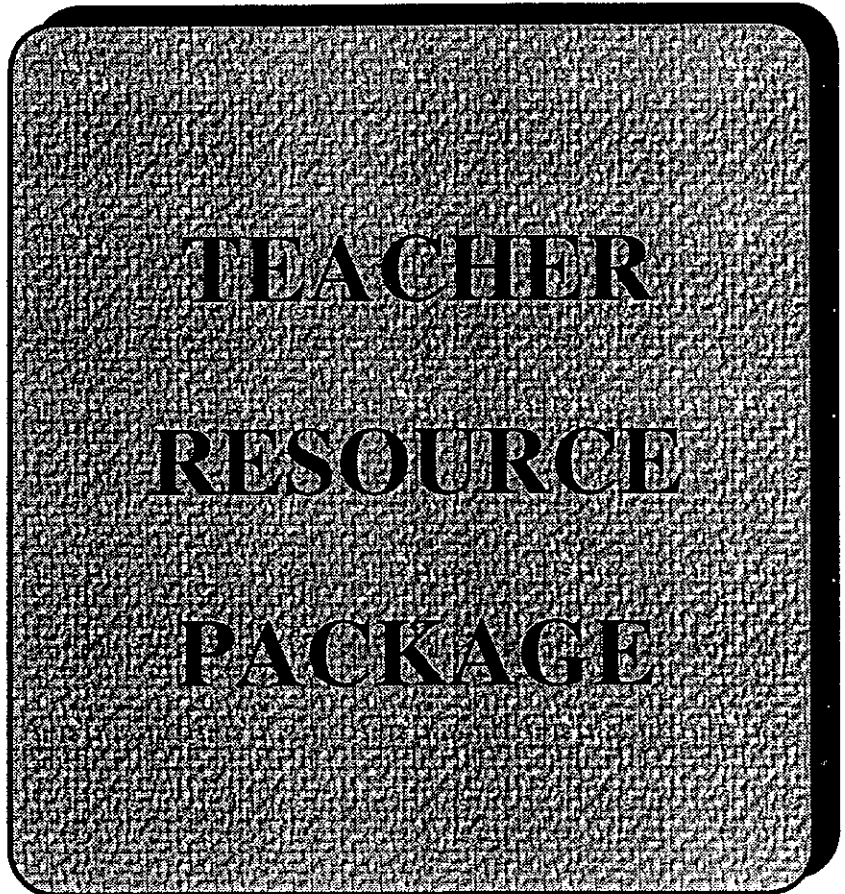
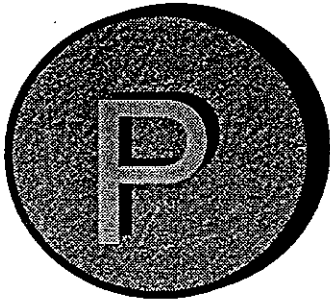
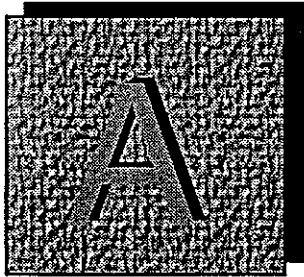
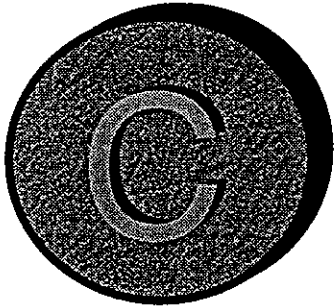
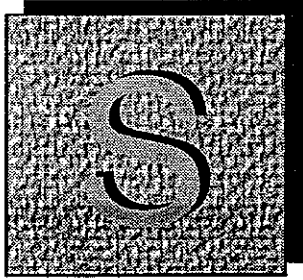


# **APPENDIX C**

## **TEACHER PACKAGE**

1. Package Title Page
2. Memorandum
3. Teacher Action Summary
4. Classroom Discussion Guide
5. Helpful Activities For Your Class
6. Common Responses Associated With Grieving
7. Stages of Grieving (3 Perspectives)
8. Helping Children Understand and Grieve and Death
9. Dove Illustration
10. Resource Materials
11. Teacher Self-Help Checklist



## MEMORANDUM

<b>TO:</b>	Classroom Teachers
<b>FROM:</b>	SCAP Response Team
<b>Re:</b>	<u>Handling the recent critical incident</u>

There are two possibilities for making an announcement to your class. One would be for you to handle it, and the other would be to have a counsellor do it. Following are some important considerations for each.

