







KEY STAGE 2 LESSON IDEAS

Things to consider:

These ideas are designed to act as prompts to introducing the topic of bereavement and grief to children in an age appropriate way. Children of this age are often inquisitive and learn through exploring the world around them which often provides adults with the opportunity to ask open ended questions to challenge and develop their thoughts.

These lesson ideas do not specifically teach about bereavement & grief BUT will hopefully provide multiple entry points for discussing and exploring children's understanding and experiences of death, bereavement and grief. At this age we would want children:

-  to know that death is a normal part of life
-  to not be scared of using the words dead and died, and to understand what dead means
-  to begin to recognise their emotions, that we all feel different things and express our emotions in different ways, and how others may feel when someone special to them dies
-  to begin letting our big feelings out will help us to manage our feelings

We believe if you 'naturally' teach about death and bereavement within the school curriculum it will help to break down the social taboos associated with this topic as children begin to understand death is a natural and a normal part of life. They will learn about normal reactions to death, how to talk about emotions and 'grief', and how to support a friend who is grieving.

Do not assume that children know some of the terminology used and check their understanding of terms such as: 'bereavement', 'grief', 'mourning' and 'terminal illness'. We have been surprised at lack of understanding; even with teenagers.

We have created a series of lessons and suggested curriculum themes or schemes of work to support learning. These lessons can be used as standalone sessions to be included as part of topic or subject learning. These lessons can also be used at key moments throughout the year that centred around death and bereavement, such as the death of a school pet or member of the royal family, global wars, pandemics or natural disasters.

It is imperative the whole school adopts this attitude and therefore all staff, including non-teaching staff need to feel equipped to support children in this area of learning. It is really important this becomes part of the school ethos so all members of the school community are aware the subject is being addressed in a sensitive, factual and age appropriate manner. Communication with parents and the wider school community ensures family customs, faiths and confidence to continue conversations at home are supported. It can be beneficial to touch base with parents and carers before you teach a lesson as this gives them a chance to ask any questions, discuss any worries and notify you of any changes that may impact their child.

As always if you have any queries or questions then please do not hesitate to contact us; education@simonsays.org.uk

CURRICULUM LINKS & SCHEMES OF WORK

These are SOME of the themes and schemes of work you MAY cover which naturally create a learning opportunity to educate children in an area of bereavement. PLEASE consider your curriculum and where you 'touch' on death or bereavement but do not yet use this as an opportunity to talk to children.

Key Stage 2 Topics

- Egyptians – art, 3d work, mummification
- Titanic
- Lest We Forget – 'Once' by Morris Gleitzman and Film – The Piano
- Living Things and their Habitats
- Invaders and Raiders
- RE – angels, The Easter story, rituals (cycle of life/death ceremonies)
- PSHE – friendships, relationships

English:

- Theatre & Film – Shakespeare (Romeo & Juliet, Macbeth...) J.K Rowling (Harry Potter series), David Walliams (Billionaire Boy)
- World War 1 & 2, Poetry - The Highway Man, A mode to express our emotions – share some of our Simon Says children's poems (Appendix 2)
- World War I & II, Goodnight Mr Tom by Michelle Magorian
- Fairy tales – Jack and the Beanstalk (death of giant), Hansel and Gretel (death of witch)
- Time travel – secrets of ancient Egypt
- Extreme Earth: Earthquakes and Volcanoes
- Significant authors – The Highway Man Alfred Noyes

Science:

- Materials and their properties - Changing states – reversible and irreversible processes
- Animals including humans - Life Processes and living things – life cycles
- Living things and their habitats
- Evolution and inheritance

History:

- Crime and punishment
- Royalty
- Maya Civilisation
- World War II

Geography:

- Extreme Earth
- Magnificent mountains – how does the environment impact people ability to 'bury'/influence death rituals?

RE, Art and PSHE – many opportunities

AGES AND STAGES OF UNDERSTANDING THE CONCEPTS AND BELIEFS RELATED TO BEREAVEMENT AND GRIEF

Behaviours of 8-11 year olds:

- May have a mature concept of death, understanding about bodies, coffins, funerals and that death is irreversible and could include them.
- May think they are responsible for the death or guilt; thinking they could have prevented it/they caused it
- May think others will die
- Egocentric and worry about who will care for them now
- They will be able to discuss more, be curious and ask difficult questions “why did God take daddy”?
- Aware of other people’s feelings but may have difficulty expressing their own.
- Things that have previously been manageable become more worrying: monsters in the dark, the news.
- They may take on the role as carer and appear more grown up.
- Their behaviour may be affected: bedwetting, tantrums, out bursts of anger, not wanting to go to school.

Things that are helpful:

- They need time to be heard and understood, not put down or made to feel stupid.
- An increased need for routine
- Allow regression
- Give professional physical contact
- Have intentional times that a significant adult checks in or works with them
- Answer questions truthfully
- Encourage drawing, reading, playing, art, music, dance, acting, sports
- Let the child choose how to be involved in the death & mourning
- Find peer support for the child
- Work with school to tailor workload and explore reduced timetable
- Allow safe ways for children to express their feelings and show children that it is OK to express their feelings safely and provide physical outlets and coping strategies
- Watch for confusions and make sure concerns are discussed and worries acknowledged, so that they can learn to be in charge of such feelings
- Give honest and clear explanations, particularly about the person not needing food or being able to feel any more
- Maintaining rules and boundaries within routines
- Acknowledging their ‘somatic’ complaints will help, along with gentle discussion of feelings when someone important dies
- Provide books in your reading area and library which feature bereavement (see <https://www.simonsays.org.uk/suggested-reading/> for ideas)
- Reassurance that their reactions are normal (it is grief)
- Include the child in decisions about help they want
- Explore peer support groups

Please see Appendix A for a full outline of all ages and stages of development as some of your children may not be operating within this range.

LESSON: DEATH IS A NATURAL PART OF LIFE

Children will become more aware of the permanence of death and with words associated with death and dying. Children will have the opportunity to appreciate the importance of remembering happy times with people that have died.

Please note this lesson is an adaptation of one in the KEY STAGE 1 Lesson Plans, HOWEVER it does not hurt to repeat it as children will have a deeper more concrete understanding of death and the conversations you will now have will be very different. The video clip is different and you could do the alternative main activity if you wished.

Resources Needed:

A collection of objects from the natural world, which were once alive e.g. seashells, dried flowers, seed pods, dried roots, bark, drift wood, dead leaves, small animal skeletons, dead insects, Why Do Animals Have Different Lifespans video clip

(www.youtube.com/watch?v=7m8QISPP7t0&list=PLUKQukgSVZZf1bX9scWLXL9VLOWnhMS3v&index=17&t=0s),

Lifespans Power point, My Life Story Book workbook or large sheets of paper and felt tip pens.

