

2020-2021

SEND

Specialist Teaching Service



Step Forward for SEND

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Stepping
back into
school

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Stepping Back into School **Support Package**

Returning to school in the midst of this current pandemic will be a challenging and emotionally demanding time for both children, teaching staff and parents.

As specialist teachers, we wanted to produce a package to address and support some of the core challenges that professionals will encounter within their classrooms on returning to school from June 2020.

Within this package, you will find 10 sessions which have been designed to approach some of the most sensitive subject areas that have arisen in light of the corona-virus pandemic, such as self-esteem, anxiety and bereavement.

This package is versatile in how it can be implemented. Each session includes an aim for Key Stage 1, 2 & 3 and has activities that can be used in a small group capacity or within a whole class setting.

We have signposted a lot of resources within this package from the following:

- ❖ Twinkl website - <https://www.twinkl.co.uk/>
- ❖ ELSA website - <https://www.elsa-support.co.uk/>
- ❖ Bouncing Back and Coping with Change – Tina Rae (2016)
- ❖ Activity from 50 Mindful Activities by Stewart and Braun.
- ❖ Relaxation script taken from: <http://kidsrelaxation.com/uncategorized/treehouse-relaxation-script/>
- ❖ A Therapeutic Treasure Deck of Grounding, Soothing and Regulating Cards by Dr. Karen Treisman



SESSION 1 – Re-building our Routines

<p><u>Aims:</u></p> <p>The key aim for this session is to explore daily routines within school, to discuss our daily routines both at home and in school and use a range of resources and interactive activities to promote the importance of daily routines within our lives.</p> <ul style="list-style-type: none"> • KS1: Pupils will explore their school and home routines together, beginning to understand why routines are helpful to us. • KS2: Pupils will identify their daily routines and understand the positive impact that a secure routine has upon their emotional resilience. • KS3: Pupils will recognise the impact that a daily routine has upon their emotional resilience and will begin to identify core characteristics of a daily routine that they class as 'non-negotiables.' <p>E.g brushing teeth, eating breakfast, walking/driving the same route to school/college/chatting with friends at lunchtime.</p>	<p><u>Resources:</u></p> <p>Teddy bear</p> <p>Daily Resource Cards: Twinkl website: School routine cards https://www.twinkl.co.uk/resource/t-c-162-sen-communication-cards-daily-routine-girl</p> <p>Mindfulness Minute - Calming down star – we recommend ELSA for this resource https://www.elsa-support.co.uk/5-star-calm-breathing-exercise/</p>
<p>5 - 10 minutes</p>	<p><u>Introduction:</u></p> <p>Routines for both adults and children enable us to feel secure and safe within our daily life. When routines change suddenly or dramatically, a sense of unease, anxiety and uncertainty can descend upon us.</p> <p>Re-building our daily routines back to a place of familiarity and recognition is so important in order to re-affirm our sense of security and safety within school.</p>



10 minutes

Ice-Breaker:

KS1: Mindfulness – direct the children to sit or lie in a comfortable way and close their eye if they feel safe and happy to do so. Encourage a quiet/calm environment – allow children to slowly settle into a quiet state and gently ask them to think about their day so far.

What have you done so far today? Who have you seen/spoken to? How do you feel so far today?

Whatever day you are completing this session, remind the children of their routine. For example: *Today, it's Monday. We have been busy learning and playing but now we are going to stop and relax. We have four days remaining in school this week before the weekend begins. You are doing a great job.*

KS2/KS3: Encourage a moment of calm and reflective practise. Pupils can close their eyes or rest their head onto the arms if they wish. Consider:

What does that word (routine) mean to you?

Why do we have routines?

Provide each pupil with a post-it note and ask them to write down ONE word that they think of when they think of 'routine.'

Does having a routine encourage feelings of happiness? Safety? Repetition? Boredom? Answers do not have to be shared but allow all pupils to recognise their feelings during this ice-breaker session.



15 minutes

Warm-Up Game:

KS1: Make a circle and use an object (e.g. teddy) to identify the speaker of the circle. Explain to the children that we are going to pass the teddy around the room and say our name and what our favourite lesson is in school. This is a simple warm up game and children do not have to participate if they feel uncomfortable or nervous. Simply move the teddy on.

Now play the game....I went to school one morning and I....

Teacher to model this initially.

E.g. I went to school one morning and....I walked down the road to the schools gates and....(child continues the story)...I saw my teacher by the classroom so I went inside. (Next child) I hung up my coat on my peg and I....(pass to next child.)

The objective of this activity is to get the children thinking and talking about their school routine. Focus on key, familiar routines such as assembly, play-time, lunch time etc. to help the children identify the time of day.

KS2/KS3: Students take it in turns to leave the room and change one thing about the way they look. When they return the group have to spot the difference.

Or:

All but one student leaves the room. The remaining student (1) listens to the teacher/group leader as they read a sentence. For example:

'For breakfast I had a sausage, egg, bacon and toast and then I drank two cups of coffee.'

Another student (2) is invited back into the room and the first student (1) tries to repeat the sentence as accurately as possible. A third (3) student is then called in and the activity continues until everyone has had a turn. The leader/teacher then reads out the original sentence to compare against the final sentence.



Activities:

KS1: Complete in groups of 4 – provide each group with a selection of cards that have their daily school routine on and include a few 'red herrings' within the pack. (Watch TV, walk dog, feed cat.)

Remind the children that the cards may include a few 'red herrings' such as 'walk the dog' or 'watch TV' to get the children talking and discussing their daily routine in school and how it differs from home.

KS2/3: Ask the children to create a comic strip of their daily routine in school.

Provide them with a simple cartoon template board and encourage them to draw key events within their school day.

Who do they see?

What lessons do they enjoy attending?

How do they arrive at school? Walk? Arrive by car? Cycle?

When do they have lunch? Begin/middle/end of the day?

Remind the pupils that they are focusing on drawing their daily routine in school and there is no concern with writing anything down. Explore any worries or concerns the pupils may have via the comic strip activity too. Is there a lesson or a time of the day you don't particular enjoy? Put a red dot next to this part of your day if you wish and prompt a discussion on favourite/least favourite times of day within school.



15 minutes

A Mindful Minute:

https://www.youtube.com/watch?v=a_nl8pop1xU

KS1: Provide each child with a calming down star - **See ELSA website for this resource-** <https://www.elsa-support.co.uk/5-star-calm-breathing-exercise/>) and play some quiet, instrumental only music if possible. Ask the children to sit in a comfortable position and use their ears to listen carefully to the music. As they listen, use their finger to trace along the outline of the calming down star and become more aware of their own breathing. Remind children to focus on breathing in and out and allow them to become more focused on tracing around the star. Remind the children that this calming down star belongs to them and they can use it whenever they are feeling upset, sad, frustrated or angry. Remember to breathe deeply and slowly bring the mindful moment to a close.

KS2/3: Exploring - The Scattered Mind: Ask the children to briefly close their eyes and imagine themselves enjoying their favourite activity. Then, as they think about it, attempt to distract them by mentioning other activities, such as homework or chores. Ask them to notice if they are able to stay focused. After, invite the children to briefly share how they found this.

Re-emphasise that our minds will wander a lot and that we will often be distracted. Highlight that this is not a criticism, that it is quite normal, but that a lack of focus impacts on mood. Further explain that psychologists have discovered that a lack of focus over long periods of time can make people more stressed, anxious, sad or angry as they are more likely to be caught up in thinking and worrying. Explain that mindfulness can help settle the mind, training us to be more focused and to help us feel calmer and happier. Encourage pupils to lie still, focusing on their favourite place in the world and gently breathe in and out as they do so.



SESSION 2 – MAKING FRIENDS WITH OUR FEELINGS

Aims:

Young people are encouraged to reflect on their own level of happiness and what triggers changes to this level as well as how they could further develop more positive happiness habits.

- **KS1:** Pupils will identify a variety of good and not so good emotions and build a vocabulary to describe their feelings.
- **KS2:** Pupils will understand that they may experience many different emotions and will consider how to recognise and explain them.
- **KS3:** To recognise a range of emotions that we can identify as happy or unhappy and to practise a range of strategies for coping with negative thoughts.

Resources:

KS1 Icebreaker: Feelings chart You could make your own or use the free download from partnership for children :

<https://www.partnershipforchildren.org.uk/what-we-do/childrens-wellbeing-activities-for-teaching-staff-and-families.html>

Beano emotions cards – Emotion cards are free to download at:

<https://youngminds.org.uk/resources/school-resources/beano-resilience-lesson-plans/>

Mirrors

5 minutes

Introduction:

It is very easy to become overwhelmed by intrusive emotional thoughts usually as a result from negative experiences which may have caused us to become angry, upset or stressed. If we can teach young people to recognise the feelings, then we provide opportunities for them to choose how to respond to them rather than reacting automatically and engaging in automatic negative thinking patterns that lead to negative outcomes or behaviours in school settings.



