

KIDS care

Teacher Resource Package

**A classroom resource for exploring issues of loss and grief
in children and families**

Created by the Ontario Family Studies Leadership Council
in partnership with Sky Works Charitable Foundation



Designed for use in four Family Studies courses:

- HPC30 - Parenting
- HPW3C - Living and Working with Children
- HHG4M - Issues in Human Growth and Development
- HHS4M - Individuals and Families in a Diverse Society



Ontario Family Studies Leadership Council

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Kids Care Introduction

Kids Care, a documentary by Sky Works, addresses the issues and needs of young people who have lost a loved one to cancer. The documentary features a memorable group of young people, each dealing with the death of a parent, sister, cousin or best friend. The participants, some as young as eight, others in their teen and early adult years, talk candidly about their experiences. They explore their hopes, and their search to re-establish “normal” while learning to live with their loss. They also describe what friends, parents and teachers can do to help kids cope with feelings of fear, anger, isolation and sadness.

This ***Kids Care Teacher Resource*** package was written in partnership between Sky Works Charitable Foundation and the Ontario Family Studies Leadership Council. It has been designed for use four different Family Studies courses:

- HPC30 - Parenting
- HPW3C - Living and Working with Children
- HHG4M - Issues in Human Growth and Development
- HHS4M - Individuals and Families in a Diverse Society.

For HPC30, HPW3C and HHG4M, a five to six day set of activities has been provided addressing the issues of childhood illness, death and the grieving process. For HHS4M, three two-day activity packages have been included with Activity #1 appropriate for the Introduction of the course, Activity #2 for the unit on Parent-Child Relationships and Activity #3 for the final unit in the course on Later Life. All blackline masters, assessment tools and resource lists have been provided.

Talking about Grief and Loss with Children

It is important to explain death to children starting at a very early age. Young children are curious about death but many adults hesitate to discuss it with them. Yet this step is vital in their understanding. How a child reacts to loss will be influenced by this understanding. Most research has shown that the topic of death should be discussed with children **before** they have to deal with it on a personal basis. For example, by using the death of a pet, children can gain a better understanding of both the facts about death and the emotions that accompany it. This will help them develop healthy coping skills. As Family Studies educators we address sensitive issues within our curriculum both from both the perspective of the individual student and their personal experiences but also to help them in their future roles as parents, family members and employees.

Many young people in your classroom will have experienced grief and loss throughout their childhood. They need caring adults to provide a kind and gentle place and a listening ear. Loss is a difficult topic for all involved. It is difficult for parents, family and friends, educators and other professionals to talk to children about grief and loss as their own personal experiences can impact on how they are able to do so. As an educator it is important that you consider how your own experiences may impact on your ability to address such topics in your classroom. Your own willingness to talk about grief and mourning are as important as the factual information you

will present. You need to be aware of your own readiness to talk and share with your students. Your experiences can help you to lead a sensitive and compassionate discussion but at the same time can rekindle memories that you may or may not be ready to share.

Adults need to be aware of the common signs of grief in order to support the students in their classroom. It is vital that teachers know when and how to access additional supports for their students. Approach your school guidance department or social worker to identify what types of programs exist in your community.

Culture and Grief

Feelings of loss following the death of a loved one are universal, but the way these feelings are experienced and expressed differs across cultures. Each culture has its own rituals and practices that guide grief and help dying individuals and their loved ones cope with loss. Interfering with these practices may interfere with the necessary grieving processes. Understanding different cultures response to death can help teachers recognize the grieving process in students of other cultures. When addressing issues within their classroom teachers must be sensitive to a variety of religious beliefs as well as the ethnic and cultural customs of their students; thus, making changes to their teaching/learning strategies to address the needs of their student population.

Resource List

Children, Families and Grief

1. Understanding Death and Grief
<http://www.teachersandfamilies.com/open/parent/grief2.cfm>
2. Young Children's Understanding of Death
<http://ohioline.osu.edu/hyg-fact/5000/5165.html>
3. Children's Understanding of Death
<http://sids-network.org/sibling/sibunderstanding.htm>
4. Children's Understanding of Death
[http://www.thewarmplace.org/services/children's understanding of death.pdf](http://www.thewarmplace.org/services/children's%20understanding%20of%20death.pdf)
5. Talking with Children about Death
<http://www.ec-online.net/Knowledge/Articles/deathchildren.html>
6. How to Talk to Your Children about Death
<http://www.wikihow.com/Talk-to-Your-Children-About-Death>
7. Talking to Children about Death
<http://www.hospicenet.org/html/talking.html>

8. Erin's House.org
<http://www.erinshouse.org>
9. Frequently Asked Questions on Grief & Grieving
http://www.davidkessler.org/html/qa_grief.html
10. The Five Stages of Grief
http://www.modernlife.org/all_staples1999to2000/2000archive/March/FiveStagesOfGrief.htm
11. American Academy of Child and Adolescent Psychiatry – Children and Grief
<http://www.teachersandfamilies.com/open/parent/autoframe.htm?http://www.aacap.org/publications/factsfam/grief.htm>
12. SuperSibs. <http://www.supersibs.org/>
13. Vitas – Innovative Hospice Care. <http://www.vitas.com/bereavement/toc.aspx#children>
14. Child Bereavement Charity. <http://www.childbereavement.org.uk/>
15. Canadian Cancer Society – Cancer Connections (photo exhibit).
http://convio.cancer.ca/site/PageServer?pagename=PHOTO_CAN_home&s_locale=en_CA
16. The Compassionate Friends – Supporting Family After a Child Dies.
http://www.compassionatefriends.org/Resources/Available_Brochures.aspx
17. Bereaved Families of Ontario. <http://www.bereavedfamilies.net/index.htm>
18. Bereaved Families of Ontario – Toronto. <http://www.bfotoronto.ca/>

Culture and Grief

19. National Cancer Institute Culture and Response to Grief and Mourning
<http://www.cancer.gov/cancertopics/pdq/supportivecare/bereavement/Patient/page10>
20. Cultural Profiles Project. <http://www.cp-pc.ca/english/index.html>
21. Grief in a Family Context – Culture.
<http://www.indiana.edu/~familygrf/units/culture.html>
22. Cancer Net. Understanding Grief Within a Cultural Context.
<http://www.asco.org/patient/Coping/Grief+and+Bereavement/Grief+Among+Cultures>

KIDS *CARE*

Teacher Resource Package ***HPC30***

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Kids Care Teacher's Guide - HPC30

Course: Parenting - HPC30

Activity #1: Children and Grief

Time: 6 – 75 minute classes

Description

Through the use of the documentary Kids Care students will develop an understanding of how children at different ages understand the concept of death and illness, how they may react and how parents can respond to help the child. Students will also understand the role that culture plays in the grieving process.

Strand(s) and Expectations

Strand: Diversity and Universal Concerns

Overall Expectations

By the end of this course, students will:

UCV.01 · identify social and cultural variations in family forms and parenting approaches;

UCV.03 · demonstrate an understanding of the common experiences of young children across cultures.

Specific Expectations

By the end of this course, students will:

UC1.04 - report on the role of culture and family tradition in child-rearing practices

UC3.04 - identify ways in which families manage early-childhood trauma

Strand: Social and Legal Challenges of Parenthood

Overall Expectations

By the end of this course, students will:

LCV.01 · demonstrate an understanding of the challenges facing parents throughout the early-childhood years;

Specific Expectations

By the end of this course, students will:

LC1.03 - explain how parents of very young children can support them during the grief process

Strand: Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

ISV.03 · compile and present the results of their research effectively.

Specific Expectations

By the end of this course, students will:

IS3.04 – effectively communicate the results of their inquiries, using a variety of methods and forms

Planning Notes

Prior to the activity the teacher will:

- Preview the DVD
- Inquire in the guidance department as to which students may have issues with the sensitivity of the content of the DVD
- Make copies of all handouts and assessment tools

Issues to Consider

The “kids” in this DVD are real children who have experienced the loss of someone they cared for. It is important to prepare your class to be sensitive to the issues being discussed. Teachers must have an understanding of the grieving process and the fact that it is different for everyone. Teachers should also be aware of their own personal experiences and how it could impact on their teaching of these lessons. It is also important to be aware of any students in your class who may have recently experienced a loss, or who may have a loved one who is critically ill.

Prior Knowledge Required

Ability to work in groups and independently

Chapters from the DVD

Chapters 1 through 5, 6, 8, 10 and 11

Teaching/Learning Strategies

Note: This activity should begin by explaining to the students that the topic being addressed is a sensitive one and that rule of confidentiality exist. They should not share the personal stories of their classmates with others. They should also be informed of the different types of supports that are available to them both in the school and in the community.

Day One

1. Begin this activity by reading a story to the class about a child who has experienced a loss. An annotated biography of suggested books is included (Appendix HPC – 9). During the story ask a series of questions related to the student's personal experiences with loss – their feelings, behaviours, and what they found helpful in dealing with their loss. Remind students to share only if they feel comfortable doing so.
2. Students view *Chapter One of the Kids Care DVD*. At the end of the chapter stop the DVD and spend a few minutes discussing what they have viewed to this point – what is the purpose of this DVD? Why do you think the film makers produced this documentary?
3. Continue viewing the *DVD watching Chapters Two through Five*. Students complete the organizer titled **Kids Care** while viewing. (Appendix HPC – 1).
4. Students work with a partner to share what they learned while watching the DVD. Working in partners, rather than in large groups, will help the students feel more comfortable dealing with a sensitive issue.

Day Two

5. Begin class by presenting students with the **Children and Grief Tic Tac Toe** activity (Appendix HPC – 2). Review the evaluation for the activity. By presenting students with this activity up front they will be able to frame their learning throughout the activity.
6. Students copy the overhead note into their notebook titled **Children and Grief**. (Appendix HPC – 3). While completing the note have students identify examples from the DVD and the storybook from Day One. Distribute handout **Cancer in the Family** (Appendix HPC – 4).
7. Complete a think-pair- share activity. Giving students three minutes, individually have them create a list of ideas to help children address their grief. Have students pair with another student and share their list. After five minutes have each pair partner with another pair and create a list of 10 ideas to help children address their grief. The list should be written on chart paper and posted for sharing. As a class have each team of four share two ideas. Refer to the sample list provided as Appendix HPC - 5.
8. If time permits, students begin to work on the Children and Grief Tic-Tac- Toe activity.

Day Three

9. Students view *Chapter Six* of the DVD. While watching have students respond to the following questions:
 - a. Identify how you felt while watching.
 - b. How was it for you to listen to and watch other people's stories?
 - c. Has the experience of hearing these stories affected the way you think of grief and loss?
 - d. Is there something from today's story that caught your attention?
 - e. What themes stand out in this clip (i.e. anger, religion, sadness)?(Appendix HPC – 6)

10. As a class discuss the responses to these questions.
11. View *Chapter Eight of the DVD* where Rachel reflects on how she's progressed and learned to cope with her grief. Have students respond to the following questions:
 - a. Identify how you felt while watching.
 - b. How have Rachel's feelings changed from the first time you met her?
 - c. What role did Rachel's father play in her life? How did she feel about her mother?
 - d. How did Rachel access help during this time in her life?
(Appendix HPC – 6)
12. As a class discuss the responses to these questions.
13. If time permits, students begin to work on the Children and Grief Tic-Tac-Toe activity.

Day Four

14. Revisit *Chapter Four of the DVD*. Discuss how one's culture or religion impacts on the grieving process. Invite students to share their personal experiences.
15. Students copy the overhead note into their notebook titled "Culture and Grief." (Appendix HPC – 6). While completing the note have students identify examples from the DVD and their own personal experiences.
16. Students use class time to work on the Children and Grief Tic-Tac-Toe activity.

Day Five to Six

17. Students use class time to work on the Children and Grief Tic-Tac-Toe activity. Students complete the activities and submit for evaluation.
18. End Day Six by viewing *Chapter 10 and 11 of the DVD*. Provide students the opportunity to view Brendon's friends and how they as a group of boys were able to deal with their grief over their friend's death. Provide students with the opportunity to discuss what they viewed. Use questions such as the following to guide discussion:
 - a. Identify how you felt while watching.
 - b. How was it for you to listen to and watch the boy's stories?
 - c. Has the experience of hearing this story affected the way you think of grief and loss?
 - d. Is there something from today's story that caught your attention?
 - e. What themes stand out in this clip (i.e. anger, religion, sadness)?
(Appendix HPC – 8)
19. Provide opportunity for students to share their completed activities with the class.

Additional Considerations

- N/A

Assessment/Evaluation

Task/Product	Tool	Type of Assessment (diagnostic, formative or summative)	Category of Achievement Chart
Advice for Dealing with Grief (T/L #7)	Anecdotal comments	Formative	Knowledge
Children and Grief Tic-Tac-Toe	Marking Scheme	Summative	Knowledge Thinking and Inquiry Communication Application

Accommodations/Extensions

Ensure that all students can view and hear the DVD while playing
Allow sufficient time for students to complete the analysis of the movie
Teacher assigned groups to facilitate activities

Resources

For teacher background information consult the overall resource list.

Appendices

- Appendix HPC – 1 Kids Care Organizer
- Appendix HPC – 2 Children and Grief Tic-Tac-Toe activity
- Appendix HPC – 3 Overhead note – Children and Grief
- Appendix HPC – 4 Handout - Cancer in the Family
- Appendix HPC – 5 Advice for Dealing with Grief
- Appendix HPC – 6 Chapter 6 and 8 discussion questions
- Appendix HPC – 7 Overhead note – Culture and Grief
- Appendix HPC – 8 Chapter 10 and 11 discussion questions
- Appendix HPC – 9 For Children: Books About Death and Dying

Kids Care Organizer

Complete the following organizer while viewing the documentary titled *Kids Care*. Consider what you have learned, how the children feel and the types of help they access.

<i>What I have learned while watching</i>	<i>Examples of emotions experienced – provide examples</i>	<i>Types of Help Access</i>
<i>Chapter Two - Rachel</i>		
<i>Chapter Three – Kerri</i>		
<i>Chapter Four - The Amin Family and Kimberly Abdool</i>		
<i>Chapter Five – The Rock</i>		

Children and Grief

Your task is to complete three squares on the tic-tac-toe grid. You must complete the centre square. Highlight the line you will complete.

<p>Create a puppet show for pre-school age children about the death of a pet. Your goal is to help children understand that the bond between a person and a pet can be very special and can bring similar emotions as the death of a person.</p>	<p>Write a letter from a parent dying from cancer to his or her child. Explain to the child the variety of emotions he or she might experience, that the healing process may take a long time and the support he or she can access.</p>	<p>Create a journal from the perspective of a young child who has experienced a loss their life. Use a variety of formats – written entries, drawings, poetry – to help the child explain how they are feeling and how they are getting help.</p>
	<p>Write an article for a parenting magazine about how children at different ages understand the concept of death and illness, how they may react and how parents can respond to help the child.</p>	
<p>Interview a family member to discover their beliefs related to death. Be sure to consider the role of culture. Prepare a list of questions for the interview and have your teacher approve these beforehand. When the interview is complete prepare a one page summary of what you learned.</p>	<p>Choose a culture and research how it addresses issues of illness, grief and death. Using a Venn diagram show how the culture you researched is similar and different to how Canadians address similar issues. Summarize what you learned by writing a paragraph that explains why it is important to understand the role of culture.</p>	<p>Create a storybook for a young child about the death of a close family member from a cultural perspective. Be sure to consider the age of the child to whom the story is aimed.</p>

Children and Grief Assessment

UC1.04 - report on the role of culture and family tradition in child-rearing practices

UC3.04 - identify ways in which families manage early-childhood trauma

LC1.03 - explain how parents of very young children can support them during the grief process

IS3.04 – effectively communicate the results of their inquiries, using a variety of methods and forms

Expectation/Criteria	Level 1	Level 2	Level 3	Level 4	Marks
Knowledge and Understanding - includes accurate information about the grieving process					/10
Thinking and Inquiry - examine the role that culture plays in the grieving process					/5
Communication - information is presented in a clear and concise manner - assignments are presented in a creative manner - target audience is addressed					/10
Application - explains ways parents and others can support children through the grieving process					/5

Total /30 marks

Comments/Next Steps:

Children and Grief

It is important to explain death to children -- starting at a very early age. Young children are curious about death, but many adults hesitate to discuss it with them.