Input:

Display the objects to arouse the children's curiosity.

Invite the children to pick up the objects, and to say what they feel like: Hold a piece of bark and feel the texture and the pattern. Trace grooves in the driftwood with fingers. Hold a seashell to your ear. Can you hear anything? Explore the hole with fingers. Scrunch dry leaves and listen to the crackling sound, Look at the beautiful shapes of the seed heads. Handle the animal skeletons.

Ask for words they would use to describe the objects, encourage words such as "still", "dry" and "not moving".

What do they all have in common? What is the connection?

The objects are dead or they are part of something that has died.

Ask how do we know that they are dead?

With the class, make a list of all the characteristics of something alive and of something dead. Compare the two.

Highlight that being asleep is not the same as being dead and that dead things cannot come back to life. It is important to reassure the children that when dead, people and animals feel nothing and cannot be in pain.

Main Activity:

Explain death is a natural part of life, everything that is living will die. All living things are born, have a life span and then die. Lifespans are different for every creature and person. Watch a short video clip 'Why do animals have such different lifespans?' by Jaoa Pedro de Magalhaes, STOP it at 1:57 after it says the Antarctic Glass Sponge can live up to 10,000 years.

With the class look at the Lifespan Power Point and see if the children can guess the average lifespan of each living thing. Explaining that yes humans will die, everything that is alive will die, yes that means that at some point every one of us in this room will die but reinforcing most people do not die young.

Give children a chance to start filling in their own life story book. Some of this information (about when they were born and a photo of them as a baby) the children will not know so it would be ideal if this could be a home learning task prior to this lesson. They may not get the time to fill the whole book in one session but it could be finished as a morning task or wet play activity.

ALTERNATIVE: Encourage children to depict their life as a road map, the beginning of the road is when they were born with different key life events along the way, when they had siblings born, started school, learnt to ride a bike, parents

got married, a family member/pet died, they went on a rollercoaster... Get them to think about how they felt at the time and how they could reflect that on their road journey, if it was an exciting time and they felt on top of the world this could occur at the top of a hill, if it was a time of their life when they had to make a choice or they faced a change this could be a T-junction, if they felt stuck a dead end, if they were confused a roundabout.... This image is added at the VERY end of the power point if you want to share it with the children as an example.



Plenary:

At the end of the session encourage the children to share their life story with a friend. Explain that at the end of your life, when you die, the people who care about you hold a funeral. This is a chance for them to remember your good qualities, what you were like as a person and talk about special memories you shared together. Get the children to turn to the last page, the end of their book where they will find an empty gravestone, give them time to visit their friends so they can write compliments and nice things about each other in their life story books OR turn their paper over so compliments can be written on the back.

Finish by reinforcing the fact that most people grow up to be old and wrinkly so death is not something they need to be worried about!! I wonder what you would all look like as an old person, shall we see if we can find out? Use an aging app which scans a persons face and shows you what they would look like as an adult or an old person.

<https://apps.apple.com/us/app/agingbooth/id357467791>

<http://gappsforpc.com/download-agingbooth-for-pc-windows-and-mac/>

<http://www.oldify.net/>

LESSON: FEELINGS YOU MAY HAVE WHEN A LOVED ONE DIES

*When someone dies, you may have lots of different feelings, at different times or at the same time.
It is important to be able to know these, talk about them, learn to accept and grow in your 'new normal'.*

Resources Needed:

Waterfall of Grief Poster, [Simon Says video](https://www.youtube.com/watch?v=6qrND_OJHoE) (https://www.youtube.com/watch?v=6qrND_OJHoE), individual whiteboards, large sheets of paper for small groups, individual sheets of paper (or topic books), colour pens/pencils

Input:

Ask pupils what types of situations make them sad. Record the reasons on the board. Probable responses will be the death of a pet or possibly a grandparent or a family member who has been forced to move away. Younger children may not yet have experienced death. You may also share a personal experience by telling about the death of someone important to you. Be careful to keep your personal experience brief. The intention is to spark conversation, not overshadow the focus on the children's thoughts and feelings. When children do share their feelings, avoid saying "I know what you are feeling," or sharing your perspective on grief at length. You can simply say: "I am sorry to hear that your _____ died".

Tell pupils that *grief* is another word for a feeling of great sadness when someone dies. Explain that feelings and behaviour can change when someone is grieving. (Denial; emotional numbness; anger, irritability, and rage; fear and anxiety; confusion; difficulty sleeping or concentrating; physical complaints such as stomach-aches or headaches; changes in appetite).

Show 'Waterfall of Bereavement' to illustrate this and discuss what someone may feel at each point on the 'Journey of Grief'.

Ask pupils if they have read any stories or seen any movies that include a character losing someone close to them. Ask them to describe what happened to the characters when someone they loved died (Frozen, Hero 6, Finding Nemo, Up, 'The invisible String')? Allow them to share feelings in their own words. Explain how important it is for grieving people of all ages to talk about their emotions.

Main Activity:

Watch [Simon Says video](https://www.youtube.com/watch?v=6qrND_OJHoE) (URL above) where a group of young people who attend the Young Persons support group at Simon Says worked together to create an animated film to help explain how bereavement feels. Ask children to make note of all the different feelings that are mentioned (possibly on whiteboards).

Distribute large sheets of paper and pencils. Ask pupils to think about moments they share with their parents. If they have trouble coming up with ideas, talk about mealtimes, brushing their teeth, or bedtime. Ask them to think about special times with their grandparents. If they have trouble coming up with ideas, talk about holidays, family trips, or family get-togethers. Now ask them how they think it would feel if they had a parent, grandparent, or another family member who was missing from those moments in their lives. You can do this as a class or in smaller groups.

