As I write this it is the first day of the year for all the Year 1 – 6 children and it has been wonderful to see the hundreds of happy children reconnecting with their friends and making new ones. The teachers have done a great job of preparing their classrooms and making the start of school a positive experience for the children.

Amongst all of the excitement of the start of the school year there has been great sadness within our school community with two recent deaths from cancer.

Not widely known to our community was the passing of our school cleaner’s twenty-seven year old son, Steve McCallum, who lost his fight with cancer on January 10. Our cleaner, Greg McCallum, and his wife Terrye, have been stalwarts at Bimbadeen for many years being loved and respected by all staff. Steve was coming to our school up until a few months ago to help his Dad clean despite his cancer diagnosis in March. Our thoughts, prayers and sympathies are with Greg, Terrye and son, Andrew.

More well known to our school community was the passing of Jake French, one of our students, during the school holidays. Jake was diagnosed with Bone Cancer in March last year and he fought courageously turning seven in October and enjoying Christmas and New Year surrounded by family and friends before he passed away on January 8. Our thoughts, prayers and sympathies are with his family, Mum Samantha, Dad David, brother Mitchell and sisters Madi, Emma and Amanda and their extended family at this most awful time.

Jake’s funeral was held on Friday January 15 and was attended by around 600 people with many more watching a live stream online. It was a beautiful and most appropriate service celebrating Jake’s all too short life but a life that he lived to the full. Jake’s battle with cancer was well known within our community last year. Jake’s fighting spirit and the way that his family managed the challenges of this battle was nothing short of inspirational. The support shown by our community to Jake’s family was amazing and I could not be more proud to be a part of such a caring and wonderful community. The huge fundraising efforts, food hampers and preparation and delivery of meals, the visits and supportive messages, calls and texts and many other acts of kindness were amazing and helpful for everyone.
Our children have been dealing with this grief in very normal ways, but not necessarily the same way that we as adults grieve. Teachers are prepared for children to talk about Jake, as some of them must, and will monitor their well-being carefully. We have counsellors available if necessary and if we have any concerns we will talk to parents about this. Most of our students did not know Jake personally but everyone of them knew about Jake and his serious illness. I will speak publicly to the students at Monday’s assembly about Jake and will be letting them know that it is okay to be upset and angry about Jake’s death. It’s normal to wonder why this happened and okay to cry and feel sad. It is also okay to talk about Jake and to remember and share our stories and memories of him and not to be worried if they or people around them cry.

I also want children to know that it is okay to laugh again and to have fun and to live life to the full just as Jake did. In the next few months we will organise with Jake’s family a permanent and suitable memorial in our playground.

Attached to today’s Blaze you will find some information regarding children’s grief that you might find helpful as you talk to your children about this. Please do not hesitate to speak to your child’s teacher or myself if you have any concerns or questions about how your child is dealing with this or if you would like to talk to someone yourself.

We hope that 2016 is a much happier year free of such grief.

---

**Canteen Roster**

Week - ending 12th February 2016

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>08/02</td>
<td>CLOSED</td>
</tr>
<tr>
<td>Tuesday</td>
<td>09/02</td>
<td>Verity Sanders, Jodie Griffin</td>
</tr>
<tr>
<td>Wednesday</td>
<td>10/02</td>
<td>Emma Chandler, Louise Taylor</td>
</tr>
<tr>
<td>Thursday</td>
<td>11/02</td>
<td>Nicole Philpot, Kellie Vasiliou, Heather Reynolds, Sarah Lee</td>
</tr>
<tr>
<td>Friday</td>
<td>12/02</td>
<td>Cindi Palmer, Wendy Halkyard, Michelle Wilson</td>
</tr>
</tbody>
</table>

If you are unable to attend your rostered shifts, could you please make arrangements for a replacement or ring Vicki Taylor on 9726-8170.
YOUR CHILDREN
NEED
YOU

CANTEEN HELPERS FOR 2016

Surname: ___________________________ First: ___________________________
Phone: ___________________________ Mobile: ___________________________

Permission to print your name only in the Newsletter/Roster/Facebook (used as a reminder). Yes ☐ No ☐

E-mail: ___________________________

Child’s Name (oldest): ___________________________ 2016 Class ___________________________

I would be able to help in the canteen on:

1. AVAILABLE DAYS
☐ Tuesday
☐ Wednesday
☐ Thursday
☐ Friday
☐ Available any Day (Where required)

2. TICK PREFERRED DAY
☐ Tuesday
☐ Wednesday
☐ Thursday
☐ Friday

3. TICK HOW OFTEN
☐ Formightly
☐ Monthly
☐ Twice a Term
☐ Emergency only (Last minute replacement)

3. TICK TIME OPTION
☐ 9am – 11am Counting and checking lunch orders.
☐ 11am – 2pm (Preferred)* Counting, checking & packing lunch orders & serving windows.
☐ 12:30pm – 2pm* Packing of lunch orders and serving windows.

* These time slots require a minimum of 2 volunteers each day.

When required, ARE YOU INTERESTED IN BECOMING A CHANGE PERSON? (Food Prep, Needed 9-2pm)
☐ Yes ☐

Working with Children Check forms can be obtained online.

Notes/Request: ___________________________

Thank you for offering your assistance. Vicki from the canteen will be in contact with you shortly.

“Reaching for the Heights”
CAMPS, SPORTS AND EXCURSIONS FUND (CSEF) APPLICATION FORM

School Name ___________________________________________ School REF ID __________________________

Parent/legal guardian details

Surname ________________________________________________

First name ______________________________________________

Address ______________________________________________________________________________________

Town/suburb __________________________ State ___________ Postcode ___________

Contact number __________________________

Centrelink pensioner concession OR Health care card number (CRN)

☐ ☐ ☐ ☐ - ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ OR

☐ Foster parent* OR ☐ Veterans affairs pensioner

*Foster Parents must provide a copy of the temporary care order letter from the Department of Health and Human Services (DHHS).

Student details

<table>
<thead>
<tr>
<th>Child's surname</th>
<th>Child's first name</th>
<th>Student ID</th>
<th>Date of birth (dd/mm/yyyy)</th>
<th>Year level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I authorise the Department of Education and Training (DET) to use Centrelink Confirmation of Services to perform an enquiry of my Centrelink customer details and concession card status in order to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Australian Government Department of Human Services (DHHS) to provide the results of that enquiry to DET.

I understand that:

• DHS will use information I have provided to DET to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DET personal information including my name, address, payment and concession card type and status.

• this consent, once signed, remains valid while my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.

• I can obtain proof of my circumstances/details from DHS and provide it to DET so that my eligibility for the Camps, Sports and Excursions Fund can be determined.

• if I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DET.

• Information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to the Victorian Department of Health and Human Services and/or State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You are able to request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child’s school.

Signature of applicant ___________________________ Date ___ / ___ / ___

“Reaching for the Heights”
CSEF ELIGIBILITY

Below is the criteria used to determine a student's eligibility for the Camps, Sports and Excursions Fund (CSEF).

Criteria 1 – Eligibility
To be eligible for the fund, a parent or legal guardian of a student attending a registered Government or non-government Victorian primary or secondary school must:
- on the first day of Term one, or;
- on the first day of Term two;
  a) Be an eligible beneficiary within the meaning of the State Concessions Act 2004, that is, be a holder of Veterans Affairs Gold Card or be an eligible Centrelink Health Care Card (HCC) or Pensioner Concession Card (PCC) holder, OR
  b) Be a temporary foster parent, and;
  c) Submit an application to the school by the due date.

* A special consideration eligibility category also exists. For more information, see: www.education.vic.gov.au/csef

Parents who receive a Carer Allowance on behalf of a child, or any other benefit or allowance not income tested by Centrelink, are not eligible for the CSEF unless they also comply with one of (a) or (b) above.

Criteria 2 - Be of school age and attend school in Victoria
School is compulsory for all Victorian children aged between six and 17 years of age inclusive.

For the purposes of CSEF, students may be eligible for assistance if they attend a Victorian registered primary or secondary school. Typically, these students are aged between five and 18 years inclusive.

CSEF is not payable to students attending pre-school, kindergarten, home schooled, or TAFE.

Eligibility Date
For concession card holders CSEF eligibility will be subject to the parent/legal guardian's concession card being successfully validated with Centrelink on the first day of either term one (27 January 2016) or term two (11 April 2016).

