

LESSON 8: COPING WITH GRIEF

Aim:

To explore the different ways that a person can respond to and cope with grief and the grieving process.

Links to the PSHE Association Programme of Study

- KS3 R22. the effects of change, including loss, separation, divorce, and bereavement; strategies for managing these and accessing support
- KS3 H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary
- KS3 H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks

Lesson Objective: in this lesson students will

- **Learn** about different experiences and responses to the grieving process.
- **Reflect** upon what grief can look and feel like.

Learning Outcomes: by the end of this lesson students will have

- **Reflected upon** previous learning about expressing and managing emotions, feelings, and thoughts, and support networks.
- **Understood** that individual responses to a bereavement and other losses are unique.
- **Considered** other forms of support e.g., bereavement organisations.

Key Vocabulary:

grief	coping	grieving
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Resources:

- [Young in Covid](#) video
- [Being There-A Comfort- Young people in Grief](#) video
- Understanding illness booklet – resource for pupils

Lesson Overview:

Introduction: Introducing grief

Whole class and small group activities

(15 minutes)

Explore: Exploring grief

Small group and whole class activities

(15 minutes)

Elaborate: My grief care kit

Pair activity

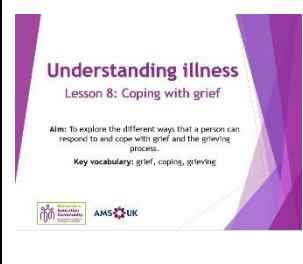
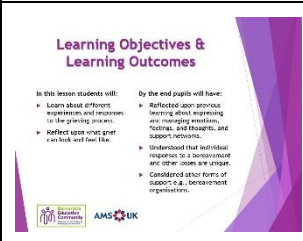



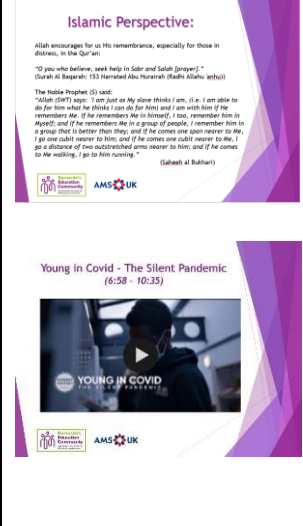
(15 minutes)

Reflect: Reviewing the 'Understanding Illness' theme

Whole class activity

(15 minutes)

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	<p>Introduce the lesson: Explain we will be learning about ways to cope with grief and how a person might respond and feel during the grieving process.</p> <p>Introduce key vocabulary.</p>
	<p>Share the learning objectives and learning outcomes.</p>
   	<p>Introduction: Introducing grief</p> <p>Explain:</p> <ul style="list-style-type: none"> • People may grieve before the person dies, especially if they know some time in advance that this is going to happen. • Everyone has a unique way of grieving and responding to death. • There are no time limits on how long people may grieve – it's different for each person. • People can grieve for other reasons: when a marriage has broken up, parents have divorced; the loss of a pet; the loss of time with friends during Covid. <p>Offer Islamic perspective here:</p> <ul style="list-style-type: none"> • When hearing the news of a person's death a Muslim should try to remain steadfast and patient. • Grief at the loss of a loved one, friend or relative is normal and weeping natural. • However, wailing, shrieking, beating the chest, and pulling the hair or clothes are not permissible in Islam as it is a question of God's decree. <p>Allah encourages for us His remembrance, especially for those in distress, in the Qur'an:</p> <p><i>"O you who believe, seek help in Sabr and Salah [prayer]."</i> Surah Al Baqarah: 153 Narrated Abu Hurairah (Radhi Allahu 'anhu)</p> <p>The Noble Prophet (S) said: <i>"Allah (SWT) says: 'I am just as My slave thinks I am, (i.e. I am able to do for him what he thinks I can do for him) and I am with him if He remembers Me. If he remembers Me in himself, I too, remember him in Myself; and if he remembers Me in a group of people, I remember him in a group that is better than they, and if he comes one upon me, I go one upon him nearer to him, and if he comes one upon me, I go one upon him nearer to him, and if he comes one upon me, I go one upon him nearer to him, and if he comes one upon me, I go one upon him nearer to him.'"</i></p>

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In small groups:



- ▶ Reflect on Miriam's experience of grief
- ▶ Share your responses with each other



remember him in a group that is better than they; and if he comes one span nearer to Me, I go one cubit nearer to him; and if he comes one cubit nearer to Me, I go a distance of two outstretched arms nearer to him; and if he comes to Me walking, I go to him running."

Saheeh al Bukhari

Introduce example of one young person's experience of grief.

Watch video: [Young in Covid](#) video (6:58 – 10:35)

In small groups reflect upon Miriam's experience of grief. Share responses with each other.

Invite one of two groups to share.

Ask pupils to think about similarities and differences across the groups relating to their responses about what grief can look and feel like.

Exploring grief



Read the following scenarios:

Death: My grandfather has been ill for a long time. I spent a lot of time with him when I was little. He played with me and took me out on walks. When he started to get ill he couldn't do so much with me but I liked to sit with him and tell him about school. He is now not able to stay awake for long. I know he is going to die, and I can't stop crying as I don't want him to die.

