

Recovery Curriculum Resources

This document has been developed as a practical source to help teachers support the mental health and wellbeing of their pupils as they return to school.

It contains a collection of practical activities, stories, relaxation exercises and videos for classroom use. These are grouped under the structure of the five levers from the Recovery Curriculum document (relationships; community; transparent curriculum; metacognition; space) to address and minimise the traumatic impact of the pandemic and help pupils make sense of it.

The activities can be used as stand-alone sessions or part of a wider circle time and can be revisited at any time. As the pandemic has affected each pupil and school in different ways, some resources will be more relevant than others and over time different activities may be useful depending on the needs of the pupils.

For each resource there is:

- The key stage it relates to
- The wellbeing aspect(s) of the relevant lever it addresses
- A short description
- Resource link

For more information and support contact: Louise Jones
(Health Improvement Consultant for Mental Health)
louise.jones@islington.gov.uk / 020 7527 8675

Relationships: we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in 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. (Lever 1, Recovery Curriculum)

What will that include: routines; connecting with other members of the community; concerns about returning to school; talking about lockdown experiences; friendships; expressing feelings; working together and collaboration.

KS1: *grief*

Video

- Sesame street videos (**What happened? / Coping With Big Feelings/ Giving Hearts Time to Heal**)
- Addresses grief and understanding and coping with big emotions
- Useful to introduce a discussion on loss, acknowledging feelings and sharing happy memories

<https://sesamestreetincommunities.org/topics/grief/>

KS1/LKS2: *anxiety; concerns about returning to school*

Story - The Little Elf and the Flowers of Hope and Bravery

- Story about an Elf who is concerned about going back to school following lockdown
- Good to initiate discussions on uncertainty surrounding returning to school and leaving safety of lockdown

<https://czone.eastsussex.gov.uk/media/6399/the-little-elf-and-the-flowers-of-hope-and-bravery.pdf>

KS1/KS2: *expressing feelings*

Colouring Activity – Mandala

- The mandala is split into four sections: self; friends; school; home
- Students colour in each area of the Mandala in a way that represents how they feel about that area of their life. These feelings can then be discussed as part of a circle time, individually or shared with a partner
- Completed pictures could be displayed as a visual reminder of feelings and how they connect us

<https://www.cumbria.gov.uk/eLibrary/Content/Internet/537/6381/42179103424.pdf> (Instructions page 25 / Mandala template page 26)

KS1/KS2: *grief; connecting with other members of the community; talking about lockdown experiences; expressing feelings*

Story – There's something in the air

- A rhyming story exploring fear and challenges of the pandemic
- It acknowledges the possibility of grief and accepting the range of different emotions that can come with loss

<http://www.bombinithebee.co.uk/images/bombini-the-bee-there's-something-in-the-air.pdf>

KS1/KS2: *connecting with other members of the community; friendships*

Verbal game - If you really knew me

- In pairs children take it in turns to talk or listen for one minute (can lengthen/reduce depending on pupil age). The talking partner repeats the sentence 'If you really knew me, you would know that...' and completes it with any information they would like to share about them, e.g. about their family, school, likes/ dislikes
- Pupils then swap roles
- Can also test listening skills by getting the partner to repeat as much of the information as they can remember

<https://www.playworks.org/game-library/if-you-really-knew-me/>

KS1/KS2: *expressing feelings*

Activity - Feelings book

- Pupils keep their own feelings book
- Each week, give the class a short time to think/draw/write about a different feeling such as 'I felt confident when...'
- Alternatively, pupils could record their ideas on a post-it note which could be made into a class book

<https://www.islingtoncs.org/sites/default/files/happy%20classrooms%20guidance%20for%20primary%20schools.pdf> (Page 7)

KS1/KS2 : *grief*

Activity - Helping a friend

- Writing frame for children to record ideas of how they could help a friend who has experienced a loss feel better

<https://www.partnershipforchildren.org.uk/uploads/Files/PDFs/Resilience%20Activities/Change%20and%20Loss%20Activities.pdf> (Resource: page 3)

KS1/KS2: *grief; expressing feelings*

Activity - Remembering someone

- Worksheet to help children cope with grief and loss by recording memories of the person who has died
- Useful for individual children who have experienced loss

<https://www.partnershipforchildren.org.uk/uploads/Files/PDFs/Resilience%20Activities/Change%20and%20Loss%20Activities.pdf> (Resource: page 5)

Community: we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school. (Lever 2, Recovery Curriculum)

What that will include: need for a sense of belonging; feeling connected to community; sharing home learning; circle times to address pandemic; creating shared meaning; mutual support.