The topic of death should be discussed with children **before** they have to deal with it on a personal basis. How?

- examples from nature
- family pet

Grieving – the experience of great sorrow, natural reaction to loss

There is no one correct way to express grief, no timetable for coming to terms with death – varies by person

The Grief Process

1. Shock – numbed by news
2. Denial – don't accept the news
3. Despair – overwhelmed by feelings of helplessness, anger and depression
4. Recovery – accept situation and take steps to deal with the process

Teaching children about death:

1. When you discuss death, use language that is familiar to your child.

- children operate in a concrete world
- need simple words to explain death
- avoid vague expressions such as "He passed away" or "She went to sleep"
- can be confusing to young children and may arouse fears.

2. Listen to your children and allow them to ask questions freely.

- listen and answer questions honestly even when the only possible answer is "I don't know"

3. The age of the child will determine how you explain death to him or her.

- preschoolers need help understanding what "dead" means, what caused the death, and what happens to the body.
- school-aged children understand the meaning of death but may need help understanding its cause and circumstance.

4. Children may not respond to grief immediately or in a way you might expect.

- children's behavior will reveal their feelings
- grief includes many feelings; disbelief, numbness, guilt, anger and intense sadness.
- children may use many defenses at the time of death - feelings may be delayed.
- young children often don't have words to express their feelings

Kids Care Chapter Six

While watching respond to the following questions:

- a. Identify how you felt while watching.
- b. How was it for you to listen to and watch other people's stories?
- c. Has the experience of hearing these stories affected the way you think of grief and loss?
- d. Is there something from today's story that caught your attention?
- e. What themes stand out in this clip (i.e. anger, religion, sadness)?

Kids Care Chapter Eight

Respond to the following questions while viewing:

- a. Identify how you felt while watching.
- b. How have Rachel's feelings changed from the first time you met her?
- c. What role did Rachel's father play in her life? How did she feel about her mother?
- d. How did Rachel access help during this time in her life?

Culture and Grief

Individual, personal experiences of grief are similar for all people BUT cultures have different mourning ceremonies, traditions, and behaviors to express grief

Helping families cope with the death of a loved one includes showing respect for the family's cultural heritage and encouraging them to decide how to honor the death.

Important questions that should be asked of people who are dealing with the loss of a loved one include:

What are the cultural rituals for coping with dying, the deceased person's body, the final arrangements for the body, and honoring the death?

What are the family's beliefs about what happens after death?

What does the family feel is a normal expression of grief and the acceptance of the loss?

What does the family consider to be the roles of each family member in handling the death?

Are certain types of death less acceptable (for example, suicide), or are certain types of death especially hard to handle for that culture (for example, the death of a child)?

Failing to carry out expected rituals and customs can interfere with the necessary grieving process, leading to feelings of unresolved loss.

Carrying out familiar rituals and customs offers a sense of stability and security and helps bereaved individuals to accept the death of a loved one and to work through their grief.

Kids Care Chapter 10 and 11

Respond to the following questions while watching:

- a. Identify how you felt while watching.
- b. How was it for you to listen to and watch the boy's stories?
- c. Has the experience of hearing this story affected the way you think of grief and loss?
- d. Is there something from today's story that caught your attention?
- e. What themes stand out in this clip (i.e. anger, religion, sadness)?

For Children: Books About Death and Dying

(Adapted from http://www3.baylor.edu/~Charles_Kemp/terminal_illness/childrens_books.htm)

The following is a list of books that may be available to you at your local library for use with your students.

PS = appropriate for preschool age children

SA = appropriate for school age children

AD = appropriate for teenagers

Aliki. **The Two of Them.** New York: Greenwillow Books, 1979. (PS/SA) This story of a loving relationship between grandfather and granddaughter is written in verse. Text and illustrations tell of cherished memories following the grandfather's death.

Barron, T.A. **Where is Grandpa?** New York : Philomel Books, 2000. (PS). As his family reminisces after his beloved grandfather's death, a boy realizes that his grandfather is still with him in all the special places they shared.

Borden, Louise. **Good Luck, Mrs. K!** New York : Simon and Schuster Books for Young Readers; Aladdin Paperbacks, 2002, c1999. (SA). All the students in the third grade are affected when their beloved teacher, Mrs. Kempczinski, is suddenly hospitalized with cancer.

Brooks, M. **Two Moons in August.** Boston: Little, Brown, and Company, 1991. (AD) Kieran, a new boy visiting her small town for the summer, helps Sidonie and her family come together again following the death of Sidonie's mother.

Brown, K.B. & Brown, M. **When Dinosaurs Die: A Guide to Understanding Death.** Boston: Little, Brown and Co., 1996. (PS/SA) Another in the popular dinosaur series from Laura and Marc Brown, contents include "What does alive mean?," "Why does someone die?," "What does dead mean?," "Feelings about death," "Saying good-bye," "Keeping customs," and "Ways to remember someone."

Bunting, Eve. **The Memory String.** (PS). New York : Clarion Books, 2000. While still grieving for her mother and unable to accept her stepmother, a girl clings to the memories represented by forty-three buttons on a string.

Coerr, E. **Sadako.** New York: G.P. Putnam's Sons, 1993. (SA) Based on Eleanor Coerr's previously published *Sadako and the Thousand Paper Cranes*, this retelling of Sadako's story and message of peace are accompanied by the illustrations of Caldecott medalist Ed Young.

Cohn, J. **I Had a Friend Named Peter** (PS/SA) Simple, direct language and drawings tell the story of a child's loss of a friend. A forward for parents accompanies the story.

De Paola, T. **Nana Upstairs and Nana Downstairs.** New York: Putnam, 1973. (PS/SA) A small boy's loving rituals with his great grandmother are terminated suddenly by her death. He experiences the emptiness and later accepts the fantasy that she is "upstairs" with the stars.

Dragonwagon, C. **Winter Holding Spring**. New York: Macmillan, 1990. (SA) Following the death of her mother, Sarah and her father struggle through the first painful year. At first separately, then together, they begin to remember Sarah's mother with joy as well as grief.

Fox, M. **Tough Boris**. New York: Harcourt Brace & Co., 1994. (PS) Boris von der Borch is a tough and fearless pirate. But when his parrot dies he cries and cries. This simple, brightly illustrated book provides excellent reinforcement of the acceptability of expressing feelings, especially for boys who learn at a very early age that it's not OK to cry.

Gerstein, G. **The Mountains of Tibet: A Child's Journey through Living and Dying**. Bristol, UK: 1987. (SA) Based on Buddhist teachings this story tells of a woodcutter living in the mountains of Tibet who upon his death is given the choice of going to heaven or living again in whatever form and place he likes.

Goldman, L. **Children Also Grieve**. London: Jessica Kingsley Publishers, (2006). (SA). An interactive storybook for bereaved children and those who care for them. The book follows Henry's progress through the different stages of bereavement and healing, and shows the various ways in which he and his family deal with their grief. The second part of the book is a "memory album" designed to be filled in and dedicated to the person the child has lost.

Greene, C. **Beat the Turtle Drum**. New York: Viking, 1976. (SA/AD) Joss, a girl in love with horses, plans to rent a horse for her birthday. But her beautiful plan ends in tragedy when she is killed in a fall. This tender book explores the death of a family member and its impact on the other people in the family.

Grollman, E. **Talking About Death: A Dialogue Between Parent and Child**. Boston: Beacon, 1990. (PS/SA) The first portion of the book presents a story about the death of a grandfather in simple language that deals with guilt and commemoration. The rest of the book is directed toward adults who help children understand death and dying.

Harris, R. **Goodbye Mousie**. (PS). New York : Margaret K. McElderry Books, 2001. A boy grieves for his dead pet Mousie, helps to bury him, and begins to come to terms with his loss.

Kohlenberg, Sherry. **Sammy's Mommy has Cancer**. New York : Magination Press, 1993. (PS). Sammy's mommy receives treatment for cancer, goes into the hospital for surgery, recovers at home, and shares her continuing love for him.

London, J. **Liplap's Wish**. San Fransisco: Chronicle Books, 1994. (PS/SA) Liplap sadly remembers his grandmother as he builds the winter's first snowbunny. Liplap is comforted by an old Rabbit's tale his mother tells of how, long ago, when the First Rabbits died, they became stars in the sky. And to this day, they come out at night and watch over us, reminding us that our loved ones shine forever in our hearts.

Madenski, M. **Some of the Pieces**. Boston: Little, Brown, & Co., 1991. (SA) This is the story of a family rebuilding itself after the death of their father/husband. Through talking about feelings and happy memories, and completing the spreading of his ashes in favorite places, the family's pain gradually lessens until their thoughts of him bring smiles.

Mamchur, Carolyn and Zola, Meguido. **In the Garden**. Winnipeg, Manitoba: Pemmican Publications, Inc. 1993. (PS). Joyce is almost 11. Life in the city doesn't offer much to her Metis family. When Joyce's grandmother dies, she leaves her a knotted handkerchief covered with forget-me-knots and filled seeds. Although disappointed at first, Joyce used those seeds and hard work to turn her family's junk-filled back yard into a vegetable garden. The vegetables turn from her "grandmother's" garden help feed the striking workers where her dad works.

Maple, M. **On the Wings of a Butterfly: A Story About Life and Death**. Seattle: Parenting Press, 1992. (SA) Lisa, a young girl with cancer, adopts a caterpillar named Sonya. Lisa's illness and hospitalization are depicted, with her death coinciding with Sonya's new life as a butterfly. This touching story is very spiritual and is likely to be too abstract for young readers.

Mills, J. **Gentle Willow**. New York: Magination Press, 1993. (PS/SA) This tender story brings back the characters from Little Tree (1992) to face the illness and eventual death of Gentle Willow. Amanda the squirrel and the tree wizards address feelings of disbelief, anger and sadness along with love, compassion and care-giving. The story provides children, and those reading the story with them, a "transformational" way of viewing death and dying.

Mills, L. **The Rag Coat**. Boston, Toronto, London: Little, Brown and Company, 1991. (SA) Minna proudly wears her new coat made of clothing scraps, including her dead papa's work clothes. At school the other children laugh at her coat until she tells them the stories behind the scraps.

Mundy, Michaelene. **Sad Isn't Bad: A Good-Grief Guidebook for Kids Dealing with Loss**. St. Meinrad, IN: One Caring Place, 1998. (PS/SA). This book offers children a comforting, realistic look at loss – loaded with positive, life-affirming helps for coping with loss as a child.

Old, W. **Stacy Had a Little Sister**. Morton Grove, IL: Albert Whitman & Co., 1995. (PS/SA) Uncomplicated story of a family (Stacy, mother and father) experiencing the death of their new baby by SIDS.

Parkinson, C.S. **My Mommy Has Cancer**. Rochester, NY: Park Press, 1991. (SA) While Eric's mother is hospitalized with cancer, his father explains the disease, including that "sometimes people die from cancer.....but everyone hopes that the medicine will destroy the cancer cells and make them go away." Feelings of sadness and fear are shared, as well as the permission to be happy and enjoy a favorite holiday. The story is open-ended, without indicating whether his mother gets well or dies, making this a good story to help children discuss a parent's serious illness.

Prestine, J. **Someone Special Died**. Columbus, Ohio : McGraw-Hill Children's Pub., 2002. (PS). A young girl describes the anger and sadness she feels after someone she loved dies, and makes a scrapbook to remember the things they did together.

Thomas, P. **I Miss You, A First Look at Death**. New York: Barron's., (2001). (PS). This picture book explores the difficult issue of death for young children. Children's feelings and questions about the sensitive topic are looked at in a simple but realistic way.

Thurman, C. **A Time for Remembering**. New York: Simon & Schuster, 1989. (PS/SA) A helpful story of communication between grandfather and grandson before death and encouragement of commemoration and expression of feelings following the death.

Tinkham, K. **Hair for Mama**. New York, NY : Dial Books for Young Readers, 2007. (SA). When Marcus's mother has chemotherapy for her cancer and loses her hair, he tries to find new hair for her to make her well again.

Vigna, J. **When Eric's Mom Fought Cancer**. Morton Grove, Ill.: A. Whitman, 1993. (SA). A ski trip with his father helps a young boy who feels angry and afraid when his mother gets sick with breast cancer.

Wilhelm, H. **I'll Always Love You**. New York: Crown, 1985. (PS) This warmly illustrated picture book sensitively portrays the close relationship between a boy and his dog. As the years go by and the young narrator grows taller, his beloved companion, Elfie, grows rounder and slower. And then, one night, Elfie dies in her sleep. Grief-stricken, the boy takes comfort in the fact that every night he told Elfie, "I'll always love you."

Winthrop, Elizabeth. **Promises**. New York : Clarion Books, 2000. (SA). A young girl experiences a range of emotions when her mother undergoes treatment for cancer.

Yolen, J. **Grandad Bill's Song**. New York: Philomel Books, 1994. (SA) While trying to understand and express his own emotions about his grandfather's death, Jon asks his family members, "What did you do the day Grandad died?" Memories of Grandad come alive in poem, comforting Jon in his desire to talk to the one person who would understand his feelings.

Additional book lists can be found at:

<http://www.barrharris.org/barbooks.html>

http://www.griefwatch.com/pl/books_grief_children.htm

<http://www.leeanne.com/grief/>

<http://www.athealth.com/consumer/disorders/childgrief.html>

<http://www.bfotoronto.ca/resources/library.asp>

KIDS *CARE*

Teacher Resource Package ***HPW3C***

**A classroom resource for exploring issues of loss and grief in
children and families**

Created by the Ontario Family Studies Leadership Council
in partnership with Sky Works Charitable Foundation



Ontario Family Studies Leadership Council

*sky*WORKS
CHARITABLE FOUNDATION

Kids Care Teacher's Guide – HPW3C

Course: Living and Working With Children, HPW3C

Activity #1: Helping Children Cope with Grief and Loss

Time: 6 – 75 minute classes

Description: In this activity students will gain an understanding of how children and families are impacted by illness and death. Through the use of the documentary Kids Care and other resources students will assume the role of a primary school teacher where he or she will need to help the children in the class understand the death of a close friend, identify supports within the community and consider the role that culture and religion play in the grieving process.

Strand(s) and Expectations

Strand: Growth and Development

Overall Expectations

By the end of this course, students will:

GDV.03 · identify and describe environments provided by families, care-givers, and others that offer positive conditions for child development.

Specific Expectations

By the end of this course, students will:

GD3.01 – describe the conditions that promote growth and development in families, in care-giving situations, and in occupations involving interaction with children

Strand: Socialization of Children

Overall Expectations

By the end of this course, students will:

SOV.04 · evaluate various global influences on children and families.

Specific Expectations

By the end of this course, students will:

SO4.01 - demonstrate an understanding of global variations in family form and of the diversity of family and societal beliefs concerning child-rearing practices around the world;

Strand: Social Challenges

Overall Expectations

By the end of this course, students will:

SCV.01 · evaluate society's expectations of and support for parents, care-givers, and people who work with children;

SCV.02 · demonstrate an understanding of issues and challenges that concern parents, care-givers, and others who interact with children in society;

Specific Expectations

By the end of this course, students will:

SC1.06 - identify the roles played by various social agencies that are in place to support parents, families, care-givers, and those involved with organizations that focus on children

SC2.03 - demonstrate an understanding of the issues and challenges facing parents, caregivers, and those who work with children

SC2.04 - identify strategies for meeting the challenges facing those who live and work with children

Strand: Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

ISV.02 · organize and analyse data gathered through their research;

ISV.05 · communicate the results of their inquiries effectively.