10 minutes	<p><u>Ice-Breaker:</u></p> <p>KS1 –'How are you Feeling?' Use a feelings chart and ask the children to identify an emotion they have recently felt. Can they show the emotion to their partner using facial expressions only? If they feel comfortable to do so, talk about the emotion and why they experienced this.</p> <p>KS2/KS3 - Feeling Words</p> <p>Ask pupils to think of as many different words as they can to describe different feelings. Write them on a large piece of flip chart paper - these will be returned to at the end of the lesson.</p>
Warm up - 15 minutes Activities – 15 minutes	<p><u>Warm up Game:</u></p> <p>The aim of this warm up game is to encourage young people to work co-operatively and rebuild social skills needed for forming positive relationships. We also want young people to have fun.</p> <p>'Speedy Reaction' – This game requires the group to be alert and ready to respond. You need space. Everyone stands in a circle. The idea is to end up with everyone sitting down. One person (1) is chosen to begin the game. Person 1 calls out the name of another person (2) across the circle. Person 1 then sits down, Person 2 calls out the name of a third person (3) and Person 2 sits down. Person 3 calls out the name of a fourth person (4) and so on. If anyone hesitates or doesn't respond to being called then the whole group has to stand up and the game begins again with a different person starting it. The aim is to encourage focus and concentration. For fun you could use a timer to see how fast the process can be completed. This game could be repeated at any time.</p>



Activities:

KS1 - Read 'How Are You Feeling Today?' by Molly Potter or another story which explores a range of feelings. Ask pupils to identify any feelings that the characters had which are not already on the list identified.

Other stories could include:

- **Nothing by Mick Inkpen (loneliness, feeling unloved)**
- **Angry Arthur by Haiwyn Oram**
- **The Second Princess by Tony Ross (envy, jealousy)**
- **Colour Me Happy by Shen Roddie and Ben Cort (different feelings for younger children)**
- **The Very Lonely Firefly by Eric Carle (loneliness)**
- **Lucy's Blue Day by Chris Duke (understanding different emotions)**
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KS1: Using a mirror, ask the pupils to make faces/expressions to express the feelings in the stories, ensure some 'big feelings' are included. This can either be done as you reread the story or by brainstorming all the feelings on the board and then reading them out. Call out feelings words and ask all pupils to use their faces and the mirrors to express the feeling.

KS2: Give each group a set of emotion cards, these are simple pictures of different emotions. You could download the free Beano character cards from <https://youngminds.org.uk/resources/school-resources/beano-resilience-lesson-plans/>

Give each group a set of cards to try and label the emotion expressed on the card.

KS2/KS3: Make 'Sentence Starter Cards' with the following sentences.

I feel happy when...

I feel sad when...

I feel angry when ...

I feel excited when ...

I feel embarrassed when ...

I feel nervous when ...



I feel left out when ...

I feel included when ...

I feel grumpy when ...

I feel confused when ...

I feel jealous when ...

I feel afraid when ...

Give each set of cards to each pair or small group. Explain that they are to pile the cards in the centre, upside down, and take turns picking up the top card and completing their sentence. If any pupils are reluctant to talk, they can listen to their group's discussions. Confident pupils could then share their sentence with the class.

KS2/KS3 extension task: Pupils could sort the list of feeling words created in the icebreaker into 'big feelings' and 'little feelings'.

The Mindful Jar – Appropriate for KS1, KS2 and KS3

This activity can teach children how strong emotions can take hold, and how to find peace when these strong emotions feel overwhelming.

- First, get a clear jar (like a Mason jar) and fill it almost all the way with water. Next, add a big spoonful of glitter glue or glue and dry glitter to the jar. Put the lid back on the jar and shake it to make the glitter swirl.
- Finally, use the following script or take inspiration from it to form your own mini-lesson:

“Imagine that the glitter is like your thoughts when you're stressed, mad or upset. See how they whirl around and make it really hard to see clearly? That's why it's so easy to make silly decisions when you're upset – because you're not thinking clearly. Don't worry this is normal and it happens in all of us (yep, grown-ups too).

[Now put the jar down in front of them.]



Say to the children or young people: "Now watch what happens when you're still for a couple of moments. Keep watching. See how the glitter starts to settle and the water clears? Your mind works the same way. When you're calm for a little while, your thoughts start to settle and you start to see things much clearer. Deep breaths during this calming process can help us settle when we feel a lot of emotions."

This exercise not only helps children learn about how their emotions can cloud their thoughts, but it also facilitates the practice of mindfulness while focusing on the swirling glitter in the jar.

Plenary

KS1 – Pupils could draw a picture and write a sentence of 1 action they could do to make themselves feel better.

KS2/KS3 for each sentence starter card, pupils are to identify a strategy they could do to make themselves feel better.



10 minutes

A Mindful Minute:

KS1 – You could use 'Shake the sillies out' – Activity from 50 Mindful Activities by Stewart and Braun. They have a great script for you to use with children.

Or

- 1: Stand still like a statue. Breathe in and hold your breath.
2. Breathe out and shake out your arms and shake your legs
3. Shake your whole body until it feels relaxed.
4. Shake your body until it's loose.
5. Flop down gently into a chair or onto a mat.
6. Take three soft, slow mindful breaths. Fill your nose, your lungs and your tummy. Then return to the day.

KS2/KS3 – And Teachers

This is a fantastic activity that students can “take home” with them. It can be particularly useful to do a body scan to help relax before sleep.

- Students lay on the floor, with their eyes closed if they are comfortable (or they may prefer to look at the ceiling). Or they can sit on a chair.

Script for teacher

Begin by bringing your attention into your body.

You can close your eyes if that's comfortable for you.

You can notice your body wherever you're seated, feeling the weight of your body on the chair, on the floor.

Take a few deep breaths.

And as you take a deep breath, bring in more oxygen to awaken your body. And as you exhale, have a sense of relaxing more deeply.

You can notice your feet on the floor, notice the sensations of your feet touching the floor. The weight and pressure, vibration, heat.



You can notice your legs against the chair, pressure, pulsing, heaviness, lightness.

Notice your back against the chair.

Bring your attention into your stomach area. If your stomach is tense or tight, let it soften. Take a breath.

Notice your hands. Are your hands tense or tight? Make a conscious effort to relax them, soften them.

See if you can allow them to soften.

Notice your arms. Feel any sensation in your arms. Let your shoulders be soft.

Notice your neck and throat. Let them be soft. Relax.

Soften your jaw. Let your face and facial muscles be soft.

Then notice your whole body present. Take one more breath.

Be aware of your whole body as best you can. Take a breath. And then when you're ready, you can open your eyes.



SESSION 3 – CARING FOR OTHERS

Aims:

KS1:

For pupils to recognise:

- their own feelings
- the feelings of others around them
- & understand that our feelings and emotions are normal
- Explore a range of helpful strategies to manage and nurture of emotions.

KS2:

For pupils to recognise:

- their own feelings
- the feelings of others around them and begin to identify what 'empathy' looks like
- develop an understanding that our feelings and emotions are normal
- Explore a range of helpful strategies to manage and nurture of emotions.
- Discuss what strategies help us in managing our emotions

KS3:

For pupils to recognise:

- their own feelings
- the feelings of others around them and beginning to identify what 'empathy' looks and sounds like

Resources:

A set of emotions cards that include happy, sad, angry, upset emotions.

<https://www.twinkl.com/resource/t-s-1057-happy-sad-and-angry-sorting-activity>

Flip chart paper and pens (KS3 warm up game)

Roll of paper/wallpaper



<ul style="list-style-type: none">- understand that our feelings and emotions are normal- Explore a range of helpful strategies to manage and nurture of emotions.- Discuss what strategies help us in managing our emotions	
5 - 10 minutes	<p><u>Introduction:</u></p> <p>This session aims to develop children's empathy of others.</p> <p>Many children, young people and adults will have experienced very difficult and challenging life events during the coronavirus pandemic and enabling recognition and acceptance of these times is essential for well-being and self-care.</p> <p>Empathy won't always work perfectly but it won't do any harm, if you get the tone right. Empathy is a really hard skill, which takes lots and lots of practice. Start with your nearest and dearest and try to get empathy in as often as possible with them so you build up your confidence. Listen out for when you would have liked to receive it or when your best friend did it perfectly at just the right time!</p> <p>It will take time for children and young people to get used to you responding in this way so don't be put off by an initial poor response. Keep on practising so that you get better and they get used to it.</p>





10 minutes	<p><u>Ice-Breaker:</u></p> <p>Begin the session by asking the pupils to focus on themselves and showing themselves some self-care. Remind the class that caring for others is important but we also need to care and show love towards ourselves.</p> <p><u>I like myself!</u></p> <p>Split pupils into pairs and ask them to share something that they like about themselves. When everyone has finished, gather the pupils back together and ask them to share their likes.</p> <p>E.g.</p> <p>'I like myself because I am kind.'</p> <p>'I like myself because I am helpful.'</p> <p>'I like myself because I listen to others'</p>
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15 minutes

Warm-Up Game:

KS1: Provide groups of 4 with a selection of emotions cards, ranging from sad and happy to angry and disappointed.

