



Falkirk Council

The Resilience Project: Educating and Supporting Children around Death, Dying and Bereavement

St Francis Xavier's Primary School, Falkirk



April 2018



Introduction

The Resilience Project was developed as a result of collaboration between Strathcarron Hospice, the Universities of Strathclyde and Edinburgh and St Francis Xavier's RC Primary School, Falkirk. It is in response to research that highlighted the health-promoting benefits to children and the wider community when the subject of death, dying and bereavement is taught in schools. It addresses some of the questions asked by children during this research as well as learning outcomes identified in the Scottish Curriculum for Excellence.

The project consists of five lessons covering the subjects of death, loss and grief. The lessons are aimed at pupils in Primary Six or Seven (aged nine to 12 years) and address experiences and outcomes from three curriculum areas: Health and Wellbeing, Science and Religious Education.

This pack includes:

- Detailed lesson plans that provide step by step instructions for teachers. These are easily adaptable to suit the varying needs of schools and address the aims, objectives and learning intentions outlined below.
- Resource sheets to accompany the lessons as required.
- A homework task sheet to develop links with parents and to encourage children to discuss their learning at home.
- Example of a Pupil Questionnaire to be used before and after teaching the lessons, in order to help assess learning.
- A Parental Feedback Sheet for after teaching has occurred.
- Further Resources list that include links to additional resources and lesson extension ideas.

St Francis Xavier's Primary School has also developed a Resilience Programme. This is aimed at fostering children's resilience by helping them to identify feelings and develop coping strategies for use in a wide range of circumstances concerning loss and transition. This programme, which sets out learning opportunities from Nursery to Primary Seven, addresses experiences and outcomes across the curriculum but particularly in Health and Wellbeing. The Resilience Project sits within this broader programme of work.

For further information about either of these resources, or to give any feedback, please contact:

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Aims and Learning Intentions

The Resilience Project recognises that children will have experiences of death and bereavement throughout their life and that the school has a role in both preparing and educating children in how to manage these situations. Many of the teaching areas of this topic fall under the curriculum area of Health and Wellbeing but some aspects are also covered through Religious Education and Science. It overlaps considerably with other aspects of teaching, providing ideal opportunities for inter-disciplinary learning.

In tandem with this project the school recognises its responsibility to support children, staff and their families through personal experiences of loss and bereavement. In order to ensure this takes place, bereavement policy and procedures need to be in place. All staff should also participate in bereavement training to ensure that they have the skills and confidence to acknowledge bereavement with children and to seek support when needed, for the person(s) concerned and/or for themselves.

Aims:

- To introduce death as a normal part of the lifecycle.
- To develop the skills and capacity of children to cope when someone dies.
- To develop an awareness of other people's needs concerning death and how to respond appropriately.
- To develop an understanding of what happens to the body at death.

Learning Objectives:

- To consider the various changes that can occur throughout the life cycle.
- To explore causes of death
- To develop awareness of cultural and religious responses to death.
- To develop individual and community capacity to respond to death.

Key learning areas:

Death as a normal part of the lifecycle

Cultural and religious beliefs relating to life and death

Learning Intentions

- To understand what living means
- To understand that death is part of the life cycle
- To understand that death is the end of the life of the physical body not the soul
- To explore some of the moral issues relating to causes of death
- To understand the process and purpose of organ donation
- To understand that there are several purposes to funeral rites
- To understand burial and cremation
- To explore the common features of major world religions regarding death and funeral rites
- To understand that change and loss are a natural part of life
- To develop learners' vocabulary about change and loss
- To understand we can learn ways of managing feelings
- To understand that we can help others
- To understand that memories are important in relation to loss and change
- To understand that grief will affect different people in different ways

These learning intentions are specifically addressed through the series of five lessons, that are outlined below and which are taught to children in Primary Six and Primary Seven. One of the lessons involves children carrying out research at home and it is useful to encourage children to discuss this homework task with parents/carers. In the pilot we found that children have many questions that they wish to ask about death, dying and bereavement and encouraging these conversations at home was beneficial for children and their families. This is an important part of the work carried out and parents have commented very positively about this.

