



# Lower Key Stage 2 Transition Back to School Programme (TBSP)

Supporting pupils after lockdown

**Year 3 & 4 Resources**

**Education Inclusion Support Service June 2020**

Adapted from AfC Year 6 Transfer Unit

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## **Improving our classroom**

This activity could be used to introduce resilience activities that they will be doing in tutor time. The activities will be fun and a good way of learning about how to be more resilient, happy and resourceful. This activity will help students feel that their tutor room is a safe place and create a greater sense of ownership of their classroom

## Return to school questionnaire for parents or carers Year 5

We are collating information from pupils and parent/carers with regard to return to school for Year5. We would be very grateful if you could complete this and return to the school as soon as possible so that class teachers can prepare. Please use additional sheets if necessary.

Thank you.

|                                                                                                                                                                                                                | Strongly Agree | Agree | Disagree | Strongly Disagree |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------|----------|-------------------|
| <b>Do you feel your child is ready to return to school?</b> Please supply as much detail as possible to help your child's class teacher understand their current status after the extended period of lockdown. |                |       |          |                   |
| <b>Academically</b>                                                                                                                                                                                            |                |       |          |                   |
| <b>Socially</b>                                                                                                                                                                                                |                |       |          |                   |
| <b>Emotionally</b>                                                                                                                                                                                             |                |       |          |                   |
| <b>In terms of organisation and independence</b>                                                                                                                                                               |                |       |          |                   |
| <b>If you disagree or strongly disagree, please provide details</b>                                                                                                                                            |                |       |          |                   |
|                                                                                                                                                                                                                |                |       |          |                   |
| <b>Have you read our 'Returning to school' social story to you child</b>                                                                                                                                       |                |       |          |                   |
|                                                                                                                                                                                                                | YES            | NO    |          |                   |

# Teacher and support staff briefing

## Welcoming your class back to school!

### Purpose

For you to:

- consider how you might personally prepare for the pupils' return
- consider your own feelings about returning after lockdown
- gently explore your time away from school
- understand how school is planning to keep you all safe at this time

Create a quiet 30 minutes to watch the link below (16 minute film and some reflection time to jot down ideas that came to you whilst watching). Maybe you or a pupil's family have been affected in the worst ways by the lockdown, perhaps you have learnt something new or been reminded of something?

### Supporting children and young people through bereavement and loss in relation to Covid-19

AfC Education has been working with their face to face trainers to provide thoughts on coping with the current situation. This free video from Christina Enright talks about supporting children and adolescents through bereavement and loss in relation to the Covid-19 pandemic.

[www.youtube.com/watch?v=51lfd90TJGw](https://www.youtube.com/watch?v=51lfd90TJGw)

Use the resource sheet provided to prompt discussion or agreement with colleagues and SLT in relation to the various social distancing arrangements within your school – work through the practical implications of these measures on your usual teaching practice with your pupils. Have an agreed listing of measures in place to hand so you can refer to it going forward and in the children's reintegration process

Note that with social distancing in place, teachers will need to convey overt welcome and warmth to put the children at their ease in other ways - your face will need to brighten up when you see them, direct eye contact held for longer with real warmth in your eyes – give total one-to-one focus at greetings and departures

When planning, you and your colleagues will need to spend more time on the social and emotional side of learning and find ways to make curriculum teaching lighter and more fun – if we want them to learn, they must first feel safe

If you don't already, now might be a good time to introduce the use of calming music and calming and alerting activities at the desk or at least stationary

Be prepared to teach, practise and reinforce the social distancing measures many times as the children learn about 'the new norm'

Positively notice children expending effort and attention to distancing and following instructions – may be a good time to utilise the class reward scheme!