Ask them to look at the emotion cards together and start to think about how these people are feeling. Why do we think they are feeling this way? What do we think has happened to them?

Provide the groups with two labels initially....SAD or MAD. Pupils to sort the photos into the two groups but then ask....what other emotions do we think these people are feeling? Upset? Disappointed? Frustrated? Confused? Allow a discussion on different emotions to evolve from this warm up game and lead onto considering the idea that other people can sometimes hide their emotions so they may feel sad inside but they will put on a happy face. Why do we think people may do this?

- **To protect themselves**
- **May not want to tell anyone why they are feeling sad right now**
- **They feel confused about their feelings**
- **They are unsure of how to tell someone that they are feeling sad**

KS2: Provide groups of 4 with a selection of words linked to emotions such as 'happy, mad, angry, furious, calm, sad.' Ask them to look at the words together and start to consider a time when they have felt this emotion. The pupils could also select one emotion word from the pack and impersonate the emotion to their peers. Can they guess which emotion it is?

Allow a discussion on different emotions to evolve from this warm up game and lead onto considering the idea that other people can sometimes hide their emotions so they may feel sad inside but they will put on a happy face. Why do we think people may do this?

- **To protect themselves**
- **May not want to tell anyone why they are feeling sad right now**
- **They feel confused about their feelings**
- **They are unsure of how to tell someone that they are feeling sad**



KS3: Provide groups with flip chart paper and pens.

Direct the group members to split their chart paper into two. (Fold in half.)

Group leader asks group members to brainstorm all the feelings they can think of. These are written down onto one side of the paper. The group then tries to think of a time when they have felt each emotion, and these are written down next to the feeling. They should then consider why it is important to tell people how you feel, and their reasons can be written down as well, or just discussed.

For example:

Upset – my boyfriend forgot my birthday – otherwise I would carry on feeling upset and this feeling would grow and make me feel worse.



Activities:

After a prolonged period of time apart, children and young people may find it more difficult to interact, socialise and empathise with one another. The following activities focus on developing emotional awareness in themselves and others, taking time to pause and apply empathy towards the feelings of others and to recognise how different emotions present in our body language and expression.

KS1: Pupils to work in groups of 4. Provide each group with a long roll of paper (Wallpaper would work perfectly, just turn it over so blank side faces upwards.)

One child to lie down onto the paper and have an outline drawn around their bodies. (Use pencil to avoid marking school uniforms!)

Provide each group with a different emotion (sad, upset, angry, frustrated, happy)

Now ask them to draw/write different physical signs that we might notice if someone is feeling this emotion.

For example: sad – tears in their eyes, not smiling, shoulders hunched over, wrapping arms around body, not making eye contact.

KS2: Pupils to work in groups of 4. Provide each group with a long roll of paper (Wallpaper would work perfectly, just turn it over so blank side faces upwards.)

One child to lie down onto the paper and have an outline drawn around their bodies. (Use pencil to avoid marking school uniforms!)

Provide each group with a different emotion (sad, upset, angry, frustrated, happy)

Now ask them to draw/write different physical signs that tell we might notice if someone is feeling this emotion.



For example: sad – tears in their eyes, not smiling, shoulders hunched over, wrapping arms around body, not making eye contact.

Extension for KS2: Using a different coloured pen, write down how you could help this person with their physical signs of emotion – e.g. get them a tissue for their tears, cuddle them, sit down and listen to them talk about their worries.

KS3: Empathetic Response

This activity works best when completed via role play to engage all pupils and actively encourage empathetic responses and reactions.

Pupils to split into groups of 4 for this activity. Provide each group with a scenario card and direct them to produce a 30 second role play to demonstrate the scenario.

IMPORTANT: The role play must contain non-verbal cues only in order for the audience to develop an empathetic response towards a person via body language and facial expression.

Provide the pupils with 15 minutes to rehearse their role play and then bring the group back together for performances.

Encourage the audience to identify how the different characters are feeling, what is happening, why is that person responding in that way?



10 Minutes	<p><u>A Mindful Minute:</u></p> <p>Students can stand or sit for this activity.</p> <ul style="list-style-type: none">- Ask students to put both hands on their belly.- Students should close their eyes, or look down to their hands.- Guide students in taking three slow deep breaths in and out to see if they can feel their hands being moved.- You may like to count “1, 2, 3” for each breath in and “1, 2, 3” for each breath out, pausing slightly at the end of each exhale.- Encourage students to think about how the breath feels, answering the following questions silently, in their mind.<ul style="list-style-type: none">– What is moving your hands? Is it the air filling your lungs?– Can you feel the air moving in through your nose?– Can you feel it moving out through your nose?– Does the air feel a little colder on the way in and warmer on the way out?– Can you hear your breath?– What does it sound like? <p>Allow 2-3 minutes of relaxation and calm before drawing the session to a close.</p>
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SESSION 4 – SHOWING KINDNESS	
<p><u>Aims:</u></p> <p>The key aim for this session is to explore the importance of showing kindness, to discuss what we understand by showing kindness and using a range of resources and interactive activities to promote the role of being kind in our everyday life.</p> <p>KS1 – pupils will identify and name kind things to do;</p> <p>Identify and name the feelings they experience when they are kind to others.</p> <p>KS2/3 – pupils will be able to discuss their feelings in relation to kindness.</p>	<p><u>Resources:</u></p> <p>Ice-breaker: Kindness tree sorting activity from TES https://www.tes.com/teaching-resource/the-kindness-tree-game-card-sorting-6218539</p> <p>Post it notes</p> <p>Brown paper and sandpaper for beach</p> <p>Ball</p> <p>Books – The Star Fish Story; Kindness is Cooler, Mrs Ruler (Margery Cuyler)</p> <p>Star Fish template – create yourself</p> <p>Large whiteboard or flipchart</p> <p>Jar and small pieces of paper</p>
<p>5 - 10 minutes</p>	<p><u>Introduction:</u></p> <p>Definition of Kindness: the quality of being generous, helpful, and caring about other people, or an act showing this quality.</p> <p>Being kind to one another helps to build and strengthen friendships; shows that we care about others and creates a feeling of wellbeing and empathy in both the person showing kindness and the person who is receiving the kindness. Some research has shown that being kind can bring about lasting well-being as well as increasing your happiness. (Dr Martin Seligman)</p>



10 minutes	<p><u>Ice-Breaker:</u></p> <p>What does SHOWING kindness look like?</p> <p>KS1 – In small groups - sorting pictures of kind and unkind acts (We recommend Twinkl for this resource) or the kindness tree sorting activity from TES. https://www.tes.com/teaching-resource/the-kindness-tree-game-card-sorting-6218539</p> <p>KS2/KS3 – in small groups - pupils discuss what they understand by kindness; remember kind things they've done or had done to them; write down "kind words/actions" on post it notes and add them to the whiteboard. Talk about the feelings they experience when they do something kind.</p>
10 minutes	<p><u>Warm-up Games:</u></p> <p>KS1 – This could be done as a whole class or in 2 smaller groups. Children sit in a circle on the floor (maintaining social distance.) Each child says something complimentary about their neighbour who says thank you and then returns the kindness by saying something kind back. This may need to be modelled initially by the teacher.</p> <p>KS2/KS3 – This could be done as a whole class or in 2 smaller groups. Children stand in a circle and throw an imaginary ball across the circle to each other, calling out the person's name as they do so. As they do this, they say something complimentary about the person receiving the ball. The activity goes on until all children have received a compliment. This may need to be modelled initially by the teacher.</p>



Activities:

KS1 – share the **Starfish story**

<https://www.youtube.com/watch?v=XvXrbR7XN7w> with the children.

Children think about how they feel when someone is kind to them or when they are kind to others. Talk about their experiences of this and share with class.

Ask them to name feelings, with support if needed. Children think about what kind thing they could do for a friend/relative and draw it on Starfish outline provided. These can then be added to the beach display in class.

KS2 – Read **Kindness is Cooler, Mrs Ruler by Margery Cuyler** with the children. Discuss how the children in the book were able to make the classroom a better place and how they did it. How did that make each one feel? What sort of things did the pupils do?

