

THE LITTLE WOODLANDS FEELINGS LAB

Fuzz Fox and the Missing Piece

Teaching and Reflection Resource Pack

A gentle classroom resource for exploring grief, mixed feelings, memories, friendship and trusted support

AGE

4–7 years

SETTING

EYFS and Key Stage 1

FORMAT

Four flexible sessions + printables

Use as a short sequence, a single supported read-aloud, or selected activities.

Helping little hearts understand big feelings.

Created with care by registered mental health clinicians to support gentle conversations and shared reflection with little ones.

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Using this pack safely*Prepare first, offer choice and finish with support***Purpose**

This pack helps adults use Fuzz's story to build emotional language, empathy and help-seeking. It can support a whole class, small group or individual child, but it is not therapy and does not replace a school's bereavement, safeguarding or mental-health procedures.

Important: The book should not be used to tell a child for the first time that someone has died. News of a death should come from a trusted adult who knows the child and family.

Before the session

1. Check whether any child has experienced a recent or significant bereavement, including the death of a person or pet.
2. Where appropriate, speak with the family and the school's designated safeguarding or pastoral lead about timing, language and individual support.
3. Tell children that the story includes Grandpa dying. Name a trusted adult and a calm space they may use.
4. Prepare a quiet alternative activity. No child should be required to share a personal experience, complete a memory activity or explain why they choose to pass.
5. Plan a brief check-in after the lesson for any child who may need one.

If a child becomes upset

6. Stay calm, acknowledge the feeling and offer a simple choice: remain with the group, sit nearby, or go with the agreed adult.
7. Do not press for details in front of others. Listen privately later and follow safeguarding procedures if a concern or disclosure arises.
8. Help the child return to the present: offer noticing the room, feet on the floor or one slow breath, if wanted. They may pass or choose quiet company. Identify who is available to help.
9. Share relevant concerns with the appropriate adult and family in line with school policy.

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At a glance*Learning aims, curriculum links and practical preparation***Practical overview**

Suggested age	4–7 years; adapt the amount of discussion and writing for the group.
Delivery	Four sessions of 25–40 minutes, or selected activities alongside the read-aloud.
Group size	Whole class, small group or individual support.
Resources	The book, pencils/crayons, plain paper, copies of selected activity sheets and access to an agreed quiet space.
Key vocabulary	died, grief, memory, missing, mixed feelings, trusted adult, comfort, quiet space.

Learning outcomes

10. Name or recognise a range of feelings connected with change, loss and remembering.
11. Understand that two different feelings can be present at the same time.
12. Identify trusted adults, supportive friends and safe ways to ask for help.
13. Explore how stories, drawings, photographs and objects can hold memories.
14. Respond to another person's sadness with patience, kindness and respect for choice.

Curriculum connections for England**EYFS: PSED**

Self-regulation, managing self and building relationships.

KS1: RSHE

Recognising emotions, caring friendships and knowing how to seek support.

English

Listening, discussion, emotional vocabulary and responding to a story.

Choice language: Use 'draw, write, tell or pass' throughout. Children can work with a special person, pet, place, fictional character or general comforting memory unless a personal bereavement activity has been agreed.

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Session 1 — Read, notice and wonder*A supported read-aloud with gentle pauses*

Time	35–40 minutes
Aim	Notice Fuzz's feelings and identify what helps him feel supported.
You will need	The book, feeling words on the board and Printable Activity 1 if desired.

1. Settle and prepare

Explain: 'This story is about Fuzz, whose Grandpa dies. It includes sadness, tears, remembering and happy moments too. You may listen, draw quietly or use our agreed calm space.'

2. Before reading

15. What does a puzzle look like when all its pieces fit together?
16. How can we tell when somebody feels safe and loved?
17. What can a trusted adult or friend do when someone feels sad?

3. Gentle pause points

Pause only when it helps the story flow	
Fuzz and Grandpa together	What tells us Fuzz feels warm and safe?
Grandpa has died	What might Fuzz notice in his body, thoughts or feelings? Children may pass.
Fuzz returns to school	How do Berty, Belle, Olive, Roux and Miss Oakwood help without trying to make the sadness disappear?
The memory box	Why might keeping stories and drawings feel important?
The missing puzzle piece	What does the empty space help Fuzz explain?
The final pages	What stays the same? What has changed?

4. Close

Invite one word about the story, with passing always allowed. End by naming the adults and spaces available today. Offer one slow 'smell the flower, cool the cocoa' breath, if wanted. Children may pass or choose quiet company before returning to the usual routine.

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Session 2 — A heart can hold two feelings*Exploring sadness, happiness and everything in between*

Time	25–30 minutes
Aim	Understand that laughing or enjoying something does not mean a person has forgotten someone who died.
You will need	Printable Activity 2 and crayons or pencils.

Reconnect with the story

Recall the hot-chocolate moment: Fuzz laughs with his friends while still missing Grandpa. Ask: ‘Can a heart feel happy and sad at the same time?’ Accept all responses without asking children to disclose personal loss.