## Resources: Movement break(s), 1 to 2 minutes each

### Purpose

Group members will need movement breaks during their lessons – choose whatever variety and frequency works for the group

### Movement break ideas

- Whilst maintaining social distancing, walk around the room pretending to be an animal of their choice.
- With a partner, throw an invisible ball back and forth.
- March in place with high knees ten times.
- Jump in place 10 times.
- Do downward dog pose for 20 seconds.
- Wiggle like a snake for 30 seconds.
- Spin in a circle three times.
- Hop on left foot for 30 seconds, then switch to right foot.
- Flap your arms like a bird five times.
- Stretches.
- Jumping Jacks.

Try randomising the choice of activity by using a 'Brain Break Dice' or lolly sticks in a jar, etc.

# Session 1

## Welcome back (1st session back in school)

### Purpose

- For pupils to be together in their assigned groups
- Re-acquaint with each other and a teacher
- Understand how school is planning to keep them safe at this time and together
- Gently explore their time away from school

### Activity 1: Keeping us all safe – 25 minutes

#### Preparation

Update your class and individual visual timetables

Ensure resource sheet is edited to reflect agreed plans in *your* setting and reproduced as appropriate as slides on the IWB or flipchart

Calming music poised

#### Process

- Show the children you are hugging them (hug yourself) and encourage them to hug you back (by hugging themselves) – you have missed them all and this is the new way to show people you are pleased to see them or are saying a fond goodbye.
- Go through today's timetable visually, identifying anything unusual, clarifying questions.
- Go through the various social distancing arrangements within school per the resource sheet so pupils are aware (this should have already been communicated to parents for their reassurance).
- Standing stretching at their seats followed by a calming exercise eg, figure-of-eight breathing
- Brief the children that you are going to calmly and quietly practise safe lining up (indicating the tape markers if in use), moving around corridors, using cloakrooms/toilets and returning to their own classroom spot.
- Play calming music and practise the various elements, positively noticing effort and attention to distancing and following instructions – may be a good time to utilise the class reward scheme.

### Activity 2: Self-assessment – 5 minutes

#### Preparation

Sufficient copies of the self-assessment sheets

#### Process

- Explain that the pupils need to listen to each question as the adult reads it aloud and then rate their personal and honest response about themselves on the scale – model how they would respond if really confident or really unsure and somewhere in between to help them appreciate how to rate themselves.
- Have pupils indicate their honest response to the questions on the scale – reassure that they cannot be wrong and they need not to seek to copy others as we are all unique and have our own thoughts.

- Use this feedback to inform future inputs around return to school and individual sensibilities.

### **Activity 3: Looking back and celebrating achievements whilst at home – 30 minutes**

#### **Preparation**

Flip chart and markers

A4 sheet of plain paper/cartridge paper per child, assorted pencils/colours

#### **Process**

- Ask pupils to suggest things they will remember when they are old about the period of lockdown – notate generic topics on flip chart. Encourage them to identify new skills etc they learnt and what makes things memorable.
- Pass out plain sheets of paper and coloured pencils etc for the children to draw a positive ‘snapshot’ of a moment in lockdown.

### **Activity 4: Hopes and fears – 10 minutes**

#### **Preparation**

N/A

#### **Process**

- Ask the group members to tell you something they are looking forward to and something they are less excited about in relation to being back at school.
- Use this to inform your approach in later sessions.



## Resources: Social distancing measures at our school

### Session 1: Activity 1

(Update/edit to suit your setting)

- Staggered start times & changes to timetables/lessons
- Meet at the gate, so parents don't come on site
- A socially distanced queue/lining up order
- Arrangements for drop off of children coming by car
- Encouragement to walk rather than use public transport
- Physically changed classroom space – tables, chairs, seating arrangements, class splitting, tape markers etc
- Arrangements for safe movement around school – corridors, halls, toilets
- Strategies for delivery of PE
- No assemblies, meetings or clubs
- Safe handling of learning resources
- Staggered playtimes, movement break arrangements & wet break contingencies
- Increased handwashing, including when children come into school in the morning and before they leave, before eating, after playtimes, etc
- Healthy snacks brought sealed from home
- 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 continues for many children for all or part of the week
- Protocol if child feeling unwell at school
- Continued availability of/absolute need for testing any key worker or a member of their household with symptoms

