

WHAT I LIKE ABOUT  
SIMON SAYS...

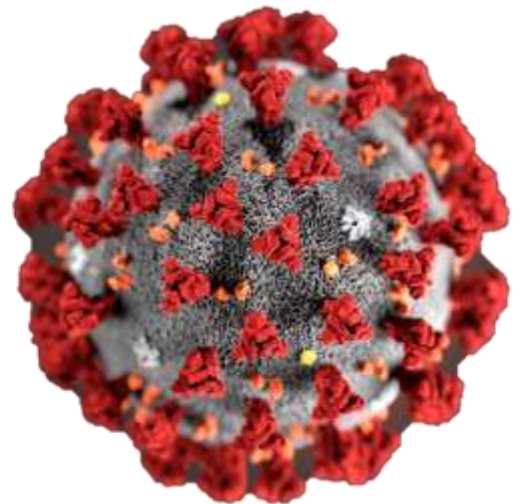
It's a place I can come and feel  
normal. Everyone's super friendly and  
I've made so many friends. I like  
being able to talk about how I  
feel and not be judged as people  
understand.  
THANK YOU! v



# Simon Says

Child Bereavement Support

## COVID-19 Bereavement Resource Guide



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A GUIDE TO HELP YOU SUPPORT CHILDREN AND YOUNG  
PEOPLE BEREAVED DURING TRAUMATIC CIRCUMSTANCES;  
SUCH AS THE CORONAVIRUS PANDEMIC.

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# INTRODUCTION

- Why set up a school COVID-19 bereavement support group?
- How is a bereavement during this pandemic any different?
- Things to consider if you do not already run a school bereavement support group

## Why set up a COVID-19 bereavement support group?

The experiences of children/young people in this group are going to be very different to normal. For some the death would have been unexpected and as a direct result of Coronavirus, for others unexpected for a different reason, a road traffic accident, heart attack..., for some it would have been anticipated, at the end of an illness... Children, young people and families who have been bereaved during this pandemic are going to have all had a very different experience to those who are bereaved without social distancing measures in place;

- some will not have been able to be there when their loved one died, some may have
- some would not have been able to go to the funeral and for those that did their experience would have been very different to normal with social distancing measures in place – a restriction on the numbers allowed to attend and not being able to comfort or be comforted by those outside of your household
- there would have been no opportunity for a wake
- support in the days and weeks afterwards from normal support structures – family, friends, school, Simon Says would have been very limited

Therefore, being bereaved during this time could be particularly traumatic and these sessions are designed to support the children & young people to tell their story and help them unpick any trauma so they can make progress on their grieving journey.

If at any time during these sessions you are particularly worried or concerned for a child then please seek advice, our telephone support line is available Monday-Friday on 02380 647550 and we can always signpost you to the most suitable source of support or recommend a counsellor (although we do not fund 1:1 counselling).

## How is a bereavement during this pandemic any different?

Please visit the COVID-19 section of our website; [www.simonsays.org.uk/covid-19-support/](http://www.simonsays.org.uk/covid-19-support/) this will give you more support and advice including:

- Talking to children when someone is dying or dies during social distancing and the Coronavirus pandemic
- Practical advice for supporting teenagers
- Planning a funeral for a loved one during social distancing restrictions

## Things to consider if you do not already run a school bereavement support group

1. How many staff should help run the session?

We recommend you will need at least 2 members of staff. However due to the nature of the bereavements it is advised your adult to child ratio is as high as possible to ensure children/young people have as much support as they need and this is most likely to occur through the individual conversations you instigate.

Remember your staff stretches beyond the classroom; maybe you have a lunch time supervisor, cook or member of office staff who would be willing to support you, maybe they have been bereaved themselves so understand the importance of supporting children. Ideally one adult needs to be accessible to the children at other parts of the school day so if they need to offload at a later date they are able to do so.

2. How are you going to know which children to invite?

When you communicate with families to welcome pupils back to school after the lockdown restrictions let them know the measures you are taking to support mental health and wellbeing during the coming days, weeks and months. This will include the support group, let your parents and guardians know who is going to be running the group and the referral process.

3. How many children are you going to have in the group?

That obviously depends on how many children have been bereaved during this time. With the potential trauma and extra support children may need to their unique bereavement experience please bear in mind they may need more 1:1 support during these sessions. Keeping the group small with a high adult to child ratio would be beneficial to all. That may mean you need to consider running 2 groups and splitting the group depending upon the age as this will impact upon their understanding of what has happened (see Appendix 2 Helping to Navigate Grief).

You will also need to be aware there may be a need to repeat this programme with another set of children/young people depending upon when social distancing measures are lifted, this *may* be an ongoing need for a while.

4. How long do I need for a session?

Each session is designed to last approximately 90 minutes. If the time you allocate to the session is longer you can extend the activities and conversation and use this time to help the children to build up positive relationships between each other, they are then more likely to seek each other out between sessions.

5. How often should the sessions be timetabled?

We have provided you with 4 sessions. These are intended to be ran weekly. HOWEVER, we are aware you do not just 'get over' your grief and believe bereaved children and young people benefit from continued support for as long as they need it. Therefore, this programme is intended to be a stepping stone to being able to access your usual school bereavement support group which would ideally meet once a half term.

6. Where are you going to run your sessions?

Ideally these will take place in a room which provides the children with a level of privacy, where they are not going to be interrupted and people walking past are not going to easily notice if they are upset.

7. How are you going to ensure all staff are trained to support children in their class and inform them of the importance of a bereavement group within the school?

Please feel free to share our contact details with both staff and parents alike, we will happily answer any questions people may have or help with issues that may arise as a result of children working through and acknowledging their grief.

## FREQUENTLY ASKED QUESTIONS

These answers are intended to be for guidance ONLY. The answer you give to any question from a child or young person needs to reflect and take into consideration several aspects:

- ✿ Their age and therefore level of understanding (see Appendix 3)
- ✿ Their emotional development
- ✿ The circumstances around the death
- ✿ Ensuring you are working with and respecting the families wishes (it is NOT your place to divulge 'new' information, however it is your responsibility to be the child/young person's advocate and communicate any issues/confusions/misconceptions...that may come to light)

### Some golden advice:

- ✿ ONLY answer the question you have been asked
- ✿ ALWAYS ascertain their understanding BEFORE you answer the question by putting the question back on to them. If a child asks you 'Why do people die?', you could respond with something along the lines of...'That's a really good question, I wonder why people die, what do you think?'
- ✿ Keep your answer direct, truthful and as concise as possible
- ✿ Ascertain they have understood what you have said
- ✿ Do not assume they understand terms like bereaved, cancer, terminal...
- ✿ It is okay to NOT know the answer. In fact, this may buy you some time to think about 'how' you are going to respond, to check in with the family before you do so or seek some further advice. Make sure you let the child/young person know when you are going to get back to them

Questions we often encounter:

#### 1. Why do people have to die?

Because they are ill/accident/old age. It is a natural part of life.

#### 2. Where do dead people go?

Dead people go to the morgue/Chapel of Rest/Into the ground/coffin/heaven/hell/purgatory (half way place until the soul will fit into Heaven), reincarnation – reborn into a new body, (make sure you respect their religious or family beliefs) ...

#### 3. Is death a kind of sleep?

No. Dead is different from sleeping. When you are asleep you wake up. When you are dead your body has stopped working so you will not wake up again.

#### 4. Does dying hurt?

We actually do not know as people are not able to tell us! However, when people are dying if pain relieve is given it can minimise this (be aware this is not always possible for every mode of death; road traffic accident, fire...)

#### 5. When someone dies are they being punished?

No – It is just their time to die.

#### 6. Why can't we stop people dying?

People have to die to make enough room on the earth for others. It is a natural part of life, everything that is living has a life span and that will come to an end.

#### 7. How long will I live?

No one is sure about how long their life will be – let us hope yours will be long and healthy!

8. Will any other of my loved ones die?

Yes, they will. Everyone that is alive will die at some point.

9. What will happen to me if my remaining parent/guardian dies?

Before people die they usually write a will (not everyone writes one but most people with children do so). This will say what they would like to happen to their estate and who they would like to look after you if they die. Do you know if your loved one has a will? Do you know who is going to care for you if they die? (please follow this up with home).

10. Why do we have a funeral?

To celebrate the life of the person. It is a ritual used to bring people together to remember the person who died. To share memories, to grieve together, to support family and mourn as a process. It is a chance to say good bye, a mark of finality.

11. Was it my fault?

NO!! It is important to try and ascertain why they are thinking and feeling this. It may seem a natural reaction to automatically assure them 'no' but you do not want to shut down the conversation, you know them best. If you do respond with 'no' please make sure you try and get to the bottom of the root of this question. Give reassurance this is a normal reaction which grieving people experience but they are NOT responsible for the death.

12. Will I always feel sad?

Yes, and no!! You are never going to forget your special person. They are always going to be a part of you. At the moment all of your emotions may be really raw and thinking about them might be filling you with sadness and pain but over time this will change. Be honest – explain that they will probably always feel sad that their loved one has died, but they will not feel sad all the time. Explain to them that the sadness (grief) will come and go. Find something to compare it to, such as the sea – sometimes the sea will be calm with no waves and sometimes the sea will be very choppy with lots of big angry waves – and this is what sadness for a loved one who has died can feel like.