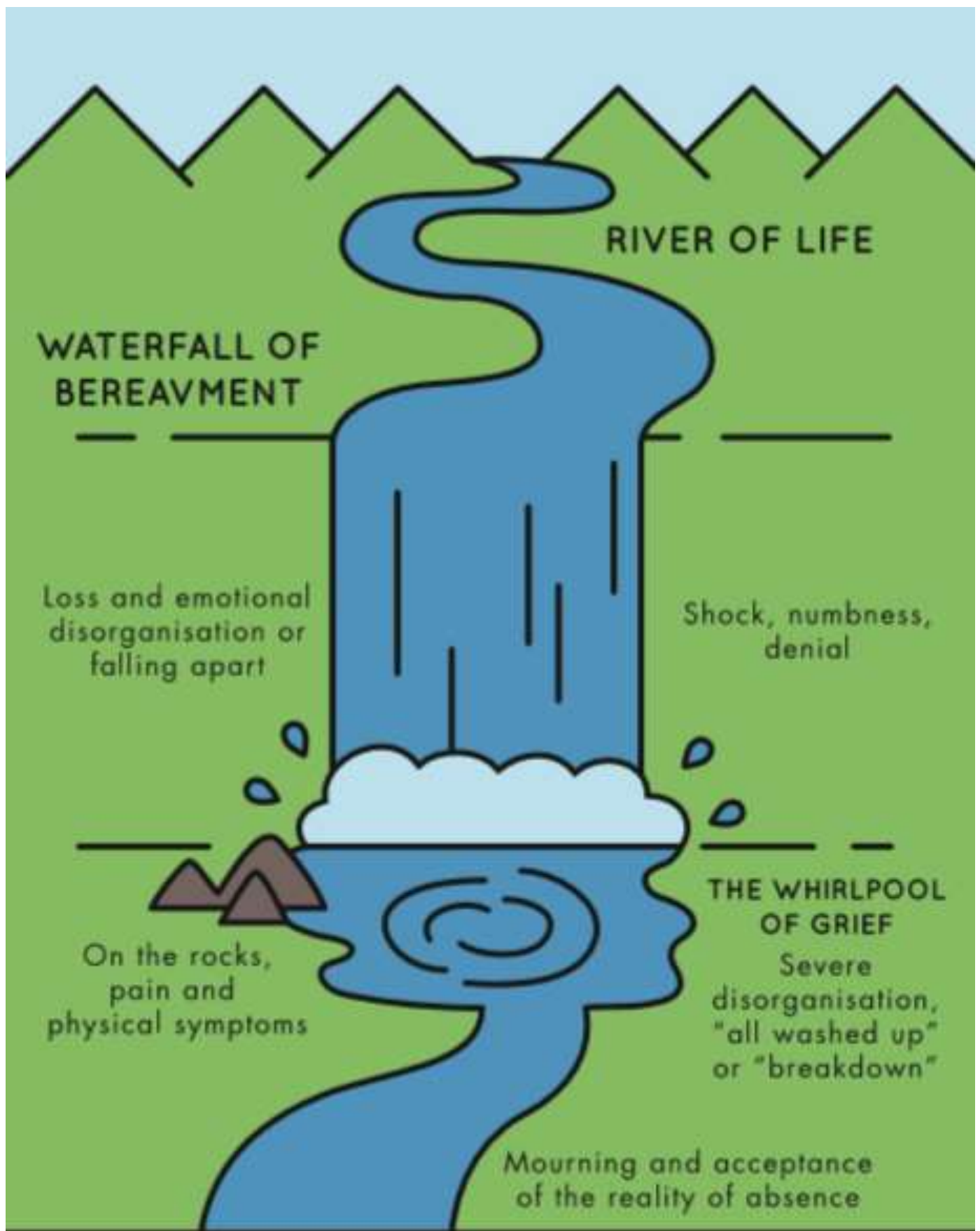
Then get children to draw an important time of day, a holiday, or an event that would be difficult without a parent, grandparent, or other relative. If students do not feel comfortable sharing their drawings with the class, offer them the option of sharing them with only you.

Challenge them to relate colours and temperatures to the emotions they drew. Ask them if the emotions they drew are closer to heat or coldness. Does their grief make them think of purple, red, black, grey, or some other colour?

Plenary:

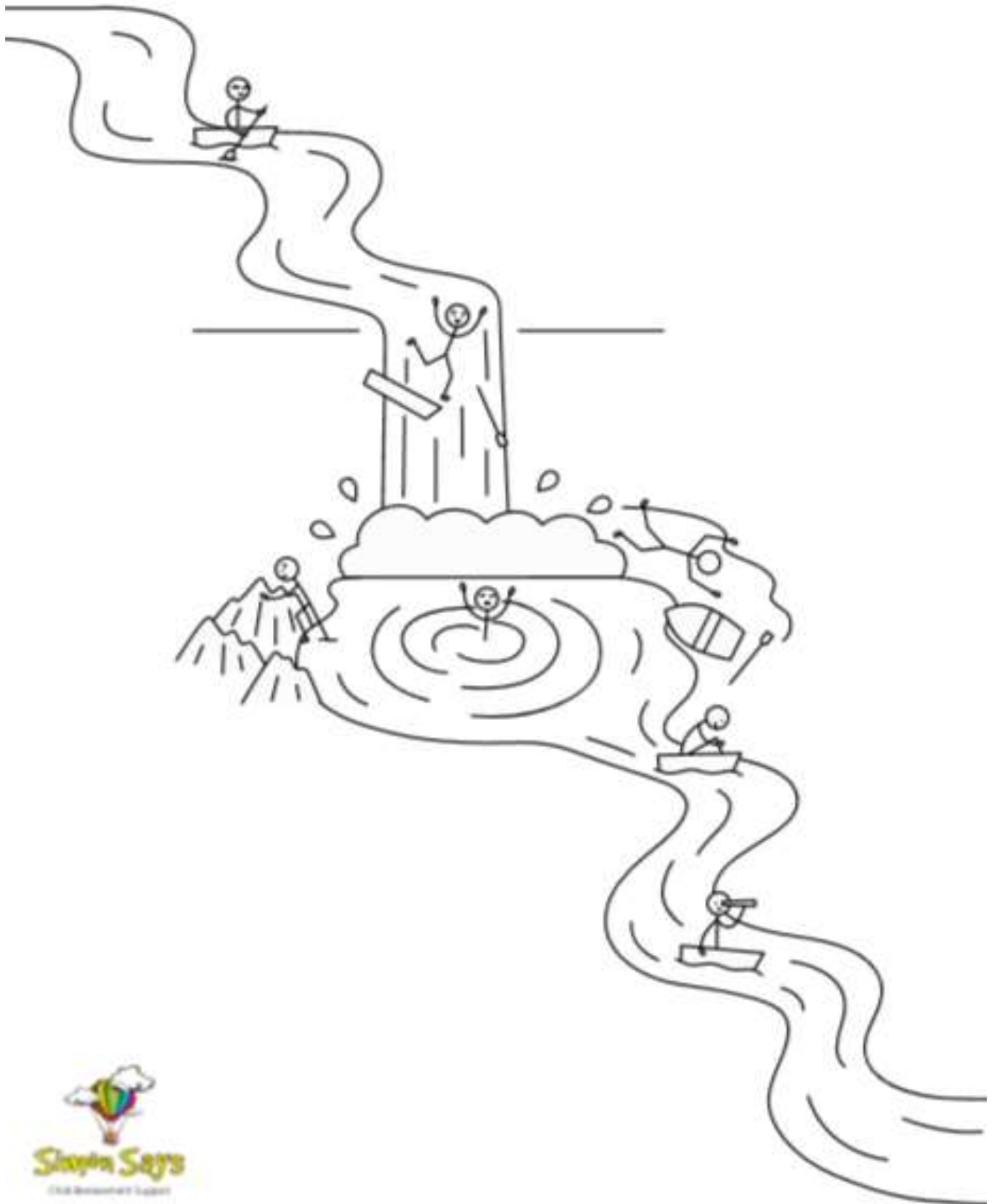
To finish, allow children the opportunity to share their ideas and praise them for sharing any big feelings. Be available after class time for those pupils who may wish to share their ideas more privately.

