**Slide Away toolkit part two:**
**Working with a bereaved pupil**
**Information for schools**

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1. Anticipated death

When a child is facing the death of someone close to them, their needs will be similar to adults, but they may not be able to express these needs as easily or coherently. However, it is important to liaise with the family and the child to find out what you can do to help at school.

Information: the truth, expressed in a clear and simple way

When someone is ill, we often want to know as much information as possible, in order to understand what is happening and to be prepared for what may happen next. Children may feel like this too. If a child asks a question, it is likely that they will be able to cope with the answer. Liaise with the family before answering any sensitive questions that the child may ask at school.

For younger children, it may be helpful to check the words and language being used to describe the illness and any medical intervention. The Heart of Kent Hospice have told us that they have found children act as if they understand what they’re being told and the words used, even when they do not. School staff may, with the consent of the family, be able to help to explain words like cancer and hospice.

Children may be anxious about practical things - Where will I stay? Will I go to school? How will I know if something has happened to the person? The pattern of their normal everyday life may have changed dramatically. It may be useful to remind them of the things that have not changed, for example, school, with its routine, familiar faces and activities.

Children who are anticipating a death may not want to be parted from their family. Understanding and one to one time with a person at school, with whom they feel comfortable, can provide support at this difficult time.

Reassurance

Children may be worried that the person became ill because of something they did or said or something they omitted to do or say. They need to be told that it’s not their fault. Books like I miss you - a first look at death can be useful in putting across this message.

Children may need reassurance that they are not sick too and that any aches and pains they have, which may be similar to their sick relative, are not symptoms of the same illness. Some children believe that they can catch cancer. The school nurse is a useful member of staff to reassure them.

Expressing feelings

Let children know it’s okay to cry and that feelings like anger are normal. They may need help in managing their anger - see coping strategies below. Children often learn how to respond in difficult situations by observing the adults around them. They will assume this is acceptable behaviour and, if adults constantly hide their feelings, children may feel under pressure to do the same.

See 7 Communication within the family following bereavement

Coping strategies

It may be useful for you to suggest safe ways for children to express their feelings. A sketch book and somewhere quiet where they can jot down their feelings and experiences may be helpful.

See 19 Emotional first aid

Inclusion and consultation in important decisions

Children who are not included in what is happening can feel left out, angry, alone and frightened. At school, tell the child that you know what is happening and support the family in making communication as easy as possible.

Support and understanding from adults

Although you may feel inexperienced to support a child at such a difficult time, they simply need you to be there, listening and caring. It is not necessary to find positive things to say.

See 20 Looking after yourself and others and Brenda Mallon’s ‘I am not a therapist, I am only a teacher’, which is available in the schools’ area on the Slide Away website.

Further support

Hospices are often involved when there is an anticipated death and can offer support to families, children and schools. See our list of useful organisations to find others who may be able to help, for example, the Macmillan Cancer line. There are a number of books that help explain illness and death to children - please see the booklist.
Be prepared

- It is recommended that all schools write a policy to cover the eventuality of the death of a pupil or member of staff.
- Find ways to include death and dying in the curriculum.
- Ensure your school has good pastoral care.
- Ensure that your school always has a School Bereavement Contact and that members of staff know who that person is.
- Provide a variety of resources on bereavement, e.g. leaflets, books, DVDs.

At the time: immediate response

- Decide which member of staff will liaise with the family.
- Contact the family in writing - a card is sufficient.
- Ask the family if it is appropriate for a member of the school staff to attend the funeral.
- If possible, ascertain how the family would like the news shared with the school community. This is difficult, but it is better for pupils and staff to have the facts.
- When a pupil has died, it is helpful to send a letter to parents of other pupils explaining what has happened and why their child may be upset. It is important that consent is obtained from the bereaved family before sharing information.
- When a bereaved child returns to school, they may find it helpful to have the support of a small group of their peers.
- With the permission of the family, make sure ALL members of staff are aware of a pupil’s bereavement and that this information is passed on when a child changes class or year group.
- The Kent Psychology Service supports schools when there has been a critical incident.

When a child is bereaved: returning to school

- It is a natural reaction to cry “Help”, when you have a bereaved child in your class. However, the worst has happened to that child and anything you say or do will not make it worse. It is important to show you care and enough to say “I am so sorry to hear about your mum. Are you okay?”

Usually school provides a secure, safe environment for children and a bereaved child may be keen to return to school to escape from the ‘grief’ at home.

What can I do?

- Teachers can ease the child’s return to school by preparing the class. What is shared with the class and how they might respond should be discussed with the bereaved family.
- If a child is struggling to return to school, the class might like to keep in touch with them by sending letters, but the child should not be put under pressure by the class to return.
- With the child’s consent, share information to ensure that others in the school are aware that the child is grieving. Keep a record of significant dates that they may find difficult and be aware that these dates could be difficult, not just in the months following the bereavement, but for many, many years to come.
- Offer a time out card and someone to talk to - someone the child trusts and feels comfortable with.
- Ask the pupil what you can do to help and don’t be afraid to show your feelings.
- Be honest.
- Respect the pupil’s beliefs about death.
- Don’t make assumptions, don’t tell the pupil that you know how they feel. Everyone grieves differently.
- Familiarise yourself with the other information in this toolkit.

What should I say?

- Acknowledge the death, let the child know that you have heard about their bereavement and that you are there for them if needed. “I was sad to hear that your … has died”, for example, will show that you know and care.
- Children need to be answered truthfully, in terms appropriate to their level of understanding. It is best to give information in manageable amounts, so that the child can process it and try to understand.

See 17 What helped at school and what didn’t - families’ experiences
• Always use words such as die, dead, died or death, NOT lost, asleep or passed away, as these can be misleading, confusing and frightening for younger children and may irritate older ones.
• Check that the child understands any words you use. Words like hospice and crematorium can easily be misunderstood.
• Reassure the child that feelings like guilt, anger and sadness are normal and that they are not alone in having these feelings.
• Sometimes just listening is enough. Don’t feel you have to come up with an answer or a way to fix a problem.

Remember
• The very worst thing that could happen in that child’s life has happened, you will not make it worse.
• Let the child know that support is available, but let them tell you what they need.
• Children who have been bereaved do not need to be treated differently. They want to be treated as normal, but need to know that there is someone at school that understands their situation to whom they can talk.
• Bereaved children often talk more at school than at home, as they don’t want to upset the family.
• Schools need to be sensitive and prepared to keep lines of communication open between school, family and Slide Away or other bereavement support services.

See 19 Looking after yourself and others

• Grief and grieving is long term - do not make the mistake of thinking all will be okay after a period of time. The feeling of loss can be as acute after a year as immediately following the death.
• Bereaved children can change in their behaviour, standard of work or attitude to work. Staff need to be patient, as the child might require time out or extra time to complete assignments or homework.
• Don’t assume that the child who is quiet and getting on with their work is okay. They may just be keeping a lid on their feelings, but those feelings are still there and they may need support in the future.
• Acknowledge that bereavement is not something that young people ‘get over’ - their life has changed forever.

As time goes by…

• Remember anniversaries. Communicating these special dates, especially in a secondary school, can be tricky. Some teachers put a mark in the register.
• Grieving can be mentally and physically exhausting - remember this when you are expecting children to keep up with their school work. They may need some extra care and support. Be tolerant, but try to help them not to get too far behind.
• Encourage and praise children for what they are managing to do.
• Remind them over time that you still remember, as the absence of that special person in their lives will remain with them for ever. Young people are very often reluctant to ‘be sad’ at home because of the risk of upsetting other members of the family and some pupils might welcome the opportunity to talk with a member of staff.
• Be aware of subjects that may be sensitive for a bereaved child, for example talking about the effects of smoking in a science lesson or discussing funerals in RE. Make the child aware of what the lesson will be about in advance, which will give them time to mentally prepare and offer them the chance to opt out.

When a member of staff is bereaved

• If appropriate, send a card and flowers. They may appreciate friends and colleagues attending the funeral or they may prefer colleagues not to witness their grief.
• Ask them what they need and don’t assume.
• Find out who they would like to be told of their bereavement, i.e. colleagues, pupils?
• Routine can be just as important for bereaved adults as it is for children.
• Give them time and space by allowing time out and reducing their workload.
• Do not patronise or assume you know how they feel Everyone grieves differently.
There is no right way to respond when you are told that someone you love has died and children, like adults, react and grieve in different ways. However, the following list gives the most common immediate and longer term grief reactions from children:

- Shock
- Disbelief in what they have been told and protesting that it is not true
- Upset and tearful
- Appearing not to care
- Continuing with their usual activities and routines
- Difficulty with sleeping
- Being clingy
- Extremes in emotions, e.g. anger
- Anger and aggression
- Not wanting to go to school
- Complaining of physical symptoms

The child’s reaction to the death of someone close to them will also be affected by their age and developmental stage. The following gives an idea of what a child’s understanding of death may be at various stages and how they might respond to it.

Age 0 - 2 years
Children at this stage have not developed their sense of time, so any separation is experienced as a sense of loss. They will be aware that someone is missing, be upset that their routine is not the same and express their feelings by crying, not sleeping or not feeding well.

Age 2 - 5 years
Children under the age of five years have not yet grasped that death is final and, when someone dies, find it difficult to understand that the person is not coming back. It is not unusual for children in this age group to play games where there is a reunion with the dead person. Like very young children, they will cry and become clingy. Magical thinking may lead children to believe that they were responsible for the death, which will lead to feelings of guilt. They may become confused by euphemisms used to describe death and become frightened of ‘going to sleep’ or ‘going on a journey’.