Experiences and Outcomes to be addressed

Curriculum Area: Science	
SCN 2-12a	By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing.
SCN 2-14a	By investigating the lifecycles of plants and animals, I can recognise the different stages of their development.
Curriculum Area: Health and Wellbeing	
HWB 2-03a	I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.
HWB 2-07a	I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.
Curriculum Area: Religious Education in Roman Catholic Schools	
RERC2-07a	I have explored the events of the Passion, Death and Resurrection of Jesus and I have reflected on the Catholic meaning of eternal life.
RERC 2-25a	I have explored some beliefs of the Jewish and/or Muslim communities
RERC 2-27b	I can identify some of the customs and artefacts related to the Jewish and/or Muslim communities and their festivals.

Lesson 1: Lifecycles and Lifespans

Skills:

Discuss, Debate, Research, Investigate, Apply, Justify, Explain

Experiences and Outcomes:

SCN 2-14a: By investigating the lifecycles of plants and animals, I can recognise the different stages of their development.

HWB 2-41a: I can identify the different kinds of risks associated with the use and misuse of a range of substances.

SOC 2-15a: I can use evidence selectively to research current social, political or economic issues.

Learning Intention:

- To understand that death is part of the life cycle
- To identify risks to my own health and to have some strategies to reduce risk where possible
- To explore some of the moral issues relating to causes of death

Knowledge and Understanding:

I will learn about:

- The meaning of the word lifespan
- The lifespans of various plants and animals
- Factors which affect lifespan
- How my choices can affect my lifespan
- The implications of variations in the lifespan of people
- The ways in which certain organisations (government, charities) work to mitigate factors affecting lifespan

Success Criteria:

- I can compare the lifespans of 2 animals
- I can name 2 factors which affect lifespan
- I can name a risky behaviour and can explain how to reduce risk in a given situation
- I can ask questions about causes of death and suggest some possible answers, justifying my answers

Learning Activities

Before starting this lesson:

Children should carry out Pupil Questionnaire 1 (see *Resource Sheet 1*) and 3,2,1, Bridge Routine (see *Further Resources*). 3,2,1, Bridge Routine involves children writing down 3 words they associate with death, 2 questions they have and one metaphor, simile or image that sums up death. The children should give a quick initial response rather than lots of deep thinking. These tools will inform the teacher of prior knowledge and areas of learning that the child are interested in and is a useful tool in assessing learning at the end of the topic.

Lifespans of plant/ animals

Look at lifespans of various plants and animals (see *Resource Sheet 2a*)
Discuss reasons for differences.

Lifespans of Humans

Introduce life expectancy for humans.
Discuss how this is an average.

Look at life expectancy for humans in different parts of the world (see *Resource Sheet 2b*).

Factors affecting Life Expectancy

In small groups:
Discuss and list the factors that they think affect life expectancy. Feedback to whole class.

e.g. healthy eating, not smoking

In class group:
Discuss what measures can be taken by individuals to prolong their own lives.

e.g. health campaigns, providing healthcare, reducing poverty.

Ask children to apply knowledge of public health messages to explain the impact of various risk-taking behaviours.

Invite children to identify measures that can be taken by organisations (e.g. government, charities) to prolong the lives of people in their communities.

After completing this lesson:

Distribute homework *task* to be completed before lesson 4. See *Resource Sheet 5*: children investigate the beliefs and customs around death of **one** group of people from a particular faith, culture or historical time.

Lesson 2: Living and Dying

Skills:

Discuss, Observe, Research, Investigate, Apply, Justify, Explain, Match, Judge

Experiences and Outcomes:

SCN 2-12a: By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing

Learning Intention:

- To understand what happens to the body at death

Knowledge and Understanding:

I will learn about:

- Vital organs and the functions they have
- What happens when your vital organs stop working
- What death means

Success criteria

- I can name vital organs and explain what they do
- I can describe what can happen when an organ fails
- I can describe 3 differences between a living thing and a dead thing
- I can discuss some life-saving actions or technologies and reflect on their limitations

Learning Activities

Before starting this lesson:

Ask the children to gather items that they can find in the playground.

Function of organs

As well as the resource sheet, there are numerous good online resources including matching games for interactive whiteboards etc., see Further Resources Section.

Definition of death

Children are likely to have lots of stories and questions about death and resuscitation. It is very important to have time to talk about these, and to explore the children's understanding of what death is.

Physical death is permanent. This is an important idea to portray to the pupils.

For more on this Thinking Routine see link in Resources Section.

Closing Activity

Match organ to description of its function (see *Resource Sheet 3*).

Describe what happens when an organ fails, e.g. when your heart stops beating, when your lungs don't work.

