

Learning about loss and bereavement

Lesson 1 of 2

Developed in conjunction with Brighton & Hove City Council PSHE Team

WINSTON'S
WISH WW

Giving hope to grieving children

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Thinking about today's lesson

- As mentioned to you during registration, today we are learning about grief and bereavement after someone important dies. Some of us may have already experienced the death of someone close.
- Today's lesson will include ways in which people (ourselves, our friends, other people) can handle feelings of grief and loss.
- If this lesson is challenging for you, remember you have a right to pass or can leave the lesson.



Where to go for help



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winstonswish.org



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Online chat and crisis messenger

You can access bereavement support via online chat on the Winston's Wish website.

Online chat is designed to help you talk about your grief and manage your grief when you do feel like you need help. If you want to speak to someone urgently, please contact the **Winston's Wish Crisis Messenger**: text **WW** to **85258**



Learning outcomes

Today we are **exploring the nature of grief** and the many emotions **someone might feel** when a person they care about dies.

So that..

- 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.



Ground rules

This is a sensitive topic for many people, whether they have lost someone close to them or not.

- How can we make sure everyone can learn in a safe and secure environment?



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Ground rules

- 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.



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Bereavement questionnaire.

- You should have completed this before the lesson – in registration this morning maybe.
- It is optional
- It can be anonymous if you wish.



Finish these sentences

1. Bereavement is...
2. Grief is...
3. Talking about death is...
4. Supporting a friend who has experienced a bereavement is...
5. Healthy strategies for managing difficult feelings are...



1. Bereavement is...

- Having someone close to you die
- What happens after a death
- Very sad and hard

2. Grief is...

- A feeling that happens after death
- A variety of feelings
- Awful
- Something that changes over time.

3. Talking about death is...

- Difficult, easy, normal, hard, sad, important

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4. Supporting a friend who has experienced a bereavement is...

- Difficult – what do I say?
- So hard I cannot do it.
- Kind
- Same as talking to them about anything.

5. Healthy strategies for managing difficult feelings are...

- talking
- Getting exercise
- Breathing exercise and relaxation



Why do people die?

- Death is a normal process at the end of life. Everything that lives will die.
- When someone dies, their body stops working.
- Death is permanent, universal, and has a cause – which might be age, accident, illness or an event.
- There are a range of views and beliefs about what happens after death.



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Why do people die?

- For most people death is an outcome of ageing and the illnesses that occur in older age.
- Sometimes people die after a long illness, and this is often known as an **expected death**, for example, from cancer.
- Sometimes people might have been in an accident or suffered a short sudden illness. This is an **unexpected or sudden death**, such as a car accident or heart attack.
- It is also a **sudden death** when a person ends their own life / dies by suicide.
- Occasionally, there may be a very **unexpected, sudden and violent death** such as through murder/manslaughter, whilst someone is serving in the military or in a terrorist incident.

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What are the feelings of grief?
What are the impacts of bereavement?



Starts at 3:45 – please stop at 7:30 mins

<https://youtu.be/qgrRoJyljeQ>



GROWING AROUND GRIEF

Some past theories of how people grieve describe different 'stages of grief' – as if everyone's grief follows the same path and that there is a 'right' way to grieve. We prefer to look at it another way: after talking to many thousands of bereaved families, the way of looking at grief that makes the most sense to us is the idea of '**growing around grief**'.

Older theories seemed to suggest that there is a time limit or natural progression to grieving: you'll have heard people say something like 'time heals', suggesting that grief gets smaller. However, bereaved people's experiences suggest that, actually, grief doesn't go away, it doesn't even grow smaller – we grow larger around it. And this isn't straightforward either; some days there's space for new experiences and optimistic feelings: some days, it is all grief. However, in time, there seems to be more hope.

This way of looking at grieving was developed by Lois Tonkin, after a woman in one of her bereavement groups described her experience of grief.