## Resource: Return to school – self-assessment

Name of student \_\_\_\_\_

Class \_\_\_\_\_

**1. I know how I feel about coming back to school.**

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

**2. I know who to talk to if I feel worried about being back in school.**

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

**3. I feel confident moving around school.**

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

**4. I know what to expect in school now that we have a 'new normal'.**

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

**5. I am able to share my feelings and thoughts about my learning and wellbeing**

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

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

## Session 2

### Reflection (End of Session 1)

#### Activity 1: Reflection, hopes and fears – 10 minutes

##### Preparation

N/A - oral

##### Process

- Reflect on things that have gone well today – refer to occasions when you were able to positively notice their efforts to follow the 'new normal'.
- Ask the children to identify something they are looking forward to and something they are less excited about in relation being back at school.
- Use this to inform your approach in later sessions.
- As you say goodbye, give yourself a hug and give warm eye smiles with eye contact.



The aim is for the children to leave school feeling:

- positive about the changes implemented
- they belong
- to feel they have been heard

## Session 3: What do we actually know?

### (Second session back in school)

#### Purpose

To remind pupils of the arrangements to keep them safe at school.

To assess pupils' knowledge of the science of Covid-19 and dispel any myths/misconceptions.

### Activity 1: Keeping us all safe – 10 minutes

#### Preparation

Update your class and individual visual timetables

Use session 1 resource sheet listing your school social distancing measures

Calming music playing

#### Process

- Give your familiar self-hug as all the children come in – this is a 'new norm'.
- Go through today's timetable visually, identifying anything unusual, clarifying questions.
- Go through the various social distancing arrangements within school per the resource sheet so pupils are aware.
- Standing stretching at their seats followed by a calming exercise eg, figure-of-eight breathing.

*[4 & 5 are optional activities depending on how group are responding to social distancing measures]*

- Brief the children that you are going to calmly and quietly practise safe lining up (indicating the tape markers if in use), moving around corridors, using cloakrooms/toilets and returning to their own classroom spot.
- Play calming music and practise the various elements, positively noticing effort and attention to distancing and following instructions – use the class reward scheme.

### Activity 2: Let's talk science – 20 minutes

#### Preparation

Flip chart or WB and pens

Access, explore and have poised:

A: [https://e-bug.eu/eng\\_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus](https://e-bug.eu/eng_home.aspx?cc=eng&ss=1&t=Information%20about%20the%20Coronavirus)

B: [www.youtube.com/watch?v=jgGdQkXJENA](http://www.youtube.com/watch?v=jgGdQkXJENA)

C: [www.youtube.com/watch?v=wZINZR2r8k0](http://www.youtube.com/watch?v=wZINZR2r8k0)

**NB: above links current at time of writing – check whether more current film clips are available**

#### Process

- Brainstorm with the children to see what they know about Covid-19 and how to stay safe.

- Note key ideas on the flipchart/board.
- Go through the key points in link A [eBug: Information about the Coronavirus – Covid-19].
- Watch link B [explanation of what is Covid-19].
- Watch link C [busting myths about Covid-19].

### **Activity 3: Let's share the science – 30 minutes**

#### **Preparation**

Flip chart with points from above group discussion

Paper/pens/resources for all children

#### **Process**

- Explain to the pupils that the headteacher has asked them to design posters telling younger children at school about the science of Covid-19.
- Refer to notes made on the flipchart to remind them of the key science factors.
- Model your planning of a poster, referring to target age group and clarity – less or more, etc.
- Set them off creating their own posters – choose whichever medium works for your – perhaps they could design using software?
- Display posters around school as appropriate or make a wall display.