Age 5 - 9 years
Children are beginning to understand that, when someone dies, it is irreversible and the body will not function any longer. Children can still become confused by the use of euphemisms to describe death and may still be prone to magical thinking. We have also found that this age group are more likely to scare themselves with thoughts about ghosts and skeletons. There may also be questions around death, funerals and what happens to the body.

Age 9 - 12 years
By now children are beginning to understand the finality of death and become frightened that they too are going to die. These fears can affect their behaviour and they do not always want to acknowledge their feelings, or, indeed, have the words to express them.

Adolescents
Adolescents grieve as adults but their emotions are likely to be more powerful. It is possible that they will find being ‘different’ difficult to manage, which may lead to isolation from their peer group and changes in their behaviour.
4. The grieving journey

It can be hard to see someone grieving, especially if they are not behaving as we might. The idea that grief has a predetermined route can put those who are grieving under pressure and may also result in others unfairly judging the path they are taking:

“He’s hardly shed a tear, I don’t think he’s grieving at all.”

“She’s still not returned to school, she’s got to start getting on with life.”

“She’s done the shocked and angry feelings, she should be getting to the acceptance feelings soon.”

“Isn’t it time that family started to move on?”

However, we need to remember:

• Although the scenery of feelings are common, each person has an individual route through the landscape of grief.
• The length of the route and the time it takes is as individual as the grieving traveller.
• Many stop and stay at places on their journey.
• Some revisit places time and time again, for the rest their lives.
• Some parts of the journey are travelled alone, some with close companions, some with strangers from chance encounters.
• No one can travel on behalf of someone else - it’s their grief and their journey.
5. Beliefs

- As individuals we all have a different understanding of death, which may be based on our life experience, cultural and religious beliefs.
- In some societies, religion, culture, beliefs and rituals can help people to know how to prepare and react to the transition of death. Religion and culture can help to shape peoples’ understanding of death.

In Kent, most of the world religions are represented and a lot of people describe themselves as having no religion at all.

In order to support families in their grief, we may need to learn, respect and deal with another person’s reality, no matter how different it is to our own.

Here are some things to consider when working with a child and their family whose beliefs around death and the rituals they adhere to are different to your own:

- Life experience is an important factor in shaping understanding of death and dying. Gender, age, education and where you live can also play a part.
- Remember that, often, there is a great deal of diversity of religious and cultural beliefs among different communities - do not stereotype.
- Do not make assumptions; listen to the family and child about what they believe.
- Respect that every individual has unique beliefs and do not judge.
- If you visit the home or attend the funeral, seek advice as to what will be expected of you, so that you can be sensitive.
- Please remember to ask the family in order to respect their individuality.

Books - see book list for further details

For children
I miss you: A first look at death by Pat Thomas
When Dinosaurs Die: A guide to understanding death by Laurie Krasny Brown and Marc Brown

For adults
Death and Bereavement Across Cultures
By Colin Murray Parkes
6. Funerals

The funeral can be a very controversial issue and family members can have very mixed views on whether children should attend the funeral.

The following advice can be given to a family if they ask a school staff member’s advice about the funeral:

• If bereaved children and young people have been kept informed and told the truth throughout the death, then it is natural that the funeral should be discussed too. The child can then make an informed choice whether to attend or not - they have the right to choose.
• The child should be given a full explanation of what will happen.
• Keep asking them if they want to change their mind - right up to the day. Make sure the child knows that whatever choice they make is okay.
• They need to be with someone with whom they feel safe and secure during the funeral service. This should be someone who is able to leave the service if the child needs to.

Why can attending a funeral or memorial service help?

• It helps to accept the finality of death;
• It is a way of saying a final goodbye;
• It may help the child to feel less frightened;
• The child will feel they have been included in the family decisions.

Alternatives:

If they do not attend maybe another way of saying goodbye could help them to be involved:

• Letting a balloon go with a message attached;
• Write a letter or poem;
• Light a candle;
• Make a special place in the garden and plant a special flower or plant.

See 8. Ways to remember on special dates.

Books - See book list for further details

Books to share with young children

I Miss You: A First Look at Death by Pat Thomas
When Uncle Bob Died: by Althea and illustrated by Sarah Wimperis
Saying Goodbye to Daddy: by Judith Vigna

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7. Communication within the family following a bereavement

Following a bereavement, family members often find it difficult to talk to each other about what they are feeling because:

• Individual family members are overwhelmed by their own grief;
• Both children and adults try to protect each other by not talking about the deceased or how they are feeling about the loss;
• Family members try to set an example to each other by simply getting on with their lives;
• It is difficult to introduce the topic or indeed to find the right words.

Although we acknowledge that communication within families is important, we also recognise that families face an unfamiliar situation following a bereavement, which brings strong unfamiliar emotions with it. Talking to each other about such a painful topic is difficult, but many families have told us that they have found this easier following attendance at a Slide Away workshop.

However, if families can talk to each other, it will help the child because:

• The child will be given the facts they need about the death. Adults should not assume that children know or understand what has happened. Having the facts will alleviate the child’s fear.
• By talking with the child, they will feel included and not isolated. Being excluded can make children feel angry.
• If members of the family are able to communicate with the child, it means that the whole family have a shared understanding and leaves the door open for children to come back and ask questions.
• The child needs to know that, although a family member has died, they are still part of a family - talking to the child reinforces this.
• If families are unable to talk together about the deceased, it can appear to the child that the person never existed.
• If the child cannot openly grieve within the home, they will take their feelings and associated behaviours outside of the home.

Books - see book list for further details

Books for adults

Never the Same: by Donna Schuurman

Young People, Bereavement and Loss: by Jane Ribbens McCarthy with Julie Jessup

The Grieving Child: by Helen Fitzgerald


Grief Encounter: by Shelley Gilbert

Understanding Children’s Experiences of Parental Bereavement: by John Holland

Children and Grief: by J William Worden

Supporting Children with Post Traumatic Stress Disorder: A Practical Guide for Teachers and Professionals

Never the Same: Coming to Terms with the Death of a Parent
8. Ways to remember on special days

Families and children who have been bereaved have told us that young people feel hurt when excluded from class activities, such as making Mother’s Day cards.

- Ask the pupil what they would like to do.
- Be aware of special dates, such as birthdays and anniversaries for bereaved pupils in your class.

Here are some suggestions you can make to a bereaved young person to help them on special dates:-

**Birthdays, Mother’s and Father’s days and anniversaries**

- Write a letter or make a card;
- Have their favourite meal for tea or visit their favourite restaurant;
- Draw a picture of a good memory;
- Have a look in their memory box;
- If it’s a nice day, fly a kite in memory of the person;
- Listen to their favourite music;
- Go to the Winston’s Wish website and name a star in memory of their special person;
- Release a balloon in their favourite colour and attach a message, then watch it float into the sky;
- Put a message in a bottle for their special person, decorate the bottle and put it somewhere safe or in their memory box;
- Look at a photo album with a friend or relative;
- Buy flowers in their favourite colour and take them to a special place;
- Put a photo in a frame in a special place in their room;
- Journal their thoughts and feelings;
- Allow some quiet time, for example, take a walk.

**Christmas**

The previous ideas are also appropriate at Christmas, but here are some specific suggestions for that time of year:-

- Tie a special message for the person onto the Christmas tree;
- Make a special decoration in memory of your special person;
- Light an Advent candle and spend some time remembering your special person;
- Write a special thought or message on some paper, roll it up and tie it with a ribbon and put it on the Christmas tree;
- Visit the Slide Away Advent candle event on the first Saturday in December and spend some time doing creative activities, remembering their special person and meeting up with friends from their Slide Away workshop.

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9. Caring for a grieving child - When the grief journey is more difficult

The death of someone a child loves is always painful, but grieving is a normal process. However, the grief journey can be more difficult if:

- A parent dies
- A sibling dies
- A young person dies
- The death was sudden or unexpected.
- The death was traumatic - road accident, murder or suicide.

Watching a child grieve is not easy and adults quite often try to protect the child by not giving them the full facts. Children too will protect the adult by hiding their feelings and appearing to be over their grief long before they are. Adults can help children on their grief journey by:

- Being open and honest with them;
- Being there to answer questions;
- Involving them in the rituals;
- Keeping the memory of the dead person ‘alive’ for them;
- Not hiding their feelings - children need to know it is all right to be sad;
- Finding ways for them to express what they are feeling;
- Acknowledging their anxieties;
- Keeping open lines of communication between home and school.

When a sibling dies

The death of a sibling is a very painful experience for any young person because:

- It brings home to the child that young people die too;
- They may become an ‘only child’;
- They feel lonely;
- Their parents are grieving;
- They can lose their identity, and become known as the ‘brother or sister of the person who died’;
- They become anxious that someone else in their family will die;
- They can become confused and frightened because their family has changed;
- Their parents may only recall the positive characteristics of the dead sibling, leading to a lack of self confidence in the surviving child and a pressure to be like the dead sibling;
- They may feel guilty that they are still alive;
- The family may find it difficult to talk about their loss.

See 10 and 11 Support for children bereaved by suicide and Support for children bereaved by murder

See 13 Trauma
10. Support for children bereaved by suicide

Facts about suicide

- In the UK, on average, someone takes their own life every 80 minutes.
- At Winston’s Wish, suicide accounts for 9% of all the children they see and is the second most frequent cause of death mentioned in calls to their Family Line.
- There are around 5000 suicides in England and Wales.
- It is estimated that in the UK 50,000 family members are profoundly affected by suicide each year.

