

PSHE: Loss and Bereavement KS4 Lesson Plan – Lesson 2

Lesson 2 Overview

Activity	Brief description and purpose of activity	Timings
1. Introduction	Introduce the lesson, share learning outcomes and review ground rules to ensure a safe learning environment	5 minutes
2. Recap learning	Recap learning using five quick questions	5 minutes
3. Ways to offer support	Explore how to help a bereaved friend through watching a Winston's Wish video	5 minutes
4. Strategies	Case studies and research task to begin to explore and identify strategies for coping with bereavement	15 minutes
5. Evidencing learning	Written or infographic task to evidence learning in the last two lessons	15 minutes
6. Assessment	Assessment of learning and plenary	10 minutes
7. Signposting	Signposting to support	5 minutes
		60 minutes

Lesson 2 detailed lesson plan

	Key Stage 4
Lesson title	Lesson 2 Learning about loss and bereavement
Lesson length	60 minutes
Introduction	This is the second of two lessons for KS4 students about bereavement and focuses on how to support someone who has been bereaved.
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 managing 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 students may need extra support in this lesson e.g. students who have been bereaved of a family member • Use a question or thought box for students to reflect on the lesson or to ask questions. Set this up thoughtfully and tell students who will see the questions and when they will be responded to. • Prior to the lesson ensure students know this lesson is coming up and invite anyone concerned to speak with you and view the materials • As part of the lesson, 'Ground Rules' are suggested for class discussion, but best practice is to develop these with students • Ensure you feel prepared to answer students' questions, (ideas for doing this are in the <i>Guide to Teaching and Learning about Loss and Bereavement in PSHE lessons</i>) • Suicide is briefly identified in this lesson, ensure you are clear about appropriate language to use when talking about suicide. More information is here: www.winstonswish.org/wp-content/uploads/2020/10/WW-Ways-to-talk-about-suicide.pdf
Resources required	<ul style="list-style-type: none"> • PowerPoint slides Bereavement KS4 Lesson 2 (with internet access and speakers to watch the clips) • Bereavement KS4 Lesson 2 Case Studies (1 per student or pair, there are 3 on each page) www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS4-L2-A3-Case-studies.pdf • Support sheet available for the letter writing activity (Bereavement KS4 Lesson 2 Writing frame) www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS4-L2-A4-Writing-frame.pdf • Graffiti sheets and mind maps from previous lesson • Access to Young Minds website (and other safe websites) for research (or print off relevant pages) • <i>Optional</i> 'I Can, You Can' cards from the Childhood Bereavement Network www.ncb.org.uk/product/214

<p>This lesson contributes to the following objectives in the PSHE Association Programme of Study</p>	<p>H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people’s mental health H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help R11. strategies to manage the strong emotions associated with the different stages of relationships R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them</p>
<p>Learning objective</p>	<p>To explore how 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 suggest where to get help.
<p>Key Words</p>	<p>Grief, bereavement, loss, death</p>
<p>Differentiation</p>	<p>Writing frame for case study activity. ‘I Can, You Can’ cards from the Childhood Bereavement Network to add to the strategies students are developing. www.ncb.org.uk/product/214</p>
<p>Activity 1 Introduction to the lesson, signposting to support, ground rules and learning outcomes</p>	<p>Introduction and recap (PowerPoint Slides 1-4)</p> <p>Introduce the topic by repeating what was said at the start of the first lesson.</p> <p>Acknowledge that the content may be difficult for some but it is important that we talk about such an important aspect of our lives. Also that if we don’t talk about death, it becomes a taboo and even harder for those who have experienced it to talk about and get the help they need. Tell students that the lesson will not be asking them to share personal experiences although they may safely use their experience to contribute to the activities.</p> <p>Remind students where they can go for support if they find the lesson content challenging. Signpost to Winston’s Wish (PowerPoint Slide 2) but also remind students or show a slide with information on who can provide support in school.</p> <p>Learning outcomes (PowerPoint Slide 3)</p> <p>Share the learning outcomes, focusing on this being a lesson where skills are developed to support someone who is bereaved. Ask students briefly to discuss in pairs why they think this learning is important.</p>

