

Lost

Lesson Plan 1: Upper Key Stage 2

Objectives

To understand how good memories of lost loved ones can help with bereavement and grief.
To explore how the main character, Alfie, has different feelings and emotions about memories of his mum.

Outcomes

To discover Alfie's different special memories of his mum which helped him with his loss and supported him through his grief.
To discuss and write about a special memory of a lost loved one, or one of Alfie's special memories of his mum.

Resources

Lost book
Activity Sheet 1 – *A Happy Memory Bird*
Activity Sheet 2 – *Alfie's Memory Box*

Lead in

Read the first part of the book's blurb 'When Alfie Turner loses his mum, it feels like his world is falling apart.'

Look at the structure of the book. Encourage the children to note how the italicised sections retell Alfie's journey, experiences and changing feelings as his mum becomes gradually more ill and finally dies.

Read the Preface and discuss how it illustrates a day when Alfie has a special memory of his mum. With the children, list on a whiteboard the different things that were memorable for Alfie, e.g. the sea, seagulls, his mum's singing and her favourite songs, her nails, their seaside place, her comments and how he felt. Discuss why Alfie would remember them.

Read out a passage from Chapter One, starting halfway down page 9, 'The sea. I kept walking...' and ending on page 10 at '... 'It's good to see you, mate.' If needed, highlight that Alfie was now older and had recently lost his mum. Discuss why the same place and his memories helped him with his grief. What emotions/feelings did he now have?

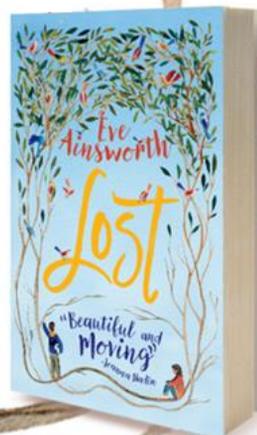
Highlight how special/happy memories of a lost loved one can help ease the pain of loss and stop them being forgotten.

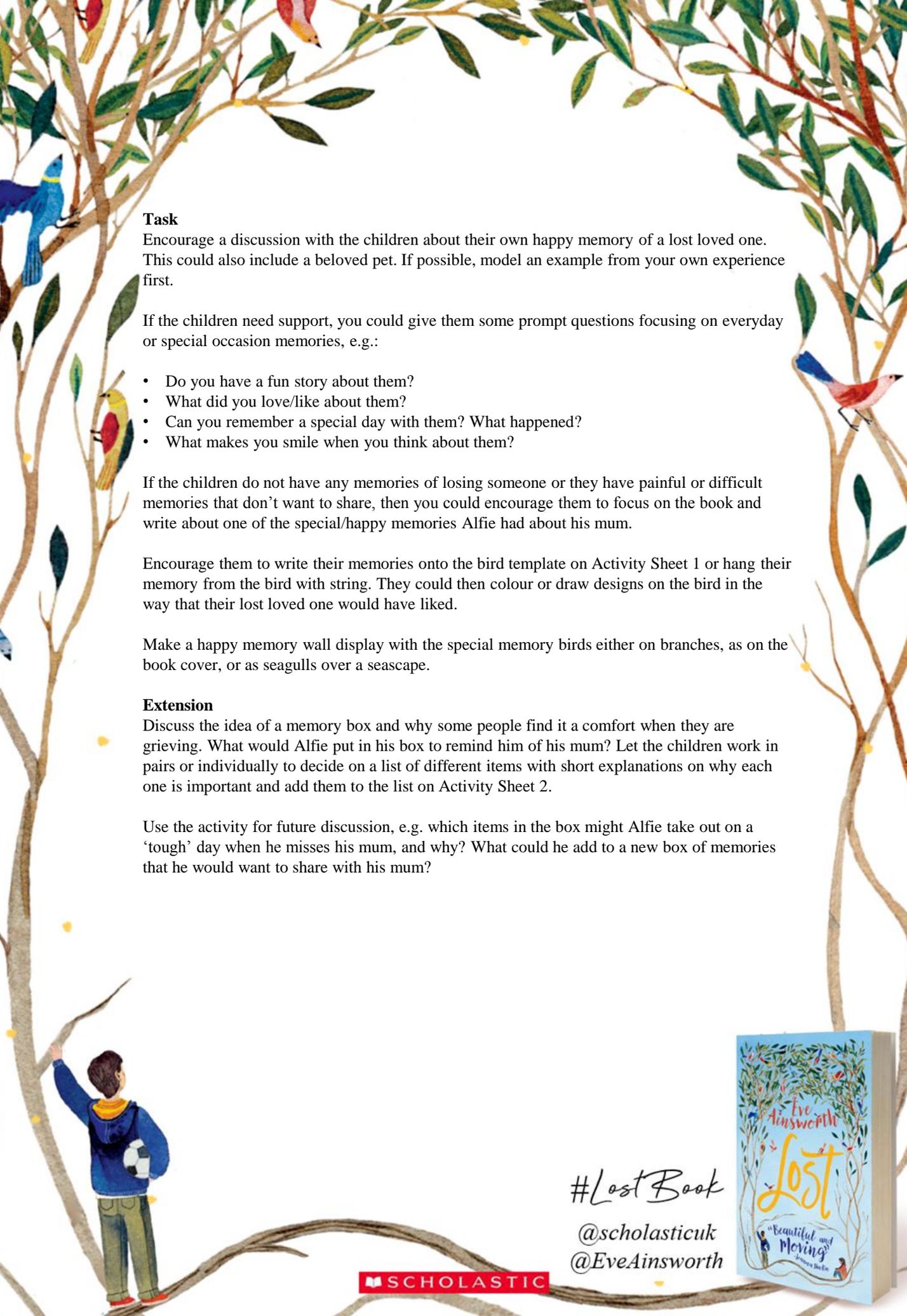
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Task

Encourage a discussion with the children about their own happy memory of a lost loved one. This could also include a beloved pet. If possible, model an example from your own experience first.

If the children need support, you could give them some prompt questions focusing on everyday or special occasion memories, e.g.:

- Do you have a fun story about them?
- What did you love/like about them?
- Can you remember a special day with them? What happened?
- What makes you smile when you think about them?

If the children do not have any memories of losing someone or they have painful or difficult memories that don't want to share, then you could encourage them to focus on the book and write about one of the special/happy memories Alfie had about his mum.

Encourage them to write their memories onto the bird template on Activity Sheet 1 or hang their memory from the bird with string. They could then colour or draw designs on the bird in the way that their lost loved one would have liked.

Make a happy memory wall display with the special memory birds either on branches, as on the book cover, or as seagulls over a seascape.

Extension

Discuss the idea of a memory box and why some people find it a comfort when they are grieving. What would Alfie put in his box to remind him of his mum? Let the children work in pairs or individually to decide on a list of different items with short explanations on why each one is important and add them to the list on Activity Sheet 2.

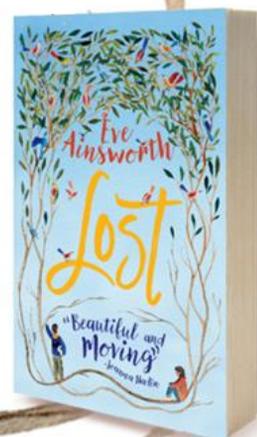
Use the activity for future discussion, e.g. which items in the box might Alfie take out on a 'tough' day when he misses his mum, and why? What could he add to a new box of memories that he would want to share with his mum?