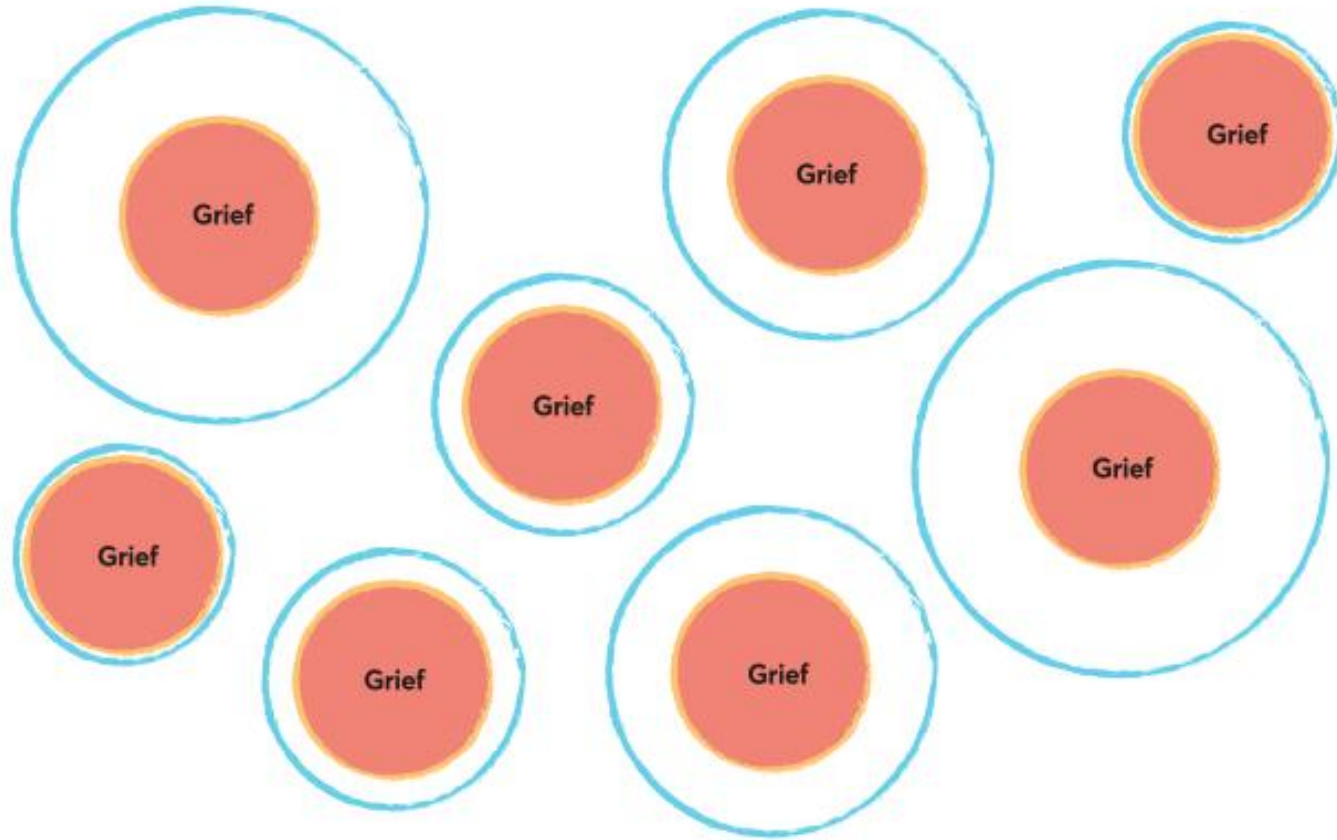
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Earlier models suggest that grief grows smaller over time...

Later ones, that you grow around grief...

This isn't a straightforward process, either...



Of course, this isn't a straightforward upward process. Some days, the grief takes up all the space. Some days there is room for other feelings and experiences. Over time, these may become more frequent. But the grief hasn't shrunk – you've grown around the grief.

How do you think losing someone might affect a young person's life?

In your groups create a big mind map showing how bereavement might affect someone's life. Try to consider the impact on all areas of life – school, friendships, family, wellbeing, behaviour and other.



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Learning about loss

In pairs or groups choose a 'Learning about loss' card one at a time and discuss:

- 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.

Example:

- This might occur if a parent has died
- This might mean a change of house, less income for things someone was used to, less money to spend on clothes and doing things with friends
- Feeling isolated or depressed, or worried about remaining parent working harder.

Money worries at home with less money coming in

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Day of the Dead



Do you think having a day to celebrate those who have died is a good thing?
Do you think this custom makes it easier for people to talk about death and those they have lost?

- [www.youtube.com/watch?v= sSawpU81cl](https://www.youtube.com/watch?v=sSawpU81cl)

Qingming

Do you think having a day to celebrate those who have died is a good thing?

Do you think this custom makes it easier for people to talk about death and those they have lost?

- www.youtube.com/watch?v=f0PIjYMg_fQ



Qingming Festival / Date

Thu, 4 Apr 2024



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Gratitude – individual reflection

Identify	Identify three things or people you are grateful for.
Think	Think why you are grateful for these things or people.
Consider	Consider telling someone you are grateful for them in your life.

A poem about...

Use a word from this lesson (for example: grief, loss, bereavement) to write an acrostic poem.

G
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I
E
F

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