	<p>Explain that: Today we are building our skills in supporting someone who has experienced a bereavement. So that...</p> <ul style="list-style-type: none"> • I can describe a number of strategies that might help someone manage grief and loss. • I can suggest where to get help. <p>Ground rules (PowerPoint Slide 4)</p> <p>In best practice these will have been developed by the class. Remind students of the ground rules, giving positive feedback on rules that were kept well last lesson and reminding everyone of the need to be thoughtful and sensitive as we will not know about other people's personal experiences.</p> <p>Examples are shown on Slide 4 and 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 • Be respectful both in the lesson, but also outside of this lesson, especially to anyone who has shared thoughts and feelings. • Right to pass <p>Consider using an anonymous question box if this is appropriate to KS4 and used in other lessons.</p>
<p>Activity 2 Recap (could be used as a baseline, in addition to the graffiti sheets from Lesson 1)</p>	<p>Recap previous learning and begin thinking about how to support those who are bereaved (PowerPoint Slide 5)</p> <p>Students answer the five quick questions either verbally in pairs or in written form. If the answers are written, this will provide the teacher with a good grasp of the students' understanding from the previous lesson and from previous lessons on managing difficult feelings.</p> <ol style="list-style-type: none"> 1. What emotions may a teenager feel if they are experiencing grief? 2. How may grief affect them in school? 3. What could a grieving young person do to handle their feelings? (<i>Think about the strategies we have learned to manage difficult feelings.</i>) 4. What could you do, as a friend or family member, to help? 5. Who else could help? <p>Flip chart students' ideas for managing strong or difficult feelings (Question 3) and their ideas for helping a friend (Question 4).</p>

<p>Activity 3 Helping a friend</p>	<p>How to help a grieving friend (PowerPoint Slide 6)</p> <p>Show this Winston's Wish video www.youtube.com/watch?v=0FL62iMC7AA (2.30 mins)</p> <p>Ask students to note down anything that has surprised them and or reassured them in this message from a worker from Winston's Wish. The worker uses three key words: curiosity, openness, support.</p> <p>Take brief feedback.</p>
<p>Activity 4 Case studies and research</p>	<p>Case studies (PowerPoint Slides 7-10)</p> <p>Remind students of the work they did in the last lesson to look at the impacts of bereavement and hand out their mind maps to refresh their memories. Explain that the class is going to begin identifying strategies for managing grief and bereavement using three case studies.</p> <p>Give out the case study sheets (Bereavement KS4 Lesson 2 Case Studies) and either assign one scenario to pairs or small groups to look at and identify the main issues or allow them to choose which one to consider. (This allows students/students to avoid a scenario that may have personal resonance.)</p> <p>These key questions could be used to scaffold their discussion:</p> <ul style="list-style-type: none"> • How is the character feeling? • How are they behaving? • What difficulties are they facing? • Who else in the scenario might be affected? <p>Feedback as a class and talk briefly about all three cases.</p> <p>Danni – doesn't know how to support her friend Femi whose mother died and is worried about upsetting her by talking about her own family.</p> <p>Amy – brother's sudden death by suicide, other people's intrusive questions, alcohol and drugs, separation of parents, no support for Amy?</p> <p><i>Note: It is important when describing suicide that the word 'committed' is not used. This term is related to when suicide was an offence and so is linked to 'committing' an offence. Teachers need to feel confident to talk about this issue. Follow this link to a briefing about the words to use when talking about suicide. www.winstonswish.org/wp-content/uploads/2020/10/WW-Ways-to-talk-about-suicide.pdf</i></p> <p><i>Leave out this case study if this could be triggering for anyone in the class.</i></p> <p>Amir – sudden death of his father in Army, killed by I.E.D., mother unhappy with Amir wanting to follow in father's footsteps, money issues, feeling responsible as eldest child, physical effects of grief in school.</p>

