

## PSHE: Loss and Bereavement KS3 Lesson Plans – Lesson 1

### Lesson 1 Overview

Activity	Brief description and purpose of activity	Timings
1. Introduction	<b>Introduction to the lesson and ground rules</b> to establish a safe learning environment and learning for the lesson	5 minutes
2. Baseline assessment	<b>Baseline assessment</b> using post-its to establish what pupils already know and any questions they have related to the topic	5 minutes
3. Understanding death & grief	<b>Understanding death and grief</b> PowerPoint slides and discussion to ensure pupils understand the reasons for death and begin to understand what grief is.	5 minutes
4. Emotions of grief	<b>Understanding emotions.</b> Using a video clip and a <i>Grief Wheel</i> pupils extend their emotional literacy in relation to grief.	15 minutes
5. Feelings & behaviours	<b>Understanding the relationship between feelings and behaviours.</b> Pupils develop their Grief Wheel to consider how the experience of grief might make people behave.	5 minutes
6. Getting help	<b>Getting help.</b> Barriers to getting help are discussed and pupils signposted to sources of support inside and outside school.	5 minutes
7. Case studies	<b>Case studies.</b> Case studies are used to assess learning and pupil understanding of the experience of grief and where support for bereavement can be accessed.	15 minutes
8. Reflection	Reflection (optional) and ending activity.	5 minutes
		60 minutes

**Lesson 1 detailed lesson plan**

	<b>Key Stage 3</b>
<b>Lesson title</b>	<b>Lesson 1 Learning about loss and bereavement</b>
Lesson length	60 minutes
Introduction	This is the first in a series of two lessons for Key Stage 3.
Safe learning environment	<p>To support a safe learning environment for this lesson:</p> <ul style="list-style-type: none"> <li>• It is recommended that teachers delivering these lessons have received training in how to teach and manage sensitive issues</li> <li>• Read the <i>Guide to Teaching and Learning about Loss and Bereavement in PSHE lessons</i> that accompanies these lessons</li> <li>• Ensure you are aware which pupils may need extra support in this lesson e.g. pupils who have been bereaved of a family member</li> <li>• Prior to the lesson ensure pupils know this lesson is coming up and invite anyone concerned to speak with you and view the materials</li> <li>• Use a question or thought box for pupils to reflect on the lesson or to ask questions. Set this up thoughtfully and tell pupils who will see the questions and when they will be responded to</li> <li>• As part of the lesson, Ground Rules are suggested for class discussion, but best practice is to develop these with pupils</li> <li>• Ensure you feel prepared to answer questions as pupil questions are asked for in the baseline assessment activity (ideas for doing this are in the <i>Guide to Teaching and Learning about Loss and Bereavement in PSHE lessons</i>)</li> <li>• Suicide is briefly identified in this lesson, ensure you are clear about appropriate language to use when talking about suicide. More information is here: <a href="http://www.winstonswish.org/wp-content/uploads/2020/10/WW-Ways-to-talk-about-suicide.pdf">www.winstonswish.org/wp-content/uploads/2020/10/WW-Ways-to-talk-about-suicide.pdf</a></li> </ul>
Resources required	<ul style="list-style-type: none"> <li>• PowerPoint slides <b>Bereavement KS3 Lesson 1</b> (with internet access and speakers to watch the You Tube videos)</li> <li>• <b>Bereavement KS3 Lesson 1 Grief Wheel</b> (1 per pupil or pair) <a href="http://www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS3-L1-A4-Grief-wheel.pdf">www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS3-L1-A4-Grief-wheel.pdf</a></li> <li>• <b>Bereavement KS3 Lesson 1 Writing frame</b> for Hassan scenario if required <a href="http://www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS3-L1-A7-Writing-frame.pdf">www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS3-L1-A7-Writing-frame.pdf</a></li> <li>• Slips of paper or Post It notes</li> <li>• <i>Optional</i> handouts (Version A &amp; B) '<b>Growing around grief</b>' Version A: <a href="https://www.winstonswish.org/wp-content/uploads/2020/09/Growing-around-grief.pdf">https://www.winstonswish.org/wp-content/uploads/2020/09/Growing-around-grief.pdf</a> Version B: <a href="https://www.winstonswish.org/wp-content/uploads/2020/10/Growing-Around-Grief-Version-B.pdf">https://www.winstonswish.org/wp-content/uploads/2020/10/Growing-Around-Grief-Version-B.pdf</a></li> <li>• <i>Optional</i> text: Michael Rosen's <i>Sad Book</i></li> <li>• <i>Optional</i>: a mug, a mixing bowl, a waste paper basket or bucket PLUS a tennis ball or a ball made from coloured elastic bands</li> </ul>