KS1: *circle time to address pandemic; creating shared meaning*

Story – The stinky, sticky virus

- A simple story explaining Coronavirus for young learners
- Could be used to address and make sense of pandemic and share experiences of lockdown at home

https://drive.google.com/file/d/1cUfmXkCYOOikRXSbfGN5LrjMnXYQBX_Z/view

KS1/ KS2: *feeling connected to community; creating shared meaning; addressing the pandemic*

Book - Coronavirus: A book for children

- An illustrated book that explains what the coronavirus is, how it spreads, what happens if you catch it and addresses lockdown
- Could use to introduce conversations about pupil's different experiences of lockdown and the virus

https://nosycrowcoronavirus.s3-eu-west-1.amazonaws.com/Coronavirus_ABookForChildren.pdf

KS1/KS2: *feeling connected to community*

Discussion - Thought for the week

- Display a thought for the week each Monday for pupils to think about during the week. A 10-15 minute discussion session could be held on a Friday – or pupils could write about their ideas in a 'thoughts and reflections' book
- Alternatively, pupils could write ideas on a post it note which could be used to create an ongoing class book. Ideas for thought for the week might be similar to: 'What makes a great day?' or 'Something I have done for my parents is...'

<https://www.islingtoncs.org/sites/default/files/happy%20classrooms%20guidance%20for%20primary%20schools.pdf> (Page 8)

KS1/KS2: *change; sharing home learning*

Activity - Change can be positive and negative

- Writing frame to record ideas of good and bad outcomes of change
- Can be used to acknowledge both the negative and positive impact of Coronavirus
- Could be adapted for KS1 by using a mixture of pictures and writing

<https://www.partnershipforchildren.org.uk/uploads/Files/PDFs/Resilience%20Activities/Change%20and%20Loss%20Activities.pdf> (Page 4)

KS1/KS2: *sharing home learning; sense of belonging; mutual support*

Activity – Shared learning

- Give students the chance to share what they've learned or a chance to teach their classmates. This can include students finding and teaching brief self-soothing or mindfulness exercises that promote self-regulation

<https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus> (activity within article)

KS1/KS2: *feeling connected to community; mutual support*

Circle time - Story

- A circle time plan using the story of *Stone Soup* to promote connectedness in the classroom and school community
- Discussion broken down into steps with teacher questions and prompts

Follow up activities:

- Sing songs together about connectedness
- Create simple dance/movement together
- Have special 'golden time' to mark being back together
- Plant seeds together

<https://www.place2be.org.uk/media/yesltwzt/primaryschoolresources.pdf> (Plan: page 9 / activities: page 10)

KS1/KS2: *feeling connected to community; sense of belonging*

Activity - Squad stories

- An activity which promotes thinking about positive relationships, friendships and how to stay connected
- Children to think about and draw their 'squad'; all the people they have around them. They can then select one person and write about the qualities in them they admire and how they keep in touch.