# SESSION 1

## We Are All in This Together

### This Session:

- Introduces Simon Says
- Gives the children/young people a chance to get to know each other and Simon Says
- Lays down ground rules for the sessions
- Uses a 'tree' activity to get them talking about themselves, what has happened and promote a sense of togetherness
- Uses a craft activity to think about feelings & emotions

### Resources:


- Jigsaw template sheet cut up
- Paper & Pens
- The 10 okays poster
- The 'Tree' outline and question cards
- Leaf template cut up
- Different colours of plasticine

### Session objective:

- We are all in this group because someone important to us has died either as a result of Coronavirus or another way, but we have all experienced being bereaved during this time of social distancing measures

<p><b>Introduction</b></p>	<p>Introduce the group, yourself and Simon Says.</p> <p>Explain whilst school has been closed for most children/young people, some of our school community have had people they care about die and that is why everyone is in this group today. This group will meet up once a week, for four weeks to help you talk about what has happened and explore your thoughts and feelings. After this you will join be invited to join our school bereavement group which meets once every half term.</p> <p>We know there is a charity called Simon Says and they are a bereavement charity created to support children and their families who have had someone close to them die. It was set up by Sally Stanley when her husband Simon, who was a teacher in Southampton, sadly died and she found there was no support for her two young sons. Simon Says runs support groups that give children the opportunity to meet other children who have been bereaved, have a chance to talk about and learn how to cope with their grief. Simon Says also offer a telephone helpline for families and professionals wanting support with bereavement.</p>
<p><b>Getting to know each other</b></p>	<p>Play the 'What have I got in common?' game.</p> <p>Get the children/young people into groups of four with people they don't know very well and give them a jigsaw piece each. In those fours split them into pairs.</p> <p>Have them talk to each other and find one thing that they have in common outside of school; do they share a food they like (pizza), a sport they play (football), been on holiday to the same place etc., and write this on their jigsaw piece.</p> <p>Once they have decided get them back together in their four, now they have to find something that they all have in common (a television programme they all like, they all go to the same school...). When they have decided, get each of them to write this on their jigsaw piece and then fit them together.</p>



	<p>Bring the whole group together and put ALL the jigsaw pieces together to assemble one large puzzle. Point out that although we are all different and unique we still share a lot. One thing special about this group is that someone special to them has died.</p>
<p><b>'The Rules'</b></p>	<p>Explain to the group they will need to have some 'rules' about how the group runs.</p> <ul style="list-style-type: none"> <li>- Ask them to suggest rules</li> </ul> <p>Basic general rules – listen to each other, take turns to talk, it's ok to laugh and its ok to cry.</p> <p>Share the 10 okays poster with them.</p> <p>More specific rules – what people say here doesn't get repeated anywhere else, in the 'real world' or online.</p> <p>Point out nobody has to say or do anything they don't want to and that the only time you would tell anybody about something they said would be if you were really worried about them and you would talk to them first before doing so.</p> <p>If they aren't forthcoming about the rules then you can 'provoke' some conversation by giving them scenarios and asking them if they think that the behaviour is ok? i.e. someone posts something from the group on Snapchat or someone tells a friend something about someone.</p> <p>Do they want to name their group?</p> <p style="text-align: center;">B.F.G – Bereavement Friends Group M.G – Memory Group</p>
<p><b>Loss Activity: Thought &amp; Feelings 'Working' Tree</b></p> 	<p>Have the drawn outline of a tree and branches on a large piece of paper, have somewhere where this can be safely kept or, if they want, displayed. This is something they can add to each session and will serve as their 'thoughts &amp; feelings' working wall. Ideally they could access it at any time; if they are feeling wobbly at break time and need a safe place to go, they could come and colour or write words in the bark, if they have bought a picture in from home and want to add it...</p> <p>Have a selection of different leaf templates pre-cut out on different colours of paper. Ask them to choose a leaf to write or draw (or both!) answers to the following questions. Have these questions already written out on A4 pieces of paper, move on to the next one when you can see most are ready to do so.</p> <ul style="list-style-type: none"> <li>• Who was their special person that died?</li> <li>• How did they die? (chance to check in with them that they have the correct understanding of this – they know the 'truth', what the word cancer, coronavirus means...)</li> <li>• How did you say goodbye? Did you go to the funeral? Did you 'watch' the service remotely? Did you do something else?</li> <li>• What they found the hardest?</li> <li>• How do they feel now?</li> </ul> <p>They might want to do a different feeling on a separate leaf or write different feelings in different colours.</p> <p>(This will help you to gain an understanding of who died, their experiences and how they are feeling about things, it will help them to then 'tell their story' in the next session)</p>
<p>SNACK TIME – have some squash and biscuits available that children/young people can access when they are doing the above activity so if they need a break they can naturally take one or they could stick their leaf on the tree if you sense they need an escape from the group.</p>	
<p><b>Restorative Activity: Blobs of Grief</b></p>	<p>Get the children/young people to make a 'blob of grief'.</p> <p>Choose different colours of playdough or plasticine to represent all the different emotions they had when their special person died/have now. Talk to them about the colours they chose and the amount of that colour they take and why. Get them to roll all the colours into one BIG blob. Get them to squash it, squeeze it and roll it until they have</p>





worked through all those big emotions.

Explain they now know they will not feel like this forever they have the capacity to change, just like this blob of playdough. Get the children to turn their blobs of playdough into something different to show something positive about themselves, what they enjoy doing, something they are good at, what they would like to be in the future...

This activity is based on Dr Lois Tonkin's model of grief, 'growing around grief' – that grief begins by being all consuming but over time it doesn't go away but we grow and our capacity to cope with the grief changes, please share this model with the children/young people if you think it will help them.

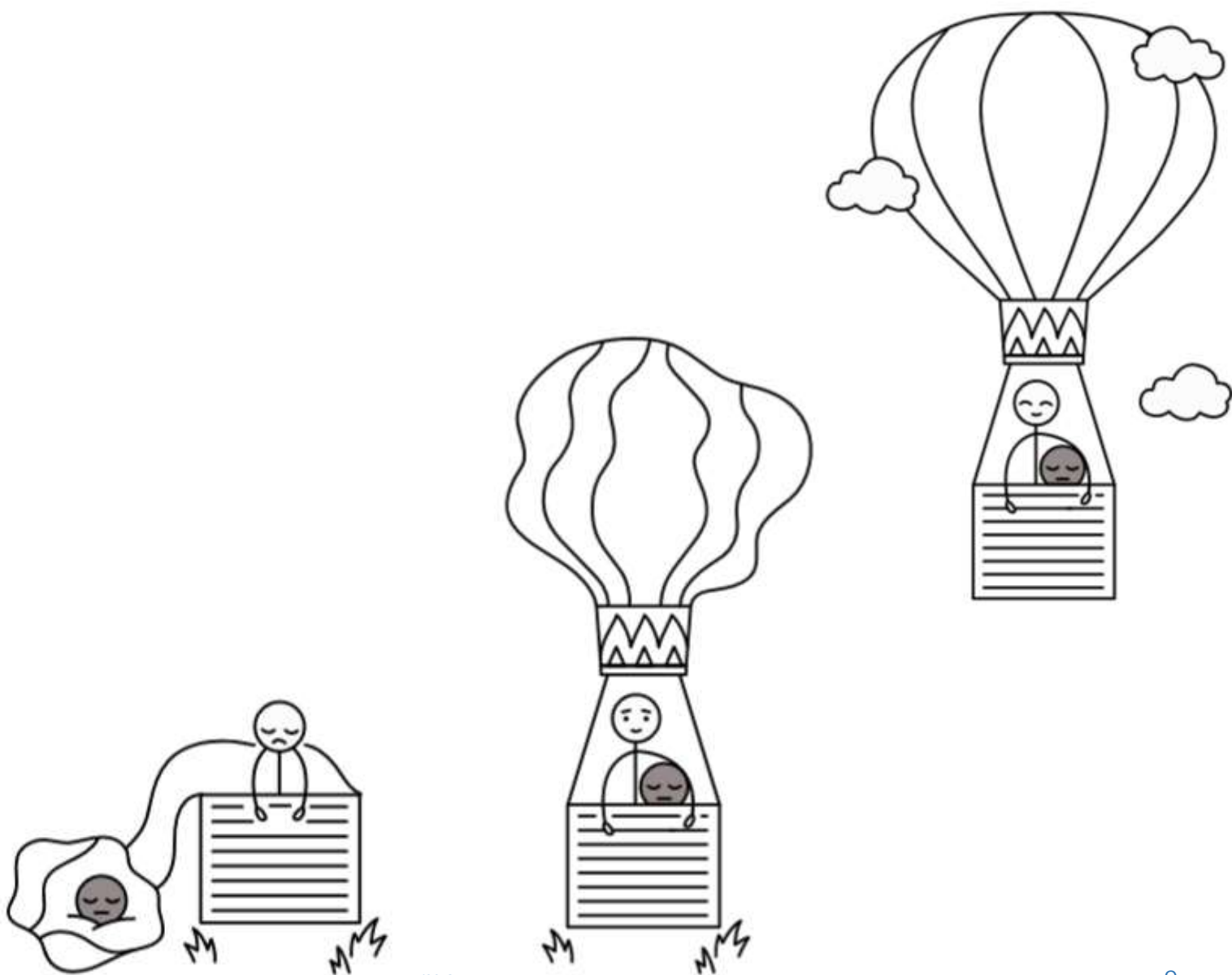
As an alternative conclusion for older children you could guide them through the accompanying questions and they could use their blob as a stress ball whilst doing so.

**Conclusion**

Re-inforce the fact that these feelings are normal and they are something we should expect. However, no-one should do anything that damages property, people or themselves. What is helpful is being able to spot the feelings in your body, identify what's happening to you and then use a strategy to stay calmer. However, this isn't a perfect world – if you can't do that, then a failsafe option is to remove yourself from the situation.

**Closure**

Snowball – children and adults write a positive thing about another person in the group on paper. Screw it up and throw it in the air to make it 'snow'. Then they choose a snowball off the floor and give to someone who they think it could be about. Always choose someone without a snowball, if comments don't fit the children left - ask the group for another suggestion!



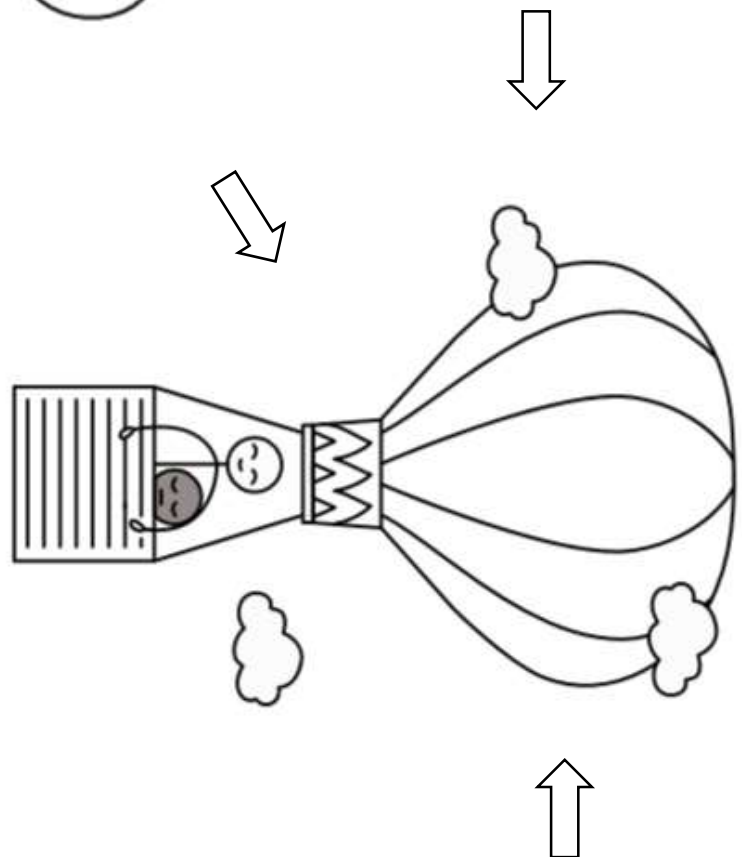
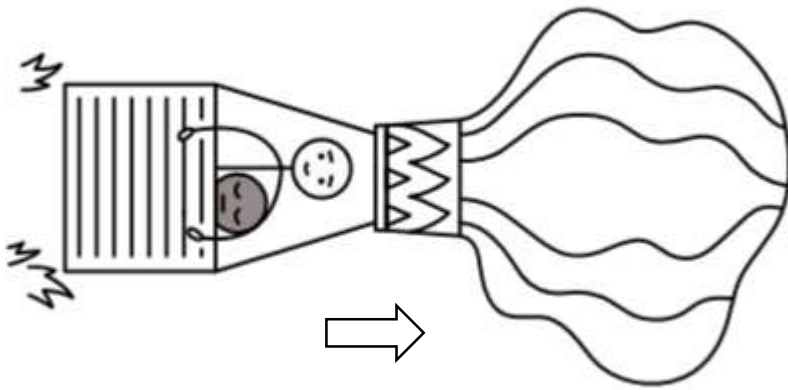
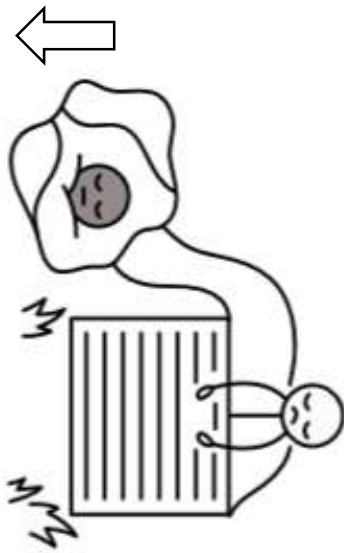
# HOT AIR BALLOON SHEET

