

Well-Being and Keeping Active

EYFS

Teacher Instructions

EYFS: Identifying feelings



Purpose:

Just like adults, children will feel a variety of emotions for different reasons and sometimes, they may not understand the emotion they are feeling or how to cope with it. This resource helps to teach children to understand emotions in themselves and others and develop the language to communicate this so that they are better able to regulate their own responses to strong emotions.

Introduce the resource:

Tell the children that when different things happen it can make us feel a certain way. If it was their birthday for example, they would probably feel very excited. Being able to recognise how they and others are feeling is a really helpful tool to have, it means they can ask an adult for help if they are worried, or they can be kind to a friend if they see that they are sad. Tell the children that they are going to learn about some different emotions today.

Task:

- Show the children the "Feelings" poster. Give the children time to notice the faces and body language of the characters. Ask them to notice other things that are happening in the picture such as a dropped ice cream, a puppy and a lost balloon.
- Talk through the different emotion words listed and give examples of when you might feel these emotions.
- Talk through each character and as a class, discuss how each of them may be feeling. Ask the children why they have attached a certain emotion to a character, what might they be experiencing to make them feel that way?
- Show the children the "I am feeling..." poster and check your answers. Highlight that each of us is different and we will feel differently about different situations. For example in the picture one person is happy to see and play with the puppy but another person is scared. Some of us would feel excited to ride a scooter whereas others may feel worried.
- Option as an extension task to take turns to play a charades type game where the children take turns to decide on an emotion they are going to act out for the others to guess.

Daily use:

Encourage the children to use their words to communicate their feelings. Perhaps show children the "I am feeling..." poster when they find it hard to communicate their feelings and ask them to point at the character that shows it best.



Teacher Instructions

EYFS: Kindness tree



Teacher note: This activity will build towards a classroom display. Together the class will build the leaves of a kindness tree. You will need to create a tree trunk for the display.

Purpose:

Not only do acts of kindness, whether big or small, make the world a better place to be, they can also affect the actual chemical balance of your heart. Kindness has been linked to releasing a variety of feel good hormones that have been said to help you destress and even prevent certain illnesses. By teaching children to understand the ways you can show kindness, we can help to embed positive behaviours into their life.

Introduce the resource:

- Ask the children, "what does it mean to be kind?" Write up any key words that come up such as caring, patient, share, listen etc.
- Ask the children to think of examples of showing kindness and discuss these as a class.
- Ask the children if they can remember the last time someone was kind to them. Can they remember how it made them feel? Help the children with an example such as someone inviting them to play with them.
- Ask the children if they can remember the last time they were kind to someone. How did it make them feel? Encourage the children to recognise that being kind not only makes other people feel good but it makes them feel good too.

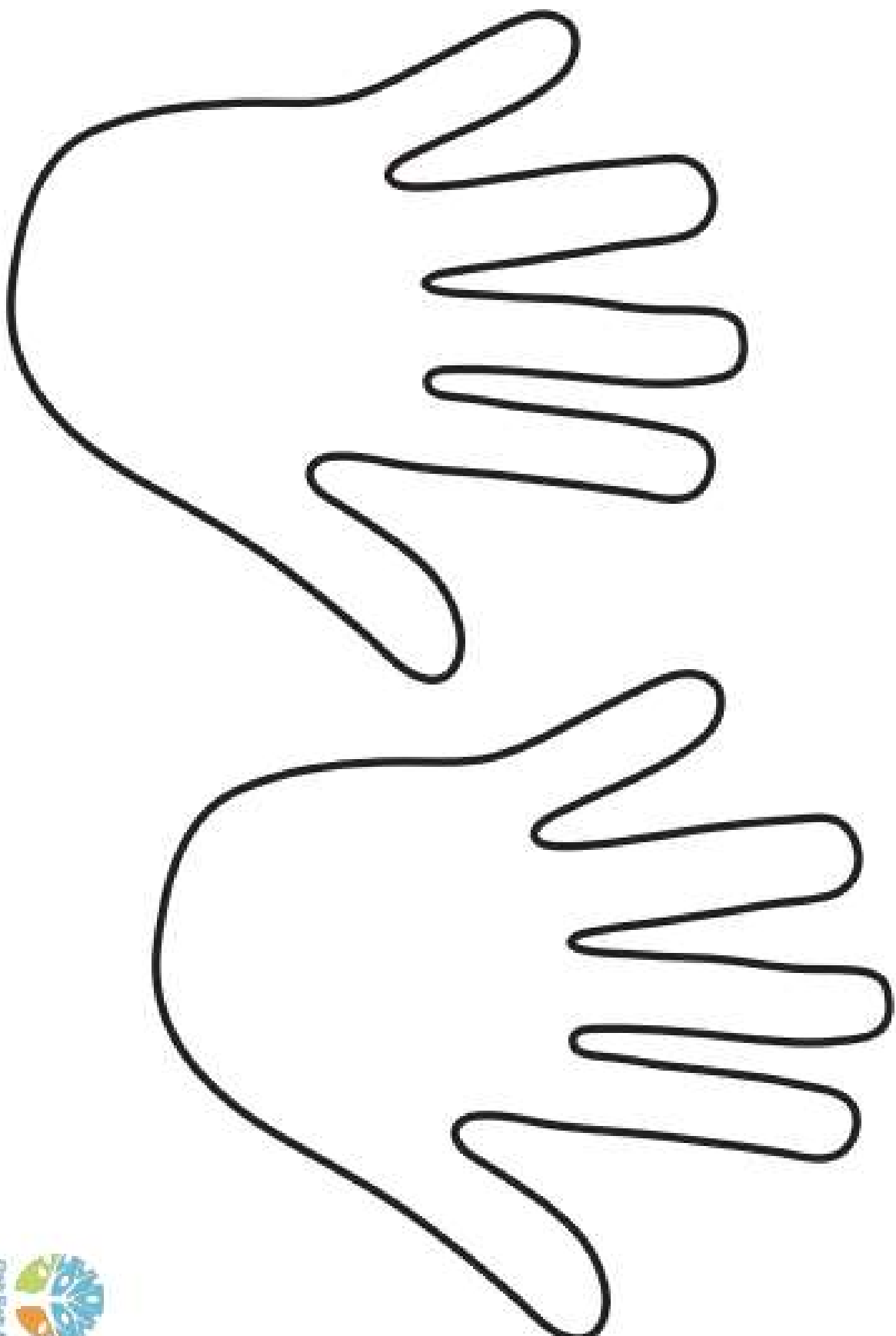
Task:

- Tell the children that as a class they are going to make a kindness tree. Each time they show a genuine act of kindness they are going to be given a hand cut out. The teacher will write their kindness act on the hand and they are going to write their name on it and stick it to the kindness tree.

Daily use:

Remind the children of the positive effects of being kind for themselves and for others.

Highlight this behaviour throughout the day and draw children's attention to their kindness tree at the end of each day. Let them feel comforted in knowing their beautiful tree is growing from the kindness in their classroom.



Teacher Instructions

EYFS: My role model.



Purpose:

Having someone to look up to is important for children and adults. Having the right role model helps us to make good choices and strive to be the best versions of ourselves that we can be. Inspirational people motivate us to uncover our true potential and overcome our weaknesses. Encouraging children to think about who in their life inspires them helps to teach them to look for qualities in others that they too can adopt.

