The Recovery Curriculum

Supporting children and young peoples’ re-engagement with face-to-face education.

Summer 2020
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1. The Recovery Curriculum

This resource pack is based on the work of Barry Carpenter and the Evidence for Learning team: “A Recovery Curriculum: Loss and Life for our children and schools post pandemic” (2020).

The Recovery Curriculum will help you understand how to holistically support your children and young peoples’ re-engagement with learning after a significant break in face to face education.

It is a framework, rather than a prescriptive tool, on which to hang your own content based around a systematic relationship-based approach. The Recovery Curriculum principles will be configured differently in different schools; fill it with the content you believe is best for the children of your school community.

To help you shape how the curriculum is embedded, the practical ideas you will find in this pack are linked to the different elements of the Recovery Curriculum.

Key Points:

- Every learner is regarded as potentially vulnerable to anxiety during the transition back.
- Be mindful that every child’s experience will be different.
- One size does not fit all - any tool or intervention will have to be bespoke to the individual.
- Children’s behaviour and cognitive state will regress when they are anxious and have experienced trauma.
- To ensure recovery is on track, SAFETY FIRST – ensure children and young people feel safe before attempting to engage in any academic catch-up.

“Now is the time to return to more humane approaches concerned with the fundamental wellbeing, and secure positive development of the child.”

Barry and Matthew Carpenter, 2020.

The 5 Losses outlined in the Recovery Curriculum:

- Routine,
- Friendship,
- Opportunity,
- Structure,
- Freedom.

These losses can trigger the emergence of anxiety, trauma and bereavement in any child and the overall impact cannot be underestimated.

What do these mean for each of our learners? What does it look like? How does it present itself?

2.1. Smoothing the transition back to school

2.1.1. First Steps

It is vital to allow the children to share their experience of lockdown and the pandemic and assess their individual needs. This may be done through discussion, drawings, stories and other creative mediums that allow for exploration in a safe and supportive way; acknowledge and validate their feelings.

Start by observing the children’s responses to being back at school, through using one of these tools:

**Informal Observation : Leuven Scale APPENDIX 1**

The Leuven Scale is a form of assessment developed by Ferre Leavers. It is a five-point scale that allows professionals to measure children's 'emotional well-being' and 'involvement' – two vital components of learning, development and progress in children.

**Eliciting Children’s views : ELSA Wellbeing Questionnaire APPENDIX 2**

Elicit the views of the children about their return to school. Some may be scared to leave their homes or worry about being separated from their parents. Others have previously found school a very challenging or unfulfilling place – they’ve enjoyed being at home and the prospect of returning may fill them with dread.

If they are able, ask them to record a video, draw a picture, write a letter, answering questions like this:

How are you feeling about coming back to school?
What has everyone missed about school?
How did it make them feel to be back?
What are they are looking forward to?
Webinars on Supporting Transition, including Preparing to Come out of Lockdown Social Narratives can be found here on the SENDsuccess website:

https://sendsuccess.org.uk/preparing-to-come-out-of-lock-down-social-narratives/
https://sendsuccess.org.uk/supporting-pupil-transition/

- **Visual Guides**

  Communicate to the children in advance what they will be going back to using photo’s, social narratives or a personalised recorded message. Record a virtual tour of the classrooms, corridors and communal areas.

  Will they be in the same classroom as before?
  How many will be in their class?
  Who will be in their ‘bubble’?
  Which staff will be there?

- **Transitional Objects**

  A personal object that is comforting and calming can be brought to school from home: photograph, a toy, a key ring etc. Sanitise it when they leave home. Consider how they are stored to prevent others from handling them.

  An Example of a Weekly Timetable for the first week back to school, courtesy of Federation of Golden Flatts and Lynnfield. APPENDIX 12
2.2. Managing feelings and emotions

2.2.1. Routine: Structure and Predictability.

- Visual Routines

There will likely need to be new routines for arriving to school, beginning and finishing activities and moving between areas.

- Visual Timetable
- NOW and NEXT
- Verbal/Visual countdowns to anticipate changes in routine and for reassurance.
- Communicate activities to be done daily.
- Chillout / preferred activities after less preferred.
- Use music, song, visual prompts to aid tidying routines.
- Set clear order in queues when transitioning/lining up.
- Use symbols to support new class rules relating to COVID19. APPENDIX 16

https://sendsuccess.org.uk/an-introduction-to-visual-cues/

- Classroom Organisation

- Provide photographs of new seating plan changes to accommodate social distancing.
- Consider consistency of seating.
- Areas clearly labelled for retrieval of belongings.
- Provide areas for relaxation and calming sensory input – place of safety.
- Break down learning into small achievable chunks.
- Equipment lists at start of activities.

- Differentiation

- Reduce memory and process demands.
- Keep tasks simple, visual and give extra time.
- Provide structures/frameworks for writing tasks.
- Provide extra scaffolding: key words.
- Ensure some choice and autonomy.
2.2.2. Calming strategies

- Happiness Box

APPENDIX 4 Example by Barry Carpenter and Beverley Cockbill

In the box, the child or young person chooses objects that they can see and physically touch which help bring them a calm and happy state of mind.

- Calming Box

The calm box has a variety of sensory objects, such as playdough, stress balls, bubbles, soft fabrics and much more, to encourage the children to self soothe, reflect and regulate their emotions when they are feeling sad, cross, angry, anxious. Take calming boxes into school from home. Choose objects that use the 5 senses: something special to smell, hold, stroke, listen, taste. Gives the children autonomy to use themselves. Helps the child to recognise physiologically what’s happening when they are anxious.

https://www.sendgateway.org.uk/resources.calm-boxes.html

http://www.husbandsbosworth.leics.sch.uk/
o Worry Jar

A worry jar is a place for the child to put their worries so that they do not need to keep thinking about them. It is like storing them or putting them away for safe keeping. Just knowing that their worries are contained in the jar can free your child from having to replay them in their minds.


o Worry Scale

APPENDIX 13

2.2.3. Emotional Regulation

o Zones of Regulation

Zones of Regulation is a framework and curriculum for teaching children strategies for emotional and sensory self-management. Rooted in Cognitive Behaviour Therapy, the Zones approach uses four colours to help students identify how they are feeling in the moment given their emotions and levels of alertness as well as guide them to strategies to support regulation.

https://www.zonesofregulation.com/index.html
Emotion Scales

The Incredible 5 Point Scale by Kari Dunn Buron and Mitzi Curtis

Scale example APPENDIX 14

Emotions Mat

<table>
<thead>
<tr>
<th>How do you feel?</th>
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</thead>
<tbody>
<tr>
<td>happy</td>
</tr>
<tr>
<td>angry</td>
</tr>
<tr>
<td>ok</td>
</tr>
<tr>
<td>worried</td>
</tr>
<tr>
<td>hot</td>
</tr>
<tr>
<td>excited</td>
</tr>
<tr>
<td>sad</td>
</tr>
<tr>
<td>unwell</td>
</tr>
<tr>
<td>something else</td>
</tr>
<tr>
<td>confused</td>
</tr>
<tr>
<td>tired</td>
</tr>
<tr>
<td>upset</td>
</tr>
</tbody>
</table>

Courtesy of Twinkl
Back to school wider opening toolkit.pdf

Sensory Processing Disorder

Sensory considerations for washing hands

March 2020 has shown rise to COVID-19 which is a respiratory illness, which means it affects the parts of your body you use to breathe: your nose, throat and lungs. If you’re sick with novel coronavirus (COVID-19), your symptoms might include:

- fever
- cough
- sore throat
- fatigue
- shortness of breath

One way we can help to prevent this is by washing our hands. When we cough or sneeze these droplets can pass on the virus. If we don’t wash our hands this can then be passed on through touching other surfaces etc.