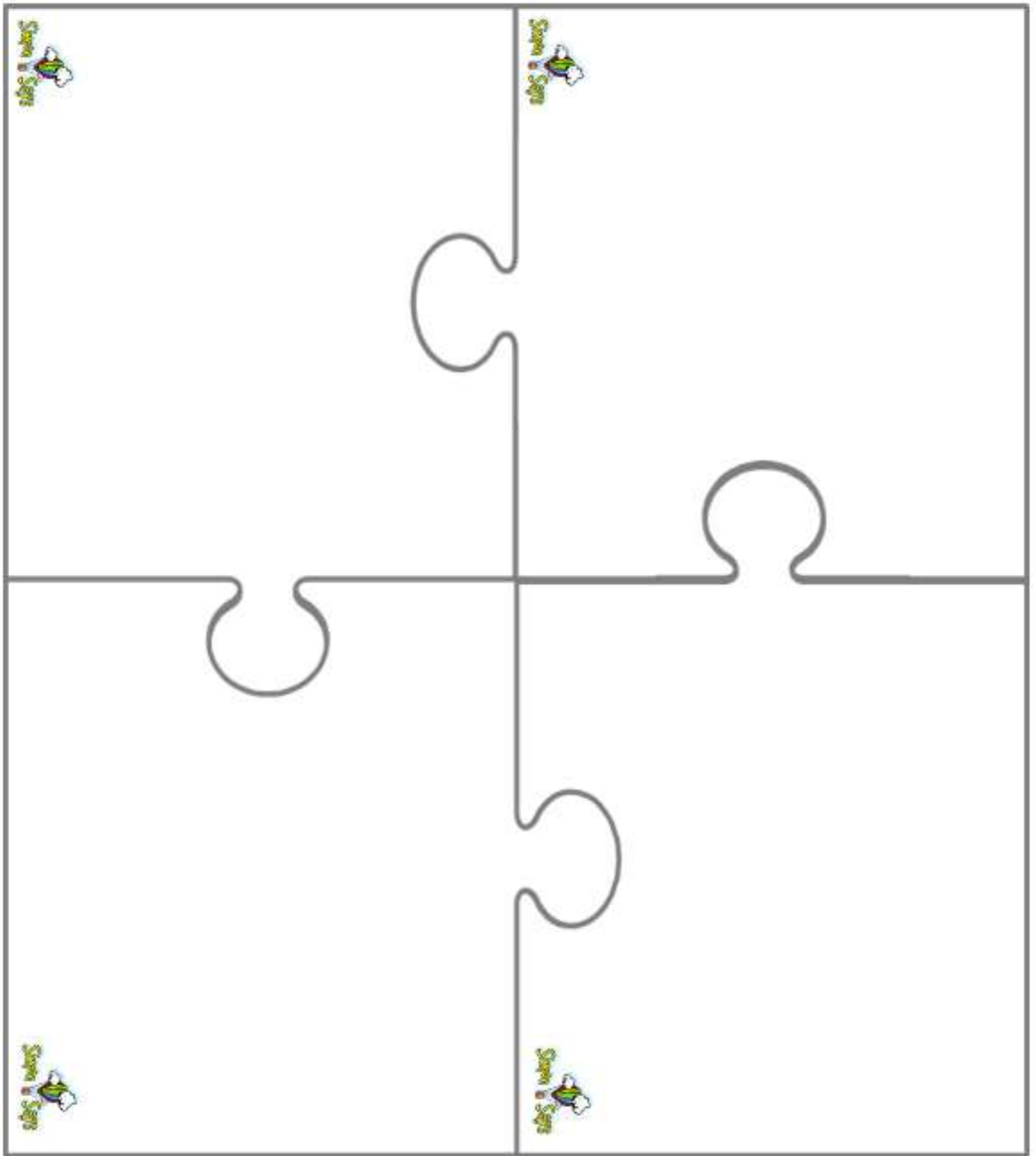
Explanation to go with images:

*'Grief is a weighty blob that can cause your hot air balloon to come crashing down, sending you off course. Your grief will never go away; it will always be a part of you. But over time you can learn to adjust. Re-inflating your balloon with support and coping strategies will help to increase your capacity to cope with your blob of grief and help you discover how to move on with your journey. Sometimes things come out of nowhere and batter your hot air balloon but hopefully these will help you stay afloat.'*

This is also an activity you 'can' do with them if you print it out as a sheet instead of one of the others suggested and then use some of the prompts below to help children/young people tell their story.

- Colour the grounded hot air balloon in with colours which represent how you felt when your special person died? Do you want to draw a picture or any words above it to describe how you felt?
- Which hot air balloon do you think best represents you right now, put a number 1 next to it or write the date?
- Which hot air balloon would you like to be, put a number 2 next to it or 'where I want to be'?
- What things have you/can you put in place to help you cope with all the big thoughts and feelings you have? Draw or write these next to the arrow which will help get you back off the ground.
- What colours do you want to use with this 2<sup>nd</sup> balloon?
- On the last balloon (the one up in the sky) think about things that you might find/are finding difficult. Write or draw these around the balloon.
- What colours do you want to use to colour this balloon in?
- Where do you think the balloon is going next? What do you think you can see if you look ahead or peer over the side? How does that make you feel?







# Simon Says 10 OKs

OK

It is OK...

OK

To be sad or worried sometimes

To be angry sometimes

OK

To be kind to yourself

OK

To listen, be heard and ask questions

OK

To share and be honest

To not share or 'pass'