Specific Expectations

By the end of this course, students will:

IS2.04 – summarize and interpret information found in research materials on children’s behaviour, development, and well-being

IS3.03 – effectively communicate the results of their inquiries, using a variety of methods and forms

Planning Notes

Prior to the activity the teacher will:

- Preview the DVD
- Inquire in the guidance department as to which students may have issues with the sensitivity of the content of the DVD
- Make copies of all handouts and assessment tools
- Select stories about children who have cancer or other illness. Websites such as <http://www.sickkidsfoundation.com/believe/default.asp> or http://www.tomorrowfund.org/lexi_wasserman.htm have many.
- Book computer lab
- Gather books about cancer, both fictional storybooks and non-fictional books
- If time permits, plan a field trip to the public library or invite a librarian to come to the class to share resources with the class
- If time permits, invite a person who works with children and families dealing with an illness to come to the class (i.e. doctor, nurse, child life specialist, social worker)

Issues to Consider

The “kids” in this DVD are real children who have experienced the loss of someone they cared for. It is important to prepare your class to be sensitive to the issues being discussed. Teachers must have an understanding of the grieving process and the fact that it is different for everyone. Teachers should also be aware of their own personal experiences and how it could impact on their teaching of these lessons. It is also important to be aware of any students in your class who may have recently experienced a loss, or who may have a loved one who is critically ill.

Prior Knowledge Required

- Ability to work in groups and independently
- Understanding of the stages of child development and how the child's stage of development impacts on how they learn and what they are able to understand
- Understanding of how to design lessons for children
- How to conduct a "read aloud" to children. For suggestions and ideas refer to <http://www.esiponline.org/classroom/foundations/reading/readalouds.html>
http://www.education-world.com/a_curr/curr213.shtml

Chapters from the DVD

Chapters 1 through 5, Chapter 10

Teaching/Learning Strategies

Note: This activity should begin by explaining to the students that the topic being addressed is a sensitive one and that rule of confidentiality exist. They should not share the personal stories of their classmates with others. They should also be informed of the different types of supports that are available to them both in the school and in the community.

Day One

1. Divide the students into groups of four. Provide each student within the group a different story about a child with cancer. After the students read their individual story have them give a brief synopsis to their group about the child in their story. Each group should nominate a recorder and a speaker. As a group they should address the following questions:
 - a. How was the child and their family impacted by the illness. Consider the physical, emotional and financial effects.
 - b. What role did religion and culture play?
 - c. What types of help did the child and family access?

Have the class return to the large group. The speaker for the group should share with the class two effects and two types of help accessed by the family. Post these responses in the classroom for reference throughout the activity.

2. Introduce the Kids Care documentary. Students view Chapter One of the Kids Care DVD. At the end of the chapter stop the DVD and spend a few minutes discussing what they have viewed to this point – what is the purpose of this DVD? Why do you think the film makers produced this documentary?
3. Continue viewing the DVD watching Chapters Two through Five. Students complete the organizer titled **Kids Care** by using the different headings to organize their notes (Appendix HPW – 1).
4. Students work with a partner to share what they learned while watching the DVD. Working in partners, rather than in large groups, will help the students feel more comfortable dealing with a sensitive issue.

Day Two

1. Begin class by presenting students with the assignment **Helping Children Cope with Grief and Loss** (Appendix HPC – 2). Review the evaluation for the activity. By presenting students with this activity up front they will be able to frame their learning

throughout the activity. Reinforce that their role for this assignment is one of an educator. Ask the students to share with the class times in which teachers of their past have dealt with sensitive issues and how this was done.

2. Students copy the overhead note into their notebook titled **Childhood Cancer** (Appendix HPC – 3). Address any questions students may have and provide students with a list of reputable websites and books that will prove helpful for their assignment.
3. Have the students refer back to the **Kids Care** handout from the previous class. Discuss how family and friends feel and respond when a child has been diagnosed with cancer.
4. Distribute handout **Cancer in the Family** (Appendix HPC – 4) and discuss how the age and stage of development of a child will impact greatly on how they will process and respond to an illness in the family.

Day Three

1. Review the requirements for the **Helping Children Cope with Grief and Loss** assignment focusing on the first activity (part one).
2. Students work in the computer lab to gather information and prepare their lesson plan.

Day Four

1. Review the requirements for the **Helping Children Cope with Grief and Loss** assignment focusing on the second activity (part two). As a class have students brainstorm a list of activities that might be completed to support the family.
2. Students view Chapter Ten of the Kids Care documentary – Brendon deSouza's Best Friends. As a class discuss the ways in which friends can support those who are dealing with cancer and other illnesses.
3. Students work in the computer lab to gather information and prepare their list of activities and ways to support the family.
4. Any additional time is used to continue working on their lesson plan from Day Three.

Day Five

1. Provide the students with a collection of children's storybooks that focus on issues related to illness and death.
2. Students will survey the collection of books and select one to read individually.
3. Have students pair up with another student in the class. Practice reading the story out loud using strategies to encourage children to interact with the story and develop literacy skills.
4. Students will continue to examine the stories provided and select one to complete Part Three of the activity **Helping Children Cope with Grief and Loss**.

Day Six

1. Have the students review Part Four of the activity **Helping Children Cope with Grief and Loss**. Students brainstorm a list of individuals and agencies that they are aware of that would be able to assist families and children with cancer or another illness.
2. Students return to the computer lab to research agencies within their own community who could provide support to families, educators and the children in their classroom deal with the grieving process.
3. Any additional time is used to complete the activity **Helping Children Cope with Grief and Loss**.

NOTE: If time permits students should share their lessons, stories and list of community resources with their classmates.

Additional Considerations

N/A

Assessment/Evaluation

Task/Product	Tool	Type of Assessment (diagnostic, formative or summative)	Category of Achievement Chart
Day One children stories group work	Teacher observation and feedback	Formative	Knowledge Communication
Day Five children’s story read alouds	Teacher and peer observation and assessment	Formative	Communication Application
Helping Children Cope with Grief and Loss	Marking Scheme	Summative	Knowledge Thinking and Inquiry Communication Application

Accommodations/Extensions

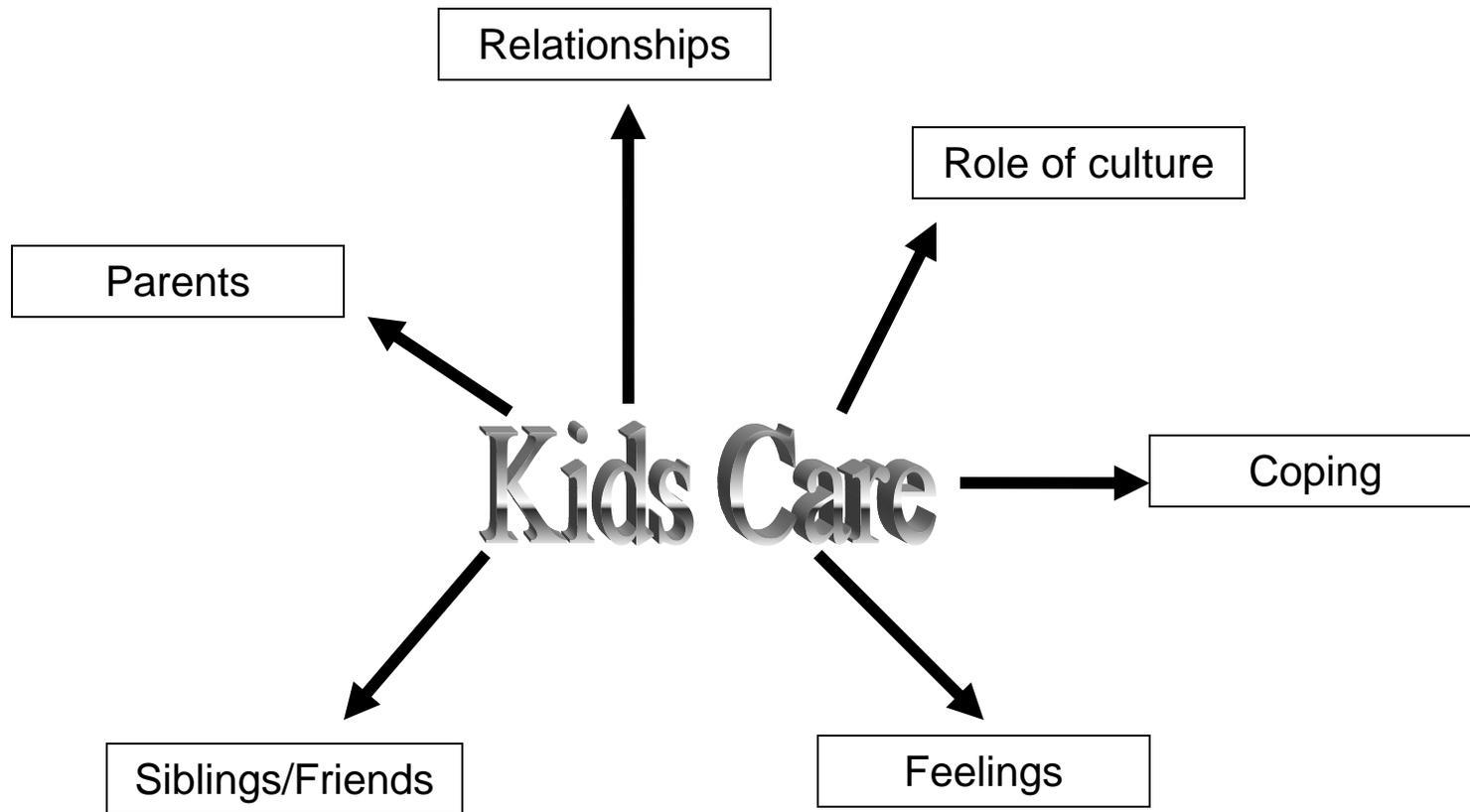
Ensure that all students can view and hear the DVD while playing
 Allow sufficient time for students to complete the analysis of the movie
 Teacher assigned groups to facilitate activities

Resources

For teacher background information consult the overall resource list.

Appendices

- Appendix HPW – 1 Kids Care Organizer
- Appendix HPW – 2 Helping Children Cope with Grief and Loss
- Appendix HPW – 3 Childhood Cancer
- Appendix HPW – 4 For Children: Books About Death and Dying



Helping Children Cope with Grief and Loss

You are a grade 1 teacher. There is a young boy in your classroom named Musa Ali. He has been away from school a lot lately. When he is at school he seems tired and not quite himself. Just yesterday Mrs. Ali came to see you. She explained that Musa was not eating or sleeping well and that when they brought him to the doctor he was diagnosed with a rare form of liver cancer. Chemotherapy treatments have begun. Musa tries to continue with most of his normal activities and attend school when he can. The chemotherapy has the usual side effects of hair loss and tiredness but seems to be working. Musa has become a possible candidate for a liver transplant. Musa's class would like to help but are not sure what to do.

As the teacher of this class you realize that you must address this "teachable moment." You decide that you need to do this in a number of ways:

- providing the children in your class information about cancer and what it is
- helping the children understand what is happening for Musa and his family
- helping the children understand that by reaching out and helping others, we can help ourselves

Six months later Musa's cancer begins to grow again, more aggressively than ever. He unfortunately does not get the liver transplant and passes away. The children and parents in your classroom are devastated, as are you. How will you help the children (and parents) in your class? Consider the following in your planning:

- how you will help children understand that the death of a close friend is a difficult time and that one may experience a wide variety of emotions
- who you will work with (i.e. community agencies, families, others within the school) to help support the children
- consider the role that culture and religion play in the grieving process

Your tasks:

Part One

Your first task is to create a lesson for your students about childhood cancer. Your lesson should help the children understand what cancer is and how it is treated. It should also help to ease their fears and gain an understanding of what is happening for Musa and his family. Be sure to consider what types of information are appropriate to children at this age and stage of development. Use the attached Lesson Plan Organizer to create your lesson.

Part Two

As an outcome of your lesson developed in Part One the children in your class decide that they would like to help Musa and his family. Brainstorm a list of different ways that children in your grade one class could help. Consider ways in which comfort and companionship can be provided both at an individual and class level. Explain, based on research, why this is so important for both the children in the class and for Musa and his family.

Part Three

Select a children's storybook that could be used within your classroom that addresses the issue of death. Prepare a "read aloud" using the book illustrating the different ways in which you would help children understand what is happening. Write a paragraph that explains how you would use this book to help children understand and deal with the grieving process.

Part Four

Create an annotated listing of resources (a minimum of 10) in your community and on the Internet that you could access as a teacher to help support you and the children in your classroom deal with the grieving process. For each resource provide contact information and a brief description of the type of support they provide. Be sure to consider the role that culture and religion play in the grieving process by locating resources to serve all children in your classroom.

Lesson Plan Organizer

Grade and Age of students: _____ Time Needed: _____

Activity Title: _____

Activity Description: _____

Planning Information

Purpose

- What do you want the children to learn? What is your intended outcome?

Child Development

- How does your lesson relate to current research on child development (i.e. illness, grieving process)?
- How is this activity appropriate for the children in your classroom?

Resources

- What materials needed to complete the activity? Include a list of supplies, books, people etc. that you will need to access.

Preparation

- What steps will you take to prepare for your activity?

Lesson Hook

- How will you hook your learners? How will you get your learners interested in what you have planned?

Teaching/Learning Strategies

- List the steps involved in the implementation of the lesson.

Assessment

- How will you know that the children have met the intended outcomes – that they have learned what you wanted them to?

BE SURE to include samples of all handouts used in your lesson.

Helping Children Cope with Grief and Loss Assessment

Expectations:

- GD3.01 – describe the conditions that promote growth and development in families, in care-giving situations, and in occupations involving interaction with children
- SO4.01 - demonstrate an understanding of global variations in family form and of the diversity of family and societal beliefs concerning child-rearing practices around the world;
- SC1.06 - identify the roles played by various social agencies that are in place to support parents, families, care-givers, and those involved with organizations that focus on children
- SC2.03 - demonstrate an understanding of the issues and challenges facing parents, caregivers, and those who work with children
- SC2.04 - identify strategies for meeting the challenges facing those who live and work with children
- IS2.04 – summarize and interpret information found in research materials on children’s behaviour, development, and well-being
- IS3.03 – effectively communicate the results of their inquiries, using a variety of methods and forms

Expectation/Criteria	Level 1	Level 2	Level 3	Level 4	Marks
Knowledge and Understanding - includes accurate information about childhood cancer - summarizes current research on the grieving process					/10
Thinking and Inquiry - examine the role that culture plays in the grieving process					/5
Communication - information is presented in a clear and concise manner - assignment presented in a creative manner - target audience is addressed (i.e. children and parents)					/10

<p>Application</p> <ul style="list-style-type: none"> - explain strategies to support children through the grieving process - identify and examine the role of social agencies that support children and families through illness and the grieving process 					/10
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Total /35 marks

Comments/Next Steps:

Childhood Cancer

- the diagnosis of childhood cancer is devastating for families
- leads to many questions
 - gathering information and talking about cancer helps many parents and children feel more in control and involved
 - knowing what to expect can help the family make decisions

What is cancer?

- cancer in children is rare
- more than 200 different kinds of cancer
- develop as the result of disruptions in cell growth and division
- groups of abnormal cells form a tumour which can be cancerous (malignant)
- cancerous tumour can invade surrounding tissue and spread to distant areas of the body (metastasize)

Incidence of cancer

- 1289 Canadian children between the ages of 0 and 19 are diagnosed with cancer every year
- average of 210 children die from cancer every year in Canada
- most children who develop cancer will survive
- most common childhood cancers are – leukemia, brain and spinal tumours, Hodgkin and non-Hodgkin lymphoma

Causes of cancer

- no single cause of childhood cancer
- most cancers are a mix of several risk factors
- all cancers are caused by gene mutation
 - Some are passed down from a parent
 - Other mutations occur because of cancer-causing substances called carcinogens

Reducing the risk

- reducing the risks of childhood cancer
 - difficult to do since we don't know what the causes are
 - can't change genetic disorders and family history
- but can promote healthy lifestyle choices:
 - eat diet high in vegetables and fruit
 - low-fat, high-fibre diet
 - keep child physically active
 - keep child's weight within healthy limits
 - avoid exposure to second hand smoke
 - limit exposure to sunlight and UV rays
 - avoid expose to asbestos

Diagnosing cancer

- cancers in children are difficult to recognize
- parents often notice that something is not "right" – changes in behaviour and health are noticed
- childhood cancers tend to develop during times of rapid growth
- during rapid growth there is more risk of damaged cells during cell division

Treatment of cancer

- several option to treat childhood cancer
 - chemotherapy
 - surgery
 - radiation
 - combination of 2 or more of the above
- chemotherapy usually works well for childhood cancers
- no two children or their cancers are the same; therefore, their treatments may be different as well.
- healthcare team is made up of many specialists who provide treatment of the physical symptoms and the emotional issues like psychologists, social workers, childlife specialists, nutritionists, rehabilitation and physical therapists and educators

Source <http://info.cancer.ca/e/cce/cceexplorer.asp?tocid=2>

For Children: Books About Death and Dying

(Adapted from
http://www3.baylor.edu/~Charles_Kemp/terminal_illness/childrens_books.htm)

The following is a list of books that may be available to you at your local library for use with your students.