PAYMENT AMOUNTS

CSEF payment amount
The CSEF is an annual payment to the school to be used towards camps, sports and/or excursion expenses for the benefit of the eligible student.
- Primary school student rate: $125 per year.
- Secondary school student rate: $225 per year.

The CSEF is paid directly to your child's school and will be allocated by the school towards camps, sports and/or excursion costs for your child.

For ungraded students, the rate payable is determined by the student's date of birth. For more information, see: www.education.vic.gov.au/csef

Year 7 government school students who are CSEF recipients are also eligible for a uniform voucher. Secondary schools are required to make applications on behalf of parents so please register your interest at the school.

HOW TO COMPLETE THE APPLICATION FORM

NOTE: ALL SECTIONS MUST BE COMPLETED BY PARENT/LEGAL GUARDIAN

1. Complete the PARENT/LEGAL GUARDIAN DETAILS section.
   Make sure that the Surname, First Name, and Customer Reference Number (CRN) details match those on your concession card. You will also need to provide your concession card to the school.
   If you are claiming as a Foster Parent or a Veteran Affairs Pensioner, you will need to provide a copy of documentation confirming your status as a temporary Foster Parent or provide your Veterans Affairs Pensioner Gold card to the school.

2. Complete the STUDENT/S DETAILS section for students at this school.

3. Sign and date the form and return it to the school office.

CSEF payments cannot be claimed retrospectively for prior years.

Queries relating to CSEF eligibility and payments should be directed to the school.

© 2016 Department of Education and Training
## BHPS TERM 1 CANTEEN MENU 2016

### SUSHI
- TUNA 2.50

### TUMMY WARMERS
- CORN COB 0.80
- DIM SIMS 1.00
- 3PK CHICKEN WEDGES 2.50
- SWEET POTATO CHUNKY CHIPS 2.50
- FRIED RICE 4.00
- MACARONI CHEESE 4.00
- NAPOLITANO RAVIOLI 4.00
- MINI TENDERBITES WRAP INCLUDES LETTUCE + MAYO 3.00
- CHICKEN TENDERBITES WRAP 4.50

### BUILD YOUR OWN

**STEP 1. CHOOSE YOUR BASE**
- SALAD BOWL 3.00
- SANDWICH 3.00
- WRAP 4.00

**STEP 2. SELECT 4 FILLINGS**
- LETTUCE
- CUCUMBER
- TOMATO
- BEETROOT
- PINEAPPLE
- AVOCADO
- CARROT
- CAPSICUM
- CHEESE

**STEP 3. MAKE IT A LITTLE FANCY**
- 0.50EA
- HAM
- CHICKEN
- EGG

**STEP 4. AND FINISH IT OFF**
- MAYO 0.30
- TOASTED 0.30

### MEAL DEAL
- CHICKEN WEDGES + YOUR SALAD + A DRINK
- ONLY $6

### THIRST QUENCHERS
- ORANGE JUICE 1.00
- APPLE JUICE 1.00
- STRAWBERRY BIG M 2.00
- CHOCOLATE BIG M 2.00

### FREEZIES
- STRAWBERRY ICEBERG 0.10
- FRUIT AND YOGHURT ICYPOLE 0.20
- JUICES 1.00
- MOOSIES 1.50
- POLAR CRUSH 2.00
- SOFT SERVE ICE CREAM CONE 2.00

### SUPER SNACKS
- ORANGE SMILES 0.20
- POPCORN 0.50
- PINE RING 0.50
- SLINKY APPLE 1.00
- STRAWBERRIES AND MOUSSE 1.00
- BERRIES AND CUSTARD TUB 1.00
- BLUEBERRY MINI MUFFIN 1.00
- CHOC CHIP MINI MUFFIN 1.00
- PANCAKE KEBAB DRIZZLED WITH CHOCOLATE 1.00
- **EXTRAS**
  - STRAWBERRIES 0.50

### TUESDAY ONLY
- BUILD YOUR OWN PIZZA 4.00
- SELECT 3 TOPPINGS:
  - HAM
  - TOMATO
  - CAPSICUM
  - CHEESE
  - AVOCADO
  - PINEAPPLE
  - CHICKEN

