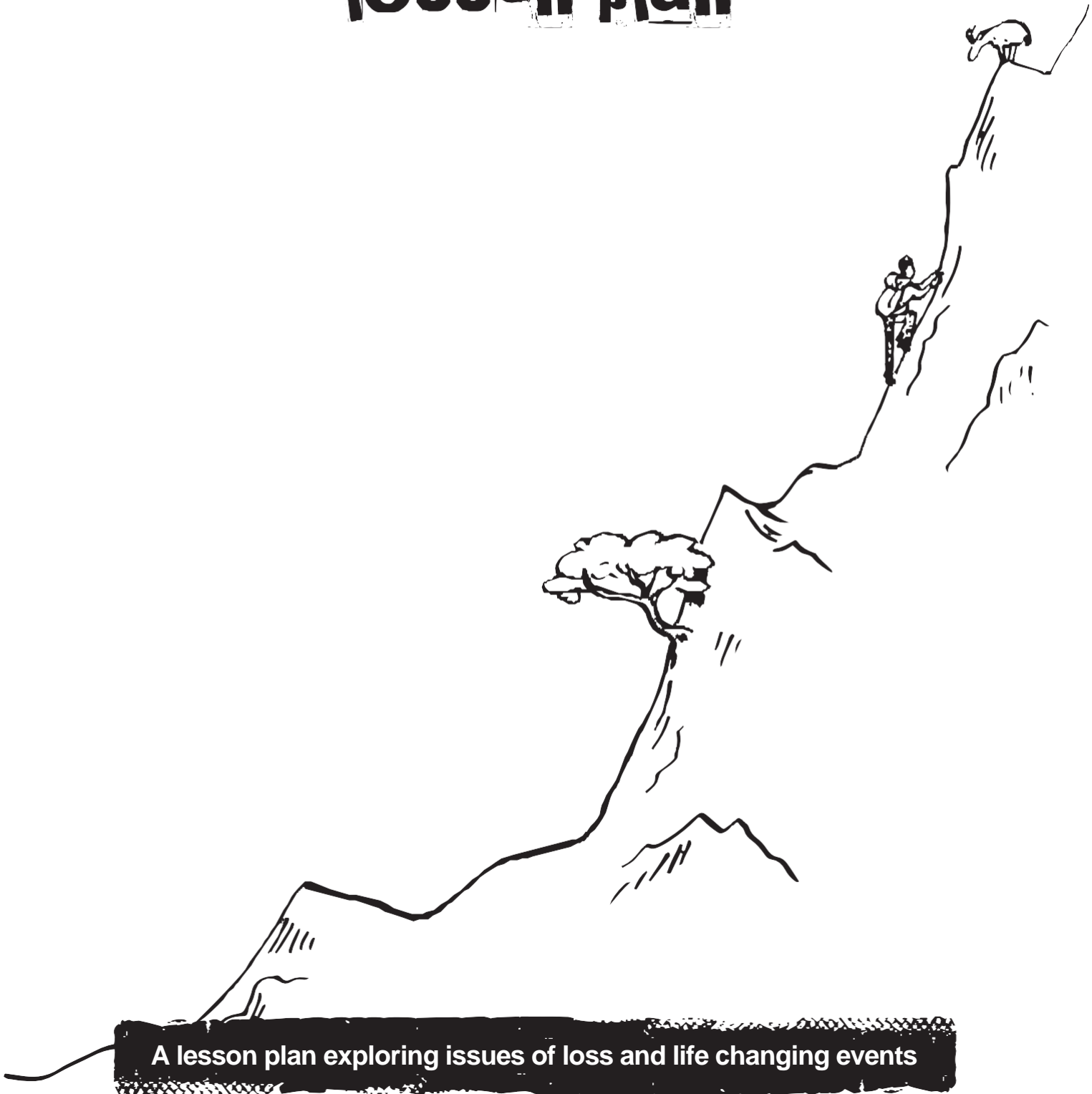


TOUGH STUFF

lesson plan



A lesson plan exploring issues of loss and life changing events

BEREAVEMENT / LOSS

AIM – To begin to identify and name feelings & emotions associated with loss in order that students will be better equipped to manage significant life changing events.

