

# WALK A MILE IN MINE.....



## A Bereavement Charter for Children and Adults in Scotland



This Charter provides a set of statements which describe how in Scotland we can support a person or a group of people experiencing bereavement. Good bereavement care is a human right. This Charter is underpinned by a desire to make sure that in Scotland, we can do all that we can to support people who might be experiencing difficulties following the death of someone they know or somebody in their community. It is the responsibility of everyone within Scotland to ensure that this is achieved. These are our statements:

### IN SCOTLAND, PEOPLE WHO HAVE BEEN BEREAVED SHOULD:

- be treated with compassion, empathy and kindness
- have their wishes, choices and beliefs listened to, considered and respected by all

### SCOTLAND SHOULD BE A PLACE WHERE:

- grief, bereavement and death are recognised as a natural part of life
- there is an open culture which is supportive of people having the opportunity to grieve
- accessing support (including emotional, practical, financial, social, and spiritual) is seen as a right
- efforts are made to ensure that adequate bereavement support is accessible for everyone
- people have space and time to grieve
- it is recognised that bereavement might affect all aspects of a person's life (e.g. relationships, school, workplace)

### IN SCOTLAND, PEOPLE ARE SUPPORTIVE OF FRIENDS, FAMILY AND COMMUNITY MEMBERS WHO HAVE BEEN BEREAVED, WHICH MEANS THAT:

- people's needs and grief reactions are recognised and acknowledged as being different at different times
- grief and bereavement can begin before death and can be lifelong
- people who have been bereaved should feel supported to talk about the person who has died if they wish to
- bereavement and grieving can be experienced by the whole community and not just by individuals
- there is help to know where to refer or signpost people to for additional support

The Charter and additional information can be found at [www.scottishcare.org/bereavement](http://www.scottishcare.org/bereavement)

## bereavement charter mark

### what is the bereavement charter mark?

By displaying the Bereavement Charter Mark on your website or within your buildings, you can demonstrate that your organisation endorses the statements within the [Bereavement Charter for Scotland](#).

Having the charter mark on your website demonstrates that you are working to make your community a place where people who are bereaved feel supported by the people around them.

The Charter Mark is currently available to:

- Employers

We are working to develop resources to enable other communities and organisations to apply for the Bereavement Charter Mark, including:

- Community Groups
- Schools
- Care Homes
- Faith communities



Consultation Document

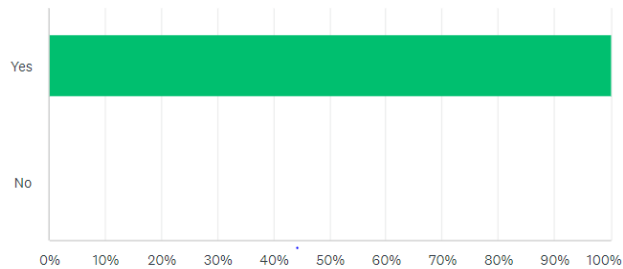


# The Bereavement Charter for Children, Young People and Adults in Scotland

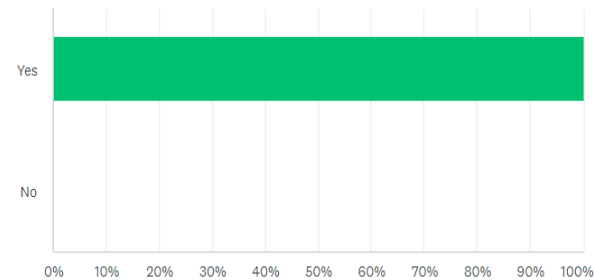
# Grief Awareness Session for School Staff

These sessions aim to increase the knowledge and confidence in staff regarding childhood grief and bereavement so that not only the children and young people in the groups are benefitting but the support will cascade throughout the school environment allowing others facing bereavement or who are bereaved be supported too due to the enhanced understanding.

Do you feel more confident to have conversations with young people following the training?

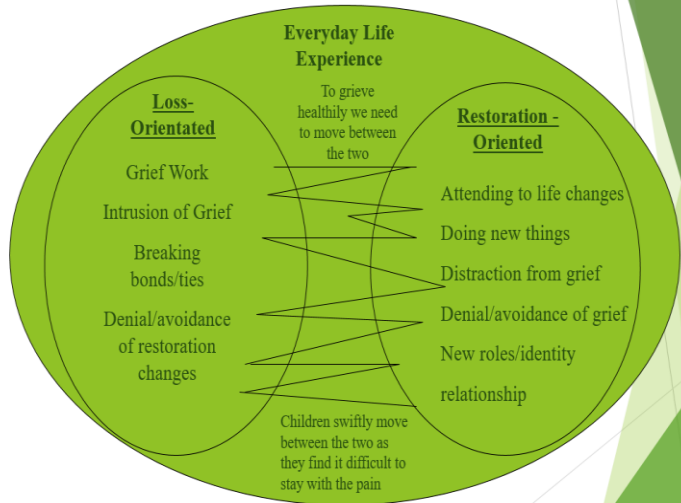


Has your knowledge on childhood grief increased as a result of attending the session?



