



Key Stage 3

Transition to School Programme (TSP)

Supporting pupils after lockdown

Year 8 and 9 Resources

Education Inclusion Support Service June 2020

Contents

Transition questionnaire for parents and carers	1
Session 1: Welcome back and keeping us all safe	2
Activity 1: Social distancing measures	2
Activity 2: Open forum	2
Initial self-assessment	3
Resources: Social distancing measures at our school	4
Resources: Open forum	5
Session 2: The distance between us	6
Activity 1: Open forum - Has social distancing been working in school?	6
Activity 2: Post lockdown jigsaw	6
Resources: Post lockdown jigsaw	7
Session 3: The watermelon effect	9
Activity 1: Character strengths	9
Activity 2: The worry tree	9
Resources: Character strengths	10
Resources: The worry tree	11
Session 4: Gratitude in action	15
Activity 1: Three good things	15
Activity 2: Sanitised hands	15
Resources: Three good things	16
Resources: Sanitised hands	17
Session 5: Attainment	18
Activity 1: Your future plans	18
Activity 2: Support circle: what will your career be?	18
Resources: Your future plans	18
Resources: What will your career be?	21
Session 6: Who will you be?	21
Activity 1: Warm up activity: While I was home I	22
Activity 2: Open forum: What sort of person am I?	22
Resources: What sort of person am I?	23
Session 7: The road to recovery	22
Activity 1: SMART targets	24
Activity 2: Education plan	24
Resources: SMART targets	25
Resources: Education plan	27
Session 8: Addressing sickness and loss	27
Activity 1: Open forum: How big is your problem?	29
Activity 2: Enriching lives	29
Resources: Government guidance on Covid-19	30
Resources: Enriching lives	31
Session 9: The Breakdown	33
Activity 1: Story time: How do you feel?	33
Activity 2: Creative expression	33
Resources: How do you feel?	34
Session 10: Reduce, reuse, recycle	33
Activity 1: Warm-up activity: True or False	35
Activity 2: Open forum: What have we learnt?	35
Final self-assessment	36

Transition questionnaire for parents and carers

This form aims to collate information from pupils and their parents/carers regarding their preparedness to transition to school after a prolonged shutdown.

Please complete all sections and return it to the school as soon as possible. Thank you.

	Strongly Agree	Agree	Disagree	Strongly Disagree
How ready is your child to return to school? Please supply as much relevant detail as possible to help school prepare. Please use an additional sheet is necessary.				
Academically				
Socially				
Emotionally				
In terms of organisation and independence				
In your opinion as parents or carers, were the following activities useful during the school closure				
Email communications from the school				
Telephone communications with the school				

Thank you for taking the time to give us your feedback.

Session 1

Welcome back and keeping us all safe

Purpose

- For pupils to learn about the social distancing measures in place within school.
- To signpost pupils to services within the school.
- To share stories about their time in lockdown.

Activity 1: Social distancing measures – 10 to 15 minutes

Preparation

Ensure resource sheet is edited to accurately reflect social distancing measures in your school.

Have wall posters ready for display in the room.

Process

- Reiterate measures that have already been communicated through communications to parents/students.
- Introduce additional measures adopted and their purpose.
- What if social distancing and keeping safe measures are flouted?
- Who can students with worries go to?

Activity 2: Open forum – 15 to 20 minutes

Preparation

Flip chart and pens/IWB

Meme/clip poised

Print and issue copies of the Initial Self-Assessment for each pupil.

Process

- Open a whole group chat exploring their experience of lockdown:
 - Emotions, events, achievements, regrets
 - Be aware to stress and celebrate our personal uniqueness and explore as many positive stories as possible.
 - Try to avoid focus on academic progress in this initial chat.
- At the end of the discussion, each student should complete an initial self-assessment form.

Initial self-assessment

Name of student _____

Form group _____

1. I feel happy being back at school

0		1	2	3	4	5
No idea!						I'm there!

2. I feel confident about the social distancing measures set up within my school

0	1	2	3	4	5
No idea!					I'm there!

3. I feel comfortable sharing my thoughts and feelings about the lockdown and the 'new normal'

0	1	2	3	4	5
No idea!					I'm there!

4. I know where I can go to ask for help.

0	1	2	3	4	5
No idea!					I'm there!

5. I am aware of calming down strategies I can use when I get worried or stressed.




0	1	2	3	4	5
No idea!					I'm there!

