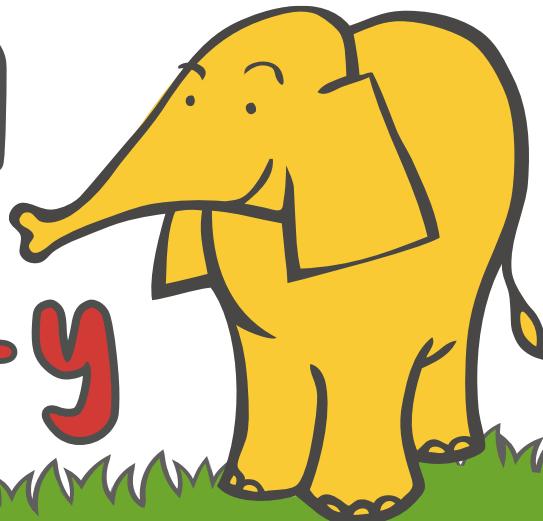




# Elephant's Tea Party



An activity workbook  
for ages 5 to 11

Helping pupils to develop coping  
skills for loss and bereavement.



Child Bereavement UK supports families and educates professionals when a baby or child of any age dies or is dying, or when a child is facing bereavement. Every year we train more than 7,000 professionals, helping them to better understand and meet the needs of grieving families.

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# Welcome!

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Thank you for joining the stampede of schools taking part in Elephant's Tea Party!

Elephant's Tea Party reaches more than 500 primary schools a year across the UK, supporting school staff to help equip pupils with coping skills for loss and bereavement, in an age-appropriate way that is both sensitive and fun.

## **How does Elephant's Tea Party work?**

Plan a suitable time in the school calendar to run the classroom activities within this workbook, to fit in with other school activities or in response to an event in your school.

We recommend that parents are informed of these lessons in advance as loss and bereavement can be emotive subjects. We have included a sample letter for you to adapt and send to parents and carers.

Choose activities that are appropriate for your pupils, according to their ability and the amount of time you have. There is also the option to request our Microsoft PowerPoint slides to accompany these activities.

## **Downloads**

Visit [www.childbereavementuk.org](http://www.childbereavementuk.org) and click on 'For schools' to download copies of all sections of this activity workbook and to access our other schools resources and online shop.

To request our two lesson plans and activities for lower secondary schools (pupils aged 11 to 13), or a copy of our optional Microsoft PowerPoint slides for Early Years / Primary Schools, please email:  
[etp@childbereavementuk.org](mailto:etp@childbereavementuk.org)

## **Fundraising**

Any fundraising you decide to do for Child Bereavement UK will support our work with bereaved families and help us to continue to provide these free packs for schools to use.

To request a free Elephant's Tea Party fundraising pack containing posters, balloons, stickers, and a Mary Berry Elephant cake recipe, please email:  
[etp@childbereavementuk.org](mailto:etp@childbereavementuk.org)

Please remember to reference your donation with your school's name and the date of your fundraising event. You may donate online through our website, under 'Get involved' or send a cheque to:

Child Bereavement UK, Clare Charity Centre,  
Wycombe Road, Saunderton, Bucks, HP14 4BF

If you have any questions about the activities in this workbook, or would like to share stories and photographs of your school's activities, please get in touch. We would also love to hear your thoughts on these resources. Please visit the 'For schools' section of our website to complete our survey. Thank you.

# Guidance for teachers

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## Essential reading

Many adults find it difficult to talk to children about death and grief and our ability to approach this subject can be complicated by our own experience of loss. This is what Elephant's Tea Party aims to change. Teachers, by introducing the subject into the classroom, can help children to view dying as something normal and natural, rather than feared. Children who have acquired the emotional skills, and are comfortable talking about death, will be better able to cope when inevitably, at some point in their life, they experience the death of someone they know.

*"Not talking about it means you don't address it and you can't talk to others about it. It makes you feel isolated. You need your friends' support and Elephant's Tea Party will help them understand."*

Emily, aged 19, from Child Bereavement UK's Young People's Advisory Group.

Taking an open and honest approach in school will help pupils to empathise with bereaved friends, reducing feelings of isolation common in bereaved children.

*"It might help other people understand what it feels like to be me."*

Jack, aged 11, from Child Bereavement UK's Young People's Advisory Group

## Communicating with parents

We strongly recommend that parents and carers are informed about Elephant's Tea Party and its aims. Provided with reassurance, most will be receptive to their children taking part. There is a sample letter in this workbook, for you to adapt and send to parents.

## Ground rules

In order to create a safe environment, before starting any of the lesson plans, it is important to remind the class of your usual ground rules or circle time rules. In particular, highlight that:

- We are all different and what makes one person sad or happy might be different for someone else
- You might disagree with what you hear but it doesn't mean it is wrong
- You don't have to share if you don't want to

## Bereaved children in your class

It is essential to be aware of pupils for whom the activities may stir up memories and emotions. See our sample letter for parents and carers requesting that they let you know of any recent or potential bereavements, or other losses which may have affected their child. Let these pupils know what the lesson involves and reassure them that they do not have to take part if they think they will find it difficult. From experience we find that most will choose to stay with the class, preferring to be the same as everyone else rather than excluded.

If possible, it would be helpful to have a Teaching Assistant around while carrying out the activities. At Child Bereavement UK we have learnt that if children become upset, what they want and need is to be comforted, but without fuss. There is usually no need to remove them from the classroom. The child can re-join the activities once they feel OK to do so. More guidance and information around supporting bereaved pupils can be found on our website.

## Answering questions

Children are naturally curious about the end of life and tend not to have adult inhibitions around discussing it or sharing personal experiences. Answer any questions with honesty and in language appropriate for the child's understanding. If you are faced with a question you feel is not appropriate for you to respond to, reflect it back to the child. Ask them what they think.

## Different cultures and beliefs

These activities and lessons are designed from a neutral standpoint, allowing you to adjust them to suit your school's culture and beliefs. They will stimulate a variety of responses, influenced by a pupil's family

beliefs. Elephant's Tea Party is an opportunity to learn about how people might feel when someone dies, but also to foster tolerance and acceptance of different rituals, beliefs, and practices. Our Schools' Information Pack includes a fact sheet on 'Cultures and Beliefs', which can be downloaded free of charge from our website: [www.childbereavementuk.org](http://www.childbereavementuk.org)  
Or to order a hard copy, call 0800 02 888 40.

### **Special educational needs and disabilities**

Children with learning difficulties, like other children, need opportunities to learn about what people do, and how they might feel, when someone dies. They may need extra help with their understanding, but this does not mean that they cannot cope with the tough things in life, provided the information is delivered using appropriate communication methods. Things to remember:

- Children with special educational needs and disabilities (SEND) often have difficulty understanding the finality of death.
- They need to revisit information again and again so that they can gradually build up their understanding.
- Use simple, clear, precise, and accurate language – no euphemisms about death and dying, such as 'gone to sleep' or 'passed away'.
- When communicating with children about death, dying, grief, and bereavement, do not rely solely on the spoken and written word to convey information. Adopt the same mode of communication used by the child e.g. signing, symbols, objects of reference, or photos etc.

Prior to starting this topic, make sure that you have prepared all of your resources for pupils with SEND. As a school, you need to have decided on the precise language that you are going to use to talk about death, dying, bereavement, and grief. These words and phrases must then be used consistently by staff, so as not to cause any confusion. The language that has been decided upon must then also be reflected

in a definitive lexicon of signs, symbols, objects of reference, or photos etc.

For more guidance and information around supporting bereaved pupils with special educational needs, visit our website. The information sheets: 'Children with special needs and their grief' and 'Supporting bereaved children and young people with Autistic Spectrum difficulties' will help to expand understanding of how to differentiate for pupils with SEND.

### **Early Years**

Although our lesson plans are geared for primary and lower secondary schools, some of the activities in these primary lesson plans could be completed with early years pupils.

A very gentle introduction to the end of life, appropriate for their age and delivered in a way suitable for their understanding, will help to prepare under-fives, should anyone they know die. It is now well recognised that early years children do experience grief, they just show it differently. Their overriding response is a sense of loss.

More guidance on supporting young bereaved children can be found under the 'For schools' section of our website: [www.childbereavementuk.org](http://www.childbereavementuk.org)

Each of these lesson plans can be adapted depending on time and pupils' ability, with extension activities and ability-led worksheets and activities. All activities are fluid and can be done individually or together.