<https://www.mentalhealth.org.uk/sites/default/files/MHF-Scotland-Parents-Pack.pdf> (Instructions: page 8 / Writing frame: page 9)

Remote learning: Helpful activity to instigate discussion of ways children in the class can stay connected if they can't physically come to school

KS1/KS2: *feeling connected to community; sense of belonging; creating shared meaning*

Activity - Shared art work / project

- Create a piece of artwork as a class or as a whole school to help support a sense of connection and community
- An example could be hand prints which are then put up in the shape of a rainbow or grouped together to show connection. Older children could write messages of gratitude on their cut out hands before decorating them
- Could create a project on a topic that was started prior to lockdown to create sense of connection and continuity
- Community project: e.g. writing to a local care home, researching changes in the local area over time

KS1/KS2: *feeling connected to community; sense of belonging; mutual support*

Group activity- Link together

- Group discussion based around belonging and what that means to individuals
- Using the link strips provided, each pupil writes their name on one side and something they can do to contribute to the group on the other
- Link paper strips together to make a paper chain of belonging

<https://youngminds.org.uk/media/3832/link-together.pdf>

KS1/KS2: *feeling connected to community; mutual support; expressing emotions; grief*

Activity- Growing around grief jar or class memory book

- A class activity using three different jars and one small ball to illustrate how grief can initially feel overwhelming (in the smallest jar there is little space) but with time we can start to grow around it and create different memories and coping mechanisms (resulting in more space around the ball in the other two jars)
- This can also be relevant for other losses and challenges children have experienced as a result of the virus, such as loss of learning, cancelled events etc.

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...

<https://czone.eastsussex.gov.uk/media/6238/2020-transition-recovery-and-learning-primary-30420.pdf> (Page 17)

KS2: *feeling connected to community*

Videos - Newsround

- Numerous videos on Coronavirus and up to date information from professionals

<https://www.bbc.co.uk/newsround#more-stories-2>

Transparent Curriculum: all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss. (Lever 3, Recovery Curriculum)

What that will include: understanding loss of learning; rebuilding trust to establish feeling safe; routines and rituals; knowing what to expect; asking for helping if necessary; building self-esteem and hopefulness; reminding and sharing pupils success; self-awareness and communicating feelings; normalising emotions.

KS1/LKS2: *loss of normality; connection; normalising emotions*

Story- The Little Elf who missed his Birthday Party

- A therapeutic story to support children in exploring strong emotions linked to the pandemic
- Can be used to ignite discussions on loss of normal activities or events that have been unable to happen during the Coronavirus
- Includes question ideas for follow up discussion

<https://czone.eastsussex.gov.uk/media/6398/the-little-elf-who-missed-his-birthday-party.pdf>

KS1/KS2: *self-awareness and communicating feelings; normalising emotions*

Activity - Emotion wheel

- An aid to help children identify and express their emotions
- Can be used regularly throughout the day to identify how emotions change and reduce anxiety about feeling a certain way

<https://www.mentallyhealthyschools.org.uk/media/2001/emotion-wheel.pdf>

KS1/KS2: *self-awareness and communicating feelings; normalising emotions*

Activity - Sentence starters

- Range of sentence starters to help children order and express their feelings
- Can be used verbally or written down
- Can also be used to encourage pupils to identify actions to manage their feelings which they can refer back to in times of difficulty

<https://www.mentallyhealthyschools.org.uk/media/2005/sentence-starters.pdf>

KS1/KS2: *self-esteem; understanding and normalising emotions*

Activity - Individuali-tree

- Tree writing frame with four areas for children to discuss and complete: *Stresses; What chills me out; What energises me; Check me out (things they are proud of)*
- Can then be put on display to boost self-esteem and to remind pupils of coping mechanisms

<https://www.mentalhealth.org.uk/sites/default/files/MHF-Scotland-Parents-Pack.pdf> (Instructions: page 6 / resources: page 7)

KS1/KS2: *understanding loss of learning; rebuilding trust; sense of hope*

Activity- Loss and learning poster

- Children to record (written or pictures) the losses that they have experienced due to the pandemic, e.g. missing out on school/ learning/ playing with friends/ special events etc. to share and validate their experiences and feelings
- On the other side of the page pupils could think of and record positive aspects of the experience and what they have learnt from it

KS1/KS2: *change; hope*

Activity- Growing seeds

- Pupils to grow seeds (cress, sunflower seeds and runner beans all grow quickly). As the seeds grow, talk about the changes happening to the seeds