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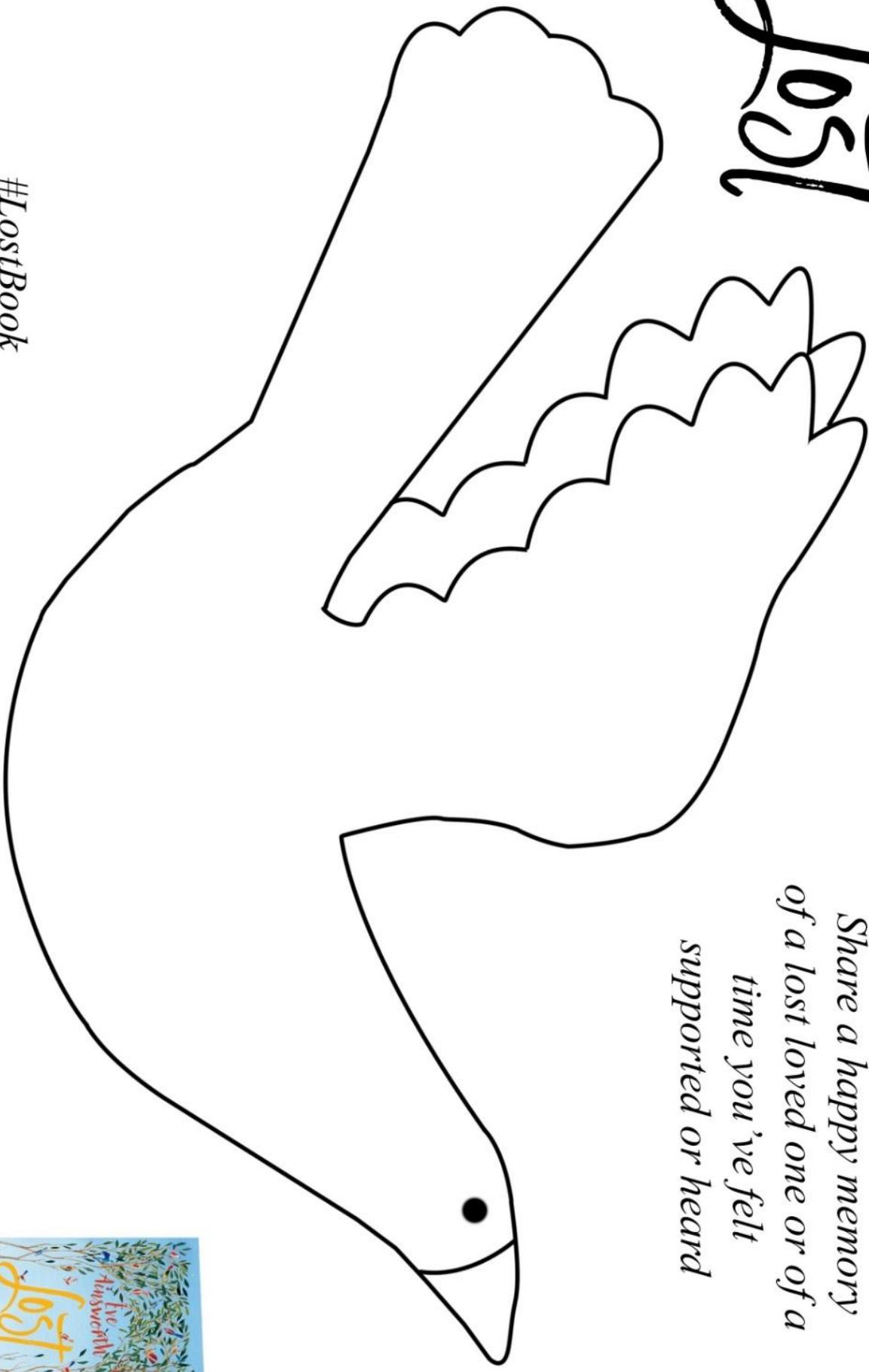
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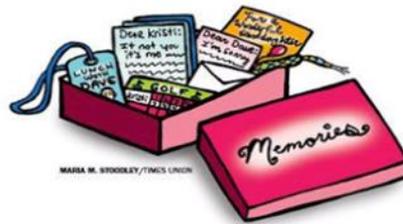
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Activity Sheet 2: Alfie's Memory Box

Alfie has decided to keep a memory box in which he can put special items that remind him of his mum.

Use the book to decide what he could put in it, and list them below. Write a short explanation on why the item would help Alfie remember his mum.



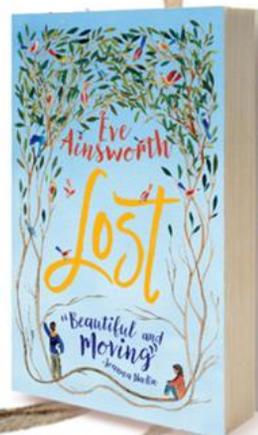
List of memory items	Reason why it is to go in the box
Sunflower seed packet	It reminds me of when mum and I planted the sunflower



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Lesson Plan 1: Curriculum Links

KS2 PHSE (from the PHSE Association of Study):

- H1. what positively and negatively affects their physical, mental and emotional health
- H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
- H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
- R1. to recognise and respond appropriately to a wider range of feelings in others
- R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families
- R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect, and if necessary, constructively challenge others' points of view

Upper KS2 English – pupils should be taught to:

Reading – comprehension:

- Maintain positive attitudes to reading and understanding of what they read
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Provide reasoned justifications for their views

Writing – composition:

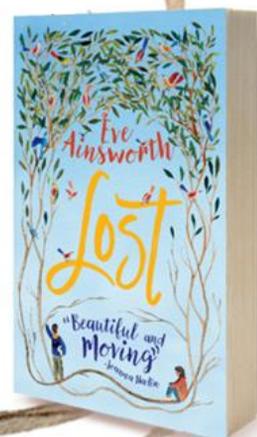
- Plan their writing
- Draft and write
- Evaluate and edit
- Proof-read

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Lesson Plan 2: Year 7

Objectives

To identify the journey a person takes when grieving through Alfie's connection with football.
To discuss how an interest or activity may help someone who is in grief.

Outcomes

To discuss how Alfie's interest and love of football was effected in different levels by his grief.
To chart the journey of Alfie's grief and his relationships through his love of football. To chart how he felt and why during that journey.

Resources

Lost book

Activity Sheet 1 – *Alfie's Football challenges*

Activity Sheet 2 – *A Happy Memory Bird*

Lead in

Read the first part of the book's blurb, '*When Alfie Turner loses his mum, it feels like his world is falling apart.*' Focus on the book structure and note how the italic text recounts the journey of Alfie's mum's gradual decline in health until she dies while the main text recounts Alfie's personal journey of dealing with the grief afterwards.

Read page 140. Highlight that it is a special memory of Alfie's from when his mum is well. Discuss with the students why football was important to Alfie. Read Chapter 4 from page 42 onwards. Explore why Alfie didn't want to play football anymore, e.g. he was angry, he couldn't relate to the other players any more, he linked it to his mum watching and also to when she was dying, he cried in front of everyone. Discuss with the students their feelings about what happened. How would they try to support him?