### WEDNESDAY ONLY
- CHICKEN MELT
  - CHICKEN + CHEESE 4.00
  - **EXTRAS**
    - PINEAPPLE 0.50
    - TOMATO 0.50
    - AVOCADO 0.50

### THURSDAY ONLY
- FISH AND CHIPS + GARDEN SALAD 5.00

### FRIDAY ONLY
- STRAWMALLOW STICKS 1.00
- ZEBRA WEDGES
  - HAM + CHEESE 3.00
  - SM 4.00
  - LG 4.00
  - **EXTRAS**
    - PINEAPPLE 0.50
    - TOMATO 0.50
    - AVOCADO 0.50
- HOT DOG / BREAD AND SAUCE 2.50
- HOT DOG / ROLL AND SAUCE 4.00

### SQUEEZE ON SAUCES
- SOY SAUCE 0.30
- BBQ SAUCE 0.30
- SWEET AND SOUR SAUCE 0.30
- TOMATO SAUCE 0.30

### ONLINE ONLY
- SAUSAGE ROLL
- 4PK COCKTAIL FRANKS
- STRAWBERRY KEBABS

### LUNCH ORDER BAG 0.20

### CANTEEN DATES TO REMEMBER

- CANTEEN REOPENS: TUES 9TH FEB
- SUNDAE FUNDAY: 24/25/26TH FEB
- GREEK DAY: TUES 22ND MAR
- LAST DAY FOR ORDERS: THUR 24TH MAR

Students with forgotten lunch orders will only be provided with a main item only. If any money remains outstanding for that student, future forgotten lunches will be directed to the office.

“Reaching for the Heights”
IMPORTANT INFORMATION

LUNCH ORDERS CAN BE PLACED **ONLINE** OR VIA THE CLASSROOM LUNCH ORDER TUB.

1. **FOR ONLINE ORDERS.** (Preferred method) Must be place by 9:30 am.
   a. Go to www.bimbadeenheightsps.vic.edu.au
   b. Click on Canteen Lunch & Uniform Orders (top tab),
   c. Register and start ordering.

2. **FOR CLASSROOM LUNCH ORDER TUB.**
   a. Lunch orders must be clearly written on lunch order bag or envelope.
      **BAGS AVAILABLE FOR 20c** and must be large enough to hold items ordered. Place your order in classroom tub when you arrive at your classroom in the morning, before it is taken to the canteen.
   b. Please remember to place your **Name, Room No. & Grade** onto the lunch order bag.
   c. Please use item names as listed on the Canteen Menu when placing your lunch order to ensure correct item is given.
   d. For **health reasons, money must be wrapped separately** and placed into lunch order bag.
   e. Please send sufficient money for lunch orders.
      If orders don’t have enough money (including money for bag), orders will be adjusted after main lunch item is paid.

If an item is missing from your lunch order, please ask the teacher to write a note and come back to the canteen.
**Stamped bags** require items to be collected from the lunch order pick up line at the canteen

No credit will be given, only in cases of forgotten lunches, with teacher’s permission; this must be paid the next day. If payment is not received, future forgotten lunches will be directed to the school Business Manager before providing any item.
ORDER THROUGH WITH YOUR LUNCH ORDER
OR OVER THE COUNTER!

YEARS 3 + 4
WEDNESDAY 24 FEB

YEARS 1 + 2
THURSDAY 25 FEB

FOUNDATION + YEARS 5 & 6
FRIDAY 26 FEB


RECESS: YEAR 1 LUNCH: YEAR 2

RECESS: YR 5 LUNCH: YR 6 + FOUND.

FILL YOUR CUP OF REAL
SOFT SERVE FOR JUST $3

AND TOP IT OFF WITH UP TO TWO OF
YOUR FAVOURITE LOLLIES OR CHOCOLATES!

LIKE US ON FACEBOOK TO
GET YOUR SPECIAL DEALS.

LOOK OUT FOR THIS
TERMS SPECIAL!

YOUR CANTENE IS ON
facebook.com/bimbadeencanteen

“Reaching for the Heights”
The program will include understanding the microscope and how it works; the eye and the optic nerve; the history of the early microscope and how it developed; scientific drawing; the "brain train" with slides of "bugs and tiny mites"; structures and spaces under the microscope, the Law of Relativity and Greek and Latin roots.