Children bereaved by suicide can feel:

- Unloved, deserted or let down by the person who has died;
- Frightened and alone - families may find it difficult to talk to each other;
- Responsible for the death;
- Excluded - adults are more likely to protect children from the facts about the suicide;
- Traumatised - death by suicide is unexpected and sudden;
- Ashamed - there is often stigma attached to suicide;
- Confused - why did it happen?

Supporting a child bereaved by suicide

- The child will need to be given information about the death by the family and be told everything the child may hear outside of the home - at school, through the media, through friends.
- The child will need to be reassured that they were not responsible for the person taking their own life.
- The child will need to be reassured that what caused the person to take their life is not an illness the child has.
- It is better for the child to know the truth, otherwise what they imagine could be worse.
- Family members should encourage the child to ask them or a trusted member of staff in school if they have further questions.
- Allow the child to feel angry and find ways for them to express their feelings.
- If the family find it too difficult to discuss the suicide with the child, they should ask for professional help.

Books - see list for further details:

*Grief in Children:* by Atle Dyregrov.
*Then, Now and Always:* by Julie Stokes
*The Grieving Child:* by Helen Fitzgerald
*Loss, Change and Grief:* by Erica Brown
*Never the Same:* by Donna Schuurman
*Beyond the Rough Rock:* by Winston's Wish
11. Support for children bereaved by murder

For a child bereaved by murder, the support they need will be very similar to that given to a child bereaved by other traumatic events, e.g. suicide, road traffic accident, accidental drug/solvent overdose. However, the child can feel particularly vulnerable because:

- They are trusting and therefore may find it difficult to understand that a person has killed someone;
- What happened to the murdered person is very frightening;
- They may not understand the way in which the person died because of the language used, e.g. asphyxiation;
- They may feel that they too could be murdered, especially if the perpetrator has not been caught;
- Their home may become the focus of attention for the media, asking questions and taking photographs;
- The police will also be in their home, taking statements, asking for recent photographs and possibly arranging TV appeals;
- It will be painful to see reports of the crime, watching people talk dispassionately about the event and the deceased in TV news bulletins;
- The funeral may be a very public affair;
- If and when the perpetrator is apprehended, there will be a court case, which will also attract media attention;
- The family will re-live the nightmare during the court proceedings;
- The family will have to come to terms with the court’s verdict and sentencing;
- They will continue to see murder ‘acted out’ on television.

A child is expected to cope with all of the above, attend school, listen, learn and keep emotions under control.

Books - see list for further details:

*Goodbye Dearest Holly*: by Kevin Wells
12. When a baby dies

The death of a baby is a devastating experience for the parents and their family and friends. Many families describe it as a very difficult, isolating and life changing experience.

Any other children may feel sad and disappointed that the expected sibling will not be with them.

Adults need to be aware that the child will be affected by the loss and take this into account if there are changes in their behaviour.

- Anger, regressive behaviour, sadness, quietness and becoming withdrawn are all normal common grief behaviours in children.
- If the child didn’t want a brother or sister they may think the death is their fault. They may need to be reassured it is not. It is very common for children of all ages to blame themselves and feel guilty in their grief.
- Seeing other children with young siblings may be hard.
- It is common for adults to say to children or their parents that they can always have another baby sister or brother or try again. Remember that they cannot replace the baby that has died and they need time to grieve.
- If the parents try for another baby, it is likely that it will be an anxious and difficult time and children, along with the rest of the family, may worry it will happen again. A family may need support throughout the pregnancy.
- At school children may find it difficult to explain to their peers what has happened. Children may need some support to explain. They may need some help to find the words for their feelings. Remember to support the child’s close friends, as they may be finding it hard as well.
- Some children may not want to talk about it or for others to know. Follow the child’s lead and ask them what they would like you to do to help.
- Remember if the death is well known across the school, it may have affected other children. Make sure that all children know where to go for support.
- Adults and school staff often say that they find it more difficult to answer questions children have about the death of a baby, than if the death was from illness or old age. Children can ask very direct questions that can sound blunt to adults. Try not to answer children in a complex and elaborate way that may be misunderstood. Be simple and clear, it is okay to say you don’t have the answer and to go away to find out more if you need to.
- Many bereaved parents feel isolated and ignored by others when they come to school. Try not to avoid contact with them.
- If you are finding contact with the child and family hard when a baby has died, the Sands helpline is available every day and its experienced staff will help you to find the right words and support.
- Remember there are lots of organisations that can offer support to families, children and schools. Some are listed below. For further information, see our book list and organisations list.

Books - see list for further details:
For adults
When a Baby Dies by Gill Worth
For children
A Star for Bobby by Helen Keenor
Organisations
Sands
The Miscarriage Association
With special thanks to Patrick at Sands.
From a school’s perspective, providing a safe and caring environment for children is a fundamental and essential support mechanism, and perhaps the only constant in a child’s life. This is especially important when the child’s world is turned upside down through sudden death or witnessing a traumatic event.

Sudden death by way of a fatal accident, murder or suicide is a difficult enough event for adults to cope with. For children, even when surrounded by relations and friends, coming to terms with the loss can make life feel very unsafe. The child may well be distressed, tearful, frightened and in shock for some time after the loss.

Typical “normal” reactions to an “abnormal” event are:

- **Re-experiencing the event** – intrusive thoughts, sounds, smells, flashbacks.
- **Avoiding the experience by not talking to anyone** – withdrawal.
- **Heightened anxiety** – very sensitive, especially to perceived potential danger.
- **Difficulty in concentrating** – leading to irritability.
- **Sleeping problems** – child presents as being tired at school.
- **Separation difficulty** – not wanting to be left alone, clingy.
- **Exaggerated fears, producing panic** – concerns about anything, belongings etc.
- **Depression** – one of the many changes in mood they may experience.

Teachers should be aware that they too may become affected by the events whilst working with the child, and obtain professional support where necessary.

Whatever interventions are provided to support the child externally, teachers should recognise that they are always going to be there to provide regular support and, as near as possible, normal routines should be followed.

In addition to the form teacher, where possible one person (the school bereavement contact) should be available for access by the child. This person should touch base with the child on a regular basis and have contact with the family to provide/receive feedback on specific issues and update progress.
Children and young people get confusing messages about death from TV programmes, films and computer games. These messages are not always the best way to learn about death, as they can be contradictory, unreal, sensationalised and confusing. For example:

• When a player ‘dies’ on a computer game, they may be given a second life or the chance to go back to the start and try again.

• In a recent episode of a popular teen drama, a young girl’s best friend dies. The programme depicts her visiting a counsellor, where she works through denial, anger, guilt, until she reaches acceptance. In a very short time she seems to have forgotten her friend and carries on as if nothing has happened. This is a very simplified, condensed view of the grieving process and young people should not think that this is a pattern which they will necessarily follow.

• In many TV programmes, people die and are never mentioned again, although the actor will often appear in other TV shows as a different character, which does not help young people accept that death is final. Very rarely is the anniversary of the death of a character acknowledged and how the friends and family of the deceased coped with it.

• In films, it is often the ‘baddies’ who die and the good or the strong who survive. Spiderman, James Bond and Superman appear to be invincible, perhaps giving the message that only ‘bad’ people die and the ‘good’ survive.

• News coverage shows in graphic detail the carnage of war and terrorist attacks, but does not address the impact each and every fatality will have on the family affected.

• Advertisements on road safety or health warnings about smoking or alcohol can be painful for a young person to watch, especially if their bereavement is linked to these.

The devastating impact a death has on a family is rarely acknowledged in the media, so it is important that parents/carers and the school give the young people in their care age appropriate information about death and answer any questions they may have, openly and honestly.

It is important to remember that educational films, for example on road safety or cancer awareness, can be very upsetting if they remind the child of their own bereavement. Please make sure that you prepare a young person and give them the opportunity to opt out if they need to.

However, some young people may find comfort from positive messages in the media, from reading books, watching films, TV and computer games, as they may identify with the characters and find reassurance in knowing that they are not alone in their experience. Help them to find comfort, reassurance and the feeling that they are not alone. For example, on Mother’s Day Prince William broadcast:

“Never being able to say the word ‘Mummy’ again in your life sounds like a small thing. However for many, including me, it is now really just a word – hollow and evoking only memories.”

JK Rowling’s Harry Potter is orphaned and gives a strong and positive role model for all children. Some may draw strength from the messages in the films.

“You think the dead we have loved ever truly leave us? You think that we don’t recall them more clearly than ever in times of trouble? Your father is alive in you, Harry, and shows himself most plainly when you have need of him.”

From The Prisoner of Azkaban.

Families have said that the book and film of the same name, “P.S. I love you” helped them feel less alone in their grief and more “normal”. The film is about a young widow who discovers that her late husband has left her ten messages to help ease her pain and start a new life.
15. Why use creative activities and stories when working with bereaved children?

Children may find it difficult to talk with an adult about their feelings because:

- They may not have the words to articulate their feelings;
- They may not feel comfortable ‘opening up’ and may only respond to direct questions;
- They may become embarrassed and/or bored during a conversation with an adult;
- It may be too painful to talk;
- They may be muddled and confused;
- They think that they will not be understood;
- They may not believe that talking can help them;
- It can take time to establish trust with an adult.

Children are familiar with art and craft activities and many will find it easier to express their feelings through drawing, painting or modelling. Others will use words to express their feelings through characters and situations in story telling.