OK

OK

To disagree but we will always be kind

To change your mind

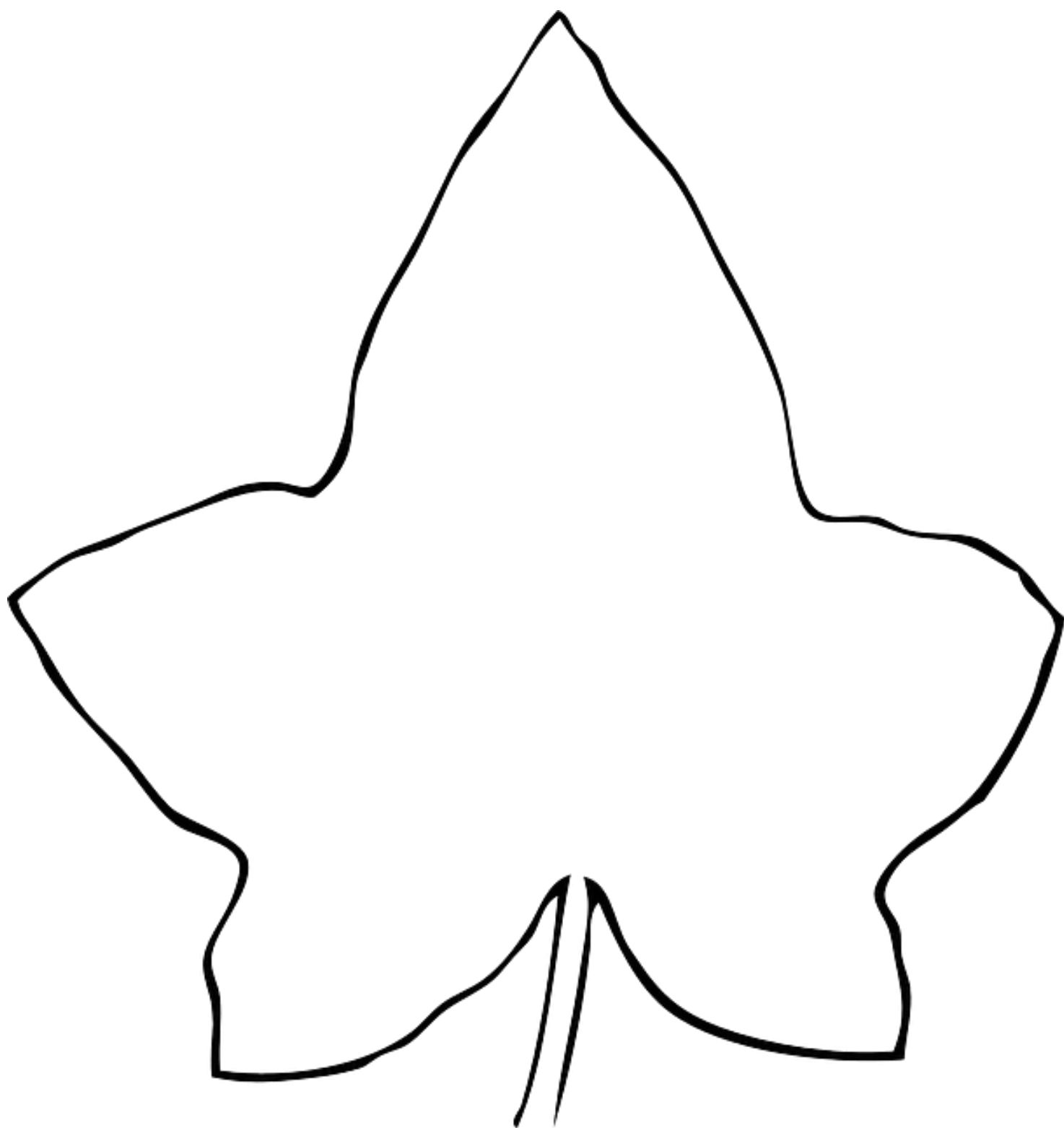
OK

To feel safe because what is said does  
not get repeated

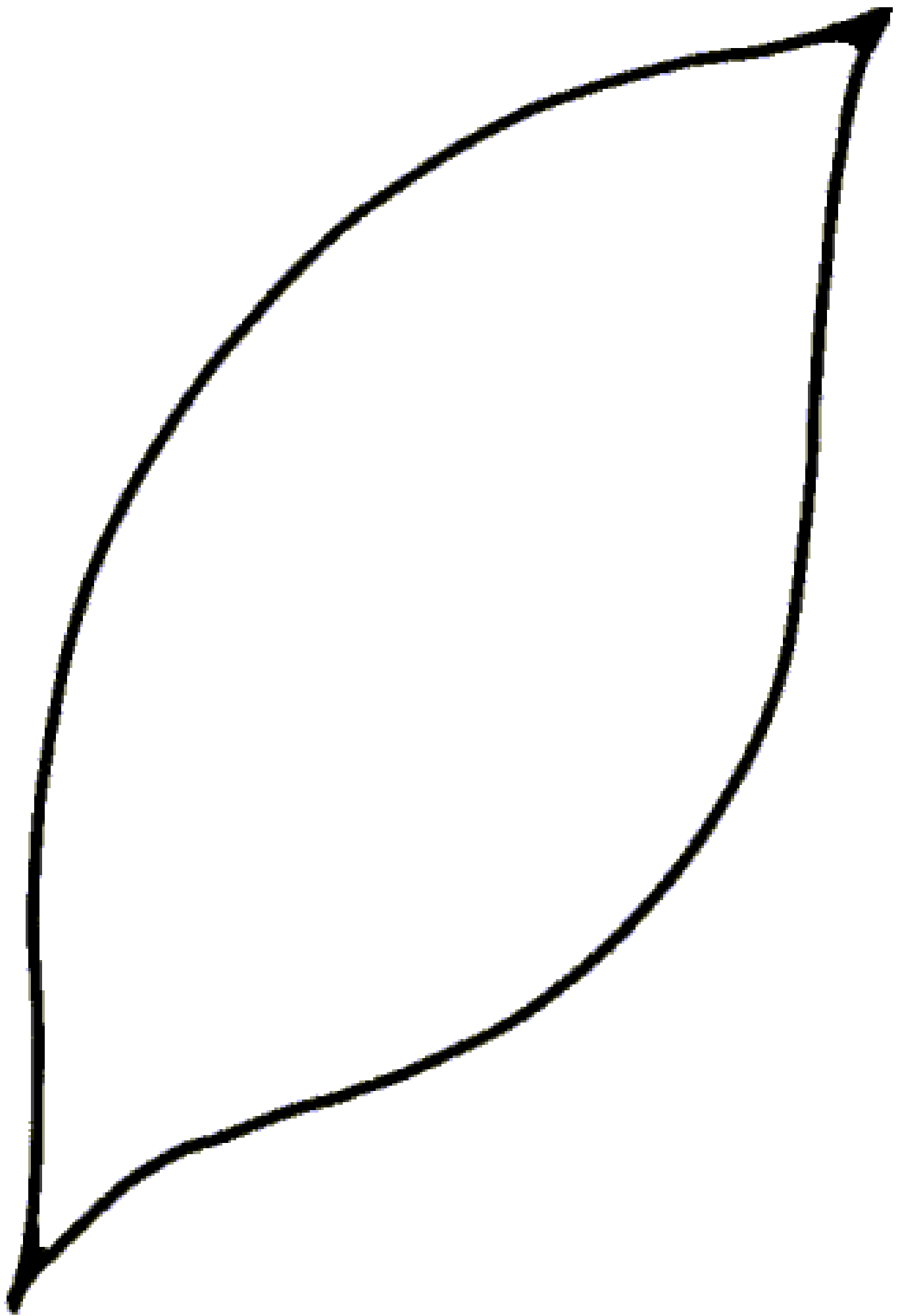
OK

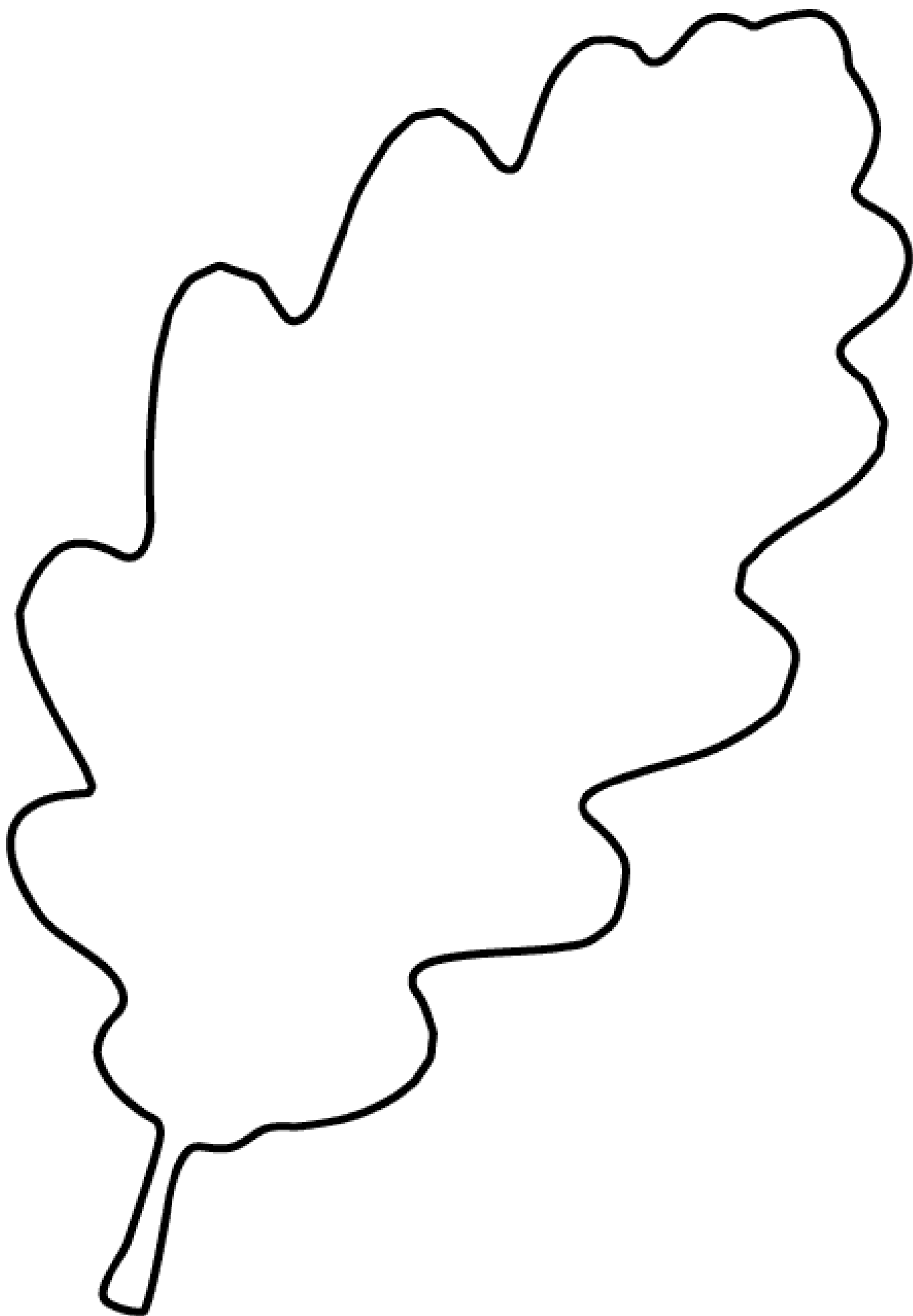
OK

To ask for help or information









## SESSION 2

### Telling My Story

#### This Session:

- Uses an icebreaker activity to assess how children/young people are feeling
- Uses a story board as a prop to help them think about their telling story
- Explores ways they could expand on this

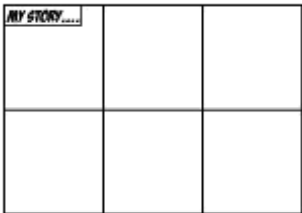


#### Resources:

- Yes, no, maybe on A4 pieces of paper and yes, no, maybe sets of flashcards
- Pens
- Large sheets of sugar paper
- Fimo coloured plasticine
- Boxes
- Newspaper

#### Session objective:

- The feelings you have are normal and necessary but there are tools you can use to help you cope with them

'Checking in'	Briefly mention the agreed 'rules' of the group and re-iterate what the aim of the session is. Mention that it is likely to make them feel emotional and that it's ok to feel like that. Point out what they can do and where they can go if this happens. The following activity will help you establish how everyone is.
<b>Introduction</b> 'YES, NO, MAYBE' game	<p>In small table groups or in a space with 'yes, no, maybe' posters on the wall to run, walk, hop, jump to the answer to the questions we will consider the person who died and review how the week has been.</p> <p>Below are a number of statements. As each statement is read, they can move to the card that relates to them (if you are going to make this a table based activity provide each child/young person with a set of flash cards – yes, no and maybe, and they can hold up the corresponding card for their answer) and discuss if they wish.</p> <ol style="list-style-type: none"> <li>1. I have had a good week</li> <li>2. My special person was everything to me</li> <li>3. Sometimes I feel I can't talk about my special person because it will make other people sad</li> <li>4. I didn't see my special person much</li> <li>5. I have been sleeping well</li> <li>6. I feel guilty when I feel happy because my special person has died</li> <li>7. My friends have been understanding and supportive</li> <li>8. I have bad memories of losing my special person</li> <li>9. It's my fault that my loved one died</li> <li>10. I get anxious whenever I hear the word Coronavirus</li> <li>11. If I feel happy then it will make other people in my family sad</li> <li>12. I have someone I can talk to about my thoughts and feelings</li> <li>13. I .....</li> <li>14. I .....</li> <li>15. I know a good joke (share it with the group and finish on a high!))</li> </ol>

	<p>Feel free to add any further statements they want (ask them for ideas) or you want to ask in order to gauge any areas of concern.</p>
<p><b>Loss Orientated Activity:</b> <b>My Story</b></p> 	<p>Give each child/young person one of the 'My Story' sheets.</p> <p>Ask them to fill it in either by drawing or writing (or both).</p> <p>Make up some rules for the activity depending on how forthcoming you think the group will be. They should include one square which shows:</p> <ol style="list-style-type: none"> <li>1. life 'before' coronavirus</li> <li>2. the death of their special person</li> <li>3. saying goodbye to their special person – funeral, memorial, remotely by video (be conscious of anyone that did not do this)</li> <li>4. their future – what do they want it to look like, what do they think life will be like in 1 year, their hopes and dreams as an adult...</li> </ol> <p>You could add more if you think they need more structure or suggest ideas if they are stuck for a box i.e. how they found out about the death, their experience of lockdown, coming back to school, family life at home at the moment...</p> <p>Whilst they are filling in the sheets, talk to them about what they are writing and drawing and how they feel now or felt at the time. Explain again the feelings they have are normal for what has happened to them and that talking about it is hard but important.</p> <p>Be aware of anyone you may need to follow up on a 1:1 basis – anyone who is struggling, home life appears worrying or if they have any regrets (this might be particularly significant if they felt they were not able to say goodbye properly)</p>
<p><b>SNACK TIME</b> – have some squash and biscuits available that children/young people can access when they are doing the above activity so if they need a break they can naturally take one.</p>	
<p><b>Restorative Activity:</b> (choose 1 of the following)</p> <p>1) Creatively expressing my story</p>	<p>Provide the children/young people with a selection of large pieces of sugar paper and encourage them to creatively tell their story using their story board as a prompt. They might want to express it as:</p> <ul style="list-style-type: none"> <li>• Their journey – a road of their story with landmarks along the way or adding dead ends when they might have felt stuck or alone, roundabouts if they felt lost or confused, hills to show their highs and lows...  </li> <li>• They might want to express their story using a familiar game; creating a world in Minecraft and thinking what this would look like and the characters/resources in it, expressing it as a game of snakes and ladders...  </li> </ul>

## 2)Emotional First Aid Box



Explain that you are going to make something that will help them feel better when things get difficult or they are upset. Like when it is mother's day, they are missing their special person, they have had an argument with a friend...