Introduce the resource:

Tell the children that we all have people in our life who we look up to. People who behave in ways that we think are good and admirable. Having a role model in our lives helps inspire us to make good choices and be the best person we can be.

Task 1:

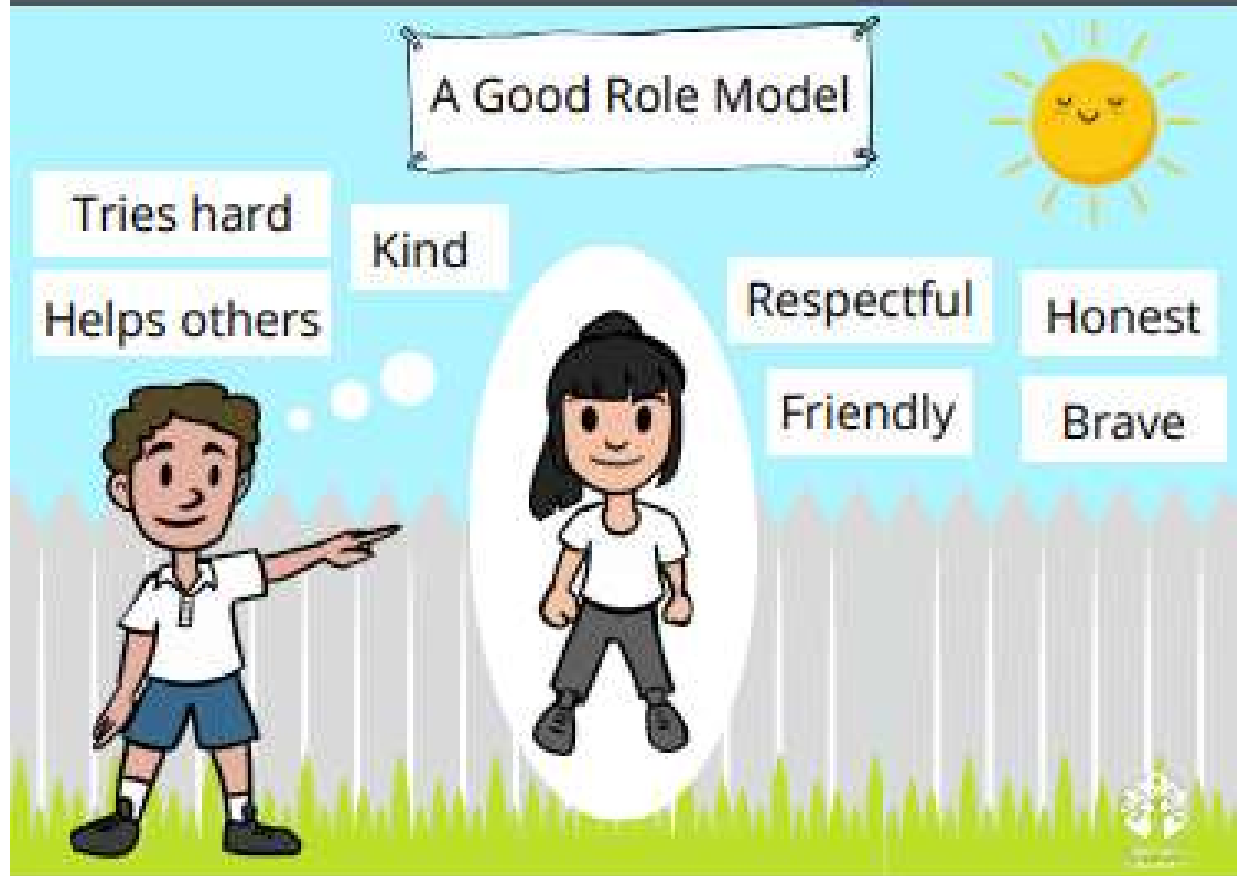
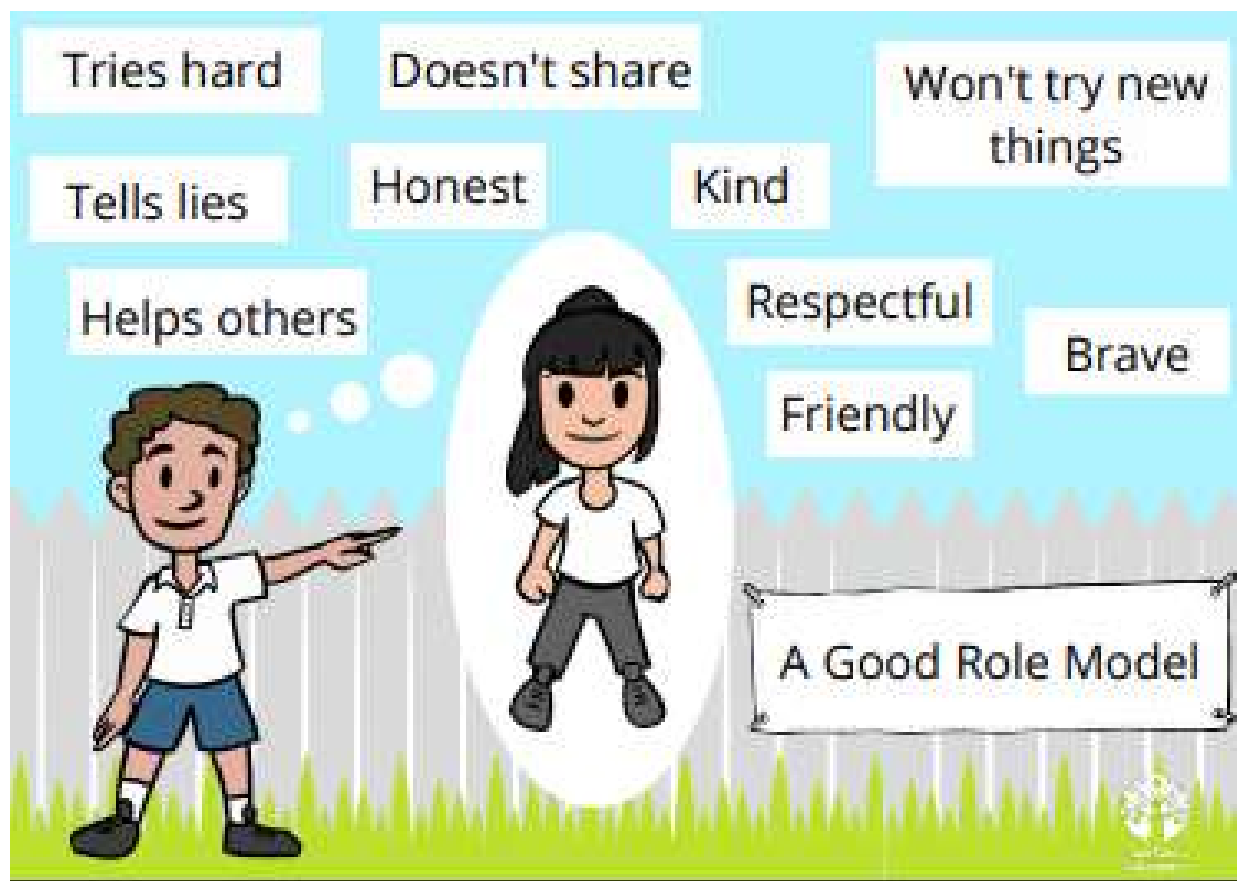
- Show the children the first "A Good Role Model" visual. Tell the children that Tommys' role model is Sam. On the lesson visual are all the reasons why Sam is Tommys' role model. There are also a few things on the visual that do not apply to Sam.
- Read each of the statements out and ask the children to stand up if they think that it is a good quality to have as a role model or to stay seated if it is not.
- Discuss each of the statements as they come up and ask the children for examples of this behaviour where appropriate. E.g can they share an example of being kind or brave?
- Show the children the second "A Good Role Model" visual and check if they found all the qualities that Tommy admired in Sam.

