**Loss** (lôs)
A feeling of being sad or lonely because someone or something is not there anymore.

---

**Lost and Found**
Adolescents experience loss in a number of ways – the divorce of parents, the death of a sibling or friend, or moving from a familiar house, neighborhood or school into a new environment. How painful is this experience? How will their lives change? How long will the loss be felt? **LOST AND FOUND** examines these questions and concerns and analyzes what parents can do to help their children cope with loss and overcome the burdens it brings.

This special program was produced by the highly skilled television and education team at CWK Network, Inc.

---

**RESOURCES**
- Grieving and Loss Fact Sheet
- Parent Tip Sheet
- Grades 3-5 Lesson Plan
- Grades 6-8 Lesson Plan
- Grades 9-12 Lesson Plan
- Discussion Questions
## Character Traits

All Connect with Kids programs address these 26 character traits:

<table>
<thead>
<tr>
<th>Trait</th>
<th>Trait</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring/Compassion</td>
<td>Citizenship</td>
</tr>
<tr>
<td>Civility</td>
<td>Conviction</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Courage</td>
</tr>
<tr>
<td>Courtesy</td>
<td>Diligence</td>
</tr>
<tr>
<td>Freedom</td>
<td>Generosity</td>
</tr>
<tr>
<td>Helpfulness</td>
<td>Honesty</td>
</tr>
<tr>
<td>Honor</td>
<td>Integrity</td>
</tr>
<tr>
<td>Justice/Fairness</td>
<td>Kindness</td>
</tr>
<tr>
<td>Loyalty</td>
<td>Patience</td>
</tr>
<tr>
<td>Peace</td>
<td>Perseverance</td>
</tr>
<tr>
<td>Respect</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Self-Control</td>
<td>Togetherness</td>
</tr>
<tr>
<td>Tolerance</td>
<td>Trustworthiness</td>
</tr>
</tbody>
</table>

For more information on Connect with Kids or Lost and Found, please call (888) 891-6020 or email sales@cwknetwork.com
Students, educators and families can discuss grieving and loss after viewing the show. Use these questions as a guide.

PART I
1. Describe Laura Killian’s loss. How has it affected her behavior?
2. According to the National Center for Health Statistics, how many children each year experience the divorce of their parents?
3. How does Dr. Jordan interpret Laura’s behavior? What does Laura’s behavior say about her opinion of herself?
4. Why does Mrs. Bickley (Laura’s mother) think this loss is worse than dealing with death? Do you agree or disagree? Why?
5. Do you think Laura is making a good decision? Why or why not?

PART II
1. How did Christina Valentine react to her father’s death? What did she do?
2. How did Doug Smith react to his mother’s death? What things did he do?
3. What do you think Dr. Jordan means by the words, “Things that are unmentionable are unmanageable.” Is grief unmentionable?
4. How are the children at Kids Clubhouse Bereavement Center mentioning and managing their grief?

PART III
1. Do you think Laura’s moving away from her mother and brother and family to live with her father will be as difficult for her as the loss of the divorce has been? Why?
2. In your opinion, which is a greater loss: moving away from “home base” or a divorce? Explain your answer.
3. Would you have made the same decision as Laura? Why or why not?
4. What does Dr. Jordan say about the importance of connections? Do you think that is true? Explain your answer.

CLOSING
1. Describe Rachel Baumgartner’s cancer and the losses she has already faced. What, in your opinion, is her greatest challenge?
2. How does Rachel deal with her grief?
3. How does the way the children at the Bereavement Center express their grief compare and contrast with the way Rachel expresses hers?
4. According to the video, what are some of the normal emotions of grief?
5. What is the most important thing adults, children and teens can learn from this video about dealing with grief?

This resource guide is designed to accompany the video entitled “Lost and Found.” This resource guide includes:

- Grieving and Loss Fact Sheet
- Parent Tip Sheet
- Grades 3-5 Lesson Plan
- “Choices” Charts
- Grades 6-8 Lesson Plan
- Grades 9-12 Lesson Plan
- Discussion Questions
Lost and Found
Parent Tip Sheet
Helping Children and Teens Grieve

Grief is the normal response to loss, be it the loss of a home, a job, a friend, a marriage or a loved one. Often the most painful loss is the death of a loved person.