From this discussion, pupils move onto creating a "Kindness Pledge" for their own classroom. What do we want to pledge to one another within our classroom? What acts of kindness do we want to see? Pupils can draw, write and act out the kindness pledge to their peers. The kindness pledges can then be displayed in class or kept by the pupils as a reminder of what they have resolved to do.

KS3 - Explore kindness within different media & subjects.

Art: kindness graffiti (express their kindness via chalk/pastel drawings on school grounds)

English: write an acrostic poem linked to the word KINDNESS – what words can we generate when we think of kindness?

PE: Create a compliment chain (social distancing maintained) to spread compliments across the class/peer group

Music: pupils to identify a range of songs that remind them of kindness – what other emotions do we feel when we listen to music?

Science: explore kindness within our world – caring for animals, protecting endangered species, making products from sustainably sourced materials and ethical legislation that supermarkets follow when sourcing/selling/distributing food.



10 minutes	<p><u>A Mindful Minute:</u></p> <p>KS1/2 – 'The Power of Blue'– Activity from 50 Mindful Activities by Stewart and Braun.</p> <ol style="list-style-type: none">1: Sit mindfully with your spine straight and body relaxed. Close your eyes and hold your hands over your heart if you wish.2. Breathe in and picture a blue ball of light pulsing inside your forehead. Imagine it calming your thoughts.3. Breathe out and picture the blue ball of light dropping into your throat. Imagine it clearing out unkind thoughts and words.4. Breathe in and see the blue light glowing brighter. Breathe out and picture it dropping into your heart. Imagine it soothing hurt feelings.5. Breathe in again and picture the blue filling your body. Breathe out and feel it down to your toes.6. Sit with the blue light for a moment and let it glow inside you. You can take it with you when you finish this exercise.
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SESSION 5 – ANCHORING MY ANXIETY

Aims:

KS1: To encourage pupils to identify the different emotions and feelings they have experienced during the coronavirus pandemic and to begin developing effective self-regulating strategies to support them with managing such feelings.

KS2: To encourage pupils to identify the different emotions and feelings they have experienced during the coronavirus pandemic and to begin developing effective self-regulating strategies to support them with managing such feelings.

KS3: To encourage pupils to identify the different emotions and feelings they have experienced during the coronavirus pandemic and to begin developing effective self-regulating strategies to support them with managing such feelings.

Resources:

Emotion cards – available from a variety of sources:

- Take photographs of children in your class making various emotions.
- ELSA-support - <https://www.elsa-support.co.uk/downloads/emotion-cards-emotion-posters-item-165/>
- Blacksheep Press – PRAG 1 Emotions and facial Expressions <https://www.elsa-support.co.uk/downloads/emotion-cards-emotion-posters-item-165/>
- 'A time when I felt....' A template for a simple book for children to make while they explore their feelings. <https://www.elsa-support.co.uk/tab-booklet-a-time-when-i-felt/>

Worry monster: e.g.

<https://www.amazon.co.uk/Schmidt-42343-Junior-Worry-Eater/> or <https://www.theworks.co.uk/p/soft-toys/large-worry-monster---assorted-colours/5052089204485>

Recommended reads:

- My Many Coloured Days by Dr. Seuss
- Silly Billy by Anthony Browne
- The Huge Bag of Worries by Virginia Ironside & Frank Ridgers



	<ul style="list-style-type: none"> Ruby's Worry: A Big Bright Feelings Book by Tom Percival
<p>5 - 10 minutes</p>	<p><u>Introduction:</u></p> <p>This session focuses on addressing any unusual or unwanted thoughts or feelings that may have arisen for our children and young people (CYP) during the period of isolation.</p> <p>Stress and anxiety may be familiar or brand new emotions to our CYP and how they respond to them will be different for each individual.</p> <p>Session 5 has been developed to support CYP with identifying and understanding different emotions and how to respond to them proactively to make themselves and others feel better.</p>
<p>10 mins</p>	<p><u>Ice-Breaker:</u></p> <p>Pupils to work in pairs for this activity and names themselves pupil A and pupil B.</p> <p>Provide Pupil A with emotions cards and using only their facial expressions they have to mimic what the emotion is to Pupil B.</p> <p>Pupil B will attempt to guess the different the emotion and then the pupils swap roles.</p> <p>You could suggest that the pupils complete an action, e.g. eating an apple, reading a book, using their emotion.</p>
<p>15 minutes</p>	<p><u>Warm-up Game:</u></p> <p>The Rainbow: Ask the group to sit in the circle and then name each person around the circle using the colours of the rainbow – red, orange, yellow, green, blue, indigo and violet. Now call out one or two different colours. Anyone with these colours must change places. If you call out 'Rainbow!' the whole group must change places.</p>



Activities:

We are going to begin today's session with a circle time. Ask the pupils to close their eyes if they feel comfortable to do so and place their hands over their heart. Remind them to be still and quiet. Can they feel or hear their heartbeat? Ask them to think about how it feels/sounds? Is it fast? Is it slow? Loud/soft? Now ask the pupils to stand up and jog on the spot for 1 minute (include uplifting music if you wish!) and then ask the pupils to sit down again and feel their heartbeat for the second time. How does it feel now? Faster? Louder?

Talk to the children about how our body response to different things that we do every day. Running, jumping, hopping, sleeping, eating.....our bodies are always listening to us and wanting to help us remain safe and calm.

Our bodies are also very clever in helping us to recognise when we don't feel safe or happy and our hearts can beat very fast, just like we've just experienced when we ran on the spot.

Anxiety is the feeling we get when our body is dealing with a frightening or nasty experience. It means our bodies are getting ready to do something – this could be ready to face danger or run away from it.

Lots of people get anxiety. It doesn't feel very nice, but it is not dangerous and it cannot hurt us.

Anxiety will feel different for everyone. It can change the way you feel. The way you think, the things you do and the way your body works.

You feel these things:

- Nervous, worried or scared
- Stressed and/or on edge/tense
- Dizzy, panicky or just 'strange'
- Heart beating faster

And you might think differently:

- Worry more than usual
- Not be able to concentrate
- Think about the worse things that could happen



You might do different things:

- Walk up and down a lot
- Start something and not finish it
- Can't relax or sit still
- Be angry with people
- Eat more or less than normal

Your body might feel different too:

- Go numb and tingly
- Feel breathless or that you can't breathe properly
- Your heart beats faster
- Stomach ache
- Aching muscles

Explain to the pupils that although these feelings may not feel nice or good, there are lots of ways we can help our bodies to remain calm and relaxed. In today's session, we are going to explore some of the ways that we can help ourselves to remain calm when we start to feel upset, stressed or anxious.

KS1: As a group, produce a mind-map of all the times we have felt worried, upset, and nervous. What did we worry about? How did it feel? What did we do when we felt this way?

Show the pupils a Worry Monster. During the session they are going to begin to create a Worry Monster of their own. E.g. <https://www.elsa-support.co.uk/worry-monster-craftivity/> Show the pupils the 'worry monster' activity and model how to make a worry monster of their own. You can also use collage materials to really bring the worry monster to life or use a clean sock to make a worry puppet that they children can hold in their hands.

KS2 & KS3: As a group, produce a mind-map of all the times we have felt worried, upset, and nervous. What did we worry about? How did it feel? What did we do when we felt this way?



	<p>We recommend the resource '20 Faces' by EISA support https://www.elsa-support.co.uk/wp-content/uploads/20-faces-art-exercise.pdf identify the wide range of emotions that we have experienced or observed throughout our day.</p> <p>Follow this activity by encouraging pupils to draw and/or write about a time when they have experienced different emotions, ranging from happy to scared to angry. This activity aims to support pupils in recognise their emotions, reflecting on times when they have experienced different emotions in order to develop strategies to self sooth and calm.</p> <p>Bring the pupils back together and to explore different strategies that can help us to relax, stay calm and reduce anxieties. E.G. Calm down dice - https://www.elsa-support.co.uk/calm-down-dice/</p>
10 minutes	<p><u>A Mindful Minute:</u></p> <p>Go outside for this part of the session (if possible). Ask the pupils to walk around the (outdoor) area and listen to what noises they can hear. What can they see? What can they smell? Now ask them to stop and stand still.</p> <p>If they feel comfortable to do so, close their eyes and again, listen to what they can hear. Take 5 deep breaths and allow the wind, the sun (or even the rain!) to surround them for a moment.</p>