Tactile

Some people may find the tactile feeling of the water or soap on their skin overwhelming. This can be a hypersensitivity to certain textures or feeling substances on their skin.

Often ways you might notice it is if they don’t like getting messy.

- Try using a wet towel with soap soaked in to wipe hands or dry soap that dissolves in their hands.

Smell

The scent of soaps can overwhelm.

- Try using unperfumed soaps or more familiar smells around which can help to over ride comfort.

Visual

The visual complexity of the bubbles in the soap may be too much for some people with hypersensitivities. Or the reflective bright surfaces in a bathroom can be painful.

- Try a soap that doesn’t make bubbles like a gel or paper soap. You can try wearing sunglasses or hats to reduce glare as well as wash your hands in different environments.

Sensory difficulties

We know some people with Sensory Processing Difficulties will find it difficult to wash their hands. Here I am going to explain what some of these aspects might be and why.

Some general things to consider are using timers, either a visual timer; a music timer or using or a vicarious agent. This will help to promote how to wash hands and/or how long to wash for.

Follow Us

https://www.sensoryspects.co.uk/spd-covid-19
- Mindfulness
  - Free online mindfulness classes
  https://www.mindfullschools.org/free-online-mindfulness-class-for-kids/
  - Mindfulness quotes
  - Guided imagery
  Utilising your sensations through imagination. https://www.headspace.com/meditation/guided-imagery
  - Cosmic kids yoga
  https://www.youtube.com/user/CosmicKidsYoga
  - Meditation for kids
  https://positivepsychology.com/mindfulness-for-kids/
  - 18 Mindfulness games, worksheets and activities
  https://positivepsychology.com/mindfulness-for-kids/
  - Tips for calming anxiety during a difficult time – The Child Mind Society
  - Puppy Mind by Andrew Jordan Nance https://www.youtube.com/watch?v=Xd7Cr26Szgc
  - Mindfulness does not always require sitting down by Smiling Mind and ABC radio. http://www.youtube.com/watch?v=buPuB4Sa0zU
  For younger children https://www.youtube.com/watch?v=wf5K3pP2IUQ

- Sitting Still Like a Frog by Eline Snel.

https://www.shambhala.com/sittingstilllikeafrog/

2.2.4. Relationship Based Approaches that complement the Recovery Curriculum:

- Emotion Coaching
  Emotion Coaching is a communication strategy which supports young people to self regulate and manage their stress responses. It is about helping children to understand their varying emotions as they experience them, why they occur, and how to handle them.


- Dan Hughes’ P.A.C.E Model
  P.A.C.E is an approach to working with children and young people which focuses on four personal qualities:
  - Playfulness
  - Acceptance
  - Curiosity
  - Empathy
  It allows adults to support children to further develop their self-awareness, emotional intelligence and resilience. Over time, and with practice, children will gain tools to better understand and regulate their emotions.

  [https://ddpnetwork.org/resources/library/subjects/pace/](https://ddpnetwork.org/resources/library/subjects/pace/)
Nurture Group

Nurture groups address the social, emotional and learning needs of individual pupils. There is great emphasis on emotional literacy, language development and communication.

**NURTURE GROUPS ARE DEVELOPED AROUND THE SIX PRINCIPLES OF NURTURE:**

- Children’s learning is understood developmentally
- The importance of transitions in children’s lives
- All behaviour is communication
- Language is a vital means of communication
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing

https://www.nurtureuk.org/nurture/what-nurture
2.3. Dealing with loss

We need to give time and space for children to discuss their feelings and receive reassurance about typical responses to grief and ways of coping.

- Understanding
  - Permanence of death
  - Grief process
  - Life cycles
  - Feelings and behaviours we may have as a result of the death
  - How to manage these with support systems.
  - Develop stress and anger management skills

- Remembering

Memory books and mobiles

Creating a special book in memory of the person who has died, in which photographs, poems, letters and thoughts can be placed, can itself be a helpful process for a bereaved person and it will be there for them to look through and remember.

Memory box and jars

A special box can be made or bought in which to put precious possessions such as letters or cards from friends, dried flowers from the funeral, photographs or treasured possessions of the person who has died – for example a piece of jewellery, their glasses, a diary or letter.
- Journaling
- Holding memorials
- Writing letters
- Recalling good and sad times
- Special times collage
- Memory chains and candles.

Grief masks
• Positive memory in the palm of your hand

Draw around the child’s hand and get them to write a positive memory for each of the 5 senses (1 per finger) to help them feel safe and calm wherever they are.

See APPENDIX 5 for more information.

• Growing around grief jar or class memory book.

Growing around Grief Jar or Class memory book where children can complete sentence strings about their experiences.

The hardest thing for me was/is..... A challenge I have overcome.... A new skill I have learned... Right now I feel... What I hope for in the future... Things I have appreciated most about my family/friends....

Have more than one caring adult in the room to be available for additional support or work with children and young people in small groups.

See APPENDIX 6 for more information.
Celebrating

- Designing memorial gardens
- Balloon ceremony
- Portraits
- Poems and pictures.

More information can be found here in this free bereavement guide:


Downloadable resources can be found here:

https://www.griefrecoverymethod.co.uk/schools/?fbclid=IwAR3nZvuzpAmf1nzz-U6g2IgeuN5YerW9MHk_Bnt5ldrwKlUZvaKv5X4MSPk

**Bereavement Box / 60 Sensory Minutes**

https://www.nurtureuk.org/publications/practical-tools

https://www.childbereavementuk.org/Handlers/Download.ashx?IDMF=ca0caa99-310a-400c-a0f5-a5cf68ea2a60

https://www.childbereavementuk.org/primary-schools-books-and-resources

https://www.goodlifedeathgrief.org.uk/content/resources/Whole_School_Approach_to_LossAndBereavement).pdf

Reflections on grief and loss by Dr Karen Treisman - video on YouTube

www.youtube.com/watch?time_continue=327&v=n9a79NeUARo&feature=emb_logo

Winston’s Wish - Coronavirus related Bereavement materials for schools: How schools can support children and young people; How to tell a child or young person that someone has died from coronavirus; How to say goodbye when a funeral isn’t possible


Coronavirus: How to say goodbye when a funeral isn’t possible.

www.winstonswish.org/coronavirus-funerals-alternative-goodbyes/

Grief encounter - Support for bereaved children and their families

https://www.griefencounter.org.uk/
Bereavement related books

Badger’s parting Gifts by Susan Varley. Published by Harper Trophy. ISBN 0-00- 664317-5


Muddles, Puddles and Sunshine. Your activity book when someone has died by Diana Crossley.