Activity — Two feelings together

18. Choose two feeling words or colours that could sit together in Fuzz’s heart.
19. Draw or write one feeling in each side of Printable Activity 2.
20. Add something that might help Fuzz carry both feelings, such as a cuddle, quiet time, a story, a friend or asking an adult for help.
21. Share only if the child chooses.

Key message: Smiling does not mean forgetting. Feeling happy does not mean missing someone less. There is no single ‘right’ feeling after a death.

Useful questions

22. What did Fuzz worry his smile might mean?
23. How did Meg help him understand his feelings?
24. What might we say if a friend feels guilty for laughing or playing?
25. Where might a feeling show up in the body — tummy, throat, face, shoulders or somewhere else?

Finish

Invite children to choose a calming action: press feet gently into the floor, unclench hands, stretch shoulders or take a slow breath, if wanted. They may pass or choose quiet company. Remind children that feelings change and support is available.

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Session 3 — Memories and missing pieces*Remembering without trying to replace*

Time	30–35 minutes
Aim	Explore safe, creative ways of remembering someone or something special.
You will need	Printable Activities 3 and 6, art materials and an optional plain box.

Begin with the story

Look again at Fuzz’s memory box and the unfinished puzzle. Explain that memories do not replace a person; they can help us keep a connection with the stories, love and moments we shared.

Choose one activity**Pieces of Magic**

Draw a story, sound, place, funny moment, kind action or object that carries a memory.

Memory Box Plan

Design a box and decide which drawings, copies, notes or small safe objects might go inside.

Class Memory Garden

Create paper leaves or stars about kindness, shared moments or people who help us feel loved.

Protect privacy: Do not require children to bring valuable or irreplaceable objects to school. Use drawings, photocopies or written descriptions. Ask permission before displaying any personal memory work.

Prompts

26. Which ordinary or funny memory would Fuzz want to keep?
27. Why do Berty, Belle, Olive and Roux add their memories too?
28. Can a memory make someone smile and cry?
29. Who could help a child make or look through a memory box?

Close gently

Children place unfinished work face down or in a named folder if they want privacy. Finish with a familiar classroom activity and offer a quiet check-in later.

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Session 4 — Helping Fuzz, helping a friend*Trusted adults, kind words and quiet support*

Time	30 minutes
Aim	Identify supportive choices and practise asking for help.
You will need	Printable Activities 4, 5 and 7.

Notice what helps

Return to the school scenes. Bertie sits nearby without stopping Fuzz's tears. Miss Oakwood offers choices and a quiet corner. The friends remember Grandpa with Fuzz. Together, identify what each character does that feels helpful.

Three-part activity

30. Circle of care: name or draw trusted adults at home, school and in the community.
31. Quiet-corner plan: choose a safe place, a calming action and words to ask for help.
32. Helpful words: sort the phrase cards and practise one supportive response with a partner or puppet.

Friendship boundary: Children can be kind friends, but they are not responsible for fixing grief. A trusted adult should help when sadness feels very big, lasts a long time, affects daily life or includes a safety concern.

Simple help-seeking script

'I feel _____. I need _____. Can you help me?'

Closing circle

Each child may complete one sentence or pass: 'A kind friend can...' 'A trusted adult can...' 'One thing that helps me feel settled is...' End by naming today's available adults.

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Gentle and inclusive facilitation*Language, adaptation and respectful choice***Clear, calm language**

When explaining death, use simple words such as 'died' and 'death'. Euphemisms such as 'gone to sleep' or 'lost' can confuse young children. The story's stars and magic are metaphors for memory and love, not a classroom explanation of what happens after death.

Helpful language

- 'I'm here with you.'
- 'You can talk, draw, be quiet or pass.'
- 'It is okay to feel more than one thing.'
- 'Who would help you feel safe?'

Language to avoid

- 'Be brave.'
- 'Don't cry.'
- 'You should feel better now.'
- 'I know exactly how you feel.'
- 'At least...'

Adaptation ideas

33. Younger children: use pictures, two or three feeling words and a shorter read-aloud split across days.
34. Children who prefer less language: offer pointing, matching, drawing, objects or a first/then visual sequence.
35. Children with sensory needs: reduce group size, avoid glitter or strong smells, give a predictable seat and allow movement or ear defenders.
36. Children with additional communication needs: pre-teach 'died', 'memory', 'sad', 'safe' and 'help'; use the child's usual communication system.
37. Cultural and spiritual inclusion: invite families' beliefs respectfully and describe them as beliefs held by that family or tradition. Do not present one belief as fact for everyone.
38. No personal bereavement: children may focus on Fuzz, a fictional character, a pet, a special place or a happy memory.

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Home link*A copy-ready message for parents and carers***For staff:** Add the date, contact name and any school-specific support information before sending.**This week we are reading Fuzz Fox and the Missing Piece**

Dear parent or carer,

Our class will be sharing a gentle story about Fuzz Fox after his Grandpa dies. The story explores sadness, mixed feelings, memories, friendship and asking trusted adults for help.

Children will not be asked to share a personal experience. They may draw, write, talk or pass, and a calm space and trusted adult will be available.