It is always a good idea to finish a session with a fun, short closure game to re-set the emotional barometer. Especially before transitioning to playtime or another lesson.



BEREAVEMENT IS WHAT HAPPENS TO YOU. GRIEF IS WHAT YOU FEEL.
MOURNING IS WHAT YOU DO.

JOURNEY OF GRIEF



LESSON: BIG FEELINGS AND LOOKING AFTER YOURSELF

To know and understand why we have big feelings when someone dies and how to manage these feelings

Resources Needed: *Consider having a Question Box when exploring topics that includes themes of death, suicide or murder, for example: 'The Highwayman' Poem by Alfred Noyes, WWII, Great Fire of London, Florence Nightingale etc., so children have the opportunity to let you know if they have questions, concerns or want to talk*.

Prompt cards, 'What things get difficult after the death of someone?' sheet, '[Kid's Guide to Confidence](https://www.youtube.com/watch?v=j2oCP_wk1TA&feature=youtu.be)' clip (https://www.youtube.com/watch?v=j2oCP_wk1TA&feature=youtu.be), paper, pens

Input:

Use the prompt cards to open up thinking and discussion around the topics of death, grief and bereavement. We suggest you preselect which ones you would like to explore, have the question on the whiteboard; you can discuss them as an entire class, or if in smaller groups, or one between two come back together and discover everyone's thoughts. The only rule when it comes to the cards is that there are no 'right' answers. Their purpose is to encourage thought, debate, argument and philosophical reflection as well as practising speaking and listening skills. You may need to challenge their thoughts and concepts;

"Is Murder ever ok?", their immediate reaction will probably be no, so was it wrong Hitler and Sad am Hussein were killed? They may conclude it is ok to then kill bad people, but who determines whether they are bad! What about soldiers in the army when they kill people is that ok? Are those people bad?! An interesting discussion if they have been looking at World War 2. Obviously murder is not acceptable in our culture and society.

"Can suicide ever be the best thing to do?" If they have been looking at The Highway Man or Romeo and Juliet, key characters in these sacrifice themselves for the sake of love, ultimately they died by suicide. Was this the right decision? Often people who die by suicide feel like they DO NOT have another option. When we are talking to children about this we often explain it as a heart attack of the brain, that their brain was unwell. [Papyrus UK \(www.papyrus-uk.org\)](http://www.papyrus-uk.org) are a specific suicide support organisation. This session will explore different coping strategies which will hopefully mean children feel equipped to deal with their emotions, know they need to talk about them and where to go for support when they need it. Be prepared for the subject of Euthanasia to be touched on. Remember there is no right or wrong answers these are just to develop discussion and promote difference of opinion!!

Main Activity:

In small groups of 2-4 and ask the children to think of things that could become difficult after the death of a special person. Give out the activity sheet 'What things get difficult after the death of someone?' so they are able to write these under the 3 relevant headings; Learning and School, Home Life, Family and Friends. It could be they find they can't concentrate in class, they lose their temper more easily or that things have changed at home.

When they have completed those 3 sections, get the main group back together and talk about the What could go wrong? Section together. It is safer to have this discussion when it can be supervised as children often bring up challenging ideas such as suicide, self-harm, anxiety, depression, alcohol and drug misuse.

Explain that it is important to look after your mental health (all of your thoughts and feelings) when you are bereaved because it involves lots of big feelings. It is important to talk about the 'big feelings' we have because talking can help strengthen us and help our well-being. When we have big feelings that are difficult to deal with they can stop us from thinking clearly or doing things we would normally enjoy. *Self-harm is when someone hurts themselves to try and cope when they have difficult feelings inside.* Does this sound like a safe or helpful strategy for managing big feelings? Is ok to hurt others? Why not? (because we have the right to be and feel safe) Is it ok to hurt ourselves? How might we hurt ourselves? (Risky behaviour, unkind thoughts about ourselves). Have you ever got hurt doing something silly? Was your adult cross or worried? Did they look after you? If our bodies are hurt, however it happens, we still need to get help with any injuries.

We deserve to feel happy, be safe and get the help we need. What can we do if we are having trouble talking about our feelings? As a class or in groups, come up with a list of all the things they do when are struggling with their thoughts and

feelings? Who can they go to? What do they do when they are feeling angry, sad, disappointed? Now you will practise trying some and see which strategies work best for them. Choose the children's ideas or the ones below and everyone have a go at:

- Imagining you are in a safe space where you can be yourself (what can you see, hear, touch, smell, taste?)
- Scribble in red ink, then turn the paper over, write down your negative feelings, rip the paper up, throw it away
- Listen to music (happy) then add exercise (star jumps, burpees)
- Watch your favourite funny film (show funny clip)
- (Role play) having a bath or shower

Plenary:

Sometimes it can feel challenging to let your big feelings out by talking or asking for help with them. Building your confidence can help! Being confident means feeling good about yourself, your abilities and your thoughts and there are things we can do to boost it. Watch [‘Kid’s Guide to Confidence’](#) clip. Now think about someone whose confidence or abilities you admire, for example Beyonce or Dele Alli (footballer). We are going to act as if we have those too. Everyone is going to walk around the room, standing up straight, when you meet someone you are going to make eye-contact, shake hands, and say “Hello, my name is....” with confidence. Next, we are going to say “Hello, my name is...” and give the other person a compliment. They will do it back. Try and say hello to everyone in the class. Then, take turns in saying “Hello, my name is...” give a compliment... and then tell them something you are really good at or proud of. Do you notice that acting as if you feel confident can actually help you to feel more confident and make talking to others easier?

Is it better to die suddenly
than be given a month to live?



Is it ever cruel to save a life?



Do you love someone less
after they have died?



Can you choose not to be
sad?



Should you live each day as if
it's your last?



Do all your family members have
to be alive to be part of your
family?



Is anything worth dying for?



Does grief hurt?



Can death ever be happy?



Is losing a loved one harder
the older they are?



Can death by suicide ever be
the best thing to do?

Is murder ever OK?

What things might get difficult after the death of someone close?



Learning and School



Home Life



Family and Friends



What could go wrong?

LESSON: WHAT ARE YOU GOING TO ACHIEVE IN YOUR LIFE?

To know that even when you go through big life events, such as a bereavement, you can still achieve what you want in your life. Your journey may change, but your goals can stay the same.

