

PSHE: Loss and Bereavement KS3 Lesson Plans – Lesson 2

Lesson 2 Overview

Activity	Brief description and purpose of activity	Timings
1. Introduction	Introduction to the lesson, recap of learning and ground rules to establish a safe learning environment	5 minutes
2. Baseline Assessment	Baseline assessment using a photo of Banksy's Girl with Balloon or other stimulus material pupils mind map their current understanding of how to cope with grief	5 minutes
3. Thinking about difficult days	Difficult days: pupils are asked to identify what they think difficult days would be for a bereaved person to develop their sensitivity to those who have been bereaved	5 minutes
4. Ways to cope with grief	Ways to cope with grief through watching two videos pupils extend their understanding of coping strategies and add these to their mind maps.	10 minutes
5. Coping strategies	Things to do dominoes. This activity requires pupils to bring together their knowledge from lesson 1 and 2 by linking an emotion with a coping strategy.	10 minutes
6. Assessment of learning	Assessment of learning. Pupils are offered a choice of tasks to individually show their learning from the last two lessons and how far they have met the lesson learning outcomes.	20 minutes
7. Signposting to support	Signposting to support. Using the PowerPoint slide and a video clip the teacher ends with reminding pupils of the importance of talking about difficult feelings and who to talk to.	5 minutes
		60 minutes

Lesson 2 detailed lesson plan

	Key Stage 3
Lesson title	Lesson 2 Learning about loss and bereavement
Lesson length	60 minutes
Introduction	This is the second 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"> • It is recommended that teachers delivering these lessons have received training in how to manage sensitive issues • Read the <i>Guide to Teaching and Learning about Loss and Bereavement in PSHE lessons</i> that accompanies these lessons • Ensure you are aware which pupils may need extra support in this lesson e.g. pupils who have been bereaved of a family member • Prior to the lesson ensure pupils know this lesson is coming up and invite anyone concerned to speak with you and view the materials • Use a question or thought box for pupils to reflect on the lesson or to ask questions. • As part of the lesson, 'Ground Rules' are suggested for class discussion, but best practice is to develop these with pupils • Ensure you feel prepared to answer questions.
Resources required	<ul style="list-style-type: none"> • PowerPoint slides Bereavement KS3 Lesson 2 (with internet access and speakers to watch the clips) • Winston's Wish's 10 Ways to Remember People on Special Days (Optional / 1 per pair) www.winstonswish.org/wp-content/uploads/2018/03/ww-0101-10ways-lo.pdf • Bereavement KS3 Lesson 2 Things to Do Dominoes (1 sheet per pupil or pair and scissors to cut out the dominoes) www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS3-L2-A5-Things-to-do-dominoes.pdf • Support sheet for the Memory Box task (Bereavement KS3 Lesson 2 Memory Box) www.winstonswish.org/wp-content/uploads/2020/04/Memory-Box-Winstons-Wish.pdf • Support sheet available for the 'What can help with grief' task (Bereavement KS3 Lesson 2 What can help with grief) https://www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS3-L2-A6-What-can-help-with-grief-worksheet.pdf • Growing around grief sheet(s) (if required) (1 per pair) Version A: https://www.winstonswish.org/wp-content/uploads/2020/09/Growing-around-grief.pdf Version B: https://www.winstonswish.org/wp-content/uploads/2020/10/Growing-Around-Grief-Version-B.pdf • Pupil-completed Grief Wheels from Lesson 1. • Paper and colouring pens/pencils to create the poster / leaflet and also for the mind map / Banksy activity

<p>This lesson contributes to the following objectives in the PSHE Association Programme of Study</p>	<p>H10 a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support 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 develop skills and strategies to support a bereaved friend</p>
<p>Learning outcomes</p>	<ul style="list-style-type: none"> • I can describe a number of strategies that might help someone manage grief and loss • I can support someone to get help.
<p>Key Words</p>	<p>Death, grief, bereavement, support</p>
<p>Differentiation</p>	<ul style="list-style-type: none"> • Pupils may need support with labelling emotions for the dominoes. There are SEND feelings cards widely available online or posters with facial / emotions recognition could be used for pupils with Autism. • There is a support sheet available for the Memory Box activity (Bereavement KS3 Lesson 2 Memory Box) • What can help with grief activity could be differentiated such that, for example, those with SEND work on the 'Ways to remember' box using the Winston' Wish sheet and other students can complete the full task. • The assessment tasks are differentiated with the leaflet task requiring the most application of knowledge and skills.
<p>Prior to the lesson Prepare to respond to questions</p>	<p>Prior to the lesson go through the questions that were identified in the previous lesson and prepare responses using the guidance document for any questions not covered by the content of the previous lesson and this lesson.</p> <p>Build into the lesson a time when to respond to these questions. This might be at the start of the lesson (PowerPoint Slide 5) or task by task if the questions relate to an activity.</p>