PS = appropriate for preschool age children
SA = appropriate for school age children
AD = appropriate for teenagers

Aliki. **The Two of Them**. New York: Greenwillow Books, 1979. (PS/SA) This story of a loving relationship between grandfather and granddaughter is written in verse. Text and illustrations tell of cherished memories following the grandfather's death.

Barron, T.A. **Where is Grandpa?** New York : Philomel Books, 2000. (PS). As his family reminisces after his beloved grandfather's death, a boy realizes that his grandfather is still with him in all the special places they shared.

Borden, Louise. **Good Luck, Mrs. K!** New York : Simon and Schuster Books for Young Readers; Aladdin Paperbacks, 2002, c1999. (SA). All the students in the third grade are affected when their beloved teacher, Mrs. Kempczinski, is suddenly hospitalized with cancer.

Brooks, M. **Two Moons in August**. Boston: Little, Brown, and Company, 1991. (AD) Kieran, a new boy visiting her small town for the summer, helps Sidonie and her family come together again following the death of Sidonie's mother.

Brown, K.B. & Brown, M. **When Dinosaurs Die: A Guide to Understanding Death**. Boston: Little, Brown and Co., 1996. (PS/SA) Another in the popular dinosaur series from Laura and Marc Brown, contents include "What does alive mean?," "Why does someone die?," "What does dead mean?," "Feelings about death," "Saying good-bye," "Keeping customs," and "Ways to remember someone."

Bunting, Eve. **The Memory String**. (PS). New York : Clarion Books, 2000. While still grieving for her mother and unable to accept her stepmother, a girl clings to the memories represented by forty-three buttons on a string.

Coerr, E. **Sadako**. New York: G.P. Putnam's Sons, 1993. (SA) Based on Eleanor Coerr's previously published *Sadako and the Thousand Paper Cranes*, this retelling of Sadako's story and message of peace are accompanied by the illustrations of Caldecott medalist Ed Young.

Cohn, J. **I Had a Friend Named Peter** (PS/SA) Simple, direct language and drawings tell the story of a child's loss of a friend. A forward for parents accompanies the story.

De Paola, T. **Nana Upstairs and Nana Downstairs**. New York: Putnam, 1973. (PS/SA) A small boy's loving rituals with his great grandmother are terminated suddenly by her death. He experiences the emptiness and later accepts the fantasy that she is "upstairs" with the stars.

Dragonwagon, C. **Winter Holding Spring**. New York: Macmillan, 1990. (SA) Following the death of her mother, Sarah and her father struggle through the first painful year. At first separately, then together, they begin to remember Sarah's mother with joy as well as grief.

Fox, M. **Tough Boris**. New York: Harcourt Brace & Co., 1994. (PS) Boris von der Borch is a tough and fearless pirate. But when his parrot dies he cries and cries. This simple, brightly illustrated book provides excellent reinforcement of the acceptability of expressing feelings, especially for boys who learn at a very early age that it's not OK to cry.

Gerstein, G. **The Mountains of Tibet: A Child's Journey through Living and Dying**. Bristol, UK: 1987. (SA) Based on Buddhist teachings this story tells of a woodcutter living in the mountains of Tibet who upon his death is given the choice of going to heaven or living again in whatever form and place he likes.

Goldman, L. **Children Also Grieve**. London: Jessica Kingsley Publishers, (2006). (SA). An interactive storybook for bereaved children and those who care for them. The book follows Henry's progress through the different stages of bereavement and healing, and shows the various ways in which he and his family deal with their grief. The second part of the book is a "memory album" designed to be filled in and dedicated to the person the child has lost.

Greene, C. **Beat the Turtle Drum**. New York: Viking, 1976. (SA/AD) Joss, a girl in love with horses, plans to rent a horse for her birthday. But her beautiful plan ends in tragedy when she is killed in a fall. This tender book explores the death of a family member and its impact on the other people in the family.

Grollman, E. **Talking About Death: A Dialogue Between Parent and Child**. Boston: Beacon, 1990. (PS/SA) The first portion of the book presents a story about the death of a grandfather in simple language that deals with guilt and commemoration. The rest of the book is directed toward adults who help children understand death and dying.

Harris, R. **Goodbye Mousie**. (PS). New York : Margaret K. McElderry Books, 2001. A boy grieves for his dead pet Mousie, helps to bury him, and begins to come to terms with his loss.

Kohlenberg, Sherry. **Sammy's Mommy has Cancer**. New York : Magination Press, 1993. (PS). Sammy's mommy receives treatment for cancer, goes into the hospital for surgery, recovers at home, and shares her continuing love for him.

London, J. **Liplap's Wish**. San Fransisco: Chronicle Books, 1994. (PS/SA) Liplap sadly remembers his grandmother as he builds the winter's first snowbunny. Liplap is comforted by an old Rabbit's tale his mother tells of how, long ago, when the First Rabbits died, they became stars in the sky. And to this day, they come out at night and watch over us, reminding us that our loved ones shine forever in our hearts.

Madenski, M. **Some of the Pieces**. Boston: Little, Brown, & Co., 1991. (SA) This is the story of a family rebuilding itself after the death of their father/husband. Through talking about feelings and happy memories, and completing the spreading of his ashes in favorite places, the family's pain gradually lessens until their thoughts of him bring smiles.

Mamchur, Carolyn and Zola, Meguido. **In the Garden**. Winnipeg, Manitoba: Pemmican Publications, Inc. 1993. (PS). Joyce is almost 11. Life in the city doesn't offer much to her Metis family. When Joyce's grandmother dies, she leaves her a knotted handkerchief covered with forget-me-knots and filled seeds. Although disappointed at first, Joyce used those seeds and hard work to turn her family's junk-filled back yard into a vegetable garden. The vegetables turn from her "grandmother's" garden help feed the striking workers where her dad works.

Maple, M. **On the Wings of a Butterfly: A Story About Life and Death**. Seattle: Parenting Press, 1992. (SA) Lisa, a young girl with cancer, adopts a caterpillar named Sonya. Lisa's illness and hospitalization are depicted, with her death coinciding with Sonya's new life as a butterfly. This touching story is very spiritual and is likely to be too abstract for young readers.

Mills, J. **Gentle Willow**. New York: Magination Press, 1993. (PS/SA) This tender story brings back the characters from Little Tree (1992) to face the illness and eventual death of Gentle Willow. Amanda the squirrel and the tree wizards address feelings of disbelief, anger and sadness along with love, compassion and care-giving. The story provides children, and those reading the story with them, a "transformational" way of viewing death and dying.

Mills, L. **The Rag Coat**. Boston, Toronto, London: Little, Brown and Company, 1991. (SA) Minna proudly wears her new coat made of clothing scraps, including her dead papa's work clothes. At school the other children laugh at her coat until she tells them the stories behind the scraps.

Mundy, Michaelene. **Sad Isn't Bad: A Good-Grief Guidebook for Kids Dealing with Loss.** St. Meinrad, IN: One Caring Place, 1998. (PS/SA). This book offers children a comforting, realistic look at loss – loaded with positive, life-affirming helps for coping with loss as a child.

Old. W. **Stacy Had a Little Sister.** Morton Grove, IL: Albert Whitman & Co., 1995. (PS/SA) Uncomplicated story of a family (Stacy, mother and father) experiencing the death of their new baby by SIDS.

Parkinson, C.S. **My Mommy Has Cancer.** Rochester, NY: Park Press, 1991. (SA) While Eric's mother is hospitalized with cancer, his father explains the disease, including that "sometimes people die from cancer.....but everyone hopes that the medicine will destroy the cancer cells and make them go away." Feelings of sadness and fear are shared, as well as the permission to be happy and enjoy a favorite holiday. The story is open-ended, without indicating whether his mother gets well or dies, making this a good story to help children discuss a parent's serious illness.

Prestine, J. **Someone Special Died.** Columbus, Ohio : McGraw-Hill Children's Pub., 2002. (PS). A young girl describes the anger and sadness she feels after someone she loved dies, and makes a scrapbook to remember the things they did together.

Thomas, P. **I Miss You, A First Look at Death.** New York: Barron's., (2001). (PS). This picture book explores the difficult issue of death for young children. Children's feelings and questions about the sensitive topic are looked at in a simple but realistic way.

Thurman, C. **A Time for Remembering.** New York: Simon & Schuster, 1989. (PS/SA) A helpful story of communication between grandfather and grandson before death and encouragement of commemoration and expression of feelings following the death.

Tinkham, K. **Hair for Mama.** New York, NY : Dial Books for Young Readers, 2007. (SA). When Marcus's mother has chemotherapy for her cancer and loses her hair, he tries to find new hair for her to make her well again.

Vigna, J. **When Eric's Mom Fought Cancer.** Morton Grove, Ill.: A. Whitman, 1993. (SA). A ski trip with his father helps a young boy who feels angry and afraid when his mother gets sick with breast cancer.

Wilhelm, H. **I'll Always Love You.** New York: Crown, 1985. (PS) This warmly illustrated picture book sensitively portrays the close relationship between a boy and his dog. As the years go by and the young narrator grows taller, his beloved companion, Elfie, grows rounder and slower. And then, one night, Elfie dies in her sleep. Grief-stricken, the boy takes comfort in the fact that every night he told Elfie, "I'll always love you."

Winthrop, Elizabeth. **Promises.** New York : Clarion Books, 2000. (SA). A young girl experiences a range of emotions when her mother undergoes treatment for cancer.

Yolen, J. **Grandad Bill's Song**. New York: Philomel Books, 1994. (SA) While trying to understand and express his own emotions about his grandfather's death, Jon asks his family members, "What did you do the day Grandad died?" Memories of Grandad come alive in poem, comforting Jon in his desire to talk to the one person who would understand his feelings.

Additional book lists can be found at:

<http://www.barrharris.org/barbooks.html>

http://www.griefwatch.com/pl/books_grief_children.htm

<http://www.leeanne.com/grief/>

<http://www.athealth.com/consumer/disorders/childgrief.html>

<http://www.bfotoronto.ca/resources/library.asp>

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Ontario Family Studies Leadership Council

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CHARITABLE FOUNDATION

Kids Care Teacher's Guide - HHG4M

Course: *Issues in Human Growth and Development – HHG4M*

Time: 5 – 75 minute classes

Description

This activity will use the Kids Care Documentary to help students gain an understanding of the effects of critical illness, death and grief on children and their friends and families. Students will explore ways to help those who are experiencing critical illness, death and grief deal with their grief, and how different members of the community can support them.

Strand(s) and Expectations

Strand: Human Development

Overall Expectations

By the end of this course, students will:

HDV.04 · analyse changes in human development throughout the life cycle, including early childhood, adolescence, mid-life, and aging.

Specific Expectations

By the end of this course, students will:

HD3.02 – describe and interpret age-appropriate behaviour for the phases of middle childhood

HD3.03 – describe the physical, intellectual, psychological, social, and emotional changes that take place during adolescence and throughout the remaining stages in the life cycle

Strand: Socialization and Human Development

Overall Expectations

By the end of this course, students will:

SHV.01 · demonstrate an understanding of the critical role that a family plays in the socialization of its members;

SHV.02 · investigate and interpret the contributions that schools make to the socialization of individuals across the life span;

Specific Expectations

By the end of this course, students will:

SH1.01 – explain how the current social issues and personal challenges that families face

SH2.01 – describe the diverse ways in which aspects of the school environment contribute to the socialization of individuals at various stages of the life cycle;

Strand: Self and Others

Overall Expectations

By the end of this course, students will:

SOV.02 · analyse the many relationships that are a part of human development;

SOV.03 · demonstrate an understanding of the ways in which communication and problem-solving skills are essential to human development.

Specific Expectations

By the end of this course, students will:

SO2.03 – identify the issues that affect the ways in which children relate in a family

SO3.03 – identify problem-solving strategies and evaluate their effectiveness as builders of confidence;

Strand: Diversity, Interdependence and Global Connections

Overall Expectations

By the end of this course, students will:

GCV.02 · explain why social challenges need to be understood within an integrated framework.

Specific Expectations

By the end of this course, students will:

GC2.04 – identify and evaluate ways to prevent these factors from negatively affecting human growth and development;

Strand: Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

ISV.04 · communicate the results of their inquiries effectively.

Specific Expectations

By the end of this course, students will:

IS3.02 – effectively use computer technology to produce and present the results of research inquiries;

Planning Notes

Prior to the activity the teacher will:

- Preview the DVD
- Inquire in the guidance department as to which students may have issues with the sensitivity of the content of the DVD
- Prepare all handouts and overheads in advance
- Find a story from a local paper or newscast about how the community supported an individual or family dealing with a tragedy e.g. after a fire, accidental death of loved one, natural disaster etc.

Issues to Consider

The “kids” in this DVD are real children who have experienced the loss of someone they cared for. It is important to prepare your class to be sensitive to the issues being discussed. Teachers must have an understanding of the grieving process and the fact that it is different for everyone. Teachers should also be aware of their own personal experiences and how it could impact on their teaching of these lessons. It is also important to be aware of any students in your class who may have recently experienced a loss, or who may have a loved one who is critically ill.

Note: At some point in this activity it should be explained to the students that the topic being addressed is a sensitive one and that rule of confidentiality exist. They should not share the personal stories of their classmates with others. They should also be informed of the different types of supports that are available to them both in the school and in the community.

Prior Knowledge Required

Ability to search the Internet for news articles.

Ability to work in groups.

Chapters from the DVD

All chapters, specifically used throughout the activity, the specific chapters will be noted when needed.

Teaching/Learning Strategies

Day One

1. Ask the students to think of the qualities of friends that they like, make a list on the board or overhead.
2. Read “***Brendon’s Poem***” (Appendix 1) to the class. Leave a copy on the overhead for the students to see. Provide for a minute of reflection.
3. Ask them to compare Brendon’s thoughts with their own, circle the words on their list that are similar to Brendon’s.
4. Ask the students to describe times when they need a friend the most. Make a list on the board or overhead.
5. Tell the students that you are going to introduce them to Brendon’s friends. *Show Chapter 10 from the DVD*. Have a discussion about friendship and how important Brendon and his friends were to each other.
6. Raise the issue of grief and discuss the fact that this is a sensitive topic which will be discussed throughout the next week. Let the students know that they will be exploring how to support children and teens who are dealing with the loss of a loved one.
7. Provide students with the handout about “***Brendon’s Friends***” (Appendix HHG 2). Play *Chapter 6 of the DVD* again to allow students to complete the handout.
8. Put the students into small groups to discuss the handout and the supports that were there for Brendon’s friends.
9. As a class discuss what they have learned about supporting someone who is suffering from the loss of a loved one.
10. Share an article from a local paper or newscast where the community has supported someone who has experienced a tragedy.
11. For homework, or if time permits, have the students access websites for local news outlets to find an example of community support.

Day Two

1. Ask students to share their stories. Discuss the different types of support that were given.
2. Define social institutions and give examples.
3. Discuss the role that social institutions played in supporting the families in the news stories the students brought in.
4. Provide students with a copy of the handout **“Examples of Help for the Kids in the Kids Care Documentary”** (Appendix HHG 3). Read over the handout and answer any questions.
5. Show the entire documentary; stop periodically to allow the students time to complete the worksheet.
6. Upon completion of the worksheet allow the students time to share.
7. Pull the class together for a closing discussion on the types of help available.

Day Three

1. Introduce the culminating activity to the class. **“It Takes a Community”** (Appendix HHG 4). Go over both the assignment and the rubric with the class.
2. Brainstorm a list of possible community locations for their posters. Assign students to make contact with the location to ask permission to post the posters. As a class write a script for the students to use when talking to the representative.
3. Teach a lesson on children’s concepts of death and reactions to grief based on developmental stages. Either provide handout or create overhead from **“Children’s Concepts of Death and Their Responses to Grief”** (Appendix HHG 5).
4. Provide time for students to begin working on their culminating activity.