Task 2:

- Ask the children to think of the role model in their life. It could be a parent, sibling, friend or someone else.
- Ask them to think of all the reasons why they look up to this person and share their thoughts as a class or with a friend.
- Give each child a "My Role Model" resource sheet. Ask them to draw a picture of their role model.

Daily use:

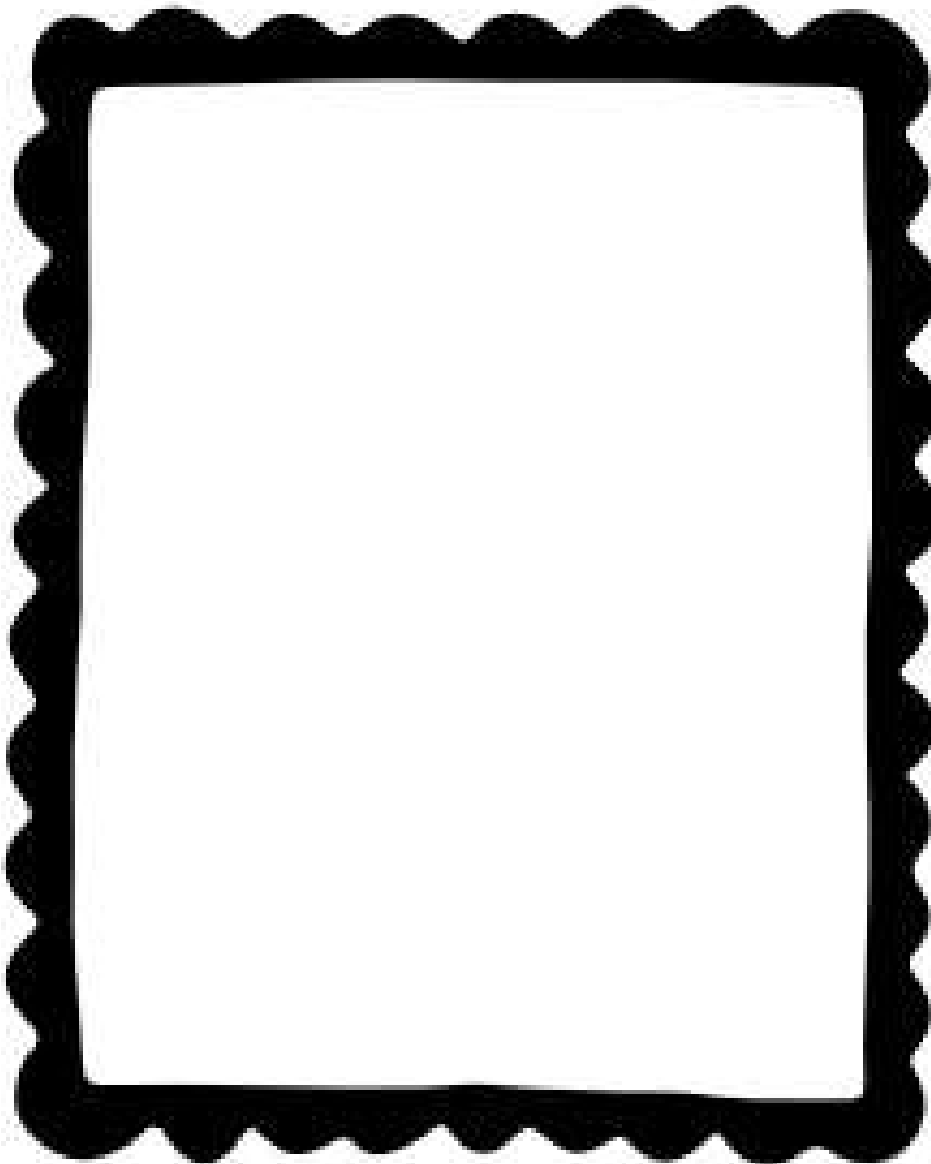
When children are finding it hard to make a good choice or lack the confidence to meet their potential, ask them to think of their role model, what would their role model do or say to encourage them?





My Role Model

Name: _____



Draw a picture of your role model

Teacher Instructions

EYFS: Passing clouds



Purpose:

Sometimes we spend a lot of time in our head over thinking, worrying, judging ourselves. Teaching children how to connect with their environment helps them to develop a healthy habit of coming out of the mind and into the now. This resource helps with stress management by becoming more connected to the natural world.

Introduce the resource:

Tell the children that stopping to notice the world around them can make them feel calm and peaceful.

Task:

This activity will need to be done when the weather permits as ideally you need partial cloud cover and a good breeze. Take the children outside and ask them to lie down and look up at the clouds (taking care not to look directly at the sun). Ask them to look out for different shapes and notice how the clouds change as they move. Can they see any clouds that look like something else, an animal perhaps?

Take the children back inside and ask them to draw their cloud image. This could just be a shape of a cloud or what the cloud looked like.

How to use this activity:

Return to this activity every few weeks and allow the children to have fun connecting to the environment around them.



Can you draw your cloud?

<https://www.youtube.com/user/CosmicKidsYoga>

<https://www.nhs.uk/10-minute-shake-up/shake-ups>

<https://www.bbc.co.uk/teach/supermovers/pshe-collection/zng8vk7>

KS1

Teacher Instructions

KS1: Four Corner Breathing



Purpose:

As humans, we are often thinking of what we need to do next or thinking of things that have already happened that perhaps aren't serving for us right now. Using this resource is a way of allowing children to connect, ground and be present in the moment.

Introduce the resource:

Tell the children that sometimes it is good for us to slow down and just be 'in the moment'. This means not really thinking about anything else, not worrying about what might happen or what has happened. A way we can do this is to focus on our breathing. We breathe all the time without even having to think about it. Let's see if we can control our breath and notice how that makes us feel.

Task 1:

1. Show the children the four corner breathing resource.
2. Ask them to start with the house and try the breathing exercise below:
 - Start with their finger on the top left hand corner of the drawing.
 - Move their finger along to the top right hand corner as they breathe in for 4 counts.
 - Trace the line down to the bottom right hand corner as they breathe out for 4 counts.
 - Follow the line along the bottom as they breathe in for 4 counts.
 - Return to the top left hand corner as they breathe out for 4 counts.
 - Repeat this on each of the drawings.
3. Ask the children to draw an object that has four corners and repeat the breathing exercise with their own drawing.
4. Ask the children how the breathing made them feel. Some children will find this activity calming, others may find it hard to concentrate and find it quite a challenge.