Ask them to think of things that make them happy – this could be anything – pets, activities, people, places, memories, watching a TV programme, having a bath...

Explain that they are going to make something out of plasticine to represent these items.

When they have made them they put them in the box and this will be their 'emotional first aid kit'. Explain this can be there 'go to' box when they are feeling sad and do not want to anymore, it can help them serve as a reminder of different ways they can help themselves to feel happy again.

## Closure

Squares game. Place big sheets of sugar paper/newspaper on the ground with enough space for all the children to fit on. Play the 'Happy' music and children dance around the space. Then pause it and the children need to stand on the paper.

Each round fold the paper in half. If any children can't fit or wobble off, it is now their role to help the others to stay on! Praise the children for their team work and for supporting each other.

With older children you may want to take them through a short piece of guided meditation or show them some apps they can use to support themselves during the coming weeks (See Appendix 1).

**MY STORY....**




## GUIDED RELAXATION

(Play relaxing music)

Everyone now close their eyes? Keep your eyes closed throughout the exercise and try to stay focused on my voice.

Take a quiet breath and relax. (Pause)

Take another quiet breath and relax. (Pause)

Take one more deep breath and relax. (Pause)

Now we're going to begin become physically and mental relaxed.

Acknowledge any thoughts in your head. Now let them go.

I will talk you through tensing the muscles of your body by stretching them and then gently releasing them.

Stretch your forehead and relax, stretch your eyes, your face, your tongue and jaw making sure you have stretched your whole head and face, even the tip of your nose. Now gently release. Take a deep breath and relax.

Continue to stretch, tensing the muscles of your body as you move on your journey towards becoming physically and mentally relaxed.

Stretch your neck and relax stretch your shoulders and arms all the way down to your fingertips and gently release.

Take another deep breath and again relax.

Finally, stretch your hips and thighs, your legs, your knees and calves

Stretch your feet all the way down to your toes. Now gently release. Take a deep breath and relax.

You will feel a warm sensation travel throughout your body leaving you feeling relaxed as if you are in a warm bath.

To reach a more pleasant and soothing feeling of relaxation you will shortly imagine pouring blue white light in through an opening on the top of your head down into your feet filling you with a warm glow.

Now imagine the opening at the top of your head. Pretend you have a large jug filled with blue white light.

Begin to pour and as you do so, feel the warm glow flow into your toes, your feet and your ankles. It is starting to fill into your calves and knees.

Up into your thighs and hips and on into your waist and stomach. You are experiencing deeper and deeper relaxation as you allow this warm glow to continue to fill slowly upwards into your chest. Let it overflow through your shoulders, down into your arms and right to the end of your fingertips. This warm glow continues to fill your body until it reaches the very top of your head.

Take a deep breath and relax. Enjoy the pleasant and soothing sensations of being relaxed.

Now to help you become mentally relaxed learn to quieten your mind and concentrate on pleasant and positive thoughts.

In a moment you will think of an occasion when you felt particularly happy and pleased with yourself, perhaps a holiday or something you have enjoyed recently or something at which you were successful.

Now mentally take yourself off to the memory of your choice. Where are you? What do you see around you?

What sounds can you hear there? What smells and tastes come to mind? How do you feel? Use your imagination.

Continue to focus and enjoy this precious time on your own with your own personal memory. I will soon speak again, relax

Take a deep breath and relax.

Whenever you think of such a scene you will become more relaxed. You are now physically and mentally relaxed.

Take a deep breath and relax.

In a moment I will count from 1 to 7. When I reach 7 you will open your eyes and be wide-awake feeling fantastic.

I will now count 1 2 3 4 (slowly turn down the music between 1 & 4).

5 Begin to adjust your body.

6 Prepare to open your eyes.

7 Open your eyes now wide awake feeling absolutely fantastic.

## SESSION 3

### Saying Goodbye and Memories

#### This Session:

- Uses an icebreaker game to remind everyone this is a supportive group
- Uses a postcard template to say goodbye
- Gives a selection of memory activities – EITHER chose 1 or allow them to choose 1 to do





#### Resources:

- Marshmallows, spaghetti, sellotape, string, timer
- Postcard template sheet
- Memories sheet
- Felt tip pens
- Memory Jar resources – small jars, salt, pastels, cotton wool, tags, memory jar sheet
- Memory Felt resources - bubble wrap (2 pieces each), bar of olive soap, warm water in a shallow bowl, Merino wool (variety of colours)
- Displaying memories resources – canvas, rainbow colours of wool, small pegs, selection of craft resources to decorate
- Stones – rough, smooth, sparkly
- Marshmallows for Chubby Bunny game

#### Session objective:

- Thinking about saying goodbye and memories of the special person who has died

<p><b>Introduction – Support ‘Marshmallow Challenge’</b> (be aware of allergies)</p>	<p>This is a fun start to the session. Use it as a reminder to the children/young people that on your own it can be really challenging to achieve things but together, supporting each other and working together you can often achieve a lot more!!</p> <p>In pairs or small groups children/young people are given same amount of spaghetti, sellotape, string and 1 marshmallow (plus some to eat 😊). The challenge is to create a way to support the marshmallow with the things provided, as high as possible, for 1 minute (see instructions).</p> <div data-bbox="617 1382 805 1682" data-label="Image"> </div> <div data-bbox="874 1382 999 1682" data-label="Image"> </div> <div data-bbox="1066 1382 1289 1682" data-label="Image"> </div>
<p><b>Goodbye</b></p>	<p><i>From the session last week, you should have an idea of whether there are any children that felt like they did not get a chance to say goodbye to their special person, if that is the case you may want to incorporate this activity into the session before moving on to memory work. You may now need to split the group into 2.</i></p> <div data-bbox="818 1861 1050 2092" data-label="Image"> </div>

<p>Loss Orientated Activity: Preserving memories</p> 	<p>Discuss the importance of memories. Discuss those that they might want to share and remember and some of them they may not – maybe because it's a special memory they want to hold onto or a memory they don't like.</p> <p>The activity will focus on the person that has died and therefore bring all their thoughts, feelings and emotions to the surface. Make sure you have tissues on hand if needed. You may need to ask open questions to help them focus on a memory, tell me about your special person...what did you do, what was their favourite....</p> <ul style="list-style-type: none"> <li>- Ask the young people to think of happy memories they have of the person that has died. It could be a holiday, a trip somewhere or something that they often did together, things they liked.</li> <li>- On a piece of paper ask them to write them down and associate a colour with each memory - Yellow = "On holiday in Spain, Daddy helped me build the biggest sandcastle EVER!"</li> </ul>
<p>SNACK TIME – have some squash and biscuits available that children/young people can access when they are doing the above activity so if they need a break they can naturally take one.</p>	
<p>Restorative Activity: Memory Jar or Memory Felt</p>	<p>Then introduce them to EITHER the memory jar activity or the memory felt activity depending on which one you decide to provide.</p> <p><i>Reminder: make sure they record enough detail as these crafts are meant act as a prop to jolt their memory in the future NOT to make them realise the memories of their special person are fading.</i></p> 
<p>Restorative Activity: Displaying Memories</p>	<p>Making a photo washing line to display their memories, each strand of wool represents the colour of their memory, tape their memory sheet to the back of their canvas.</p> 
<p>Restorative Activity: Memory Stones</p>	<p>This is a good activity which highlights the mix of memories we will have so may be a good option for those who have negative memories or memories they would rather forget!!</p> <p>Have 3 piles of stones; 1 pile of rough stones, 1 pile of smooth stones and 1 pile of sparkly stones.</p> <p>Each child/young person picks a stone from each pile, the rough one represents a hard/painful memory (i.e. not being able to say goodbye), the smooth stone represents an ordinary memory (i.e. something they always did together) it doesn't hurt you to think about it but it is not a special memory and the sparkly stone is for a happy/special memory.</p> 

Conclusion	<p>Not all memories are for sharing, some are private and that is absolutely fine but sometimes it helps to talk about the person who has died and share our memories. Does anyone in the group want to share the work they have created today?</p>
Closure	<p>A fun game which gets people up and moving before they leave – ask the children for ideas as I am sure they have a favourite. The older children might want to have a quick game of “Chubby Bunny” with the spare packets of marshmallows you were hiding just for this!!</p> <p>Object of the game: The goal of Chubby Bunny players is to say the phrase “Chubby Bunny” with a mouth full of marshmallows so that others can understand what they are saying.</p> <ol style="list-style-type: none"> <li>1. The game begins with the distribution of marshmallows to all the players.</li> <li>2. Participants take turns placing marshmallows in their mouths and saying the phrase, “Chubby Bunny.”</li> <li>3. Players who can no longer say the phrase intelligibly are eliminated after each round.</li> <li>4. The last player remaining is the winner.</li> </ol> <p>It’s messy but fun 😊</p> <p>(Obviously make sure no one playing has any allergies!!)</p> <p>Reminder that the next session will be the last one of this group.</p>

# MARSHMALLOW CHALLENGE

## The Challenge – Build the tallest freestanding tower!!

The winning team is the one that has the tallest structure measured from the floor surface to the top of the marshmallow.

*That means the structure cannot be suspended from a higher structure, like a chair, ceiling or light!*

### THE KIT:

20 sticks of spaghetti

1 metre tape

1 metre string

1 marshmallow



### THE RULES:

- ✓ **The Entire Marshmallow Must Be on Top:**

The entire marshmallow needs to be on the top of the structure. Cutting or eating part of the marshmallow disqualifies the team.