(resource adapted from National strategy – pedagogy in practice – unit 10 – small group work)

Resources: Social distancing measures at our school

(Update/edit/add to suit your setting)

- Staggered start times
- A social distanced queue
- Arrangements for dropping off children coming by car
- Encouragement to walk rather than use public transport
- Physically changed classroom space – tables, chairs, etc.
- Outdoor classrooms
- Arrangements for safe movement around school – corridors, halls, toilets, one way systems, etc.
- Hand sanitizers available throughout the school at key locations
- Increased handwashing, including when children come into school in the morning and before they leave
- School meals – staggered lunches (also staggering of staffing over a longer lunch period)
- School cleaning in line with PHE recommendations
- Mental Health/Pastoral Support – guidance on settling to learn in another ‘new normal’
- Online learning would need to continue for many children for all or part of the week
- Continued availability of/absolute need for testing for any key worker or a member of their household with symptoms

How can you stop coronaviruses spreading?					
If you need to cough or sneeze			You should wash hands with soap & water or hand sanitiser		
					
Catch it with a tissue	Bin it	Kill it by washing your hands with soap & water or hand sanitiser	After breaks & sport activities	Before cooking & eating	SCHOOL ETC. On arrival at any childcare or educational setting
					
			After using the toilet	Before leaving home	
	Try not to touch your eyes, nose, and mouth with unwashed hands			Do not share items that come into contact with your mouth such as cups & bottles	
				If unwell do not share items such as bedding, dishes, pencils & towels	

Resource from: <https://e-bug.eu/>

Resources: [Open forum](#)

My 4 moods during quarantine



Session 2

The Distance Between Us

Purpose

- For pupils to reflect on how social distancing is working for them in school.
- To share suggestions and improvement to the current modus operandi in school.
- For pupils to reflect on their experiences during lockdown.
- For pupils to explore how they feel about the current restrictions going into the summer holidays.

Preparation

Welcome any new pupils that may have returned to school and have them share brief stories about their time during lockdown.

Reiterate social distancing rules, as necessary.

Activity 1: Open forum - Has social distancing been working in school? – 10 to 15 minutes

Preparation

Flip chart and pens/IWB

Process

- Introduce the outcomes for the session and explain that we will be thinking about working together to create a safe learning environment.
- Open a classroom discussion about the current social distancing procedures in school and how students feel about it: what's working, what's not working, do they feel safe, etc.
- Emphasise the point that working together rather than against each other gives a better outcome.
- Now we are going to look at how we ensure everyone feels safe and that they belong.

Activity 2: Post Lockdown Experience Jigsaw – 10 minutes

Preparation

Flip chart and pens/IWB

Print a copy of the Experience Jigsaw for each student.

Process

- Each student should fill the Lockdown Experience Jigsaw and draw a picture of themselves at home.
- Ask students to share some of the things they made, learnt, etc. with the teacher and the rest of the class.
- Are there any similarities? Have students focus on their differences (interests, etc.) as well as their similarities.

Resources: The Distance Between Us

Post Lockdown Experience Jigsaw

Resource from:

<https://www.mrsmactivity.co.uk/>

<https://www.mrsmactivity.co.uk/downloads/post-lockdown-experience-jigsaw-activity/>

**Lockdown
Experience:
Jigsaw**

NAME...

About my lockdown

I played with:

Favourite part:

Something I made:

Least favourite part:

Something I learned:

I stayed in with:

Someone I helped:

A picture of me at home

Session 3

The Watermelon Effect

Purpose

- To (re)build student's confidence in themselves by learning problem solving and relaxation strategies.

Process

- Explain that we will be talking about our personal strengths and how they can be used to effectively problem solve and reduce worry.
- Explain that in this session we will be thinking about what makes us feel stressed/anxious. Feeling stressed or anxious can prevent us from learning and we need to learn strategies on how to cope.
- Remind them that what is said in tutor time is confidential unless there is a safeguarding concern and who to speak to if they have any worries or concerns.

Activity 1: Character Strengths – 10-15 minutes

Preparation

IWB/ Flip chart

Print a copy of the 'Character Strengths' table for each student

Process

- **Talk lines:** Focusing on our strengths is one way to build confidence. When we think about strengths people often think about talents. Talents are performance based and might be things like sports, music, or art. But there are also character strengths. These are personality based, things like being kind, curious and having courage.
- Character strengths are just as important as talents. A talented musician also needs creativity. A professional sports player or dancer also needs determination. What do you think are some of your character strengths?
- Ask students to complete the 'Character Strengths' activity.
- Link students' positive character traits to VIA Institute on Character's '24 Character Strengths'.

Activity 2: The Worry Tree – 25 minutes

Preparation

Print a copy of the 'Problem Solving' table for each student

Process

- Introduce 'The Worry Tree' to the students and explain that it can be used as a guide to determine how to deal with a worry. Talk through the steps.
- **Talk lines:** 'Life will inevitably have its ups and downs, we all face challenges in our lives, ...[especially] where there are lots of new things to learn. However, it is not the lack of challenges that leads to success and wellbeing but how we manage, and problem solve when difficulties arise. This is why we will now learn about a problem solving strategy.'
- Ask each student to think a problem they have faced recently and work through it using the 'Problem Solving' table.
- Explain how worries can affect our bodies and teach students relaxation techniques such as grounding and square breathing. Students should practice relaxation techniques.

Resources: The Watermelon Effect

Character Strengths

Resources from:

Mental Health Support Team (MHST), Emotional Health Service, Achieving for Children.

VIA Institute on Character Strength: <https://www.viacharacter.org/character-strengths>

What do your friends, family and teachers think are positive and special things about you?