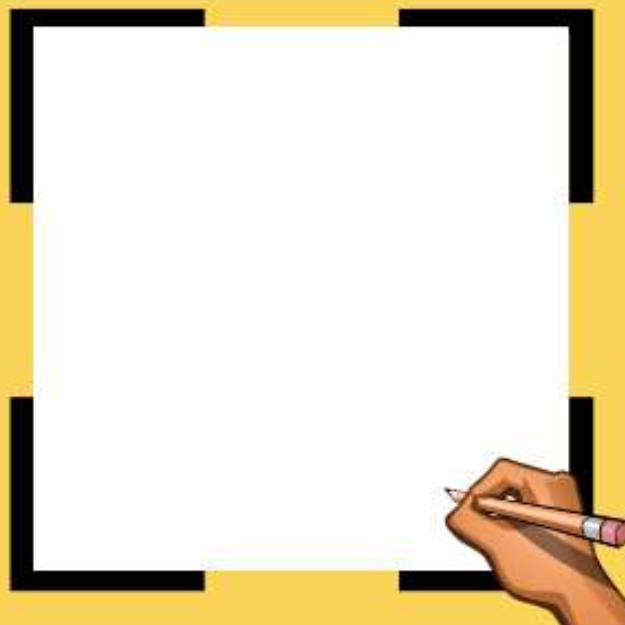
Daily use:

When children are experiencing highly charged moments such as an argument in the playground, we are dealing with the children in that moment and they are loaded with emotion. This does not give the logical part of the child's brain a chance to process what is happening as the emotional part of their brain is on high alert. Repeating this activity when children are highly charged will encourage them to slow down and breathe. Once they are calm you can help talk through the situation that was troubling them.

4 CORNER BREATHING



Draw something with 4 corners in the space below



Teacher Instructions KS1: My Team



Purpose:

Throughout life we need different people for different things and they will need us too. This activity helps children to recognise who their support network is. It is not looking at school, home, sports clubs as separate entities, it's about the children looking at their life and thinking 'who are the people within my life that support me for different things?' This is interesting information for you as a teacher to give you an insight into each of your children. Who are your children's 'go to' people?

Introduce the resource:

Talk to the children about the need for support in our lives. We all need support for different things and we get this support from different people. These can be people from different areas of our lives and we can have more than one person for each area. Sometimes it will be our family or friends and sometimes it might be other people we know. We can also be support for other people. Knowing who supports us and who we support are both important in our feelings of wholeness. Talk to the children about each of the four areas on the 'My team' resource. If appropriate, share with the children who these people are for you.

Task:

Complete the 'My team' resource and talk through any topics that arise with individuals.

Daily use:

Encourage the children to use their support network when different situations arise in their life. Perhaps they are struggling with a confidence issue that they can talk to their cheerleaders about or they need help understanding something and could ask their map people to help guide them.

GET SET 4 LIFE: MY TEAM

Throughout life we will need different people for different things to help us and other people will need us too! Can you draw and label who those people are for you?

The rucksack

Who gives you food, buys you things and takes you where you need to go?

Who might you do this for and how?



The map

Who helps you when you don't know how to do something?

Who might you do this for and how?



The tissues

Who comforts you, keeps you safe and cares for you?

Who might you do this for and how?



The cheerleaders

Who cheers you on, helps you feel good and believes in you?

Who might you do this for and how?



Teacher Instructions

KS1: Mindfulness

giraffe walk



Purpose:

As humans, we can often experience moments of anxiety. If we don't address this feeling, we can become overwhelmed. This mindfulness walk helps to introduce the children to a grounding activity that can help to put them in a better space.

Introduce the resource:

Tell the children that sometimes, when we feel overwhelmed, it is good for us to refocus on things happening in the present. Walking mindfully allows us to connect with the world around us and feel calmer.

Task:

Show the children the mindful giraffe. Tell the children that the mindful giraffe goes for a walk whenever they feel overwhelmed. Take the children outside. Before the walk, ask them to take in a big deep breath. Can they fill their lungs as much as they can? Ask them to walk slowly, focusing on placing one foot in front of the other. Can they notice the things around them, the things that they can see and the things that they can hear?

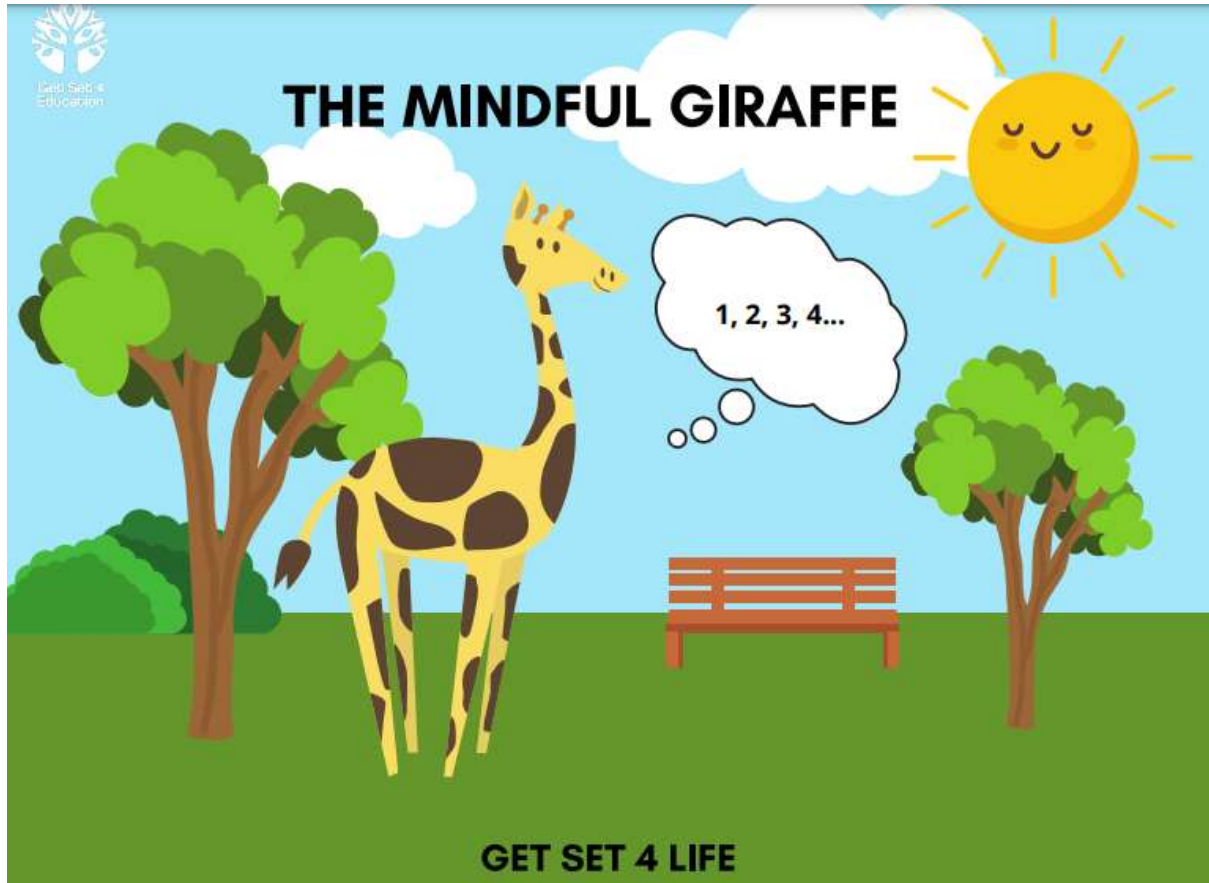
Sometimes counting our steps can also help to calm us. Ask the children to take 20 steps focusing on each slow step. Can they notice each movement? Notice the swing of the arms and the strong ground beneath their feet. At the end of the 20 steps, ask the children to stop and take in a big deep breath. When they breathe out ask them to smile as big as they can. Repeat this a few times.