<p>Activity 1 Introduction to the lesson, signposting to support, ground rules and learning outcomes</p>	<p>Introduction (PowerPoint Slide 2)</p> <p>Begin by asking pupils what they remember from the previous lesson. Explain that this lesson will build on Lesson One and build skills in supporting someone who is bereaved. Remind pupils of the sensitive nature of the lesson and where they can go for support. Teachers may want to adapt this slide to add information about where to go for help in school.</p> <p>Ground rules (PowerPoint Slide 3)</p> <p>(see above for Safe Learning Environment). Options may include:</p> <ul style="list-style-type: none"> • Understand that we might all have different reactions, experiences and beliefs about death. • Listen actively and attentively. • Ask for clarification if you are confused. • Ensure everyone has their chance to speak and avoid comments that may be harmful to others. • Try to take part in each activity and try your best. • Be respectful both in the lesson and also outside of this lesson, especially to anyone who has shared thoughts and feelings. • Right to pass on an activity or leave the lesson if needed <p>Learning Outcomes (PowerPoint Slide 4)</p> <p>Explain that we are continuing to explore bereavement, the ways we can remember someone who has died and some ways to handle grief and loss.</p> <ul style="list-style-type: none"> • I can describe a number of strategies that might help someone manage grief and loss • I can support someone to get help. <p>Questions from the last lesson (PowerPoint Slide 5)</p> <p>Use this slide if there are questions from the previous lesson that need answering at the start.</p>
<p>Activity 2 Baseline assessment</p>	<p>Coping with grief (baseline assessment) (PowerPoint Slide 6)</p> <p>Using the Banksy image or other stimulus material, ask pupils to work in pairs or small groups to mind map on blank sheets of paper their current understanding of how to cope with grief. Ask them to place the word 'Grief' in the centre of their mind map. Remind pupils of other work you have previously done about coping with difficult feelings.</p> <p>Move around the pairs or groups to review what is being written. This will provide useful information as to how much pupils have learned previously about handling difficult feelings and their current understanding of grief.</p> <p>(The slide shows a quote from Dr Selman. Dr Selman created a festival to help people talk about grief. https://www.bbc.com/news/uk-england-bristol-50838904 Other projects to encourage talk about death include 'Death Cafes' and 'Grief Talk' which can be looked up).</p>

<p>Activity 3 Difficult days</p>	<p>Thinking of difficult days (PowerPoint Slide 7)</p> <p>Ask pupils to add to their mind map the days which may be particularly difficult when someone has been bereaved.</p> <p>Pupils might say: birthdays, anniversary of the person's death, other special days like Christmas, Eid or Hannukah which would normally be celebrated with them. If a young person has lost a parent then Mothers' and Fathers' Days or school events that parents come to may also be difficult.</p> <p>The purpose of this is to raise awareness if they know of a friend who has been bereaved that these days might be challenging.</p>
<p>Activity 4 Ways to cope with grief</p>	<p>Coping with grief (PowerPoint Slide 8)</p> <p>Introduce the clip The Grieving Process: Coping with Death (4 minutes). (www.youtube.com/watch?v=gsYL4PC0hyk)</p> <p>Explain that it is American and speaking to us as if we have experienced bereavement, which some of us might have done.</p> <p>Ask pupils to watch the clip and then add to 2-3 more ideas about coping with grief to their mind map. For example:</p> <ul style="list-style-type: none"> • Grief and grieving are different for everyone • Grief takes time • Grief changes from day to day, like a rollercoaster • The pain of grief is natural and not to be feared • Acknowledge that the pain of grief exists • Change can be hard to handle • Spend time with friends and family • Spend time alone if helpful • Reach out and ask for help • Go to someone else for help – family, friends or professionals • Write down feelings • Talk out loud about feelings • Try to do things that bring happiness and joy • Look after physical health • Recognise relationship between mind and body <p>Ask pairs to discuss and identify their top two coping strategies.</p> <p>Coping with grief – talking (PowerPoint Slide 9)</p> <p>Watch The Coping with Grief in Childhood video (1 minute 46 seconds) (www.youtube.com/watch?v=X7esoNVuo8c) to confirm key message about talking with someone.</p> <p>Coping with grief – memories (PowerPoint Slide 10)</p> <p>One of the young people in this film talks about making a memory box. This can be a helpful way of preserving memories of the person who died.</p>