### **Looking after yourself**

Talking about bereavement and loss may bring to the surface experiences of your own. Everyone needs help sometimes and feeling you need some support is not a sign of professional incompetence or an inability to cope. Try sharing how you feel with colleagues or call the Child Bereavement UK helpline.

We have produced a range of resources to support schools. See the further help and publications section at the back of this workbook.

# Sample letter

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Dear Parent / Carer

As part of developing children's emotional health and well-being in school, we will be running a programme of lessons and activities called 'Elephant's Tea Party'. The programme has been developed by the highly respected national charity, Child Bereavement UK, which has over 22 years' experience supporting bereaved children and families, and training professionals who work with bereaved families. The programme reaches approximately 500 schools per year and is continuing to grow across the UK.

Elephant's Tea Party is designed to help all children, whether bereaved or not, to begin to develop coping skills should anyone important to them die now, or in later life. It will help pupils explore bereavement and emotions in an age-appropriate, straightforward, and sensitive way. Widely depicted as a fun, lovable character, the elephant was chosen by Child Bereavement UK as the perfect symbol for this event – 'there's an elephant in the room' is an apt metaphor for bereavement and many people are often at a loss to know what to say or do to help a child when someone close to them has died. Elephants have a strong sense of family and are known to express grieving behaviours. They are also reputed to 'never forget'; grieving is about remembering, not forgetting the person who has died. If you would like to read more, visit their website: [www.childbereavementuk.org](http://www.childbereavementuk.org) and click on 'For schools'.

Children have a natural curiosity about death and the life cycle and are usually happy to talk and discuss feelings associated with loss. However, in order to ensure their well-being, it is essential that I know about any information that you think may relate to this event, including the deaths of any pets or people important to your child, or any illness in the family which may lead to a bereavement. The sessions will provide opportunities for children to share their experiences if they wish to, and being aware will help me respond in a supportive and helpful way.

Please inform the school of any recent bereavement that your child has had, or any other significant deaths or traumas that your child has experienced. This will ensure that the school is fully prepared for any issues that might crop up during or following the lessons. Any details will be treated sensitively.

If you would like a bit more guidance or information, including information sheets and a suggestion of books, Child Bereavement UK has an excellent website where you can download information sheets on subjects including: children's understanding of death at different ages; how children and young people grieve; what helps grieving children and young people; building resilience in bereaved children; and explaining to young children that someone has died. Or you can email the charity directly: [support@childbereavementuk.org](mailto:support@childbereavementuk.org) or call the charity's helpline (Mon-Fri 9-5pm) on 0800 02 888 40.

Please do contact me if you have any concerns, questions, or would like more information.

Yours sincerely

# Fundraising



Should your school decide to fundraise for Child Bereavement UK, here are a few ideas to get you started:

## **Hold a Mufti Day**

You could suggest that the children wear grey, to link with the elephant theme. They could also wear their elephant masks, if they have made some.

## **Organise a second-hand book sale**

Ask pupils, parents and staff to hand over their old books.

## **Run a 50:50 raffle**

Half of the proceeds could go to your school, and half to Child Bereavement UK. Or, the prize could be half of the takings, with the other half going to Child Bereavement UK.

## **Hold a quiz night for families and staff**

You could throw in some of the elephant themed questions in this activity workbook.

## **Collect pennies in a jar**

To add an element of competition, each class could have their own jar and see who collects the most!

Email us to request a fundraising pack containing posters, balloons, stickers, and a Mary Berry Elephant cake recipe.

We would also love to hear your ideas and to see photographs of your school's activities:

[etp@childbereavementuk.org](mailto:etp@childbereavementuk.org)

## **Guess the weight of...**

a cake, a jar of sweets, an elephant!

## **Host an Elephant's Tea Party**

Invite parents and carers. This could be held at your convenience, perhaps soon after you have completed the lesson plans and activities in the Elephant's Tea Party workbook. Any craft projects completed in the Elephant's Tea Party lessons could be displayed or used at your party and the children could wear elephant masks, adding another fun element to the day.

Any fundraising you decide to do for Child Bereavement UK will support our work with bereaved families and help us to continue to provide these free activity workbooks for schools.

**Thank you!**



# Inspiration

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Colette teaches at Murdishaw West Community Primary School, where she is also Head of Health and Well-being. She describes her school's experience of the Elephant's Tea Party programme:

*"We first heard about the Elephant's Tea Party at a Healthy Schools event in Halton and then decided to sign up for the pack as bereavement comes up so much, but is something that's very difficult to deal with.*

*The whole school took part, from foundation to year six, and all the children responded very well to the resource books.*

*By the end of it, year six pupils were saying how some people might need to cry when they are grieving and others might just want to talk. So they were beginning to understand how everyone feels differently. We were surprised how well they took everything in and how grown up they were when discussing bereavement.*

*The children really engaged with it and shared a lot of their own experiences. They liked relating it to elephants, that seemed like a very good way to do it.*

*A couple of parents of foundation age children were*

*a bit apprehensive about it, but we were very open and shared with them the content and after that they were very happy for their children to be a part of it.*

*We had heard of the charity and the work it is doing in the area and this was something we thought it was very important to do at the school.*

*I've worked in other schools where children have lost their parents, and staff don't know how to deal with it. So doing the Elephant's Tea Party has benefited us professionally as well as benefiting the pupils.*

*After the lessons we had a big picnic in the hall and made elephant masks and elephant cakes. It was a fun thing to do as well as being educational.*

*We haven't had to deal with any bereavements in the past year or so, but it's important to be ready and for the children to be ready for it when things do happen. The Elephant's Tea Party doesn't take up a lot of time, only two or three lessons, and I would definitely recommend it to other schools. It's a great resource."*

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See footage of the Elephant's Tea Party in action at Lambrook School:

<https://youtu.be/n3Q3xy3N8Zk>

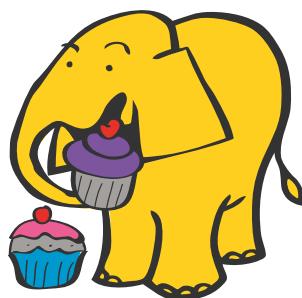


# Did you know?

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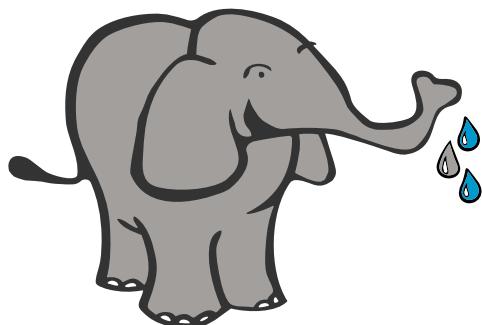
A few fun elephant facts for teachers and pupils.

Elephants are the largest living terrestrial (land) animal. An African male elephant can weigh more than 6 tons. A school bus weighs 7 tons (without pupils)!

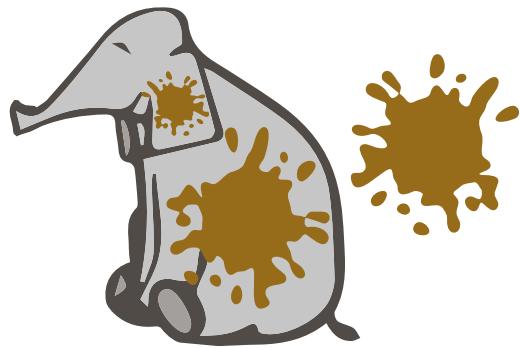


Elephants can eat 136 kilos of grasses, small plants and fruit a day.

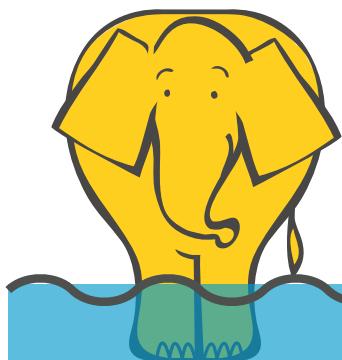
They rarely eat cake!



An adult elephant needs to drink around 210 litres of water a day, which is equivalent to 210 large cartons of juice. It sucks up as much as 7.5 litres of water into its trunk at one time. It then puts the tip of its trunk into its mouth and blows water down its throat.