Day Four and Five

1. Divide the class into seven groups. Provide each group with one of the seven handouts listed below:
 - i. **How Do Dead People Get Chocolate Cake?** (Appendix HHG 6)
 - ii. **The Funeral** (Appendix HHG 7)
 - iii. **Schools Role in Helping Grieving Children** (Appendix HHG 8)
 - iv. **Myths About Children and Grief** (Appendix HHG 9)
 - v. **Guidelines for Helping Grieving Teens** (Appendix HHG 10)
 - vi. **Rituals and Commemorative Activities with a Grieving Teenager** (Appendix HHG 11)
 - vii. **The Grief Experience for a Teenager** (Appendix HHG 12)

Each group will read their handout and become an expert on their topic. Provide each group with a sheet of chart paper and markers to use to record the key points from their handout.

2. When all groups have complete their recording of key points, each group will present their findings to the class and post their chart paper of information on the classroom wall.
3. When all presentations have been completed allow students class time to work on their culminating activities.

Follow Up

4. After the posters have been collected and marked, arrange to have them posted in the community. If possible, take the class on a walking trip to post some of the posters.

Additional Considerations

Depending on the location of your school, students may have to be assigned places to display the posters, or the teacher may have to transport the posters to the locations.

Assessment/Evaluation

Task/Product	Tool	Type of Assessment (diagnostic, formative or summative)	Category of Achievement Chart
It Takes a Community	Rubric	Summative	Knowledge Thinking Communication Application

Accommodations/Extensions

Ensure that all students can view and hear the DVD while playing.
Allow sufficient time for students to complete the analysis of the movie.
Teacher assigned groups to facilitate activities.

Resources

For teacher background information consult the overall resource list.

Appendices

- Appendix HHG 1 - Brendon's Poem
- Appendix HHG 2 - Brendon's Friends worksheet
- Appendix HHG 3 - Examples of Help for the Kids in the Kids Care Documentary
- Appendix HHG 4 - It Takes a Community
- Appendix HHG 5 - Children's Concepts of Death and Their Responses to Grief
- Appendix HHG 6 - Do Dead People Get Chocolate Cake?
- Appendix HHG 7 - The Funeral
- Appendix HHG 8 - Schools Role in Helping Grieving Children
- Appendix HHG 9 - Myths About Children and Grief
- Appendix HHG 10 - Guidelines for Helping Grieving Teens
- Appendix HHG 11 - Rituals and Commemorative Activities with a Grieving Teenager
- Appendix HHG 12 - The Grief Experience for a Teenager



Brendon's Poem

A Poem for my Friends

Friends are truthful,
for truth is the special bond between friends.

Friends listen,
for the time to listen to one another is golden.

Friends care,
not just when times are good
but especially when times are difficult.

Friends are helpful,
they help carry the load of any burden.

Friends are reliable,
they are always there, rain or shine.

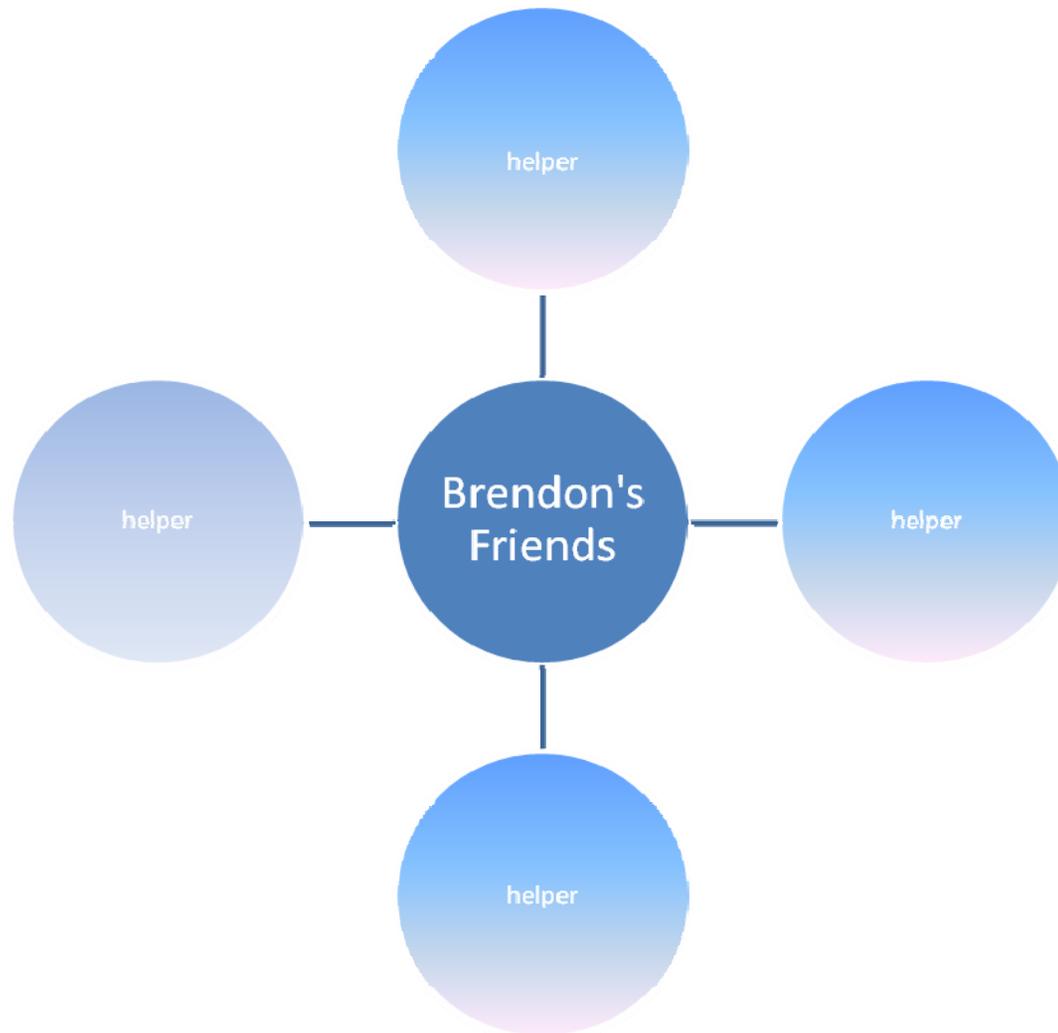
Friends forgive,
because friendship is more important
than just being right.

Friends are kind,
for they give when they have so little to give.

Friends are lucky,
I'm very lucky to have you all as my friends.

Thank you all very much.

Written by Brendon deSouza
May 2002, 11 years old



While watching the clip on Brendon's friends and how they coped with Brendon's illness and death, make a note of the different people and social organizations that helped them to deal with the loss of their friend. At the conclusion of the segment, share with your group the ways in which social institutions and people can support those dealing with grief.

Examples of Support for the Kids in the Kids Care Documentary

There are many ways in which the kids in the documentary were supported. Many different people and social institutions found ways to help the kids through the grieving process. According to the kids, some of the help was more helpful than others. As you watch the documentary, complete the following chart to show the different ways that people and communities supported the kids, making note of whether or not it was helpful. When you have completed your chart, reflect on the questions below.

Person/social institution	Helpful	Not helpful
Family		
Friends		
Religious organization		
School		
Community group		

Questions

1. What types of help given by individuals did the kids find most helpful? Why? Give 3 examples

2. What type of help given by individuals did the kids find least helpful? Why? Give 2 examples

3. What type of help was given by the community and other social institutions was most helpful? Why? Give 2 examples

4. Put yourself in the place of one of the kids in the documentary, what would you want from:
 - a. Family

 - b. Friends

 - c. School

 - d. Other social institutions (be specific)



It Takes a Community It Takes a Community

When someone loses someone they love many people and different social institutions can become involved in order to help the family grieve and mourn their loss. Often communities come together to support families with and a critically ill member, and continue to support the family after their loss. On a regular basis communities are asked to support those in need.

During this activity you will gain an understanding of how to help children and teens as they deal with death and loss. You will see examples from the Kids Care Documentary, and from news stories about other ways in which communities are supporting children and teens.

Community Outreach

Using the information you gain from this unit, and from research into other types of community support, you are to create a poster that can be placed in your community to educate people on how to help.

Included in your poster should be:

1. A tip sheet on how to help children deal with grief
2. A tip sheet on how to help teens dealing with grief
3. A list of ways that different community agencies and other social institutions can support children and teens including:
 - a. Schools
 - b. Religious groups
 - c. Social service agencies
 - d. An example of how a community came together to support a family that you have found from a search of news stories or magazines. (Like the garden built for Brendon by his friends and their families)
4. Your poster will be submitted to your teacher for evaluation, and then it will be placed in your community. Some places where the poster could be placed included:
 - a. Elementary school
 - b. Day care center
 - c. Place of worship
 - d. Community center/public library
 - e. Shopping mall
 - f. Department/grocery store community bulletin board
 - g. Sports facility

Marking Scheme

- HD3.02** - describe and interpret age-appropriate behaviour for the phases of middle childhood
HD3.03 - describe the physical, intellectual, psychological, social, and emotional changes that take place during adolescence and throughout the remaining stages in the life cycle
SH1.01 - explain how the current social issues and personal challenges that families face
SH2.01 - describe the diverse ways in which aspects of the school environment contribute to the socialization of individuals at various stages of the life cycle;
SO2.03 - identify the issues that affect the ways in which children relate in a family
SO3.03 - identify problem-solving strategies and evaluate their effectiveness as builders of confidence;
GC2.04 - identify and evaluate ways to prevent these factors from negatively affecting human growth and development;
ISV.04 - communicate the results of their inquiries effectively.
IS3.02 - effectively use computer technology to produce and present the results of research inquiries;

Criteria	Level 1	Level 2	Level 3	Level 4	Marks
Knowledge and Understanding Tip sheets show demonstrate understanding of how to help children and teens through times of grief and mourning					/10
Thinking Applies research and inquiry skills to find information on how social institutions and communities can help children and teens deal with grief and mourning					/10
Communication Communicates for different audiences and different purposes Use of language, symbols, and visuals					/10
Application Transfers concepts and skills and makes connections					/10

Total /40 marks

Comments/Next Steps:

Children's Concepts of Death and Their Responses to Grief

All children are unique in their understanding of death and in their response to grief. There are several factors which can influence children's understanding such as:

- their developmental level
- cognitive skills
- personality characteristics
- religious and cultural beliefs
- input from the media
- what they are taught about death and grief from the adults in their lives

Developmental Impacts on Concept of Death and Grief Response of Children and Teens

Age of Child	Concept of Death	Grief Response
Infancy to Age 2	This age group typically does not understand the meaning of death, but infants have awareness of loss and separation. They react more to the emotional reactions of adults in their environment and to any disruptions in their schedule.	Typically this group's emotional response is brief but intense, as they tend to be present-oriented. Preschoolers are more concerned about altered patterns of care or about the emotional reactions of adults in their lives. Other typical responses include: confusion, night-time agitation, frightening dreams and regressive behaviors, such as bedwetting.
Early Childhood Ages 4 - 7	This age group may want to see death as reversible but they begin to see it as something final. They still don't think of death as something that can happen to them or their family members, but instead to old people or very sick people. They may believe that they can escape from death through their own efforts. They also might view death as a punishment (particularly before age nine). Children in this age group may develop	This age group typically wants to know very specific details about the death. They may become concerned with how others are responding to the death. They may act out their anger and sadness and may have trouble progressing in school. They may withdraw and hide their feelings. Children at this age sometimes become overly concerned about their own health. Other typical responses include: shock, denial, sadness and regression.

	fears of bodily harm and mutilation, and may fear that other loved ones will die.	
Middle Years Ages 7 - 11	This age group may want to see death as reversible but they begin to see it as something final. They still don't think of death as something that can happen to them or their family members, but instead to old people or very sick people. They may believe that they can escape from death through their own efforts. They also might view death as a punishment (particularly before age nine). Children in this age group may develop fears of bodily harm and mutilation, and may fear that other loved ones will die.	This age group typically wants to know very specific details about the death. They may become concerned with how others are responding to the death. They may act out their anger and sadness and may have trouble progressing in school. They also may have a jocular attitude about the death, or may withdraw and hide their feelings. Children at this age sometimes become overly concerned about their own health. Other typical responses include: shock, denial, sadness and regression.
Middle Teens Ages 11 - 14	<p>The years from 11 to 14 often are marked by stressful physical changes. Boys usually are a little slower to mature than girls in this age range, but the stress of change is ever-present—from radical growth spurts to facial skin problems.</p> <p>Teens in this age range are seeking to establish their unique identity, often separate from parents and family. They are beginning to think for the first time about spiritual and philosophical ideas in truly abstract ways. And they generally experience powerful and deep emotions that they may believe no one else has experienced before or that no one else can understand.</p>	<p>Grief and loss during this time generally will increase a teen's concerns regarding the normal physical changes taking place in their bodies. Grief also may be expressed by frequent headaches or stomach aches, or through feeling sad and depressed. These are normal reactions, and should be viewed in an understanding and tolerant way by any adult caregiver.</p> <p>Another common reaction is for middle teens to manifest their grief in mood swings and outbursts of anger. Some teens withdraw to a safe place, such as a bedroom, where the anger may be acted out by pounding on a wall or beating a pillow. Some may act out the anger through inappropriate social behavior, pouting or aggression toward others. Grades may decline in part due to sleep disturbances, but also due to depression and a general feeling of meaninglessness.</p> <p>It is normal for middle teens, both girls and boys, to want a special "friend," such as a teddy bear to hug and sleep with during this time. It may be important for a caregiver to protect this information from other family members and friends, especially in the case of a boy. The teenager also may want to cling to or wear a special article of clothing that belonged to the deceased. He or she may adopt certain mannerisms or behaviors associated with the deceased loved one or idealize his or her relationship with the</p>

		deceased. Being tolerant of what may be seen as “childish” or immature behavior allows middle teens to process the loss in their own, personal and important ways.
Older Teens Ages 14 and on	<p>Older teens are busy with the business of becoming young adults. Most children—from the pre-teen years into the early teen years—are focused on a desire to be an adult. As an older teen, this focus becomes reality. During these years, teens want to be treated with respect and collegiality.</p> <p>Being helpful to older teens is complicated by the fact that while they may be young adults, they do not have the full responsibilities or experiences of adulthood. They also are in the process of differentiating and distancing themselves from the parental figures in their lives. Their peer group is their major authority—and how they are seen and judged by their peers is of primary importance to them.</p>	<p>Older teens may react to their grief by rigid conformity to their peer group. They may become sullen or withdrawn and non-communicative. Their anger may be expressed through exaggerated conflict with parental figures and through pushing hard to overturn formerly understood and reasonable limits. They may become insecure about the future, question the meaning of life, and question or abandon the family’s belief system. They may have sleep problems, such as recurrent or disturbing dreams and insomnia. As with middle teens, grades may decline due to sleep disturbances, depression and a general feeling of meaninglessness.</p> <p>Some older teens may idealize the deceased loved one. They may adopt mannerisms, habits and preferences of the deceased. They may want to wear certain items of clothing, especially a hat, shirt or jacket that belonged to their special loved one. Or they may react by feeling abandoned and angry at unfulfilled expectations in their relationship with the deceased. They sometimes may revert to regressive behaviors. Examples of this include being immature and childish, or masking fears with joking and sarcastic remarks. Being tolerant of unexpectedly immature or overly affected behaviors in older teens will help them learn how to live better with a major loss in their life.</p>

Adapted from articles retrieved October 1, 2008 from: <http://www.vitas.com/bereavement>

OFSLC and Skyworks thank VITAS Innovative Hospice Care, Miami, Florida, USA (www.vitas.com), for granting permission to use these materials.

How Do Dead People Get Chocolate Cake?

by John Kennedy Saynor

"Chocolate cake! What do you mean, 'How do dead people get chocolate cake?'" This is the response I get from many adults when they read this title. Many adults have difficulty imagining the questions children have when someone they love has died. Many of these questions remain unanswered because children are afraid to ask them. Their unanswered questions often complicate their grieving process.

How Can We Help the Children?