2.4. Trauma Support

The social-distancing measures that have been put in place as part of the response to COVID-19 have disrupted the normal routines of children and young people and curtailed their freedom. Some will have found this time traumatic.

2.4.1. Key factors to consider in a trauma sensitive classroom

- Social Stories™
  Some children may benefit from a Social Story™ which can be talked through with a key adult.

- Asking for Help
  There should be explicit methods of asking for help.

- Taking a break
  Others may need a more concrete and discreet method of asking for a break, such as a coded phrase that only their teacher recognises or an exit card on their desk which can be flipped over.

- Express emotions / Self-regulation
  We can encourage children and young people to communicate their feelings and consider what to do about them through emojis, short scripts or role-plays – for example, “I am feeling _____ because” and “When I feel ____, I can ____.” (see Zones of Regulation on page 8).

Sensory diets – deep breathing, music, Lego, jigsaws, messy play.
https://sendsuccess.org.uk/sensory-circuits-sensory-diets/

- Calm corner and boxes. (see Page 6)
- **Grounding**

  Consider grounding exercises at the start of each day

  ![Grounding With Your Five Senses](image)

  For more information please go to:

  Understanding Trauma, it’s impact and how we can best respond in the COVID-19 Pandemic. Dr. Tina Rae.

  [https://www.youtube.com/watch?v=9OmEJMIXILAI](https://www.youtube.com/watch?v=9OmEJMIXILAI)

  Beacon House Resources

  [https://beaconhouse.org.uk/resources/](https://beaconhouse.org.uk/resources/)


3. The Five Levers of Recovery

The following content provides ideas for activities to underpin each principle of the Recovery Curriculum.

3.1. Lever 1: Relationships

“Our children won’t all return joyfully. Relationships that were thriving are going to have to be nurtured and restored. We need to PLAN for this to happen. Reach out to students and greet them – cushion the discomfort of returning.” Barry Carpenter and Matthew Carpenter (2020)

Children begin to understand we are still here and haven’t abandoned them. They begin to accept school is still here and we will help them get back to school in the safest possible way. Trust begins to be re-established.

<table>
<thead>
<tr>
<th>REBUILDING RELATIONSHIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Greet each morning with a smile, a relaxed body language that shows the child that they matter and that you are genuinely pleased to see them.</td>
</tr>
<tr>
<td>o Morning Greeting Wave [APPENDIX 3]</td>
</tr>
<tr>
<td>o Nurture breakfast</td>
</tr>
<tr>
<td>o Jigsaw activity – it is important to recognise that we are all unique individuals but we can also come together as a group of students, class, or year group. <a href="https://www.twinkl.co.uk/resource/t-t-9884-we-all-fit-together-class-portrait-jigsaw-puzzle">https://www.twinkl.co.uk/resource/t-t-9884-we-all-fit-together-class-portrait-jigsaw-puzzle</a></td>
</tr>
<tr>
<td>o Carefully planned relationships building activities upon return such as trust building games. [Class Games (Socially Distanced) APPENDIX 11]</td>
</tr>
<tr>
<td>o Staff to remain the same as possible in classes.</td>
</tr>
<tr>
<td>o Visual images of happy learning times and successes on the walls.</td>
</tr>
<tr>
<td>o Re-establish positive behaviour when students return to school, and to reconsider your existing class values (and some new rules!) without having to do a whole new class charter.</td>
</tr>
<tr>
<td>o Recognising positive qualities - Take a sheet of paper write your name in the middle. Pass around the group or class and write a positive comment for each person in turn (or altered activity to not share paper!).</td>
</tr>
</tbody>
</table>
- Parents and caregivers could be asked to share photos and videos of what their children have been doing at home. These might include rainbow paintings for the NHS, workouts with Joe Wicks, dens made from duvets and pillows, Lego constructions, etc. All of these examples provide immediate conversation starters in which we can praise their creativity and highlight skills that are transferable to the classroom.

- Showing trust – give jobs/responsibilities.

- Ensure safe and comfortable proximity to each other - keep connected through transitional objects model social skills.

- Teach conflict management skills.

- Identify and build personal strengths and interests.
3.2. **Lever 2 : Community**

“Curriculum will have to be based around community for a long time. We need to listen to what has happened, and understand the needs of our community and engage them in the transitioning of learning back into school.” Barry Carpenter and Matthew Carpenter (2020)

Children will have experienced lockdown very differently to one another, through creating an atmosphere of openness and honesty the children will begin to reconnect with their environments and redevelop their sense of belonging within the school community.

<table>
<thead>
<tr>
<th><strong>FOSTER SENSE OF BELONGING TO A SCHOOL COMMUNITY AGAIN</strong></th>
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<tbody>
<tr>
<td>o Draw or write how you managed to stay connected to family and friends.</td>
</tr>
<tr>
<td>o Draw around your hand and in each finger write / draw 5 ways you have helped your community since lockdown e.g. Clapped for NHS, gave to a food bank, helped around house, food shopping to grandparents.</td>
</tr>
<tr>
<td>o Make a flower out of tissue paper and pipe cleaner to give to someone, thanking them.</td>
</tr>
<tr>
<td>o Write a letter to a key worker thanking them.</td>
</tr>
<tr>
<td>o Complete a class <strong>Photo Jigsaw Puzzle APPENDIX 17</strong></td>
</tr>
<tr>
<td>o Make a <strong>Time Capsule</strong> of all the activities you have enjoyed doing while in lockdown <strong>APPENDIX 9</strong></td>
</tr>
<tr>
<td>o Make time to discuss what children may have learnt outside the curriculum.</td>
</tr>
<tr>
<td>o Decorating a wall with photographs of each child and key staff in the classroom and playground can create a sense of belonging; especially if the children are acclimatising to a different peer group or different members of staff for the foreseeable future.</td>
</tr>
<tr>
<td>o Reassurance can be provided through positive messages such as “You are safe here”, “We remember you”, “You can talk to me any time” and “All of your feelings are ok”.</td>
</tr>
<tr>
<td>o <strong>Cook &amp; Talk - Fruit Salad Activity APPENDIX 7</strong></td>
</tr>
<tr>
<td>o <strong>Tree of Life</strong> APPENDIX 8 (Adapted by Jill Oliver from Ncube-Mlilo, 2006) Collaborative group or class activity.</td>
</tr>
<tr>
<td>o Prayer flags.</td>
</tr>
<tr>
<td>o Tree of hope using handprints.</td>
</tr>
<tr>
<td>o Planting seeds.</td>
</tr>
</tbody>
</table>
- Draw their family or friends involved in an activity or doing something fun, or something fun they are looking forward to doing with their family/friends in the future.

