

PSHE: Loss and Bereavement KS4 Lesson Plan – Lesson 1

Lesson 1 Overview

Activity	Brief description and purpose of activity	Timings
0. Prior to lesson	Questionnaire to be completed prior to the lesson	10 minutes in a previous lesson
1. Introduction	Introduction to the lesson and ground rules to establish a safe learning environment	5 minutes
2. Baseline assessment	Baseline activity – graffiti sheets to review student understanding and assumptions related to death and bereavement	10 minutes
3. Understanding grief	Understanding death and grief – reviewing understanding of death and use of a video stimulus to explore the experience of grief	10 minutes
4. Impact of bereavement	Impact of bereavement – using a mind map and loss cards to explore the impact of bereavement on a range of areas	15 minutes
Optional activity	Celebrating the dead – using the Day of the Dead or Qingming to reflect on marking the end of life	
5. Practising gratitude	Gratitude – recognising who and what we have to be grateful for	10 minutes
6. Assessment	Assessment of learning – revisiting graffiti sheets	5 minutes
Optional activity	Acrostic poem – to assess learning in this lesson	
7. Signposting to support	Signposting to support	5 minutes
		60 minutes

Lesson 1 detailed lesson plan

	Key Stage 4
Lesson title	Lesson 1 Learning about loss and bereavement
Lesson length	60 minutes (or more with the optional activity/activities)
Introduction	This is the first of two lessons for KS4 students on loss and bereavement. The themes in the KS3 lessons are revisited, but these further develop student skills in managing difficult feelings. There is a focus on very raw emotions in this lesson and careful thought in how to manage this will be helpful.
Safe learning environment	To support a safe learning environment for this lesson: <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 if appropriate to the year and class • 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"> • Bereavement KS4 Bereavement Lessons Questionnaire www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS4-L1-Baseline-assessment-questionnaire.pdf • PowerPoint slides Bereavement KS4 Lesson 1 (with internet access and speakers to watch the clips) • Bereavement KS4 Lesson 1 Learning about loss cards (1 set per student or pair) www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS4-L1-A4-Learning-about-loss-cards.pdf • Paper and pens for mind map task

<p>This lesson contributes to the following objectives in the PSHE Association Programme of Study (KS4)</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 and understand the feelings associated with grief and the impact of bereavement on a young person</p>
<p>Learning outcomes</p>	<ul style="list-style-type: none"> • I am able to discuss and define grief and bereavement • I can describe the impact a death may have on a young person • I can reflect on people and things that I can be grateful for
<p>Key Words</p>	<p>Grief, bereavement, loss, death</p>
<p>Differentiation</p>	<p>Students may need support with labelling emotions. There are feelings cards widely available online or posters with facial emotions recognition which could be used for students with Autism and others that need this support.</p> <p>There are extension tasks in the optional activities.</p>
<p>Baseline assessment prior to the lesson</p>	<p>Explain to students that lessons on bereavement will be coming up. In the lesson before the bereavement lesson provide some time for students to complete the baseline assessment Bereavement Lessons Questionnaire www.winstonswish.org/wp-content/uploads/2020/10/WW-PSHE-KS4-L1-Baseline-assessment-questionnaire.pdf. Ideally, this will be in a similar lesson, such as one on managing difficult emotions. Ensure the class is quiet and calm prior to responding to the questionnaire and ask them to do this individually. Explain that the purpose of this is to support the planning of the lesson, but also to encourage reflection so that they feel prepared to learn about a topic that is sensitive to many.</p> <p>The questionnaire responses need to be read prior to the lessons, primarily to be aware of students who need extra support, but also to adapt these lesson plans and to support assessment of progress across the two lessons.</p>