- 1. Begin to talk to them before the death occurs.** This will give children an opportunity to ask questions and to prepare for what lies ahead.
- 2. Provide a safe, secure environment for them.** They need the security of the family.
- 3. Tell them the truth.** They will learn the truth eventually.
- 4. Be simple.** Tell them the basics and then answer their questions.
- 5. Listen to what they are saying.** Don't put words into their mouths. Let them lead the discussion!
- 6. Encourage children to express their feelings.** It is OK to cry.
- 7. Encourage them to talk about the person who has died.** Help them to talk about the good times they remember.
- 8. Be prepared to discuss the death** within the religious, spiritual or philosophical framework of your family. Be willing to admit there are aspects about death and dying you don't know or understand.
- 9. Help them to adjust** to any changes in responsibilities and routines that may occur in the family as a result of the death.
- 10. Allow children time to be alone.** Solitude is important. During times of quiet, they will be able to formulate their questions. Perhaps they will even find answers to some of their questions!
- 12. Provide extra support in the case of a sudden death.** Remember, if a child wasn't told of the pending death of a family member, then in the eyes of the child, it is a sudden death.

So, how do dead people get chocolate cake? They don't. That's because dead people don't eat, sleep, or breathe. We have to say goodbye to their physical presence, but remember they will always be with us in our memories. If we help children understand this, it will help them in their grieving and they will have a healthier attitude towards death and dying as they grow older.

Retrieved October 1, 2008 from: <http://www.genesis-resources.com/newsletters/03-01-2000.htm>

OFSLC and Skyworks thank John Kennedy Saynor/Genesis Bereavement Services for granting permission to use these materials.

The Funeral

Where Do the Children Fit In? by *John Kennedy Saynor*

Many parents never stop to think about what they will do with the children when a loved one dies. Probably most wonder who they will get to baby-sit the children while they attend the funeral. Excluding children from the funeral will delay their grieving and hinder their ability to deal with death and loss later in life.

Here are some practical ideas that have worked well.

- 1. Give a child the opportunity** to draw a picture of a happy memory they have of the person who has died. This picture can be placed in the casket or with the urn.
- 2. Have a child write a letter** to the person who has died. This gives the child the opportunity to thank the person for their kindness, tell them how much they love him or her and say goodbye. Put the letter in the casket or with the urn..
- 3. A child can either** pick flowers from the garden at home or buy flowers and place them either in or on the casket or by the urn.
- 4. Help a child to create** a scrap book of memories of the one who has died. This may include pictures, letters, cards, anything that will help keep the memory of that person alive.
- 5. Older children can** act as honorary pallbearers or can read a selection at the funeral. They could also act as ushers at the funeral.
- 6. You will find it very helpful** to spend time explaining to the children what a funeral is about and what will happen. Taking them to the funeral home for the visitation or wake is helpful in making them feel comfortable in those surroundings. The day of the funeral will be much easier for them if this happens.

It is a fact that many people in their early to mid 30's have a difficult time resolving the grief of someone who has recently died. This difficulty can often be traced back to their childhood when they were excluded from the funeral of someone they loved. We do not do children a favour by "protecting" them at the time of a death. Involving children in the funeral is one of the most helpful things we can do to prepare them for the future.

Retrieved October 1, 2008 from: <http://www.genesis-resources.com/newsletters/04-01-2000.htm>

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Guidelines for Children Attending Funerals and Memorial Services

By Robin Fiorelli
San Diego, CA

Therese Rando, a well-known grief and loss expert, explains that rituals allow structure for important events that occur throughout our lives, including death. A funeral offers a controlled time during which individuals can emotionally and physically ventilate their feelings. By applying spiritual and philosophical understandings to loss, funeral rituals generate social support and offer opportunities to find meaning. Funeral rituals are most effective when they are personal and involve participation from friends and family.

When the death of a loved one occurs, adults are faced with difficult choices about whether to include children in death rituals such as funerals and memorial services. As a general guideline, children should be allowed to attend a wake, funeral or burial if they want to. Children also can be involved in the funeral planning. Joining family members for these rituals gives the child a chance to receive grief support from others and a chance to say goodbye—in his or her own way—to the deceased.

Children never should be forced to attend a funeral or memorial service. It is important, however, to understand the children's reasons for not wanting to attend, so that any fears or questions can be addressed. Useful questions to probe for these issues include: "What are you most afraid of about the funeral?" "What do you think you might feel if you were to go to the memorial service?"

Always prepare children for what will occur at any death ritual. Describing the funeral process step by step (what they will see, how other people might react, how they might feel) can help allay children's anxieties about the event. It is important to reiterate that crying or not crying are both OK. Extra attention and affection from adults may be necessary so that children do not feel forgotten or neglected. It is helpful to make arrangements with a trusted adult so a child can leave the funeral or memorial service early if he or she wishes.

Children should never be forced to view or touch the body—they need to be given a choice that will be respected. If they are going to view the body, it is helpful to remind them that death is final and describe how the body might look. An explanation could go like this: "Sally will be lying in a wooden box called a casket. She will look like she is sleeping, but she is not. She is dead. Her chest will not rise and fall because she is not breathing."

For some children, touching the body may satisfy their curiosity, be a way of saying goodbye or be an expression of love. A child sometimes needs to touch or see the body to know that the death is real. If the child decides to touch the body, he or she should be told that the body will feel cold and hard. If a child does not want to see or touch the body, an adult could relay that he or she saw the body and that the deceased was not living or breathing.

Children should be asked if there is anything they would like buried with the loved one. It is often comforting for the child to place a small gift, a drawing, a letter or a picture of himself or herself in the casket.

Explaining Burial and Cremation to a Child

If the deceased will be buried, it is helpful to explain to a child in detail what that means so that they will not develop fantasies about where the loved one was put to rest. An explanation may go like this: "The casket will be sealed shut and then taken to a cemetery where there are other bodies buried under the ground (or placed in a hole in the wall of a building called a mausoleum). They have to be placed there because, like with a dead squirrel, their body will begin to decompose because it no longer is living."

It sometimes is difficult for a child to understand cremation. When describing cremation, it is important to remind the child that the dead person no longer feels anything, so cremation is not painful. If the child wants to view the body before a cremation, most mortuaries can arrange for this. When describing cremation to a child, it might be helpful to say: "Cremation happens at a place called a crematory. There, they use heat to change the body into ashes. These ashes usually are placed in a special box and the family decides what they want to do with the ashes."

Retrieved October 1, 2008 from: <http://www.vitas.com/bereavement/children5.asp>

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Schools Role in Helping Grieving Children

Children spend a great deal of time in school, so both teachers and peers can be an important source of support for a grieving child. Teachers and school counselors should be told about the progress of the illness while the child's loved one is still alive and about the death when it occurs. The teacher should be aware of what the child knows about the illness and could be given advice on how best to support the child. Teachers also can help by monitoring the child's emotional state and behaviors during the time following the death. The school may need to alter assignments or provide extra instructional assistance for a grieving child.

The teacher should share information about the death with the child's classmates. The teacher also should provide guidance on what classmates can do and say and how they might be helpful when the grieving child returns to the classroom. Children could be prompted to say: "I was sorry to hear about your sister," or "I felt sad when I heard about your father dying." Welcome back posters or sympathy cards are appropriate.

It is important to note that some children spend more time processing their loss with peers than with other adults. On the other hand, some children, especially older children, do not want to feel or appear different from their peers and may be hesitant to share their loss, as it might single them out as different from others.

Retrieved October 1, 2008 from: <http://www.vitas.com/bereavement/children13.asp>

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Myths About Children and Grief

By Robin Fiorelli
San Diego, CA

Both mental health practitioners and parents alike have been misguided about how children experience the loss of someone significant to them and about the most effective ways to assist a grieving child. In a systematic review of the prevailing misperceptions, Charles A. Corr identified the most prevalent one as the belief that children do not really grieve because they are too young to understand death. The reality is that children's grief may look different than that of adults, but it shares fundamental similarities as a physical and emotional reaction to the loss of a significant loved one.

The most compelling myth is that it is best to protect a child from death-and also from grief. It is natural for adults to want to protect children from painful experiences. However fanciful this wish may be, children will grieve in their own unique ways. It is imperative that caring adults do not dictate or impede that process, but instead allow and even facilitate children's expressions of grief.

Another myth is that funerals and memorial services are not age appropriate and children may be traumatized by the acute emotional experience at such an event. As will be discussed below, current research suggests that a child should receive information about what the event will be like, and then should be allowed to make up his or her own mind about participating-a decision adults should honor.

Another common myth is that children are "naturally resilient" and should just "bounce back" after a loss. This is not always the case. A child's ability to "bounce back" depends on a number of factors, including concurrent stressful events, the child's understanding of the death, the child's developmental age and the support received by adults in the child's life. On the other hand, John Bolby, in his work on attachment and loss, concluded that children are more susceptible to profound emotional scarring after experiencing a significant loss. Supposing this potential exists, its realization still depends on the factors listed above, most importantly the attitudes and behaviors of adults important in the child's life.

Children tend to attribute physical symptoms to emotional experiences more than do adults. Many parents are familiar with the headache that appears when a child is overwhelmed with emotion or with the stomachache that appears the morning before a school test. There is much debate about whether children really experience emotions more as a physical sensation than do adults and whether they know that adults in their lives are more apt to heed physical rather than emotional symptoms.

Retrieved October 1, 2009 from: <http://www.vitas.com/bereavement/children9.asp>

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Guidelines for Helping Grieving Teens

By Tom McLeod
Palm Beach, Florida

Perhaps the most important thing an adult caregiver can do for grieving teens is to be available to them. Availability means being approachable, non-judgmental, caring and appropriate. Letting them know you are there to talk at any time and letting them know you will hear what they are saying, no matter what it is, will make all the difference in your ability to be a helpful presence for teens.

Do not assume they will come to you to talk. You will need to ask them if they want to talk about anything. If they ask, “What do you want to talk about?” tell them. Be open and address your own feelings or difficulties regarding your loved one’s death. Be honest. Avoid euphemisms such as “passed on” or “left us.” Use the deceased person’s name or family role (mother, grandmother, etc.).

It’s also OK to say, “I don’t know” if they ask you a difficult question. Don’t pretend to understand something that you don’t. Your teen likely will learn that you don’t, if he or she doesn’t pick up on it immediately.

Then be open to just listening. Ask leading questions that invite your teenager to talk to you. Review the conversation, asking your teenager to summarize what you discussed. This provides opportunities to clarify whether there are misconceptions or misunderstandings. If you are unable to talk about death with your teen, find someone else who feels comfortable talking about it, such as another relative, another bereaved teen or a professional, such as a social worker, minister or school counselor.

Share your own thoughts, concerns and feelings. Acceptable expressions of grief will be demonstrated by your example. Give your teens permission to grieve by allowing them to see you grieve. Telling stories, reading and writing poetry, and journaling are useful means of expressing one’s grief. These things can be shared with others—or not.

Share and discuss religious beliefs with your teen. If your teen has spiritual questions you can’t answer, admit it and seek the assistance of your faith professional (minister, priest, rabbi, imam). Try not to react negatively if your teen is expressing faith or beliefs that are different from the accepted family practice. Older teens especially will be developing their own faith practices to prepare for future losses. This may require some religious “experimentation” on the older teen’s part. Refer him or her to your local faith professional.

Being an adult companion to a bereaved teen, especially if you are a parental figure, may make you the focal point of anger and even cruel remarks. This can be especially difficult to tolerate if you are experiencing your own grief. Try not to engage the teen in a way that will result in building barriers. Instead, shift the focus to the underlying pain the teen is trying to mask with these remarks. The bereaved teen may not be approachable at the moment that the remarks are made; you may want to establish a time to talk in the future and describe what you want to talk about when making your “appointment.”

Times before, during and immediately after a death are disruptive. Try to re-establish a routine,

with appropriate expectations and limits, as soon as possible. Teens as well as younger children need the reassurance and sense of security that comes from structure, rules and limits. The main difference in an older teen is that you should be open to negotiate the rules and limits appropriate to the teen's age. Remembering your own fears and anxieties during this period of your life may help you be less rigid and more reasonable in negotiating rules and limits.

Teens need to be allowed to mourn intermittently. Two teens who were present for the home death of their father were seen playing video games within an hour of his death. Some family members wondered if this was "appropriate" behavior. It was fortunate that a hospice professional was present to reassure the family that this was normal, and that teens need to be given room to mourn in their own ways. Sometimes the overwhelming nature of the loss requires teens to "take a break" from their mourning and engage in whatever may distract them from the loss.

Also be ready for mood swings and emotional expressions at unexpected times. Be prepared for resurfacing of emotions on special days or anniversaries, such as birthdays, holidays and the anniversary of the death of the loved one.

Because a large part of a teen's time is spent at school, the school's staff can be invaluable allies in helping teens with their grief. Inform the teen's school guidance counselor and teachers of the death, and how close your teen was to the deceased. Ask teachers and guidance counselors to provide you with feedback if they see any changes—good or bad—in your teen's behavior or performance at school. Watch for academic decline. Grieving teens may not be well-rested due to insomnia or interrupted sleep patterns. They may have trouble concentrating in class or completing homework. Offer assistance and, if necessary, see if the school can recommend a tutor.

The secure presence of some understanding, caring, appropriately affectionate adult role models can make all the difference in a teen's experience of and ability to cope with his or her grief. Remember that each teen's grief is unique. Let him or her teach you what the loss means, and then help the teen to derive meaning from this loss as he or she grows up.

If grief is severe or prolonged, don't hesitate to seek grief counseling for your teen. Individual counseling can help address personal issues. Support groups can help your teen feel less isolated and different from other teens. Peer groups usually are more authoritative than parents during the teen years. A well-facilitated youth group can help immensely with teens' grief.

Always seek professional help and evaluation if the death was the result of a violent act or if the teen has developed symptoms that are of concern to you. Grief often is expressed through behavior. Your teen needs to hear that you care about him or her even if the teen is acting out.

Retrieved October 1, 2008 from: <http://www.vitas.com/bereavement/teens4.asp>

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Rituals and Commemorative Activities with a Grieving Teenager

By Tom McLeod
Palm Beach, Florida

Rituals are an important part of human life regardless of one's age and life experience. When the death of a loved one occurs, adults are faced with difficult choices about whether to include younger family members in such death rituals as funerals, memorial services and cemetery visits. The following suggestions may make these decisions a little less burdensome.

Allow a teenager to set his or her own limits regarding attendance at such rituals as a funeral or memorial service. It is important, however, to understand the reasons a teen may have for not wanting to attend, so any fears or questions can be addressed. If teens decide to attend a funeral or memorial service, prepare them for what will happen. Describe the events in detail - what they will see, how other people might react, etc. This can help allay anxieties about the event. Let teens know that it's OK to cry and also OK not to feel like crying.

At the ritual, allow the teen to say goodbye in his or her own way. The teen might want to bring a special gift to lay in the casket or say goodbye to the deceased. Appropriate attention and affection from adults may be necessary so that the teen does not feel forgotten or neglected. But remember not to embarrass the teen in front of his or her peer group.

Never force anyone to view or touch a body. As with adults, teens should be given the choice and then have that choice respected. If they are going to view the body, it is helpful to describe in advance how the body might look. For some teens, touching the body may satisfy their curiosity, be a way of saying goodbye or be an expression of love.

Visits to the cemetery can be helpful. The visits might be a way of saying goodbye or of satisfying natural curiosity. Allow teens to ask questions. Placing flowers on the grave or bringing a special gift or memory item may be helpful.

Some teens may find it helpful to write a letter to the deceased or to express their feelings in art or poetry.

Another suggestion is to plant a tree or flowers in memory of the teens' loved one. The birthday and death anniversary of the loved one could be acknowledged by developing some ritual or having a moment of remembrance.

Retrieved October 1, 2008 from: <http://www.vitas.com/bereavement/teens5.asp>

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The Grief Experience for a Teenager

By Tom McLeod Boyton Beach, Florida

By the end of high school, 20 percent of today's students will have lost one of their parents; 90 percent will have experienced the death of a close relative or loved one. Add to this the fact that one in every 1,500 secondary school students dies each year, and we can see that death and the resulting grief is a part of everyday life for many teenagers. Recognizing and providing constructive ways for teenagers to express their grief will help prevent prolonged or unresolved grief and depression.