- People who care for me. Draw around the child’s hand and get them to write on each finger the people they can talk to about their thoughts and feelings.
3.3. Lever 3 : Transparent Curriculum

“Students will feel like they have lost time in learning and we must show them that we are addressing these gaps, consulting and co-constructing with our students to heal the sense of loss.”
Barry Carpenter and Matthew Carpenter (2020)

Children will have heard a lot about the pandemic in the media and by overhearing discussions within the environment at home/shops etc. and some will be factual whilst others will be someone else’s interpretation of a situation. They may have heard about somebody dying or have had to deal with the death of a close family member/family friend. It is important that as adults we offer the children the real facts and use open and honest dialogue to help them to problem solve.

Children and young people should remain at the centre of decision-making with their best interests being paramount. Consult children on what they want to learn about.

<table>
<thead>
<tr>
<th>PROMOTE TRANSPARENCY</th>
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<tbody>
<tr>
<td>o Share the daily timetable with the children.</td>
</tr>
<tr>
<td>o Be honest about learning outcomes.</td>
</tr>
<tr>
<td>o Reassure them, there is nothing to worry about if they have forgotten things.</td>
</tr>
<tr>
<td>o Repetitive predictable timetable and activities.</td>
</tr>
<tr>
<td>o Finding ways to provide them with choice and control in a task or routine can help to promote autonomy.</td>
</tr>
<tr>
<td>o Schedule time during the new school day for children to indulge in special interests and preferred activities.</td>
</tr>
<tr>
<td>o Seek to understand what the children already know and help them to find the facts to questions like:</td>
</tr>
</tbody>
</table>
  * why did school close so quickly? |
  * why is school so different now? |
  * when will I see my friends? |
  * why am I allowed to return to school and some of my friends aren’t. |
3.4. Lever 4 : Metacognition

“In different environments our children will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners”. Barry Carpenter and Matthew Carpenter (2020)

Their identity as a learner and their skills for learning in the classroom may have faded. It is vital that children learn to love learning once again and can begin to recall the passion that was instilled in them before the lockdown.

<table>
<thead>
<tr>
<th>CULTIVATE METACOGNITIVE SKILLS</th>
</tr>
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<tbody>
<tr>
<td>o Make personalised books or boxes filled with evidence of their achievements, their effort and tangible feedback from staff.</td>
</tr>
<tr>
<td>o Metacognition Fun quiz – e.g. what are the different ways in which we learn?</td>
</tr>
<tr>
<td>o Name 3 things you can do if you are stuck?</td>
</tr>
<tr>
<td>o What can you look at to see what you will be doing different stages of the day? (visual timetable)</td>
</tr>
<tr>
<td>o Draw around different classroom equipment in chalk on the playground, can children match the items?</td>
</tr>
<tr>
<td>o Listening games- make a sound with a selection of objects, children to guess what it is.</td>
</tr>
<tr>
<td>o Gingerbread man outline activity – Identify and label your current emotions. How does it feel? Where are these feelings? <a href="https://www.twinkl.co.uk/resource/t2-d-008-design-your-own-gingerbread-man">https://www.twinkl.co.uk/resource/t2-d-008-design-your-own-gingerbread-man</a></td>
</tr>
<tr>
<td>o Re-teach the way in which we learn at school - children will have been learning in different ways through home schooling.</td>
</tr>
<tr>
<td>o Time to observe and be reflective about teaching.</td>
</tr>
<tr>
<td>o Discovering what really engages each individual.</td>
</tr>
<tr>
<td>o Time to learn how to be……</td>
</tr>
<tr>
<td>o Time to rebuild confidence, self - esteem, resilience, how to interact.</td>
</tr>
<tr>
<td>o When they encounter more challenging tasks, complimenting their effort and persistence and emphasising that they are making progress and getting better.</td>
</tr>
</tbody>
</table>
Emphasising the notion of learning through practice and taking small steps will help to prevent shame.

3.5. Lever 5: Space

“To be, to rediscover self and to find their voice on learning. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.”

Barry Carpenter and Matthew Carpenter (2020)

By planning carefully how we re-configure our learning spaces during the gradual return to school, we can help children begin their recovery journey.

<table>
<thead>
<tr>
<th>DEVELOP SENSE OF SPACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Ensure children are provided with time and space to readjust to the new classroom layout, adults they are working with and changes that have been made. Carefully explain and offer reasons for the change.</td>
</tr>
<tr>
<td>o Explore a whole bubble agreement and share stories of being in a bubble and what that means.</td>
</tr>
<tr>
<td>o <strong>Circle Time Conversation Starters</strong>: APPENDIX 10</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Children will need time and space to readjust and to begin to trust in the safety, stability and security of the classroom environments.

As adults we can support our children by firstly regulating, acknowledging and validating feelings and emotions which will the support us in beginning to re-establishing safe and trusting relationships.

4. References and Reading

The Recovery Curriculum  https://www.evidenceforlearning.net/recoverycurriculum/
https://www.anewdirection.org.uk/blog/7-creative-ways-to-teach-a-recovery-curriculum

Dr. Tina Rae  https://www.evidenceforlearning.net/learningshared/recoverycurriculum8-tina-rae/

Dr. Chris Moore  https://www.epinsight.com/post/supporting-post-lockdown-education-using-the-6-principles-of-nurture

Transition, recovery and learning in the aftermath of a pandemic. Bi-Borough Educational Psychology Consultation Service
https://www.aep.org.uk/EasySiteWeb/GatewayLink.aspx?alId=11869


Dr Tina Rae CPD Coffee time Anxiety  https://www.youtube.com/watch?v=fT0aTwG4dFM


Anna Freud  https://www.annafreud.org/schools-and-colleges/resources/
4.1 Classroom Booklist

https://en.calameo.com/read/000777721945cfe5bb9cc?authid=Xu9pcOzU3TQx

https://www.youtube.com/watch?v=2PnnFrPaRgY

https://www.amazon.co.uk/Leaf-Sandra-Dieckmann/dp/1911171739/ref=sr_1_1?dchild=1&keywords=leaf&qid=1593698155&sr=8-1
Agents of Hope book pack


Year 1 PSHE

**Recommended books list:**
- Ruby’s Worry by Tom Percival (worry)
- The Building Boy by Ross Montgomery (bereavement)
- Jabari Jumps by Gaia Cornwall (fear)
- On a Magical do Nothing Day by Beatrice Alemanga (the world around us)
- The Tiger who came to Tea by Judith Kerr (core text)
- Hairy Maclary by Lynley Dodd (core text)
- Good Little Wolf by Nadia Shireen (core text)
- Matilda’s Cat by Emily Gravett (core text)
- The Heart and the Bottle by Oliver Jeffers (grief/dealing with emotions)

Year 6 PSHE

**Recommended book list:**
- The Red Tree by Shaun Tan (hope)
- A World of Our Own by Laura Carlin
- How the Whale Became by Ted Hughes
Bold Women in Black History by Vashti Harrison
The King who Banned the Dark by Emily Haworth-Booth
After the Fall by Dan Santat
The Giant’s Necklace by Michael Morpurgo
The Fib - George Layton