Grief is a combination of our emotions and our reactions to those emotions. During the grieving process many emotions come and go, sometimes without warning. These include sadness, shock, denial, anger, guilt, depression, acceptance and growth.

While many emotions and reactions are common to all who grieve, it is absolutely essential to remember that grieving is a different experience for each person. What makes one person cry and withdraw may make another laugh or giggle. Grief is an individual, normal and healthy response to loss and must be treated as such.

WHAT YOU CAN DO

The National Association of School Psychologists and the National Center for Grieving Children suggest you keep the following points in mind when your child grieves:

Grieving is a process, not an event: Ensure that you and your child’s school allow adequate time for your child to grieve in the manner that works best for him or her. Pressuring your child to resume “normal” activities without the chance to deal with his or her emotional pain may prompt additional problems or negative reactions.

Don’t assume your child will always grieve in an orderly or predictable way: Everyone grieves in different ways. No one “correct” way exists.

Encourage your child to ask questions about loss and death: Don’t worry about not knowing all of the answers. Treat your child’s questions with respect, and demonstrate a willingness to help your child find his or her own answers.

Let your child know that you really want to understand what he or she feels or needs: Sometimes children are upset but cannot tell you what will be helpful. Giving your child the time and encouragement to share his or her feelings with you may enable him or her to sort out those feelings.

Don’t assume that every child understands death or loss in the same way or with the same feelings: Each child and teen’s grieving experience is unique.

Keep in mind that grieving is hard work: The grieving period will be stressful for both you and your child.

Allow your child to act as the teacher when describing his or her grief experience: Give your child the opportunity to tell his or her own story while you act as a good listener.

Don’t lie or tell half-truths to your child about tragic events: Children will see through false information and wonder why you do not trust them with the truth. Lies will not help your child through the healing process or help him or her develop effective coping strategies for life’s future tragedies or losses.

Remember that grief is ongoing: It never ends, but it does change in character and intensity. Grief is not a disease to be cured, but a process we learn to incorporate into our lives.

Provide your children with long-lasting support: The more losses your child suffers, the more difficult it will be for him or her to recover. This is especially true if your child loses a parent who serves as his or her major source of support. Try to develop multiple supports for your child.

EVALUATION

- Did students understand the musical vocabulary as it relates to instrumental and popular music?
- Did students understand the emotions that accompany grief?
- Could students select appropriate popular songs to analyze?
- Did students analyze the musical and lyrical grief of the songs?
- Could students apply Rebecca’s words to the intention of the popular song’s composers?
- Did each student complete a written analysis?
Part 2
The loss of relationship is one with which most teenagers can identify. This type of loss can stem from parental divorce, the loss of friends or disassociation from a social group, or the loss of a boyfriend or girlfriend. Part 2 of this lesson uses these types of losses as a basis for activity and discussion.

1. Talk with the class about some of the most common losses that teens in high school often face. Ask, “How many of you know of someone, or have yourself, experienced loss since entering high school that is related to one of the following scenarios: (1) divorce of parents, (2) loss of friends and/or disassociation from a social group, or (3) loss of a boyfriend or girlfriend.”

2. Explain to students that some current popular music expresses the emotions that make up grief associated with these types of losses. Ask the students: “Think about the music you listen to about lost love or relationship. As a group, let's brainstorm a list of song titles or lyrics on the board.” Record the students’ feedback.

3. Tell the class: “Your assignment is to listen to your music and select one song that expresses grief about a lost love or relationship. You will do two things: Type up the lyrics and bring in a copy of the song that everyone can listen to.”

THE RULES: Music must be SCHOOL APPROPRIATE. If you think the lyrics are questionable, they probably are, but you are welcome to show teacher ahead of time if you are unsure.

4. Explain to the class that, “From all the submissions, I will select several representative pieces of music that we will analyze in class.” Be sure to provide a due date. You will need to make copies of the selected songs’ lyrics for the next class session.

Part 3
1. On “The Day of Listening,” review the musical terms “rhythm,” “tempo” and “melody”.

2. Distribute lyrics for the student-submitted songs you have chosen and have students read through them as everyone listens to the songs.