Observe items on display gathered by children at playtime (dead leaf, flower and so on) and sort them into sets of living and dead. Ask the children how do they know they are dead?

not breathing,
not moving,
doesn't eat,
won't revive

Explain: When a person's heart stops it can sometimes be started again, we can live for a short time without breathing or eating, but eventually any of these things can result in death.

When someone dies they can no longer breath, move or feel. They are not in pain. Dead means the body will not continue; it no longer works.

Ask the children to write a headline that captures the learning from today's lesson. This is a quick and easy way to see at a glance what they feel are the main ideas.

Lesson 3: Organ Donation

Skills:

Research, Collate, Discuss, Investigate, Identify, Justify, Explain

Experiences and Outcomes:

SCN 2-12a: By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing
HWB 2-07a: I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

Learning Intention:

- I can explain the purpose and process of organ donation
- I can discuss the pros and cons of organ donation

Knowledge and Understanding:

I will learn about:

- Why organ donation is sometimes necessary
- The history of organ transplants
- What organs can currently be donated
- How to opt in/opt out of organ donation
- Reasons why people choose for or against donating organs

Success criteria

- I can describe one way that organ donations have changed over time and suggest why that might be
- I can identify some reasons why an organ transplant might be necessary
- I can name some organs that can be donated
- I can give reasons for and against organ donation

Learning Activities

Purpose and process of organ donation

There are many useful online resources for this, see Further Resources Section.

Pros and cons of organ donation

Closing Activity

Extension activity

Recap on the importance of vital organs (see lesson 2) – ask children suggest reasons why they might sometimes fail.

Discuss history of organ donation. Using list of key dates in organ donation (see *Resource Sheet 4*) distribute key dates to children. Give them a short time to read and ensure they understand their event.

Make a human timeline, with children ordering the dates, and identify what has changed over time (the variety of organs able to be transplanted and the success rate have increased)

Children work in small groups to identify how people may feel about organ donation, considering the question from various points of view:

- person waiting for a transplant
- family of a person who has recently died
- doctor
- a healthy person with no previous knowledge of transplants

Feedback as a whole class. Encourage pupils to discuss this topic further at home and to share their views with family members.

Look at <https://www.organdonationscotland.org/am-i-eligible> with families.

Exit pass:

I would/would not donate my organs because.....

Discuss opt in or opt out system of registration.

After completing this lesson:

Remind students about the homework task to be completed before lesson 4.

Lesson 4: Funeral Customs

Skills:

Research, Collate, Discuss, Compare, Investigate, Identify, Justify, Explain

Experiences and Outcomes:

RERC 2-25a : I have explored some beliefs of the Jewish and/or Muslim communities

RERC 2-27b: I can identify some of the customs and artefacts related to the Jewish and/or Muslim communities and their festivals.

HWB 2-03a: I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

HWB 2-07a: I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

Learning Intention:

- I can research and describe the funeral customs of a particular group or religion of my choosing
- I can identify similarities between a range of religions and cultures and can explain why these might exist

Knowledge and Understanding:

I will learn about:

- What people believe about death
- What customs are observed at the time of death
- What is done with the dead person's body
- How people support each other when someone dies
- The similarities and differences between various cultures and religions
- The purpose of funeral rites/customs

Success Criteria

- I can research some key facts about how a group of people mark death
- I can share my research with others
- I can identify similarities or differences between groups

Learning Activities

Before starting this lesson:

Children complete and bring in their homework on funeral customs (*Resource sheet 5*)

Feedback session on homework

Encourage groups to **summarise** their findings at this point rather than going over all the details again, e.g. all cultures/religions mark death in some way although they have different traditions or customs.

As humans, we attach importance to life and therefore mark its ending. This could lead to discussion about the difference between a leaf, a spider, a pet or a family member dying.

Extension Activity

Split children into groups ensuring that each group has a mixture of different customs and traditions.

Give pupils time to share what they learned in their research.

Once all pupils have had a chance to feedback to their group ask each group to make a list of similarities and differences they have discovered.

Gather as a class to discuss the key findings. Ask children **why** they think people, throughout history and throughout the world, mark death.

Encourage children to discuss the customs and beliefs of their own family regarding death, pointing out the importance of respecting the beliefs and customs of others.

Lesson 5: Grief

Skills:

Recall, Discuss, Compare, Identify, Justify, Explain

Experiences and Outcomes:

HWB 2-03a: I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

HWB 2-07a: I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.