**Suggested reading for adults -**
**Books - see list for further details:**

- *Interventions with Bereaved Children* by Susan Smith and Sister Margaret Pennels
- *Grief Encounter* by Shelley Gilbert
- *Drawing out Feelings* by Marge Eaton Heegaard
- *Bibliotherapy for Bereaved Children* by Eileen H Jones
- *Using Storytelling as a Therapeutic Tool with Children* by Margo Sunderland
- *Storymaking in Bereavement* by Alida Gersie
16. Play

- Play is vital, especially with very young children, who are often able to communicate and express their feelings more easily through play than verbal communication.
- It is instinctive to them and very natural.
- Children are comfortable in play.
- Toys, games and activities can be used instead of words, especially when a child is having difficulty engaging and explaining their thoughts.
- The child may not even understand how they feel, but their feelings may manifest themselves naturally through play.

PUPPETS are a good medium if a child is reluctant to talk. They may respond more easily to a puppet than a person.

SAND can be used to make patterns with fingers or lolly sticks and feeling sand is relaxing and comforting.

PAINTING can be therapeutic, e.g. experimenting with colours, making lines of colour, mixing colours etc.

CLAY/PLAYDOUGH can be moulded or pummelled, either into something that can help the child express themselves or into an abstract shape.

SMALL WORLD, e.g. Playmobil, Duplo or other small figures can be used for a role play activity - house, hospital, ambulance etc. Often, just playing in a make believe world will open the communication.

No therapy can be rushed or hurried. It can take several weeks before a child builds up the trust to be able to open up, play or talk. It is important to let the child initiate and lead the play. Try not to dictate the game.

Books and organisations - see books and organisations list for further details

- **Exercising Muscles and Minds** by Majorie Ouvry
- **Child centred Play Therapy** by Janet West
- **Organising Play in the Early Years- Practical Ideas and Activities** by Jane Drake
- **Drawing Out Feelings** by Marge Eaton Heegaard

Organisations
Play Therapy UK - www.playtherapy.org.uk
17. What helped at school and what didn’t - families’ experiences

What I wanted from school
Written by a fifteen year old girl

I didn’t want school to do anything specific, but wish that they had acknowledged that something had happened. I wanted to know which teachers had been told, as not knowing who was aware of my situation made me feel uncomfortable. I wasn’t even sure if all my teachers were told, as no one said anything to me. I knew that there were teachers I could go speak to if I really needed to but there was no one that I wanted to go to. If someone had come and asked me how I was doing or made sure I was managing my school work, I may have felt happier about going to speak with someone. Having someone friendly come and talk to me may have made me feel less awkward about seeking help. I didn’t really want any help telling my classmates but having someone offer would have made me feel more like the staff at my school were there to support me. All I wanted from school was some basic communication about what they were doing and what I wanted them to do. I knew that school would support me, but felt that it would only be if I went to them, which made me reluctant to seek help.

What we wanted from school
written by a mother

Following a bereavement, that first walk back to school to drop off your child is full of dread and trepidation/anticipation. How will other parents react to you? Will they completely ignore you and cross over the road because they can’t face you or do they just stare because they don’t know what to say or do? If this is how a parent feels, just imagine how a child will feel returning to school after losing someone very close to them, extremely nervous and frightened. How will their friends react to them? Have they been told and what have they been told? Will they still like them and will school be the same? Some children want to go back to school and it is good for them to get back into a routine they know, which makes them feel safe and “normal” and gives them time out!

It is so important that the child is asked how they want their teacher to help and whether their class is told about the bereavement before the child returns to school, or the child wants to tell his/her friends in his/her own time. The child needs support from the school as soon as he/she returns, not to make a fuss but to let the child know that there is someone on hand to talk to, not only when the teacher has time, but when the child really needs it. More often the child will just need five or ten minutes out of the class and not to be told that they must put their feelings on hold until later. Teachers usually have large classes of at least 30 children and don’t always have time to give to the child, especially a child who has been bereaved and needs that extra care and attention. It is so important that the child has someone to talk to if they are having a bad day and that they have trust in this person and feel comfortable talking to them.

It is also important that parents are informed if their child has had an especially hard day, whether they have been upset in class, have had an outburst or been in trouble in the playground. Parents need to be told about any of these so they can talk to their child when they get home from school and try to help.

When a bereavement hits a family, their whole lives are turned upside down and inside out. If the school can support the child and have the confidence to talk to the parents/carers, or indeed the child, to see what they can do to help, it will make time at school feel more secure and safe place to be, especially during the first year after the loss. This would give parents/carers peace of mind that their child is being looked after and cared for at school at an especially difficult time in their lives.

www.slideaway.org
18. A grieving child’s perspective - art work and words

The Emotional Phoenix

This amazing piece of art work was created by 14 young people of secondary school age who have all had someone very special in their lives die. They came to a Slide Away day and created a mixed media feelings collage, expressing the feelings connected to their bereavement. It is hoped that the images and words that they have agreed to share and are featured on this page, will help both school staff and pupils get a better understanding of how things are for bereaved young people.

The young people chose to show a phoenix rising from the flames to represent them breaking free from their sadness and grief. The collage was created in two parts to show the conflicting feelings they feel - happy/sad, angry/calm etc. The hand prints represent friendship. The grim reaper can be seen, as can a broken heart representing a loved one being taken from them and the pain they have experienced following their loss. Faces and words also express the mixture of feelings that they have felt. Belonging and breaking free are important themes in this piece of work. It is also possible to see a star and a heart, representing love for the person who has died. On the right-hand side is a single duck surviving without its family.

Here are some of the words and phrases the young people used to describe their feelings and grief:

- Waiting to wake up
- Why me?
- Unfair
- Disbelief
- Faint - not listened to and not fully understood
- Upset
- Unbalanced - more sadness than happiness
- Shattered faith
- Love - loved the person so dearly
- Devastated
- Controlled - not in control of your own life, not in control of what has happened
- Treachery - betrayed, deceived
- Angry
- Sad
- Excited
- Scapegoat - blamed for something
- Shock
- Confused
- Happy
- Depression - going into a shell
- Unbelievable
- Pressure on you that the person died
- Distraught
- Laziness
- Numbness
- Indulgence
- Extraordinary - Feeling different
- Gluttony
- Fear
- Exposed - vulnerable
- Guilty - blame yourself
- Distorted - you and the world
- Temptation - to change who you are

Here are some of the words the young people came up with when thinking about what has helped them and been positive to their experience:

- Breaking free - finding a new routine
- Good friendships
- Memories
- Finding your belief again
- Support - school, home
- Sharing
- Independence - able to cope on your own
- More confident
- Prepared for the future
19. Emotional first aid

At any point in the grieving process, a bereaved child or young person will have a particularly bad day, when their grief is particularly acute. Here are some suggestions made by bereaved children and young people, which have helped them to cope on those days:

- Punch a pillow
- Run
- Draw
- Write emotions/ worries with a big marker pen
- Kick a ball
- Sports
- Shout into a pillow
- Stamp feet
- Eat some chocolate
- Watch TV
- Listen to music
- Talk to a friend
- Have a bath
- Go on the computer
- Write
- Play an instrument
- Be alone
- Have a hug
- Watch a film under the duvet
- Have a hot chocolate
- Dance
- Relax on the sofa

What can schools do?

Ask what you can do to help, listen and give the pupil some time out if they need it.
20. Looking after yourself and others

- Working with children who have lost someone very important in their lives is sad and can be emotionally draining. Grieving can be hard to observe and may cause you to feel detached or inadequate.

- Thinking about the child’s and family’s loss may spark feelings about other deaths and bereavements personal to you. It could heighten your own sense of mortality.

- Make sure that you have someone to talk to if you need to.

- If you need to, writing down your worries and concerns about the child may help you to unload.

- Don’t let others put pressure on you to do more than you feel comfortable with.

- Take time to do something to make yourself feel better. We talk to the children about an ‘emotional’ first aid kit and you may find you need to think of something that helps you to cope, that you can use as emotional first aid if you are having a down day.

- There are lots of organisations that can help you to support young people. Winston’s Wish and the Child Bereavement Charity, for example, both offer a helpline and information for school staff if you need some advice.

- Read Brenda Mallon’s article on our website, which should reassure you that you are helping.

- Lots of children have told Slide Away that they confide in their pets. Remember, just being a listening ear that does not judge is helpful.

- Remember that, to be of help to the child, you need to take care of yourself.
21. Your Specialist Teacher for Bereavement

Schools in the Maidstone 1, Maidstone 2, Tonbridge and Malling Partnerships have a Specialist Teacher for Bereavement whose role is to develop support for bereaved pupils.

The Specialist Teacher for Bereavement, offers:
Support for pupils with complex bereavements; perhaps not a straightforward referral to Slide Away or for a family who do not wish to access Slide Away support.

Support for School Bereavement Contacts and all school staff; via email, telephone and attendance at meetings and offering INSET from whole day to staff meetings.

A special group for young children aged 3-5 years, either younger pre-school siblings or young Reception age children not ready to access a full Slide Away workshop.

Training days for pre-school settings on supporting bereaved young children.

Support for a class or peer group when there has been a bereavement. Support in bringing death and grieving into the curriculum through assemblies and PSHE.

