



Mental Well-Being Themed Day: Somewhere Over the Rainbow

Autumn 1:

Year group	Key Question and suggested text focus	Suggested activities
Nursery	<p>Focus question: What is self-care?</p> <p>VIPERS Text: The World Made a Rainbow Michelle Robinson</p> <p>Express: Create together: Ask each member of the class to make something individually, for example paint on a pebble or tile, stitch a pattern on a small piece of cloth, draw on a piece of paper, take a photograph etc. Then combine the individual efforts to make a display.</p> <ul style="list-style-type: none"> - This could be created from some of the ideas suggested opposite too. 	<p>Vocabulary Focus:</p> <ul style="list-style-type: none"> - Self-care - Happiness - Rainbow <p>Learning for the day will be centred around the themes of self-care, happiness and the symbolism of rainbows.</p> <p>What is self-care? Show images related to self-care, eg. exercising, rest / sleep, washing, dentist, doctors, playing etc and talk with the children about what self-care is. Talk about how there are different sides to self-care – looking after our bodies physically but also being kind to ourselves and making sure we are happy.</p> <ul style="list-style-type: none"> - Are you happy, when you feel ill, your teeth hurt / you’ve hurt yourself? - Are happy, when you are too cold or too hot? - What can we do to help make sure we look after ourselves so we don’t feel like this? - What else makes you feel happy? - Are we happy all the time? Why not? Is this okay? Talk about the importance of quiet time within the day too – what helps you to calm down, when you are too excited, tired, upset, angry?



		<p>Apply: Sorting activity – have large pictures of different types of activities / objects which do and do not represent an element of self-care. Present each child with one and ask them to sort it under the correct headings – discuss each as you go along.</p> <ul style="list-style-type: none"> - Which self-care activities have you engaged in over the past few months? - How do these activities make you feel? How do you know? <p>Wash, Scrub, Rinse: Discuss the importance of hand washing and link this to the concept of germs – some being good and some being bad.</p> <ul style="list-style-type: none"> - Use a hand washing song to support this concept (include actions children can then apply) and take children in small group to learn / practice how to wash their hands properly – sing the song whilst this happens - Model the concept of germs by having glitter on your hand and this spreading to whatever is touched. <p>https://www.instagram.com/p/B9tbq2GHIVN/?igshid=103eh1q1qty5q</p>
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		<div data-bbox="1243 375 1512 742" data-label="Image"> </div> <div data-bbox="1545 375 1915 742" data-label="Image"> </div> <p>Rainbows Have you seen any rainbows lately – When? Why? - How does it make you feel when you see a rainbow?</p> <p>Significance of rainbows: How are rainbows formed? How does seeing a rainbow make you feel? Why? Talk about rainbows appearing after terrible rain or a storm and the impact they have on making people feel happier again afterwards.</p> <p>Sometimes we can use rainbows to help us think about our feelings. We might be feeling sad, scared or angry – this is the 'storm' - but then we must remember that these feelings will pass and things will be okay. We just need to remember the rainbow.</p> <p>VIPERS Text: The World Made a Rainbow Question:</p>
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		<ul style="list-style-type: none"> - How does staying inside make the girl feel? Have you felt like this before? When? - Why did the little girl make a rainbow picture? - What happened every time the girl felt upset, angry or like she couldn't do something? Who helped her? Was there a solution? - Have your mum and dad helped you when you felt upset, angry or like you couldn't do something? What do they do? - Do you ever look back at memories you've made – how do they make you feel? How might this make us feel happy again? - What can we learn from the story? Reinforce the symbol of rainbows / happiness <p>Apply: Can they draw or mark make a form of self-care that they enjoy? As a class, children are to make their own 'Guide to Self-Care' book using the things they have written.</p> <ul style="list-style-type: none"> - Could you use this as a self-care whole class challenge perhaps for different tasks throughout the month? - Send home to families and ask children to bring in photos to support the different activities. Use this as a drive for 'show and tell' style activities and display the outcomes on a 'scrap book' style class display. <p>Let's Celebrate: celebrate acts of self-care happening, discussed and noticed within the classroom</p> <p>Free flow activity ideas:</p> <ul style="list-style-type: none"> - Theme role play areas to self-care zones – dentist, doctors, etc - Laminate pictures of individual teeth and mouths full of teeth – colour these in with whiteboard pen and ask the children to 'brush / clean' the teeth with brushes and toothpaste etc.
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		<ul style="list-style-type: none"> - Washing / dressing dolls or teddies – how do you wash properly? How do our clothing choices change in different weathers? Why is this important? - Create rainbows in different mediums, eg. painting, playdough, stick mosaics etc. - Rainbow paperchains – what makes you happy? Children to mark make or draw things that make them happy on their chains.
<p>Reception</p>	<p>Focus question: How can we be kind to ourselves as well as others?</p> <p>VIPERS text: The Smartest Giant in Town Julia Donaldson</p> <p>Express: Create together: Ask each member of the class to make something individually, for example paint on a pebble or tile, stitch a pattern on a small piece of cloth, draw on a piece of paper, take a photograph etc. Then combine the individual efforts to make a display.</p> <ul style="list-style-type: none"> - This could be created from some of the ideas suggested opposite too. 	<p>Vocabulary Focus:</p> <ul style="list-style-type: none"> - Kindness - Self-care - Happiness - Thankful / Thankfulness <p>Learning for the day will be centred around 4 different themes: self-belief, happiness, kindness and being thankful.</p> <p>Self-care: What do you remember about the word self-care? Explain that self-care is looking at ourselves and our needs.</p> <ul style="list-style-type: none"> - Talk about how there are different sides to self-care – looking after our bodies physically but also being kind to ourselves and making sure we are happy inside. <p>Apply: Sorting activity – have large pictures of different types of activities / objects which do and do not represent an element of self-care. Ask children to sort them into two groups – question and discuss each as you go along.</p> <ul style="list-style-type: none"> - Why would this be / no be an example of self-care? How does it make you feel? What is self-care?