SESSION 6 – GROWING A HEALTHY MINDSPACE	
<p><u>Aims:</u></p> <p>KS1: To introduce mindfulness</p> <p>KS2: To introduce mindfulness and the concept of acknowledging and letting go of thoughts</p> <p>KS3: To introduce mindfulness and the concept of acknowledging and letting go of thoughts. Also, being able to explain what mindfulness is.</p>	<p><u>Resources:</u></p> <p>Relaxation music</p> <p>Wellbeing calendar - e.g. https://www.elsa-support.co.uk/wellbeing-calendar-for-june/</p> <p>→ Or you might want to make your own, specific to your setting.</p> <p>Relaxation script taken from: http://kidsrelaxation.com/uncategorized/treehouse-relaxation-script/</p>
5 minutes	<p><u>Introduction:</u></p> <p>This session introduces mindfulness as a practice and discipline, but also as an important part of helping people maintain good mental health. The idea is introduced by explaining that we all experience difficult and challenging emotions. How these can affect our mood, behaviour and mental health is explored.</p> <p>The concept of the busy/scattered mind and how it contributes to our mood and behaviour is presented in a non-judgemental way and its impact is shown to be key in helping us develop happiness, contentment and sound mental health. There is an introductory meditation practice that introduces the CYP to settling the mind and responding skilfully to thoughts and mental reactivity. It ends with a chance for the CYP to explore their experiences together.</p>



10 minutes	<p><u>Ice-breaker:</u></p> <p>Exploring - The Scattered Mind: Ask the children to briefly close their eyes and imagine themselves enjoying their favourite activity. Then, as they think about it, attempt to distract them by mentioning other activities, such as homework or chores. Ask them to notice if they are able to stay focused. After, invite the children to briefly share how they found this.</p> <p>Re-emphasise that our minds will wander a lot and that we will often be distracted. Highlight that this is not a criticism, that it is quite normal, but that a lack of focus impacts on mood. Further explain that psychologists have discovered that a lack of focus over long periods of time can make people more stressed, anxious, sad or angry as they are more likely to be caught up in thinking and worrying.</p> <p>Explain that mindfulness can help settle the mind, training us to be more focused and to help us feel calmer and happier. Finish here by explaining that the children will now practice settling the mind and letting go of thoughts.</p>
10 minutes	<p><u>Warm-up Game:</u></p> <p>'Move like you feel' game - Pupils to find a space within the room away from others. Explain to the pupils that you are going to call out one emotion such as happy, and they need to move their body in a way that expresses the emotion of happy. Complete with a range of emotions from happy, sad, angry, frustrated, furious, and disappointed and remind pupils that they do not need to participate if they don't feel comfortable to do so. Join in with the pupils and encourage everyone to participate in at least one emotion.</p>



Activities:

<https://www.elsa-support.co.uk/mindfulness-affirmations/>

- A resource to reinforce the mindfulness session

Introduce the phrase, 'mindfulness.' What do we think this word means? What do we think of when we hear the word 'mindfulness?'

Describe how mindfulness is a practice where we focus on our experience, including our thoughts, feelings and sensations, and learn how these things affect our mood and behaviour. Highlight that focusing is not always easy and that we spend up to 50% of our time not focused or paying attention.

Ask the group to sit comfortably on a chair or the carpet and close their eyes and then focus on the sounds that they can hear. Encourage them to use mindful listening, which means really paying attention to this one process and not being in any way distracted by their thoughts ... simply 'letting them go'.

Talk about the sounds that you might hear that most people would not notice if they were not using 'mindful listening', for example, cars driving by outside, children playing outside, computers whirring, lights buzzing, clocks ticking, bees humming.

Ask everyone to pay attention to each sound and to then reflect on how it feels to listen in this way.

How is this different from 'normal' listening?

Alternatively, choose a piece of music to play to the group – preferably one which most of them will like.

Explain to the group that they should not think about the music, instead they should simply listen.

Encourage everyone to breathe deeply and slowly and to absorb the experience.



10 minutes	<p><u>A Mindful Minute:</u></p> <p>Read the following script to the group and encourage everyone to return to their 'treehouse' whenever they feel upset or stressed.</p> <p>My Treehouse:</p> <p>Use the relaxation script: http://kidsrelaxation.com/uncategorized/treehouse-relaxation-script/</p>
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SESSION 7 – MY SELF-ESTEEM DREAM

Aims:

Beginning to encourage pupils to:

- Have a positive image of themselves
- Being able to say what they are good at

Resources:

- **'What are your qualities?'**
Make a set of cards with a variety of qualities: e.g. kind, friendly, a loner, patient, talented, loving, positive, lazy, hard-working, warm, sporty, enthusiastic, sensible, selfish, impatient, quiet and so on.
- **Beach ball and beach ball question cards e.g.**
 - *How many siblings do you have?*
 - *Do you have any pets?*
 - *Where is your favourite place to eat?*
 - *What's your favourite cereal?*
 - *What games do you like to play?*
 - *What's your favourite toy?*
 - *What makes you happy?*
 - *What's your favourite film / book / game?*
- Mirror
- A4 paper art materials / photographs
- Whiteboards and pens/rubbers
- My strengths and talents – A3 sized paper, craft materials



	<ul style="list-style-type: none"> • Self-image questionnaire – there are several available for you to try e.g. - included in: https://www.elsa-support.co.uk/downloads/self-esteem-intervention-year-five-item-146/ - included in Talkabout for Children' by Alex Kelly http://alexkelly.biz/product/talkabout-for-children-1-developing-self-awareness-self-esteem/ • Create a Rating scale 1 to 5 • Jar with lid (water tight), Water, Glitter glue / glue and glitter / sequins
<p style="text-align: center;">5 - 10 minutes</p>	<p>Introduction: Self-esteem is how a person feels about themselves. There are many pressures that can affect a child or young person's self-esteem, for example: social media, bullying, exams, family problems and abuse.</p> <p>Most children will have dips in self-esteem as they go through different stages or challenges in life. Starting back to school after the COVID-19 pandemic could affect a child's confidence, but with support from parents and other adults they usually get through this.</p>
<p style="text-align: center;">10 mins</p>	<p>Ice-Breaker: 'What are your qualities?' It may be beneficial to talk about what a 'quality' is. Try not to use descriptions such as 'good' or 'bad'. Card sort activity – create a set of cards including qualities Work in pairs CYP to sort the cards into two sets: e.g. This is me / This is not me. If time, encourage them to talk about their lists giving examples.</p>



10 minutes	<p><u>Warm-up Game:</u></p> <p>ALL AGES: Getting to Know You</p> <p>What you need:</p> <ul style="list-style-type: none">• A beach ball or a similar ball that will fit in the hands of smaller children.• Question cards. <p>Set Up: Form a circle of children and adults.</p> <p>How to Play: While standing in a circle, an adult will start the game by tossing the ball to someone and at the same time, ask the person a question. Whoever catches the ball must answer the question and then toss the ball to someone else asking another question. Keep the game moving along at a fair pace.</p> <p>Some example questions could be:</p> <ol style="list-style-type: none">1) How many siblings do you have?2) Do you have any pets?3) Where is your favourite place to eat?4) What's your favourite cereal?5) What games do you like to play?6) What's your favourite toy?7) What makes you happy?8) Tell us a time you felt proud.9) What's your favourite film / book/ game?
	<p><u>Activities:</u></p> <p>Strengths → What am I good at?</p> <p>Mirror is required.</p> <p>KS1:</p> <p>Pass the mirror around the circle and invite the CYP to say something nice to themselves. Look into the mirror and say something nice to yourself. What do you like about yourself? Do you like your eyes? Mouth? Skin? Hair? Or do you like something inside of you such as a quality you have. You might be really kind or really helpful? You might be caring or a good friend. You decide what you want to say to yourself. When we say nice things to ourselves or to other people we are giving them a compliment. Has anyone heard of that word before? Do you ever get compliments off other people?</p>



Teachers please note: It might be a good idea for you to model this first to them so they get the idea. Some children may find this difficult to do and if so then prompt them by giving them a compliment and asking if they agree with you.

When each CYP has thought of at least one thing then you can go around the circle again if you have time to do so.

When all the CYP have thought of some compliments for themselves then they can go to the tables and create a 'picture' of their qualities using craft materials. If you have some small mirrors to hand, then they can use this to help them draw their own self portrait. If they need help writing a sentence, then scribe for them.

KS2:

Absolutely everyone in the whole world has something they are good at. All those things will be different. You might notice that you are better at some things than your friend and that your friend is better at some things than you. You might be an amazing artist whilst your friend is the fastest runner in the class. Your personal characteristics or things that make up YOU are your strengths and talents. Sometimes we forget about our strengths and talents. Being aware of your strengths and talents can be very useful because:

- It can help you to feel better about yourself.
- It can build your confidence and self-esteem.
- It can help you to solve a problem.
- It can help you to make more friends.
- It can build your resilience when things go wrong (this is the ability to bounce back).

Today we are going to explore our Strengths and Talents and come up with 6 Strengths and Talents that we have.

Give each CYP a whiteboard and pen and go through each of the Strengths and Talents cards. If the child thinks they have that Strength or Talent, then they can write the word on their whiteboards. They need to collect 6 altogether. They might think of a Strength or Talent that is not on the cards and if that is the case they can just write it down on their whiteboard.