Resources Needed: Stars and moon shapes, Celebrity cards, post-it notes, Simon Says Hot Air Balloon poster, blank hot air balloon sheet, pens, pencils, square paper, [origami heart instructions](http://www.origamiway.com/simple-origami-heart.shtml) (www.origamiway.com/simple-origami-heart.shtml), [origami star instructions](https://www.origamiway.com/origami-star.shtml) (https://www.origamiway.com/origami-star.shtml)

Input:

There are 3 things that are certain in your (and everyone's) life. You are born, you live, you die. Your birth and death are like the covers of 'your book' and your life is the chapters; some you know about and choose and others are plot twists! But the pages are your story.

We are going to be thinking about our hopes and dreams for the future, this might be for ourselves or for our families. Explain that it is ok to have hopes and dreams even though a special person has died; although they may be slightly different. Some children may feel guilty about moving forward, if this is raised listen to their concerns, reassuring them it's ok to still have dreams, their special person will always be in their heart and memories. It's normal to feel this way. In small groups, ask children to talk about their hopes and dreams and they can write them on small stars or moons (keep safe for later activity)

Main Activity:

In small groups or pairs, look at the fact cards, celebrity side up. Princes William and Harry, Tom Daley – Olympic Diver, Harry Potter – Wizard, Nemo- character in Disney, Demi Lovato – Singer and Actress, Elsa and Ana - characters in Disney. How many and who do they recognise? Turn the cards over to find out some information about them. For each of the people get the children to tell you what qualities it takes to do what they have done. Hard Work, sticking with it, being brave etc. For each of these write the quality on a card and put them up around the room. Ask the children to think of some things that they have done that they are proud of. It could be anything. Large or small. At school or somewhere else. Get them to write these on post it notes (one per note). Then ask them to put these up on the quality that it took.

They all have something in common. Can anyone guess what it is? If they are struggling you could ask - Does anyone know why Tom Daley looked up to the sky and said, "This is for you, Dad" when he won an Olympic medal? Why might people look up to the sky when they think of someone?

The answer: All these people had a parent die when they were young and there were a lot more celebrities whose stories we could have shared with you!! Just because this bereavement has happened to you it doesn't mean that you should think any differently to anyone else about what you can achieve or go on to do in the future. You have the same qualities as these people and have shown that with what you've done with the post it notes.

Then show the Simon Says Hot Air Balloon poster and explain that grief stays the same but you learn to cope with it, grow around it and that it gets easier to carry it with you as you go on with your life and achieve your goals! Simon Says can help children learn to inflate their hot air balloon and continue their life adventure.

Children will add their hopes and dreams to their own hot air balloon picture. In the basket, they can write or draw what qualities they have that will help them to succeed. On the outside draw the weights and explain that in real hot air balloons you drop the weight to go higher. In these they can write or draw what may hold them back. Can they 'drop' any and leave them behind?

Plenary:

Children could have a go at making an origami star or heart. The star to remind them to keep working towards their goals and heart to remind them that they have everything within them to reach their goals!





Name: Prince William

Occupation: Member of Royal Family

Achievements and Background:

William was a pilot for the Royal Air Force.

He trained as a helicopter pilot for the search and rescue force.

William spent two years working as a pilot for the East Anglian Air Ambulance.

He is a patron and founder of many charities.

He is married with 3 young children.

Name: Prince Harry

Occupation: Former member of Royal Family

Achievements and Background:

Harry was a second lieutenant in the British Army.

He launched the Invictus Games and other charities that support wounded, injured or sick armed services personnel to take part in sports.

He is married with 1 young child and is now living in Los Angeles.



Name: Tom Daley

Occupation: Olympic Diver & TV personality

Achievements:

2018 Commonwealth Games – Gold
 2017 World Championships – Gold
 2016 British Championships - Gold
 2014 Commonwealth Games - Silver
 2012 Olympics – Bronze
 2012 World Championships – Gold
 2010 Commonwealth Games – Gold
 2009 World Championships – Gold

Background:

When he was 10 he became the youngest national champion ever, but was not selected for the England team because people thought he was too young.

At 13 he won the Adult UK championships.

Tom qualified for the 2008 Summer Olympics and he finished 7th at the age of 14.

In the 2012 London Olympics he won the Bronze medal at the age of 18.

He did all of this while still at school studying for his A-Levels. He got 3 A's!!



Name: Demi Lovato

Occupation: Singer, Songwriter, Actress

Achievements:

Starred on TV Show Barney and Friends.

Starred in Disney Channel's 'Camp Rock' film and 'Sonny with a Chance'.

Released 5 music albums, sung at the Grammys and was a judge on the US version of X Factor.

Written a book about her life.

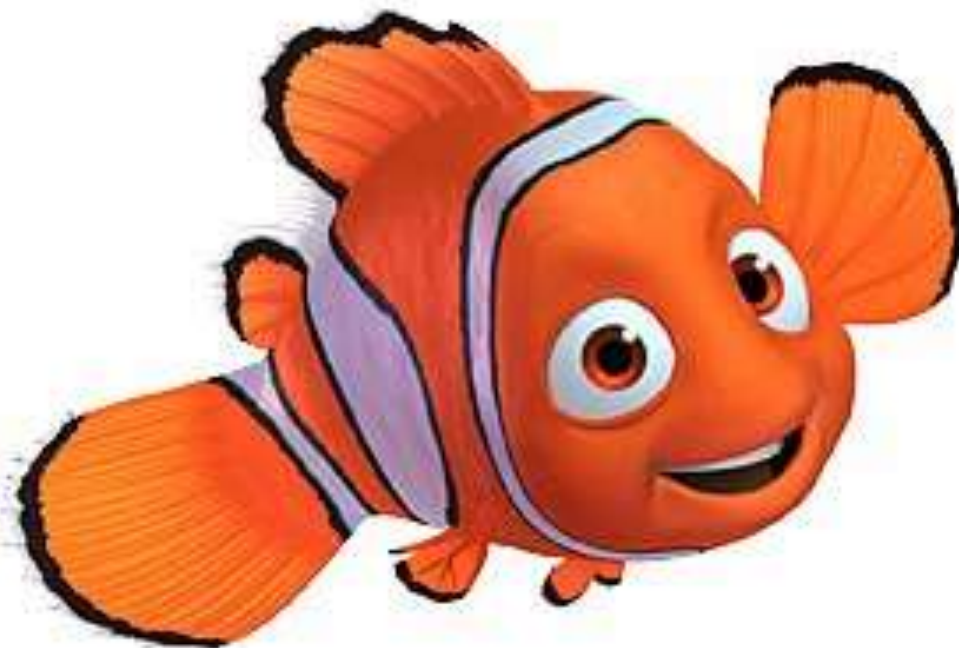
Just released a duet, "I'm Ready", with Sam Smith.

Background:

She was born in New Mexico in the USA. Her mum, was a country music singer and Dallas Cowboy Cheerleader. Demi is the middle child of three sisters.

She was a child star on TV and went on to become a singer and songwriter.