Support in writing a bereavement policy or with the associated planning. Advice on resources, other organisations and other referrals for bereavement support.
Suggestions for organisations and websites that you may find useful (in alphabetical order)

**Brake**
The road safety charity ‘stopping the carnage, caring for the victims’
Tel: 0845 6038570
www.brake.org.uk/support

**Care for the family**
Part of this national charity which aims to promote strong family life is a section on ‘living with loss’ which includes:

- **The bereaved parents’ network** - offering befrienders, support, advice, events, email newsletter, resources and more.
- **A different journey** - supporting those widowed at a young age.
- **Support net** - offering free online information including fact sheets on miscarriage and the loss of a child.

www.careforthefamily.org.uk/

**Childhood Bereavement Network**
The Childhood Bereavement Network was established in 1998 to ensure all children and young people receive information, guidance and support to enable them to manage the impact of death on their lives.
Tel: 020 7843 6309
www.childhoodbereavementnetwork.org.uk

**Child Bereavement Charity**
Supports families and professionals when a child dies, or when a child is bereaved of someone important in their life.
Tel: 01494 446648
www.childbereavement.org.uk

**Childline**
A free helpline for children and young people on any issue or problem that is available 24 hours a day. Childline talks to 1,000 bereaved children and young people every year.
Tel: 0800 1111
www.childline.org.uk

**The Compassionate Friends (TCF)**
An organisation of bereaved parents and their families, which offers understanding, support and encouragement to others after the death of a child or children.
Tel: 0845 123 2304
www.tcf.org.uk

**Cruse**
Grief support service for children and adults, RD4U is a website designed for young people by young people. It is part of Cruse Bereavement Care and is to support people after the death of someone close.
Tel: 01865225878
www.rd4u.org

**Friends for the Foundation for Study of Infant Deaths**
Local befrienders can offer support to families of cot death victims.
Tel: 01732 763148

**Grief Encounter Project**
Helping children through a bereavement
Tel: 020 8446 7452
Email: info@griefencounter.org.uk

**Holding On Letting Go**
Supports bereaved children aged 5-16 and their families in Kent.
Tel: 08445 611511
www.holdingonlettinggo.org.uk

**Jigsaw4u**
Jigsaw4u is a child-centred charity supporting children and young people through loss and trauma whilst also empowering them to have a voice in decision-making about their own lives, the development of Jigsaw4u and policy and practice locally, regionally and nationally.
Tel: 020 8687 1384
www.jigsaw4u.org.uk

**Much Loved**
Enables you to make a website tribute in memory of someone important in your life who has died
www.muchloved.com

**NHS Direct**
Health advice and information
Tel: 08454647
www.nhsdirect.nhs.uk

www.slideaway.org
Sands
Supporting anyone who has been affected by the death of a baby and promoting research to reduce the loss of babies lives.
Tel: 020 74365881
www.uk-sands.org/

Survivors of Bereavement by Suicide
Confidential telephone helpline, support information, help by e-mail, group meetings (in a number of locations)
Tel: 0844 561 6855
www.uk-sobs.org.uk

The Bereavement Register
By registering the details of your family member or friend onto The Bereavement Register, any company involved in direct marketing will be able to check their own information against the details contained within The Bereavement Register. This will identify the individual as deceased and will allow the company not to mail them.
www.the-bereavement-register.org.uk

The Samaritans
Provides confidential non judgemental emotional support 24 hours a day
Tel: 08457 90 90 90
www.samaritans.org

The Sand Rose Project
The Sand Rose project provides breaks for bereaved families at their venue in Cornwall. It provides a setting where visitors who have experienced bereavement, can take a break within an environment that is beneficial to their needs.
Tel: 08456076357
www.sandrose.org.uk

The WAY Foundation
Support for the widowed and young. The support includes a book loan service, newsletters, chat rooms and local groups.
www.wayfoundation.org

Winston’s Wish
Help for grieving children and their families.

Winston’s Wish family line
Tel: 08452 03 04 05
www.winstonswish.org.uk

When there is an anticipated death or a child has a life limiting illness

ACT- The association for Children’s Palliative Care
ACT is the only organisation working across the UK to achieve a better quality of life and care for every life-limited or life-threatened child or young person and their family.
Tel: 0845 108 2201
www.act.org.uk

Demelza House Hospice
“We are the only children’s residential hospice in Kent, East Sussex and South London providing a wide range of services to life-limited children.”
Tel: 01795 845 200
www.demelza.org.uk

The Heart of Kent Hospice
“The Heart of Kent Hospice is a registered charity specializing in palliative care to the people of Maidstone, Kent and the surrounding local communities. The specialist team offer skilled care, comfort, compassion and hope to people facing the challenge of life threatening illness.”
Tel: 01622 792200
www.hokh.org/

Macmillan
Improving the lives of people affected by cancer
Tel: Concerns and questions about living with cancer: 08088082020
Youth Line age 12-21: 08088080800
If you have questions about cancer types treatments or what to expect: 08088001234
www.macmillan.org

Cancer Research
Helpline and cancer information
Tel: 02070618355
www.cancerhelp.org
# 23. Book list and reviews

### Slide Away book list for children and young people

Suggestions for books that you may find helpful. The books have been given a review or synopsis which has been written by children and young people or Slide Away staff.

- ★ Books with a star are books that Slide Away use at workshops and find useful.
- ✓ Books with a tick are books that are suitable for all ages.

## Books for Young children

<table>
<thead>
<tr>
<th>Book title and author</th>
<th>ISBN</th>
<th>Review/ synopsis</th>
</tr>
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<tbody>
<tr>
<td>No Matter What by Debi Gliori</td>
<td>ISBN-13: 978-0747563310</td>
<td>This is a book about unconditional love, which lasts even after death. Baby fox is grim and grumpy and worries that no one loves him, but mother fox proves throughout the tale that she will love him no matter what. It is a moving and reassuring tale. This is a simple book that very young children can understand, but the message of the story appeals to young and old alike.</td>
</tr>
<tr>
<td>Sad Book by Michael Rosen</td>
<td>ISBN-13: 978-1406313161</td>
<td>‘What makes me most sad is when I think about my son Eddie. He died. I loved him very very much, but he died anyway.” This is an illustrated story of Michael’s sadness. What makes Michael sad is the death of his son Eddie and the death of his Mother. He talks about putting on a happy face, feeling angry that his son has left him and what he does to deal with his sad feelings, like talking, or writing them down and doing something that makes him proud of himself. This is a touching book which most people would relate to. I think it would make those who are feeling sad, less alone and they may find some of Michael’s coping strategies useful. Good for all ages.</td>
</tr>
<tr>
<td>Badger’s Parting Gifts by Susan Varley</td>
<td>ISBN-13: 978-0006643173</td>
<td>Badger is old and knows he is going to die. When he does, all his animal friends can’t imagine being happy again without him. Over time, the friends begin to remember all the wonderful things that badger taught them in his life and to feel happy thinking of the gifts that he gave them.</td>
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<tr>
<td>Fred by Posy Simmons</td>
<td>ISBN-13: 978-0099264125</td>
<td>A cartoon strip book which light-heartedly tells the story of two children's pet cat Fred who has died. Although this book is sad and touching, the children at our workshops always smile and laugh at the story of the adventures Fred had in his life.</td>
</tr>
<tr>
<td>Grandpa by John Burningham</td>
<td>ISBN-13: 978-0099434085</td>
<td>This is a beautifully illustrated picture book about a little girl’s wonderful relationship with her Grandpa. At the end of the book, she is faced with an empty chair, where Grandpa used to sit. The book’s messages are very subtle and it may be a good book for a child to be shown with an adult who can discuss in more depth some of the feelings and messages that it conveys.</td>
</tr>
<tr>
<td>Goodbye Mousie by Robie Harris</td>
<td>ISBN-13: 978-0689871344</td>
<td>This is a gentle, well written book that may be useful for introducing very young children to death. The picture book tells the story of a little boy whose pet mouse dies. Through talking to others and asking questions, he begins to understand and accept his pets death.</td>
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<tr>
<td>Book Title</td>
<td>ISBN-13</td>
<td>Description</td>
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<tr>
<td>Muddles, Puddles and Sunshine</td>
<td>978-1869890582</td>
<td>This is an activity book where Bear and Bee guide children through a number of exercises that aim to help children to reflect on their grief, hold onto memories and make sense of their experience. The book aims to give a balance between remembering and having fun.</td>
</tr>
<tr>
<td>Remembering Mum</td>
<td>978-0713644326</td>
<td>This book has been written with the help of Dad Adrian and his two boys, Sam and Eddy, in memory of their Mum Mandy who died. It features beautiful photos of the two little boys and their Dad. The story shows the boys doing special things in memory of their Mum, like planting flowers or writing about their Mum and Dad. It shows the children doing things they enjoy, as well as just doing everyday things, like getting a comforting hug, making tea or having a bedtime story. All the while, they are remembering Mum. This is a touching book and would be a lovely story for a child who is missing someone close to them who has died.</td>
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<tr>
<td>Milly’s Bug Nut</td>
<td>978-0953912346</td>
<td>A book written by a mother whose husband has died. Jill Janey wrote the book to read with her children to share their feelings. She has written the book so that her children could identify with it. The book includes the words her children used to describe how they felt when their Dad died. This is a lovely story about Milly’s bug nut in which she hides her precious most secret wish. At the end of the book Milly gets an unexpected answer to her wish. This book has been made in association with the bereavement charity Winstons Wish.</td>
</tr>
<tr>
<td>Sad Isn’t Bad: A Good Grief Guidebook for Kids Dealing with Loss</td>
<td>978-0870293214</td>
<td>This book has clear and simple answers to questions and good advice. It is written and illustrated in a way that makes the book feel friendly and easy to read. The book does make reference to God, heaven, praying and being with your loved ones who have died again. Therefore it may be a good idea to check if this book fits in with the family’s and child’s beliefs before reading or recommending it.</td>
</tr>
<tr>
<td>The Lonely Tree</td>
<td>978-0953945986</td>
<td>This is a beautiful and moving story about a little evergreen tree and his friendship with a giant oak tree the oldest tree in the forest. The oak tree goes to sleep with all the other oak trees for winter but the evergreen tree never sleeps and is left alone. This book will help children to understand the life cycle and seasons as well as giving them an insight into grief. The pictures give this book a magical feel.</td>
</tr>
<tr>
<td>The Day the Sea Went Out and Never Came Back</td>
<td>978-0863884634</td>
<td>This gentle story tells the tale of Eric, a little dragon and his love of the sea. Every day he would watch the see go, but it would always come back in. The sea gave him routine, fun and a purpose and he loved it, but one day the sea doesn't come back. Without the sea, the little dragon is lost and so sad. The story tells how he eventually manages to cheer up and get himself back in the warm.</td>
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<tr>
<td><strong>Title</strong></td>
<td><strong>Author</strong></td>
<td><strong>ISBN-13</strong></td>
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<tr>
<td><strong>The Saddest King</strong></td>
<td>by Chris Wormell</td>
<td>978-0099483847</td>
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<tr>
<td><strong>Always &amp; Forever</strong></td>
<td>by Alan Durrant</td>
<td>978-0552548779</td>
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<tr>
<td><strong>When Uncle Bob Died</strong></td>
<td>by Althea and illustrated by Sarah Wimperis.</td>
<td>978-1903285084</td>
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<tr>
<td><strong>I'll Always Love You</strong></td>
<td>by Hans Wilhelm</td>
<td>978-0833547798</td>
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<tr>
<td><strong>Saying Goodbye to Daddy</strong></td>
<td>by Judith Vigna</td>
<td>978-0807572535</td>
</tr>
<tr>
<td><strong>The Fall of Freddie the Leaf</strong></td>
<td>by Leo Buscaglia, ph.D</td>
<td>978-0943432892</td>
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<tr>
<td>Book Title</td>
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<tr>
<td><strong>The Tenth Good Thing about Barney</strong></td>
<td>978-0689712036</td>
<td>This is a story about a little boy whose cat, Barney dies. The little boy is asked by his Mother to think of ten good things about Barney to say at the funeral. The book is about the little boy’s quest to find the tenth good thing about his cat. The little boy find out lots about death along the way. This is a sensitive and well written book.</td>
</tr>
<tr>
<td><strong>I Miss You a First Look at Death</strong></td>
<td>978-0764117640</td>
<td>A simple picture book for young children. The part of this book I have found most useful to share with bereaved children is the message that the child is not to blame for the death of anyone and that the person would have loved them for who they were not for what they did or said. Therefore, this book is perfect for children who are wondering and worrying that what they did or said may have made the person unwell or die. This book is sensitive and reassuring.</td>
</tr>
</tbody>
</table>
| **Water bugs and Dragon Flies**                | 978-0829816242           | This book attempts to answer children’s questions about where people go when they die and why they can’t come back. The book gives the reader something to believe but also admits that we just don’t know what happens when someone dies.  