		<ul style="list-style-type: none"> - Which self-care activities have you engaged in over the past few months? - How do these activities make you feel? How do you know? <p>Kindness: Show a selection of thought provoking pictures that link to kindness and ask the children what they think of.</p> <ul style="list-style-type: none"> - What does being kind / showing kindness mean? What does kindness 'look like'? <p>How does kindness link to self-care? Discuss how taking time for self-care is about being kind to our bodies and our needs:</p> <ul style="list-style-type: none"> - How can we be kind to ourselves? - When you spend time on self-care, how does it make you feel? - When someone is kind to you, how does it make you feel? - When you are kind to someone else, how does it make you feel? <p>VIPERS text: The Smartest Giant in Town</p> <ul style="list-style-type: none"> - How did George feel at the beginning of the story? What was it that made him feel this way? Draw out the concept of relationships and the people not being very kind towards him. What could they have done differently? - How did George show kindness throughout the story? What acts of kindness did he make? - How did he make the animals feel? How did he impact on / change their emotions? How do you know? - How did showing kindness make George feel? What impact did being kind have on him? - How did his emotions change towards the end of the story?
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		<ul style="list-style-type: none"> - How did the animals return George's acts of kindness? - What can we learn from George and the animals he helped? - Was George kind to himself throughout the story? When? How? <p>Link the above story into the theme of thankfulness too:</p> <ul style="list-style-type: none"> - How do you know the animals were thankful to George? - What did being thankful 'look like'? - How else could the animals have said thank you? - Have you ever been thankful before? When? Why? How did you 'show' this? <p>Being thankful: What does it mean to be thankful? When and why do we say thank you? What else can we be thankful for? Have pictures on the IWB to support thinking and discussion</p> <p>Act it out: Teacher / TA role play – as a pair act out different situations where thankfulness needs to be shown, however, pause before revealing the 'modelled' response. Can children tell you how they think you should react? Why? Have they ever been in this situation – what did they do? E.g. receiving a gift that you don't like, eating dinner that you don't like, receiving a toy / snack in front of your friends.</p> <p>Explain that finding things to be thankful for improves our wellbeing. Sometimes this goes beyond being thankful for the direct things people do for us. What other things are we thankful for in our lives, the world around us? Have pictures on the IWB to support thinking and discussion e.g. nature, food, different job roles that may be 'overlooked', friends, fun activities and the ability to be able to do these.</p>
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		<p>- Mindfulness moments – looking at the sky and clouds think of all the things you are thankful for. Use your senses to help you think of things you notice everyday but do not fully appreciate as being 'gifts'.</p> <p>Use the following song as a 'tune' to inspire and create your own personalised song of 'thankfulness'.</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=0eEkWvekQiE - What are the children thankful for and why? <p>Apply: Can children create their own thankful / gratitude tree?</p> <p>Apply: How can we show our thanks? Create thankyou cards and help children, write, envelope and 'post' these in a class post box.</p> <p>How does being thankful improve your wellbeing? How does it make you feel? Why?</p> <p>Apply: As a class generate an acts of kindness display – challenge the children to each demonstrate one random act of kindness over the next week, like George did in the story.</p> <ul style="list-style-type: none"> - Send a message home to families informing them of this and use this as a drive for 'show and tell' style activities. - Display the outcomes on a 'scrap book' style class display. - Question how the act of kindness made the child feel and why? How did it make the other person feel? How do you know? <p>Let's Celebrate: Create a class 'star' badge to reward one child with each day to wear – who has demonstrated an act of kindness towards either themselves or others that needs to be acknowledged and celebrated? Ensure that 'self-kindness' is recognised too.</p>
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		<p>Free flow activity ideas:</p> <ul style="list-style-type: none"> - Theme role play areas to self-care zones – dentist, doctors, etc - Post office writing table for the generation and sending of 'thankyou' cards - Small world tuff tray linked to 'The Smartest Giant in Town' – who did he help and how? - Arty tasks – stick mosaics, painting, collaging, colouring, printing, egg painting. Question – how did these activities make you feel?
<p>Year 1</p>	<p>Focus question: How do you feel when you've passed through the storm and into the rainbow?</p> <p>VIPERS text: I Hate Everything Sue Graves</p> <p>Express: Create together: Ask each member of the class to make something individually, for example paint on a pebble or tile, stitch a pattern on a small piece of cloth, draw on a piece of paper, take a photograph etc. Then combine the individual efforts to make a display.</p> <ul style="list-style-type: none"> - This could be created from some of the ideas suggested opposite too. 	<p>Vocabulary Focus:</p> <ul style="list-style-type: none"> - Self-belief - Self-care - Thankful / Thankfulness - Connectedness <p>Learning for the day will be centred around 4 different themes: self-care, self-belief, thankfulness and connectedness.</p> <p>Self-care:</p> <ul style="list-style-type: none"> - Assessment point: use this opportunity to allow the children to share their existing understanding of the vocabulary self-care. What do you already know / understand about this word? What does it 'look like'? - Show images of people practising different elements of self-care. Now, what do you think it is? Why do you think that? <p>Explain that self-care is all about what you can do to help yourself feel better or to keep yourself feeling good both physically and mentally.</p>