<p>This lesson contributes to the following objectives in the PSHE Association Programme of Study</p>	<p>H6 how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary  H12 how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need  R21 how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships  R22 the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support</p>
<p>Learning objective</p>	<p>To explore and identify the emotions associated with grief and bereavement</p>
<p>Learning outcomes</p>	<ul style="list-style-type: none"> <li>• I can explain one thing about the nature of grief</li> <li>• I can identify a variety of emotions someone might experience when someone close dies.</li> <li>• I can explain where someone can go to get help after a bereavement.</li> </ul>
<p>Key Words</p>	<p>Death, grief, bereavement, support</p>
<p>Differentiation</p>	<ul style="list-style-type: none"> <li>• Pupils may need support with labelling emotions. There are feelings cards widely available online or posters with facial emotions recognition which could be used for pupils with Autism and others that need this support.</li> <li>• There is a writing frame available to support the Hassan scenario (<b>Bereavement KS3 Lesson 1 Writing Frame</b>).</li> </ul>
<p><b>Prior to the lesson</b> Preparing to explain grief</p>	<p>Prior to the lesson the teacher may find it helpful to watch this Winston's Wish clip to prepare to use this metaphor to explain grief to the class. (<b>PowerPoint Slide 2</b> has the clip embedded) <a href="http://www.youtube.com/watch?v=Y9rqJlbQDpk">www.youtube.com/watch?v=Y9rqJlbQDpk</a>  The film is not designed to be viewed by young people and not intended to be shown (however, you could use it at your discretion). The film expands on the 'Growing around grief' sheets that are available if required for use later in the lesson (two versions) and describes a way of understanding what happens when people grieve. You can use these to prepare to demonstrate using a ball, mug, bowl and bucket.</p>
<p><b>Activity 1</b> Introduction to the lesson, signposting to support, ground rules and learning outcomes</p>	<p>Introduction to the topic (<b>PowerPoint Slide 4</b>)</p> <p>Explore with the class why they think this is an important topic for PSHE lessons, reinforcing the idea that death and bereavement are a difficult part of life, but also an unavoidable one. Acknowledge that some pupils will have had an experience of bereavement of a pet, a family member or someone close to them. Explain that the lessons won't ask pupils to share experiences but build everyone's skills to manage difficult feelings and support others.</p> <p>Signposting to support (<b>PowerPoint Slide 5</b>)</p> <p>This will be discussed in more detail at the end of the lesson, but this is good reinforcement and the information has been provided here in case a pupil</p>

	<p>leaves the class before the end. Teachers may want to adapt this slide to add information about where to go for help in school.</p> <p><b>Ground rules (PowerPoint Slides 6 – 7)</b></p> <p>Best practice is for classes to identify their own ground rules. Please adapt <b>PowerPoint Slide 7</b> accordingly and remind pupils that personal stories will not be asked for. Options for ground rules may include:</p> <ul style="list-style-type: none"> <li>• Understand that we might all have different reactions, experiences and beliefs about death.</li> <li>• Listen actively and attentively.</li> <li>• Ask for clarification if you are confused.</li> <li>• Ensure everyone has their chance to speak and avoid comments that may be harmful to others.</li> <li>• Try to take part in each activity and try your best.</li> <li>• Be respectful both in the lesson and also outside of this lesson, especially to anyone who has shared thoughts and feelings.</li> <li>• Right to pass on an activity or leave the lesson if needed</li> </ul> <p><b>Learning outcomes (PowerPoint Slide 8)</b></p> <p>Talk through the learning outcomes.</p> <ul style="list-style-type: none"> <li>• I can explain one thing about the nature of grief</li> <li>• I can identify a variety of emotions someone might experience when someone close dies</li> <li>• I can explain where someone can go to get help after a bereavement.</li> </ul>
<p><b>Activity 2</b> Baseline data</p>	<p><b>Baseline data (PowerPoint Slide 9)</b></p> <p>Using slips of paper or Post It notes ask pupils to write:</p> <ul style="list-style-type: none"> <li>• One thing they know about grief and bereavement (to put on a flip chart to add to later)</li> <li>• One or more question(s) they have about the topic of death, grief and loss (to put in the question box)</li> </ul> <p>Remind pupils of the ground rule that they have a right to pass.</p> <p>This activity is to be done individually. The comments about current knowledge can be stuck on a flip chart sheet and this provides a baseline to pupil's understanding and an indication of pupils' ability to discuss and write about bereavement at the start of the lesson. The anonymous questions can be used to inform planning for Lesson 2 and answered in Lesson 2 if any questions remain unanswered. Questions may be asked, for example, about life after death, how long it takes to recover from a bereavement or about the causes of suicide. By these questions going into a question box the teacher can prepare scripts and responses or add further activities. Equally, some questions such as those about why people die are covered in this lesson.</p> <p>Do be mindful that some pupils may laugh, or act 'inappropriately' to discussions about death. Explore with pupils why this may be so and acknowledge that it is a difficult topic.</p>

