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**The Resilience Project:**

**Educating and supporting children around death, dying and bereavement**

**St Francis Xavier’s Primary School, Falkirk**

Introduction

This pack was produced as a result of collaboration between Strathcarron Hospice, Strathclyde University and St Francis Xavier’s RC Primary School, Falkirk. It is in response to research which 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 addressing learning outcomes identified in Curriculum for Excellence.

The pack consists of a set of 5 lessons covering the subject of Death, loss, grief and bereavement. The lessons are aimed at pupils in Primary 6 or 7 and address experiences and outcomes from Health and Wellbeing, Science and RE.

The pack includes:

* Detailed lesson plans which provide step by step instructions for teachers. These are easily adaptable to suit the varying needs of schools
* Resource sheets to accompany the lessons as required
* Additional resource list, providing links to further resources and extension ideas
* Example of a pupil questionnaire to be used before and after teaching in order to help assess learning
* Homework task sheet to develop links with parents and to encourage children to discuss their learning at home
* Parental feedback sheet for after teaching has occurred

St Francis Xavier’s Primary School has also developed a Resilience Programme. This is aimed at developing children’s resilience by helping them to identify feelings and develop coping strategies for use in a wide range of circumstances. This programme, which sets out learning opportunities from Nursery to Primary 7, addresses experiences and outcomes across the curriculum but particularly in Health and Wellbeing.

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 Programme recognises that children will have a variety of experiences of change and loss 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 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 topic 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 places, a bereavement policy and procedures need to be in place.

**Aims:**

* To introduce change and loss as a normal part of life
* To develop the skills and capacity of children to cope and manage change and loss
* To develop an awareness of other people’s needs concerning change and loss 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 discover the positive and negative impact of change and loss
* To explore reactions to change and loss
* To develop cultural and religious awareness around responses to change and loss
* To develop individual and community capacity to manage the impact of change and loss

**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 will be addressed through a series of 5 lessons taught in P6 or P7, one of which will involve children carrying out research at home. It is particularly useful to encourage children to discuss this homework task with parents/carers as we found in the pilot that children have many questions they wish to ask and encouraging families to have these conversations at home was beneficial for children and their families. This was an important part of the work carried out and was one that parents commented very positively about.

**Experiences and Outcomes to be addressed**

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| 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. |
| 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. |
| 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**

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| --- |
| **Skills:** Discuss, debate, research, investigate, apply, justify, explain |
|  |
| **Experiences and Outcomes:**  By investigating the lifecycles of plants and animals, I can recognise the different stages of their development. SCN 2-14a  I can identify the different kinds of risks associated with the use and misuse of a range of substances. HWB 2-41a  I can use evidence selectively to research current social, political or economic issues. SOC 2-15a |
| **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 |

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| Learning Activities | |
| **Before starting this lesson**: children should carry out Pupil Questionnaire 1 and 3,2,1, bridge Routine (see Resource Section) This will inform the teacher of prior knowledge and areas of learning the children are interested in and will also prove useful in assessing learning at the end of the topic. Children write down 3 words they associate with death, 2 questions they have and one metaphor, simile or image that sums up death. They should give a quick initial response rather than something that requires a lot of deep thinking. | |
| Lifespans of plant/ animals  Lifespans of Humans  Factors affecting Life Expectancy  e.g. healthy eating, not smoking  e.g. health campaigns, providing healthcare, reducing poverty. | Look at lifespans of various plants and animals (see resource sheet 1)  Discuss reasons for differences  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 1)  In small groups pupils will discuss and list the factors that they think affect life expectancy  Feedback to whole class  What measures can be taken by individuals to prolong their own lives?  Children should apply knowledge of public health messages to explain the impact of various risk-taking behaviours.  Identify measures which can be taken by organisations (e.g. government, charities) to prolong the lives of people in their communities. |
| **After completing this lesson** teachers should distribute homework task to be completed before lesson 4. | |

**Lesson 2**

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| **Skills:** Discuss, observe, research, investigate, apply, justify, explain, match, judge |
| **Experiences and Outcomes:**  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 2-12a |
| **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 |

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| Learning Activities | |
| Function of organs  As well as the resource sheet, there are numerous good online resources including matching games for interactive whiteboards etc., see 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. | Match organ to description of its function (see Resource Sheet 2)  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 or home (dead leaf, flower) and sort them into sets of living and dead – how do we know they are dead?  not breathing,  not moving,  doesn’t eat,  won’t revive  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.  To conclude, ask the children to write a headline which 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**