		<p>Everyone's approach to self-care will look different. What works for you might not work for others. Give examples here of differences between the teacher / TA in the room.</p> <ul style="list-style-type: none"> - There are lots of different self-care strategies - you need to try out different ones until you find something that works for you. What makes you feel calm, happy, positive? - What strategies do children currently apply – do they work? How do they know? <p>Explore and Reflect:</p> <ul style="list-style-type: none"> - Model a variety of games and examples with the children and ask them to feedback the impact it had on them e.g. counting to 10, writing positive traits, a game, drawing, talking to someone, singing / listening to a song, hearing a joke, a cuddle etc <p>VIPERS text: I Hate Everything</p> <p>Before reading, ask the children whether they have ever used the word 'hate' before. When? Why? In which context?</p> <ul style="list-style-type: none"> - From the images on the front, what type of emotions do you think this boy might experience? Why? - During reading, pause to question the boy's behaviour choices – can the children relate? When? How? Why? What was the resolution for them, how did they change their emotions at that point of the 'storm'? could they see the 'rainbow' at the end, why not? - How does self-care link to the story? How did these skills help him? - What types of self-care did the boys aunt suggest to help him to calm down? Have these worked for you? What other strategies could you suggest for him to apply? - We know what to do – is it always easy to apply? Why?
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		<p>Apply: Use the pages at the back regarding Owen and his haircut to stimulate group discussions.</p> <ul style="list-style-type: none"> - How do you think Owen was feeling, why? Have you ever felt this way before? When? Why? - What advice could you give? What makes you calm, happy? What types of self-care could he apply to help him? - How could he apply self-belief in this situation? <p>Ask children to write a short message to Owen advising him on what to do, when he mum suggests taking him for a haircut?</p> <p>Self-belief: What is self-belief?</p> <ul style="list-style-type: none"> - Explain that it is about how you feel about your own skills and the things that you can do. <p>What skills do you have? What are you good at doing? How do you know? Explain that skills and things that you are good at can also be known as your 'strengths'.</p> <ul style="list-style-type: none"> - Share some examples of skills and strengths that children may have. Model more abstract skills such as a good listener, team player, patient, caring, calm etc. Ask children to stand up, if they feel this applies to them and discuss each in turn. - What does it mean to be...? <p>How have you used these strengths and skills in a challenging time before? When? How?</p> <p>Apply: We Can...: On a paper chain write or draw one of your strengths ... ask children to explain <u>how</u> this skills, attribute or strength can help</p>
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		<p>them in adverse, challenging times. Collect the links and join to make a whole class 'We Can' paper chain to display.</p> <p>Apply: Advice Please: present children with different scenarios – how would you overcome this problem? What skills and strengths do you have that you could use to help yourself?</p> <ul style="list-style-type: none"> - Are children's approaches similar or different? - Is this okay - What can we learn from this? <p>Connectedness/Kindness: How can being connected and the relationships we have help us in challenging times?</p> <ul style="list-style-type: none"> - Explore the roles friends and family have on supporting our wellbeing and helping us to 'see the rainbow' during a storm - Discuss the different members of staff / support networks children have access to in school e.g. teachers, worry boxes, ELSA, nurture / lunchtime clubs - Discuss the different support networks children have access to outside of school e.g. ChildLine, Samaritans, emergency services. Show children the ChildLine website <p>Discuss: Who can we reach out to within school? outside of school?</p> <p>Apply: Ask children to create a poster signposting the importance of connectedness and how to help others stay connected, when they are feeling worried, alone or scared – include both inside and outside of school support networks.</p> <ul style="list-style-type: none"> - Is it okay to talk to others, ask for help? - How did relationships help the characters in our book?
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		<ul style="list-style-type: none"> - How have the relationships you have helped you in the past? - Is it better to face a challenge, upset, fear etc alone or with support? <p>Reintroduce the concept of the class worry box – its purpose and the ‘rules’ for sharing these within the classroom. Pull out and explore a few examples of worries and ask the children to provide feedback and support</p> <p>Thankfulness / Being Thankful: What does it mean if you are thankful? Can we show thanks / thankfulness in different ways? What does this look like? Does it always look the same?</p> <p>Explain that finding things to be thankful for even in the face of challenge improves our wellbeing.</p> <ul style="list-style-type: none"> - How do we feel when we give thanks? - How does it feel to be thanked? How do you know? What does this ‘look’ like? <p>Sometimes this goes beyond being thankful for the direct things people do for us. What other things are we thankful for in our lives, the world around us?</p> <p>Apply: Thankfulness through the Alphabet:</p> <ul style="list-style-type: none"> - Using the alphabet, play a game to try and think of something you are grateful for that starts with each letter of the alphabet as you go around the circle. - Question children’s responses and reasoning
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		<ul style="list-style-type: none"> - Display: Use the children’s responses to create a class ‘thankfulness’ alphabet display <p>How does this link to the skills we have already explored today – self-belief and self-care?</p> <ul style="list-style-type: none"> - Can being thankful act as a form of self-care? Does it make you feel happy, positive? - Is this a skill? How? How can being thankful help you in a situation? How could it have helped the characters in our story? how would being thankful change their mind-set and attitude?
<p>Year 2</p>	<p>Focus question: As you pass into the rainbow, what have you learnt about yourself?</p> <p>VIPERS text: Even Superheroes Have Bad Days Shelly Becker</p> <p>Express: Create together: Ask each member of the class to make something individually, for example paint on a pebble or tile, stitch a pattern on a small piece of cloth, draw on a piece of paper, take a photograph etc. Then combine the individual efforts to make a display.</p> <ul style="list-style-type: none"> - This could be created from some of the ideas suggested opposite too. 	<p>Vocabulary Focus:</p> <ul style="list-style-type: none"> - Self-belief - Connectedness - Thankful / thankfulness - Self-care <p>Learning for the day will be centred around 4 different themes: self-care, self-belief, thankfulness and connectedness.</p> <p>Self-care:</p> <ul style="list-style-type: none"> - Assessment point: use this opportunity to allow the children to share their existing understanding of the vocabulary self-care. What do you already know / understand about this word? What does it ‘look like’? - Show images of people practising different elements of self-care. Now, what do you think it is? Why do you think that?