Read '*Six months later*' from page 259 – 261. Discuss the students' feelings about this chapter. How do they know that Alfie is finally moving forwards in his grief? How does the football match highlight how he is now feeling, and his relationships with his family and friends?

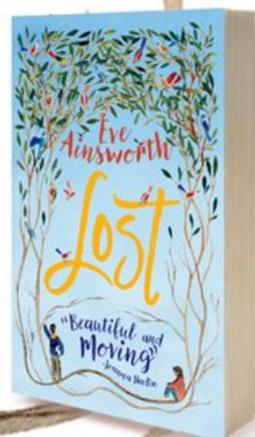
Highlight how quite a few bereaved children and teens have often said that trips, activities or physical exercise can be of great help when dealing with bereavement of a loved one. Discuss why. What activities might they offer someone close who may have lost someone they loved?

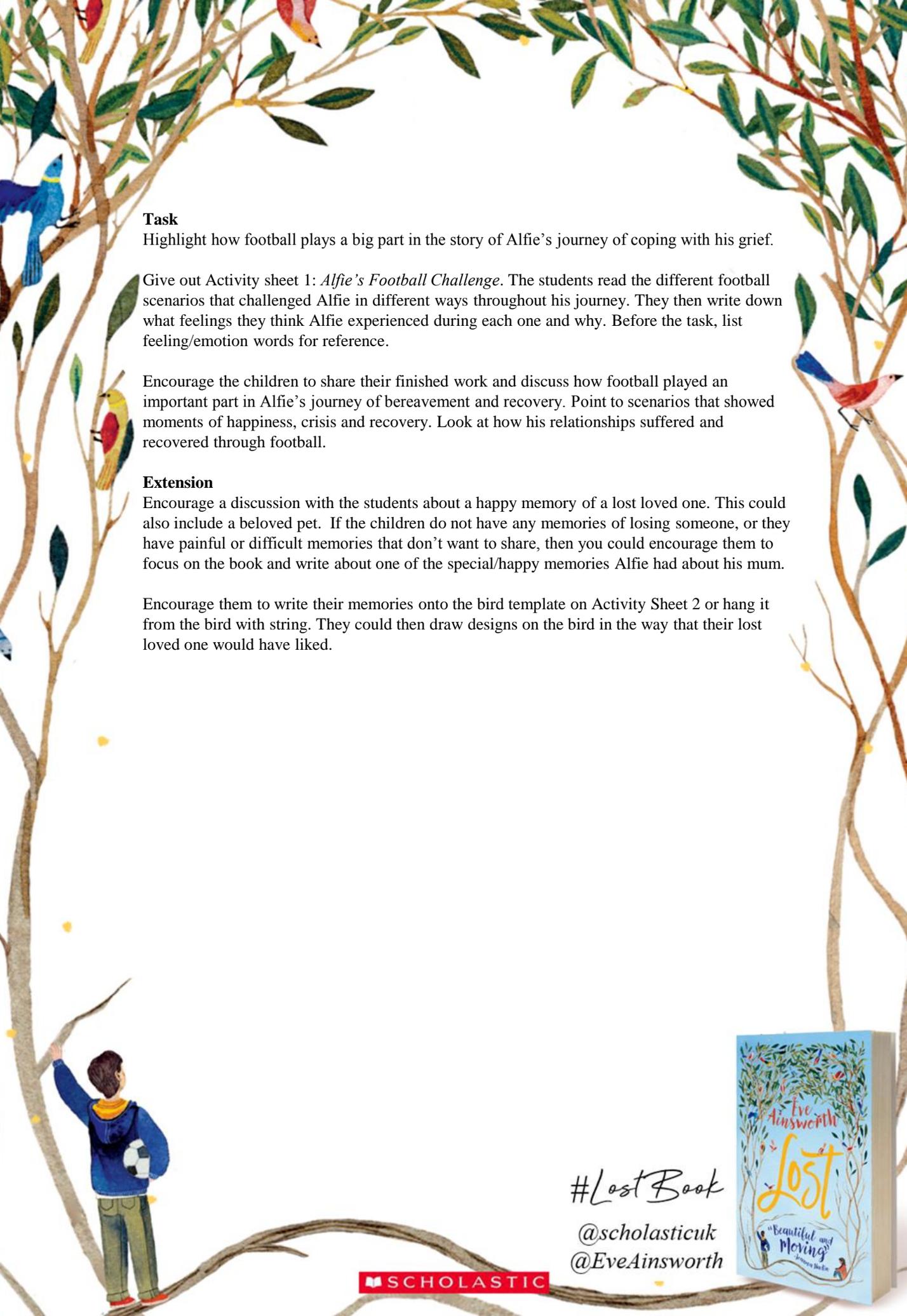
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A detailed illustration of a tree with various colorful birds perched on its branches. At the bottom left, a young boy in a blue hoodie and green pants stands on a thick branch, holding a soccer ball. The background is white with some yellow dots scattered around the tree.

Task

Highlight how football plays a big part in the story of Alfie's journey of coping with his grief.

Give out Activity sheet 1: *Alfie's Football Challenge*. The students read the different football scenarios that challenged Alfie in different ways throughout his journey. They then write down what feelings they think Alfie experienced during each one and why. Before the task, list feeling/emotion words for reference.

Encourage the children to share their finished work and discuss how football played an important part in Alfie's journey of bereavement and recovery. Point to scenarios that showed moments of happiness, crisis and recovery. Look at how his relationships suffered and recovered through football.

Extension

Encourage a discussion with the students about a happy memory of a lost loved one. This could also include a beloved pet. If the children do not have any memories of losing someone, or they have painful or difficult memories that don't want to share, then you could encourage them to focus on the book and write about one of the special/happy memories Alfie had about his mum.

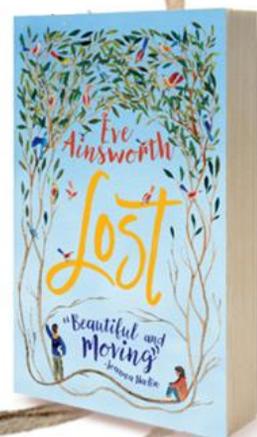
Encourage them to write their memories onto the bird template on Activity Sheet 2 or hang it from the bird with string. They could then draw designs on the bird in the way that their lost loved one would have liked.