Invite the children to share how they are feeling.

Daily use:

When children are experiencing highly charged moments invite the children to take a walk around the playground. Can they count 20 slow, steady steps?

THE MINDFUL GIRAFFE



GET SET 4 LIFE

Teacher Instructions

KS1: Press Pause



Purpose:

As humans, we are often thinking of what we need to do next or thinking of things that have already happened that perhaps aren't serving for us right now. This activity is a way of allowing children to connect, ground and be present in the moment.

Introduce the resource:

Tell the children that sometimes it is good for us to press pause and just be in the moment. This means not really thinking about anything else, not worrying about what might happen or what has happened. A way we can do this is to focus on the things around us. The things we can see, hear, touch, feel and taste.

Task:

Option to take the children outside for this activity. Ask them to stand in their own space and in their head identify five things that they can see, four things that they can hear, three things they can touch, two things they can smell and one thing they can taste.

Daily use:

When children are experiencing highly charged moments such as an argument in the playground, we are dealing with the children in that moment and they are loaded with emotion. This does not give the logical part of the children's brain a chance to process what is happening as the emotional part of their brain is on high alert. Repeating this activity when children are highly charged will encourage them to slow down. Once they are calm you can help talk through the situation that was troubling them.

Perhaps display this poster in your classroom as a reminder for the children to return to the present.

PRESS PAUSE



5 things
you can **see**



4 things
you can **hear**



3 things
you can **touch**



2 things
you can **smell**



1 thing you
can **taste**

Teacher Instructions

KS1: Something to look forward to



Purpose:

Sometimes, when we feel low, it's helpful to think of something that we can look forward to. Having something that we can get excited about can help to get us through rough or challenging times. This resource encourages children to do just that.

Introduce the resource:

Talk to the children about the happy hippo. Show the children the resource and talk to them about all of the lovely things the hippo is looking forward to. Tell the children that having something to look forward to is making the hippo very happy.

Task:

Ask the children what kind of things they look forward to? Give the children the resource card 'I'm looking forward to...' and ask them to draw a picture of something that they are looking forward to.

Invite some of the children to share what they have drawn.

Monthly use:

Return to this activity every month to help to remind the children to focus on the little things that they can look forward to when they have other things that may be challenging going on for them.





GET SET 4 LIFE



I AM LOOKING FORWARD TO...

Teacher Instructions

KS1 The Map of Emotions



Purpose:

The map of emotions is our starting block and the big point of reference we recommend you keep coming back to. We are conditioned to believe that certain emotions are good or bad, however, the frame we like to use, is that they are either helpful or unhelpful depending on our desired outcome. Often when we are asked how we're feeling, we have an immediate answer of 'good thanks' or 'not bad'. We have created this map to increase the availability of language, so that children (and adults) can point to how they are truly feeling and then using the questions provided, can move to a more helpful place.

Introduce the resource:

Show the children the map of emotions. Explain that in life we all experience different emotions at different times and some emotions are more helpful to us than others depending on what we are looking to achieve. Highlight the 'ship of shyness' and tell the children that sometimes people feel shy when they are in a new setting like their first day at school. As long as this feeling isn't so powerful that it stops people going to their first day at school it isn't necessarily an unhelpful emotion.

Task 1:

Talk to the children about the different emotions on the map and talk about when that emotion would be helpful or unhelpful. For example being in the trees of tiredness is helpful when we want to go to bed but not very helpful when we are at school. Give other examples and invite the children to be involved in sharing their experiences.

Task 2:

Invite the children to think about where they are on the map today. If they can, invite them to share why they are in that space and if it is helpful or unhelpful to them at this time.

Daily use:

Invite the children to use the map of emotions as part of their daily routine. They could do this independently as they work through the questions attached to the map or with an adult.



Teacher Instructions

KS1: The Weekly Check-in

Purpose:

Even as adults we are not always aware of the events that happen in our lives that make us feel a certain way. Reflecting on the different experiences we have helps us become more aware of the emotions connected to them. Whilst living in the present can be a very special thing, it is also important that we have something to look forward to. Looking forward to something provides an atmosphere of growth and hope and can often help us get through some tough times. This weekly check-in helps children to reflect on their experiences in the last seven days and identify things that they can look forward to. It also gives teachers an awareness of these experiences too.

Introduce the resource:

Show the children the weekly check-in. Explain that it is good to have a moment where we can stop and reflect on the experiences we have had and those that we are looking forward to. This will include the events that have made us proud, make us feel challenged and those that make us feel excited for the future.

Task:

Ask the children to think of one thing for each of the statements on the weekly check-in. Some weeks you may invite children to share their thoughts with a friend or the class. You could invite children to draw a picture of the thing they are looking forward to or that made them proud.

Weekly use:

You may choose to complete this activity on a certain day each week so that children become familiar with the routine and can prepare and gather their thoughts.

Maybe as events arise throughout their week they could make a note of something that they need help with or that they are proud of. This could then be shared as a class as part of their home time routine on a Friday.



Get Set 4
Education

Weekly check-in



Teacher Instructions

KS1 :

What's on your
mind?



Purpose:

A worry bucket is a representation of your brain. Each worry is like a drop of water that is added to your bucket and if you let your bucket get too full, it will overflow and it is difficult to cope with. The more worries that we have that we don't talk about or deal with, the more full our bucket will get. To be able to keep your worry bucket from overflowing, you need to empty out the worries.

Introduce the resource:

Show the children the resource and ask the children to imagine their brain is like a bucket and all of the things you worry about are drops of water. It is normal to worry about some things but worrying about too many things could fill up the bucket and make it too heavy for us to carry. Instead of worrying too much, we can let go of some worry by doing things we enjoy and doing things to help. When we do these things, it helps us to empty some water from our bucket before it spills out!

Option to actually fill up a bucket of water, adding to it with examples of worries and tipping some out for things you could do to let go of some of the worry. An example of teacher worries could be:

1. *Getting my reports done on time*
2. *Moving house*
3. *A relative being ill*

Then, empty the bucket as you talk about things you could do to feel less worried e.g:

1. *Going for a walk*
2. *Talking to friends*
3. *Playing with my dog*
4. *Reading a book*

Task:

As a class invite some children to share some of the things they worry about and the things they could do to tip some of those worries away. Then can they each work with a partner and tell them some of their worries and some things they could do to help.

Give the children each a 'How to empty my bucket' resource sheet. Ask the children to draw or write about one of the things that they could do to help them to worry less.

Monthly use:

Return to this activity every month or so to identify new issues that may be on your children's minds. Or, if a time of high anxiety presents itself ask the child to reflect on the things that help them to empty their bucket.



GET SET 4 LIFE

**Draw or write about something
that helps you to worry less...**



Let's tip some water out of your bucket!