		<p>Explain that self-care is all about what you can do to help yourself feel better or to keep yourself feeling good both physically and mentally.</p> <p>Everyone's approach to self-care will look different. What works for you might not work for others. Give examples here of differences between the teacher / TA in the room.</p> <ul style="list-style-type: none"> - There are lots of different self-care strategies - you need to try out different ones until you find something that works for you. What makes you feel calm, happy, positive? - What strategies do children currently apply – do they work? How do they know? <p>Explore and Reflect:</p> <ul style="list-style-type: none"> - Model a variety of games and examples with the children and ask them to feedback the impact it had on them e.g. counting to 10, writing positive traits, a game, singing / listening to a song, hearing a joke, a cuddle etc <p>Apply: Self-care calendar: children are to create a self-care calendar for the month of September. Encourage children to break down their self-care approaches into different categories (physical, emotional, social and practical). Link to Mrs Bull's wellbeing challenges, as a starting point.</p> <ul style="list-style-type: none"> - Use a suggestion from each child to create a whole class self-care calendar whereby you will complete one activity each day together in school. constantly reflect on how the activity made you feel? Did it have the desired positive impact? Why? Would you use this for a personal self-care action point? Why? - Children to record these reflections daily under the activity
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		<p>Laugh it Out: class jokes session – what is the power of the laugh? How does it support self-care?</p> <ul style="list-style-type: none"> - Have children learnt anything new about themselves? <p>Self-belief: What is self-belief? What skills do you have? How do you know? Explain that skills and things that you are good at can also be known as your 'strengths'.</p> <ul style="list-style-type: none"> - Share some examples of skills and strengths that children may have. Model more abstract skills such as a good listener, team player, patient, caring, calm etc. Ask children to stand up, if they feel this applies to them and discuss each in turn. - What does it mean to be...? <p>How have you used these strengths and skills in a challenging time before? When? How?</p> <p>Apply: Advice Please: present children with different scenarios – how would you overcome this problem? What skills and strengths do you have that you could use to help yourself?</p> <ul style="list-style-type: none"> - Are children's approaches similar or different? - Is this okay - What can we learn from this? <p>VIPERS text: Even Superheroes Have Bad Days Before reading: What do you think when you hear the word 'superhero'?</p> <ul style="list-style-type: none"> - Discuss how the characters in this book have the ability to be destructive, hurtful and unkind, when they are upset but they choose not to do this. Why? Do you think this is easy or hard? Why?
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		<ul style="list-style-type: none"> - Have you ever 'exploded' before? How did it make you feel? What can we learn from this? - Is it okay to have a bad day? To be feeling these emotions inside? - Should we be upset with the emotion we feel or the actions shown / chosen? Why? - What do the superheroes do instead of being destructive, hurtful and unkind? Why? How did it help? How did it make them feel? - What other strategies could you suggest they try? How will this help? - What strategies have you used / been encouraged to use in the past? Have they worked? Why / why not? <p>Superhero in training activity: Sorting activity of appropriate and inappropriate behaviours to demonstrate, when feeling heightened emotions</p> <ul style="list-style-type: none"> - Removing ourselves from the situation – how do we know, if people are having a bad day? What are the signs? What can we do? - What skills do you have that can help someone? - How can we use our self-care tools to help some else? <p>Apply: Ask children to make a comic book strip showing their own strengths. How do they calm down, when facing an emotional challenge? What strengths and skills do could / do they apply?</p> <ul style="list-style-type: none"> - Ext: children to write a sentence to describe and explain the picture they have drawn - Have children learnt anything new about themselves? <p>Thankfulness</p>
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		<p>What does it mean if you are thankful? Can we show thanks / thankfulness in different ways? What does this look like? Does it always look the same?</p> <p>Explain that finding things to be thankful for even in the face of challenge improves our wellbeing.</p> <ul style="list-style-type: none"> - How do we feel when we give thanks? - How does it feel to be thanked? How do you know? What does this 'look' like? <p>Sometimes this goes beyond being thankful for the direct things people do for us. What other things are we thankful for in our lives, the world around us? Do we ever stop and think about the things we have, enjoy – where they come from? Why not? What if they all disappeared?</p> <p>Apply: Time to Send a Message: Ask children to write and send a postcard of thanks to someone they are grateful to either in school or outside of school. if it is to someone in school, deliver these postcards by the end of the week. Ensure children fully develop their personal reasoning for giving thanks.</p> <p>Connectedness/Kindness:</p> <p>How can being connected and the relationships we have help us in challenging times?</p> <ul style="list-style-type: none"> - Explore the roles friends and family have on supporting our wellbeing and helping us to 'see the rainbow' during a storm
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		<ul style="list-style-type: none"> - Discuss the different members of staff / support networks children have access to in school e.g. teachers, worry boxes, ELSA, nurture / lunchtime clubs - Discuss the different support networks children have access to outside of school e.g. ChildLine, Samaritans, emergency services. Show children the ChildLine website <p>Discuss: Who can we reach out to within school? outside of school?</p> <p>Apply: Ask children to create a poster signposting and <u>explaining</u> the importance of connectedness and how to help others stay connected, when they are feeling worried, alone or scared – include both inside and outside of school support networks.</p> <ul style="list-style-type: none"> - Is it okay to talk to others, ask for help? - How did relationships help the characters in our book? - How have the relationships you have helped you in the past? - Is it better to face a challenge, upset, fear etc alone or with support? <p>Reintroduce the concept of the class worry box – its purpose and the 'rules' for sharing these within the classroom. Pull out and explore a few examples of worries and ask the children to provide feedback and support</p>
Year 3	<p>Focus question: Being as young and small as you are, can you make a difference?</p>	<p>Vocabulary Focus:</p> <ul style="list-style-type: none"> - self-belief - gratitude - connectedness