Learning Intention:

- I can describe what grief is
- I know that grief affects different people in different ways

Knowledge and Understanding:

I will learn about:

- What grief is
- How grief can affect people
- The importance of memories
- The importance of a support network
- Where I can find help when I need it

Success Criteria

- I can use the words grief, grieving and bereaved in discussion
- I can identify and label some feelings people may have when they have been bereaved
- I can suggest some strategies which may help people who have been bereaved

Learning Activities

Introduce vocabulary:
bereavement, bereaved, grief

Refer to earlier lessons on funeral customs. Ask children what happens to families (bereaved people) after the funeral of someone they love is over. What do they think life will be like for them?

In journals children record the feelings they think a bereaved person might have.

What is grief?

Tell the children that the feelings that they have identified are all part of grief. There will be many different feelings involved. The feelings are not right or wrong – **we all have the right to feel the way we do.**

Introduce the idea of puddle jumping: that grief is something that they jump in and out of and is not always the same.

Support for people who have been bereaved

In small groups, children discuss what might help bereaved people to feel supported.

How might a person help himself or herself?

How might you help a friend in that situation?

Where else might you find help if it was required?

Groups draw up a list for each of these three categories that can be shared with the class.

Coping strategies

As a class, bring these ideas together – introduce the Feelings First Aid box (see *Resource Sheet 6*)

Children will write or draw what, or who, they want to put in their Feelings First Aid Box. Encourage children to take this home and share it with people that are important to them.

Using Memory as a **coping strategy**

Ask the children to remember a time when they felt very happy and safe. How does it make them feel to remember that time?

Sometimes memories are difficult especially ones that make you feel emotions that are hard to deal with (like sad and angry) and others are easy (like happy memories) but they are all important to help us understand who we are, what is important to us and how to take care of our feelings.

Encourage pupils to add 'memory' to their Feelings First Aid box.

Ask them in what ways we remember people who have died (Reminiscing, marking anniversaries, having keepsakes, visiting graves....)

It is important to leave pupils with the idea that they are not alone when someone important dies (when they experience **bereavement**), and that we all experience **loss and change** throughout our lives.

Closing activity:

We develop our **resilience** by practising these **coping strategies** and by offering support to one another.

The web of support

Play a game with a ball of string/wool. Children stand in a circle. The teacher holds the end of the string and gives an example of how they would help a friend who is having a difficult time. The teacher then throws the ball to a child in the circle, who then gives an example of how they would help a friend who is having a difficult time. The child keeps hold of the string and throws the ball on to another child. Continue in this way until every child has a hold of the string and said how they would offer support to a friend.

Point out that a web of support has been made by all these suggestions: this is how we can help each other to not feel alone and have good mental health.

Extension Activity

Find details of charities and/or websites and/or books, which support people who are dealing with bereavement.

Discuss characters, from novels, who have experienced bereavement (Harry Potter, Goodnight Mr Tom). Think about: how they felt? What did they do? What helped them? Roleplay how to support these characters; encourage pupils to discuss and practise suitable vocabulary or responses for these situations.

After completing this lesson:

Children should carry out Pupil Questionnaire 2 (see *Resource Sheet 7*) and (see *Further Resources*). 3,2,1, Bridge Routine involves children writing down 3 words they associate with death, 2 questions they have and one metaphor, simile or image that sums up death. The children should give a quick initial response rather than lots of deep thinking. These tools will inform the teacher of knowledge gained and gaps in learning.

A Parental Feedback Sheet (see *Resource Sheet 8*) can also be sent home to gather the views of parents about their child's participation in the project.

Resource Sheet 1: Pupil Questionnaire 1

Put a circle round your answer for each question.

I understand that death is part of the lifecycle

yes no maybe

I know some risks to my own health and I have some strategies to reduce these risks

yes no maybe

I know some of the moral issues related to causes of death

yes no maybe

I know what happens to a body when someone dies

yes no maybe

I can explain the purpose of organ donation

yes no maybe

I can explain how organ donations are carried out

yes no maybe

I can explain some reasons for and against organ donation

yes no maybe

I know some funeral customs

yes no maybe

I know some similarities and differences between the funeral customs of different religions and cultures

yes no maybe

I can describe what grief is

yes no maybe

I know some strategies to help people who are affected by grief

yes no maybe

What would you most like to learn about in relation to death and loss and resilience?