The story is about water bugs in the lake. When members of the colony climb the lily stalk, they disappear from sight never to return. All the other bugs don’t know where they have gone. One bug promises when he climbs the stalk that he will come back and tell the others where he or she went and why. However, when the bug climbs the stalk, he finds himself in a new world and he has turned into a dragon fly. He is not able to return to his friends and tell them what has happened to him. They will just have to wait until they become dragon flies too so they can understand where he went. |
| **The Huge Bag of Worries**                    | 978-0340903179           | This is a book for all children with worries, not specifically children who have been bereaved. The book follows the story of Jenny who has to carry a huge bag of worries around with her all the time. At the end of the story, she eventually finds someone to help her with her worries and, by sharing, letting her worries out in the day light and giving some of her worries back to the people they belong to, Jenny’s bag becomes a lot lighter. |
| **Someone Has Died Suddenly**                  | www.amyandtom.org        | This is a warm and inviting book for adults and children to share. The narrators, Amy and Tom are children who have been suddenly bereaved. The book includes activities to do and fact boxes. It is clear and concise and has helpful notes to the adult using the book with the child. |

**Books for Older Children**

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<tr>
<th>Book Title</th>
<th>ISBN-13</th>
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<tbody>
<tr>
<td><strong>What on Earth Do You Do When Someone Dies?</strong></td>
<td>978-1575420554</td>
<td>This book gets to the point and tells young people what they can do and reassures them that all their feelings are normal. The book can be blunt, which some readers may not like, however, it confronts matters that concern and scare young people and aims to comfort them. It is very thorough and covers a lot of issues young people face when someone close to them dies. The topics covered include the concept of death, feelings, what happens after death, funerals and remembering loved ones. The book also offers sound advice and ideas for children. The writer has a clear understanding of experiencing a loss and writes in a factual and comforting way to help the reader.</td>
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<tr>
<td>Title</td>
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<tr>
<td>When a Friend Dies - A Book for Teens About Grieving and Healing</td>
<td>978-1575421704</td>
<td>This is a book for teenagers who have experienced the loss of a friend. This book covers many aspects and concerns after losing a friend. It speaks to teenagers directly and the author has a clear understanding of how the death of a friend can affect teenagers. There are many quotes from teenagers who have experienced a loss and quotes about death and grief from famous people. The book comforts and advises teenagers and also helps to make them not feel alone. There is also a selection of recommended reading and resources for teenagers, as well as parents and teachers.</td>
</tr>
<tr>
<td>Straight Talk about Death For Teenagers: How to Cope With Losing Someone You Love</td>
<td>978-0807025017</td>
<td>This book thoroughly covers experiences and feelings after losing someone close. It is a fairly thick book and is not broken up by pictures, which may be daunting to some readers. However, the book is written in six different sections and it is easier to find specific issues. The sections of the book are: The First Days after a Death; What You May Feel; Who Died and How; Advice for Special Relationships and Circumstances; Facing Your Immediate Future; Learning to Cope; Rebuilding Your Life and In Loving Memory. This means that the book could be used by teenagers in different stages of grieving. It also looks at specific types of death, including losing someone from AIDS. I think this is really good as, clearly, the circumstances of this kind of loss and the emotions felt by teenagers will be different to that of others.</td>
</tr>
<tr>
<td>The Grieving Teen</td>
<td>978-0684868042</td>
<td>This book is extremely thorough and covers so many of the things that teenagers go through after losing someone. It is quite long and there is a lot of writing, however, it is in twelve chapters, which are then broken up into smaller sections. There is a contents page, which shows all these, so the book can easily be used and readers can simply find specific sections that they may find useful. The book covers issues faced when a person is diagnosed, through to when they die and then difficulties faced after the death. It talks about a range of specific circumstances and experiences of death and offers much advice on how to cope and move on. It also has stories written by teenagers about their experiences, but I think what is particularly good about this book is that it has a section for friends of bereaved teenagers. For me, it would’ve been more helpful if my friends had known how to act around me and I think the advice in this book would have been very useful to them. At first, it may not seem the most inviting book to read but it is easy to find particular topics and information and the material is really useful and helpful. The book aims to help a whole range of people in different circumstances, rather than giving general advice and information.</td>
</tr>
<tr>
<td>Finding a Way Through When Someone Close Has Died</td>
<td>978-1853029202</td>
<td>This workbook is excellent, as it is written and illustrated and has extracts by children for children. The first part is about feelings and thoughts and the second is ideas for things you may find helpful. Seeing the thoughts of others, for example, on page 64, there is a letter from a teenager, may provide reassurance and help young people to feel less alone in their grief and reassure them that what they are going through is normal.</td>
</tr>
<tr>
<td>Title</td>
<td>Author(s)</td>
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<tr>
<td><em>When People Die Modern Issues That Affect You</em></td>
<td>Pete Saunders and Steve Myers</td>
<td>Currently out of print but can be borrowed from Slide Away.</td>
</tr>
<tr>
<td><em>Vicky Angel</em></td>
<td>Jaqueline Wilson</td>
<td>ISBN-13: 978-0440865896</td>
</tr>
<tr>
<td><em>The Lost Boys’ Appreciation Society</em></td>
<td>Alan Gibbons</td>
<td>ISBN-13: 978-1842550953</td>
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<tr>
<td><em>The Charley Barber Treatment</em></td>
<td>Carole Lloyd</td>
<td>ISBN-13: 978-0744554571</td>
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<tr>
<td><em>Out of the Blue</em></td>
<td>Winston’s Wish</td>
<td>ISBN-13: 978-1903458716</td>
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</table>
## Books for children specifically when there is an anticipated death

Please note any of the books in the other sections will also be suitable and the following books may also be suitable for bereaved children.