<b>Activity 3</b> Understanding death and grief	<p><b>Why do people die? (PowerPoint Slides 10 and 11)</b></p> <p>Explain using the slides. Reflect on how talking about death can be a taboo for some parts of our society and culture, but by talking about it we can understand it better for ourselves and to support others. <b>PowerPoint Slide 11</b> explains something about the different types of death. Explain that mostly death comes about as a result of illnesses in old age. It is important when describing suicide that the word 'committed' is not used. (This term 'committed suicide' is related to when suicide was an offence.) Please see guidance on language on this link <a href="http://www.winstonswish.org/wp-content/uploads/2020/10/WW-Ways-to-talk-about-suicide.pdf">www.winstonswish.org/wp-content/uploads/2020/10/WW-Ways-to-talk-about-suicide.pdf</a>.</p> <p><b>What is grief? (PowerPoint Slide 12)</b></p> <p>Teachers can make the point that how someone dies might have an impact on how someone experiences their grief.</p> <p><b>The Ball of Grief (PowerPoint Slide 13)</b></p> <p>Explain how a tangled ball of wool or string (or a ball of coloured elastic bands) can represent the tangle of emotions felt when someone has died. Just as when the string is tangled and it can feel impossible to see how it can be untangled, emotions too can get mixed up and tangled into one another, and it can be really hard to start to make sense of all the very difficult feelings.</p> <p><b>Growing around grief (PowerPoint Slides 14 AND/OR 15)</b></p> <p>Explain to class how the 'ball of grief' idea and the 'Growing around grief' model (as shown in the clip suggested for teachers to watch before class <a href="http://www.youtube.com/watch?v=Y9rqJlbQDpk">www.youtube.com/watch?v=Y9rqJlbQDpk</a>) can help us to understand what happens when someone is grieving.</p> <p>Explain the idea of 'Growing around Grief' (Tonkin's model) using, if wished, one or both handouts (as appropriate to your pupils) (<b>Slides 14 AND/OR 15</b>) Version A: <a href="https://www.winstonswish.org/wp-content/uploads/2020/09/Growing-around-grief.pdf">https://www.winstonswish.org/wp-content/uploads/2020/09/Growing-around-grief.pdf</a> Version B: <a href="https://www.winstonswish.org/wp-content/uploads/2020/10/Growing-Around-Grief-Version-B.pdf">https://www.winstonswish.org/wp-content/uploads/2020/10/Growing-Around-Grief-Version-B.pdf</a></p> <p>You could also demonstrate this theory using a tennis ball or ball of coloured elastic bands and a mug, a mixing bowl and a waste paper basket (or equivalents). The explanation you could use is on Version A of the handout. (<b>PowerPoint Slide 14 AND/OR 15</b>)</p> <p>Ask pairs to discuss and explain the process of grief presented in one sentence. Take feedback from some of the pairs to check understanding.</p> <p>Pupils should identify:</p> <ul style="list-style-type: none"><li>• That grief can be a difficult all-consuming feeling</li><li>• That over-time life the feelings can be managed and whilst the loss remains different interests and experiences can be felt</li></ul>
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	<ul style="list-style-type: none"> <li>• That sometimes things can make the ball of grief feel overwhelming again.</li> </ul>
<p><b>Activity 4</b> Understanding emotions</p>	<p>How might someone bereaved feel? <b>(PowerPoint Slides 16-18)</b></p> <p>Ask pupils in pairs briefly to reflect on what feelings a person might have if they were grieving. They could think about the tangled ball of string. <b>(PowerPoint Slide 16)</b> <i>(Lesson returns to this subject after the video).</i></p> <p>Watch video clips of young people talking about feelings in 'Stories of 3 young people supported by Winston's Wish' (4 minutes) (<a href="http://www.youtube.com/watch?v=ks37rr6nL74">www.youtube.com/watch?v=ks37rr6nL74</a>). <b>(PowerPoint Slide 17)</b></p> <p>Divide the class into three and ask one third particularly to listen to Livvie's story, one third to listen to Jack's story and one third to listen to Dan. The task is for pupils to note down key words that come up as part of their experiences.</p> <p>For example: Livvie – tearful, sad, everything's going to change, upset, life goes on Jack – gap in life, missing Dan – shock, heart-breaking, indescribable, horrible, no-one speaking.</p> <p>Using the Grief Wheel <b>(PowerPoint Slides 18 – 20)</b></p> <p>Pupils to work individually and in pairs to draw and write down six emotions that someone may experience as part of their grief and show their understanding so far.</p> <p>Pupils write their names on their Grief Wheel and these are kept for Lesson 2.</p> <p>Pupils with SEND may require additional support such as vocabulary lists, definitions or face recognition cards. See differentiation section.</p> <p>This activity can be <b>extended</b> so that pupils develop their emotional literacy skills by explaining the possible reasons for the emotion or list related words to the feeling word. Some examples are on the <b>PowerPoint Slide 19</b>.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Grateful (happy, pleased, thoughtful) – that the person had been alive for a long time and had brought love into the family</li> <li>• Angry – that the person had gone and they would never see them again</li> <li>• Anxious – that someone else they loved might die</li> <li>• Panicky – that they might not be able to cope without them</li> <li>• Guilty – that it's their fault.</li> </ul> <p><b>PowerPoint Slide 20</b> can be used to give key messages about emotions related to bereavement. For example:</p> <ul style="list-style-type: none"> <li>• It is important to remember that each emotion may come and go and not everyone affected feels the same at the same time.</li> </ul>