Activity 1 Introduction to the lesson, signposting to support, ground rules and learning outcomes	<p>Introduction (PowerPoint Slides 1-3)</p> <p>Set the lesson up by acknowledging the content may be difficult for some and by reminding students of where they can go for support if they find the lesson content challenging. The lesson will include ways in which people can handle feelings of grief and loss. 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>Signpost to Winston's Wish (PowerPoint Slide 3) but also remind students or show a slide with information on who can provide support in school.</p> <p>Learning outcomes (PowerPoint Slide 4)</p> <p>Share the learning outcomes and ask students briefly to discuss in pairs why they think this learning is important.</p> <p>Today we are exploring the nature of grief and the many emotions someone might feel when a person they care about dies. So that...</p> <ul style="list-style-type: none">• I am able to discuss and define grief and bereavement• I can describe the impact a death may have on a young person• I can reflect on people and things that I can be grateful for. <p>Invite feedback that conveys the idea that death is a part of life and in PSHE we talk about a range of life events and life challenges. 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. We will also learn skills to help those who are bereaved.</p> <p>Ground rules (PowerPoint Slides 5 – 6)</p> <p>In best practice these will be developed by the class. Examples are shown on Slide 6 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>
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<p>Activity 2 Baseline activity – graffiti sheets</p>	<p>What do we know about death and bereavement? (PowerPoint Slide 7)</p> <p>The purpose of this activity is to check on current levels of understanding and perceptions or assumptions about talking about death and supporting a friend. Turn five sheets of flip chart paper into graffiti sheets with the following headings listed below:</p> <ol style="list-style-type: none"> 1. Bereavement is... (e.g. having someone close to you die, what happens after a death, hard, the worst thing that can happen, sad etc...) 2. Grief is... (e.g. the feeling that happens after death, made up of many feelings, it's awful, something that changes over time) 3. Talking about death is... (e.g. difficult, easy, normal, hard, sad, important) 4. Supporting a friend who has experienced a bereavement is... (e.g. difficult as I don't know what to say, kind, same as talking to them about anything, so hard I don't want to do it,) 5. Healthy strategies for managing difficult feelings are... (e.g. talking to someone, going for a walk, getting exercise, going to the doctors, breathing exercises) <p>Give students post-its or pens to complete the sentences above. They can write several things under one heading. Remind them that there aren't any right or wrong answers, but that the purpose of the activity is to explore what they already know and what their thoughts are about talking about death and / or about supporting a friend.</p> <p>Keep the graffiti sheets for the end assessment and for lesson 2.</p>
<p>Activity 3 Understanding death and grief</p>	<p>Why do people die (recap from KS3) (PowerPoint Slides 8-9)</p> <p>Teacher-led, use slides as guidance to ensure a shared understanding. 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 www.winstonswish.org/wp-content/uploads/2020/10/WW-Ways-to-talk-about-suicide.pdf</p> <p>Building on the graffiti sheets, ensure students understand that:</p> <ul style="list-style-type: none"> • Grief is the way someone feels, including intense sadness and a range of other feelings, after someone has died. • Bereavement is the term to describe the experience of having someone important die. It is most usually used about those close to the person who died. Bereavement can also be used more generally to mean the state of having lost something very dear. It may include a period of mourning or state of intense grief. <p>What is the impact of bereavement? (PowerPoint Slide 10)</p> <p>Explain that the class is going to watch an extract from a film of American teenagers talking about grief who have come together at a Camp to talk about their individual bereavements and find support. View a clip (3.45 – 7.30 minutes) from Grief Out Loud: (American) Teens talk about loss www.youtube.com/watch?v=qgrRoJyljeQ</p>

	<p>(The whole video is powerful and could be shown if there is sufficient time (Total running time = 11.30)).</p> <p>Ask students to work in pairs. One of the pair is asked to note down any feelings that are talked about in the video by young people who are grieving and the other person notes down any impacts or changes they hear. It doesn't matter if these lists overlap, but by working together the pair will be able to note down more information. For example:</p> <p><i>Feelings:</i></p> <ul style="list-style-type: none"> • Grief – sadness, massive hole in the chest • Big mix of emotions – anger, sadness • Don't know what the emotion is • Worse than sadness • Extremely low • Not feeling understood <p><i>Impacts (behaviours)</i></p> <ul style="list-style-type: none"> • Didn't want to talk about it • Impact on grades • Didn't talk to friends • Slept a lot • Put on smiling face • Everyone has a different way of coping • Wishing someone was still here • Special days, holidays <p>Ask students to reflect on their lists and discuss in their pairs if they think feelings and impacts could change according to the type of death someone has experienced (go back to PowerPoint Slide 9 to show different types of death).</p> <p>Ask for brief feedback. Do not spend too long on this discussion but make the point that the type of death can make a difference. For example, with unexpected deaths people can't say goodbye to their loved ones and violent deaths can be really traumatic and can attract media attention. You can also reflect that when someone dies after a long illness those who are bereaved can feel relief that they are not suffering anymore. End with the reflection that all bereavement is challenging and a reminder of what the people in the film said about sharing your feelings.</p>
<p>Activity 4 The impact of bereavement</p>	<p>The impact of bereavement (PowerPoint Slides 11-12)</p> <p>Put students into groups of three or four to mind map the impact a bereavement may have on a young person (Slide 11). Ask them to do this for five minutes using the headings of:</p> <ul style="list-style-type: none"> • School (e.g. not wanting to go, not able to concentrate, not doing as well) • Friendships (e.g. friends not understanding, not wanting to do things with friends) • Family (e.g. they might be upset too, have difficulties at work, unable to give support) • Behaviour (e.g. angry outbursts, unhealthy coping strategies, withdrawn) • Wellbeing (e.g. not sleeping, anxious and fearful, trauma, panic)