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| **Skills:** Research, Collate, Discuss, Investigate, Identify, Justify, Explain |
| **Experiences and Outcomes:**  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 2-12a  I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 2-07a |
| **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 |

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| Learning Activities | |
| Investigate purpose and process of organ donation  There are many useful online resources for this – see Resources Section.  Debate pros and cons of organ donation | Recap on the importance of vital organs – children suggest reasons why they might sometimes fail.  Discuss history of organ donation  Using list of key dates in organ donation, (Resource Sheet 3) 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,  Consider 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  Exit pass:  I would/would not donate my organs because......  Extension activity  Discuss opt in or opt out system of registration.  At end of lesson remind pupils of homework task to be completed before lesson 4. |

**Lesson 4**

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| **Skills:** Research, Collate, Discuss, Compare, Investigate, Identify, Justify, Explain |
| **Experiences and Outcomes:**  I have explored some beliefs of the Jewish and/or Muslim communities RERC 2-25a  I can identify some of the customs and artefacts related to the Jewish and/or Muslim communities and their festivals. RERC 2-27b  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 2-03a  I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 2-07a |
| **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 body * How people support each other in this situation * The similarities and differences between various cultures and religions * The purpose of funeral rites/customs |
| **Learning opportunities**   * **Homework task -** children research and discuss the funeral customs of a particular group of people (see Resource Sheet 4) * Children present learning to a small group of their peers * Groups identify common factors in the customs they have researched * Class discuss common factors and identify the purpose of funeral rites |
| **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 |

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| Learning Activities | |
| 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. | 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.  Extension Activity :  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**

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| **Skills:** Recall, Discuss, Compare, Identify, Justify, Explain |
| **Experiences and Outcomes:**  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 2-03a  I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 2-07a |
| **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. |

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| Learning Activities | |
| Introduce vocabulary – **bereavement, bereaved, grief**  What is grief?  Support for people who have been bereaved  Using coping strategies -  Using Memory as a **coping strategy**  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. | 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.  Tell the children that these 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.  In small groups, children discuss what might help bereaved people to feel supported.  How might a person help themselves?  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 which can be shared with the class.  As a class, bring these ideas together – introduce the Feelings First Aid box, (see Resource Sheet 5) Children will write or draw what they want to put in their Feelings First Aid Box.  Ask the children to remember a time when they felt very happy and safe. How does it make them feel to remember that time?  (continued overleaf)  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 they suffer **bereavement**, and that we all experience **loss and change** throughout our lives. We develop our **resilience** by practising these **coping strategies** and by offering support to one another.  Play a game with a ball of string – children stand in a circle. One child holds the end of the string and throws the ball to someone else in the circle.  The child catching the string gives an example of they would help a friend having a difficult time. They then keep hold of the string and pass the ball on to another child. Continue in this way until every child has a hold of the string.  Point out that a web of support has been made by all these suggestions – this is how we can help each other to have good mental health.  Extension Activity-  Find details of charities which support people who are dealing with bereavement.  Discuss characters, from novels, who have experienced bereavement (Harry Potter, Goodnight Mr Tom....)  Roleplay how to support these characters, encourage pupils to discuss and practise suitable vocabulary or responses for these situations. |

Resource sheet 1 – 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 Tree**s – the average lifespan of an oak tree is 200-300 years, although the maximum lifespan is much longer.

**Humans**

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 2**

**The Major Organs of the Human Body.**

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

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

**Resource Sheet 3**

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. Ljunberg 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 4**

**Homework Task – Resilience**

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.

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

My Feelings First Aid Box

Resource Sheet 5

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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?

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 Section**

www.childhoodbereavementnetwork.org.uk

www.winstonswish.org.uk

[www.organtransplants.org/resources](http://www.organtransplants.org/resources/)

[www.organdonationscotland.org](http://www.organdonationscotland.org/)

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

[www.visiblethinkingpz.org/VisibleThinking\_ThinkingRoutines/03d\_UnderstandingRoutines/321Bridge/321Bridge\_Routine.html](http://www.visiblethinkingpz.org/VisibleThinking_ThinkingRoutines/03d_UnderstandingRoutines/321Bridge/321Bridge_Routine.html)

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

[www.bbc.co.uk/science/humanbody/body/interactives/3djigsaw\_02/index.shtml?organs](http://www.bbc.co.uk/science/humanbody/body/interactives/3djigsaw_02/index.shtml?organs)

[sciencenetlinks.com/interactives/systems](http://sciencenetlinks.com/interactives/systems.html)

[www.softschools.com/science/human\_body/diagram](http://www.softschools.com/science/human_body/diagram/)