Grief is as unique as the people who experience it, but there are some reactions to grief that everyone feels and that are considered *normal or typical* grief reactions. Most teens who experience the death of a loved one will sense some of the following:

- Feelings of heaviness in the chest or tightness in the throat.
- An empty feeling in the stomach and a loss of appetite.
- Feelings of guilt over something said or done or left undone or unsaid.
- Anger and/or lashing out at others that can happen at any time for no real reason.
- Intense anger at the deceased for dying-and later feelings of guilt for being angry.
- Mood changes over the slightest things.
- Unexpected outbursts or crying.
- Feelings of restlessness, but when something to do is found, it's hard to concentrate on the task.
- A feeling that the loss isn't real and didn't happen at all.
- Sensing the deceased's presence, expecting the deceased to walk through the door at the usual time, hearing his or her voice, or even feeling that they see the deceased out of the corner of their eye.
- Talking to pictures.
- Having a conversation with the deceased in a special place.
- Sleeplessness, or troubling dreams.
- Assuming mannerisms, traits or wearing clothes that were favorites of the deceased.
- Emotional regression and even bed-wetting, which can be very upsetting for teenagers.
- A need to retell and remember things about their loved one, to a point of repetition that becomes a burden to others.
- A need to say nothing at all.
- A need to become overly responsible.
- A need to become the "new" man or woman of the household, distracting themselves from their own feelings by taking care of everyone else.

Grief comes and goes. Grief is not something we "get over." It is something with which we learn to live. Teenagers grow up with their grief and experience their loss at different times in their development. Special days and important times may cause emotions to resurface as the loved person is missed. Part of normal development for a teenager is to reintegrate what they have learned about their loss into their current developmental stage.

The first and second years after a loss may be especially difficult. The process of integrating the loss may resurface on these special days. For example, a high school senior wore his deceased father's shirt to his graduation exercises. A 19-year-old bride proposed her first toast to her deceased grandmother, a most significant figure in her life, at her wedding reception.

Retrieved October 1, 2008 from: <http://www.vitas.com/bereavement/teens6.asp>

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KIDS *CARE*

Teacher Resource Package ***HHS4M***

**A classroom resource for exploring issues of loss and grief
in children and families**

Created by the Ontario Family Studies Leadership Council
in partnership with Sky Works Charitable Foundation



Ontario Family Studies Leadership Council

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CHARITABLE FOUNDATION

Kids Care Teacher's Guide - HHS4M

Course: Individuals and Families in a Diverse Society, HHS 4M

Activity #1: Applying the Course Theories to “Kids Care”

Time: 2 – 75 minute classes

Description

In this activity students will work in small groups using their knowledge of the theories from the course to analyse the impact of losing someone to cancer on the families/friends shown in the DVD. As a follow up activity, individually students will watch a movie dealing with someone dying of cancer and do an analysis

Strand(s) and Expectations

Strand: Self and Others

Overall Expectations

By the end of this course, students will:

SOV.01 - Analyse theories and research on the subject of individual development, and summaries their findings

Specific Expectations

By the end of this course, students will:

SO3.02 - Explain several theoretical perspectives on the role of the parent in the development and socialization of children

Strand: Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

ISV.04 Communicate the results of their inquiries

Planning Notes

Prior to the activity the teacher will:

- Preview the DVD
- Inquire in the guidance department as to which students may have issues with the sensitivity of the content of the DVD
- Make copies of all handouts and assessment tools

Issues to Consider

The “kids” in this DVD are real children who have experienced the loss of someone they cared for. It is important to prepare your class to be sensitive to the issues being discussed. Teachers must have an understanding of the grieving process and the fact that it is different for everyone. Teachers should also be aware of their own personal experiences and how it could impact on their teaching of these lessons. It is also

important to be aware of any students in your class who may have recently experienced a loss, or who may have a loved one who is critically ill.

Prior Knowledge Required

Working understanding of the following theories

- Functionalism
- Systems theory
- Symbolic interaction

Ability to work in groups and independently

Chapters from the DVD

Chapters 2, 3 and 5

Teaching/Learning Strategies

1. Introduce the lesson by asking students to reflect on losing someone they were close to. How did it affect them? Their family? Have students who are willing, share with the rest of the class. If you do not feel that this would be comfortable, then share a story of your own or provide a clip or story.
2. Play the *introductory chapter of the Kids Care DVD* – stop either before or after the campfire where the children introduce each other.
3. Conduct a review of the three theories listed above, have students provide examples of how the theories can be applied.
4. Provide each student with a copy of the handout ***Applying the Theories to the Kids Featured in the Kids Care DVD*** (Appendix HHS – 1).
5. Show one chapter at a time, allowing students time to complete the handout after viewing each chapter.
6. After all chapters have been shown, place the students into small groups to share their analysis. Ask students to add to their chart if they learn new information from their peers.
7. Share the analyses as a class.
8. For homework, ask the students to view a movie or television show where a person is dealing with cancer and eventually dies. Some suggestions include:
 - The Bucket List
 - A Walk to Remember
 - Life as a House
 - Steel Magnolias
 - One True Thing
 - Dying Young
 - Step Mom

Students will choose one of the theories to analyse the relationships within the movie and write a one page analysis to include:

- Brief description of the movie and main characters to be analysed
- Choice of theory and brief description of theory
- Analysis of how the theory explains the relationships and the characters in the movie.

The analysis is evaluated using the rubric provided (Appendix HHS – 2).

Additional Considerations

Some students may not have access to movies or television shows to view, the teacher may have to provide an alternative assignment or time for the students to view a movie.

Assessment/Evaluation

Task/Product	Tool	Type of Assessment (diagnostic, formative or summative)	Category of Achievement Chart
Applying the theories to the Kids in the Kids Care DVD	Teacher check for understanding	Formative	Knowledge Application
Movie analysis using the theories	Rubric	Summative	Knowledge Communication Application

Accommodations/Extensions

Ensure that all students can view and hear the DVD while playing
Allow sufficient time for students to complete the analysis of the movie

Resources

For teacher background information consult the overall resource list.

Appendices

Appendix HHS- 1 Applying the Theories to the Kids Featured in the Kids Care DVD
Appendix HHS -2 Rubric

Applying the Theories to the Kids Featured in the Kids Care DVD

After viewing the chapters in the DVD, apply at least one of the theories listed below to the kid(s) that you met.

Theory Kids/Chapter of the video	Functionalism The basic sociological theory that attempts to explain how a society is organized to perform its required functions effectively	Systems Theory Is a sociological theory that attempts to explain how groups of individuals interact as a system, a set of different parts that work together and influence one another in a relatively stable way over time.	Symbolic Interaction Is a psychological theory that attempts to explain how individuals choose how they will act based on their perceptions of themselves and others.
Rachel Chapter 2			
Kerri Chapter 3			
Wellspring (several kids) Chapter 6			

Rubric – Movie Analysis

SOV.01 - Analyse theories and research on the subject of individual development, and summaries their findings

SO3.02 - Explain several theoretical perspectives on the role of the parent in the development and socialization of children

ISV.04 - Communicate the results of their inquiries

Criteria	Level 1	Level 2	Level 3	Level 4	marks
Communication Describes the movie and the main characters	Describes the movie and main characters with limited effectiveness	Describes the movie and main characters with some effectiveness	Describes the movie and main characters with considerable effectiveness	Describes the movie and main characters with a high degree of effectiveness	/10
Knowledge and Understanding Understanding of the chosen theory	Shows limited understanding of the chosen theory	Shows some understanding of the chosen theory	Shows considerable understanding of the chosen theory	Shows a high degree of understanding of the chosen theory	/10
Application Applies the theory to the movie	Applies the theory to them movie with limited effectiveness	Applies the theory to them movie with some effectiveness	Applies the theory to them movie with considerable effectiveness	Applies the theory to them movie with a high degree of effectiveness	/20

Activity #2: Dealing with Grief and Loss in Childhood

Time: 2 – 75 minute classes

Description

In this activity students will come to understand some of the issues faced by children and families when they lose a family member. Students will consider culture and religion and how they impact the way in which we grieve.

Strand(s) and Expectations

Strand: Diversity, Interdependence, and Global Connections

Overall Expectations

By the end of this course, students will:

GCV.01 - Explain historical and ethno cultural origins contemporary individual lifestyles, socialization patterns, and family roles

Specific Expectations

By the end of this course, students will:

GC3.03 - Identify cultural, historical, and religious variations in parental roles, childrearing practices, and the role of the extended family in society in childrearing

Strand: Social Challenges and Social Structures

Overall Expectations

By the end of this course, students will:

SCV.01 - Analyse current issues and trends affecting childrearing and socialization, and speculate on the changing role of children

Specific Expectations

By the end of this course, students will:

SC3.02 - Explain the impact that current issues relating to parents and children have on the bearing and rearing of children

Strand: Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

ISV.04 - Communicate the results of their inquiries effectively

Planning Notes

Prior to the activity the teacher will:

- Preview the DVD
- Inquire in the guidance department as to which students may have issues with the sensitivity of the content of the DVD

- Access a copy of the book ***Shared Moments, Finding the Spirit of Hope*** by Carol C. Poduch or read the chapter excerpt Viva Forever – from the Bereaved Families of Ontario website, http://www.bereavedfamilies.net/book_excerpt.htm.
- Book the computer lab for students to research different burial and funeral customs in different religions and cultures
- Invite a funeral director into the class to explain the customs that are practiced. Alternatively a field trip could be arranged to a local funeral home.

Issues to Consider

The “kids” in this DVD are real children who have experienced the loss of someone they cared for. It is important to prepare your class to be sensitive to the issues being discussed. Teachers must have an understanding of the grieving process and the fact that it is different for everyone. Teachers should also be aware of their own personal experiences and how it could impact on their teaching of these lessons. It is also important to be aware of any students in your class who may have recently experienced a loss, or who may have a loved one who is critically ill.

Prior Knowledge Required

Students may know of the customs and traditions around burial and funerals in their family/culture

Chapters from the DVD

Chapters 4 and 5

Teaching/Learning Strategies

1. Show *Chapter 4 from the Kids Care DVD*. During this chapter the kids discuss the burial customs of their culture and religion. Lead the class in a discussion about how the kids felt about them, and what impact it had on their ability to deal with Lida’s death.
2. Read the excerpt from the book ***Shared Moments, Finding the Spirit of Hope, Viva Forever***, found on the Bereaved Families of Ontario website. Discuss the role religion played in this family’s loss of their child.
3. On the overhead or blackboard, create a list of similarities and differences between culture and religion in these two situations.
4. View *chapter 5 of the DVD*, discuss the role of religious and cultural traditions within the grieving process to help people move on with their lives after the loss of a loved one.
5. Provide students with the handout ***Cultural and Religious Customs and Traditions for Burial and Funerals*** (Appendix HHS – 3). Review both the assignment and the rubric to ensure that students understand the assignment.
6. Brainstorm different cultures and religions that students could study.
7. Break the students into small groups in order to study the customs and traditions related to culture and religion.
8. Students work in the computer lab to begin the research for their project.
9. Students will present their findings to the class.

Additional Considerations

The teacher may ask a local funeral director to visit the class and share information about the different customs and traditions related to culture and religion that have been practiced in his/her establishment.

Assessment/Evaluation

Task/Product	Tool	Type of Assessment (diagnostic, formative or summative)	Category of Achievement Chart
Presentation on different customs and traditions relating to burials and funerals	Rubric	Summative	Knowledge Thinking Communication

Accommodations/Extensions

Students who have difficulty presenting in front of the class may be given an opportunity to present privately to the teacher.

Ensure that all students can see and hear the DVD.

Group students to ensure success.

Resources

Community Resources

- Identify the different cultures and religious groups within your community and locate their contact information, (i.e. yellow pages, Canada 411, community website).

Websites

- Find the websites for the Canadian branch of the religions practiced in your community

Appendices

Appendix HHS – 3 Cultural and Religious Customs and Traditions for Burial and Funerals

Cultural and Religious Customs and Traditions for Burial and Funerals



Religion and culture play important roles in the customs and traditions practiced by families when they lose a loved one. Many people turn to their religion as a source of strength when faced with the grief of loss.

In small groups you will investigate the customs and traditions of one religion or culture. Assign each member of the group to a set of topics from the following list:

- Type of service
- Where the service is held
- Who performs the service
- Special ceremonies/traditions/rituals
- Music
- How many days does the family wait to bury their loved one
- Place of burial
- Customs rites and rituals at the burial
- Type of community involvement/tributes to the deceased
- Role of adults
- Role of children
- Differences by gender
- Special considerations for the funeral of a child
- Other interesting facts

Prepare a presentation for the class. Develop an engaging presentation, which will be between 5 and 10 minutes in length. Ensure that each member of your group has a role in the presentation. Your work will be evaluated using the following checklist.

Cultural and Religious Customs and Traditions for Burial and Funerals Checklist

GC3.03 - Identify cultural, historical, and religious variations in parental roles, childrearing practices, and the role of the extended family in society in childrearing

SC3.02 - Explain the impact that current issues relating to parents and children have on the bearing and rearing of children

Criteria	Level 1	Level 2	Level 3	Level 4	Marks
Knowledge Demonstrates an understanding of concepts related to burials and funerals	Demonstrates limited understanding of concepts related to burials and funerals	Demonstrates some understanding of concepts related to burials and funerals	Demonstrates considerable understanding of concepts related to burials and funerals	Demonstrates a high degree of understanding of concepts related to burials and funerals	/10
Thinking Applies the skills of research and inquiry	Applies the skills of research and inquiry with limited effectiveness	Applies the skills of research and inquiry with some effectiveness	Applies the skills of research and inquiry with considerable effectiveness	Applies the skills of research and inquiry with a high degree of effectiveness	/15
Communication Communicates for different audiences and purposes	Communicates for different audiences and purposes with limited effectiveness	Communicates for different audiences and purposes with some effectiveness	Communicates for different audiences and purposes with considerable effectiveness	Communicates for different audiences and purposes with a high degree of effectiveness	/10
Communication Communicates information and ideas	Communicates information and ideas with limited clarity	Communicates information and ideas with some clarity	Communicates information and ideas with considerable clarity	Communicates information and ideas with a high degree of clarity	/15

Activity #3: Dealing with Grief and Mourning

Time: 2 – 75 minutes classes

Description

In this activity students will come to understand how people deal with grief and mourn the loss of a loved one. They will view different chapters of the DVD and learn how the kids dealt with their losses. They will come to understand *William Worden's Four Tasks of Mourning*, and to apply them to the kids in the video. They will create a resource to give to people who are supporting someone who has lost a loved one.

Strand(s) and Expectations

Strand: Self and Others

Overall Expectations

By the end of this course, students will:

SOV.02 - Analyse theories and research on the subject of the development of the psychological tasks connected with intimate relationships, and summarize their findings

Strand: Social Challenges and Social Structures

Overall Expectations

By the end of this course, students will:

SCV.01 - Analyse current issues and trends relevant to individual development, and speculate on future directions

Specific Expectations

By the end of this course, students will:

SC1.01 - Describe current perceptions, opinions and demographic trends relating to life patterns of individuals and speculate on the significance of these trends for individuals and families

Strand: Research and Inquiry Skills

Overall Expectations

By the end of this course, students will:

ISV.04 - Communicate the results of their inquiries effectively

Planning Notes

Prior to the activity the teacher will:

- Preview the DVD
- Inquire in the guidance department as to which students may have issues with the sensitivity of the content of the DVD
- Prepare overheads
- Make copies of all handouts and assessment tools

Issues to Consider

The “kids” in this DVD are real children who have experienced the loss of someone they cared for. It is important to prepare your class to be sensitive to the issues being discussed. Teachers must have an understanding of the grieving process and the fact that it is different for everyone. Teachers should also be aware of their own personal experiences and how it could impact on their teaching of these lessons. It is also important to be aware of any students in your class who may have recently experienced a loss, or who may have a loved one who is critically ill.

