

1. Identification of the training scenario - Loss of a loved one

1.1 Title of the scenario

Loss of a loved one

1.2 Creator

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1.3 Topics or courses involved

Social and civic education, Language, Literature, Flexible, Religious studies

1.4 Educational level

Primary education X10-12 years old

Secondary education

Higher education

Adult education Second Chance

School

Reception class

Other

1.5 Learning outcomes of the scenario

By the completion of this course/educational scenario, students are expected to have acquired the knowledge and skills to:

- actively engage in discussion in relation to bereavement, following the loss, death of a loved one. This engagement does not have to be verbal
- describe emotions (phases) that may define a bereavement; identify elements of non- verbal communication of a grieving person.
- work in a cooperative spirit.
- compare different ways of experiencing and expressing grief
- defend diversity in the way of expressing grief
- refer to the importance of memories as a continuation of the relationship with the deceased person.
- suggest ways of supporting bereaved people, taking into account the uniqueness of the bereaved and their relationship with them

- gain empathy
- recognise and produce critical thinking.
- refer in writing, in a short text, to people in their family - Production of written language.

1.6 Time-duration

In-class work : 8 hours

Preparation outside the classroom: 3 hours

Total preparation time: 11 hours

2. Development of the educational scenario

2.1 General description

1. Introduction

Discussing the meaning of the word **family**

2. Stimulus

The children's book "Words on the waves"

3. Discussion as a reaction to the stimulus

What are your first reactions to the story "Words on the Waves" that you have just listened to?

What are your first thoughts and feelings? (the teacher writes on the blackboard and a student records - notes the various thoughts expressed)

Questions on large sheets of cardboard - Appendix: • Why does the hero of the story "can't believe at all" that Grandpa is dead? • Does immortal water really exist? • Did the child have to go to the funeral? • When would it "be okay" for Grandpa to die? • Can Grandpa travel in the sailboat the grandson built for him?

4. The basic concept/concepts

Basic concept of family - Loss of a loved one

5. Theatrical techniques

Frozen image: The children recreate with their bodies the memory of their grandfather. The image of Grandpa on the sailboat is shown again and the children are asked to make it with their bodies and bring it to life. Each group takes on a role: grandfather, grandson, the sea, the sailboat, the wind, the mermaid. The image freezes and comes alive piece by piece and speaks.

6. Discharge

It is important to note that the sensitivity implied by the nature of the topic under study

requires a good connection between the group of children in the classroom, both with each other and with the teacher, as well as the existence of a climate of mutual trust. It is important to have frequent discharge sessions and to be sure that the students' feelings are not suppressed.

7. Dialectical Discussion to explore

Students discuss in the Fish Bowl technique: some argue that we should mourn a loved one who is lost in the way our society mourns them (funeral, memorial, wearing black, etc.) and others argue that everyone should be free to mourn as they wish. The outer circle observes the debate and gives their opinion at the end.

8. Personalization

Children think of a loved one they have lost and record the activities they did with them and imagine how they would like to mourn them.

For example, I will put flowers on his grave, mention his positive things in conversations with others, tell what he offered me, etc.

The teacher invites the students to look at the whole issue from a personal point of view, so that they become more involved and mobilised.

9. Action Plan

Children plan an activity that will allow them to mourn a loved one in their own way, based on their memories.

Time: Based on the proposed plan, the time required for the implementation of this lesson is two 80-minute lessons.

Memory box: the children place in the memory box one by one the things that belonged to their grandfather, saying a phrase e.g. Your straw hat that hid the sun from you... Discuss in the plenary what the use of the memory box can be and ask the children to write, draw or place an object that for them means - symbolizes a memory that they would like to put in their own memory box. This activity can also be done the following day if children, who wish to do so, are asked to bring an object from home of a memory of their own and say a sentence, two words or nothing about a loss of their own. In this way, children who have experienced a loss are given the opportunity to share their experience with their classmates. No child should be pressured to participate in this activity or to say/do anything that does not come up voluntarily and effortlessly on their own.

2.2 Resources and materials needed

Materials

1. Book "Words on the Waves"
2. Each child's personal whiteboard and marker
3. Presentation of the book in PowerPoint
4. Questions on large sheets of cardboard - Appendix: • Why does the hero of the story "can't believe at all" that Grandpa is dead? • Does immortal water really exist? • Did the

child have to go to the funeral? • When would it "be okay" for Grandpa to die? • Can Grandpatravel in the sailboat the grandson built for him?

5. A big wooden box - the box of memories

6. Grandfather's objects: a straw hat, fishing rod, book of fairy tales (Mermaid, Alexander theGreat or Constantine Palaiologos)

7. Blue cloth

8. Paper boats - as many as the number of children

9. Calendar



[2.5. Further reading](#)

Cooper, J. C. (1998). The wondrous world of fairy tales. Archetypes and symbolism in classical fairy tales. Ed. Θ. Malamopoulos. Athens: Thyme.

DeBono, E. (2006). The Six Hats of Thought. Ed. Γ. Baruchis. Athens: ALKYON Publications.

3. Evaluation of the educational scenario

Conclusion

Support for diversity in the way one chooses to express one's grief is expected to emerge through the children's discussion and positioning. The teacher emphasises that there is no right and wrong way, "should" and "should not". Each person expresses himself or herself in his or her own way, which is respected. Intervention is required when the mourner causes harm to himself/herself or to other people. Professor Neimeyer (2006) refers to this activity as a therapeutic method in bereavement for children and adults alike.