Resource Sheet 2a: Lifespans

Chickens – Believe it or not, chickens can live up to 25 years. However, it is rare for them to live that long because they are so vulnerable to predators and disease. Most chickens live only about 3 or 4 years.

Mosquitos – The standard lifespan of a mosquito varies. Females can survive for 3-100 days but males live only for 10-20 days depending on temperature and predators.

Yorkshire Terriers – These dogs, if chosen from a good breeder, can live for 12 to 15 years.

Mice – Although they can live for up to 2 years in a laboratory, the average mouse in the wild lives only about 3 months due to heavy predation.

Turtles - A typical pet turtle can live from 10-80 years while larger species can easily live over 100 years. According to the “Guinness Book of World Records”, sea turtles have the longest lifespan of up to 152 years.

Flowers – Freshly cut flowers can last 7-10 days with proper care.

Cactus – This varies between species, but the prickly pear cactus lives for just 20 years, while the giant saguaro cactus may live for more than 150 years.

Oak Trees – The average lifespan of an oak tree is 200-300 years, although the maximum lifespan is much longer.

Resource Sheet 2b: Human Life Expectancies

The average life expectancy of humans varies around the world.

Japan	84.7 years
Iceland	82.9 years
Afghanistan	50.9 years
Zimbabwe	57.1 years
Haiti	63.5 years
Russia	70.5 years
UK	80.5 years
France	81.7 years
Chad	49.8 years

Source:

<https://www.cia.gov/library/publications/the-world-factbook/rankorder/2102rank.html>

Resource Sheet 3: Major Organs of the Human Body.

Match the name of the organ to the job it does.

Ears	for support and movement.
Muscles	for seeing.
Liver	for hearing and balance.
Brain	for pumping blood around the body.
Bladder	for movement.
Heart	controls the whole body.
Lungs	stores urine until you go to the toilet.
Eyes	holds food and starts to break it down.
Kidneys	storing and controlling chemicals.
Skeleton	take oxygen from the air into the blood.
Stomach	clears the blood, removes waste and makes urine.

Resource Sheet 4: Key Dates in the History of Organ Transplants

1902

Transplants made feasible

Alexis Carrel demonstrates the joining of blood vessels to make organ transplant possible for the first time.

1905

First cornea transplant

First reported cornea transplant takes place in Moravia, in December 1905.

On December 7 1905 Dr Eduard Zirm carries out the world's first successful cornea transplant, returning the sight of a labourer blinded in an accident a year earlier. After a few hours the patient can see again and he retains his eyesight for the rest of his life.

1918

Blood transfusion established

During World War I blood transfusion becomes firmly established making many life-saving operations possible for the first time.

1948

NHS established

The National Health Service is established and will go on to be at the forefront of transplant technology.

1954

First successful kidney transplant

The world's first truly successful kidney transplant operation is performed by Dr Joseph Murray in Boston, USA

Paving the way for the technique that has gone on to save over 400,000 lives around the world, Dr Joseph Murray breaks new ground when he and his team transplant a kidney from Ronald Herrick to his dying twin brother, Richard. It saves his life.

1963

World's first liver transplant

Dr Thomas Starzl performs the world's first liver transplant in Denver, USA.

Although the surgery itself is a success, anti-rejection drugs are not fully developed and, unfortunately, the patient does not survive.

1967

World's first heart transplant

The world's first heart transplant operation performed in South Africa by Dr Christiaan Barnard.

Heart patient Louis Washkansky agrees to undergo the experimental surgery after he is diagnosed with a heart defect that would otherwise prove fatal. The operation is performed by Dr Christiaan Barnard on December 3. He replaces Louis' heart with the heart from a young woman. Washkansky dies 18 days after the operation from pneumonia.

1968

First heart transplant in UK

Britain's first heart transplant is carried out by a team of 18 doctors and nurses in London. When surgeons at The National Heart Hospital in London perform the transplant. Frederick West is the recipient of a heart from labourer Patrick Ryan. Ryan had suffered serious head injuries and, with his family's consent, was rushed to hospital for the surgery. Although West dies from an infection nine weeks after the operation, the procedure was a success.

1971

Donor card for kidneys introduced

A card for kidney donation is introduced, establishing the idea of a card to show a person wishes to donate their organs.

1983

Combined heart and lung transplant

The first combined heart and lung transplant in the UK is performed by Sir Magdi Yacoub at Harefield Hospital.