(Write their comments below, and their name so you can remember who said them)

Family

Friends/Teachers

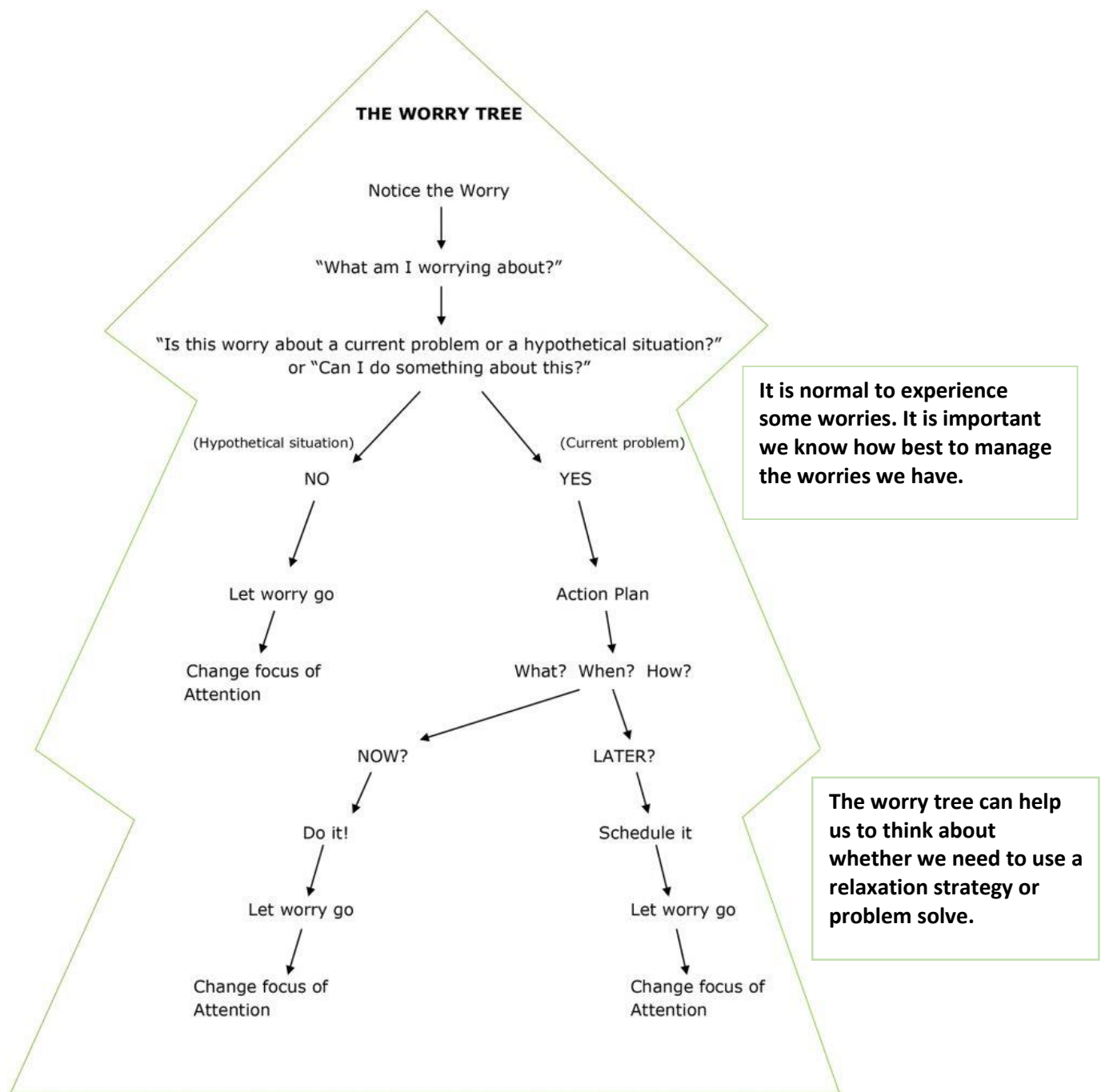
The Worry Tree

Resources from:

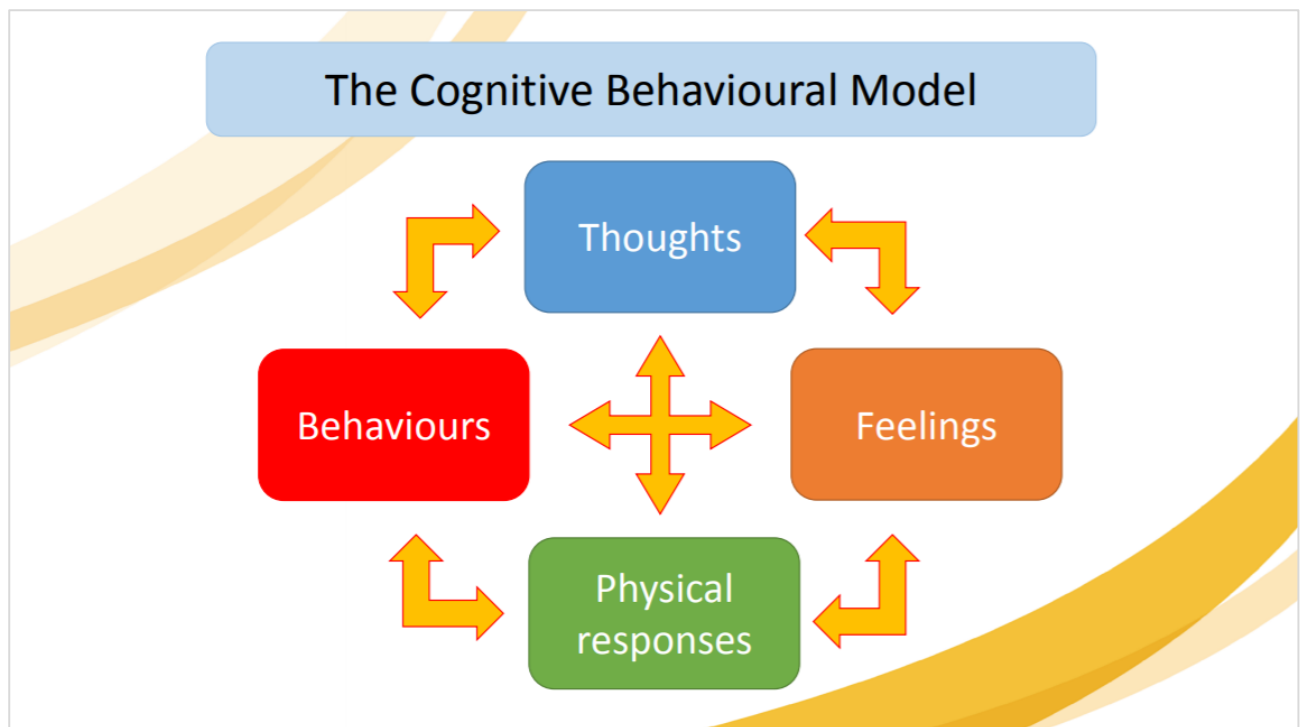
Mental Health Support Team (MHST), Emotional Health Service, Achieving for Children.

Worry Tree: <https://ct.counseling.org/2017/05/living-with-anxiety/worry-tree/>

Muscle Relaxation Techniques: <http://mindfulnessatmc.weebly.com/how-to-do-it/progressive-muscle-relaxation>



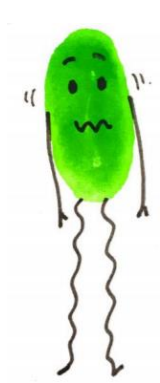
Problem Solving				
Problems	All possible solutions (No matter how – weird or wonderful)	Pros and cons for this solution.	Is it doable?	How good is the plan? (Rate is 0-10)



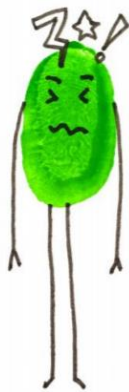
Worries can impact how our bodies feel:

We may experience:

Shaky or jelly legs



Headaches and feeling dizzy



Tummy aches



When worries begin to impact how our bodies feel, we can practice certain exercises that may help us to relax:

Reframing 'red' or negative thoughts to 'green' or positive thoughts.

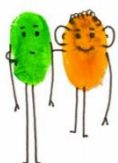
If we have any worries, we can practice being a wise worrier.

This means that when you have a "what if..." worried thought, you can challenge it with a "Then I can..." solution!



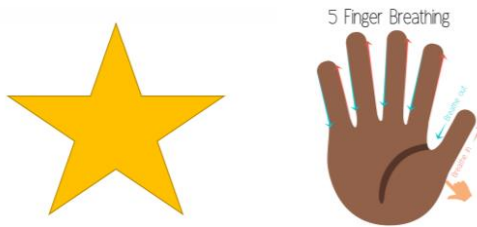
Talking to someone you trust.

Although it's great to practice problem solving skills like detective thinking, sometimes we need help and support. Talking to someone you trust can be really helpful when we are feeling stuck or worried about something. Help and support can come in many different forms, such as motivational support, practical help and comfort or companionship. Think about the people around you, this may be family, friends or people at school who can help. Having a clear idea about who can help us is called having a back up team.



Deep breathing.

Deep breathing is another excellent way to help re-set our bodies and keep them calm when we are feeling worries. It can help to have something to focus on.



Remember to breathe in through your nose and out through your mouth.

5 4 3 2 1 Grounding.

When we are feeling worried, we tend to be worrying about something that has happened in the past or jumping way in to the future. It can be helpful to reconnect to the present moment and environment. One way to do this is through our senses.



Muscle Relaxation Techniques.

An effective method to help you relax and release tension is to inhale, tense or hold the muscle and then exhale or release the muscles in each area of your body, working one area at a time.



Session 4

Gratitude in Action

Purpose

- For pupils to identify their personal strengths and work collaboratively to also identify the strengths of those around them.
- For pupils to explore how they can utilise their strengths.
- To shift perspective and decrease negative emotions by exercising gratitude for positive things. things that we feel grateful for.