<p>VIPERS text: The Boy, the Mole, the Fox and the Horse (extracts only from the PDF attached)</p> <ul style="list-style-type: none"> - Prior to reading, respond to the front cover of the text along with a selection of illustration – what can we predict or infer from the illustrations shared? <p><u>Using the PDF extracts provided, please share and reflect on the following pages with the children:</u></p> <p>"I'm so small," said the mole. "Yes," said the boy. "But you make a huge difference."</p> <p>"We often wait for kindness... but being kind to yourself can start now," said the mole.</p> <p>"What is the bravest thing you've ever said?" asked the boy. "Help," said the horse.</p> <p>"Asking for help isn't giving up," said the horse. "It's refusing to give up."</p> <p>"When the dark clouds come...keep going." [said the horse]</p> <p>"We have such a long way to go," sighed the boy.</p> <p>"Yes, but look how far we've come," said the horse.</p>	<p>Learning for the day will be centred around 3 different themes: self-belief, gratitude and connectedness.</p> <p>Self-belief:</p> <p>Discuss why it is important to believe in ourselves and others. Introduce the phrase self-belief. Note – This is not just about feeling good about yourself but also having the inner confidence to believe that there are things we can do to make a difference.</p> <ul style="list-style-type: none"> - Have you ever changed the outcome of a situation independently by using the skills you acquire? How? When? <p>Apply: Advice Please: present children with different scenarios – how would you overcome this problem? What skills and strengths do you have that you could use to help yourself?</p> <ul style="list-style-type: none"> - Are children's approaches similar or different? - Is this okay - What can we learn from this? <p>Apply: How to...: Ask children to write a 'how to' guide for someone facing a difficult situation. How will this guide help to make a difference?</p> <ul style="list-style-type: none"> - How can 'you' make a difference by believing in yourself? - How can you make a difference to others by believing in yourself? <p>Gratitude:</p> <p>Assessment point: What is gratitude? Discuss and share the children's existing definitions of gratitude. Where have you heard this word before? Ask children to talk from their experiences:</p> <ul style="list-style-type: none"> - How can we show our thanks to others?
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	<p>"What's your best discovery?" asked the mole.</p> <p>"That I'm enough as I am," said the boy.</p> <p>Possible questioning:</p> <ul style="list-style-type: none"> - What do the illustrations suggest? How do they make you feel? Which ones do you connect with, why? When? - What can we infer from the conversations or illustrations shared? - What do you think the '...' means, when he says '...'? - How does the author present the theme of self-belief, kindness, resilience, hope, friendship? <p>Express: Create together: Ask each member of the class to make something individually, for example paint on a pebble or tile, stitch a pattern on a small piece of cloth, draw on a piece of paper, take a photograph etc. Then combine the individual efforts to make a display.</p> <ul style="list-style-type: none"> - This could be created from some of the ideas suggested opposite too. 	<ul style="list-style-type: none"> - How do we feel when we give thanks? - How does it feel to be someone who receives thanks? <p>Introduce the idea that we can show gratitude in different ways and for different things.</p> <p>Gratitude walk: Take a gratitude walk around the school grounds / local area. Challenge children to observe using all of their different senses, for example; what can you hear, see, smell, and feel.</p> <ul style="list-style-type: none"> - Try to think of the things we might take for granted or not typically notice or appreciate. - What would it be like if these things were to go? How would that make you feel? Why? - Challenge: How can we give thanks to / preserve some of these things that are more abstract? <p>Apply: Gratitude Jars: create a gratitude jar as a class. Ask children as well as your team to write one thing they are thankful for each day. This can be something simple such as a nice cup of coffee or a sunny day, or it can be for an act of kindness or the actions of a friend. These anonymous gratitude notes can be shared at the end of each day to explore the wide range of things we can find thanks for. Use as a discussion point for why you are grateful – how have these helped you?</p> <p>Challenge: How can we use this attitude and skill of gratitude to help us overcome negative thoughts we might be facing – present children with some scenarios and encourage them to change their responses to demonstrate thanks e.g. going to see a 'boring' relative, being given a</p>
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		<p>dinner you don't like, not being allowed to do something, the rain cancelling a day out.</p> <ul style="list-style-type: none"> - How can 'you' make a difference by showing gratitude and encouraging others to do so to? <p>Connectedness:</p> <p>Explore and discuss the different support networks children have access to both in and out of school (e.g. ChildLine – show children the website). Linking to this you can touch on the roles of key staff and the support systems we run in school to raise children's awareness of these.</p> <ul style="list-style-type: none"> - What can we do if we feel worried? Who can we talk to? - How do we know if someone is worried, angry, upset? What are the signs? - How can we support someone we know / see is worried? - How can you make a difference? <p>Apply: Advice Please: model a few different scenarios – how would you overcome this problem? Using your learning from today, what advice would you give?</p> <p>Children to create an informational poster for the different wellbeing management strategies and support systems they have explored within the session.</p> <p>Reintroduce the concept of the class worry box – its purpose and the 'rules' for sharing these within the classroom. Pull out and explore a few</p>
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		<p>examples of worries and ask the children to provide feedback and support</p> <ul style="list-style-type: none"> - Do you connect with others in challenging times? Why? - What are the barriers to asking for support? - Why is it important to connect with others and to seek support in these times? <p>Kindness: Discuss the links between kindness and the idea of being connected. What impact does it have? What difference can it make?</p> <p>Is kindness being polite? Is it presenting one random act or gesture or is it something you do on the long term?</p> <ul style="list-style-type: none"> - How do we know when to be kind? - How do we feel when someone is kind to us? - How do we show kindness to ourselves? - How do we feel when we have done something kind for someone else? - What different ways can we think of to be kind to others? <p>How can 'you' make a difference by being kind?</p> <p>Apply: Present children with some scenarios and ask them to reflect on how the person might feel and what they could do to help?</p> <ul style="list-style-type: none"> - What would kindness look like in this situation? - Have you been in a position like this before? How did you respond then? - How will you respond now? Why?
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		<p>Apply: Children are to create their own personal kindness calendar for the remainder of the month, at the end of this time look back to see how many 'acts' have been achieved. Children to write a reflection of their outcomes:</p> <ul style="list-style-type: none"> - How did you find this activity? Did you achieve your kindness tasks? why? - Was being kind easier / harder than your first thought? Why? - Did you face any obstacles? - How did these activities make you feel? How did the receiver feel? How do you know?
<p>Year 4</p>	<p>Focus question: Is your glass half empty or half full?</p> <p>VIPERS text: The Boy, the Mole, the Fox and the Horse (extracts only from the PDF attached)</p> <ul style="list-style-type: none"> - Prior to reading, respond to the front cover of the text along with a selection of illustration – what can we predict or infer from the illustrations shared? <p><u>Using the PDF extracts provided, please share and reflect on the following pages with the children:</u></p> <p>"What do you think success is?" asked the boy. "To love," said the mole.</p>	<p>Vocabulary Focus:</p> <ul style="list-style-type: none"> - self-belief - gratitude - connectedness <p>Learning for the day will be centred around 3 different themes: self-belief, gratitude and connectedness.</p> <p>Self-belief: Discuss why it is important to believe in ourselves and others. Introduce the phrase self-belief. What does this word mean to you? Can children remember their learning from last year? Note – This is not just about feeling good about yourself but also having the inner confidence to believe that there are things we can do to make a difference.</p> <p>Reassure them of reality:</p> <ul style="list-style-type: none"> - Everybody has happy and unhappy times, achievements and failures.



BeDifferent Federation



"What is that over there?" [asked the boy] "It's the wild," said the mole. "Don't fear it."

"One of our greatest freedoms is how we react to things." [said the mole]

"The greatest illusion," said the mole, "is that life should be perfect."

"Sometimes I think you believe in me more than I do," said the boy. "You'll catch up," said the horse.

"Is your glass half empty or half full?" asked the mole. "I think I'm grateful to have a glass," said the boy.

"What's your best discovery?" asked the mole. "That I'm enough as I am," said the boy.

Possible questioning:

- **What do the illustrations suggest? How do they make you feel? Which ones do you connect with, why?**
- **What can we infer from the conversations or illustrations shared?**
- **What do you think the '...' means, when he says '...'?**

- We all have strengths and weaknesses.
- Mistakes are natural.

Play name a strength: select a child's name from a pot and ask others to name a strength about them – have attributes cards on IWB. This may need to be facilitated – can you think of a time you have used your sense of humour to..., you have a great ability to..., have you ever helped someone in a situation – how? - Can children reflect on any other qualities / strengths they have and give examples?

Apply: I'm great because ... activity

Ask children to reflect on a time they felt a given emotion. Have some relatable examples 'ready' to support if needed

- How did you respond? How did the response make you feel?
- How can you use one of your strengths or qualities to cope with the situation differently?
- Have you been in a situation like this before? What did you do? What would you do differently now?

Gratitude:

What is important to you in life? Encourage children to use their different senses, as they reflect on this.

Assessment point: What is gratitude? Discuss and share the children's existing definitions of gratitude. Where have you heard this word before?

Ask children to talk from their experiences:

- How can we show our thanks to others?
- How do we feel when we give thanks?
- How does it feel to be someone who receives thanks?

Introduce the idea that we can show gratitude in different ways and for different things.