3. Using the musical terms, first have the class evaluate how the music express grief. Comb the lyrics for the specific words and phrases that express grief. Ask, “What has caused the grief? How do you know? Where do you find that in the lyrics?”

4. Repeat this process for the other songs you have selected.

5. Ask students: “What do all of these songs have in common? How do they differ?”

6. Ask the students to apply this statement to the (continued on next page)
Lost and Found
Grieving and Loss Fact Sheet

Loss is an experience that every one of us will face. For some, this experience comes sooner rather than later. Divorce, disease, the death of a parent, the death of a pet, the loss of a friend … all are potential sources of loss facing many youth before the age of 18.

Statistics tell us that:
• Over 40 percent of children live in a household that has been touched by divorce or the death of one parent.
• Over 2 million children in the United States alone, or slightly more than 3 percent, are estimated to experience the death of a parent before the age of 18. The percentage is much higher when the statistics include experiences children usually have, such as death of grandparents, relatives, siblings, classmates and pets.
• Children and teens are at the highest risk for adjustment problems in the first year after a loss, with 10 to 15 percent at risk for problems, most likely in the form of depression.

Loss is accompanied by an emotional reaction, commonly called grief. Grief is more than the emotions associated with loss. Grief is a process. It is the way each of us deals with loss, be it the loss of a relationship or the death of a loved one.

It is important for adults to recognize that children and adolescents do not experience loss and grief in the same ways. Unlike adults, grieving children do not experience continual and intense emotional and behavioral reactions.
• Children may seem to show grief only occasionally and briefly, seeming sad one minute and playful the next. But in reality, a child’s grief usually lasts longer than that of an adult.
• A child’s ability to experience intense emotions is limited. Mourning in children may need to be addressed again and again as the child gets older.
• Grieving children may not show their feelings as openly as adults.
• Grieving children may become very involved in other activities. It is easy for families to think the child doesn’t really understand or has gotten over the death. Neither is true. Children’s minds protect them from what is too powerful for them to handle.
• Children have trouble putting their feelings about grief into words. Instead, strong feelings of anger and fears of abandonment or death may show up in the behavior of grieving children. Not all children of a particular age will experience grief in the same way. The grief experience will be influenced by a number of factors:
  • Personality
  • Developmental stage
  • Earlier experiences with loss
  • Relationship with the person who has left (or has died)
  • Opportunities to share his or her feelings and memories
  • Steady relationships with other adults
  • Family members’ ability to communicate

For the Classroom

PROCEDEURE
Part 1
1. Play a piece of classical music that expresses grief and sadness such as:
  • Berg’s Violin Concerto
  • Mozart’s “Masonic Funeral Music”
  • Chopin’s “Marche Funebre”
  • Mozart’s “Requiem”
  • Mahler’s “Kindertotenlieder”
  • Durufle’s “Requiem”
  • Samuel Barber’s “Adagio for Strings” (highly recommend)

2. After listening, ask the class about the emotional content of the music: “What emotions did you hear? Without any lyrics, how do you know these emotions are intentional?”

3. Tell students: “There are musical ways that composers have used forever. These tools include: rhythm, tempo and melody.”

  • **Rhythm** is the pattern of beats in music. Some patterns are very familiar to even the untrained ear. A two-quarter rhythm is usually associated with marching music and polkas. Three-quarter time is the signature of waltzes. Ask: “Do you hear either a march or a waltz in the piece we just listened to? This means that most likely, this piece falls into a different category, one with four or more beats to a measure, which gives it a different feeling.”

  • **Tempo** is the speed at which a musical composition is played. Ask: “Would you call this piece ‘up-tempo’? Why or why not?”

  • **Melody** is the most familiar to us, as it is the tune of a musical piece; it’s the part you can sing or hum. Some melodies are played in a major key, which is a positive sound. Ask: “If minor key is the opposite of major key, what sound does it have? Is this musical piece we just heard played in a major or minor key? Why do you think so?”

4. Tell students: “The piece we just listened to is called _______ , and it was composed by _______ to express grief. What is grief?” (Answer: Grief was composed by _______ and it was composed by _______ to express grief.)