Process

- Introduce the outcomes for the session and remind the students of the class charter.

Activity 1: Three Good Things – 10 to 15 minutes

Preparation

Print a copy of the 'Three Good Things' sheet for each student.

Process

- Ask students to reflect on three good things that have happened in the past week.
- Using the 'Reflect, Record, Review' sheet, ask students to write down three things that went well and why they went well.
- Based on their individual/personal responses, ask each student to identify some of their character strengths that were used in each scenario.

Activity 2: Sanitised hands – 10 minutes

Preparation

Print and issue 'Sanitised Hands' ruled sheets for each student.

Process

- Write a paragraph or brief letter to the NHS and/or its staff (if you know someone specific), letting them know what they have done that you are grateful for and thanking them for their service.

Resources: Gratitude in Action

Three Good Things

Resource adapted from VIA Institute on Character:

www.viacharacter.org/resources/social-downloads/three-good-things

www.viacharacter.org/pdf/threegoodthings3.pdf

Three good things	
Reflect	Think about three things that went well in the past week and make a note below.
Record	Write down why you think each of those three things went well.
Review	For each scenario, identify some character strengths that may have been used.

Sanitised Hands

Resource from Mrs Mactivity:

<https://www.mrsmactivity.co.uk/downloads/post-lockdown-key-worker-thankyou-letters/>

[illegible]

Session 5

Attainment

Purpose

- To help students understand how the past has prepared us for the present and how the present can prepare us for the future.
- To raise student's aspirations for the future.
- Discuss children's current interests and hobbies and how these could potentially become a career as they grow up.
- To help students understand themselves better.

Process

- Explain the outcomes of the session and remind students of the class charter.

Activity 1: Your Future Plans – 15 to 20 minutes

Preparation

Print and issue the 'Your Future Plans' Assessment sheets to each student.

Process

- Let students know that we will be exploring their future career aspirations, school life and knowledge of higher education and university.
- After exploring their current understanding, we will look at how personal traits could influence the future they create.
- Have students complete the 'Your Future Plans' assessment sheet.
- Have a brief class discussion about the areas most students felt that they didn't know enough about.

Activity 2: Support Circle: What will your career be? – 10 minutes

Preparation

Print and issue 'What will your career be?' sheet to each pupil.

Process

- **Talk lines:** When exploring career options, it is good to take into consider things we enjoy and are good at. It also good to explore physical or mental and even social skills that we may have to see how they can impact or influence or career decisions. This is particularly important if you feel stuck – unable to decide what you would like to do with your future.
- Students to complete the 'What will your career be?' sheet.
- Have a brief class discussion with the class about the different careers they believe they could have with their respective skills or personal strengths.

Resources: Attainment

Your Future Plans

Resource from:

AimHigher, Aimhigher West Midlands, c/o Outreach Department, University of Birmingham, Edgbaston, Birmingham, B15 2TT

Support Circle: What will your career be?

Resource from:

<https://www.mrsmactivity.co.uk/downloads/year-6-aspiration-project/#>

Your Details								
First Name:				Surname:				
Year Group:				Class:				
Your Future Plans						Yes	No	Not Sure
I want to...								
Go to sixth form/college						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Go to university/higher education <i>(includes a degree or a higher level/degree apprenticeship)</i>						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Start work						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Start a traineeship or lower level apprenticeship						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Start voluntary work or work experience						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a specific career/job in mind? <i>If 'yes', please specify:</i>								
Higher Education: Your current views	Definitely will apply	Very likely	Fairly likely	Not very likely	Not at all likely	Definitely won't apply	Don't know	
I plan to go to university/higher education <i>(e.g. degree or higher level/degree apprenticeship)</i>								
What are the main reasons you might not go to university/higher education?	Tick if yes						Tick if yes	
Having school qualifications is enough		I am not academic enough						
I have decided on a specific career <i>(that does not require further study)</i>		Higher education does not appeal to me						
I want to work and earn money		I want to travel						
The cost of higher education is too much		I am as yet undecided about higher education						
It depends on the grades I get		I have other obligations						

How much do you know about university/higher education study?	A lot	A fair bit	A little	Nothing at all	Don't know	
What courses are available at universities						
Different routes into higher education such as: higher apprenticeships, distance learning, or higher education in a further education setting						
How to apply to university through UCAS						
The qualifications/grades I would need to get into the higher education course I am most interested in						
What life would be like at university						
How higher education leads to careers that I may be interested in						
The costs associated with higher education study						
The financial support available to study in higher education						
How much do you agree with the following statements about university/ higher education?	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
I know enough about university/higher education to decide whether to go or not						
I would fit in well with others if I went to university						
I am clear on which higher education course/subject to apply for						
I am clear on which higher education institutions I want to apply for						
I could cope with the level of study required at university						
I will earn more money in the future by going to university						
I will get a better job as a result of going to university						
If you are clear on which higher education course/subject to apply for then please specify:						

What will your career be?

The career you will have when you are older may not even exist yet! It is important to really enjoy the job that you choose, so think about the things you enjoy now and how they could become a career one day.