It's very hot where elephants live. To keep cool, they flap their ears to generate a breeze - how clever is that? The blood vessels in their ears are close to the surface so their ears cool off more quickly than the rest of their body. They also wear mud as a form of sunscreen!



There are two types of elephants - Asian and African. African elephants are bigger (about 6ft tall) and have ears shaped a bit like Africa. Asian elephants are smaller (about 5ft) with smaller ears which are shaped like India!

Elephants can swim underwater. They use their trunks as a snorkel. How handy is that?!

# Lesson 1: Families

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## Learning objectives

Raise awareness and understanding of the life cycle from birth to death through looking at elephants and how they interact with each other.

## Learning outcomes - pupils will be able to:

- Understand what family roles elephants have and identify roles children may have in their home.
- Identify key facts and figures about elephants, their habits and how they survive in their habitat.
- Explain what it might be like to miss someone or be bereaved of someone important.
- Evaluate what would be helpful or unhelpful if a friend has been bereaved.
- Explain how they are feeling and consider how others might feel if someone significant dies.

## Preparation

Some children of this age will be too shy to speak out in class. Giving children the chance to create an elephant name and character may give them more confidence (e.g. 'Nellie', and when they speak, they are voicing Nellie's ideas rather than their own). Pupils can create an elephant finger puppet or an elephant mask before lesson 1 starts, to use in the lesson - see pre-lesson activities in the further activities section at the end of this lesson plan.

## Resources and materials

- Computer and projector (with internet access and sound, for video link), PowerPoint (optional), board pens, plain paper, card, colouring pencils or pens.
- Drawing parallels worksheet (a or b, depending on the age and ability of your pupils).
- Elephant suggestions worksheet (or you can just read out the suggestions, rather than printing, if you prefer).
- Optional extension activities.

## Personal, Social, Health and Citizenship Education (PSHCE) Programme of study links

- Acquire the knowledge, understanding and skills they need to manage their lives, both now and in the future.
- Reflect on, and clarify, their own values and attitudes.
- Manage emotions within a range of relationships.
- Offer constructive support and feedback to others.
- Recognise they belong to various groups and communities.

## Special educational needs and disabilities

With the appropriate level of differentiation and support, this lesson is suitable for pupils working at P4 and above in the P-Scale attainment targets.

- Ensure that the pupils' preferred modes of communication are used to present, explain and discuss the topic e.g. signing, symbols, objects of reference, photos, and communications aids etc.
- Reduce the complexity of language that you use and limit explanations to just key words, with the number of key words that you use corresponding to the receptive word-level of the pupil.
- Provide extra support to the pupil, either with a member of staff or a peer supporter (whichever is appropriate to the pupil). This extra support will allow the child to work through the concepts and activities at a slower pace.
- Adapt the worksheets to include symbols (e.g. widget symbols) or other forms of support relevant to the student (e.g. increased font size, or different coloured paper).

- .....
- Encourage the pupil to explore different emotions by making a range of facial expressions in a mirror (happy, sad, crying etc.). They can copy an adult or peer supporter if they need help to see what different expressions look like. As they become more comfortable exploring these emotions, start to move towards exploring the types of feelings they would experience if their pet or someone important to them had died.
  - Use dolls, puppets, or Small World Play People, to act out and explore different emotions. As before, if they become more comfortable, start to move the role-play towards how the characters would behave and feel if their pet or a grandparent had died.
  - Use play dough to create different facial expressions. As the child makes each face, talk about what would make them feel that way.
  - Further advice can also be found in our guidance for teachers in this activity workbook.

### Able, gifted and talented pupils (AGT)

See our extension activities.

For more challenging activities, Key Stage 3 (S1-2) versions of these lesson plans may be requested via email: [etp@childbereavementuk.org](mailto:etp@childbereavementuk.org)

### Cross-curricular activities

This lesson covers: English; Art; Mathematics; and Personal, Social, Health and Citizenship Education.

### Global Skills

This lesson involves communicating, creative thinking, and emotional development.

**Note: these activities are intended to be used in a classroom where trusting relationships have been formed.**

- Read our guidance for teachers and send a letter to parents informing them of your intention to run these lessons. See our sample letter for parents and carers.
- Be aware if anyone in the class has had a bereavement and check to see if they want to be involved in the lesson.
- Always allow pupils to opt out if they do not feel comfortable.
- Allow sufficient time to ensure your pupils are coping with the lesson and keep an eye on any children that may need to discuss their feelings in more depth (or need someone they can talk to).
- Teachers need to have self-awareness and make sure they are in a comfortable place themselves, in order to deliver this lesson well.

These activities are for guidance and can be broken down, or extension activities added, depending on the pupils' abilities and how much time is available in the lesson.

Child Bereavement UK provides free and confidential support, guidance and information for professionals, families and young people. If you are concerned about a bereaved child in your school, please get in touch. **0800 02 888 40**

# Lesson plan 1: Families

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Introduction	Pupil information	Time (Minutes)
<p>Tell the children that they are going to think about elephants and how they interact as a herd or family and compare them to human families, thinking about their life cycle when a baby elephant (calf) is born, to when an elderly elephant dies.</p> <p>Together, list what the children already know about elephants, then watch this video clip and add new information learnt to the list: <a href="http://www.bbc.co.uk/education/clips/zbw8q6f">www.bbc.co.uk/education/clips/zbw8q6f</a></p>		10
<p><b>Teacher information</b></p> <p><b>Background information</b></p> <p>Explain that elephants are very social animals, can show emotions, and develop strong family bonds, just like humans. In the wild, elephants live in family groups called herds. They move as a herd to find the best watering holes and to find food.</p> <p>Baby elephants are called calves and spend most of their time with the herd / family.</p>	<p><b>Pupil discussion</b></p> <p>Who looks after you in your family?</p>	5
<p><b>The similarities and differences between human families and elephant herds</b></p> <p>Elephant families gather at watering holes and spend time getting to know one another.</p> <p>Elephants show joy by gently touching trunks, entwining their trunks together (a bit like kissing and hugging) and flapping their ears. They “talk” using very deep, low rumbling sounds and, if annoyed, make loud screeching noises!</p> <p><b>Optional:</b> Play this video clip of elephant sounds: <a href="https://youtu.be/aA5yTq6GIho">https://youtu.be/aA5yTq6GIho</a></p>	<p><b>Discussion and video</b></p> <p>What do you think elephants do when they meet each other?</p> <p>What would it feel like to get a hug from an elephant?</p> <p>What do you do when you meet friends and family? i.e. chat, laugh, enjoy a meal, kiss, or hug.</p>	10
<p><b>Activity 1: Similarities and differences</b></p> <p>Drawing parallels worksheet (a or b)</p> <p>Match the elephant activity picture to the human activity picture. Discuss the similarities and differences between human and elephant activities. Explain that when elephants walk, they often walk in a line or ‘parade’. You could ask children to parade like elephants do.</p> <p><b>Choose the ‘Drawing parallels’ worksheet appropriate for the age and ability of your pupils:</b></p> <p>a) pupils connect and colour in pictures on their own worksheets. This can be made into a cut-and-paste activity, or pictures can be cut out and laminated for repeated use.</p> <p>b) pupils draw their own matching picture of a human activity in their family.</p>		10