## Resources: Guidelines to prevent the spread

### General Guidelines to prevent the spread



1 Stay at home as much as you can

2 Work from home if you can

3 Limit contact with other people

4 If you or someone in your household has symptoms you all need to self-isolate

5 Keep your distance if you go out (2 meters apart if possible)

6 Wash your hands regularly

PLAY YOUR PART  
PREVENT THE SPREAD



**R** LONDON BOROUGH OF  
RICHMOND UPON THAMES

## Session 4

### Reflection (End of session 2)

#### Activity 1: Reflection, hopes and fears – 10 minutes

##### Preparation

N/A - oral

##### Process

- Reflect on things that have gone well today – refer to occasions when you were able to positively notice their efforts to follow the 'new normal'.
- Try to carry a means of photographing or filming to capture examples of great 'lining up' or observing the social distancing measures in place to share with the group now.
- Ask the children to identify something they did well today at school.
- Use this to inform your approach in later sessions.
- As you say goodbye, give yourself a hug and give warm eye smiles with eye contact.



The aim is for the children to leave school feeling:

- confident about the changes implemented
- they belong
- they have had a chance to be heard

## Session 5

### Looking back at achievements (Start of session 3)

#### Purpose

For pupils to:

- understand how school is planning to keep them safe at this time
- have them explore their personal view on their time away from school

#### Activity 1: Keeping us all safe – 10 minutes

##### Preparation

Update your class and individual visual timetables

Use session 1 resource sheet listing your school social distancing measures

Calming music playing

##### Process

- Go through today's timetable visually, identifying anything unusual, clarifying questions.
- Go through the various social distancing arrangements within school per the resource sheet.
- Standing stretching at their seats followed by a calming exercise eg; figure-of-eight breathing.

*[4 & 5 are optional activities depending on how group are responding to social distancing measures]*

- Brief the children that you are going to calmly and quietly practise safe lining up (indicating the tape markers if in use), moving around corridors, using cloakrooms/toilets and returning to their own classroom spot.
- Play calming music and practise the various elements, positively noticing effort and attention to distancing and following instructions. Keep those rewards coming!

#### Activity 2: Memory box – 35-45 minutes

##### Purpose

To help pupils identify and communicate what they are proud of from their time in lockdown at home

##### Preparation

White boards and pens

Memory box sheet for each pupil (print as A3 size)

##### Process

- Lead a group discussion where the pupils reflect on the weeks they spent at home. Model your own ideas to help those who find originating ideas tricky:
  - Proudest moment/achievement



- Best/favourite memory
  - Something they found challenging
  - Something they remember about exercising at home
  - A time that made them laugh
  - A time when they were worried/scared.
- 
- Have the pupils record their personal reflections on their own memory box sheet – written or drawn/coloured.
  - Explain that they can look back at these special moments and add additional memories as they are made – even ones where we felt challenged are highly valuable as once we have mastered something we can remember how far we have come.
  - Display the completed memory box sheet in the classroom/corridor.

**Resources: Memory box**

**Session 5: Activity 2**

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

## Session 6

### We are a team (Start of Session 4)

#### Purpose

To remind pupils of the arrangements to keep them safe at school.

To get them working with their group as a team.

### Activity 1: Keeping us all safe – 5-10 minutes

#### Preparation

Update your class and individual visual timetables

Use session 1 resource sheet listing your school social distancing measures – be sure to update with any alterations implemented

Calming music playing

#### Process

- Go through today's timetable visually, identifying anything unusual, clarifying questions.
- Go through the various social distancing arrangements within school per the resource sheet so pupils are aware – refer to successes and praise where appropriate.
- Standing stretching at their seats followed by a calming exercise eg, figure-of-eight breathing.

*[4 & 5 are optional activities depending on how group are responding to social distancing measures]*

- Brief the children that you are going to calmly and quietly practise safe lining up (indicating the tape markers if in use), moving around corridors, using cloakrooms/toilets and returning to their own classroom spot.
- Play calming music and practise the various elements, positively noticing effort and attention to distancing and following instructions.