Hobbies and interests I have now:

Things that I am good at:

(This may be a subject, a personal trait, a physical skill, a mental skill, etc.)

My prediction for the career I will have:

Session 6

Who Will I Be?

Purpose

- To observe any baseline changes in each student.
- To raise student's aspirations for the future.
- To help students understand themselves better.

Process

- Explain the outcomes of the session and remind students of the class charter.

Activity 1 – Warm up activity - 'While I was at home I' – 10 minutes

Preparation

Let students know that they can use a made up or real activity in the event that some students may feel self-conscious about sharing.

Process

- **Talk lines:** This is a take on the traditional game of 'I went to the shops' where the children have to remember the items that their friends have said and then add on an extra item. In this version the first child could begin with 'while I was at home I...baked buns', then the second child would continue with 'while I was at home I baked buns and I looked after my pet rabbit.' The game continues adding a new activity with each child.
- Students can choose activities from the morning or evening before or if sessions are the beginning of the week, they can be from the weekend.

Activity 2 – Open forum: What sort of person am I? – 15-20 minutes

Preparation

Print and issue to each student a 'What sort of person am I?' sheet.

Process

- Each student should circle or tick the word they believe best describes their strength.
- Explain that it can be difficult to identify what your strengths are, making it more difficult to know what careers you would be best suited to. Finding out what you're good at and what you enjoy doing is a good place to start.
- Ask yourselves: What do you enjoy doing in your own time? What skills do you need for this? What are your best subjects in school?
- The colour of the corresponding words that you have chosen will help you identify your specific strengths using the key at the bottom of the worksheet.
- After each student has completed the sheet, have a class discussion about how they feel about their resulting personality type: if they believe it to be the right fit. Also discuss the possible benefits of being each type and how they can work together or learn from each other to succeed.

Resources: Who will I be?

What sort of person am I?

Resource from:
Birmingham City University 'Think Higher: Pre-16 Workbook'

Circle or tick the words that best reflect your strengths.

FASHIONABLE	CARING	HARD-WORKING	
PROFESSIONAL	CLEVER	SYMPATHETIC	
PRACTICAL	LOGICAL	THEORETICAL	
FRIENDLY			
LOGICAL	PRECISE	INVENTIVE	HI-TECH
CONSIDERATE		ORDERLY	DRAMATIC
ORIGINAL	HELPFUL	ARTISTIC	CONSISTENT
LISTENER	AFFECTIONATE	MUSICAL	LISTENER
CAPABLE	ORGANISED	KIND	SENSIBLE
SCIENTIFIC	ACADEMIC	INDIVIDUAL	
PLANNER			
UNDERSTANDING	QUESTIONING	GENEROUS	
	WARM-HEARTED	IMAGINATIVE	

Are you on track?

Think about how much money you need to earn to achieve the lifestyle you want and what you are good at, then think about how you are going to do it. Also, think about the type of person you are. This will help you identify your own strengths and should make it easier to find the career or course that will best suit you. Once you have identified the words that best reflect you, you will be able to work out which personality type you are closest to by using the key below:

Mostly blue... CREATIVE

Mostly orange... ORGANISED

Mostly red... CARING

Mostly green... TECHNICAL

Session 7

The Road to Recovery

Purpose

- To continue to support students in raising their aspirations.
- Providing guidance and hope amidst uncertainty.
- For students to realise the correlation between who they are and their future careers.

Process

- Explain the outcomes of the session and remind students of the class charter.

Activity 1: SMART targets – 10 to 20 minutes

Preparation

Print and issue the 'SMART goal setting' and 'SMART goals worksheet' for each student.

Process

- Using the 'SMART goals worksheet', students should set a goal to attain their chosen career.
- Students should map out, using SMART targets, what they will need to achieve their goal and the obstacles that may hinder them from attaining their chosen career.
- Students should reflect on where they are currently and explore solutions to the obstacles that may present themselves.

Activity 2: Education Plan – 10 to 15 minutes

Preparation

IWB

Print the 'Education Plan' and issue to each student.

Process

- Present the 'Example Education Action Plan' to the class and go through it together.
- Ask each student to complete their own education action plan, focusing on their goals and what they want to achieve in the future. Think about the previous activities around their future careers and who they are.

Resources: The Road to Recovery

SMART Targets

Smart goal setting

Resource from:

www.tes.com/teaching-resource/lesson-on-happiness-and-mental-wellbeing-3010716

Smart goals worksheet

Resource from:

www.tes.com/teaching-resource/lesson-on-happiness-and-mental-wellbeing-3010716

Education Plan

Resource from:

Birmingham City University 'Think Higher: Pre-16 Workbook'

SMART goal setting

The following are components of an effective goal - one that describes performance standards that will 'tell us what good behaviour looks like'. The SMART acronym can help us remember these components.

SPECIFIC The goal should identify a specific action or event that will take place.