<b>Video clip - Elephants grieving</b>  When an elephant dies, the rest of the herd are sad. This is called grieving. They show this by gathering around the body of the elephant, appearing unwilling to leave it. They do this with what appears to be great care and concern for the dead elephant. Stop the video at 00:02:34: <a href="https://youtu.be/C5RiHTSXK2A">https://youtu.be/C5RiHTSXK2A</a>	<b>Video</b>  The story of an elephant herd that comes across the bones of a dead elephant.	5
<b>Activity 2: What is helpful?</b>  <b>Elephant suggestions worksheet</b>  <b>Discuss:</b> If your friend's pet or a person they know has died, what do you think might help?  <b>Explain:</b> It is good to help a friend when they are feeling sad or grieving because someone they know has died. They might be experiencing some of the feelings we talked about earlier. We are now going to think about what we can do to help. Some things might be more helpful than others.  <b>Elephant suggestions activity</b> - depending on ability and time, choose one of the three options below to complete this activity:  1. Read out the suggestions on the <b>Elephant suggestions worksheet</b>  2. Or hand out the <b>Elephant suggestions worksheet</b> . These can also be used as a cut-and-paste activity, or cut out and laminated for repeated use.  <b>Conclusion activity:</b> Sometimes it is difficult to decide if a suggestion is helpful or not because we are all different and what helps one person might not help another and how we feel can change over time.	<b>Pupil group work</b>  <b>If reading out suggestions,</b> ask whether each suggestion would be helpful or unhelpful to a friend who is sad or grieving. Write the children's answers on the board under helpful / unhelpful columns.  <b>If using the worksheet,</b> look at the list of suggestions and ask pupils in pairs to draw a smiley face next to the helpful suggestions and a sad face next to the unhelpful ones.  <b>Ask:</b> Did anyone change their mind?  <b>Explain:</b> It is fine if you are not sure of the right answers or you changed your mind, as everyone is different and what might help one person, might not always be right for someone else.	10
<b>Lesson conclusion</b>  The best thing you can do to help a friend who is sad or grieving, is to try to be a good friend. We are all different and when someone dies we can feel differently and react in different ways. It is fine to feel what you feel, whatever that is. If you are not sure how to help a friend, ask an adult, there are people in school who will listen.		5

# Further activities

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## Pre-lesson activity - Make an elephant finger puppet

1. Using stiff paper, either print out or draw your own elephant.
2. Cut out the shape and cut out a hole for the trunk (your finger will be the trunk).
3. Decorate with crayons or markers and glue on eyes.

## Pre-lesson activity - Make an elephant mask

*These could be worn to your own Elephant's Tea Party.*

1. Show the class an image of an elephant's head for them to copy.
2. Paint a paper plate grey and leave to dry.
3. Cut out eye holes.
4. From grey card, cut out a trunk and two ears and glue in place.
5. Cut out a triangle of coloured paper for the headdress and decorate with brightly coloured jewels or sequins.
6. Make a small hole on either side of the face and thread elastic through the ears.



## Extension activity - Dot-to-dot worksheet

Follow the numbers to complete the dot-to-dot and then colour the picture in.

## Extension activity - Word search worksheet

How many words can you form using letters from the word 'elephants' (there are at least 52)?

1. Find the words in the word search.
2. Or, draw a ten-by-ten grid and design your own word search.

## Extension activity - Emotions worksheet (a or b)

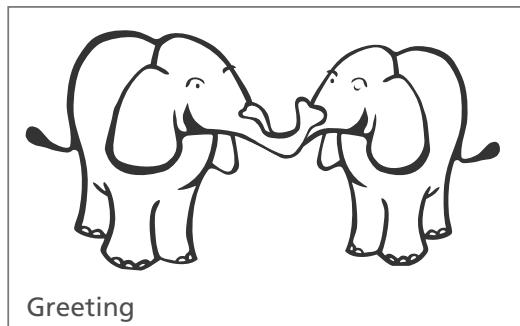
1. Discuss the list of emotions on the board: worried; happy; sad; angry; and surprised.
2. Ask the class to look at the 'emoticon' faces on Emotions worksheet a and decide which facial expressions show each emotion. Or, they can draw a facial expression to match each emotion on Emotions worksheet b.
3. If emotions had a scent, what might each emotion smell like? I.e. the scent of flowers for happy feelings or the smell of rain for sad feelings.

This activity can be undertaken as a class, in groups, or individually.

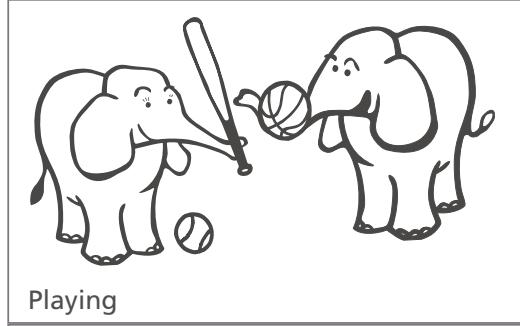


For each elephant activity, draw a line to the matching human activity, then colour the pictures in.

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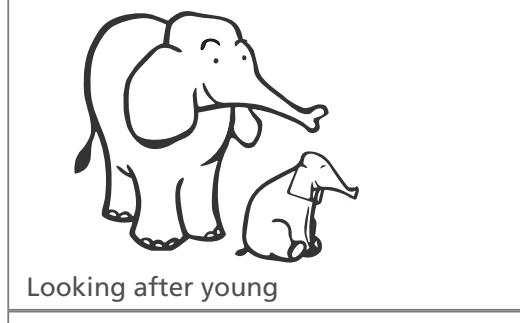
Greeting



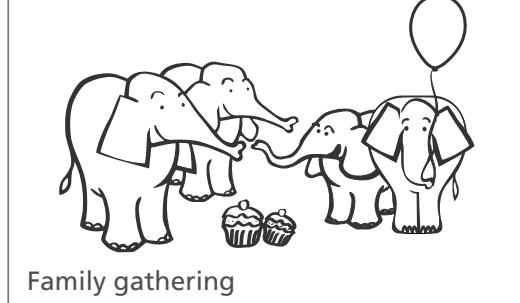
Playing



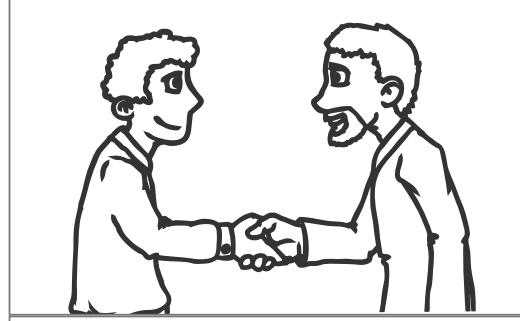
Eating



Looking after young

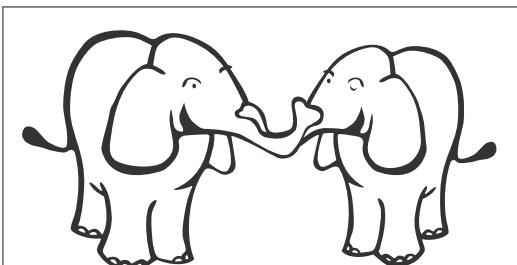


Family gathering

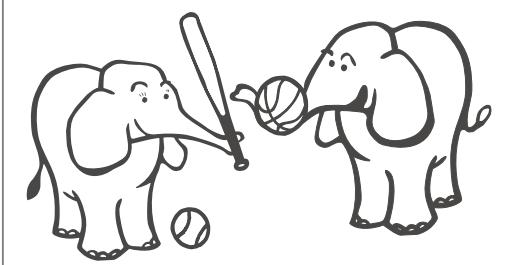


For each of these elephant scenes, draw people doing the same activities, then colour the pictures in.

.....



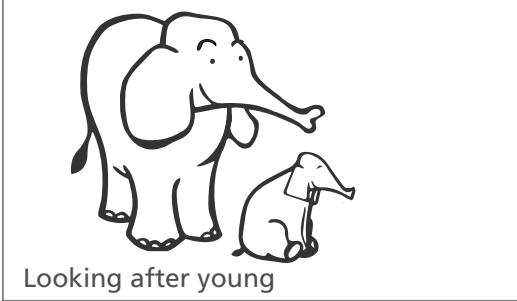
Greeting



Playing



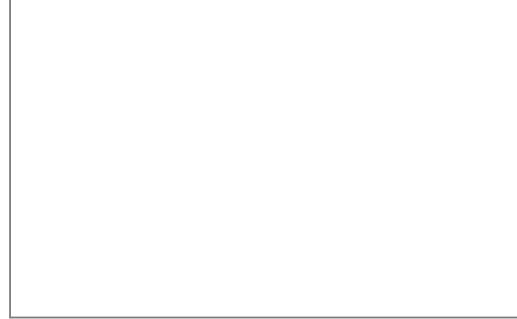
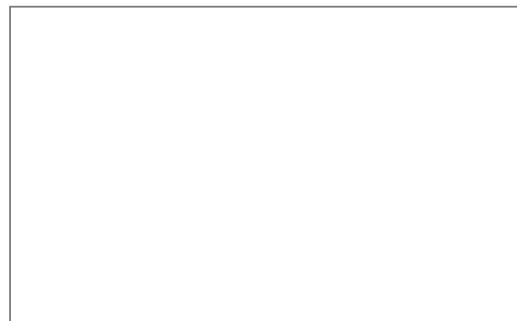
Eating