<table>
<thead>
<tr>
<th>Title</th>
<th>ISBN-13:</th>
<th>Description</th>
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<tbody>
<tr>
<td><em>Gentle Willow: A Story for Children About Dying</em></td>
<td>978-1591470724</td>
<td>This book is aimed at 4-6 year olds. It includes an introduction and 'Note for parents' section. The story is told through the eyes of Amanda, a squirrel whose close friend Willow is sick.</td>
</tr>
<tr>
<td>by Joyce C Mills, PHD. Illustrated by Cary Pillo</td>
<td></td>
<td>The two tree wizards, Fixumup and Imogen can't make Willow better. Willow's friends give Willow a special medicine called love in her last days and the animals come to terms with losing their friend. Willow's forest friends think of all the special gifts and the memories that Willow has given them. Amanda tells Willow about a caterpillar who turned into a butterfly, a metaphor for the tree going to a better place, which is a very comforting message. This is a story for children who may not survive their illness and could be used for other children where there is an anticipated death or death of someone close.</td>
</tr>
<tr>
<td><em>Help Me Say Goodbye: Activities for Helping Kids cope When a Special Person Dies</em></td>
<td>978-1577490852</td>
<td>This is a book for children when someone is terminally ill. The book walks children through some of the things they may be going through, from visiting the person when they are ill to thinking about feelings after they have died, to holding onto loving memories and thinking how they themselves may have grown and changed over time. This book could be used in school by a teacher or councillor or by a friend or relative at home. It has some good creative ideas that may help children to be able to express themselves.</td>
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<tr>
<td>by Janis Silverman</td>
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<tr>
<td><em>Two Weeks with the Queen</em></td>
<td>978-0141303000</td>
<td>Follow the story of a young boy desperate to find the best doctor in the world to cure his brother dying of cancer. Surely the Queen must be able to help? The humorous style to this story only adds to the immensely serious nature of the boy's mission and his own journey of self discovery.</td>
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<tr>
<td>by Morris Gleitzman</td>
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<tr>
<td><em>The Secret C</em></td>
<td>978-0953912308</td>
<td>A lovely book about a taboo subject - cancer. A child friendly book written in a comic style text. It really gets into the mind of a child and shares the emotions and feelings that they might be experiencing. It asks and answers the questions that children may be longing to ask and that adults may find very difficult to answer.</td>
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<tr>
<td>by Julie Stokes</td>
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## Books specifically for when a baby dies

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<thead>
<tr>
<th>Title</th>
<th>ISBN-13:</th>
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<tbody>
<tr>
<td><em>When a Baby Dies</em></td>
<td>978-0340621769</td>
<td>This book is based on the different experiences of bereaved parents. Part of the book explain how others can be supportive and how professionals can help.</td>
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<td>by Gill Worth</td>
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<tr>
<td><em>A Star for Bobby</em></td>
<td>978-0954693213</td>
<td>This is the tale of a family of birds. Sadly, soon after Bobby is hatched, he dies and is buried. After Bobby is gone, the birds notice a bright star in the sky, a star for Bobby. Written by a mother who wanted to find a way to explain to her two year old daughter that her baby died. This book can be bought on the Sands website, which supports anyone affected by the death of a baby.</td>
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<tr>
<td>by Helen Keenor</td>
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<td>Book Title</td>
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<td><strong>The Grief Encounter Workbook</strong>&lt;br&gt;by Shelly Gilbert</td>
<td>978-1904787211</td>
<td>This is an invaluable tool for any adults who are supporting a bereaved child. It is packed full of activities, advice and suggestions. Slide Away has given this book to all School Bereavement Contacts and to all families that attend a Slide Away workshop. This book is an excellent tool for anyone wanting to support a grieving child.</td>
</tr>
<tr>
<td><strong>Still Here With My Teenagers and Children on Losing a Parent</strong>&lt;br&gt;Edited by Suzanne Sjoqvist and translated by Margaret Myers</td>
<td>978-1843105015</td>
<td>This book is written for anyone who has lost a Mum or Dad whilst very young. 31 young people honestly and frankly tell their stories about their Mum's or Dads death and their grief journey. Suitable for anyone who has lost a parent or sibling. This is a very moving book. This book provides insight into the needs of bereaved children and how to respond to them sensitively.</td>
</tr>
<tr>
<td><strong>35 Ways to Help a Grieving Child</strong>&lt;br&gt;by the Dougy Center, The International Center for grieving Children and Families</td>
<td>978-1890534035</td>
<td>This is an excellent book, with 35 of the key things that should be remembered for those who want to support a grieving child. The information is drawn from stories, suggestions and insight shared by children and their families at the Dougy Center. It is illustrated by pictures that children have drawn and notes written by children, which really helps the reader to see things from the child's perspective.</td>
</tr>
<tr>
<td><strong>A Child's Grief: Supporting a Child when someone in Their Family Has Died</strong>&lt;br&gt;by Winstons Wish</td>
<td>978-0955953903</td>
<td>This is an excellent tool for adults supporting bereaved children. The book includes a section on helping yourself and advice for parents. This book is touching well written and includes the stories of real families' experiences who have had an Important person in their lives die.</td>
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<tr>
<td><strong>Beyond The Rough Rock: Supporting a Child Who Has Been Bereaved By Suicide</strong>&lt;br&gt;by Winston's Wish</td>
<td>978-0953912377</td>
<td>Offers practical advice to families in the immediate days and weeks when suicide has been the cause of death. This is a book aimed at giving parents and professionals, support in addressing this difficult situation and includes child friendly activities to help children to try to make sense of what has happened.</td>
</tr>
<tr>
<td><strong>Grief in Children: A Handbook For Adults</strong>&lt;br&gt;by Atle Dyregrov</td>
<td>978-1843106128</td>
<td>The author teaches and carries out research in the Faculty of Education at the University of Sydney, so may not be a name recognised by many of us in the UK. It is refreshingly different from many publications on this topic, in that it looks at the impact of an incident on different individuals linked to the school community and their role in supporting each other. The author also makes reference to the school environment, which anyone who has been in a school following a tragedy will recognise - <em>I walked into the place and it was just like a leaden atmosphere had come across the whole place...</em></td>
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<tr>
<td><strong>Someone Very Important Has Just Died</strong>&lt;br&gt;by Mary Turner, Illustrated by Elaine Bailey</td>
<td>978-0671767624</td>
<td>This book offers simple practical words of advice that could be followed by adults soon after a death has occurred. The book is based on notes the author made to support a Dad and his very young children when their Mother died suddenly. The book provides good explanations of how children may behave and how to support them. It provides words to use when explaining about death and funerals very soon after a death has occurred.</td>
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<tr>
<td><strong>The Grieving Child</strong>&lt;br&gt;by Helen Fitzgerald</td>
<td>978-0671767624</td>
<td>A simple and easy to read guide for anyone supporting a grieving child. The book provides clear sections with different topics so that you can easily find what you are looking for. It provides advice on things like how to approach the funeral and what words to use when explaining death to children. It's a good book for providing confidence to anyone who is unsure of the best way to support a child.</td>
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<td>Title</td>
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<tr>
<td>Young People Bereavement and Loss - Disruptive Transitions</td>
<td>ISBN-13: 978-1904787457</td>
<td>This is, in fact, a report prepared by the authors for the Joseph Rowntree Foundation and published by the National Children’s Bureau. The report examines the implications of a bereavement on the lives of young people in our society. Although not a lengthy report (73 pages), it contains within its covers a very comprehensive review of the literature on young people, bereavement and loss. Sections within the report include evidence of how young people discuss their experiences of bereavement, the empirical evidence of bereavement as a ‘risk factor’ and the social and cultural context of bereavement.</td>
</tr>
<tr>
<td>Supporting Children with Post Traumatic Stress Disorder: A Practice Guide for Teachers and Professionals</td>
<td>ISBN-13: 978-1853467271</td>
<td>This is a practical guide for teachers and professionals and is certainly accessible to practitioners by providing clear information and guidance on how to support traumatized children. The opening chapter introduces Post Traumatic Stress Disorder by outlining the history, defining what it is, approaches and treatment of PTSD. The book reminds us of traumatic events involving children, for example, Dunblane. There are chapters dedicated to bereavement, supporting children with life threatening conditions, faith and cultural aspects of care and recovery from PTSD. The book is easy to read with plenty of illustrations - many by children. The final chapter ‘Managing a trauma in school’ sets out a very useful framework for schools faced with a traumatic incident in the school community.</td>
</tr>
<tr>
<td>Loss and Learning Disability</td>
<td>ISBN-13: 978-1903269022</td>
<td>This book addresses the central issue of how people with learning disabilities can be affected by bereavement. It is a theoretical based book with a great deal of writing. The beginning examines models and theories of grief. There are two case studies and a section on how to identify grief in someone with learning difficulties. Initially, it its a book you might pick up and put down immediately but, I would suggest you choose a chapter relevant to you, which could be very helpful and informative.</td>
</tr>
<tr>
<td>Understanding Childrens Experiences of Parental Bereavement</td>
<td>ISBN-13: 978-1843100164</td>
<td>John Holland is an Educational Psychologist and this book includes a doctoral project he carried out entitled Project Iceberg. The project involved adults who had been bereaved of a parent whilst at school and explored the way those children were affected at the time and, potentially for many years after. The Iceberg Project studied the experiences of volunteers from their first reactions to hearing the news of the death, their understanding, attendance at the funeral, their return to school, the medium and long term effects of their bereavement.</td>
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<tr>
<td>Children And Grief</td>
<td>ISBN-13: 978-1572307469</td>
<td>The subtitle to this book is ‘When a parent dies’ and the author uses interviews and assessments of school age children to give the reader an insight into how children grieve. Comparisons are also made between children bereaved of a parent to those bereaved of a sibling or the loss of a parent through divorce. Although an academic book based on the Harvard Child Bereavement Study, it is an accessible and useful read. The first chapter poses the question ‘Do children mourn? The books includes Worden’s four tasks of mourning for children and sections on how we can help bereaved children.</td>
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<tr>
<td>Then Now And Always</td>
<td>ISBN-13: 978-1572307469</td>
<td>Then, Now and Always is the story of Winston’s Wish written by its Founder, Julie Stokes. Winston’s Wish was one of the earliest bereavement services working with the community to support children and their families in Gloucestershire. The book links theory and practice, outlining the service Winston’s Wish offers, including residential weekends, a telephone helpline, the website, supporting school communities and the special support needed for those families bereaved by suicide. It is a lovely book to read - well set out with lots of quotes and illustrations. This book will be of interest to anyone who wants to know the theory behind the activities and support offered to bereaved children.</td>
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<td><strong>Interventions With Bereaved Children</strong>&lt;br&gt;by Susan Smith and Sister Margaret Pennels</td>
<td>978-1853022852</td>
<td>The contents of this book includes examples of work with bereaved children in both the UK and USA. It is divided into five parts, which helps the practitioner ‘dipping’ into it allocate the most relevant part for them - individual work, family work, group work, specific client groups and projects in the USA. Within each Part, practitioners describe their techniques for working with bereaved children. There are twenty chapters in all, including play and art therapy, supporting children of siblings dying from cancer, transcultural counselling and making memory stories. The book is well written and illustrated, the index is comprehensive and each chapter includes references.</td>
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<tr>
<td><strong>Never the Same: Coming to Terms with the Death of a Parent</strong>&lt;br&gt;by Donna Schurman</td>
<td>978-0312330958</td>
<td>This book is directed at those who lost a parent as a child or adolescent. It helps them to reflect on their unique experience and to think about what impact this has had on them. Donna feels that the long term effects of the loss of a parent have, for a long time, been ignored and ‘never the same’ seeks to address this.</td>
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<tr>
<td><strong>Relative Grief: Parents and children, sisters and brothers, husbands, wives and partners, grandparents and grandchildren talk about their experience of death and grieving.</strong>&lt;br&gt;by Clare Jenkins and Judy Merry</td>
<td>978-1843102571</td>
<td>Relative grief is invaluable, as it illustrates different family member’s unique feelings when someone dies, helping the reader to see things from different perspectives and appreciate we all grieve in our own way. It can help the reader to feel more normal or less alone in their grief. The book gives the reader first hand accounts of death from the perspectives of different family members. As each person tells their own very different story the book shows the individuality of grief. It may be helpful for people who are not grieving but who want to try to understand what a friend or someone they work with may be going through.</td>
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<tr>
<td><strong>Death and Bereavement Across Cultures</strong>&lt;br&gt;by Colin Murray Parkes</td>
<td>978-0415131377</td>
<td>This book discusses the complex subjects of culture and religion and their place in shaping peoples understanding and reactions to death and dying. The book helps the reader to understand how we can best support others whose understanding of death may be very different to our own. This is a useful book for anyone involved in the care of the dying and bereaved in how to provide appropriate and sensitive support.</td>
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<tr>
<td><strong>Books about story telling, play and art</strong></td>
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<td><strong>Using Story Telling as a Therapeutic Tool with Children</strong>&lt;br&gt;by Margo Sunderland</td>
<td>978-0863884252</td>
<td>In the introduction to her book, Margo Sunderland points out that a lot of untrained counselling happens in the pub, over the garden fence and in the school playground and that if only trained counsellors and therapists were ‘allowed’ to listen to children’s feelings, there would be a lot more suffering and unhappiness around. However, she cautions the reader by highlighting that any emotional disclosure made by a child must be treated with respect and advises that those untrained in counselling or therapy should pay particular attention to some sections in her book. This is very helpful advice for school staff who are not trained to take on the role of counsellor or therapist. This is not a ‘heavy’ read, but clearly sets out what resources might be needed, how to construct a therapeutic story, as well as how to respond to a child’s story.</td>
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<tr>
<td><strong>Story making in Bereavement</strong>&lt;br&gt;by Alida Gersie</td>
<td>978-1853021763</td>
<td>Alida Gersie does not interpret a story’s theme but believes that stories have the ability to mean something to an individual at a particular point in their life and that they can offer real comfort to the bereaved. The book is divided into six sections - the first five sections are fascinating, as Alida writes on the subject of death and loss from the angle of someone who has studied comparative mythology. The final section offers a selection of stories to share with bereaved young people with follow up activities. Each story can be told with a different focus, for example The Fate of the Unhappy Sura can have as its focus ‘Destiny and Choice’, ‘I can’t be bothered’ or ‘Nothing will ever change.’</td>
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<tr>
<td><strong>Play Therapy</strong>&lt;br&gt;by Virginia M Axline</td>
<td>978-0345303356</td>
<td>Good for the novice working with children through play. It has short concise chapters and enlightening case studies.</td>
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<td>Dibs in Search of Self: Personality Development in Play Therapy.</td>
<td>978-0140134599</td>
<td>An insight into the mind and behaviour of a bereaved child. It shows how the simple act of creative play can allow a person to understand life around them.</td>
</tr>
<tr>
<td>Exercising Muscles and Minds</td>
<td>978-1904787013</td>
<td>This is an easy to read book that shows how important creative play is to young people. It has lots of examples of good practice and recognises that play can help children to make their own sense of their often confusing world.</td>
</tr>
<tr>
<td>Child Centred Play Therapy</td>
<td>978-0340652534</td>
<td>This is a text book which is quite easy to read. It may be useful for carers working with child with behavioural problems.</td>
</tr>
<tr>
<td>Organising Play in the Early Years - Practical Ideas and Activities.</td>
<td>978-1843120254</td>
<td>Full of practical ideas easily set out in individual chapters, including construction, sand, water, paint, music, role play and malleable materials</td>
</tr>
<tr>
<td>Drawing Out Feelings</td>
<td>978-0962050251</td>
<td>The Drawing Out Feelings Series consists of four titles ‘When Someone Very Special Dies,’ ‘When Something Terrible Happens,’ ‘When Mom and Dad Separate’ and ‘When Someone Has A Very Serious Illness.’ Although the presentation of these workbooks look somewhat ‘homemade’, with each page containing a handwritten activity, for example, ‘Sometimes the world is a very wonderful place where good things happen. I can remember a happy time… and can draw a picture of it’ the Facilitator Guide which accompanies the series is very comprehensive. Each workbook in the series is colour coded in the Guide, with guidance on group structure and a weekly programme of activities</td>
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**Reading books for adults**