Key worker recommended book list:
The Voices in the Park by Anthony Browne (perspective/friendship/alienation)
Farther by Grahame Baker Smith (love/hope/ambition)
Here we are by Oliver Jeffers
5. Appendices

5.1. APPENDIX 1 Leuven Scale

Child’s Name:
Year Group:

The Leuven Scale for Well-being

<table>
<thead>
<tr>
<th>Level</th>
<th>Well-being</th>
<th>Signals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Extremely low</td>
<td>The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.</td>
</tr>
<tr>
<td>2</td>
<td>Low</td>
<td>The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.</td>
</tr>
<tr>
<td>3</td>
<td>Moderate</td>
<td>The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.</td>
</tr>
<tr>
<td>4</td>
<td>High</td>
<td>The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.</td>
</tr>
<tr>
<td>5</td>
<td>Extremely high</td>
<td>The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance.</td>
</tr>
</tbody>
</table>
### The Leuven Scale for Involvement

<table>
<thead>
<tr>
<th>Level</th>
<th>Well-being</th>
<th>Signals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Extremely low</td>
<td>Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.</td>
</tr>
<tr>
<td>2</td>
<td>Low</td>
<td>Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.</td>
</tr>
<tr>
<td>3</td>
<td>Moderate</td>
<td>Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.</td>
</tr>
<tr>
<td>4</td>
<td>High</td>
<td>Continuous activity with intense moments. They child's activity has intense moments and at all times they seem involved. They are not easily distracted.</td>
</tr>
</tbody>
</table>
5.2. APPENDIX 2 Wellbeing Questionnaire

Produced by Elsa Support

https://www.elsa-support.co.uk/post-lockdown-wellbeing-questionnaire/

![Wellbeing Questionnaire Diagram](https://www.elsa-support.co.uk/post-lockdown-wellbeing-questionnaire/)
Back to school

How happy do you feel about coming back to school?

Not happy [ ] [ ] [ ] [ ] [ ] Very happy

What is your biggest feeling?

What was the best thing about being at home? What did you enjoy doing?

Write here any worries you have...

One thing you learnt to do at home?

What are you most looking forward to at school?

One thing you wish we knew...
### 5.3. APPENDIX 3  Morning Wave Greeting

<table>
<thead>
<tr>
<th>Eyes</th>
<th>My Morning Wave</th>
<th>How can we greet each other safely?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noses</td>
<td></td>
<td>Barry Carpenter’s recovery curriculum Level 1: Relationships:</td>
</tr>
<tr>
<td>Mouths</td>
<td></td>
<td>‘We can’t expect our students to return joyfully, and many of the relationships that were thriving may need to be re-established and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.’</td>
</tr>
<tr>
<td>Ears</td>
<td></td>
<td>Children could design their own morning greeting hand using the templates. They could use them to wave to each other after they have washed their hands.</td>
</tr>
</tbody>
</table>

The parts can be changed and updated each day to reflect the children’s feelings. The teacher can have their own A3 version displayed and updated each day to greet the children as they enter.
Clean your hands and they will gleam,
Sit at your desk and greet your team,
Show others some kindness today,
Give them a wave from where you stay.

Make Your Own Morning Wave

1. Colour in your hand template in a pattern of your choice.

2. After your teacher has laminated your two templates, cut them out.

3. Use blue tack to position the facial features on your hand. You can even add some additional features such as hair. Keep the spare pieces in your own plastic wallet or envelope.

4. Attach a lollypop stick to the back of your hand template and give your friends a wave.

You will need:
- Morning wave hand and facial feature templates
- Scissors
- Sticky tape
- Colouring pencils
- Laminating pouches
- Blue tack
- Envelopes or plastic wallets
Courtesy of Natalie Abel
Rationale for the Happiness Box

If you scrutinise the international literature around Mental Health, then two simple questions emerge from the evidence base - What makes us happy? - What makes us sad?

When you feel sad, it is often doing something that makes you happy that takes away that sadness. For some children it can be cognitively challenging; they may not actually recognise the emotion they are experiencing or that they know they are upset, that things are not right.

We often talk about our inner strength. When times are difficult for us, we pull on that inner strength. That is an abstract concept that the young child, or the child with special educational needs, may find difficult to comprehend.

The Happiness Box is a visible and tangible way of creating, before the child's eyes, what inner strength may actually look like; it enables them to practice and rehearse strategies that help them cope with their emotions, resolve inner conflict, and bring them to a calm emotional state. In the box, they can see and physically touch the items, which helps bring them in a calm self soothe state of mind. Initially it will be with the support of their teacher, or supporting adult, who prompts them to use something in the happiness box.

What might be in a Happiness Box? The joy of a Happiness Box is that it can be totally personalised to the Child; they put in the box things that make them happy. It might be a piece of music; it might be soft toy, a book, or a blanket that brings comfort.

A Happiness Box can be as large or small, as round or square, as you want it to be.
Step 1
Shoeboxes are good because they have a lid. The lid makes it special because you cannot see what is inside, until the need to open it. It is also private, unless you want to share. The objects inside instantly remind you of ‘happy’ times, which help calm.

Step 2
Ownership of the box is pivotal. The undecorated box is fine, but decorating it is a positive start of the relationship with the box. Decoration: painted/covered with paper/drawings/stickers.

Step 3
Let the choice of objects be theirs. What makes you happy does not mean it will make them happy. Objects can range from:
toy/material/family scarf/putty/photos - pet/favourite person/home/themselves/holiday/mirror/Hairbrush/sensory object/mindfulness activities - colouring/postcards to colour & send/bubbles/card game/reminder notes - who or where to go to when feeling wobbly/book/notes on how well they are doing.

Step 4
The box is ready to use. Introduce the box when you think it is a positive time to be received. Teach when to use the box, talk about times when feeling wobbly or wanting to screech/scream/run! Ensure the box is always accessible.

Step 5
‘Happiness’ is a lovely term for a child/young person or student to understand, however, there is a deeper message you want them to learn. It is a box, which helps calm, helps to self-regulate and build their emotional resilience.

Happiness Box
We suggest that happiness boxes are readily available in the classroom. There is a need to build a repertoire of emotional well-being interventions. The Royal College of Psychiatrists has suggested that teachers need interventions in emotional well-being equivalent to the number of interventions they may have in literacy and numeracy. We are far from that point. The Happiness Box is the first step to achieving that goal.

The boxes need to be accessible to the child ready, for when the need arises. The teacher can usually detect when a child is agitated, or when their mood is low. The Happiness Box will hopefully be soothing to the child and enable them to self-regulate their emotional state.

The real joy comes on the day when the child asks the teacher if they can have five minutes with their Happiness Box. This is a real breakthrough; the child has begun to recognise the emotional need within themselves, identifying a way to bring about resolution to that inner turmoil. That is a significant step forward. It is a skill for life.