	<p>- How does the author present the theme of self-belief, kindness, resilience, hope, friendship?</p> <p><i>Charlie Macksey</i>, the author of the text <i>The Boy, the Mole, the Fox and the Horse</i> wrote the following:</p> <p>One day we will be able to hug each other again and pop round for a cup of tea. We will look back with grief and pain but also what brought us back together and reminded us what really matters. One day we will be free, but different, kinder and better.'</p> <p>Charlie Macksey, March 27th 2020</p> <ul style="list-style-type: none"> - What message is he spreading here? - How does it make you feel? Why? - What does he mean, when he says we will be different, kinder and better? Different and better at what? Kinder, how, why? <p>Express: Create together:</p>	<ul style="list-style-type: none"> - Challenge children to think about those more abstract elements of life that may be over looked e.g. nature, weather, landforms, discoveries etc. <p>Read all About It: Share a newspaper article on the Giving Tree in America, where a woman created her own 'giving tree' with facemasks for the community. Discuss the benefits of giving and receiving and link this to wellbeing. What can we learn from this? Why is it important to think about the things we are thankful for, even in difficult times? What are you grateful for today? Why?</p> <p>Apply: In response to the above news article, ask children to create their own gratitude tree whereby children add leaves of their own detailing something they are grateful for and why. What impact do they have on them and their lives? How do these things help to regulate them in difficult times?</p> <ul style="list-style-type: none"> - Challenge: We can't just say thank you to a tree - How can we give thanks to / preserve some of these things that are more abstract? <p>Connectedness: Explore and discuss the different support networks children have access to both in and out of school (e.g. ChildLine). Linking to this you can touch on the roles of key staff and the support systems we run in school to raise children's awareness of these.</p> <ul style="list-style-type: none"> - What can we do if we feel worried? Who can we talk to? - How do we know if someone is worried, angry, upset? What are the signs? - How can we support someone we know / see is worried?
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	<p>Ask each member of the class to make something individually, for example paint on a pebble or tile, stitch a pattern on a small piece of cloth, draw on a piece of paper, take a photograph etc. Then combine the individual efforts to make a display.</p> <ul style="list-style-type: none"> - This could be created from some of the ideas suggested opposite too. 	<ul style="list-style-type: none"> - How can you make a difference? <p>Listen to a piece of music around the theme of togetherness e.g. Lean On Me – Bill Withers or I’ll get By with a Little Help from my Friends – The Beatles.</p> <p>What do you think the meaning behind these songs are? why? How can we further promote the feeling of connectedness within our classroom, within our year group bubble, the school?</p> <p>Apply: Ask children to generate their own song / chant about the importance of feeling connected and support lines available to them in school. How can these help in difficult situations?</p> <ul style="list-style-type: none"> - Can children personally reflect on a time feeling connected and supported has helped them? <p>Kindness:</p> <p>Word association game: start by passing the word kindness around the room and ask all children to contribute either a synonym for or word associated to the word kindness. What does this word make them think of?</p> <p>Apply: children are to create their own 12 days of kindness calendar. Challenge children to target their acts of kindness towards 3 areas – themselves, others and the planet. Remind them – what are you grateful for? How can we demonstrate thanks?</p> <p>Children to write a reflection of their outcomes:</p> <ul style="list-style-type: none"> - How did you find this activity? Did you achieve your kindness tasks? why?
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		<ul style="list-style-type: none"> - Was being kind easier / harder than your first thought? Why? - Did you face any obstacles? - How did these activities make you feel? How did the receiver feel? How do you know?
<p>Year 5</p>	<p>Focus question: Should there be a school for unlearning?</p> <p>VIPERS text: The Boy, the Mole, the Fox and the Horse (use the whole text)</p> <p>PDF attached</p> <p>https://www.youtube.com/watch?v=WMVc8afLFG0&t=202s</p> <ul style="list-style-type: none"> - Prior to reading, respond to the front cover of the text along with a selection of illustration – what can we predict or infer from the illustrations shared? <p>Possible questioning:</p> <ol style="list-style-type: none"> 1. Can you find an example of where The Boy, The Mole, The Fox or the Horse changes a negative thought and feeling into a positive? <p>How do these make you feel as the reader? Why do you think the author uses this technique?</p> <ul style="list-style-type: none"> - Can you challenge and reword a negative assumption or belief? 	<p>Vocabulary Focus:</p> <ul style="list-style-type: none"> - self-efficacy - gratitude - hope/ optimism - connectedness <p>Learning for the day will be centred around 4 different themes: self-belief, gratitude, hope and connectedness.</p> <p>Self-efficacy (link to having a growth mind set):</p> <p>Share definitions and thoughts about self-efficacy:</p> <ul style="list-style-type: none"> - Self-efficacy is belief in your own abilities to deal with various situations. Our belief in our own ability to succeed plays a role in how we think, how we act, and how we feel about our place in the world. <p>Discuss the importance of self-efficacy for our mental wellbeing.</p> <ul style="list-style-type: none"> - Self-efficacy does not always mean being immediately successful, but having self-belief can give you the opportunity to think about the things that are under your control, to take one step at a time and work towards your goals. <p>Reflect on how sometimes things may feel out of our control. At such times, it is important to remember the things that we can control and the strengths and the skills we can draw on to make a difference.</p>