	<ul style="list-style-type: none"> <li>• Someone bereaved may also experience emotions that change quickly.</li> <li>• Someone bereaved may also experience mixed emotions.</li> </ul>
<p><b>Activity 5</b> Understanding the relationship between feelings and behaviours</p>	<p>How grief may affect behaviours (<b>PowerPoint Slide 21</b>)</p> <p>The next part of the activity is to develop understanding that feelings and thoughts can affect behaviour. Remind pupils that someone who is bereaved may not 'act' sad all the time. Use Michael Rosen's '<i>Sad Book</i>' to illustrate this further, if required</p> <p>Pupils then list around their Grief Wheel the different behaviours a bereaved person might have.</p> <p>Behaviour examples may include: not able to concentrate, getting into trouble in school, pretending everything is OK, not wanting to go out or speak to people, panic attacks, doing things to make themselves feel better.</p>
<p><b>Activity 6</b> Getting help</p>	<p>What may affect how people grieve? (<b>PowerPoint Slide 22</b>)</p> <p>As a whole class explore the barriers to a bereaved person talking about their grief and bereavement.</p> <p>Getting help and support (<b>PowerPoint Slide 23</b>)</p> <p>Think back to the 'Stories of 3 young people supported by Winston's Wish'; ask pupils to note down the things that helped the young people shown to manage their grief.</p> <p>Where to get help (<b>PowerPoint Slide 24</b>)</p> <p>Mention Winston's Wish Services. Teachers could add a slide or verbally remind pupils of the support available in school and in the local community.</p>
<p><b>Activity 7</b> Case studies - assessment of learning</p>	<p>Putting learning into practice (<b>PowerPoint Slide 25</b>)</p> <p>The purpose of the task is to assess learning and understanding gained in this lesson against the learning outcomes for the lesson. Ask pupils to offer advice in response to one or two case studies as shown on <b>PowerPoint 25</b>.</p> <p>The class teacher can decide how pupils are asked to respond to these. For example, <b>by writing a letter, an online chat or a phone in or by role playing</b> giving advice to Hassan or Grace. This task can be done individually, in pairs or in small groups and can be done orally or as a written task. The Hassan writing frame can be used by pupils who need it.</p> <p>Through the feedback or the collection in of the written responses the teacher can check that pupils have met the fourth learning outcome about where someone bereaved can go for help.</p>

<p><b>Activity 8</b> Ending activity and optional reflection</p>	<p><b>Reflection and ending (PowerPoint Slide 26)</b></p> <p>Give out more post-its and slips of paper and invite pupils to note down their learning from today's lesson and add it to the knowledge about bereavement flip chart that was started at the beginning of the lesson. The teacher can use this to assess progress towards the lesson learning outcomes and identify any gaps to be addressed in the second lesson.</p> <p>Pupils can also be invited to write any further questions which have arisen in the lesson.</p> <p>The lesson can be ended with a relaxation or breathing activity. As well as ending the lesson calmly this is a coping strategy for managing difficult feelings. For example you could teach the class Five Finger Breathing. <b>(PowerPoint Slide 27)</b> <a href="http://www.youtube.com/watch?v=HQVZgpyVQ78">www.youtube.com/watch?v=HQVZgpyVQ78</a></p>
<p>Embedding and extending learning</p>	<p>Displays can be used to signpost to bereavement support or encouraging pupils to deepen their understanding through the Winston's Wish website or reading books (such as those on the Reading List on the Winston's Wish website.) Greater depth into this topic is continued in the second lesson which focuses on coping strategies and ways to support a friend.</p>