TEACHER'S INTRODUCTION

This lesson plan was originally used to explore 'transitions' with Year 7 – 8. We have adapted it to help you to begin to explore the wider issues presented in our current climate after COVID and the many losses we have all experienced which include, but also go beyond bereavement. It is hoped that it will help your students to talk about feelings and emotions in relation to loss.

LEARNING OUTCOMES

This lesson aims to 1) equip students with the vocabulary and feelings surrounding grief and loss 2) explore a variety of scenarios which involve 'loss' 3) signpost to resources and self - care strategies.

RESOURCES

Equipment to download and play a clip from The Lion King, pens, sets of laminated cards for 'areas of change' exercise and 'emotions' cards for the matching exercise, post-it notes and copies of feedback card.

BE AWARE

The lesson touches on sensitive topics. As such, staff need to ensure that a sufficient amount of time and space is allowed at the start of the lesson to establish some ground rules around respect for each other and being sensitive to what is discussed. Also, at the end of the lesson, to thoroughly reflect on the lesson content and reach a suitable conclusion. Staff should be aware of individual students who may require extra support and may bring to their attention the option of pastoral support and who to contact. Staff should also be aware of their own personal experiences which may affect their ability, or willingness, to deliver this material. There is a lot of material! Managing the ending well is important for this topic.

KEYWORDS:

death, bereavement, mourning, grief, support, emotions

Extension activities – identify sources of support on internet. Evaluate suitability of web-based support.

National Curriculum: – ‘Citizenship - Programme of Studies’ September 2013

LESSON PLAN

1) INTRODUCTION: 3 MINUTES

Introduce yourselves and/or the group that you represent if external agency.

Talk about how we have all been affected by COVID-19 in some way or another. We may not have had anyone close to us die but we have all suffered 'loss'. Ask the class to give examples: loss of school community, loss of playing outside etc. Explain to the class that they need to be sensitive and show respect to others if they share personal experiences.

2) STARTER: 10 MINUTES

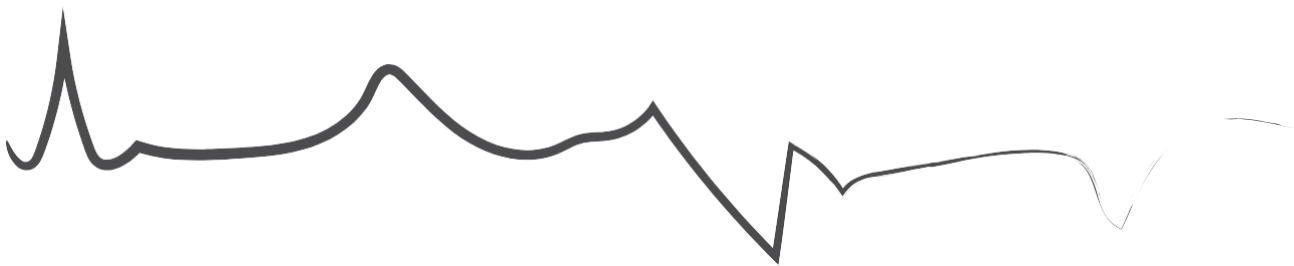
List films/TV programmes/Netflix that deal with death or loss.

Discuss – how did they deal with it? Well? Poorly? Why?

3) DISCUSSION: 15 MINUTES

Explain that, "Life is made up of many different experiences. Some can be exciting (like coming to school!), Some can be dull and boring (lockdown sometimes!), and some are just not very nice at all. In your lives so far, you will have experienced lots of different things – some good, some bad."

Draw a wiggly line on the whiteboard and explain that this line represents the 'ups and downs' of life.



Explain that you are going to give the students 2 'post-it' notes each of different colours and that they must think of a 'good' experience that has happened in their lives and a 'bad' experience. This can be at whatever level they feel comfortable. For example, ask the group to write a 'good' thing that has happened to them on the yellow 'post-it' and a bad thing that has happened to them on the green 'post-it'. They don't have to put their names on the 'post-it' notes so nobody will know what they have written. Give an example i.e. "An example of a good experience might be that you had a baby brother or

sister but, for some, that might have been a bad experience because you must share a room with them.” Devise a way in which the group can come up in an orderly manner to put up their ‘post-it’ notes on the whiteboard. Good – place high bad – place low.