You might like to ask:

- What helped Fuzz when sadness came back at school?
- Can a heart hold two feelings at once?
- Who are the adults you can ask for help?
- Is there a story, photograph, song or object that holds a special memory for your family?

Please let us know before the session if there has been a recent bereavement or anything else that would help us support your child sensitively.

School contact: _____

Session date: _____

With care,

The Little Woodlands Feelings Lab

PRINTABLE ACTIVITY 1

My feeling today

Choose, draw, write or pass. There is no wrong feeling.

Name: _____ Date: _____

☐ happy	☐ sad	☐ calm	☐ cross
☐ worried	☐ confused	☐ lonely	☐ safe

Today my feeling looks like...

Draw a face, colour or shape.

One thing I need is...

For example: quiet, a cuddle, movement, water, a friend or an adult.

Remember: You can have more than one feeling, and feelings can change.

PRINTABLE ACTIVITY 2

My heart can hold two feelings

Fuzz can miss Grandpa and still laugh with his friends.

Name: _____ Date: _____

Choose two feelings that can sit together. Draw, colour or write in each space.

One feeling

Another feeling

Something that could help me carry both feelings

Draw or write a person, place, activity or comforting object.

I can say: 'My heart feels _____ and _____.'

PRINTABLE ACTIVITY 3

Pieces of magic

Choose a special person, pet, place, story or happy memory. You may work about Fuzz instead.

Name: _____ **Date:** _____

Fill one piece or several pieces. You do not have to share your work.

A story _____ _____ _____ _____	A sound or song _____ _____ _____ _____
A special place _____ _____ _____ _____	Something funny _____ _____ _____ _____
Something kind _____ _____ _____ _____	An object or picture _____ _____ _____ _____

Fuzz's reminder: Someone can be missing from your world and still be part of your story.

PRINTABLE ACTIVITY 4

My circle of care

Write or draw the trusted people who can help. An adult can scribe.

Name: _____ Date: _____

Safety: Choose people you know in real life. A trusted adult listens, helps you feel safer and gets more help when needed.

At home _____ _____ _____	At school _____ _____ _____	In my community _____ _____ _____
A person I can talk to _____ _____ _____	ME	A person who helps me feel calm _____ _____ _____
Someone who can get more help _____ _____ _____	Another trusted adult _____ _____ _____	A safe place _____ _____ _____

I can ask: 'Can you stay with me?' 'Can we talk somewhere quiet?' 'Can you help me?'

PRINTABLE ACTIVITY 5

My quiet-corner plan

Plan a safe pause. A quiet corner is not a punishment and an adult remains available.

Name: _____ **Date:** _____

I might notice...

What happens in my body, thoughts or feelings when things feel too big?

My safe place is...

Choose an agreed place at home or school.

Things that help my body

slow breath
movement
water
soft object
quiet drawing

My trusted adult

name or draw
what I can say
where I can find them

My help sentence

I feel _____. I need _____. Can you help me?

PRINTABLE ACTIVITY 6

My memory-box plan

This activity is optional. Use drawings or copies rather than valuable objects.

Name: _____ Date: _____

Design the outside of your box

Choose colours, shapes or symbols. Fuzz used a silver moon, golden stars and flowers.

A picture or drawing

A story or note

A sound, song or saying

A safe small object — or a drawing of it

Who can help?: I would like to make or look through this with _____.

PRINTABLE ACTIVITY 7

Helpful words for a friend

Cut out, point to or discuss the cards. Which words feel supportive?

Name: _____ Date: _____

I'm here with you.	You can talk, or we can be quiet.
Would you like me to get an adult?	You do not have to stop crying.
Cheer up.	Don't think about it.
You should feel better now.	I know exactly how you feel.

My own kind words

What could you say while remembering that a friend does not have to talk?

Remember: A friend can listen and stay nearby. A trusted adult helps when feelings are very big or there is a safety concern.

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Teacher notes and support*Answer prompts, reflection and evidence base***Helpful-words activity key**

Generally supportive: 'I'm here with you'; 'You can talk, or we can be quiet'; 'Would you like me to get an adult?'; and 'You do not have to stop crying.' The remaining cards may minimise feelings, rush grief or assume we fully understand another person's experience. Invite children to improve them rather than labelling a child 'wrong'.

Brief reflection after delivery

39. Which ideas did children understand easily?
40. Did anyone need a private check-in or follow-up with the pastoral team?
41. Were children offered genuine choice and a way to pass?
42. What needs adapting before the next session?

Notes

Record only what is necessary and follow school information-governance procedures.

Guidance informing this pack

43. [Department for Education — Physical health and mental wellbeing \(Primary and Secondary\)](#)
44. [Department for Education — Relationships education \(Primary\)](#)
45. [Child Bereavement UK — Explaining to a child that someone has died](#)
46. [Winston's Wish — How to use a memory box with bereaved children and young people](#)
47. [Winston's Wish — Helping a grieving child return to school](#)

Further support: Use the Child Bereavement UK and Winston's Wish websites alongside your school's safeguarding, SEND, pastoral and bereavement procedures. Seek individual professional support when concerns exceed the scope of classroom teaching.

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