- ✓ **Use as Much or as Little of the Kit:**

The team can use as many or as few of the 20 spaghetti sticks, as much or as little of the string or tape.

- ✓ **Break up the Spaghetti, String or Tape:**

Teams are free to break the spaghetti, cut up the tape and string to create new structures.

**Teams cannot hold on to the structure when the time runs out:**

Those touching or supporting the structure at the end of the exercise will be disqualified.

Give them a time limit and set them off on their challenge!!

# POSTCARD TEMPLATE

This is a chance for them to write a message to the person who died, if they had one last chance what would they like to say, did they want to share some news with them, let them know they are ok, they miss them or do they simply want that chance to just say goodbye...


A blank envelope template. It features a vertical line on the left side, a wavy rectangular stamp area in the top right corner, and four horizontal lines for an address in the bottom right corner.



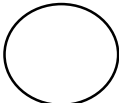
## MEMORIES OF MY SPECIAL PERSON

Think of 5 different memories and write them down. Now colour in the circles with a different colour to represent that memory. These will be the colours to go in your memory jar or memory felt picture.

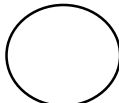
Example:

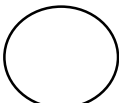
1.  His smiles and his funny jokes

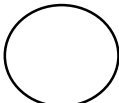
Memories of my \_\_\_\_\_

1.  \_\_\_\_\_

2.  \_\_\_\_\_

3.  \_\_\_\_\_

4.  \_\_\_\_\_

5.  \_\_\_\_\_

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# MAKING A JAR OF MEMORIES

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This simple activity helps children think about happy memories while creating something beautiful to help them remember their special person that has died.

The following instructions create a jar layered with different coloured chalk and salt to trigger different memories. The end result will be a way of remembering important things about the special person that has died and will allow children an opportunity to communicate their feelings.



You will need:

A small jar with a lid and a wide neck

Salt

Five coloured chalks/pastels

6 pieces of scrap paper

Cotton wool

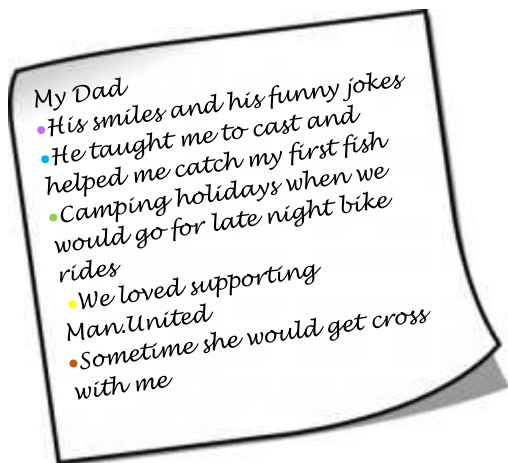
## What to do:

1. On a piece of paper write down 5 things you remember about the person who died. These could be things you know they liked, something you enjoyed doing, perhaps somewhere you went together or what you remember about them as a person. Then choose a different colour to represent each memory and put a dot of that colour next to each memory.
2. Fill the jar with salt then divide the salt from the jar into 5 piles. Fold a piece of paper in half and put 1 of the piles of salt on it.
3. Colour each pile of salt using one of the 5 chalks/pastels. Rub each chalk/pastel backward and forward in the salt. The salt will begin to take on the colour of the chalk. The harder you rub the brighter the coloured salt will become.
4. Carefully pour the coloured salts into your jar one at a time, folding the paper in half makes a funnel (if you tilt the jar you can make waves of colour appear)
5. When all the colours have been added, hold the jar and tap it down on a work surface to settle the salt. Do not shake the jar unless you want to mix up all the colours. Then add a piece of cotton wool to the top.
6. Secure the lid firmly in place and use some sticky tape to hold it in place. Try to keep your list of what the colours mean close to, attached to, or inside the lid of the jar.
7. You may like to show people your jar of memories.
8. Think of somewhere special to keep your jar; somewhere you will see it often and keep your memory sheet safe

# MAKING MEMORY FELT

This simple activity helps children think about happy memories while creating something beautiful to help them remember their special person that has died.

The following instructions create a felt layered with different coloured wool to trigger different memories. The end result will be a way of remembering important things about the special person that has died and will allow children an opportunity to communicate their feelings.



You will need:

Bubble Wrap (2 pieces each)

Bar of Soap

Warm water in a shallow bowl

Merino wool (variety of colours)

What to do:

1. Lay out the bubble wrap and cut it to the size and shape you prefer. You will need a top and a bottom piece of bubble wrap so cut two.
2. Lay the first piece of bubble wrap onto a clean table with the bubbles facing down (smooth side up).
3. Choose the colour wool pieces you need to represent your memories.
4. Gradually pull the wool apart and use small pieces of the fibre to create your picture on top of the bubble wrap.
5. When you are happy with your picture, pattern or creation, start to flick some water over the wool. Make it wet and then put the second piece of bubble wrap over the top.  
*This solution is made up of soap dissolved in warm water. The best soap to use is un-perfumed olive oil soap or another low lather natural soap making sure that the soap you use has non moisturizing properties in it.*
6. Now using the bar of soap, rub over the bubble wrap with some water. Put the soap down.
7. Using your knuckle, rub over the wet bubble wrap until you hear all the bubbles popping. Once you are happy with this turn over the whole thing and rub the other side until all of the bubbles are popped.
8. Look at the wool. Is it wet and forming into one piece? If it is then it is ready to be squeezed together.
9. Take the bubble wrap from the wool and squeeze the wool in your hand. Wash it briefly in clean water to wash some of the soap out.
10. Lay the wool picture flat on some paper or tissue to help absorb the water and your wool will dry.
11. You may like to show people your memory felt. Think of what you would like to do with your felt when it is dry; cut some off and pop it in a key ring, make a brooch, laminate some into a bookmark, put it in a photo frame....

## SESSION 4

### Hopes & Looking to the Future

#### This Session:

- Gets the children/young people thinking about their future and consider things which are holding them back
- It helps them understand they are not alone in being bereaved

#### Resources:

- Ball of wool
- Mountain Climbing sheet
- You in the future - pipe cleaners, glue, card, felt tips pens, coloured paper, beads...
- Hot air balloons - paper plates, wool, small brown envelope, pebbles, craft resources...
- 2 truths & a lie game
- Guess the celebrity game

#### Session objective:

- Bereavement may knock you and make you feel different, but you can still go on and live the life you want

#### Introduction You Are Not Alone Game


This game shows how the group is connected and shows we are all in this together. Keep hold of one end of the ball of wool, say the name of the person you are throwing it to and **ONE** of the following (you chose which) how they are feeling, how their week has been, one of their hopes for the future... You will end up with a giant web.

When the web is complete, explain that we are stronger together. When one person wobbles or acts out it affects everyone. Twang 1 string to demonstrate that you can feel the vibrations. This can be a positive action like smiling and being considerate, or a negative thing, like excluding someone or saying unkind things. Unkind choices can break a string and when 1 web string breaks it impacts all the others. Demonstrate by letting go of one of the strings. If we all make good choices we could catch anyone with our friendship web, no one could fall though and get hurt. Demonstrate by picking up the dropped string and seeing if as a group you can stand up and keep the web strong. Can you turn the web round in a circle? Can you go the opposite direction and work together to keep the web complete?

Cut the web so each person has a piece of wool to keep. This will go in their hot air balloon basket and serve as a reminder of the support available from this group or can be tied around their pipe cleaner person.



Explain that we are going to be thinking about our hopes and dreams for the future, this might be for ourselves or for our families. Explain that it is ok to have hopes and dreams even though our special person has died although now they may be slightly different. Be aware some children may feel guilty about moving forward, if this is raised listen to their concerns, reassuring them it's ok to still have dreams, their special person will always be in their heart and memories. It is normal to feel this way.

<p>Loss Orientated Activity:</p>	<p>Use the mountain climbing activity sheet. Ask the children what sort of things they would like to achieve either in school or out. This could be short, medium or long term – activities they want to learn, holidays, university, occupation or as an adult. Get them to pick one and draw that inside the mountain. Get them to draw themselves on the mountain climbing up.</p> <p>Get them to tell you what it will take for them to climb the mountain? What challenges stand in their way? They can write or draw these as obstacles on the journey.</p>
<p>SNACK TIME – have some squash and biscuits available that children/young people can access when they are doing the above activity so if they need a break they can naturally take one.</p>	
<p>Restorative Activity: (choose 1) You in the future</p> 	<p>Explain that you want the group to think of something that they want to do in the future. It could be a job, a dream place to travel, an activity. It could also just be how they want to feel in the future – happy, successful etc.</p> <p>Go on to explain that they are going to make a small person out of pipe cleaners and decorate them to make it them in the future doing whatever it is they just decided. They then stick this person on to a piece of A5 card with sellotape. Then they stick a clear plastic pint glass over the top.</p> <p>On the card they write down “I am a ... (whatever it is)” not ‘I’d like to be...’ or anything like that, it has to be positive.</p> <p>Explain that the plastic glass over the top seals what they want to do inside and reminds them if anyone suggests that they can’t do it the glass serves as a reminder to just let their comments bounce off. The bereavement may have knocked their self-esteem and make them feel different but staying positive about things in life will mean they can and will go on and do whatever it is they want.</p>
<p>Hot Air ‘Hopes &amp; Dreams’ Balloons</p> 	<p>Support the children/young people to make their own hot air balloons using the paper plate as the balloon, this looks most effective if the plate is upside down so the 3D part is bulging outwards. The envelope is their basket, get them to cut off the flap so they can easily insert objects inside. It might be nice if you have printed out a photograph of each individual so they can put themselves into the basket.</p> <p>Encourage them to write or draw all of their hopes and dreams on to the star templates and put them either on their balloon or if they want to keep them private then into the basket of their hot air balloon.</p> <p>On the little pebbles they write the things that are holding them back, if they are too small they can number them and write them in more detail in a list. These can go in their basket and serve as a reminder how hard it is to move forward when we are carrying the weight of these obstacles. Get them to think about how they can get rid of their stones to lighten their load, they might want to record these ideas on the cloud templates. Clouds can stay with us on our journey but we can go through them, we can rise above them and we can leave them behind.</p>
<p>Closure:</p> <p>2 Truths &amp; 1 Lie OR Guess The Celebrity</p>	<p>End with 2 truths and a lie game OR guess the celebrity game</p> <p>Play the game ‘two truths and a lie’</p> <ul style="list-style-type: none"> <li>- Write on a piece of paper 3 things about yourself. 2 have to be true and one is made up. Ask the young people to guess which one is the lie.</li> <li>- Get the group to do it. (tips: you could make them all plain facts, you can make them all outlandish, pick two outlandish truths and a dull lie. It’s all about hiding the lie.</li> <li>- They then take it in turn to read out their sheets and go round the room guessing which one is the lie.</li> <li>- Take the opportunity to ask each person something about the truths to start the conversation.</li> </ul> <p>Play Guess the Celebrity</p>

- Arrange the children/young people into pairs or small groups
- Give out the celebrity sheet and see how many they can name

They all have something in common with these people. Can anyone guess what it is?

