

Year 8	Lesson 3 Dealing with Loss and Bereavement
Ground Rules	Slide of ground rules
Warm-up	<p>Outlining loss and impact but that support is available to help you</p> <p>Class Exercise:</p> <ul style="list-style-type: none"> • What different types of loss can you experience? <p>Use examples, feedback and class discussion</p> <ul style="list-style-type: none"> • Teacher can record as appropriate
Lesson Aims	<p>Today we are going to - taken from the PSHE Association Curriculum Framework 2014 (updated 2017)</p> <ul style="list-style-type: none"> • Learn how to manage or deal with loss and bereavement
Grenfell Tower Case Study	<p>In Groups of 4:</p> <p>We all witnessed the Grenfell Tower fire on TV</p> <ul style="list-style-type: none"> • What sort of different loss do you think they experienced? • What sort of feelings do you think the survivors felt during and after the fire? • How do you think you would you cope in their situation? • Share these with the class <p>Use examples, feedback and class discussion</p> <ul style="list-style-type: none"> • Teacher to record feedback
All Loss Can Hurt	Loss is experienced in different situations which can be just as devastating
Bereavement	Exploring some of the impact and feelings
Grieving	Grieving, understanding this is part of recovery, everyone's different, can take time to heal and that life can't stop
Dealing with Death	<p>The Grieving Process - Coping With Death</p> <p>A short video giving advice about dealing with bereavement grief effectively</p> <p>Class discussion</p> <ul style="list-style-type: none"> • Teacher can record as appropriate

<p>Recovering From Loss</p>	<p>Class Exercise:</p> <ul style="list-style-type: none"> • If you have to cope with loss, what are some of the keys things you can do that can help you start to feel better? • Who would you turn to for support? <p>Use the Examples to explore</p> <ul style="list-style-type: none"> • Talking about your loss, looking at some of the options you might have to help you including options for professional support and guidance including online and face-to-face • Looking after yourself, the importance of eating, sleeping, exercising and socialising in keeping you healthy in difficult times • Teacher can record as appropriate
<p>Case Studies Exercise</p>	<p>In Groups of 4:</p> <p>Consider these two scenarios around loss</p> <ul style="list-style-type: none"> • A girl in your class has a brother named Paul, aged 10, who was diagnosed with an advanced case of cancer and passes away within 3 weeks of diagnosis • Your friends grandmother Edith passes away peacefully in her sleep aged 95 after suffering from dementia for the last 10 years • How could you be a 'good friend' in each of these examples? Make a list of the things you could do or say to help and support in these situations. • Share these with the class <p>Class discussion</p> <ul style="list-style-type: none"> • Teacher can record as appropriate
<p>Helpful Words and Action</p>	<p>Things that bereaved people said helped them:</p> <p>Things said:</p> <ul style="list-style-type: none"> • I am so sorry for your loss • I wish I had the right words, just know I care • I don't know how you feel, but I am here to help in anyway I can • You and your loved one will be in my thoughts and prayers • My favourite memory of your loved one is... • I am always just a phone call away • We all need help at times like this, I am here for you • I am usually up early or late, if you need anything • Saying nothing, just be with the person <p>Actions:</p> <ul style="list-style-type: none"> • Supportive, but not trying to fix it • Give a hug instead of saying something • Showing feelings • Non active, not telling anyone what to do

	<ul style="list-style-type: none"> • Admitting can't make it better • Not asking for something or someone to change feelings • Recognise loss • Not time limited
<p>Help and Support</p>	<p>Where to go for any help and support and a handout listing organisations they can approach confidentially</p> <p>As School Nurses visit schools at different times and days, teachers need to ensure they cover their schools dates and accessibility rules in this section</p> <p>Teachers need to cover the 'Your guide to children and young people's emotional health services</p>
<p>Evaluation</p>	<p>Your reflection and feedback is important!</p> <ul style="list-style-type: none"> • Use 'What I Learned Today' evaluation form – students to complete these anonymously and hand them in for teacher to review and assess.