Loss: I started secondary school in September 2021 and am now in Year 8. I didn't get to spend time with my friends at primary school at the end of Year 6 and we didn't do a proper party or goodbye. I feel really sad still after all this time and I'm finding it hard to make new friends.



Read the following scenarios:

Sudden death: My auntie who lived with us, got COVID through her work as a nurse and died in 2020. It was such a shock for me and my family. We couldn't do all the things we needed to get ready for the burial because of the Covid - we couldn't have lots of visitors or have a big funeral. It was horrible. I still feel angry about it and really miss her. I can't stop thinking about all the things we used to do together. I spend a lot of time looking at the photographs.

Loss: My parents have divorced (split) and my dad lives in another house. I feel so hurt and I feel like it's my fault. I can't wait to talk to my friends about it because none of them parents have divorced and I don't want to be different. I spend a lot of time on my own.



What could help each young person to cope with the death/loss?



Explore: Exploring grief

Share the following scenarios and read together as a whole class:

1. **Death:** My grandfather has been ill for a long time. I spent a lot of time with him when I was little. He played with me and took me out on walks. When he started to get ill he couldn't do so much with me but I liked to sit with him and tell him about school. He is now not able to stay awake for long. I know he is going to die, and I can't stop crying as I don't want him to die.
2. **Loss:** I started Secondary school in September 2021 and am now in Year 8. I didn't get to spend time with my friends at Primary school at the end of Year 6 and we didn't do a proper party or goodbye. I feel really sad still after all this time and I'm finding it hard to make new friends.
3. **Sudden death:** My auntie who lived with us, got COVID through her work as a nurse and died in 2020. It was such a shock for me and my family. We couldn't do all the things we needed to get ready for the burial because of the Covid - we couldn't have lots of visitors or have a big funeral. It was horrible. I still feel angry about it and really miss her. I can't stop thinking about all the things we used

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to do together. I spend a lot of time looking at the photographs.

4. **Loss:** My parents have divorced (talaq) and my dad lives in another house. I feel so hurt and I feel like it's my fault. I don't want to talk to my friends about it because none of their parents have divorced and I don't want to be different. I spend a lot of time on my own.

Pupils to work in small groups.

Discuss ways that could help each young person cope with the death or loss.













Some key points to highlight to pupils are:

- People may need similar things regardless of whether they are experiencing grief because of death or loss.
- Individual responses are unique.
- A bereaved person may wish to be isolated a lot; to cry, go over letters, to look at photographs and just to remember the person who they have lost. This is an important part of grieving, which may be very private.

Share the following suggestions if not mentioned:

1. **Dua (Supplications):** Remind the students that we can still pray for the deceased. The little things we do can truly be big in the eyes of Allah. Make Duas for the forgiveness of loved ones.
2. **Sadaqa (Giving Charity):** Donate to projects that provide water, build a school or Masjid, or simply donate clothes and foods to charity on behalf of the deceased. Consider ways to carry on loved ones' legacy.
3. **Reflection:** Lastly, take these pivotal and precious moments of contemplation over the reality of this temporary world and that we will also depart from this transient phase to join Allah (Inshallah).
4. **Sabr (Patience):** Remind students that they should allow time to heal, and don't let death take its toll on you. Sabr enables a rightful Muslim to demonstrate reliance and contentment to the decree of Allah. Observing Sabr or patience does not mean we cannot feel down or cry our grief; for Prophet Muhammad (peace be upon him) also had tears in his eyes when Ibraheem, his son passed away.
5. **Reframing thoughts (Remembering the good times, finding meaning and assurance that you will be reunited in paradise).**

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 <p>My grief care kit</p>   <p>'Chatterbox' activity:</p> <ul style="list-style-type: none">In pairs, follow the instructions in your booklets to make your chatterbox.When you come across a blank space in your chatterbox, think of an example that helps you to cope with grief.   <p>Challenge Question:</p>  <p>In lessons 3 and 5, we learnt about building support networks in school and at home.</p> <p>Who else could support a grieving child or young person?</p> 	<p>Elaborate: My grief care kit</p> <p>Introduce the chatterbox activity. Pupils to create their own chatterbox.</p> <p>Invite the pupils to play in pairs. When they come across a blank space, ask pupils to add in an example of what might help them when coping with grief (Pupils can refer to what they put in their toolbox in Lesson 4).</p> <p>Pupils can use the blank version of the chatterbox if needed.</p> <p>Ask volunteers to share some of their examples.</p> <p>Challenge question: Who else could you get support from? (Muslim Youth Helpline, Child Bereavement Network, Winston's Wish)</p>
 <p>Reviewing the 'Understanding Illness' theme</p>   <p>What did we learn in Lessons 2 - 5 about responding to and coping with illness, death and/or loss?</p>  	<p>Reflect: Reviewing the 'Understanding Illness' theme</p> <p>Recap on previous learning about responding to and coping with illness, death and/or loss (expressing and managing emotions, feelings, and thoughts, and support networks):</p> <ul style="list-style-type: none">• Lesson 2: Our physical responses to difficult situations• Lesson 3: Expressing our thoughts and feelings.• Lesson 4: Managing our thoughts and feelings.• Lesson 5: Building a network of support. <p>Ask class to recall key points.</p> <p>Offer the opportunity for pupils to use a worry box (or another communication channel used already in school) to share any feelings or concerns that they are left with after today that they would like support with.</p>