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Activity Sheet 1: Alfie's Football Challenges



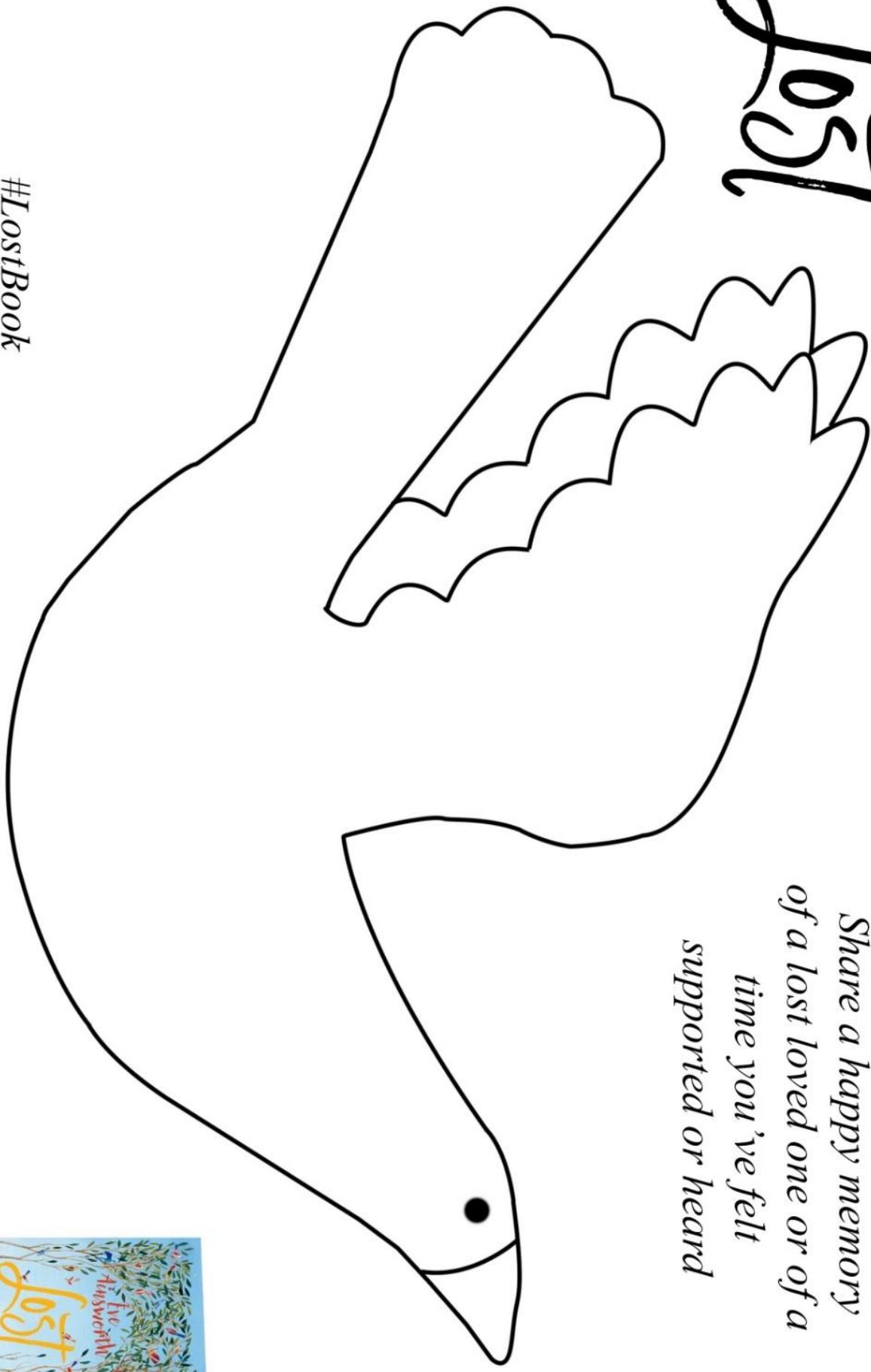
Read each football event/fact that affected Alfie through the story. For each one write down how you think he felt and why. Share your work and discuss how Alfie's feelings changed. What helped him get back to loving football?

Alfie's Football Challenges	His Feelings	Why
Alfie's mum was a big fan and supporter.		
He often used to watch football with his dad.		
He was chosen to be midfielder for a top local team.		
His best memory was a football match when his mum watched.		
He was best friends with many of the players.		
He hit Cole on the football pitch.		
The last thing he did before his mum died was play football.		
He stopped seeing his football friends.		
He burst into tears when he got the Manager's Cup.		
He threw all his trophies out of his bedroom.		
He started to watch football with his dad again.		
He showed Alice's brother how to do football tricks.		
Alice and Ben encouraged him to return to football.		
Cole invited him to football practice.		
He started playing again with support of friends and family.		



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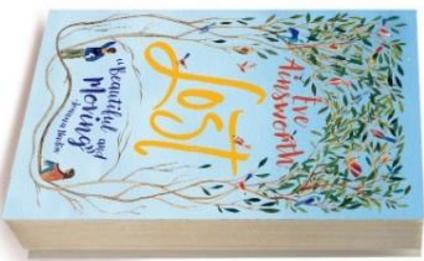
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Lesson Plan 2: Curriculum Links

KS3 PHSE (from the PHSE Association of Study):

- H2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
- H4. to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment
- H5. the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies
- H13. the benefits of physical activity and exercise and the importance of sleep
- R1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
- R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
- R4. to explore the range of positive qualities people bring to relationships
- R5. that relationships can cause strong feelings and emotions (including sexual attraction)
- R8. different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
- R12. how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement
- R13. to understand the importance of friendship and to begin to consider love and sexual relationships in this context
- L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices
- L2. the knowledge and skills needed for setting realistic and challenging personal targets and goals

KS3 English – pupils should be taught to:

Reading – comprehension:

- develop an appreciation and love of reading, and read increasingly challenging material independently
- understand increasingly challenging texts
- read critically

Writing – composition:

- pupils should be taught to: write accurately, fluently, effectively and at length for pleasure and information
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- plan, draft, edit and proofread

Spoken English

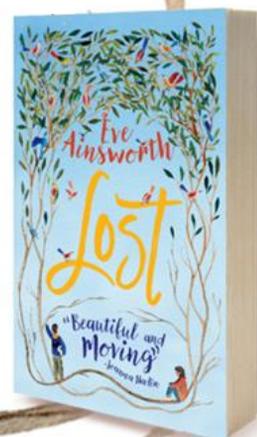
- speak confidently and effectively

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Lesson Plan 3: Year 8

Objectives

To understand the need for support and friendship for young bereaved people
To look at different ways we can support them

Outcomes

The students investigate how different characters tried to help Alfie with their support and friendship.

The students create a friendship support sunflower which lists different ways they or those who have lost a loved one can get support.

Resources

Lost book

Activity Sheet 1 – *The Friendship Support Sunflower*

Activity Sheet 2 – *A Happy Memory Bird*

Lead in

Explore Alfie's different friendships (Alice, Ben, Cole) in the story and their different actions and reactions to Alfie's grief. Read second part of page 63 to first line on page 66. Discuss with the students what kind of friendship and support Alfie wants now his mum has died. Why does Alfie find it harder to relate to Cole than Ben?

Draw a large sunflower with eight petals on a whiteboard similar to the one on Activity sheet 1. Ask the students to think of eight characters in the book who offered, or tried to offer, support and friendship to Alfie even if he didn't realise it, e.g. Alice, Ben, Cole, teacher, Granddad, Charlotte at the hostel, Dad and Mum during the illness. Write each name into a petal. With the students' help, discuss and write by each petal the different ways each character gave or tried to give support to Alfie.

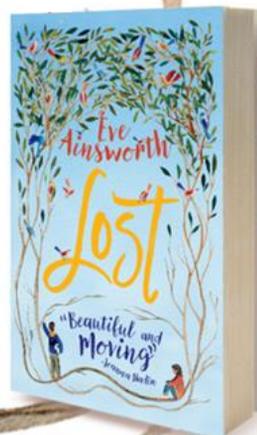
Focus on Alice and ask the students to think of ways Alfie also supported her. Write the different ways near Alice's petal. How did their support of each other help them both? How did Alfie support his mum and his dad?