Think about this in terms of yourself. When you are sad or upset you may play your favourite piece of music, go for a run, complete a jigsaw, meditate, do some mindful colouring, cook, walk the dog…. The list is endless, but you know the personal intervention that will restore your state of well-being. It enables you to get through each day. It replenishes your inner strength. It enables you to get through life. Quite simply ask yourself, “what is in your Happiness Box?” Your box may be within you inside. For the child, the starting point may be in a box, which enables learning about their emotions and how to deal with them. One day it may also be a place in their mind.

We have known schools use this approach for individual interventions, for group support or whole class activity.

In the year after leaving school, students may really miss the social interaction with their peer group. This may make them sad. To have their Happiness Box to hand could regulate their emotional state; the contents can be refreshed and updated.

A Happiness Box has endless possibilities. It is a low cost/no cost intervention, designed to be age-appropriate, personalised and deeply meaningful.

We hope that you have endless fun in constructing Happiness Boxes and they make a real contribution to promoting their positive mental health.

Don't forget your own Happiness Box!

Professor Barry Carpenter CBE, OBE, PhD Beverley Cockbill
Professor of Mental Health in Education Complex Learning Needs Co-ordinator
Specialist Teacher/ASD/CCN Team
Beverley Cockbill Complex Learning Needs Co-ordinator Specialist Teacher/ASD/CCN Team
5.5. APPENDIX 5 Palm of Hand

Transition, Recovery and Learning in the aftermath Bi-Borough EPCS (April 2020)

Kristina Marcelli writes: “I have seen this intervention done before and I have always found it powerful to use with children of all ages. I tweaked it a bit to make sure all the senses were included. This helps make it a more integrated experience and truly helps the brain and body more fully relate to the sense of calm and happiness from the memory”.

1) First have the child or young person trace their hand on a sheet of paper.

2) The person then thinks of a positive memory that would help them feel safe and calm to remember even in the midst of stressful and triggering situations.

3) Write each of the five senses (seeing, hearing, tasting, touching, smelling) on each of the five fingers.

4) The child or adult with them will draw and / or write about the memory in the palm of the hand.

5) Encourage the individual to identify how the memory is experienced using each of the five senses on each finger and write or draw a picture for each.

6) Last but not least talk about how thinking of this memory can help the person feel a sense of safety and inner calmness despite outer life circumstances.
5.6. **APPENDIX 6 Growing Around Grief Activity**

*Transition, Recovery and Learning in the aftermath* Bi-Borough EPCS (April 2020)

**Equipment:** 3 different size jars, small, medium and large. One ping pong ball. Plus one large jar per child or one very large jar for the group/class to use. 

Lots of strips of coloured paper with coping or restorative questions such as:

- A challenge I have overcome......
- A new skill I have learned.....
- A kindness I have appreciated....
- Someone who has helped me.....
- A time when I had fun......

Place the ping pong ball in the small jar. 
Talk about the ball representing grief or sadness after something terrible has happened and the jar representing someone’s life. 
Ask the children what they notice? 
It feels as if the sadness almost entirely fills our lives for a long time after a tragic event and there isn’t much space for anything else. 
Children are invited to share their ideas/thoughts at any stage during the activity. Reassure them that there are no right or wrong answers.

Move the ping pong ball to the medium size jar. Ask what do you notice now? 
Time has passed. The grief and sadness has not gone away or got smaller but our life has started to grow around it. Gradually we start to create space for new and different memories alongside the sad memories. 
Use the strips of paper with coping or restorative questions on to help children to reflect on what these new and different memories might be.

Move the ping pong ball to the largest jar. More time has passed since the tragic event. The grief and sadness has still not gone away but our life has continued to grow around it. Maybe new skills have been learned, new people may have come into our life, new experiences, new places visited.
Ask the children to write or draw on the coloured strips of paper and place into their individual jar or the group/class jar alongside the ping pong ball. The jar can be added to weekly with new and different memories.

14 An activity devised by Bi-Borough EPCS based on the Growing around Grief model Munroe adapted from Tonkin 1996

17 © Transition, Recovery and Learning in the aftermath Bi-Borough EPCS (April 2020)
5.7. APPENDIX 7: Cook & Talk - Fruit Salad Activity

Transition, Recovery and Learning in the aftermath Bi-Borough EPCS (April 2020)

This recipe is vegan and does not contain any of the 14 major allergens

Ingredients

<table>
<thead>
<tr>
<th>Total ingredients needed (for 8)</th>
<th>Ingredients per pair</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 small cups of fresh strawberries</td>
<td>1 small cup of fresh strawberries</td>
</tr>
<tr>
<td>4 small cups of green seedless grapes</td>
<td>1 small cup of green seedless grapes</td>
</tr>
<tr>
<td>4 firm bananas</td>
<td>1 firm banana</td>
</tr>
<tr>
<td>1 cantaloupe melon</td>
<td>2 slices of cantaloupe melon</td>
</tr>
<tr>
<td>4 Granny Smith apples</td>
<td>1 Granny Smith apple</td>
</tr>
<tr>
<td>4 kiwi fruit</td>
<td>1 kiwi fruit</td>
</tr>
<tr>
<td>Fresh Orange juice</td>
<td>1 small cup of orange juice</td>
</tr>
</tbody>
</table>

Preparation:
Wipe down the table. Work out how many pairs you have at the table (max 4 pairs) and work out how best to position the following utensils per pair. There should be one adult leader per group.

Divide the ingredients between pairs.

Cut the melon into slices and give 2 to each pair. 1

large bowl needed for food waste

You will need (per pair)

1 chopping board, 1 sharp knife, 1 peeler, 2 mixing bowls, 1 tablespoon

large bowl for food waste, Bowls to serve, spoons to eat with.
**Introductory script**

Today we’re going to learn how to make some salads in pairs at our tables, and at the same time we’re going to answer some questions about ways you/we have been coping and staying strong. It’s important that we remind ourselves of the courage we have shown and the skills and strengths we have learned this year. We’re going to talk to each other about what we have done and what has helped us to do that while we make our salads.

Ask if there are any questions and don’t forget to WASH HANDS before starting.