Once they have finished, go through the comments on the board and comment on some of them. For example – ‘moving house’ will probably have been put on the board. This event can be very disruptive. Ask the group in what way is ‘moving house’ a loss? Pick up on ‘parents separating/divorcing’. This can be a big loss but could also make life more bearable if they are arguing all the time. Explain to the group that some of these changes may involve loss at one level or another. Invite the group to comment further on anything that they have put up on the board.

One thing we do know is that life is full of changes - It never seems to stay the same. In your lives, what are some of the changes that you have experienced so far? (Discuss with the person next to you - feedback to the front).

Some losses also have gains. Ask the class for examples i.e. moving from primary to secondary school where there are usually more resources.

4) LION KING

There are two versions of the film

The clip where Mustafa dies can be found at:

1994 version – 35.50 mins into film

2019 version – 43.50 mins into film

Ask the group what feelings they see being displayed by Simba in this clip, and/ or what feelings they imagine would be felt.

Some of the feedback will include:

Shock, anger, numbness, guilt, sadness, despair ...

Comment on the fact that many of these feelings are present during any event where there is a loss, even something as trivial as losing a pen can generate some of these feelings. Point out that they are very normal feelings when we experience a loss.

5) MATCHING EXERCISES IN SMALL GROUPS

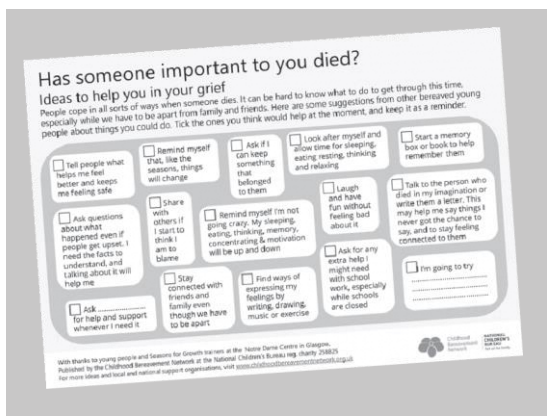
(SEE SITUATIONS & EMOTIONS CARDS AT END OF LESSON PLAN)

Firstly, students rank the flash card 'life event' (having your bike stolen, moving house etc.) according to which is the most serious through to trivial things. However, losing a pen may seem trivial but might be emotional if you were given it by a loved one. Help the class to explore these events and encourage personal sharing in small groups. Use ground rules around listening and respecting others. You might need several sets of cards – we suggest you laminate the sheets and cut them up. Secondly, match the 'emotions' words to the statement or give students the statement and ask them to come out with the word. (You could use the white board again or divide into small groups and have several sets of words and definitions so that all students are involved).

Feedback & Discussion – ask: Has anyone ever experienced any of these emotions? (important to not move on from anyone who has said yes to this question) Do they know of anyone currently experiencing these emotions? Importantly, emphasise that there is no right or wrong way for this to happen / for us to cope with these feelings. Stress that these are normal feelings and emotions and often occur when someone has experienced a loss. There is no right or wrong way to grieve.

6) WAYS TO SUPPORT: 15 MINS

This is a downloadable card which a bereaved student may find helpful.



[www.childhoodbereavementnetwork.org.uk/
media/103287/grief-support-for-self.pdf](http://www.childhoodbereavementnetwork.org.uk/media/103287/grief-support-for-self.pdf)

Activity – Students may wish to make a “daisy chain”. Give each student a “link”. They can then write their ideas of ways to support” on a link and then stick the links together to form a chain to hang in the classroom.

7) PLENARY: 5 MINS: EXIT PASS

Post-its: 3-2-1 – 3 things learned, 2 things which surprised you, 1 question (Assessment for Learning)

Hand out slips etc

Follow up lesson with comment cards and a list of ideas/resources. Offer the opportunity for further support.