MEASURABLE The goal and its benefits should be quantifiable

ACHIEVABLE The goal should be attainable given available resources

REALISTIC The goal should require you to stretch some, but allow the likelihood of success

TIMELY The goal should state the time period in which it will be accomplished

SMART goals worksheet

(Specific, Measurable, Achievable, Realistic, Timely)

Goal Statement	
What do I need to reach this goal?	
Where am I now?	
Obstacles	Solution

Example education action plan

Here's an example of someone's action plan. Look at what has been written and try to use it to help you complete your own plan.

Remember you will have your own targets, your own strengths and specific areas you will need to work on.

Name: James Brown

Year 9

Present situation: I'm in my first term of year 9. I don't find school easy but get most of my homework in on time. I worry about how I will get on with my GCSEs as I know that they will be important, particularly as I want to go to university and study business. I enjoy skateboarding and am learning some new tricks and stunts although I do get a few cuts and bruises. I'm not very good with computers as we don't have one at home, but I like reading.

Short term aims (next 12 months):

To get all of my homework in on time.

To work harder at my studies to improve my confidence with course work.

To improve my use of computers at school and to type my essays as my handwriting is not very neat.

What needs to be done to achieve those aims:

To plan my time better and ask for help if I can't meet a deadline.

To not be afraid to ask for help if I am having difficulty with a particular subject. To also try to do some extra reading around a subject I'm struggling to understand.

To spend one lunch hour each week on the school computers typing up my essays.

Mid-term aims (next two to three years):

To work hard on my GCSEs and get the best grades that I can.

To find out the types of course available to me at college.

To find the difference between BTEC business studies and A Level business studies.

What needs to be done to achieve those aims:

To revise for my exams and to make a revision check list so that I can revise each subject properly.

To make an appointment with my school's career advisor and see what courses I could do.

To ask my teachers or visit nearby colleges and ask them about FE courses.

Long-term aims (sixth form and beyond):

To have successfully completed my post-16 qualifications.

To have studied at university and come a business consultant.

To have a good job that I enjoy and be earning enough money so I can live on my own.

What needs to be done to achieve those aims:

To work hard at college and get good grades.

To visit sixth form or university open days and see what business courses available and what grades are needed to get them.

To get a good degree so I can get the best job I can.

Name:

Year:

Present situation:

Short-term aims (next 12 months):

What needs to be done to achieve those aims:

Mid-term aims (next two to three years):

What needs to be done to achieve those aims:

Long-term aims (sixth form and beyond):

What needs to be done to achieve those aims:

Session 8

Addressing sickness and loss

Purpose

- To allow classmates to relate understand the various struggles they can face individually.
- To investigate ways in which we can increase our happiness and our knowledge about happiness.
- To increase communication about feelings and emotions.

Process

- Explain the outcomes of the session and remind students of the class charter.

Activity 1: Open forum: How big is your problem? – 5 to 10 minutes

Preparation

Have government statistics on Covid-19 deaths vs recovery on IWB

Explain to students that you will be asking a few questions, to which they will have to raise their hand if it applies to them. As a class, we will then discuss how we can use some of the strategies explored in session 5.

Process

- Do you believe that you have been coping positively with your worries about the coronavirus?
- Of those who have raised their hands, would a few students like to share how they have been coping?
- Do you believe that you have been coping negatively with your worries about the coronavirus?
- Of those who have raised their hands, would a few students like to share how they have been coping?
- Have you been looking after younger siblings?
- Have you been looking after older family members?
- Of those who have raised their hands, do you feel happy to do this?
- How big is your problem? (worries about mixing) Each student should take a minute to think about some the things their classmates have been dealing with that they may not have had to deal with.
- Link to .GOV statistics – the numbers of those who have recovered is greater than those who have sadly lost their lives.

Activity 2: Enriched living – 20 minutes

Preparation

Issue each student with a copy of both the 'My normal day' sheet and the 'My happy perfect day' sheet.

Put students in small groups.

Process

- Instruct students that one way scientists have discovered that can increase people's happiness is by only doing things which enrich their life. Explain that the things we do on a daily basis can be split into three categories: Things which enrich us, Things which do not enrich us, Neutral but necessary. The simple fact is that if we do more things that enrich our lives than don't, then we will feel happier.
- Give students a copy of the 'My normal day' sheet. Get them to fill this first worksheet in and add up the number of activities in each column. Then ask students to discuss quickly with their partners about how they can reduce the 'doesn't enrich' column and increase the 'does enrich' column. Then get students to fill in the second worksheet - but this time they must fill it in as a 'perfect day'. After they have done this and if there is time - try and get them to discuss as a class the ways in which they can have their perfect day.

Resources: Addressing Sickness and Loss

Activity 1: Government Guidance on Covid-19

NB. As the governments' advice on Covid-19 changes regularly, please check their website immediately prior to conduction this session's activities for the most current guidance/information.

All advice

<https://www.gov.uk/government/topical-events/coronavirus-covid-19-uk-government-response%20>

Advice in educational settings

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

Activity 2: Enriching lives

'My normal day' resource sheet

Resource from:

www.tes.com/teaching-resource/lesson-on-happiness-and-mental-wellbeing-3010716

My normal day		
Things that enrich my life...	Things that don't enrich my life...	Neutral but necessary....