PROJECT AND PURPOSE
In this integrated arts lesson, students will listen to classical music and discuss how music expresses emotions through rhythm, tempo and melody.
Students will also analyze a personally selected piece of current popular music for ways it expresses the emotions of grief and what it offers for those who suffer from the same grief.

BACKGROUND
When faced with any kind of experience, good or bad, we all need to somehow express our emotions. But children and teens don’t always recognize and understand their own emotions. This is especially true with grief. The overwhelming feelings that are a natural part of the grieving process are often confusing to children, teens and even adults; all people need positive outlets to identify and express their grief. In the words of E.C. Gowell, “Unexpressed grief causes disease.”

OJECTIVES
Students will …
• Learn the musical terms “rhythm,” “tempo” and “melody” and how musicians use these to express emotion in classical pieces.
• Listen to and analyze a piece of classical music.
• Analyze a personally selected piece of popular music for ways the music expresses grief.

MATERIALS
• Blackboard/whiteboard
• Recordings of selected musical pieces (See Part 1) and appropriate machinery to play them
• Paper and writing utensils

TIME
This is a one- to four-day lesson.

(continued on next page)
5. Spread out a large, banner-sized paper on the floor and provide the class with magazines, scissors, markers, glue and other art supplies. Tell the class: “We are going to work as a class to make a banner called ‘Lost and Found.’ Like the banner the children in the video created expressing their grief over their losses, this banner will depict our emotions over our losses and our gains. You may select items from our list on the board or use original items.” Have students find words and pictures in the magazines that depict the emotions they felt in the elementary/middle school transition, and cut them out for the collage. Students can also write or draw on the collage.

6. Give students appropriate time to work on the banner collage. When everyone has contributed something and it is all glued down, have volunteers mount the banner somewhere in the classroom and take a moment for the class to study their creation.

7. Ask students: “What do you see? What message does our banner send? What does it say about loss for people your age? What will help people go through this change and loss and feel good about the gains?”

8. For homework, have students write a letter to a current fifth-grader that will help the younger student deal with the impending move to middle school. In the letter students should explain the losses, and focus on the resulting gains that will help the younger students cope with the losses.
**Lost and Found**

**Grades 6-8 Lesson Plan**

**Middle School Catfish**

---

**PROJECT AND PURPOSE**

Students will discuss what they have lost and what they have gained through the move from elementary to middle school, and create a collage banner that expresses these feelings.

**BACKGROUND**

When students change schools or move up a level, the excitement of the challenge is often accompanied by fears of the future and strong feelings about what has been left behind. For many, the idea of leaving elementary school is a welcome relief; for others, the loss of familiar territory and the loss of being on the top rung of the hierarchical ladder are jarring. The grief over this loss will most likely be a topic of discussion at the lunch tables, especially during the first few weeks of school. This lesson brings it to the desktops.

---

**PROJECT AND PURPOSE**

Students will identify feelings associated with loss and typical reactions that accompany those feelings.

**BACKGROUND**

When faced with any kind of experience, good or bad, we all need to find a way to express our emotions. But children don’t always recognize their emotions or understand how to express them. This is especially true with grief, whether the child grieves over the loss caused by a change in his/her life, divorce or the death of a loved one. Overwhelming feelings of sadness and anger are a natural part of grief, yet are often confusing emotions for children and teens. They need positive outlets to identify their feelings and express themselves.

**OBJECTIVES**

Students will …
- Identify the causes of certain feelings.
- Discuss the concepts of loss and grief.
- List and discuss common reactions to experiences of loss.

**MATERIALS**

- Blackboard/whiteboard
- Paper and writing utensils
- Storybook about grieving or loss. Possible titles include:
  - *Sad Isn’t Bad* by Michaelene Mundy, R. W. Alley
  - “I Wish I Could Hold Your Hand …” by Pat Palmer, Dianne O’Quinn Burke
  - *I Hate Goodbyes!* by Kathleen Szaj, Mark Hicks
  - *Amelia’s Notebook* by Marissa Moss
  - *For Every Dog an Angel* by Christine Davis
- Handouts: “Choice” charts (three pages)

**TIME**

This is a two- to three-day lesson.

