VALUE
compassion

Topic 9 – Grief and Loss

Be aware that this topic may may make some people uncomfortable – please warn the students.

Learning Intention
Hey, why this lesson?

WHAT IS GRIEF?

Jesus completely comprehended and continually demonstrated his thorough understanding of grief (e.g. Lazarus, Mary his mother) during his life on earth. To understand that grief is a natural (and often a necessary) way of dealing with loss.

Hint: That grief is natural way of dealing with loss and it is important to be aware that there are stages of grief.

Scripture

Blessed are those who mourn, for they will be comforted.
– Matthew 5:4

Discuss the scripture verse and text on page 43 of the student book. Use the journal to reflect on this scripture verse.

ACARA Connection
RE Key Understanding

Connect to your own State/ Territory's key understandings of Religious Education e.g. Christian Living, Religion and Society

Health and physical education / Year 7 and 8 / Personal, Social and Community Health / Communicating and interacting for health and wellbeing

Curriculum content descriptions
Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075)
https://www.australiancurriculum.edu.au/Search/?q=acpps075
Before showing the students the Warm Up Quote ...
Get them to reflect and answer the sections on page 41-42

Note: Before showing students the quote from the Warm Up Activity, ask them to reflect and answer the sections on pages 41 - 42.

Virtues

- ***fortitude*** – is about strength of your character, courage when in pain
- ***understanding*** – to comprehend, gain insight into,
- ***love*** – deep affection for, extremely fond of

The concept of love and grief is discussed on page 42. Depending on the age group of your students you may wish to discuss heartbreak and relationships.

Fortitude and Understanding are crucial virtues to develop when students encounter grief and loss. Use the journal on page 44 to discuss the definitions of these virtues further.

Please be aware that a topic such as this may bring up past, present or unresolved feelings with students. Make the students aware that this is normal but if they are having difficulties to let you, the teacher know or to ask to speak with a counsellor.

Warm Up Activity

Do you agree or Disagree?

'Grief, I've learned, is really love. It's all the love you want to give but cannot give. The more you loved someone, the more you grieve. All of that unspent love gathers up in the corners of your eyes and in that part of your chest that gets empty and hollow feeling. The happiness of love turns to sadness when unspent. Grief is just love with no place to go.'

Jamie Anderson, American Athlete

1. Highlight one sentence that you connect with. E.g. I felt like this when my dog died.

2. I chose this line because

_____

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3. Write 5 times in your life when you have grieved – you will not share these.

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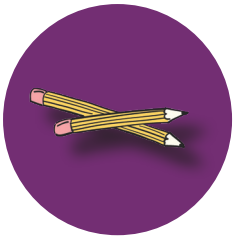

Main Activity

There has been a tremendous amount of study completed on the stages of grief. On page 42 there is a drawing of stairs with the five stages of grief. Discuss these stages with the students (remember to remind them about the sensitivity of this topic) asking them (with also your input) of where they have seen or felt these stages during a grief situation.

Jesus Connection

Jesus Connection Activity

Both Judas and the eventual leader of the Christian church, Simon / Peter betrayed Jesus. Judas betrayed Jesus to the soldiers and took 30 pieces of silver, while Peter three times denied a link to Jesus.

1. Have you ever felt bad about losing a friendship due to maybe betraying a confidence eg maybe having a fight, gossiping, sharing a secret etc? Write in your journal about these situations.
2. It is NEVER too late to do something about this – discuss the risks of trying to save a friendship and what steps/ processes they may need to review.

Prayer/Reflection

Ask students to look up Psalm 23 and choose one line a) they don't understand, b) they like.
Remind them that this Psalm is often used at funerals. Explore the reasons why this might be so.

Reflection Questions

Reflection Activity

1. This can be a VERY personal reflection so emphasise to the students that no one will be sharing unless they really want to.
2. Take reflections from what they have written on pages 41-43.
3. The quote "Nothing ever goes away until it has taught us what we need to know" by Pema Chodron needs to be discussed. Many of us do not take the time to reflect when situations occur - we just move on/ blame/ become confused but if we discuss the situation and maybe let down our guard a little, we will learn so as to help us, and maybe others, in the future.

Success Criteria

Student will be able to …

- recognise, verbalise and write about grief situations knowing that it part of a crucial process
- identify the stages of grief
- be witness to when they may have handled grief badly/well
- see the importance of support during these times of loss and maybe even be there for someone else.

Take Away Bag

As the students whether there is one thing they understand more about grief now and what that is.

Extensions

Extension Ideas

1. Go to https://headspace.org.au/assets/download-cards/11-Grief-headspace-fact-sheet-WEB.pdf
   Ask students to list the four things listed that can help with grief.

Relatable Quote

Nothing ever goes away until it has taught us what we need to know.

– Pema Chodron