When the CYP have collected their 6 Strengths and Talents, send them to the tables to work on their poster: 'My strengths and talents'.



CYP must draw a small picture for each strength and talent showing them using that strength or talent. If they choose to write in each card shape, then they can do that instead.

KS3:

Today we are looking at our self-image. Explain what we mean by self-image. Self-image is what we think about ourselves. What our beliefs are about who we are and what we are good at or not good at. For example, I might think you are a sporty person. You might think that you aren't sporty. It is what you believe that is important. So today we are going to do a questionnaire about your self-image. I am very interested in what YOU think.

Circle-time:

We are going to start by looking at this scale. Show the CYP a scale from 1 to 5. Explain what each number means on the scale.

I am going to read a statement and then pass this scale around the circle. You are going to give me a number in answer to my statement. For example, if I was answering this statement – I am a happy person. I would say number 3 because I feel happy most of the time. If I was answering this statement – I am lazy. I would say number 1 because I am a little lazy sometimes. Those are my answers to those statements. You might answer differently. Let's have a go with some different statements. You are learning to 'scale' your answers. You can choose any of the statements from the questionnaire but make sure you do a positive and a negative so they understand that they could be at either end of the scale. Pass the scale around the circle and ask the CYP to give a number to several of the statements.

- I am a kind person.
- I am hardworking.
- I am shy.

When all the CYP have understood what they are supposed to do, show them a 'self-image questionnaire.'

Explain how the questionnaire works. Tell them that there is no right or wrong answer because you want them to be totally honest about their thoughts on themselves.



	<p>What they BELIEVE is important. Depending on the CYP's reading ability they can either go off or fill in the questionnaire themselves or you can do it as a group and you read the statement and they tick the box.</p>
<p>10 minutes</p>	<p><u>A Mindful Minute:</u></p> <p>The Mindful Jar</p> <p>This activity can teach children how strong emotions can take hold, and how to find peace when these strong emotions feel overwhelming.</p> <ul style="list-style-type: none"> • First, get a clear jar (like a Mason jar) and fill it almost all the way with water. Next, add a big spoonful of glitter glue or glue and dry glitter to the jar. Put the lid back on the jar and shake it to make the glitter swirl. • Finally, use the following script or take inspiration from it to form your own mini-lesson: <p>Say this to the children:</p> <p><i>“Imagine that the glitter is like your thoughts when you’re stressed, angry or sad. See how they twirl around and make it hard to see clearly? That’s why it’s so easy to make the wrong decisions when you’re upset – because you’re not thinking clearly. Don’t worry this is normal and it happens in all of us.</i></p> <p>[Now put the jar down in front of them.]</p> <p><i>Now watch what happens when you’re still for a couple of minutes. Keep watching. See how the glitter falls to the bottom and the water clears? Your mind works the same way. When you’re calm for a little while, your thoughts start to settle and you start to see things more clearly. Take deep breaths during this calming moment can help us settle when we feel strong emotions”</i></p> <p>This exercise not only helps children learn about how their emotions can cloud their thoughts, but it also facilitates the practice of mindfulness while focusing on the swirling glitter in the jar.</p> <p>Try having the kids focus on one emotion at a time, such as anger, and discuss how the shaken verses settling glitter is like that emotion.</p>





SESSION 8 – MAKING MINDFUL MOMENTS

SESSION 8 – MAKING MINDFUL MOMENTS	
<p><u>Aims:</u></p> <p>To understand what mindfulness is and how it can impact positively on well being</p> <p>To engage in a range of mindfulness and relaxation activities that could be used independently.</p> <p>To understand the benefits of doing nothing and living in the now and doing one thing at a time.</p>	<p><u>Resources:</u></p> <p>Sticky notes</p> <p>Mindful music – YouTube https://www.youtube.com/watch?v=qXh659JmTHE</p> <p>Visualisation Script – KS1 and KS2/KS3 https://www.themindfulword.org/2012/guided-imagery-scripts-children-anxiety-stress.</p> <p>Papers and colouring pencils for drawing</p> <p>Star breathing visual https://store.copingskillsforkids.com/products/deep-breathing-printables</p>
<p>5 - 10 minutes</p>	<p><u>Introduction:</u></p> <p>Mindfulness is a useful technique to manage anxiety and in slowing down/calming our busy minds. Mindfulness exercises allow you to be able to identify and reduce difficult thoughts and feelings and give you control over thoughts and feelings. Mindfulness is about becoming aware of the here and now.</p>





10 minutes	<p>KS1 – You could use the activity 'Shake the sillies out' – Activity from 50 Mindful Activities by Stewart and Braun.</p> <p>Or</p> <ol style="list-style-type: none"> 1. Stand still like a statue. Breathe in and hold your breath. 2. Breathe out and shake out your arms and shake your legs 3. Shake your whole body until it feels relaxed. 4. Shake your body until it's loose. 5. Flop down gently into a chair or onto a mat. 6. Take three soft, slow mindful breaths. Fill your nose, your lungs and your tummy. Then return to the day. <p>KS2 What is mindfulness? Brainstorm ideas record on sticky notes</p> <p>KS3 – Use a scenario and project on white board – 'Ashley is feeling stressed and anxious about her exams. She is prepared really well, but still she can't relax about it. Use sticky notes and answer:</p> <p>How could Ashley help herself feel better?</p> <p>Why would Ashley feel like this even though she is prepared?</p> <p>Explain what you believe the term mindfulness to mean.</p>
15 minutes	<p><u>Warm-up Game:</u></p> <p>Pass the Movements:</p> <p>Players line up behind the game leader, standing 6 feet apart from one another.</p> <p>Players close their eyes. They can only open their eyes when they hear their name called. The leader turns around and says the name of the person behind him or her. Once the player's eyes are open, the leader silently does a series of three movements that the player will need to memorize. After the leader completes the movements, he or she will turn around and face forward. That player will turn to the person behind him or her and say that person's name. After the person's eyes are open, the first person will silently do the same series of three movements, and then turn and face forward. Try and pass the motions from beginning to end without making a mistake, or else everyone does 10 jumping jacks!</p>



Activities:

KS1/KS2/KS3 – Listen to the Sounds. Ask everyone to sit on their chair, close their eyes and then focus on the sounds they can hear. Encourage them to use mindful listening, pay attention to sounds that normally you would not notice E.g cars driving, footsteps in the corridor. With the same mindful listening, listen to a piece of music.

KS1/KS2/ – 5 mins - listen to a piece of music. Choose one that you think your group will like. You tube has lots of mindful music for children to choose from. Explain to the children that they should not think about the music, instead they should listen. Encourage everyone to breathe deeply and slowly to absorb the experience.

KS3 - <https://www.youtube.com/watch?v=GiTfK5IZ1OA>. Watch the Youtube clip. Draw a mind map and write five new facts about mindfulness and how to practice this.

Discuss

- When was the last time you were awake and did absolutely nothing?
- Why don't we ever take the time to do nothing do you think?
- Why do some people find doing nothing so difficult?

Watch <https://www.youtube.com/watch?v=qXh659JmTHE>

As pupils listen to the clip encourage them to do nothing. Focus on what is around you, what you can hear, smell – the present. Have ago for 2 minutes.

KS1, KS2, KS3 – Visualisation– Read the visualisation script to your group.

These can both be downloaded at:

<https://www.themindfulword.org/2012/guided-imagery-scripts-children-anxiety-stress>.

The Magic Shell Script – KS1 and younger KS2

The Big White House Script – Older KS2 and KS3

Encourage pupils to draw their own peaceful place and share with the rest of the class. Encourage children to try to return to these peaceful places whenever you feel upset or stressed.



	<p>KS3 – Read Ashley's message</p> <p>'Ashley's Message'</p> <p>Your friend Ashley has sent you a message on Snapchat :</p> <p>Hiya,</p> <p>Sorry I've not been in touch this week. It's been a crazy time for me recently! So busy all the time, so much to do! I don't know where to start, I can't focus. I've done so much work for these exams but even then I can't chill out. Keep worrying about stupid stuff in the past too, like when I fell over at Amy's party! Can't get over stupid embarrassing things like that for some reason. Plus I worry so much about my first maths exam next week. I spend so much time thinking about all this I forget what time it is and even to have my lunch! Wish there was a way to just chill and de-stress that actually worked.</p> <p>Ashley x</p> <p>Use the internet to get pupils to research mindfulness to enable them to write a letter back telling Ashley how she can use mindfulness to help her feel better. Describe what 'living in the now' and 'doing nothing' is like.</p>
10 minutes	<p><u>A Mindful Minute:</u></p> <p>Star Breathing template. This is free to download at</p> <p>https://store.copingskillsforkids.com/products/deep-breathing-printables</p> <p>Start at any "Breathe In" side on the star.</p> <p>Trace your finger over the breathe in side of the point</p> <p>Hold your breath when your finger gets to the tip of the point</p> <p>Breathe out as you trace your finger over the other side of the point.</p> <p>Keep going until you reach where you started.</p> <p>When you trace the whole star, you will have completed 5 deep breaths</p>



SESSION 9 – BEREAVEMENT

Aims:

To encourage children to identify and talk about their feelings and be able to have their questions answered or worries voiced.