### Activity 2: Keep connected – 45 minutes

#### Preparation

Print off sufficient of puzzle piece resource sheet onto plain A4 or A3 paper dependent on the size of display you would like

Supply pencils, colours (choose preferred medium)

Calming music playing

#### Process

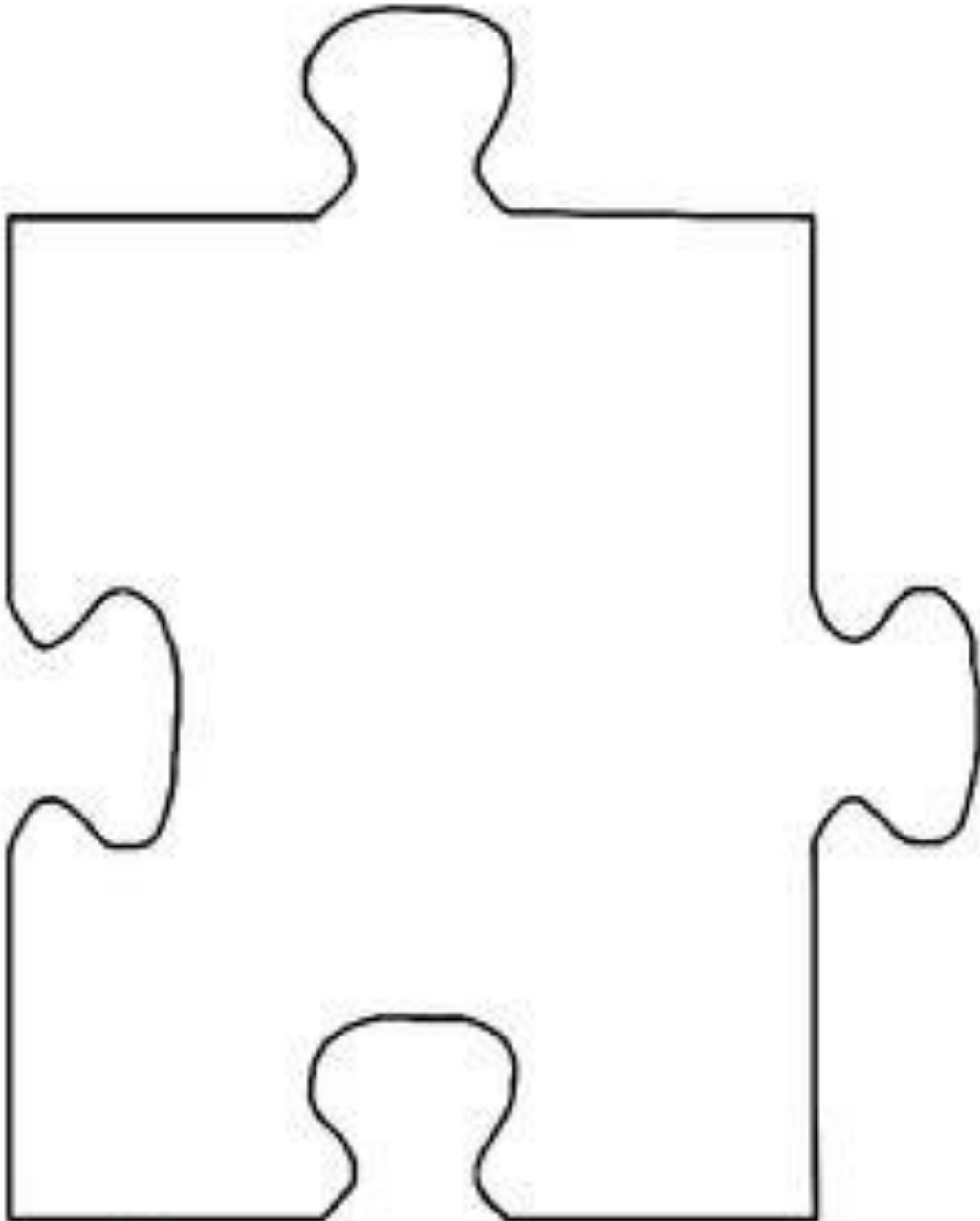
- Explain that each pupil is to decorate a puzzle piece using the medium you have chosen.
- Choose a theme – a self-portrait, their favourite memory of being at home, etc.
- Children to cut around their puzzle piece.
- Display interlocking puzzle pieces on a wall – “we may all be staying apart, but we still belong *together*”.

