A guide for reading together

Forever... Pixel

A guide to open conversations about loss, memory and the love that remains — in the classroom and at home.



AUTHOR	RECOMMENDED AGE	FORMAT
María José Márquez	Ages 4–9	Picture book

EMOTIONAL EDUCATION · CHILDHOOD GRIEF · CLASSROOM & HOME

What this guide contains

01 Socio-emotional learning goals
02 Activities for ages 4–6, 6–8 and 8–10
03 Questions for group and individual reflection
04 Socio-emotional skills that are strengthened
05 Emotional glossary and further resources

ABOUT THE BOOK

1 Get to know the story before class

— a picture book to open conversations —

Forever… Pixel is a picture book about childhood grief, told through the story of a boy who loses his cat, Pixel. With warm illustrations and a carefully crafted text, the book opens a space where children and adults can talk about loss, memory and the love that remains.

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THEMES

- Death as part of life
- Grief in childhood
- Memory and remembering
- Our bond with animals
- Sadness and how to express it
- Love that doesn't disappear
- Family support in hard times
- Finding joy again with time

> "Every story seeks to open important conversations with care and empathy.
> — EDITORIAL VÍNCULO

LEARNING GOALS

2 Socio-emotional skills and competencies

LEARNING GOALS

Emotional development
Recognize and express one's own emotions with appropriate vocabulary.

Moral development
Develop empathy for other people's experiences.

Social and cultural development
Respect the diversity of families and life experiences.

Communication skills
Take an active part in group conversations.

SOCIO-EMOTIONAL SKILLS THAT ARE STRENGTHENED

Emotional awareness	Identify and name emotions such as sadness, love and nostalgia.
Emotional regulation	Understand that sadness is valid and takes its time.
Empathy	Recognize others' pain and support them without minimizing it.
Assertive communication	Express what we feel using words with care.
Resilience	Understand that we can move forward without forgetting.

BEFORE YOU BEGIN · NOTES FOR EDUCATORS

Grief is a topic that can resonate deeply and unexpectedly in the classroom. Some students may have experienced recent losses — a pet, a family member, a move. It's important to create a space of trust before reading:

- Let the group know you will read a story about goodbyes and memories.
- Remember there are no right or wrong answers when it comes to emotions.
- No one has to share personal experiences.
- If a student is very affected, they may step out with a trusted adult.
- Have tissues on hand — and let tears be welcome.

PRE-READING ACTIVITIES

3 Preparing the emotional ground before opening the book

1 The map of my bonds

10 MIN

Each student draws, in the middle of a sheet, someone or something they love very much — a person, a pet, a special object. Then they answer:

- What is their name? What makes this bond special?
- How do you feel when you're with that person or being?
- What would happen if one day they were no longer here?

✎ *The last question can be skipped for younger groups. Drawings don't need to be shared — it's personal work.*

2 Emotion storm

5 MIN

Write the word LOSS on the board. Ask the group to say out loud what emotions that word brings up. Write them all down without judging.

EMOTIONS THAT MAY COME UP

Sadness · fear · confusion · anger · nostalgia
Loneliness · love · gratitude · peace (in older children)

✎ *It's normal for seemingly contradictory emotions to appear — they are all valid.*

3 Cover and predictions

5 MIN

Show the book's cover without reading the title. Ask:

- What do you see in the picture? What is the boy on the cover feeling?
- What do you think this story will be about?
- Has anyone had a pet, or know someone who has?

REFLECTION QUESTIONS

4 After reading — adapt to your group

AGES 4 TO 6

What is the kitten in the book called? What was he like?

How did the boy feel when Pixel was gone?

Have you lost something you loved very much? How did you feel?

What do you think the boy does to remember Pixel?

Activity: Draw Pixel the way you think he looked. Tell a classmate why you drew him that way.

AGES 6 TO 8

What does "forever" in the title mean? Can something last forever?

What did the boy do with his sadness? How did he express it?

What helps us remember someone who is no longer here?

If you wrote a letter to Pixel, what would you say?

Activity: Write or dictate a letter to someone or something you miss. It can be real or imaginary.

AGES 8 TO 10

What is the difference between forgetting and letting go?

Why do you think adults sometimes avoid talking to children about death?

What other kinds of loss do you know, besides death?

How can a book help us process something we feel?

Activity: In groups of 3, create a symbolic "memory box": each person writes something they would like to keep forever, and shares it if they wish.

5

CLOSING AND EXTENSION

To deepen learning in the classroom and at home

IN THE CLASSROOM

The book of memories

The class creates a shared book: each student contributes a page about something or someone they want to remember. It can be a drawing, a photo or a short text. It is bound and stays in the classroom as the group's treasure.

RITUAL

The talking circle

Sit the group in a circle. Pass a soft object around — a stuffed animal, a ball. Whoever holds it may share, without obligation, an experience of loss or a memory. The rest listen in silence. The educator closes with a message of gratitude.

WRITING

Letters to the future

Each student writes a letter to their future self: "What do you want to tell the person you'll be in 10 years about what you feel today?" The letters are kept in a sealed envelope.

AT HOME

Family connection

Homework: interview a trusted adult about the first time they lost something or someone important. Share what you learned in the next class.

PLANNING NOTE

- This guide supports oral language and socio-emotional learning across the early school years.
- Its activities are grounded in emotional development: recognizing, naming and expressing feelings.
- It can be used as a teaching unit of 2 to 3 sessions of 45 minutes.

GLOSSARY AND RESOURCES

6 Tools to support the conversation

Grief	The natural process we go through when we lose something or someone important. It isn't an illness — it's a way of loving.
Nostalgia	The bittersweet feeling of missing something from the past with love.
Memory	The image or emotion we keep in our mind and heart of someone or something no longer with us.
Bond	The special connection between people, or between people and animals, when there is affection, care and trust.
Sadness	A valid emotion that tells us something or someone was important to us. No need to rush it or hide it.
Resilience	The ability to keep going after something hard, without forgetting what we lived through.

SUGGESTED FURTHER RESOURCES

Book · Duck, Death and the Tulip · Wolf Erlbruch

Book · Love You Forever · Robert Munsch

Book · When Dinosaurs Die · Laurie Krasny Brown

Film · Coco · Pixar — family reflection

Film · Up — opening minutes (loss and memory)

App · Headspace Kids — short meditations

Did you use this guide in your classroom?

We'd love to hear how it went. Share your experience on our social media or write to us — your feedback helps us improve and create more materials like this one.

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