<https://www.partnershipforchildren.org.uk/uploads/Files/PDFs/Resilience%20Activities/Change%20and%20Loss%20Activities.pdf> (Page 1)

KS1/KS2: *hope*

Assembly /circle time

- Discussion about the importance of hope when faced with challenges using the story of Noah's Ark (or another child friendly story)
- Plan provided to guide discussion with teacher questions and prompts

Follow up activities:

- Make class collage of images of hope
- Research and sing songs about hope together
- Create dream catchers where students can put hopes and dreams

<https://www.place2be.org.uk/media/yesltwzt/primaryschoolresources.pdf>

(Plan: page 5/ follow up activities: page 6)

KS2: *self-awareness and communicating feelings; normalising emotions*

Activity – A letter about how I’m feeling

- A writing frame with sentence starters to help children identify and express their emotions
- If they wish to they can share it with others as part of a circle time
- Home Learning Link: Could create a class letter to send to peers who are still at home

<https://youngminds.org.uk/media/3822/how-i-m-feeling-worksheet.pdf>

KS2: *hope; reminding and sharing pupil success*

Activity - End of day

- Give out 2 small strips of paper to each pupil and ask them to write two statements: something positive about their day (on one strip) and something not so positive/negative (on the other strip)...ask them to put the positive statement in their pocket and throw the negative one in the recycling bin on their way out of class

<https://www.islingtoncs.org/sites/default/files/happy%20classrooms%20guidance%20for%20primary%20schools.pdf> (Page 5)

KS2: *building self-esteem and hopefulness; reminding and sharing pupil success*

Activity - It’s great to be me!

- Worksheet encouraging children to think about and record their: *Talents and skills; Positive personal qualities; Achievements; Best qualities*

[:/www.cumbria.gov.uk/eLibrary/Content/Internet/537/6381/42179103424.pdf](http://www.cumbria.gov.uk/eLibrary/Content/Internet/537/6381/42179103424.pdf) (Resource: page 32)

KS2: *self-awareness and communicating feeling; asking for help if necessary*

Activity -Board game to build resilience in everyday activities

- Simple board game where children have to roll a dice and move around a board during which they pick up scenario cards and have to decide the best option from a choice of 3. The most resilient answer will allow them to move more spaces on the board
- You could create resilient appropriate cards for the current situation or discuss as a class and children create their own cards

<https://mentallyhealthyschools.org.uk/media/2042/resilience-game.pdf>

KS2: *self-awareness and communicating feelings; normalising emotions*

Activity- Understanding anxiety poster

- Poster to support pupils in understanding what anxiety is and where it comes from
- Pupils could create their own poster about anxiety and coping mechanisms which support them

<https://www.priorygroup.com/media/594863/understanding-childhood-anxiety-v1.jpg>

KS2: self-awareness and communicating feelings; normalising emotions

Activity- Emotional check in

- Writing activity where children can select from a list of emotions to identify how they are feeling and explore why they are feeling that way
- Can help children think about and develop positive self-care practices for dealing with specific emotions

<https://www.mentallyhealthyschools.org.uk/media/2003/emotional-check-in.pdf>

KS2: positive change; hope; self-esteem

Activity - Campaign for change

- Activity to promote self-esteem and focus on something beyond Coronavirus
- Children to think about important cause/charity to them and create a poster promoting it
- They then take turns to present their work, trying to convince the others to choose their charity

<https://www.mentalhealth.org.uk/sites/default/files/MHF-Scotland-Parents-Pack.pdf> (Instructions: page 10/ resource: page 11)

Metacognition: in different environments, students 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. (Lever 4, Recovery Curriculum)

What that will include: learning in different ways since the pandemic; supporting rebuilding skills and confidence as learners; dealing with anxiety; trauma informed approach; helping pupils understand their talents and strengths; fostering culture of compassion; exploring challenges and how we can learn through them; encouraging growth mind-set.