## Resources: Puzzle piece template

### Session 6: Activity 2

# We All Fit Together

Decorate this puzzle piece to show something about you. Include your name. Then cut it out.



 © 2002 Rachel Friedman at Sub Hub <http://subhubonline.blogspot.com/>

## Session 7

### The bigger picture (Start of session 5)

#### Purpose

To ensure the children are now more used to the 'new norm'

To allow children to virtually socialise with non-group members whilst team-building their own group

#### Activity 1: Keeping us all safe, reminders – 5-10 minutes

##### Preparation

Update your class and individual visual timetables

Refer to session 1 Resource sheet listing your school social distancing measures – be sure to update with any alterations implemented

Calming music playing

##### Process

- Go through today's timetable visually, identifying anything unusual, clarifying questions.
- Ask the children to hands up ideas for listing the social-distancing measures in place in school.

You may choose to postpone this element until the afternoon

#### Activity 2: Virtual two truths and a lie – 40 minutes

##### Preparation

Test out an electronic live link between your class and a parallel class OR agree to play the game outside and have children sit, appropriately distanced, in two teams (chalk marks/hoops on tarmac?)

Calming music playing

##### Process

- Split your group of pupils into three groups - T1, T2 and L1 (choose their names at random).
- All the pupils in T1 and T2 have to think of a short, story to tell about themselves which is true, L1 have to dream up a story about themselves which isn't true.
- Pick a child from each group at random to form a three person team – number teams – no-one needs to move from their space.
- 'Visit' another Year 5 class by timed arrangement with other class teacher (electronically/outside).
- One of your teams tells their three stories and the other class have to decide which one is the lie.
- Take it in turns between the two classes to guess – keeping score.
- Announce the winners for today [you may like to keep the scores and amalgamate with future scores from inter-group activities.

## Activity 3: Can you save the world? – 10 minutes

### Preparation

Have this link poised on IWB ready for activation: <https://martin-jacob.itch.io/can-you-save-the-world>

### Process

- Start the game and play on IWB.
- Model how to play and if any choices, have pupils offer an opinion.
- Perhaps combine accessing and paying with this game into class IT lessons?

# Session 8

## What's your opinion? (Start of Day 6)

### Purpose

To remind pupils of the arrangements to keep them safe at school.

To encourage pupils' critical thinking skills.

To get them working with their group as a team.

### Activity 1: Keeping us all safe, reminders – 5-10 minutes

#### Preparation

Update your class and individual visual timetables

Use session 1 resource sheet listing your school social distancing measures – be sure to update with any alterations implemented

Calming music playing

#### Process

- Go through today's timetable visually, identifying anything unusual, clarifying questions.
- Ask the children to hands up ideas for listing the social-distancing measures in place in school.

### Activity 2: The best instructions? – 20 minutes

#### Preparation

Flip chart or WB and pens

Print off a listing of current GOV.UK regulations

#### Process

- Ask the pupils what they know about the current national 'social distancing regulations' and bullet point on the whiteboard.
- By a show of heads down/hands up, have the children vote to retain or change each.
- Review each result and encourage calm discussion of the pros and cons identified.
- Identify what the children think could be done better and note bullet points on flip/IWB
- Using these points...

## Activity 3: Dear Prime Minister – 30 minutes

### Preparation

Flip chart with points from above group discussion

Print off a listing of current GOV.UK regulations

### Process

- Lead the writing of a whole group letter to Boris Johnson identifying:
  - which of the current regulations (max 2-3) the group feel are good
  - which are flawed and why (max 1-2)
  - suggestions for new regulations/strategies (max 2).
- To gain a majority consensus, have the children heads down, thumbs up vote.
- Print and post the letter.