**WiseOnes Application for 1st Term 2016**

This program is available for all Grade 1 - Grade 6 children who have qualified for WiseOnes. **The unit for first term commences week beginning Monday, 8th February 2016.**

The unit will run for 8 weeks commencing: 8th Feb, 15th Feb, 22nd Feb, 29th Feb, 7th Mar, 14th Mar, 21st Mar.

(Week 7) 11th April, (Week 8) 18th April. Due to the shortness of Term 1, Week 7 and 8 will be at the beginning of Term 2.

**WiseOnes Teacher: Noel Blacker mobile 0409 435 396.**

I wish to enrol my child in the unit "Microscopes – The World of Tiny Mites" commencing week beginning Monday, 8th February, 2016. I give permission for a copy of this slip to be handed to the WiseOnes teacher.

Child's Name ______________________   School: Bimbadeen Heights Primary School

Date of Birth ______________________   Class (2016) ________

Parents' Names _____________________________

Address __________________________________________________________________________

Phone: BH __________ AH __________ Mobile _____________ Email: ______________________

My child has already qualified for WiseOnes YES/NO
I would like a free test for my child YES/NO.
I would like my child to be tested with a fuller assessment to qualify for WiseOnes (assessment cost $250 inc GST).

**Please send this slip and payment of $238.00 on Wednesday, 3rd Feb, 2016. As we are a non-credit business, children will not be accepted into the program for the term unless the fees and enrolment form are returned by the above date.**

If paying by cheque please make it payable to Bimbadeen Heights Primary School. **For further information please contact Pat Truscott on 9326 6441 or Mobile: 0407 313 657.**

NB: Due to the Government increase of teachers’ wages, please note the new cost of the program.
Growing up is an ongoing process of change and separation that involves losses as well as gains. Changes such as starting childcare or preschool, starting school, sleeping over at a friend’s house, changing classes and teachers, all bring new challenges and new learning. It is from how these early losses are dealt with that children will learn to cope with the losses that will happen throughout their lives. Children do grieve and from an early age, but not in the same way that adults do. Although they feel the same loss, children are likely to show their grief in less direct ways than adults. Children move in and out of grief. One day they will seem to be fine and another day they will be showing that they are not yet OK. Children often have more needs at this time leading to demanding behaviour as they try to get closeness, care, information and support from adults. Each child’s experience of loss is unique to that child and needs to be looked at individually.

Times when children grieve
Some of the losses for children are the same as for adults, for example:
- when a parent dies or goes away
- family break-up
- loss of a pet
- having a disability
- loss of memories due to fire or flood or moving to a new country
- loss of feelings of privacy or safety after a break-in
- being abused, injured, burnt or scarred
- death of a grandparent
- moving house
- long periods of separation from a parent
- being in hospital.

Children’s understanding of loss
Preschool children
In the years before school, children don’t understand that death is permanent. They feel grief when they lose someone close to them. The impact of the loss may be greater in the early years because they don’t really understand what is happening. They don’t understand what is real and what is not real, and they may believe that their own wishes caused the person they loved to go away. Losing someone who cares for them is a major stress that takes time and care to overcome. In a way it is like losing a part of themselves. They don’t have the words to express feelings and will show them in the way they act.

Early years of school
Children still don’t really understand that death is permanent and that the person who has died will not come back. They may need to hear what has happened many times over. Some children feel responsible for the death or separation and think it was because they were naughty. They may also be worried about who will look after them eg if they have lost a parent they may worry about losing the other parent as well. They may be very matter-of-fact in the way they talk about death and want lots of information, such as what happens to the body. They usually don’t have the words to say how they feel and will show it in behaviour and play.
Later primary school years
Children can understand that death is permanent. They can also understand why death happens eg illness, accident or old age. They can talk about their feelings better although they might not always do so. They are less likely to blame themselves for what has happened but they might blame others eg blame one parent for a divorce.

They have a strong sense of right and wrong and might have strong views about what has happened. They may be interested in life after death and religious explanations. They may still want to know all the facts about what happens to the body or details of an accident.

As they get older they are more able to understand what other people are going through as well.