Ataloss.org

The UK's signposting website for the bereaved.



Tough Stuff

Parent's are splitting up journal



Tough Stuff

Someone has died journal

email office@ataloss.org for copies

NOTES FOR ADAPTING:

For younger groups...

Use feeling faces, act out a situation where someone finds out that their parents are splitting up or had lost something. Look at the feelings they may have.

For older groups...

Spend longer on the sharing personal experiences. Use third person scenarios to take it away from their personal situation.

For churched young people...

Introduce the difficult topic of forgiveness and offer prayer support.

We are grateful for the many people that helped bring this lesson material together including:

Pete English

Project Lead

Listening
People

From **AtaLoss.org**

Bev Smith

Head of Schools Work



Dan Randall

Youth Director



And many other youth organisations which inspired our ideas!

FLASH CARDS

Hav
your bicycle
tolen

Ge...
sat
at wrk

Deah of
a pfnt

Mov
House

Deah of
a broer
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Divrce of
pfnts

You
get ill

Mov
out of
home

Separ n
of pfnts

Deah of
a friend

Homele

Mi~lac
your pen

Your te... h
hav to be
taken out

Deah of
a pet

You c 't
physically do
h s you
used to do

Mov
Area

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valuable

Mov
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"I just don't know what to feel,
it's all really weird right now,
like I can't feel anything"

NUMBNESS



"It can't be that bad!
It'll be ok in the morning you'll see!"

DENIAL



"I hate this new house and I hate
HER! Why did she have to move in!"

ANGER



" I won't do it again, I promise...
Please,
please don't leave..."

BARGAINING



"I just feel like there is no hope,
everything has fallen apart and it
will never be right again.

What's the point?"

DEPRESSION



"I always used to say:
"Oh please can my parents be together"
but I sort of, well, I don't do that any
more. That's how they are, I can't change
it. I just thought, well, it's not going
to happen, so you might as well be
optimistic about the future sort of thing,
rather than dwell on the past."

ACCEPTANCE



"Some days I wish we could go back
to the ways things were three years
ago, but most days I enjoy my life
and get excited about all the new
things that I have ahead!"

HOPE



"I feel like I am to blame. If I hadn't
got so angry maybe it wouldn't have
happened"

GUILT



"Please God, this is just too hard. I
just want it to be like it was before! I
can't live like this!"

LONGING



"That's it. No-one cares, no-one wants
me. I am completely alone.

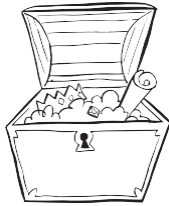
Everyone else has someone but me.
I will always be alone."

LONELINESS



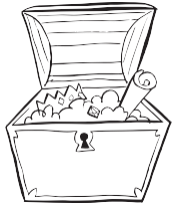
WHEN LIFE GETS TURNED UPSIDE DOWN

- Give yourself space
- Listen to music
- Tell your story - or write it down.
- Laugh, and have fun - it doesn't mean you don't care
 - Talk about it - get it off your chest
 - Find a way to remember special anniversaries - light a candle, have a picnic etc.
 - Keep a memory box - with photos, music or anything that helps you remember.
- Don't assume that your friends don't care - they may just not know what to do.
- Express yourself!! - write a letter poem or song, draw, paint, make a model.
- Take time out - if feeling angry or sad - do something calming.



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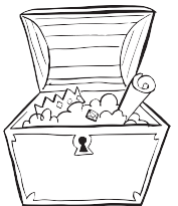
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SOME PLACES TO GET HELP AND SUPPORT

HURT

ataloss.org

a website that includes information to
young people who have had someone
close to them die

youngminds.org.uk

Lots of good stuff about mental health

childline.org.uk

For young people as well as children -
support for a wide range of issues



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TOUGH STUFF LESSON FEEDBACK ...

Name:
Form:

We want to hear what you have to say about this lesson to help us help other young people.

- Made me think
- I didn't like thinking about this stu
- Helped me understand what people I know are going through
- Boring
- Helped me understand a bit more why I feel the way I do
- I felt uncomfortable

Anything else you would like to say:-

- I'd like to chat with someone
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