<https://family.gonoodle.com/activities/shake-it-off>

<https://family.gonoodle.com/activities/lets-unwind>

<https://www.youtube.com/user/CosmicKidsYoga>

<https://www.nhs.uk/10-minute-shake-up/shake-ups>

<https://www.bbc.co.uk/teach/class-clips-video/physical-education--music-ks1-dance-with-the-elements/z7m2y9q>

<https://www.bbc.co.uk/teach/supermovers/pshe-collection/zng8vk7>

https://www.youtube.com/playlist?list=PLMr-d2PLsO94OWHi5hjtV9oeZpKU_K3_C

<https://www.youtube.com/JustDance>

<https://www.youtube.com/watch?v=W21KjnF3YME>

<https://www.thisgirlcan.co.uk/activities/disney-workouts/>

KS2

Teacher Instructions KS2: Mindfulness



Purpose:

As humans, we are often thinking of what we need to do next or thinking of things that have already happened that perhaps aren't serving for us right now. This activity is a way of allowing children to connect, ground and be present in the moment.

Introduce the resource:

Tell the children that sometimes it is good for us to slow down and just be in the moment. This means not really thinking about anything else, not worrying about what might happen or what has happened. A way we can do this is to focus on the things around us. The things we can see, hear, touch, feel and taste.

Task:

Option to take the children outside for this activity. Ask them to stand in their own space and in their head identify five things that they can see, four things that they can hear, three things they can touch, two things they can smell and one thing they can taste. Recognise the world around them and the moment that they are in.

Daily use:

When children are experiencing highly charged moments such as an argument in the playground, we are dealing with the children in that moment and they are loaded with emotion. This does not give the logical part of the children's brain a chance to process what is happening as the emotional part of their brain is on high alert. Repeating this activity when children are highly charged will encourage them to slow down. Once they are calm you can help talk through the situation that was troubling them.

Perhaps display this poster in your classroom as a reminder for the children to return to the present moment.

Mindfulness

Sometimes it's easy to look back to the past and wish things were different or run ahead to the future. Instead, it can be really useful to be in the present moment, be still and enjoy what is around you...



5 things
you can **see**



4 things
you can **hear**



3 things
you can **touch**



2 things
you can **smell**



1 thing you
can **taste**

Teacher Instructions

KS2: Control the Controllables



Purpose:

When things happen in our lives it can be very easy to get wrapped up in events that are out of our control. By doing this we can build up feelings of stress and anxiety and become overwhelmed by things that we are not able to change. Use this resource to teach the children to focus on the things that are within their control and not to overthink the things that are not.

Introduce the resource:

Show the children the 'control the controllables' resource. Tell the children that when things happen in our lives there are some things that we can change and some things that we can't. We all would be better off spending our time focussing on the things within our control than the things not in our control. Share examples from the resource.

Task:

Tell the children that it is really helpful to use this idea when different situations happen in our lives, for example to get to school on time there are some things that we can do to help make this happen and there are things that will happen that we can't change. Give the children a blank piece of paper and ask them to draw around their hand. Ask them to think about all of the things that are within their control when trying to get to school on time and write these inside their hand e.g. packing their bag the night before, going to bed early, getting their clothes ready. Then, ask them to write all the things outside of their hand that they can't control e.g. traffic, the bus breaking down, bad weather. Encourage the children to identify and recognise not to get upset or stressed with the things that you cannot control.

Daily use:

Use this as an ongoing activity that children can use when they feel frustrated about something that they cannot control. This could be about something that effects the whole class or an individual.



Get Set 4 Life Control the Controllables



Outside of my control



Teacher Instructions

KS2: My Team



Purpose:

Throughout life we need different people for different things and they will need us too. This activity helps children to recognise who their support network is. It is not looking at school, home, sports clubs as separate entities, it's about the children looking at their life and thinking 'who are the people within my life that support me for different things? This is interesting information for you as a teacher to give you an insight into each of your children. Who are your children's 'go to' people?

Introduce the resource:

Talk to the children about the need for support in our lives. We all need support for different things and we get this support from different people. These can be people from different areas of our lives and we can have more than one person for each area. Sometimes it will be our family or friends or it might be other people we know. We can also be support for others and both of these things are really important in our feelings of wholeness. Talk to the children about each of the four areas on the 'My team' resource. If appropriate, share with the children who these people are for you.

Task:

Complete the 'My team' resource and talk through any topics that arise with individuals.

Daily use:

Encourage the children to use their support network when situations arise in their life. Perhaps they are struggling with a confidence issue that they can talk to their cheerleaders about or they need help understanding something and could ask their map people to help guide them.

GET SET 4 LIFE: MY TEAM

Throughout life we will need different people for different things to help us and other people will need us too! Can you draw and label who those people are for you?

The rucksack (practical support)

Who gives you food, buys you things and takes you where you need to go?

Who might you do this for and how?



The tissues (emotional support)

Who comforts you, keeps you safe and cares for you?

Who might you do this for and how?



The map (informational support)

Who helps you when you don't know how to do something?

Who might you do this for and how?



The cheerleaders (esteem support)

Who cheers you on, helps you feel good and believes in you?

Who might you do this for and how?



Get Set 4 Education

Teacher Instructions

KS2: Shield of Belief



Purpose:

There is a powerful saying that says 'whether you believe you can or you believe you can't, you're probably right'.

The power of belief is incredibly important to the success we have in our lives, in the relationships we have and the value we put on ourselves. Children should have a storage in their brain of things that they are good at, are proud of and things that they have overcome so that when they face adversity they can bring out their shield of belief to help them get through it.

Introduce the resource:

Show the children the shield of belief resource. Tell the children that we have all done things in our lives that we can be proud of or have overcome and by writing them down we can create a super strong shield of belief. Then, when we have to do something that we find hard, we can think of all the things that make up our shield of belief and use it to make us feel strong and brave.

Task:

Give each of the children their own copy of the shield of belief. Go through each of the sections on the shield and share ideas of the things you would write on your shield. Help the children to fill in their shield of belief and remind them that the great thing about their shield of belief is that it is always with them. They take it everywhere and they can use it whenever they need to!



Daily use:

Use this as an ongoing activity that children can add to or repeat the activity throughout the year as children have more things that they have overcome, are proud of etc. When children struggle with things at school use the language of 'where is your shield of belief' to help them to get through it.



Shield of Belief

<p>3 things I am good at:</p> <p>•</p> <p>•</p> <p>•</p>	<p>Something I learnt to do:</p>
<p>Something I can tell myself when things are challenging:</p>	<p>3 people who believe in me:</p> <p>•</p> <p>•</p> <p>•</p>
<p>My proudest moment:</p>	<p>The great thing about your shield of belief is that it is always with you!</p> <p>It's inside you. You take it everywhere and you can use it whenever you need to!</p>

GET SET 4 LIFE

Teacher Instructions

KS2: The Map of Emotions



Purpose:

The map of emotions is our starting block and the big point of reference we recommend you keep coming back to. We are conditioned to believe that certain emotions are good or bad, however, the frame we like to use is that they are either helpful or unhelpful depending on our desired outcome. Often when we are asked how we're feeling, we have an immediate answer of 'good thanks' or 'not bad'. We have created this map to increase the availability of language, so that children (and adults) can point to how they are truly feeling and then using the questions provided, can move to a more helpful place.

Introduce the resource:

Show the children the map of emotions. Explain that in life we all experience different emotions at different times and some emotions are more helpful to us than others depending on what we are looking to achieve. Highlight the 'ship of shyness' and tell the children that sometimes people feel shy when they are in a new setting, like their first day at school. As long as this feeling isn't so powerful that it stops people going to their first day at school it isn't necessarily an unhelpful emotion.