### 1. If you will be dealing with the class:

#### 1.1 Make the announcement brief and specific.

(e.g. **"I have some very sad news to tell you. (Name) who was in (teacher's name) class last year died last night after a long illness with cancer.**

- *in your classroom, be prepared to tell your students what has happened, but confine your comments to some basic information.*
- *You know your pupils and their level of understanding and involvement, so you are in the best position to judge how much information is appropriate.*
- *If discussion seems appropriate at the time, proceed as you see fit. If not, then you may want to say something like... "I find it really hard [or perhaps] many of you might find it very hard to talk about it right now, but we can find some time later to discuss it if you wish."*
- *Be aware that pupils, either individually or as a group, may wish to initiate discussion at any time.*

#### 1.2 Inform students that they are expected to remain in regular classes on the regular schedule.

- *Take very careful attendance, and keep track during the day if children are unaccounted for, or seem to be out of the class for an unreasonable length of time. Report any unexplained absences to the office.*
- *If a student is particularly distressed, and in your judgment should not remain in the classroom, bring the student or send him/her with a buddy to the identified drop-in centre. Teachers should use their discretion regarding students leaving the classroom and should closely monitor those who have left. Be particularly aware of situations where one child's upset condition is having a negative effect on other pupils in the classroom.*

**1.3 Have an assignment ready for the students to start on.**

- *This may be regular class work, or something such as journal writing. As the day progresses, remember that you will be dealing with students who have probably discussed the situation earlier in the day. Try to carry on with regular instruction in your classes. You may find it easier to give desk work on some short-term goals rather than try to present a complex lesson or assignment. Sometimes instruction is an important part of helping students deal with a situation that causes distress for them.*
- *Be alert to students who seem to have been excessively affected. Notify a counsellor about these students as soon as possible.*

**1.4 If discussion seems appropriate:**

- *Allow students to make their statements, and simply acknowledge them.*
- *Answer questions honestly. If you don't know the answer, say so.*
- *Answer only what you feel comfortable answering. It's okay to say: "That's too hard for me to answer right now."*
- *Questions of a spiritual or religious nature are best answered by saying: "Some people believe that. You may want to talk to your parents about it."*
- *Be aware that some comments from students may seem uncaring.*
- *Students may be at a loss for appropriate words, or may be confused about their true feelings.*

**1.5 Reactions will vary.**

- *They could be delayed for days, weeks or even longer. You may wish to refer to "Common Responses Associated with Grieving" found in your Teacher Resource Package.*

**2. If the counsellor is to make the announcement to the class:**

**2.1 It will be brief.**

- *Students will be advised that the counsellor will be back later if there are things that they wish to discuss.*
- *Students should then be set to work.*

**2.2 Teachers may wish to talk later with the students.**

- *A counsellor is available to assist with or lead a discussion in the classroom.*

## Teacher Action Summary

*A crisis in the school, particularly if it involves a student/staff death, can be a very difficult time. The following information is intended to give you some ideas about how you can handle such a crisis. Over the next few days the Crisis Response Team is available to assist you.*

### **Philosophy**

In its response to the crisis, the school will attempt to continue the program of teaching and learning activities, as it is the school's mandate to do, while at the same time providing a caring and supportive atmosphere for those most affected by the crisis.

1. Overall supervision of the crisis is under the management of the Crisis Response Team. The school principal will call periodic meetings to pass on information to you, and to assess the effect of the situation on students and staff.
2. In your classroom, be prepared to tell your students what has happened, but confine your comments to **who, what, where and when**, but not **why or how**. The principal will provide each teacher with a written statement to read to classes, as soon as possible.
3. Students are expected to remain in regular classes on the regular schedule. **Take very careful attendance and report any unexplained absences to the office at once.**
4. If a student is particularly distressed and, in your judgment, should not remain in the classroom, bring the student or send him/her **with a buddy** to the drop-in area or to the principal.
5. Your students may wish to discuss the situation. Seek to provide empathic listening. Do not judge the situation or look for easy answers. Attempt to emphasize the values of warmth, love and sharing. Do not be afraid to model these values. Emphasize the positive aspects of the deceased.
6. As the day progresses, remember that you will be dealing with students who have probably discussed the situation earlier in the day. Seek to carry on in your class with regular instruction. You may find it is easier to give desk work on some short-term goal rather than attempt to present a complex lesson.
7. **If the event involves a suicide**, there is a risk that a "copycat" syndrome may occur. Avoid any comment or discussion that glamorizes suicide or elevates it to anything but "a great tragedy".
8. Be alert to students who seem to you to have been excessively affected by the event. Give these names to the school counsellor or the response team coordinator.
9. If this event involves a funeral, students will be allowed to attend only if they can present a note from their parents.
10. Your friends and colleagues on staff will be affected by this event. Be alert to their needs and to your own. This is a time to remember that we do not face our class or our problems alone; there are good people around who will understand and support those having difficulty coping.
11. Members of the Crisis Response Team will be available in the staff room at breaks and after school if you have questions or needs.
12. Any questions from the public, or the media, must be directed to the principal or the response team coordinator. **DO NOT RESPOND TO QUESTIONS FROM THE MEDIA.**