Looking after young

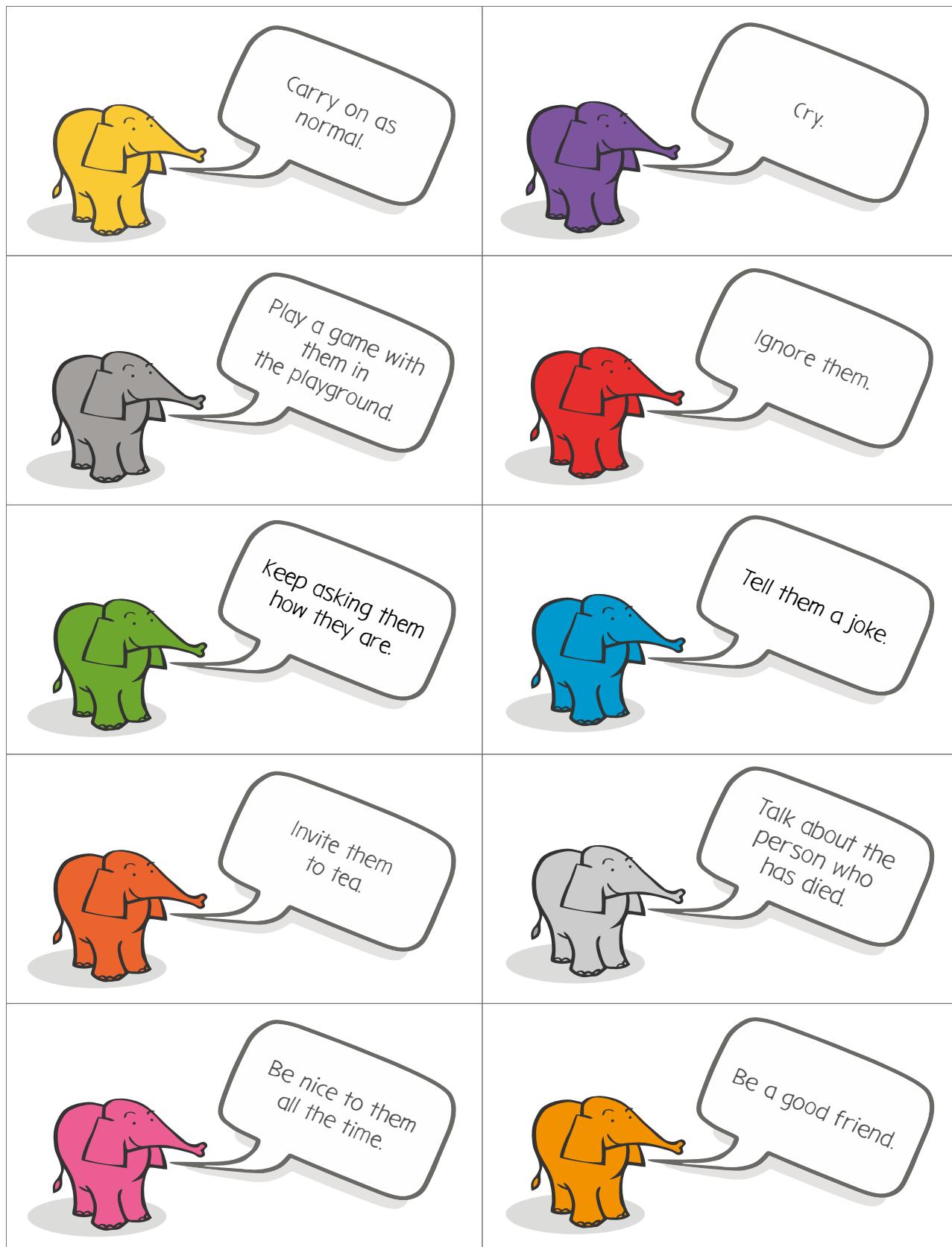


Family gathering

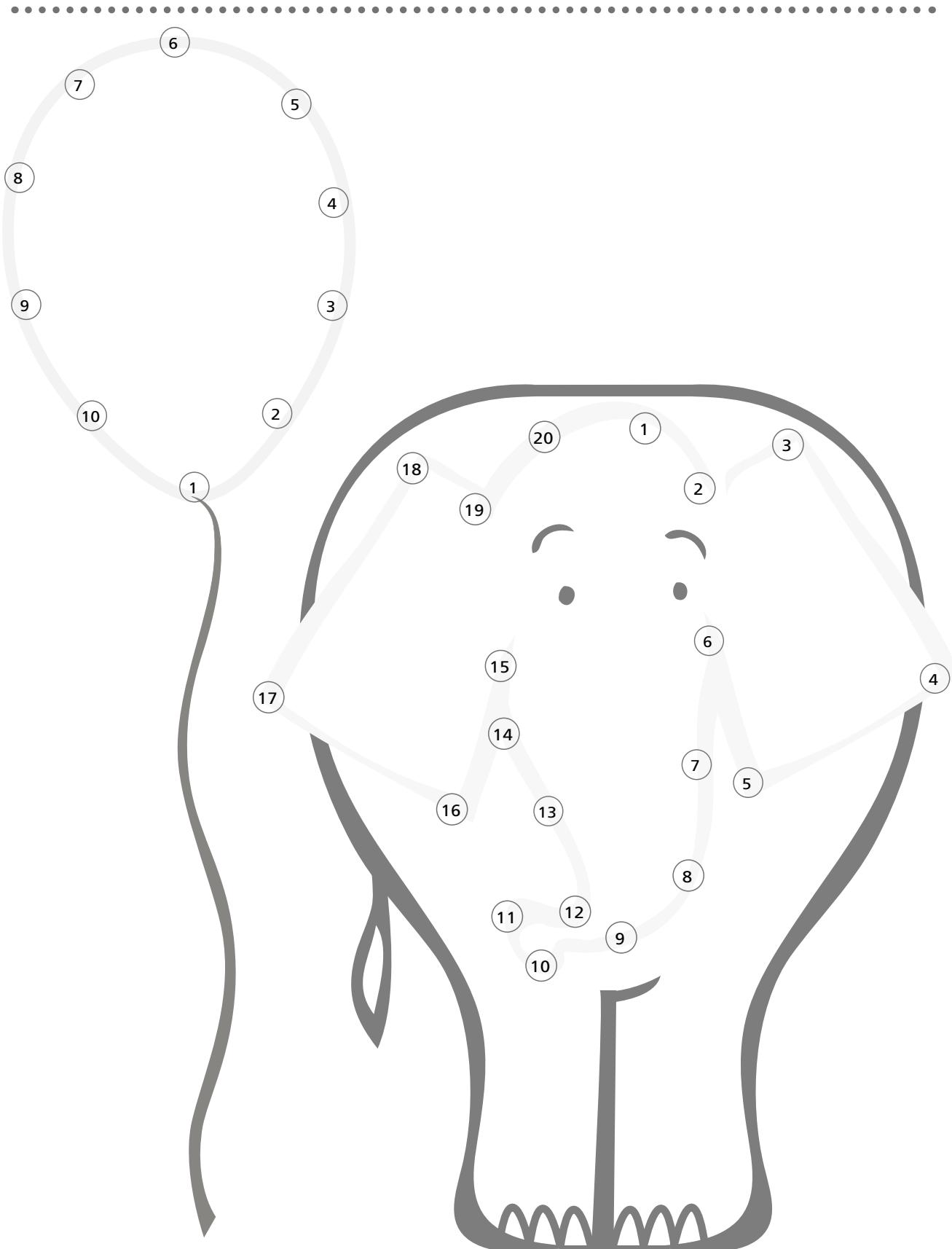


Are the things these elephants are suggesting helpful or not?

.....



Follow the numbers to join the dots.  
Then colour the picture in.



How many new words can you make with the letters in the word 'elephants'?

.....

## elephants

plane  
hats  
ant

There are eleven words hidden in this box.  
Can you find them all?