# Grief Theories

A Dual Process Model of Coping with Bereavement



Stroebe & Schut

## Narrative Theories

Look at bereavement from the perspective of story

- Telling the story of loss
- Reviewing life story
- Integration of loss into a new narrative
- Retelling can be lifelong

## Worden's Four Tasks of Mourning



Sleep  
Difficulties

Lack of confidence/low  
self-esteem

Concentration

Physical  
Responses

Emotions

Separation  
Anxiety from  
Parent/Carer

Eating

Difficulties  
Talking about the  
person who died

**The Impact on Young People**

# Understanding

A wide range of interrelating factors can impact a child or young persons response to bereavement

- **Previous bereavements** - ( is this their first experience of death?)
- **Circumstances of death** (was the child present? Included? How they found out) nature of their relationship with the person who is dying/died?)
- **Beliefs and culture**
- **Social relationships and supports available to them**
- **Age/development** will play a part in how they understand
  
- Children and young people can revisit their grief - experiencing it and expressing it in new ways - particularly at times of change/loss
  
- Children's outcomes can be closely related to how their surviving parents or bereaved parent is coping, but what happens when parents are grieving themselves for the death and find it difficult to continue routines and remain available to their children.

# Role of School

Structure

Routine

Familiarity

Support

# Why Walk a Mile in Mine???

## What Do We Mean By Walking in Another Person's Shoes?

**To walk in someone else's shoes** is to make an effort to grasp their point of view emotionally.

'**Empathy**' is the ability to recognize and understand the feelings and thoughts of another person. Perhaps most importantly, walking in another person's shoes is the ability to **not only see the world from their perspective but to feel it as if you were them.**

Young people who are grieving can find it difficult to share how they are feeling as they don't want people to view them differently, don't want to feel judged and often just don't have the words.....



## Benefits of Therapeutic Creative Outlets

Creative therapy doesn't require a person to have any sort of artistic ability. Part of creative therapy is helping a person channel their thoughts and emotions through artistic expression. For these reasons, creative therapy may be beneficial for people who have difficulty expressing their feelings verbally.

- improve cognitive functions
  - improve self-esteem and self-awareness
  - enhance social skills
  - build emotional strength
  - encourage insight into situations that are causing issues
  - resolve conflict or distress
- 
- help a person build relationships
  - help a person have a better understanding of themselves
  - give a person a sense of personal achievement
  - provides relaxation or empowerment

# The Project

Week 1 - Introduction to the project and group contract. Use of Evoke cards to aid introductions and to encourage them to speak about how they feel coming to the group, and maybe a bit about why they are coming to the group, as they feel able. Drawing of their own timelines and speaking about changes that occur naturally and those that are unexpected, and the highs and lows that they see in their timelines.

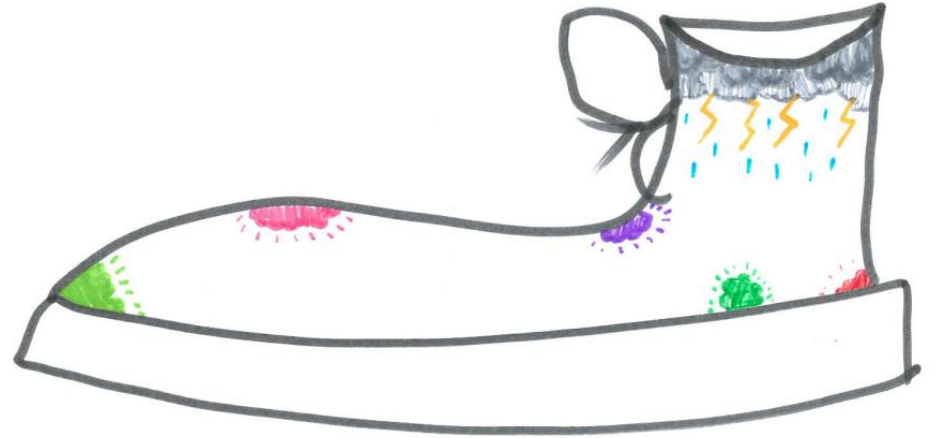
Week 2 – Continued use of individual timelines and use of Fink cards to speak about changes and how each participant feels these changes have impacted on them.

Week 3 – Discussion of the feelings associated with loss and change. Use of Blob cards.

Week 4 – Use of Grief Jenga to help thinking about and have a discussion around the needs they feel they have as a result of the loss or change they have experienced.

Week 5 – Drawing on paper what the design on the shoes might be based on our thinking and discussions so far. Time at the end to talk about how it has been doing the designs.

Week 6 – Painting the designs onto the shoes and writing a short description of what each individual design means to the person who has drawn it. Time to share these and discuss with each other. Use of Evoke cards to speak about how it feels to have reached the end of the group.







### **Connor aged 15**

**“Walking in my shoes would be someone feeling all of the confusion and overthinking I do all of the time. Rugby gives me a break from all of my thinking and feelings about my mum”**

### **Rhys Aged 13**

**“You can’t always finish – represents life. Sometimes you can’t help this. My shoes show how life can go up and down and that’s like walking in my shoes. Unfinished!”**

### **Erin – aged 17**

**“My shoes are quite chaotic- they resemble my grief, not a straight road and it swerves, it’s different for each person. It’s like you feel things get too much and overwhelming and it can feel like it’s flooding your soul. It keeps building until it overflows. Thunder and lightning is the grief I feel that’s always there – the colours are light where I try not to only be in my grief and provides distraction. The shoe on top show life tinged with some splodges before my mum died and the bottom shoe is my everyday life now”.**

## Musselburgh Grammar Group


-thumbs up!

-felt able to talk without feeling forced to talk

-enjoyed doing the activities such as the different cards, the time line, and Jenga, and doing these activities made it easier to talk.

-talked more than I thought I would and felt the group setting and the activities made this easier.

-felt it was good to be with other people who had a similar experience and understood my feelings

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The overall composition is clean and modern, with the text centered in the lower half of the frame.

A gentle reminder to look after  
yourself whilst doing this.