KS1/KS2: *gratitude; encouraging growth mind-set*

Assembly/ circle time promoting gratitude

- The story of The Giving Tree (link in PDF) is used to discuss finding gratitude and thankfulness even in difficult times
- Questions and prompts provided to guide discussion

Follow up activities:

- School/ class gratitude tree
- Sending postcard of thanks
- Gratitude walk around school/ playground

<https://www.place2be.org.uk/media/yesltwzt/primaryschoolresources.pdf> (Guidance: page 7 / Follow up activities: page 8)

KS1/KS2: *helping pupils understand their talents and strengths; exploring challenges and how we can learn through them*

Assembly/ circle time promoting self-efficacy

- The story of the Hare and the Tortoise (link in PDF) is used to help pupils acknowledge their own strengths which they can draw on in challenging times and understand how their actions can make a difference
- Questions and prompts provided to guide discussion

Follow up activities:

- Create individual 'I CAN' statements which are then used to build a 'WE CAN' display wall
- Set new goals to develop strengths
- Encourage children to write about strengths of peers

<https://www.place2be.org.uk/media/yesltwzt/primaryschoolresources.pdf> (Guidance: page 3 / Follow up activities: page 4)

KS1/KS2: *helping pupils understand their talents and strengths; supporting rebuilding skills and confidence as learners*

Activity – Superhero me

- 3 different writing frames depending on ability for children to draw themselves as a superhero and record their own super powers, qualities and talents

<https://mentallyhealthyschools.org.uk/media/2054/superhero-me.pdf>

KS2: *helping pupils understand their talents and strengths; supporting rebuilding skills and confidence as learners*

Activity - My gifts and qualities

- Use the list of gifts and qualities provided to support a group discussion with children to help them recognise, explore and accept the gifts and qualities they have
- Pupils select two or three qualities relevant to them and each share with the class
- Using the net resource provided, children to make and decorate their own box to keep their gifts/qualities inside as a reminder

<https://www.cumbria.gov.uk/eLibrary/Content/Internet/537/6381/42179103424.pdf> (Instructions: page 27 / Resources: page 28/29)

KS2: *trauma informed approach; encouraging growth mind-set*

Activity - Resilience poster

- A poster explaining resilience to support group discussions
- Pupils could then use the format to create their own resilience poster which could be displayed and referred to throughout the school day

<https://www.nhsggc.org.uk/media/257098/a3-top-10-tips-27-03-2014.pdf>

KS2: *dealing with anxiety; trauma informed approach; fostering culture of compassion*

Poster - Anxiety thermometer

- Poster showing anxiety scale
- Good resource to prompt discussions around recognising anxiety, including understanding potential triggers and techniques to ease anxiety
- Following discussion, pupils could design their own poster which could later be used as support during moments of anxiety

<https://www.mentallyhealthyschools.org.uk/media/2022/anxiety-thermometer.pdf>

Upper KS2: *dealing with anxiety; fostering culture of compassion*

Activity - Coping skills wheel

- Visual tool with suggested activities for pupils to help them with independent management of anxiety and self-care
- Pupils could also make their own wheel with coping mechanisms relevant to them
- Can revisit this activity and discuss how the coping mechanisms are helping pupils as they adjust to being back in school

<https://mentallyhealthyschools.org.uk/media/2037/tools-for-managing-emotions.pdf> (Page 2)

Space: to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace...providing opportunity and exploration alongside the intensity of our expectations. (Lever 5, Recovery Curriculum)

What that will include: space to be, rediscovering self; visual timetables; clear routines and structures; self-calming skills; self-reflection.

KS1/LKS2: *self-calming skills; space to be*

Video - Cosmic Yoga

- A range of fun and interactive yoga and meditation videos done through storytelling

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

KS1/LKS2: *space to be; self-reflection*

Activity – Our feelings diary

- Writing frame for pupils to record how they felt for each day of the week and identify one thing each day which made them happy

<https://www.partnershipforchildren.org.uk/uploads/Files/PDFs/Resilience%20Activities/Our%20Feelings%20Diary.pdf>

KS1: *self-calming skills; space to be; self-reflection*

Video - Puppy Mind Story

- A video describing a boy's wandering mind and how breathing can help him calm himself
- Good as an introduction to using breathing techniques