The answer:

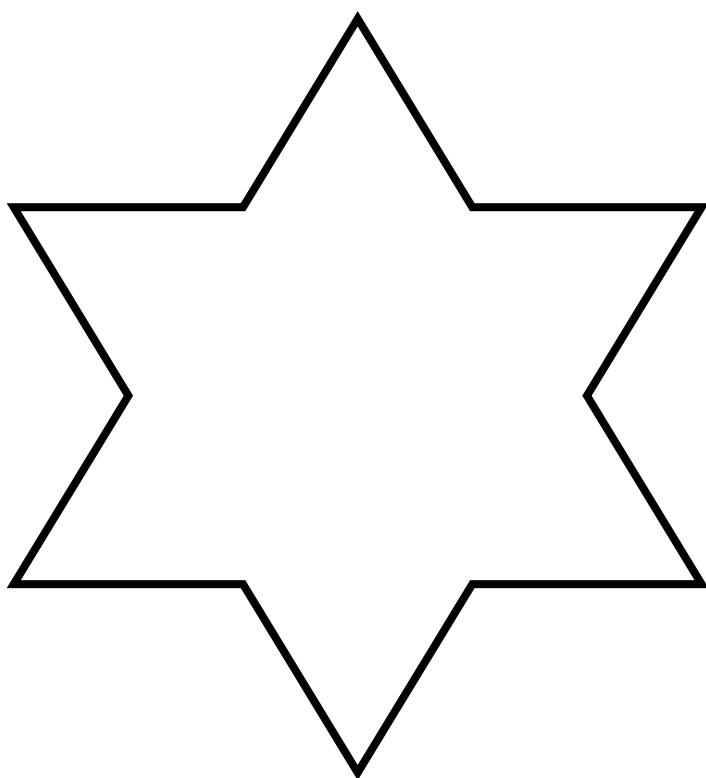
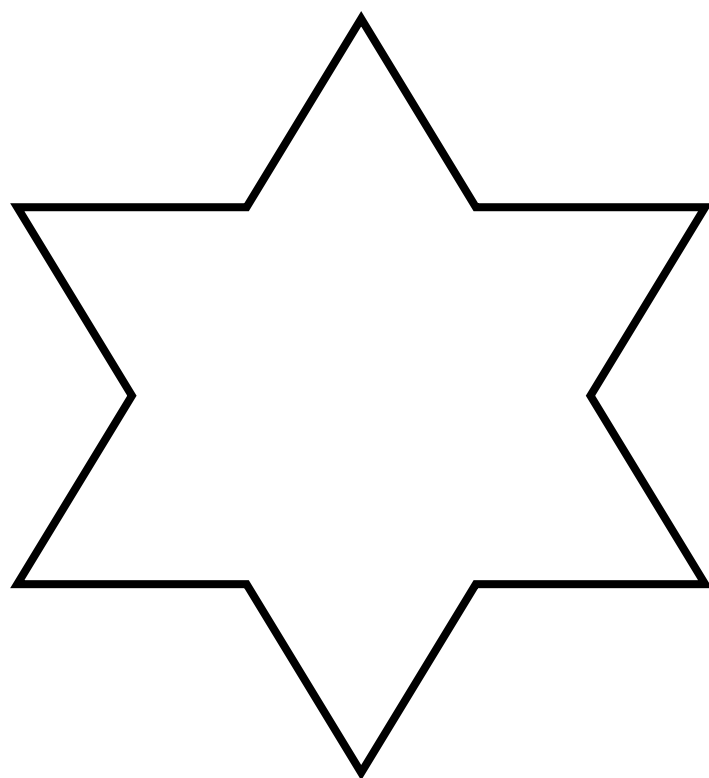
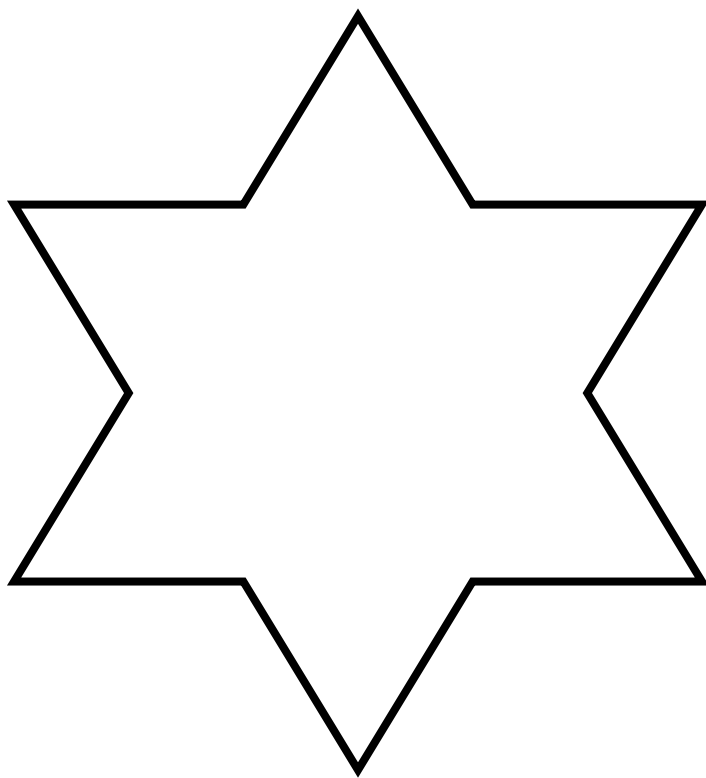
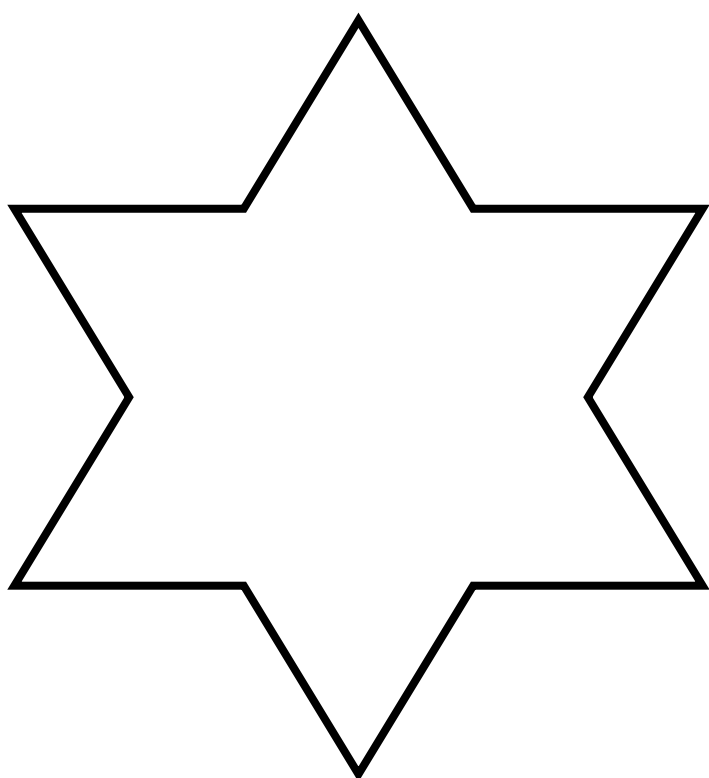
All these people had a parent die when they were a child (under 18) and there were a lot more celebrities whose stories we could have shared with you!!

Just because this bereavement has happened to you it doesn't mean that you should think any differently to anyone else about what you can achieve or go on to do in the future

**Make sure you have invited everyone to join the half termly school bereavement support group.**



## STAR TEMPLATES



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# TWO TRUTHS AND A LIE GAME

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IT'S ALL ABOUT ME .....

TWO TRUTHS AND A LIE ACTIVITY



IT'S ALL ABOUT ME .....

TWO TRUTHS AND A LIE ACTIVITY



IT'S ALL ABOUT ME .....

TWO TRUTHS AND A LIE ACTIVITY



IT'S ALL ABOUT ME .....

TWO TRUTHS AND A LIE ACTIVITY



IT'S ALL ABOUT ME .....

TWO TRUTHS AND A LIE ACTIVITY



IT'S ALL ABOUT ME .....

TWO TRUTHS AND A LIE ACTIVITY



IT'S ALL ABOUT ME .....

TWO TRUTHS AND A LIE ACTIVITY

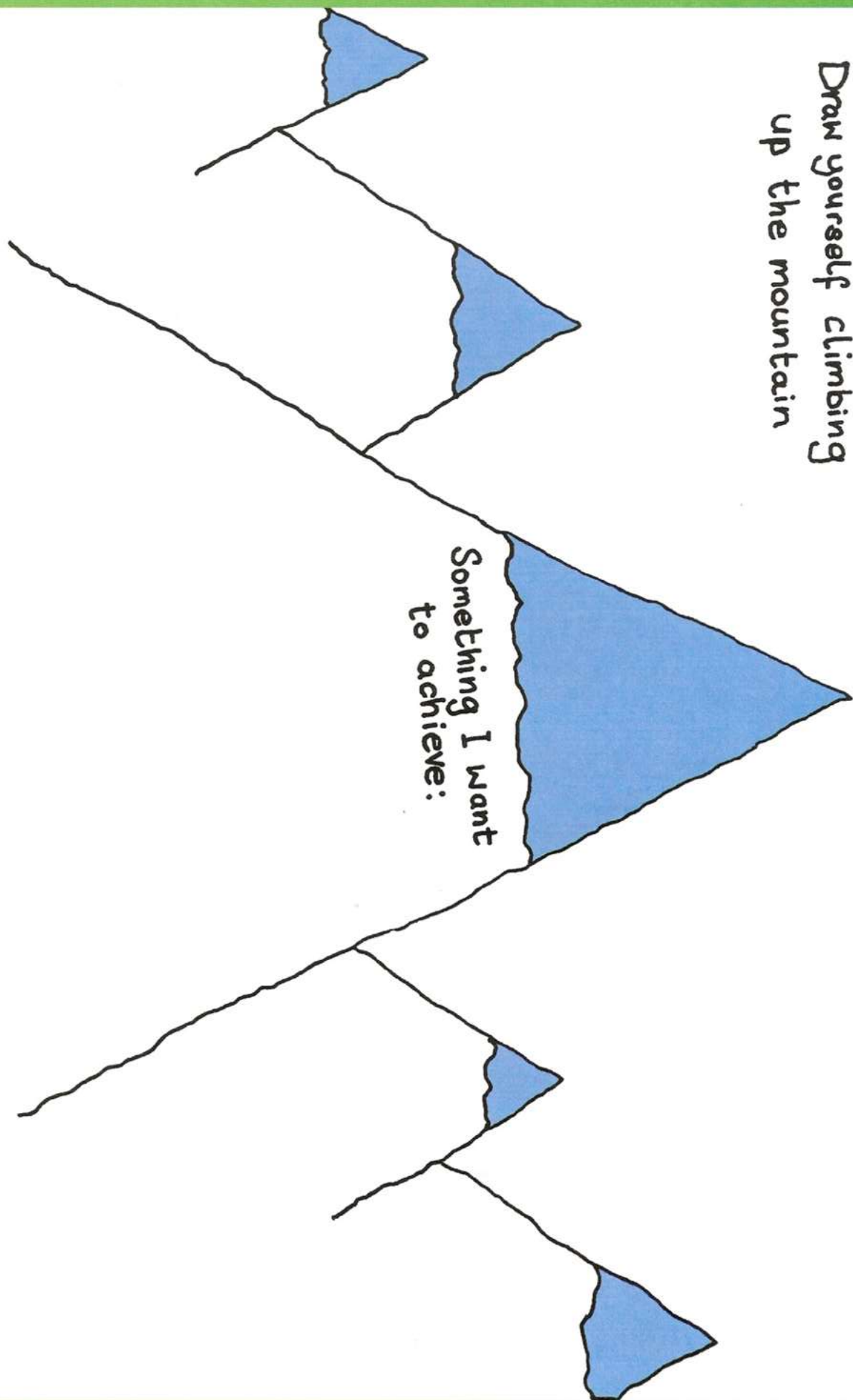


IT'S ALL ABOUT ME .....