## *Classroom Discussion Guide*

### **Considerations for the Facilitator**

1. Remember it is a classroom discussion, not a therapy session.
2. Project confidence, calmness, firmness, encouragement, and reassurance.
3. Focus attention on the venting of feelings, maintain a non-judgmental attitude.
4. Allow students to vent concerns and feelings. Acknowledge that a wide variety of feelings are normal and may vary among the students. These feelings may change rapidly.
5. Focus the discussion toward problem-solving and better ways of coping with the news.
6. Redirect destructive expressions of anger (e.g. "Anger is one of many responses people tend to have in these kinds of situations. What do you do when you're angry? I wonder what other feelings people are having now?")
7. The discussion leader may see overt signs of grief for the next few days. This is normal and acceptable.
8. Be observant for unusual reactions and refer these students for further intervention.
9. Open a discussion by asking: "How many of you have had a chance to talk about this today?" "How do you feel about what happened?"
10. Students who prefer not to discuss the event may be given permission not to participate, but must remain in the classroom (*remember\* know the whereabouts of all students in your class*)

### *Helpful Activities for the Class*

These activities are designed to promote calmness, confidence, encouragement and reassurance. They can be integrated into the lessons planned for the day.

1. Bulletin boards for notes, letters and poems
2. Personal letter to the surviving family members
3. Make books available to facilitate discussion (*see attached resource list*)
4. Have students list the traits of the affected student as they knew him/her
5. Schedule a moment of silence
6. Develop a class collage
7. Lower the school flag
8. Prepare a letter from the whole class to the family
9. Do a class walk
10. Plan and present a special tribute

## *Common Responses Associated With Grieving*

When someone experiences a significant loss, such as the death of a person they care about, the process of grieving occurs. Grief is experienced in a variety of ways, including physical symptoms, thoughts, feelings and behaviours. These are normal responses to the loss. One person may not experience all of the symptoms listed below and the intensity and duration varies from person to person. If symptoms last a very long time, or are unusually intense, professional help should be sought.

<b>Feelings</b>	<b>Thoughts</b>
<ul style="list-style-type: none"> <li>➤ Apathy</li> <li>➤ Anger</li> <li>➤ Anxiety</li> <li>➤ Irritability</li> <li>➤ Indifference</li> <li>➤ Fear</li> <li>➤ Numbness</li> <li>➤ Shock</li> <li>➤ Sadness</li> <li>➤ Guilt</li> <li>➤ Fatigue</li> <li>➤ Resentment</li> <li>➤ Yearning</li> <li>➤ Relief</li> <li>➤ Loneliness</li> </ul>	<ul style="list-style-type: none"> <li>➤ Disbelief</li> <li>➤ Hallucinations</li> <li>➤ Doubt own sanity</li> <li>➤ Confusion</li> <li>➤ Unrealistic</li> <li>➤ Inability to concentrate</li> <li>➤ Absent minded, forgetful</li> <li>➤ Preoccupation about the deceased</li> <li>➤ Worry</li> <li>➤ Slowed thinking</li> <li>➤ Reliving the death, funeral, etc.</li> <li>➤ Awareness of own mortality</li> <li>➤ Lowered self-esteem</li> <li>➤ Sense of unreality</li> <li>➤ Idealize the deceased</li> </ul>
<b>Physical Symptoms</b>	<b>Behaviours</b>
<ul style="list-style-type: none"> <li>➤ Nausea</li> <li>➤ Headaches</li> <li>➤ Dry mouth</li> <li>➤ Breathlessness</li> <li>➤ Weakness of muscles</li> <li>➤ Tightness in chest</li> <li>➤ Palpitations</li> <li>➤ Irregular heartbeat</li> <li>➤ Lack of energy</li> <li>➤ Constipation or diarrhea</li> <li>➤ Weight loss or gain</li> <li>➤ Sexual disturbances</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sighing</li> <li>➤ Overactive</li> <li>➤ Waking early</li> <li>➤ Inability to sleep</li> <li>➤ Withdrawal from others</li> <li>➤ Dreaming about the deceased</li> <li>➤ Avoiding reminders about the deceased</li> <li>➤ Treasuring deceased's objects</li> <li>➤ Inability to make decisions</li> <li>➤ Over or under eating</li> <li>➤ Restlessness</li> <li>➤ Nightmares</li> <li>➤ Crying</li> </ul>