Prior Knowledge Required

Ability to work in groups and independently

Chapters from the DVD

Chapters 7, 8, 9 and 10

Teaching/Learning Strategies

1. The teacher will lead a discussion about grief and mourning based on the students personal experiences.
2. The teacher will introduce ***Worden’s Four Tasks of Mourning*** (Appendix HHS – 4). As a class they will discuss the meaning of the stages.
3. The teacher will remind the students of the *Kids Care DVD* and explain that they will be viewing the 4 chapters of the DVD to examine how the children managed their tasks of mourning. Students will complete the worksheet ***Four Tasks of Mourning*** (Appendix HHS – 5).
4. Show the chapters one at a time, allowing students time in between to complete the worksheet.
5. As a class discuss the student’s findings.
6. Discuss with the students how someone can help others deal with grief and the tasks of mourning. Ask students to compare the two written by “experts” to the one written by the kids of the Kids Care DVD. What are the similarities? What are the differences?
 - a. ***Advice for Dealing with Grief: From the Kids Care Advisory Group*** (Appendix HHS – 6)
 - b. ***Supporting Friends or Family Who Are Grieving*** (Appendix HHS – 7)
 - c. ***Advice for People who Know Someone Who is Grieving*** (Appendix HHS – 8).
7. Hand out the assignment ***A Resource to Support People Dealing with the Loss of a Loved One*** (Appendix HHS – 9). Review both the assignment and the rubric with the students.

8. When complete have the students present their resource to the rest of the class.

Additional Considerations

Teachers may assign students to work in groups or alone for the resource assignment. Ensure that all students have access to sources of research for this project, such as the Internet, the yellow pages, a local business or community directory.

Assessment/Evaluation

Task/Product	Tool	Type of Assessment (diagnostic, formative or summative)	Category of Achievement Chart
A Resource to Support People Dealing with the Loss of a Loved One	Rubric	Summative	Knowledge Thinking Communication Application

Accommodations/Extensions

Provide students with assistive technology as per IEP.
Allow students extra time to finish the resource assignment.
Ensure that the DVD is audible to all students.

Resources

Consult resources for the package and copy list of websites for the students

Appendices

- Appendix HHS – 4 Four Tasks of Mourning
- Appendix HHS – 5 The Tasks of Mourning Worksheet
- Appendix HHS – 6 Advice for Dealing with Grief: From the Kids Care Advisory Group
- Appendix HHS – 7 Helping / Supporting Someone Who Is Grieving
- Appendix HHS – 8 Advice for people who know someone who is grieving
- Appendix HHS – 9 A Resource to Support People Dealing with the Loss of a Loved One



Four Tasks of Mourning

William Worden, Ph.D., a well known grief therapist, strongly believes that a person must mourn the death of someone who has been significant in his or her life. From interviews with the bereaved, Dr. Worden developed his **Four Tasks of Mourning**. He believes that if mourning is not complete, growth and development cannot take place and lifetime complications could develop. The following tasks take effort, “grief work,” on the part of the bereaved. The tasks do not necessarily occur in this exact order. Worden saw that the bereaved may go back and forth between two or three of the tasks while doing the grief work.

To Accept the Reality of the Loss

- Even when death is expected, there is still a feeling that it didn't happen.
- This task involves recognizing that the person is dead and will not return.
- Death must be accepted on both an intellectual and emotional level.
- Traditional rituals, such as funerals, help the bereaved to begin to accept the death as real.

To Work Through to the Pain of Grief

- The intensity of the pain and the way it is experienced and expressed is different for everyone.
- It is impossible not to experience some amount of pain when someone very close dies.
- Friends and family sometimes are uncomfortable with the mourner's pain and may try to interrupt this task.
- Mourners may try to avoid this task by masking the pain through the use of alcohol or drugs, by idealizing the deceased, by avoiding

reminders of the deceased, or by relocating or quickly getting into a new relationship.

- No matter how successful a mourner is in avoiding the pain, it eventually will come back again, maybe in the form of depression or when a new loss is experienced.

To Adjust to an Environment in Which the Deceased is Missing

- Adjusting to the new environment is dependent upon what the relationship was and what role the deceased played in the relationship.
- During this task, grief work focuses on coming to terms with living alone, raising children alone, facing an empty house, managing home maintenance and finances, and caring completely for oneself.
- It is important that regression to a state of helplessness, inadequacy or incapacity does not occur during this task.
- It takes time and patience to figure out how to take over the deceased's roles.
- It is also during this task that the bereaved tries to make sense of the loss and tries to regain some sense of control over his or her life.

To Emotionally Relocate the Deceased and Move on With Life

- For many, this task is the most difficult to complete.
- During this task, the bereaved often finds the ability to invest emotionally in someone or something else.
- The deceased is not forgotten, nor are the memories that were shared, but instead, the bereaved finds enjoyment in life again.
- In this task, the bereaved do not "give up their relationship with the deceased, but find an appropriate place for the dead in their emotional life—a place that enables them to go on living effectively in the world."
- "The fourth task is hindered by holding on to the past attachment rather than going on and forming new ones. Some people find loss so painful that they make a pact with themselves never to love again."
- The deceased are never forgotten or replaced—but remain a part of the bereaved.
- The mourner is not the same person he or she was, and he or she never will be the same again.
- With time and grieving, however, the pain will lessen, and the mourner redefines himself or herself.

Adapted from : <http://www.vitas.com/bereavement/providers1.asp> retrieved September 23, 2008.

The Four Tasks of Mourning

After watching the chapters of the DVD, comment on how each of the kids featured completes the four tasks of mourning.

Kid/task	Accept the reality of the loss	Work through the pain of grief	Adjust to an environment in which the deceased is missing	To emotionally relocate the deceased and move on with living
Chapter 7 Re-visiting with Paresa and Kimberly				
Chapter 8 Re-visiting with Rachel				
Chapter 9 Kerri re-visits the deSouza twins				
Chapter 10 Brendon deSouza's best friends				

Helping / Supporting Someone Who Is Grieving

Bereavement can be a lonely and frightening experience for many people. Once the funeral is over and the cards and flowers stop pouring in, they still need to be supported and cared for.

It is not uncommon for people to have difficulty openly expressing their feelings around grief and sadness. This may be particularly true when the public outlets for their pain and sorrow have ended. Where do people then turn for support? Family members may be too preoccupied with their own grief to reach out. This is a time when friends, co-workers and neighbours can be instrumental in the healing process. The bereaved should be able to rely on members of their social network for caring and assistance, both practical and emotional.

Grieving is a normal healing process

Regardless of the type of loss, there is a natural process of grieving. Understanding the nature of grief and bereavement gives you the insight that will enable you to help someone else cope. The more you understand about the basics of the grieving process, the more you may be able to help them:

- It is normal and necessary to experience intense emotional sensations in order to heal properly?
- Feelings of guilt, embarrassment and anger are part of the restorative process.
- Each person grieves differently.
- There is no set timetable for bereavement.

The most important thing you can do is just be there for them. You might not know exactly what to say or what to do, but that's okay. Don't let your discomfort get in the way when you want to reach out to a person who is grieving. Now, more than ever, your support is needed. Be willing to push past the awkwardness and be honest and straightforward. Know that you don't have to solve their problem; simply provide a listening ear.

When people feel guilty

Sometimes grieving people may feel guilt about what they should or shouldn't have done. You can help by:

- Letting them know how much you care.
- Affirming that they have done their best, and assure them that you know they will continue to do so.
- Encouraging them to keep talking about their feelings.

Even when you feel uncomfortable, provide an atmosphere in which your bereaved friend or family member knows that they have permission to talk about the person who died. Talk candidly about that person by name. When it seems appropriate, ask sensitive questions – without being nosy – that invite them to openly express their feelings.

Helping and supporting a grieving friend or loved one

When in doubt, err on the side of silent, emotionally-connected support. If you can't think of something to say, just offer eye contact or a squeeze of their hand. Your support can be conveyed simply, with your silent presence. Know that you don't have to have all the answers – or any of the answers, for that matter. You can reassure the bereaved person by letting them know that you will be there as a companion when needed during this sorrowful time, even though you can't take away their pain. Have confidence that they will again find meaning and joy in life.

Do's and don'ts for providing support and comfort to an adult

What to Do	What NOT to Do
<ul style="list-style-type: none">• Behave naturally• Show genuine concern• Offer love patiently and unconditionally• Offer hugs or an arm around the shoulder, as appropriate• Sit next to the person who wants closeness• Make it clear that you are there to listen• Express your care and concern• Say that you are sorry about the loss• Say "I love you" if you feel close enough• Talk openly and directly about the person who died• Cry if you feel like crying• Keep in mind that evenings, weekends, anniversaries and holidays can be extra challenging times.	<ul style="list-style-type: none">• Don't try to avoid the bereaved person• Don't pry into personal matters• Don't ask questions about the circumstances of the death; but do be open to hearing whatever the bereaved wants to say about it.• Don't offer advice or quick solutions:• "I know how you feel."• "You should _____."• "Time heals all wounds."• Don't try to cheer up the person or distract them from the emotional intensity:• "At least he's no longer in pain."• "She's in a better place now."• "It was God's timing/will."• Don't minimize the loss:• "Oh, it's not that bad."• "You'll be okay."• "Things will go back to normal before you know it."• Don't lead the bereaved to the false assumption that self-medicating with alcohol or drugs will provide a solution. This is only a temporary fix for their emotional pain and actually makes it worse in the long term.

Adapted from: http://www.helpguide.org/mental/helping_grieving.htm, retrieved November 3, 2008.

Advice for people who know someone who is grieving

November 30, 2007 JOHANNA WEIDNER RECORD STAFF

Before offering support, think about what type of help you're comfortable with providing.

Some people are good at sitting with a grieving person and listening quietly.

Others do better with tasks like preparing food, picking up groceries or helping with household chores.

And don't forget that a grieving person may want someone to take them away from the situation, do something ordinary like go to a movie and not talk about anything troublesome.

There are so many different ways to help a bereaved person, so don't hesitate to offer what support you can.

"Don't underestimate the amount of time that the bereaved person will be bereaved," said Carol Poduch, author of *Shared Moments*, a book of inspirational stories about people experiencing loss and grief.

Recovery can take years.

"I'm so grateful to the people who hung in for years with us," she said.

Poduch also found that some people didn't feel comfortable around her, even avoided her in public places perhaps out a fear of not knowing what to say. Those moments made her feel very lonely and isolated.

When she started writing her book, Poduch wanted to write a section with advice about the right things to say. But she found it a difficult task and kept deleting her words.

"I finally realized I didn't know the right word either," she said.

Her best advice to people when running into a bereaved person is to stay calm, make eye contact and, if words fail, a simple hello is good.

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A Resource to Support People Dealing with the Loss of a Loved One

You have been asked by the Kids Care group to create a resource to share with others to help them deal with the loss of a loved one. Using the information you have gained in this course, and other information you can find through research and using the websites listed in the overview create a resource.

Your resource can take the form of:

- A poster
- A brochure
- A pamphlet
- A radio public service announcement
- A television public service announcement
- An internet ad
- A You Tube video

Once you decide on the form of your resource you need to make sure you include the following:

- A description/understanding of the tasks of mourning
- A list of ways in which someone can help
- A list of places where both the helper and the person in mourning can go for support , both in your local community and in the broader community

A Resource to Support People Dealing with the Loss of a Loved One Rubric

SOV.02 - Analyse theories and research on the subject of the development of the psychological tasks connected with intimate relationships, and summarize their findings

SCV.01 - Analyse current issues and trends relevant to individual development, and speculate on future directions

SC1.01 - Describe current perceptions, opinions and demographic trends relating to life patterns of individuals and speculate on the significance of these trends for individuals and families

ISV.04 - Communicate the results of their inquiries effectively

Criteria	Level 1	Level 2	Level 3	Level 4	Marks
Communication Communicates messages about dealing with grief	Communicates messages about dealing with grief with limited effectiveness	Communicates messages about dealing with grief with some effectiveness	Communicates messages about dealing with grief with considerable effectiveness	Communicates messages about dealing with grief with a high degree of effectiveness	/10
Thinking and Inquiry Uses research and inquiry skills to find information to support someone dealing with grief	Uses research and inquiry skills to find information to support someone dealing with grief with limited effectiveness	Uses research and inquiry skills to find information to support someone dealing with grief with some effectiveness	Uses research and inquiry skills to find information to support someone dealing with grief with considerable effectiveness	Uses research and inquiry skills to find information to support someone dealing with grief with a high degree of effectiveness	/10
Application Makes connections between theory, practice and the outside world	Makes connections between theory, practice and the outside world with limited effectiveness	Makes connections between theory, practice and the outside world with some effectiveness	Makes connections between theory, practice and the outside world with considerable effectiveness	Makes connections between theory, practice and the outside world with a high degree of effectiveness	/10
Knowledge and Understanding Understands the relationship between dealing with grief and support of friends and family	Demonstrates limited understanding of the relationship between dealing with grief and support of friends and family	Demonstrates some understanding of the relationship between dealing with grief and support of friends and family	Demonstrates considerable understanding of the relationship between dealing with grief and support of friends and family	Demonstrates a high degree of understanding of the relationship between dealing with grief and support of friends and family	/10



Frequently Asked Questions

1) How did this project get started?

A few years ago Sky Works created a film called *How Can We Love You?* which explored the issues that women face when dealing with terminal cancer. Many of their concerns centered on their children and how they were coping with the illness and eventual loss. *Kids Care* explores the issues for children coping with the loss of a loved one and gives kids a chance to talk to other kids about their grieving process.

2) How did Laura Sky find the kids who appeared in the film?

Laura worked with Camp Oochigeas (a camp for children affected by cancer) and Wellspring to connect with children who were interested in sharing their experiences and feelings. She also worked with families and children associated with *How Can We Love You?*

3) Who funded the production of *Kids Care*?

Kids Care has been generously funded through donations from foundations, organizations and private donors.

4) How are you covering your travel costs and how long will *Kids Care* be touring?

Grants from the Lawson Foundation will cover the costs of the *Kids Care* screenings in Ontario. A large portion of the national tour of *Kids Care* has been granted by Ronald McDonald House Charities. Sky Works continues to fundraise so that the national tour can be expanded across Canada. The current tour plan is two years, but we expect that the screenings will continue for at least five years.

5) Do you have any plans to make *Kids Care* available to schools?

We have every hope and expectation to make screenings in schools part of the future expansion of the *Kids Care* tour. We are currently exploring this addition and welcome any requests for screenings in schools.

6) How is Rachel doing today?

Better and better! Rachel is an example of the ever changing and on-going process of dealing with grief and loss.

7) How soon after a loss should someone see this documentary?

Everyone is different and will travel along the journey of grieving at their own rate. Individuals should be encouraged to decide for themselves when they are ready to address issues and feelings. It is highly recommended that when someone chooses to see this film, that they watch it with a family member or a supportive friend with whom

they can share their feelings.

8) Can you recommend any resources or organizations for kids and families dealing with bereavement?

Resources vary from region to region across Canada. Screening hosts have knowledge and contacts with community organizations and individuals who may be of some help. In addition to the hosts, school guidance counselors, local religious organizations, hospice associations, bereavement associations and cancer centers may also provide helpful resources.

9) Can I book a screening of *Kids Care* for my club or school?

Yes! You can host a screening and/or join with other community organizations or individuals who offer support for people coping with loss issues. We require that communities have existing support services in place to help individuals address their issues of loss and grief. To book a screening, contact Sky Works at: info@skyworksfoundation.org.

10) How can I get a copy for my school or organization?

To order copies of Kids Care or other Sky Works documentaries, contact: V-Tape at 416 351-1317 or visit their website at: www.vtape.org.

11) Camp Oochigeas is so beautiful and looked like such a happy place for kids in the film. Can I send my child there?

Camp Oochigeas is a residential camp for children living with cancer. Oochigeas was generously made available to us for a weekend and allowed our kids to be filmed in a safe and peaceful place. If your child has lost a sibling, Camp Teomul accepts kids aged 6-19, who've lost a brother or sister to cancer. This program is offered at Oochigeas in mid-August. For more information, contact Alex Robertson at Camp Oochigeas (416) 961-6624.

12) Where is the Peace Garden located? Can I visit it?

The Peace Garden is located at the front of St. Edith Stein School at 6234 Osprey Blvd in Mississauga, Ontario. Please contact the school at (905) 824 5777 if you wish to visit during school hours.