---

**PROCEDURE**

**Part I**

1. Explain to students a time when you experienced a loss – perhaps through a move, divorce, or the loss of a friendship or a special possession. Write down the situation you faced on the board or on a piece of chart paper, and then list the emotions that you felt during that time of loss. (You may want to ask students to identify the feelings you felt.)

2. Have students help you define the word “emotions.” Write descriptive words and/or definitions on the board as students volunteer their assistance.

3. Say to the class: “We’re going to talk about emotions today, but first we need to make a list. I’m going to start a sentence on the board, and on your papers, you will finish that sentence. The first sentence is ‘I’m sad that …’ ”

4. Write “I’m sad that _______” on the board, overhead or chart paper. Now tell your students: “Copy that beginning on your paper, and then finish the sentence with something that has made you sad. Write as many endings for the sentence as you would like. If 20 things make you feel sad, write them all down! If you can only think of one thing, that’s fine, too. When you are done with your list, put your pen down.”

5. When most of the students are finished, ask: “Does anyone want to share any of their answers? Were you surprised by anything you wrote? Did anyone finish the sentence the same way? What does this tell us about our emotions?”

6. Follow by repeating steps three and four with the following sentence beginnings:
   - I’m happy that _______.
   - I’m scared that _______.

---

(continued on next page)
Grades 3-5 Lesson Plan
Good Grief (cont.)

Lost and Found
For the Classroom


8. Explain that when we move or lose something precious, we are experiencing a form of grief. Sadness, anger and fear are part of grief.

Part 2

1. Say to the students, “Yesterday (or in a previous discussion) we made a list of the emotions we have felt when we’ve lost something or someone special.” Review the list made in Step 7 above with the class. Ask students if they remember the one word (grief) that is used to describe the emotions caused by experiencing a loss.

2. Explain to the students: “Today we are going to talk about what you do when you feel these emotions because of a loss—good things to do, and bad things to do.”

3. Use the two “Choices” copy masters (on the overhead or by passing each out to the class) to help students think through the ways kids often react when faced with a loss. Use the given situations to help students discuss healthy and unhealthy ways to deal with the emotions of grief (sadness, anger, fear, etc.).

4. Record student responses for the blank boxes as they help think through the situations presented. Help students think through the consequences of both positive and negative choices that kids make about how they will “work through” their emotions about a loss. Explain: “Sometimes it’s hard to find the right words to explain how we are feeling, isn’t it? We end up doing some of the things we have just listed—choices that don’t end up helping us very much.”

5. Explain to the class: “For homework, take a blank ‘Choices’ chart home with you. Think about a time when you experienced a loss and write it in the ‘Situation’ column. Then think about the feelings you had and write them down, too. Have an adult or a friend help you figure out some of the choices you have about how to help yourself with the feelings, and what the consequences of each of the choices might be.”

6. To wrap up the conversation, you may ask some students for permission to copy their personal “Choices” table onto an overhead. Continue discussions about the feelings associated with grief and loss when appropriate. This topic is one that takes time for elementary students to grasp, experience and understand.

EVALUATION
• Did students participate in the preparation activity? (Note: participation in discussion is not necessary.)
• Did students understand the emotions that accompany grief?
• Did each student complete a “Choices” chart?
**CHOICES**

**LOSS** | **FEELINGS** | **CHOICES** | **RESULTS**
---|---|---|---
Carlos has a big brother who has moved away to college. This has made Carlos very sad, and he is having trouble keeping his mind on his schoolwork and isn’t having fun playing with friends. | Keep his feelings to himself | Carlos keeps on feeling sad inside and his schoolwork suffers. He spends a lot of time alone and thinks he is the only one feeling sad. |
| Talk to his parents about his feelings |
| Write his brother a letter |

**CHOICES**

**LOSS** | **FEELINGS** | **CHOICES** | **RESULTS**
---|---|---|---
Liz has always been very close to her Grandpa. He used to take her fishing and play card games with her. But last week Grandpa got very sick, and now he is in a special hospital. Liz has visited him once, but Grandpa doesn’t even seem to know she is there. | Be angry with her mom and dad for putting Grandpa in the hospital |
| See if any of her friends have ever had the same thing happen to them |

For the Classroom