<table>
<thead>
<tr>
<th>Steps:</th>
<th>Leader script and Questions for pairs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cut the top off the strawberries and cut in half. Add to bowl.</td>
<td>Optional script: We all find different ways of coping during difficult times. Q: Tell your partner/ the group one way that you have tried to 'stay strong'.</td>
</tr>
<tr>
<td>2. Cut the grapes in half. Add to bowl.</td>
<td>Optional script: We all have different challenges to overcome. Q: Tell your partner/ the group one of the challenges you have overcome and what has helped.</td>
</tr>
<tr>
<td>3. Peel and slice the banana into small pieces. Add to bowl.</td>
<td>Optional script: It’s important to try to find times to relax and have fun even when scary or sad things have happened. Q: Tell your partner/ the group about a time when you were able to relax and have fun.</td>
</tr>
<tr>
<td>4. Cut the melon slices into small pieces. Add to bowl.</td>
<td>Optional script: Sometimes there are opportunities to learn new things during times of crisis. Q: What strengths or new skills have you developed?</td>
</tr>
<tr>
<td>5. Peel and core the apple and cut into small pieces.</td>
<td>Optional script: When scary or sad things happen, the smallest act of kindness can have enormous power. Q: What kindnesses have you noticed and appreciated?</td>
</tr>
<tr>
<td>6. Peel and slice the kiwi fruit.</td>
<td>Optional script: Connecting with other people can help us stay strong. Q: What have other people done to help you?</td>
</tr>
<tr>
<td>7. Combine the fruit. Pour over the orange juice and toss to coat. Enjoy!</td>
<td>Optional script: Learning new things makes us more confident as well as being fun. Q: What new things would you like to learn or try next year?</td>
</tr>
</tbody>
</table>
5.8. **APPENDIX 8 : Tree of Life**

*Transition, Recovery and Learning in the aftermath* Bi-Borough EPCS (April 2020)

(Adapted by Jill Olver from Ncube-Mlilo, 2006.)

This exercise helps children to cope with trauma or loss and move on with their life. Its aim is to highlight for children their existing strengths, encourage an alternative storyline to a ‘problem saturated’ narrative and increase a sense of connectedness with family and community. This exercise can also be particularly useful when exploring issues of culture and diversity.

The exercise involves encouraging the child to build a picture of their life through the representation of a tree.

Encourage the child to build their tree from the ground up, talking along the way about each of the elements that make up their tree.

You can use what you know about the child to help them (e.g. you may know that the child’s grandmother was a very important person who taught the child how to stick up for themselves).

This is normally carried out over several sessions, in groups, so that children can share their story and understand each other’s. Other children in the group may also be called upon e.g. to help name each other’s qualities, skills and knowledge in ‘the trunk’.
5.9. APPENDIX 9 Time Capsule

https://www.coventry.gov.uk/downloads/file/33006/covid-19_time_capsule_sheets
5.10. **APPENDIX 10 Circle Time Conversation Starters (KS2)**

**Past**
1. Lockdown was a time that no-one predicted, what were your first feelings when you knew you couldn’t go to school or even go outside your home or garden except for a walk? Did your feelings change overtime?
2. Many of you have favourite places you like to visit, which special places did you miss visiting and why?
3. Some people made running tracks in their gardens, some people created a beach with sand and water in their gardens. Were there any places you couldn’t visit that you reconstructed in your own home? How did that help you?
4. Nobody was able to visit family or friends who lived in a different household. Who did you miss the most? What did you miss about this person?
5. While we were all at home many of us discovered new interests or developed new skills? What new interests or skills did you discover while you were learning or playing at home?
6. Were there any moments that you felt sad, lonely or worried during the lockdown? How did you manage to deal with these feelings and moments?
7. What was the happiest moment you experienced during your time at home?
8. Who celebrated a birthday whilst at home? How did you celebrate it? How was this different to last year?
9. At 8pm every Thursday many people clapped for the NHS and Keyworkers to say Thank You. Did you join in? What you think of this gesture of appreciation? What other ways did people show their appreciation?
10. Many children drew rainbows and placed them in windows to inspire people and remind everyone that we were all in this together. Were there any ways that you helped to encourage and inspire people to be strong together?
11. Many people found this time very difficult, was there anything you did to help a friend or member of your family?
12. How did your family communicate with friends and other members of your family? What did you enjoy or find helpful about these new ways of communicating?
13. Laughter helps people feel happy and included, what was your funniest moment during this time? What new jokes did you learn? What is your ‘happy story’?
14. Lots of people had time to read more books than they usually would. Which books did you read? Many teachers and celebrities read stories to children using online technology, if you were able to listen to any, which were your favourite?
15. There were many online quizzes and games for families to take part in. As a family/friends which online activities did you participate in? Which non online games did you enjoy playing as a family?

**Present**
1. How are you feeling about being back in school? In school routine? With your friends and teachers? In uniform?
2. Today you are back at school. Take a moment to think about where you are at this particular moment. Maybe you are joining in Circle Time. Maybe you are in your classroom, maybe you are outside or perhaps in the hall. Just think about now, where you are, who is with you and how you really feel.
3. What have you missed about being in school that you would like to do during the next week?

4. What questions do you have about being back in school? Being here today?

5. What do you think you have learned about yourself and the world which you didn’t know when we were all in school together before?

6. How have you changed and grown as a person since you were in school before the school closure.

7. You may have been learning at home with the guidance your parents, did you make have a visual timetable? What lessons did you decide to do? If you could use your home learning experience to devise a visual timetable for your class, what lessons/learning quests would be on it?

8. How do you feel about restarting school at this time of the academic year?

9. Are there any year groups that have not started back at school yet? Why do you think this is? How is this fair? What is the thinking behind this decision?

10. Now you can see your friends again and play in the outside environment, what kind of rules should we have to still keep everyone safe? Which games could be adapted to allow children their personal space? Can you devise/make up a new game?

Future

1. There may be family and friends you still have not been able to see in person. What are looking forward to saying to them / doing with them when you can meet up again?

2. Many of you will have favourite places you like to go, which you haven’t been able to visit. What will you do when you can visit them again?

3. Many children have an idea of the job or career they would like to aim for when they leave education, has school closure made you change your mind about your future job? Have any of the recent events inspired you to choose a different career?

4. What do you hope we will do together at school next week? Next term?

5. What school events are you looking forward to now you are back at school? Should we still have Sport’s day/School Discos/Summer Fayres? How can we adapt events that involve lots of people?
5.11. **APPENDIX 11 Class Games (socially distanced)**

**Warm up and Ending games**

1. The lining up game: Without help, the children need to line up quickly in: register order, birthday month order...
2. Clapping: Going round the circle one clap continues the direction, 2 changes the direction back.
3. Simon Says
4. Smile: A smile is passed around the circle.
5. Expressive Face: Children cover their face with their hands. Teacher says an expression / emotion (e.g. smile, frown, laugh, confused, thoughtful...). Children remove their hands to show the expression / emotion. Look at each other’s faces: how easy is it to ‘read emotions’?
6. Follow the leader: The leader begins miming and action; clapping, etc. the others in the circle must copy. Change leader after 2 or 3 actions.
7. Introductions: Introduce yourself and the person sitting next to you. Continue around the circle.
8. Instrumental listening: Have 5 numbered instruments. One member of circle plays one and the rest have to raise the number of fingers linked to instrument played.
9. Colours: If I were a colour, I would be ... because...
10. Storm: Leader starts by wiggling fingers for the rain, this passes around the circle until everyone is wiggling their fingers. The leader then changes the action to other aspects of the storm, e.g. wind – arms waving, thunder – slap knees. End with the sun - mime a circle.
11. Emotions game: One person acts out an emotion from their seat or space. Rest of class try to interpret the emotion.
12. What am I? Choose a positive adjective to describe yourself, go around the circle in turn.
13. Actions story: Share a story with agreed actions for certain words. Everyone has to make the action when the words are said.
5.12. APPENDIX 12 Example of a Weekly Plan for transition week.