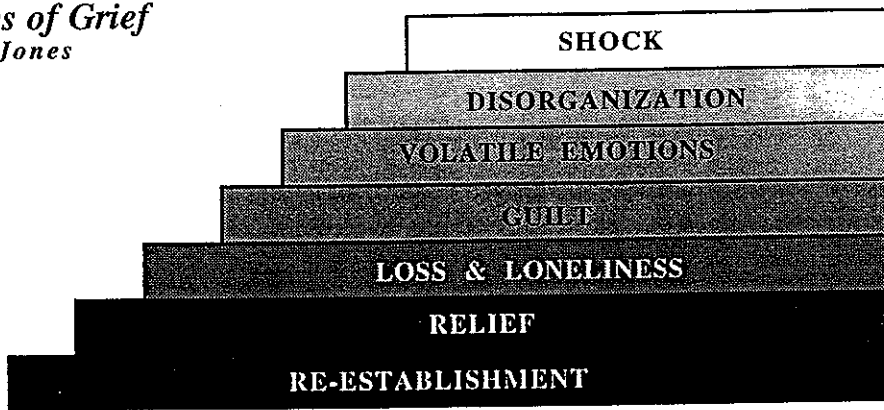


# Stages of Grieving (3 Perspectives)

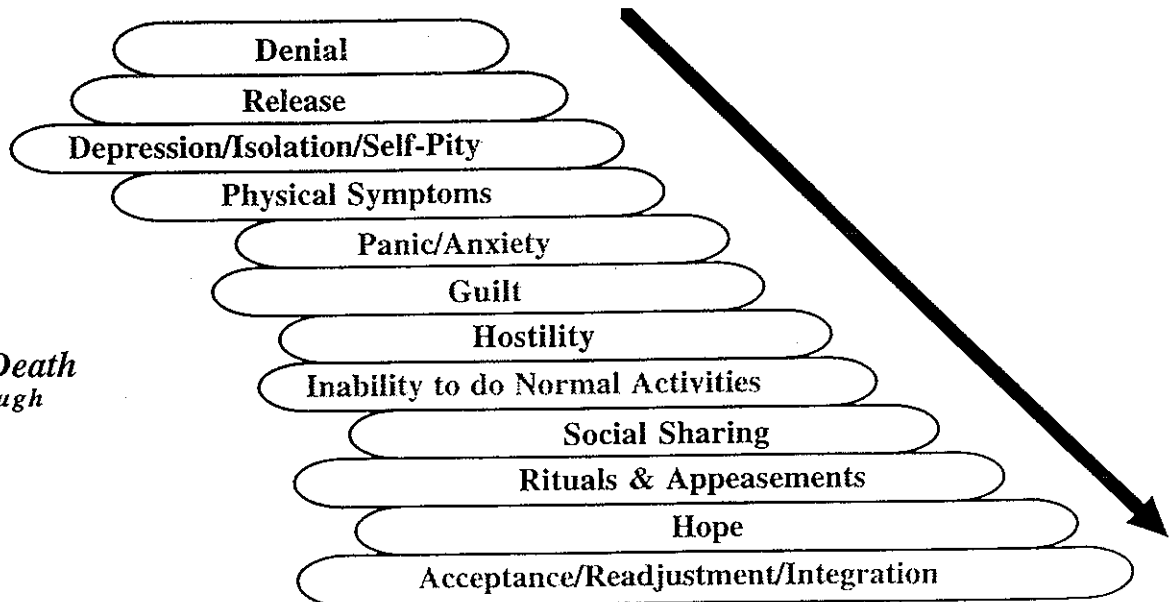
*On Death & Dying*  
Kubler-Ross



*Stages of Grief*  
Jones



*Facing Death*  
Kavanaugh



## *Helping Children Understand and Grieve a Death*

Understanding death is a lifelong process that continues from childhood through to old age. Young people encounter the reality of death in conversation, song and media, as well as in the natural world of plants, animals, family and friends. A child growing up today is more aware of the reality of death than you may realize. Children are capable of mourning and their denial, silence or sense of shame needs to be accepted as part of the grieving. Grief is as normal as playing or laughing or sleeping. Approach discussion gently and lovingly. What is said is significant; so also is How it is said.