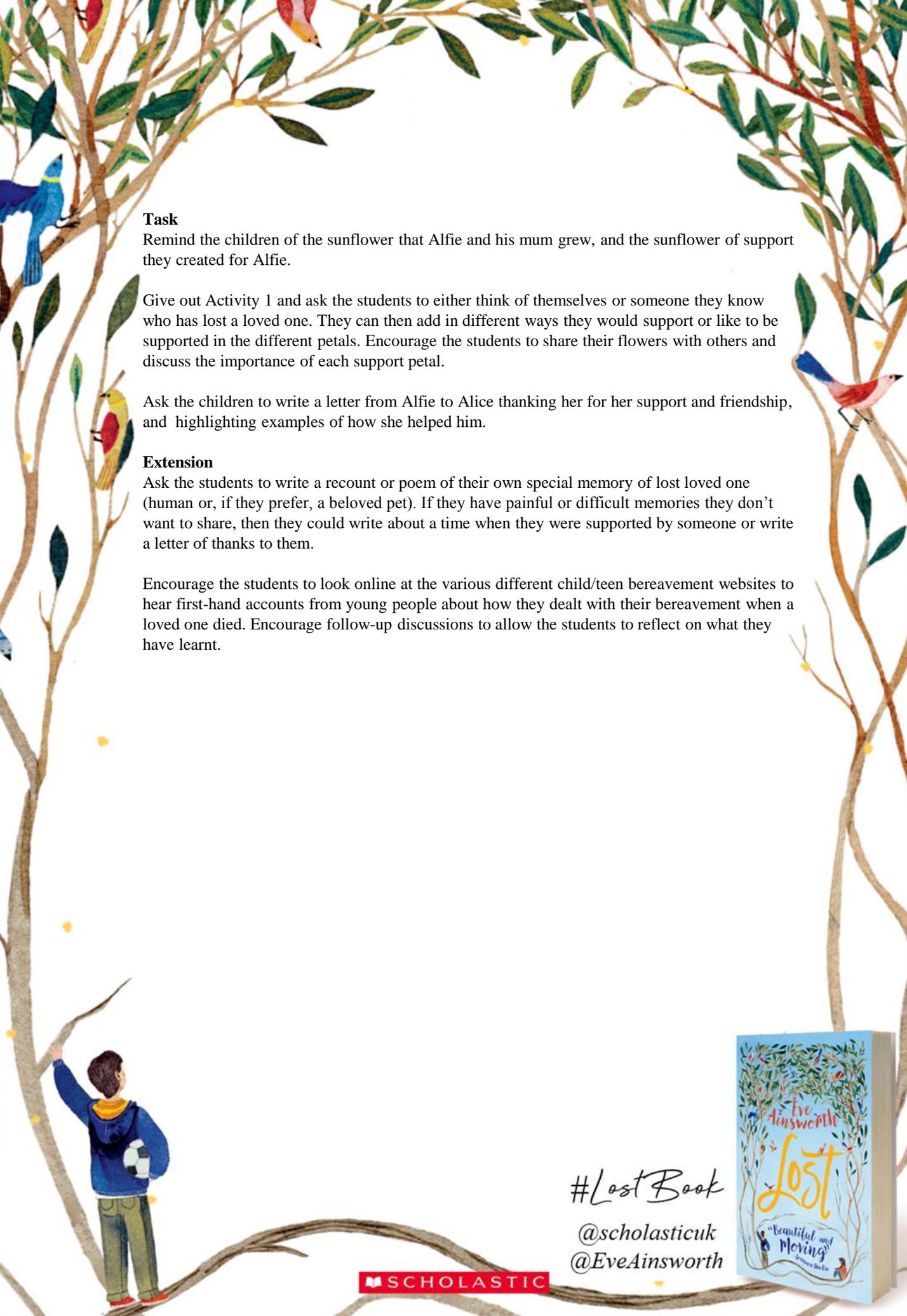
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A detailed illustration of a tree with brown branches and green leaves. Several colorful birds are perched on the branches: a blue parrot on the left, a yellow and red bird in the middle, and a red and blue bird on the right. At the bottom left, a young boy in a blue hoodie and green pants stands on a thick branch, holding a soccer ball. The background is white with scattered yellow petals.

Task

Remind the children of the sunflower that Alfie and his mum grew, and the sunflower of support they created for Alfie.

Give out Activity 1 and ask the students to either think of themselves or someone they know who has lost a loved one. They can then add in different ways they would support or like to be supported in the different petals. Encourage the students to share their flowers with others and discuss the importance of each support petal.

Ask the children to write a letter from Alfie to Alice thanking her for her support and friendship, and highlighting examples of how she helped him.

Extension

Ask the students to write a recount or poem of their own special memory of lost loved one (human or, if they prefer, a beloved pet). If they have painful or difficult memories they don't want to share, then they could write about a time when they were supported by someone or write a letter of thanks to them.

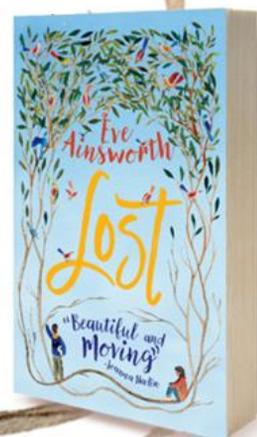
Encourage the students to look online at the various different child/teen bereavement websites to hear first-hand accounts from young people about how they dealt with their bereavement when a loved one died. Encourage follow-up discussions to allow the students to reflect on what they have learnt.