	<p>Research (PowerPoint Slide 11)</p> <p>Ask students to research how they could offer advice to the people in the case studies using the Young Minds website and other safe websites. These are written for someone needing that help, but remind students they are looking for advice they can give. This could include signposting to these websites:</p> <p>www.youngminds.org.uk/find-help/feelings-and-symptoms/grief-and-loss/#working-through-your-grief</p> <p>www.themix.org.uk/mental-health/looking-after-yourself/grief-and-bereavement-6290.html</p> <p>www.cruse.org.uk/get-help/about-grief/how-to-help-someone-bereaved</p> <p>www.mind.org.uk/information-support/guides-to-support-and-services/bereavement/bereavement-by-suicide/</p> <p>Schools may wish to purchase 'I Can, You Can' cards from the Childhood Bereavement Network to hand out to add to the strategies students are developing. These cards were developed with young people and offer suggestions of things to say to others when you have been bereaved, Cards are addressed to: friends, teachers, parents and yourself.</p> <p>www.ncb.org.uk/product/214</p> <p>Ask students to identify the strategy that they think is the most helpful. Feedback some of these to the whole class.</p> <p>For example:</p> <ul style="list-style-type: none"> • Talking to someone • Visiting a website to find out more information • Talking with other people who have experienced something similar • Looking after physical and mental health (sleep, food, exercise)
<p>Activity 5 Written task (two options) and optional teacher assessment</p>	<p>Evidencing learning (PowerPoint Slides 12-15)</p> <p>There are two options for students to choose from or teachers to direct students towards. These are designed as an opportunity for students to evidence their learning over the last two lessons.</p> <p>Suggested success criteria for both are:</p> <ul style="list-style-type: none"> ✓ An understanding of what the young person is experiencing ✓ An explanation of grief and how it may affect someone ✓ The impact a bereavement may have on a range of things ✓ Ideas and activities to do that may promote positive self-care ✓ Suggestions for managing family issues ✓ What support a friend could offer ✓ Links to support services and how to get help <p>These can then be used for teacher or peer assessment.</p> <p>For teacher assessment students can be asked to complete one of the tasks independently.</p>

	<p><i>Option 1 – letter of support PowerPoint Slide 12</i> Students to write a letter offering support and advice to one of the young people in a case study of their choice. Students will need to address the range of issues that are identified in the case study they have chosen and respond to the success criteria on Slide 14. There is a support sheet available. (Bereavement KS4 Lesson 2 Writing frame)</p> <p><i>Option 2 - infographic PowerPoint Slide 13</i> Students are asked to create an infographic (a small picture / poster or a slogan) on what activities might help a young person who has been bereaved. (For example: connect with friends, ask for help from a teacher, speak to family or get in contact with a support service such as Winston's Wish). Students will need to respond to the success criteria on PowerPoint Slide 14. There are lots of posters online, a quick Google images search can bring up some examples.</p> <p>Self-assessment (PowerPoint Slide 15) (<i>optional</i>)</p> <p>Once students have completed the task, they can complete the self-assessment on PowerPoint Slide 15. They can award themselves an overall mark out of 10 or a mark out of 10 for each point. <i>Give yourself a mark out of 10 for how well you think you can:</i></p> <ul style="list-style-type: none"> ✓ Describe grief and the impact a death of a loved may have on a young person ✓ Explain a number of strategies that might help someone manage grief and loss ✓ Suggest where to get help ✓ Talk about grief, loss and bereavement
<p>Activity 6 Assessment or learning and plenary</p>	<p>Return to the graffiti sheets from Lesson 1 and the two flip chart sheets from the start of Lesson 2 and invite students to show what they have learned in this lesson by adding to the sheets, especially those about supporting a friend and strategies for managing difficult feelings.</p> <p>Takeaway learning (PowerPoint Slide 16)</p> <p>Ask students to reflect on their main 'takeaway' from the last two lessons. Feedback and/or record in books.</p> <p>The quotes on PowerPoint Slide 17 can be used to support this. Is there one of these that has particular meaning to the students?</p> <p>End with reminding students of messages from Lesson 1 and KS3 (and the 'Growing around grief' description) that death can have a profound impact yet people can live with and grow around their grief to futures full of hope.</p>
<p>Activity 7 Signpost to help</p>	<p>Remind students of the support from Winston's Wish (PowerPoint Slide 18) and from school.</p>
<p>Embedding and extending learning</p>	<p>Students can further explore the Winston's Wish website.</p> <p>Work from this lesson can be displayed or in the case of the infographics shared with permission on the school's social media platforms.</p>