<p>Activity optional</p>	<p>If there is time, read through the instructions on making a memory box, which can be found on link www.winstonswish.org/wp-content/uploads/2020/04/Memory-Box-Winstons-Wish.pdf Explore with pupils the purpose of this as a coping strategy.</p>
<p>Activity 5 Strategies for handling difficult feelings</p>	<p>Strategies for handling difficult feelings (PowerPoint Slides 11 – 12)</p> <p>This activity is designed to review the learning from Lesson One and extend it by developing strategies for dealing with difficult feelings.</p> <p>Using the Things to Do Dominoes sheet, pupils work individually or in pairs and come up with a range of strategies and activities someone might try when bereaved. Pupils create a domino with one emotion on one half of the domino and another emotion on the other half (taken from the Grief Wheel they created in Lesson One). On the second domino they write a strategy in each half that may help with a difficult emotion that is felt as part of grief. These activities will have emerged through Activities 2, 3 and 4 and from pupils' own understanding of strategies to manage difficult feelings.</p> <p>The game will involve matching one emotion to a strategy. Pupils cut out the cards and play a short game of dominoes where they match a feeling to a coping strategy. (Example on PowerPoint Slide 12).</p>
<p>Activity 6 Assessment of learning</p>	<p>Assessment of learning options (PowerPoint Slide 13 – 15)</p> <p>Slide 13 shows four assessment tasks: pupils can choose how to best show their skills and knowledge about dealing with grief</p> <ul style="list-style-type: none"> • Design a leaflet on bereavement - subheadings might be: what is bereavement / top tips to manage grief / self-care ideas / ways to remember loved ones. • Write instructions on (or draw and label) how to create a memory box and give suggestions on what to put in it. This activity has a support sheet available (Memory Box Support Sheet) • Write a letter to a friend who has lost someone and in it offer some advice and suggest ways they could reach out and get support. • 'What can help with grief' worksheet <p>A range of different activities have been provided here for pupils to self-select and work on individually. Task 2 comes with a support sheet and this is an option for pupils who may struggle more with an independent activity.</p> <p>If time is short the whole class could do the 'What can help with grief' worksheet. (PowerPoint Slide 14) The section about <i>'how the school can better support those who have been bereaved'</i> could be collated and presented to the School Council or pastoral leads in school.</p> <p>The written work can be collected in and teacher assessed against the following outcomes with the teacher judging whether a pupil is working towards, at or beyond the lesson expectations. (Slide 15)</p> <ul style="list-style-type: none"> • I can explain one thing about the nature of grief • I can identify a variety of emotions someone might experience when someone close dies

	<ul style="list-style-type: none"> • I can describe a number of strategies that might help someone manage grief and loss • I can explain where someone can go to get help after a bereavement
<p>Activity 7 Recap, and signposting to support</p>	<p>Plenary (PowerPoint Slides 16-17)</p> <p>Feedback on task. Plenary recap on learning, revisit learning intentions and show slide (PowerPoint Slide 17) reminding pupils where to access support if they have been affected by any of the issues raised in the lesson. Teacher should also signpost local services and in school options for guidance and help as well.</p> <p>Summary (PowerPoint Slide 18) Watch short video clip where the two Princes talk about opening up and talking to others (2 min clip) www.youtube.com/watch?v=nWyp1sFkZ4A</p>
<p>Embedding and extending learning</p>	<p>Displays can be used to signpost to bereavement support or pupils can be encouraged to deepen their understanding through the Winston's Wish website (www.winstonswish.org) OR www.help2makesense.org) or reading books (such as those on the Reading List on the Winston's Wish website www.winstonswish.org/?s=reading+list) The work produced in the assessment task can also be displayed.</p>