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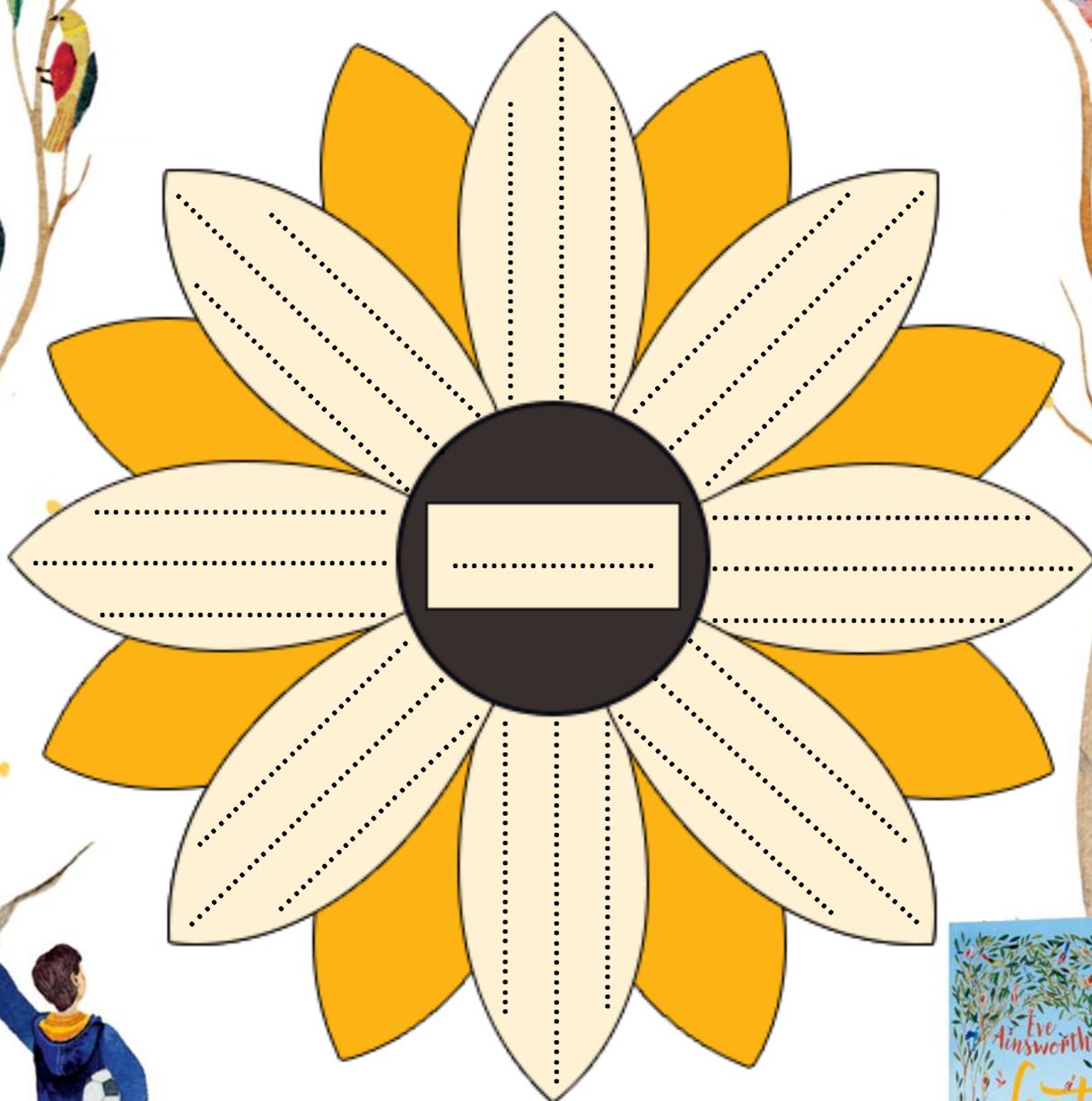
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Activity Sheet 1: The Friendship Support Sunflower

Think about someone you know who may have lost a loved one. Write their name in the middle of the flower and write different ways they could be helped or supported in each petal.

If you have lost someone you have loved, you may want to use the flower to write ways you have been supported or would like to be supported.

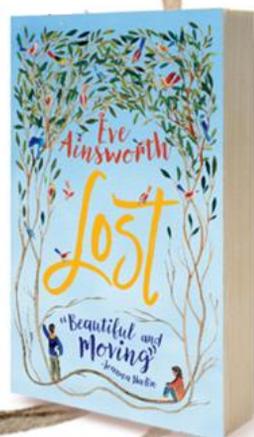


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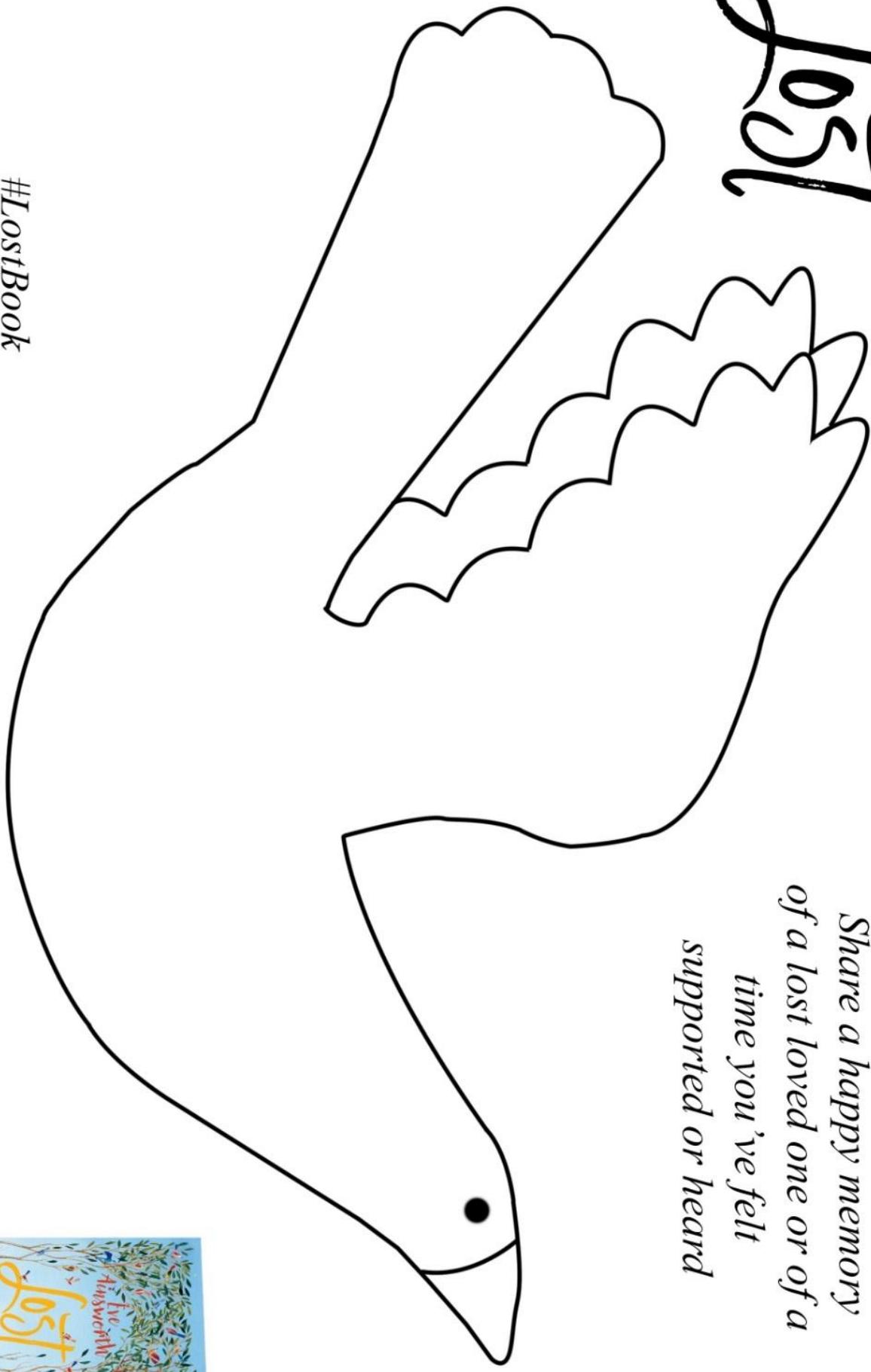
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Lesson Plan 3: Curriculum Links

KS3 PHSE (from the PHSE Association of Study):

Pupils should be taught to:

- H1. to recognise their personal strengths and how this affects their self-confidence and self-esteem
- H2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
- H4. to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment
- H5. the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;
- H13. the benefits of physical activity and exercise and the importance of sleep
- R1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
- R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
- R4. to explore the range of positive qualities people bring to relationships
- R8. different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
- R12. how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement
- R13. to understand the importance of friendship and to begin to consider love and sexual relationships in this context
- L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices
- L2. the knowledge and skills needed for setting realistic and challenging personal targets and goals

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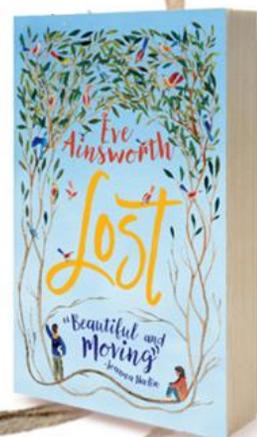
- speak confidently and effectively

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Lesson Plan 4: Year 9

Objectives

- To find out and recognise different emotions and feelings linked to grief.
- To understand how everyone reacts differently to grief.
- To understand that people who are grieving need understanding and support.