‘My happy perfect Day’ resource sheet

Resource from:

www.tes.com/teaching-resource/lesson-on-happiness-and-mental-wellbeing-3010716

My happy perfect day		
Things that enrich my life...	Things that don't enrich my life...	Neutral but necessary....

Session 9

The breakdown

Purpose

- For students to learn to overcome challenges and remain hopeful.
- For students to be confident in understanding and expressing their emotions.
- To assess if there is a balance of nurture and structure within the classroom.

Process

- Explain the outcomes for the session and remind the students of the class charter.
- Ask students if they have learnt any new hobbies recently or picked up old ones again.

Activity 1: Story time: how do you feel? - 20 minutes

Preparation

Poem/Spoken Word 'Tomorrow's Promise' printed for each student.

Audio file of the Poem/Spoken Word 'Tomorrow's Promise'

Process

- Ask if one person would like to perform it as a spoken word piece to the rest of the class or allow pupils 5 minutes to read through the text.
- As a collective, analyse and have a class discussion about what the writer/character may have been feeling and why.
- Have any student's had similar feelings?

Activity 2: Creative expression – 10 minutes

Preparation

Blank or ruled sheets of paper for each student.

Process

- Explain that students can either do a drawing or write a poem or short story.
- Express yourself both reflecting on the past few months and being hopeful about the months to come.

Resources: How Do You Feel?

Tomorrow's promise

A poem/spoken word piece written and performed by Michael Kwatia, who goes by the moniker MOAK. This piece was submitted with the writer's permission. All rights reserved.

www.moakonline.com. To access the audio version of this file, please go to the following link:
<https://vimeo.com/421115339> (Password: covid19)

Tomorrow's promise

This, goes down as the worst masquerade ball I've ever seen.
Everyone masked up but two stepping away from each other.
Human contact becoming alien - will this be the end of all Homo Sapiens?

In need of a panacea and not paranoia.
Conspiracists believe the system is trying to kill us with all their guess work
But I only care about gathering me and my 5Gs and making a killing off our network.
Got me thinking about money different,
Because there are many ways to skin a cat but I'm not trying to get the furlough...

I don't know if the government said it best but...
Let's give our sanitised hands ups for the NHS.

Keep our doors locked. Let key workers do their thing.

One exercise a day but I'm just running out of patience
Missing family, friends, and acquaintance
I'm losing my mind and I hope you understand
I'm young free and single and being on lockdown wasn't part of my plan.

I don't know what's more contagious - these viral challenges or corona?
Can't live like we used to...
So we go live like we never used to.

Who knows where people's heads are at and how their mind feels?
Tik Tok is the craze now but I'm guessing that's because time heals.

Zoom only magnifies the frustration
Joining a house party seems cool - but I'd prefer a real invitation.

What more can I tune into on Netflix?

Watching seasons go by indoors as well as out.
I see spring break and enter into summer now
Being robbed of creating new memories
As snapchat rubs it in with the old ones.

I just want to go from,
Isolation to a holiday in a nice location...

Celebrate my birthday in July, head to the club with the guys
Go to bars, restaurants, cinemas and whatever I like.
When we can go out, and finally do our thing
You can bet your bottom dollar,
I'll be going in.

- @moak_tp

Session 10

Reduce, reuse, recycle

Purpose

- To reflect on the procedures that have been put in place in schools and assess their success.
- To consolidate information given
- To assess how much information students have retained and whether they have found the topics to be beneficial.

Preparation

Print and issue each student with a copy of the final self-assessment.

Process

- Explain the outcomes of the session and remind students of the class charter.

Activity 1: Warm-up Activity – True or False - 5 to 10 minutes

Preparation

N/a

Process

- To begin with the teacher models the game by saying a statement and the children need to vote by doing a thumbs up or thumbs down to say if they think the statement is true or false. *The game could then be extended by letting the children take a turn in sharing a statement with the group and the other children vote.*
- While the teacher is making the statements, choose statements that relate to changes that have been made in school to assess children's recollection of key information.
- To increase the speaking element the children who have voted could be selected to give a reason why they have voted true or false.

Activity 2: Open forum: what have we learnt? – 10 to 15 minutes

Preparation

Flip chart/Markers

Process

- Have a class discussion about which topic students have found most helpful over the past few weeks.
- Has anyone used any relaxation strategies? Explored career options?
- Has any of the activities helped you to understand yourself better?

Final self-assessment

Name of student _____

Form group _____

1. I feel happy being back at school

0		1	2	3	4	5
No idea!						I'm there!

2. I feel confident about the social distancing measures set up within my school

0	1	2	3	4	5
No idea!					I'm there!

3. I feel comfortable sharing my thoughts and feelings about the lockdown and the 'new normal'

0	1	2	3	4	5
No idea!					I'm there!

4. I know where I can go to ask for help.

0	1	2	3	4	5
No idea!					I'm there!

5. I am aware of calming down strategies I can use when I get worried or stressed.

0	1	2	3	4	5
No idea!					I'm there!

(resource adapted from National strategy – pedagogy in practice – unit 10 – small group work)