## Session 9

### In an ideal world... (During Day 8)

#### Purpose

To remind the pupils of the arrangements to keep them safe at school

To encourage the pupils to think positively about their future

#### Activity 1: Keeping us all safe, reminders – 5-10 minutes

##### Preparation

Update your class and individual visual timetables

Use session 1 Resource sheet listing your school social distancing measures – be sure to update with any alterations implemented

Calming music playing

##### Process

- Go through today's timetable visually, identifying anything unusual, clarifying questions.
- Ask the children to hands up ideas for listing the social-distancing measures in place in school.

#### Activity 2: My ideal classroom – 45 minutes

##### Preparation

Flip chart or WB and pens

Create and print off a simple outline of your classroom for each child

Paper and pencils/pens, etc for each child

##### Process

- Explain to the pupils that you are keen to see their amazing ideas for an improved classroom design.
- Brainstorm with them around some ideas that could be included.
- Set them off creating the classroom of their dreams.
- Have them see each other's ideas by walking around the desks afterwards (in a social distancing manner, following an agreed one way system of course).

## Session 10

### Self and group reflection (During session 10)

#### Purpose

To give the pupils an opportunity to reflect on their first 2 weeks/sets of days back at school

To encourage the pupils to see that the 'new norm' is ok and can, not only be coped with, but also allow us all to have fun whilst we learn.

#### Activity 1: Keeping us all safe, reminders – 5-10 minutes

##### Preparation

Update your class and individual visual timetables

Use session 1 resource sheet listing your school social distancing measures – be sure to update with any alterations implemented

Calming music playing

##### Process

- Go through today's timetable visually, identifying anything unusual, clarifying questions.

#### Activity 2: What's life been like for you? – 35 minutes

##### Purpose

For the pupils to tell stories of their experiences so far back at school

For pupils to see that even though they have to be distant, they are a part of everyone else's life

For pupils to appreciate they can cope

##### Preparation

None

##### Process

- Explain that you want to hear about their experience of the last two weeks.
- Offer a story/reminiscence of your own.
- Open the chat and have children volunteer or nominate – you know your group best.
- Try to pull out and celebrate themes such as resilience, coping, optimism, humour, teamwork.
- Acknowledge one or two harder themes such as loss, frustration, worry, etc.

### **Activity 3: Return to school self-assessment – 10 minutes**

#### **Purpose**

For the pupils to assess their own readiness for being back in school

#### **Preparation**

Sufficient copies of the self-assessment sheet

Pencils

#### **Process**

- Explain that the pupils need to listen to each question as the adult reads it aloud and then rate their personal and honest response about themselves on the scale – model how they would respond if really confident or really unsure and somewhere in between to help them appreciate how to rate themselves.
- Have pupils indicate their honest response to the questions on the scale – reassure that they cannot be wrong and they need not to seek to copy others as we are all unique and have our own thoughts.
- Use this feedback to inform reflection on the impact of the back to school process as experienced by these children.

## Resource: Return to school – final self-assessment

Name of student \_\_\_\_\_

Class \_\_\_\_\_

**1. I know how I feel about coming back to school.**

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

**2. I know who to talk to if I feel worried about being back in school.**

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

**3. I feel confident moving around school.**

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

**4. I know what to expect in school now that we have a 'new normal'.**

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

**5. I am able to share my feelings and thoughts about my learning and wellbeing**

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

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

# Appendix 1: mindfulness and scripted session

## Script for teacher or facilitator

### What is mindfulness?

- Listen to any ideas from the students.
- Mindfulness can be described in many ways.

Jon Kabat-Zinn a professor of medicine and mindfulness teacher described it as: “paying attention in a particular way: on purpose in the present moment, and non-judgementally.