Outcomes

- The students look at a range of different bereavement emotions and link them to Alfie's experiences and reactions throughout the story.
- The students discuss and list ways to support bereaved young people.
- The students create a booklet for young grieving teenagers or a support guide for friends.

Resources

- Lost* book
- Resource Sheet 1 – *The ball of bereavement*
- Activity Sheet 2 – *Support for the young bereaved people*

Lead in

Read Chapter 20, from last paragraph, '*I feel a lot of things*' to page 230 '*It felt lighter.*' Discuss the different feelings Alfie admitted feeling about his mum's death. Highlight Alice's words of support and how it made Alfie feel mentally and physically better.

Display Resource Sheet 1 – *The Ball of Bereavement*. Read through the different emotion/physical words/phrases on the ball that are often felt by people who are bereaved. With the students, discuss examples from the book of when Alfie felt some of these emotions, and connect them to the words on the ball, e.g. anger – with his dad over lack of communication, friends – being treated differently, isolation – not wanting to connect, headaches, insomnia, etc. Write them on a whiteboard, add any examples that the students may want to contribute from their own experiences.

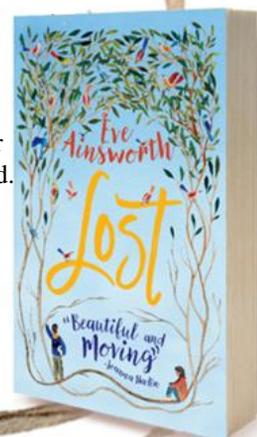
Read out Alfie's thoughts on page 21/22 '*Stop being kind. Please. I really hate it. Being kind is the worst thing you can do. Because how can I move forward when it feels that everyone is holding me back.*' Encourage the students to share their thoughts on this. How do we know how to treat someone who is grieving? Ask why Alfie felt more comfortable talking with Alice and Ben than his dad or Cole. Encourage the students to think of ways Alfie's friends and family helped him and list the ways on the board, e.g. talk to him as if he was not strange, doing fun things or different things, letting him care for others, learning to open up, suggest counselling, cry together, be there when needed.

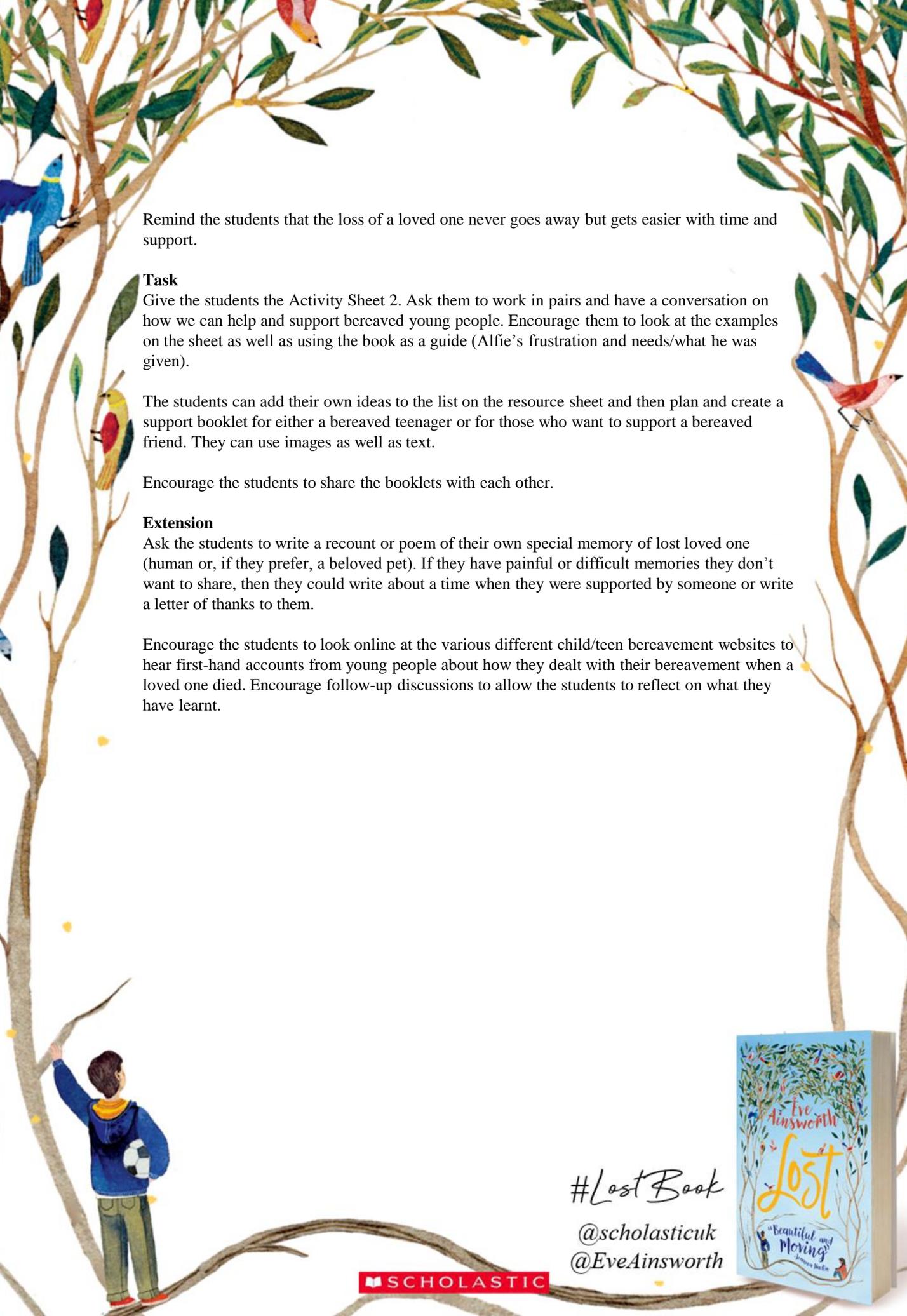
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Remind the students that the loss of a loved one never goes away but gets easier with time and support.

Task

Give the students the Activity Sheet 2. Ask them to work in pairs and have a conversation on how we can help and support bereaved young people. Encourage them to look at the examples on the sheet as well as using the book as a guide (Alfie's frustration and needs/what he was given).

The students can add their own ideas to the list on the resource sheet and then plan and create a support booklet for either a bereaved teenager or for those who want to support a bereaved friend. They can use images as well as text.

Encourage the students to share the booklets with each other.

Extension

Ask the students to write a recount or poem of their own special memory of lost loved one (human or, if they prefer, a beloved pet). If they have painful or difficult memories they don't want to share, then they could write about a time when they were supported by someone or write a letter of thanks to them.

