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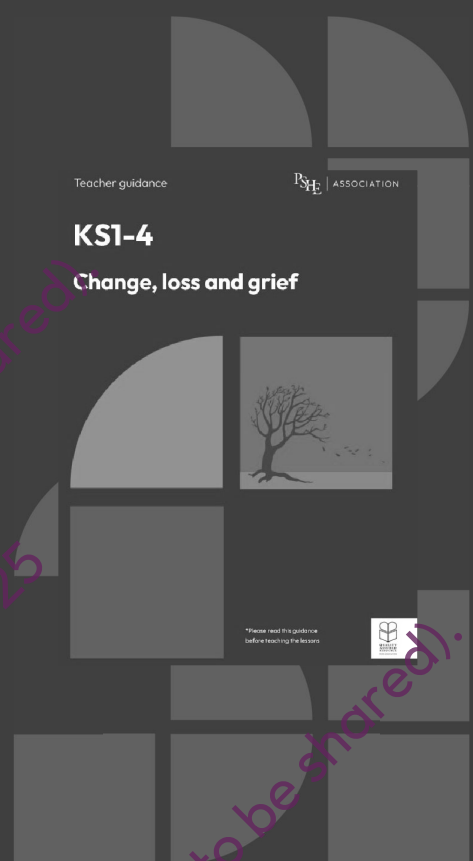
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# Change, loss and grief

Years 3-4: How do people manage change and loss?



## Using this PowerPoint

The slides in this presentation are divided into two sections:

- i. Teacher slides (purple)** – provide key information regarding lesson preparation.
- ii. Pupil slides** – provide a visual focus point for pupils during the lesson and delivery notes for teachers about the activities. Click ‘notes’ to view these.

Ensure that you select ‘Use Presenter View’ under the ‘Slide Show’ tab – this will allow you to preview the teaching notes on your monitor while the main presentation is displayed on a screen/smartboard.

# Support and challenge

The lesson includes suggestions for support and challenge activities, to help you differentiate appropriately for your class.

**Support activities** are adapted to be more accessible for those who need it.

**Challenge activities** deepen and extend learning for those who need more challenge or who finish the activity quickly.

Look for these icons on the pupil slides. See delivery notes for details of the activities.

Support



Challenge



# Context

This lesson for pupils in years 3-4 explores different kinds of life changes, how these can affect people, and different responses people might have to grief. Pupils consider who might be best placed to help them with their feelings and learn how to seek appropriate help and support.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. This lesson is best used within the context of a unit of work on managing change, or as part of wider learning about mental health and emotional wellbeing.

## Learning objective

To learn about the impact of different life changes, and strategies for dealing with grief.

## Learning outcomes

Pupils will be able to:

- recognise that life is made up of different stages and that death is when life ends
- describe different situations that may cause someone to grieve
- identify some different responses someone might have to grief
- identify activities, actions and sources of support that can help a person to manage grief

Teacher slide

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## Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on creating a safe learning environment, curriculum links, and additional advice on teaching about change, loss and grief safely.

## Further guidance

Members of the PSHE Association can access our website for further guidance [www.pshe-association.org.uk/](http://www.pshe-association.org.uk/)

## Duration

This has been designed to be taught as a **60 minute** PSHE education lesson.

Teacher slide

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## Resources required

- Box or envelope for questions
- Resource 1: *Life cycle lists* [one per pupil]
- Resource 2: *Feelings and grief* [one per pair]

# Lesson summary

Activity	Description	Timing
Introduction	Introduce learning objective and outcomes and reinforce ground rules.	5 mins
Baseline assessment	Pupils identify things that are born, live and die.	10 mins
Grief	Explanation of grief. Pupils identify signs that someone might be grieving.	5 mins
Scenarios	Pupils explore different responses to grief.	15 mins
Managing grief	Pupils consider strategies people can use to manage their feelings of grief.	10 mins
Signpost support	Discussion on where people could access help and support.	5 mins
Reflection and endpoint assessment	Pupils suggest how someone could help to manage their grief.	10 mins

Teacher slide

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Years 3-4

## How do people manage change and loss?



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## Ground rules

Blank area for writing ground rules.

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### Learning objective

We are learning about the impact of different life changes, and strategies for dealing with grief.

### Learning outcomes

We will be able to:

- recognise that life is made up of different stages and that death is when life ends
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# Things that are born, grow and die

Complete the table, listing everything that you can think of:

- things that are born/germinate
- things that grow
- things that die

Do plants, animals and people go through different stages in the same way?



## Grief

Grief is a natural response to loss and can cause someone to experience a wide range of feelings, emotions, or physical reactions.

How might someone show that they are grieving or need some help and support?



# How might people show that they are grieving?

- Changes in their personality
- Changes in their relationships
- Changes in their behaviour



## Scenarios

Read your scenario and answer the questions around it.

1. What might they be grieving for?
2. How are they behaving?
3. How might they be feeling now and in a year's time?
4. How could they manage their feelings?



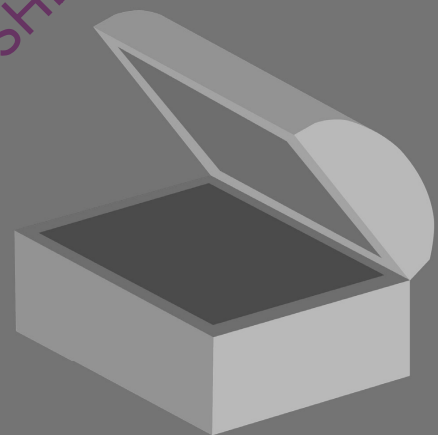
## Managing grief

What might help people who are experiencing grief?



## Managing grief

What might Jemal or Andrea put into their memory box?



## Who can help?

Where could the characters go to get help and support?

Speak to someone that you trust in school or at home if you are having trouble with any feeling, big or small, or if you are feeling particularly sad, scared or worried about something.

I need your help with something . . .

Something's worrying me, can I talk to you?

I have something that's been bothering me . . .

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## What have we learnt?

What do you think are the top three most important things that someone could do to help them manage their grief?

Add one point to each post-it note and stick these on the board.



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## More activities

Write a supportive message to one of the people in the scenarios.

Suggest some ideas to help them manage their grief.



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