	<p>2. How does Mackesy use the illustrations to enhance the story?</p> <p>3. How does the author reflect the themes of self-belief, connectedness, gratitude and hope within the story?</p> <p>- How do these thought match with your own?</p> <p>4. How would you describe the personality of each character in the story?</p> <p>5. How does The Boy, The Mole, The Fox and the Horse promote kindness and compassion?</p> <p>- Do you think you're are kind towards yourself? Why? How can you be a little kinder towards yourself?</p> <p>Express: Create together: ask each member of the class to make something individually, for example paint on a pebble or tile, stitch a pattern</p>	<p>Share a story of an inspirational person who has displayed self-belief and used their strengths to the best of their ability.</p> <ul style="list-style-type: none"> - Have you ever been in a similar situation? How did you respond? How did your responses differ? - What can we learn from them? - What obstacles did they have to overcome in order to maintain their self- belief? - How is this relevant to us, to life today? <p>Apply: challenge unhelpful self-talk: sometimes negative thoughts or self-talk can take over and impact on our self-belief. Remind children what can be learnt from the individual explored above. Present them with a selection of unhelpful thinking habits and challenge them to 'flip' these into more positive, helpful thoughts.</p> <p>Challenge the thought by:</p> <ul style="list-style-type: none"> - Taking it to 'court' and look at the facts for and against. - Change the thought into a more realistic or helpful one. - Imagine if the thought actually came true and what you would do next. Come up with a problem-solving plan to explore positive coping strategies. <p>Should there be a school for unlearning?</p> <ul style="list-style-type: none"> - Is self-efficacy a natural thing for everyone, why not? - What might influence or impact on tones ability to have self-efficacy? - Is there anything you would 'unlearn' or change about your views and mind-set in response to your learning on self-efficacy? Why? <p>Apply: notice, analyse, and celebrate successes: ask children to start / keep a "success journal" in which they record successes and list the skills, talents, and strategies that they used to bring about the</p>
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	<p>on a small piece of cloth, draw on a piece of paper, take a photograph etc. Then combine the individual efforts to make a display.</p>	<p>positive outcome. Start with something achieved over the past few months.</p> <ul style="list-style-type: none"> - Discuss the need to be honest and realistic with goals set and the outcomes received. - Share some scenarios here to respond to – why and where did things go wrong? What advice would you give? What could they have done differently? <p>Gratitude: When we find things we are grateful for, no matter how small, this can help to change our focus and promote wellbeing.</p> <p>Apply: Reflect and discuss: Is there someone you are grateful to? - Is this person living, dead or someone you have never met? Why?</p> <p>Children are to write this person a letter to express their gratitude and the impact that they have on them and their wellbeing. How can / will they truly show their gratitude beyond simply saying thank you? How will they demonstrate this gratitude in their everyday life?</p> <p>'Random Act of Kindness' day: organise a random act of kindness day. Each child is to pull another child's name from a pot and over the course of the following day they are to demonstrate a random act of kindness. Did the person know/ guess? How?</p> <ul style="list-style-type: none"> - How did it make them feel? - How did the person feel who was giving the act? - What can we learn / take from this? - How we can extend these feelings into everyday life and not something we simply feel for the day? <p>Should there be a school for unlearning?</p>
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		<ul style="list-style-type: none"> - Gratitude seems such a natural thing to have. Do you think everyone displays this trait? - Is saying thank you or buying someone a gift enough to show gratitude? - Is there anything you would 'unlearn' or change about your views and mind-set in response to your learning on gratitude? Why? <p>Hope: Explain how having hope is different to making a wish for the future – it's having a positive outlook, forward looking, a belief that circumstances will change for the better in the future no matter how big or small.</p> <ul style="list-style-type: none"> - Have you ever been in a situation where you felt like nothing would ever change, it was 'the end', dark, the point of giving up? - How could having hope have helped you? <p>Who can you turn to, if you feel like you are losing hope – in school / outside of school? Share and remind children of different support networks and mechanisms in place for them</p> <p>Apply: Follow this up by exploring images or quotations about hope and discuss which ones they like and why. What is the meaning behind the quote? What can we learn from this?</p> <p>The identified text can be used to support this too Ask children to make a personal rainbow that can be drawn or written on. This might include things they want to achieve or are looking forward to. Encourage children to think about small, achievable goals and everyday things, as well as bigger, wider goals.</p> <ul style="list-style-type: none"> - Can they foresee any obstacles? - How could they use a sense of hope to help them overcome these? - Which quotes or phrases could they use to help them regain hope?
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		<p>Should there be a school for unlearning?</p> <ul style="list-style-type: none"> - Is having hope a wish for the future? Why? - Is there anything you would 'unlearn' or change about your views and mind-set in response to your learning on hope? Why? <p>Connectedness: Explore and discuss the different support networks children have access to both in and out of school (e.g. ChildLine – explore the website with the children). Linking to this touch on the roles of key staff and the support systems we run in school to raise children's awareness of these.</p> <ul style="list-style-type: none"> - What can we do if we feel worried, lost, alone? Who can we talk to? - How do we know if someone is presenting negative emotions? What are the signs? What does it 'look like?' - How can we support someone we know / see is presenting themselves in this way? - How can you make a difference? How can being 'connected' help to make a difference? - What are the barriers to you connecting and opening up at school? What systems would work for you? <p>Apply: Read all About It: Ask children to interview one another about a time when they sought advice from another to help them in a challenging situation / when they were presenting an extreme negative emotion and ask them to compile their findings in a short 'kindness news' programme sharing the positive impacts and importance of staying connected.</p>
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		<ul style="list-style-type: none"> - Ask children to try and think of different people who have helped them. - As the audience, reflect: How did the story make you feel? Why? Who did they reach out to for support? What impact has the person had on them, how do you know? What can we learn from this? What will you take from this moving forward? <p>Should there be a school for unlearning?</p> <ul style="list-style-type: none"> - Is it okay to reach out and ask for help and support? - Does asking for help make us a failure, make us weak? - Is suffering inside something I should be ashamed or embarrassed of? - Is there anything you would 'unlearn' or change about your views and mind-set in response to your learning on connectedness? Why? <p>Challenge: These themes can be extended into time when watching Newsround, when the news report is detailing something negative. Can children help to find a positive? Can they find something to be grateful for in the situation?</p> <ul style="list-style-type: none"> - Can they identify examples of where people are connecting? - Can they think of a reason to stay hopeful? How?
<p>Year 6</p>	<p>Focus question: Is it better to see things from the past, present or future?</p> <p>VIPERS text: The Boy, the Mole, the Fox and the Horse (use the whole text)</p> <p>PDF attached</p>	<p>Vocabulary Focus:</p> <ul style="list-style-type: none"> • self-efficacy • gratitude • hope / optimism • connectedness <p>Learning for the day will be centred around 4 different themes: self-belief, gratitude, hope and connectedness.</p>