Q	L	G	T	E	E	A	R	S	S
A	S	I	A	N	B	U	L	L	K
U	T	A	F	R	I	C	A	N	Y
W	E	I	G	H	J	B	W	V	I
H	T	A	I	L	F	L	A	P	H
Y	I	L	N	B	T	U	S	K	Q
K	Y	X	S	D	X	X	K	V	Y
L	E	A	V	E	S	V	Y	Z	K
R	C	A	L	F	S	W	L	V	Q
K	T	R	U	N	K	O	P	M	U

LEAVES  
TRUNK  
FLAP  
BULL  
AFRICAN  
TUSK  
EARS  
CALF  
ASIAN  
WEIGH  
TAIL

Draw lines to connect each facial expression with an emotion.

.....



Angry



Worried



Happy



Surprised



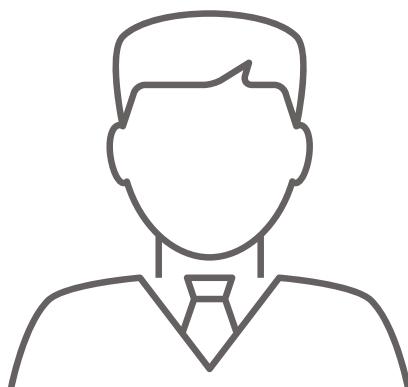
Sad

Draw a facial expression for each person,  
to match with the emotion they are feeling.

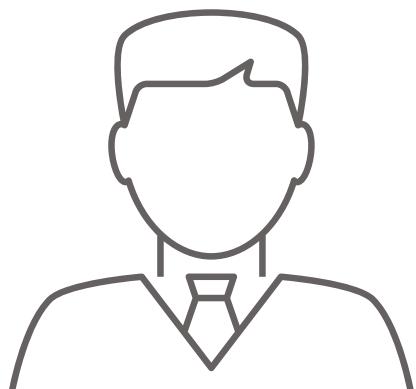
.....



Happy



Worried



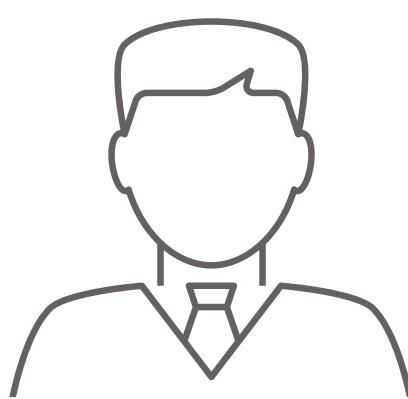
Sad



Angry



Surprised



Draw your own  
expression

# Lesson 2: Memories

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## Learning objectives

Learn the importance of memories for elephants, and for people.

## Learning outcomes - pupils will be able to:

- Understand that death is part of life.
- Realise the importance of memories.
- Evaluate their own experiences of loss and death.

## Preparation

In addition to Lesson 1, you might also like to ask younger children to bring a cuddly toy to school for this lesson, to hold during story time.

## Resources and materials

- Computer and projector (with internet access and sound, for video link), PowerPoint (optional), board pens, plain paper, card, colouring pencils or pens.
- Pupil worksheets 1a or 1b (depending on the ability of your pupils).
- A copy of the story you have chosen to read from our three recommendations. See activity 3.
- Teacher to bring in a memento / keepsake of a past pet (or school pet) e.g. a photograph or toy.

## Personal, Social, Health and Citizenship Education (PSHCE) Programme of study links

- Manage change, including loss.
- Learn about feelings associated with change, loss and bereavement.
- Manage emotions and develop empathy.

## Special educational needs and disabilities

With the appropriate level of differentiation and support, this lesson is suitable for pupils working at P4 and above in the P-Scale attainment targets.

- Ensure that the pupils' preferred modes of communication are used to present, explain and discuss the topic e.g. signing, symbols, objects of reference, photos, and communications aids etc.
- Reduce the complexity of language you use and limit explanations to just key words, with the number of key words you use corresponding to the receptive word-level of the pupil.
- Provide extra support to the pupil, either with a member of staff or a peer supporter (whichever is appropriate to the pupil). This extra support will allow the child to work through the concepts and activities at a slower pace.
- Adapt the worksheets to include symbols (e.g. widget symbols) or other forms of support relevant to the student (e.g. increased font size, or different coloured paper).
- Encourage the pupil to explore different emotions by making a range of facial expressions in a mirror (happy, sad, crying etc.). They can copy an adult or peer supporter if they need help to see what different expressions look like. As they become more comfortable exploring these emotions, start to move towards exploring the types of feelings they would experience if their pet or a grandparent had died.



- Use dolls, puppets, or Small World Play People to act out and explore different emotions. As before, if they become more comfortable, start to move the role-play towards how the characters would behave and feel if a pet or a grandparent had died, or they had lost a favourite toy.
- Use play dough to create different facial expressions. As the child makes each face, talk about what would make them feel that way.
- Further advice can also be found in the guidance for teachers section in this activity workbook.

### Able, gifted and talented pupils (AGT)

See our extension activities.

For more challenging activities, Key Stage 3 (S1-2) versions of these lesson plans may be requested via email: [etp@childbereavementuk.org](mailto:etp@childbereavementuk.org)

### Cross-curricular activities

This lesson covers: English; Art; Geography; Music; and Personal, Social, Health and Citizenship Education.

### Global Skills

This lesson involves collaborating, communicating, critical thinking, developing empathy and self-awareness, as well as a sense of identity and belonging.

**Note: these activities are intended to be used in a classroom where trusting relationships have been formed.**

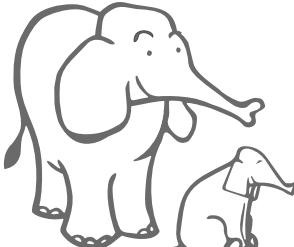
- Read our guidance for teachers and send a letter to parents informing them of your intention to run these lessons. See our sample letter for parents and carers.
- Be aware if anyone in the class has had a bereavement and check to see if they want to be involved in the lesson.
- Always allow pupils to opt out if they do not feel comfortable.
- Allow sufficient time to ensure your pupils are coping with the lesson and keep an eye on any children whom might need to discuss their feelings in more depth (or need someone they can go to talk to).
- Teachers need to have self-awareness and make sure they are in a comfortable place themselves, in order to deliver this lesson well.

These activities are for guidance and can be broken down, or extension activities added, depending on the pupils' abilities and how much time is available in the lesson.

Child Bereavement UK provides free and confidential support, guidance and information for professionals, families and young people. If you are concerned about a bereaved child in your school, please get in touch. **0800 02 888 40**

# Lesson plan 2: Memories

.....

<b>Introduction</b> <p>Tell the children that they are going to think about the importance of memories, for elephants as well as for people. When a pet or person dies, even though we don't see them anymore, we still have memories of them.</p>		<b>Time</b> (Minutes) <b>5</b>																				
<b>Teacher</b>	<b>Pupils</b>																					
<b>Recap Activity 1: Elephant quiz worksheet</b> <p>Recap learning from lesson 1 by getting pupils to answer questions. Depending on ability, choose one of the two multiple-choice quiz worksheets to complete.</p>	<b>Quiz worksheet a or b</b> <p>You can ask the questions for pupils to call out answers, or pupils can complete the quiz individually, or in pairs, by circling the correct answers.</p> <p>There are more fun elephant facts at the back of this activity workbook which you could share with the class.</p> <p>Ask pupils which was their favourite elephant fact.</p>	<b>10</b>																				
<b>Answers to Quiz a:</b> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1. B &amp; D</td><td style="width: 50%;">1. B</td></tr> <tr> <td>2. A</td><td>2. A</td></tr> <tr> <td>3. B &amp; C</td><td>3. C</td></tr> <tr> <td>4. A</td><td>4. B</td></tr> <tr> <td></td><td>5. B &amp; C</td></tr> </table>	1. B & D	1. B	2. A	2. A	3. B & C	3. C	4. A	4. B		5. B & C	<b>Answers to Quiz b:</b> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">1. B</td><td style="width: 50%;">1. B</td></tr> <tr> <td>2. A</td><td>2. A</td></tr> <tr> <td>3. C</td><td>3. C</td></tr> <tr> <td>4. B</td><td>4. B</td></tr> <tr> <td></td><td>5. B &amp; C</td></tr> </table>	1. B	1. B	2. A	2. A	3. C	3. C	4. B	4. B		5. B & C	
1. B & D	1. B																					
2. A	2. A																					
3. B & C	3. C																					
4. A	4. B																					
	5. B & C																					
1. B	1. B																					
2. A	2. A																					
3. C	3. C																					
4. B	4. B																					
	5. B & C																					
<b>Discussion</b> <p>Write on the board: 'An elephant never forgets'.</p> 	<b>Discussion</b> <p>Write on the board:  <i>'An elephant never forgets _____'</i>,  <i>'I never forget to _____'</i></p> <p><b>Question:</b> What might elephants remember? And what do you never forget to do?</p> <p>Go round the class and ask pupils to fill in the blanks with their ideas.</p>	<b>5</b>																				
<b>Video clip - 'Nellie the Elephant' (KS1)</b> <p>Explain that pupils are going to watch a video of a song with lyrics and that they are going to be asked to remember the words. Younger children might enjoy singing along. They could stomp like elephants in time to the music too!</p> <p><a href="http://www.youtube.com/watch?v=eVWMZwALKyA">www.youtube.com/watch?v=eVWMZwALKyA</a></p>	<b>Sing a long! (optional)</b>  <p><b>Question:</b> Can you remember the words of the chorus?</p> <p>Write lyrics on the board as pupils recall them, or ask pupils to write down as much as they can remember.</p>	<b>10</b>																				