Professor Sir Magdi Yacoub carries out the operation on a Swedish journalist, Lars Ljungberg. A combined transplant of this kind is said to be simpler than a heart transplant as there are fewer small blood vessels to join and just three main places where the organs are sewn into place. Ljungberg dies after 13 days because of a previous medical condition.

1994

National register for donation

The NHS Organ Donor Register is set up to co-ordinate supply and demand following a five-year campaign.

1994

First living liver donor

The transplant from a living donor is first in the UK, allowing both donor and recipients to have full liver function.

2005

First partial face transplant

Carried out in France, the first partial face transplant makes new forms of reconstructive surgery possible.

2010

First face transplant takes place

The world's first face transplant is carried out in Spain in March 2010.

Resource Sheet 5: Homework Task (Resilience Project)

Investigate the beliefs and customs around death of **one** group of people from a particular faith, culture or historical time.

Some examples might be:

Jews

Muslims

Christians

Vikings

Ancient Egyptians

Native American Indians

Here are some questions you might consider:

What happens to the body?

How do people mark the death?

What do these people believe happens after death?

How do the community support each other when death occurs?

The internet, books, documentaries or speaking to people will be useful to help your research.

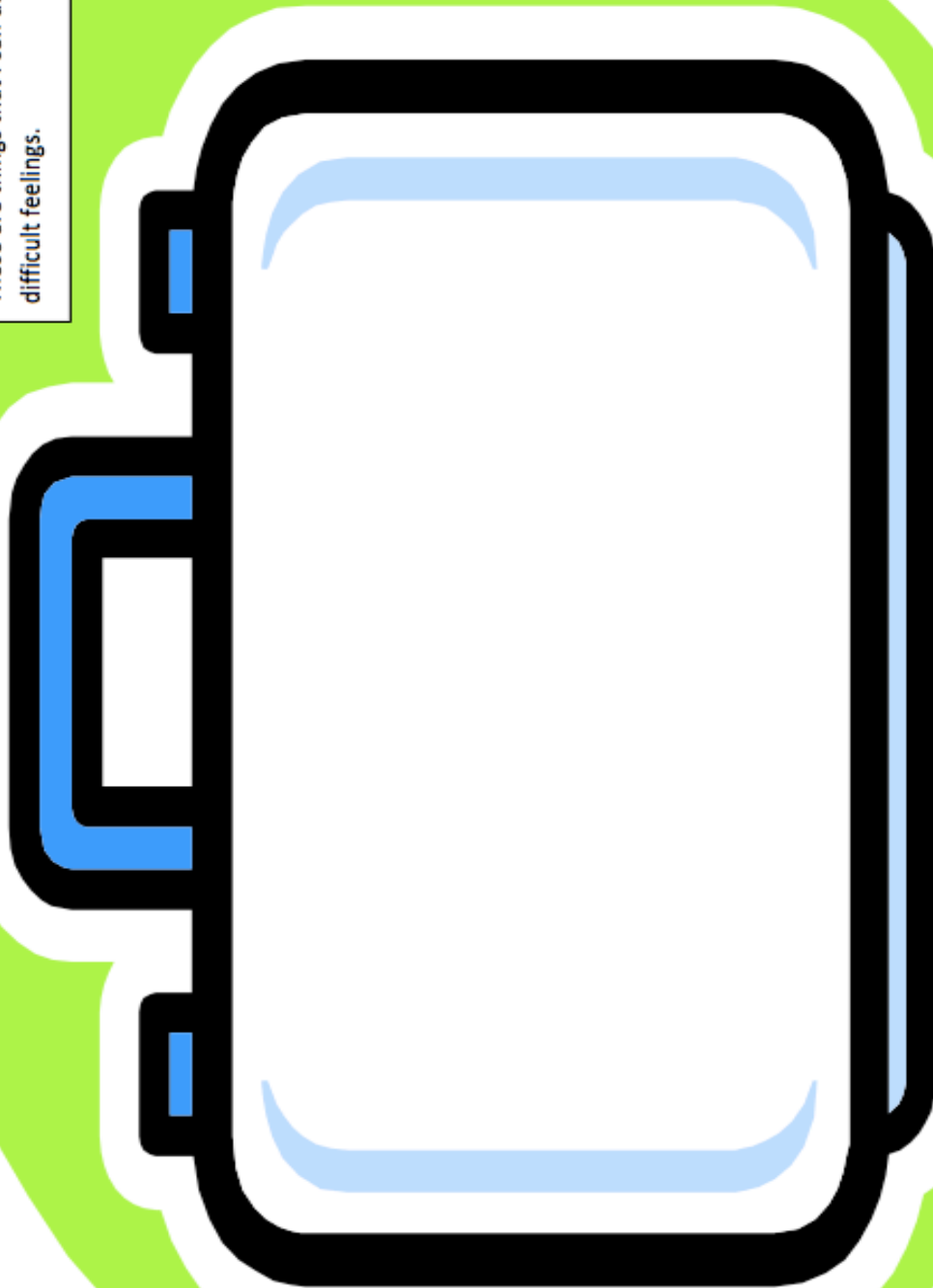
Be prepared to discuss your findings with others in class on Thursday (*insert date*).