How children show their grief
Children don’t have the words to talk about their feelings in the way that adults do. They may not even really know what they feel. Some of the ways they show grief may be:

- physical pain such as stomach aches or headaches
- sleeping problems, bad dreams
- eating problems, eating too much or too little
- being destructive
- acting like a younger child
- the way they play
- not being able to concentrate for long
- problems with school work
- being clumsy
- easily upset
- being “mean” to others
- “switching off”, acting as if they haven’t taken in what has happened
- acting more like an adult
- showing fears
- anger or aggression to friends, parents or toys
- temper tantrums (too much feeling)
- low self esteem and self blame
- playing the same thing over and over
- tendency to think the person who has gone is perfect
- crying and giggling without obvious reason
- clinginess - wanting to be near adults
- running away, not wanting to go to school, stealing
- fear of separation.

Times of family loss are times of particular stress on children.

- The adults who love them may not be available to support the children if the adults are very upset themselves.
- There are strange situations to cope with eg funerals.
- The routine of their lives is suddenly changed.
- People around them act differently.
- Children might be asked to be different eg to be quiet, to be helpful, to be good.
- They are not sure what to think or do.

Special Note
Professional help is needed if a child talks of not wanting to live or being better off dead.

What parents can do
- Give clear and truthful information to children in a way that they can understand. Don’t forget that children need to know what is happening if they don’t ask - sometimes parents are so busy with their own needs that children can be overlooked. Children may not seem sad when you think they should be, because they still don’t have the skills to understand what it all really means. You need to understand that this isn’t a lack of being sensitive, it is just the stage they are at.

- Allow children time to talk, ask questions and share worries with a caring adult. They might be very confused and need to ask lots of questions. If you can’t talk about it, find another adult who is close to your child who can. If children can’t talk about the loss, they might feel that it is not safe to talk about it and continue to have muddled and scary feelings.

- Provide a safe environment where your child feels able to express feelings in whatever way he can. Help him to find ways to show his feelings with play, writing a letter, a story or a poem.

“Reaching for the Heights”
Try to open the way if a child feels unable to talk about his feelings. Say something like “Some things are really hard to talk about, but talking can help. If you ever want to talk about what has happened, let me know”.

Share your grief. Parents may lie to children to protect them. If you don’t tell them what is happening and share your grief you may prevent them from grieving. This can cause problems when they have other losses in their lives.

Keep as many of the family routines as you can. Too many changes will add further stress. Doing the same things as usual helps children to feel safe. Allow times for extra closeness and comfort.

Keep to some rules about what children are allowed to do. If you think they are taking advantage of the situation you will start to feel angry and that won’t help.

Share your own grief with your children. Children will feel more normal about their own feelings if they see that you are sad too. (If you are really distressed it may not be wise to share feelings with children because it is important that they know that you are in control and can keep them safe).

Get support for yourself. Talk with your partner or a friend. Some agencies offer personal grief counselling. For some people spiritual support will help.

Remember that children grieve in bursts. They have their own individual reactions, but they feel the loss just as much as adults.

Note. Children’s grief can affect adults personally, especially if they are grieving themselves or it is a reminder of a past loss. If this happens you need to talk about it or perhaps get professional help.

Reminders

• Keep to family routines as much as you can to give security.
• Let the teacher or child care worker know what has happened.
• Don’t rely on your child for support. You need to support your child.
• Be honest, trustworthy and reliable.
• Give your grieving child special times with you to talk about feelings.
• Children need to know that important other people in their lives are going to be there for them.
• Children don’t show their grief in the same way as adults.
• The biggest need for children who have a loss is that they are supported and cared for and have someone to talk to about it.

Books for parents

“How to help children through a parent’s serious illness” by Kathleen McCue; published by St Martin’s Press.

“Children and death” by John Allison/Monhouse Support Services.

“About dying” by Sara Bonnett Stein; published by Walker. (See your local library for this book. It is not available from bookshops.) - especially for very young children and their parents.

“Badger’s parting gifts” by Susan Varley; published by Picture Lions, 1992.

“I’ll always love you” by Hans Wilhelm; published by Knight.

“Meggie’s Magic” by Anna Dean; published by Penguin - about the loss of a sister.

“Our baby died” by Jane Warland; published by the Joint Board of Christian Education.

“Beginnings and endings with lifetimes in between” by Bryan Mellonie and Robert Ingham; published by Hill of Content - for older children.

© 1996 ISBN 0 7308 4790 X