Courtesy of The Federation of Golden Flatts and Lynnfield.

A - Planning ideas Key Stage 1/2

<table>
<thead>
<tr>
<th>Week beginning</th>
<th>Activity One</th>
<th>Activity Two</th>
<th>Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday Morning circle time/daily check in activity</td>
<td>Welcome back</td>
<td>Gratitude activity</td>
<td>The Same but Different too by Karl Newson</td>
</tr>
<tr>
<td>Morning circle time/daily check in activity</td>
<td>Coronavirus briefing- talk about how things are the same but different too. Go through the new way of working and practice washing hands and surfaces as a team. You may like to make posters about social distancing, ‘catch it, bin it, kill it’, hand hygiene and/or read this Coronavirus E-book: <a href="https://nosycrow.com/blog/released-today-free-information-book-explaining-coronavirus-children-illustrated-gruffalo-illustrator-axel-scheffler/">https://nosycrow.com/blog/released-today-free-information-book-explaining-coronavirus-children-illustrated-gruffalo-illustrator-axel-scheffler/</a></td>
<td>Talk about things we are grateful for. Make a gratitude tree in the classroom or on the playground. Find a branch on the playground, paint, wrap with wool etc. Pupils and staff to mark make, stick symbols, write words on luggage tags to hang on the tree.</td>
<td></td>
</tr>
<tr>
<td>Monday Morning circle time/daily check in activity</td>
<td>Make a Bubble Class Agreement to display and refer to.</td>
<td>Encourage pupils to make choices about colours textures and things they are grateful for.</td>
<td></td>
</tr>
<tr>
<td>Monday Morning circle time/daily check in activity</td>
<td></td>
<td>Extension activity: some pupils may like to make a gratitude jar of their own</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Rainbow activity</td>
<td>Emotions activity</td>
<td>Pass it On by Sophie Henn</td>
</tr>
<tr>
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<td>--------------------------</td>
</tr>
<tr>
<td>Morning circle</td>
<td>Discussion about how rainbows have been a symbol of the pandemic- explain that there are no rainbows without rain (some semi-formal/formal learners may understand the notion of metaphors) and that lots of people have been displaying them in the windows of their homes etc.</td>
<td>Use clay to make three dimensional masks of the different emotions from the fans. Talk about how we might be feeling lots of different emotions at the moment and that all of them are okay. Talk about how it okay not to feel okay but it is important to talk to someone if you are feeling unhappy or unsafe.</td>
<td></td>
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<tr>
<td>Check in activity</td>
<td>Printing using utensils, sponges and objects (to wash in dishwasher afterwards).</td>
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<td></td>
<td>Cutting strips of paper (red longest, violet shortest) staple each end and glue cotton wool clouds. An opportunity for maths vocabulary.</td>
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<td></td>
<td>Extension: Computing/English opportunity to research an inspirational quote for a temporary display</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Self-esteem activity</td>
<td>Hygiene activity</td>
<td>All the Ways to be Smart by Davina Bell</td>
</tr>
<tr>
<td>Morning circle</td>
<td>Share the idea that we are all unique and all have our own individual profile of strengths. Enable pupils and staff to think of one special thing about someone else in the room</td>
<td>Soap pump bubble painting- mix water, glue and food colouring in soap pump bottles.</td>
<td></td>
</tr>
<tr>
<td>time/daily check in activity</td>
<td>Have a go at signing and signing Katy Perry, ‘Roar’. A song about feeling</td>
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<tr>
<td><strong>Thursday</strong></td>
<td><strong>Emotions Activity</strong></td>
<td><strong>Relaxation Activity</strong></td>
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<td></td>
</tr>
<tr>
<td>Morning circle time/daily check in activity</td>
<td>Face Mobile</td>
<td>Guided Mindfulness Listening Activity: <a href="https://www.youtube.com/watch?v=uUGKhG_Vq8">https://www.youtube.com/watch?v=uUGKhG_Vq8</a></td>
<td></td>
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<tr>
<td></td>
<td>Make a mobile to represent an expression or emotion. Some pupils may like to cut the shapes themselves first, others may like to mark make on a sheet and have an adult cut out features for them.</td>
<td>Some children may like to explore lights in a darkened classroom listening to relaxing music instead.</td>
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<tr>
<td></td>
<td>Tape the features on to string and hang from a thin piece of card.</td>
<td>Talk about self-care and looking after ourselves. Make a poster using mark making, photographs, Communicate in print to help others to identify ways to care for themselves.</td>
<td></td>
</tr>
</tbody>
</table>

empowered and choosing to recognise our strength [https://www.youtube.com/watch?v=CfJvG_x5s](https://www.youtube.com/watch?v=CfJvG_x5s)

Encourage pupils to take photographs of one another if possible. Print and photocopy in black and white then mark make onto this surface using felt tipped pens or watercolour paints.

Extension: Research Andy Warhol have a go at creating pop art for an everyday object (maybe hand sanitiser instead of soup).

Students to pump paint on to paper/card and watch it.

Extension: tough tray/individual tray with soap, sponges and water

When Sadness Comes to Call by Eva Eland
<table>
<thead>
<tr>
<th>Friday Morning circle time / daily check in activity</th>
<th>Nature Numbers</th>
<th>Hygiene activity - life skills</th>
<th>Bubble Star of the week assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make your own versions of nature numbers or letters. You may choose to write a message and photograph it or an abstract image. Enjoy the mindful activity of collecting natural items outside.</td>
<td>Washing toys and cleaning surfaces. Each student could have a designated washing responsibility (such as Lego for example) and a bowl of soapy water to wash their items in. Encourage pupils to take responsibility for the resources they have used and to identify items that may need cleaning. You might choose to listen to a tidy up song while you do this.</td>
<td>Bubble Star of the week assembly (in bubble group).</td>
<td></td>
</tr>
</tbody>
</table>
5.13. APPENDIX 13 Worry Scale

Most worried

10

9

8

7

6

5

4

3

2

1

Least worried

Different aspects of my day
5.14. APPENDIX 14 5 point scale

<table>
<thead>
<tr>
<th>How are you feeling?</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Icon 5]</td>
<td></td>
</tr>
<tr>
<td>![Icon 4]</td>
<td>4</td>
</tr>
<tr>
<td>![Icon 3]</td>
<td>3</td>
</tr>
<tr>
<td>![Icon 2]</td>
<td>2</td>
</tr>
<tr>
<td>![Icon 1]</td>
<td>1</td>
</tr>
</tbody>
</table>
APPENDIX 15 Class Jigsaw Puzzle

We All Fit Together Jigsaw Puzzle Instructions:
Cut out each jigsaw piece and they should fit together like this:

Tip: You can print off as many copies as you want and they will still fit together! You can stick photos or get the kids to all draw a portrait of themselves on each piece!

Courtesy of Twinkl
5.16. **APPENDIX 16 COVID 19 Related symbols**

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Stay in your group
Use your own equipment
Keep equipment clean
Keep desks clean