To reassure and help the child to understand who can support them.

To give children some suggestions of some things to do to help them through the grieving process.

Resources:

Emotional Behaviour cards

KS1/KS2 Additional activities for grieving children can be freely downloaded at
https://youthlight.com/sample/activities_grieving_children.pdf

Bereavement lapbook -
<https://www.elsa-support.co.uk/downloads/loss-berereavement-lapbook-item-127/>



5 minutes	<p><u>Introduction:</u></p> <p>A significant number of our community are likely to have been bereaved as a result of the corona virus pandemic. This session on bereavement may be done with an individual child or with a whole class. You may choose to complete each of the activities over a number of different sessions. The content is intended to provide adult support workers some guidance in supporting children who have experienced bereavement of a loved one which may or may not have been due to the corona virus. There are a number of suggested activities that will take more than one session to complete. Choose the most appropriate to suit the needs of the child or group you are working with.</p> <p>IMPORTANT: Before beginning to talk with Children about Death and Dying, there are important questions to consider when working with bereaved children and their families:</p> <p>What has the child been told about the illness and/or events of the death? What is the families' comfort level with the child knowing details about the illness and/or death? What is the culture in the family regarding illness, death and sharing difficult things with children? What is the child's history with death? Has the child experienced other family member, friends and pet deaths? What are the family and child's past coping responses related to illness and death? If the person who died did not live in the same home as the child, when was the last time the child saw this person? What was the significance of the relationship to the child of the deceased love one?</p>
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10 minutes

Ice-Breaker:

Emotional Behavioural Cards - Place the following statements on cards.

- **Missing the significant person**
- **Relieved**
- **Thankful that person was in my life**
- **No interest in food**
- **Angry**
- **Not able to concentrate**
- **Lonely**
- **Scared**
- **Fearful**
- **Sick a lot**
- **Questioning why this has happened**
- **Constantly thinking about the significant person**
- **Wanting to be alone**
- **Guilty**

Materials: Emotional Behavioural Cards; crayons or markers

Why: Facilitates discussion of grief experiences; normalizes feelings associated with grief; broadens self-awareness regarding one's personal grief process.

How to use: Explain to participants that the feelings and behaviours on each card are feelings and behaviours other kids and teens have said they experience.

- Have participant sort the cards into two piles: one pile with those that they have experienced and a second pile with those that they have not.

Feelings Body

Provide a large body outline on paper (could be life size). Discuss the physical manifestations of grief. Give a few examples, i.e., tired behind the eyes; nervous - butterflies in the stomach or sweaty palms, spaced out, heart has been torn in two, etc. Have participants an outline of a body on their piece of paper. Ask participant(s) to choose a different colour marker to represent each feeling. The feelings can be written or drawn on their body drawing. Provide an opportunity for participant(s) to share their body



	(the feelings they are feeling, where in the body they feel these feelings, symbols/pictures they drew to represent each
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Activities:

My 'Memories of you' lap book can be built with a child, combining lessons and creativity and craft. Each component can be a lesson or part of a lesson. It is something for the child to take away at the end of your sessions. You could easily fill 4 to 6 lessons with what is in this lap book. By creating this you are helping the child have some tools for coping.

Templates can be downloaded directly from <https://www.elsa-support.co.uk/downloads/loss-bereavement-lapbook-item-127/> or you can adapt the ideas and make your own.

It is important with bereavement and loss that you do not jump in too quickly to do direct work but allow the child to lead you. Direct work should only be done with permission from family. If a child is struggling and your efforts are not making any difference then you must refer the child for bereavement counselling from professionals.

This lap book is perfect for working with a child because it is non-threatening and you can let the child lead. Asking about feelings, the child's support network and looking at some of the activities included in the first aid kit. Also opening the door for allowing them to share any worries or any questions they might have.

Never pressure a child into doing this sort of work. Let them lead.

All you need is an A3 piece of card, card and paper for printing, a split pin, and a glue stick.



- Name and picture card for the front cover- they can draw themselves or stick a photo on this and write their name in a decorative way.
- Title for the front cover – encourage child to think of their own title e.g. Remembering you!



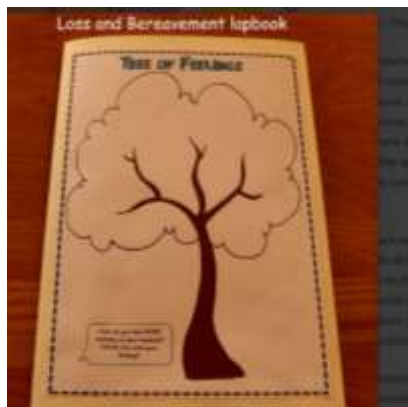
Who helps me? – Discussion and reassurance that the child has a support network around them. Write the names on the folded tabs of the

people or pets or organisations that are there for them. They are not alone!

- Fill the clouds with joy- Cloudy days feel like sad days and this metaphor is used with this resource for children to fill those clouds with joy or happiness. Fill them with happy memories to remind them that this sadness will not last for ever. There are small clouds to write on a large cloud to write or draw on.
- Rainbow of Feelings – This is an emotional register. The child gives 4 feelings a colour and fills in the rainbow according to how they feel. The biggest arc is their biggest feeling. They might feel very sad, angry, worried and a bit happy (perhaps because they are getting some support from you).
- First Aid kit – This contains 24 small cards with suggestions of things to do. Hopefully these things will help them heal. If you are working just on loss and not bereavement then adapt where necessary.



- My questions or worries – Some little question cards and some little worry cards for children to write their worries or questions down. If they can't write because they are young then you scribe for them or just give them some small blank plain pieces of paper for them to draw their worry.



- About me – some questions for the child to answer (if they want to).
- Feeling's tree – after each session ask the child to write their feeling word on the tree. This is how they feel AFTER your session. Hopefully they will start to feel better.

S9 KS2/3 Alternative resources

I Remember Poem

Materials: "I remember..." sentence starters on strips of paper; coloured pencils or markers, glue

Why: Provides opportunity for written expression to honour and remember loved ones; creates a forum for sharing stories of self, family and loved one who died.

How to use: Participants each take 5-7 "I remember..." sentence starters, and complete the sentence with memories of their loved one. Encourage participant(s) to be as descriptive as possible. To help participant(s) think of detailed memories, suggest prompts such as, "I remember the sight...the sound...the taste...the smell...the touch." Participant(s) can arrange and glue "I remember..." statements on another piece of paper in the order they would like. Using markers, participant(s) can title their poem and decorate the page Invite participant(s) to share their poems. **Alternative:** The "I Remember" Poem can also be incorporated in the Collage activity below.

Collage

Materials: Large piece of poster board (or another backing, such as picture frame, wood, etc.); markers; scissors; glue; modge podge; paintbrushes; photos; mementos of participants' loved ones; magazine words and pictures; collage words handout; tissue paper; cloth, glitter and other various craft items.



Why: Provides an opportunity for artistic expression to honour and remember loved ones; create a forum for sharing stories of self, family and loved who died.

How to use: Arrange ahead of time for participant(s) to bring personal mementos that are okay to be incorporated into the collage, especially if it is a group or session away from home. Invite participant(s) to identify photos and other objects that remind them of their loved one.

Magazines are a great place to identify words, pictures and sayings to be used on the collage. Have participant(s) place all items on a large piece of poster board arranging and designing patterns of interest. Once the poster board is complete, ask participant(s) glue items to board and decorate. Invite participant(s) to share their collage.

Memory Book or Box

Materials: Photos; drawings; mementos of participants' loved ones; a binder, photo album or box; various craft supplies, such as paper, glue, markers, scissors.

Why: Creates a memory object; provides an opportunity for artistic expression to honour and remember loved ones; provides a forum for sharing stories of self, family and loved one who died.

How to use: Have participant(s) collect drawings, photos, and other items that remind them of memories of their loved one. Arrange this ahead of time. Place these items in a photo album (i.e., mount photos on construction paper and tied with yarn or ribbon) or inside a box of any size. Decorate the album or box. Invite participants to share their memory book or box.

Memory Candle

Materials: Candle (can use battery operated candles for younger children), Candle holder, modge podge, tissue paper, collage words handout (may need to shrink words on copier if candle holder small).