She has started to expend her career into filming and was in the cast of Eurovision a Netflix film.



Name: Nemo

Occupation: Fish, Adventurer

Achievements:

Confident swimmer even though he has a small 'lucky' fin.

Volunteered for a dangerous mission to block the fish tank filter.

Successful actor – played dead and managed to escape down a drain into the sea.

Starred in Disney film 'Finding Nemo'.

Supporting role in the film 'Dory'

Background:

He lives on the Great Barrier Reef in Australia and is eager to explore life around the ocean, but Marlin (dad) is too overprotective of him.

Nemo sneaks away from a school trip to the reef and is captured by a scuba diver, who puts him on a boat. He manages to escape a dentist fish tank with the help of his friends and returns home.

He is an adventurer.



Name: Elsa

Occupation: former Queen of Arendelle / member of Northuldra

Achievements:

Creates creatures, clothes and castles and other things through snow and ice
Climbed the north mountain
Learnt to live with her fear
Looked after Arendelle as queen
Saved Arendelle from a flood

Name: Anna

Occupation: Queen of Arendelle

Achievements

Climbed North Mountain
Saved her sister's life
Destroyed a dam using earth giants
Never gives up

Background:

Elsa was born with the powers to manipulate ice and snow and used them to entertain her sister. However, Elsa's lack of control resulted in her living in fear of hurting anyone with her powers, and she spent much of her early life shut out from the world. She came of age and was coroneted as queen of Arendelle. She learnt to control her powers with the help of her sister.

Anna is Elsa's younger sister. Despite the enduring her sister separating herself and her parents dying, Anna was still hopeful for the future. She showed everyone that love conquers fear.



Name: Harry Potter

Occupation: Student at Hogwarts, Auror, Defence Against the Dark Arts lecturer at Hogwarts. Head of the Department of Magical Law Enforcement

Achievements:

Seeker

Quidditch Captain

Leader of Dumbledore's Army

Won the Tri-wizard Championship

He helped to destroy the horcruxes and defeated Voldemort

Married with 3 children.

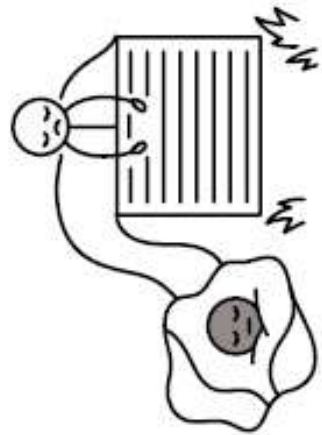
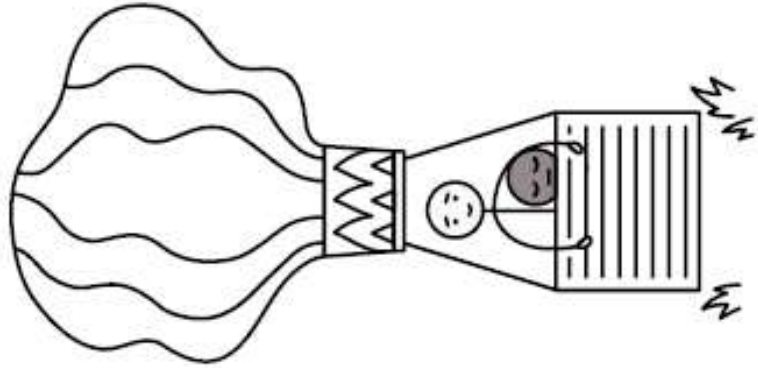
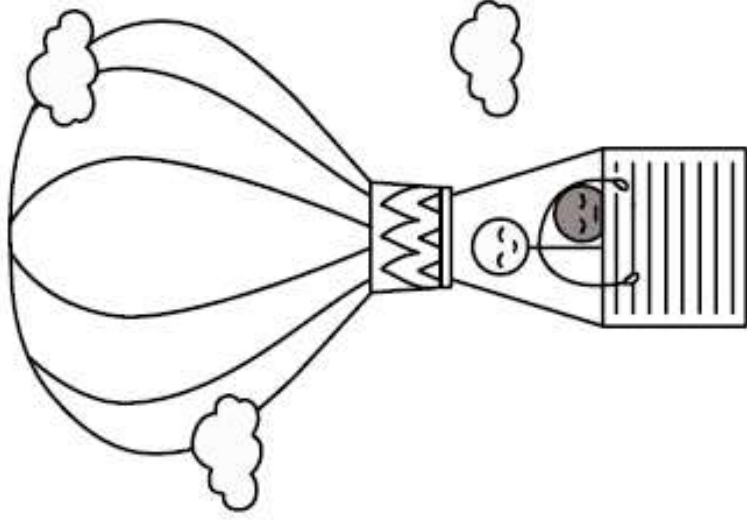
Background:

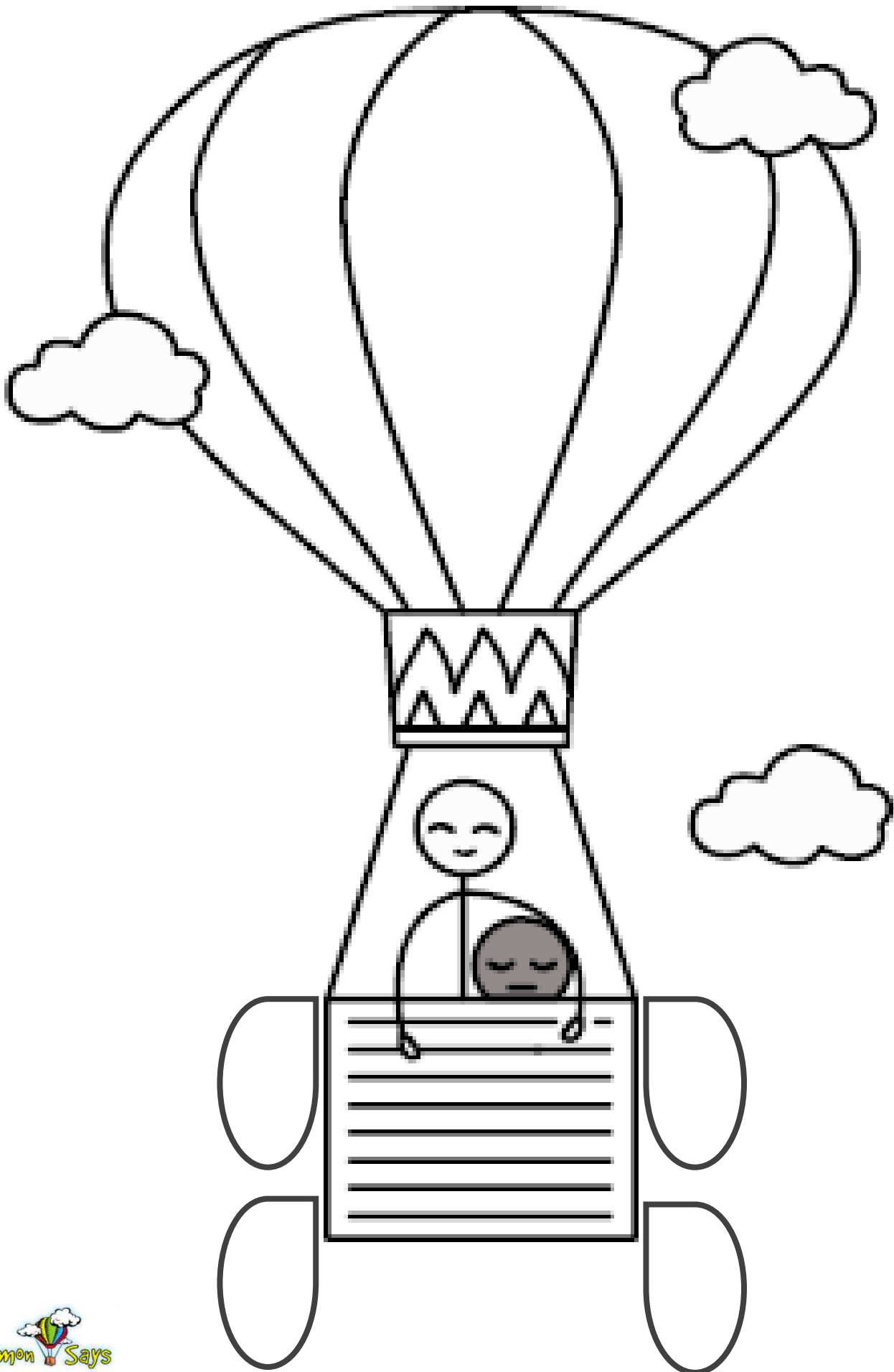
Harry Potter is a student wizard at Hogwarts School of Witchcraft and Wizardry, where he belongs to the house of Gryffindor, with his best friends Ron and Hermione.

He plays the broom-riding sport of Quidditch and is the seeker for his house. He, with his friends, battle the villain Lord Voldemort, his army and the Dementors.

He uses his detective skills, resourcefulness, leadership skills, indomitable willpower and teaching skills to get into mischief with his friends and protect the wizarding community.

HOT AIR BALLOONS





LESSON: FUNERALS, COFFINS AND CUSTOMS

To understand that death is a normal part of life globally and to appreciate funerals and customs of different cultures and religions

Resources Needed:

Global rituals Video clip (<https://www.youtube.com/watch?v=JvdmEjLitxg&feature=youtu.be>), access to internet or books for research, printer (optional), large paper, pens, scissors and glue

Input:

When a death occurs within a school community it may be the first experience of death for many pupils. In multi-ethnic areas it will also highlight the different cultural and religious practises that exist around the world. This may lead to many questions from pupils.

Begin by asking pupils to share any experiences they have had of funerals and customs surrounding burial and remembrance. Also ask if they are aware of any other practises around the world. Explain that people have had rituals around death for as long as there have been people. Some rituals are practical ways of dealing with the corpse (a person when they are dead), why would we need to do this? Other rituals help us celebrate the person that has died, help us say goodbye and create something or somewhere to remember them. Watch this [video](https://www.youtube.com/watch?v=JvdmEjLitxg&feature=youtu.be) (URL above, timestamp: 1:50 – 4:20s for funeral rituals).

Main Activity:

Split the class into groups and assign each group to a different religion, culture, custom or country. Ask them to research what followers of that religion/culture/custom/nationality believe about death, the afterlife and the way in which they conduct a funeral and the grieving period. Here are some ideas below:

- Christian, Buddhist, Jewish, Muslim, Hindu, Sikh rituals
- Mexico - Day of the Dead
- The New Orleans jazz funeral
- South Korean burial beads
- Filipino death traditions
- Sky burial in Mongolia and Tibet
- Green funerals
- The turning of the bones in Madagascar
- Ghana fantasy coffins

Each group is to present back to the rest of the class a summary of what they have found, detailing how it is similar and how it is different to experiences shared at the start of the class.

Pupils should be aware of the various faiths and beliefs held by members of the class and understand how they might help an individual who holds those beliefs.

Plenary:

It is important that students are aware of the many different practices, beliefs and customs that exist around the world, and that they grow to become tolerant of each of them. They should also begin to understand the reasons for these practices and realise how they might aid a grieving family.

LESSON: MEMORIES

To understand that we are always connected to the people who are special to us, even when they die.

Resources Needed:

'The Invisible String' by Patrice Karst book or [video](https://www.youtube.com/watch?v=cO2LBBtAI) (<https://www.youtube.com/watch?v=cO2LBBtAI>) , Love heart template per pupil, string, pencils, hole punch, ball of wool

Input

Read 'The Invisible String' by Patrice Karst book or watch a [video](https://www.youtube.com/watch?v=cO2LBBtAI) of it being read (URL above). Explain that we are always connected to the people who are special to us, even if they are not with us and even when they die.

Main Activity:

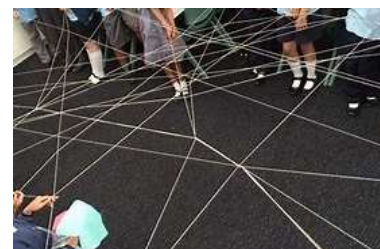
When we are at school we don't have all the special people with us, some are at work, some are at home, some are on holiday and some of our special people have died and that is REALLY hard because we know we are never going to see them again, but that does not mean we are not still connected to them. We will ALWAYS be connected to people who are special to us by an invisible string.

Use the heart shapes and add different colours to show all the special people who have a place in your heart and then attach a special string to it to show they are always with you even though you cannot see them. On the back they can draw or write about a memory of a time spent with a special person, or maybe a memory of a person who has died.

Plenary:

Class to sit in a circle. Have a ball of string or wool. One person starts and holds on the end WITHOUT LETTING GO, they throw a compliment to another child in the room and the ball of string. That child then holds onto the string and throws a compliment with the ball to another child. Keep going until every child has said and received a compliment.

Encourage children to choose people other than their friends and challenge them to complement the other person on their positive personal qualities for example; how they are, what you've noticed, how they make you feel positively when they...for example, rather than what they look like or what they are wearing.



When the 'friendship web' is complete, explain that we are stronger together. When one person wobbles or acts out it affects everyone. Twang 1 string to demonstrate that you can feel the vibrations. This can be a positive action like smiling and being considerate, or a negative thing, like excluding someone or saying unkind things. Unkind choices can break a string and when 1 web string breaks it impacts all the others. Demonstrate by letting go of one of the strings. If we all make good choices we could catch anyone with our friendship web, no one could fall though and get hurt. Demonstrate by picking up the dropped string and seeing if as a class you can stand up and keep the friendship web strong. Can turn the web round in a circle? Can you go the opposite direction and work together to keep the friendship web complete?