Task 1:

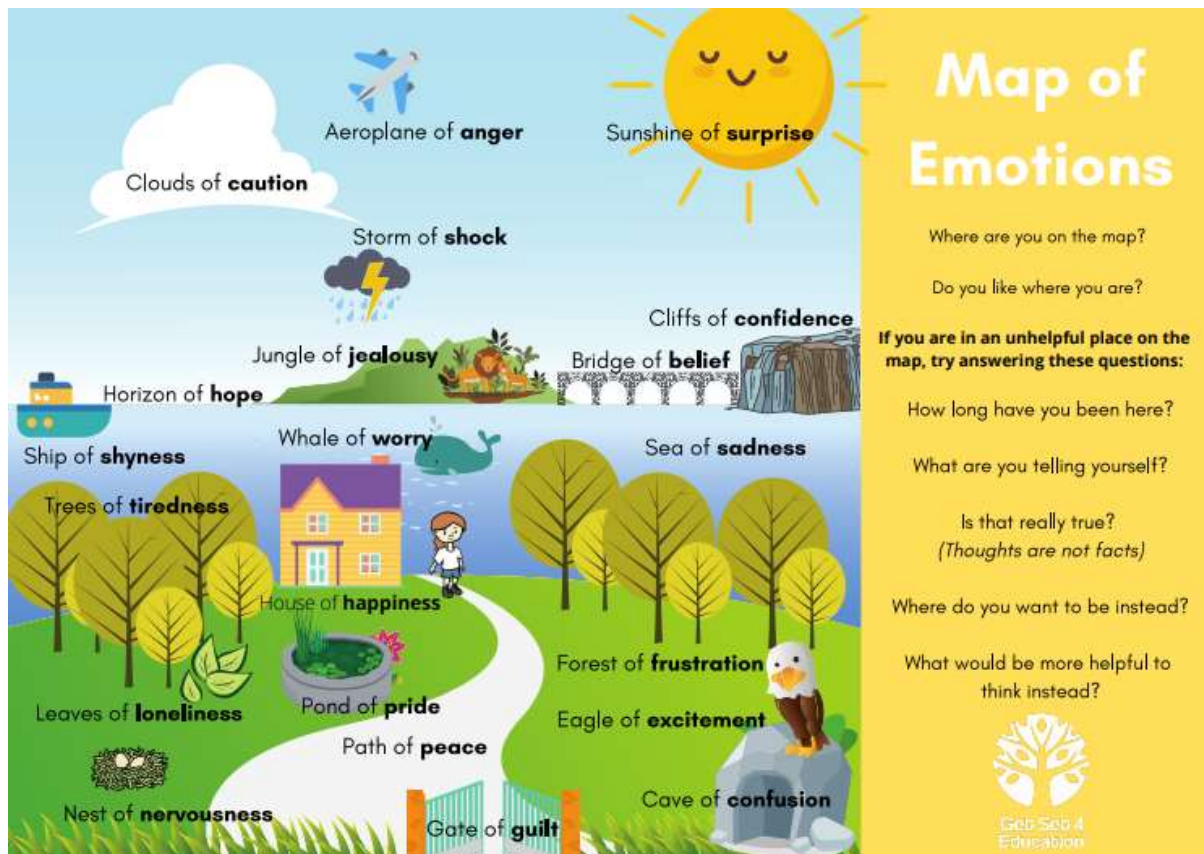
Talk to the children about the different emotions on the map and talk about when that emotion would be helpful or unhelpful. For example being in the trees of tiredness is helpful when we want to go to bed but not very helpful when we are at school. Give other examples and invite the children to be involved in sharing their experiences.

Task 2:

Invite the children to think about where they are on the map today. If they can, invite them to share why they are in that space and if it is helpful or unhelpful to them at this time.

Daily use:

Invite the children to use the map of emotions as part of their daily routine. They could do this independently as they work through the questions attached to the map or with an adult.



Teacher Instructions

KS2: Strategies for 'What's on your mind?'



Purpose:

Everyone needs to spend time in their lives doing things that relax them and that puts them in a better head space. Whilst some of these things will be the same as other people, there will also be things that are special to us. Often the things that help to put us into a better space can be identified in four different categories.

It is helpful to do this task after the 'What's on your mind?' activity.

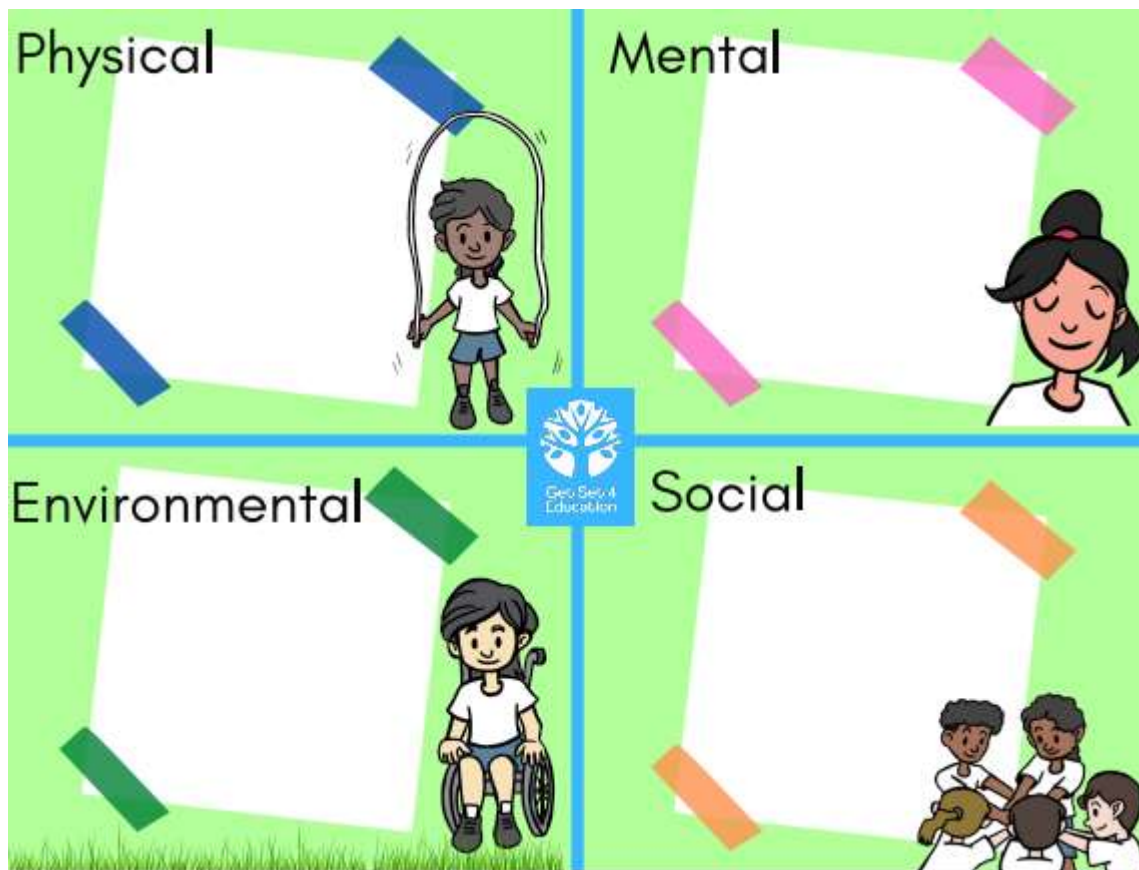
Introduce the resource:

Ask the children to reflect on the 'What's on your mind?' task in which they identified things that help to put them in a better space. Show the children the resource and talk through the different areas on it sharing examples of the things that can help to put people in a better space.