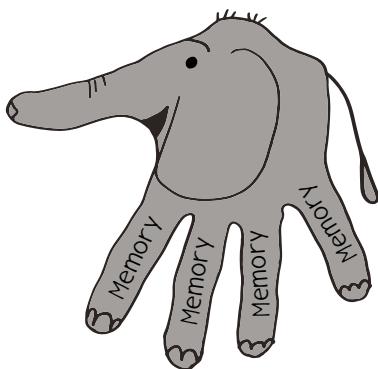
<p><b>Activity 2:</b> Discussion and drawing</p> <p>Explain that whilst it is useful to remember practical things like where you left your reading book or school bag, other types of memories can be more complicated and connected to feelings - sometimes happy feelings and sometimes sad feelings.</p> <p>For example, when a pet dies your memories of that pet may be sad because you miss the animal, but you may also have happy memories which make you smile or laugh, such as a memory of something fun you used to do together.</p> <p>Teacher: you could share a memory of a past pet and show your memento or keepsake of a past pet e.g. a photograph of the pet, or the pet's toy. Share something you remember about the pet and a memory that is both happy and sad.</p>	<p><b>Discussion and drawing</b></p> <p><b>Question:</b> Does anyone have a memory of a past pet that they would like to share with the class?</p> <p><b>Activity 2:</b> Ask the children to draw a picture of their pet, their school's pet, or a friend's pet, and think about the things they remember about the animal. Pupils can write down words on their drawings to describe their memories.</p> <p>It may be helpful to have already printed out a few drawings from the internet of common pets (hamster, cat, dog) for the children to copy.</p>	<p>20</p>
<p><b>Activity 3:</b> Story time - read one of the following:</p> <p><b>Badger's Parting Gifts</b> by Susan Varley - 1997 An old badger dies. His friends remember times they benefited from his love, wisdom and experience. Death is not something to be feared; rather it is an extension of life's journey.</p> <p><b>No Matter What</b> by Debi Gliori - 1999 A story about how animal characters deal with the death of their friend, recalling happy times, with a reminder that life goes on for those left behind.</p> <p><b>Always and Forever</b> by Alan Durant &amp; Debi Gliori - 2004 Beautifully illustrated story of a fox's love for its cub; the love never dies, no matter what.</p> <hr/> <p>Explain that it can help to remember someone who has died, rather than trying to forget them, especially if they were important to you. The things that person did or said that made you happy at the time, can still make you smile once they have died, especially when you are feeling sad.</p>	<p><b>Story time</b></p> <p><b>Questions:</b></p> <p>How did the characters feel when their friend died?</p> <p>What helped the characters?</p> <p>What might make us think about someone who has died? For example, photographs, places, smells, or music.</p> <p>What other fun things could the characters have done to remember their friend?</p> <p><b>KS2</b></p> <p>What do pupils think about the style of writing? Is it prose or poetry and what do the illustrations add?</p>	<p>10</p>
<p><b>Lesson conclusion</b></p> <p>Reinforce the importance of memories. It is important to keep a pet or person in your memory.</p>		<p>5</p>

# Further activities

.....

## Extension activity 1 Memory box

Pupils can make their own memory box using a shoe box or any suitable cardboard box with a lid. This could be decorated and filled with items that remind them of a pet, friend, a loved one, or even a favourite lost toy.



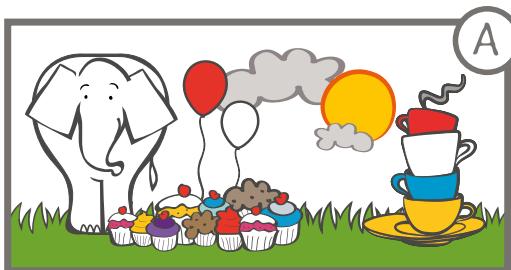
## Extension activity 2 The memory elephant

Pupils think about a pet or a person they want to remember and the memories they have of them and time spent together.

1. Trace a line around your hand.
2. Write one memory on each of the four fingers, but not on the thumb. The fingers will become the elephant's legs and the thumb its trunk.
3. Draw an eye, ear, and tail and elephant features.

## Extension activity 3 Spot the difference worksheet

This is also suitable as a homework assignment.

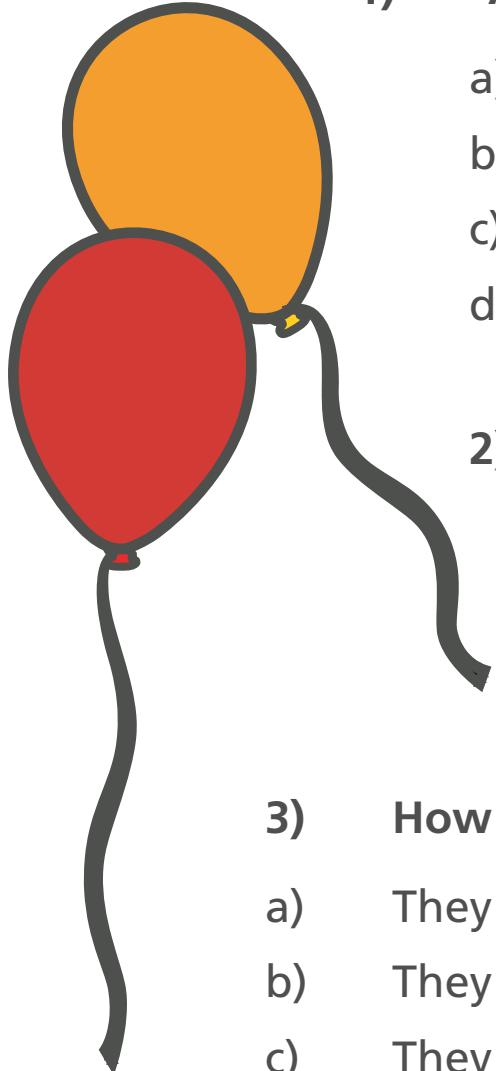


## Extension activity 4 Make an elephant hide

1. Allow the class to guess how you make the colour grey.
2. Give out one large sheet of paper to each child.
3. Get them to paint one half white and the other half black.
4. Fold the paper in half with the painted side inwards.
5. Get the children to squish the paper together. When they open it up they should have a mainly grey page.
6. Explain that elephants have very wrinkly skin (hide).
7. Once the paint has dried, get the class to crumple up their paper into a tight ball, as tight as they can.
8. When they unfold their paintings they should have turned into very wrinkly elephant hide and could be made into an elephant collage.

Quiz (a) - Multiple choice questions  
Underline the correct answer (or answers).

.....



**1) An elephant has how many tusks?**

- a) 1
- b) 2
- c) 4
- d) Some don't have tusks at all!