TWO TRUTHS AND A LIE ACTIVITY



Draw yourself climbing  
up the mountain







# GUESS THE CELEBRITY GAME

1.	
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20.	

## GUESS THE CELEBRITY ANSWERS

	Name of Celebrity:	Profession:	Relationship of deceased:	Age of celebrity at time of death:
1	Bella Thorne	Actress	Father	9
2	Curtis Jackson (50 Cent)	Musician	Mother	8
3	Dove Cameron	Actress	Father	15
4	Tom Daley	Olympic Diver	Father	12
5	Prince William and Harry		Mother	15 & 12
6	Charlie Chaplin	Silent movie star	Father	12
7	Alan Davies	Comedian /Actor	Mother	6
8	Paul McCartney	Musician	Mother	14
9	Sean Combs (P Diddy)	Musician	Father	3
10	Eddie Murphy	Actor	Father	8
11	Julia Roberts	Actress	Father	10
12	The Kardashians	Reality TV Stars	Father	16,18
13	Madonna	Singer	Mother	5
14	Sally Taylor	News reader	Mother	6
15	Nelson Mandela	Statesman	Father	9
16	Ethan and Grayson Dolan	YouTubers	Father	18
17	Austin Mahone	Singer	Father	1
18	Maya Rudolph	Actress	Mother	7
19	John Torode	Chef	Mother	4
20	John Lennon	Musician	Mother	17

# APPENDIX 1

## Useful Apps & Websites

### Anxiety:

- Calm App; <https://www.calm.com/>
- Stop, breath, think App (self-regulation); <https://www.stopbreathethink.com/>

### Bereavement:

- A Part of Me App (bereavement journey game); <https://apartofme.app/>
- Child Bereavement UK App; <https://apps.apple.com/gb/app/grief-support-for-young-people/id883195199>
- Simon Says; <https://www.simonsays.org.uk/>
- Winston's Wish; <https://www.winstonswish.org/supporting-you/>

### Children:

- Breathe, Think, Do App (mindfulness, self-regulation...); <https://apps.apple.com/us/app/id721853597>
- Specific COVID-19 support; <https://www.sesamestreet.org/caring>
- Cosmic Kids App (yoga & mindfulness); <https://www.cosmickids.com/>
- Mindfulness; <https://mindfulpowersforkids.com/>

### Families:

- Smiling Mind; <https://www.smilingmind.com.au/>

### Mental Wellbeing:

- Action For Happiness App; <https://www.actionforhappiness.org/smartphone-app>
- CAMHS (specific support for COVID-19 and other useful info); <https://hampshirecamhs.nhs.uk/help/young-people/coronavirus-help-support-and-advice/>
- ChildLine For Me App; <https://www.childline.org.uk/toolbox/for-me/>
- The Fabulous App; <https://apps.apple.com/gb/app/fabulous-daily-self-care/id1203637303>
- Various Supportive Videos of Help : <https://hampshirecamhs.nhs.uk/help/young-people/early-help/>
- Young Minds; <https://youngminds.org.uk/>

### Sleep:

- Sleep Diary : <https://www.therapistaid.com/therapy-worksheet/sleep-diary>
- Sleep Hygiene : <https://www.therapistaid.com/therapy-worksheet/sleep-hygiene-handout>
- Sleep Support : <https://hampshirecamhs.nhs.uk/help/young-people/sleep/>



## APPENDIX 2 – UNDERSTANDING OF DEATH

Please bear in mind this is a general guide. When supporting individuals, you will need to take into consideration their level of development, emotional maturity and any other specific needs they may have.

When supporting bereaved children and young people it is important all support networks are working in partnership, so communication between school (internally with teaching AND support staff), care givers and any other services involved (social services, counsellors, Simon Says...) should be maintained to ensure everyone is telling the 'truth' and supporting them on their bereavement journey.

Age	Understanding	Difficult Emotions	Possible Behaviours	How to Help
0-2 years	No concept of death Not able to put words to feelings Aware of the absence of their special person Aware of the change in routine Picks up on emotional changes in others	Misses attachment Longing Fear of separation Anxieties heightened	Crying Tantrums Sucking, biting Sleeplessness Poor immune system Withdrawn	Physical comfort; cuddles, Be consistent Be gentle and patient Give reassurance Meet physical needs Maintain routines Preserve memories
3-5 years	No understanding death is a permanent state Dead is a type of sleep May look for deceased Magical thinking Poor emotional vocabulary	Fear Sadness Insecurity Anger Confusion Worried	Crying Repetitive questions Regression Withdrawn May continue as if the death did not happen May act out the death	As above AND - Physical comfort Be child led Be ready for 'puddle jumping' Give simple, honest answers Use clear language Give consistent answers Maintain structure and routines Provide a safe space when feeling overwhelmed Include in mourning process
6-9 years	Understands death is permanent May think they are responsible for the death May think others will die Egocentric and worry about who will care for them now Interested in the biology of death	Sadness Anger Fear Worried Confusion Guilt Anxious	Crying Withdrawn Regression Struggle to concentrate Nightmares Hard to get to sleep Aggressive	As above AND - Provide time to talk Listen Only answer the question asked Give clear, simple answers Watch for misconceptions Provide coping strategies Peer support is important Consider reducing academic expectations



Age	Understanding	Difficult Emotions	Possible Behaviours	How to Help
10-12 years	Understand death is permanent Awareness of their own & other loved one's mortality Guilt, they could have prevented it/they caused it Deeper more philosophical thinking	Shock Denial Anger Bargaining Isolation Confusion Guilt Anxious Worried	Fluctuating moods Talk about physical aspects of the death Aggressive Withdrawn Reluctance to talk Struggle to concentrate Struggle to sleep Nightmares	As above AND – Reassurance reactions are normal (it is grief) Include in decisions about help they want Explore outlets for their feelings - boxing, craft... Consider reduced timetable Explore peer support groups
Adolescent	Understands the long term impact and finality of death Consider/worry about milestones without the deceased May be told & feel a responsibility to take on a more adult role in the home Awareness they are now different from their peers and may have a 'need' to fit in Internal conflict about needing support but desiring independence	Self-conscious Vulnerable Isolated Shock Sadness Denial Anger Bargaining Guilt Lethargic	May exhibit more risk taking behaviours May have a desire for control May not see the point in living Hides feelings Aggressive Concentration difficulties Withdrawal Social problems with friends Mood swings Struggle to sleep	As above AND – Be aware of high risk behaviour Build a toolbox of positive coping strategies Include in decision making processes Support in expressing emotions STILL provide time to talk STILL maintain behavioural expectations Reduce academic expectations Promote a sense of achievement, build up self-esteem Support positive peer interactions

## APPENDIX 3

How \*INSERT NAME OF SCHOOL\* and 'Simon Says' Work Together:

\*INSERT NAME OF PEOPLE RUNNING THE GROUP AND JOB ROLE\*, employed by \*NAME OF SCHOOL\*. On a daily basis \*NAME\* is key to ensuring the physical and emotional well-being of the school's students.

Simon Says helps us support students who are experiencing bereavement. We are aware students bereaved during the COVID pandemic and social distancing measure may need some extra support to deal with the complex emotions and feelings they are no doubt experiencing. We will be facilitating a support group specifically for these students which will meet on a weekly basis. We will have up to 10 students at any one time and are sure they will find the group support invaluable. We are very fortunate to have the support of Simon Says.

As a school we understand grief is not something you 'get over' but is something you learn to live with and as such we feel it is important to support our bereaved students on an ongoing basis. At the end of these sessions they will be invited to join our normal school bereavement support group which meets every half term.

Some students only need to come to one or two groups; however other students find they like the ongoing support and choose to come for longer. The group is there for as long as they need it, to help them cope with their individual grief. The group will work together using various craft activities. They will make memory jars using layers of coloured sand to remind them of their loved ones, they will explore their feelings and challenges at home and at school, with friends and family and think of ways to overcome difficulties. The group will learn of many famous people who were bereaved at a young age and explore the attributes they developed to help them go on to achieve great things.

The students will be encouraged to share who has died, how they feel and what they find difficult. This will help students who find it difficult to express themselves, to know that they are unique and that their grief may be very different from others. Knowing that they are not on their own and that others are experiencing similar pain, feelings and challenges is really helpful in the grieving process.

Simon Says has found students have particularly commented that they value their time in a support group as many of them don't want to talk about their loss to friends and family. This is often because they feel they don't want to upset them and it explains why students find this hour every few weeks a real refuge.

We will work closely with staff and ensure we feedback any comments to help them to better understand and enable them to take a proactive approach to support their students. Students said they often felt sad and angry in class, that they have found it hard to concentrate and focus and often do not want anyone to ask them questions, but just to be left alone quietly and know that that is alright.

We are sure our work with Simon Says really will make a positive difference to the lives of our students as they work through the challenges that grief brings. It helps them to move forward.

If you would like to know more about the support group or would like us to work with your child then please do not hesitate to contact the school on \*INSERT DETAILS\* and ask for \*INSERT DETAILS\*

If you would like to learn more about Simon Says Child Bereavement Support Charity then please visit their website - [www.simonsays.org.uk](http://www.simonsays.org.uk) or contact them via email - [info@simonsays.org.uk](mailto:info@simonsays.org.uk) or the telephone support line 02380 647550