	<p>https://www.youtube.com/watch?v=WMVc8afLFG0&t=202s</p> <p>- Prior to reading, respond to the front cover of the text along with a selection of illustration – what can we predict or infer from the illustrations shared?</p> <p>Possible questioning:</p> <p>6. A recurring theme in <i>The Boy, The Mole, The Fox and the Horse</i> is how the characters reframe negative thoughts and feelings.</p> <p>For instance, the fox confesses that: "To be honest, I often feel I have nothing interesting to say." In response, the horse says: "Being honest is always interesting."</p> <p>Find a few other examples of this technique. Then try it out on yourselves: can you challenge and reword a negative assumption or belief?</p> <p>7. The concept of acceptance is demonstrated in this book, when characters learn to accept themselves and others despite their flaws.</p> <p>Point to a few examples of when this happens in the story. What do you need to work on accepting about your life?</p>	<p>Self-efficacy (link to having a growth mind-set):</p> <p>Share definitions and thoughts about self-efficacy:</p> <ul style="list-style-type: none"> • Self-efficacy is belief in your own abilities to deal with various situations. Our belief in our own ability to succeed plays a role in how we think, how we act, and how we feel about our place in the world. <p>Discuss the importance of self-efficacy for our mental wellbeing.</p> <ul style="list-style-type: none"> • Self-efficacy does not always mean being immediately successful, but having self-belief can give you the opportunity to think about the things that are under your control, to take one step at a time and work towards your goals. <p>Reflect on how sometimes things may feel out of our control. At such times, it is important to remember the things that we can control and the strengths and the skills we can draw on to make a difference.</p> <p>Say it like a Poet: Read and respond to one of the poem suggestions below as a 'hook' or plenary reflection – how does this support the idea of self-efficacy? What can we learn from this? can you resonate with this, how, why?</p> <ul style="list-style-type: none"> • It Couldn't Be Done – Edgar A Guest • Help Yourself To Happiness – Helen Steiner Rice • I'd Rather Be – Page Belnap <p>Apply: Letter to your future self: write a letter to your future self, telling yourself about the things you have learned, how you got through ups and downs, what skills and strengths you drew on and how you will use them in the future. If you feel like you haven't shown signs of self-</p>
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	<p>8. How does the book explore the concept of being lost and ultimately finding home? What is 'home'?</p> <p>9. At times, there are several pages filled with illustrations without words. How does Mackesy use artwork to enhance the story?</p> <p>10. Several times in the book, the characters reflect on love. Point to at least three examples in the text where love comes up. How do these thought on love match with your own?</p> <p>11. Pick a quote that resonates with you. Why were you drawn to these words in particular?</p> <p>12. How would you describe the personality of each character in the story? How does Mackesy differentiate the four companions?</p> <p>13. How does The Boy, The Mole, The Fox and the Horse promote kindness and compassion?</p>	<p>efficacy before then why not? What have you learnt now? What will you do differently?</p> <ul style="list-style-type: none"> - Why is it so easy to think of our faults but not our strengths in challenging times? <p>In response to learning, challenge - is it better to see things from the past, present or future? Why?</p> <p>Gratitude: Finding things to be grateful for is important for our wellbeing leading to both physical and psychological benefits – what could these be? What do these words mean? https://www.youtube.com/watch?v=JMd1CcGZYwU</p> <ul style="list-style-type: none"> - Gratitude can be described by some as being a 'social glue' that connects people – what do you think this means? Would you agree? Why? <p>Apply: Identify the positives: present children with a variety of different everyday situations, perhaps generate some together too from the morning so far – how can we take the 'good' out of the situation? How can we focus on the positive, what are you grateful for in the situation? Challenge children to link their reasoning to the wider world, beyond their personal bubble. Perhaps have picture prompts to support thinking here about the world, environment and backgrounds children come from.</p> <p>Apply: Gratitude journals: Begin a gratitude journal and take 2 minutes to write in it before the end of school day each day.</p>
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	<p>How can you be a little kinder towards yourself? Others? What have you learnt about kindness and gratitude over the past few months?</p> <p>14. In what ways does Mackesy include magical realism in the story? Do you find it takes you out of the story or does it feel like a seamless component of the book?</p> <p>15. If you could have anybody read this book after your recommendation, who would it be? Who needs <i>The Boy</i>, <i>The Mole</i>, <i>The Fox and the Horse</i> in their life and why?</p> <p>Express: Create together: ask each member of the class to make something individually, for example paint on a pebble or tile, stitch a pattern on a small piece of cloth, draw on a piece of paper, take a photograph etc. Then combine the individual efforts to make a display.</p>	<ul style="list-style-type: none"> - Write 5 things about that day for which you are grateful. Some days you will have some exciting things to write about. Other days it can be as simple as "I am so grateful that I wore socks today, because it was cold." - Acknowledge one ungrateful thought and transform it to a grateful one. For example, you might change "I can't believe someone stepped on my toe," to "I am grateful that no damage was caused or that I managed myself well and did not over react" - Ask children to share their responses (if happy and willing to) and reflect on these as a class – does anyone else share these thoughts? Can you think of another reason to be grateful in this situation? <p>This idea can be extended into time when watching Newsround, when the news report is detailing something negative. Can children help to find a positive? Can they find something to be grateful for in the situation?</p> <ul style="list-style-type: none"> - Can they identify examples of where people are connecting? - Can they think of a reason to stay hopeful? How? <p>Hope: Talk about hope and the importance of acknowledging difficulties but balancing this with staying hopeful.</p> <ul style="list-style-type: none"> - Is hope something religious / can you only have a sense of hope if you're religious? - What can impact our sense of hope? - Have you ever been in a situation where you felt like nothing would ever change, it was 'the end', dark, the point of giving up? - How could having hope have helped you?
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		<p>Who can you turn to, if you feel like you are losing hope – in school / outside of school? Share and remind children of different support networks and mechanisms in place for them</p> <p>Apply: Agony Aunt: Present children with some different scenarios - how can we use the concept of hope to help us regulate and manage our emotions in difficult situations?</p> <ul style="list-style-type: none"> - What advice could we give? - What positive could you take from this situation for the future? - What could change, what can you control? - Are there any steps or goals that can be set in this situation to help you build hope? <p>In response to learning, challenge - is it better to see things from the past, present or future? Why?</p> <p>Connectedness: Explore: How does kindness link to / support the idea of being connected? Reflect on:</p> <ul style="list-style-type: none"> - What role can kindness play in a crisis? - What does kindness mean and how does it make you feel? - Is it important to be kind to others and why? - What personal qualities do you have that might enable you to be kind to others? - What might stop someone from being kind in a crisis? How might they overcome this? <p>Apply: Being kind to yourself: Think about the word 'coping'. What do</p>
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		<p>you think it means? Think of ways you can cope and be kind to yourself. This could be continuing to do things that make you happy, listening to or playing music, drawing or speaking to friends on the phone or social media.</p> <p>Create a poster for ways to be kind to yourself and the importance of this on your mental health and wellbeing.</p> <ul style="list-style-type: none"> - Reflect: would you say you were kind to yourself? Why? - Is being kind to yourself easier said than done, why? - Can you truly help others, if you're not kind to yourself? <p>Explore and discuss the different support networks children have access to both in and out of school (e.g. ChildLine – explore the website with the children). Linking to this touch on the roles of key staff and the support systems we run in school to raise children's awareness of these.</p> <ul style="list-style-type: none"> - What can we do if we feel worried, lost, alone? Who can we talk to? - How do we know if someone is presenting negative emotions? What are the signs? What does it 'look like?' - How can we support someone we know / see is presenting themselves in this way? - How can you make a difference? How can being 'connected' help to make a difference? - What are the barriers to you connecting and opening up at school? What systems would work for you? <p>Explore the ChildLine website with the children and show them how to use / respond to the active message boards. Choose the Health and Wellbeing forum then the Mental Health Thread. Explore some of the worries posted and ask children to think about possible responses they</p>
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		<p>could give based on today's as well as their prior learning and experiences.</p> <p>Apply: Extend this into the children's books or have children type their feedback and responses directly onto the forum / website.</p> <ul style="list-style-type: none"> - Why do you think children actively use these forums? - Is this something you would use? Why? - Would you feel more comfortable using this system in oppose to our class worry box? Why? - Even though you do not know the people messaging, would you still trust in the advice? Why? <p>In response to learning, challenge - is it better to see things from the past, present or future? Why?</p>
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