<https://www.youtube.com/watch?v=Xd7Cr265zgc>

KS1: *self-calming skills; space to be*

Activity - Tummy Buddies breathing exercise

- Simple breathing exercise with child lying on the floor and balancing a soft toy (can use hands if resources not available) on their tummy which they make rise up and down when they breathe in and out
- Good visualisation for pupils learning to do calming breathing

<https://czone.eastsussex.gov.uk/media/6238/2020-transition-recovery-and-learning-primary-30420.pdf> (Resource: page 21)

KS1/KS2: *self-calming skills; space to be*

Activity - Breathing exercises

- 6 different short and simple breathing exercises designed to relax and calm

<https://www.childline.org.uk/toolbox/calm-zone/>

KS1/KS2: *self-calming skills; space to be*

Activity - Relaxation exercises

- Variety of short, simple and imaginative drama-based relaxation exercises that release muscle tension

<https://www.savethechildren.org.uk/content/dam/usa/reports/emergency-response/stress-busters-from-our-heart-program.pdf>

KS1/KS2: *self-calming; self-reflection*

Activity - Carrying a positive sense of calm in the palm of your hand

- Child to draw around their hand and think of a positive memory which made them feel calm and safe in a triggering situation
- They draw a picture of the memory in the palm
- On each finger they record how they experienced each of the five senses in this memory

<https://czone.eastsussex.gov.uk/media/6238/2020-transition-recovery-and-learning-primary-30420.pdf> (Guidance: page 16)

KS1/KS2: *self-calming; self-reflection; rediscovering self*

Activity – Ways to feel better

- A sheet with ideas of ways to feel better when children have difficult feelings
- Can be displayed and used as a prompt for group discussion
- Pupils could record and share their own strategies

<https://www.partnershipforchildren.org.uk/uploads/Files/PDFs/Resilience%20Activities/Ways%20to%20Feel%20Better.pdf>

KS2: *self-calming skills; space to be*

Video – Yoga

- Two yoga videos; Finger Hugging (03.43); Calming Yoga (23.01)

<https://www.childline.org.uk/toolbox/calm-zone/>

Circle time activities: Below is a list of activities taken from [Happy Classrooms](#). They can be used standalone or as part of a wider circle time.

KS1/KS2: ***relationships***

Good for developing self esteem

Affirm special names

- Each child says their special name in turn. Special names can be decided at the beginning of the year and can be positive alliterative names, Amazing Angela or Happy Helen.

KS1/KS2: ***relationships; community; metacognition***

Good for getting to know each other and to develop thinking/presentation/organisation skills

Hello, my name is ...

- Say hello to person on your left, using their name 'Hello...' Introduce yourself. 'I am...' Introduce the person on your right, 'This is...' Children continue this pattern around the circle.

KS2: ***relationships; community***

Good for creating a feeling of whole class involvement/achievement

Class story

- The group make up a story by saying one word at a time.

KS1/KS2: ***relationships; transparent curriculum***

Good for developing an understanding of feelings

I am Sam I am

- Everybody lines up and walks around the circle, saying 'I am Sam I am' in a particular style (happy, cool, shy, friendly) - encourage the children to really show the emotion. This can be done individually with the other children deciding which emotion is being demonstrated.

KS1/KS2: ***relationships; transparent curriculum; community***

Good for developing self esteem

I'm thinking of someone in the class who...

- Someone chooses a person and describes three things about them. These descriptions can include positive aspects of their personality and strengths as well as their appearance. The rest of the class guess who the secret person is.

KS1/KS2: ***relationships; community***

Good for developing eye contact/partner relationships

Mirroring

- Children paired in two lines opposite each other have to mirror the others actions. The leader makes smooth movements which the follower copies/mirrors. They can go through activities like face washing, brushing teeth etc. Pairs can present to the class who can identify who is leading.

KS1/KS2: ***community; relationships***

Good For: developing listening and class working together

Musical chime

- One child is blindfolded and sits in the centre of the circle. A musical chime is passed around the circle as quietly as possible. The child in the centre has to guess where the chime is.