**2) An elephant's nose is called a...**

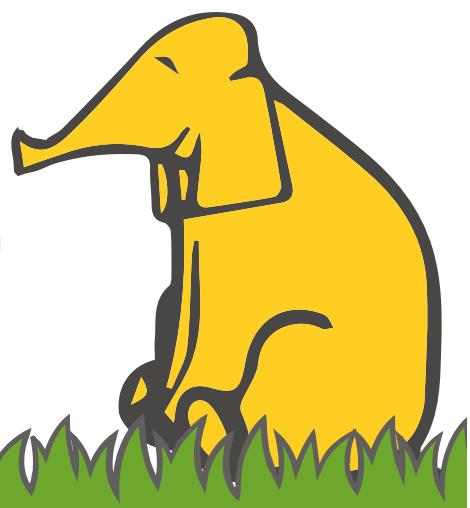
- a) trunk
- b) hose
- c) tube

**3) How do elephants keep cool?**

- a) They wear big sun hats
- b) They flap their ears to create a breeze
- c) They sit and roll about in cool mud

**4) Elephants can...**

- a) swim, but can't jump at all well
- b) jump brilliantly, but cannot swim
- c) jump and swim marvellously



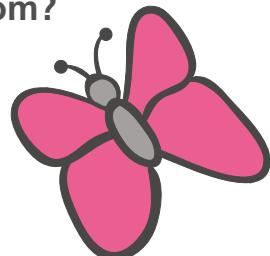
## Quiz (b) - Multiple choice questions

Underline the correct answer (or answers).

.....

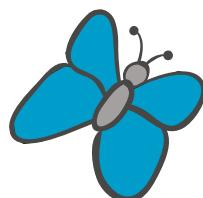
**1) Which two continents do elephants come from?**

- a) Europe and South America
- b) Asia and Africa
- c) North America and Antarctica



**2) How many years will a baby elephant stay with its mother?**

- a) Five
- b) Eight
- c) Eleven

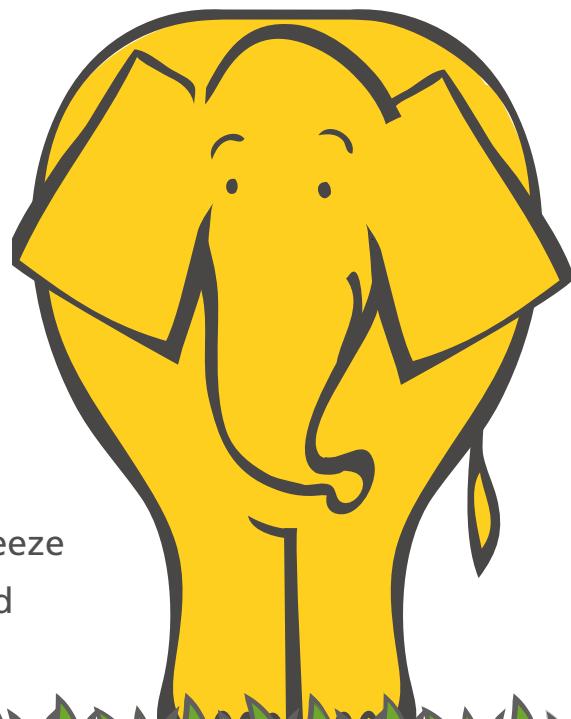


**3) How much water does an adult elephant need to drink in a day?**

- a) 4 litres (equivalent to four big cartons of juice)
- b) 24 litres (equivalent to 24 big cartons of juice)
- c) 210 litres (a bath full!)

**4) How fast can elephants run?**

- a) 20 miles per hour (mph)
- b) 30 miles per hour (mph)
- c) 40 miles per hour (mph)



**5) How do elephants keep cool?**

- a) They wear big sun hats
- b) They flap their ears to create a breeze
- c) They sit and roll about in cool mud



# Spot the difference

.....



There are ten differences between pictures A and B, can you spot them all? Then, colour the pictures in.

# Further help

.....

## Additional recommended resources for teachers and pupils.

### **Child Bereavement UK website**

The 'For schools' section of our website hosts a wealth of information sheets for schools supporting bereaved children, including:

- Supporting a bereaved pupil
- A death that affects the whole school
- Terminally ill children at school
- Guidance for children with SEND
- It also includes copies of these lesson plans, plus a lesson plan for KS3 (S1-2).

There are other sections on the website that are packed with useful information. Visit:

- For families
- For young people
- For professionals

### **Schools' Information Pack**

Our Schools' Information Pack is a series of information sheets offering guidance on issues that impact school communities when someone dies, including:

- Suicide and terminal illness
- Advice on developing a bereavement policy
- A bibliography of age-appropriate resources

This pack can be downloaded free of charge from our website: [www.childbereavementuk.org](http://www.childbereavementuk.org)

To purchase a hard copy, please call 0800 02 888 40

### **Fink cards – pastoral support**

Thought-provoking question cards around the subjects of loss and change, designed to get children talking by creating great conversations. Available for KS1 and KS2 (P1 to P7) and KS3 (S1-2).

### **Online Learning - Supporting Bereaved Pupils**

An award-winning online-learning programme for all school staff. Designed by Child Bereavement UK, with input from families and schools, it is an invaluable aid to ensure your school can meet the needs of grieving children and their families.

It is difficult for schools to find the time and funds to release staff for training, so we have developed this low-cost, online solution to ensure your staff have the skills and confidence to offer appropriate support to grieving pupils:

- Unlimited users per school
- CPD certified
- No additional licence fee
- Takes approximately 1 hour to complete
- Course materials made available to download

For more information, visit: [elearningschools.co.uk](http://elearningschools.co.uk)

*"It helped us to formulate a 'whole school approach', making it easier to plan for a bereavement in advance so that everyone knows what to do."*

Jo Laker, Head Teacher

### **FREE app - Grief: Support for Young People**

An app created by a group of bereaved young people working with Child Bereavement UK. Developed for bereaved young people ages 11 to 25. It can also be used by friends, teachers, parents and professionals who would like to know how to support bereaved young people. Download from the App Store.

# Publications

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Books available to purchase from our online shop: [www.childbereavementuk.org](http://www.childbereavementuk.org)

## **Remembering** by Dianne Leutner

A beautifully illustrated memory book for ages 10 and under. Part book and part scrap book, it was created to help keep a child's memories alive after the death of someone special and as something for them to return to, as and when they feel the need.

## **Someone I Know Has Died** by Trish Phillips

This activity book is designed to be used with very young children that need help to understand what death means, what we do and how we might feel when someone dies. Some pages are interactive in ways familiar to young children. To be used with an adult; guidance notes are included.

## **I Miss My Sister** by Sarah Courtauld

A young girl's sister has died. The impact on her and her family is sensitively illustrated with minimal text. Designed to be shared with an adult, this book should help start conversations, answer questions and allay fears. Suitable for use with children aged 4-10, but could be used with younger children.

## **My Brother and Me** by Sarah Courtauld

This pre-bereavement book is designed to help children understand how they and the rest of their family might feel when someone in that family is seriously ill. It offers opportunities to share concerns and fears and discuss ways to manage difficult feelings, such as jealousy. The simple story deals with issues surrounding a sibling's serious illness, stays in hospital, and how his brother copes with different feelings and emotions. For ages 4-10, but could be used with younger children.

## **Missing Mummy** by Rebecca Cobb

Beautifully illustrated and with moments of wonderful warmth, this is a touching, honest and helpful book about losing a parent. "Missing Mummy" comes with guidance notes for children aged 3 and upwards.

## **Finding Your Own Way to Grieve: A Creative Activity Workbook for Kids and Teens on the Autism Spectrum**

by Karla Helbert

Helpful hints and activities suitable for families and professionals supporting children and young people through bereavement.

## **Helping Children Think about Bereavement**

by Heather Butler, in partnership with Child Bereavement UK

A comprehensive and complete package for staff, pupils and families, written by an experienced teacher. A five part story with activities to help normalise death and to allow children to develop the emotional language to talk about it.

## **When Someone Very Special Dies**

by Marge Heegard

A simple workbook that could be adapted for children with special educational needs and disabilities.

## **I Miss You: A First Look At Death**

by Pat Thomas

This book helps children understand that death is a natural part of life, and that grief and a sense of loss are normal feelings for them to have. It briefly covers a range of issues such as why people die, how you may feel when someone dies, and what happens afterwards. A good introduction to the subject. Suitable for children aged 2 and upwards.

## **Is Daddy Coming Back in a Minute?**

by Elke and Alex Barber

Alex is only three when his father suffers a heart attack. All on his own, Alex manages to get help but his beloved Daddy dies at the scene. This is a good book to explain sudden death to pre-school children using words and illustrations they will understand.



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



Charity No in England and Wales: 1040419 and Scotland: SCO42910

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for supporting our work with schools.