Do not copy large chunks of information. You do not necessarily have to write anything down, it is important to be able to **talk about** what you know

Resource Sheet 6: Feelings First Aid Kit

Name: _____

These are things that I can do to help when I have difficult feelings.



Resource Sheet 7: Pupil Questionnaire 2

Put a circle round your answer for each question.

I understand that death is part of the lifecycle

yes no maybe

I know some risks to my own health and I have some strategies to reduce these risks

yes no maybe

I know some of the moral issues related to causes of death

yes no maybe

I know what happens to a body when someone dies

yes no maybe

I can explain the purpose of organ donation

yes no maybe

I can explain how organ donations are carried out

yes no maybe

I can explain some reasons for and against organ donation

yes no maybe

I know some funeral customs

yes no maybe

I know some similarities and differences between the funeral customs of different religions and cultures

yes no maybe

I can describe what grief is

yes no maybe

I know some strategies to help people who are affected by grief

yes no maybe

What did you most enjoy learning about?

Do you have anything else you would like to learn about?

Resource Sheet 8: Parental Feedback Sheet

We would like to evaluate the effectiveness of the work we have been doing in school.

Please complete this evaluation and return it to school with your child.

My Child is in _____ (class)

I have been aware that my child has been learning in school about death and bereavement.

Yes

No

Not sure

My child has discussed the content of lessons with me.

Yes

No

Not sure

My child discussed the homework task about funeral customs with me.

Yes

No

Not sure

I think it is important for children to learn about death and bereavement in school.

Yes

No

Not sure

Please add any additional comments or questions you have.

Thank you

Further Resources

Pre and Post Teaching

For the 3,2,1,Bridge Thinking Routine which we used to measure how understanding had changed by completing the set of lessons:

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html

Lesson 2: Living and Dying

For interactive websites where you can move the organs into the body:

http://www.bbc.co.uk/science/humanbody/body/interactives/3djigsaw_02/index.shtml?organs

<http://sciencenetlinks.com/tools/all-systems-are-go/>

http://www.softschools.com/science/human_body/diagram/

Lesson 3: Organ Donation

<http://www.organtransplants.org/resources/>

<https://www.organdonationscotland.org/>

Lesson 5: Grief

There are many books for children and films where death is not the main focus of the story but features bereavement or the main character has been bereaved, such as: UP; Harry Potter by J K Rowling; A Little Princess, by Frances Hodgson Burnett; Bambi, By Felix Salten; Charlotte's Web, by E. B. White; Danny the Champion of the World, by Roald Dahl; James and the Giant Peach, by Roald Dahl; Little Women, by Louisa May Alcott; Oliver Twist, by Charles Dickens; and The Secret Garden, by Frances Hodgson Burnett.

Helpful information:

<http://www.bbc.co.uk/programmes/b01pp5v8> - Michael Rosen explores grief and bereavement - 28min radio clip for staff

<http://www.sad.scot.nhs.uk> – NHS Education Scotland website aiming to support healthcare staff, who are working with individuals, carers and families before, at, and after death.

<https://childbereavementuk.org> - supports families and educates professionals when a baby or child of any age dies or is dying, or when a child is facing bereavement.

<http://www.childhoodbereavementnetwork.org.uk/home.aspx> - hub for those supporting bereaved children

<http://www.winstonswish.org.uk> - supports bereaved children, their families, and the professionals who support the

<https://www.goodlifedeathgrief.org.uk/> - working to make Scotland a place where there is more openness about death, dying and bereavement.