KS1/KS2: ***community; relationships***

Good for encouraging a speedy round and bring a group together

Pass the rhythm

- The leader claps a rhythm, the next person repeats and so on round the circle.

KS1/KS2: ***relationships; metacognition***

Good for working as a group, concentration, eye contact

Silent orchestra

- The facilitator plays an imaginary, silent instrument – children copy. Extend by asking pupils to lead. Extend further by children only looking across the circle – children must only copy the person opposite. Extend further by putting a child in control and the others guessing who it is.

KS1/KS2: ***relationships; community***

Good for developing eye contact and laughter!

Straight face

- In two straight lines one person has to get the person opposite to smile. This can be done with an inner circle facing an outer circle. This should only be done for a short time, 15-30 seconds for each attempt and then swap partners. A similar game is 'I love you honey' – one person stands in the middle and must try to make the others laugh by saying 'I love you honey'. If someone laughs, they must go in the middle.

KS1/KS2: ***metacognition***

Good for developing listening and memory

For breakfast I ate... or I went to the shop and I bought... or In Granny's basket there is...

- Each child adds something to the list and the next child has to remember the whole list and add on their item.

KS1/KS2: ***relationships; community***

Good for a celebration or to encourage a team mentality

Mexican wave

- One by one, children stand up around the circle and wave their arms high to make a Mexican wave.

References

Resources and activity packs

- **BiBorough Educational Psychology Consultation Service** - Transition, recovery and learning in the aftermath of a pandemic. A resource for nursery and primary schools
<https://czone.eastsussex.gov.uk/media/6238/2020-transition-recovery-and-learning-primary-30420.pdf>
- **Childline** - Activities and tools to help children feel better when feeling anxious, sad or scared
<https://www.childline.org.uk/toolbox/calm-zone/>
- **Happy Classrooms** – Ideas for daily routines, circle time and weekly activities to support pupils emotional health and wellbeing
<https://www.islingtoncs.org/sites/default/files/happy%20classrooms%20guidance%20for%20primary%20schools.pdf>
- **Mental Health Foundation** - Activities to get adults and children talking about their feelings
<https://www.mentalhealth.org.uk/sites/default/files/MHF-Scotland-Parents-Pack.pdf>
- **Mentally Healthy Schools** – Guidance and practical tools to support children's mental health during the coronavirus crisis
<https://www.mentallyhealthyschools.org.uk/getting-started/coronavirus-and-mental-health/>
- **Partnership for Children** – Activities to support children's wellbeing
<https://www.partnershipforchildren.org.uk/what-we-do/childrens-wellbeing-activities-for-teaching-staff-and-families.html>
- **Place2Be** - A selection of assembly ideas and class-based activities from Place2Be to support your school community as it comes back together
<https://www.place2be.org.uk/media/yesltwzt/primaryschoolresources.pdf>
- **Same Sea Different Boats** – Stories, websites and single lesson plans for supporting social/emotional wellbeing
<https://www.sameseadifferentboats.com/resources-for-teachers>
- **Save the Children** - Stress buster relaxation exercises
<https://www.savethechildren.org.uk/content/dam/usa/reports/emergency-response/stress-busters-from-our-heart-program.pdf>
- **South Lakes Federation** - 'Emotional Resilience: Useful resources for schools'
<https://www.cumbria.gov.uk/eLibrary/Content/Internet/537/6381/42179103424.pdf>
- **You, Me, PSHE** – Scheme of work including a programme of study on Mental Health and Emotional Wellbeing for Years 1 to 6
https://www.islingtoncs.org/sites/default/files/PRIMARY%20PSHE%20SCHEME%20OF%20WORK_FINAL.pdf

Articles

- *A Trauma-Informed Approach to Teaching Through Coronavirus*
<https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus>

Videos

- **Newsround**
<https://www.bbc.co.uk/newsround#more-stories-2>
- **Cosmic Kids Yoga**
<https://www.youtube.com/user/CosmicKidsYoga>