	<ul style="list-style-type: none"> • Other (e.g. feeling different, not seeing a future) <p>PowerPoint Slide 12: Give each group a set of ‘Learning about loss’ cards with some possible impacts of loss on them. Ask them to choose one card at a time and as a small group discuss:</p> <ul style="list-style-type: none"> • Why the issue described on the card could come about • What further issues this could lead to • Add these additional impacts of bereavement to your mind map. <p>Students can be encouraged to draw lines on their mind maps showing how these impacts might link together. (For example, lack of sleep would make school-work hard.)</p> <p>Feedback again, pulling out the complexities of emotions and the wide range of impacts there are. Reflect on ‘special days’ and why these are challenging. Give the key message that everyone’s experience will be different and that a range of impacts could be experienced. Keep these mind maps for Lesson 2.</p> <p>It is possible that coping strategies such as drug or alcohol use, self-harm, unsafe sex may come up in discussion as these can have the effect of numbing difficult feelings. This can be explored by asking the harmful impacts of these coping strategies in the long-term and by linking to previous learning in drug and alcohol education.</p> <p>Explain that the next lesson will focus further on strategies that could be used to support grief and manage strong feelings so that harmful strategies are not used.</p>
<p>Optional Activity Celebrating the dead</p>	<p>Remembering those who have died (PowerPoint Slides 13 – 14)</p> <p>This is an <i>optional</i> activity and should be delivered thoughtfully so as not to make a respected cultural practice appear ‘exotic’ or ‘quaint’. A key message is that people have different ways to remember the dead and all are to be respected.</p> <p>Ask students to share their knowledge of ways people choose to remember those who have died. Remind them that they may have looked at death and funeral rites as part of R.E. This could include religious and non-religious practices. Acknowledge the range of rites and practices. Make the point that marking the end of a life can be an important part of the journey through grief.</p> <p>Show a video or provide information to students on either the Day of the Dead or Qingming. For example:</p> <p>www.youtube.com/watch?v=sSawpU81cl = Day of the Dead (1.50)</p> <p>www.youtube.com/watch?v=f0PljYMg_fQ = Qingming (3.50)</p> <p>Ask students to discuss in pairs their thoughts on either of these festivals. (Day of the Dead or Qingming). Do they think having a day to celebrate those who have died is a good thing? Do they think this custom makes it easier for people to talk about death and those they have lost?</p> <p>Feedback and link back to the (baseline) graffiti sheets to explore how rites and practices can support us in talking about death, grief and bereavement.</p>

<p>Activity 5 Practicing gratitude</p>	<p>Practicing gratitude (PowerPoint Slide 15)</p> <p>Reflect with students that bereavement is a difficult experience, but some people also report feeling they have learned from it, are stronger, more empathic and more able to manage difficult feelings. Some people report that they learn what is important in life as a result of a bereavement.</p> <p>Gratitude can also be useful in managing difficult and challenging feelings.</p> <p>Invite students to individually reflect on three things or people they are grateful for. If there is time, students could be invited to write a gratitude letter for someone. This letter could include:</p> <ul style="list-style-type: none"> • A greeting • A statement of appreciation • Specific details about why they appreciate that person • A closing
<p>Activity 6 Assessment of learning</p>	<p>Return to the graffiti sheets and invite students to show what they have learned in the lesson by adding their thoughts on grief and bereavement. They can also be offered the chance to change or take down a post-it that they put onto the graffiti sheet at the start of the lesson.</p>
<p>Optional Activity Additional assessment</p>	<p>Poem (PowerPoint Slide 16)</p> <p>Students could be asked to demonstrate their learning through an acrostic poem, taking the letters of the words: grief, loss or bereavement (or their own choice) to start each line.</p>
<p>Activity 7 Signpost to support</p>	<p>Where to find support? (PowerPoint Slide 17)</p> <p>Remind students of where they can go for support if the lesson has brought up difficult feelings. Add information about support available in school.</p>
<p>Embedding and extending learning</p>	<p>Students can further explore the Winston's Wish website www.winstonswish.org or www.help2makesense.org (for young people)</p> <p>Greater depth into this topic is continued in the second lesson which focuses on coping strategies and ways to support a friend.</p> <p>Whole-school approaches will also support embedding this lesson, such as assemblies and publicised support groups and counselling available.</p>