- **Physical:** When we exercise our body releases hormones, called endorphins, that make us feel good. Invite the children to write down physical things that they like to do e.g. going for a walk, playing football, skipping etc.
- **Mental:** Sometimes pausing to be in the present moment can help to make us feel calm. Invite the children to write down things they can do to help them to pause e.g. breathing exercises, meditation, reading a book, colouring or listening to music.
- **Environmental:** Being in different environments can have a reassuring effect on us such as being close to the sea and hearing the waves, being amongst the calm of the trees or in a peaceful field. Sometimes particular places can have this effect on us also like being at home, going to your sports club or even school. Ask the children to write down some spaces that make them feel comforted.
- **Social:** Interacting with others can have a big boost on our feelings of wellbeing. Talking to friends, helping other people or being part of a group or team can all help to make us feel good. Ask the children to write down some things that they do in this area to help them to feel good.

Monthly use:

Return to this activity every month or so to check in on the things they have identified as helpful. Ask the children to notice if they have been using their strategies or if they haven't perhaps they could.



Teacher Instructions

KS2: The Weekly Check-in



Purpose:

Even as adults we are not always aware of the events that happen in our lives that make us feel certain ways. Reflecting on the different experiences we have helps us become more aware of the emotions connected to them. Whilst living in the present can be a very special thing, it is also important that we have something to look forward to. Looking forward to something provides an atmosphere of growth and hope and can often help us get through some tough times. This weekly check-in helps children to reflect on their experiences in the last seven days and identify things that they can look forward to. It also gives teachers an awareness of these experiences too.

Introduce the resource:

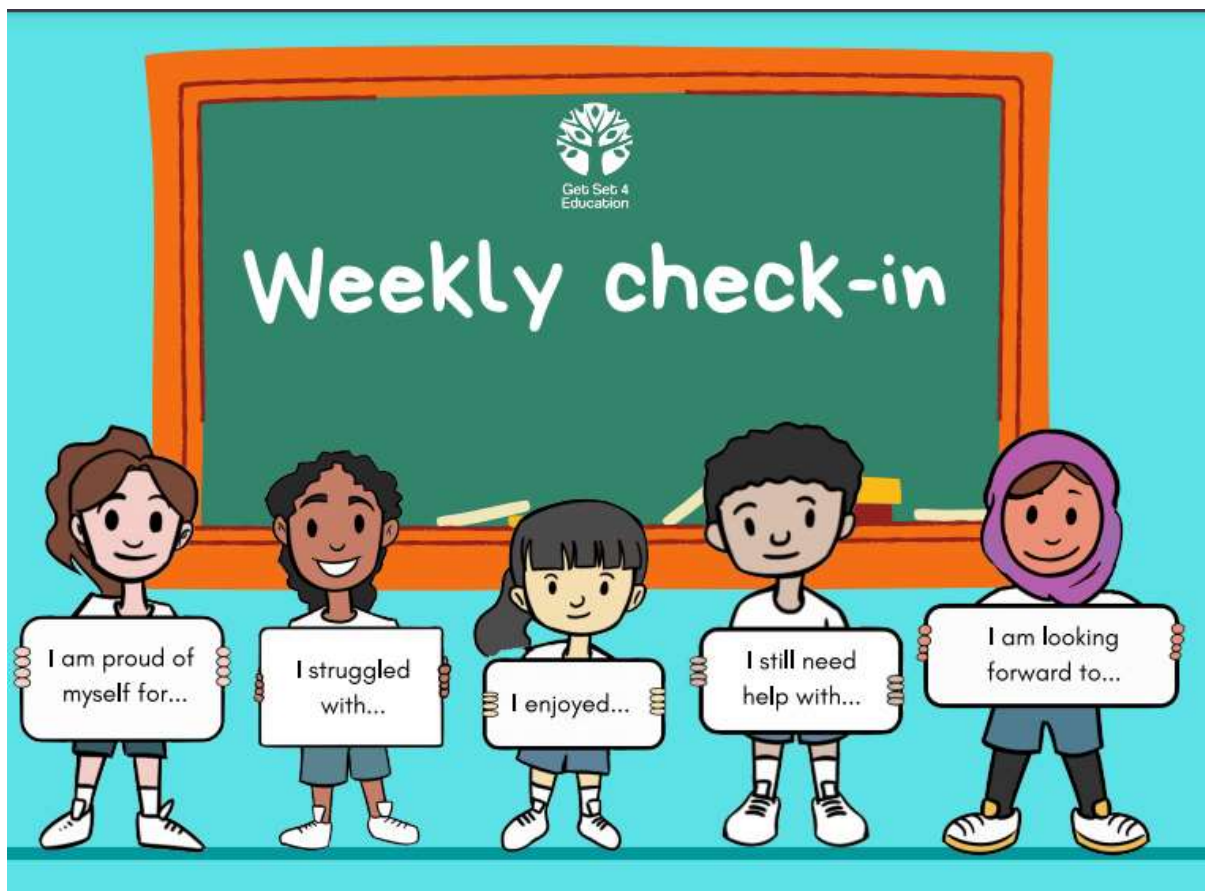
Show the children the weekly check-in. Explain that it is good to have a moment where we can stop and reflect on the experiences we have had and those that we are looking forward to. This will include the events that have made us proud, make us feel challenged and those that make us feel excited for the future.

Task:

Ask the children to think of one thing for each of the statements on the weekly check-in. Some weeks you may invite children to share their thoughts with a friend or the class. You could invite children to draw a picture of the thing they are looking forward to or that made them proud. You could ask the children to create a journal with their weekly check-ins. They could all be stored in the same book with children writing down their experiences. It would be really lovely to be able to look back on the things they needed help with that they later achieved!

Weekly use:

You may choose to complete this activity on a certain day each week so that children become familiar with the routine and can prepare and gather their thoughts. Maybe as events arise throughout their week they could make a note of something that they need help with or that they are proud of. This could then be shared as a class as part of their home time routine on a Friday.



<https://family.gonoodle.com/activities/have-compassion>

<https://family.gonoodle.com/activities/manage-frustration>

<https://family.gonoodle.com/activities/be-kind-to-yourself>

<https://family.gonoodle.com/activities/own-your-power>

<https://family.gonoodle.com/activities/tune-in-to-your-world>

<https://family.gonoodle.com/activities/from-mindless-to-mindful>

<https://www.getset4pe.co.uk/ResourceBank/ResourceCategory/1021>

<https://www.nhs.uk/10-minute-shake-up/shake-ups>

<https://www.bbc.co.uk/teach/ks2-physical-education/zj2n92p>

<https://www.bbc.co.uk/teach/supermovers/pshe-collection/zng8vk7>

https://www.youtube.com/playlist?list=PLMr-d2PLsO94OWHi5hjtV9oeZpKU_K3_C

<https://www.youtube.com/JustDance>

<https://www.youtube.com/watch?v=W21KjnF3YME>

<https://www.youtube.com/channel/UCokO71NW3TgndaSNyHlqwtQ>

<https://www.thisgirlcan.co.uk/activities/disney-workouts/>