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<td>Goodbye Dearest Holly</td>
<td>978-0340897911</td>
<td>The disappearance of Holly Wells and Jessica Chapman in August 2002 from their home town of Soham dominated the media and came into our lives. We can only imagine what their families went through, but Kevin Wells, Holly’s Dad, takes us through the family’s experience, from when the girls first disappeared, the search and the arrest of Ian Huntley. Kevin Wells also gives the reader an insight into the pressures and stresses of working with the police, the media and the legal system, at a time when a family is at its most vulnerable.</td>
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<tr>
<td>Living on the Sea Bed</td>
<td>978-0091906825</td>
<td>Lindsay Nicholson, in her introduction to this book, relates how she is asked by a woman at a dinner party whether she has a husband. When Lindsay mumbles ‘No’ the woman responds ‘Poor you - did he run off?’ How many of us dread those small talk questions about our family - rehearsing what we will say to explain that someone special to us is not around because they have died. Lindsay lost both her husband and eldest daughter to leukaemia and through her book is able to share her reactions, grief and behavior following their deaths.</td>
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<tr>
<td>All Shall be Well</td>
<td>978-1853119323</td>
<td>Joan Wilson is the mother of Marie, a young nurse killed in the Enniskillen bombing in 1987. Joan’s son, Peter, was killed in a road accident in 1994 and her husband, Gordon, died in 1995. Joan’s book is about sharing what has helped her to help others and is full of wise words and words of comfort. Joan talks of her daughter, Marie being ‘forever 20’, managing anniversaries and Mother’s Day. Joan also shares hymns and verses which she has found helpful - my favorite is ‘On Loan’</td>
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<tr>
<td>Title</td>
<td>ISBN-13: 978-1400034727</td>
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<td>When Bad Things Happen to Good People</td>
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<td>Rabbi Harold Kushner wrote this book in memory of his son, Aaron who died in 1977 at the age of 14 years. Aaron had progeria, a disease which prematurely ages children. Rabbi Kushner says, in his introduction, that he did not set out to write a book that would defend God, but that he wanted to help other people who found it difficult to hold onto their faith when they were so angry with God and for those people who had persuaded themselves that they deserved what had happened to them. This is more of a book about self discovery following tragedy than a religious text.</td>
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<td>A Heartbeat Away</td>
<td>ISBN-13: 978-0952166160</td>
<td>The foreword to this book, by Flappy Lane Fox, is written by His Royal Highness The Prince of Wales, whose first words are ‘Birth and death are the certainties that embrace us all.’ The first part of this book is Flappy’s story, from when she hears of her son Harry’s death in a road accident. As well as sharing her grief reactions, Flappy writes about the decisions the bereaved have to make about whether they should see the ‘body’ and what clothes the deceased should be buried in. Flappy also shares a number of her coping strategies, which include listening to music and reading books. The second part of the book contains anthologies of writings on bereavement.</td>
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<td>If the Spirit Moves You</td>
<td>ISBN-13: 978-0330487863</td>
<td>Justine Picardie’s sister, Ruth, died of breast cancer in 1997. Justine’s first chapter starts on Good Friday in the year 2000, where she is at the gym on the treadmill, which is supposed to be good therapy. Good Friday is the saddest day of the year for Justine - the anniversary of her sister’s death. Justine’s book is about her longing to have contact with her dead sister and how this leads her to search for an afterlife.</td>
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<td>A Grief Observed</td>
<td>ISBN-13: 978-0571066247</td>
<td>C S Lewis was a great scholar, but this book, following the death of his wife, shares in a simple, honest way what he is experiencing. ‘No-one ever told me that grief felt so like fear.’ A very short read - just 64 pages - where Lewis does indeed observe ‘grief’.</td>
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<td>Learning to Live Again</td>
<td>ISBN-13: 978-0006425847</td>
<td>Rita Rogers, according to the cover of this book, is an ‘Internationally Respected Medium’. The book is described as ‘A practical, spiritual, guide to coping with bereavement’. In her introduction, Rita Rogers says that through her work as a medium, she has gained a unique insight into the nature of loss and grief. This insight is demonstrated in the chapters she writes on losing a child, sibling, friend, parent and soul mate. There are also chapters on coping with suicide and coping with tragedy.</td>
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