My invisible string of love keeps me attached to all the special people in my life.
Each colour shows someone important to me. On the back I have written/drawn memories
which I will always keep with me in my heart.



My invisible string of love keeps me attached to all the special people in my life.
Each colour shows someone important to me. On the back I have written/drawn memories
which I will always keep with me in my heart.



APPENDIX 1 – UNDERSTANDING OF DEATH

Please bear in mind this is a general guide. When supporting individuals, you will need to take into consideration their level of development, emotional maturity and any other specific needs they may have.

When supporting bereaved children and young people it is important all support networks are working in partnership, so communication between school (internally with teaching AND support staff), care givers and any other services involved (social services, counsellors, Simon Says...) should be maintained to ensure everyone is telling the 'truth' and supporting them on their bereavement journey.

Age	Understanding	Difficult Emotions	Possible Behaviours	How to Help
0-2 years	No concept of death Not able to put words to feelings Aware of the absence of their special person Aware of the change in routine Picks up on emotional changes in others	Misses attachment Longing Fear of separation Anxieties heightened	Crying Tantrums Sucking, biting Sleeplessness Poor immune system Withdrawn	Physical comfort; cuddles, Be consistent Be gentle and patient Give reassurance Meet physical needs Maintain routines Preserve memories
3-5 years	No understanding death is a permanent state Dead is a type of sleep May look for deceased Magical thinking Poor emotional vocabulary	Fear Sadness Insecurity Anger Confusion Worried	Crying Repetitive questions Regression Withdrawn May continue as if the death did not happen May act out the death	As above AND - Physical comfort Be child led Be ready for 'puddle jumping' Give simple, honest answers Use clear language Give consistent answers Maintain structure and routines Provide a safe space when feeling overwhelmed Include in mourning process
6-9 years	Understands death is permanent May think they are responsible for the death May think others will die Egocentric and worry about who will care for them now Interested in the biology of death	Sadness Anger Fear Worried Confusion Guilt Anxious	Crying Withdrawn Regression Struggle to concentrate Nightmares Hard to get to sleep Aggressive	As above AND - Provide time to talk Listen Only answer the question asked Give clear, simple answers Watch for misconceptions Provide coping strategies Peer support is important

				Consider reducing academic expectations
Age	Understanding	Difficult Emotions	Possible Behaviours	How to Help
10-12 years	Understand death is permanent Awareness of their own & other loved one's mortality Guilt, they could have prevented it/they caused it Deeper more philosophical thinking	Shock Denial Anger Bargaining Isolation Confusion Guilt Anxious Worried	Fluctuating moods Talk about physical aspects of the death Aggressive Withdrawn Reluctance to talk Struggle to concentrate Struggle to sleep Nightmares	As above AND – Reassurance reactions are normal (it is grief) Include in decisions about help they want Explore outlets for their feelings - boxing, craft... Consider reduced timetable Explore peer support groups
Adolescent	Understands the long term impact and finality of death Consider/worry about milestones without the deceased May be told & feel a responsibility to take on a more adult role in the home Awareness they are now different from their peers and may have a 'need' to fit in Internal conflict about needing support but desiring independence	Self-conscious Vulnerable Isolated Shock Sadness Denial Anger Bargaining Guilt Lethargic	May exhibit more risk taking behaviours May have a desire for control May not see the point in living Hides feelings Aggressive Concentration difficulties Withdrawal Social problems with friends Mood swings Struggle to sleep	As above AND – Be aware of high risk behaviour Build a toolbox of positive coping strategies Include in decision making processes Support in expressing emotions STILL provide time to talk STILL maintain behavioural expectations Reduce academic expectations Promote a sense of achievement, build up self-esteem Support positive peer interactions

Adapted from:

[https://www.goodlifedeathgrief.org.uk/content/resources/Whole_School_Approach_to_LossAndBereavement\).pdf](https://www.goodlifedeathgrief.org.uk/content/resources/Whole_School_Approach_to_LossAndBereavement).pdf)

APPENDIX 2 – SIMON SAYS POETRY

Dear Dad,

I know you probably can't hear me,
Cause you're so far away,
But I need to get my feelings out,
So I'll say this anyway.

It's really hard to live without you,
But I'm glad you're out of pain,
We shared so many memories together,
But I wish we could do it again.

I feel like I am a broken building,
That needs to be fixed,
And all of my feelings now,
Are well and truly mixed.

Anger and Fear, Guilt and Sad,
Happy and Regret, Confused and Mad.

But one day Simon Says came,
And they helped me out alot,
They put me back together,
Cause they're builders and that's their job.

Whilst I was being fixed,
I slowly looked around,
And I could see other buildings,
Falling to the ground.

I realised at that moment,
I wasn't the only one in pain,
But other buildings were suffering,
And couldn't get up again.

They were just like me,
When I lost you,
And then the Simon Says builders,
Went and fixed them too.

Suddenly I realised,
I was finally strong again,
I could help others;
Families and Friends.

I knew, even though I was fixed,
I will never be the same,
There is still a missing part of me,
I will never get back again.

They are missing bricks of my building,
That I will never forget,
But I do get new bricks,
That will help me, I bet.

But don't worry, Dad,
They will never replace you,
But they help me get through things,
Just like you would do.

What I'm trying to say is I love you Dad,
And I won't forget you,
You were one of the best things that has ever happened to me,
We were one and one that makes two!
I wanted to thank Simon Says,
For helping me get through,
I hope you have a happy birthday,
I love you!!!

From Leah
xxx

I remember that day: so vivid, so clear
 I never really thought at 6 years old,
 that my mum would disappear.
 I recall sitting down, next to my dad,
 wondering what this was about.
 When all of a sudden,
 my dad said the words that should never come out...
 "Mum's dead", he said,
 to me and my brother,
 I never really knew at 6 years old,
 that I would be losing my mother.
 Those screams still echo, around my mind,
 the screams from my brother,
 after learning that his mother had died.
 I was 6 years old, so I didn't know how I was feeling,
 but I was begging to God, for a miracle, that I was dreaming.
 It only really settled in about a month ago,
 back to the beginning, back to the start of the show.
 I think about her, day after day,
 it's mentally draining, but it never seems to go away.
 I've tried my hardest to fight the feeling,
 but that's hard to do, when you're constantly grieving.
 I never really knew at 6 years old,
 that I'd no longer have a mum,
 but the wound that it left behind,
 feels like I've been shot with a gun.
 So, mum, if you're up there,
 I want you to know,
 that I love and miss you,
 and I'm letting you go.

by Becca Talbot

January 2020