Why: Creates a memory object; provides an opportunity for artistic expression to honour and remember loved ones; introduces ritual and allows for expression through ritual.



How to use: Explain the meaning of ritual. One simple definition is: Rituals are activities that honour our loved ones who have died. Explain that participant(s) will be decorating candle holders in honour of their loved one who has died. The candle can then be lit at special times throughout the day or at night in remembrance of their loved one who died. Using arts and crafts resources, have participant(s) decorate candle holder with tissue paper and words that describe loved one who died. When dry, place candle in centre and light. Invite each participant(s) to share something special about their loved.

***For young children who have difficulty falling asleep, lighting a battery operated candle and saying something special to the loved one who died or saying a favourite poem/phrase before bed is helpful.

Memory Mobile

Materials: Paper plate; sheet of stars; sheet of big star; 2 ribbons; 5 pieces of cording; markers, coloured pencils or crayons; stickers; beads; scissors; hole punch; paper clip; stapler.

Why: Creates a memory object; provides an opportunity for artistic expression to honour and remember loved ones; provides a forum for sharing stories of self, family and memories.

How to use:

- Write memories about their loved one who died on the stars.
- Decorate the stars and paper plate with markers coloured pencils or crayons and stickers.
- Cut out the stars
- Punch holes in the stars.
- Punch 4 holes on the out most portion of the paper plate in each of the 4 quadrants. Tie each of the 2 ribbons to a punched hole on the backside of the plate and then tie to the hole directly across. This is how the mobile will hang. **Make sure the ribbons are the same length when they are tied.
- String pieces of cording with beads (this weights down the stars). Tie or staple stars to the end of the cording.



- Staple the other ends of the cording in a randomly to the paper plate; opposite of the ribbon.
- Attach paper clip to ribbon to hang.

Books to support children with loss & bereavement:

Books about illness which you might find helpful to read with or give to children or young people. These have been recommended by health and social care professionals, including children and family counsellors:

- As big as it gets, 2007 (Winston's Wish) A book for adults on supporting a child when a parent is seriously ill. It includes suggestions about what parents and carers might say to children and how to offer support.
- Mummy's lump by Gillian Forrest and Sarah Garson, 2015 (Breast Cancer Now for Breast Cancer Care) A booklet to help parents and carers talk to young children about breast cancer. It uses simple words and pictures to explain possible treatments, symptoms, and things which might change at home when an adult has breast cancer.
- My brother and me by Sarah Courtauld and Rebecca Cobb, 2009 (Child Bereavement UK) A storybook about a boy who has a serious illness and stays in hospital, and how his brother copes with his different emotions and feelings. Suitable for ages between four and ten.
- The Secret C: straight talking about cancer by Julie Stokes and Peter Bailey, 2000 (Winston's Wish) An illustrated guide aimed at supporting parents or carers when talking to a child about cancer. It talks about what cancer is, possible treatments and symptoms, and feelings children might have when someone close to them is ill. Suitable for ages seven to ten.
- When someone has a very serious illness: children can learn to cope with loss and change by Marge Heegaard, 1991 (Woodland Press) An activity book to help children explore the feelings they have when they or someone close to them has a serious illness. It includes space for children to draw pictures to show how they are feeling.



10 minutes	<p><u>A Mindful Minute:</u></p> <p>Mindful Breaths – this can be done at any time of day.</p> <ol style="list-style-type: none">1: Sit mindfully, with your spine straight and body relaxed2. Notice your breathing. Take three soft, slow breaths and feel them in your body3. Breathe in and feel air coming into your nose. Does it feel soft in your nostrils? Breathe out and count one.4. Breathe in and notice air filling your lungs. Does your ribcage go out? Breathe out and count two.5. Breathe in and see the air expanding your middle. Does your tummy look round like a ball? Breathe out and count three.6. Repeat for two more rounds of breathing into your nose, lungs and tummy. Breathe mindfully to feel ready for the day.
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SESSION 10 – BUILDING MYSELF STRONG	
<p><u>Aims:</u></p> <p>KS1: To recognise their personal strengths and what strategies they find helpful to calm and relax</p> <p>KS2: To understand the concept of personal strengths and the notion of ‘character strength’ as being something we can all use in times of stress and to further build our strength and resilience.</p> <p>KS3: To be able to assess personal strengths and identify how to further build upon strengths. To understand how we use these strengths in our daily live</p>	<p><u>Resources:</u></p> <p>Ball of wool or string (Ice-breaker)</p> <p>A balloon (Warm-up game)</p> <p>KS3 activity – collage/art materials for free expression of personal strength/goal setting</p>
<p>5 - 10 minutes</p>	<p><u>Introduction:</u></p> <p>Session 10 provides us with an opportunity to reflect and draw together all the skills that have been explored and developed from our previous sessions.</p> <p>This final session aims to promote self-confidence, personal strength and ownership over any negative feelings that the children or young people may experience. Recognising that these emotions and feelings are completely normal, but also having a toolkit of strategies that they can apply to self sooth and self-regulate.</p>





10 minutes	<p><u>Ice-Breaker:</u></p> <p>Tangled Web:</p> <p>This activity requires a ball of wool and involves everyone sitting in a circle. Give one person the ball of wool and ask them to throw it to someone they have a connection with, making sure they hold on to the end of the wool and at the same time saying what that connection is.</p> <p>The connection can be anything – for example, having the same colour hair, living in the same road, going to the same club. The recipient grabs hold of the wool so that it forms a link between themselves and the person who has thrown it. They then throw the ball of wool to someone else, identifying a new or different connection, and again making sure they hold on to the wool.</p> <p>This is repeated until everyone has had a turn and there is a web of wool across the circle.</p> <p>This is a very visual and striking demonstration of the ways in which we are all linked and connected to one another. It highlights similarities and differences and is a good reminder of the need to value diversity.</p>
15 minutes	<p><u>Warm-Up Game:</u></p> <p>The Balloon Game:</p> <p>This game aims to allow each student to feel part of the group whilst also encouraging a sense of power for the one who is placed in the centre of the circle. All of the students hold hands in the circle and one is chosen to stand in the middle and blow up a balloon. The circle here represents the expansion of the balloon, in other words, when they begin everyone is standing close to the student in the centre as the balloon has not been blown up. As the student blows into the balloon, the circle then gets bigger with the others moving away from the one in the centre until the balloon blower claps his/her hands and all the students are required to fall to the floor: the balloon has now burst! This can be repeated and it may be helpful for the teacher to particularly focus on reinforcing the sense of power and self-esteem for some of the less assertive members of the group.</p>



Activities:

KS1: My Happy Bubble: Give each group member a circular piece of paper and ask the children to write on the back of it 'My happy bubble.'

Now ask them to write or draw on their bubble all the things in their lives that make them happy or give them strength to cope with any difficulties that they may face.

Explain that when things get difficult it can be helpful to visualise this bubble floating through the air above their heads. Focus on visualisation and encourage the children to close their eyes and look up to the ceiling or the sky to visualise their happy bubble floating above them.

KS2: Boosting positivity and self esteem using positive sentence starters.

Teacher to lead this activity initially.....begin by explaining the task.

I am going to begin a sentence and I want each of you to continue the sentence using your own words and thoughts.

Let's practice...."I am proud of myself because...."

Each pupil takes an opportunity to finish this sentence if they wish but they also have the option to pass, no pressure to be involved.

Once everyone has the opportunity to complete the sentence, take a moment to reflect, to praise and encourage everyone's engagement in the activity.

Other sentence starters you can use:

- ***'I am determined to.....'***
- ***'I am happiest when I....'***
- ***'My greatest achievement so far is....'***
- ***'When I grow up, I want to....'***
- ***'My friends appreciate or like me because...'***

KS3: Personal strengths collage/setting my goals/planning a future

Provide each pupil with a large roll of wallpaper or cardboard and a selection of collage/art resources to create a collage that express their goals and hopes for their future.

What do they want to be when they grow up? Where do they want to travel?

Who will they see?



	<p>Provide an opportunity to 'showcase' and exhibit their art work at the end of the session and if they wish, allow pupils to reflect and share their thoughts behind their work with the group.</p>
10 minutes	<p><u>A Mindful Minute:</u></p> <p>Ask the group to sit on their chairs or the floor with their hands on their stomachs. Now ask them to feel their breathing – breathe in and out with their hands on their stomachs and listen carefully to their breath and feel how it moves their bodies.</p> <p>Once everyone has settled, ring a bell several times. Ask everyone to think about how many times they hear the bell.</p> <p>Stress that there is no right or wrong answer – the question is just 'How many times did you hear the bell?'</p> <p>Repeat the activity.</p> <p>Ask the group to reflect on the following questions:</p> <ul style="list-style-type: none">• Why do you think you may not have heard the bell every time?• Did your mind wander?• Where did your attention go?• Where is it now?'