### Brief Guidelines to Help:

1. Allow the word "death" to be discussed openly.
2. Do understand that mourning and sadness are appropriate for people of all ages, including children. They may experience numbness, denial, anger, panic or physical illness.
3. Do allow them to release and express their emotions. "I am angry, sad, hurt," etc. Expression can be through speaking, writing, poetry, song, or art work.
4. Inform your child's school when there is a loss in the family or one that may affect your child. A change in behaviour can then be understood.
5. Do seek help if you feel unable to deal with your children during a crisis or grieving time.
6. **Do not tell a child he/she is now the man/woman of the house or "you remind me of \_\_\_\_\_".**
7. Do not use stories or fairy tales to explain the mystery of death (i.e. "Going on a Journey", "The Lord Needed a Good Person"). A child needs truth and to trust.
8. Do not let your children believe that you have all the answers. Leave room for doubts, questioning differences of opinion.
9. Do not be afraid to show your own emotions or grief.
10. Do not forget to continue to give assurance of love and support. Be willing to listen. When words won't help, use touch. Healing takes time.

-from Talking About Death A Dialogue  
Between Parent and Child  
-author - Earl A. Grollman

*(Dove Illustration)*



## *Resource Materials for Elementary Students*

The following materials may be found in your school library or at a public library:

BOOK TITLE	AUTHOR	PUBLISHER
88 Steps to September	Jan Marino	Little, Brown & Co.
Blow Me a Kiss, Miss Lilly	Nancy White Carlstrom	Harper Collins Pub.
Copper Sunrise	Bryan Buchan	Scholastic
Death is Natural	Laurence Pringle	Four Winds Press
Goodbye, Chicken Little	Betsy Byars	Apple
Grandpa's Slide Show	Deborah Gould	Lothrop, Lee & Shepard Books
Home From Far	Jean Little	Little, Brown & Co.
I Had a Friend Named Peter	Janice Cohn	William Morrow & Co.
I'll Always Love You	Hans Wilhelm	Scholastic
Just Passing Through	Steven LaVelle	DeVorsa & Co.
Let's Talk About (series) Death and Dying	Pete Sanderson	Glouster Press
Lifetimes	Mellonie & Inkpen	
My Grandfather Loved the Stars	Julie Lawson	Beach Holme Pub.
Nana Upstairs and Nana Downstairs	Tomie De Paola	Puffin Books
Now One Foot, Now the Other	Tomie De Paola	G.P. Putnam's Sons
Remember the Butterflies	Anna G. Hines	
Sadako and The Thousand Paper Cranes	Eleanor Coerr	G.P. Putnam's Sons
Tales of Gambling Grandma	Doyal Kaur Kahlsa	Clarkson N. Potter
Talking About Death – a dialogue between...	Earl A. Grollman	Beacon Press
The 4 <sup>th</sup> Grade Wizards	Barthe DeClements	Scholastic
The Accident	Carol Carrick	Seabury Press
The Dead Bird	Margaret Wise Brown	Young Scott Books
The Two of Them	Aliki	Greenwillow Books
Waiting for the Whales	Sheryl McFarlane	Orca Book Pub.
When Grandpa Comes to Stay	Judith Caseley	Greenwillow Books
When People Die	Bernstein & Gullo	E.E. Sutton Pub.
When Someone Very Special Dies	Marge E. Huggard	Woodland Press
Why Did He Die?	Audrey Harris	Lerner Publications
<b>VIDEOS</b>		
The Tenth Good Thing About Barney (13 min. video)	Judith Viorst	Aladdin Books
Olden Days Coat (25 min. video)		

## Teacher Self-Help Checklist

**Check off any of the following that you may be experiencing as a result of the situation:**

- Overactivity
- Difficulty Sleeping
- Withdrawal
- Nightmares
- Inability to Make Decisions
- Over or Under Eating
- Restlessness
- Preoccupied by Thoughts of the Deceased
- Nausea
- Headaches

**Actions to take if symptoms are intense or persist:**

- Share your feelings with a family member, colleague or close friend
- Reduce your intake of caffeine
- Increase your physical activity-exercise
- Read
- Talk to your Principal or school counsellor
- Approach a member of the Crisis Response Team
- Access help from a community agency (*see Appendix E for a detailed listing of agencies*)
- Contact local funeral home and ask to talk to a grief counsellor
- See your physician
- Take some time off, if necessary