeguarding lead.</p> <p>Pupils may ask some questions about death and dying, including why Michael Rosen's son died. You can explain that he died from a very serious illness (meningitis) but this is very rare and there are treatments and vaccines against some forms of this illness. Usually people die when they are old. These scripts may be helpful:</p> <ul style="list-style-type: none"> • Nothing that is alive goes on living forever • Sometimes something that is alive gets ill and gets better • Sometimes an illness means something alive 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 difficult feelings and experiences. <p>It is recommended that class teachers prepare for answering questions by reading the <i>Guide to Teaching and Learning about Loss and Bereavement in PSHE lessons</i>.</p>
<p>Activity 3 Understanding feelings of loss and grief</p>	<p>Explain to pupils that there are psychologists who have identified theories about death and grief that can also help us to understand our feelings (PowerPoint Slide 7). Explain the idea of 'Growing around Grief' (Tonkin's model) using one or both handouts as appropriate to your pupils (Version A: www.winstonswish.org/wp-content/uploads/2020/09/Growing-around-grief.pdf Version B: www.winstonswish.org/wp-content/uploads/2020/10/Growing-Around-Grief-Version-B.pdf)</p> <p>These are illustrated on two slides: please choose the most appropriate for your explanation (PowerPoint Slide 8 and Slide 9).</p> <p>It would help if you feel able to demonstrate this theory using a tennis ball or ball of coloured elastic bands and a mug, a mixing bowl and a waste paper</p>

	<p>basket (or equivalent). The explanation you could use is on Version A of the handout.</p> <p>Focus here on positive messages that it does get easier with help.</p> <p>Give out the pupils' Bottle posters from last lesson and ask if they can link this learning about theories to the story. The key message here is that out of grief and difficult times we can find a way to continue to experience curiosity and joy.</p> <p>Ask pupils to work individually to reflect on what they have learned about grief that they did not already know. Pupils can add this to the box ('What I have learned about loss and grief') on their Bottle poster. This can be used as an individual assessment of learning.</p>
<p>Activity 4 Coping strategies – for others and myself</p>	<p>Remind pupils that Michael Rosen had a number of ways of dealing with his grief (PowerPoint Slide 10). Give out sets of Diamond 9 cards to groups of 3 or 4 pupils.</p> <p>Ask them to organise them into a Diamond 9 (example on PowerPoint Slide 11) with the strategies that they think would have been the most helpful to Michael. The strategy that they think would work best goes at the top with the strategy they think is the least helpful at the bottom. To do this they will need to talk with each other about what is good about the strategy, how it might be helpful and what the issues might be. Pupils can be invited to replace any of Michael's ideas with their own strategies (using the blank boxes) and add these to the Diamond 9.</p> <p>A representative from each group can then feedback their top strategy.</p> <p>Following this activity, pupils are asked to work on their own to develop a set of ideas that they can use if they are feeling a difficult feeling such as grief or sadness.</p> <p>Explain that childhood bereavement charity Winston's Wish suggests using 'A Pocket Full of Plasters' as a way of coping with painful memories (please note these are metaphorical plasters and aren't real plasters). It has 10 'plasters' of advice that young people can stick on when they are hurting. If possible, give pupils the Winston's Wish A Pocket Full of Plasters resource to read and review. (PowerPoint Slide 12).</p> <p>Give out the Pocket Full of Plasters template and ask pupils to write ideas for things that may be helpful to them that they can 'stick on' to help them with their feelings. Explain that they can choose from Michael's ideas, the Pocket Full of Plasters and add some of their own. The teacher could give some of their examples: e.g. walk my dog, cook a meal, remember that feelings pass, play football, talk to my friend.</p> <p>These do not have to be shared and in fact might work better for the pupils if it is set up as an activity that is just for them and they can take it away with them.</p>

<p>Activity 5 Assessment of learning.</p>	<p>Explain that in this final activity they have the chance to use all their learning over the last two lessons. Read this scenario (PowerPoint Slide 13) to pupils:</p> <p><i>Aisha has a friend called Zuzanna. Zuzanna's granny died a month ago. The funeral was in Poland and Zuzanna did not go. Aisha notices that Zuzanna is by herself in the playground and looks very sad.</i></p> <p>Divide pupils into mixed ability pairs to write a conversation or conversations that show what Zuzanna is feeling and what Aisha says and does to help her.</p> <p>It is suggested that this is a written activity rather than a role play to give time and space for careful thought. Pupils could be supported with a writing frame if needed or one or both examples could be used.</p> <p>Example 1 – Talking about feelings.</p> <p>Aisha: Hi Zuzanna, are you OK, you are looking a bit sad?</p> <p><i>Zuzanna: I am feeling sad (Zuzanna looks as if she is going to cry). My granny died and my mum has gone to the funeral in Poland and I miss my granny and my mum.</i></p> <p>Aisha: I am very sorry to hear that. It must be very difficult for you. Did you see your granny a lot?</p> <p><i>Zuzanna: I talked to her every week on FaceTime and we went to visit every summer. I can't believe I will never see her again.</i></p> <p>Aisha: That must be hard. Would you like a hug?</p> <p><i>Zuzanna: Yes please. Can I play with you?</i></p> <p>Aisha: Yes of course. Remember to tell our teacher if your sad feelings make it hard to do your work.</p> <p>Example 2 – Talking about feelings, the next day</p> <p>Aisha: How are you feeling today?</p> <p><i>Zuzanna: I feel better but sometimes I still feel very sad.</i></p> <p>Aisha: Do you remember in PSHE we talked about things that can help when we have difficult feelings?</p> <p><i>Zuzanna: No I don't remember.</i></p> <p>Aisha: When I feel sad I listen to some happy music or read a book I like.</p> <p><i>Zuzanna: That's a good idea. I sometimes breathe in and out slowly.</i></p> <p>Aisha: That's good. Do you have anyone you can tell about your sad feelings?</p>
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<p>Activity 6 Signpost to support</p>	<p>Remind the pupils that if this lesson has made them feel sad or if they have a question, who they can talk to, and importantly when they can do this. These trusted people could include their teachers, their parents and carers or other adults in their life. Explain that sometimes it's helpful to talk with people outside of our family, friends or school and signpost to ChildLine and Winston's Wish. (PowerPoint Slide 14).</p> <p>Make a link to protective behaviour message: <i>We can talk with someone about anything, even if it feels awful or small</i></p>
<p>Activity 7 Relaxation activity and / or gratitude activity to build wellbeing.</p>	<p>Teach the pupils a breathing activity, for example star breathing (see PowerPoint Slide 15) to end the lesson calmly.</p> <p>If time, or instead of relaxation strategy, highlight the gratitude strategy described in <i>Sad Book</i> (PowerPoint Slide 16) and recap the example (being grateful for a roast dinner, or grateful they were able to cook it).</p> <p>Explain that scientists have found out that feeling grateful can help us to grow our well-being and feel happier. These things that we feel grateful for can be really small, simple things. The class teacher can model appropriate examples (e.g. a sunny day, a smile from a friend and a delicious cup of coffee.)</p> <p>Ask pupils to individually consider three good things that have happened to them today.</p>
<p>Embedding and extending learning</p>	<p>Continue the 'Three Good things' practice for a week by asking pupils to discuss one or more 'good thing(s)' with their partners at the end of the day. Pupil ideas could then be added to a class display.</p>