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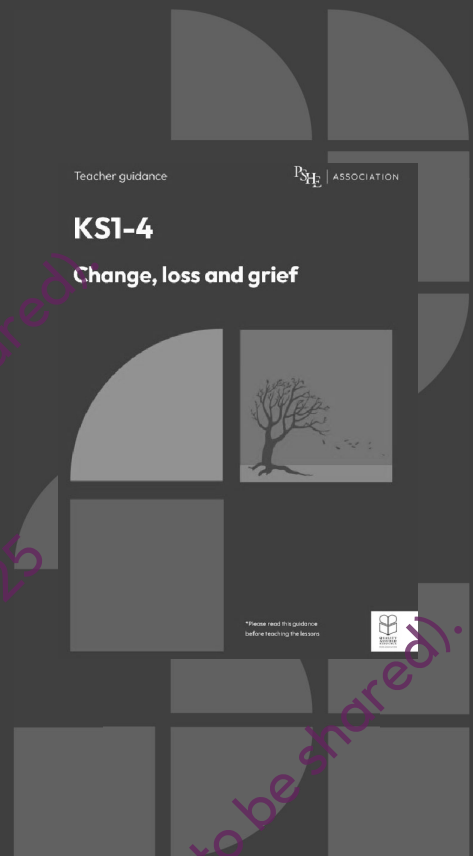
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# Change, loss and grief

Years 5-6: How do people manage loss and support each other?



Teacher slide | \*Ensure you have read the teacher guidance before teaching the lesson

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## 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.

Teacher slide

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# 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 5-6 explores the effects of loss and bereavement and ways to manage change, loss or bereavement. Pupils also identify sources of support to help someone who is grieving.

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 loss and bereavement and strategies for dealing with grief.

## Learning outcomes

Pupils will be able to:

- explain a range of ways that loss, bereavement and feelings of grief might affect someone
- describe self-help strategies for managing change, loss or bereavement
- identify ways to support someone who is grieving
- describe different sources of support and information available to help someone who is grieving

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
- Flipchart paper and pens
- Resource 1: *Mackenzie's email* [one per pupil]
- Resource 2: *Change and loss scenarios* [one per group]
- Resource 2a: *Responses to loss* [support option – as required]
- Resource 3: *Managing a loss* [one per pair – cut up]
- Resource 4: *Who can help?* [one per group of five]

# Lesson summary

Activity	Description	Timing
Introduction	Introduce learning objective and outcomes and reinforce ground rules.	5 mins
Baseline assessment	Pupils respond to an email conversation between two friends.	10 mins
Experiencing a loss	In pairs, pupils identify different responses to change, loss and grief.	10 mins
Responses to loss	Pairs sort different strategies that might help someone manage their grief.	10 mins
Support with grief	Pupils review different sources of help and support.	10 mins
Reflection and endpoint assessment	To demonstrate their learning, pupils write a response to the email from the baseline assessment activity.	10 mins
Signposting support	Pupils suggest how someone could help to manage their grief.	5 mins

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Years 5-6

## How do people manage loss and support each other?



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## Ground rules

Blank area for writing ground rules.

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# Mackenzie and River

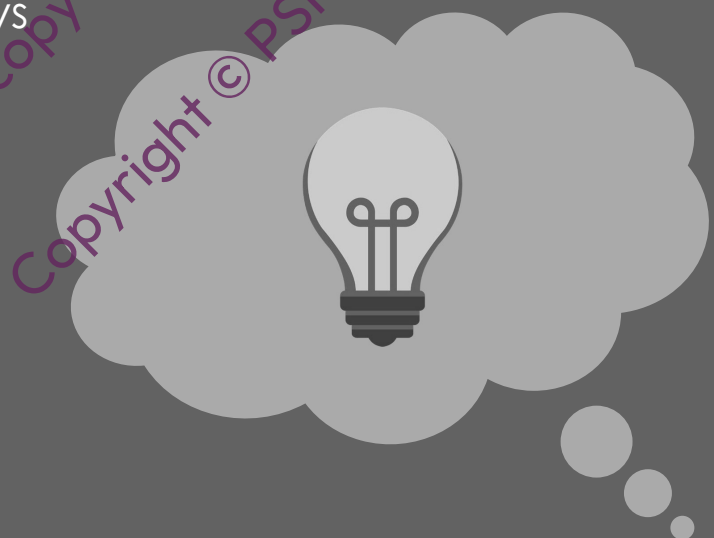
Read the email exchange between Mackenzie and River and answer the questions underneath.



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# Experiencing a loss

Using the scenarios as a starting point, mind-map all the ways that grief might affect someone.



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# How might grief affect someone?

## They might feel...

- sad
- numb
- worried
- hurt
- uncertain
- alone
- guilty
- unable to accept the loss is real
- something else

## They might experience...

- tiredness
- exhaustion
- worry or anxiety
- panic attacks
  - the heart going really fast, feeling hard to breathe and feeling scared
- feeling unwell

## They might act...

- more withdrawn
- more outgoing
- as they would act normally

# Responses to loss

Sort the strategies that might help someone to manage their grief into three piles:

- Useful immediately after the loss
- Useful in the long-term
- Both



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Useful immediately after the loss

Useful in the long-term

Both

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# Support with grief

Read about the support that each of the helpers can give.

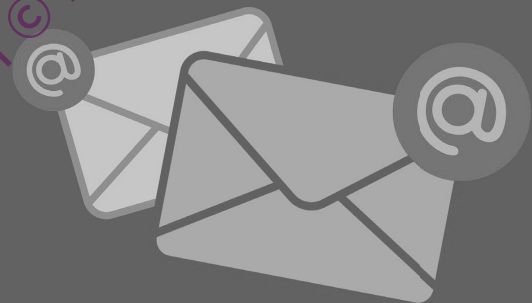
Decide which helper(s) could best support the characters from earlier in today's lesson.



## Mackenzie and River

Return to the email from the start of the lesson and write a reply to Mackenzie. Your response should include:

- how Mackenzie might be feeling
- what Mackenzie could do to help manage these feelings
- advice about where Mackenzie could go to get appropriate help and support



# Who can help?

Speak to someone that you trust in school or at home if you are experiencing grief, or worried about someone else who is grieving.

You can also contact Childline:  
[www.childline.org.uk/kids](http://www.childline.org.uk/kids)  
 0800 1111

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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## More activities

### Grief guide

Create a mini guide about what grief is, and how to get help.

### Film review

Choose a film or show that explores loss or change and write a film review.

Explain how the characters experience change or loss.

Some ideas for films include Up, Big Hero 6 and Inside Out.



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