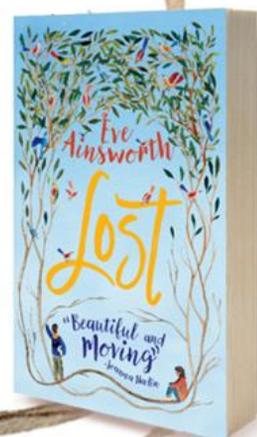
Encourage the students to look online at the various different child/teen bereavement websites to hear first-hand accounts from young people about how they dealt with their bereavement when a loved one died. Encourage follow-up discussions to allow the students to reflect on what they have learnt.

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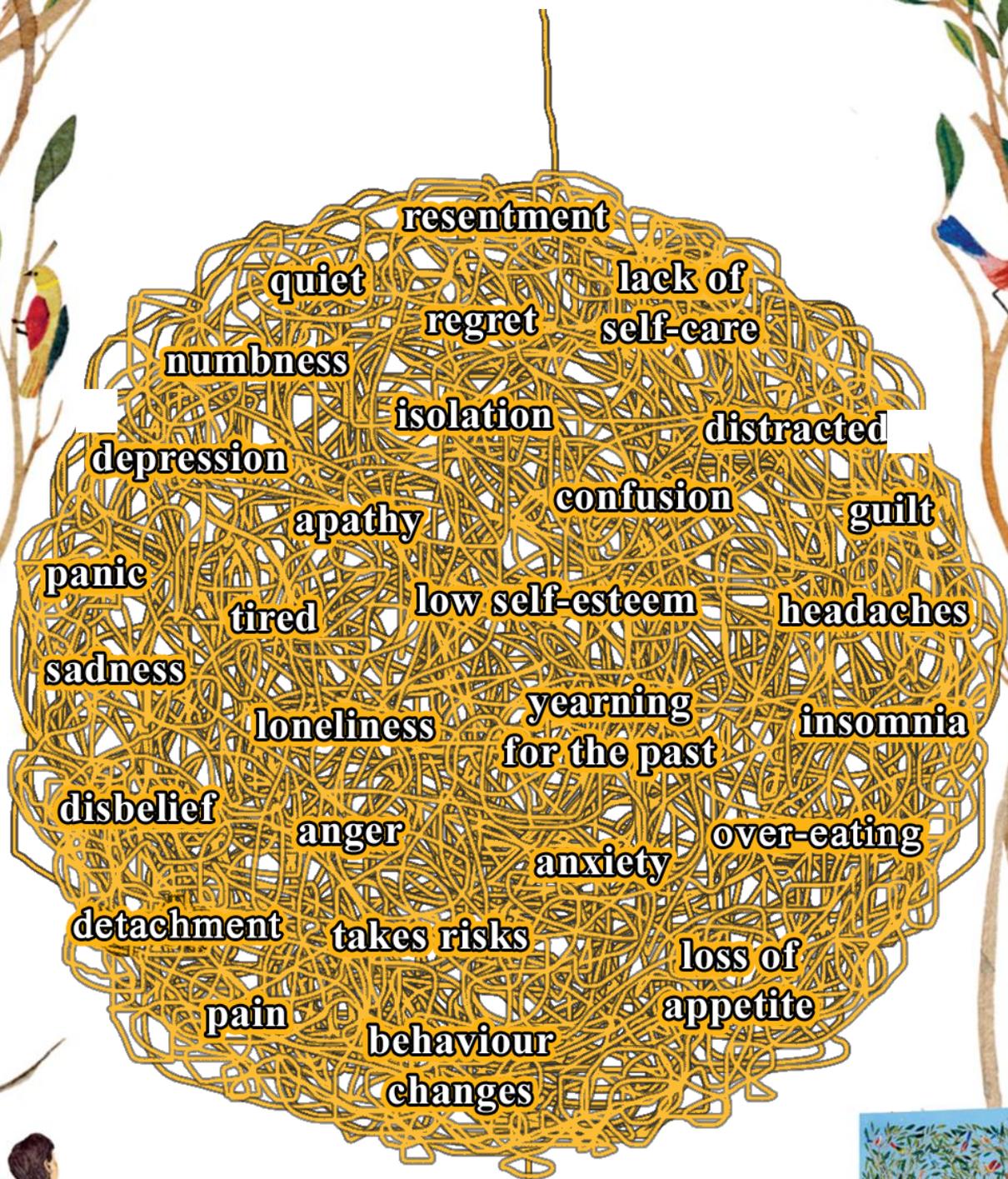
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Resource Sheet 1: The Ball of Bereavement

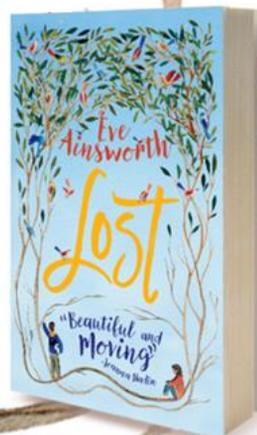


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Activity Sheet 2: Support for Young Bereaved People

Read the list of different support suggestions for young bereaved people. With your partner, add any more suggestions below. Use some of the suggestions to create and write a support booklet for young bereaved people.

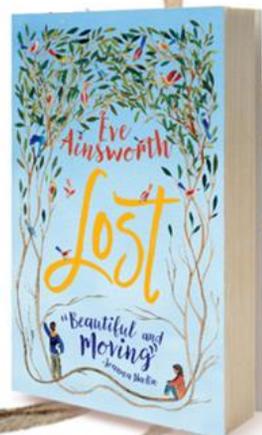
- Working through grief takes time - have a support network of friends, family and support organisations
- Create your own special place or space for time to reflect
- Create a memory box or journal of special memories of a loved one
- Don't worry if you have a bad day - there will be good days too
- Look for occasional distractions from grief such as planned days out, learning new skills, joining in with team sports/music, etc.
- Try to exercise - it helps with stress and can release anger
- Challenge yourself to little steps forward and reward yourself for any achievements
- Take care of yourself and your diet
- If you feel anger, express it in ways that are safe to you and others
- Don't feel guilty if you are having fun or not thinking of the person who has died - give yourself permission to be happy
- Understand that people grieve differently but try to keep the communication channels open
- Find out about support groups where you can meet other young people who are also going through bereavement
- Try and let friends know when you do and don't feel like talking about your loss
- Time will help ease the pain of loss but it is important to keep moving forward

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Lesson Plan 4: Curriculum Links

KS3 PHSE (from the PHSE Association of Study):

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- H2. to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem
- H4. to understand that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment
- H5. the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies;
- H13. the benefits of physical activity and exercise and the importance of sleep
- R1. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
- R3. to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
- R4. to explore the range of positive qualities people bring to relationships
- R8. different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
- R12. how to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement
- L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices
- L2. the knowledge and skills needed for setting realistic and challenging personal targets and goals

KS3 English – pupils should be taught to:

Reading – comprehension:

- develop an appreciation and love of reading, and read increasingly challenging material independently
- understand increasingly challenging texts
- read critically

Writing – composition:

- pupils should be taught to: write accurately, fluently, effectively and at length for pleasure and information
- summarising and organising material, and supporting ideas and arguments with any necessary factual detail
- plan, draft, edit and proofread

Spoken English

- speak confidently and effectively

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