Mindfulness can be described as *being in the moment. In the Here and Now.*

- If you still feel confused/unsure about what exactly Mindfulness is, there is no need to worry – this is something that will probably become clearer as we go on....In these sessions we are going to practise doing some mindfulness for ourselves...in different ways...
- There are lots of different ways that people can practise mindfulness.  
We can do a mindful sitting meditation practise.....  
We can practise eating mindfully...  
We can practise walking mindfully...  
Every single thing we do in life... we can think about doing it mindfully.
- In these sessions, we are going to be thinking about how we can bring mindfulness into some aspect of our lives.... We are going to *have a go* at some mindfulness exercises that could help us to relax...

### Why are we thinking about mindfulness?

“We are thinking about mindfulness because many children and adults who practise mindfulness regularly have said that they have found it has helped them. Students who have practised mindfulness have often said that they found mindfulness has helped them to:

- improve their concentration skills
- remain calm at times when they felt angry
- manage anxiety and stress more effectively
- sleep more easily
- relax and focus before a competition, exam or match

....these are just some of the things that people have reported that mindfulness has helped them with!”

- “So in these sessions we are going to look at some mindful exercises that might help us to relax if we are feeling worried, angry or sad. Or that might help us if we are having trouble getting to sleep at night...  
First of all... I’m going to demonstrate something...”

## The Mindful Jar

(source: [positivopsychologyprogram.com](http://positivopsychologyprogram.com))

This activity can teach children about how **strong emotions** can take hold, and how to find peace when these **strong emotions** come up.

- 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.

### Alternatively could use a 'glitter ball', 'snow globe' (preferably without a scene)

- Next, use the following script or take inspiration from it:

"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 sometimes it can be difficult to make good choices when we feel this way – because you're not thinking clearly. Don't worry this is normal and it happens in all of us (yes, grownups too!).

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

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 more clearly" (Karen Young, 2017).

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

- "Do you remember I mentioned that mindfulness can be described as being in the 'Here and Now'?  
"Hands up – who thinks they spend a lot of time in the Here and Now? In the moment?  
Can anybody think of a time when they have been so very much in the moment that they haven't been thinking of anything else at all?" ...it could be when we are playing sports, playing music... having fun with our friends...engaging in something creative... or maybe when we are sitting in the garden on a beautiful spring day, listening to the birds sing, feeling the grass beneath our feet, and smelling the sweet scent of the flowers around us. Sometimes we are fully engrossed in the Here and Now, in the present moment.... In the 'Here and Now'..
- but, very often, human beings spend time in the past..... or in the future.... (provide examples, such as: we might spend time in the past...thinking about what happened earlier on during playtime....we might be daydreaming about something good or bad that happened yesterday or this morning outside of school..... Or maybe, we are spending time in the future.... We might be thinking about what is for dinner.... Or daydreaming about going to a theme park in the holidays.... Or maybe we are worrying about a test or about something we have to do after school today, or even next week...."
- "So very often.... Our mind is very full of the past or very full of the future.... and when our mind is full it is like this (shake the snow globe)  
when it is like this it can be hard to feel relaxed and calm.  
when it is like this it can be difficult for us to get to sleep at night.  
when it is like this it can be difficult for us to concentrate, to focus on something that we would like to focus on.... (Maybe on our work in school or at home... Or maybe on what somebody is saying to us...)  
"So mindfulness practice is practice in helping us to be in the Here and Now.... Not in the past or the future....but settled in the Here and Now.... (indicate towards the calm glitter jar, glitter globe, snow globe".

## **Appendix 2: Social story**

### **Feeling worried about my new school**

Sometimes I feel quite worried about starting back at school.

Sometimes I worry about not being at home still with my family.

I can go to the school office or my teacher if I am worried about something

It is useful to talk to someone to help as then I won't feel so worried or anxious

I might not always feel like asking for help. I may feel shy about asking for help.

My friends and my teachers like it when I ask for help, or let them know I am anxious

They can help me by letting me explain what is worrying me, they may give me ideas about how to calm myself down.

My named person can help me to feel safe.



**achieving  
for children**